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The Role of Discourse Analysis in Selecting ESP Materials in Learning /Teaching Process
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List of abbreviations

**EAP:** English for Academic Purposes

**EBE:** English for Business and Economic

**ELT:** English as Language Teaching

**EOP:** English for Occupational Purposes

**ESP:** English for Specific Purposes

**ESS:** English for Social Sciences

**EST:** English for Science and Technology

**GE:** General English

**CLT:** Communicative Language Teaching
### List of tables

<table>
<thead>
<tr>
<th>Tables</th>
<th>Titles</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 01</td>
<td>Learning Process and Materials Selection</td>
<td>33</td>
</tr>
<tr>
<td>Table 02</td>
<td>ESP Teacher and Materials Selection</td>
<td>34</td>
</tr>
<tr>
<td>Table 03</td>
<td>ESP learners and selecting materials</td>
<td>34</td>
</tr>
<tr>
<td>Table 04</td>
<td>Following Approach and ESP Materials Selection</td>
<td>35</td>
</tr>
<tr>
<td>Table 05</td>
<td>ESP Teachers and Learners Interaction in Selecting Materials</td>
<td>35</td>
</tr>
<tr>
<td>Table 06</td>
<td>Authentic Materials and Learners' Needs</td>
<td>35</td>
</tr>
<tr>
<td>Table 07</td>
<td>Discourse and ESP Materials Selection</td>
<td>36</td>
</tr>
<tr>
<td>Table 08</td>
<td>Authentic Materials and learning process</td>
<td>36</td>
</tr>
<tr>
<td>Table 09</td>
<td>Authentic Materials and English Language and Culture</td>
<td>36</td>
</tr>
<tr>
<td>Table 10</td>
<td>ESP learners' Goals and Materials</td>
<td>37</td>
</tr>
<tr>
<td>Table 11</td>
<td>Types of Materials</td>
<td>37</td>
</tr>
<tr>
<td>12 Table</td>
<td>Attractive Materials</td>
<td>38</td>
</tr>
</tbody>
</table>
List of figures

Figure 01: Materials evaluation process………………………………………………23

Figure 02: The role of discourse analysis in ESP materials selection…………………26
## Table of Contents

Acknowledgements .................................................................................................I  
List of abbreviations...............................................................................................II  
List of tables ................................................................................................................III  
List of figures ...............................................................................................................IV  
Table of contents .......................................................................................................V  

**General Introduction**

1. Aim of Study ...........................................................................................................02  
2. Statement of Problems ..........................................................................................03  
3. Research Questions ...............................................................................................03  
4. Research Hypotheses ............................................................................................03  
5. Research Methodology .........................................................................................03  
6. Structure of Study ................................................................................................04  

**Theoretical Part**

**Chapter One: ESP and Discourse Analysis**

Introduction ..............................................................................................................08  
1.1 ESP .......................................................................................................................08  
1.1.1 ESP as Field ......................................................................................................08  
1.1.2 Definition of ESP ............................................................................................09  
1.1.3 Types of ESP ..................................................................................................10  
1.1.4 Development of ESP .......................................................................................11  
1.1.4.1 Register Analysis .......................................................................................11  
1.1.4.2 Discourse Analysis ......................................................................................11  
1.1.4.3 Target Situation Analysis .........................................................................12  
1.1.4.4 Skills and Strategies ..................................................................................12  
1.1.4.5 Learning Centered Approach ..................................................................12  
1.2 Discourse Analysis .............................................................................................13
1.2.1 Definition of Discourse analysis ......................................................... 13
1.2.2 Discourse Elements ............................................................................ 14
  1.2.2.1 Cohesion ...................................................................................... 14
  1.2.2.2 Coherence .................................................................................. 14
  1.2.2.3 Accuracy ...................................................................................... 15
  1.2.2.4 Fluency ......................................................................................... 15
1.2.3 Discourse as Process ........................................................................... 15
  1.2.3.1 Bottom-up .................................................................................. 15
  1.2.3.2 Top Down ................................................................................... 15
Conclusion .................................................................................................... 16

Chapter Two: ESP Materials Selection

Introduction .................................................................................................... 19

2.1 ESP Materials ........................................................................................ 19
  2.1.1 Definition of ESP Materials .............................................................. 19
  2.1.3 The Characteristics of ESP Materials .............................................. 20
  2.1.4 Types of ESP Materials ................................................................. 20
    2.1.4.1 Materials for Listening .............................................................. 21
    2.1.4.2 Materials for Speaking ............................................................. 21
    2.1.4.3 Materials for Reading ............................................................... 21
    2.1.4.4 Materials for Writing ............................................................... 21
  2.1.4.5 Materials for Integrated Skills Activities ...................................... 21
  2.1.4 Materials Evaluation ...................................................................... 21
2.2 ESP Materials Selection and Discourse analysis .................................... 24
  2.2.1 Criteria for ESP Materials Selection .............................................. 24
  2.2.2 Authentic Materials ........................................................................ 25
  2.2.3 Factors Influencing ESP Materials Selection .................................. 25
  2.2.4 Discourse Analysis and ESP Materials Selection .......................... 26
General Introduction
ESP as an approach to language teaching focuses on meeting the learners’ needs. One of the needs is communication; register analysis as an approach to language teaching based on teaching a list of vocabulary in particular field. As result it did not satisfy the needs of learners because vocabulary does not allow them to communicate well.

By the emergence of CLT and discourse analysis, ESP teachers shifted their attention to this approach which aims to develop discourse competence for both learners and teachers. They use this approach in order to help ESP learners to communicate well. As a result, discourse analysis has a crucial role in development of ESP in which it enables ESP learners to use language in its appropriate context. Contextualization makes ESP teachers able to choose materials according to context of use either in academic or occupational purposes.

ESP materials are an important component in ESP courses. There are different kinds of materials such as textbooks, dialogues, activities, video, pictures, and newspapers and so on which should be chosen appropriately in order to activate learners' capacities. ESP materials should be selected according to specific criteria in order to submit students' interests and motivation. They should be relevant and take into account the ultimate goals of both teaching and learning process which are creativity and initiatives.

ESP materials are chosen according to an approach in order to be effective and useful for learners. Discourse analysis as an approach to language teaching can be used to select ESP materials. It makes teachers use authentic materials in an ESP classroom to teach language in its appropriate context. Also authentic materials attract the attention of learners and make them in contact with cultural aspects.

**Aim of Study**

To select materials for ESP learners according to their needs are the aim of discourse analysis. ESP learners can't achieve their purposes without materials; therefore, this study aims to show how discourse analysis helps teachers in selecting materials to their learners And, how those materials are used for achieving communicative ability for the ESP learners. We have noticed that the methodology of register analysis in teaching ESP before the advent of discourse analysis is not satisfactory, because learners don't need just list of vocabulary in particular field to communicate well. In this regard, we suggest a discourse analysis as
approach used in teaching ESP and more precise in selecting materials help learners in achieving their needs.

The main purpose of this study is to maintain the contribution of discourse analysis in selecting ESP materials and how these materials are used to meet learners’ needs. Since register analysis does not meet the needs of learners. We aim to investigate whether discourse analysis as an approach contribute in selecting the effective and appropriate ESP materials or not.

**Statement of Problem**

Materials are an important component in ESP. They should be useful and effective for learners according to their context of use. Materials must be also interested and motivated ESP learners. To provide these characteristics, we must follow a specific approach in the selection of materials.

In this study we want to explore, Discourse analysis as an approach to language teaching has a role in ESP materials selection and it can make materials effective and useful in order to meet learners' needs.

**Research Questions**

Materials are very important tools for ESP learners and they should be relevant, selective, and successful. Our study aims at answering the following questions:
- To what extent does discourse analysis contribute in ESP materials selection?
- How does discourse analysis make ESP materials more effective?

**Research Hypotheses**

- Discourse analysis has crucial role in ESP materials selection.
- Discourse analysis aims to the use of authentic materials which meet learners’ needs.

**Research Methodology**

In order to study this case, we follow exploratory correlational method to explore the relationship between discourse analysis and ESP materials selection by following quantitative approach. Correlational method examines the co variation of two or more variables.
Exploratory method helps us to have better understanding of the problem; Brown (2006:43) defines it as “Exploratory research tends to tackle new problems on which little or no previous research has been done”. We have used a questionnaire for first year master ESP and applied linguistics and an interview for ESP teachers. The results will be analyzed to explore whether discourse analysis is related to ESP materials selection or not.

**Structure of Study**

Our work is divided into two parts. The first part is the theoretical one which consists of two chapters. The second one is the practical part.

Chapter one deals with definitions and divisions of discourse analysis and ESP.

Chapter two deals with materials selection and their importance in ESP courses. It also deals with the role of discourse analysis in selecting ESP materials.

In chapter three, we conduct a questionnaire to a sample of (58) students and interview to three ESP teachers.
Theoretical Part
Chapter One:
ESP & Discourse Analysis
Chapter I: ESP and Discourse Analysis

Introduction

1.1 ESP

1.1.1 ESP as Field

1.1.2 Definition of ESP

1.1.3 Types of ESP

1.1.4 Development of ES

1.2 Discourse Analysis

1.2.1 Definition of Discourse Analysis

1.2.2 Discourse Elements

1.2.3 Discourse as Process

Conclusion
Introduction

English for specific purposes (ESP) has been emerged in order to overcome the difficulties that students face in learning English for economics, politics, medicine and other disciplines. And to help teachers of different branches in giving instructions, providing helpfulness, and transferring information to their learners in an effective way. Teachers, learner, methodology, materials and evaluation are the most important elements of ESP. Materials are considered the most important ones because they often control the instructions within ESP classrooms and both teachers and learners are supposed to rely on them all the time. By emerging of discourse analysis, ESP has witnessed a great development. Discourse analysis helps ESP teachers in selecting materials which are authentic, useful and interesting to the ESP learners.

In this chapter, two basic points are based on; ESP and discourse analysis. First an overview about the field of ESP is given, the definition of the field of ESP, classification of ESP types, and the developments that ESP has witnessed. Second, discourse analysis is focused on, the definition of discourse analysis, discourse as process, and discourse elements.

1.1 ESP

1.1.1 ESP as a Field

ESP is a discipline that learners of English language need to study when learning English for medicine, art, computer science and other disciplines. ESP is based on achieving learners' needs. During the process of learning many problems arise, ESP is regarded as solution for those problems. It is unstructured field as Hutchinson and Waters note (1987). It has been emerged for these following reasons; the demands of brave new world, a revolution in linguistics and focus on learners.

First, after the Second World War in 1945s, technology and science regarded as interesting activities. In another hand, English language is considered as an accepted international language of technology and commerce. This led many people to learn English language. Especially, after the development resulted from oil crises of the early 1970s (Hutchinson and Waters, 1987). Second reason is a revolution in linguistics. Traditionally, linguistics is considered as a description of rules of English usage as grammar. But at that time people shifted their attention to language use according to the context. This led teachers to design courses for specific group of learners (ibid). Finally, focus on the learners. Courses are designed on the basis of the learners' needs, interest and area of study; this would have a
great influence on their motivation and effectiveness of their learning. The development of a discipline was a result of a combination of these factors (ibid).

1.1.2 Definition of ESP

ESP has been defined by many researchers in different ways, but something which is common between them is that the field is focused on the needs of the learners according to the situation that they face and their specialty.

Hutchinson and Waters (1987:19) state that "ESP is an approach to language teaching in which all decisions as to content and method are based on learner's reason for learning" ESP is an approach to language teaching that takes into account the learner's needs when designing courses, adapt methodologies which enable learners to meet their needs. Strevens (1988) distinguishes between four absolute characteristics and two variable characteristics. His definition focuses on specific needs of the learners in particular domain by using a particular methodology of teaching. The absolute characteristics are that ESP is a kind of ELT which is;

1- Designed to meet specific needs of the learner,(as cited in Dudley-Evans and St John, 1998)
2- Related in content (that is in its themes and topics) to particular disciplines. Occupational and activities. (ibid)
3- Centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of discourse, (ibid)
4- In contrast with general English. (ibid) according to him, first characteristics, ESP courses are designed to meet learners' needs. Second, it confronts only those topics and themes that are related to particular field of study or work of the learner. Third, ESP courses analyse the discourse of the discipline it serves in order to discover the language (grammar, vocabulary) in particular discipline. Last, ESP courses are different from the general English.

In term of variable characteristics ESP;

1- May be restricted as to the learning skills to be learned.
2-May not be taught according to any previous methodology.(as cited in Dudley- Evans& St.John 1998) Strevens argues that ESP courses may not take into account the four skills
Second characteristic is that ESP teachers are not obliged to use a previous methodology, but they can adopt the one that is more convenient to learners' needs. Robinson's definition is based on two criteria. That are; first ESP courses are limited in time in which learners' objectives have to be achieved. Second, these courses are taught to adult in homogeneous. (ibid)

Dudley-Evans & St John (1998) offered a modified definition for ESP that is influenced by that of Streverns (1988). According to them in term of absolute characteristics; ESP is designed to meet the specific needs of the learner, for different field ESP stresses methodology and activities, being focused on the language (grammar, lexis, register) skills, genre, and discourse appropriate to these activities. In another hand, the variable characteristics are; being related to specific disciplines, adopting different methodologies for different situations, being designed for adult’s learners also, can be relevant for beginners.

Tomlinson (2003:307) points out that "ESP is an umbrella term that refers to teaching of English to students who are learning the language for a particular work study related reason" ESP is concerned with academic and occupational fields where English of specialty is needed such as business, law, art, history, medicine and so on.

1.1.3 Types of ESP

ESP learners' needs are identified within academic and occupation or professional settings. ESP is often divided into English for academic purposes (EAP) and English for occupational purposes (EOP). ESP programs are adapted to the context and needs of particular group of students. EAP is the English needed in educational or academic settings, usually at university. EOP, on the other hand, is the English needed for professional purposes. (Dudley-Evans, 2001)

According to Hutchinson and Waters (1987), ESP is divided into three branches; English for science and technology (EST), English for business and economics (EBE) and English for social studies (ESS). Each of this subject area is divided into two branches EAP and EOP. They note that there is no distinction between the two branches because people can learn and work simultaneously, and they can use the language learnt in academic settings for academic purposes in the occupational settings.
1.1.4 Development of ESP

ESP was influenced by both linguistics and psychological exchanges. It has been witnessed a great developments since 1960s. The current studies concerning ESP are more related to communication. The development starts from register analysis, discourse analysis, target situation analysis, skills and strategies, then to learning centered approach.

1.1.4.1 Register Analysis

This phase has occurred mainly in the 1960s and early 1970s. It was associated with the work of Peter Strevens, Jack Ewer and John Swales. The main aim of this stage was the identification of grammatical and lexical features of registers of different specialism such as biology, computer science and so on. Register analysts point out that some grammatical features are almost neglected and different within different ESP classrooms and that there is many varieties in vocabulary used among different registers. But grammar and lexical features which are used in ESP classes do not differ from that of GE. (Dudley-Evans and St John, 1998) state that ESP courses must be designed in a good way respecting both forms and functions.

1.1.4.2 Discourse Analysis

By emergence of discourse analysis in 1970s, ESP has witnessed a great development. This stage shifted attention from the surface level to the level above the sentence. Hutchinson and Waters (1987:10) state that

*Whereas in the first stage of its development, ESP has focused on language at the sentence level, the second phase of development shifted attention to the level above the sentence. As ESP become closely involved with the emerging field of discourse or rhetorical analysis.*

This stage is based on understanding of how sentences were combined in discourse / text to create meaning and to form syllabus of ESP courses.

West (1998) points that, the reaction against register analysis in the early 1970s concentrated on the communicative values of discourse rather than the lexical and grammatical properties of registers.(as cited in Mehdi Haseli Songhari ) the development of discourse analysis was the reaction against register analysis since it did not satisfy the learners' needs. Discourse analysis focused on communicative) values of discourse and how sentences are used in the
performance of acts of communication and to generate materials based on functions, and how to develop communicative competence of the learners.

1.1.4.3 Target Situation Analysis

Target situation analysis is also called needs analysis. Needs analysis was established in the mid of 1970s. On the earlier period, needs analysis was mainly concerned with linguistic and register analysis. With the publication of Mumby's communicative syllabus design (1978), needs analysis moved towards classifying knowledge according to learners' aims of study. According to Iwai et al (1999) "the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis of developing curriculum that will meet the needs of particular group of students." (As cited Mehdi Haseli Songhori) needs analysis is the process of collecting and interpreting information according to the learners' of target situation.

1.1.4.4 Skills and Strategies

The previous three phases study language on the basis of its surface forms of language. But this stage does not consider the language itself but it focuses on language use. Hutchinson and Waters (1987:13) state "there is, there for, no need to focus closely on the surface forms of the language, the focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms." according to this stage the interpretive strategies are interesting. The same idea expressed by Dudley –Evans & St John (1998), accordingly, surface forms of language have no great importance. Instead, the interpretive strategies are the main interest. Since, they facilitate analyzing forms and understanding their meaning so that to help in developing skills

1.1.4.5 Learning Centered Approach

All the stages outlined so far have been fundamentally focused on the descriptions of language use (surface description as register analysis, discourse analysis, target situation analysis, or beyond the surface level as in skills and strategies). The concern of learning centered approach is the language learning, rather than language use. This approach related to studying learners' needs and emphasizes the importance of knowing and realizing the process of language learning.
Chapter One

ESP and Discourse Analysis

1.2 Discourse Analysis

1.2.1 Definition of Discourse Analysis

Discourse analysis has been the subject of many definitions. We will review some of these definitions:

Discourse analysis is an approach to language in use. It aims to develop communicative competence of the learners. Researchers like MC Carthy, Guy Cook, Brown and Yule, and Celce-Mercia and Olshtain have been looking at discourse analysis as the study of language in context.

MC Carthy (1991:5) States that "Discourse analysis is concerned with the study of the relationship between language and context in which it is used." Discourse analysis does not just look at language forms but it goes beyond that. It takes into account the context in which language is used for achieving a better understanding of that language. Guy Cook (1989:9) holds the same view "discourse analysis examines how stretches of language inserted in their full textual, social and psychological contexts become meaningful, unified for their users and purposive" Discourse analysis maintains how language become meaningful and unified if it is in its social, cultural, psychological contexts.

For Brown and Yule (1983) report that discourse analyst when he analyzes a stretch of language shouldn't take into consideration just the surface structures of language, but he should consider the purpose and the function for which language is used. Celce-Mercia and Olshtain (2000:4) argue that" discourse analysis is the study of language in use that extends beyond the sentence boundaries" Discourse analysis examines the language beyond the level of sentence and takes into consideration the context in which the language is used.

Nunan (1993:6), states that "discourse brings together language, the individuals producing the language and the context within which the language is used". In other words, Discourse analysis studies the language within its social and cultural contexts and takes into account the participants involved in the production of written and spoken texts.
1.2.2 Linguistics Elements in Discourse

1.2.2.1 Cohesion

The first element is cohesion. This term is defined by many researchers. Halliday (1994:309) defines cohesion as “The set of resources for constructing relations in discourse which transcend grammatical structure.” In similar words, Cohesion is all the grammatical and lexical links that link one part of the text to another such as conjunctions like "however", "in addition" and so on. Before, cohesion has been neglected because it focused on the sentence in isolation (Cook, 1989). As a response to this problem Halliday and Hasan (1976) published the book "Cohesion in English" which has been widely accepted by language teachers. This happened by the time discourse analysis began to have influence on language teaching in the late 1960s and early 1970s. They postulate that “the concept of cohesion is semantic one. It refers to relation of meaning that exist within the text and that define it as text” (1976:4) cohesion concerns with the meaning that exists in the text .that meaning defines it as text. Halliday and Hasan identify two types of cohesion; grammatical cohesion (references, ellipsis, substitution and conjunction) and lexical cohesion.

Nunan (1993:23) states that "these words and phrases which enable the writer or speaker to establish relationships across sentence or utterance boundaries , and which help to tie the sentences in a text together" according to him cohesion is the use of certain words and phrases that bound sentences and utterances to a text together ,creating certain relationship among them. Celce-Mercia and Olshtain (2000:718) "cohesion refers to those overt features of a text which provide surface evidence for its unity and connectedness” Cohesion is the use of different cohesive devices which help link sentence together in a text.

1.2.2.2 Coherence

In addition to cohesion, effective discourse is still in need of one or more essential component namely coherence. Nunan (1993:64) states that "interpreting discourse and thus establishing coherence is a matter of readers or listeners using their linguistic knowledge to relate the discourse world to people , objects ,events and states of affaires beyond the text itself”. Coherence relates the linguistic knowledge to the context of use. The reader/listener in order to achieve coherence of a piece of discourse should activate his background knowledge.
According to Widdowson (1978) "coherence is perceived through the interpretation of the particular illocutionary act or acts and through the illocutionary development of the conversation or the written text" (as cited in Celce-Murcia and Olshtain, 2000:126). The listener or reader relates his background knowledge to the text and tries to put the written text or discourse in its appropriate context of use in order to create a better understanding and interpretation. Also they stated that coherence is the unity of sentences and utterances all together in a way that helps the reader / listener to extract the meaning from a piece of discourse. The speaker / writer expresses his discourse in the way that enables the listener/reader to interpret it.

### 1.2.2.3 Accuracy

Richards and Schmidt (2010:223) state that “Accuracy refers to the ability to produce grammatically correct sentences”. Accuracy based on structures of sentences which should be correct grammatically.

### 1.2.2.4 Fluency

According to Richards and Schmidt (2010:222) “Fluency is the feature which gives speech the quality of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjection and interruption». Fluency is the use of language like native speaker or learners use.

According to Hedge (2000), fluency is the use of coherent language in order to obtain successful communication.

### 1.2.3 Discourse as Process

In order to develop discourse skills of students and maintaining the degree to which existing materials help this development, discourse analysts take into account the following approaches; Bottom-up and Top down processes.

#### 1.2.3.1 Bottom-up

This approach concerned with the recognition of smallest units of language. These units will be blended together in order to form the highest units. Guy Cook (1989:83)"discourse analyst should proceed from the most detailed features of discourse towards the most general, and take into consideration the relationship of grammar to
discourse and the extent of the formal cohesive device use across sentence boundaries"

discourse analyst when he analyses a piece of language he must identify the smallest units of language until he forms the highest units taking into account the grammatical structures and cohesive devices which are used across sentences.

1.2.3.1 Top down

This approach works in the opposite direction from bottom-up processing. According to this approach making sense of discourse by moving from the highest units of analysis to the lowest.

Nunan (1993:81), reports that "The listener /reader uses his or her background knowledge of the subject at one hand, knowledge of the overall structure of the text, knowledge and expectations of how language works and motivation, interests and attitudes towards the text and context it contains" the listener /reader should activate his background knowledge about the text making it in its appropriate context in order to achieve a better understanding of that discourse/ text.

Both models stress the importance of taking into account language and background knowledge in comprehending discourse.

Conclusion

In this chapter, it has been stated that ESP is very helpful in teaching English to the students of different disciplines. ESP has witnessed a great development in the early 1970s. In this period, discourse analysis has been emerged. It was regarded as an appropriate approach that ESP teachers should rely on it in order to satisfy the needs of their learners. Discourse analysis gives certain advantages to ESP learners. First it gives them an opportunity to learn vocabulary and grammar to communicate in different contexts either academic or occupational. Second, it promotes cultural and social awareness of learners. Exploring all this theoretical background, enable us to determine the relationship between ESP and discourse analysis.
Chapter Two:
Materials Selection
Chapter II: ESP Materials Selection

Introduction

2.1 ESP Materials

2.1.1 Definition of ESP Materials

2.1.2 The Characteristics of ESP Materials

2.1.3 Types of ESP Materials

2.1.4 Materials Evaluation

2.2 ESP Materials Selection and Discourse Analysis

2.2.1 Criteria for ESP Materials Selection

2.2.2 Authentic Materials

2.2.3 Factors Influencing ESP Materials Selection

2.2.4 Discourse Analysis and ESP Materials Selection

Conclusion
Introduction

English for specific purposes appeared to help people to communicate with each other in specific domain. It is developed over time until it becomes a part of language teaching. ESP as a branch of language teaching contains many components that construct it such as syllabus, course design, learners’ needs, and materials selection.

Selecting materials is an important step in ESP course which organize and facilitate learning process for teacher and learners. They should be selective, effective, and eclectic. As we know to teach any language it must follow an approach in all elements of the process to provide goals and needs of learners. In this chapter, we want to make study about the role of discourse analysis as approach to language teaching in selecting ESP materials and if it makes them more effective and helpful. Discourse analysis adds communicative value to ESP. ESP materials are selected according to criteria which take in consideration learners and teacher objectives.

2.1 ESP Materials

ESP materials are important component in course to help in understanding. According to Tomlinson materials are “anything which is used to help language learners to learn. Materials can be in the form, for example, of textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on whiteboard, anything which presents or inform about language being learned.” (2011:xiv) materials are any tool used to simplify learning process.

2.1.1 Definition of ESP Materials

Materials are an important element in teaching process which makes the process more simple and successful. Hutchinson and Waters (1987) define material that it is some total thing that helps us to fulfill a particular objective. They mean that material make up the classroom as teachable unit which is used to achieve particular purpose. According to Graves, K (1991:27) 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” materials are tools which are used to serve learners’ abilities, needs, and abilities. So material is anything used to teach for instance texts, tasks, activities and so on to enhance learners’ needs and goals. Text as material is important because it contains more than vocabulary items
like context, culture, functions, meaning and it is followed by activities and tasks. Materials are defined in language teaching dictionary as:

> anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistics, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROM, on the interest or through live performance or display.

(Longman dictionary of language teaching and applied linguistics).

Materials are all things that are used in classroom by teachers to organize learning process and it will be easy to learners. Material is fundamental in teaching English language for specific group of learners.

### 2.1.2 Characteristics of ESP materials

According to Graves (2000) and Tomlinson (2011) materials’ characteristics are divided into four parts:

1) Materials should be relevant and useful in order to develop learners’ confidence. They should take into consideration different attitude of learners.

2) Materials should make learners creative and be attention to linguistics features to facilitate learners’ engagement.

3) Materials should take into account the development of learners in order to provide creative use of language.

4) Materials should be selected according to background knowledge of learners. They should be authentic to provide needs, and development of skills and strategies of learners

### 2.1.3 Types of Materials

Kennedy and Bolitho (1984) divided ESP materials into five types according to the way we use them. They see that teachers should use different types of materials in order to develop their learners’ level in the four skills.
2.1.3.1 Materials for Listening

According to Kennedy and Bolitho (ibid) materials for listening are an important one because it is difficult to choose them. They should be attractive to make learners listen and to give importance to them.

2.1.3.2 Materials for Speaking

Kennedy and Bolitho (ibid) state that ESP teachers have a great role to make learners speak and finding a way to make speaking process easier. They also insist on motivation of learners to speak in classroom by their teacher.

2.1.3.3 Materials for Reading

Texts are very important material because they are followed by tasks and activities. Materials for reading are used to facilitate learning process. Learners want to read and understand for that they are analyzing the structure of text in cohesion and coherence levels to enhance a good interpretation.

2.1.3.4 Materials for Writing

Learners are asked to write something to improve writing skill. They should write correct grammar and coherent texts. Kennedy and Bolitho (1984:86) inform that “Some adult ESP students do not experience too many problems with coherence as there is in classroom evidence to suggest that the ability to organize writing coherently is largely transferable from the mother tongue”. ESP learners face problems in writing coherently because they are influenced by their mother tongue way of writing. Writing activities should have aim in order to help learners to solve these problems.

2.1.3.5 Materials for Integrated Skills Activities

Teachers try to use activities that make learners learn two skills or more in the same time. These activities should be simple in order to help learners in understanding courses. ESP teacher must think to choose activities which are easy and aim to use more than one skill.

2.1.4 ESP Materials Evaluation

The evaluation of materials is used to measure if materials succeed in facilitating learning/teaching process and if they serve ESP learners’ objectives. Tomlinson (2011:xiv)
states that” *materials evaluation is the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them*. It is measurement according to materials’ objectives and learners’ objective to use them. Tomlinson (ibid) says that there are three types of materials evaluation:

1) Pre-use evaluation: is prediction if materials are useful. It is done before the learners materials use.
2) Whilst-use evaluation: is the awareness and description of learners materials use. It is done during the use of materials.
3) Post-use evaluation: is measurement of the results of using materials. It is done after the learners materials use.

According to Hutchinson and Waters (op cit:97) “*Evaluation is basically a matching process: matching needs to available solutions*”. It is the relationship between learners’ needs and solutions to their problems.

Figure01 as explained in Hutchinson and Waters (ibid:98), the materials evaluation process contains four steps:

1) Define criteria: are measuring materials in order to know which one is important.
2) Subjective analysis: is the evaluation of materials if it is related to the course.
3) Objective analysis: the evaluation if materials are related to learners’ objectives.
4) Matching: is the relationship between materials and learners’ needs.
Define criteria
On what bases will you judge materials?
Which criteria will be more important?

Subject analysis
What is the relation of criteria do you want in your course?

Objective analysis
How does the material being evaluated realize the criteria?

Matching
How far does the material match your needs?

Figure 01: The Materials Evaluation Process (Hutchinson and Waters ibid:98)
2.2 ESP Materials Selection and Discourse analysis

Selecting materials is an important step in language teaching process and it is more difficult to know if materials are effective and useful. Discourse analysis has a great deal in selecting ESP materials. Discourse analysis aims to use authentic materials to teach language to provide needs, objectives, and goals of learners.

2.2.1 Criteria for ESP Materials Selection

There are bases to select ESP materials which make them more effective and useful. ESP materials should facilitate learning process for learners and teachers. According to Ellis and Johnson (1994) there are three criteria to select ESP materials:

1) Kind of learner: In this criterion we should know a background knowledge and experience of learners in their field in order to determine the kind of materials according to their language level. Also, the culture background and age of learners should be taken in consideration to distinguish types of activities which are used in classroom. Appropriate methodology for learners is an important element to recognize an approach which helps in selection of activities.

2) The training objectives: the trainers should select materials which help them in the training process. For suitable selection should answer a series of questions in order to serve training objectives, some of them are:

   Is there a need for material which demonstrate how language can be used, for example, by means of an audio or video dialogue, or written text? Is the need rather for practicing the language in a controlled way? Or do the learners need a vehicle for transferring their passive knowledge into active use, perhaps by means of open pair work practice, role-play, or simulation? Or perhaps need is to check what the learners already know, or to test that they remember something already studied? Ellis and Johnson (ibid:127)

   By answering these questions you can have an idea about kinds of materials that you use in training process.

3) Materials that will motivate the learner:

   Selecting ESP materials depends on learners. You should select materials which motivate them to work in classroom.
You should choose materials which relate to the subject-matter and the field. They should be up to date in order to be more motivated. They should be attractive to make learners work better.

Wallace (1992) states that there are five criteria for ESP materials selection:

- Adequacy: materials should be related to the course content and use suitable language according to the situation.
- Motivation: materials should be interesting in order to motivate learners to work and understand; and they make them creative.
- Sequence: materials should be related to the previous activities and to the present course.
- Diversity: materials should be organized for teaching specific language.
- Acceptability: in the selection of materials must be taken to consideration culture, customs, and language.

2.2.2 Authentic Materials

Ellis and Johnson (op cit:157) define authentic materials as “any kind of materials taken from the real world and not specifically created for the purpose of language teaching. It can be text, visual, or audio material; it can be regalia such as tickets, menus, maps, and timetables; or it can be objects such as products, components, or models”. Authentic materials are all things that are used in classroom for teaching language which brought from their natural source. Authentic materials make learners creative. They provide cultural information and motivate learners to learn real language which is nearer to their needs.

2.2.3 Factors Influencing ESP Materials Selection

According to Kennedy and Bolitho (1984), there are many factors that affect ESP materials selection negatively or positively especially in the implementation of course, here teachers should find a solution if they influence negatively. The main ones are: learners’ age, motivation, and attitudes; learners and teacher background knowledge about the field and English language. These factors must be taken into account in the selection in order to make materials more effective and useful.
2.2.4 Discourse Analysis and ESP Materials Selection

Discourse analysis is an important approach in the development of ESP which adds the communicative value to register analysis in which play a great deal in the progress of ESP. Consequently, it influences ESP materials selection which is a part of language teaching. Discourse analysis aims to provide contextualization, Celce-Murcia and Olshtain (2000:195) state that “Contextualization refers to the need to present linguistics content within thematic and situational contexts that reflect the natural use of language.”

According to this definition, we find that there is a relationship between authenticity and contextualization. Discourse analysis is influencing ESP materials selection by supporting the use of authentic materials in language teaching process. They are more effective and serve learners’ objectives and goals. Ellis and Johnson (1994) state that there are several reasons to use authentic materials, the important one is to provide information about real life situation or events which help learners to be nearer to the target language (English) and its culture because we cannot learn language isolated from its culture.

Discourse analysis makes ESP materials effective and useful by contextualization and the use of authentic materials.

![Figure 02: The role of discourse analysis in ESP materials selection](image-url)
Figure 02 summaries the relationship between discourse analysis and ESP materials selection. To teach any language should follow an approach in all its steps. Discourse analysis influences the ESP materials selection in which it aims to the use of authentic materials because they are the effective ones.

2.2.4.1 Discourse Analysis as an Approach to Language Teaching

In the end of 1970, ESP teachers decided to teach language as communication in order to help their learners to learn language in use, for this reason discourse analysis appeared to study (text, context, authentic text, conversational analysis, function). According to Widdowson (1979:93) “knowing a language does not mean to understand, speak, read and write sentences, it means to know how sentences are used to communicate effect.” to teach language, teachers should teach their learners how to use sentences during communication.

2.2.4.2 Effectiveness of Authentic Materials

For selection of materials for ESP learners, according to Palmero (2003) should include authenticity, simulation of real situation, and flexibility. Many researchers see that authentic materials are effective for ESP learners in which they make them learn language in its original situation. Shrun and Glisan (2000:133) state that “Authentic materials provide an effective means for presenting real language, integrating culture, and heightening comprehension.” Authentic materials show language in its real world and culture for that they are effective one for ESP learners. Swaffar (1981:188) inform that “the sooner of the students are exposed to authentic language, the more rapidly they will learn that comprehension is not a function of understanding every words, but rather of developing strategies ..., strategies essential in both oral and written communication.” (As cited in Maher Salah, 2008). ESP learners need to learn genuine language in order to develop strategies (oral and written) and communication. The main goal of ESP learners is to improve their communicative competence for that ESP teacher should use authentic materials to provide that. Authentic materials motivate ESP learners to learn language because they make them nearer to the culture and language in its real situation.
Conclusion

ESP materials are very important step in curriculum design for that we should give importance to the selection of materials which are influenced by many factors positively or negatively.

In this chapter, we find as a result that discourse analysis a suitable approach to select ESP materials. It makes materials effective and useful for ESP learners. Contextualization is an important element of discourse analysis which has a relationship with the use of authentic materials to teach language because they provide learners’ needs and make them near to the real use of language.
Practical Part
Chapter Three:
The Analysis of Results
Chapter III: The Analysis of Results

Introduction

3.1 Sample

3.2 Method

3.3 Instrument

3.4 Students’ Questionnaire

3.5 Teachers’ Interview

Conclusion
Chapter Three                                                                   The Analysis of Results

Introduction

Through this study, we intend to check the extent to which discourse analysis contributes in development of ESP. In order to collect data about the role of discourse analysis in ESP materials selection, we use a questionnaire. This tool has been administrated to two different groups of people; teachers and students. The results obtained from the questionnaires are presented and analyzed. This will help us to test the hypothesis we have formulated.

3.1 The Sample

The experiment took place in the department of English Languages and Literature, University of Kasdi Merbah, Ouargla. Participants are first-year master students of applied linguistics and ESP. During the academic year 2014-2015. A group (58) of out of total number (90). Volunteer students have participated in this study. They are selected randomly in order to conduct this research. We selected them because they have learned discourse analysis and ESP as modules so they have some background knowledge about our topics. Also we make structured interview with three ESP teachers from biology department.

3.2 Method

The chosen methods for conducting this study are the exploratory and correlational. Correlational method examines the co variation of two or more variables. Exploratory method helps us to have better understanding of the problem; Brown (2006:43) defines it as “Exploratory research tends to tackle new problems on which little or no previous research has been done”. This study aims at making correlation between two variables, the use of discourse analysis approach and ESP materials selection. The main objective of using exploratory method is for making the investigation of our research more precise and whether we accept or reject our hypotheses from operational aspects. The main purpose of conducting such method is the discovery of ideas and insights.

3.3 Instrument

In order to collect data from the participants the main tools used are questionnaire and an interview. The questionnaire was prepared then administrated to the students .An interview was designed for ESP teachers. It contains close-end questions.
3.4 Students’ Questionnaire

A questionnaire was administrated to first-year applied linguistics and ESP students. The aim behind this questionnaire is to collect data about whether discourse analysis as an approach contributes in ESP materials selection.

3.4.1 Description of the Questionnaire

Since the aim of our study is to explore the role of discourse analysis in selecting ESP materials. It seems appropriate to design a questionnaire and to direct it to applied linguistics students of English Language and Literature Department, Kasdi Merbah University to investigate this issue. The main objective behind it is to answer research questions and to verify the research hypotheses. The questionnaire contains (12) questions:

(Q-1) aims at collecting information about the impact of the selected materials in learning process.

(Q2-5) these questions highlight whether ESP teachers should follow an approach to teaching when they select materials to their learners. These questions aim at gathering information about the role of ESP teachers in materials selection.

(Q6-7) seek to get an idea about discourse analysis as an approach used by teachers might provide the use of authentic materials in order to meet the learners needs.

(Q8-12) aim to gather some information about discourse analysis as an approach provides the use of authentic materials in ESP classroom or not.

3.4.2 The Analysis of the Results

Q01:

Table01: Learning Process and Materials Selection

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>Proportions (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>
Table (01) shows that the selection of materials has an impact on learning process for that we should take into account the selection of materials that make learning process successful. All respondents (100%) agree that we should give the importance to materials selection to enhance good results in learning language.

**Q02:**

**Table02: ESP Teacher and Materials Selection**

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

All students (100%) said that ESP teacher plays a great role in selecting materials. She/he must select materials which help her/him to facilitate and make students understand courses and provide their objectives.

**Q03:**

**Table03: ESP Learners and Selecting Materials**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52</td>
<td>89.6</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (03) shows that the majority of students (89.6%) see that ESP students should be engaged on the selection of materials in order to make them helpful and useful. Whereas (10.3%) see that ESP learners have no right to select materials because the ESP teacher who decide the suitable materials that she/he uses in classroom. These results inform that ESP students must select their own materials.
Chapter Three

The Analysis of Results

Q04:

Table04: Following Approach and ESP Materials Selection

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>82,7</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>17,2</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (04) shows that (82,7%) of respondents agree with the following approach to select materials by ESP teacher in order to cover herself/himself under it. The majority of students see that the approach makes ESP materials more effective and useful. In the other hand, just (17,2%) of respondents disagree.

Q05:

Table05: ESP Teacher and Learners Interaction in Selecting Materials

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>58,6</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>41,3</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of respondents (58,6%) said that ESP teacher interacts with learners in the sake of materials selection in order to have different ideas and different types of materials. (41,3%) of students see that there is no interaction between ESP teacher and learners.

Q06:

Table06: Authentic Materials and Learners’ needs

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>77,5</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>22,4</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of students (77,5%) see that ESP teacher must use authentic materials to provide learners’ needs who learn natural English language. Table (09) shows that (22,4%) of respondents disagree with the use of authentic materials because they make ESP learners face difficulties to understand language.
Q07:

Table07: Discourse Analysis and ESP Materials Selection

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>82,7</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>17,2</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Table07 shows that (82,7%) of respondents see that ESP teacher should follow an approach in selecting materials and discourse analysis is the suitable approach to that. Following discourse analysis in selecting materials make you choosing authentic materials. (17,2%) of respondents see that discourse analysis as an approach to teach language is not suitable to select materials.

Q 08:

Table08: Authentic Materials and Learning Process

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>35</td>
<td>60,3</td>
</tr>
<tr>
<td>Neutral</td>
<td>17</td>
<td>29,3</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>10,3</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of respondents (60,3) agree with the use of authentic materials in order to facilitate learning process because they make ESP learners contact with natural language which they need.(29,3 %) of respondents answer neutral and just(10,3%) of respondents disagree with the use of authentic materials to facilitate learning process.

Q 09:

Table09: Authentic Materials and English Language and Culture

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>44,8</td>
</tr>
<tr>
<td>Neutral</td>
<td>17</td>
<td>29,3</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>25,8</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>
Table (09) shows that (44.8%) of students agree with the use of authentic materials because they make ESP learners near to English language and culture. We cannot separate language from its culture for that ESP learners should be familiar with English culture to help them in their learning.

**Q 10:**

Table 10: ESP Learners’ Goals and Materials Selection

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>58</td>
<td>100</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>0</td>
</tr>
</tbody>
</table>

Table (10) shows that ESP learners’ goals should be taken into consideration in selecting materials. All respondents (100%) insist on respecting goals of learners in order to select suitable materials.

**Q 11:**

Table 11: Types of ESP Materials

<table>
<thead>
<tr>
<th>Options</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>41</td>
<td>70.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>08.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>21.2</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (11) reveals that most students (70.6%) agree with the use of different types of materials for ESP learners in order to make them learn things in different ways and be creative. (08.6%) of respondents answer neutral and (21.2%) of respondents disagree because they think that ESP teacher uses one type of materials in order to make learners more focusable.
Table 12: Attractive Material

<table>
<thead>
<tr>
<th>Option</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>58</td>
<td>100</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (08) shows that all respondents (100%) agree with being eclectic in the selection in order to make ESP materials attractive. Attractive materials make learner more active and understand easily.

3.4.3 Findings and Discussions

The results of students’ questionnaire show that we should give importance to ESP materials because they have an impact on learners’ understanding and learning process. Students insist on the interaction between ESP learners and teachers to select materials in order to provide learners’ needs and goals. They also agree with the use of different types of materials to attract ESP learners, and make them active and creative.

The analysis reveals that ESP teachers should follow an approach in the selection of materials. Students see that discourse analysis is the suitable approach to select materials. They insist on the use of authentic materials because they serve ESP learners’ needs, and make them in contact with English language and culture.

3.5 Teachers’ Interview

The interview was designed and then administrated to three teachers of biology. They help us and provides us with all the needed information for our study. The type of teachers ‘interview is structured one and composed of (10) questions.

3.5.1 Description of the Interview

Teachers’ interview is designed to draw insights about ESP materials for biology learners and to obtain teachers’ attitude about their teaching ways. These questions are focused more on the materials that they select to satisfy learners’ needs and goals and, whether they follow an approach or no.
(Q-1-4) aim at collecting information about whether teachers take into account learners' needs and give them chance to select the materials that meet their needs and to explore whether they select materials according to specific criteria. (Q5-8) aim at exploring whether they select materials and evaluate them or not (Q9-10) aim at giving information about teachers and whether they face problems when they select materials.

3.5.2 The Analysis of the Results

Item 01:

The three teachers see that ESP materials selection plays a great role in learners’ understanding. They give importance to the way they select materials in order to success in the communication with their learners.

Item 02:

All teachers select materials according to their learners’ needs and goals. They aim to make their learners understand their courses.

Item 03:

Two ESP teachers let their learners select their own materials in order to get information about their needs and motivation. One teacher said that she selects materials to her learners because she sees that she can know their needs.

Item 04:

Two teachers select materials without any criteria. One teacher selects materials according to specific criteria. She takes into consideration learners’ background about their specialty and English language, and her background knowledge about specialty.

Item 05:

The three teachers evaluate materials in order to know if these materials are effective and helpful for their learners. They want to change and add what is more beneficial for their learners.
Item 06:

The three teachers select ESP materials according to an approach in order to be useful and effective.

Item 07:

Two teachers see that discourse analysis as an approach to language teaching appropriate to select materials for their learners. One teacher disagrees with following discourse analysis to select materials because she sees that grammar translation is the suitable one.

Item 08:

Two teachers prefer the use of authentic materials to teach English language and make their learners learn language in the real life. They concentrate on improving learners’ level. One teacher disagrees with the use of authentic materials because she sees that they are difficult for non-native learners.

Item 09:

The three teachers face problems in the availability of ESP materials because sometimes ESP teachers think if these materials are effective or not.

Item 10:

The three teachers face problems in the selection of materials. They face difficulties to identify if materials are helpful and interested for their learners.

3.5.2 Findings and Discussions

All ESP teachers focus on their learners’ needs to select materials because they have an impact on the achievements of their learners’ level. During the selection, they take into consideration learners’ needs and goals, and they give a chance to their learners to select materials in order to know their needs and motivation.

ESP teachers evaluate materials in order to know if they are useful and effective for their learners to improve their abilities to understand courses. They follow an approach to select
materials and they choose discourse analysis as an approach because this approach make them use authentic materials. They state that authentic materials make interaction between their learners and real life in which learning language is an important issue.

Conclusion

The results of practical part show the importance of materials selection for ESP learners because they have an impact on learning process. ESP teachers prefer the use of authentic materials for their learners in order to attract their attention and improve their levels. They want to teach learners English language in its real world to provide learners needs and ultimate goals of learning/ teaching process. To provide these aims they choose discourse analysis as an approach to select materials.
General Conclusion
General Conclusion and Recommendations

English for specific purposes (ESP) appeared to help learners in different domain such as biology, medicine, economics and others for academic and occupational purposes. It focuses on learners’ needs to develop their levels in English language.

In this study, the results of the questionnaire and an interview show that Discourse analysis is appropriate approach in ESP materials selection. It gives ESP materials the concept of authenticity. This latter is central in materials selection. ESP teachers should select authentic materials because the use of authentic materials serves the need of learners in different fields such as technology, business and so on.

Selecting materials is an important task in learning process because it has an impact on ESP learners. ESP materials should be selected according to specific criteria which are adequacy, motivation, sequence, diversity, and acceptability in order to be effective and useful for ESP learners. Also they are evaluated in order to take information about their value in classroom. Teachers take into consideration factors which influence materials selection either positively or negatively. ESP teachers must follow an approach to select materials in order to be appropriate to their learners and makes them understand and comprehend courses. In this study we explore that discourse analysis an approach has a great role in ESP materials selection in which it aims to use authentic materials to teach language in order to make ESP learners touch with real use of English language and its culture.

Students need materials which are interesting and varied. This helps them to improve their levels. Within ESP classrooms, students need to learn vocabulary and grammatical rules of particular context in order to communicate. ESP teachers should focus on both elements of language and encourage students to achieve their communicative needs through giving them varied and interesting activities according to the criteria of materials selection.

It is clear that ESP materials selection has a great deal in the implementation of ESP courses. The appropriate materials are the authentic one which is used by following discourse analysis approach. Discourse analysis makes ESP materials more effective and useful because they facilitate learning process for ESP learners.
Our study aims to solve the problems faced in materials selection for ESP learners. Learners need materials which are interesting and varied that help them to improve their levels. Within ESP classrooms, students need to learn vocabulary and grammatical rules of particular context in order to communicate. ESP teachers should focus on both elements of language and encourage students to achieve their communicative needs. The main results of study are presented in order to suggest ideas to help teachers enhance their role as ESP materials selection providers:

- ESP teachers should select materials according to specific criteria which are: adequacy, motivation, sequence, diversity and acceptability.
- ESP materials should be evaluated in order to take an overview about their successfulness in the classroom.
- In the selection they should take into consideration the influence of different factors either positively or negatively.
- ESP teachers must follow an approach in teaching process and in the selection of materials.
- Discourse analysis as an approach to language teaching is the appropriate one to the selection of ESP materials because it concerns with authentic materials.
- Authentic materials are effective because they serves learners needs and help them to improve their levels and communicative value.
- Authentic materials make learners familiar with English culture and language.
References
References


**Dictionaries**


**Websites**

APPENDIX 01

UNIVERSITY OF KASDI MERBAH-OUARGLA

Department of English Language and Literature

Dissertation Academic Master

Domain: Letters and Foreign Languages

Field: English Language and Literature and Civilization

Specialty: Applied Linguistics and ESP

Prepared by: Boukhris Zineb & Annou Mariem

Title:

The Role of Discourse Analysis in Selecting ESP Materials

Students’ questionnaire

Introduction

By this questionnaire, we want to explore the role of discourse analysis in ESP materials selection. Also we want to know if discourse analysis as an approach to language teaching makes them more effective for students. We have chosen you as sample to help us in this study. We shall be grateful to your support to experiment our hypothesis, please answer honestly and just put a tick (✓) in the appropriate answer box. Thanks for your help.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Do you think that the selected materials have an impact on learning process?</td>
<td></td>
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<td>2-Do you think that ESP teacher has a role in selecting materials?</td>
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<td>3-Do you think that ESP learners have right to select their materials?</td>
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<td>4-Do you think that ESP teacher follow an approach in selecting materials?</td>
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<td>5-Do you think that ESP teacher and learners interact with each other in order to select materials?</td>
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<td>6-Do you think that we must use authentic materials to provide the needs of learners?</td>
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<tr>
<td>7- Do you think that discourse analysis is the suitable approach to select materials?</td>
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<td></td>
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</tbody>
</table>
Part two:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Authentic materials facilitate learning process for ESP learners.</td>
<td></td>
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<td>2-Authentic materials make ESP learners nearer to English culture and language.</td>
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<td>3-ESP materials should have a relationship with learners’ goals and objectives.</td>
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<td>4-ESP teacher should select different types of materials.</td>
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<td>5-Teacher should be eclectic to make ESP materials attractive for learners.</td>
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</tbody>
</table>
APPENDIX 02

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Teachers’ interview

Item 01-Do you think that materials selection has an impact on ESP students?

Item 02-When you select materials; do you take into consideration ESP learners’ needs, objectives, and goals?

Item 03-Do you give a chance to your learners to select materials?

Item 04-Do you select ESP materials according to specific criteria?

Item 05-Do you evaluate ESP materials?
Item 06-Do you select ESP materials according to an approach?

Item 07-Do you think that discourse analysis as an approach to language teaching appropriate to select ESP materials?

Item 08-Do you think that authentic materials are sufficient to ESP learners?

Item 09-Do you face problems in the availability of ESP materials?

Item 10-Do you face problems in ESP materials selection?
This study highlights the relationship which exists between ESP materials selection and discourse analysis. Since register analysis did not satisfy the needs of the learners, ESP learners face many problems especially communicative ones. ESP teachers shifted their attention to discourse analysis. This approach aims to develop communicative competence of learners in different contexts either academic or occupational. Discourse analysis considers as an appropriate approach used by ESP teachers when selecting materials. It gives ESP materials the concept of authenticity. This concept makes ESP materials more effective. The use of authentic materials serves the needs of learners in different fields such as biology, business, and computer science and so on. The findings of this research work show that discourse analysis is an appropriate approach to materials selection and, show that ESP teachers, however, have crucial role in selecting materials to their students. They should select materials which are authentic to help learners to satisfy their needs.

Key words: ESP, Authenticity, Discourse Analysis, Materials, Selection

الملخص
هذه الدراسة تسلط الضوء على العلاقة القائمة بين اختيار المواد وتحليل الخطاب، بما أن تحليل السجل لم يلبي احتياجات المتعلمين، بواجه المتعلمين العديد من المشاكل خصوصا تلك التواصلية. انتقل المعلمون انتباههم إلى تحليل الخطاب، ويهدف هذا النهج إلى تطوير الكفاءة التواصلية لدى المتعلمين في مختلف السياقات سواء الأكاديمي أو المهني. يعتبر تحليل الخطاب النهج المناسب عند اختيار المواد لأنه يعطي المواد مفهوم الأصالة. هذا المفهوم يجعل المواد أكثر فعالية. استخدام مواد أصلية يخدم احتياجات المتعلمين في مختلف المجالات مثل علم الأحياء، والأعمال التجارية، وعلوم الكمبيوتر وهم جرا. نتائج هذا البحث تدل أن تحليل الخطاب هو النهج الملائم لاختيار المواد، وتبين أن المعلمين لهم دورا حاسما في اختيار المواد لطلابهم.

كلمات البحث: لغة إنجليزية اختصاص، الموثوقية، تحليل الخطاب، المواد، اختيار