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Investigating the use of Instagram and Tiktok Reels as a Learning Tool to Enhance Grammar in ESP Classes. The Case of the Third-Year Economy students at the University of Ain Temouchent.

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Didactics and Applied Languages

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Dedication

I dedicate this work to my parents, my beautiful sisters, my friends and everyone who supported me and believed in me.

Thank you

« Laouadji Ines »

I dedicate this work to my parents, my little brother who supported me, my friend and my partner during this work Ines for being with me till the last second.

Thank you

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Acknowledgement

ABSTRACT

Social media has evolved recently from a platform of social interactions to become one of the most important business and marketing medium. Moreover, it has emerged as interesting tool in education. Considering grammatical difficulties ESP students encounter during their studies, the present research attempt at first, to portray the ESP teaching situation in the department of Economics at Ain Temouchent University, second, to identify ESP teachers and learners attitudes towards the integration of social media in the grammar lessons, and to determine the effectiveness of these tools on the students' achievement in the grammar course. In this respect, two research instruments were used to collect the necessary data, a questionnaire to third year Economy students and an interview with ESP teachers. Using both qualitative and quantitative data analysis, findings revealed that ESP situation in the department of economy was relatively positive. Among the major outcomes derived from the research was that both students and teachers are willing to adopt social media in grammar and they were aware of its advantage. Additionally, it was considered as an efficient tool to help students improve their grammatical proficiency.

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LIST OF ACRONYMS

TEFL: English for Business and Economics

EFL: English as Foreign Language

FL: Foreign Language

ESP: English for Specific Purposes

EBE: English for Business and Economics

GE: General English

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

ELT: English Language Teaching

ESAP: English for Specific Academic Purposes

EGAP: English for General Academic Purposes

CLT: Communicative Language Teaching

General

Introduction

General Introduction

English is commonly recognized as the universal language of science, technology, commerce and communication. It has become crucial to be part of every educational system to provide students with linguistics skills that give them access to the world and open many doors for opportunities in the future. The status of English in the Algerian education is gradually developing. Many innovations are being reinforced to incorporate English in the Algerian institutions to enable economic, scientific and cultural development. However, teaching a foreign language comes with many challenges in which instructors make efforts to improve English learning and enable students to master communicative skills.

English for Specific Purposes (ESP) students frequently prioritize learning vocabulary and terminology associated with their subject of study and context. As a result they face grammatical difficulties and might not be as cognizant of language conventions and structures. In fact, it is very necessary for ESP lessons to emphasize grammar learning since communicative competence depends on grammatical knowledge. Students can gradually develop their grammar abilities by providing them with regular exercises in a captive and amusing way related to their context or field. Also, it is very helpful to use authentic materials such as technology and social media to enhance student's achievements in the ESP course.

Social media has become a vital part of our lives. It affected the way of learning during covid-19, social media played significant role especially in education. Such integration has a number of advantages for both teachers and

students. Moreover, using social media such as Instagram and Tiktok's visual appeal and interactive features makes grammar lessons more enjoyable, engaging, and effective. Furthermore, it is crucial to set clear standards and policies to maintain a secure and effective learning environment when integrating social media into education. The present work examine ESP teaching situation in the department of economics, and identify ESP teachers and learners attitude towards the integration of social media to teach grammar and as well as raise awareness of its benefits in helping students engage in grammar lessons. To achieve these objectives, these research questions are raised:

1. How do students perceive grammar and are they motivated to learn English?

2. Can social media be integrated in ESP classes to save time and gain students attentions?

3. How do ESP teachers teach grammar in academic classes and what are their views regarding using social media in making grammar lessons?

These questions led to the formulation of the following research hypothesis:

1. ESP students are motivated to study English since many seek to work in foreign companies. However, they do not acknowledge grammar significance to master English and enhance their communicative competence

2. Social media can be integrated in ESP classes; there are many social media platforms of language leaning. Social media is more interesting and appealing to students.

3. Teachers use deductive and inductive methods in teaching grammar and they have positive attitude regarding integrating social media in educations and grammar lessons.

The present research paper consists of three chapters. The first chapter gives an ESP overview and identifies its emergence, characteristics and types along with grammar definitions, methods and importance in ESP courses. The researchers also describe social media and its advantages in educational settings. The second chapter is devoted to the research methodology, and the analysis of the data collected from a student questionnaire and an interview addressed to ESP teachers. This chapter provides a discussion and interpretation of the results. Finally, the last chapter revolves around suggestions and recommendations attempting at improving grammar teaching in ESP. It highlights social media integration importance to enhance grammar learning.

Finally, this work provides a deep insight into students and teachers viewpoint on grammar learning in the department of economics and emphasised grammar significance in ESP courses. In addition, the study increased awareness of social media as an effective teaching alternative to incorporate in grammar course in ESP.

Chapter One

LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

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1.1 Introduction

The status of English as a world language has been pressuring many countries to encourage teaching English within the educational policy. The implementation of English allows societies to be part of the advanced world economically, scientifically and in other fields. Furthermore, English for specific purposes ESP was introduced in the field of teaching as a practical approach of teaching to facilitate achieving particular academic and professional needs of learners. However, as most ESP learners are non native English speakers they encounter some obstacles for instance grammatical difficulties mostly, in which prevent them to achieve fluency. the present research attempt at reviewing the use of social media as a medium to teach and facilitate grammar learning for ESP learners.

The present chapter is divided into three main sections. The first part, attempt at identifying ESP theoretically going through the background, emergence and its characteristics. The researchers further provide an overview of grammar teaching methods and the most suitable ones to apply in ESP classes. Finally, the last section tackles the benefits of using social media platforms in ESP classes to as a tool to enhance grammar learning.

1.2 EBE/ESP Definition:

After the Second World War the world knew a revolution in all aspects of life especially the economic, technical and scientific ones. This growth demanded a unified international language as for various reasons was accredited to English. In

order to meet those demands teaching English was globally reinforced. However, General English teaching was insufficient and could not keep up with the learners' demands. Consequently English for Specific purposes (ESP) remerged as an approach to teach English as a second language or a foreign language to achieve learners' specific needs. Thus, the aim was to prepare them for real life situations in line with their domains. Hence, in ESP "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" Basturkmen (2006: 18) meaning that ESP learners do not learn English because it is interesting or pleasant but they learn English to grow their linguistic competence to help them in their studies or in work.

Accordingly, English becoming the language of business after the globalization of trade and commerce made English for business and economics EBE grow to be an independent area of study. The goal as the term signifies concentrates on English of business, finance, banking and accounting where learners are mostly working adults or preparing for work according to Dudley-Evans and St. Johns (1998). EBE learners are non-natives English speakers mainly, Dudley-Evans and St. Johns point out that the international English differs than English used among natives suggesting the necessity of using the same unified language in business environment to avoid any ambiguity and misunderstanding among speakers. English for specific purposes is regarded as an approach to teach language, unlike TEFL, its features differ; in fact ESP characteristics are summarized as follow:

1.3 ESP Characteristics

Stevens (1988) has categorized ESP characteristics as absolute and variable. The classification was then improved by Dudley- Evans (1998) as follow:

<u>Absolute characteristics</u>:

➢ ESP is defined to meet specific needs of the learners.

➢ ESP makes use of underlying methodology and activities of the discipline as it serves.

➢ ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

<u>Variable characteristics</u>:

➢ ESP may be related to or designed for specific disciplines.

➢ ESP may use, in specific teaching situations, a different methodology from that of general English.

➢ ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level.

➢ ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

As stated above, ESP employs a different methodology than General English (GE) and other areas of language teaching due to its nature. In terms of course design and the materials used in teaching it focus exclusively around learners goals

and needs. Debates continue about goals and objectives of ESP courses when it comes to identifying the different types of ESP.

1.4 ESP Types

ESP has historically been parted into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). However, Hutchinson and Waters (1987:16) suggested three types of ESP listed in the form of "the tree of ELT" (see Appendix A)

a) English for Science and Technology (EST)

b) English for Business and Economics (EBE)

c) English for Social Studies (ESS)

Each of these areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The following diagram demonstrates the classification:
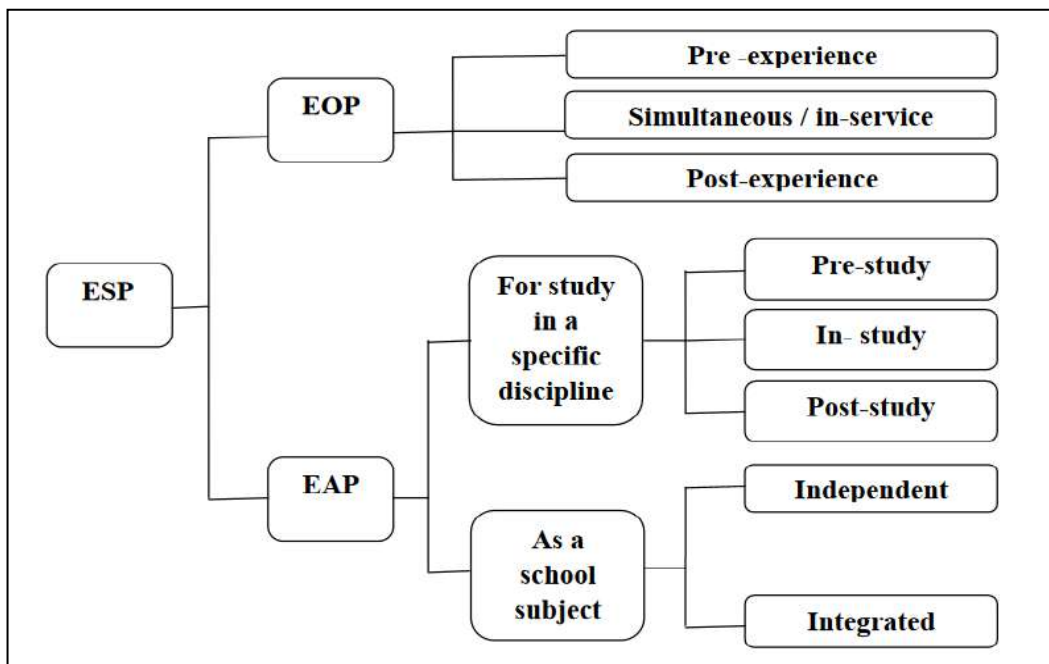
Figure 1.1 ESP classifications by experience (Robinson, 1991:3-4)

Regarding the illustration above, the figure shows that ESP has two main disciplines EAP and EOP in which the classification is related to the nature of the course. English for Academic Purposes courses can be taught as a *"subject based"* or as a *"school subject"* where it constitute an *"independent"* subject taught as a language study or an *"integrated"* subject related to other subjects, while English for occupational purposes courses covers three stages in language learning; for instance language taught before working *"pre-experience"* those courses aims at preparing students to enter target discourse communities (Dudley-Evans and ST John,1998:6) at the same time of working *"simultaneous"*, and after the job or training *"post-experience"*

The following figure articulate ESP tree diagram that divides EAP and EOP by discipline or professional area:
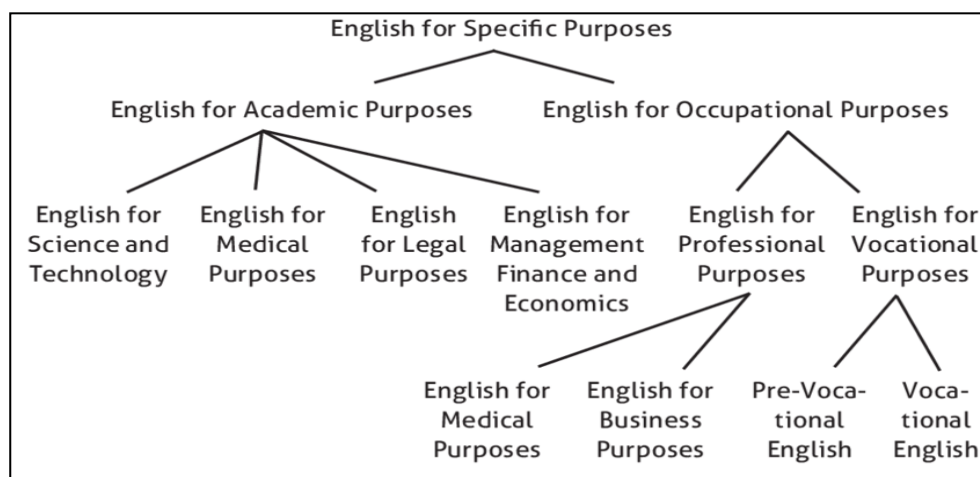
Figure 1.2: *EAP & EOP deviation Dudley-Evans and St John's (1991)*

In view of Dudley-Evans model another type of English appear as vocational and pre-vocational English that refers to teaching English of training (non professionals in work) and pre-work situations which is concerned of teaching

interview skills and how to find a job (Bojovic, 2006:489). EOP is mainly concerned of preparing learners for occupations; it revolves around teaching language used in administrations, medicine and law.

EAP on the other hand is "taught generally within educational institutions to students needing English in their studies" (Kennedy and Bolitho, 1984:4) also to meet students communicative needs. Hutchinson and Waters (1987: 6) posit that EAP and EOP are not very different: "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job". Carter (1983) classifies EAP and EOP as one type in ESP; this classification implied that both EAP and EOP eventually lead to one purpose: employment. In addition, there are two types of courses in EBE each have its own features and they are designed according to the learner's level, those types are mentioned below:

> **EBE Courses Types**

Dudley-Evans and St. Johns (1998) in this respect cite two types of EBE courses:

a) *English for General Academic Purposes (EGAP):*

The courses are designed for beginners and those just starting their careers; they consist of basic language forms to help learners work on the four language skills; these courses covered English grammar systematically with attention to verbs , tenses, conditionals and modals (Brieger and Sweeney, 1994) and linguistics and

vocabulary within business contexts. Courses activities are very much like EFL courses where listening and reading are prioritized.

b) English for Specific Academic Purposes (ESAP):

Courses are destined to job-experienced and advanced learners who might often create learning situations from their own business contexts; these courses are more specified and focus more on one skill of language. These courses focus more on presentation and practice and communication in business events. Moreover, in each type of ESP there is a process to pursue to deliver an adequate learning experience that facilitates the teacher job and the learners' journey of learning. The process in fact, is summarized below.

1.5 ESP Teaching Process

Teachers and practitioners of ESP must take into consideration factors in the process of designing ESP courses. The process is quite complicated than that of general English teaching process as a number of components control the workload in ESP such as "needs analysis, course and syllabus design, materials selection (and production), teaching and learning, and evaluation" (Dudley-Evans and Johns 1998:121). The process consists of assessing learners through a comprehensive needs analysis and a register analysis process since it has a considerable influence of the development of ESP courses. Subsequently decide the most relevant teaching materials to adopt along determining assessment criteria. Those elements are cyclically interrelated according to Dudley-Evans and Johns and require a deep examination each to determine whether or not they finally meet the learner's goals.

Needs analysis and course design are the most important steps in ESP teaching process. According to (Hutchison and waters 1987) a course designer ought to ask questions in which final answers set forth the basis of the subsequent process of syllabus design, materiel writing, classroom teaching and evaluation (Hutchinson and waters 1987:21). The following figure illustrates the three main units of questions:
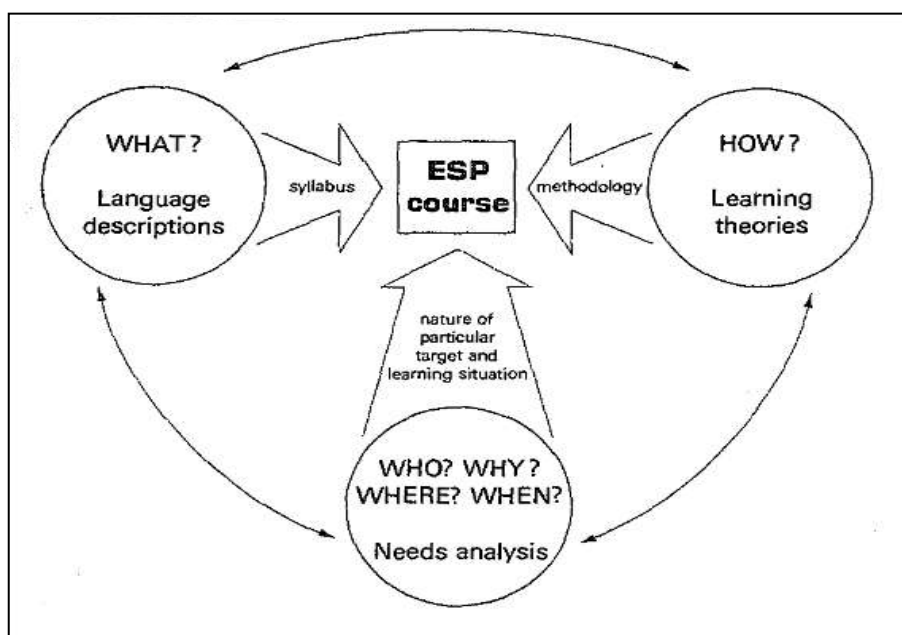
FIGURE 1.3 *factors affecting ESP course design Hutchinson & Waters 1987*

Language description refers to "the way in which the language system is broken down and described for the purpose of learning" (Hutchinson and Waters, 1987: 23) it answers *"what"* question to identify the language learners need in the course. Needs analysis answers the target learning situation by asking *"who" "why" "where"* and *"when"*. The last one asks *"how"* to find the best learning theory to come up with the theoretical basis for the methodology (Hutchinson and Waters 1987:23)

.1.6 Grammar Definition

To our present time Grammar is still a controversial term to be defined and explained. Several definitions are provided among scholar. Harmer (2001) outlines what might be included under the term grammar as "the description of ways in which words can change their forms and can be combined into sentences in that language" this implies that the main elements are the structure and the forms combined to produce sentences; language. Moreover, the structures are to be meaningful and governs by rules or "pragmatic constraints" clarifies Larsen-Freeman (2009, p. 521). The figure below categorizes grammar into three distinct elements. The meaning, the use, and the form are all part of grammar. These three elements are supplemental and work together.
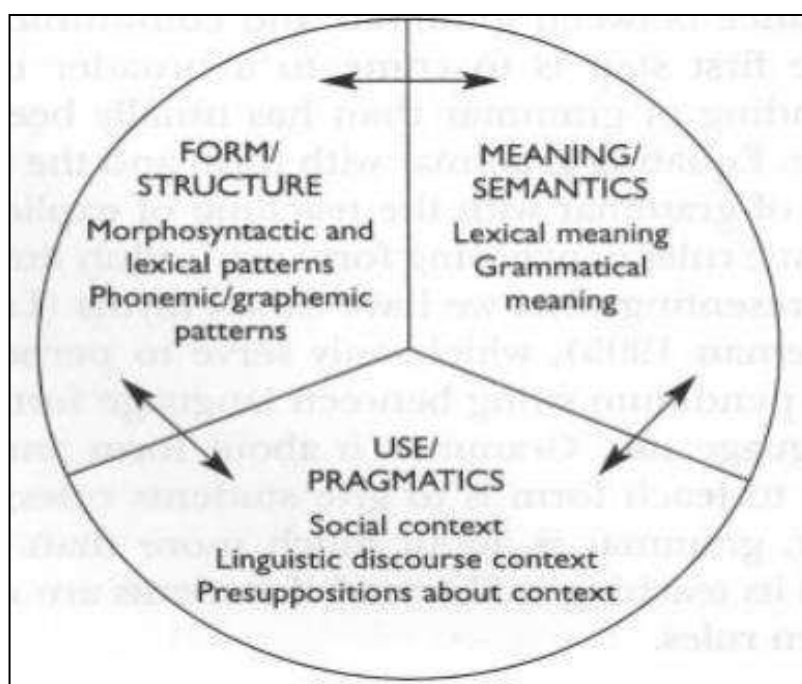
Figure1.4 Three-perspective grammar content (Larsen-Freeman, 1991)

Grammar teaching also known as "grammaring" means introducing grammar structure along with how to apply them in order to be real competent users of the language (Savage, Bitterlin and Price, 2010). Grammar itself did not change from its original definition, what changed, however, is its value and its importance in language learning. Despite its significance in language proficiency, little attention is given to grammar teaching especially with the emergence of the communicative approach. Some teachers focus more on the "communicative competence" rather than "the linguistic competence" forgetting that both aspects go hand in hand as both are equally important in foreign language teaching precisely in ESP courses. In addition, many approaches have being introduced to ease the path and to ensure a fluent grammar learning the most relevant are cited below:

1.6.1 Approaches to Grammar Teaching

Questions have been raised upon language learning and teaching methods. In fact, two opposing views were held; one revolves around the value of language analysis and production accuracy with little focus on communication, the other considers language as a tool for exchanging information while communicating emphasizing communicative fluency on the expense of form and accuracy (Savage, Bitterlin and Price, 2010).

Traditionally in EFL classes, teaching grammar has been dominated by the grammar translation method which consists of teaching grammar rules explicitly and deductively also translated to the mother tongue. It focuses on writing and reading, however, neglecting oral skills importance. Many teachers and learners

Were not satisfied with the method and an alternative teaching approach has become necessary.

Following the emergence of the direct method, the focus was on natural and spontaneous way to teach foreign language (Richards and Rodgers, 2001). However, this method failed to make EFL students capable at communicating properly. In contrast, The Audiolingualism rejected teaching rules explicitly and pinpointed the memorisation of structural patters as an essential part of FL acquisition (Nassaji and fotos, 2011).

Later on after Chomsky made the distinction between "competence" and "performance" Dell Hymes suggested the communicative competence to lead to the emergence of the communicative approach that itself had two distinct versions: *Shallow-end* version considers grammar teaching as the main component of CLT courses, whereas the *deep-end* version regards the explicit method of formal instruction as a kind of waste of time (Thornbury, 1999). Approaches to grammar teaching are summarized in the following figure:
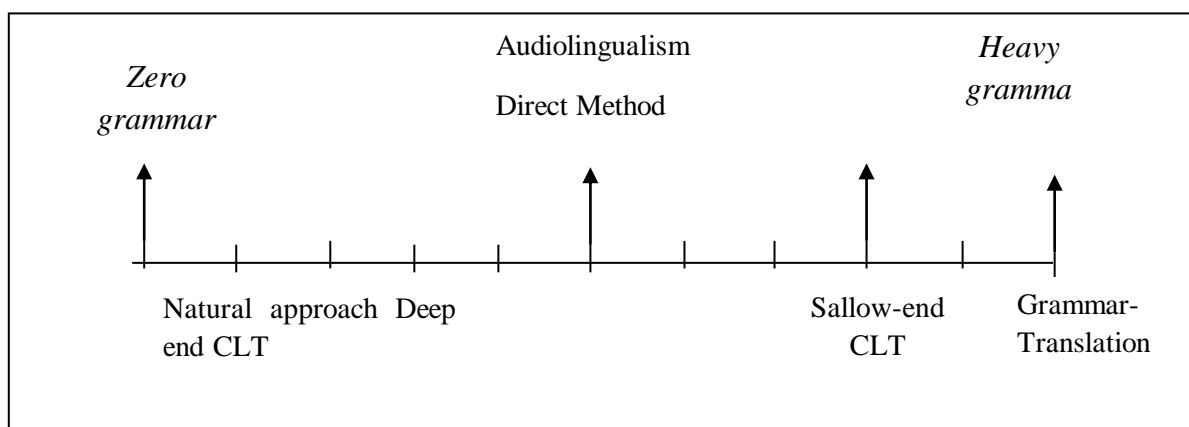
Figure1.5: *Approaches to Grammar Teaching (Thornbury, 1999)*

1.6.2 Grammar Learning Strategies in ESP Courses

ESP learners find difficulties in language learning due to their poor performance of grammatical knowledge and low grammatical competence, grammar plays two important parts in ESP learning; a) enhance a comprehensive input b) is to monitor an effective output (Chen, 2016) by enhancing a comprehensive input Chen state that ESP learners use grammatical knowledge to assists them through reading for example in analyzing ambiguous structures to understand complex sentences, to monitor effective outputs meaning in observing their oral and written expressions therefore teachers should place emphasis on grammar learning strategies to enhance students knowledge of grammar (Chen,2016).

It is argued that grammar learning should be linked with context and function since grammar is mainly in use to enhance comprehensible input and to monitor effective output however meaningful grammar learning occur when both text and context, form and function all are linked (Chen, 2016). in this regard Grauberg (1997, p36) emphasis on the significance of grammar learning for being able to communicate by communicating as this later help learners acclimate to changes in forms of words to finally be able to produce speech and expressions.

In spite of the deficiency of studies on grammar learning strategies in ESP, Vicenta (2002) research findings classified grammar learning strategies into four categories:

⌂ *Cognitive strategy for learning grammar (CSLG):* are those strategies learners use to be more efficient to identify, understand, retain and extract grammar knowledge.

⌂ *Metacognitive strategy for learning grammar (MSLG):* help learners to confirm and regulate the learning aims, select learning approaches and techniques, and evaluate and feedback the learning result.

⌂ *Affective strategy for learning grammar (ASLG):* strategies learners use to foster, adjust and control emotions in the process of learning grammar.

⌂ *Social strategies for learning grammar (SSLG):* strategies learners use to apply the gained grammar knowledge to intercommunication.

Learning is a cognitive process within learners, and teaching is just a way of facilitating learning; teachers must know how learning takes place in order to help learners to control the central aspects of learning (Brown, 1987, p. 2). Moreover Jones et al. (1987, p. 56) have indicated that teachers should change ESP learners' view about their own abilities by indicating them that their failures can be due to the lack of effective strategies rather than to the lack of their own ability or to laziness.

1.6.3 Methods of Teaching Grammar

The most successful way to teach grammar relies on students' needs and preferred learning styles among the several ways available despite the controversy around grammar teaching methods many teachers decide to used more them one method as each has advantages to get better feedback. Here are a few typical methods:

1.6.3.1 Deductive Method

In this method, the teacher introduces and explains grammatical rules first to students then give examples so that the students can put the rules into practice. Learning a language deductively involves giving students rules to practice in future language output. The deductive approach is often criticized because it teaches grammar in isolation, pays little attention to meaning, and frequently uses mechanical practice, it has the following drawbacks. However, in some circumstances, such as dealing with highly driven students, teaching extremely challenging ideas, or helping pupils get ready for tests.

Since the students are expected to be passive agents in such FL teacher-centered classrooms, the efficiency of deductive learning is generally limited. Recently, FL learning and teaching have changed from being deduction-focused to being induction-focused, reflecting the transition from teacher-centeredness to learner-centeredness. (Zamani, 2014).

1.6.3.2 Inductive Method

This method invites students to discover patterns by themselves before providing them with rules. This strategy enables students to create their own internalized rules. Learning a language inductively entails teaching the language grammatical properties indirectly so that the rules are left to the learners to infer from their experience with the language (Richards and Schmidt, 2013). Implying that students draw instructions from what they already know in the target language.

A research by Haight et al. (2007) was undertaken in Georgia with 47 native English speakers who were taking French lessons. The results of this study

demonstrated the value of guided induction as well as the involvement of students in the construction of specific and significant structures.

1.6.3.3 Explicit Method

Teachers' opinions on grammar instruction and learning were influenced by two different approaches: the conventional approach that supported the explicit technique of education, while the communicative approach placed a focus on the functional grammar (Van Vooren, casteleyn and Mottart, 2012). Despite the fact, the distinctions between the two opposing approaches to teaching and learning forms and structures may seem obvious it is preferable to take a closer look at the two different approaches to grammar presentation. Generally speaking by explicit exposure to language input, language things can be deliberately learned (Richards and Schmidt, 2013). Meaning grammar should be taught explicitly by describing the rules and structures that govern the target language. "Explicit instruction is where students are instructed in the rules or patterns or guided to induce them" (Larsen-Freeman, 2009, p. 528) for instance the teacher could use a simple expression such: "Today, we are going to learn how to use the past tense! ».

1.6.3.4 Implicit Method

Direct grammar instruction and fast error correction were criticized by Krashen (1998) as unnecessary or even hazardous for EFL students. According to this theory learning does not result in acquisition, hence the relationship between explicit and implicit information is unreal (Uysal and Bardakci, 2014). When students' attention focuses on grammar features selected from relevant contexts while their primary emphasis is on the meaning, implicit language acquisition takes

place (Nassaji and Fotos, 2011). To further illustrate the point, students are given texts that, for example, have structures and forms to pay attention to they are then instructed to negotiate the meaning of the text on their own without the use of explicit instructions or the usage of grammatical terms.

1.7 Grammar Teaching Importance in ESP Classes

Acquiring the basis features and components of language besides having a general knowledge of grammar rules is crucial for ESP learners. In fact, grammar enables ESP students to acquire language and helps them in using many structures to produce and express various sentences to control their communication in better way (Hutchinson and Waters, 1987).

It is often argued that ESP may not be concerned with teaching grammar, yet most of ESP learners face grammatical difficulties which interfere with their learning process. Consequently in achieving their goal, ESP courses address the issue by providing learners with grammar textbooks and courses. The latter is oriented to facilitate lessons that include most used grammatical rules in accordance to their levels of proficiency and competence and linked with their context. Therefore it is necessary to emphasis grammar learning strategies in ESP courses. In this respect, Rod Ellis (2005) claims that "proficiency in ESP requires that learners gain both a rich repertoire of formulaic expressions, and a rule-based competence of acquiring knowledge of specific grammar rules, which serve their communicative fluency and accuracy".

At last, teachers assist ESP students by adopting the most suitable grammar teaching methods in order to guarantee a positive attitude toward grammar. ESP teacher may advise their students to learn grammar both independently and collaboratively. Their main objective is to improve their overall proficiency in ESP since Grammar facilitates students' listening, speaking, reading, and writing skills.

1.8 Social Network Definition

Byod and Ellison (2007) define social media as follow:

> Web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their list of connections and those made of others within the system. (Byod and Ellison (2007)

Implying that social networks are web-based, online communities that enable users to create profiles, establish and keep new friendships, interact with and exchange ideas and information with others who share similar interests, and communicate. The terms *social networks* and *social networking sites* are similar, the latter refers to using social platforms to interact and socialize with friends who are already part of an offline social network. The latter, however, denotes making an effort to approach new friends or socializing with strangers.

Figure1.6: *model of social network concept*

the figure below illustrate social network role as a interconnected links between people, those connections could be for various reasons which each application perform according to its purpose as it is summarized below.

1.9 Types of Social Network

Social networks come in a variety of forms, each with a distinct purpose and focus. Social media platforms are regarded as powerful tools for teaching and learning practices through their nature of openness and sociability (Manca & Ranieri, 2016). Some of the most popular categories of social networks are platforms that allow users to interact with friends, relatives, and other user based on shared interests or affiliations are known as *general social networks* such as Facebook, Twitter, Tiktok and Instagram.

1.9.1 Facebook

Is the most successful, well-liked, and widely used social networking service. It is a "A computer-mediated communication tool, an asynchronous (delay)

interaction tool that enables communication (one-to-one, one-to-many)" (Ashley, 2003). The website was created by Mark Zuckenberg, a Harvard undergraduate in February 2004. The platform was previously only available to Harvard students, but after its initial release, its popularity quickly grew worldwide, especially among young people (Boyd, 2007). Furthermore, Facebook users can set up a personal profile, add other users as friends, and communicate with them by exchanging messages, images, and comments whenever they update their profile.

Figure 1.7: Facebook as a socializing network

1.9.2 Twitter

Twitter is another well-known web-based platform, very similar to Facebook as they share some features. (Thartner 2012) define Twitter as "a social networking and micro blogging service that users like to use for short messages for 140 characters in length". Twitter allows users to post messages that are linked to a course or class blog where they can discuss a range of asynchronous online dialogue. Wang (2010:112) emphasizes that "Twitter is an excellent way to

supplement teaching summarizing and synthesizing skills for written material".

1.9.3 Tiktok

Tiktok is a video based social media platform that has recently become one of the most popular social media application that allows users to create, watch and videos shot on mobile devices or webcams. Due to its wide reaching influence, Tiktok "has recently been described as a new potential platform to disseminate public health information" (Geoffrey et al. 2020). Moreover, in May 2020, Tiktok initiated "LearnOnTikTok program", which consisted of educational videos to promote learning during COVID-19 lockdowns. That had over then 72 billion views (Fiallos, 2021). Tiktok can also be a very useful tool to help students take charge in education by motivating them and keeping them interested. Additionally as Tiktok gain a remarkable contribution in education it may be used to facilitate grammar learning by creating videos of lessons and even tasks where students and teachers interact to solve them.

Figure 1.8: Tiktok educational content

1.9.4 Instagram

Instagram was first launched in 2010 as a photo sharing platform. Later, it expend to add other features such as video and story sharing that eventually contributed to its growth. In the field of education, Handayani (2016) argues that Instagram can be used as a source for applying a number of activities in language classrooms like digital storytelling, grammar activities through photos, role plays, reading, speaking activities through videos etc. Among the studies on Instagram (Soviyah & Etikaningsih, 2018) conducted a research regarding Instagram use for developing writing skills which were proven effective to use in language learning settings. Instagram can be used by teachers to make grammar teaching more amusing and interesting.
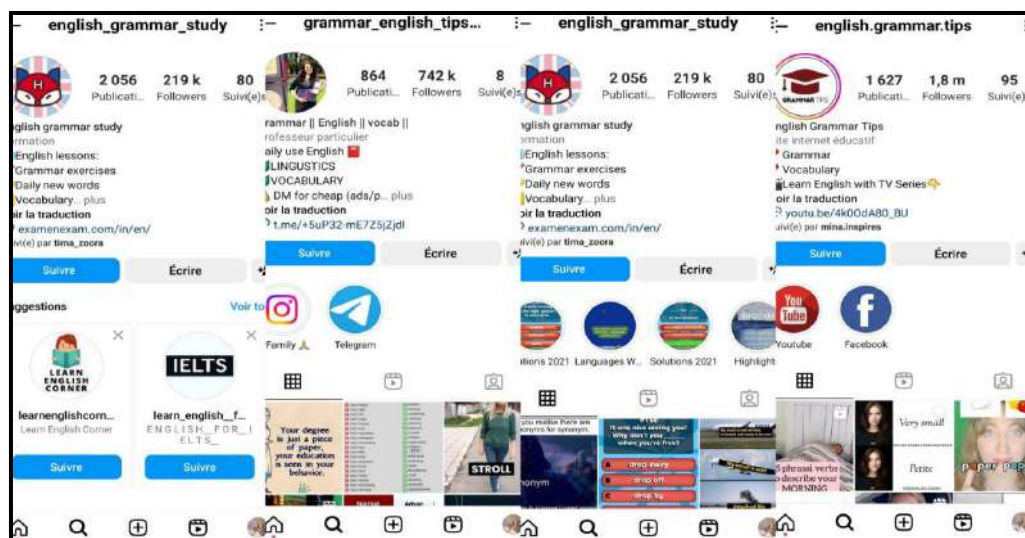
Figure 1.9: *Instagram educational content creators*

Those are some of many good Instagram pages concerned with English teaching that provide educational content from grammar lessons to vocabulary and even provide tasks and exercises videos and stories

1.10 Advantages of Using Social Media in ESP

There are various benefits in using social media in ESP classes. It gives users access to real-world, authentic language use, which can allows students understand how English is used in various situations. In fact, social media platforms let users, especially English-speaking natives; communicate with learners who generally are non natives. This way can create beneficial possibilities for language practice and feedback. It also gives access to resources and variety of tools, such as articles, videos and other materials that can assist ESP learners hone their skills. Collaborative online communication offer many benefits to foreign language learners. It enables them express their thoughts and ideas openly when they are interacting on the internet. This result in the development of their own understanding in various ways (Oliver, 2000), Moreover, social media can be utilized to design individualized learning experiences that let students concentrate on their individual language needs and interests. Additionally, it motivates students by giving them the chance to connect with people who share the same language-learning objectives, and interests. In this way learners will be motivated to develop their career because it offers them the opportunity to interact with experts in particular sectors and obtain knowledge specialized to those industries

In general, the use of social media in ESP can give students a more interesting, dynamic, and tailored learning experience. It assists them to develop their language abilities and achieve their academic objectives.

1.11 Conclusion

The present chapter highlighted a theoretical overview of ESP teaching process. Additionally, it discussed the importance of grammar and how it was perceived and taught in ESP/EBE classrooms. The researchers then attempted at drawing attention to obstacles that ESP learners faced during grammar learning process to lay out a suitable solution to facilitate the process. In fact, grammar is a complicated and a vast field. The nature of ESP gave little time to teachers to teach grammar structures effectively. Consequently, the research suggested social media as an authentic alternative tool to teach grammar as it was proven to be easy, entertaining and accessible to the majority of students and teachers.

Chapter Two

Research Design
And
Data Analysis

CHAPTER TWO: RESEARCH DESIGN AND DATA ANALYSIS

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2.1 Introduction:

Social media have fast gained a remarkable status in education. Many instructors around the world raised questions about the use of these platforms particularly as a tool to facilitate foreign language teaching. However, such integration can positively impact ESP students who face difficulties in grammar especially.

Effectively, this chapter discusses the methodology and data collection procedures employed to gather the necessary data. Both qualitative and quantitative methods were applied in attempt to identify the grammar difficulties faced by ESP students. It tries to determine the learners and teachers attitude towards the use of Instagram and Tiktok reels as a medium to facilitate grammar learning in ESP in the department of economics at Ain Temouchent University.

2.2 Research Objectives:

After the emergence of the communicative approach, in language teaching, the importance of grammar had became controversial. The position of grammar teaching in terms of priority and effectiveness appears to be contentious and not yet well clearly defined, Barnard and Scampton (2008) claim that grammar was no longer taken seriously. However, many scholars assert the value of teaching grammar. Hence, students of ESP generally neglect the grammar significance in mastering any language. Thus, the current study aims at identify students' motivation towards grammar leaning. Besides, it tends to investigate the effectiveness of integrating Tiktoks reels and Instagram as a tool to enhance the teaching and learning process. Many previous researches had validated the

efficiency of using such materials to teach. Consequently, the main objectives of the present researcher work are:

1. To explore how students perceive grammar and their motivation to learn English.

2. To discuss the possibility of integrating social media in ESP classes to save time and gain students attentions.

3. To explore how ESP teachers teach grammar in academic classes and their views regarding using social media in teaching grammar.

The researchers strive to implement the most appropriate research methods to accomplish these goals. The main techniques used to gather information and provide answers issue were questionnaires, and interviews. In order to interpret the results and comprehend the phenomenon from various viewpoints in the academic settings, both quantitative and qualitative data were employed.

2.3 Research Methods:

The research objectives are to portray the ESP teaching situation and identify learners' and teachers' perspectives towards social media integration in grammar lessons and its effectiveness.

To carry out the investigation, the researchers have chosen the case study of third-year economics students to extract efficient data about the usefulness of social media in improving the grammar proficiency level of the students.

2.4 Sampling

Following the data collection process, it is impossible to study every member of the population. Therefore, sampling is essential in any research design. Sampling refers to "the act, process or technique of selecting a suitable sample, or a

representative part of a population for the purpose of determining parameters or characteristics of the whole population" (Mugo, 2002:1) this implies that it is necessary that the sample selected must be representative of the whole population so data are to be generalized. However, whether the sample is a probability or a non-probability sample the choice depends on many factors.

2.4.1 Sampling Techniques

a) Non-probability sampling is choosing individuals using criteria like convenience, traits, referrals, or quotas rather than randomly selecting them. When random sampling is impractical, it may create bias and have a narrow range of generalizability, but it might still offer insights. Individuals are chosen based on non-random Characteristics. Not every individual has a chance of being selected. Kothari (1985:59) notes that the non-probability sampling consists of:

Quota sampling: the population is divided into smaller groups based on a specific set of variables with predefined factors proportions.

Convenience sampling: this type of sampling consists of people who are most easily reached by the researcher.

Purposive sampling: or judgement sampling: the researcher select a sample that is more likely to be related to the purpose of the research.

b) Probability sampling: in probability sampling each participant can be selected. Thus, it is a valid option to generate findings that are representative of the entire population. Probability sampling uses:

Simple random sampling: it entails randomly selected samples so that each member of the population has an equal chance of being chosen.

Systematic sampling: systematic sampling is similar to simple random sampling, but it is usually slightly easier to be collected. Every member of the population is listed with a number, but instead of randomly generating numbers, individuals are chosen at regular intervals.

Stratified sampling: Stratified sampling requires breaking the population up into smaller groups that might have significant differences. By ensuring that each subgroup is fairly represented in the sample, it enables to reach more accurate findings.

Cluster sampling: The population is segmented into groups and clusters by the researcher, who then chooses the sample in accordance with the groups rather than the individuals.

The investigators opt for the simple random sampling as the participants were chosen randomly.

2.4.2 Sampling Population

Choosing "a suitable sample is considered among the first decisions to make in a study" (Cohen, 2005). Undoubtedly, an adequate sample choice is one of the main concerns of researchers. Additionally, the credibility of the research depends on the methods used and the sample design.

Thus, to obtain the necessary data about students and teachers situation at the department of Economy at Belhadj Bouchaib University along with their attitude towards teaching grammar using Instagram and Tiktok the researchers decided to work on the following population:

2.4.2.1 Students

The investigators choose to study the case of third year licence students at the Department of Economics, at Ain Temouchent University. The total student enrolled is divided into three specialties: economic analysis and forecasting, economics and business management and monetary and banking economics. Most of the students hold a scientific baccalaureate and have studied English for four years in middle school, three years in secondary school and two years in University altogether nine years of learning English as a foreign language. Students are in the age group between 21 and 27 years old.

Third year students are selected as they are in the middle of their educational career. Subsequently, they provide insight on future master students' grammar level and their perspectives towards using social media in English classes.

2.4.2.2 ESP Teachers

The informants are English language teachers. Three (3) teachers hold a Master's degree in English language, two (2) are literature and civilization Master holders, whereas the third teacher did not answer his speciality.

Three (3) of them are half-time teachers in the Department of Economic at Ain-Temouchent University. One informant has been teaching for one (1) year, and the two (2) others have been working since 2018.

2.5 Research Instrumentation

"Research instruments" is a term used for the tools of data collection and evaluation. According to Creswell (2015), "there are many instruments, namely

standardised tests, observational checklists, questionnaires, interviews, assessment instruments, etc". Employing different instruments ensures validation accuracy .It can promote data gathering and produce more reliable findings for the study's goals. Hence, the tools choice depends on the methodology adopted in the study. Accordingly, the following research employs two types of data collection tools: a questionnaire and an interview.

2.5.1 Questionnaire

A questionnaire is a method of data collection. It consists of written or typed questions submitted to respondents to answer in their own words. Richards (2005: 60) points out that questionnaire are "one of the most common instruments used». They are practical, easy to prepare and can be handed to a large sample size which ensure reliable and accurate results.

The questionnaire used in the current study aims at understanding Economy students' views regarding using social media to learn grammar. Researchers used three types of questions to achieve the research goals:

Open-ended questions: this type of questions allows the respondents to express their opinion in their own word. Open questions require more effort in term of analysis due to the variety of answers provided.

Close-ended questions: require informants to answer by "yes/no" or "agree/disagree". Close questions can "make analyzing the data easy, but they restrict the responses" (Alby, 1999: 02).

Multiple-choice questions: this type of questions usually provides a series of answers in which the respondents may choose one or more. They provide

Quantitative data making multiple choice questions easy to analyze (Taylor-Powell, 1998:2).

One questionnaire was handed to third year economy students at Ain Temouchent University. (See appendix B)

2.5.1.1 Students Questionnaire

The student's questionnaire was addressed to examine English and grammar level of third year students in the Department of Economy at Ain Temouchent University. It tended to determine their attitudes towards using social media platforms to enhance grammar teaching. The questionnaire was submitted via Facebook and email to twenty-one students. It consists of twenty-one question. They are presented as follows:

Questions 01 to 03: ask about students background i.e. age, gender, and period of studying English at university.

Questions 04 to 07: integrate the English situation at the Department of Economy.

Question 08: identifies students' motivation to learn English.

Questions 09 to 12: determine the importance of learning English and grammar, and seek for the students' proficiency level.

Question 13 to 14: requires the students to express their opinion about the grammar learning experience in the classroom, and the tools they mostly use to improve their level in grammar.

Questions 15 to 16: ask students about the frequency of using social media and its use in teaching settings.

Questions 17 to 18: enquire if English teachers use technology to teach.

Question 19: examine students' perspectives of social media as a tool to facilitate grammar learning.

Questions 20 to 21: search for the most used social media application, and identify their suggestions regarding the matter.

2.5.2 Interview

Interviews are common instruments that are very accessible to researchers. Unlike questionnaires where the content is written, the questions during an interview are asked directly to the participants either face to face or via telephones. Interview allows the interviewer to explain ambiguous concepts and clarify difficult definitions. It is seen to be time consuming it also allows more open questions to be discussed (Seale et al.,2011:182). In this respect three types of interviews are widely used:

The structured interview: this type follows an ordered predetermined list of questions with a limited number of response categories.

The semi-structured interview: the researcher has a general outline and few main questions. However, the rest of the interview questions do not follow a predetermined pattern or an order.

The unstructured interview: Based on the participant's prior responses, the interview can continue more naturally, nevertheless this type of interviews can be very challenging to conduct properly.

the researchers employed one semi-structured interview for the reason that this type of interviews allows flexibility. Yet, it follows a structured framework for larger feedback. (See appendix C)

2.6.2.1 Teachers' Semi-Structured Interview:

The semi structured interview with the English teachers was conducted to have an overall view of the situation of teaching English in the Department of Economics at Ain-Temouchent University. The questions were carried out to spot the teachers viewpoint towards grammar learning along with using social media platforms to enhance grammar teaching. It was delivered to the three ESP teachers during the second term of the academic year 2022-2023. It consists of five parts.

Part one: teachers' profile:

 Deals with the teachers' general information i.e. gender, educational backgrounds and their position in the faculty. It targets the teachers' experience in teaching ESP.

Part two: ESP teaching situation:

The aim of this part is to gather data on the ESP teaching conditions at Ain Temouchent University's Department of Economics. This includes evaluating the course design and curriculum, materials and resource availability.

Part three: teaching grammar in ESP courses:

This evaluation assesses the Department of Economics' ESP courses' grammar instruction. It seeks the assessment of the effectiveness of grammar resources, determines the specific grammar needs of students, and rates current methods and approaches for grammar training.

__Part four: Teachers' perspective towards social media integration:__

The objective of this part attempt at identifying frequently used platforms by the teachers along with their perspective on social media integration. It also evaluates the perceived value of social media in increasing student involvement and academic results.

2.6 Data Analysis

After collecting data from the research instruments, the investigators analyze the data than relate the findings to the research questions and hypothesis. In other words, it refers to "the process of breaking down collected data into constituent parts in order to obtain answers to research questions" (Terre Blanche and Durheim, 2002:105). Data can be analysed qualitatively or quantitatively or both methods.

The process follows few steps in order to avoid errors. It consists of checking the reliability of the data by paraphrasing or summarising the information, tests the accuracy of the instruments used, and then interprets the results.

2.6.1 Quantitative Data Analysis

Statistics are one of the methods used in the process of analyzing quantitative data. The researchers employ descriptive statistics, which include frequency distributions in the text or in tables, visual depiction, tabulation, and central tendency measurements. To analyze the data, the investigators might employ variety of methods such as qualitizing methods. In this regard, Parra (2014:43) explains that qualitizing is "converting quantitative data into qualitative in order to

create narrative descriptions from numerical data" this emphasis that researchers has to interpret the result qualitatively than analyze them.

2.6.2 Qualitative Data Analysis

The qualitative analysis offers "descriptions, interpretations and clarifications of naturalistic social contexts" (Parra, 2014:26) .The analysis of data qualitatively requires developing textual data where the researcher needs to go through the technique of coding or content analysis, then determine and classify the common content to come along the main subject.

Throughout the process of data collection and analysis, the researchers employ a mixed model data gathering process. It includes both quantitative and qualitative approaches. It consists of a questionnaire for third year ESP students and an interview with ESP teachers in the Department of Economics at Ain Temouchent University.

2.6.3 Students Questionnaire Analysis:

The questionnaire was shared in a Facebook group of one thousand four hundred thirty (1430) members, but only 48 of them responded. The answers shed light on the students' grammar level and the importance of this aspect of language to them. It also and it also demonstrated their viewpoint concerning the classroom environment while learning grammar.

*Question01:*Students'Gender
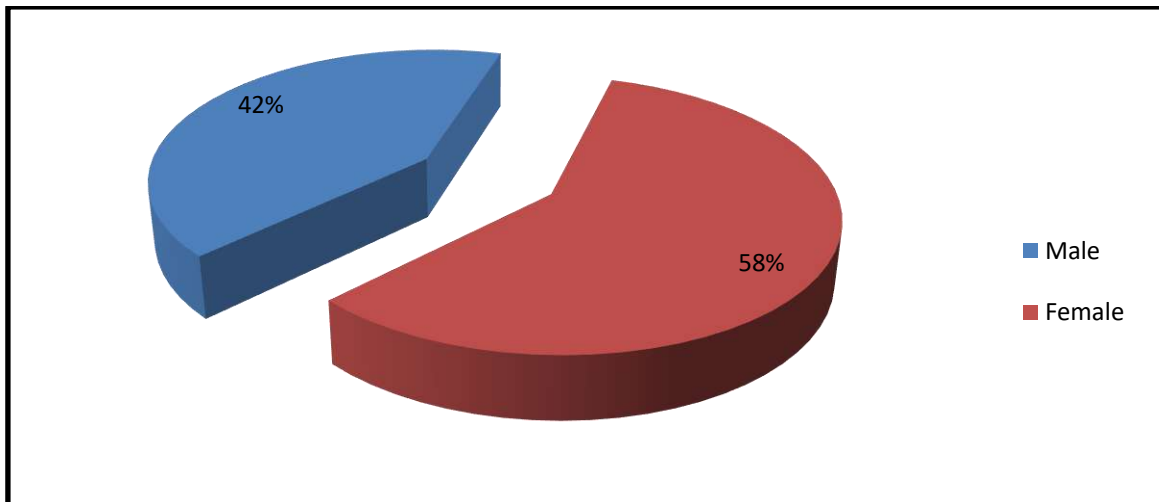
Figure 2.1: students' gender

The respondents were of both sexes. There were twenty-eight females (58%) and twenty males that is (42%).

Question 2: Students' Age
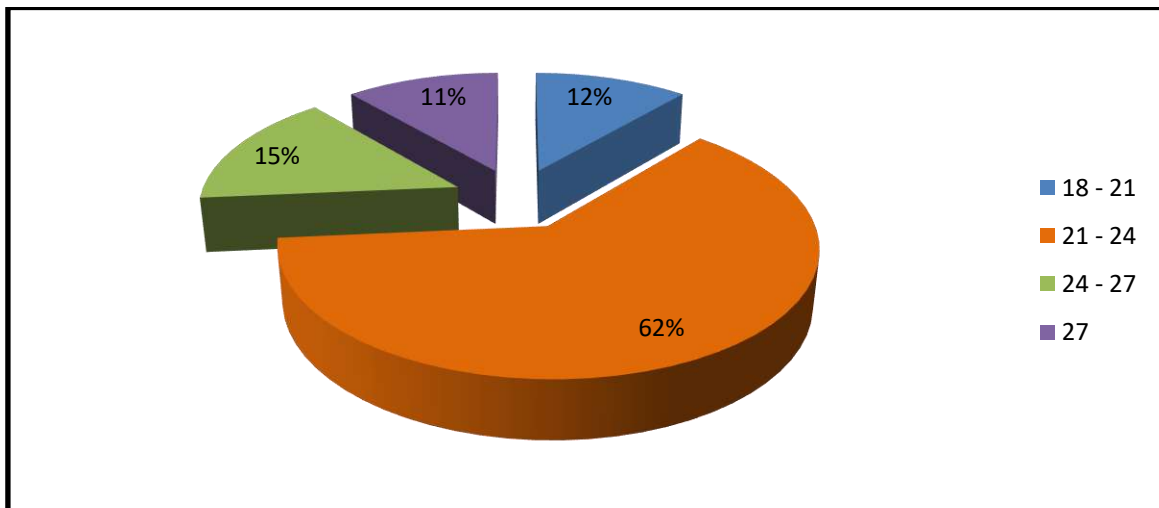
Figure2.2: student's age

The data above reveals that the majority of students were in the age group between 18 and +27 years old.

_Question 3__:_ Period of Learning English at University
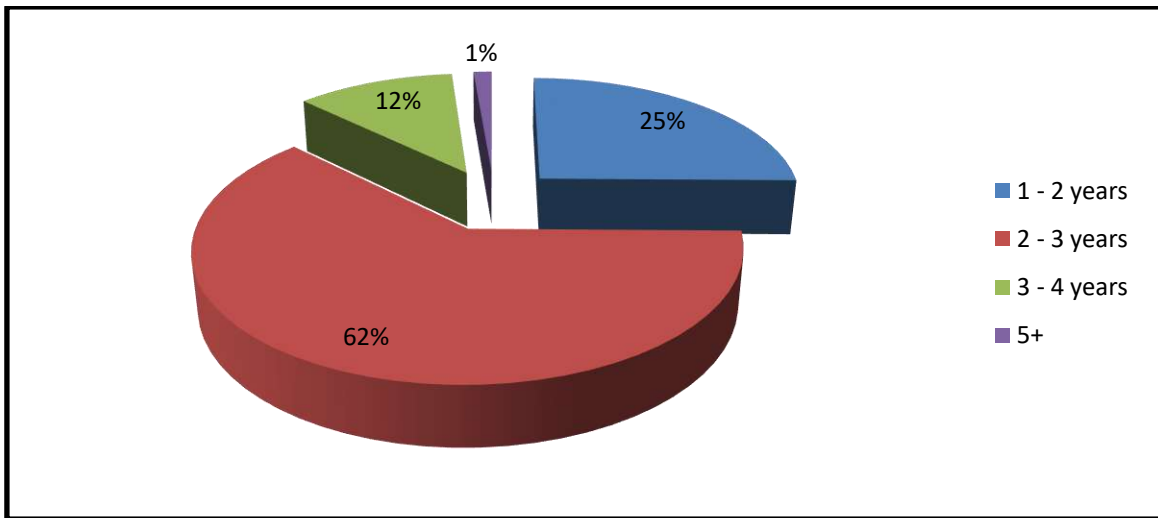
Figure 2.3: period of learning English at university

More than half of the student 62% affirmed studying English for 2 years at University, 25% said one year. 12% claimed to study for three years and 1% states over five years. This could be the case of repetitive students.

_Question 4__:_ Time Load
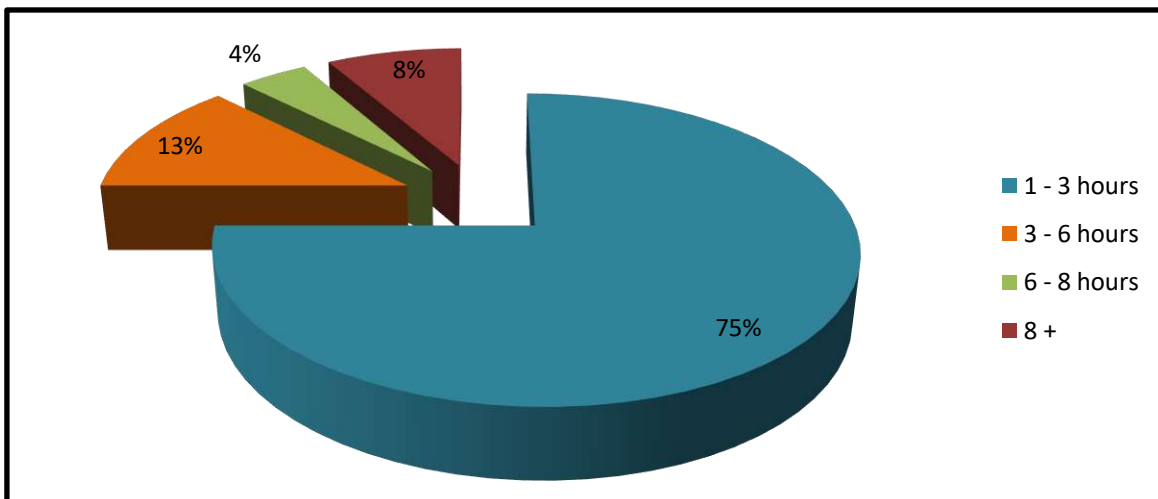
Figure 2.4: time load

As indicated throughout the responses, 75% of the participants confirmed that only one to three hours a week are allocated to English. 13% claimed to study from

three to six hours a week. The rest remaining said that six hours or more are devoted

to English classes.

Question 5: the Nature of English Classes
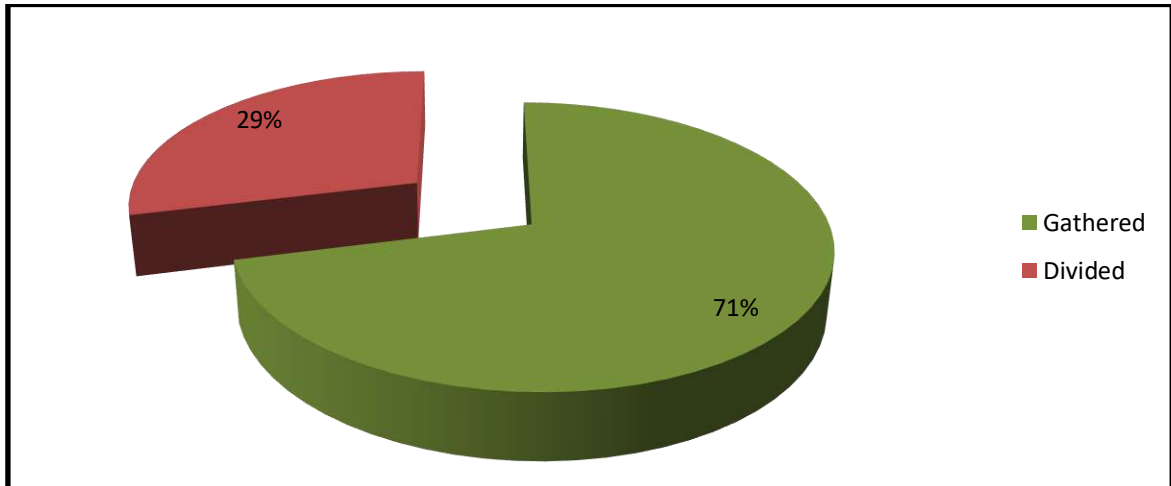
Figure 2.5: the nature of English classes

The results revealed that 71% of the informants attend the English classes all

together while 29% of the student stated that the hours of courses are divided into

small groups.

Question 6: English Classes Schedule
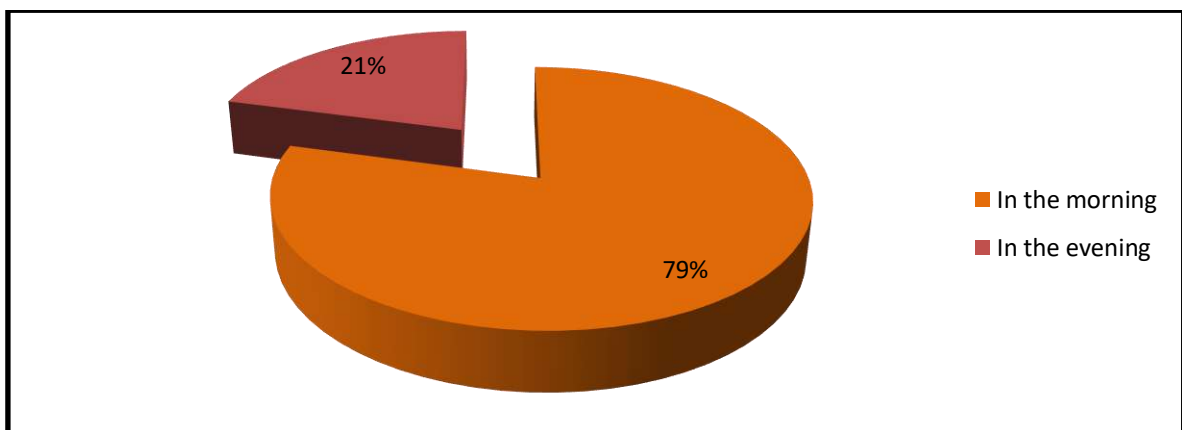
Figure 2.6: English Classes Schedule

Figure   above   indicated   promising   results.   The   majority   of
students 79% attended

English classes in the morning while 21% of the participants had ESP course in the evening.

Question 7: Students' Attendance
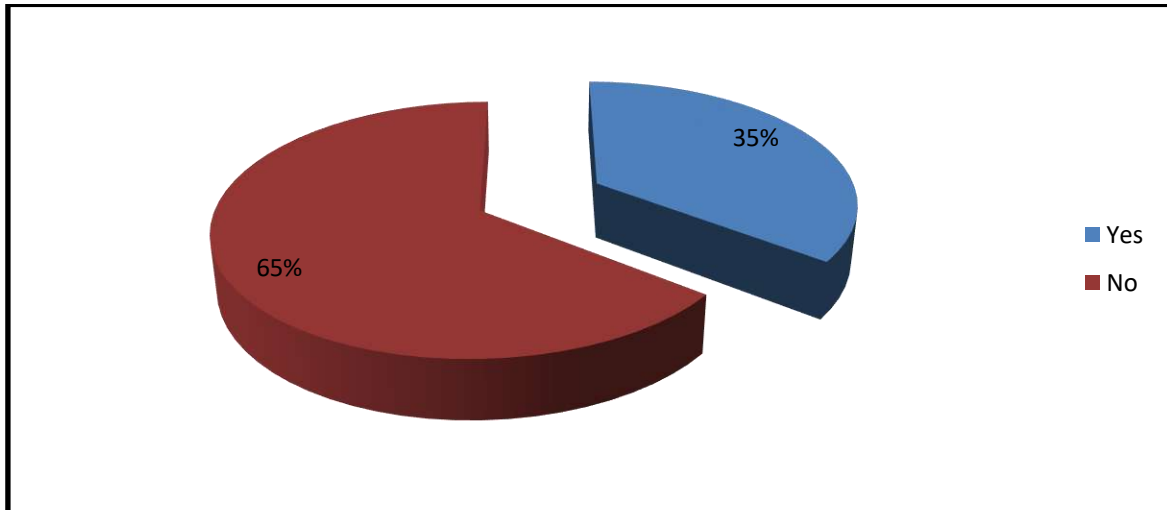
Figure 1.7: Students' Attendance

According to the data provided above, 65% of the sample reported that the attendances in the classes are obligatory while 35% of the respondents stated that it was optional.

Question 8: Student's Motivation to Study English
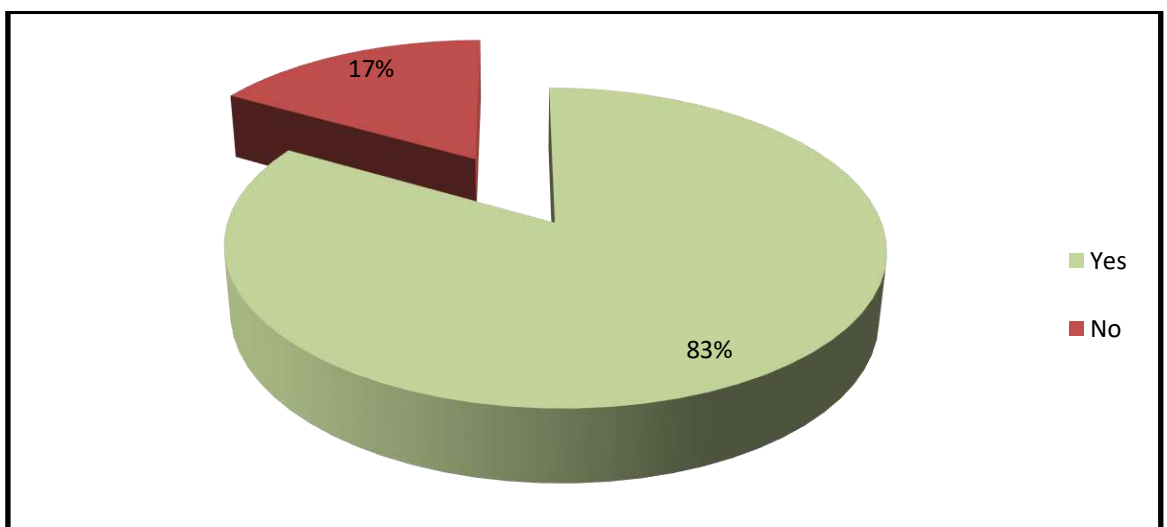
Figure 2.8: student's motivation to study English

The results obtained revealed that the majority of students 83% were motivated to study English. Small proportion of 17% did not enjoy learning ESP.

Question 9: Student's Proficiency Level in English
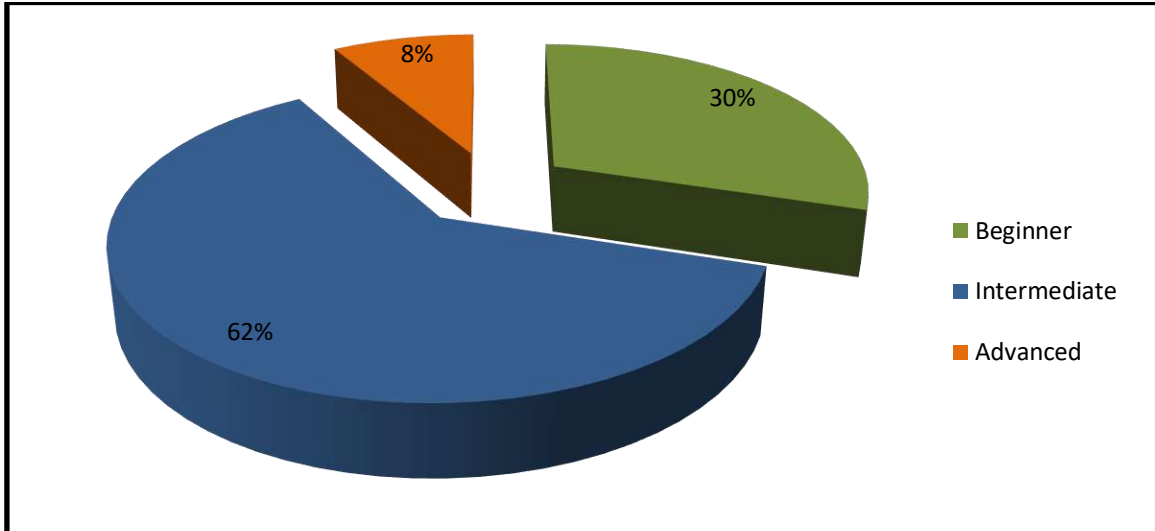
Figure 2.9: student's proficiency level in English

As indicated above, 62% of the students alleged to have an intermediate level in English while 20% considered themselves as beginners and only 8% claimed to be advanced.

Question 10: the Importance of learning English
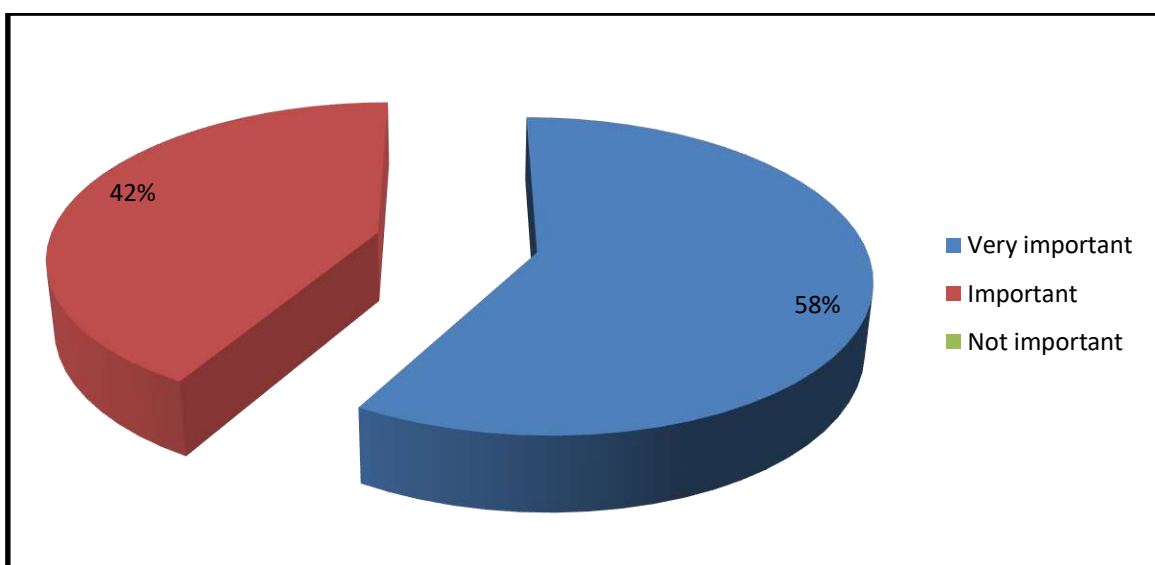
Figure 2.10: the importance of learning English

The data obtained affirmed the importance held by students to learning English. 58% asserted that it was very important, 42% of the informants stated that it was important while no one perceived English as "not important". In fact, this indicated students' awareness of the significance of English.

Question 11: Role of Grammar in English Courses
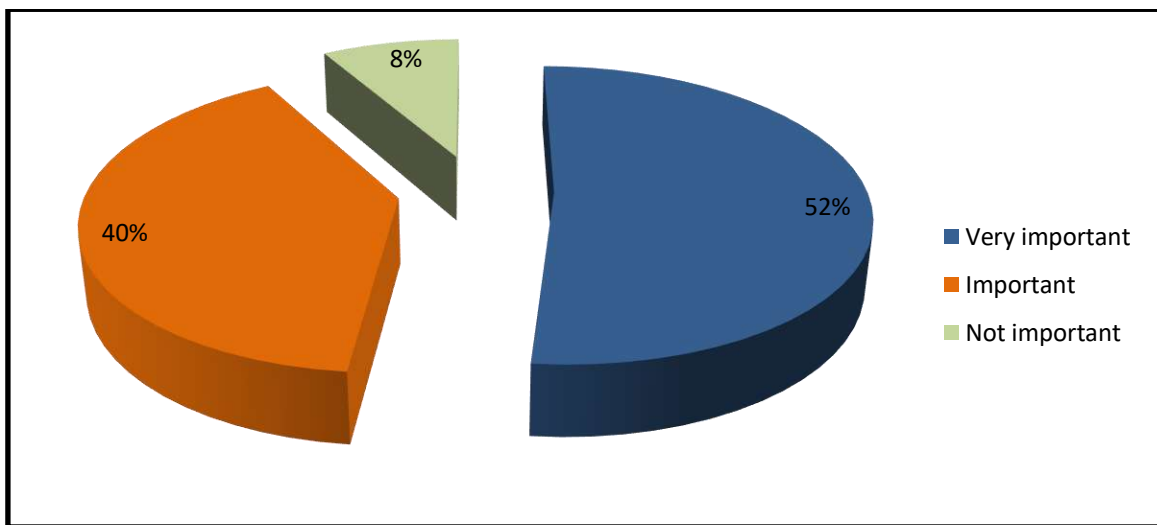
Figure 2.11: role of grammar in English courses

Regarding the role of grammar in English course, 51% of participants considered grammar as very important, while 40% claimed that it was important and a proportion of 8% denied its importance.

Question 12: Students' Proficiency Level in Grammar
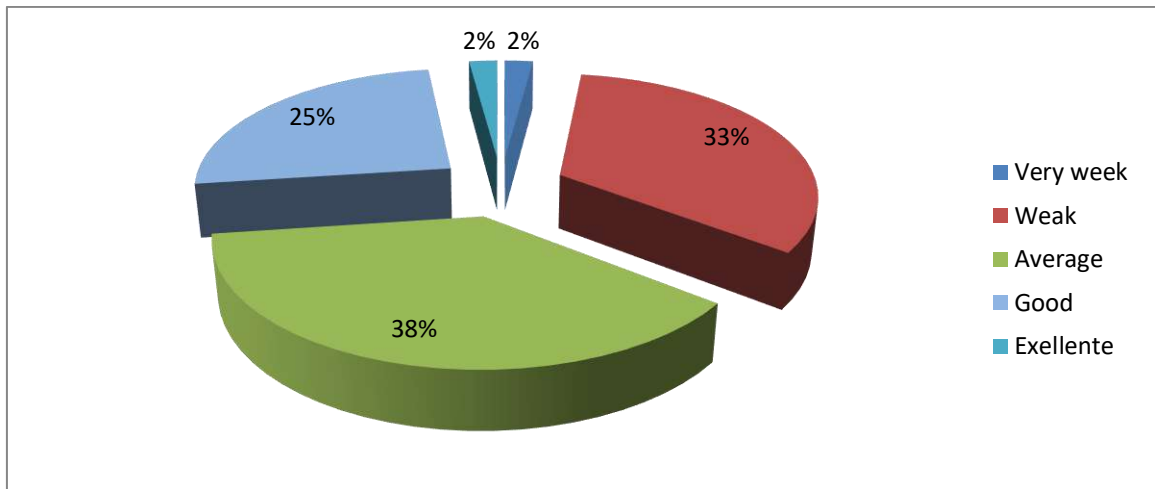
Figure 2.12: Students' proficiency level in grammar

Almost all students 38% confirmed that they were average. 33.3% of the participants argued that they had a weak level and only 25% of them considered themselves as having a good level.

Question   13:   Students'   Attitudes   towards   Grammar   Lessons.
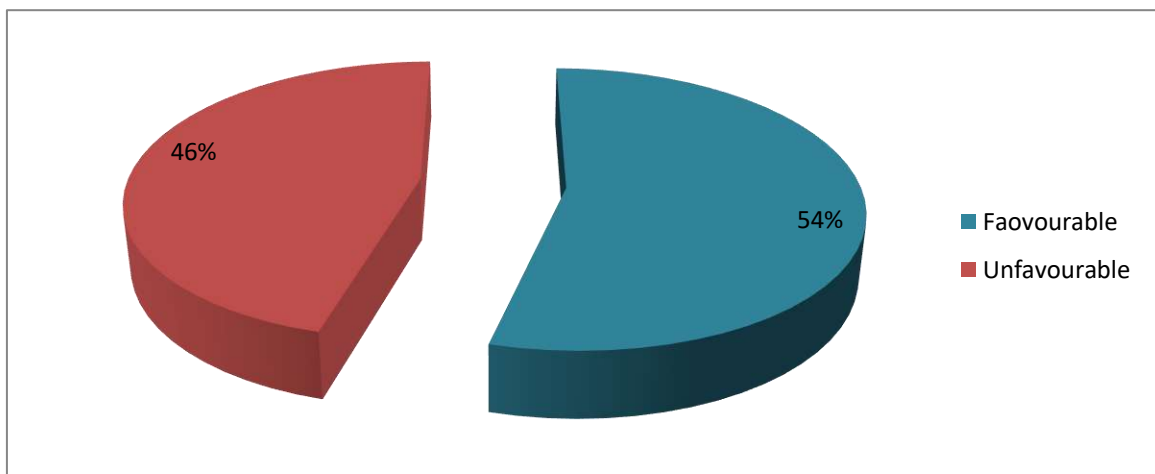
Figure 2.12: Students' attitudes towards Grammar lessons.

54% of the respondents were favourable towards grammar, while 46% of them stated that their impression was unfavourable.

Question 14: MaterialsUsed to Improve Grammar.
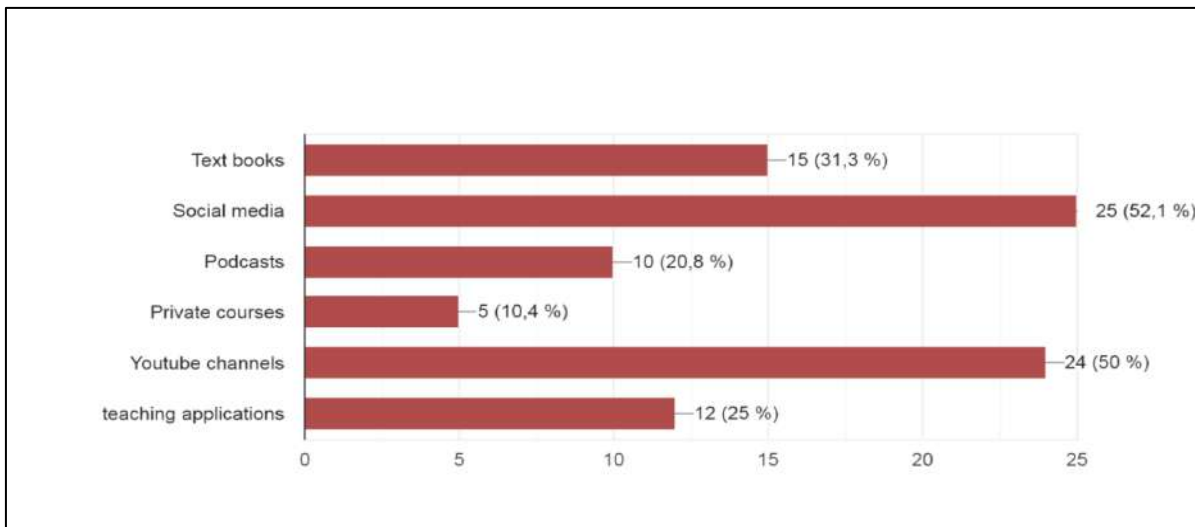
Figure 2.14: Materials used to improve grammar.

While the majority of the informants 52.1 % preferred social media as a tool to learn and improve grammar, 50% of them used YouTube channels .Then, text books 31.3%, the teaching applications 25%.Podcasts 20.8, and private courses 10.4%.

Question15: Frequency of social media use.
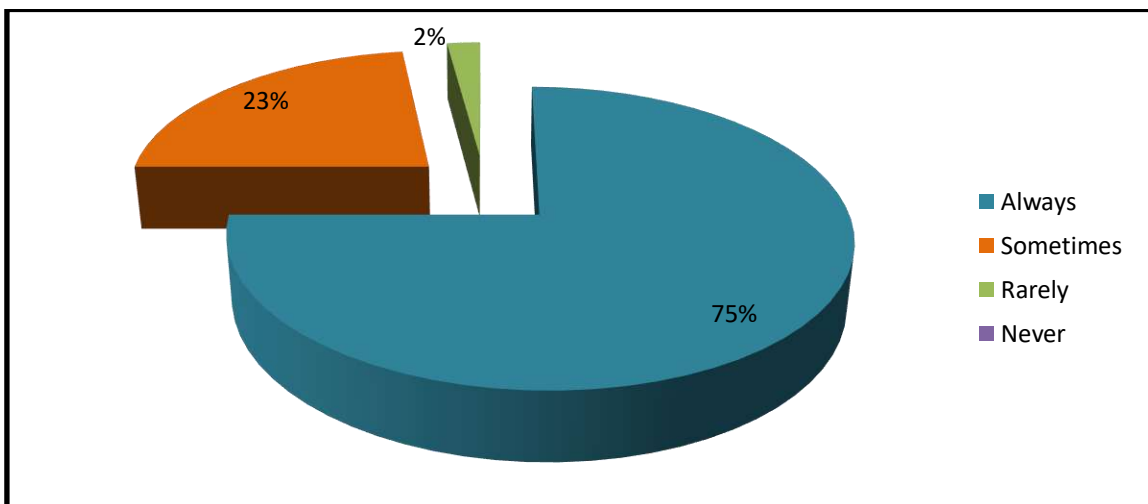
Figure 2.15: Frequency of social media use.

As indicated above 75% of the students claimed that they always used social

media in their daily life. 23% of them argue that they sometimes did.

Question 16: Students' Perceptive of Social Media Integration in Educational.
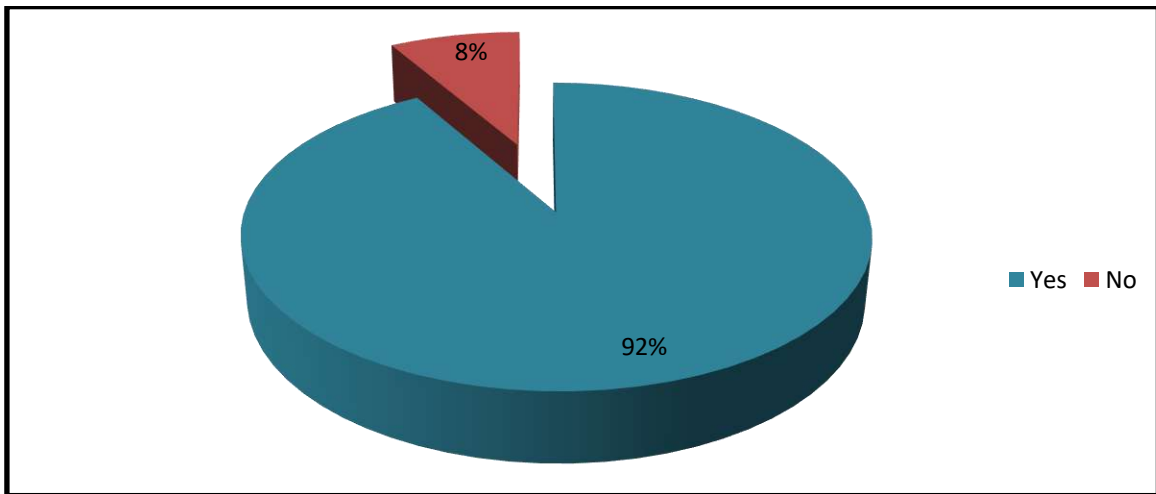
Figure 2.16: students' perceptive of social media integration in educational.

The figure above revealed that almost all respondents 92% agreed that social media can be adopted in formal educational setting. However, only 8% of the students refused.

Question17: the Use of ICT to Teach Grammar.
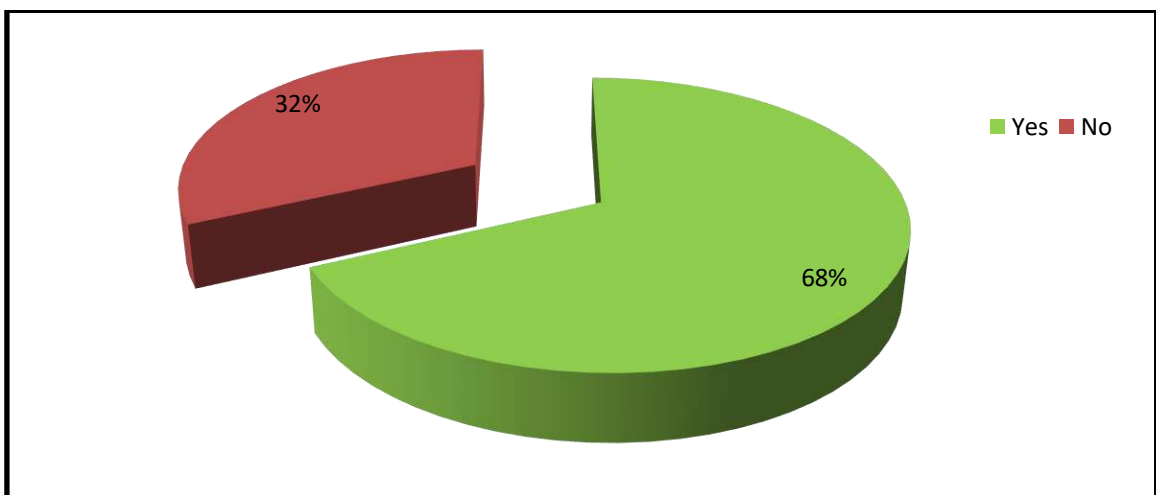
Figure 2.17: the use of ICT to teach grammar.

The results displayed that 68% of the respondents confirmed that their teacher

used ICT, while 32% answered with no.

Question18: Teachers Use of Online Assignments.
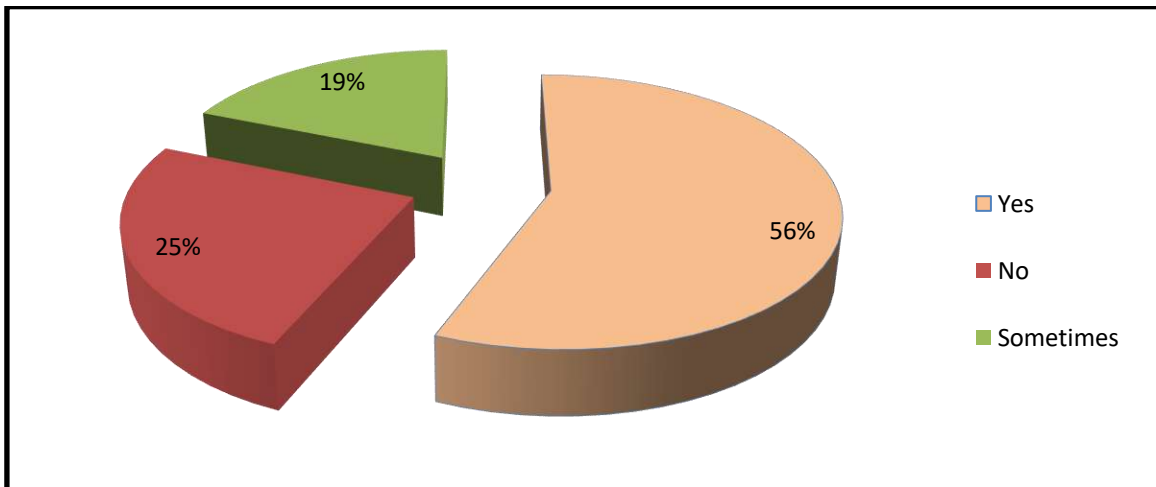
Figure 2.18: teachers use of online assignments.

The obtained results demonstrated that the highest percentage of the respondents 56% claim that their teacher sent them online assignments, whereas 25% stated that their instructors sometimes assigned online homework. 19% indicated that he did not do.

Question19: The Impact of Social Media on Facilitating Grammar Learning.
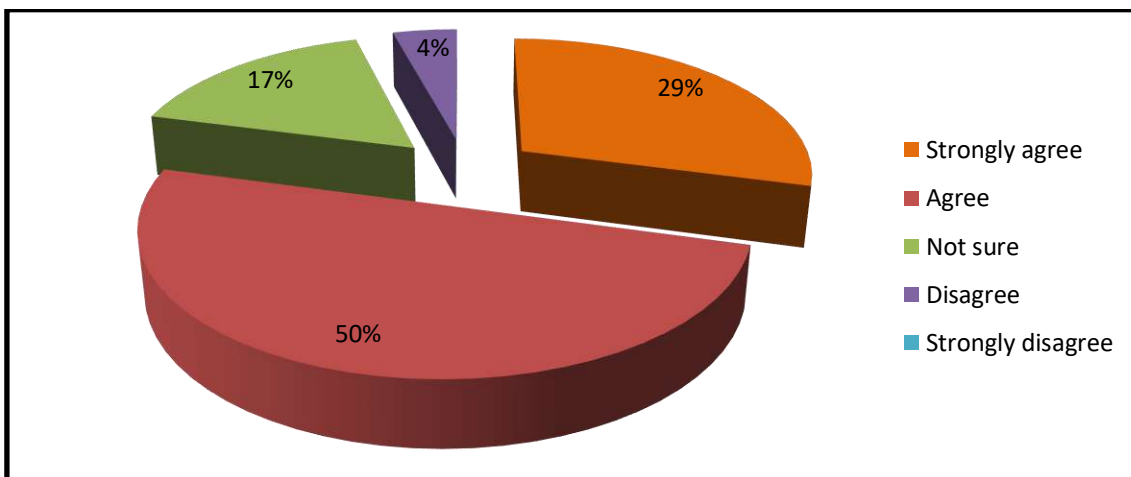
Figure 2.19: The Impact of Social Media on Facilitating Grammar Learning.

The majority of students 50% strongly agreed with the fact that social media had a significant effect on facilitating grammar learning. A proportion of 29.2% agreed that social media helped the grasp of grammar, while only 17% claimed that they were not sure whether it helped or not.

Question20: Social Media Platform Frequently Used.
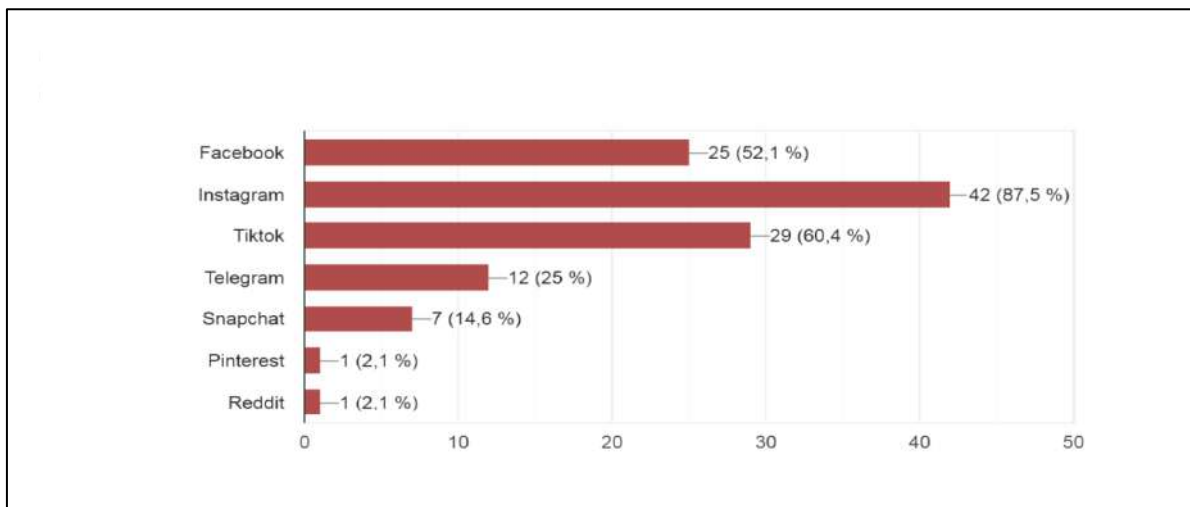
Figure 2.20: Social Media Platform Frequently used.

The data obtained showed that the most frequently social media platform was Instagram with a percentage of 87.5%, then Tiktok 60.4% and Facebook 52.1%. The less commonly used applications were Telegram 25%, Snapchat 14.6%, Pinterest 2.1% and Reddit 2.1%.

Question21: Suggestions to Improve Teaching Grammar.
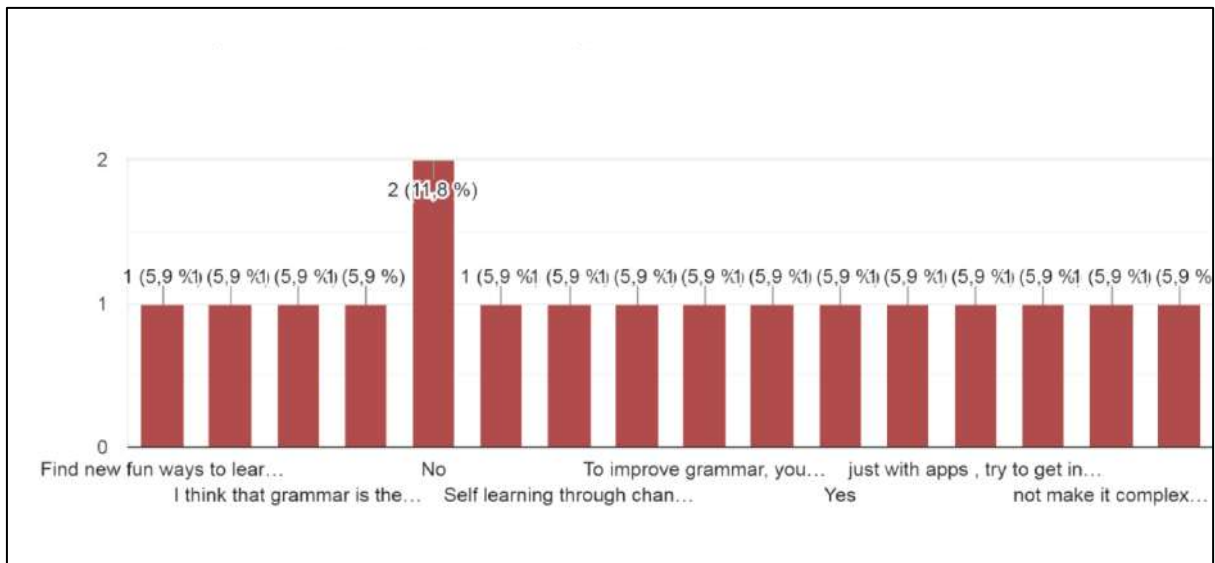
***Figure 2.21*:** Suggestions to improve teaching grammar

Most of suggestions were about using games to teach grammar .It will make the course funnier and easier for students to learn grammar. In addition, they proposed finding new ways to learn grammar and avoiding the traditional ones.

2.6.4 Teachers Interview Analysis

The English language teachers' interview revealed very important data that will help the investigators recognize the teachers' perceptions about using social media to enhance grammar teaching.

Part one: teachers' profile

This part gave the researcher access to information about the ESP instructors in the Department of Economics at Ain Temouchent University. It offered information about the teachers' gender, degree, and background in education and their experience in ESP teaching.

Question 01 to 06:

The informants were three (3) female English language teachers. Three (3) teachers held a Master's degree in Language Studies, two of them were literature and civilisation master holders. They were teaching part-time in the Department of Economic at Ain Temouchent. One informant had taught English at university for one (1) year, the second one had worked for seven (7) years. The last one was employed for five (5) years. One informant had been an ESP professor at university for five years while one teacher had only been employed for one (1) year. The last teacher taught ESP for seven (7) years. Concerning teaching English in other departments, the first instructor had the opportunity to teach in the Department of Mathematics and Computer Sciences. The opportunity to teach ESP in a different department was not available to the other teachers. The three teachers acknowledged that it was their own efforts and prior knowledge that helped them achieve the goal of ESP teaching. They claimed that they didn't undergo any ESP teacher training, which they saw as a crucial to teach ESP. regarding the curriculum, the three teachers alleged that there was no established curriculum and the materials they used were self designed.

The three instructors confirmed that they build their courses on a needs analysis of their students.

Part two: ESP teaching situation

The aim of this part is to gather data on the ESP teaching conditions at Ain Temouchent University's Department of Economics. This includes

evaluating the course design and curriculum, materials and resource availability.

Question 10 to 14:

Only one informant was precised about his teaching schedule. She revealed that she teaches English for ten (10) hours where classes are in the morning and the evening while two teachers said that it was depended on the planning. All of the teachers who were asked during this interview answered clearly that the coefficient of English module was not high and it was only "one". This in fact, justified the high rate of students' absences thought attendance was compulsory in the first semester and optional in the second because the courses were delivered via Moodle platform. All the informants believed that their students were very motivated to learn English

Part three*: teaching grammar in ESP courses:*

This evaluation assesses the Department of Economics' ESP courses' grammar instruction. It seeks the assessment of the effectiveness of grammar resources, determines the specific grammar needs of students, and rates current methods and approaches for grammar training.

Question 15 to 18:

All the teachers believed that the five language skills were important. In fact, the three teachers ranked speaking at the top followed by grammar, writing, reading and Listening. All the informants claimed that the level of their students in grammar is average pointing out the difficulties they faced in verbs and tenses, speech and

relative clauses. One instructor said that she taught grammar in context using the inductive method. Another teacher claimed that sometimes she delivered grammar d depending on the lesson context. The last participant argued that she didn't taught grammar. Two of the three participants confirmed the use of some teaching materials such as text books, visual aids like presentations and audio visual aids like video recordings.

Part four: teachers' perspective towards social media integration

The objective of this part attempt at identifying frequently used platforms by the teachers along with their perspective on social media integration. It also evaluates the perceived value of social media in increasing student involvement and academic results.

Question 19 to 22:

One teacher claimed that she did not use social media platforms such as Tiktok and Instagram; meanwhile the two other teachers used them. The three teachers affirmed that social media played a very significant role in teaching English especially for the young students who used such platforms a lot; in terms of writing style, reading skills, listening and lexical variations, communication skills and grammar use. During the interview, two teachers mentioned that they used Tiktok and Instagram to teach and that they were ready to start recording such videos to teach, while only one instructor said that she had never used these applications. Also, two teachers emphasized to use the audio visual videos with keeping the presentation simple. The other teacher claimed that each teacher was free to choose the suitable method.

Question 23 and 24: the importance of English and social media**.**

English importance	Very important	Important	Not important
English	3	0	0
Social media	1	2	0

Taking a glance at the table above, results indicate teachers' awareness of English importance as well as to social media where none of the teachers finds it useless.

2.7 Discussion and Interpretation of the Main Results

Researchers selected a set of hypotheses to guide this research. These hypotheses provide a framework for looking into every aspect of this topic. Throughout the investigation and evaluation of these hypotheses, the researchers hope to strengthen the body of knowledge in their field of study. They use the hypotheses as a guide for the research strategy and data-gathering process, which helps them to gain a thorough understanding of the issue.

The data gathered from the students' questionnaire and teachers interview demonstrate that ESP students are motivated to learn English given that it is the language of business which might open many doors for them in the future, the first part of the hypothesis was confirmed. However,

concerning grammar the findings showed that ESP students consider grammar to be important to master English. The hypothesis in this regard is not confirmed.

Regarding the availability of cooperating educational platforms, the researchers' second hypothesis speculated the possibility of social media integration in ESP classes. The study's findings confirmed the second hypothesis. The incorporation of social media has been successful in English teaching and learning. As results displayed most students use social media sites like Instagram and Tiktok, when learning English. Teachers, particularly those who teach grammar, admitted to use social media and demonstrated a working grasp of Instagram and Tiktok. Some teachers were ready to make educational videos. In this respect the second hypothesis was confirmed.

The investigators posited in the third hypothesis hat ESP teachers employed both deductive and inductive methods of teaching. The interview findings revealed that teachers use mixed methods when teaching grammar. Furthermore, it was pointed out that each teacher might find one method useful then the other. The results also revealed that both ESP teachers and learners were receptive to social media incorporation in educational settings. Consequently, the third hypothesis was confirmed.

In conclusion, most ESP learners and teachers agreed that social media should be used in the classroom and recognized its significance. Teachers agreed today's students are highly motivated to learn English and are more

active on social media. As a result, the Department of Economics and classrooms should adopt social media integration as standard practice. To avoid potential problems, teachers must receive professional training on using social media in ESP.

2.8 Conclusion

The second chapter was dedicated to study ESP students and ESP teachers. It discussed the main results reported after analysing both ESP students' questionnaire and the teachers' interview. The present study was designed to determine the effect of using social media to teach grammar by creating educational videos and interacting between the teacher and the students as well as examining awareness among learners of grammar importance. The findings were very interesting as the insights gained from this study might be of assistance to further researches.

Chapter Three

Suggestions

And

Recommendations

CHAPTER THREE: SUGGESTIONS AND RECOMMENDATIONS

3.1 Introduction

3.2 ESP Course Design

3.3 ESP Teachers Training

3.4 Grammar Teaching in ESP Classes

3.5 Social Media Integration

    3.5.1 Using Instagram and Tiktok to Teach Grammar

    3.5.2 Applicable Grammar Teaching methods

3.6 Conclusion

3.1 Introduction

In the previous chapter, the researchers emphasize the necessity of an effective ESP course design in the context of Algerian universities, with a particular focus on the ESP courses in Economics Department at Belhadj Bouchaib University Ain Temouchent. The current chapter will provide some broad recommendations regarding English language education, emphasizing the necessity of English language intensive instruction, as well as an efficient course design based on both teacher and learners needs. Moreover, it calls for ESP teacher training programs and the integration of online instructional materials like social media in the ESP course.

3.2 ESP Course Design

ESP is a learner-centered approach based on the learners' needs. This latter should be identified before designing any course in order to come up with a suitable teaching program which enables students achieves their objectives.

Algerian universities have already implemented ESP within the educational policy. However, according to the research results, ESP courses at Belhadj Bouchaib are extensive and taught arbitrarily. There is no policy that governs the ESP teaching process. Teachers make personal efforts to figure out the most convenient lessons to address by themselves and decide what is important to provide learners with. Furthermore, such disparity can lead to neglecting some important aspects of language teaching unintentionally. Based on the findings of the teacher's interview, for instance, grammar was not part of the teaching syllabus. Additionally, (Nunan, 1988) suggest two types of course: fixed courses where

teachers cannot change it, and a flexible course that allows the teachers to change some components based on the feedback from learners. It is worth to point out the insufficient time devoted to English since one hour a week is not enough to cover all aspects. Adding online classes can be useful in such cases as well.

Moreover, it is necessary to claim a unified, comprehensive ESP syllabus in the Algerian universities. The process of making a syllabus requires awareness of learners' needs, objectives and level to finally outline the course design, teaching materials and the appropriate assessing criteria. Economy students, as the results illustrated, were motivated to learn English and had an acceptable English level since it is an important skill to add to their careers. However, their grammar level proficiency is an issue that needs to be addressed. The researchers in this case insist that is crucial to request expertise assistance to generate ESP teaching process that goes with students needs.

3.3 ESP Teachers Training

In the teaching of ESP, the issue of unskilled and unqualified teachers needs a deep evaluation. Accordingly, the researchers suggests devoting specific training to enhance ESP teachers' proficiency in material creation and to acquire the knowledge and skills needed to facilitate the teaching process.

Depending on the ESP specializations, an instructor training involves communications and vocabulary skills. ESP teachers are tutors in the classroom. They instruct, guide and advise their students to develop their language skills (Swales, 1988). ESP teachers also make more efforts then regular EFL teachers. They design courses by themselves as noticed in the findings of the current study.

EBE teachers might have a background knowledge and teaching experience but they did not worked in business or economy environments before, they are not familiar with economy or business, eventually, they have poor context repertoire. Additionally, instructors who are about to hold ESP teachers positions must be trained at least for one year depending on the specialties of the classes they will teach. ESP teachers training must include vocabulary and expressions teaching along with communication training like how they talk and what they talk about in the target context. This could possibly impact ESP teaching positively and reduce teacher's workload.

3.4 Grammar Teaching in ESP Classes

Grammar is generally related to long dull complicated lessons. This made students lose interest in learning grammar that later on created difficulties. Proper communication cannot occur without accurate grammar use, especially for ESP students that their goal is to communicate properly.

This research carried an investigation of third year ESP economy students to examine how they perceive grammar. Unexpectedly, the majority of responses were positive. Investigators in that matter suggest encouraging ESP students to become independent learners and remind them of grammar importance (Chen, 2016). Teachers may highlight the main points or give few examples about an interesting topic and ask students to continue searching for similar examples. Furthermore, it is also recommended teaching grammar within a context both inductively and interactively implying that grammar lessons might be taught less or more unconsciously. Teachers must acknowledge also that some unnecessary

interventions or error correction may discourage students from trying to improve their speaking skills. Accordingly, it is advised that teachers correct their students' mistakes only when the correction is linked to the lesson's objectives.

The communicative language teaching CLT approach that was introduce into the Algerian curriculum of education theoretically must be examined to greater extent as most teachers struggle to instruct grammar using CLT due to external factors. Researchers advocate further studies on teachers experiences in the classroom as well as the materials used in teaching. Finally, educational authorities must assist syllabus and curriculum design to be based on the learner's needs as well as teacher's requirement. These recommendations are provided in order to reduce difficulties and enhance grammar instruction.

3.5 Social Media Integration

The importance of having a solid understanding of the English language cannot be exaggerated in the context of Algerian Economic Department at Ain Temouchent University. Student should participate in diverse communicative activities and achieve a high degree of spontaneous connection, to be able to use the English language successfully. To help improve English learning and increase student involvement, this research examined the advantages of social media integration and offers suggestions to implement it.

Several suggestions can be implemented in order to help Algerian ESP Economic Students integrate social media for English language learning. it is crucial to provide complete educator training programs and workshops to examine

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teachers comprehension of social media platforms and test effective methods for implementing them into English language instructions. The development of social media-friendly teaching strategies, the improvement of digital literacy abilities, and encouraging social media usage in educational contexts should be the main goals of this program. To quietly involve social media activities into the ESP curriculum, cooperation between curriculum developers and English language instructors is necessary. Teachers can offer clear instructions for integration social media tools and resources into lessons planning and assessments by matching the integration of social media with learning objectives and competences. This guarantees a consistent and organized approach to use social media platforms for English language development along involving social media activities. Implementing these suggestions will make it easier to use social media as a potent instrument to improve student acquisition of the English language. Moreover, teachers may develop a dynamic and captivating learning environment that makes use of these platforms' potential for English language acquisition

3.5.1 Using Instagram and Tiktok to Teach Grammar

The Department of Economics at University of Ain Temouchent may greatly enhance grammar learning and instruction by integrating social media platforms, particularly Instagram and Tiktok. These platforms provide creative and fun ways to make grammar learning more dynamic and successful. First of all, Instagram can be applied as a successful visual teaching tool for grammatical lessons. Teachers can set up accounts specifically for sharing visually appealing posts that demonstrate

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various grammar concepts, such as sentences structure, verb tenses, concrete examples, and engaging exercises. Students can better understand and remember difficult grammatical principles by using interesting graphics. In addition, it is possible to use Tiktok's short-form video format to provide amusing and instructive content for grammar training. Short videos that convey grammar rules provide examples from their ESP context and offer interactive tasks can be shared with classmates. The use of music, special effects, and imaginative storytelling in these videos helps hold students' interest. Another way to involve students is by encouraging them create their grammar related videos. This enhances self-expression and active learning.

Additionally, using Tiktok and Instagram creates a collaborative learning environment. To boost their comprehension of grammatical structures, students can participate in discussions, leave comments on postings, and work together with classmates through peer-to-peer learning and active student participation, this interactive approach fosters a feeling of community. Teachers should be capable of producing interesting and educational content, interacting with students, and ensuring a welcoming and safe online learning environment.

3.5.2 Applicable Grammar Teaching Methods

Social media sites like Instagram and Tiktok can be useful instruments to apply effective teaching techniques when it comes to teaching grammar to ESP Economics student at the University of Ain Temouchent. These strategies take

advantage of these platforms' distinctive qualities to engage students and improve their language instruction within the context of their economic studies.

Applying visual materials is one effective educational strategy. By doing so teachers might use deductive, inductive grammar teaching methods or both. Instagram and Tiktok offer the chances to make aesthetically appealing posts and videos that simply and effectively show how to use grammar rules, sentence structures, and language then ask students to provide other examples or do assignments. Teachers can produce visually illustrated grammar topics unique to the economic field. Students may quickly understand, recall grammatical rules, and apply them in the real world of economics by using visual content.

In addition, interactive exercises and tests is another useful teaching strategy. Students' comprehension of grammar principles connected to economics can be evaluated using features like Instagram and Tiktok including polls, quizzes, and question-and-answer sessions. To promote student's interest and participation, teachers can design interactive tests using the Instagram stories polling function or the duet feature of Tiktok. To give students the opportunity to learn and apply grammar principles in appropriate circumstances, these interactive activities may also incorporate grammar difficulties and exercises that are expressly targeted toward the economics field. Instructors must make sure that material published on social media platforms supports a positive and open learning environment and is in line with ESP to provide a secure and encouraging learning environment for all

students. Instructors should also set clear expectations for appropriate online conduct, copyright, and privacy.

There are many opportunities with the use of Instagram and Tiktok in an ESP setting. Teachers can design interesting and successful language learning experiences specific to Economics using mixed grammar teaching methods and by including visual information, interactive exercises, genuine resources, collaborative learning, and instance feedback. These practical teaching techniques make use of social media platform characteristics to improve students' comprehension and application of grammar in the context of their economics studies, ultimately putting them in a position to communicate effectively.

3.6 Conclusion

This chapter emphasised on the urgent need for improvements in the ESP curriculum at Ain Temouchent University .It is crucial to use a learner-cantered approach that attends to individual students' requirements. The chapter also highlighted the importance of an integrated and complete ESP curriculum at Algerian educational institutions. It suggested professional assistance to relate the teaching process to the learners' needs. Additionally, extensive teacher training, the use of social media sites like Instagram and Tiktok for English language acquisition, and the integration of grammar within a context were suggested. By putting these suggestions into practice, Algerian institutions can improve the efficacy of ESP instruction, help students become fluent in English language, and succeed in their academic fields.

General

Conclusion

General Conclusion

English has gained widespread acceptance as the language of industry, science, and communication. It is a crucial component of all educational systems. Particularly in ESP classes, teachers confronted a variety of difficulties to enhance English learning and help students grasp conversational skills. ESP students frequently put more emphasis on subject-specific jargon, which causes problems with grammar and linguistic rules. However, it is essential to recognize the role grammar plays in improving communication abilities. A solid understanding of grammatical rules is essential for effective communication. To solve this problem, ESP students should put an emphasis on grammar acquisition by performing exercises that are relevant to their particular setting or area of study. Additionally, incorporating real-world resources into lessons, such social media and technology, can significantly improve students' learning results and raise engagement levels.

Taking into account what was revealed in the present work, the use of Instagram reels and Tiktok enhanced grammar teaching and learning, at the University of Ain Temouchent.

Consequently, the current study aimed to portray teaching in ESP situation in the department of Economics at Ain Temouchent University. Moreover, it tended to investigate the possibility of social media in ESP courses. It tried to identify ESP teachers and student's perspectives toward grammar courses integration using these networks.

In order to achieve these objectives, three research questions were asked:

1. How do students perceive grammar and are they motivated to learn English?

2. Can social media be integrated in ESP classes to save time and gain students attention?

3. How do ESP teachers teach grammar in academic classes and what are their views regarding using social media in making grammar lessons?

Accordingly, the following hypotheses were formulated:

1. ESP students are motivated to study English since many seek to work in foreign companies. However, they do not acknowledge grammar significance to master English and enhance their communicative competence.

2. Social media can be integrated in ESP classes; there are many social media platforms of language leaning. Social media is more interesting and appealing to students.

3. Teachers use deductive and inductive methods in teaching grammar and they have positive views regarding social media integration in education and grammar lessons.

Therefore, the study was organized into three chapters. . The first chapter provided an overview of ESP, including its history, definitions traits, types, and the critical function of language in ESP instruction. Additionally, it explored the benefits of integrating social media in educational contexts. The second chapter focused on the research methods. It went over the information gathered from student's questionnaire and ESP teachers' interviews. An extensive examination and interpretation of the gathered data were presented in this chapter. The final chapter offered insightful recommendation and ideas designed to improve grammar

learning. It highlighted the value of incorporating social media as a way to enhance grammar learning in ESP lessons.

Interesting results were revealed. The student's questionnaire and ESP teacher's interview showed that students were extremely motivated to learn English. They were aware of English importance for future prospects. However the findings confirmed that student's achievement in a grammar is average to inadequate. This might be related to the teaching methods used. Consequently, the use of social media sites like Instagram and Tiktok to teach grammar was seen favorable. Overall, the findings offered insightful information's on the viewpoints of the students and the status of English in the Department of Economics. While, the teachers interview showed that the instructors were tolerated to social media, and they were aware of its importance in teaching grammar.

Finally, through the process of investigating social media effectiveness in teaching grammar, the study is limited in terms of references; the researchers struggled to find related studies that examine using social media in teach grammar. Besides that, investigators encountered difficulties to reach the students and teachers where the majority did not respond to the questionnaire and interview. Moreover, despite the limitation and obstacles, the study has reached it major goals.

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Appendices

Appendices

Appendix A: Tree of ELT (Hutchinson and Water, 1987:17)
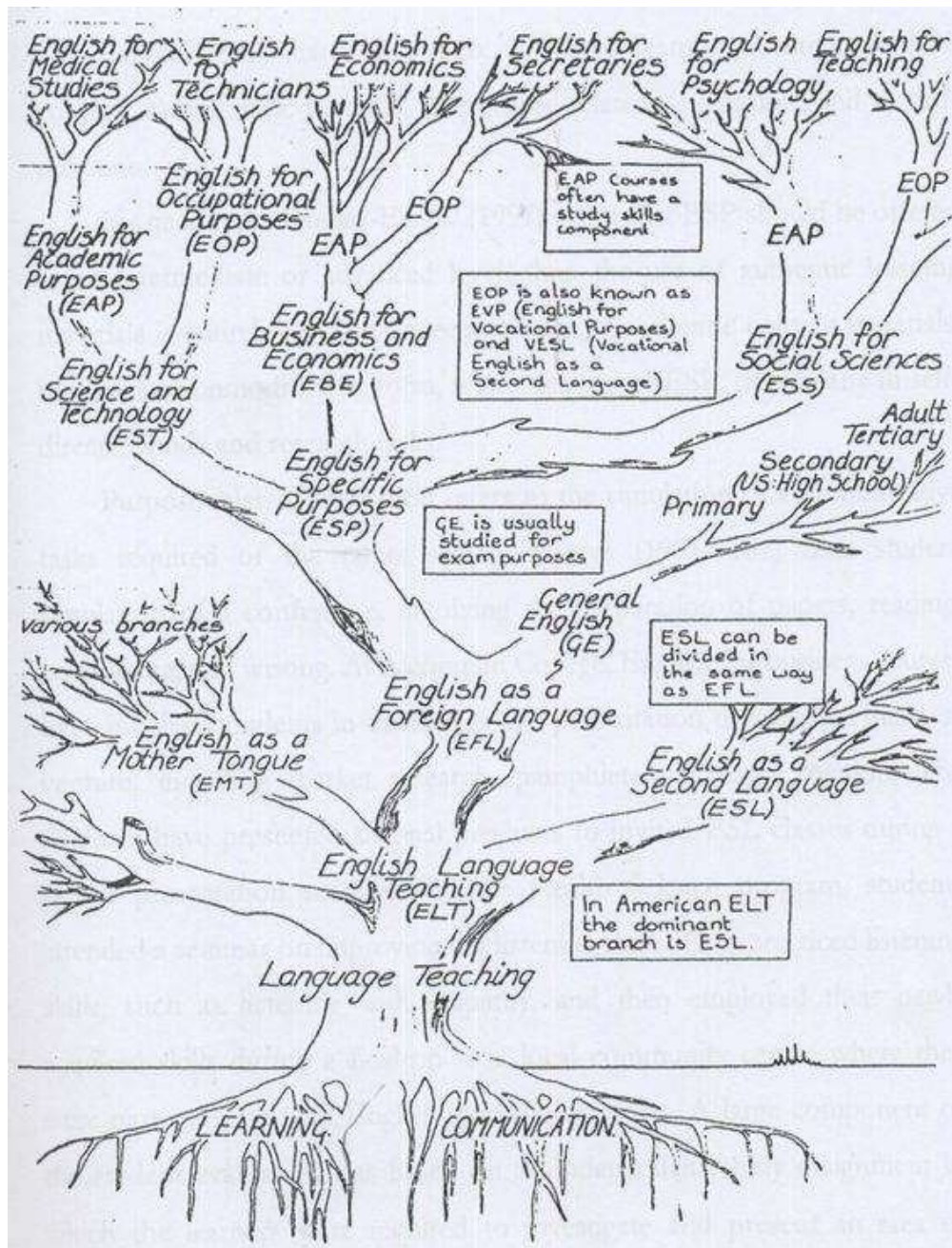
Appendices

Appendix B: Students questionnaire

> *Dear students,*
>
> You are kindly requested to fill in the questionnaire as it investigates the use of Instagram and Tiktok reels as learning tools to enhance grammar in ESP classes. Your responses are very important for the credibility of this research. Tick the most appropriate choice relevant to you. You can Tick more than one answer.
>
> Thank you very much!

1. Gender: Male ☐   Female ☐

2. How old are you? ....years old

3. How long have you been studying English at university? .... Years

4. How many hours do you study English? ....

5. Are these hours?

Divided ☐   gathered ☐

6. Are these hours in?

The morning ☐   the evening ☐

7. Are the presence and the participation obligatory?

Yes ☐   No ☐

8. Are you motivated to learn English?

   Yes ☐   No ☐

9. Please rate your proficiency level in English.

Beginner ☐   Intermediate ☐   advanced ☐

10. How often do you use social media?

Always ☐ Often ☐ Rarely ☐

Never ☐

Part two: Students' Attitude towards Grammar Learning

11. How do rate the importance of English

Very important ☐ Not important ☐

Important ☐

12. How do you perceive the role of grammar in learning English courses?

Very important ☐ Not important ☐

Important ☐

13. Please rate your proficiency in English Grammar.

Very weak ☐ Weak ☐ Average ☐

Good ☐ Very good ☐

14. Please describe your attitude towards grammar lessons in academic classes (in classroom). You are welcome to add any remark.

Favourable ☐ Unfavourable ☐

....
....

15. What kind of tools you do use to improve your level in Grammar?

Text books ☐ YouTube channels ☐

Social media ☐ private courses ☐

Podcasts [ ]

Part three: Learning Grammar using Social media:

16. Can social media be adopted in formal educational settings?

Yes [ ]   No [ ]

Why:

....

....

17. Does you teacher use ICT to teach grammar?

Yes [ ]   No [ ]

18. Does he send you online assignments?

Yes [ ]   No [ ]

19. Do you think social media can facilitate Grammar learning?

Strongly agree [ ]   Agree [ ]   Not sure [ ]

Disagree [ ]   Strongly disagree [ ]

20. What kind of social media platforms you mostly use?

Facebook [ ]   Instagram [ ]   Snapchat [ ]

Tiktok [ ]   Viber [ ]   Telegram [ ]

Other:

....

....

21. Can you provide suggestions to improve teaching grammar?

....

....

Thank you very much

Appendices

Teachers' Interview

The primary purpose of the present structured interview is to identify the importance of grammar in ESP. It seeks to examine the effectiveness of social media integration in education to facilitate grammar teaching. We would appreciate it if you could take time to answer a few questions. Your answers will be of great help.

1. What is your gender?

Male ☐   female ☐

2. What is you status in the department?

Full time ☐   part time ☐

What is your degree?

Master ☐   doctorate ☐

3. For how long you have been teaching English at university?

....
....

4. For how many years you have taught ESP?

....
....

5. Did you have the chance to teach in other departments?

6. Did you take any training to teach ESP?

7. Is there any provided programme that you should follow by administration or it is self designed?

8. If it is self designed, did you focus on the needs analysis?

9. Are these courses in?

The morning ☐   the evening ☐

10. How many hours do you teach? ....

11. Is the coefficient of the English module high?

12. Are students of the Economy department motivated to study English?
....
....

13. Is the attendance to English courses is compulsory?
....
....

14. What are the aspects of English that you teach?

Reading ☐   speaking ☐   listening ☐

Writing ☐   grammar ☐

15. How do you measure the students 'level in grammar

16. Do you teach grammar within a context or without and what grammar teaching methods do you use?
....
....

17. What materials do you use or prefer in teaching?

....

....

 18. Do you use social media platforms such as face book Instagram or Tiktok?

....

....

19. Do think using Instagram and Tiktok as they represent the most platforms used

by young people to be a useful tool to facilitate grammar to ESP learners?

....

....

20. Do you use Tiktok and Instagram reels in order to teach, would you start

recording such videos?

21. What is the appropriate method that can be used in order to transmit the

information through these short videos?

22. How do you rate the importance of English?

Very important   ☐

Important   ☐

Not important   ☐

23. According to you, is social media important?

Very important   ☐

Important   ☐

Not important   ☐

Summary

The current study aims to identify teachers and students of ESP attitude towards the integration of social media platforms grammar lessons and evaluate the effectiveness of these tools, in the Department of Economics at Ain Temouchent University. The findings revealed that ESP situation in the department is relatively positive. Teachers and students were open to integrating social media and recognized its significance. The study concluded by providing recommendations to improve grammar in ESP courses, henceforth, to help learners enhance their grammatical proficiency.

Keywords: **English** **for** **Specific** **Purposes,** **Grammar,** **economy** **students, social media.**

Résumé

L'étude actuelle vise à identifier l'attitude des enseignants et des étudiants envers l'intégration des plateformes de médias sociaux dans les leçons de grammaire pour l'anglais pour des buts spécifiques, et à évaluer l'efficacité de ces outils, au sein du département d'économie de l'université d'Ain Temouchent. Les résultats ont révélé que la situation de l'ESP dans le département est relativement positive. Les enseignants et les étudiants étaient ouverts à l'intégration des médias sociaux et en reconnaissaient l'importance. L'étude conclut en proposant des recommandations pour améliorer l'enseignement de la grammaire dans les cours d'ESP, afin d'aider les apprenants à améliorer leur compétence grammaticale.

Mots **Clés:** **Anglais** **pour** **des** **buts** **spécifiques,** **grammaire, étudiants en économie, les réseaux sociaux.**

ملخص

تهـدف الدراسـة الحاليـة إلـى تحديـد موقـف المعلمـين والطـلاب فـي تعلـم اللغـة الانجليزيـة للأغـراض الخاصـة تجـاه دمـج منصـات التواصـل الاجتمـاعي فـي دروس قواعـد اللغـة وتقيـيم فعاليـة هـذه الأدوات، فـي قسـم الاقتصـاد بجامعـة عـين تموشـنت. كشـفت النتـائج أن الوضـع الحـالي لـتعلم اللغـة الانجليزيـة للأغـراض الخاصـة فـي القسـم إيجـابي نسـبيًا. كـان المعلمـون والطـلاب مسـتعدين لـدمج وسـائل التواصـل الاجتمـاعي واعترفـوا بأهميتهـا. ختمـت الدراسـة بتقـديم توصـيات لتحسـين دروس قواعـد اللغـة فـي تعلـم اللغـة الانجليزيـة للأغراض الخاصة، لمساعدة المتعلمين على تعزيز مهاراتهم النحوية

الكلمــات المفتاحيــة:اللغــة الانجليزيــة لأهــداف خاصــة, النحــو, طــلاب الاقتصــاد, وســائل التواصـل الاجتماعي.