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## **The Effect of Using Authentic Material on ESP Learners' Motivation**

The Case of Third Year Students of Telecommunication at Biskra University

**A Dissertation Submitted to the Department of Foreign Languages as a Partial  
Fulfillment of the Requirements for a Master's Degree in Sciences of the  
Language**

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## **Dedication**

This dissertation is lovingly dedicated to:

All my beloved ones

Thank you

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## **Abstract**

In Algerian Universities, English was implemented as a compulsory course to the non-English disciplines under the name of ESP course in which teachers may use authentic materials to motivate their learners toward learning English language. However, it is observed that some learners do not attend because they consider ESP courses as secondary course and they are not motivated to learn English. This dissertation aims at investigating the effects of using authentic materials on ESP learners' motivation and determining the criteria that ESP teachers should take into consideration while selecting authentic materials to raise their learners' motivation. It targets third-year telecommunication learners. The main question of this research is 'what is the effect of the use of authentic material on enhancing ESP learners' motivation?', and the giving hypothesis is 'if ESP teachers make use of the appropriate and suitable authentic materials in their classes, their ESP learners' motivation will be enhanced'. In attempt to investigate these facts, a descriptive method has been undertaken and the data were gathered through two tools; semi-structured questionnaire and teachers' interview. The results obtained reveals that telecommunication learners are instrumentally motivated to learn English language through using authentic materials. However, the use of authentic materials should follow certain criteria to correctly motivate learners; those criteria are to select authentic materials that fit learners' level, and to select what is relevant to the communicative skill. Teachers should be aware of their method and their way of teaching so authentic materials can be applied correctly and learners can understand.

## **List of Abbreviations and Acronyms**

**CLT:** Communicative Language Teaching.

**EAP:** English for Academic Purposes.

**EBE:** English for Business and Economics.

**EFL:** English Foreign Language.

**EGAP:** English for General Academic Purposes.

**EGOP:** English for General Occupational Purposes.

**EGP:** English for General Purposes.

**ELT:** English Language Teaching.

**EOP:** English for Occupational Purposes.

**ESAP:** English for Specific Academic Purposes.

**ESOP:** English for Specific Occupational Purposes.

**ESS:** English for Social and Studies.

**ESP:** English for Specific Purposes.

**EST:** English for Science and Technology.

**GE:** General English.

**L2:** Second Language.

**NA:** Needs Analysis.

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# **General Introduction**

## **1. Background of the Study**

ESP emergence and development have taken place through different periods of time and due to different objectives and aims. Its origins and evolution, in fact, has taken a lot from other fields such as applied linguistics, English Language teaching (ELT) and technology. Further, experience in teaching ESP highlights the need to address difficulties faced by both teachers and learners in their teaching-learning process. In some cases, teachers of ESP use certain authentic material in their pedagogical practice in order to motivate their learners in language classes, as well as to help them improve their language. Authentic materials bridge the gap between classroom language and real life language. It does also insure a comfortable transition into the English culture. Hence, the main objective, when the teachers use authentic material in ESP classrooms, is to motivate learners.

## **2. Statement of the Problem**

English is considered as one of the most important languages in the world; that's why it is implemented as an obligatory course in many Non-English disciplines. Unlike the General English (GE), which encompasses grammar, phonology, morphology, and the general rules of the English language, ESP learning/teaching at first place raises the question for why the learners are going to learn English, i.e., Algerian Engineer, for instance, will have an engineering formation in England so he has to learn English for that reason, this kind of courses is ESP course.

ESP courses are taught within each field of study at university level. Its courses are designed to meet the learners' needs and goals. However, it is noticed that ESP learners at Biskra's University seem to be not interested to study such course and this may be due to the way ESP is taught, i.e., ESP teachers seem reluctant to use

authentic material during the course, which in its turn may affect ESP learners' motivation. Even though there are some ESP teachers who use authentic materials are not capable to select the suitable authentic materials, or they cannot applied the chosen authentic material appropriately during the class which make learners feel tedious while the lesson is carried, uninterested to the subject matter or demotivated. Considering the latter case, ESP teachers should take into consideration the criteria of selecting the suitable and appropriate authentic materials that meets the learners' needs and goals.

### **3. Research Questions**

Considering the statement of the problem, and to achieve the aims of the study, we formulate the following questions:

- Main question:

What is the effect of the use of authentic material on enhancing ESP learners' motivation?

- Sub-questions :

- 1- Are ESP learners at Biskra University motivated to learn English?
- 2- What are the teaching materials/tools that ESP teachers use to raise ESP learners' motivation?
- 3- What are the criteria that teachers should take into consideration while selecting the authentic materials to raise ESP learners' motivation?
- 4- What are the difficulties that faced ESP teachers while selecting authentic materials?



#### **4. Research Hypothesis**

We attempt to answer the research questions we hypothesize:

If the ESP teachers make use of the appropriate and suitable authentic materials in their classes, their ESP learners' motivation will be enhanced.

#### **5. Research Aims**

The present study aims at:

- Integrating the use of authentic materials in ESP courses according to the learners' needs.
- Determining the criteria that teachers should take into consideration while selecting the authentic materials to raise ESP learners' motivation.
- Investigating the use of authentic materials in promoting ESP learners' motivation.

#### **6. Methodology**

##### a. Research Method

In this study we shall try to investigate the effects using authentic materials on the ESP learners' motivation to see to what extent the suggested hypothesis is valid and correct. To do so, we have applied the mixed method that combines both of qualitative and quantitative approach to describe and analyze gathered data.

##### b. Research Design

A case study is described and analyzed through both qualitative and quantitative research design. Thus, the present study is conducted in surveying the effect of one variable over a small-scale study. The case study is studied as feasible means to any

data gathering tools. In addition, the purpose of using mixed method research design is to be able to develop the analysis and to use it as an aid to sampling.

#### c. Population and Sampling Technique

This study deals with third year students of tele-communication at the department of human sciences at Biskra University which they are considered as ESP students. However, we cannot work with all of them (the whole population), for this reason, we selected randomly fifty (50) students and three (03) teachers and we attempted to vary the sample in terms of their gender, age, and teaching-learning experiences to investigate the learners' different purposes in learning English language, and to find out the effect of the authentic material on enhancing ESP learners' motivation.

#### d. Data Gathering Tools

In order to achieve the aims set before, we have chosen the qualitative and quantitative data gathering tools. The data will be gathered from ESP learners and ESP teachers at Biskra's University. We will use two tools which are questionnaire for ESP students and an interview with ESP teachers.

#### e. Data Analysis

As for the mixed method data analysis that is used to analyze the gathered data qualitatively and quantitatively. A descriptive analysis procedure is used to describe and interpret the gathered data as well as other statistical technique that could be used to interpret the qualitative data into numerical codes.

## **7. Significance of the Study**

This study is hoped to be interesting for both ESP teachers and ESP learners. It is conducted in order to enhance ESP learners' motivation in learning the English language. First, as far as teachers are concerned, we hope this study will guide them

on how to use the authentic material appropriately; and, also, it is hoped to be some of help to determine the criteria that enable them to select the suitable authentic material, and it will guide them to apply the chosen authentic material appropriately during the class. Second, as far as learners are concerned, because of the variety and the different types of authentic materials, authentic materials seem to be really helpful teaching tools to raise ESP learners' motivation. It also will help learners to be familiar with the different types of authentic material and how to deal with each one them. In addition, as a specific significance, authentic materials will ensure the soft transition of the English culture what makes the learners familiar with native language, customs and traditions.

## **8. Structure of the Dissertation**

This dissertation is divided into two interrelated parts the theoretical part and the practical part. The theoretical part contains two chapters; the first chapter contains two interrelated sections, the first section is about literature review of ESP where the second section is about literature review of authentic materials. The second chapter is about the motivation and its crucial elements. The practical part which is the third chapter is concerned with description of research design and procedures, and focuses on the analysis and the interpretation of our gathered data tools.

## **9. Limitation and Delimitation of the Study**

Our study will be descriptive rather than experimental because of the limited time allocated to this investigation. We attempted to use a triangulation method; students' questionnaire, teachers' interview, and classroom observation. According to political reasons and the strike that happened since February, 22<sup>nd</sup> we canceled classroom observation because of students' absence and we work only with the students' questionnaire and teachers' interview.

# CHAPTER ONE

# Chapter One

## Introduction

Nowadays, English has become as the first language in the world and this is due to several reasons including economic and political reasons which oblige everyone to learn it. Consequently, and for the latter reason, English in the Algerian Universities was implemented as a compulsory course to the non-English disciplines under the name of English for Specific Purposes (henceforth ESP) course. In the ESP course the teacher may use what is called authentic materials to motivate his learners toward learning the English language. Hence, this chapter consists of two sections; the first section will introduce the scholars' definitions, characteristics and types of ESP. The second section is devoted to definition of authentic materials and its basic elements.

### 1.1 Definitions of ESP

English for Specific Purposes has been defined by many researchers and linguists like Steven, Hutchinson and Waters, Mackay and Mountford; each one of the scholars defined it according to three pillars of knowledge: "language, pedagogy, and the students or participants." Robinson (1991) (as cited in Meddour, 2015). However; Steven underlines that defining ESP has proven to be so problematic to researchers and "producing a simple definition of ESP is not an easy task" (1987, p.109).

Providing an accurate definition for ESP is a bit far-fetched; through time, scholars and linguists provided different definitions of ESP, but they do not agree on a clear definition. Apparent varied definitions of ESP that can be observed in the following paragraphs.

First of all, Hutchinson and Waters (1987) prefer to answer the question ‘what is ESP?’ They see “ESP as an approach not a product in which English is taught according to specific needs of the learners” (p.8). In other words, ESP is an approach to language learning that seeks to match the learners’ needs with a particular language in specific learning context as they mention “Tell me what you need English for and I will tell you the English that you need” (ibid, p.8). Hutchinson and Waters also state that “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning”(ibid, p.19).

Another definition was presented by Mackay and Mountford (1978) who assert that “ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose” (p.2). The English used by doctors, teachers, and officers is not based on the same terminology which means that English is used to accomplish specific objectives and goals in specific real situations. Consequently, the focus would be on practical language skills which allow them to use English in their current or future specialty and profession. In the same vein, Robinson (1991) mentions that generally the students study English “not because they are interested in the English language or English culture as such, but because they need English for study or work purposes” (p.2).

Anthony (1997) argues that “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 indicates that the role of ESP is to help language learners to reinforce the necessary abilities to use them in specific field of occupation, profession, and workplace.

On the practical side, Dudley-Evans and St Johns believe that “a definition of ESP should reflect the fact that much ESP teaching especially where it is specifically linked to particular profession or discipline makes use of a methodology that differs from that is used in general purposes English learning” (1968, p.4).

Each definition of the previous mentioned once (from 1968 to 2006) can be considered as common core that focuses on a different aspect, but they all agree on the following main aspects:

- a) ESP as an approach not a product.
- b) ESP teaching as a process in which learners or trainees are adults.
- c) ESP learners have learning needs, lacks, and interests that should be taken into consideration;
- d) To decide what language, methodology, and material to include or exclude.

## **1.2 Characteristics of ESP**

Theorists like Streven (1988) identify its absolute and variable characteristics making distinction between four main absolute characteristics and two main variable once:

### **a) Absolute Characteristics:**

- ESP meets specified needs of the learner;
- Content centered on particular subjects, themes, professions, objectives, and social activities;
- Centered on that language which is appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- Somehow contrasted with General English (GE).

As for the variable characteristics, Streven (1988) illustrates them as what follows:

**b) Variable Characteristics:**

- ESP may be restricted as to the language skills to be learned (e.g. reading only);
- ESP may not teach according to any pre-ordained methodology set in advance (pp.1-2).

However, theorists like Dudley-Evans and St. Johns (1998) set the characteristics of ESP as follows:

**a) Absolute Characteristics:**

- ESP is defined to meet specific needs of the learners;
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

**b) Variable Characteristics:**

- ESP may be related to or designed for specific disciplines;
- ESP may use, in a specific teaching situation, a different methodology from that of General English (GE);
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

(Dudley-Evans & St. John, 1998, pp.4-5)



## **1.3 Types of ESP**

The expansion of ESP, through different period of time, has known a different subdivision defined by different linguists. According to David Carter (1983) types of ESP are as follow:

### **1.3.1 English as a Restricted Language**

The first type identified by Carter (1983) is English as restricted language, a major example on restricted language is the language used by air traffic controllers or by waiters. Mackay and Mountford (1978) explain the difference between restricted language and language in this following expressing:

The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

(Mackay and Mountford, 1978, pp. 4-5)

### **1.3.2 English for Academic and Occupational Purposes**

The second type identified by Carter (1983) is English for Academic and Occupational Purposes, according to Hutchinson and Waters (1987), in the 'Tree of ELT', ESP is broken down into three types:

- a) English for Science and Technology (EST),
- b) English for Business and Economics (EBE), and
- c) English for Social Studies (ESS).

Each of the previous illustrated types is concerned with specific field of science or/and studies as science and technology, business and economy, and social studies. In addition, each of these types is divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

### **1.3.3 English with Specific Topics**

The third and last type identified by Carter (1983) is English with specific topics, he emphasis the shifts from purpose to topic. Unlike the first two types of ESP, this type is concerned with prospect and probability future English need like attending conferences or working in foreign institutions. Another example is scientists and professionals who require English for postgraduate reading studies.

### **1.4 EAP versus EOP**

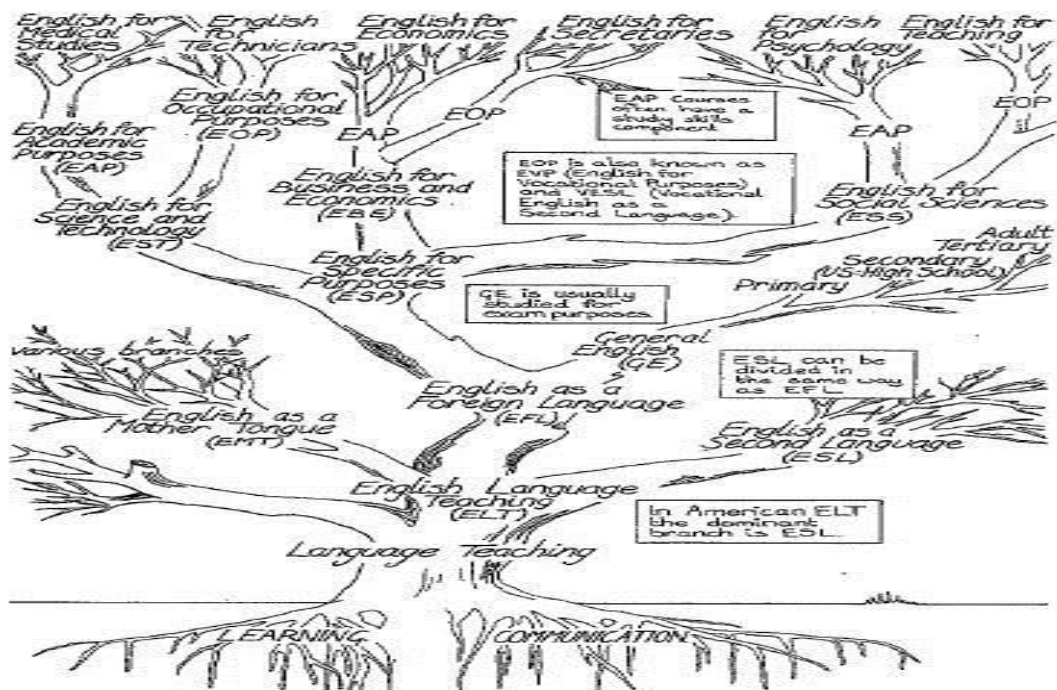
Hutchinson and Waters (1987) note that there is no a precise distinction between EOP and EAP; however, both of them are concerned with teaching ESP. On one hand, English for Academic Purposes (EAP) is known also as ‘study skills’, it aims at training students to use the language appropriately for study. EAP applied to common essence elements and helps students improve their language skills in listening, speaking, reading, grammar, and vocabulary development. On the other hand, English for Occupational Purposes (EOP) aims at training the individuals to implement for a job and in which learners are studying English for work related reasons. EOP refers to the specific ways which English is used to communicate in different work and professional situations.

Both of EAP and EOP branches are divided into two sub-branches as they are illustrated in the below table:

Branch	Sub-branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

**Table 01: EOP and EAP Sub-Branches**

Adapted from Hutchinson and Waters (1987, p. 16)



**Figure 01: The Tree of ELT**

Hutchison and Waters (1987, p. 17)

## **1.5 Development of ESP**

ESP has been developed under four main trends: register analysis, discourse analysis, analysis of study skills, and analysis of learning needs (Dudley-Evans and St John, 1998).

### **1.5.1 Register Analysis**

Jordan (1997) defines register analysis as “the situation whereby the statistical analysis was conducted into, for example, verb tense frequencies and vocabulary frequencies for different subject (ESP) in order to provide grammar registers and lexicons for those subjects” (p. 288). Register analysis is related with the grammar and vocabulary of scientific and technical English and the aim of the analysis were to identify grammatical and lexical patterns of these registers. In fact, this stage took place mainly in 1960s and early 1970s; ones of the most known researchers of this period were Halliday, McIntosh, and strevens (1964), Herbert (1965), Jack Ewer and Lattore (1969), and John Swales (1971). A great example of this analysis is the use of present simple tense and the passive voice in EST more than in GE.

According to Ewer and Hughs-Davies (1971) as cited in Jordan (1997) adds points which are considered as the basics of scientific English (-ing forms replacing a relative, infinitive as a substitute for longer phrases, words similar in form but with different meanings for the same function, most prefixes and suffixes, most structural and qualifying words and words, compound nouns, passives, conditionals, anomalous finite, cause-and-result constructions, words similar in form but with different functions, and past participial (two-parts) verbs common in scientific English).

In this vein, Hutchinson and Waters (1987) have pointed that “the aim was to produce a syllabus which gave high priority to the language forms students would meet in their science studies and in turn, would give low priority to forms they wouldn’t meet” (p. 10).

### **1.5.2 Discourse Analysis**

In the first stage of ESP development, ESP has focused on the sentence level, whereas in the second stage, it focused on what is beyond the sentence. In 1970s, researchers shifted the attention from the grammatical and lexical patterns and vocabularies that are used in specific registers to the attention of longer sentences and stretched (above sentences) to understand how sentences were combined in discourse to produce meaning. One of the most known researchers of this period was Henry Widdowson in Britain and the so-called Washington School of Larry Selinker, Louis Trimble, John Lackstrom, and Marry Todd-Trimble in the United States.

Discourse analysis approach has been defined by different scholars, Stubbs (1983) (as cited in Slembrouck, 2003) defines it as “the linguistic analysis of naturally occurring connected speech or written discourse”. It follows that it is also concerned with “language use in social contexts, and in particular with interaction or dialogue between speakers”.

This type of analysis is associated with rhetoric which is viewed by Trimble as “the process a writer uses to produce a desired piece of text”. According to Hutchinson and Waters the four rhetorical stages which were identified as follows:

- Level A: the objective of the total discourse

- Level B: the general rhetorical functions that develop the objectives of Level A objectives
- Level C: the specific rhetorical functions that develop the general rhetorical functions of Level B
- Level D: the rhetorical techniques that provide relationships within and between the rhetorical units of level C.

### **1.5.3 Analysis of Study Skills**

In this third stage analysis of study skills, in contrary to the first two stages that focus on the language, the main concentration is on skills that are needed by learners not the language itself.

Richard, Platt, and Platt (1992) as cited in (Jordan 1997) mention that study skills refers to “the abilities, techniques, and strategies that are used when reading, writing, or listening for study purposes. For example, study skills needed by university students studying from English textbooks including adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams, and symbols, note-taking and summarizing” (p. 6).

According to Hutchinson and Waters (1987) the purpose of this analysis is to explain the purpose behind the use of language in general, and to ensure more effective ESP course in particular. This means that the learners need to have some particular skills that are needed in certain particular situations to implement efficiently the related tasks.

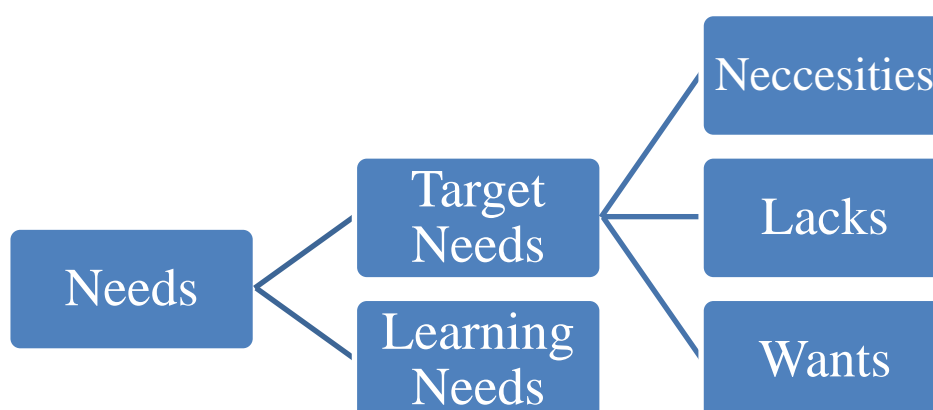
### 1.5.4 Analysis of Learning Needs

The emergence of needs analysis was during late of 1970s and early 1980s. The main principle of this approach is that it is obligatory to be aware and to know exactly what learners lack, want, and need in order to achieve their goals and aims and to preserve their motivation.

Hutchinson and waters (1987) mentioned that “analysis of the target situation can tell us *what* people do with language. What we also need to now is *how* people learn to do what they do with language” (p. 63). This means that learning needs are not only related to what learners need to know (target situation needs) but also how they learn the language knowledge and language skills.

Richard and Platt (1992) see needs analysis (NA) as “the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities” (p. 242).

According to Hutchinson and waters (1987) there are two types of needs: target needs and learning needs.



**Figure 02: Types of Needs**

**Adapted from Hutchinson and Waters (1987, pp. 54-56)**

#### a) Target Needs

According to Hutchinson and Waters (1987) target needs are mainly associated with “what the learner needs to do in the target situation”. In order to have a full and clear answer about this statement, the teacher should also gather information and data about learners’ necessities, lacks and wants.

- Necessities: are the academic or the occupational requirement of the target situation, in other words, what the learner has to know in order to function effectively in the target situation.
- Lacks: are what the learners already know and what they are deficient in, i.e. what they ignore or cannot perform in English.
- Wants: this needs is very personal usually called ‘subjective’ which defines as learners’ personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.

#### b) Learning needs

Xiao (2007) defines this type as "Factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background" (p. 2). It is considered as the bridge between the starting points ‘lacks’ and the destination ‘necessities’.

Hutchinson and Waters also associated the learning needs or as what they called the learning-centered by the following questions:

- a) Why are the learners taking the course?
- b) How do the learners learn?
- c) What resources are available?



- d) Who are the learners
- e) Where and when does the ESP course take place?

#### **1.5.4.1 Genre Analysis**

Another type of analysis that has emerged since 1980s to 1990s; this period was characterized by the work of Swales who define the term genre by stating that:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style.

(Cited in Jordan 1997, p. 230)

V.K.Bahatia (1997) defines genre analysis as “the study of situated linguistic behavior in institutionalized academic or professional settings.” (p. 629) this means that genre analysis is concerned with studying the language in different situations (ordinary situations or professional).

### **1.6 The Difference between ESP and EGP**

English for Specific Purposes (ESP) and General English (GE) both are important branches of English Language Teaching (ELT) as it is mentioned by Hutchinson and Waters in ESP Tree diagram. Many scholars do not agree that there is a difference between ESP and EGP including Hutchinson and Waters, who see that the boundaries between ESP and EGP are blurred and the separative border is often not clear where to place.

ESP's main concentration is learner-centered in basic. It focuses on learners' study and work analysis needs. It does not only consider with why learners learn English but also tries to find out what the learners have to do with the language and

how they use English in particular situations whereas GE is focus on language-centred. It also focuses on learning language (i.e. grammar rules, language structures, and language functions), language skills, and the cultural aspects of English society.

ESP course is narrower in the focus than general ELT course because its main focus is on the analysis of learners work or study related needs, lacks, and aims not on their personal interest or general needs. Consequently, in designing the course, the teacher will select and include only what is relevant to his learners' needs and interests.

In short, the noticeable view is that there is no clear distinction between the ESP and GE, but when it comes to the practical side the difference between both of them occurs which, in return, relates to Hutchinson and Waters saying “in theory nothing, in practice a great deal” (1987, p. 53). However, with all this distinction, we cannot deny that both of ESP and GE fall under the umbrella of English Language Teaching field.

To conclude, we sum up all the differences between ESP and GE in the following points:

- a) ESP learners are usually adults who are familiar with the English Language, while GE learners may be adults or children;
- b) ESP focuses on the language use and needs analysis results to decide which skill to teach whereas GE concerned with the four skills (speaking, listening, reading, and writing), grammar and language structure;
- c) GE course is broader than ESP courses; and
- d) ESP main focus is on needs analysis, text analysis, and preparing learners to communicate effectively.

## **1.7 The Role of ESP Teacher (Practitioner)**

The teacher is considered as one of the most affecting factors in enhancing the learners' motivation, and the role of an ESP practitioner goes beyond that of an ordinary teacher. For this latter reason, Dudley-Evans and St. John (1998) and Swales (1985) preferred the term 'the ESP practitioner', they see that the role of ESP teacher is not limited to teaching but it extent to include other roles as teacher, course design and material provider, collaborator, researcher, and evaluator.

### **a) As a Teacher:**

According to Dudley and Evans ESP teacher is "not in the position of being the 'primary knower' of the carrier content of the material. The students may in many cases, certainly where the course is specifically oriented, know more about the content than the teacher." (p. 13). This means that in many ESP cases, learners know the content they learn more than their teacher this makes the teacher as 'not the primary source of knowledge'. Dudley-Evans and St. John (1998) highlight the need to "give the ESP teacher the opportunity to draw on students' knowledge of the content in order to generate genuine communication in the classroom" (ibid). So here, they specified that the role of ESP teacher is to lead a real and authentic communication based on what learners already know.

### **b) As a Course Designer and Material Provider:**

This role is one of the most important aspects of ESP teaching because the ESP practitioner is responsible for planning the course and providing the appropriate and suitable material for it. Hutchinson and Waters (1987) define the term 'course design' as "the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus" (p. 6).

That is to say, the role of the ESP practitioner is not only to select the material but also to adapt or even to write materials that accord to the course design when it is necessary. While Dudley-Evans (1997) has chosen the term ‘material provider’ to emphasize that “the ESP teacher should survey what is available, select units from a number of course books adapting these if necessary, and write a number of extra units” (p. 10). He adds that the role of ‘ESP material provider’ is not only to provide materials but also to assess its suitability, appropriateness, and usefulness.

**c) As a Researcher:**

Dudley-Evans and St. John (1998) see that ESP practitioners, as researchers, have to conduct research studies in the field to vary their teaching styles and methods. That is to say, the ESP practitioner needs to update their knowledge to cope with what is exclusive and what is change in different branches (economic, scientific and technology) to prepare the learners for the challenges they may face in the near future and to engage their interest in the subject they learn by matching research findings to the learning and teaching environment. Additionally, ESP practitioner will be able to determine the learners’ interest, consequently, he will know what materials should be included or excluded.

**d) As a Collaborator:**

The fourth role needs to involve what is called ‘team teaching’ which considered as a crucial element in ESP. That is to say, ESP practitioner needs to cooperate with the subject specialists. Baraj (2014) claims that “the ESP Practitioner must collaborate more closely with the learners who will generally be more familiar with the specialized content of materials than the teacher him or herself.” (p. 46). This means

that ESP practitioner can associate and cooperate with learners if the first alternative is not available (subject specialists).

**e) As an Evaluator:**

Another very important and prominent role of ESP practitioner is the need to be involved several kinds of evaluation including “the testing of students and the evaluation of courses and teaching material” (Dudley-Evans and St. John, 1998, p. 16). Evaluation includes testing learners to evaluate their competence in terms of language and skills progress and level of achievement, and assessing courses and teaching materials to measure the effectiveness of the material employed and the extent to which such a material meets the learners’ expectations, needs, and interest.

As we mention in the previous section, ESP teacher may use materials to enhance his learners’ motivation, among those materials is authentic materials. In the process while teacher selecting authentic materials the first thing should take into consideration is authenticity that meets learner’s needs and interests.

## **Section Two: Authentic Materials**

As we mentioned in the previous section, ESP teacher may use materials to enhance his learners’ motivation. Among those materials is authentic materials. In the process while teacher is selecting authentic materials, the first thing should take into consideration is authenticity that meets learner’s needs and interests.

### **1.1 Authenticity**

With the development of the new method ‘Communicative Language Teaching’ (CLT) the concept of authenticity has been emerged exactly in the 1970’s.

Authenticity comes as a reaction and a rejection to any previous teaching methods, it focuses on real word communication by providing non-native learners with materials extracting from a native real situation without making any change to raise their motivation to learn the target language. These materials fall under the so-called ‘authentic materials’.

## **1.2 Authentic Materials**

Many scholars have defined materials used by teachers; each one of them focuses on one different aspect. Graves (1991) see that “teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course” (p.27). in other words, materials used by teachers are tools that are helpful and useful means in the language teaching. Hutchinson and Waters (1987) set out that the term authentic usually means the real life-language taken from the target situation, and which are not designed for language learning purposes.

Rogers and Medley (1988) define authentic materials as “Both oral and written that reflect the naturalness of forms, and appropriateness of cultural and situational context” (p. 149). In the same vein, Hitler (2005) states that “authentic materials are any text written by native English speakers for native English speakers” (p. 4).

To sum up, we can give this following points as one clear definition of authentic materials. Authentic materials are:

- Materials and tools used by teacher in ELT classrooms in general and in ESP classrooms in specific;
- Created and designed by native speakers to native ones;

- Not set for pedagogical teaching purposes but for communicative purposes;
- Can be written or oral such as newspapers, magazines, videos, ...
- Considered as the best way in bringing correct forms of target language.

### **1.2.1 Authentic Materials versus Non-Authentic Materials**

To give a clear distinction between authentic and non-authentic materials, some teachers draw the following table; each column illustrates the characteristics of the language used in each materials:

<b>AUTHENTIC LANGUAGE</b>	<b>NON-AUTHENTIC LANGUAGE</b>
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated intonation pattern
Natural Features of connected speeches: elision	Carefully articulated pronunciation
Variety of accents	Received Pronunciation
Any grammatical structures natural to the Topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restructuring in longer more complex sentences	Grammatically correct sentences
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

**Table 02: A Comparison between Authentic and Non-Authentic Materials**

**(Hedge, 2000, p. 240)**

To be more precise, authentic materials are tools extracted from real life situation by native speakers to native speaker. It is not set for pedagogical purposes and delivered to learners as it is (without change), while non-authentic materials are tools which set for pedagogical purposes, written and designed for SLL, and it is adjustable and changeable to what meet learners' needs.



### 1.3 Types of Authentic Materials

Commonly, authentic materials are classified into three types which are: authentic audio visual materials, authentic audio materials, and authentic printed materials.

- **Authentic Audio Visual Materials:** this type include what the learner can see and hear at the same time which provide audios, pictures, and notions that make the learner receive the exact intended meanings, for example TV programs, cartoons, news, weather forecast, reports, etc. additionally, radio news, advertisements, interviews are materials which can belong to authentic audio materials' type.
- **Authentic Visual Materials:** are materials that can be seen as photographs, drawings, paintings, slides, signs, post cards, pictures from magazines, etc.
- **Authentic Printed Materials:** great examples of this type are newspaper articles, reports, lyrics, menus, brochures, catalogues, maps, and comic books which can help learners avoid writing errors and irregular forms of English.

Different types of authentic materials suit different styles and methods of learning for adults who need to practice and use what they have learned immediately in real life situations.

### 1.4 Advantages of Using Authentic Materials

The use of authentic materials have an impact on learners while they are learning the language, and it is considered as a helpful and useful tools that teachers use to motivate their learners toward the target language. Consequently, the advantages of authentic materials are various and numerous. We try to illustrate them as follow:

- Authentic materials bring contact to real life and expose the learners to real language as it used by natives.
- Authentic materials give more motivation and self-confidence to learn the language and to practice skills they learned outside the classroom.
- It is considered as appropriate sources of instruction and information for a learner by making them relevant with the foreign language.
- The most important materials to develop skills especially listening skill, because the listener in exposure the how native people speak (pronunciation).
- Authentic materials will add variety to classroom activities and support a more creative approach to teaching.
- Authentic materials also help the learners to extend their vocabulary and memorize them.

In addition, according to Berardo (2006) advantages of using authentic materials are as follows:

- Having a positive effect on student motivation;
- Giving authentic cultural information;
- Exposing students to real language;
- Relating more closely to students ' needs;
- Supporting a more creative approach to teaching.

(Berardo, 2006, p. 64)

### **1.5 Criteria of Selecting Authentic Materials**

In the process where the teacher tries to select materials s/he must bear in mind first that materials should be selected carefully and there are some criteria that need to

be followed so that the teacher could select the appropriate materials that suit the learners' needs. Berardo (2006) was the first one who suggests some factors in selecting authentic materials. He provides three main criteria for choosing authentic materials "suitability of content, exploitability, and readability." (p. 62)

To be more clear and according to Seugni (2009), he set some criteria that the teacher should take into consideration while selecting authentic materials

- **Authenticity:** The selected material should serve communicative goals.
- **Accessibility:** The material should be easy for the learner to understand and suitable for the teacher.
- **Appropriateness:** It should suit the learner's age, level needs and interests.
- **Applicability:** It should suit the teaching context and makes the objectives attainable.
- **Adaptability:** It should be adapted to the learners' level, needs and interests.

(Seugni, 2009, p. 46)

## **Conclusion**

In this chapter, we tried to come across the essential and the relevant elements of both ESP and authentic materials that serve our topic. This chapter aims at link the authentic materials with ESP classroom and puts this relationship into clear view. Following the steps of how to analyze your learners needs and taking into consideration authentic materials' types and criteria, the ESP teacher can successfully select the appropriate authentic material that can meets his learners' needs and interest.

# CHAPTER TWO

## **Chapter Two**

### **Introduction**

Motivation has become more commonly recognized as the major determining factor for achieving successful learning in general and learning English language in specific. Many scholars have concerned with how students learn and why they reach different levels in learning a second language (L2), and due to this latter there are a number of studies that focus on various factors that affect English language learning and the most common one is motivation. This chapter attempts to provide a different views and definitions and the division of types of motivation provided by different scholars and the most crucial elements of motivation such as historical background, origins, and theories. The aim of this chapter is to conceptualize the term motivation and to answer the questions why and how motivation lately becomes the most suggested requirement to ensure a successful learning and teaching process.

### **2.1 Definition of Motivation**

Motivation is one of the variables which has a strong impact on students' success or failure. In fact, there are enormous definitions of motivation by different scholars; Gardner (2006), for instance, states that "motivation is a very complex phenomenon with many facets. Thus, it is not possible to give a simple definition." (p. 242)

First of all, Harmer (1983) presents the definition of motivation as "some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to whatever is necessary to reach that goal" (p.3). He, again, defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something"

(ibid, 2001, p. 51). In both definitions, he gives a clear connection and relates motivation to the necessity and desire to reach a set of goals.

According to Gardner (1985) motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 10). Here, he provides three essential elements in Second Language learning (L2), and he adds that “without the association of the above elements there will be no motivation” (ibid). Those three conditions are: the extent that learner can work to pursue and reach set goals (learners’ efforts), the desire to do so (to learn the language i.e. English), and the experienced satisfaction by the learner in the whole process.

Another definition of motivation was presented by Dornyei (2001), he states that “motivation is an abstract and hypothetical concept that we use to explain why people think and behave as they do” (p.1). He actually started his book by the question “Is there such thing as ‘motivation’?”; he directly answered by “there is no such thing as motivation” and he justified his answer by the definition above (ibid). Dornyei mentions that “motivation is a general way of referring to the antecedents (i.e. the causes and origins) of action” (ibid, p.6). He adds that the use of the term motivation can answer the question ‘why’, for example, why this learner makes such wonderful progress? Simply the answer would be because his is ‘motivated’ (ibid). He also inserts that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.” (ibid, p. 7)

The last provided definition is by Brophy (2004) in which he presents the definition of motivation from another perspective by distinguishing and differing

between the three related concepts motives, goals, and strategies. He mention that “motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal).” (p. 4)

To sum up, motivation can vary and differ from a situation to another depending on the learning situation and learning task that is why it is considered as a dynamic in nature. Further, motivation is considered as a fundamental element in both learning and teaching tasks, it also serves as an evidence for teachers to interpret how much students are willing to learn.

## **2.2 Types of Motivation**

There are two dichotomies (duality) that are noticed in the field of learning motivation, the first one differentiates the integrative motivation from the instrumental one, whereas the second distinguishes between intrinsic and extrinsic motivation.

### **2.2.1 Integrative and Instrumental Motivation**

For a clear definition for both concepts integrative and instrumental motivation, Gardner (1977) mentions that:

Integrative reasons are defined as those, which indicate an interest in learning the language in order to meet and communicate with members of the second language community. Instrumental reasons refer to those reasons, which stress the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community.

(Gardner, 1977, p. 144)

In other words, English learners are divided into two categories. The first category is the category of learners who learn English for integrative purposes (i.e. to have a better understanding and to be a member of the society), whereas the second category includes learners who learn English for the seek of improving their career, get into college, or finding jobs (instrumental purposes).

So, on one hand, “integrative motivation refers to a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language” (Gardner, 1985, p. 54). This type of motivation is guided by “integrative orientation which reflects a positive disposition towards L2 group and the desire to interact with and even become similar to valued members of that community” (Dornyei, 2001, p. 16).

On the other hand, “instrumental motivation refers to learning to accomplish a task, such as passing a course, getting better pay, and so on” (Ehrman, 1996, p. 139). Instrumental motivation is guided by “instrumental orientation, where the language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or higher salary” (Dornyei, 2001, p. 16).

Even though integrative and instrumental motivation is different from each other, and they occur differently in different learning situations, they can occur at the same time. Brown (2000) states that motivation of learning a second language is usually a combination of different forms of orientations; he cited an example of international students who are residents in the USA who learn English for academic purposes at the same time seeking and wishing to be integrated with the people and culture of the country. Further, both of integrative and instrumental are necessary and important in language learning in general and English language learning in specific.



### **2.2.2 Intrinsic versus Extrinsic Motivation**

Harmer (2001) claims that “in discussion of motivation, an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside.” (p. 51)

First, intrinsic motivation, as Harmer (2001) mentions, “comes from within individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better” (ibid). That is to say, when the learner is intrinsically motivated, his behavior is motivated by his internal desire to do something for its own sake (i.e. for his personal enjoyment of an activity, or his desire to learn a skill because he is eager to learn).

Second, extrinsic motivation is related with external factors which push the learner to do something in hopes of earning rewards, benefits, or avoiding a less than positive outcome. This type is “caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel” (ibid).

The clearest difference between intrinsic and extrinsic is that extrinsic motivation arises from outside of the individual, while intrinsic motivation arises from within. Actually, some studies have demonstrated that offering excessive external rewards for an already internally rewarding behavior can lead to a reduction in intrinsic motivation, a phenomenon known as the “Overjustification Effect”

In order to avoid any misunderstanding of all the concepts and to find the interrelationship between both dichotomies, Brown (2000) suggests the following table:

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese-language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training)

**Table 03: Motivational Dichotomies (Brown, 2000. P. 166)**

## 2.3 Views of Motivation

During the past period, many studies have been carried out for the sake of clarifying the concept of motivation, which have resulted a different and various explanations. The term ‘motivation’ was conducted while the emergence of three main theories: the behavioral, the cognitive, and the constructivist view (humanistic).

### 2.3.1 The Behavioral View

Brown (2000) claims that behaviorists consider motivation as “the anticipation of reward. Driven to acquire positive reinforcement and driven by previous experiences of reward for behavior.” (p. 160) that is to say, learner is motivated when s/he wants to avoid punishments (i.e. deducting salary, or ignorance) and receive rewards (i.e. compliments, gifts, and grades). Brown (2000), again, asserts that “to be motivated to

acquire positive reinforcement, and motivated by previous experiences of reward for behavior go hand in hand in order to achieve further reinforcement. Behaviorists explain motivation in terms of external stimuli and reinforcement” (p. 73). In other words, motivation is based on the external factors such as reinforcement, punishment, and rewards.

McLeod (2007) states that skinner identified three types of responses, or operants, that can follow behavior.

- Neutral operants: responses from the environment that neither increase nor decrease the probability of a behavior being repeated.
- Reinforcers: Responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative.
- Punishers: Responses from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

To sum up, Brophy (2004) mentions that “Behaviorists later deemphasized drives or needs and instead focused on reinforcement as the primary mechanism for establishing and maintain behavior.” (p. 4) that is to say, behaviorists focus only on the extrinsic (external) factors (reinforcement) and ignore the intrinsic or mental forces.

### **2.3.2 The Cognitive View**

Cognitive view, unlike the behavioral view, focuses on internal forces such as human internal drives, human thinking, and human own decisions. Actually, this approach was conducted in the late of 1960s by Piaget who claims that the cognitive development theory “places less emphasis on the environmental manipulations

advocated by behaviorists. It has encouraged and highlighted the importance of complex thinking and intrinsic motivation” (Wells, 2011, pp. 13-14). This in whole means, and in contrast to behaviorists, that human behaviors are controlled by their internal drives, their thinking, and their needs not by reinforcement and punishment. In the same vein, Dornyei (1994) asserts that “cognitive theories of motivation view motivation to be the function of a person’s thoughts rather than of some instinct, need, drive, or state; information encoded and transformed into a belief is the source of action” (p. 276).

Ausubel (1968), a cognitive theorist, as cited in Brown (2000) develops six needs that are involved in the construct of motivation.

- The need for exploration, the need to discover new fact about the unknown.
- The need for manipulation, for making changes in the environment.
- The need for activity, either physical or mental exercises.
- The need for stimulation, to be encouraged and enthused by the surrounding world, environment, other people, or by ideas, and feelings.
- The need for knowledge, the need to process and integrate the results of the previous needs I order to solve problems, to avoid contradictions, and to maintain the self-consistent system of knowledge.
- The need for ego enhancement, to ensure self-acceptance and approval by others.

To sum up, cognitivists suggest that motivation based on humans’ internal forces and the innate abilities of them which make them capable of explore the environment, to assimilate it, and to control it. Next, it enables them to be active physically and

mentally, and finally, it makes them gain knowledge to improve self-consistent and to ensure self-acceptance.

### **2.3.3 Constructivist View (Humanistic)**

Constructivists, instead of cognitivists who focus only on humans' intrinsic forces, focus more on the social context in which those acts occur and carried out. In this vein, William and Burden as cited in Brown (2000) who mentions that "a constructivist view of motivation places even further emphasis on social context as well as individual personal choices." (p. 161). Further, constructivists see that individuals are different i.e. they are different in their thinking, in their learning, and in their needs but all of those differences are restricted to the social and cultural context.

Abraham Maslow (1970) as cited in Brown (2000) who mentions a several needs that the individuals pass through to achieve goals under the so-called of 'Maslow's hierarchy of needs. He classified those needs hierarchically into a pyramid divided to five parts from the lowest (physiological and safety needs) to the highest (social and esteem needs and self-actualization) as follow.



**Figure 03: Maslow's Hierarchy of Needs (1970)**

## **2.4 Factors Affecting Learner's Motivation**

In fact, there are several factors that can affect learner's motivation whether in positive or in negative (decrease or increase) affection while learning second/ foreign language. Among these factors: we have learning environment, teacher responsibility of motivation, attitude, and interest.

### **a) Learning environment:**

Learning environment plays a great role in motivation. It is the complete physical, social and pedagogical context in which learning is intended to occur. This first factor is considered as crucial factor that can affect learner's motivation, and it is quite hard for the teacher to develop motivation in learning environment. Because learners learn differently, they have different views and perspectives, and their attitudes toward learning language differ from one to another. Moreover, learning environment can be considered as a source of motivation where learners derive their motivation from it.

**b) Teacher responsibility:**

The teacher is considered as the essential factor that can affect learner's motivation, because, to learner's perspective, s/he is as the model of motivation where his responsibility is to affect positively learner's motivation and to maintain that motivation till the end of the course (i.e. when the teacher gives a positive attitude to the language learning process, this, will directly lead to positive climate in the classroom which will, in turn, improves learner's motivation.

**c) Attitude:**

Gardner (1985) sees that third factor as a one of the components of motivation, he states that "motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes" (p. 1). Brown (2000) claims that "second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation" (p. 81). This means that, positive attitude increases the degree of motivation in learning a second/foreign language, whereas negative attitude decreases the level of motivation.

**d) Interest:**

According to some researchers, there are two types of interests: personal/individual interest, and situational interest. "Students with individual interests in learning in general seek new information and have more positive attitudes towards schooling." (Woolfolk and Margetts, 2013, p. 384). While situational interest defined as "short-lived aspects of the activity, text, material that catch and keep the student intention" (ibid). So, learner's interest can affect learner's motivation toward learning. It also influences learner's engagement and achievement in learning.

In contrast, there are also factors that affect motivation negatively (decrease) which lead to de-motivation. Dornyei (2001) defines motivation as “those environmental stimuli and classroom events that cancel out even strong existing motivation in the students” (p. 3). And he referred to the negative external forces such as “public humiliation, devastating test results or conflicts with peers” (p. 141). Further, Hirvonen (2010) as cited in Aggouni (2015) states the difference between de-motivation and amotivation. “The term de-motivation is where motivation is reduced while amotivation is the total loss of motivation. In short, de-motivation in some cases may have highly negative effect which leads to amotivation” (p.70).

## **2.5 The Importance of Motivation**

According to Addaheri,S and Alkoubaisi,W (1999) as cited in Koudiria,G (2018) the importance of motivation summarized as what follows:

- Motivation is associated with the most topics of psychology if not all of them since it is strongly related for example to perception, thinking, to memory, etc.
- Motivation is necessary to explain any behavior because without motivation there will be no behavior. Instead of that, all people of different ages, cultural, and social level are interested in motivation to explain their relationship with others.
- If the person is unaware of his self and others’ motives, he will probably have many problems whether socially or even in his daily life.
- Motivation will affect person’s learning and performance. The more the individual is motivated, the more he will learn and perform better.



- Finally, motivation plays a crucial role in the various mental processes such as attention, perception, memory, and thinking due to the fact that motivation increases the use of problem solving and creativity.

### **2.5.1 The Importance of Motivation in Language Learning**

Generally, motivation is a complex variable when it comes to language learning and it will become more complex if the target of learning is mastery a second/foreign language, and it is considered as one of the key factors influencing the rate and success of second/foreign language. Corder (1967) highlights the importance of motivation as “given motivation, it is inevitable that a human being will learn a second language if he exposed to the language data” (p. 164).

Learning a second language can be viewed from two sides: language is a leaning subject as any school subject or must be “viewed as a central social psychological phenomenon” (Gardner, 1979, p. 139). That is to say, learning a second language is not merely an educational issue but it is also a deeply social event with a wide range of elements of the second language (L2) culture.

Dornyei (2001) summarized the importance of motivation in stating that motivation used by both teachers and learners to determine the success and failure of L2 attainment. He also adds that without motivation even skillful learners cannot succeed.

In specific, Hutchinson and Waters (1987) assert that “learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning” (p. 8). Further, in ESP context, learners show a great interest to learning, since they are aware of their needs. Additionally, selecting appropriate teaching materials can help to raise

learners' motivation and keep them stimulating. Strevens (1988) gives four implications for higher motivation in ESP courses:

- Being focused on the learners' needs, they waste no time
- They are relevant to learners
- They are successful in imparting learning
- They are more cost-effective than General English courses

## **2.6 Teacher Motivation and Learner Motivation**

Dornyei and Ushioda (2011) as cited in Bier (2014) claim that “the teacher level of enthusiasm and commitment is one of the most important factors that can affect learners' motivation to learn. (...) if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn” (Dornyei and Ushioda, 2011, p. 505).

In other words, teacher motivation is an important requirement in language teaching, academic performance, and for maintaining learners' motivation. Motivated learners are usually the ones who taught by enthusiastic teachers.

Teacher's motivation can be affected by several internal factors, Nyakundi study (2012) as cited in Kouadria (2018) asset that teacher's motivation an affect by many factors such as job satisfaction, reward systems, in-service training, and work situational factors.

## **Conclusion**

The world is a place where everyone should remember that competition is the way to achieve goals in order to survive even in a better way. There is an essential factor that controls that success which is 'motivation'. Motivation is a fundamental

concept in our life that can be the reason behind our thinking, decisions, choices, and behaviors. Also it is an important and complex variable that ensures success in language learning-teaching process. Actually, many studies have been done to define motivation due to the importance that concept has in different fields such as education, especially in a foreign language learning. From those taking, the present chapter has provided definitions and some crucial elements of motivation in language learning.

**CHAPTER**

**THREE**

## **Chapter Three**

### **Introduction**

This current chapter is the practical part of this dissertation. It contains all the practical procedures that have been applied and the necessary steps that were followed; it is concerned with the methodology and its crucial elements. It focuses on describing, analyzing, and discussion the gathered data, and it aims at investigating the previous raised research questions based on this research findings.

### **3.1 The Rationale of the Study**

In attempt to understand the effect of using authentic materials on ESP learners' motivation and among different data collecting tools, the questionnaire and the interview were chosen as data gathering tools in order to achieve our study's objectives. According to Gass and Mackey (2007), a questionnaire is "written instruments that present all participants with the same series of questions or statements, which the participants then react to either through providing written answers"(p. 148). In this vein, the first instrument was used is semi-structured questionnaire and the benefit of this questionnaire is to know learners' attitude toward this topic and to collect as much as we can of the needed data to conduct this study.

As a second instrument, we opted for teacher interview. It is a structured interview that contains of clear and direct questions. The interview was devoted to ESP teachers to have data about the research topic. Actually, none of the participants accept to be recorded which led us to ask them directly and use note-taking.

## **3.2 Students' Questionnaire**

### **3.2.1 Participants and Administration of the Questionnaire**

This questionnaire was devoted to third-year telecommunication students at human sciences department at Mohamed Kheider University of Biskra. It was distributed at 21/05/2019 to fifty (50) students in additional session. Those students were chosen randomly without regarding their gender, their ages, or their social status. All of them have been studying English at least three (3) years at university.

### **3.2.2 Description and Validation of the Questionnaire**

The questionnaire that was used is a semi-structured questionnaire. It consists of four pages and it is divided into three main sections. The students did not take a long time while they were answering it, they only take 20 minutes with the help of explanations and translation which make it as a good example of the scholar Dornyei' view of the appropriate questionnaire (see appendix A).

### **3.2.3 The Aim of the Questionnaire**

This questionnaire was designed for the sake of gathering the possible data about this research. It is divided into main sections each one of them contains several questions that were gradually ordered until we reach the main question in section three, and we conclude it by participants' suggestions. Section one aims to gather data about participants' personal information such as their age, their gender, and their experiences with learning English. The objective of section two is to have a clear look on students' general view about authentic materials, ESP, and motivation. The third section was conducted to collect more data about the effect of using authentic

materials on ESP learners' motivation and to give participants the chance to write down some suggestions if they have.

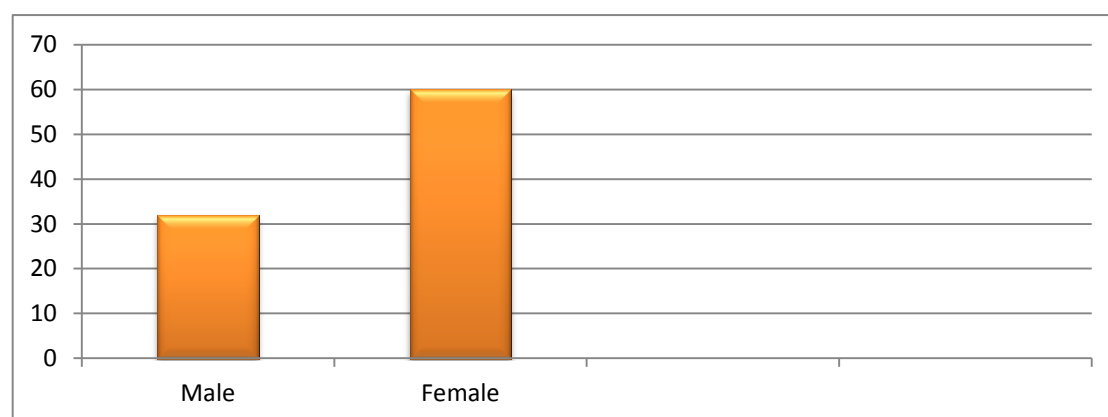
### 3.2.4 The Analysis of the Questionnaire

#### 3.2.4.1 Section One: Personal Information

##### Item 01: Gendre Distribution

Gender	Frequency	Parentages
Male	16	32%
Female	34	68%

**Table 04: Students' Gender Distribution**



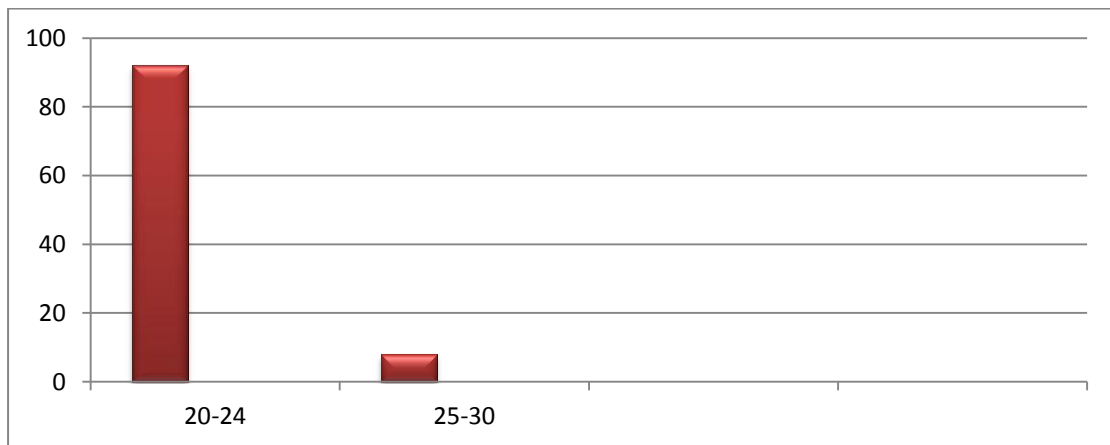
**Graph 01: Students' Gender Distribution**

The results show that out of 50 participants, thirty-four (34) of the participants are females represented by the percentage of 68%, and sixteen (16) of them are males represented by the percentage of 32%. As it is noticed here girls are more interested in studying telecommunication as it is shown in graph above.

### Item 02: Age Distribution

Responses	Frequency	Percentages
20-24	46	92%
25-30	4	8%

**Table 05: Students' Age Distribution**



**Graph 02: Students' Age Distribution**

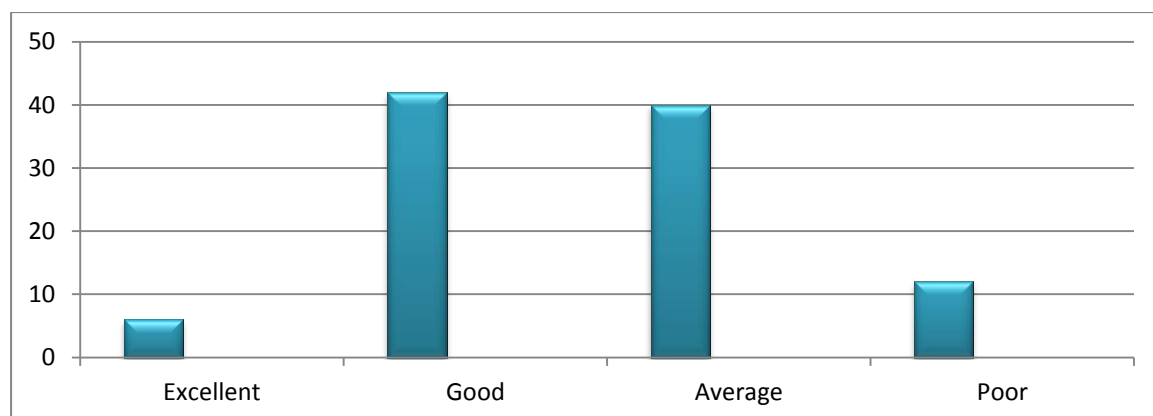
**Table 05** indicates the age distribution in order to identify the age group we are dealing with. Through the results, we can say that most of the students' ages range from twenty (20) to twenty-four (24) which represents the average of 92% and that is in fact the regular age, while the rest four (4) participants representing the percentage of (8%) are aged twenty-five (25) to thirty (30).



**Item 04: How do you see your level in English?**

Students' Level	Frequency	Percentage
Excellent	3	6%
Good	21	42%
Average	20	40%
Poor	6	12%

**Table 06: Students' Level in English**



**Graph 03: Students' Level in English**

**Table 06** describes the students' level in English. The results show that twenty-one (21) with the percentage of (42%) students consider their level good in English, while twenty (20) one of them with the percentage of (40%) see their level as average. The reset proportion is distributed between those students who consider themselves poor in English are only six (6) representing in the rate of 12%, while the remaining 6% stands for the students who see themselves as excellent. These results indicate a positive aspect when almost of ESP participants' level are between good and average.

### **Item 03, 05, and 06: Students' Specialty and Learning Experience**

The third, the fifth, and the sixth questions in this section are designed to know the students' field of specialty and their experience in learning the language. As mentioned in the description of the questionnaire and based on the respondents' answers our study targets the students of telecommunication field who have experienced ten (10) years of studying English since the first grade and three (3) years at least of studying English at the university.

### **Item 07: How many sessions per week you are studying English?**

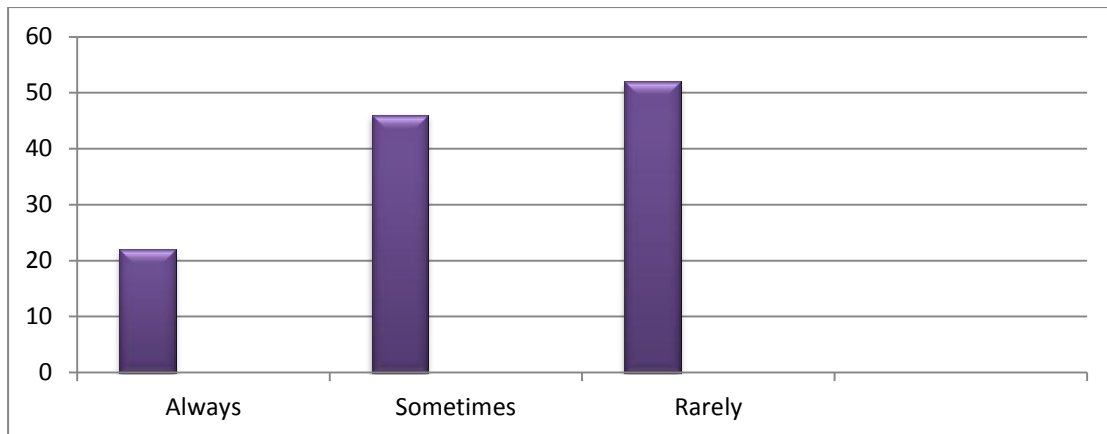
The participants were asked about how many sessions are allocated to English courses per week. The results show that all students are taught English in one session per week. In fact, this last may be insufficient to reach the ESP courses' targeted goals.

### 3.2.4.2 Section Two: Students' General Views toward Learning English in University

#### Item 08: Do you attend English classes?

The Frequency	Frequency	Percentage
Always	11	22%
Sometimes	23	46%
Rarely	26	52%

**Table 07: The Frequency of Students' Attendance**



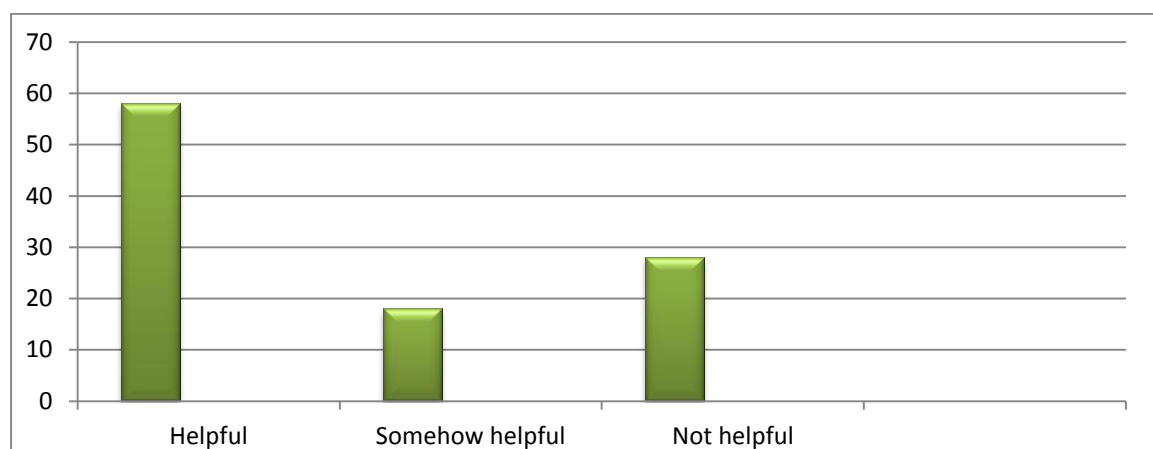
**Graph 04: The Frequency of Students' Attendance**

As represented in **table 07**, the frequency of students' attendance is low since more than half of them rarely attend the English class represented the average of 52%. Concerning the students who sometimes attend, they represent the percentage of 46%, while only eleven (11) of them always attend which represents the rate of 22%. The participants' percentage that always attend is barely the half of the participants' percentage who sometimes attend, while the highest percentage (more than half of the participants) goes for those who rarely attend, and this reveals the students have a negative attitude toward English classes.

**Item 09: What do you think about English classes?**

Students' Attitude	Frequency	Percentage
Helpful	29	58%
Somehow helpful	9	18%
Not helpful	14	28%

**Table 08: Students' Attitude toward English Classes**



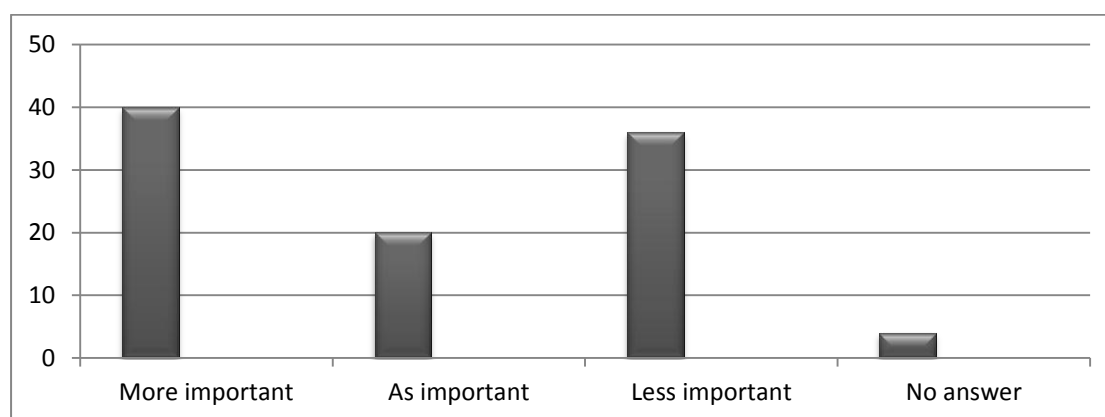
**Graph 05: Students' Attitude toward English Classes**

**Table 08** describes the students' attitude toward English classes. The Results show that many participants consider English course as a helpful course. Those students represent the average of 58%. On the other hand, those who find English not helpful represent the average of 28%, while the remaining percentage 18% of students consider it as somehow helpful. This reveals that the positive and the negative students' attitude toward English classes are approximately the same which make confusion whether English class is helpful to ESP students or not. This contradiction is may be because ESP students face certain problems that led them to see English classes as a somehow/not helpful course.

### Item 10: The Status of English Courses

The Status of English	Frequency	Percentage
More important than other courses	20	40%
As important as the other courses	10	20%
Less important than other courses	18	36%
No answer	2	4%

**Table 09: The Status of English**



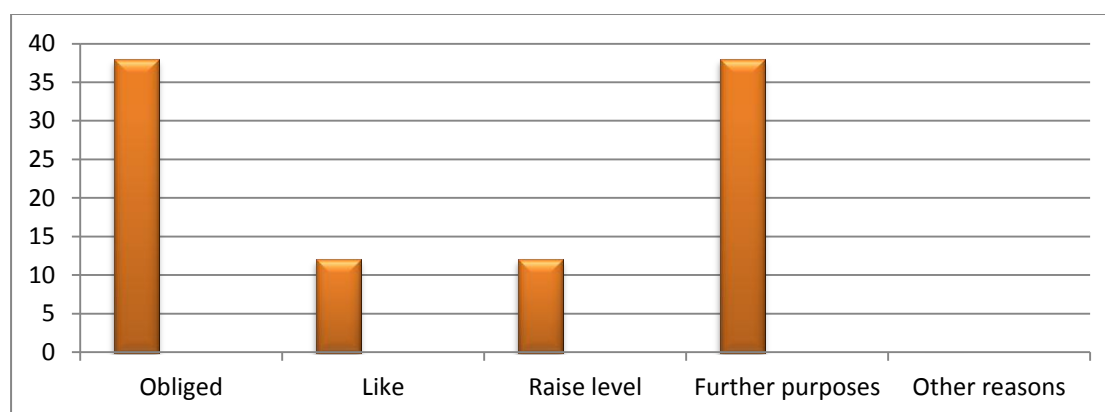
**Graph 06: The Status of English**

**Table 09** shows that 40% of the respondents consider English courses as more important than other courses, 36% of them consider it as less important than other courses, and 20% see it as important as other courses. The remained 2 participants did not answer the question representing the average of 4%. This result indicates that nearly half of the participants consider English language as more important as other foreign languages. This means that students are aware of the importance of English language and their problem is not with the language itself.

**Item 11: Why do you study English?**

Students' reasons	Frequency	Percentage
They are obliged to learn it	19	38%
They like the English language	6	12%
They want to raise their level in English	6	12%
They need it for further studies or jobs	19	38%
Other reasons	0	0%

**Table 10: Students' Reasons behind Learning English**



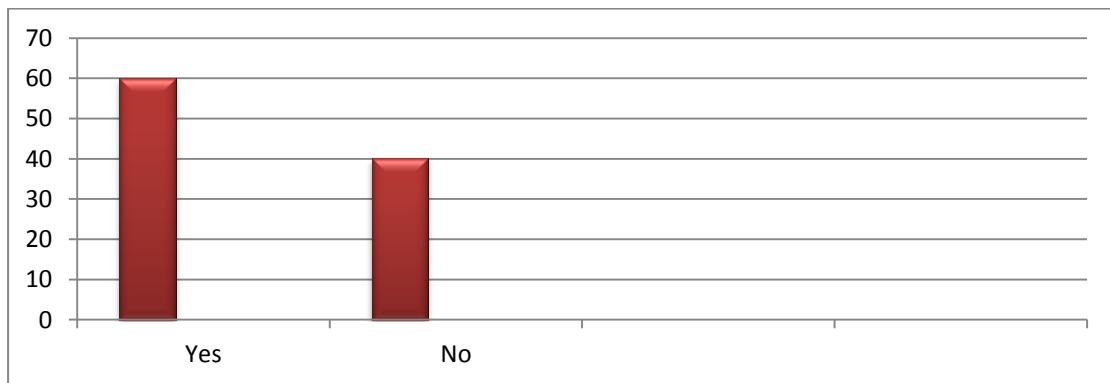
**Graph 07: Students' Reasons behind Learning English**

This question is designed to identify the reasons why students are learning English. As it is noticed above all the participants have chosen one of the provided reasons and none of them have specified other reasons. The results show that the participants are either obliged to learn English or they need it for further studies or jobs which represent the average of 38% in both cases. On the other hand, the remained percentage 24% is distributed equally between those who like English language and those who want to raise their level in it. The reason behind those students who are obliged to learn English is may be because of that they prefer to study other foreign language rather than English. Considering the rest, they are aware of importance of English language and the fact that they need it in the future.

**Item 12: Are you motivated to learn English?**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>30</b>	<b>60%</b>
<b>No</b>	<b>20</b>	<b>40%</b>

**Table 11: Students' Motivation**



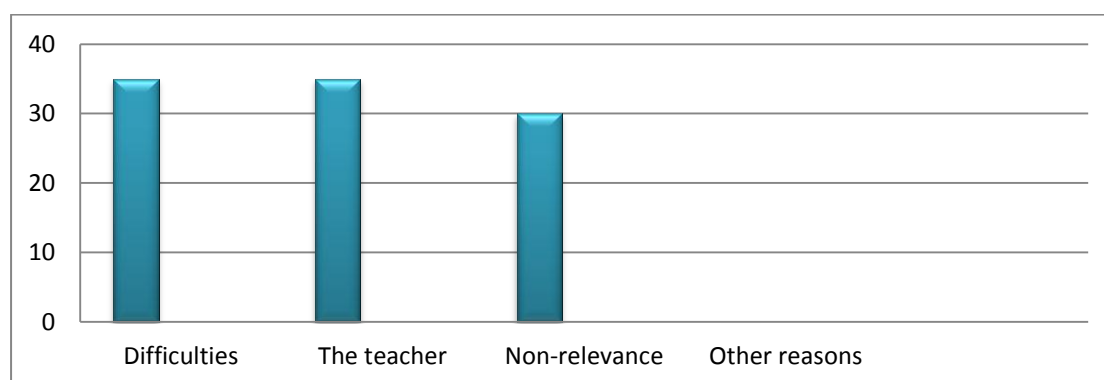
**Graph 08: Students' Motivation**

**Table 11** is associated with whether participants are motivated to learn English or not. Concerning students who consider themselves as motivated to learn English are thirty (30) representing the percentage of 60%. Twenty respondents (20) representing the percentage of 40% who see themselves as not motivated to learn English. Consequently, participants who are not motivated to learn English that is because of reasons explained in following. (See table 12)

### Reasons behind Students' Low Level of Motivation

Reasons Behind Low Level of Motivation	Frequency	Percentage
Difficulties in learning English	7	35%
The teacher and ways of teaching	7	35%
The non-relevance of English course	6	30%
Other reasons	0	0%

**Table 12: Reasons behind Students' Low Level of Motivation**



**Graph 09: Reason behind Students' Low Level of Motivation**

The second part of this question is designed to determine reasons behind students' low level of motivation. All the respondents have picked one of the suggested answers and no one has chosen other reasons. Seven (7) of participants consider English as a difficult language and they cannot understand it which represent the average of 35%. The same percentage represents those who do not understand the teacher and do not like the way of teaching. Concerning the remained students who represent the percentage of 30%, they see that the English course is not relevant to their needs, and that reflects their negative attitude toward it. This reveals that it is the teacher's responsibility to be aware of his way of teaching and to facilitate more when he explains the course.



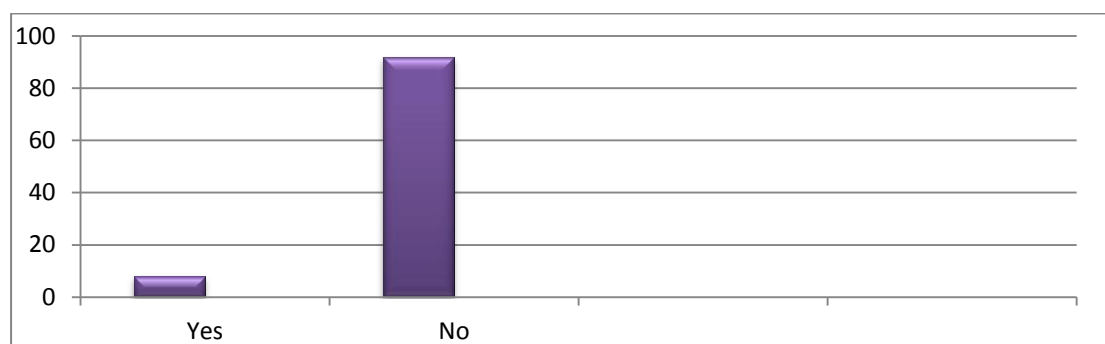
### 3.2.4.3 Section Three: The Effects of Using Authentic Materials on ESP earners’

#### Motivation

#### Item 13: Do you know what ESP (English for Specific Purposes) means?

Responses	Frequency	Percentages
Yes	4	8%
No	46	92%

**Table 13: Students’ Awareness of the Term ESP**



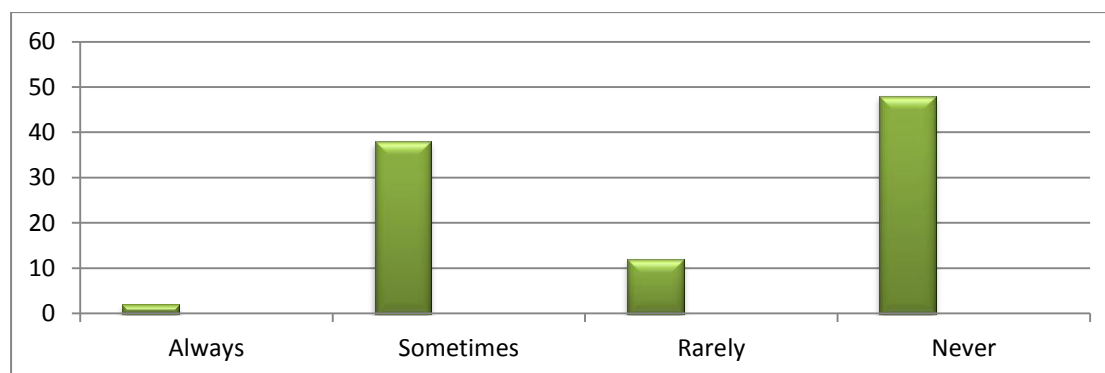
**Graph 10: Students’ Awareness of the Term ESP**

This question tends to determine the extent to which the students are familiar with the term ESP. Almost of the participants have no idea what ESP means representing the average of 92%, while only 8% of them are familiar with the concept. Concerning these responders two of them did not explain the term, the two others claimed that “ESP is the English that is studied by other branches which is specific only to their branch”. Students’ ignorance of the meaning of the term ESP may be the first reason behind their neglecting to learn English language, and this effect the level of students’ motivation toward learning English.

**Item 14: Does your teacher use authentic materials during the course?**

Responses	Frequency	Percentages
Always	1	2%
Sometimes	19	38%
Rarely	6	12%
Never	24	48%

**Table 14: The Frequency of Using Authentic Materials during Courses**



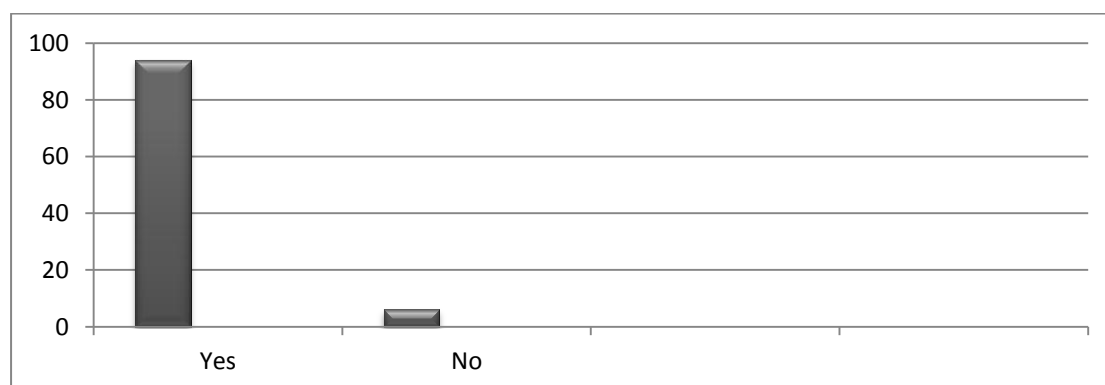
**Graph 11: The Frequency of Using Authentic Materials during Courses**

This part is dedicated to know the frequency of using authentic materials during courses. The results reveal that 48% of students claim that their teacher do not use authentic materials during course while 38% of them assert that their teacher sometimes use such materials. The students who declare that their teacher is rarely use authentic materials represent the percentage of 12%, and the lowest percentage 2% goes for those who select that their teacher always do so. Actually, the respondents who answer with ‘sometime’ and ‘rarely’ are from the same group taught by the same teacher. This contradiction maybe because the students’ attendance (see table 7).

**Item 15: Do you think that the use of authentic materials is helpful in teaching?**

Responses	Frequency	Percentages
Yes	47	94%
No	3	6%

**Table 15: The Usefulness of Authentic Materials in Teaching**



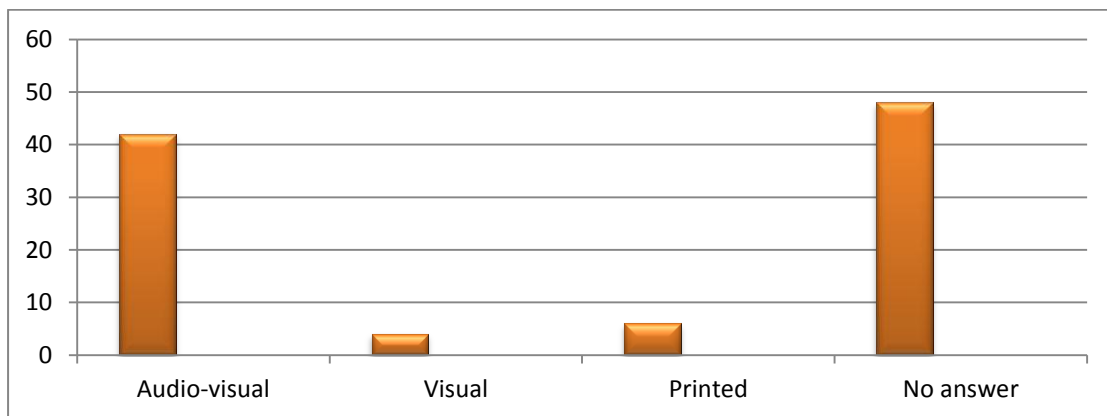
**Graph 12: The Usefulness of Authentic Materials in Teaching**

This question is devoted to know students' attitude toward using authentic materials in teaching. The table 15 shows that almost of students who answered by yes see that the use of authentic materials is really helpful in teaching representing the average of 94%, while only three (3) of them answered by no which represent the rate of 6%, and that reflects the fact that they consider that those material are helpless in teaching. Almost of students confirm that the use of authentic materials is helpful in teaching which means that they have positive attitude toward using it in classroom and next we will figure out if authentic materials motivates them or not.

**Item 16: In case your teacher is using authentic materials, which type of authentic materials do you think is more helpful?**

Types	Frequency	Percentages
Audio-Visual	21	42%
Visual	2	4%
Printed	3	6%
No Answer	24	48%

**Table 16: Students' Preferable Types of Authentic Materials**



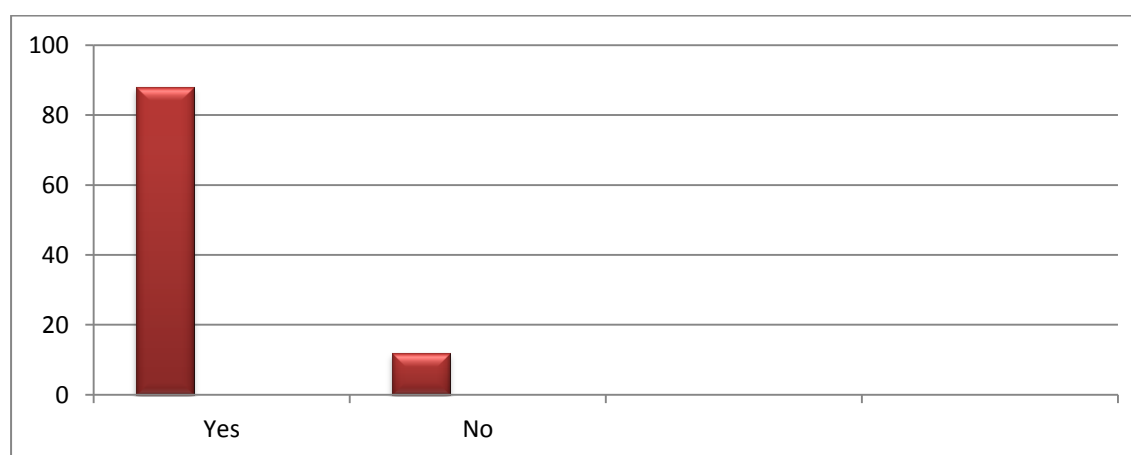
**Graph 13: Students' Preferable Types of Authentic Materials**

Table 16 indicates that the majority of students whose teacher do use authentic materials, prefer to be taught by audio-visual once representing the average of 42%, while only three (3) of them opted for printed authentic materials representing 6%. The remaining 4% prefer visual once. On the other hand, 48% of the participants did not answer this question because basically their teacher does not use authentic materials at all (see table14). Students preferable to audio-visual authentic materials are may be because it facilitates more the course and it helps them to memorize in instant.

### Item 17: The Impact of Using Authentic Materials on Students' Motivation

Responses	Frequency	Percentages
Yes	44	88%
No	6	12%

**Table 17: The Impact of Using Authentic Materials on students' Motivation**



**Graph 14: The Impact of Using Authentic Materials on Students' Motivation**

Concerning this question, we asked the students whether the use of authentic materials increase their motivation toward learning English or not. 44 of the students have answered by yes representing the highest percentage 88%. Actually, this question consists of two parts yes or no question and its justification. Only twenty-five (25) of them give an explanation but the rest did not explain. However, six (6) students representing the rate of 12% answered by no. This reflects that authentic materials do not motivate them which may be because the used authentic materials did not suit their level that's why they have a negative attitude toward it and answered by no. So, even with this low percentage, there is a contradiction on using authentic material in ESP courses.

Not all of the participants who answered by yes gave an explanation. However, for those who answered that authentic material motivates them with explanations, their explanations summarized in one of the following statements:

- Students like the fact when their teacher use authentic materials, that make them break-down the usual classroom's atmosphere.
- The ability to understand and to memorize more when authentic materials were used especially if it was audio-visual ones.
- Authentic materials facilitate the course and make the ideas clear enough for the learner to understand better than when only the teacher explains by himself.
- The majority of participants see that authentic materials enable them to know the English native language and the English culture.
- Participants declare that authentic materials raise their level in English, and raise their self-confidence so they can communicate better.

#### **Item 18: Students' Suggestion**

After all the questions that were raised in the questionnaire to know the effects of using authentic materials on ESP learners' motivation, we asked a final question that was is really important one that allows us to gather data on some ways to enhance ESP course since authentic materials are used, and give the chance to participants to suggest and give their opinions freely.

- **Use Authentic Materials More Specially Audio-Visuals**

In this specific part, participants claim that their teacher sometimes or even rarely uses authentic materials (see table 14). For this reason, they suggest that ESP teacher

should use more authentic materials and specially audio-visual ones because they motivates them more and by watching and hearing in the same time they can understand more and memorize information easily.

➤ **Change the Way of Teaching**

As we see from the previous questions and as a suggestion for this question is to change the way of teaching. They mention that either they do not like the teacher's method of teaching or the teacher does not explain that much which makes the use of authentic materials more difficult. For this reason, they suggested that when the teacher uses authentic materials he should explain it more and make it easy for the students to understand it (i.e. use a simple words, synonyms, and even use Arabic words in case they do not understand or they get confused).

➤ **Use Authentic Materials that Fit Students' Level**

Participants complain about the high level of authentic materials used by teacher. They claim that even when the teacher tries to explain the used materials, they still have difficulties to understand them. As a suggested solution for this obstacle, they want from the teacher to use easier authentic materials which fit their level since they are ESP students, so they can understand it more and understand the course.

➤ **Specify ESP with the Most Important Module**

One of the suggested answers was to specify the ESP course with the most important module. That is to say, the teacher or the administration need to check what is the most important module in a specific branch in a specific level and then specify ESP course with that module and use only authentic materials that serve the given subject, so ESP course can help them to have good grades in that important module.

### ➤ **Use Authentic Materials that is related to Communicative Purposes**

Participants recommended the teacher to use authentic materials that is related to communicative purposes. In fact, there are some of the respondents who claim that the teacher does not give them the chance to communicate freely within the study subject and he limits them to give only answers if he asks. As a result, they start to be more afraid, or worst, they cannot do presentations in front of their classmates.

#### **3.2.4.4 Discussion of the Findings**

After administering the data gathering tool the questionnaire, we shall discuss its findings in order to see whether it prove the hypothesis. The results that is gathered from students' questionnaire can be categorized into three categories which are the students' personal information and general information about English courses that were dealing with, students' general view toward learning English in university, and the effects of using authentic materials on ESP learners' motivation.

Most of ESP students' who have participated are females that are in the regular age of the third level. All of the participants have experienced at least three years of studying English in university and the majority of them see their level between good and average, but concerning the allocated time of ESP session in their program it is only one session per week, this session is only one hour and half which is little for a third year ESP students.

Most of participants see themselves motivated to learn English because they like English and they want to raise their level and because the need it for further jobs and studies. Concerning those who see themselves as not motivated to learn English they



either do not understand English or they have problems to understand teachers and it is hard for them to get along with teachers' way of teaching.

We note that learners prefer a specific type of authentic materials which is audio-visuals ones, they assert that it helps them both in simplifying the course and in memorization as well. However, they indicate that they sometimes face problem which is they cannot understand the giving authentic materials because teacher does not explain or sometimes even when he explain they cannot get its purposes.

Additionally, some participants gave certain suggestion about the use of authentic materials in ESP context to raise learners' motivation. They suggest using authentic materials that fit and suit learners' level. Further, they asked for more explanations and facilitating from teachers so they can understand easily. Furthermore, this suggestion is as preference for learners', they suggest using more authentic materials and exactly audio-visual ones because it seems that the most type that makes them understand better. Finally, participants suggested using authentic materials that has a relation to communicative purposes so they can enhance their communication skill not only increasing their motivation.

To conclude, all the non-English departments give little importance to the English language and that is clear from the allocated time only one session per week and the module's coefficient which is one. This, in turns, makes teachers incapable to prepare and design their course using the suitable authentic materials that fit learners' needs and interests. This low status may affect negatively on ESP learners' motivation and this is the reason behind why ESP learners give little importance to English and they consider English course as a secondary course.

### **3.3 Teachers' Interview**

#### **3.3.1 Description of the Interview**

For more information and to collect more data we use another data gathering tool which is teachers' interview. We administrate this interview to ESP teachers in the department of human and social sciences. This teachers' interview is a structured interview consist of nine questions addressed to three ESP teachers, and its aim is to collect as possible as we can of data for the validity of this research. The questions of the interview are developed gradually based on the aim of our research (appendix B).

The first three questions are devoted to the personal information of each teacher. They are set to know teachers' degree, experiences in teaching ESP, and the level and the branch they are teaching. The remain questions emphasize more on the subject, they are related with the degree of awareness of teacher with needs analysis, the use of authentic materials, the reaction of students toward those materials, and the enhancement of authentic materials to students' motivation.

#### **3.3.2 The Aim of the Interview**

The main purpose of conducting a structured interview is to gather more valid data and information about this research from teachers' perspective. First, this interview aims to know the personal information of each teacher. Next, the fourth and the fifth questions aim to know the students' frequency of attendance and students' motivation toward learning English. Finally, the remaining questions aim to give answers about the subject matter which is the effect of using authentic materials on ESP students' motivation.

### **3.3.3 The Analysis of Teachers' Interview**

**Question 01:** Which degree do you have?

**Teacher 01:** License degree.

**Teacher 02:** Master degree.

**Teacher 03:** License degree.

Three teachers are asked to answer all of the following questions. The aim of this first question is to know the teachers' proficiency and qualification. Two teachers of them have license degree and only one teacher has master degree. Supposedly, teachers who are more qualified are believed to give the best teaching results.

**Question 02:** How long have you been teaching English?

**Teacher 01:** 04 years.

**Teacher 02:** 01 years.

**Teacher 03:** 08 years.

In this question teachers' answers were different. We note that one teacher has a long experience in ESP teaching, while the two teachers have little experience from one to four years only. The aim of this question is to know the experience of each teacher in ESP teaching which may allow them to have more data and more information about the field of ESP teaching.

**Question 03:** Which branch and level do you teach?

**Teacher 01:** I have six classes. I teach third year students of history and first year students of social and human sciences.

**Teacher 02:** Well, I have five classes. One class first year of social and humane sciences, one class third year of history, two classes of third year of telecommunication, and one class of master one.

**Teacher 03:** I taught three classes of first year social and humane sciences.

Concerning this question, we attempt to know the branch and the level that each teacher deals with for two goals. The first aim is to know whether the teacher have experienced teaching with different branches or not. The second one is to know if the teacher taught more than one level regarding the previous question that has relation to years' experience. The answers were varied and that what we attempt to reach and this variety helps us to collect more data.

**Question 04:** Do you think that your students are motivated to learn English? How?

**Teacher 01:** No, I don't think that my students are motivated because they consider English as unimportant session.

**Teacher 02:** Yes, I think so because most of them attend my class they did very nice presentations during their academic year, and they get good marks in English exams.

**Teacher 03:** No, they are not motivated. I think because they see English not relevante to their needs.

The main focus of this question was to know whether teachers are aware of their students' motivation or not and the reasons behind their level of motivation. Unfortunately, the answers were not even near to each other. Two teachers claim that their students are not motivated because the needless and the non-relevance of English courses to them. One teacher claims that his students are motivated according to his students' results.

**Question 05:** In case your students do not attend your class on a regular basis, what are the reasons?

**Teacher 01:** Most of them do not attend, this maybe because they think that English courses are extra courses and it is not relevant to their needs.

**Teacher 02:** As I told you before, most of my students attend but in case they do not, it may be because they do not consider English as an important course.

**Teacher 03:** Yes, they do attend but unfortunately my students attend only to have marks.

In the fifth question, we asked teachers about frequency of students' attendance and the reasons behind each. One of them asserts that his students do not attend and he justify that his students see English course as an extra course and it is not relevante to their needs. The other answer was a positive one he confirmed that his students do attend in regular basics and he gives the same justification as a suggestion in case his students were not attending. The last teacher answered by yes claiming that his students attend but they attend only for marks.

**Question 06:** Do you analyze your students' needs before designing lectures?

**Teacher 01:** Yes, I do because we need to design courses that fit students' interests.

**Teacher 02:** Yes, I do because we do not have an official syllabus to follow or better to say give us the opportunity to do our personal research, and I think needs analysis is the most important step in designing in ESP courses.

**Teacher 03:** No, but I design lectures based on my experiences.

The main purpose of this question is to know whether teachers are aware of the most essential step in ESP teaching which is needs analysis and to check if they analyze their students' needs. Two teachers confirm the need of analyzing students' needs because of there is no official syllabus and they design syllabus based on their students' needs. The third teacher does not analyze his students' needs and he design the syllabus based on his experience.

**Question 07:** If you do use any type of authentic materials, how would you describe your students' reaction toward that use?

**Teacher 01:** No I do not use them because we have only one session per week.

**Teacher 02:** Yes, sometimes I use authentic videos or texts which make my students more interested.

**Teacher 03:** actually I do not use them because of time.

In this part, teachers are asked if they use any type of authentic materials and how their students react to such use. The aim of this question is to know the effect of the use of authentic materials on students' motivation. Two teachers answer that they do not use authentic materials because the limitation of time in both preparing and designing courses and in session time (only one hour and half). On the other hand, one teacher mentions that he uses authentic materials and he precised the type which are videos which is audio-visual and printed.

**Question08:** Do you find any difficulties while selecting authentic materials?

**Teacher 01:** Yes, there are a lot of difficulties in terms of selection and limitation of time.

**Teacher 02:** Yes, I do because it is a difficult task to find material that goes with my students' level especially when the participants are natives.

**Teacher 03:** Actually it is not that much difficult but taking into consideration the provided time it cannot be done in the proposed time that's why I avoid using them.

The main focus of this question is to know the most common difficulties that can face any teacher while selecting authentic materials so can a novice teacher be aware of them. Two teachers assert that they find difficulties and it is because of limitation of time, and the other teacher says that the hardest thing while selecting authentic materials is to find what suit students' level. The third teacher claims that the process of selecting authentic materials is not difficult but the issue is with the little period of time.

**Question09:** Do you think that the use of authentic materials in your class does motivate your students?

**Teacher 01:** Yes, it is a very important tool that can increase students' motivation.

**Teacher 02:** Yes, of course because the aim of ESP is to prepare students to communicate in English in their real life situations. For this reason, authentic materials play a crucial role in keeping them motivated.

**Teacher 03:** Yes, authentic materials are tools that can extremely enhance students' motivation.

We concluded this interview by this part; we asked this question to know the teachers' point of views if using authentic materials enhance their students' motivation or not. All of the teachers answered by: yes, authentic materials enhance

our students' motivation. Consequently, and based on teachers answered authentic materials are important in ESP teaching and it increases students' motivation.

### **3.3.4 Discussion of the Findings**

In addition to the discussion of the questionnaire, we need to discuss the data that was gathered from teachers' interview which permits us to have information gradually from personal information and personal experiences to the most important question that serves this subject matter which is the effect of using authentic materials on ESP learners' motivation.

Teachers indicate that ESP learners are not motivated to learn English because of the non-relevance of English to them. This issue is maybe due to the fact that the learners' unawareness of the importance of the English language. It may be also due to the fact that teachers have lack of experiences and proficiency especially when they do not use helpful materials to increase their learners' motivation toward learning English.

In fact, both of ESP teachers and ESP learners who have participated agree on the importance of using authentic materials in English course. All the participated teachers confirm the need of using authentic materials to raise learners' level and to enhance their motivation. Teachers who have experienced using authentic materials on their classes gave a positive attitude toward that use, but they declare one problem which is the difficulties that face them while selecting the suitable authentic materials.

### **3.4 Findings of the Study**

During our investigation, we have noticed that learners have a negative attitude toward English classes because their attendance is low barely half of the participants



are attending the class, but they have a positive attitude toward English language itself because they are aware of the importance of English language. Learners are motivated to learn English but because of the non-relevance session to their needs they escaped the courses. Most of them they study English language because they want to raise their level in English and they need it for further purposes.

The main reasons which make ESP learners' not motivated to learn English language are: either they find difficulties in learning the language because of the teacher ways of teaching or because of the non-relevance of the English course to their needs and interests. Hence, the teacher is responsible and should explain to learners that the English they learn is different from English courses in other departments.

Data gathered from interview reveals that no syllabus is provided which makes ESP teachers responsible for designing their own syllabus, and because of the allocated time that is dedicated to English session, teachers will find difficulties in including the suitable authentic materials in the syllabus.

The results reveal that learners like the fact when their teacher use authentic materials, that make them break-down the usual classroom's atmosphere. In addition, we noticed that learners' preferences to audio-visuals authentic materials more than other types because it allows them to watch and hear at the same time and this help them to understand more and to memorize easily.

The majority of participants see that authentic materials enable them to know the English native language and the English culture. They do not just listen to the native speakers' language, but also they learn new vocabularies as well as how to pronounce

the English language as it is by their own and the use of authentic materials make them more related with their cultures.

Authentic materials facilitate the course and make the ideas clear enough for the learner to understand better than when only the teacher explains by himself. Further, participants declare that authentic materials affect not only in their motivation toward learning English language but also it raises their self-confidence so they can communicate with each other better.

ESP teachers believed in using authentic materials in ESP context to increase learners' motivation. In addition, all of them stated that although they are difficult when they select it and it is somehow high than their learners' level and they face many challenges when they listen to them (difficult expressions, idioms, pronunciations), but they still think they are the best means to fit them with the native language as well as to improve their listening and speaking skills.

To sum up, authentic materials are really helpful tools for increasing learners' motivation. It has also an important effect on learners' speaking and listening skills. Besides, it helps them to enrich their vocabulary and provide a soft transmission of English culture. Also, authentic materials raise self-confidence and self-awareness of learners about communicative skills which make ESP learners more confident to communicate in English inside and outside the classroom.

## **Conclusion**

The main purpose of this chapter is to analyze the collected data and to get more reliable results. The finding displayed from the two data gathered tools revealed that most of the participated learners ignore what the term ESP means and both of teachers

and learners know about authentic materials and they give a positive attitude toward using them in ESP context. They consider that authentic materials can be an effective and useful tool in introducing and presenting English language, and they highlight and confirm the importance of increasing learner' motivation. So, through a careful selection of authentic materials by ESP teachers, ESP learners will be motivated to learn English and to attend English courses.

# **General Conclusion**

## **General Conclusion**

The main purpose of the conducted study is to investigate the effect of using authentic materials on ESP learners' motivation and to suggest some recommendations to sustain it. The dissertation is divided into two interrelated parts; theoretical part which consist of two main chapters. The first chapter about literature review of both ESP and authentic materials, and the second chapter is a literature review about motivation and its crucial elements. On the other hand, the second part which is the practical part consists of research design and procedures describing, analyzing and the interpretation of the gathered data from the students' questionnaire and teachers' interview.

For the sake of finding the needed data, we opted for students' questionnaire and teachers' interview as data gathered tools. First, a semi-structured questionnaire was distributed to third-year telecommunication in the department of human sciences at Biskra's University. The participants are chosen randomly without regarding their age, gender, or any personal factors, and the reasons behind our choice are their experiences in the English learning. Second, we have conducted a structured interview with three ESP teachers in an attempt to investigate the problem from the teachers' point of view and to gather reliable data about the subject.

The results revealed the low status of English language at human sciences department, and the low level of motivation among ESP learners that was clearly shown through their answers and behaviors. This low level of motivation is because the low status of English language taking into consideration the allocated time to each session and the coefficient of the English module, and we can induce that the main

reason behind why learners' see English courses as an additional course and are not motivated to learn English is the less use of authentic materials during the course.

Therefore, this current study is an additional work to investigate the notion of motivation in the ESP context by identifying the most common effect of using authentic materials on ESP learners' motivation during their English learning experiences. It then suggest some recommendations to increase the low level of learners' motivation by using authentic materials to make English course more attractive task and to facilitate the course even more. However, as any research work, our study has some gaps which needed to be overcome by future researchers.

## Recommendations

As a research requirement, we shall give certain recommendation for the use of instruction authentic materials. We hope that the suggestions and recommendations proposed in this work will be helpful and useful to raise teachers' awareness about the importance of authentic materials as a valuable tool in their ESP classes, and help future researchers to take into consideration the following actions.

- We may achieve the common ground that learners feel better with authentic materials helping them to master the real language as far as teachers provide them with pedagogical support. Additionally, authentic materials effected positively the classroom environment because the majority of learners prefer to use them in learning.
- Authentic materials should be used in accordance with learners' abilities and levels. Teachers should use authentic materials, with different activities and grouping work to meet all learners' needs, levels, and interests. Further, teachers should be aware of learner' preferences toward audio-visuals more than other type, so s/he needs to incorporate more this specific type.
- Hence, administration should be the responsible for providing authentic materials to be used by the teacher.
- Finally, most of learners appreciated learning with authentic materials and they prefer a specific type which is the audio-visual. They seem to have really enjoyed it and felt relaxed. Hence, we recommend teachers to support authentic materials as a teaching strategy taking into consideration the allocated time for English session per week.

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# Appendices

## *Students' Questionnaire*

**Dear Students,**

This questionnaire is a part of my thesis master two degree under the title of “*the Effects of Using Authentic Materials on ESP Learners' Motivation*”. Since you are ESP learners I hope kindly you can answer this questionnaire by ticking or cross the appropriate answer or by giving a full direct answer. Please be serious and honest while you are answering the following questions.

**MAATALLAH EL KHANSA**

### **Section One : Personal Information**

1. Gender: Male

Female

2. Age:

3. Department:

4. How do you see your level in English?

Excellent

Good

Average

Poor

5. How long have you been study English since first grade? .....years.

6. How long have you been study English in university? .....years.

7. How many sessions per week you are studying English? .....session (s).

### **Section Two: Students' General Views toward Learning**

#### **English in University**

8. Do you attend English classes?

Always

Sometimes

Rarely

9. What do you think about English classes?

Helpful     Somehow helpful     Not helpful

10. Do you think that English courses are?

- ❖ More important than other language courses
- ❖ As important as the other language courses
- ❖ Less important than the other language courses

11. Why do you study English? Because:

- You are obliged to learn it
- You like English language
- You want to raise your level in English
- You need it for further studies or job

Other reasons,

.....  
.....

12. Are you motivated to learn English?    Yes     No

If no, this is because:

- ❖ You find English difficult or you have problems to understand it
- ❖ You do not understand the teacher or you do not like the way of teaching
- ❖ You do not like English and the English course is not relevant to your needs

Other reasons,

.....  
.....

**Section Three: The Effects of Using Authentic Materials on  
ESP Learners' Motivation**

13. Do you know what ESP (English for Specific Purposes) means?

Yes

No

If yes, explain it

.....

.....

14. "Authentic materials are tools extracting from real life situation

(communication) by native speakers to native ones that are not set for pedagogical purposes, used by teacher in the classroom to motivate learners."

According to that definition, does your teacher use authentic materials during the course?

Always

Sometimes

Rarely

Never

15. Do you think that the use of authentic materials is helpful in teaching?

Yes

No

16. In case your teacher is using authentic materials, which type of authentic materials do you think is more helpful?

Audio-visual

Visual

Printed

17. Do you think that the use of authentic materials motivate you to learn English?

Yes

No

If yes, in which way it motivates you?

.....

.....

**18.** What do you suggest to make the ESP course a motivating one in case authentic materials have been used?

.....

.....





## *Teachers' Interview*

**Dear Teachers,**

This interview is a part of my thesis master two degree under the title of *the Effects of Using Authentic Materials on ESP Learners' Motivation*. So, you are kindly invited to answer my following questions.

1. Which degree do you have?
2. How long have you been teaching English?
3. Which branch and level do you teach?
4. Do you think that your students are motivated to learn English? How?
5. In case your students do not attend your class on a regular basis, what are the reasons?
6. Do you analyze your students' needs before designing lectures?
7. If you do use any type of authentic materials, how would you describe your students' reaction toward that use?
8. Do you find any difficulties while selecting authentic materials?
9. Do you think that the use of authentic materials in your class does motivate your students?

## الملخص

من المتعارف عليه أن اللغة الإنجليزية أصبحت اللغة الأولى في العالم وهذا راجع إلى عدة أسباب منها الأسباب الاقتصادية والسياسية التي ألزمت الجميع بتعلمها. ولهذا الأسباب و إضافة إلى تخصص اللغة الإنجليزية تم تطبيق اللغة الإنجليزية في الجامعات الجزائرية كحصة إلزامية للتخصصات غير الإنجليزية تحت مسمى تعليم اللغة الإنجليزية لأغراض خاصة. في هاته الحصة قد يستخدم المعلم بعض الأدوات التي تحت الطالب للتعلم، من بين هذه المواد ما يعرف بالمواد الأصلية للتحفيز على تعلم اللغة الإنجليزية. ومع ذلك، لوحظ أن بعض الطلاب لا يحضرون لأنهم يعتبرون الحصة بمثابة شيء ثانوي وليس لديهم الدافع لتعلم اللغة الإنجليزية. تبحث هذه الرسالة عن أحد أكثر الموضوعات إشكالية في مجال اللغة الإنجليزية و يهدف هذا العمل إلى معرفة مدى تأثير استخدام المواد الأصلية على تحفيز طلاب اللغة الإنجليزية لأغراض خاصة. يستهدف هذا العمل طلاب قسم العلوم الإنسانية بجامعة بسكرة تخصص اتصالات خلال العام الدراسي 2018-2019. في محاولة للتحقق من صحة الفرضية ، تم اتباع طريقة وصفية وتم جمع البيانات من خلال أداتين ؛ استبيان شبه منظم تم إدارته إلى خمسين (50) متعلماً في مجال الاتصالات من مستوى السنة الثالثة في جامعة بسكرة و قمنا بمقابلة و محاورة ثلاثة (03) أساتذة من نفس القسم. تكشف النتائج التي تم الحصول عليها أن متعلمي الاتصالات لديهم دوافع لتعلم اللغة الإنجليزية من خلال استخدام مواد أصلية. ومع ذلك ، يجب أن يتبع استخدام المواد الأصلية معايير معينة لتحفيز المتعلمين بشكل صحيح ، وهذه المعايير هي اختيار مواد أصيلة تناسب مستوى المتعلمين ، وتحديد ما هو مناسب للمساعدة على مهارة التواصل. و يجب ايضا أن يكون المعلم على دراية بطريقته في التدريس بحيث يمكن تطبيق المواد الأصلية بشكل صحيح ويمكن للمتعلمين فهمها.