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**ESP Learners' Role in Text Material Selection  
The Case Study of 1<sup>st</sup> Year Master Students of  
Geology Petroleum at Kasdi Merbah University  
of Ouargla**

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## *Dedication*

*To my beloved parents for their patience and  
encouragements during my period of study*

*To my sisters and brothers*

*To my best friends Asma and Khadidja*

*To my fiancé for his help and support*

*I dedicate this work*

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*Before all I thank Allah for the accomplishment  
of this work*

*I would like to thank all my teachers*

*I would like also to express my greatest thank to  
my supervisor Miss Fouzia Bahri for her support  
and invaluable guidance.*

## **List of Abbreviations**

**E (A)LE:** English for Academic Medical Purposes

**E(A)MP :**English for (Academic)Medical Purposes

**EAP :** English for Academic Purposes

**EBP :**English for Business Purposes

**EGAP :**English for General Academic Purpose

**EMFE:** English for Management, Finance and Economics

**EOP :**English for Occupational Purposes

**ESAP :**English for Specific Academic Purpose

**ESP:** English for Specific Purposes

**EST :**English for Science and Technology

**EVP :**English for Vocational Purposes

**Q:** Question

**TAVI :** Text as Vehicle for Information

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*General  
Introduction*

### General Introduction

English language teaching approaches has gone through many changes in different stages according to the theories of language description and language learning, such as structuralism, mentalism coming to communicative language teaching. The latter has influenced completely the teaching process. Learners have become as active as the teachers. Generally, communicative language teaching approach puts much focus on learners. Thus, it aims at developing learners' communicative abilities through communicative tasks, group work and so on.

The idea of teaching English as communication is one of the main reasons that led to English for specific purposes (ESP) emergence. The latter came to meet specific needs of learners. In ESP, learners and teachers work together when specifying needs, directing goals, designing a course and in selecting material.

In fact, the first motive behind choosing this topic is to investigate to what extent is the communicative language teaching are applicable in our current universities, as the learner role has shifted away from being passive and recipient to being active and participant.

Since ESP learners' involvement in materials design is important to select appropriate texts, this study attempts to investigate the role that ESP learners play in materials selection. The questions that can be addressed are the following:

-Do current ESP teachers take into account their learners' attitudes about the used texts?

-Do learners play a vital role in providing materials?

It can be hypothesized that:

-ESP learners may have contributions in text material selection.

-Teachers tend not to give their learners the opportunities to select to appropriate materials.

To check the validity of this hypotheses, two procedures are used, a questionnaire administered to 30 students out of population of 50 students of first year Master

Geology Petroleum and structured interviews are conducted to two teachers of English module in the same Department.

The work is divided into three chapters. The first one introduces ESP origins and developments, definition and its main branches. This chapter also states the characteristics of ESP learners with focus on the factors that affect ESP learning and teaching. The second chapter gives some insights about the importance of materials selection in ESP context. Also, it deals with the development, definition and types of materials (texts, tasks and activities). Then, it discusses in- depth materials selection and learners' and teachers' roles in this task. At last, some insights are given to the generalities about the necessity of materials evaluation. The last chapter is concerned with the analysis of data collected by means of a questionnaire addressed to students, in addition to teachers' interview analysis.

# *Theoretical Part*

# *Chapter One*

# **Chapter One: ESP and ESP Learners**

## Introduction

### 1. Origins and Developments of ESP

### 2. Definition of ESP

### 3. Branches of ESP

#### 3.1 English for Occupational Purposes

#### 3.2 English for Academic Purposes

##### 3.2.1 English for Specific Academic Purposes

##### 3.2.2 English for Science and Technology

### 4. Characteristics of ESP Learners

### 5. Factors that Affect ESP Learning and Teaching

#### 5. 1 English Language Role in The Community

#### 5. 2 Recourses and Administrative Constraints

#### 5. 3 The Learner

#### 5. 4 The Linguistic Aspects

## Conclusion

## Introduction

When coming to the controversial subjects within English language teaching, English for specific purposes (ESP) occurs within the first place, as it is still a modern issue that came to light recently (1960<sub>s</sub>). This chapter will firstly deal with the history of ESP, its development and its types focusing on English for academic purposes (EAP) and English for science and technology (EST). Then, we are going to see how researchers describe ESP learners. At last we will mention the factors that affect ESP teaching and learning.

### 1. Origins and Developments of ESP

ESP was considered as a prominent era within English language teaching. Hutchinson and Waters (1987) state three main reasons which led to its emergence. First, the need for an international language to facilitate the communication across languages for commercial and technological demands gave the responsibility to English language. Second, linguistics' aim had moved from describing the structural and grammatical features of language to study how language is used in real communication. The last reason related to educational psychology in which learners needs and interests have great impact on their learning. So that courses must be related totally to learners' subject specific.

These are the reasons for which ESP has emerged, but what about its development?

According to Hutchinson and Waters (1987) there were five stages of ESP developments. The first one is register analysis where researchers' goal is to describe just the linguistic features of particular registers. After that, the attention had directed towards the level above sentence, because of the influence of discourse/rhetorical analysis on ESP. The next stage called target situation analysis in which language became closely related to learners' needs for learning. In skills and strategies stage, it is important to consider both language and the thinking process that is activated when using the language. Last but not least, learning-centered approach stage, it focuses on the objectives for learning more than the language that will be learned.

### 2. Definition of ESP

The definition of ESP differs from one linguist to another but, of course, they share some basic points. Hutchinson and Waters (1987) point out that "ESP , then is an approach to

language teaching in which all the decisions as to content and method are based on the learners' reasons for learning" (p.19). In addition, they emphasize on the view that ESP is an approach not a product. That is to say, it is not based on a certain language, materials or even methodology. According to them, all these parameters depend on the analysis of the needs that lead a particular group of learners to learn English language. Since needs, learners, and disciplines differ, ESP courses will differ from one context to another.

When defining ESP, Dudley-Evans and ST John (1998) have mentioned some definitions before modifying the Strevens' own definition. They state two absolute characteristics which are:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;

ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

Variable characteristics:

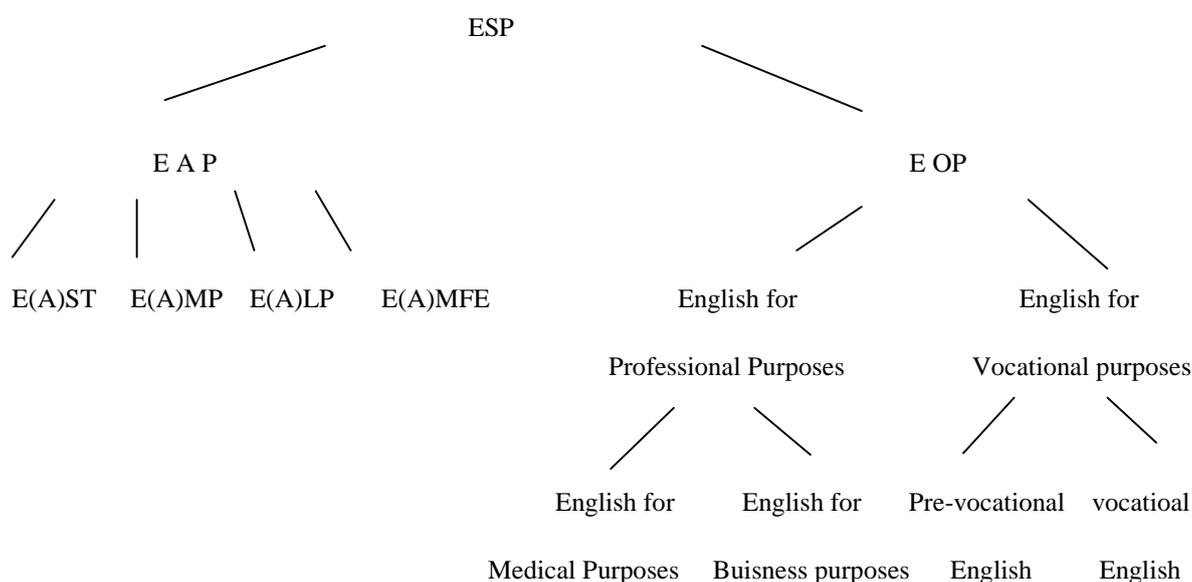
- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;

Most ESP courses assume basic knowledge of the language system, but it can be used with beginners (p 4.5).

### **3. Branches of ESP**

ESP today is very important all over the world. As the need for English language increases rapidly within several domains, ESP also will have more and more subfields, but basically it is divided into two main branches: English for occupational purposes (EOP) and English for academic purposes (EAP).

This can be understood in the following figure produced by Dudley-Evans and ST John (1998).



**Figure. 1: ESP classification by professional area, adapted from Dudley-Evans and ST John,1998, p.6**

### 3.1 English for Occupational Purposes

Dudley-Evans and ST John (1998) assume that English for occupational purposes (EOP) consists of professional purposes such as administration and vocational purposes. Simply, “EOP is taught in a situation in which learners need to use English as a part of their work or profession” (Kennedy and Bolitho, 1984, p.4) .

### 3.2 English for Academic Purposes

In fact, ESP at the beginning was much more anticipated to English for academic purposes situations<sup>1</sup> rather than EOP. EAP is concerned with English for science and technology (EST), English for medical purposes (EMP), and English for legal purposes (ELP)...etc<sup>2</sup>. Dudley-Evans and ST John (1998) write “EAP refers to any English teaching that relates to a study purpose” (p.34).

<sup>1</sup>-There are four situations in which EAP can be taught. See Dudley-Evans and ST John (1998).

<sup>2</sup>-More details about ESP classification are dealt with in The Handbook of English for Specific Purposes, edited by Patridge and Strafield (2013).

Similarly, Kennedy and Bolitho (1984) argue that EAP learners need English language in their studies. In addition, English courses they are learning take place within educational (academic) institutions.

Furthermore, Hamp-Lyons (2001) looks at EAP as a branch of applied linguistics which contains:

- A significant body of research into effective teaching and assessment approaches.
- Methods of analysis of the academic language needs of students.
- Analysis of the linguistic and discursal structures of academic texts.
- Analysis of the textual practices of academics (as cited in Carter and Nunan, 2001, p.126).

### 3.2.1 English for Specific Academic Purposes

EAP has two types: English for specific academic purposes (ESAP) and English for general academic purposes (EGAP), but we are going to focus just on ESAP since the case study of this work concerns Geology Petroleum students. This area of study is classified under English for oil and gas industry.

In ESP, each discipline has its own features. That is why Dudley-Evans and ST John consider ESAP as the teaching of certain characteristics that differentiate each domain from the other and thus by relating the skills that are common to all the disciplines with the actual tasks that students should achieve in their specific subject.

However, Widdowson (1984) uses the expression ‘training’<sup>3</sup> to describe ESAP. In his view, training aimed at the combination between the system (knowledge of abstract principles) and schema (knowledge of how these principles are realized in real contexts) (p.224).

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<sup>3</sup> -In his book *Explorations in Applied Linguistics*, Widdowson proposes a dichotomy concerning EAP types, ‘training’ and ‘education’. The later refers to ‘the common core’ which is the skills and language that are common between different disciplines of ESP (Dudley-Evans and ST John, 1998).

### 3.2.2 English for Science and Technology

English for science and technology for academic purposes has been considered as one of the major ESP subdivisions because of its wider spread throughout the world. Even though, the earlier researchers in ESP such as Swales (1971) considered EST as to refer to ESP as a whole, since great interest was given to scientific English texts (Cited in Hutchinson and Waters, 1987, p. 7).

As it has mentioned in the development of ESP researchers, at first, were much interested in the linguistic forms of some registers. Herbert's textbook *The Structure of Technical English* was a prominent work (1965) in the area of science and technology. The textbook contains some linguistic structures of particular technical and linguistic writings. After that, Trimbrel's *English for Science and Technology: A discourse approach* was a turning point from structural to discursive bases. He assumes that EST text is "concerned only with the presentation of facts, hypotheses and similar types of information" (cited in Dudley-Evans and ST John, 1998, p. 22).

Another work proposed by Allen and Widdowson (1972) called *The Focus Series*. The latter, includes texts for scientists. It explains how certain expressions are formed to create some functions such as, definition, classification, and generalisation.

After that, ESP and EST materials became much interested in developing learners' communicative strategies and learning skills (Dudley-Evans & ST John, 1998).

## 4. Characteristics of ESP Learners

ESP learners have some features that distinguish them from EGP learners such as the following:

- In contrast with general English, ESP learners are considered as the effective part in course design (Hutchinson and Waters, 1987).
- ESP learners are aware of their needs in target situation (ibid).
- The majority of ESP learners are adults (Kennedy and Bolitho, 1984).
- In ESP, learners' achievements may differ according to their attitudes towards learning. For example, if someone got difficulties in his/her previous experience, these problems may reoccur while he/she is learning ESP courses (ibid).

- ESP learners are highly motivated than EGP learners because ESP courses are based on the analysis of learners' needs (ibid).

## **5. Factors that Affect ESP Learning and Teaching**

ESP programs design differs from that of general English. ESP teachers should care about some relevant factors that affect course design flow. Kennedy and Bolitho (1984) classify four main factors, which are the role of English language within the community and the institution, recourses and administrative constraints, the learner and the linguistic aspects.

### **5.1 English Language Role in the Community**

Generally, within a certain community, English language may be regarded as either foreign or a second language or just a mean of communication for professional and academic purposes, this is from one side. From the other, within a particular institution, English may be the language of the whole institution, that is to say, teaching all the modules in English or just an additional subject in the curriculum. Hence, all these cases lead to specification of English language role, whether to be wider or restricted ones.

### **5.2 Recourses and Administrative Constraints**

There are other factors that can influence the flow of ESP course design. For example, materials availability (textbooks, media, laboratory), class size, the time that is devoted to teaching English module and the experience of ESP teacher (general teacher or specialists).

### **5.3 The Learner**

Learners do not share the same characteristics such as their age. So that, the way of teaching young learners is not the same as to teach adolescents and adult learners. Adults in Harmers' view (2007) come to learn with a great amount of knowledge and life experience. In addition, they are enough mature to specify their aim at learning.

Second, the level, ESP learners may understand very well their subject area but not in English. So that, having the linguistic knowledge only is not enough for ESP teachers to teach a specific subject. They have to know, at least, the bases of the speciality they are concerned with. However, having just the subject specific knowledge is also not sufficient

because teachers may face problems in teaching specialised texts in English despite of being specialists. Therefore, ESP teachers should care about both language and content when selecting texts for learners (Kennedy and Bolitho, 1984).

Roe (1977) proposes two types of motivation: integrative in which “the learner identifies the social and cultural aspects of learning English” (as cited in Kennedy and Bolitho, 1984, p.15). Instrumental motivation where the learners are in need to learn English for professional purposes and this is what ESP programmes are concerned with (ibid).

The last feature is learners’ attitudes to learning in general affect their learning in ESP courses, for instance, if the learner has got failure in his learning experience, he may fail also in ESP learning. For these reasons, ESP materials tend to apply problem-solving approach as well as involving learners as possible as they can and thus by using group and peer work.

#### **5. 4 Linguistic Aspects**

The language that is used in ESP courses is always determined by the needs analysis of a particular group of learners. According to Kennedy and Bolitho (1984) each subject has its special vocabulary that distinguishes it from other specialities. But the grammatical features of scientific texts are somehow the same such as using the passive voice and complex nominal clauses. The writers assume that what is important is not to teach the grammatical and lexical features but the functions they play, for example, classifying, defining[...]etc. They add the types of language used (spoken or written) is also determined by the learners’ needs.

#### **Conclusion**

ESP gains its importance from the combination of different fields. In other words, it creates an overlap between several dimensions such as linguistic, cultural, psychological...etc and this importance increases as the needs for the English language increases as well.

# *Chapter Two*

## **Chapter Two: Materials Selection**

### Introduction

1. The Importance of Materials Selection in ESP

2. Materials Development

3. Definition of Materials

4. Types of Materials

4. 1 Authentic

4. 2 simplified

4. 3 Framework

5. Text Material

5.1 Texts

5.2 Tasks

5.3 Activities

6. Materials Selection

6.1 Learner' role

6.2 Teacher' role

7. The Necessity of Materials Evaluation in ESP

### Conclusion

## **Introduction**

Materials selection is a very extended subject in English language teaching and learning. This chapter is devoted to the importance of materials selection, materials development as to mention how materials design in ESP has changed because of several reasons. Also, we are going to focus on some types of materials. Also, it discusses in detailed ways how the materials are chosen by referring to teachers and learners roles.

### **1. The Importance of ESP Materials Selection**

Materials selection in English language is not an easy task to do for teachers in general let alone ESP teachers. After analyzing the needs, setting the objectives, designing the syllabus, ESP teachers should care of materials selection. There are many parameters that should be taken into account such as the language, content, learners' differences and even the way of using and presenting these materials.

For Dudley-Evans and ST John (1998) materials are source of language, learning support, motivation and stimulation and a reference to language input.

Furthermore, Hutchinson and Waters (1987) add that materials are helpful to control both the process of teaching and learning. In other words, they are guide for teachers and learners as well. Similarly, Richards and Renandya (2002) called text books as a 'structuring tool'.

In addition, Richards and Rogers (2001) point out that "the materials provide the basic for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in" (p.252).

Since ESP is both communicative and a learner-centered approach, materials should hold these following roles. First, they stimulate the learner to use his communicative abilities in order to express, interpret and negotiate the meaning. Second, they focus on the way of using the language communicatively rather than presenting its linguistic units. In addition to that, the variety when using materials helps the learner to improve his/ her competence.

## 2. Materials Development

As we have mentioned above in the development of ESP, register analysis stage focuses more on the linguistic features of such domains and this was obviously presented in the work of Peter Strevens (1964), Jack Ewer (1969) and John Swales(1971) and thus by providing grammatical and lexical features of a particular registers. As a result, researchers in ESP had followed the same methodology. They tried to analyze different needs of ESP learners and then identifying special registers for them. In general, ESP teaching materials at the beginning were much more structurally based ones. (as cited in Hutchinson and Waters, 1987).

The next statement is related to the earlier assumptions about ESP. When materials were register was based ones.

Registers [...] differ primarily in form [...]the crucial criteria of any given register are to be found in its grammar and lexis[...] every one of these specialized needs requires, before it can be met by appropriate teaching materials, detailed studies of restricted languages or special registers carried out on the basis of language samples of languages used by the particular persons concerned. Halliday et al, 1964 (as cited in Hyland, 2006, p.18).

After the movement of communicative approach to English language teaching materials were designed in order to help learners to be good communicators rather than users of language. Thus, by creating communicative activities and tasks as possible as they can.

According to Tomlinson (1998) materials development consists of two tasks. The first is related to study of the bases, procedures, design and assessment of language teaching materials. The second includes writing, evaluating and adapting the language teaching materials. He points out that “materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake” (p.2). Tomlinson explains, further, materials development is providing information about language or someone’s experience in language and preparing it in a way which helps the learners to improve their learning.

Despite of that, Brown (1995) adds another element to materials development. In his view, it deals with creating, teaching and evaluating the produced materials. Therefore, evaluation is also necessary. Teachers should check continuously to what extent do the materials that they are using suit their learners' needs.

### **3. Definition of Materials**

In the view of Tomlinson (1998) materials "are anything which is used by teachers or learners to facilitate the learning of language" (p.2). He illustrates that they can be books, cassettes, exercises, newspapers, tasks and even the discussion between learners and teacher or between themselves.

Furthermore, Richards and Renandya (2002) consider materials as the core of language curriculum development.

Hutchinson and Waters (1987) argue that good materials contain:

- Interesting texts;
- Enjoyable activities which engage the learners' thinking capacities;
- Opportunities for learners to use their existing knowledge and skills;
- Content which both learner and teacher can cope with (p.107) .

It is clear that the authors emphasize on the need for the interaction between the learner and his teacher and the learner with the materials used as well.

### **4. Types of Materials**

Traditionally, materials refer only to textbooks. The latter was considered as the main source of language input in the classroom. But, recently with technology innovations that spread increasingly around the world, teachers find several resources which they choose their materials from, such as news papers, magazines, internet and so on.

### 4.1 Authentic Materials

Authenticity of materials is a key component in ESP programs. Since ESP learners have specific needs and objectives, they need authentic materials to make them closely associated with the real world of their specific subject. What is authenticity? And what are the characteristics that make a particular text authentic in ESP?

Widdowson (1984) has a special interpretation to authenticity in comparison with the definitions that researchers proposed after him. In his view, authenticity is not a matter of choosing genuine texts for learners but it is concerned with the involvement of learners in problem solving in order to make their own assumptions in their subject speciality. He clearly states that, “Authenticity is not a matter of selection but of methodology” (p.258). It is obvious that Widdowson gives the priority to the methodology in teaching texts rather than its linguistic features. He does not neglect the importance of selecting a special register that contains genuine forms and vocabulary, but this is not sufficient. According to him, ESP course programs depend on this taking into account the procedures and methods that help to improve the communicative abilities of the learners.

Other linguists look at authenticity from different angles. First, Rogers (1988) defines authenticity as “appropriate and quality in terms of goals, objectives, learner needs and interest and ‘natural’ in terms of real life and meaningful communication” (as cited in Kilickaya, 2004, p.2). The writer in this statement stresses two main features that characterize authenticity. First, the appropriateness that the goals of learners’ needs. The second, authentic materials source comes from real communication and that is what ESP teachers need in their teaching materials.

However, Richards and Rogers (2001) write that “authentic materials refer to the use of resources that were not specifically prepared for pedagogical purposes” (p. 252). They add that authentic materials are much better to be used because of two reasons: their language is authentic and they present the real context of the language used.

Similarly, other linguists such as Hutchinson and Waters (1987), Nunan (1989) and Harmer (1991) assert the idea that authentic materials are not designed particularly for language teaching purposes.

Further, Jordan (1997) holds that authentic text “is normally used in the students’ specialist subject area: written by specialists for specialists” (p.113)..

The need for using authentic materials in ESP context, Hutchinson and Waters (1987) assume that authentic materials are not always necessary to be used.

There are cases in which simplified materials are preferable<sup>1</sup>.

## 4.2 Simplified Materials

Widdowson (1978) holds that a simplified version of such material is a “kind of translation from the usage available to author of extract to that which is available to the learner” (p.88). According to his view, this way of simplifying original extracts may lead to the distortion of the real meaning

Ellis and Johnson (1994) suggest that simplified texts involve enriched input that consists of many typical examples about the target structure. Moreover, Velvazquez (2007) argues that simplified texts are also useful for learners since they facilitate their understanding. He adds that they stimulate the learners to cope with the vocabulary and grammar of authentic texts (cited in Vahid, 2011).

However, Kennedy and Bolitho (1984) consider simplified texts as a burden which prevents learners from dealing with the real world of their subject area.

## 4-3 Framework Materials

When explaining the lecture, teachers sometimes need to draw diagrams, maps, pictures and other charts to support the understanding of lesson. In other words, matching carrier content (which is the contextualization of the intended language input) to the real content (which refers to the language input itself) (Dudley- Evans and ST John, 1998).

According to Dudley- Evans and ST John (1998) the learners have their language competence, what they need is a tool that helps them to recognize it. So, framework materials can be used. They add, this type of materials can be used at the beginning of the lecture as an introductory item or at the end as an activity. Further, Frenco (2005) holds that framework materials are “easy to produce, generate, relevant language, focus on meaning rather than on form and do not depend on level of learners” (p.51). This idea supported by Dudley- Evans and ST John (1998). They illustrate, the same framework can

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<sup>1</sup>- Cases in which different types of texts are used according to the purpose, Hutchinson and Waters (1987, p.159)

be used by both advanced and professional learners, what can be changed is the carrier content.

## **5. Text Material**

As we have mentioned before, this study is based on Hutchinson and Waters's definition to the term 'material'. We are going to focus on text and, of course, each text has its task and activity.

### **5.1 Texts**

Generally, text according to Halliday and Hasan (1976) refers to written or spoken passages. They write "a text is best to be regarded as semantic unit: a unit not of form but meaning. Thus it is related to a clause or sentence not by size but by realization the coding of one symbolic system to another" (p.2) . In other words, the number of words is not necessary to consider such passage as a text, what is important is that this text carries out a meaning. Hence, text according to their view is a unit of language in use.

Moreover, Widdowson (1984) sees that "a text is a product of the writer's effort, actual and perceptible on the page, but it has to be reconverted in to the interactive process of discourse before meaning can be realized" (p.57). He illustrates further, the text can be genuine (because it reflects the actual speech of the writer) and authentic (because it is interpreted by the reader as a whole discourse). Widdowson differentiates between spoken and written texts, he suggests that written texts do not represent the whole process of interaction but it reflects just the results ; whereas, spoken texts are the direct interpretation of the actual speech. Also, spoken text can be characterized by false starts, incomplete expressions and so on.

In ESP setting, learners need texts to achieve such a goal or to do something with the information they get. In general, to learn how things go on in their subject area. Johns and Davies (1983) called this kind of texts as 'text as a vehicle of information' TAVI text. (cited in Jordan, 1997).

Coming to ESP texts, the word text in ESP is usually associated with another word which is 'genre analyses'. The latter refers to "the study of structural and linguistic regularities of particular genres or text types and the role they play within a discourse community" (Dudley-Evans and ST John, 1998, p. xv).

Genre analysis is the most important stage that contributes to building the bases of ESP. Widdowson (2003) asserts that genres, in contrast with registers, are culturally constructed. He illustrates that genre analysis in ESP is not concerned with English of medicine, or banking, but it is much more related to the “conventions of thought and communication which define these areas of professional activity and how, incidentally, these are given expression or textualized in English” (p.69).

Moreover, Bastrukmen (2010) has viewed that genre analysis aimed at presenting how a specific community, for instance, doctors and engineers use and deal with particular types of texts in order to get their goals.

In regard to the text types in ESP, Kennedy and Bolitho (1984) identify two types, common core (the texts that include common features and linguistic items to different fields) and subject specific texts. The latter refers to the texts that are brought from learners’ own specialist area. They add, these texts are characterized by including technical abbreviations, symbols, formulae and highly technical and sub-technical vocabulary.

## 5.2 Tasks

Because ‘task’ has been defined from different perspectives and according to several purposes which is used for, there is no agreeable definition to this term.

Prahbu (1987) see that task is an activity in which the learner should find a result with the information given to him by using some procedures. The latter can be controlled by the teacher (Cited in Nunan, 1989).

Richards, Platt and Weber (1989) argue that task is the activity that should be achieved in order to process and understand the language, such as drawing a map while listening to a tape...etc. They add, the teacher is responsible to specify what is needed to make this task achievable as possible as he can. In addition, the teacher can use different types of tasks in order to make his teaching methodology more communicative (ibid).

Further, Breen (1987) writes

Task is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from simple and brief exercise type to more complex and

lengthy activities such as group problem-solving or stimulating and decision making (cited in Nunan, 1989, p.6).

With the movement of communicative language teaching and its impact on the field of language teaching, Nunan (1989) regards communicative task “ as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in target language while their attention is principally focused meaning rather than form(P.10). Nunan’s own definition has strongly affected the following assumptions about task, Willis and Skehan (1996) redefine task as communicative activity that is goal-oriented with a particular outcome. In addition, they give the priority to the meaning rather than form (ibid).

These are some global definitions of task , let us see what are its types and what are they exactly consist of.

Beginning with Nunan (1989). He states two main types of tasks, real world and pedagogic task such as fill in the gaps activities. In addition, Edwards and Ellis (2005) offer other principles of which task can be classified. For example, according to the topic, language skills and others (ibid).

Candlin (1987) assumes that tasks consists of seven components which are: input (the data that is given to students at first), roles (show the relationship between participants), setting (the place in which the task takes place), actions (the way in which learners deal with a certain task, in other words, the procedures and activities), monitoring (task supervision), outcomes (the goals that must be performed) and feedback is the evaluation of the whole task (ibid).

However, Wright( 1987) limits all these components in just two elements which are the data that task contains about the input and the question that suggests what should learners do with this data. The other components are not necessary according to Wright (ibid).

Not far from the authenticity of texts in ESP, Long (1997) stresses the idea that tasks should be authentic as well. The latter refers to the one done in class in order to expose learners to another types of task that is outside (real world) (ibid).

### 5.3 Activities

In language teaching. Activity is a general term for any classroom procedures that require students to use and practise their available language resources (Longman Dictionary of language an applied linguistics).

Task is something general. Activity is included within the components of the task in accordance with input, goals...etc. Nunan (1989) suggests that “activities specify what learners will actually do with the input which forms the point of departure for the learning task” (p.59).

Littlewood (1981) classifies communicative activities into two types: functional activities such as making comparison between two pictures and stating the differences and the similarities. Social interaction activities may consist of dialogues, conversations and debates. Prabhu (1987) proposes another classification of activities. In his view, activities are of three types: First, information-gaps activity, which refers to transferring particular information between persons, places, or from one form to another. Second, reasoning-gap activity, this includes constructing new information from the given one by using certain procedures. Third, opening-gap activity in which the background knowledge and personal information can be used to investigate the current situation. In this activity, outcomes are not necessary to be similar because each person has his own view, so the results differ (cited in Nunan, 1989, p.66).

Further, Clark (1987) keeps the three types of communicative activities that are proposed by Prahbu as the basis of his distinction and he extends them into seven types which help learners. For instance, solving problems via social interaction, establishing relationships, negotiating topics (by exchanging information, attitudes, feelings), and looking for information to achieve a certain goal and so on (ibid).

Nunan maintains that Clarks’ classification seems to be more general and related to the real-world setting, whereas Pattisons’ own division is closely related to classroom setting. According to Pattison activities can be: questions and answers, dialogues and role play, matching activities, communication strategies, pictures and picture stories, puzzles and problems and discussion and decisions (ibid).

## 6. Materials Selection

Materials selection in ESP is somehow a complicated task because it depends on different aspects. In other words, teachers and materials providers should be aware about such elements such as learners' needs, specific subject, and learners' differences, teaching methods and so on. These are some principles that should be taken into account when selecting materials. Tomlinson (1998) suggests that materials:

- Should achieve impact
- Should help learners to feel at ease
- Should help learner to develop confidence
- What is being taught should be preceded by learners as a relevant and useful.
- Should require and facilitate learner self investment
- should take into account that learners differ in learning styles
- should provide opportunities for outcome feedback<sup>2</sup> (pp. 7-21).

More specifically, and concerning reading texts. Hedge (2000) characterizes some features that should be available in the chosen text such as giving opportunities to learners to share in choosing texts which interest them, the variety of topics and using authentic texts.

### 6.2 Learners' Role

Learners' role is always in continuous change. Roles nature are identified by the theories of language and language learning on the one hand, and the approaches and methods of language teaching and learning on the other. The traditional approaches such as oral situational method and audio-lingual method consider the learner as listener to the teacher and repeater; he has no relation with content and the methods used (Richards and Rogers, 2001).

In contrast to those methods, communicative language teaching and learner-centered approach has change totally these assumptions about learners' role in the process of learning. The learner becomes the central part in setting the objectives, determining the need and more generally in syllabus and materials design (ibid).

Not far from the impact of learner-centered approach, Nunan (1988) sees that what learners have (language, attitudes, assumptions) about language and language learning

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<sup>2</sup> - The whole principles of materials development are for language teaching are dealt with in details in Tomilson, (1998.pp.7.21). See the bibliography.

should be regarded in course design. He writes “curriculum development becomes as collaborative effort between teachers and learners, since learners will be involved in decisions on content selection, methodology and evaluation” (cited in Nunan, 2004, p.15).

Similarly, Dubin and Olshtain (1986) hold the same idea and go further. In their view, since students play an active role in the learning process they share the teacher’s responsibility in decisions making and assessing their own learning.

In addition, Hedge (2000) goes to state some perspective about learner-centered approach in the field of English language teaching concerning learners’ role. First, learners can specify their needs since they are adults. Second, learners may help the teacher in designing learning activities.

Further, Dudley-Evans and ST John (1998) assume that institutions and teachers are usually only the responsible for texts selection, but recently, especially in ESP context, learners may contribute in texts selection. They can find interesting texts concerning their speciality. Moreover, the writers consider learners as carrier content providers, for instance, through developing framework materials, such as diagrams, visuals...etc. In addition to that, learners’ own independence in the learning process help them to create their own activities which can be very useful such as, text comprehension, in which learners negotiate the meaning and answer the questions of the text.

## **6.2 Teachers’ Role**

As communicative approach to language teaching led to different changes in the field of language teaching, in course design, materials design and so on, teachers and learner are also concerned with these changes. Teachers have been trying to change their materials according to communicative principles in language teaching.

Teacher’s role differs from one linguist to another. It also differs according to the approach that is used in the process of teaching. Harmer (2001) considers the teacher as the controller of all what is happens in the classroom, organizer when students are doing activities, promoter as encouraging student to participate and take role in debates, language informant, tutor, observer and assessor.

Moreover, Bartran and Walton (1991) state another sort of teacher's role. According to them the teacher can be a social organizer, timekeeper, counselor, educator and language arbiter (cited in MC Donough and Shaw, 2003)

Furthermore, Tudor (1993) explains that teacher is supposed to:

- “Prepare learner( for awareness of goals, language and so on);
- Analyze learner needs;
- Select materials;
- Transfer responsibility;
- Involve learners;” (ibid, p.255).

Breen and Candlin (1980) as well dealt with this crucial subject. They point out that the teacher has two important roles. Firstly, he plays a role of facilitator whether between learners or the learners and the materials used (texts, activities). Second, the teacher should consider himself as a participant not only in the teaching process but in learning process as well (ibid).

More specifically, in EAP context, Carver (1983) and Strevens (1988) state some features that EAP teachers should have. First, teachers should aim to make their teaching materials suitable to their learners' needs as possible as they can. They should also be closer as possible, to their learners' subject specific. In other words, giving much more attention to the language and the real world of the subject area they are teaching. Further, the teacher should bear in his mind that the background knowledge which the learners have about their specialty is much more important than the new language he bring (teacher). Moreover, teachers should be able to modify the existing materials, selecting from what is available and designing courses and new materials (cited in Richards,1996)

These are some views about the role of the teacher in general and in different contexts, in ESP and concerning materials selection. Dudley- Evans and ST John (1998) maintain that materials selection should be based on three key concepts: motivation and stimulation, matching the use of materials objectives to learning.

Flowerdew and Peacock (2001) add that teachers have to choose the appropriate materials for their courses when they choosing authentic or non-authentic, published or specialized materials. Regarding this issue, Richards (1996) assumes that selecting materials sometimes refer to development of other new materials if there is no chance to find

appropriate materials or even modifying the existing ones. According to Richards, effectiveness and appropriateness are accompanied with the familiarity of materials to learners' interests, language level and reliance. In addition, feasibility and availability have also a vital role in the process of learning, in addition to being active when sharing in determining the content of courses and providing materials.

## 7. The Necessity of ESP Materials Evaluation

Evaluation consists of many aspects in the classroom, the evaluation of the syllabus, course design, learner's outcomes, way of presentation and the evaluation of materials.

Hutchinson and Waters (1987) write "evaluation is a matter of judging the fitness of something for a particular purpose" (p.96). That is to say, evaluation is not a matter of saying that, for instance, this text is good and the other is bad, but what does the evaluator should look for is the degree of suitability of the text used to the purpose. Whereas, Rea-Dickins and Germanie (1992) see that

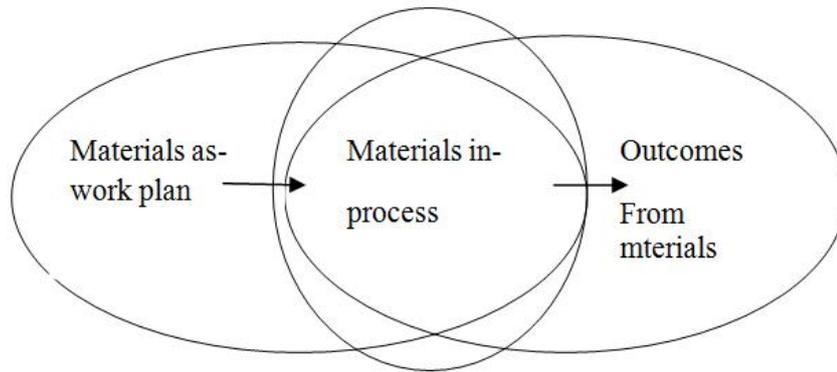
Evaluation has a very important role to play in the improvement of teaching and learning. It is something that should not be seen as an additional 'chore' for teachers. Evaluation is to be considered the means by which both teaching and learning may function more efficiently and quality be assessed (p.xii).

The writers stress on the value of the evaluation in the curriculum development. According to them, it keeps the process of learning and teaching in the right direction.

Concerning materials evaluation process in EAP, Valle (2010) assumes that evaluation in ESP is not totally far from the one used in general English. What is different is that ESP practitioners usually find themselves under pressure when developing learning materials. In addition, they should have at least sufficient knowledge about the subject specialist they are concerned with (cited in Garrido et al, 2010).

There are two aspects in which evaluation of materials takes place. Theoretically, the teacher in this stage looks for the extent that a particular material serves its aim before using it. The results of the previous evaluation provides basic information to be used as

a start point to the next one that stands in a real situation (classroom), the latter refers to the empirical evaluation. Breen (1998) illustrates this process in the following diagram:



**Figure . 2: *Three phases of materials evaluation adapted from Breen (1989) as cited in Rea-Dickins and Germanic (1992).***

Materials as-work plan is the theoretical value of materials. Materials in-process stage supply information about the methodology that is used by both the teachers and learners when using a particular material. The last stage reflects the results of learners' performance.

### **Conclusion**

Through the changes that appeared in the approaches and the methods adopted in the field of language teaching. Learners' role has shifted away from being passive and recipient to being active, participant and collaborator in decision making, especially in ESP context in which the learner is the central part in course design.

# *Practical Part*

# *Chapter Three*

# **Chapter Three**

## **Analysis of Students' Questionnaire and Teachers' Interview**

### **I- Students' Questionnaire**

Introduction

1. The Sample
2. Description of the Questionnaire
3. Analysis of the Result
4. Findings and Discussion

### **II. Teachers' Interview**

Introduction

1. Description of the Interview
2. Interviews data Analysis
3. Findings and Discussion

Conclusion

## I-Students' Questionnaire

### Introduction

The objective of this study is to investigate ESP learners' role in text material selection. This chapter is devoted to learners' questionnaire in order to examine twenty (20) items. In addition to teachers' interview.

Students' questionnaire contains specifying the sample, questionnaire description, analyzing the results and then discussing the findings.

### 1. Sample

The total population of this study is 1<sup>st</sup> year Master Geology Petroleum class, university of Kasdi Merbah, Ouargla. We chose our sample randomly from the total number of population which is 50 students. Our sample includes 30 students (26 males and 4 females). They are aged between 22 and 29 years old. As Kennedy and Bolitho (1984) write "Teachers were faced with learners, *often adults*, who already had some knowledge of English acquired in a school situation, and who now, in contrast to their former school learning experience, were well aware of their purposes in learning the language"( p.5).

### 2. Description of the questionnaire

The questionnaire was given to students during the second semester in an official session. It starts with an introductory paragraph about the subject. It is divided into three sections. The first one includes learners' personal information as their age, gender and how many years have been studying English language at the university. The second section contains two questions concerning the importance of English language and the last one is about materials selection. In this section there are ten (10) yes/no questions, seven (7) multiple questions and a justification for the last one.

### 3. Analysis of the Results

The technique that is used is percentages (%)

#### I. Section One: Personal Information

##### Q 1:

Your age

Years	Number	% Rate
20-25	28	93.33
26-30	2	6.66
Total	30	100

*Table 1 Learners' Age*

Table (1) shows that the highest of the learners (93.33%) aged between 20 to 25 years old. While the others (6.66%) between 26 to 30.

##### Q 2:

Your gender

Gender	Number	% Rate
Male	26	86.66
Female	4	13.33
Total	30	100

*Table 2 Learners' Gender*

The above table (2) indicates that the majority of the learners are males (86.66%), whereas the others (13.33%) are females and this may refer to the nature of the job.

**Q 3:**

How many years have you been studying English at the university?

Options	Number	% Rate
1-2	5	16.66
3-5	25	83.33
Total	30	100

**Table 3** Years of studying English module at university

Table (3) shows that the highest rate of the learners (83.33%) have studied English for geology purposes since 3 to 5 years. So, they are acquainted with this language to some extent which makes them able to identify their needs and wants in English module. While the rest (16.66%) have studied it just for one or two years.

## II. Section Two: The Importance of English Language

**Q4:**

Do you consider English as an important language for you?

	Number	% Rate
Yes	30	100
No	0	0
Total	30	100

**Table 4** The importance of English language

From the above table(4), it can be seen that all the informants consider English as an important language and this can be obviously noticed by everyone because, nowadays English language has a vital role all over the world. It is the language of media, internet, business, trade, and everything related to science and technology. Hence, non-native speakers such as immigrants who want to get job in the English communities and overseas students are always in need to learn English in order to fulfil their goals. This is on one hand. On the other, even non-native speakers who are in their countries need this language as well, whether for academic or occupational purposes.

**Q5:**

To what extent do you need English in your future job?

	Number	% Rate
A lot	26	86.66
Somewhat	04	13.33
A little	0	0
Total	30	100

**Table 5** *The Necessity for English in the Future Job*

The majority of the learners (86.33%) argue that, they need English language a lot in their future job, because of the investment of the foreign companies in our country and some of those postgraduate Geology Petroleum learners may have a chance to work in those companies. While the rest (13.33%) say that they need it to some extent.

### III. Section Three: Materials Selection

**Q 6:**

What is the type of texts do you need?

	Number	% Rate
Written	05	16.66
Spoken	06	20
Both of them	19	63.33
Total	30	100

**Table 6** *Text types*

As it is shown in the table (6) the highest rate (63.33%) of the learners claim that they need both written and spoken texts in their future job. They need spoken texts to communicate with the foreigners and written texts to write memos, reports and so on. Others (20%) focus just on spoken texts and the rest (16.66%) chose the written one.

**Q7:**

Do you communicate with your teacher in the classroom?

	Number	% Rate
Yes	23	76.66
No	07	23.33
Total	30	100

**Table 7** *Communication in the Classroom*

Table (7) shows that the majority of the learners (76.33%) state that they communicate with their teacher in the classroom. Communication is a key component in current teaching methods. So, communicative activities and tasks, group work and negotiation of meaning in language teaching have great role in developing learner' communicative competence and learning strategies and that what are ESP learners really need. However, the rest of the learners (32. 33%) do not communicate.

**Q8:**

At the beginning of the academic year does your teacher ask you about the topics that interest you?

	Number	% Rate
Yes	01	3,33
No	29	96,66
Total	30	100

**Table 8** *Interesting Topics for Learners*

Through table (8), one can notice that the majority of the learners (96. 66%) argue that their teacher did not ask them about the topics that interest them concerning their speciality, because of the selection of texts depends on the teacher own judgment . Nevertheless, (3. 33%) of them say the opposite.

**Q9:**

What kind of materials does your teacher use mostly?

	Number	% Rate
Written	18	60
Spoken	12	40
Total	30	100

**Table 9** *The Frequency of the Used Materials*

It is clear from the table (9) above that (60%) of the learners claim that their teacher uses written materials more than the spoken one. Concerning this point, ESP teachers should be aware of developing all the skills (reading, writing, listening and speaking) together without giving much more focus on one skill and neglecting the others because of the necessity of skills integration. Whereas, the rest (40%) say that written materials are used mostly.

**Q 10:**

When selecting texts, you think that your teacher should care about

	Number	% Rate
Language	17	56.66
Content	13	43.33
Total	30	100

**Table 10** *The Importance of Language and Content*

The results in the table (10) indicate that (56.66%) of the learners assume that the teacher should care about the language when selecting texts. We understand that they are interested in learning the technical vocabulary and grammatical rules rather than the content. On the other hand, (43.33%) of them argue the opposite.

**Q 11:**

Do you think that the texts that are used by your teacher are useful?

	Number	% Rate
Yes	23	76.66
No	07	23.33
Total	30	100

***Table 11 The Usefulness of the Texts***

It is obvious from the table (11) that the majority of the learners (76. 66%) claim that the texts that are given to them are useful, but the rest (23. 33%) do not think so.

**Q 12:**

To what extent are these texts related to your speciality?

	Number	% Rate
A lot	17	56.66
Somewhat	12	40
A little	01	3.33
Total	30	100

***Table 12 The Appropriateness of Texts for Speciality***

Table (12) indicates that (56. 66%) of the learners state that the texts that are given to them are related a lot to their speciality. While (40%) of them say somewhat and the rest (3.33%) say the little. Texts in ESP should be totally related to the specific subject.

**Q 13 :**

Do you think that discussing the texts you will study with your teacher has any benefits for you?

	Number	% Rate
Yes	24	80
No	06	20
Total	30	100

***Table 13 Learners' Views about Texts Selection***

Table (13) reveals that the highest rate of the learners (80%) consider that the discussion with their teacher about the texts that they will deal with has benefits for them. But, usually teachers select materials far from their learner' attitudes about the choices of topics. This because of teacher's lack of awareness about the necessity of involving learners in materials selection. While the rest of them (20%) disagree with this idea.

**Q 14 :**

Are you able to choose appropriate activities and tasks?

	Number	% Rate
Yes	27	90
No	03	10
Total	30	100

**Table 14** *Learners' Ability to Activities and Tasks Selection*

As it is shown in the table (14), the highest rate of the learners (90%) see that they can select appropriate activities and tasks by themselves. However, (10%) of them argue the opposite.

**Q 15:**

Do you think that you can provide the teacher with more appropriate texts concerning your speciality?

	Number	% Rate
Yes	26	86.66
No	04	13.33
Total	30	100

**Table 15** *The Ability of the Learners to Provide Appropriate Texts in their Subject Area.*

The results in the table (15) show that the majority of the learners (86.66%) assume that they can provide the teacher with more appropriate texts regarding their subject specific because there are many resources that offer different kinds of materials such as internet, magazines manuals and so on. Nevertheless, the rest of the learners (13.33%) do not advocate this point.

**Q 16:**

Suppose that you find important texts, will your teacher use them?

	Number	% Rate
Yes	21	70
No	09	30
Total	30	100

**Table 16** *Teacher View about the Texts that are*

*Given by the Learners*

Through table (16), it can be seen that (70%) of the learners claim that the teacher will use the texts that they find if they are important. But the problem is that they are not encouraged by the teacher to look for other resources. While the others (30%) say the opposite.

**Q 17:**

Does the teacher ask you about the texts that interest you?

	Number	% Rate
Yes	03	10
No	27	90
Total	30	100

**Table 17** *Interesting Texts for Learners*

It is clear through the table (17), that the majority of the learners (90%) argue that the teacher does not ask them about the texts that interest them. Whereas the rest (10%) disagree this point

**Q 18:** How often did you share with your teacher the decision of materials selection?

	Number	% Rate
Always	0	0
Sometimes	01	2.33
Rarely	02	6.66
Not at all	27	90
Total	30	100

**Table 18** *Learners' Role in Materials Selection*

From the table (18) one can see that the highest rate of the learners (90%) argue that they did not share the teachers in materials selection at all. Regarding this point, see learners' role (chapter two). While (6.66%) of them argue they rarely contribute and (2.33%) of the learners say sometimes.

**Q 19:**

To what extent do the activities and tasks that are given to you help you for better understanding to the text?

	Number	% Rate
A lot	12	40
Sometimes	16	53.33
A little	02	6.66
Total	30	100

**Table 19** *The impact of Tasks and Activities in Enhancing Learners Understanding to the Text.*

The above table (19) indicates that (53.33%) of the respondents see that the activities and the tasks that their teacher uses are sometimes helpful for better understanding to the text. Whereas (40%) of the them say a lot and (6.66%) say a little.

**Q 20:**

Are you satisfied with your role as an ESP learner in materials selection?

	Number	% Rate
Yes	04	13.33
No	26	86.66
Total	30	100

**Table 20** *The Satisfaction of the Learners with their Role in Materials Selection*

The last table (20) shows that the majority of the learners (86.66%) are not satisfied with their role as an ESP learner in materials selection because of such reasons. For example, some claim that there is a kind of 'selfishness' in materials selection, therefore they prefer the collaborative work. Others insist on the variation of materials.

Moreover, some learners say that they are not satisfied because sometimes they can get important materials such as real world materials from different companies. Whereas, the rest (13.33%) say the opposite.

#### **4. Findings and Discussion**

The results obtained from students' questionnaire analysis show some significant points. First, the learners consider English as an important language for them since they will use it a lot in their future job. In addition, they argue that they need both written and spoken texts but most of the time they are taught the written one.

Second, the majority of the learners consider the negotiation about the topics that they will deal with has a great value because they will share the teacher their wants, needs and at least they will have an idea about the lessons. So that, they can prepare before they come to classroom.

Third, learners claim that they have the ability to choose relevant texts, activities and tasks by themselves and they can share the teacher in supplying appropriate materials. But, usually they have no role in materials selection because of teacher's lack of awareness about learners' involvement in this task.

Finally, and the most important one, the results reveal that the learners are not satisfied with their role in materials selection because sometimes they can find relevant materials from other resources. So, they prefer the collaborative work.

## **II. Teachers' Interview**

### **Introduction**

To support the students' questionnaire data, a structured interview is administered to two teachers who teach English module in Geology Petroleum Department.

### **1. Description of the Interview**

The interview consists of seven (7) questions about the criteria of selecting materials and the role of learners within this task. The interview of the first teacher took place in the classroom on Thursday, the twenty seventh May 2013 and it lasted forty (40) minutes. Whereas, the interview of the second teacher took place in the staffroom on Wednesday, the twenty eighth May. It lasted half an hour.

### **2. Interviews Data Analysis**

Dear teachers

You are welcomed to answer the following questions about ESP learners' role in text material selection.

#### **Q 1:**

#### **What are the criteria that you follow in materials selection?**

Both teachers argued that they used different kind of materials according to the need and the objective of their course. Sometimes they used simplified materials and other time authentic ones. In addition, they used data show and charts when necessary. For example, when explaining the lesson of drilling, reservoir fluids and so on. When dealing with reading texts, the teachers focused on text comprehension, explaining the technical and the difficult vocabulary, then giving grammar exercises and at the end of the lecture the teachers ask their students to rewrite the text or summarize such a paragraph from the text.

**Q 2:**

**To what extent do the materials you use reflect your learners' needs?**

The first teacher claimed that his materials reflect his student's needs to great extent. He selects the materials regarding to students needs, level, and objectives. Sometimes, he devote courses to learning grammar rules, such as passive voice, conditional sentence types, pronouns, and prepositions because, as he said, this characteristics are usually found in scientific texts. The second teacher said only that the materials that he used reflect his learner's needs because he selected the materials which help the learners to master the English language.

**Q 3:**

**Do you think that your learners are able to identify their needs?**

Both teachers assumed that, "yes, of course" learners are able to identify their needs. They study geology in different modules in Arabic, so that they have a sufficient knowledge about their subject speciality. Furthermore, sometimes they ask the teacher to teach them how they write curriculum vitae or how to learn the expressions that they need to make interviews with the international companies.

**Q 4:**

**Have you asked your learners about the topics that interest them concerning their speciality?**

The first teacher, said that there is no need to ask them this question because he knows what his learners want, and he has an experience in geology domain. The second one prefer to say that he assess his learners needs, wants and problems through tests corrections.

**Q 5:**

**Do you think that it is important to negotiate the units of syllabus with your learners?**

Both teachers say that, yes, it is important to involve learners in syllabus negotiation because there is no fixed program. And here, what makes the contradiction between this question and the previous one. On the one hand they argued that it is important to discuss the syllabus with the learners. On the other hand, there is no need to involve them because, the objectives determined by the teacher only.

**Q 6:**

Today many resources provide the teachers with variety of materials such as journals, internet and even the materials that are produced by such companies.

**Do you think that your learners can get the materials that serve them in their speciality from those resources?**

Both teachers stated that, learners can find relevant texts which serve them in their speciality without referring to the teacher.

**Q 7:**

**To what extent do your learners communicate with the texts, tasks and activities?**

Teacher one claimed that the activities and the tasks that he used are communicative because of the relativity of these activities and tasks to their domain. The second teacher said that, the activities that he used help his learners to have good level in English.

**3. Findings and Discussion**

From the interviews data analyses, some significant points are collected. The teachers use different types of materials such as simplified, authentic and so on. Also, they assert that the materials that they are using reflect their learners' needs and there is no need to ask them although the teachers are aware of the advantages of involving the learners in materials selection specially their learners are able to find important texts from different recourses.

**Conclusion**

The findings of both students' questionnaire and teachers' interview reveal valuable information about materials selection, types of materials and about learners and teachers' attitudes about their role in materials selection.

*General  
Conclusion*

### General conclusion

This study aimed at investigating ESP learners' role in text material selection. Since, it is the practical step in ESP course design. It plays a very important role, as it represents the input knowledge of the intended goal. Therefore, teachers should care about the suitability, comprehensibility, relevance of the materials chosen, including learners' level, previous knowledge and interests.

In this study, it has been dealt with origins, developments and branches of ESP. Also, we stated the features of ESP learners and the factors that affect ESP learning and teaching. The second chapter was devoted to materials selection, especially text material. This chapter also represented learners' and teachers' role in materials selection. At last, it gave some insights about the necessity of materials evaluation. In the practical part, a questionnaire addressed to students' and interview to teachers.

The results obtained from data analysis confirm that ESP learners have great contributions in text material selection. In addition to that, teachers are aware about the idea that their learners' involvement in materials selection has many advantages. But unfortunately, they neglect their learners' attitudes and interests.

In order to make the materials totally related to learner's subject specific and to avoid learner's dissatisfaction about materials selection, it is better to involve the learners as possible as they can. And thus, by conducting questionnaires and interviews to learners at least before specifying topics and selecting materials and after using them, to get the feedback of their learners about the materials used.

Finally, more researches and investigations are suggested to be done about this subject using other research procedures to get more information and solutions to the proposed problems.

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# *Appendices*

**Appendix 1**

**Ministry of Higher Education and Scientific Research**

**KASDI MERBAH University- Ouargla-**

**Faculty of Letters and Languages**

**English section**



**Questionnaire**

**ESP learners' role in text material selection**

**Case study of 1<sup>st</sup> year Master Geology Petroleum.**

**University of Kasdi Merbah, Ouargla**

**Students' questionnaire**

Dear students

This questionnaire is an attempt for gathering information needed for accomplishment of Master dissertation. It tends to investigate your role as ESP learners in materials selection. You have been selected as the best source of information to contribute to this study by responding to this questionnaire.

You are kindly requested to answer the following questions. Please tick the appropriate box ( ) and make full statement whenever necessary.

Thank you.





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**Appendix 2**

**Teachers' Interview**

**ESP Learners' Role in Text Material Selection**

Dear teachers

You are welcomed to answer the following questions about ESP learners' role in text material selection.

1-What are the criteria that you follow in materials selection?

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.....  
.....  
.....  
.....

2- To what extent do the materials you use reflect your learners' needs?

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.....  
.....

3- Do you think that your learners are able to identify their needs?

.....

How?.....

.....  
.....  
.....  
.....

4- Have you asked your learners about topics that interest them concerning their specialty?

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.....  
.....  
.....

5- Do you think that it is important to negotiate the units of syllabus with your learners?

.....

Why?

.....  
.....  
.....  
.....

6- Today many resources provide the teachers with variety of materials such as journals, internet and even the materials that are produced by such companies.

Do you think that your learners can get the materials that serve them in their speciality from those resources?

.....  
.....  
.....

7- To what extent do your learners communicate with the texts, tasks and activities?

.....  
.....  
.....

Thank you very much.

## Abstract

This study attempts to investigate the role of ESP learners in material selection in order to see to what extent their involvement contributes in selecting appropriate materials. Thus, it is hypothesized that ESP learners may have great contributions in text material selection.

To check the hypotheses of this study, two procedures are used. First, a questionnaire addresses to thirty (30) students of first year Master Geology Petroleum at University of Kasdi Merbah Ouargla. Second, structured interview is conducted to two ESP teachers in the same department.

The results obtained confirm the proposed hypotheses that ESP learners' have great contributions in text material selection if the teachers give them the opportunity to express their attitudes and interests.

**Key words:** *ESP, ESP learners, materials selection, text material.*

## ملخص

تهدف هذه الدراسة إلى التقصي عن دور طلاب انجليزية الاختصاص في اختيار الأداة النصية، وذلك لأجل البحث عن مدى مساهمتهم في اختيار الأداة النصية المناسبة. لذلك افترضنا أنه يمكن أن يكون لطلاب انجليزية الاختصاص دور كبير في اختيار النصوص.

لاختبار صحة فرضيات هذه الدراسة وجهنا استبيان لثلاثين (30) طالب من قسم السنة الأولى ماستر، تخصص جيولوجيا بترولية، جامعة قاصدي مرباح ورقلة، إضافة إلى إجراء مقابلة لأساتذة انجليزية الاختصاص بنفس القسم.

النتائج المتوصل إليها أكدت أن لطلاب انجليزية الاختصاص مساهمات كبيرة في اختيار الأداة النصية المناسبة و هذا إذا منحت لهم الفرصة من قبل الأساتذة للتعبير عن آرائهم واهتماماتهم. الكلمات المفتاحية : الانجليزية في مجالات متخصصة، متعلمو الانجليزية في مجالات متخصصة، اختيار الأدوات التعليمية، الأداة النصية.