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**Title**

**Effectiveness of Using Authentic Materials in Developing  
ESP Learners' Communicative Competence  
The Case of 1<sup>st</sup> Year Master Petroleum Geology at Ouargla University**

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## ***Dedication***

*To the memory of my mother,*

*And to my father*

*For their devotion to my education,*

*And*

*To my brothers and sisters for their patience, help and support,*

*And*

*To my friends*

*I dedicate this work.*

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Last but not least, I am also grateful for my friends and all who have helped and supported me

## **List of abbreviations**

**EFLT/TESL:** English as a Foreign Language/Teaching English as a Second Language

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**EAP:** English for Academic Purposes

**EOP:** English for Occupational Purposes

**EST:** English for Science and Technology

**EBP:** English for Business Purposes

**EMP:** English for Medical Purposes

**CLT:** Communicative Language Teaching

**CC:** Communicative Competence

**CBI:** Content-Based Instruction

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## **General introduction**

1. Background
2. The purpose of the study
3. Methodology
4. Definition of key words
5. Limitation of the study
6. The structure of the dissertation

## **General introduction**

### **1. Background**

After the Oil Crises of the early 70s, English for Specific Purposes (ESP) arose as a new approach to language teaching. Hutchinson and Waters (1987) define English for Specific Purposes (ESP) as an approach to language teaching. After the emergence of ESP the teaching methods changed from teacher-centred to be a learner-centred in which all decisions are taken in accordance with learners' needs. ESP is divided into two main branches; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). These two branches are divided into other sub-divisions, for example English for Science and Technology (EST) that is considered a part of EAP.

Materials make the body of language course. Tomlinson (1998) defines materials as anything used to help to teach language and anything that presents language being learned. In 2000, Richards points out that materials can take different forms; printed and non-printed. There are two types of materials exploited in the classroom. These two types are considered as the major points that would be tackled in our topic. To distinguish between these types, Widdowson (1990) and Harmer (2001) used terms authentic and non-authentic. The difference between these types is shown in their outcomes and their effectiveness that can be measured by learners' observable and measurable performance and not the language used in the materials. Also, Sweet (1899) adds that these materials are different from each other in terms of characteristics and quality features.

Authenticity is a relevant feature in ESP methodology and a characteristic that distinguishes ESP from General English (GE). Recently in the field of ESP a new debate has been arisen about the authenticity of materials. Many linguists and educators have asserted the effectiveness of authentic materials whereas other linguists denied their benefits in promoting language learning. In 2004, Safont and Esteve conducted a study that proves the beneficial effects of using authentic materials in EAP classes. For MacDonald, Badger, and White (2000) authentic EAP texts are less motivating than interaction with a speaker and live simulations of lectures of EAP instructors are more effective than recorded authentic lectures.

There are two current approaches to language teaching that call for the use of authentic materials; Communicative Language Teaching (CLT) and Content-Based Instruction (CBI). Gilmore (2004) declares that authenticity appeared again when Chomsky (1965) and Hymes (1972) raised a discussion about the 'communicative competence' that comprises not only the

knowledge of the language but the need for contextualized communication. Richards (2001) sees that authentic material has a facilitating role in the learning process in the sense that the communication that takes place in the class must resemble as much as possible the communication observed in the real world.

## **2. The purpose of the study**

In the present study, we attempt to explore and understand the implementation of authentic materials in Geology classes, its effects on learners' communicative competence, compare authentic and non-authentic materials on the basis of their nature and quality features as well as teaching methods that call for the use of authentic materials such as Communicative Language Teaching (CLT) and Content-Based Instruction (CBI).

In the current work, we attempt to improve practice in the teaching of ESP by using authentic materials instead of simplified ones in order to help learners to become familiar with tasks that they will encounter in the target situation. Besides, we try to raise the awareness of the important role that authentic materials play in the learning process.

Our research study is based on two research questions and thus two hypotheses:

- What are exactly the materials used in ESP course for Geology students?
- To what extent can authentic materials develop Geology students' communicative competence?

Hypotheses:

- ESP teacher uses different materials for Geology students.
- Authentic materials can increase Geology students' communicative competence.

## **3. Methodology**

To conduct the present work, we have chosen different research methods; descriptive correlational and analytical method, in order to describe and analyze the relationships among the variables of our hypotheses. These methods will allow us to identify and clarify the materials used in ESP teaching contexts, to test and measure the relationship between authentic materials and the communicative competence of ESP learners. We have used teachers' interview and students' questionnaire as instruments for collecting both qualitative and quantitative data. Our population is composed of ESP teachers and first year master Petroleum Geology students at Earth and Universe Department at Ouargla University.

#### 4. Definition of key words

To avoid any ambiguity, we have provided definitions of key terms used in this work. The terms are ESP, EST, Communicative Language Teaching (CLT), Communicative Competence (CC), Content-Based Instruction (CBI), authenticity, authentic, and non-authentic, and materials.

**English for specific purposes (ESP):** Hutchinson and Waters (1987) believe that ESP is an approach and one of the most significant areas in language teaching. Richards and Schmidt (2010) argue that the role of English in a language course in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example courses in English for academic purposes, English for science and technology. These courses may be compared with those which aim to teach general language proficiency, English for general purposes.

**English for science and technology (EST):** Traditionally, ESP has been divided into two main areas English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). According to ESP classification by professional areas English for Science and Technology (EST) comes under the branch of EAP. Celce-Murcia (2001) confirms that EST is classified as a branch of English for Academic Purposes along with English for Business Economics, English for Medical Purposes, and English for Law Purposes.

**Communicative Language Teaching (CLT)/ Communicative Approach:** The communicative approach was developed particularly by British applied linguists in the 1980s. Richards and Rodgers (1986:69) point out that “the communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as ‘communicative competence’”. Communicative Language Teaching is considered as an approach that seeks to make meaningful communication and language use a focus of all classroom activities.

**Communicative Competence:** For Savignon (1987) the term communicative competence applies to both oral and written communication in academic as well as non-academic settings. Hymes (1971) defines communicative competence by including the knowledge of sociolinguistic rules in addition to the Knowledge of grammatical rules.

Communicative competence includes the following competencies: grammatical, sociolinguistic, discourse, and strategic competence.

**Content-based instruction (CBI):** Content-based instruction is a method to language teaching. It falls under communicative language teaching, it focuses on learning about something rather than about learning language. This approach attempts at preparing learners to acquire the language while using the context of any subject matters.

**Authenticity:** In the field of teaching, Richards and Schmidt (2010) explain authenticity as the degree to which language teaching materials have the qualities of natural speech or writing. In language teaching a distinction is made auditory/oral method between materials that have been specially prepared to illustrate or practice specific teaching points (such as reading passages, listening texts, or model conversations) and those that have been taken from real-world sources.

**Material:** For Richards and Schmidt (2010) materials in language teaching are anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display.

**Authentic material:** In language teaching, Richards and Schmidt (2010) define authentic materials as those materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

**Non-authentic:** Non authentic materials are materials that are prepared revised or adapted by native language specialists to serve pedagogical purposes. Generally speaking, these kinds of materials are carefully planned to meet some specific or general pedagogical purposes. They can be presented in different forms including audio and video cassettes, prose, recordings of conversations. In fact, they try to present real use of the target language in a simulated manner. Siggini (January, 2009).

## 5. Limitation of the study

One of the principles of ESP courses is authenticity of teaching materials, when conducting this study, we have attempted to follow a structured and naturalistic observation in

order to gain more qualitative and quantitative data and explore the teaching materials and other types of authenticity such as authenticity of competence, learner authenticity, and authenticity of classroom. Because of teachers' strikes that last two months we deleted this instrument. Also, we face difficulties when accessing to respondents, because half of the students were absent.

## **6. The structure of the dissertation**

The whole work is constituted of two parts; the first part is devoted to theoretically tackle ESP, authentic materials and current approaches CLT and CBI that call for the use of authentic materials. Then, in the second part, we will set our field work. The first chapter of the present thesis will introduce general considerations on ESP and its relation with authenticity. The second chapter will focus on the current teaching approaches CLT and CBI that call for the use of authentic materials mentioning their background, definitions, principles, and relation to ESP and to authenticity. The third chapter will present authentic materials by providing its definitions, characteristics, advantages and drawbacks, and controversial views about the use of authentic materials in ESP teaching.

The fourth chapter constitutes the second part of our study. It states the field work of this study where the hypotheses are tested and verified, and then we finish with the findings and conclusions.



## **Chapter one: ESP and Authenticity**

- 1.1 Introduction
- 1.2 History of ESP
- 1.3 Definition of ESP
- 1.4 Types of ESP
- 1.5 Definition of EST
- 1.6 Historical development of ESP
- 1.7 Characteristics of ESP
- 1.8 Benefits of ESP
- 1.9 Objectives of ESP teaching
- 1.10 ESP and authenticity
- 1.11 ESP and Communicative Language Teaching
- 1.12 Conclusion

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## Chapter one: ESP and Authenticity

### 1.1 Introduction

English for Specific Purposes (ESP) was unplanned and coherent movement. It emerged in the 1960s. It is seen as a domain of ELT. As with most developments in human activity, there were many factors that led to its development. It was influenced by the changes in the English Language Teaching (ELT). ESP has passed through different phases to be finally a learner-centred approach. It is characterized by many criteria such as authenticity. It plays an important role in the learning and teaching processes.

### 1.2 History of ESP

Hutchinson and Waters (1987) identified three major movements which contributed to the emergence of all ESP; the demands for a “brave new world”, a revolution in linguistics, and an increase focus on the learner.

First, after the Second World War in 1945, there was new growth in scientific, technical, and economic activity on an international scale, this has led the world to be dominated by two forces; technology and commerce. The economic power of the United States made English as an international language of technology and commerce. Hence it has created a new generation of learners who need to learn English in order to satisfy the modern world demands. The development of ESP was accelerated by the Oil Crisis of the early 1970s. Second, a revolution in linguistics in which the growth of the English courses shifted to specific needs and language demands changed to focus on the ways language is actually used in real communication. Third, the view of learner as passive and blank slate to be filled has changed to view learner as an active element in the teaching-learning processes. In other words, learners were seen to have different needs and interests. Thus, ESP was dominated by the teaching of English for Academic Purposes (EAP) because most of material and research works were carried out in the area of EAP at that time.

Kennedy and Bolitho (1984) suggest nearly the same factors for the emergence of ESP:

- The introduction of governmental mass education programs “with English as the first and sometimes only foreign language”;
- The need of English as a common medium of communication as a consequence of the growth of business and increased occupation mobility;

- The facilitation of access to scientific and technical literature. (p. 1).

Dudley-Evans and St. John (1998) provided other factors that contributed to the ESP developments: the balance between research and practice (the relationship between theory and materials/ teaching); trends in English for Academic Purposes (the movements in rhetorical and discourse analysis); authenticity of text and of purpose; and trends in English for occupational purposes.

### **1.3 Definition of ESP**

English Language Teaching (ELT) can be of two main categories English for Specific Purposes (ESP) and General English Purposes (GEP). From the early 1960s, ESP has become an important activity within the Teaching English as a Foreign or as Second Language (TEFL/TESL) movement in the present time. Paltridge and Starfield (2013) acknowledge that ESP “refers to the teaching of English as a second or foreign language where the goal of the learners is to use English in a particular domain.” (P. 2). From its emergence to recent years, many arguments and definitions were given to identify what ESP and its constituents are. From those definitions the notion of ESP could be built up. Hutchinson and Waters (1987) defined ESP as an approach rather than a product. They argue that ESP is fundamentally based on a simple question “why does this learner need to learn a foreign language” (p. 3). Stevens (1988) makes a distinction between four absolute characteristics and two variable characteristics in order to define ESP.

#### Absolute characteristics

- It is designed to meet the specific needs of the learners;
- It is related to content ( that is in its themes and topics) to particular disciplines, occupations and activities;
- It is centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
- It is different from General English.

#### Variable characteristics

- It may be restricted as to the learning skills to be learned (for instance reading only);
- It may be taught according to any pre-ordained methodology.(p.3)

Another definition was proposed by Robinson (1991). Her definition to ESP is based on two key criteria that are “‘normally goal-directed’, and that ESP courses develop from a ‘needs analysis’, which ‘aims to specify as closely as possible what exactly it is that students have to do through the medium of English’”. She adds that ESP courses are characterized by a ‘limited time period’ in which learners’ objectives have to be achieved, and are taught to adults in homogeneous classes. In other words, ESP is designed to meet the specific learning needs of a specific learner or group of learners within a specific time frame for which instruction in general English will not meet learner’s specific requirements.

Dudley-Evans and St John (1998) claim that “the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation.”(p.1)

Hutchinson and Waters (1987) assert that ESP:

must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. (p.19)

Hutchinson and Waters (1987) acknowledge that ESP “is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”. (p. 19).

They (ibid) clarify that:

ESP is not a matter of teaching specialized varieties of English. The fact that language is used for a specific purpose does not imply that it is a special form of the language....ESP is not just a matter of science words and grammar for scientists, Hotel words and grammar for Hotel staff and so on....ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.... (p.18)

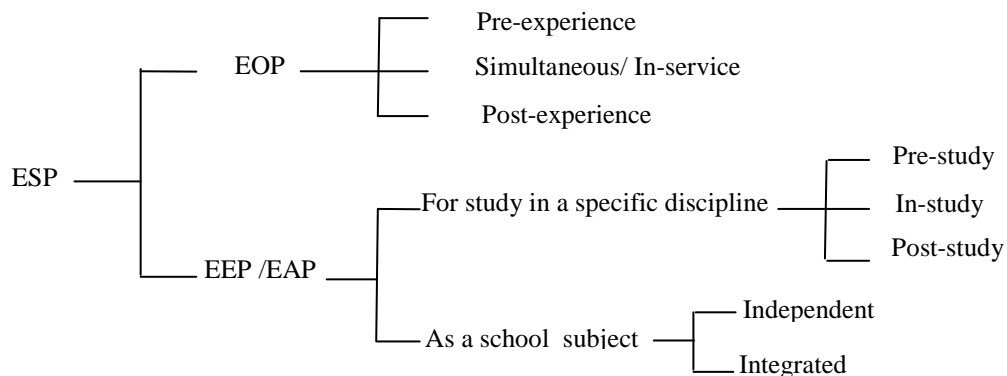
The main objective of English for Specific Purposes is to meet specific needs of the learners; therefore, it aims at preparing learners to be more familiar with the kind of language needed in a particular domain, vocation, or occupation.

Richards (2001) claims that “the ESP approach to language teaching began as a response to a number of practical concerns:

- The need to prepare growing numbers of non-English background students for studying at American and British universities from the 1950s;
- The need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment, such as non-English background doctors, nurses, engineers, and scientists
- The need for materials for people needing English for business purposes
- The need to teach immigrants the language needed to deal with job situations,” (p.28).

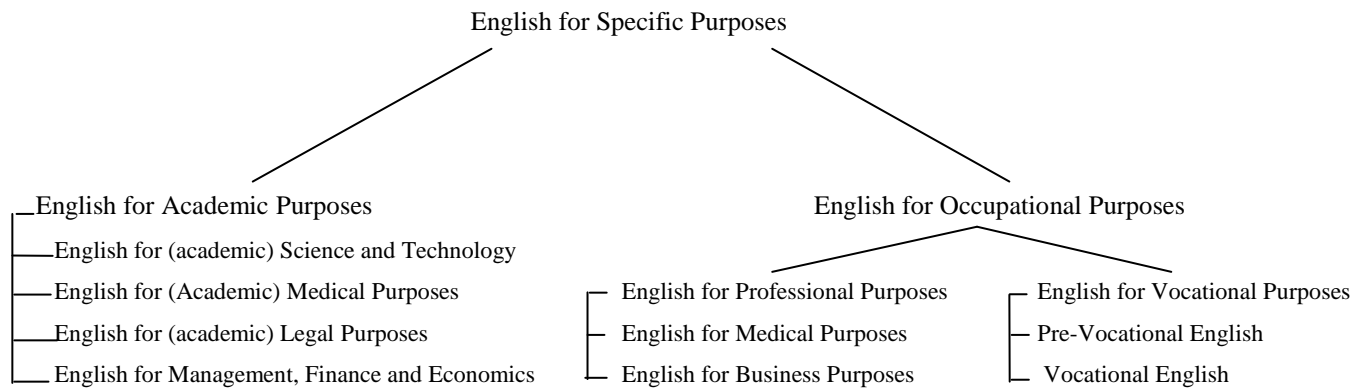
### 1.4 Types of ESP

Dudley-Evans and ST John (1998) acknowledge that ESP is divided into two main divisions: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The following tree diagram presents the classification and the divisions of ESP in general.



**Figure 1.1:** ESP classification by experience (adapted from Dudley-Evans and ST John, 1998)

According to Dudley-Evans and ST John (1998) these divisions are very important in which it affects the degree of specificity that is appropriate to the course. Another classification is given in accordance to professional areas



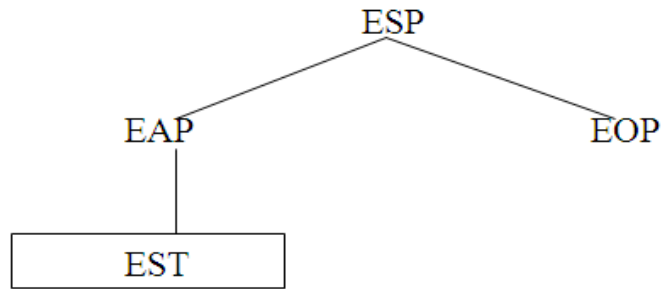
**Figure 1.2:** ESP classification by professional area (adapted from Dudley-Evans and ST John, 1998)

Kennedy and Bolitho (1984) point out that these two main divisions, English for Academic Purposes and English for Occupational Purposes, have their sub divisions. For them (ibid), English for Academic Purposes (EAP) is taught in academic contexts, in a target situation according to the needs of the learners and sponsor's target as a school subject and as a discipline-based, these divisions are shown in figure (1.1), while English for Occupational Purposes (EOP) is taught in a professional frame work, in this division, learners learn English depending on their professional needs which are either before or during and after starting their professional.

### 1.5 Definition of EST

Several authors consider ESP as a sub-field of ELT. Under the general notion of ESP, there are numerous of sub-divisions. Robinson (1991) believes that ESP is of two branches; English for Academic Purposes (EAP) with English for Science and Technology (EST), English for Business Purposes (EBP), English for Occupational Purposes (EOP), English for Medical Purposes (EMP), and many new others added yearly to the list. At the early days of ESP, Johns (2013) acknowledges that research was focused on English for Science and Technology (EST) in academic contexts.

There was a debate among the researchers about EST on whether it is a branch of its own or a sub-branch shared by both EAP and EOP. The following diagram, McDonough (1984) has classified EST under EAP demonstrating that EST has an academic orientation.



**Figure 1.3:** Subdivisions of ESP (adapted from McDonough 1984:6)

Hutchinson and Waters (1987) explain that English for Science and Technology (EST) belongs to ESP in general and to English for Academic Purposes (EAP) in particular. It has started after the Second World War where the world was dominated by technology and commerce. Kennedy et al (1984) argue that the term “EST presupposes a stock of vocabulary items grammatical forms, and functions which are common to the study of science and technology.” (p. 6).

### **1.6 Historical development of ESP**

Numerous studies argue that ESP has developed through five stages since its birth in 1960s. For Hutchinson and Waters (1987) the first stage of this unplanned movement was register analysis of which the main aim was analyzing and identifying the grammatical and lexical features of a given register. Dudley-Evans and St John (1998) claim that “the work of Register Analysis ...focused on the grammar and vocabulary of scientific and technical English using what Swales (1988:1) refers to as an approach based on ‘lexicostistics’.” (p. 21). Register analysis operates only on the word and sentence level and does not go beyond these levels.

The second phase of its development was as a reaction to register analysis and another approach emerged to study language beyond the word and sentence levels which is known as Rhetoric or Discourse analysis. Hutchinson and Waters (1987) point out that register analysis had focused on sentence grammar, but this attention changed to understand how sentences were linked in a discourse in order to produce meaning. Robinson (1991) advocates that “the focus was on the text rather than on the sentence, and on the writer’s purpose rather than the form.”(p.24).

Concerning the third phase, the target situation analysis did not add anything new to the range of knowledge about ESP. ESP moved towards a more communicative approach to

teaching ESP of which its main focus is to enable learners to function adequately and appropriately in the target situation. Hutchinson and Waters (1987) view that target situation analysis as one in which learners will use the specific language they are acquiring.

We have noticed that in the first two phases of the development of ESP, the focus was on analyzing the surface structures of the language. In the fourth stage, ESP has witnessed a total change giving that more importance was given to the surface of language forms. The ESP focus shifted to deal with more mental processes that underlie language use. Hutchinson and Waters (1987) claim that “the focus should be on the underlying interpretive strategies, which enable the learner to cope with the surface forms...” (P.13)

According to Hutchinson and Waters (1987) three major reasons led to the birth of ESP. One of those factors was the focus on learner. The learner is considered as a key-parameter in the ESP teaching and learning process and seen as a starting point in the process of syllabus design in accordance with their needs, wants and lacks. At this stage of ESP development, we understand that ESP learner is the central element in this approach.

### **1.7 Characteristics of ESP**

Recently, it has been agreed that ESP has a crucial role in ELT. Dudley-Evans and St John (1998) consider ESP as a movement within ELT and Applied Linguistics that has its particular characteristics.

Mohan (1986) argues that ESP courses focus on preparing learners for a given communicative environment. Lorenzo (2005) points out that ESP “concentrates more on language in context than on teaching grammar and language structure.” (P. 1).

Macky and Mountford (1978) adds that ESP is usually delivered to adult students or participants who are highly conscious of the reason to learn English. According to Carter (1983) ESP courses are concerned with changing learners into users of language.

Another fundamental and important characteristic of ESP is needs analysis. Dudley – Evans and ST John (1998) holds “needs analysis is the corner stone of ESP and leads to a very focused course.” (P.122)

Carter (1983) and Dudley-Evans (1997) agree that one of the ESP characteristics is the use of authentic content materials whether modified or unmodified in form.



## 1.8 Benefits of ESP

ESP plays a beneficial role in the learning process. For Wright (1992) ESP focuses on all aspects of language related to a given field of human activity. Wright (1992) acknowledges that the benefits of ESP are of threefold.

For Wright (*ibid*) the first benefits of ESP are that there is learning speed in the sense that it fosters the acquisition of the required items. This is due to that ESP follows the same pattern of native speaker acquisition in acquiring language. In order to achieve this goal ESP provides the learners with contexts in which language is used.

Needs analysis is an important factor in which it enables the teacher determine the needs or the specific requirements of the learners. Thus Wright (*ibid*) claims that another benefit of ESP is learning efficiency and effectiveness.

We understand that ESP provides opportunities for learners to acquire particular item in an accelerated, intensive context.

## 1.9 Objectives of ESP teaching

Stern (1989, 1992) counts four types of objectives; proficiency (mastering both receptive and productive skills), knowledge (acquiring cultural and linguistic items), affective (developing the positive feelings towards the subject of study, including attitudes towards acquiring second language and socio-cultural competence, and language learning), and transfer (concerns the ability to generalise from what has been learnt in one situation to other situations). Basturkmen (2006) accounts nearly the same objectives, Basturkmen five different objectives in teaching ESP:

1. To reveal subject-specific language use. This objective “is linked to the linguistic knowledge and, to a lesser extent, the cultural knowledge” (p. 133).
2. To develop target performance competencies. Funnel and Owen (1991) claim that this objective focuses on developing the ability to perform the activities of an occupation and function to the standards expected to those employed in that occupation.
3. To teach underlying knowledge. This term was used by Hutchinson and Waters (1985) that refer to disciplinary concepts from the students’ field of study; the focus should be on developing students’ knowledge of these disciplinary concepts and the language skills.

4. To develop strategic competence, Douglas (2000) argues that strategic competence “acts as a ‘mediator’ between the external situational context and the internal language and background knowledge that is needed to respond to the communicative situation” (p.38) (as cited in Basturkmen 2006).
5. To foster critical awareness. It may be seen as an effective objective because teaching seeks to shift the way students feel about themselves and to improve their perceptions of their status in relation to target members environment and discourse communities. In other words, it can be linked to the cultural knowledge and affective objectives.

### **1.10 ESP and authenticity**

Authenticity is seen as a vital characteristic and a relevant feature in ESP methodology. In the field of ESP, this characteristic caused a great deal of controversy in its development, whether materials used in the teaching of ESP authentic or not. In Tomlinson’s principles of effective materials development (nd: 88), authenticity is considered as one of the principles of material development. Bojovic (2006) asserts that materials should be authentic, up to date and relevant for the student’s specializations. Authentic materials are more frequently on demand in ESP classes. One of the main five conceptions that led ESP to attain its current status is authenticity. Coffey (1984) holds that authenticity was the main idea behind ESP exercise typology.

Carver (1983) summaries three feature common to ESP courses; which are authenticity, purpose-related orientation, and self direction. Many authors share the same view among them Robinson. For her authenticity is considered as a key concept in ESP course. Hubbard (1995) argues that in an ESP situation authentic materials are more relevant to students’ needs and wants.

### **1.11 ESP and Communicative Language Teaching**

With the emergence of ESP and its emphasis on needs analysis was an important factor in the development of current approaches to language teaching particularly Communicative Language Teaching in the late 19960s and 1970s. Coffey (1985) sees that ESP as a part of CLT in general. For Richards (2001), the communicative approach resulted from a focus on communication as the organizing principle for teaching rather than the focus on mastering the grammatical system of the language, in this vein, Wright (1992) holds that ESP is basically language learning which has its focus on all aspects of language. In other

words, both CLT and ESP approach share the same assumption about the nature of goals, objectives, and syllabus. Generally, communicating effectively using language.

### **1.12 Conclusion**

ESP is seen as one of the most dynamic approaches in the language teaching. Today, it is more exciting and broader than ever with new terms and activities were created to fit the increasing range of occupations that are considered to be a part of ESP. As Johns and Dudley-Evans (2001) claim that “the demand for English for Specific Purposes... continues to increase and expand throughout the world.” (p. 115) (as cited in Brunton, 2009. P.1).

## **Chapter two: Current Approaches to the Teaching of ESP CLT and CBI**

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## **Chapter two: Current Approaches to the Teaching of ESP CLT and CBI**

### **Part one: Communicative Language Teaching**

#### **2.1.1 Introduction**

In the nineteenth century and before, approaches and methods were focused on the formal aspect of language. Learning a language was concerned primarily with the acquisition of grammatical competence. Widdowson (2006) states that “traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency” (p. 6). Learning language was viewed as a process of mechanical habit formation, as claimed by behaviorists.

Widdowson (2006) argues that methodologies like Audiolingualism and Situational Language Teaching were conceived and designed according to these assumptions. These methods make educators notice the fact that students can produce sentences accurately in the classroom but they use them inappropriately when communicating in the real world. From the middle of the nineteenth century to the present day, teaching foreign languages has witnessed a radical change where applied linguists and sociolinguists have shifted from the formal view of language to more realistic communicative view and from teacher-centered to learner-centered mode. Thus, in this paper, we have looked at both Communicative Language Teaching and Content-Based Instruction.

#### **2.1.2 Communicative Language Teaching**

Language teaching has developed through many changes in the last 50 years. The emergence of CLT prompted applied linguists and sociolinguists to different approaches to language teaching. In the last 50 years, Widdowson (ibid) has grouped trends to language teaching into three phases; traditional approach (up to the late 1960); classic CLT (1970 to 1990) and current CLT (late of 1990 to the present day). The first phase has witnessed the emergence of Audiolingualism and Structural-situational approach to language teaching. In The second and the third phases, the attention was shifted to communicative competence in order to use language communicatively without neglecting the elements of grammar.

### **2.1.3 Definition of Communicative Language Teaching (CLT)**

Structural-situational Language Teaching was seen as the major British approach to English language teaching. It was conceived as the natural development of the old direct method. Richards and Rodgers (1986) argue that “In Situational Language Teaching, language was taught by practising basic structures in meaningful situation-based activities. But just as the linguistic theory underlying Audiolingualism was rejected in the United States in the mid-1960s.”(p. 64). Yang and Cheung (2003) add that the situations provided by this model are irrelevant to the needs of students. CLT began in Britain, USA and elsewhere. It was used in Britain 1960s as a replacement for the earlier model, Situational Language Teaching. Applied linguists proposed another fundamental dimension of language to CLT in addition to that of Chomsky “structural linguistics” or grammatical competence. These new dimensions were not considered or valued in teaching approaches at that time. For Richards and Rodgers (1986) those dimensions are the functional and communicative potential of language. According to Harmer (2007) CLT embraces the idea of how language is used instead of concentrating only on grammar.

Many scholars from different disciplines; linguists, sociolinguists, and philosophers, advocated the communicative approach, such as Christopher Candlin, Henry Widdowson, John Firth, M.A.K Halliday, Dell Hymes, John Gumperz, and William Labov, John Austin and John Seale. According to Richards and Rodgers (1986) both American and British experts see that “Communicative approach in language teaching comes from the theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as ‘communicative competence’.” (p. 69).

Larsen-Freeman (2000) suggests that Communicative language teaching aims at making communicative competence the goal of language teaching and adds that language and communication are interdependent. According to Savignon (2002) CLT “is properly seen as an approach, or theory of intercultural communicative competence to be used in developing materials and methods appropriate to a given context of learning Contexts change.”(p.7). Language in the communicative approach is seen as a means of communication rather than a closed system.

## **2.1.4 Communicative Competence**

The term ‘communicative competence’ (CC) was first coined by the sociolinguist Hymes (1971-1972), who denied Chomsky’s (1965) view of language. He proved that the Chomsky’s (1965) notion of ‘linguistic competence’ is limited and sterile. Then he proposed new aspect that is communicative competence. Sárosdy et al (2006) define it as “that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.” (p.23)

Canale and Swain (1980) and Canale (1983) established four different components that make up the communicative competence. The first two subcategories (grammatical and discourse competence) reflect the use of the linguistic stem or the grammatical and lexical capacity; they include the grammatical competence and discourse competence.

**2.1.4.1 Grammatical competence.** Canale and Swain (1980) define the grammatical competence as the “knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and morphology.” (p.29). also,

**2.1.4.2 Discourse competence.** Uso-Juan and Martinez-Flor (2006) assert that discourse competence is concerned with the knowledge of achieving coherence and cohesion in a spoken or written text. In other words, the discourse competence deals with intersentential relationships.

The second subcategory reflects the functional aspect of communication. It includes sociolinguistic competence and strategic competence.

**2.1.4.3 Sociolinguistic competence.** This competence requires an understanding of the social context in which language is used, the participants, the shared information.

**2.1.4.4 Strategic competence.** It refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication, Canal and Swain (1980). Canale and Swain (1983) describe it as “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to the performance variables or due to insufficient competence.” (p.30)

For Kitao, S. K. & Kitao, K (1996) the basic idea of communicative competence is an ability to use language both on a receptive and productive level. Many scholars agreed that learning a second language is not only a matter of knowing its rules, but also it is a matter of knowing how to communicate using those rules. All these aspects contribute to successful and effective communication.

### **2.1.5 Principles of Communicative Language Teaching (CLT)**

Any approach has its principles that distinguish it from others; Larsen-Freeman (2000), for example, ingathers CLT principles in a list of different points. She (ibid) points out that the ultimate goal of communicative approach is to enable students to communicate appropriately in the target language, and this goal can be achieved by mastering the linguistic forms and functions. Also, the most obvious characteristic of CLT is that the lessons are based on a communicative objective.

Another characteristic of CLT is the use of authentic materials that provide opportunity to develop strategies for understanding language as it is actually used. In a communicative approach, linguistic competence is considered as a part of communicative competence. In addition to these features, language functions prevail over forms.

The communicative approach focuses on both the structural and functional aspect of language. Littlewood (1981) asserts that “one of the most characteristic features of Communicative Language Teaching is that it plays systematic attention to functional as well as structural aspects of language.” (p.1)

Moreover, errors of forms are tolerated and seen as a natural outcome of the development of communication skills. The teacher may note errors during fluency-based activities and he returns to them later with accuracy-based activities.

Morrow (1981) lists the principles of communicative methodology in knowing what you are doing, the whole is more important than the sum of the parts, the processes are as important as the forms, to learn it, do it, and mistakes are not always a mistake. Savignon (2002) suggests other features of communicative approach:

1. CLT is not exclusively concerned with face to face oral communication. The principles of CLT apply equally to reading and writing activities that engage readers and writers in the interpretation,



expression, and negotiation of meaning. The goals of CLT depend on learner needs in a given context.

2. CLT does not require small group or pair work. Group tasks have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication. However, classroom group or pair work should not be considered an essential feature and may well be inappropriate in some contexts.

3. Finally, CLT does not exclude a focus on metalinguistic awareness or knowledge of rules of syntax, discourse, and social appropriateness.

(p.7)

Sárosdy et al (2006) elaborated various characteristics of Communicative language teaching. They (ibid) argued that it is Content based, it is intercultural, holistic in which the whole personality would be developed during language teaching, it is experiential, and it is learner-centred.

Brown (2001) summarized the characteristics of CLT and explains that the goals of the classroom are based on all components of communicative competence (grammatical, discourse, sociolinguistic, and strategic). Language techniques are designed to engage learners and help them use language for meaningful purposes. Fluency and accuracy are seen as complimentary principles.

### **2.1.6 Objectives of Communicative Language Teaching**

Savignon (2002) affirms that “the essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence.”(p.7). For Richards (2006) the crucial goal of communicative language teaching is communicative competence. Richards (2001) asserts that communicative approach results from “a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language.”(p.36)

Brown (2007) proposes four characteristics. One of those characteristics is that the goals of classroom are based on all the components of communicative competence and not restricted only to the grammatical or linguistic competence. Language techniques are designed to learning engagement and focus on the aspects of language that enable learners to

accomplish a given purpose. Another characteristic of CLT is that fluency and accuracy are seen as complementary principles. In the latter objective, the errors are noticed in the fluency activities and then corrected in the accuracy activities.

The major goal of CLT is to make and train learners to communicate in the target language. According to Hymes (1972) CLT aims at developing the communicative and the linguistic competence of the learners. In other words, CLT focuses on the actual use of language in concrete situations. Another goal of CLT is that learners become active participants in the learning process or learning in an interactive way. CLT focuses on the four language skills, as well. The skills are all integrated in real-life communication. It emphasizes the actual use of the target language.

### **2.1.7 Activities and Materials Used in CLT**

It has been agreed that the ultimate goal of the communicative approach to language teaching is to develop the communicative competence of the learners. Many works have been done on how to achieve this objective. Hubbard (1995) and Prabhu (1987) classify type of exercises into three groups: information gap (exchange of information in collaborative tasks), opinion gap (exchange of opinions) and reasoning (collaborative problem solving) besides to role-play and simulation, projects, interviews, jigsaw and others. These activities serve the core objective where learners express themselves by whatever means and complete the communicative task, rather than focusing on language form.

These types of tasks emphasize more fluency than accuracy. In recent years, there has been a debate upon the kind of practice that would enhance and develop communicative competence. Brumfit (1984) suggests fluency activities to develop the communicative ability. He (ibid) defines fluency activities as that “develop a pattern of language interaction within the classroom which is as close as possible to that used by competent performers in the mother tongue in real life.”(p.69). Brumfit (ibid) views that this type of activities gives chances to the students to produce and understand items which they have been acquiring during activities focusing on linguistic form or accuracy work.

Richards and Rodgers (1986) see that materials play a vital role in language learning in general and considered as a way that influences the quality of classroom interaction in particular. They (ibid) have grouped kinds of materials currently used in CLT into three categories; text-based (e.g. text-books...), task-based (e.g. simulation, role play...), and realia

or from real-life materials (e.g. signs, visual sources...). Richards (2006) acknowledges that CLT attends to develop fluency in language use. He (ibid) defines fluency as “a natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.” (p.14)

There are differences between accuracy and fluency activities. Widdowson (2006) summarizes the differences in the table below:

Fluency	Accuracy
<ul style="list-style-type: none"> <li>– Reflect natural use of language</li> <li>– Focus on achieving communication</li> <li>– Require meaningful use of language</li> <li>– Require the use of communicative strategies</li> <li>– Produce language that may not be predictable</li> <li>– Seek to link language use to context</li> </ul>	<ul style="list-style-type: none"> <li>– Reflect classroom use of language</li> <li>– Focus on the formation of correct examples of language</li> <li>– Practice language out of context</li> <li>– Practice small samples of language</li> <li>– Do not require meaningful communication</li> <li>– Control choice of language</li> </ul>

**Table 2.1:** *The Differences between Fluency and Accuracy Activities*

Both types are interdependent in the sense that accuracy activities support fluency activities. Other types of activities have been used in CLT including; task-completion, information-gathering, opinion-sharing, information-transfer and reasoning-gap activities. For Madrid and Sánchez (2001) the communicative approach works with motivated activities, topics and themes that engage learners in authentic communication. Furthermore, it prepares learners to develop techniques needed in the natural language and these techniques need regular exposure to real life situations.

### **2.1.8 Authenticity and Communicative Language Teaching**

CLT has emphasized the use of authentic materials in language learning and teaching. Authenticity has a crucial role in the communicative approach. Wilkins (1976) states that:

...an important feature of materials designed to produce such a competence [acquiring a receptive competence] would be

authentic language materials. By this is meant materials which have not been specially written or recorded for the foreign learner, but which were originally directed at a native-speaking audience...Such materials will be the means by which [the learner] can bridge the gap between classroom knowledge and an effective capacity to participate in real language events. (p.79)(As Cited in Hubbard 1995, P .13)

Another characteristic of the communicative approach is that it is experiential where the students are supposed to experience the target language. This can be achieved by the use of authentic materials. For Hedge (2000) “if the goal of teaching is to equip students to deal ultimately with the authentic language of the real world, they should be given opportunities to cope with this in the classroom.” (p.67)

An additional characteristic of CLT is its close relationship with real communication. According to Richards (2006) classroom activities prepare learners to survive outside the classroom. Different works have revealed that CLT approach emphasize the need to use authentic materials in classrooms in order to bridge the gap between classroom practices and real use of the language outside the classroom. Besides to these arguments, it has been found that communicative approach sees that language should not be separated from its social and pragmatic context and the purpose of learning a foreign language is enabling learners to communicate in the target language. Thus, the teaching processes should concentrate on communication skills and provide chances for learners to practise the most useful areas of communication that they are likely to encounter in real life situations or real world.

## **Part two: Content-Based Instruction**

### **2.2.1 Introduction**

Communicative Language Teaching is holistic; it is a global and experiential approach to language teaching and learning. It includes different types or frameworks such as cooperative learning, Content-Based Instruction and others. Sárosdy et al (2006) point out that one of characteristics of Communicative language teaching is Content-Based.

### **2.2.2 Definition of Content-Based Instruction**

Content-Based Instruction emerged as a methodology to language teaching in the 1980s from the work of Bernard Mohan (1986) where he proposes and insists that language and subject matter or content should be learned at the same time. Many researchers consider Content-based instruction as an effective and realistic approach to teaching English as a second language (a pedagogical approach) and agree that it links language and content learning. In other words, language classes are integrated with students' content subject(s), according to Huazhong (2009). Krahnke claims that CBI is "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (as it is cited in Heo (nd), p.25).

For Crandall (nd) CBI focuses on "learning about something rather than learning about language." (As cited in Heo, nd, p.25). Eyjólfsdóttir (2011) views that CBI focuses on content and not on specific aspects of language and the expected results is language acquisition. Snow, Met, & Genesee, 1989; Spanos, (1990) claim that CBI is a type of ESP teaching and learning process in which the emphasis of instruction is shifted from pure language instruction to the integration of mastering both language for professional communication and the content matter of professional disciplines (Tarnopolsky, 2009, p.185).

Nunan (2004) believes that most of what is practised or followed in CBI comes under Communicative Language Teaching, is derived from experiential content, that it aims at making learners active and allows them depend on themselves instead of the teachers and be the source of language input and information.

Brinton, Snow, and Wesch (2003) define CBI as "the concurrent teaching of academic subject matter and second language skills." (p.2) (as cited in Goto Butler, 2005, p. 229).

Language in CBI is viewed as a means for negotiating meaning, organizing information and acquiring content knowledge (Goto Butler, 2005).

Stoller (2002) asserts “that’s making a dual commitment to language and content learning.” (p.1). Grabe and Stoller (1997) hold that CBI has been supported from different theories and academic disciplines, such as second language acquisition research (the comprehensible input theory by Krashen, 1982-1985), a support from training studies (such as cooperative learning). Stoller (nd, p. 123) believes that content-based classroom, language is seen as a medium for learning content, and content is viewed as a resource for learning and enhancing language. Wilkins (1976) states that “...we ask what it is they communicate through language. We are then able to organize language teaching in terms of the content rather than the form of the language.” (p.18)

Wilkins (ibid) agrees with other linguists upon the main concern of CBI that is content then the form of the language. It has been noticed that most of researchers and practitioners believe that CBI is an approach that focuses on leaning language and content at the same time. Stryker and Leaver (1997) summarize CBI as “a philosophical orientation, an instructional method, a pedagogical design, or a framework for the language teaching system as whole.”(As cited in Huazhong, 2009. P. 63).

### **2.2.3 The Characteristics of CBI**

Brinton, Snow, and Wesche (1989) describe CBI and state that:

In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture material. It recognizes that academic writing .....In this approach, students are exposed to study skills and learn a variety of language skills which prepare

them for the range of academic tasks they will encounter. (p. 2) (as cited in Grabe and Stoller, 1997, p.19).

Stoller (nd) adds that: “in content classrooms, language is usually viewed as a medium for learning content, and content is seen as a resource for learning and improving language.” (p.123). Another criterion of CBI is that it lends itself to student-centered classroom activities, That it is to say, it provides chances to exercise choices and preferences in terms of specific content and learning activities (Grabe and Stoller, 1997)

The principle feature of CBI is that content is seen as the point of departure or organizing principle of the course. For Erickson & Schulz (1981), at the core of CBI, language instruction cannot be removed from its context and the content is the driving force in curriculum development (as cited in Freiermuth, 2001.p.858).

#### **2.2.4 Objectives of Content-Based Instruction**

It has been proved that CBI is a method to language teaching that has its roots in CLT. It shares some CLT goals and objectives in learning language. Its main goal is the use of language, to enable students to communicate and learn about other things through the language (Eyjólfsdóttir, 2011). Also, the ultimate goal is mastering a language as well as learning subject matter. CBI has other goals, according to the Eurydice European Unit (2006) this approach aims at preparing learners for life in a more internationalized society and conveys values of tolerance and respect between cultures. Madrid and Sánchez (2001) asserts that CBI has its roots in Communicative Approach in the sense that it shares some orientations such as opportunities for authentic language use are sought and information gap and problem solving activities are used.

CBI has other goals. Goto Butler (2005) acknowledges that it aims at developing both students' language and their content knowledge. Chamot and O'Malley (1994) add that one of the aims of CBI is that it enhances the academic learning skills. For many educators, CBI provides opportunities for learners to be exposed to meaningful and comprehensive input in context. In addition to this, it leads students to negotiate meaning and to exercise productive language skills through which they can pay attention to forms and meaning. Generally, CBI promotes integrated development of students' language competence and content knowledge (Goto Butler, 2005).

### **2.2.5 Benefits of CBI**

For Richards and Rodgers (2001) through CBI, learners can “interact with authentic, contextualized, linguistically challenging materials in a communicative and academic context.” (p. 4) (as cited in Heo, nd, p.26). Crandall (nd) holds that CBI has the following essential features: “learning a language through academic content, engaging in activities, developing proficiency in academic discourse, fostering the development of effective learning strategies” (p.604). It facilitates learners’ higher thinking skills and motivates them by presenting challenging content materials and tasks, Goto Butler (2005).Madrid and Sánchez (2001) argue that:

Learners are encouraged to think and learn through the use of the TL by integrating the four traditional language skills (listening, speaking, reading and writing). They practice authentic reading, listen to the teacher's comments and speak about the content. Finally, they write certain tasks to consolidate what they have previously listened to, read and spoken. In addition to that, the students interpret and evaluate the information provided, study and learn facts, and develop a variety of receptive and productive procedures which prepare them for the range of academic demands they will have to face with. (Pp.115-116).

Swales and Feak (1995) reveal that “such an approach introduces students to the specific discourse of their future professions and motivates students to work with authentic, appropriate, and meaningful language resources.”(p. 17). Many researchers have shown that CBI has an important role in the learning cycle. Lantolf (1994); Snow and Brinton (1997), and others argue that students in CBI classes have opportunities to negotiate the knowledge they are learning, extend their knowledge, engaging in private speech while learning language, chances to develop ways of learning from teachers and peers.

### **2.2.6 Authentic Material in CBI**

Using authentic materials is considered very helpful when learning a language, because it enables learners to use language in a meaningful and purposeful way which is the main goal of language learning (Eyjólfsdóttir, 2011). Nunan (2004) confirms that “a key component of CBI is authenticity-both of the texts used in the classroom and the tasks that the learners are asked to perform.” (p. 133). Master (nd, para 2, p.1) acknowledges that CBI uses



authentic tasks and materials that require more adaptation and supplementation for language-teaching purposes. According to Brinton, Snow and Wesche (1989):

..., through the frequent use of authentic materials and attention to the real-life purposes of the learners, often follow a methodology similar to that of the other content-based models in which a major component is experiential language learning in context. (P. 7) (as cited in Madrid and Sánchez, 2001, p.121)

Tarnopolsky (2009) asserts that one of the principles of implementing this approach is “ensuring professional authenticity of learning materials.”(p.186).

### **2.2.7 Types of CBI**

CBI has been practised and implemented in various forms in different educational settings. Brinton, Snow, and Wesche (1989) think that the most common models for CBI are theme-based, sheltered, and adjunct courses. They (ibid) assert that these models differ from each other, in the sense that the content in sheltered and adjunct models is relatively predetermined whereas theme model, the content is selected by the language teacher and/or students.

**2.2.7.1 The theme-based.** Theme-based course is an ESL course with content orientation rather than focus whose goal is L2 competence within specific topic areas. In this type, the language instructor is responsible for both language and content, but student are evaluated primarily on their L2 skills. Snow (1991) defines the theme-based model as that model “which develops language learning activities from selected topics of interest to students.” ( as cited in Camiciottoli, 2002, p. 169). For Brinton and her colleagues (1989) and Snow and Brinton (1997) language activities in this type are organized by a major theme or a series of themes related to non-linguistic areas in addition to this language skills are the primary target (Huazhong. 2009, p. 63). Brinton, Snow and Wesche (1989) found the theme-based courses are organized around topics, themes or modules and the language operates as the subject matter (Madrid and Sánchez, 2001. P. 126).

**2.2.7.2 The sheltered.** Rosen and Sasser (1997) find sheltered lesson as one part of CBI that calls for teachers to embrace the view that people learn language by using it. Sheltered course is a content course whose goal is mastery of content material with only incidental language learning. The instructor is responsible for both language and content but students are evaluated primarily on their content mastery. One of the benefits of sheltered instruction is the development of lively dialogue by teachers who seek out and share approaches that work. For Snow (1991) this model is based on adapting the materials and tasks of regular classroom subject matter to the level of non-native speakers, Camiciottoli, 2002. Brinton, Snow and Wesche (1989) claim that Sheltered content instruction “includes a subject matter course taught to a segregated or separated class of LT learners taught by a content area specialist.” (Pp.14-16. as cited in Madrid and Sánchez, 2001. P. 126).

**2.2.7.3 The adjunct model.** The adjunct course is related to content and ESL course with two separate instructors. Its goal is twofold mastery of content materials and the introduction to the academic discourse with the aim of developing transferable skills. In this model, the language instructor is responsible for language while the content instructor is responsible for content. According to Snow (1991) this model relates language and content course in which learners are concurrently enrolled. for Brinton, Snow and Wesche (1989) “The adjunct language instruction provides two linked courses – a language course to consolidate the linguistic points and the content course where the students focus on the subject matter.” (Pp.14-16. as cited in Madrid and Sánchez, 2001. P. 126)

## **2.2.8 ESP and CBI**

Johns (1997) argues that “English for Specific Purpose is a super-ordinate term for all good ESL/ EFL teaching, and Content-Based Instruction is a central force in this movement.” (p.363). Johns (ibid) states that both ESP and CBI are similar in the sense that both movements originated from practitioners’ unease about the separation of language instruction from its context, and both movements recommend the real use of language or authentic to ensure that the content of the classroom reflects the target. Johns (ibid) notes that “both ESP and CBI encourage the transfer of language skills and content to real life by bringing genuine language and authentic classroom activities to students.” (p. 364)

Freiermuth (2001) holds that one area where the role of CBI cannot be ignored is in the context of ESP. Freiermuth (ibid) states that: “in ESP settings the curriculum should be

founded upon the subject area in which the students are majoring.” (p.856). He (ibid) explains by saying that if the setting is nursing, then concepts that are related to the medical field should have influence over the design of instruction.

### **2.2.9 Conclusion**

The communicative language teaching with its different frameworks such as Content-Based Instruction aims at enabling students to communicate in foreign language, using the different types of communicative competence. In the ESP classroom, instructors and course designers try to make a balance between learning language and content at the same time. Both CLT and CBI share many objectives, goals and principles. One of the common features that characterize CLT and CBI is authenticity and authentic materials this will be discussed in the following chapter.

## **Chapter three: ESP teaching materials and authentic materials**

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## **Chapter three: ESP teaching materials and authentic materials**

### **3.1 Introduction**

The concept of authenticity is often used to describe language samples. Teaching materials form an important part of the most English teaching programs and make the body of language course. They are considered as a tool to break down the language into units to facilitate both the learning and teaching processes. They play great role in acquiring a language in the sense that they stimulate and encourage learners to learn, according to Hutchinson and Waters (1987). Many authors have pointed out that authentic materials are a relevant feature in ESP methodology. The use of authentic materials in learning contexts such as ESP has always been a matter of controversy (Dudley-Evans and St John, 1998). In this respect, this part reviews authenticity; authentic materials as opposed to simplified ones and focusing on the nature and the quality features as well as the advantages and disadvantages of using authentic materials.

### **3.2 Authenticity**

For many years authenticity has been a part of rational resources of language teaching. The term of authenticity has moved to a central position within the development of the Communicative Language Teaching in the 1970s onwards. For Kramsch (1993) the concept of “authentic [...] refers to the way language is used in non-pedagogic, natural communication.” (p. 117) (as cited in Mishan, 2005, p.12). Authenticity has been discussed by many writers about its definitions and synonyms. Macdonough (1984) has listed a number of terms that are used as synonyms to authenticity- ‘genuine’, ‘authentic’, ‘real’, ‘natural’, ‘scripted’, ‘contrived’, ‘semi-authentic’, ‘semi-scripted’, ‘simulated’, ‘simulated-authentic’.(p. 113). Maley, in Fried-booth (1986) acknowledges that authenticity can be seen from four different angles: language input, task, event and learner experience. Mishan (2005) holds that “the terms ‘authentic’ and ‘authenticity’ and their application to language learning have been the subject of great controversy over the past three decades.” (p. 1). The term “authentic” has been used as a reaction against the prefabricated artificial language of textbooks and instructional dialogues.

Widdowson (1983) claims that the term authenticity creates an ambiguity. Widdowson (1979) believes that “it is probably better to consider authenticity not as a quality residing in instances of language but as a quality which is bestowed upon them, created by the response of the receiver.” (p. 166) (as cited in Kramsch, 1993. P. 177). Widdowson (ibid) claims that

authenticity in this view means the function of the interaction between the reader /hearer and the text which incorporates the intentions of the writer/ speaker. Also, Widdowson (ibid) sees that authenticity has to do with appropriate response.

### **3.3 Criteria for authenticity**

Mishan (2005) suggests some criteria to define authenticity. For her “authenticity is a factor of the:

- Provenance and authorship of the text.
- Original communicative and socio-cultural purpose of the text.
- Original context (e.g. its source, socio-cultural context) of the text.
- Learning activity engendered by the text.
- Learners’ perceptions of and attitudes to, the text and the activity pertaining to it.”(p.18).

### **3.4 Types of teaching materials**

In language teaching, materials are anything that can be used by teacher or learner in order to facilitate the learning and teaching operation, Richards and Schmidt (2002, 2010). There are two types of teaching materials exploited in the classroom. Widdowson (1990) and Harmer (2001) use the terms authentic and non-authentic to distinguish between the two types. One of the important issues in looking at the role of materials in ESP is that of authenticity. Both Widdowson (1990) and Harmer (2001) have pointed that these types differ in their outcomes and their effectiveness that can be measured by the learners’ observable and measurable performances.

**3.4.1 Authentic materials.** Many authors have pointed out that authenticity is a relevant feature in ESP methodology. Ellis and Johnson (1994) define authentic materials as:

any kind of material taken from the real world and not specifically created for the purpose of language teaching. It can be text, visuals, or audio material; it can be realia such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models. (p.157)

Tomlinson (2008) acknowledges that “materials for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to

engage the learners cognitively and affectively.”(p. 4). He (ibid) believes that such an exposure helps and facilitates language acquisition. Little, Devitt, and Singleton (1989) affirm that authentic materials are produced “to fulfil some social purpose in the language community.” (p. 25) (as cited in Peacock, 1997. P. 146).

According to the Oxford English Dictionary (1989. 2<sup>nd</sup> Ed), the term “authentic” has at least four meanings:

1. In accordance with a socially established usage or tradition (= from a duly authorized source);
2. Entitled to acceptance or belief, as being in accordance with fact (= real, trustworthy);
3. The result of a recognizable communicative intention (= sincere, not specious);
4. Compatible with an identifiable, undisputed source or origin (= original, genuine). (as cited in Kramersch, 1993, p.177).

**3.4.2 Non-authentic materials.** This sort of teaching materials is Non-authentic. They are materials prepared, revised or modified to serve pedagogical purposes. It can be of different forms such as audio and video cassettes and others. They try to present real or target language in a simulated or replicated manner. In this kind of materials, the aspects of language are carefully selected and adapted to learners. Besides to the grammatical, lexis, rhythm, intonation, and speech delivery is simplified according to the level of the learners. All these simplifications are done because many learners found it difficult to cope with real life situations. One of the advantages of non-authentic materials is that they are very useful in an early stage as a preliminary for the use of authentic materials.

This kind of materials reveals the following characteristics:

- Simulation: they present simulated situations and reactions resembling real ones.
- Suitability: it is designed in accordance with le learners’ level age and motivation.
- Easiness: in language features such as structures, lexis.....
- Limitation: it is limited in terms of language, content, and length.
- Appropriateness: it is appropriate to the teaching situation.

Henry Sweet (1899) believes that artificial or non-authentic materials include “repetition of certain grammatical construction, certain elements of the vocabulary, certain combinations of

words to the almost total exclusion of others which are equally or perhaps even more essential.” (n.d., as cited in Baghban, 2011, p. 1)

### **3.5 Text as a teaching material**

With the increased necessity to develop communication and cultural competence in language teaching, the notion of authentic text has been reconsidered. A text as a material provides a model of authentic written language, for Ellis and Johnson (1994). According to Badger and Macdonald (2010) “The authenticity of a text in the classroom depends on the similarity between the way it is used in the classroom and the way it is used in its original communicative context.” (p. 578). Little and Singleton (1988) hold that “an authentic text is a text that was created to fulfill some social purpose in the language community in which it was produced.” (p. 21) (as cited in Kransch, 1993, p. 177).

### **3.6 Authentic text vs. simplified text**

Kennedy and Bolitho (1984) confirm that there has been a debate within ELT over the use of ‘authentic’ and ‘simplified’ texts. Richards (2001) differentiates between authentic and simplified or created materials and states that “Authentic materials refer to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes.” (p. 252). Hutchinson and Waters (1987) claim that “a text can only be truly authentic [...] in the context for which it was originally written” (p. 15) (as cited in Mishan, 2005, p.13). Kennedy and Bolitho (1984) hold that “an ‘authentic’ text is one written for a specific audience (not language learners) and its purpose is the communication of subject content rather than language form.” (p. 48).

According to Richards (ibid) “created materials refer to textbooks and other specially developed instructional resources.” (p. 252). Kennedy and Bolitho (1984) view a ‘simplified’ text as “...one in which grammatical, lexical and rhetorical elements have been made less complex to render the learning of the language more effective.” (pp. 47- 48). The major problems of simplified texts are that they present the learners with artificially constructed text which is different from the real texts, they lose some meaning because of simplifications, and often lack genuineness, according to Kennedy and Bolitho (1984).



### **3.7 Authenticity vs. genuiness**

Early in the debate, Widdowson (1978) made a terminological distinction between the concept of ‘authenticity’ and ‘genuiness’. Genuiness for Widdowson (ibid) is “a characteristic of the passage itself and is an absolute quality.” (p. 80), whereas authenticity is “a characteristic of the relationship between the passage and the reader and it has to do with appropriate response” (p. 80) (as cited in Mishan, 2005, p.15). Widdowson (1998) affirms that a text may be genuine, but to be authentic there is a need for social interaction. Widdowson (ibid) adds that genuiness of the text will not guarantee authenticity because there are two aspects in ensuring authenticity: text characteristic and the recipient or the reader of the text and his reaction to the text. For Tatsuki (2006) “authenticity is taken as being synonymous with genuiness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices.” (p. 1) (as cited in Vahid baghban and Pandian, 2011, p. 4).

### **3.8 Types of authenticity**

Four types of authenticity are presented by MacDonald et al (2006) these are; *text authenticity, competence authenticity, learner authenticity, and classroom authenticity*. Macdonald et al (ibid) believe that the first three sorts of authenticity concern correspondence while the last one pertains to genesis. Breen (1985) identifies as well four types of authenticity within language teaching and he believes that these types are in a continual interrelation with one another. These include:

1. Authenticity of the texts which we may use as input data for our students;
2. Authenticity of the learner’s own interpretations of such texts;
3. Authenticity of the tasks conducive to language learning;
4. Authenticity of the actual social situation of the language classroom. (p. 61) (as cited in Mishan, 2005, p. 16).

**3.8.1 Authenticity of text.** Morrow (1977) defines authentic text as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p.13) (as cited in Mishan 2005, p. 11). In the Communicative approach era, definitions tended to reflect communication. Swaffar (1985) claims that:

for the purposes of the FL classroom, an authentic text, oral or written, is one whose primary intent is to communicate meaning[...] such a text can be one which is written for native speakers of the language to be read by other native speakers [...] or it may be a text intended for a language learner group. The relevant consideration here is not for whom it is written, but that there has been an authentic communicative objective in mind. (p. 17) (as cited in Mishan, 2005, p. 12)

**3.8.2 Authenticity of competence.** Canale and Swain's (1980) classify competence into four competences; the grammatical, discourse, sociolinguistic, and strategic competence. Being authentically competent is when the student's performance should as possible correspond to the way native speakers perform.

**3.8.3 Learner authenticity.** Lee (1995) defines it as the learners' positive feelings and reactions towards the materials. Lee (1995) refers to learner authenticity as "the learner's interaction with [materials], in terms of appropriate response and positive psychological reaction" (p. 323). The learner authentication is embodied in Breen's authenticity of the learner's own interpretations of such texts

**3.8.4 Authenticity of classroom.** The pedagogical task is consistent with the pedagogical context itself as an authentic environment, as Widdowson (2001) puts it

There is a widespread assumption that the classroom is of its nature an unreal place [...] but there seems no good reason why the classroom cannot be a place of created context, like a theatre, where the community of learners live and move and have their being in imagined worlds, purposeful and real for them. (p. 8) (as cited in Mishan, 2005, p. 16).

### **3.9 Sources of authentic materials**

There are plenty of sources of authentic materials. The most exploited sources are books, media, the internet, literature, and others, according to Ellis and Johnson (1994).

**3.9.1 Literature.** For Laamri (2009), when exploiting any literary texts the focus is on teaching language not literature. In other words, any literary text should be treated as any other kind of text and should primarily aim at meaning not form.

**3.9.2 Media.** For example, Media are considered as a tool used to facilitate the task of teaching and learning language. It is universally agreed that media can enhance the daily practice of language teaching. With its different forms, media have always assisted teachers by bringing the real world into the classroom and thus making learning more challenging and meaningful.

**3.9.3 The internet.** In the World Wide Web, teachers have opportunities to get a variety of materials that can be of great benefit to their students. The internet can provide endless list of materials such as texts, adverts, magazines and live radio and TV programs. In spite of the advantages the internet offers, it cannot replace the quality of real material brought by the teacher, for Laamri (2009).

There are other sources used as tools to assist the teaching process such as recorded materials, computer software, and others.

### **3.10 Nature and quality features of authentic materials**

Authentic materials are believed to be beneficial to the learning process and an effective means for providing, presenting real language and integrating target culture. According to Swaffar (1981), Shrum and Glisan (2000), and Guariento and Morley (2001). Shrum and Glisan (2000) students are exposed to such materials, they will be provided with chances to see how language is used in real world to serve a real purpose. Also, they (ibid) consider it as a rich source of culture content.

Oguz and Bahar (2008) hold that:

they [authentic materials] engage both the learners' and teachers' attention in the language being taught, they have high interest value because of their relevance to the real world keeping the students informed about what is happening in the world they live." (Pp.330-331, as cited in Baghban, 2011).

Ellis and Johnson (1994) acknowledge that authentic materials contain different features which are missed or lacking in created materials for learning English. They (ibid) state that:

“they [authentic texts] will exemplify the particular register to which they belong (academic, legal, or journalistic, etc.) and will often contain specific terminology and jargon and sometimes typical organizational features and sentence patterns.”(p. 157).in addition to these features, the information presented in this type of materials is more accurate and has high credibility.

### **3.11 Cons and pros views about the use of authentic materials**

Recently new debates have been arisen upon the authenticity of materials within ESP. the role of authentic texts in language teaching materials was discussed critically. In the current literature about the effects of using authentic materials in the ESP classes, it has been revealed some interesting, and sometimes conflicting views.

### **3.12 Advantages of using authentic materials.**

Teachers realize the necessity to expose their learners to true and real language. Many applied linguists believe that using authentic materials have a crucial role in the learning and teaching a language. Safont and Esteve (2004) conducted a study that reveals the beneficial effect of using authentic materials and this is in line with findings from previous studies. Frendo (2005) states that authentic materials bring both teachers and students closer to real world and help teachers understand and get closer to the learners and their needs. Nunan and Miller (1995) assert that authentic materials illustrate how English is used naturally in the target language.

Haley and Austin (2004) and Velazquez (2007) highlight that authentic materials can provide a connection between the students on one hand and the target language and culture on the other hand. Berardo (2006) lists the advantages of authentic materials as follows:

- Having a positive effect on student motivation;
- Giving authentic cultural information;
- Exposing students to real language;
- Relating more closely to students’ needs;
- Supporting a more creative approach to teaching. (p. 64) (as cited in Vahid baghban and Pandian, 2011,pp. 8-9).

Different researchers such as lee (1995), Little, Devitt, and Singleton (1988) have proved that authentic materials have a motivating effect. Underwood (1989) asserts the importance of using real language by saying that:

Authentic materials allow the students to hear much more real act of communication with all the interactional features which are not normally found in scripted materials. It gives them a true representation of real spontaneous speech with its hesitations, false starts and mistakes, which will make them more able to cope with 'real life' speech when they meet it outside the learning situation. (p. 100) (as cited in Laamri, January 2009, p, 11)

Little (1989) sees that authentic materials serve three important functions; enhancing motivation, promoting language acquisition, and contributing to language immersion. Furthermore, they reflect the culture and sociolinguistic background of the target language.

### **3.13 Disadvantages of using authentic materials.**

As far as the advantages of authentic materials are concerned, it has been claimed by many researchers that any authentic materials may not be authentic for a specific class, and even if a text is authentic does not mean it is relevant. Also, authentic materials are often criticized as being difficult linguistically for foreign language learners whose ears have been accustomed to an oversimplified language. On the other hand, a mismatch between the material being presented and the learners' learning styles would result in a complete loss of interest and motivation. Authentic texts are less motivating than interaction with a speaker, and live simulations of lectures of EAP instructors are more effective than recorded authentic lectures, according to MacDonald, Badger and White (2000). Other researchers claim that the use of authentic materials is time consuming because they require careful selection and special preparation to suite every teaching situation and objectives. Frendo (2005) also criticized and adds another potential difficulty of such type of materials is that: "the learners are normally busy people, and it takes time to trawl through files and computer drives looking for materials, or to take an audio recording, for the English teachers."(P. 52).

### **3.14 Authentic Materials in ESP**

Authenticity is pointed by many authors as a relevant feature in ESP methodology. Authentic material represents an important aspect traditionally emphasized in the ESP literature. Hubbard (1995) acknowledges that "as in the case of authentic texts, an ESP teaching situation makes materials based on authentic data much more likely to be relevant to students' needs and wants." (p. 20). This aspect has different effects on both learning and teaching. In other words, such materials are particularly important for communicative

purposes since they reproduce an immersion environment and provide a realistic context for learners and make them familiar with the target language situation. This type of teaching materials can increase students' motivation and expose them to real language and culture besides to the different genres of the professional community. However, using authentic materials can be risky if the methodology is not carefully chosen. Wegener (2008) sees three functions that authentic texts serve in ESP courses;

First, inviting authentic materials from the learners' work environment to the classroom, the teacher offers assistance (...) second, the ESP teacher always looks for texts that are close to the learners' target situation in their jobs as possible (...) third, authentic texts serve as sources of information for the teacher and may already be collected during the needs analysis period. (p. 137)  
(as cited in Benavent and Peñamaría, 2011, p. 92).

### **3.15 Conclusion**

The increase use of authentic materials in foreign language classrooms can be explained by their effectiveness in providing valuable sources of real language input that enables learners to interact with the real language and its content rather than its form. Using authentic materials facilitates the shift from the classroom language learning to real language use outside the classroom.

## **Chapter Four: Research Design and Methodology**

### 4.1. Introduction

### 4.2. Research Methodology design

#### 4.2.1. The method

#### 4.2.2 Sample and Population

##### 4.2.2.1. The students

##### 4.2.2.2. The teachers

#### 4.2.3. Instrumentation

##### 4.2.3.1. Teachers' Interview

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##### 4.2.3.4. Administration of Students' Questionnaire

#### 4.2.4. Data analysis

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##### 4.2.4. 2. Students' questionnaire analysis

### 4.3. Findings and Discussion

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## **Chapter four: Research Design and Methodology**

### **4.1 Introduction**

This chapter is devoted to the presentation and analysis of the data obtained through the implementation of the present research.

As a first step, we start by introducing the method and the population of the study. Second, we describe, analyze and interpret the results of teachers' interview, and students' questionnaire, which help us confirm or deny our hypotheses about the use of authentic materials in ESP classrooms and its effects on the communicative competence of ESP learners. We provide two sections, the first one deals with the teachers' interview analysis, and the second tackles the students' questionnaire analysis.

### **4.2 Research Methodology design**

#### **4.2.1. The method**

To identify the effects and the relationship between authentic materials and the communicative competence we have used methods that enable us to discover this relation and its effectiveness, the two methods are combined together: the descriptive correlational method and analytical one.

The descriptive correlational method was chosen for being commonly used to determine the current facts or situations and thereby clarify status. For this reason we have thought that it depicts the fact that teachers use different types of teaching materials (authentic and simplified materials) and the relationship between authentic materials and communicative competence of ESP learners.

#### **4.2.2. Sample and Population**

##### **4.2.2.1. The teachers**

English teachers at the Department of Earth and Universe at Ouargla University are our population. Our study is based on sample of three (3) teachers. All teachers are teaching English as an optional module. The reason behind such a choice was to examine whether teachers use authentic materials in addition to this, we examine whether these materials develop the communicative competence of the students.



### **4.2.2. 2. The students**

The population of our study is Petroleum Geology master students, at the Department of Earth and Universe at Ouargla University. We have selected a sample of thirty seven (37) students that represent the whole population. The reason behind choosing to work with this population is that they need to use language in their future careers.

### **4.2.3. Instrumentation**

For the present work, we have chosen the questionnaire and interview which are considered as the most popular research instruments applied in the human sciences. We have prepared an interview for ESP teachers and a questionnaire for ESP students in order to gain both qualitative and quantitative data. Basing on these tools we have tried to identify and clarify the materials and the approaches adopted, along with the relationship between authentic materials and the communicative competence of Geology students at Ouargla University.

#### **4.2.3.1. Teachers' Interview**

Teachers' interview was composed of (14) questions divided into two parts; the first deals with general information about the followed approach and types of teaching materials. The second part concerns the role of authentic materials in developing communicative competence of the students.

#### **4.2.3.2 Students' Questionnaire**

The questionnaire is given to ESP students to know their attitudes and opinions about learning English, the teaching materials used in the classroom, and the effects of using authentic materials on their communicative competence.

The students' questionnaire was composed of (15) questions. The questions were in different forms; it consists of open-ended questions and closed form with yes/no questions when respondents were asked to choose their answers, they are provided with a multiple choice type questions where they were asked to put a cross in the corresponding box (unstructured and structured ones).

The questionnaire is composed of two parts; the first part deals with background information of the students and the second part involves questions about the teaching

materials in general and authentic ones in particular and the effects of authentic materials on the communicative competence.

#### **4.2.3.3. Administration of teachers' interview**

We have interviewed three teachers from Earth and Universe department at Ouargla University. The duration of each interview was 30 to 45 minutes. All the interviews were carried out during the second semester.

#### **4.2.3.4. Administration of students' questionnaire**

The questionnaire was distributed to 37 master first year students of petroleum geology at Ouargla University department of Earth and Universe. We have administered the questionnaire to the respondents at the end of the semester after the teacher's strike stopped. Because of the strike, we could ask only 27 respondents and the rest was missing.

#### **4.2.4. Data analysis**

Data will be treated in tables, and information will be presented and analysed according to the order of items in the both teachers' interview and students' questionnaire and not according to the obtained rate (not from high to low rate or the inverse).

##### **4.2.4.1. Teachers' Interview Analysis**

###### **Item 1. What are your academic qualifications?**

The academic qualifications, they are teachers of different specialties. They got Magister in mechanics, petroleum-geology and some of them, they are preparing doctorate theses. They hold that they have taken extensive courses in English at the English Department and the other teacher claims that he learned English during his studies, in addition to self-efforts. Concerning the professional qualifications, two of them have three years of experience working in International Oil Companies as petroleum engineers and the other one acknowledges that he has eight years of experience working in an American company of oil (Schlumberger). The teachers assert that they teach English as an optional module. Two teachers have taught English for two years and the other one five years. One of the teachers admits that he is not good in English especially in grammar. Teachers state that they have taught different levels.

**Item 2. Could you give us an overall evaluation of the learners' English level?**

All teachers evaluate the learners' English level as poor to intermediate in general, but they are good in reading, but average to poor in communication and writing. Another teacher declared that students face difficulties in speaking

**Item 3. Do you think that your learners are interested in the English course?**

For two teachers, 50% of the students are very interested especially those of first year master Petroleum Geology students because they are aware that the English language is needed for their future careers, Hutchinson and Waters (1987) claim that after 1970s new generation of learners were aware why they were learning English. Whereas, the others are not too much motivated. According to the other teacher, the students are not very motivated because the teachers themselves are not motivated and this is due to the surrounding environment that prevents him to teach such as the large number of the students and putting the English courses in imperfect time for students to learn.

**Item 4. Does the administration of the Department provide you with teaching and learning materials and other equipment? What are they?**

In fact, all teachers agreed that the administration provides them with some equipment such as data show to do presentations and copying documents, the other teacher states that the administration provides him with a small laboratory to present some interviews, but the students face difficulties in speaking or pronunciation. All teachers assert that they brought different teaching and learning materials varying from texts, videos, and others. In the ESP context, one of the roles of an ESP teacher is a materials provider. All teachers sometimes modify authentic materials such as omitting parts from the original texts. They claim that they get the materials from different resources such as books, manuals, magazines, videos, and the internet was the most dependable source of authentic materials, for them.

**Item 5. What sorts of teaching material do you use to teach English for Petroleum geology students?**

When asked about the sorts of teaching materials, all teachers have affirmed that they use different sorts of teaching materials; printed texts (scientific and technical texts), and non-printed materials such as audio, videos, drawings, charts and others.

**Item 6. Do you use authentic materials when teaching ESP in your classroom?**

All teachers answer that they use authentic materials in their courses; one teacher uses 50% to 60% of authentic materials in his class. While the other two teachers claim that 50% of the materials are authentic and 50% are simplified. Thus all the teachers use authentic materials. In addition to this, they have asserted that sometimes they need to use simplified ones to reduce or remove the difficult words or the unnecessary parts of the material without losing its meaning.

**Item 7. If yes, what types of authentic materials do you use in your classroom?**

All teachers use various types of authentic materials depending on the context (text-based, task-based, realia), for example texts, company videos, documentaries, reports, and realia (for instance stones, polluted water...etc).

Two teachers added that they use communicative activities such as information gap, simulations, interviews, reasoning activities, and others. But, the other teacher focuses in his practice on fluency activities then he moves to accuracy activities. For instance, one teacher encourages the learners to speak and interact (focusing on achieving communication) than correcting the errors and mistakes made by the learners (the formation of correct examples of language).

**Item 8. How often are your learners exposed to authentic materials?**

For two teachers, the frequency turns around 50% to 60%, the students are exposed to authentic materials either printed or non-printed. While the other teacher uses simplified texts very often.

**Item 9. In your opinion, is the use of authentic materials beneficial to ESP teaching/learning? How?**

All teachers recognize the need to use authentic materials in their classrooms. They assert that such type of materials play a crucial role in both teaching and learning processes.

The teachers claim that authentic materials permit the students to be in direct contact and familiar with real events and tasks. They add that these materials get the students closer to the real world through providing them with authentic materials such as realia and reports.

**Item 10. Do you think that authentic materials can help learners build their communicative competence? How?**

The teachers agree that authentic materials can help learners build their communicative competence. One of the teachers, for example, states that these materials help them especially when the learners are asked to perform and to discuss a given task or an activity such as writing reports. Another teacher asserts that authentic materials facilitate the building of the communicative competence particularly writing reports and performing interviews. Hence the grammar, discourse, sociolinguistic and strategic competences are developed.

**Item 11. If yes, what types of communicative activities do you focus on in your classroom? Why?**

In (Q. 7), one of the teachers states that he focuses on fluency activities then he moves to accuracy activities such as information gap, information-gathering, opinion-sharing, reasoning gaps, summarizing and other such as grammatical activities besides peer and group work. He adds that he gives chances to learners to communicate freely in order to improve their language and then the teacher corrects the mistakes (autonomous learning). Also, he focuses on the speaking skill and prepares learners speak fluently and feel self-confident. While the other teacher uses some activities such as asking reference questions followed by multiple choice and information-gap activities because of the large number of the students.

**Item 12. Which competences do you emphasize in these activities?**

All teachers have asserted that most of the activities focus only on vocabulary because the only objective of teaching English is to teach technical and scientific concepts. They claim that the time is not sufficient to concentrate on the four competences. There are only some activities which are devoted to grammar. Grammar and vocabulary are more focused than the other competences.

**Item 13. Do the activities prepare your learners to use language in real-life situations?**

They claim that the activities do not prepare students well to use language in real life situations. They explained that the ultimate objective of teaching English is giving the technical vocabulary used in Oil Industry and scientific research and they are obliged to cover the objectives set by the department. They hold that even if they tried to provide students

with the four competences the time is not enough. But, another teacher believes that these activities prepare learners to use language in real-life situations.

**Item 14. Do you think that materials and methods used in your courses meet the needs and objectives of your learners?**

All teachers acknowledge that they follow an interactive method and they think that the materials used during the courses would at least meet a part of their needs. But they have affirmed that the needs of their learners are not 100% achieved because of many factors such as the ultimate aim of the specialty which is devoted only to the teaching of technical and scientific vocabulary, the insufficient time to present other competences in this module and the lack of equipments.

**4.2.4. 2. Students' questionnaire analysis**

**Item 01: Age**

According to the respondents' answers, their age varies between 22 to 32 years. This reveals the great interest to study English language by different age categories.

**Item 02: Gender**

	Number	Percentage
Male	23	85.18%
female	4	14.81%

Table 1: Students' Gender

It is clear from the above table that the leading majority consists of 23 males (85.18%), which largely exceeds the number of females representing only 4 students (14.81%).

**Item 03: Job title, if you work?**

When asked about the job, the majority of students say that they do not work; only two who have jobs but not in their specialty.

**Item 04: Are you interested in the English course? Say why (yes/no)?**

	Number	Percentage
Yes	25	92,59%
No	2	7,40%

Table 2: Students' Interest in the English Courses

According to Table 2, the majority of students with 25 (92.59%) are interested in the English courses for various reasons; they believe that English is the global language and the language of their specialty, the job tests are done in English language and the language that most of foreign companies communicate with. Only two students (7.40%) are not interested in the course, and for them English is not needed because they prefer French instead.

**Item 05: How would you rate your level of English?**

	Number	Percentage
Very good	0	0%
Good	6	22,22 %
Average	13	48,14 %
Poor	5	18,51 %
Very poor	3	11,11 %

Table 3: Students' English Level

Thirteen (13) students representing (48.14%) students out of 27 claimed that their level in English is average. Six (6) students (22.22%) said that their level is good; whereas (5) students (18.51%) assert that their level in English is poor and (3) of them (11.11%) see that their level is very poor.

**Item 06: Do you think that good English language skills would help you in future career? Say why (yes/no)?**

	Number	Percentage
Yes	24	88,88 %
No	3	11,11 %

Table 4: Students' Good English Language Skills

In Table 4, 24 (88.88%) students think that good English skills would help them in future career. For them most of foreign companies use English as a communicative tool to carry out industry works and the field work requires these skills. Only (3) students (11.11%) find it not helpful, due to the lack of practice.

**Item 07: Are materials (texts, tasks and activities) presented to you interesting and motivating? Say why (yes/no)?**

	Number	Percentage
Yes	21	77,77 %
No	6	22,22 %

Table 5: Students' Interest and Motivation Towards  
The Materials Used in the Class

Twenty one (21) students representing (77.77%) of the population confirm that the materials presented to them are interesting and motivating because these materials provides them with new items and strategies for better understanding English language, but (6) students (22.22%) find the materials not interesting and less motivating because the materials are not updated and they prefer communication rather than other materials and tasks.

**Item 08: Do you face difficulties when dealing with the materials presented to you?**

	Number	Percentage
Yes	16	59,25 %
No	11	40,74 %
Total		

Table 6: Students' Difficulties When Dealing With the Materials

The results on Table 6 reveal that (16) students (59.25%) meet difficulties when dealing with the materials presented to them, whereas 11 students representing (40.74%) do not face difficulties when treating the materials presented to them.

**Item 09: If yes, which difficulties have you met when studying such materials?**

	Number	Percentage
difficult linguistically	13	48,14 %
less motivating	2	7,40 %
do not meet your future needs	2	7,40 %

Table 7: Types of Students' Difficulties

The majority of the students (48.14%) assert that the most frequently met difficulty when dealing with the materials is that they are linguistically difficult as claimed by Flowerdew and Peacock (2001) that authentic materials (texts) are often too difficult linguistically especially for second language learners. Whereas few students representing



(7.40%) students find those materials as less motivating and do not meet their future needs, concerning this point, Badger and White (2000) consider authentic materials are less motivating.

**Item 10: Are the materials used in the classroom authentic?**

	Number	Percentage
Yes	23	85,18 %
No	4	14,81 %

Table 8: Authenticity of Materials

In order to confirm the use of authentic materials in the ESP classes, 23 students (85.18%) assert that the materials used in the courses are authentic, but 4 (14.81%) students see that the materials are not authentic.

**Item 11: If yes, what are their benefits?**

	Number	Percentage
illustrates how English is used naturally	11	40,74 %
motivates you	8	29,62 %
gets you closer to the real world	11	40,74 %
connects you to the target culture	6	22,22 %

Table 9: Benefits of Authentic Materials

Table 8, the results show that the majority of the students find that the materials used in class is authentic. Two groups (have the same percentage (40.74%)) see that authentic materials illustrate and get them closer to the real world. Some students (29.62%) claim that authentic materials motivate them to work more, thereby they learn English. For Little (1989) authentic materials has three functions among those functions motivation and promoting language acquisition, while 6 students (22.22%) assume that this type of teaching materials connect them to the target culture. According to Little (1989) another function of authentic materials is that it reflects the culture and sociolinguistic background of the target language.

**Item 12: Do you think that authentic materials enhance your writing and speaking skills?**

	Number	Percentage
Yes	23	85,18 %
No	4	14,81 %

Table 10: Authentic Materials and Writing and Speaking Skills

To show another characteristic of authentic materials, we asked our subjects about language skills. 23 students (85.18%) assert that authentic materials develop both writing and speaking. When interviewing the teachers about the type of teaching materials they use in teaching, they have answered that they use different types of materials such as data show, interviews, and reports in order to enhance the writing and the speaking skills of the students. Unlike others, 4 students (14.81%) consider that authentic materials enhance their writing and speaking skills.

**Item 13: Does your teacher vary the classroom activities?**

	Number	Percentage
Yes	16	59,25 %
No	11	40,74 %

Table 11: Variation of Classroom Activities

Sixteen 16 (59.25%) students assume that during the English course the teacher varies the activities. However, 11 students (40.74%) reveal that the teachers do not vary in the activities, they find them the same.

**Item 14: If yes, do these activities help you develop the following competences:**

	Number	Percentage
grammatical competence	8	29,62 %
discourse competence	4	14,81 %
sociolinguistic competence	10	37,03 %
strategic competence	5	18,51 %

Table 12: The Four Components of Communicative Competence

It is clear from the obtained answers that 10 students (37.03%) highlight that when authentic materials (texts, activities) are used in the course their sociolinguistic competence about the social context in which language is used along with the participants is enhanced.

While 8 students (29.62%) believe that their grammatical competence is developed. Only, 5 students (18.51%) claim that authentic materials help them to gain new strategies to solve any breaking down when communicating with the others. The remaining 4 students (14.81%) think that their discourse competence is promoted when using authentic materials.

**Item 15: Are you encouraged to interact in classroom?**

	Number	Percentage
Yes	24	88,88 %
No	3	11,11 %

Table 13: Classroom Interaction

The vast majority of the students (88.88%) assert that the teacher encourages them to interact and communicate in class, in the item 7 in teachers' interview; one teacher has claimed that he concentrates more on fluency activities then he moves to accuracy activities in order to encourage learners to speak naturally. But, a minority of students (11.11%) sees that the teachers do not encourage them to interact in the classroom.

### 4.3. Findings and Discussion

From the teachers' interview, it is clear that they follow a communicative approach to teach English and we deduce that they use different types of teaching materials, authentic and simplified ones, either the printed or non-printed and this depends on the situation and the students' requirements.

We have noticed that the materials in their different types prepare the students to use language in real-life situations to some extent. But communicative competence is not well achieved due to some factors such as the insufficient time allocated to the English courses and the objectives of the program.

In addition to the results of teachers' interview, the analysis of the students' questionnaire reveals that students are interested in the English course and the teachers vary the activities to enhance communicative competence of the students. Also, this analysis confirms that teachers have really used authentic materials when teaching.

Another point is that the materials used develop to some extent different components of the communicative competence as shown in (item 14).

#### **4.4. Conclusion**

The analysis of both teachers' interview and students' questionnaire allow us to confirm our hypotheses. In other words, the results of both the interview and the questionnaire reveal that the teachers use different types of teaching materials with their types; authentic and simplified along with printed and non-printed forms.

However, the communicative competence is not completely achieved, according to the teachers' interview. And this is due for different factors such as the major goals of the programme where teachers are obliged to do with objectives set by the Department. Furthermore, teachers try to achieve the communicative competence by providing the students with communicative activities such as interviews and applying the interactive method of teaching, but they focus only on the grammatical and lexical elements. Both Teachers and students think that using authentic materials help in building the communicative competence.

## **General Conclusion**

In our study, we have discussed the relationships that exist between authentic materials and the communicative competence of ESP learners. Its main concern is to investigate whether the use of authentic materials in ESP classes develop the communicative competence of first year master Petroleum Geology at the University of Ouargla.

From reviewing literature, ESP is considered as an important approach to language teaching; we have designed the first chapter to discuss ESP development, its definition, characteristics, and relation with authenticity and current approaches to teaching. This chapter is related to two other chapters that describe the current approaches to ESP teaching and authentic materials.

All teachers agree upon the idea that authentic materials are very effective type of teaching materials that help the learners to develop their communicative competence but the case of first year master Petroleum Geology, the communicative competence is not very reached and achieved because of some factors. This is confirmed in the analysis of the teachers' interview and students' questionnaire which demonstrated that the teachers use authentic materials and think that communicative competence is not enhanced and developed because of the objectives set in the program that are limited only to technical and scientific vocabulary and grammar. The other competences are neglected though teachers still make their efforts to help learners to become communicatively competent. But the majority of the students claim that the teaching materials are linguistically difficult to decode.

To sum up, the present dissertation has defined the significance of authentic materials in promoting the communicative competence and this may be supported by further research for the sake of improving ESP teaching at the level of university.

## **Pedagogical Recommendations**

Authentic materials are considered as an important feature in language teaching in general and ESP in particular. Based on the findings of this study and the review of literature, several implications are drawn:

- Extending the objectives set by the administration to include the four components of the communicative competence;
- To design a program by ESP specialists;
- Providing each specialty with its own program;
- Increasing the numbers of English courses in order to prepare student communicatively competent.

The results of this study could be a contribution in developing both learning and teaching processes.

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# APPENDICES

## **Appendix (A)**

### **Teacher' interview**

1. What are your academic qualifications?
2. Could you give us an overall evaluation of the learners' English level?
3. Do you think that your learners are interested in the English course?
4. Does the administration of the department provide you with teaching and learning materials and other equipment? What are they?
5. What sorts of teaching material do you use to teach English for Petroleum geology students?
6. Do you use authentic materials when teaching ESP in your classroom?
7. If yes, what types of authentic materials do you use in your classroom?
8. How often are your learners exposed to authentic materials?
9. In your opinion, is the use of authentic materials beneficial to ESP teaching/ learning? How?
10. Do you think that authentic materials can help learners build their communicative competence? How?
11. If yes, what types of communicative activities do you focus on in your classroom? Why?
12. Which competences do you emphasize in these activities?
13. Do the activities prepare your learners to use language in real-life situations?
14. Do you think that materials and methods used in your courses meet the needs and objectives of your learners?

## Appendix (B)

### Students' Questionnaire

Dear students,

This questionnaire is developed as a part of my study. It intends to understand the role of authentic materials in enhancing the communicative competence of ESP learners. I am thankful for your time and efforts.

The participants are requested to put a Cross (x) beside each answer and you can choose more than one answer.

1. Age: .....

2. Sex: male  female

3. Job title if you work:.....

4. Are you interested in the English course?

Yes  no

5. If yes, why?.....

.....

6. If no, why? ?.....

.....

7. How would you rate your level of English?

Very good  good  average

poor  very poor

8. Do you think that good English language skills would help you in future career?

Yes  no

9. If yes, why?.....

.....

10. If no, why? .....

.....

11. Are the materials (texts, tasks and activities) presented to you interesting and motivating?

Yes  no

12. Do you face difficulties when dealing with the materials presented to you?

Yes  no

13. If yes, which difficulties do you have met when studying such materials?

- It is difficult linguistically
- It less motivating
- It does not meet your future needs

14. Are the materials used in the classroom authentic?

Yes  no

15. If yes, what are their benefits?

- It illustrates how English is used naturally
- It motivates you
- It gets you closer to the real world
- It connects you to the target culture

16. Do you think that authentic materials enhance your writing and speaking skills?

Yes  no

17. Does your teacher vary the classroom activities?

Yes  no

18. If yes, do these activities help you develop :

- The knowledge of lexical items, syntax,...(rules of grammar)
- The knowledge of achieving coherence and cohesion in spoken or written texts
- Understand the social context in which language is used, participants and the shared information
- The coping strategies that you employ to initiate, repair, and terminate the communication

19. Are you encouraged to interact in classroom?

Yes  no

## The abstract

The present study is composed of two chapters. The first presents the theoretical background including an overview of ESP and the definition of EFL authenticity which still remains a controversial issue among educational specialists, though advocated in the currently used current approaches namely CLT and CBI. The second chapter englobes data gathering and analysis. The main aim of this work is to investigate authentic materials that are thought may increase and enhance the communicative competence of ESP learners. Also, we aim at exploring the different views about the use of authentic materials, its features, advantages and disadvantages. Our population consists of first year master Petroleum Geology students and teachers at Earth and Universe department in Ouargla University. We have used both students' questionnaire and teachers' interview to test and measure our hypotheses. The results have shown that ESP teachers use different teaching materials both authentic and simplified materials in either printed or non-printed forms. Also, the results have revealed that authentic materials develop learners' communicative competence. In this vein, we have observed that there is a positive correlation between them. According to teachers' interview, the communicative competence is not fully achieved because of many factors especially the limitation of the objectives set in the programme, focusing only on technical and scientific vocabulary and grammar.

**Key words:** English for Specific Purposes (ESP), English for Science and Technology (EST), Communicative Language Teaching (CLT), Content-Based Instruction (CBI), Communicative Competence, Authenticity, materials, authentic and non-authentic materials.

### الملخص:

تنقسم هذه الدراسة إلى فصلين إثنيين، يتعرض الفصل الأول منها إلى الجزء النظري الذي يسلط الضوء على الإنجليزية إلى أهداف خاصة معرفة الإنجليزية بصفتها لغة أجنبية مناقشا مدى مصداقيتها التي ماتزال محل تجاذب بين المختصين في ميدان التربية على الرغم من وقوف الكثير من المقاربات الجديدة في صفها و بخاصة تدريس اللغة بالمنهج التواصلي (CLT). أما الفصل الثاني فتعرضنا فيه إلى جمع المعطيات وتحليلها. تمهدف دراستنا إلى البحث عن الوسائل الضرورية التي تساعد على تحسين الكفاية التواصلية لمتعلمي الإنجليزية بالأهداف الخاصة، كما نهدف أيضا إلى استكشاف مختلف الآراء حول تلك الوسائل، خصائصها، إيجابياتها و سلبياتها. و قد اخترنا عينتنا من كلية سنة أولى ماستر جيولوجيا البترول و من أساتذة قسم الأرض و الكون بجامعة قاصدي مرباح ورقلة، و استعملنا استبيانات خاصة بالطلبة و كما أجرينا حوارات/ مقابلات شخصية مع الأساتذة لغرض اختبار و قياس الفرضيات التي وضعناها. أظهرت النتائج أن أساتذة الإنجليزية بالأهداف الخاصة يستعملون وسائل تعليمية مختلفة ذات مصداقية و وسائل بسيطة بأشكالها المطبوعة و غير المطبوعة، و قد أظهرت النتائج كذلك أن هذه الوسائل تطور من الكفاءة التواصلية للمتعلمين، و بهذا لقد لاحظنا أن هناك علاقة إيجابية بينهما. و بحسب المقابلات التي أجريناها مع الأساتذة فإنه لا يمكن البتة التوصل إلى الملكة التواصلية بشكلها الكامل و هذا راجع لعدة عوامل خاصة القيود التي تفرضها البرامج التدريسية و التي تركز فقط على المصطلحات العلمية و التقنية و ما يتعلق بهما من نحو و قواعد.

### الكلمات المفتاحية:

الإنجليزية بأهداف خاصة (ESP)، الإنجليزية للعلوم و التكنولوجيا (EST)، تعليم اللغة بمنهج التواصل (CLT)، الكفاءة (الملكة) التواصلية، المصداقية، الوسائل، الوسائل الوثوقية و غير وثوقية.