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**The Role of Authentic Materials in Raising ESP Students'  
Motivation and Awareness.**

The Case of Third Year Students biology at Belhadj Bouchaib University  
Centre of Ain Temouchent.

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a  
Master's Degree in Linguistics.*

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## **Dedications**

*To my dear parents;*

*To my sisters and brothers;*

*To my future husband;*

*To my friends.*

## **Acknowledgments**

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## **Abstract**

Over the last century, the requirements for learning English for specific purposes have significantly raised the intention of the educationalists to suit the evolving needs of learners who need English to perform their study or professional interests. Despite the fact that many Algerian universities and other higher institutions have heavily invested to available the suitable materials that support ESP teaching, to enhance students' learning experience; the lack of adequate and appropriate materials remains one of the main problems encountered by both ESP teachers and students in many departments in general and in the department of biology in particular which decreases the learners' motivation to learn the target language. Thus, the present research aims at investigating the role of authentic materials in raising ESP students' motivation and awareness. To carry out this research, a case study has been conducted in the department of biology at Belhadj Bouchaib university centre of Ain Temouchent , where third-year students and ESP teachers were selected as a sample. A questionnaire and a semi-structured interview were designed respectively to the students and the teachers to collect the necessary data. The latter were quantitatively and qualitatively analyzed. Hence, the main results obtained from the data collected showed that the use of authentic materials has a positive impact and plays an effective role in enhancing the students' performance. It also showed that, the use of authentic materials may be very effective in raising biology students' motivation and awareness. Finally, the results revealed the usefulness of the authentic based language materials in responding positively to our learners' interests, skills achievement and language development, in addition to raising the biology students' motivation and awareness.

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## **List of Acronyms**

**EAP:** English for Academic Purposes.

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

**EFL:** English Foreign Language.

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

**ELT:** English language Teaching.

**EOP:** English for Occupational Purposes.

**EPP:** English for Professional Purposes.

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

**ESP:** English for Specific Purposes.

**ESS:** English for Social Sciences.

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

**EVP:** English for Vocational Purposes.

**LMD:** Licence Master Doctorate.

# **General Introduction**

## General Introduction

Materials are believed to be one of the vital components in the teaching/learning process in general and in the ESP course design in particular because these teaching aids are not only controlling the process of teaching and learning but also, bridging the gap between the learners' needs and their achievements. Thus, the selection of the appropriate materials should not be randomly done; rather, it should be selected appropriately in order to foster learners' needs, interests and requirements from the English language. The use of authentic materials in ESP contexts remains the most prevailing one since the latter are enjoyable, initiative and creative for the purpose of satisfying learners' needs and providing learners with real-life situations where the target language is used.

In Algeria as in many other developing countries, the decision makers and the ESP practitioners in the academic institutions try to provide their learners with the pedagogical supports and the teaching materials that prepare their learners for their academic and professional careers. Unfortunately, their efforts remain insufficient. Despite the important role of those kinds of materials in ESP teaching contexts, the researcher noticed a lack and an inappropriate use of the authentic materials in the ESP classrooms in different departments and in that of biology in particular. Thus, the main objective of the present study is to analyze and investigate the use of authentic materials and their effectiveness in raising ESP students' motivation and awareness.

In this research, a case study is conducted with third-year biology students at Belhadj Bouchaib University Centre of Ain Temouchent. Two basic data collection research instruments are used in the present work; namely, a questionnaire addressed to third years biology students at Belhadj Bouchaib University Centre of Ain Temouchent and a semi-structured interview arranged with the ESP teachers. Both quantitative and qualitative data analysis methods will be relied on. This research is conducted in order to investigate the following research questions:

1. What is the impact of using authentic materials on biology students' performance?
2. To what extent does the use of authentic materials help in raising biology students' motivation and awareness?

The above-cited questions led to the formulation of the following hypotheses:

1-The use of authentic materials may better biology students' performance.

2-The use of authentic materials may be very effective in raising biology students' motivation and awareness.

The present research work is constructed and organized in three different chapters. The first chapter is devoted to the theoretical overview of ESP, its branches and some key concepts relevant to the notion of authenticity in the teaching/ learning process. It focuses also, on the effectiveness of the authentic materials in raising ESP students' motivation and awareness. The second chapter is composed of two parts; the first presents the analysis of the target situation, it describes the status of ESP in the biology department. Furthermore, it attempts to display the target sample population dealt with in the research. It gives a detailed description of the research methods, sampling and the implemented research instruments and procedures. The second part, however, is devoted to the analysis of the collected data from the students' questionnaire and teachers' semi-structured interview. The third chapter attempts to provide a discussion of the main results. It exhibits a number of suggestions and recommendations about the use of authentic materials in ESP classroom as well as, some pedagogical implications related to the effectiveness of authentic materials in raising biology students' motivation and awareness.

**Chapter One**

**The**

**Role of Authentic Materials**

**in Raising ESP Students’**

**Motivation and Awareness**

**1.1 Introduction.**

**1.2 ESP Defined.**

**1.3 ESP Branches.**

1.3.1 English for Academic Purposes.

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**1.4 ESP Course Design.**

**1.5 The Notion of Authenticity and its Types.**

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1.8.1 Learners Autonomy and Awareness.

1.8.2 Learners' Motivation.

**1.9 Types of Motivation.**

1.9.1 Integrative and Instrumental Motivation.

1.9.2 Intrinsic and Extrinsic Motivation.

**1.10 Conclusion.**

## 1.1 Introduction

The need of different techniques for teaching and enhancing students' performance have necessitated the innovative implementation of authentic materials in Algerian ESP classrooms because it builds a strong bridge between the learners and the real world through the facilitation of learning English and for the objective of achieving learners' needs. Therefore, the authentic materials have an impact on raising ESP students' motivation and awareness.

Accordingly, the present chapter provides the theoretical background covering the field of ESP, its branches, its course design in addition to, the features of the ESP course design. This chapter revolves also around the advantages concerning the role of authentic material in developing the ESP students' performance and autonomy through the use of authentic auditory and printed materials.

## 1.2 ESP Defined

In the 1960s, ESP emerged as a fundamental activity in the EFL industry with the aim of making language courses more reactive to learners' needs. In effect, from its early emergence, many definitions of what ESP is were offered to delimit the borders of the newly emerging field of English teaching such as; the one provided by Robinson (1991) who asserts that the learners of ESP: "*learn English only for their work and needs purposes.*" (p.07); that is, in ESP, the learners are not studying for the sake of gaining knowledge of the English language itself but because they need it to achieves their specific interests and goals. In the same vein, Mackey and Mountford (1978) assume that ESP:

Is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements, (e.g.: for international telephone operators)... or vocational training programs, (e.g.: for hotel and catering staff)...or some academic or professional study, (e.g.: engineering)...(p.02)



That is to say, that teaching ESP is a key concept to achieve learners' needs in their field of specialism which could be academic or occupational. According to Strevens (1988), cited in Johns & Dudley-Evans (1991, p.298) ESP is characterized by:

**a. Absolute**

- 1) Focus on achieving the needs of the learner.
- 2) The content learned is related to particular disciplines, occupations, activities (specific needs).
- 3) Based on the language of those specific disciplines.
- 4) It's not dealing with General English.

**b. Variable**

- 1) limited according to the language skills to be learned e.g: reading, writing, speaking only.
- 2) It not taught in general, not with a planned methodology.

**c. ESP is:**

- 1) Based on achieving learner's need, and saving time.
- 2) Related to the learner needs.
- 3) Effective and successful for the learning.
- 4) More efficient because it is more specific than general English.

The definition above showed that the absolute characteristics are fixed and they can be found in any field of ESP since it is based on the learners' needs in the specific field not in general and are specific to ESP because learners' needs are important in designing language activities. The variable characteristics however, can change from one branch to another in the ESP contexts.

To sum up, all the definitions mentioned above have shown that the role of ESP is teaching and learning the English language for the aim of achieving the ESP learners' needs in a particular domain and develop their discourse communities; moreover, it is providing learners with the linguistic features to develop their performance and their skills to perform better.

### 1.3 ESP Branches

ESP as a vivid trend of ELT is not limited to a specific discipline this is manifested in the diversity of its types with an ultimate aim which is to meet learners' needs and wants, as explained by Tomlinson (2003) who points out that: “... *English for Specific Purposes (ESP) is an umbrella which refers to the teaching of English to students for their specific needs or particular work.*”(p.307). This means that, ESP is divided into different types with the purpose of meeting learners' special needs for learning the English language.

According to Brown (2016) and David Carter (1983), the ESP context is subdivided into English for academic purposes (EAP) and English for occupational purposes (EOP) for the aim of achieving learners' evolving needs. Prior to them, Hutchinson and Waters (1987), divided ESP into the following headings:

- English for Social Sciences (ESS);
- English for Business and Economics (EBE);
- English for Science and Technology (EST).

Each of the above sub-branches is broken down into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

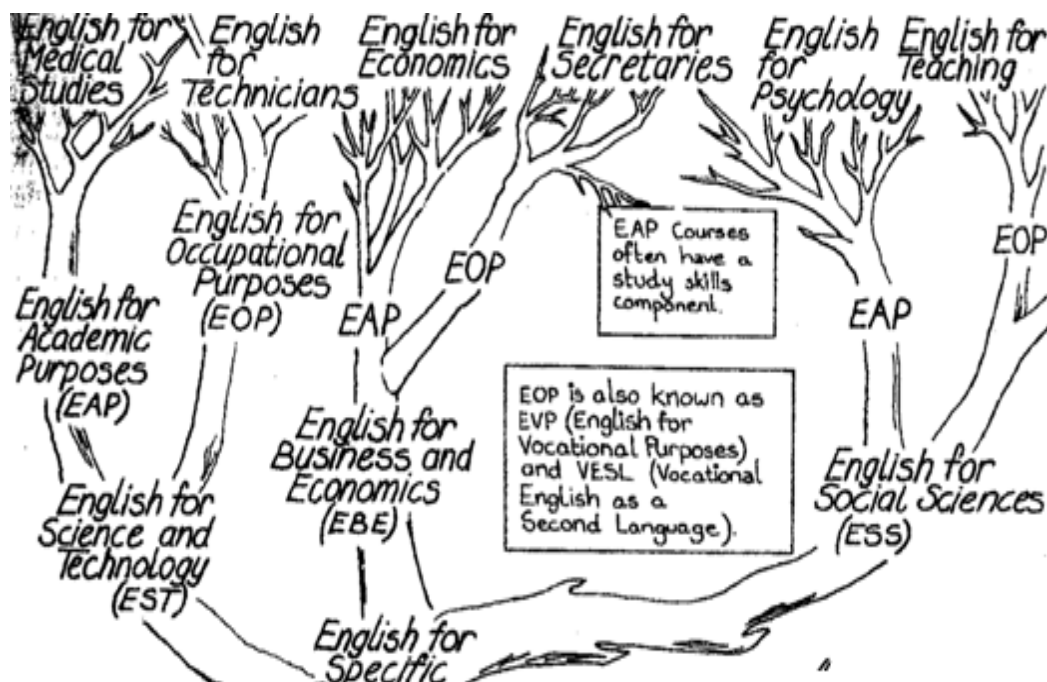
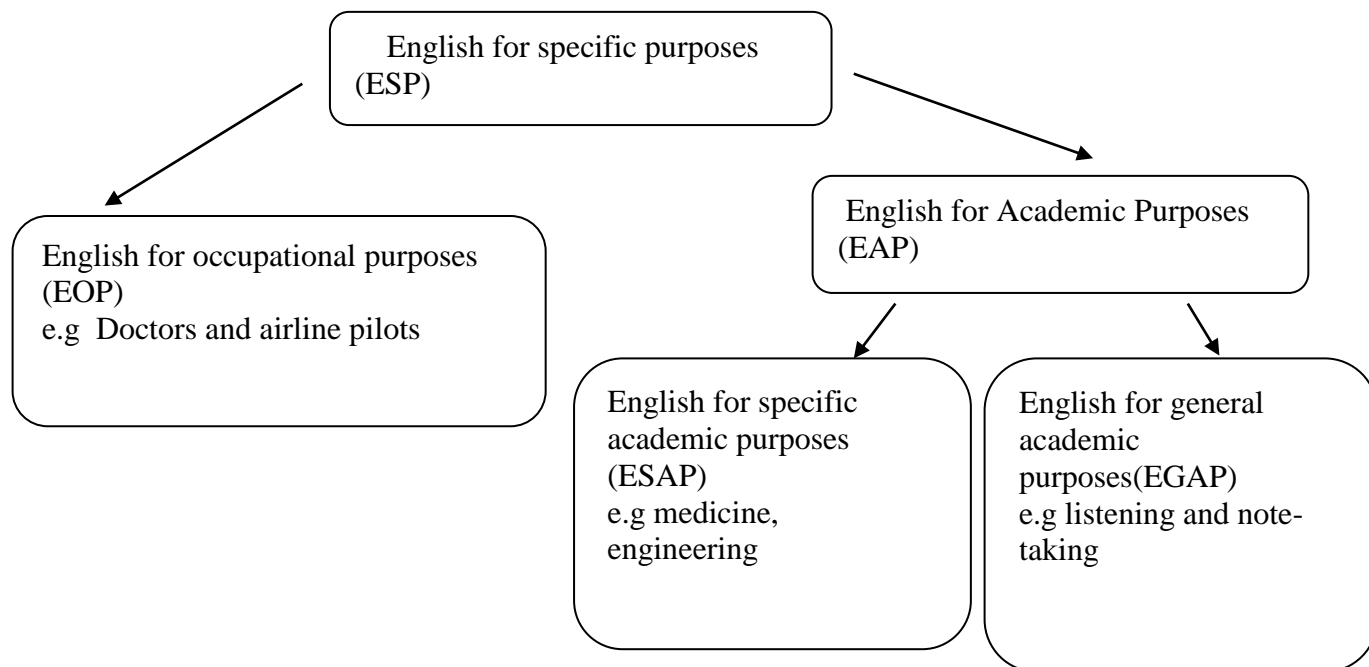


Figure 1.1 The Tree of ELT (adopted from Hutchison & Waters, 1987).

### 1.3.1 English for Academic Purposes

EAP is defined as the teaching of English to students in formal educational contexts through a study by reading articles, taking notes and summarizing conferences. In this respect, Kennedy and Bolitho (1984) argue that: “*EAP is taught generally within the educational institution to students needing English in their studies.*”(p.04) which means that, EAP is taught for students who need it in their studies.

Flowerdew and Peacock (2001) cited in Benabdallah (2018) describe EAP as an international activity of tremendous scope; the objective behind this course is to help learners in their academic needs. In addition, EAP is divided into English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP).



**Figure 1.2 ESP Types (Adapted from Jordan, 1997).**

In this vein, there is a general agreement among many educationalists that EAP is further divided into two branches, namely EGAP and ESAP.

EGAP or ‘common core’ represents the general needs of the learners, that focus on the wide-angled of courses where the topic is selected from a variety of disciplines. There are isolated skills that correlate when studying the activity. Example: reading textbooks, articles, materials and writing dissertations, essays and particular skills correlating with each isolated skill such as reading textbooks that involve understanding the main idea, distinguishing of the main and the supporting one.

Whereas, ESAP or ‘subject specific’, its main focus is narrow-angled courses where the learners' needs have to carry out in particular discipline. It focuses on the EGAP skills that help the students in their subject task. Examples: the courses delivered to biology students that are divided into either English for laboratory experiments, Chemical English or English for teaching as ESP teacher.

To sum up, the difference between the two sub-categories is that, EGAP deals with teaching practices and language skills to all students that are common to all disciplines. On the other hand, ESAP deals with teaching activities and features that are associated with a specific discipline as highlighted by Bleu (1988) who states that: *“The difference is that ESAP courses focus on the actual tasks that students have to carry out while EGAP courses select more general contexts.”* (p.41) that is to say, ESAP is more precise and specific based on a specific part of the English courses that achieve specific needs such as: teaching skills. Whereas, the EGAP courses are general. e.g. preparing the learner to perform oral presentation which is a common activity.

### 1.3.2 English for Occupational Purposes

English for Occupational purposes is the teaching of the English language for workers who need the language to perform their jobs. In this respect, Kennedy and Bolitho (1984) assume that :*“EOP is taught in a situation in which learners need to use English as part of their work or profession.”*(p.04). That is, English for occupational purposes is that teaching directly related to the professional settings where the learners need English as part of their profession.

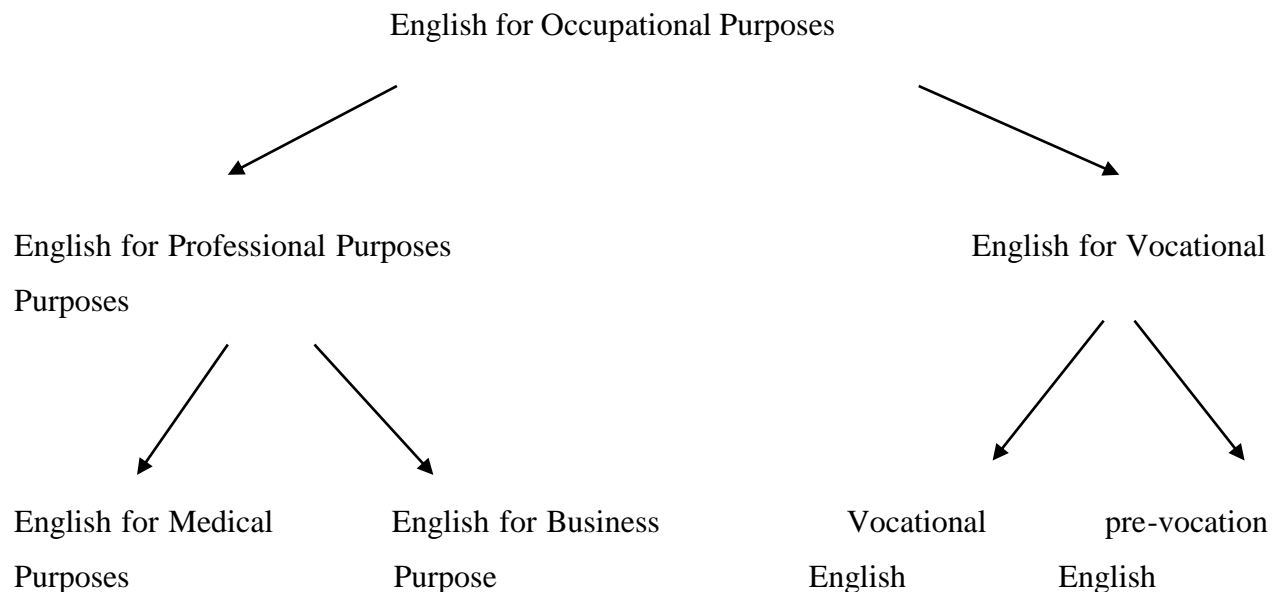
Thus, the EOP course contains three teaching types which have been categorized among specialists such as: Kennedy and Bolitho (1984); Robinson (1991); Dudley-Evans and John (1998), who distinguished three forms of language acquisition:

**Pre-experience:** English is taught before.

**Simultaneous:** English is learned within the job.

**Post-experience:** The language is used after the training.

Likewise, Dudley-Evans and St John (1998) maintain that EOP branches have been divided into two main sub-categories which are English for Professional Purposes (EPP) and English for Vocational Purposes (EVP).A distinction made between (EPP) and (EVP) for the Occupational and professional e.g. English for medical (doctors), English for business (lawyers), and English for a vocational purpose which is further divided into pre-vocational English and vocational English e.g. English for the airport, nursing...



**Figure 1.3 Classification of ESP Branches (Adapted from Dudley-Evans and John, 1998).**

Though many distinctions are made between EAP and EOP, Hutchinson and Waters (1987) noted that there are no differences between EAP and EOP because people can work and study simultaneously. Thus, all the definitions above have shown that EAP and EOP are designed as a guiding principle to the learners' needs and interests.

#### 1.4 ESP Course Design

Course design refers to the selection and analysis of courses to achieve the learners' needs. It is a set of different activities designed from different sources of materials and syllabus that meet the learners' wants and interests.

Hutchinson *et al* (1987) maintain that, designing a course is fundamentally a matter of asking learners about their desire, goals, and needs from learning the language to provide interesting activities to design a course, different sources of materials and writing multi-tasks. Moreover, the teacher's role is to find answers to "language description" such as: why is the language needed? , where and when will the language be used? What does the student need to learn? To organize effective ESP courses and thus, achieves the learners' needs and goals.

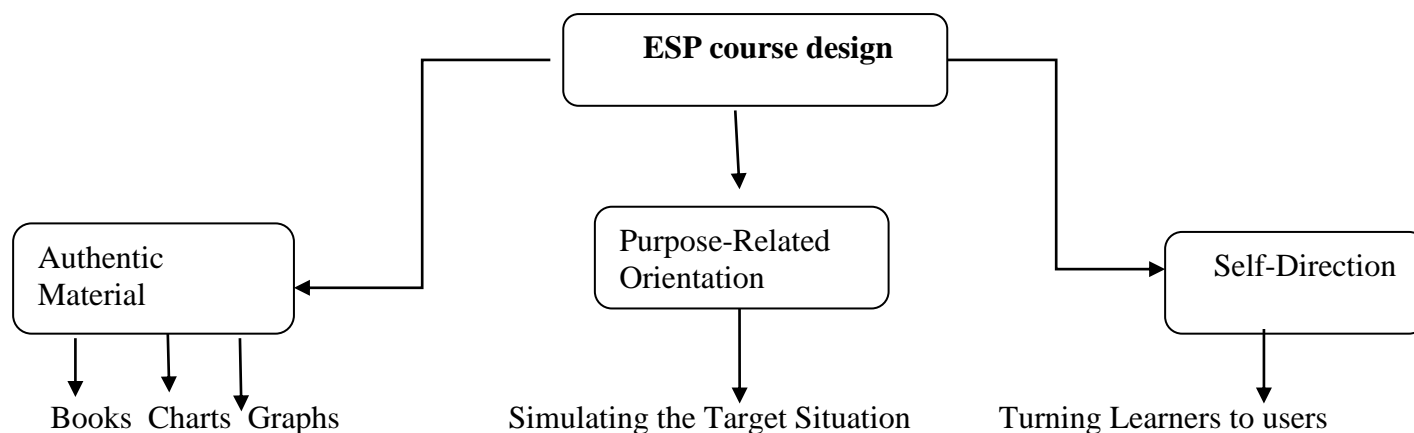
In the same line of thought, Nation *et al* (2010) describe ESP courses as a “*how to do activity*.”(p.110). That is to say, the ESP courses based on the needs analysis and on the teaching and learning experiences because it facilitates the course content. According , other steps provided for planning and developing a course design by Richards (2001) cited in Benabdallh (2012, p.145) Developing a course rationale;

- Describing entry and exit level;
- Choosing course content, and
- Planning the course content.

Those steps are used to develop a course rational which is describing the value and beliefs. The second step deals with the level of proficiency of the learners' needs and conducting a needs analysis that is appropriate. Next, it is necessary to choose and plane the course content because it contains an important element that helps the learners to achieve their needs such as skills and grammar (language feature).

ESP courses have different characteristics than the courses of general English, that stand on the fact that the syllabus and the materials used are based on the learners' needs. In this respect, Munby (1978) says that ESP courses are: “*those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learners.*” (p.02) i.e, The ESP courses are those where the materials are designed by the practitioner as a direct response to the communication needs of the target learners for achieving better results.

According to Carter (1983), ESP courses have three common features: Authentic Material, Purpose-Related Orientation, Self-Direction.



**Figure 1.4 Carter's Features of ESP Course (1983).**

➤ **Authentic Material**

Materials play a vital role in foreign language teaching in general and in that of ESP in particular. In this respect, Gardner & Miller (1999) cited in Kherfi.B & Gueziz (2016) assert that, the main important step in designing an ESP course is the selection of appropriate materials so that, the teacher can present the course effectively. However, the use of such materials is modified by teachers or unmodified (adapted and created materials) is acknowledged in ESP contexts.

In addition, Peacock (1997) cited in Berardo (2006) states that :“*Authentic materials are materials that have produced to fulfill some social purpose in the language community to fulfill the learners' needs.*”(p.299) I.e. the authentic materials designed specifically to achieve the learners' needs and to develop their communication in the target language.

In the same respect, Harding (2007, p.10) provides guideline steps for ESP teachers in their use of authentic materials as follows:

- Think about what is needed.
- Understand the nature of your students' subject area or vocation.
- Spend time working out their language needs in relation to the subject.



- Use contexts, texts, and situations from the students' subject area.
- Exploit authentic materials that the students use in their specialism or vocation
- Designing tasks with authentic as wells as the texts.
- Motivate the students with variety, relevance, and fun.
- Try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

The above steps are important first to identify and analyze the learners' needs and thus, choose topics and signing multi-tasks courses through the use of authentic materials since that kind of materials provide the learners with real-world use of the language.

➤ **Self-Direction**

Self-direction is a characteristic of the ESP course in which ESP learners are turned into users (Carter, 1983, p.134). Which means that, the learners should be autonomous to know how, why, and when they will study for achieving their needs and wants, and the teacher should be an ESP practitioner to guide the learners ' how to learn' through the learning strategies and the use of materials that help them to use different resources .

➤ **Purpose-Related Orientation**

Purpose-Related Orientation refers to the simulation of communication tasks. According to Carter (1983,p.147) who explains that learners may develop their performance through attending conferences, taking the important point and writing a final report that is purposeful to ESP courses are helping the learners to become communicatively competent in their target settings. That is, orientated lessons must be according to needs and wants of ESP learners for the purpose of achieving better results.

To sum up, the characteristics of ESP courses deal with giving the learners freedom to learn what they want and achieve their needs through the use of appropriate materials whose impact is to help learners communicate effectively because the latter are helping the target learners with real-life activities.

## 1.5 The Notion of Authenticity and its Types

Authenticity as related to the teaching/learning process in general and that of ESP in particular has been pointed out by many linguists as a relevant feature in the teaching methodologies (Safont and Esteve, 2004, p. 261-274). In effect, Authentic materials are significant as high factors in developing teaching-learning practices in their real-life situations and in ESP courses they are acknowledged to bring the real-life situation through their use. Therefore, authenticity increases students' performance and raises their motivation for learning a language. For Breen (1985) cited in Pinner (2015) authenticity has many types which are :

1. The authenticity of tasks that helps learners to perform better by raising their skills for academic and professional life.
2. The authenticity bringing the real world to the language classroom.

In the same line of thought, Ellis (1993,p.17) has supported this view and suggests that a genuine learning purpose can help students readily accept the classroom as real. According to her, the tasks are authentic if they:

- Reflect the communicative purposes of the text on which they are based,
- Are appropriate to the text on which they are based,
- Elicit response to/engagement with the text on which they are based,
- Approximate real-life tasks,
- Activate learners' existing knowledge of the target language and culture,
- Involved purposeful communication between learners.

Thus, authenticity can be used in classroom through using the authentic materials that may help the learners to raise their motivation, increasing therefore, their communication skills and facilitate the learning of the language to them. However, for designing authentic ESP courses, it should be based on the communication objective that helps learners achieving their interests, containing the exact context designed as the real-life tasks.

## 1.6 Authentic Materials Definition

Authentic materials are defined as any kind of texts written by English native speakers for English native speakers. Kilickaya (2004) explained that : “*the common definition of authentic text is “exposure” to real language and its use in its own community.*” (p.1912) this means that, authentic materials describe a real language that can be used easily in the classroom through the use of authentic materials that develop the learners’ communication.

Similarly, Peacock (1997) highlighted the use of such materials over others claiming that levels of on-task behaviour , concentration and involvement can be increased by using authentic materials greater than employing artificial ones. That is to say, learners’ level of proficiency can be increased by using authentic materials through motivating them and using real context. Another definition from Morrow (1977) cited in Gilmore (2007) posits that: “*An authentic text is the real use of language by the native writers and speakers its purposes to convey a real message.*” (p.98) i.e, the authentic text brings the authentic culture information that shows a positive effect in raising learners’ awareness.

To sum, the authentic text should be chosen according to three criteria as proposed by Fei and Yu-Feng (2008) cited in W. G. Bouklikha (2016,p.36). The first criterion is a combination of structural and lexical difficulty; its aim is to not de-motivate learners. For the second criterion, they explain that learners' needs must be taken into account particularly when the reading materials are provided for learners who learn English in academic settings. The third criterion is based on learners' interests and needs.

### **1.7 Types of Authentic Materials**

Selecting teaching materials is a very crucial part of teaching and learning a foreign language and nowadays, the resources for teaching materials are available to everybody where the internet is regarded as a very important and rich source of authentic materials.

Therefore, Nunan (1985) cited in Hafid (2015) specified the concept of authenticity as follows: “*Authentic materials are usually defined as those, which have been produced for purposes other than to teach language and may take different forms like videos, recordings, broadcast authentic interactions, television, radio and newspapers, signs, pictures, timetables, and schedules.*” (p.34) i.e, authentic materials help the learners to achieve their specific need

because it is not way of teaching language in general but in teaching language for specific purposes by different kind materials used.

### 1.7.1 Authentic Auditory Materials

Authentic auditory materials are those materials that help or enable the learners to hear the English language and the ones produced from the native users in a real context. These are professional audio-taped radio ads, songs, documentaries. Gebhard (1996) cited in Allag (2017,p.25) suggests that the authentic materials are real, natural and spontaneous spoken language materials written by the native of the language, and that represent the source of authenticity in classrooms to perform better in listening skill and develop learners' level of proficiency.

However, Audio-visual authentic materials, like films and TV shows represent a rich source of input for learners which can be exploited in various ways and on different levels to improve their communicative competence. Videos are often more preferred by language students, as they are more attractive and motivating than audio recording. Examples of authentic auditory materials include: newspapers, audio materials, video clips, live radio, Phone messages ,Radio broadcasts, Podcasts • E-books, Movies, Videos , Television programmes.

As far as the authentic listening materials, O'Malley and Chamot (1989) cited in Allag (2017) add that, listening is an active and conscious process in which the listener constructs meaning by using cues from real contextual information and from existing knowledge while relying upon multiple strategic resources to fulfil the task requirement.

However, Pierce (1998) explains that "*listening involved actively perceiving and constructing from a stream of sound, that gives the learner the opportunity to listen to the real speech from native.*" (p.50) In effect, there are different types of authentic listening: materials, the most commonly used are TV, Video, Radio, Audio Tape and the Internet, e-book.

### 1.7.2 Authentic Printed Materials

This type refers to any materials in written form such as newspaper articles, movies, advertisements, lyrics to songs, restaurant menus, street signs, tourist information brochures, e-books, maps, books, and bus schedules. According to Jacobson *et al* (2003) “*printed materials used in ways that they would be used in the lives of learners outside of their adult education classes through bring the real world.*” (p.01). this means that, authentic texts are believed to be used as input data for learners; as those texts are the source of authentic language which enable learners to develop their interpretations and communication with others.

Moreover, Hadley (2001) concludes that:” *authentic materials show the real-life context to the ESP courses through the use of real materials that are either written or spoken by the natives such: documents, newspaper, and magazines that are directly linked with real-language on the classroom that is designed according to the learners needs.*” (p.97) i.e authentic materials facilitate the lecture through bringing the real –life context to the classroom during the ESP courses.

To sum up, the authentic auditory and printed materials have a positive impact on motivating learners to acquire the English language for their occupational career or academic studies.

## 1.8 The Role of Authentic Materials in Raising Students' Motivation and Awareness

In order to raise ESP learners' motivation and awareness and achieve efficient results in the language classrooms, ESP teachers strive to provide their students some authenticity that is delivered by authentic materials (printed and auditory) for effective and practical use such a bringing videos, conferences, it is useful to deal with real language for the reasons of developing learners proficiency level.

Therefore, this can be explained by the fact that, the authentic materials allow the students to hear as much a more real act of communication with all the interactional features which are not found in any other material (created and adapted). It gives them a true representation of real speech, which will make them more able to cope with ‘real-life’ speech

when they meet outside the learning situation and thus, develop their communication with others.

All that is mentioned above, asserts that authentic materials orient the students to learn a foreign language that is from the native writers and native speakers through bringing the real world to the classroom and achieve their performance.

### **1.8.1 Learners Autonomy and Awareness**

Awareness is an essential element in autonomy as explained by Glisan (1994) cited in Seguni (2009) who claims that “*giving the students freedom to take responsibility for their own learning, and become independent learners.*” (p.43) i.e. autonomy in leaning or teaching means that, the learners take a partial responsibility to be free to choose their special learning. They become therefore, independent learners. In other words, authentic materials give the learners the responsibility to use the materials by their own through involving the learner to think about the real world by his own.

As for consciousness-raising , it is the first measure to implement the innovation, and transfer the responsibility of selecting materials to learners to be as such free and independent learners because it stimulates their interests and needs. It enhances also, the do-it-yourself ability and desires for achieving their interests and goals.

Additionally , Donmall (1985) defines conscious awareness as: “*...a person's conscious awareness of the nature of language and its role in human life .*” (p.07) .That is to say, a conscious-awareness has an important role in developing human cultural knowledge which facilitates learning a language and develops consciousness-raising by using different activities in the classroom. This leads to raise learners' conscious awareness and motivation and develop their linguistic features.

### **1.8.2 Learners' Motivation**

The authentic materials can be used to raise learners motivation for the purposes of achieving their needs, performance and encourage them for further research reading because of the importance of these materials on learners' motivation in a learning task. In this respect, Oguz

and Bahar (2008) maintain that, the use of authentic materials facilitates the lecture for learners to be active in learning and in the same way their motivation levels may raise.

Likewise, Hutchinson and Waters (1987) assume that: *“Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning.”*(p.08) Thus, Learners have needs and interests that are different from one another, which lead to influence their motivation in learning a language. Their needs increase their motivation for the purposes of achieving their final goals.

Harmer (1983) also, defines learners' motivation as: *“some kind of internal drive that encourages and pushes somebody to do what needs to know and wants to achieve.”*(p.03). That is to say, motivation increases the learners' internal motivation that is dynamic, for the aim of reaching their goals.

In addition, Strevens (1988) gives four implications for higher motivation in ESP courses:

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

## 1.9 Types of Motivation

Motivation is being divided into two kinds which are: Integrative and Instrumental motivation; motivation involves the influence of various individual traits of language learners, such as, the need for achievement their needs. (Gardner and Lambert, 1972, p.132).

### 1.9.1 Integrative and Instrumental Motivation

Integrative motivation is distinguished by the learners' positive attitude and reflect their personal needs, interests and the desires to interact with the culture presented by another person as highlighted by Masgoret and Gardner (2003) who explain the students can be integrative motivated if they have a desire to learn a language that they are in need of and develop their

contact and interaction with the other language group. However, the integrative motivation refer to the desire in which the students communicate with the speaker of the language they want to learn to developing their performance.

On the other hand, instrumental motivation as suggested by Gardner and Macintyre (1991) who assert that it is:

the extent that an instrumental motive is tied to a specific goal, however, its influence would tend to be maintained only that goal is achieved (...) On the other hand, if the goal is continuous, it seems possible that an instrumental motivation would also continue to be effective. (p.70)

That is to say, instrumental motivation extended would tend to be maintained only when that goal is achieved. If the goal is continuous, the instrumental motivation would also continue. Additionally, instrumental motivation increases learners' power to be active in learning the target language through developing their practical side to increase learners' careers and giving them more prestige and power.

### **1.9.2 Intrinsic and Extrinsic Motivation**

Motivation is classified into two categories as the following: intrinsic motivation and extrinsic motivation.

- Intrinsic motivation refers to learning itself as pointed out by Deci and Ryan (1994) who argue that intrinsic motivation is a central motivator for learning a language, they add:

Intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. When the educational environment provides optimal challenges, rich sources of stimulation and a context of autonomy, this



motivational wellspring in learning is likely to flourish (p. 245)

That is to say, intrinsic motivation is impulsive for students' natural curiosity and desires and interests in their learning. The latter helps learners to be motivated in their education by providing them with different sources when this motivation facilitates learning. Therefore, the intrinsic motivation gives the learners the opportunity to be an autonomous learner to learn the language they need.

- Extrinsic motivation the term extrinsic motivation: “*motivate people doing activity for achieving a better result, whether tangible or not*”, (Deci et al, 2017. p. 21).i.e. extrinsic motivation implies instrumental or external behaviours, that depend on external factors outside for learning the target language and reflect the desire to do something because it is enjoyable. If we are intrinsically motivated, we would not be worried about external rewards.

To sum up, all that is mentioned above implies that, motivation comes through the outcomes and depends on the desire of the learners. The authentic materials have a great impact in giving improvement to learners' language ability and in helping them understand the real use of the target language in the classroom.

### **1.10 Conclusion**

This chapter tried to give an overview of a number of key concepts about the conducted research starting with the importance of ESP courses and their features. Additionally, it sheds light about authentic materials means and the role of authentic materials and their effectiveness in raising ESP students' motivation and awareness. Accordingly, the second chapter will prepare for the investigation and the collection of the necessary data that will be analyzed and testing the role of authentic materials in raising biology students' motivation and awareness.

**Chapter Two**  
**Research**  
**Methodology, Data**  
**Collection and Analysis**

## **2.1 Introduction.**

## **2.2 The Situation of the Department of Biology in the University Centre of Belhadj Bouchaib of Ain Temouchent.**

2.2.1 Description of the Target Situation.

2.2.2 Research Objectives.

## **2.3 Research Methodology.**

### **2.4 Sample Population.**

2.4.1 Students' Profile .

2.4.2 Teachers' Profile.

### **2.5 Research Instruments.**

2.5.1 Students' Questionnaire.

2.5.2 Teachers' Semi-Structured Interview.

### **2.6 Methods of Data Analysis.**

2.6.1 Quantitative Method.

2.6.2 Qualitative Method.

### **2.7 Students' Questionnaire.**

2.7.1 Analysis.

2.7.2 Summary of the Main Results.

### **2.8 Teachers' Semi-Structure Interview.**

2.8.1 Analysis and Interpretation.

2.8.2 Summary of the Main Results.

## **2.9 Conclusion.**

## 2.1 Introduction

The previous chapter dealt with the theoretical background related to the concept of ESP, the notion of authenticity, the types of authentic materials used in the teaching/learning process and most importantly, it highlighted the role of authentic materials in raising learners' motivation and awareness.

This chapter will deal with the practical part of the research in which a description of the situation analysis will be presented and the data collection and procedures, the research instruments, sampling and methods of data analysis will be provided.

## 2.2 The Situation of the Department of Biology at the University Centre of Belhadj Bouchaib -Ain Temouchent

The Department of Biology at Belhadj Bouchaib university centre of Ain Temouchent has first opened its door in 2013-2014. It is holding an overall number of 420 students from both levels of graduation i.e. **Licence** and **Master** divided as follows:

- The first year level of graduation always referred to as **license level** contains about 370 students divided into three levels.
  - The first-year level contains about 126 students divided into seven groups who get to deal with seven subject Matters.
  - Second-year level encompasses 37 students separated into two groups, dealing with a curriculum of six subject matters.
  - Third-year level, divided into two major streams:

**Biochemistry:** this stream consists of 74 students, divided into two groups and given seven subject matters to tackle during the whole year.

**Applied Microbiology:** comprises also about 75 students, divided into two groups and who are dealing with seven subject matters.

- The second level of graduation, referred to as **Master level**, is divided into two major streams.

### **Master 1**

**Biochemistry:** holding about 96 students, divided into two groups and given seven subject matters to tackle during the whole year.

**Applied Microbiology:** a number of 110 students are belonging to this stream, divided into two groups which encompass eight subject matters for all year long.

### **Master 2**

**Biochemistry:** stands in the lowest part of registration scale for that, it holds only about 34 students, they are divided into two groups and given seven subject matters.

**Applied Microbiology:** holds 71 students, divided into two groups dealing with five subject matters.

Concerning the teaching staff of the department of biology, the department comprises an overall number of (30) full-time teachers, and about (24) part-time teachers. Among those full-time teachers (28) are Doctorate holders and (02) are Magister holders.

#### **2.2.1 Description of the Target Situation**

The present study has been conducted in the department of Biology at Belhadj Bouchaib University Centre of Ain Temouchent. More precisely, it has been conducted with 30 third-year students selected from the overall (149) third-year students.

#### **2.2.2 Research Objectives**

The aim of this research is to highlight and enhance the role of authentic materials and their effectiveness in raising the ESP students' motivation and awareness. The results of this research will determine whether the use of authentic materials has a positive impact and proves its efficiency in raising biology students' motivation and awareness.

### **2.3 Research Methodology**

To identify the role of authentic materials in raising the motivation and awareness of the biology students at Belhadj Bouchaib University Centre of Ain Temouchent, this study aims to question the use of authentic materials' effectiveness and testing their impact on biology students' achievement and results. The result of this research will determine whether the use of authentic materials is effective and helps in developing biology students' performance and in raising their motivation and awareness.

In the present research, the researcher has chosen the third year biology students at Belhadj Bouchaib University Centre- Ain Temouchent- as a sample population in order to extract the necessary information about the effectiveness and the role behind using authentic materials in the teaching of English for biology students and their role in enhancing their performance.

Accordingly, the research method adopted in the present research is that of a case study. Because the latter is a research methodology that analyse a social phenomenon using a different methods as explained by Tellis (1997) who affirms that through a case study:

a researcher is able to go beyond the quantitative statistical results and understand the behavioural condition through the actor's perspective. By including both quantitative and qualitative data, case study helps explain both the process and outcome of a phenomenon through complete observation, reconstruction, and analysis of the case under investigation. (p.01)

This means that the case study is argued to be the suitable research method that gives the researcher a deeper analysis and understanding through the explanations of the outcomes and the real-life of the events.

### **2.4 Sample Population**

In any type of research conducted, the investigation should be based on a sample population. Before introducing the sample population involved in this study, we should first define what a sample population is.

A sample is defined by Lohr (2016) as: “*representative in the sense that each sampled until will represent the characteristics of a known number of units in the population.*” (p.03). that is, a sample involves asking a partial of the potential population instead of the total population and seeks to create a sample that is representative. Moreover, the sample chosen for making research will represent all the population under investigation.

Sampling theory is a way of designing the data collected and it is important to select a sampling method. The purpose behind the use of sampling theory is to guide the researcher to work with the right sampling method that makes the research more flexible and efficient, as Glaser(1978) affirms that: “*Theoretical sampling allows for flexibility during the research process.*” (p.626) i.e. using correct sample method gives the research more efficiency, and greater flexibility.

The probability or random sampling is part of the sample techniques that has been chosen by the researcher in order to reduce the number of cases, this is mainly to be unbiased and each sample has the probability to be chosen. As explained by Brown (1947) who affirms that : “*Probability or random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling error*” (p.20) that is, random sampling means that, sample has an equal probability of being chosen . A sample chosen randomly is meant to be an unbiased representation of the total population.

The sample population involved in the present research is that of (30) students which have been chosen randomly from (149) third years biology students from both existing streams that is (biochemistry and applied microbiology) to respond to the questionnaire. In addition to, the (02) language teachers chosen to undertake the semi-structured interview.

### **2.4.1 Students' Profile**

As stated above, the students involved in this research are the third-year biology students from both streams. Concerning the students belonging to the applied microbiology stream, they deal with the English course in their second semester, they are divided into two groups, the first group consists of 35 students and the second one comprises 39 students the two groups are gathered in one class for one session per week. Concerning the biochemistry students, they are dealing with the English course in the first semester they are divided into two groups the first one consists of 36 students and the second consists of 39 students, they are gathered in one class for one session per week. The researcher has chosen (30) students randomly from a total number of (149) students, (15) are chosen from each stream to respond to the questionnaire.

### **2.4.2 Teachers' Profile**

The teachers involved in this research study are two English teachers at the biology department at Belhaj Bouchaib University Centre of Ain Temouchent, one is a full-time teacher, a doctorate holder with five years of experience. The second one, however, is a Magister degree holder with a teaching experience of three years.

## **2.5 Research Instruments**

In any investigation, the researcher needs a research instrument to collect the necessary data. In the present study, the researcher has recourse to two research instruments for the sake of the multiplication of data sources. Therefore, a questionnaire was addressed to third-year biology students and a semi-structured interview was arranged with the English teachers at Belhadj Bouchaib University Centre of Ain Temouchent.

### **2.5.1 Students' Questionnaire**

The questionnaire is serie of questions considered as the most common tool that is used when conducting any research. The questionnaires are highly effective in collecting responses from a number of participants. As mentioned by Dornyei cited in Brown (2001) who states that a questionnaire is: " *any written instrument that present respondents with a series of questions or statements to which they react either by writing our their answers or selecting from among*



*existing answers .”(p.06). I.e. the questionnaire is designed for the purpose of obtaining answers that help the researcher for collecting different information from a sample population and the data needed for the research through either answering the questions or selecting the suggesting choices. Hence, the questionnaire includes multiple types of questions, the widely used types are:*

- **Open questions:** are kind of questions that require a free answer to express their idea.
- **Close questions:** this kind of questions includes limited answers either ‘yes’ or ‘no’, or select the appropriate one.
- **Mixed questions:** this kind of questions gathers both open and close questions.

Students’ questionnaire comprises (15) questions of different types including open - questions, close-questions, and mixed questions . All of which aim at gathering information about the role of authentic materials in raising biology students’ motivation and awareness, the questionnaire was organized in three sections, each section holds an important distinction to the research.

- The first section: **General Information**

Part one of the questionnaire consists of five (05) questions, the purpose of this section is knowing the students’ proficiency level of English language and examining the kind of materials that are dealt with in the English courses.

- The second section: **The Role of Authentic Materials in Raising Biology Students’ Motivation and Awareness**

The second part of the questionnaire consists of eight (08) questions. This section serves the objective of seeking the role of authentic materials and their effectiveness in raising students’ motivation and awareness.

- The third section: **Suggestions and Recommendations**

The last part of the questionnaire consists of two (02) questions. This section’s aim is to investigate the difficulties that the participants encounter when using authentic materials and

providing the researcher with some suggestions and recommendations that help in raising their motivation and awareness for language learning.

### **2.5.2 Teachers' Semi-Structured Interview**

The semi-structured interview is defined as a group of questions that help the researcher to gather the data that is needed, it is the instrument used in: "*conducting intensive individual interviews with a small number of respondents to explore their perspective on a particular idea, program or situation.*"(Boyce & Neale,2006,p.03). That is to say, the interview organized with specific questions in specific topics to conclude the interviewers' ideas and information.

In this research, the semi-structured interview was designed for the objective of investigating and testing the role of authentic materials in raising biology students' motivation and awareness. The interview is composed of (16) questions divided into three main sections each section contains different questions that have important information to our research:

➤ **The first Section: General information**

The first part consists of (05) questions. This section's aim is to seek the teachers' qualification and background information.

➤ **The second section: The Role of Authentic Materials in Raising Biology Students' Motivation and Awareness.**

The second part composed of (08) questions, aims to examine the teachers' use of authentic materials and their effectiveness in raising biology students' motivation and awareness.

➤ **The third section: Suggestions and Recommendations.**

The last part consists of (03) questions, its aim is to test the difficulties and problems that their students encounter during the use of authentic materials and to seek the suggestions and recommendations that may help to raise biology students' motivation and awareness.

## 2.6 Data Analysis Methods

In this research study, large amounts of the data were collected from both the students' questionnaire and the teachers' semi-structured interview. The data gathered in this research were analyzed quantitatively and qualitatively.

### 2.6.1 Quantitative Method

Quantitative method in general covers the presentation of the information into numerical data that can be transferred into statistics and it has a paramount importance in analyzing the data collected as Burns and Grove (2001) argue that, Quantitative research is the: "*formal, objective, systematic process in which numerical are used to obtain information about the world*".(p.38) I.e. quantitative method is that kind of data analysis methods which is based on numerical data that can be transferred into statistical information that helps the researcher in the conducted study.

The results of this study were examined through the use of the quantitative method by analyzing the percentage of the students' and teachers' responses and the calculated data have been interpreted in the form of graphs and tables.

### 2.6.2 Qualitative Method

The qualitative methods analyze, interpret, and explore a natural phenomenon through peoples' opinion and ideas and provide an insightful understanding of a particular event by underlying the main setting of a problem and generates hypothesis for the research, as Denzin and Lincoln (2000) posit that Qualitative Method: "*means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring to them*" (p.03). I.e. qualitative research is studying social science research and this research data helps us to interpret data and to understand social life through the study of targeted populations or places.

## 2.7 Students' Questionnaire

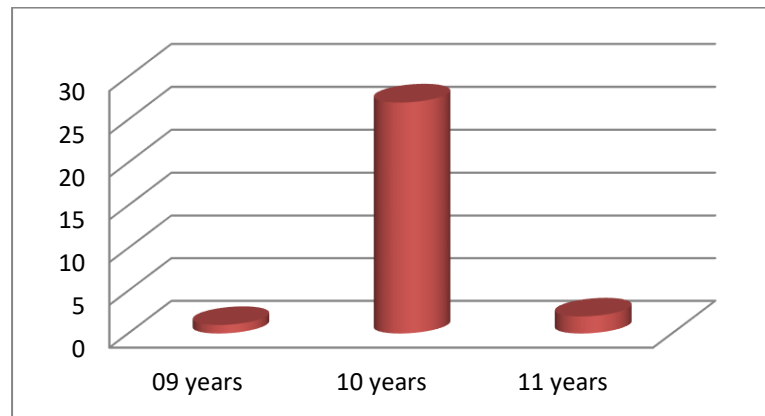
Students' questionnaire helped the researcher to determine their profile and test the role of authentic materials and their effectiveness in raising biology students' motivation and awareness.

It helped also, to point out the difficulties that encounter them during the use of the authentic materials. The questionnaire was distributed to all (30) students.

### 2.7.1 Analysis

#### ➤ Section One: General Information

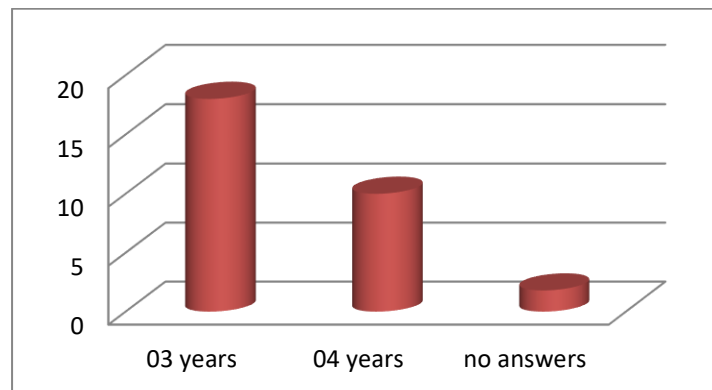
**Q1:** how long have you been studying English?



**Figure 2.1: Students' Years of Studying English.**

The aim of this question is to know how many years students of the sample have studied English. The figure shows that the majority of the students have studied English for (10) years forming a percentage of (90%) that is (27) students. However (04%) that is (02) students, have studied it for (11) years. whereas only (01) student who presents (03%) of the sample studied the English language for (09) years.

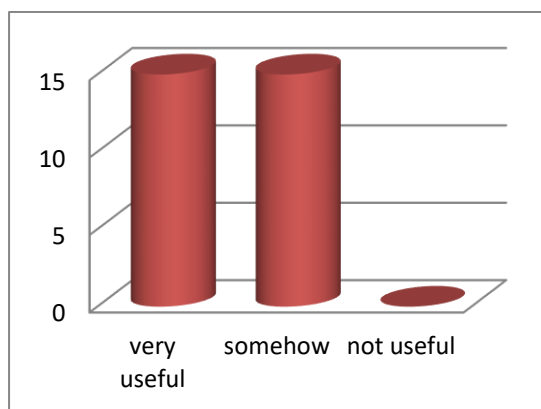
**Q02:** how long have you been studying English at tertiary level?



**Figure 2.2: Students' Years of Studying English at Tertiary Level**

The aim of this question is to know how many years the students of the sample have been studying English at the tertiary level (18) participants about (60%) have responded that they have studied English at the tertiary level for (03) years. while (10) students that are (33.33%) answered that they have studied English at tertiary level for (04) years and (02) participants forming a percentage of (6.67%) have not answered the question.

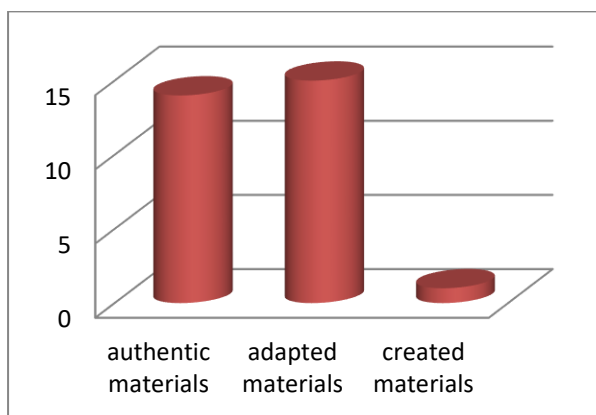
**Q03:** How useful are the English language courses with regard to your English needs?



**Figure 2.3: Benefits of English Language Courses**

The objective behind this question is to seek how much the English Language courses are relative to the target students' needs from the English language. As the figure clarifies that (50%) that is, (15) students have answered with 'VERY USEFUL'. while the other (50%) (15) participants have answered 'SOMEHOW'.

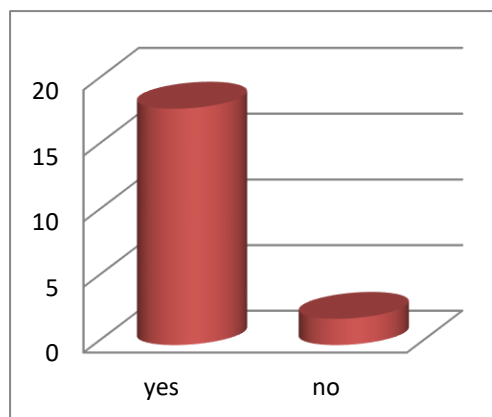
**Q 04:** what kind of materials are used in English courses?



**Figure 2.4: Types of Materials Used in Learning English Language**

This question provides us with the kind of materials used in English courses. Half of the participants (15) about (50%) have claimed that the adapted materials are used. While (14) about (46.7%) have answered that the authentic materials are used. and only one student from a sample which is about(3.33%) who have answered that the created materials are used.

**Q05:** Do you enjoy using authentic materials in your lectures?

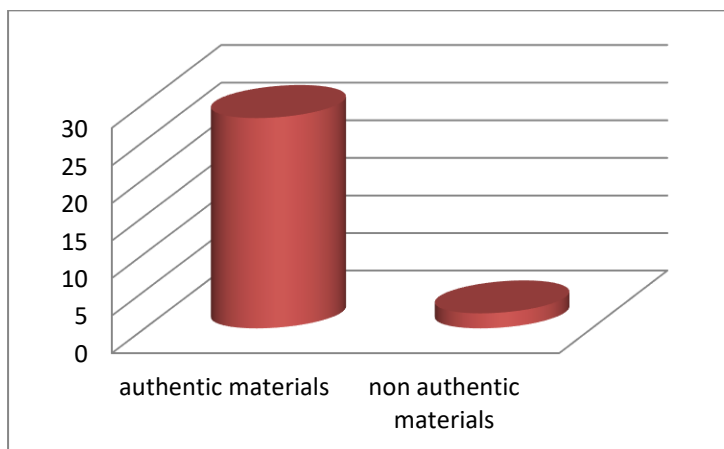


**Figure 2.5: Enjoyment of Using Authentic Materials in Lectures**

The purpose of this question is to investigate if the use of authentic materials during the lectures is enjoyable. The result reveals that (93.33%) that is (28) participants have answered with 'YES' and the rest of (6.67%) which is (02) participants have answered that they do not enjoy using authentic materials.

**Section 02: The Role of Authentic Materials in Raising Biology Students' Motivation and Awareness.**

**Q06:** According to you, what kind of materials may help you achieve better results in language learning?



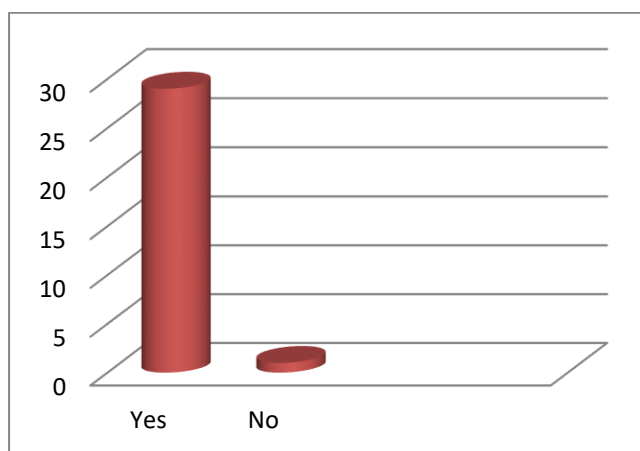
**Figure 2.6: Kinds of Effective Materials .**

The reason behind this open-ended question was to know how much authentic materials are helpful for achieving a better result in learning a language. As shown in the figure above, the result shows that (93.33%) that is (28) participants have claimed that authentic materials are helpful. However, the rest of (6.67%) about only (02) participants have answered that non-authentic materials are more helpful.

**Table2.1: Kinds of Effective Materials**

<b>Kinds of materials</b>	<b>Explanations</b>	<b>Percentage (%)</b>
Authentic Materials	-very effective	30%
	- deep information	3.33%
	-It is motivating	6.67%
	- very useful/helpful	6.67%
	-It has many references	10%
	- real and touchable	3.33%
	-very important	6.67%
Non Authentic Materials	-the authentic materials are complicated	3.33%
	No answer	30%

**Q 07:** Do authentic materials help you perform better?



**Figure 2.7: Benefits of Using Authentic Materials.**

This close-ended question was added for the aim of testing the benefits of using authentic materials in helping the students to perform better in language learning. (96.67%) that is (29)

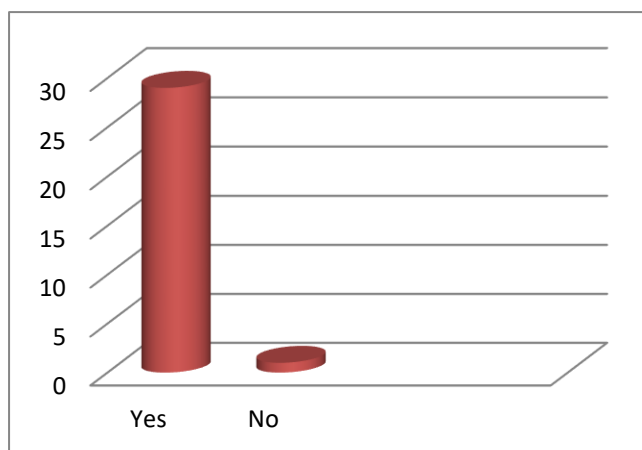


students have asserted that authentic materials are helpful to perform better. however, only one student that is (3.33%) has answered that authentic materials are not helpful.

**Table 2.2: Justification of The Benefit of Using Authentic Materials**

<b>Justifications :</b>
Authentic materials are helpful for gathering different information
Helpful to perform better through the understanding of the context
Enhancing skills ( writing, reading)
Authentic materials are the motivation to perform better

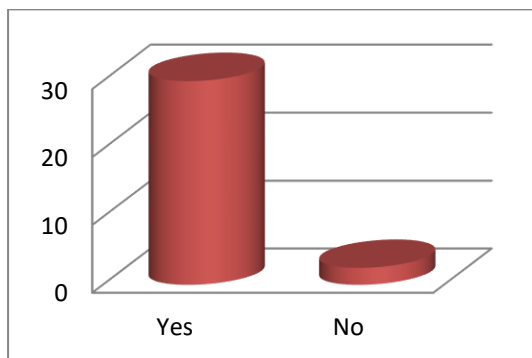
**Q08:** Do authentic materials help you perform better?



**Figure 2.8: Effectiveness of Using Authentic Materials.**

The aim behind this question is to know if the use of authentic materials is effective .the results show that (96.67%) that is 29 students have claimed that the use of authentic materials is effective. while only one student answered with ‘NO’.

**Q 09:** According to you, is the use of authentic materials helping to raise your motivation and awareness?



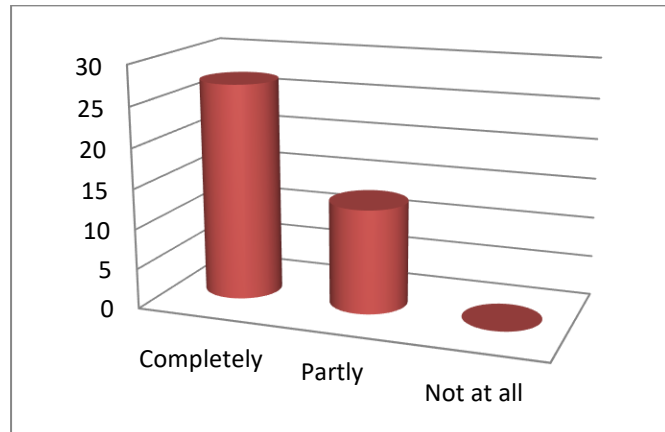
**Figure 2.9: Benefits of Using Authentic Materials in Raising Students' Motivation and Awareness.**

This open-ended question is added to know if the use of authentic materials helps in raising the students' motivation and awareness. The results obtained reveal that (100%) have answered with 'YES' which means that the use of authentic materials is very helpful for students in increasing their motivation.

**Table 2.3 Justification of the Use of Authentic Materials**

Justifications	Repetition	%
Facilitates the lecture	02	6.67%
More elaborated	10	33.33%
Helps to achieve our needs	18	60%

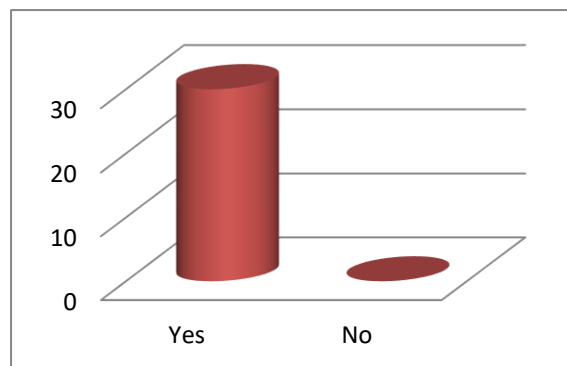
**Q10:** To what extent does the use of authentic materials raise your motivation and awareness?



**Figure 2.10 Effectiveness of Using Authentic Materials in raising ESP students' motivation and awareness.**

The aim behind this question is to investigate to what extent are the use of authentic materials impacting the student's motivation and awareness, Thus, the figure above shows that (90%) that is 27 participants have asserted that the authentic materials have a positive impact on students' motivation and awareness in learning the language. while the (30%) that is (10) students of the sample have claimed that were extent partly through the use of authentic materials.

**Q 11:** Do authentic materials help you develop your Language skills?

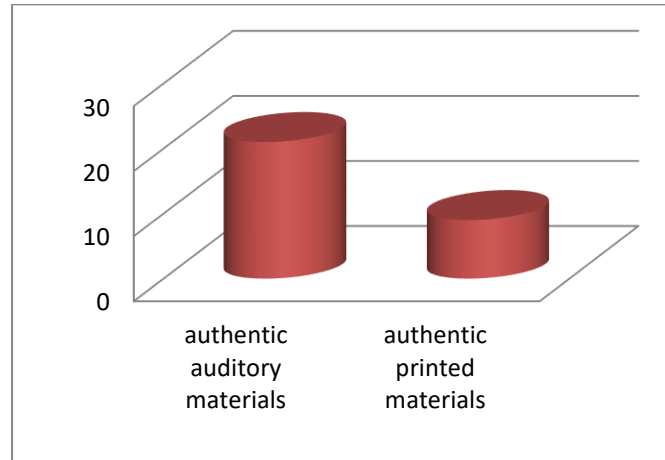


**Figure 2.11 Authentic Materials Impact On Students' Language Skills.**

The aim of this question is to know if the authentic materials have an impact on developing the learner's skills, therefore, through the analysis of this question we confirmed that

it is effective in developing learners skills because (100%) which is 30 participants have answered with 'YES'.

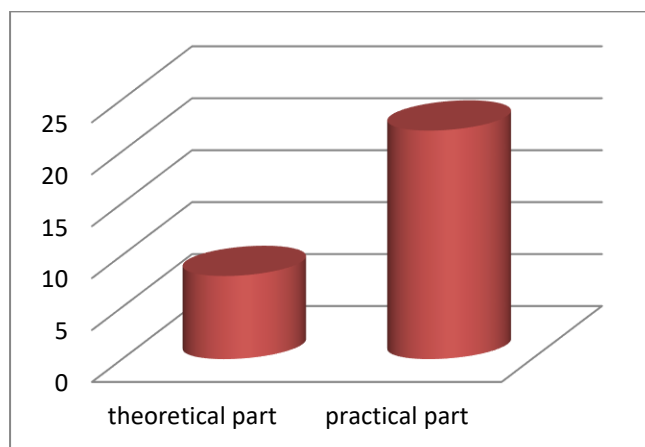
**Q 12:** According to you, in which part of the lecture, does the use of authentic materials motivates you and helps in raising your awareness?



**Figure 2.12 Most Effective Types of Authentic Materials.**

The reason behind this question is to analyze which authentic materials kind are helpful in developing students' performance. However, as shown in the figure above that the majority which is (70%) that is (21) of the students have claimed that authentic auditory materials are helpful. while the (30%) participants have claimed that authentic printed materials are better.

**Q 13:** According to you, in which part of the lecture, the use of authentic materials those motivates you and help in raising your awareness?



**Figure 2.13 Most Effective Part of the Lecture in Using Authentic Materials.**

The aim of this research question is to seek the main part of the lecture that raises the students' motivation and awareness. The figure above shows that the majority of the participants (73.33%) that is 22 students have answered that the practical part is more effective for raising their motivation and awareness. However (26.67%) that is only (08) students have mentioned that the theoretical part is most useful

**Table 2.4: Explanation ways of the Previous Question**

<b>Explanations:</b>
Experiences kept in mind
More elaborated and understandable
Bringing the real world

### 2.7.2 Summary of the Main Results

The aim behind the students' questionnaire is to collect data that test the role of authentic materials on biology students. The results obtained from the students' questionnaire confirmed the first hypothesis which is that the use of authentic materials may better biology students' performance.

The questionnaire provided the researcher with the main results of this study , the first part of the questionnaire gives the students' profile information that facilitate the research, in addition to testing the participants' use of authentic materials and how effective they are to perform better . While, the second part section showed that authentic materials are useful, since biology students' use different tasks and activities during their courses which are based on authentic auditory materials and authentic printed materials in the practical and theoretical parts of the lectures that help them to develop their skills and thus, develop their performance in the language learning to achieve better results.

## **2.8 Teachers' Semi-Structured Interview**

Teachers' semi-structured interview has enabled the researcher to determine their profile, their background, and to seek out the role and the effectiveness of the use of authentic materials in raising their students' motivation and awareness and to point out the difficulties and the problems turning around the use of authentic materials.

### **2.8.1 Analysis:**

**Section One:** General Information.

**Question 01:** What is your degree?

The aim behind this question was to know the teachers' qualification. One of the teachers involved in this research is a Magister holder and the second one holds a doctorate degree.

**Question 02:** What is your status?

The aim of this close-question is to seek the teachers' position in teaching ESP. Therefore, the answers have shown that the full-time teacher holds a doctorate. While the second one is a part-time teacher.

**Question 03:** How long have you been teaching English in general?

The objective of this question is testing the years of teaching English in general. One teacher has claimed that she has been teaching English for five (05) years in her course of study

.while the second teacher answers that she has been teaching English for three (03) years in her course of study.

**Question 04:** How long have you been Teaching English in the department of Biology?

The objective of this question is to seek the years of teaching as an ESP teacher experience in the department of biology. One of the teachers claimed that she has an ESP teaching experience of five (05) year. The second one, however, has an ESP teaching experience of three(03) years.

**Question 05:** What kind of materials do you use in your teaching?

This question's aim is to know the kind of materials teachers use in teaching. One of the teachers has claimed that she uses the adapted materials. However, the second one answered that she uses all kinds of materials proposed (authentic, adapted, created materials).

**Question 06:** Do you think that the use of authentic materials is effective in ESP teaching?

Through this question, the researcher wanted to know the opinion of the participants about the effectiveness of the authentic materials in ESP teaching. Both teachers answered with 'YES' for the following reasons:

- they help to motivate students
- The use of authentic materials helps students to understand the lessons easily.

**Question 07:** According to you, is the use of authentic materials effective in improving biology students' level of proficiency?

The aim behind this question is to know the effectiveness of the use of authentic materials in improving biology students' level of proficiency. The answers have shown that both teachers answered with 'YES'.

**Question 08:** What is the impact of using authentic materials on biology students' motivation and awareness?

Through this open-question, the researcher wanted to seek the impact behind using authentic materials on biology students' motivation and awareness. The teachers' responses were as following:

- Authentic materials help to raise motivation and awareness because they help in meeting the learners' needs.
- The use of authentic materials motivates the students to research more.

**Question 09:** According to you, how can authentic materials motivate biology students'?

This question's aim is to check how authentic materials can motivate biology students. The teachers' answers were as follow

- They help them achieving their needs and desires.
- Providing students with accurate authentic materials give them the needed information that help in raising their awareness.

**Question 10:** According to you, how can authentic materials help in raising biology students' awareness?

The aim behind this question is to seek how the use of authentic materials can help in raising biology students' awareness. the teachers' responses were as follow:

- Authentic materials are very essential in motivating biology students, as they can find in those materials the authenticity and value as language input, which plays a highly important role
- Authentic materials can render them more conscious of what they need to learn.

**Question 11:** According to you, in which part of the lecture, the use of the authentic materials would be most appropriate?

This question's aim is to test the most appropriate part of the lecture where the use of authentic materials was more effective for the learners. So one of the teachers answered by "both



of them' i.e, the theoretical and the practical parts are effective .However the second teacher's answer was that the practical part is the most appropriate part that affects the students through the use of authentic materials.

**Question 12:** What kind of authentic materials may help to raise biology students' motivation and awareness?

The aim behind this question is to test the appropriate kind of authentic materials which help in raising biology students' motivation and awareness. both teachers have claimed that the authentic auditory materials (video; radio broadcasts, E-books...) have benefits in raising students motivation and awareness, for the following reasons:

- Students are more motivated by auditory materials.
- They can make the information very clear.

**Question 13:** Is it difficult for you to find suitable authentic materials that can motivate you, students?

The aim behind this close-question is to know if the teacher encounters some difficulties to find suitable authentic materials that motivate their students or not. So one teacher has answered affirmatively, while the second teacher has answered negatively.

### **2.8.2 Summary of the Main Results**

The data collected from the teachers' interview helped to confirm both first and second hypotheses which are, the use of authentic materials may better biology students' performance and they may be very effective in raising biology students' motivation and awareness. Hence, from the students' questionnaire, we observe that students are more excited and active when authentic materials are used within the language course. Thus, it is encouraging them for reading leading them to be more conscious. Therefore, the authentic materials bring them a real-life situation to the classroom and this facilitates the lectures and increases their motivation in learning the language.

Consequently, the research findings show that the use of authentic materials has a positive impact on biology students' motivation and awareness; they help them to reach their needs from the English language, to perform better and improve their proficiency level. The results showed also that, the teacher prefers employing authentic (printed and auditory) materials in the practical and theoretical parts.

## **2.9 Conclusion**

In this chapter the researcher attempted to analyze the data collected through students' questionnaire and teachers' semi-structured interview that guide the researcher to question and test the role of authentic materials in raising biology students' motivation and awareness therefore, the results help the researcher to conclude that authentic materials help the students to perform better and develop their proficiency level. Accordingly, the coming chapter will be devoted to the discussion and the interpretation of the main results obtained from both students' questionnaire and of the teachers' semi-structured interview. It will also, provide some suggestions and recommendations that may help the biology students raise their motivation and awareness in learning the language.

**Chapter Three**  
**Suggestions**  
**and Recommendations**

**3.1 Introduction.**

**3.2 Discussion of the Main Results.**

**3.3 Suggestions and Recommendations.**

3.3.1 Suggestions.

3.3.2 Recommendations.

**3.4 Pedagogical Implications.**

**3.5 Conclusion.**

### **3.1 Introduction**

The previous chapter dealt with the interpretation of the data collected from the different sources which are the students' questionnaire and teachers' interview that analyzed the role of the authentic materials and their effectiveness in enhancing biology students' performance and in raising their awareness and motivation. The current chapter is entirely devoted to the discussion of the main results as well as providing some suggestions and recommendations that are hoped to bring insights to teachers and learners about the role of authentic materials and their effectiveness in raising biology students' motivation and awareness.

### **3.2 Discussion of the Main Results**

This research objective is to investigate the role of authentic materials in raising third-year biology students' motivation and awareness. The findings obtained from the data collected from different sources the students' questionnaires and the teachers' interviews; enable the researcher to confirm the suggested hypotheses through the effectiveness of the use of authentic materials in raising students' motivation and awareness.

The initial research question sought the impact of using authentic materials on the target students' performance. The students' questionnaire has shown that the use of authentic materials helps them achieve better results in language learning for the reason that the authentic materials are offering real-life situations and bring the real world to the classroom. They have also shown that, using authentic materials is very effective in raising students' motivation and awareness through developing their language skills abilities during the use of different authentic materials types which are authentic auditory materials and authentic printed materials. It can be said then, that the students' listening skills appeared to have improved after being exposed to oral and visual real-life materials through watching videos, radio broadcast, E-books.

In effect, the authentic materials show their effectiveness and prove to have a positive impact on increasing biology students' listening and speaking skills which lead them to use the correct pronunciation of the new vocabulary learnt from the target language. The visual lessons facilitate the connection between the target students and their occupational careers, they also help to facilitate the complicated scientific lectures. Therefore, the students will feel more confident during the sessions.

Likewise, authentic printed materials that are used in teaching the target language such as: textbook, articles etc. contribute to raise the target students' reading and writing skills through writing the summary of the final reports and analyzing the data of the laboratory experiments which help in raising the students' awareness. Thus, the first hypothesis has been confirmed that is, the use of authentic materials may better biology students' performance.

The second research question examined the extent to which the use of authentic materials contributes in raising biology students' motivation and awareness. The Findings from students' questionnaire and teachers' interview confirm the hypothesis that authentic materials are very effective in raising students' motivation and awareness. That is, the results show that authentic materials are encouraging biology students' motivation to research more and understand the lecture easily raising their consciousness when they need to learn a language. Hence, the teachers supported the use of authentic materials in the practical parts more than the theoretical parts, for the reason that, it makes the information clear for biology students' laboratory experiments that have to be well explained and providing learners with such accurate materials give the students the needed information that helps in raising their motivation.

Additionally, the teachers confirm that the use of authentic materials is very essential in motivating biology students as they can find in those materials the authenticity and value that provide them with language features, which play a highly important role. Accordingly, the authentic materials can render them to be more conscious when learning the language for their specific purposes.

To conclude, the use of authentic materials is of paramount importance for biology students' performance and achievement. From the data collected and the analyses of the students' questionnaire and teachers' interview. One may conclude that, the authenticity of materials has a great impact in raising biology students' motivation and awareness which helps them to achieve their language proficiency that they need in their academic or occupational careers. Thus, the obtained findings paved the way for the researcher to propose some beneficial suggestions and recommendations that will be discussed next.

### **3.3 Suggestions and Recommendations**

As discussed above, the use of authentic materials is very important in raising students' motivation and awareness and that the ESP teachers should base their teaching and the selection of their materials on using authentic materials that enhance students' performance. The results of

the collected data helped the researcher to propose some suggestions and practical recommendations for both students and teachers based on authentic materials that play an important role in raising biology students' motivation and awareness.

### **3.3.1 Suggestions**

The result analysis of the collected data and the analysis of learning needs of the target learners led to the writing process of the course material which should be based on authentic materials that play an active and important role to motivate the learners in the language learning process, which help the learners improve their communication skills.

#### **➤ Role of Teachers**

The ESP teachers have an important role which is the testing role; they seek if their students can be a valuable source of information before starting the course for the purpose of organizing the content around their interests and level of competency in the language skills.

The teachers' role is not to teach specialized knowledge only but to facilitate language learning for the ESP students through the use of authentic materials to achieve the needs of those academic and professional areas. Teachers were supporting the use of authentic materials because it helps in raising the learners' motivation and awareness in learning a language and enhances their skills. The biology learners assert that the teacher was the main source of motivation, For instance, the teachers play the role of facilitators when they face difficulties in accomplishing the tasks of those authentic materials because of the unknown vocabulary. e.g. how to perform a scientific presentation in a conference, or in writing the final report of the work project. In the last point, teachers play a consultant and adviser role during the presentation of conferences when they present a scientific presentation, they have to communicate and negotiate with the learner the knowledge of the content and to explore these practices to meet the learner needs since ESP is a practical discipline whose main purpose is to help ESP learners learn the language.

#### **➤ Enhance Students Performance**

ESP teachers suggested that ESP courses should meet the learners' needs where they should create different activities. Those kinds of activities enhance students' skills. Therefore, the major difficulties that encounter the teachers are in finding the appropriate videos for the lessons

based not only on reading but also, on integrating other skills (listening, writing, speaking) to develop the biology students' performance and creating an active atmosphere in the classroom through motivating them to learn a language. ESP teachers should use vocabulary that also plays a leading role since it is considered as the backbone of the language. However, the vocabulary used during the lecture should be well pronounced. The instructor finished up with writing final reports, paraphrasing and explaining the difficult terms to facilitate the lecture for the learners. For the aim of achieving learners' performance.

➤ **Identifying Learners Needs**

The most known problem is that the learners attend the language lectures without being aware of their specific needs, this draws a gap and confuses the learners to achieve their needs. Therefore, the learners should know their weaknesses in using the English language and try to improve them. For example: the speaking and listening skills and this can be improved by the teacher who should identify the needs of almost every student for a dynamic process of teaching.

➤ **Project Work**

An extremely useful technique that can be successful in any learning process is project work. This method increases the learners to be a researcher and to read more because when they prepare a presentation. First, students find information about the topic using different sources (the internet, newspaper, and magazines, TV. ). While, the next step is to collect information and analyze them. The result will be then, presented in front of the student's classmates. This method helps in increasing students' self-confidence and can allow students to learn in an autonomous way.

➤ **Use Authentic Materials (Auditory)**

The teachers suggest that materials (authentic materials) should be presented in the classroom. The results obtained from the analysis and the interpretation of the collected data have shown clearly that the use of audio-visual materials is of paramount importance to fulfil their needs mainly in speaking and listening skills. As it was suggested, that the use of powerpoint presentation, as well as the use of language laboratory might increase their interest and motivation in learning a language. The students will feel confident during the use of : a



video, data-show , a live experiment that help increasing the learner motivation which facilitate the lecture for the biology students.

On the other hand, speaking skills have to be equally enhanced since biology students expressed their desire to learn how to perform orally in English in the target situation. As a result, in making oral presentations, they should know how to deliver a speech and correct sentences. Thus, the use of authentic audio materials helps them to develop their pronunciation through listening to the native speakers.

Additionally, these authentic auditory materials are especially useful when teaching ESP because they constitute some of the most typical means of presenting and organizing information in listening, speaking and written scientific discourse. The authentic auditory materials have a great impact on enhancing the ESP learners' self-confidence and encouraging the effort of the learner in the classroom in addition to train themselves in oral activities.

#### ➤ **Teaching Problems**

From the obtained results, the main reason is the lack of time where the teachers suggested that to increase the number of teaching hours from one hour per-week to six hours a week. The time-tabling of English courses has to be modified in the department for the objective to enhance students' language performance, the participants in this research also expressed their desire to increase the time allocated to the English course to achieve their needs. They have also added that, the use of home works would encourage biology students' work on English activities even outside the classroom and develop their writing skills. In addition, the low coefficient of the English subject in that department, in comparison to other modules which could de-motivate the learners to carry on the lectures and do not push them to carry out with the English language because it seems for them less important than the other subjects coefficient. In other words, the higher the coefficient is, the more motivated the students will be because it shows them how much this subject is important even though they know that English sessions are the key to achieve their specific purposes.

Additionally, the lack of authentic materials is one of the main reasons that may decrease the learners' motivation since there are no active materials to improve their needed skills and they assert

that they need to use such authentic materials especially in the practical part because they are more effective.

Finally, these are some suggestions provided by the ESP teachers involved in this research work in which they acknowledge the central role of using authentic materials because of their importance in raising biology students' motivation and awareness in the classroom:

- ✓ More authentic materials should be presented in lectures so that, students can get accustomed to and be familiar with their use.
- ✓ Make sure to know their needs.
- ✓ Ask them their desire, what they would like to learn.

### **3.3.2 Recommendations**

The researcher sees that the use of authentic materials in the practical part is more important in raising ESP students' motivation and awareness. Therefore, both students and teachers recommend that they are in need to use the authentic materials .Additionally, the students assert that the use of authentic audio-visual materials make them more aware and motivated to learn the language easily.

#### **➤ English Language Teachers' Training**

As mentioned in this research work, the students recommend that they need a professional ESP teachers. In effect, the lack of trained ESP teachers seems to be a real dilemma that many Algerian university departments are facing in general and that of biology in particular. So, it is important for an ESP teacher to receive pre-service and in-service training in order to be properly trained and to feel more confident while teaching ESP courses. Therefore, the ESP teachers have an important role in guiding the ESP learners to know the importance of using authentic materials that motivate them to learn the English language and to develop learners' ability to be aware of their strengths and weaknesses and enhance their learning and performance.

#### **➤ Designing ESP Tasks**

Most biology learners realize that, using different materials during the lecture are to facilitate the understanding of the latter in addition to, the tasks which motivate them for making further research. However, most of the students recommend that using authentic audio-visual materials is attracting their attention during taking ESP courses and helping them achieve better their needs since they help them memorizing the information concerning their academic and afterwards in their occupational settings. While, authentic printed materials seem boring to them. Additionally, they confirmed that using different real-life sources such as videos, broadcast, and real-life experiences on youtube help them enhance their skills. By exposing themselves to these sources, learners can meet and discover the natural language within the use of authentic materials.

Moreover, one of the most important points reached is that, the most activities that took place in English classes were mostly reading and translation from English into French and writing down those uttered translations or the English words or phrases that help them in their specific needs. Thus, the students and teachers suggestion was to use diversify classroom activities to ease the access to the target language, to facilitate and understand the lectures. Thus, it is essential for teachers to try different methods to encourage students to take part in classroom activities.

Because the traditional teaching practice discourages students from becoming active in the learning process, teachers recommend that the use of created and adapted materials in the biology department are not enough in raising students' motivation, they should provide their students with authentic materials that create an active atmosphere in the classroom through bringing the real-life situations to them and make them more active to achieve their needs. Moreover, using authentic materials facilitates the shift from the language classroom to real language use outside the classroom and to be efficient and fulfil their tasks. In other words, a careful selection of materials and activities is required, including more authentic materials are less boring and more natural for the target learners.

The data collected by the researcher shed light on many important points for the good performance of the teachers and the students in the process of learning. In that, Teachers have to design courses with strategies training. They should be designed with different types of authentic auditory materials that achieve the learners' needs in their occupational and academic careers.

The teachers should also, know the desire of their learners and the most effective part within which the use of the authentic materials would be more appropriate.

In this research, the researcher has noticed that, biology learners are more active in the practical part. Finally, ESP courses at tertiary level should be systematically developed from the first to the last semester of the LMD system according to the learners' needs, and their content should be oriented and flexible.

- In this conducted research, the researcher realizes that many learners are not conscious about the use of reading strategies. Moreover, ESP practitioners should improve their quality teaching by undertaking training sessions that may include theoretical and empirical practices, to teach their students such strategies through the use of Authentic articles that can be adopted from what the learners may encounter in both academic and professional contexts. For enhancing reading, they may include: newspapers, magazines, reading articles that proved to be a fruitful and effective in enhancing their students' reading comprehension that develop their vocabulary in learning the target language. It will encourage them to adopt a more various approach to reading scientific texts such as: scientific articles. Reading strategies should be designed as part of the pre-reading tasks, teachers should pay more attention to these strategies and try to teach readers how to apply them in the classroom for identifying and may end their lectures by writing a summary of the main ideas or writing the result of the experiments taken. According to the teacher, reading skills are very important in giving the learners the opportunities to enhance their writing and raise their awareness.

The data collected from the students' questionnaire helped the researcher to realize that the lack of using authentic materials may decrease students' motivation and awareness. ESP teachers design courses by using authentic materials that help in raising their learners' internal and external motivation in learning the target language. The significance of implementing authentic materials in English courses for the biology students may cover the impact of authentic auditory materials and authentic printed materials on the learners' performance including the improvement of their speaking, reading, listening and writing skills. Since it helps the learners develop intercultural competence especially when the language is required in the occupational context.

Moreover, the use of authentic auditory materials is the most effective type of materials that are aligned with the learners' desire to learn the language and facilitate the lecture to them. In this respect, this may also require the inclusion of real-life situations with real experiences that motivate them. As it was already suggested, the use of power point presentation as well as the use of language laboratory might increase their interest and motivation in learning a language and make it easy.

### 3.4 Pedagogical Implications

The data collected by the researcher made clear some very important points for the good performance of the teaching /learning process. These points give creative ideas to add positive aspects to teachers for their learning and give them meaning as they reach good results. Additionally, these points are what can be added to raising ESP learners' performance.

- One of the major purposes of taking ESP courses, is to achieve the learners' needs and goals; the use of authentic materials in ESP course design is to reach better results. The authentic materials are the most effective materials that help in raising learners' motivation through bringing the real-world of the target language in the ESP classrooms. However, the use of authentic auditory and printed materials give the learners the opportunities to develop their own language. Moreover, the authentic materials raise learners' autonomy which means that the students take a total responsibility to be free to choose their special learning. Thus, become independent learners. In other words, authentic materials give the learners the responsibility to use the materials by their own through involving the learner to think about the real world by his own.
  
- Classroom Interaction through the use of motivational strategies ; The teachers organize a multi-tasking in the ESP classroom. They confirm that teaching with authentic oral materials develop the students' responded utterances. In effect, the target students tend to use real English language that helps to develop their communication. The teachers use motivational strategies during a task providing them feedback, promoting autonomy, and explanation of the task difficulties. Therefore, one of the main effective motivational strategies is creating a friendly atmosphere and having a free discussion in the classroom that may help students to develop their using of the English language.

➤ Designing national workshop for the development of English language teaching techniques; The national workshop should be designed with professional ESP teachers from different universities, they create conferences and workshops by using developed materials to motivate learners and achieve their goals, this kind of workshops gives the learners the opportunities to ask ambiguous questions that they need in their academic and occupational purposes. In this case, each one gives his own method to develop the English language especially at the tertiary level. In the other hand, participation in the national workshop makes the learner more confident and autonomous and motivates them to achieve their desire to learn a language and develop their different skills. Cooperative learning is an effective method for learning in the ESP classroom as it encourages learners to discuss what they have learned and to learn from each others' point of view. Additionally, encouraging group work leads to increase learners' interaction with each other. Finally, cooperative learning can increase the target students' awareness on interaction through these practices that can enhance the engagement of students and facilitate learning opportunities which are illustrated with the innovation in videos and technology.

### **3.5 Conclusion**

This chapter intended to focus on the importance of the use of authentic materials and its impact on the biology students' motivation and awareness in learning a language. It provided some suggestions and practical recommendations for both ESP teachers and learners. Finally, this chapter gave some pedagogical implications about the use of the authentic materials in the ESP contexts and their importance in creating an active atmosphere in which the learners enjoy learning the target language and thus, guiding them both in their future studies and professional careers.

# **General Conclusion**

Authentic Materials are an essential component in teaching and learning languages; when they are used adequately and appropriately, they proved to have positive impacts on learners and their achievement. Despite the important role of those kinds of materials, the researcher noticed a lack not to say a non-use of the authentic materials in the ESP classrooms in different departments and in that of biology in particular. In this dissertation, the researcher intended to highlight the role of using authentic materials and their effectiveness in raising biology students' motivation and awareness.

This research work is a survey that provides an analysis of the English teaching/ learning process in the department of Biology at Belhadj-Bouchaib University Centre, the case of the Third-year students. This survey is based on the analysis of students' needs and interests.

This research work consisted of three chapters. The first chapter was mainly concerned with the theoretical background related to the importance of using authentic materials in ESP context, it gave an overview about ESP and shed the light on the role of using authentic materials and their effectiveness in raising ESP students' motivation. The second chapter was devoted to giving the research design, it offered a detailed description of the research methodology, sampling, the research instruments, and the data analysis procedures carried out in this study as well as the analysis of the collected data. The last chapter dealt with the discussion and the interpretation of the main results, in addition, to some suggestions and recommendations in this chapter, some pedagogical implications were also provided in relation with the adequate use of authentic materials for motivating ESP learners.

In This research two instruments of data collection were used; a questionnaire was addressed to third-year biology students at Belhadj-Bouchaib University centre of Ain Temouchent, and a semi-structured interview was arranged with ESP teachers in the same department. The data were both quantitatively and qualitatively analyzed.

The obtained results confirmed the hypotheses, the researcher hypothesized that the use of authentic materials may better biology students' performance. This hypothesis was confirmed. In effect, the obtained results showed that the use of authentic materials in ESP courses are very effective in enhancing the proficiency of the ESP students, the researcher proposed some suggestions that may be effective in raising ESP students' motivation and awareness. The second hypothesis stated that the use of authentic materials may be very effective in raising biology students' motivation and awareness. The results revealed that biology students develop and



enhance their performance through the use of authentic materials, develop their proficiency level and they prove that working with such materials is bringing a real-life to the classroom which motivate them to make further research and that what confirmed the second hypothesis. Thus, the use of authentic materials may be very effective in raising biology students' motivation and awareness.

This conducted research as any other research has got some limitations and shortages. First, time was a major obstacle to tackle this research because of its illegibility; in addition, this research did not investigate all the levels since it was restricted only to third year biology students. Moreover, the researcher encountered some problems related to a small number of participant involved in this research which cannot be representative to all biology students because of the lack of the authentic materials in ESP courses. Despite these limitations the present study research will pave the way for further research about the important role of using authentic materials in the ESP courses in order to raise learners' motivation and awareness.

To conclude, this research tried to shed light on a very important point to language teaching/ learning process, a concept that can enhance the proficiency and the performance of ESP learners. This purpose of study is to investigate the role of authentic materials in raising ESP students' motivation and awareness.

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# **APPENDICES**

# **APPENDIX A**



## **Students' Questionnaire**

This questionnaire is part of a master project, designed to study the role of authentic materials in raising biology students' motivation and awareness. So would you please answer the following questions.

### **Section one : General Information**

1-How long have you been studying English?

.....

2-how long have you been studying English at tertiary level?

.....

3-How useful are the English language courses with regard to your English needs?

-very useful

-somehow

-not useful

4-What kind of materials are used in English courses?

-authentic materials

-adapted materials

-created materials

5-Do you enjoy using authentic materials in your lectures ?

-Yes

-No

### **Section 2 : The Role of Authentic Materials in Raising Biology Students' Motivation and Awareness**

6-according to you, what kind of materials may help you achieve better results in language learning?

-authentic materials

-non authentic materials

Why?

.....

7-Do authentic materials help you perform better?

-Yes

-No

Why ?

.....

8-Do you find authentic materials effective?

-Yes

-No

9-according to you, is the use of authentic materials helping to raise your motivation and awareness?

-Yes

-No

How?

.....

.....

10-To what extent does the use of authentic materials raise your motivation and awareness?

-completely

-partly

-not at all

11-Do authentic materials help you develop your language skills?

-Yes

-No

12-according to you, What kind of authentic materials help you perform better?

-authentic auditory materials (videos, radio broadcasts, E-books...)

-authentic printed materials (text book, newspaper, web-sites...)

13-According to you,in which part of the lecture ,the use of authentic materials motivates you and help in raising your awareness ?

-theoretical part (lecture, teaching of the skills, texts...)

-practical part (exercises, activities, tasks...)

explain how?

.....  
.....

**Section 3 :Suggestions and Recommendations**

14- What are the main difficulties you encounter when using authentic materials? indicate the source of difficulties ?

-long texts

-difficult tasks

-difficult vocabulary

15-Do you have suggestions or recommendations to help raising your motivation and awareness for language learning?

.....  
.....

**Thank you**

# **APPENDIX B**

## Teachers' Interview

This questionnaire is part of a master project designed to investigate the role of authentic materials in raising biology students' motivation and awareness. Thus, we would be indeed grateful if you could answer the following questions.

### Section one : General Information

1. What is your degree?

- Magister
- Doctorate

2. What is your status?

- Part time teacher
- Full time teacher

3-how long have you been teaching English in general?

-.....years

4-How long have you been teaching English in the department of biology?

-.....years

5-What kind of materials do you use in your teaching?

- Authentic materials
- Created materials
- Adapted materials

### Section 2 : The Role of Authentic Materials in Raising Biology Students' Motivation and Awareness

6-Do you think that the use of authentic materials is effective in ESP teaching?

- Yes
- No

If yes, Why?

.....  
.....

7-according to you, is the use of authentic materials effective in improving biology students' level of proficiency?

-Yes

-No

8-What is the impact of using authentic materials on biology students' motivation and awareness?

.....

9- According to you, how can authentic materials motivate biology students?

.....

10-According to you, how can authentic materials help in raising biology students' awareness?

.....

.....

.....

11-According to you, in which part of the lecture, the use of the authentic materials would be most appropriate?

-Theoretical part (lecture, teaching of the skills, texts...)

-Practical part (exercises, activities, tasks...)

-Both of them

12-What kind of authentic materials may help raising biology students' motivation and awareness?

-authentic auditory materials (video, radio broadcasts, E-books)

-authentic printed materials (text book, newspaper, web sites...)

Why?

.....

.....

.....

13-Is it difficult for you to find the suitable authentic materials that can motivate your students?

-Yes

-No

**Section 3 :Suggestion and Recommendations**

14-Do you find any problems when using authentic materials?

a)

-Yes

-No

b) If yes, What are these problems?

.....  
.....

15-According to you, what obstacles do your students encounter while using authentic materials?

.....  
.....

16-Do you have any suggestions or recommendations that may help raising biology students' motivation and awareness?

.....  
.....

**Thank you**

## الملخص

الهدف من الدراسة الحالية هو التحقق من فعالية استخدام المواد الاصلية في تحسين اداء الطلاب في اللغة الانجليزية كلغة التخصص. في هذا العمل بدا الباحث من خلال دراسة حالة الدراسة وتحليلها واستخلاص بعض الاقتراحات والتوصيات المفيدة في النهاية. يمكن ان تساهم في تعزيز حافز و توعية الطلاب , وتثبت النتائج عند تواجد المواد الاصلية في الفصول الدراسية للغة الانجليزية كلغة تخصص فانها تعمل على تحسين كفاءة المتعلمين.

**الكلمات المفتاحية : المواد الاصلية اللغة الانجليزية كلغة تخصص ,تحفيزو الوعي.**

## Résumé:

L'objectif de l'étude présente est d'étudier l'efficacité de l'utilisation de matériaux authentiques pour améliorer les performances des étudiants d'ESP. Dans le présent travail, le chercheur a commencé par examiner les données recueillies, les analyser et enfin formuler quelques suggestions et des recommandations utiles qui pourraient aider à accroître la sensibilisation et la motivation chez les étudiants d'ESP. Les résultats ont prouvé que lorsque les matériaux authentiques sont utilisés de manière adéquate dans les classes d'ESP, ils développent de manière plus efficace les compétences des apprenants.

**Mots clés: matériaux authentiques, étudiants ESP, motivation et sensibilisation**

## Abstract:

The aim of this present research is to study the effectiveness of the use of authentic materials in enhancing ESP students' performance. In this present work, the researcher started by investigating the collected data, analyzing it and finally drawing some helpful suggestions and recommendations that may help in raising ESP students' motivation and awareness. The findings proved that when authentic materials are adequately used in ESP classrooms, they improve learners' competencies.

**Keywords: Authentic Materials, ESP Students, Motivation, and Awareness**