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Title

The Role of Authentic Task-based Materials in Developing Business English Oral Communication Skills

The Case of Ouargla University Career Centre Students

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Before the jury:

Miss. Halima BENZOUKH	MA (A)	President UKM Ouargla
Mr. Madjid DOUFENE	MA (A)	Supervisor UKM Ouargla
Miss. Fouzia BAHRI	MA (B)	Examiner UKM Ouargla

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Dedication

I dedicate this work to:

My Mother and my Father

My Brothers and Sisters

All my Family and my Friends

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List of Abbreviations

BE: Business English

BET: Business English Teaching

CLT: Communicative Language Teaching

EAP: English for academic purposes

EBP: English for Business Purposes

EFL: English as a foreign language

EGP: English for general purposes

ELT: English language teaching

EOP: English for occupational purposes

ESL: English as a second language

ESP: English for specific purposes

EST: English for science and technology

EVP: English for vocational purposes

GE: General English

Q: Question

SLA: Second Language Acquisition

TBLT: Task-based Language Teaching

TEFL: Teaching English as a Foreign Language

TESL: Teaching English as a Second Language

UKMO: University of Kasdi Merbah_ Ouargla

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1.1 Background of the study

Nowadays, English plays an important role in international business and students are expected to communicate effectively in institutions where English is the medium of communication. Since the early 1980s, research on English for business purposes (EBP) has flourished as English has become widely accepted as the primary language for international business (Boyd, 1990; Esteban & Cañado, 2004).

Since English for Specific Purposes (ESP) is defined as a learner-centered approach to teaching English based on the learner's needs and purposes of his study (Hutchinson &Waters, 1987); it is necessary to use authentic tasks while teaching ESP in order to satisfy the learner's need to communicate successfully in their real life situations, mainly within the specialty of Business English.

New communicative approaches to English Language Teaching (ELT), such as Communicative Language Teaching (CLT), and Task-based Instruction (TBI) advocate the use of authentic task-based materials in the field of ESP, because they help to establish a relationship between the classroom and the real-world. Moreover, many ESP practitioners have argued about the benefits of authentic materials in teaching ESP (Gebhard, 1996; Paltridge, 2001). Also, recent research in SLA advocates the use of task as a useful classroom activity claiming that task approximates language use in the context of classroom to the way language is used in the real world (Breen, 1987; Prabhu, 1987; Nunan, 1989). Many researchers concerning task-based language teaching argued about its benefits in promoting language learning among them (Bygate et al., 2001; Ellis, 2003; Nunan, 2005).

1.2 Objectives of the study

The overall aim of this study is to investigate learners' attitudes towards the validity of using authentic task-based materials in developing business English oral communication skills. Moreover, it will translate research findings into advice and guidance in business English classrooms.Thus, it may provide general information for materials designers at the university level by providing an additional tool for the improvement ofstudents' speaking skills.At the local level, the study may contribute to re-thinking and re-designing the speaking courses and materials in the curriculum renewal process at Ouargla University career center. It may assist teachers in designingmore focused tasks on the specific needs of their own students.

1.3 Statement of the problem

The majority of ELT learners are struggling to improve their English language proficiency level especially in the business context; BE students need to communicate effectively in English in order to succeed in their future careers. As a result, BE teachers are supposed to develop their students' communication skills. This study intends to explore the kind of relationship between authentic task-based materials and students' oral communication skills, and to investigate students' perceptions and attitudes about the usefulness of authentic task-based materials in BET.The question we have raised is:

-To what extent do authentic task-based materials develop business English students' oral communication skills?

1.4 Hypothesis

This study will examine the kind of relationship between the use of authentic task-based materials and the promotion of business communication skills. Moreover, we will investigate learners' attitudes towards the benefits of these materialsin learning business communication skills.This study is based on the following hypothesis:

- The use of authentic task-based materials in BE classrooms may enhance the learners' oral communication skills.

1.5 Methodology design

Choice of the method

The choice of the method is mainly based on the problem of investigation. Thus, this study is descriptive analytical (case study), because the good understanding of the problem comes through describing the current situation.

The population and the sample

The population of our research concerns business English teachers and students in the UKMO Career Center. Our sample is a heterogeneous group of learners (thirty students) taking Business English training in order to develop their business English communication skills, both oral and writing skills.

Data gathering tools

After we have limited our population and taken the sample, we have decided on the choice of the students' questionnaire as one data gathering tool. Also, we will conduct teachers' structured interview in order to know their attitudes about the effectiveness of using authentic task-based materials in Business English classrooms.

1.6 Definition of terms

The following terms are emphasised in this study:

Authentic: is defined as follows: "known to be real and genuine and not a copy" (Oxford Advanced Learners' Dictionary, 2005,p.84).

Business:is "the activity of making, buying, selling or supplying goods or services for money" (Oxford Advanced Learners' Dictionary, 2005, p. 194).

Communication: "the act of communicating with someone, to be in touch, speaking or writing to one another, something which passes messages or information such as, letters, etc" Longman Dictionary of Business English, 1989, p. 124).

Materials:"things that are needed in order to do a particular activity" (Oxford Advanced Learners' Dictionary, 2005, p. 908).

Skill: "a particular ability or type of ability" (Oxford Advanced Learners' Dictionary, 2005, p. 1378).

Task: is "an activity which is designed to help achieve a particular learning goal, especially in language teaching"(Oxford Advanced Learners' Dictionary, 2005, p. 1514).

Many researchers define tasks as activities that will be completed while using the targetlanguage communicatively by focusing on meaning to reach an intended outcome (Bygate, Skehan and Swain, 2001; Lee, 2000; Nunan, 1989; Prabhu, 1987; Richards &Rodgers, 2001; Skehan 1996).

Task-based instruction: Task-based instruction can be defined as an approach in which communicative andmeaningful tasks play central role in language learning and in which the process of usinglanguage appropriately carries more importance than the mere production ofgrammatically correct language forms. Therefore, TBI is viewed as one model

ofCommunicative Language Teaching (CLT) in terms of regarding real and meaningfulcommunication as the primary feature of language learning (Richards and Rodgers, 2001; Willis, 1996).

1.7 Work organization

The work is divided into two main parts; a descriptive part which includes one chapter about the review of the related literature, and an empirical part which includes two chapters, one is concerned with the research design and methodology and the analyses of both quantitative and qualitative responses, whereas, the second chapter deals with discussions of the results obtained from students' questionnaire and teachers' interview. Chapter one presents the review of literature about English for specific purposes (ESP) and business English (BE) teaching, mentioning the effectiveness of the communicative and task-based approaches in the teaching of business communication skills. Moreover, it will discuss the concept of authenticity in the teaching/learning process. Chapter two provides an account of methodological issues considered in the design and execution of the study. In addition, the process of data collection and analyses are described. The results of the questionnaire and the interview are analysed. The last chapter reflects the findings in the light of the objectives, limitations of the study, and some recommendations.

This section defines and describes the study in terms of its main objectives, research problematic, hypothesis, methodology design, and its work organization. The next chapter will present the literature review.

II. Chapter One: Literature Review

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2.1 Introduction

English has been widely accepted as the most widespread language in the world. It is cited as the major language of international business, diplomacy, and science (Kitao, 1996). As a matter of fact, countries all over the world need to teach Business English in order to improve their peoples 'English proficiency to flourish their international commerce.

To talk about business English (henceforth BE), it is necessary first to define English for specific purpose (henceforth ESP) as an approach to English Language Teaching (ELT). ELT has gone through a radical shift of emphasis in the last twenty years due to the communicative revolution of the mid-1970s. We begin our discussion by defining the notion of authenticity and its relationship with ESP and BE teaching. Furthermore, we will talk about the contribution of Communicative Language Teaching (henceforth CLT) and Task-based Teaching (hence for TBLT) approaches in the teaching of business communication skills as the core of business English course.

In the second section, we will state the effectiveness of authentic materials and authentic tasks in developing the oral communication skills of BE students. First by suggesting the characteristics of effective teaching materials, then the advantages of authentic material and authentic communicative tasks in promoting the students' speaking skill, since the new communicative approach emphasizes fluency-based teaching.

2.2 Authenticity and task-based teaching in teaching business English communication skills

2.2.1 Definition of authenticity

The notion of authenticity has been much debated within the field of applied linguistics and language pedagogy. McNeill (1994, p.314) asserts that 'it is difficult for applied linguists to agree about what exactly constitutes 'authenticity'. Throughout the history of English language teaching (ELT), authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices (Tatsuki, 2006) (Cited in Shomoossi.N and Ketabi.S, 2007). Therefore, authenticity has been viewed diversely by different scholars. Authenticity according to Cooper (1983) may have two different meanings. One refers to authenticity as being genesis and the other authenticity as meaning correspondence (Cited in MacDonald et al, 2006). Thus,

the first meaning is referred to "authentic material", which is produced by and for native speakers with communicative purposes, whereas, widdowson's (1983, p. 30) view will serve to define the second of these meanings: "[...] the communicative activity of the language use, [...] the engagement of interpretative procedures for making sense, even if these procedures are operating on and with textual data which are not authentic in the first sense" (Cited in Almagro, A and Perez, M.L, 2005). In fact, authenticity cannot be defined as anything really existing in the outside world of the classroom because any text taken out of its original context and away from its intended audience automatically becomes less authentic (Chavez, 1998) (Cited in Shomoossi.N and Ketabi.S, 2007).

There are and have been clear differences of opinions on the term authenticity which was firstly related to the notion of text authenticity. Breen (1985) proposed four types of authenticity. **Authenticity of text** (like what Guariento and Morley, 2001) suggest, this refers to the authentic qualities of a given text. Authentic texts for language learning are any sources of data which serves as a means to help the learner to develop an authentic interpretation; **authenticity of task** which reflects the purpose to which language input is put. It means that the chosen tasks should involve the learners not only in authentic communication with texts and others in the classroom, but also in learning and the purpose of learning; **learner authenticity** (by Widdowson, 1979) which means that the learner must discover the conventions of communication in the target language which will enable him or her to gradually come to interpret meaning within the text in ways which are likely to be shared with fluent users of the language, and **authenticity of classroom** (proposed by Breen, 1985 and Taylor, 1994). The authenticity of the classroom is a special social event and environment wherein people share a primary communicative purpose that is learning. The authentic role of the language classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as a social activity. Hutchinson & Waters summarise Breen's ideas by stating that authenticity is not a characteristic of a text, film or newspaper in itself; it is a feature of a creation in a particular context and it can only be authentic in the context that it was originally created for (Taylor, 1994) (cited in Israelsson, 2007).

Accordingly, authenticity is a key issue in the learning and teaching process particularly in ESP and BE contexts, since the learners in this situation share a common reason for learning English, such as the English of commerce or finance. Success appears to

depend on the quality of the needs analysis and the authenticity of the materials used (Mcarthur, 1998).

2.2.2 Emergence and definition of ESP

ESP has become one of the most prominent areas in the teaching of English as a second language or foreign language. It was emerged in the 1960s, due to several factors. Hutchinson and waters (1987) claimed that there are three main factors which have contributed to the development of ESP as a branch of English language teaching (ELT). First, after the end of the World War II, English had become the international language for science, technology, and commerce, since it was the language of the powerful country (USA). Second, there have been a demand for teaching English for special areas as a discipline related to the learner's profession's needs. As a result, ESP influences linguistics in terms of shifting the focus from language usage (formal features of language) into language use to communicate in real life. There is a statement which has become the guiding principle of ESP which is as follows:"tell me what you need English for and I will tell you the English that you need *"* (Hutchinson and Waters, 1987, P.8). The last factor was related to the development of educational psychology that considers the learner's needs as the central component in the teaching process. As a matter of fact, ESP was established as a discipline which draws from other disciplines, due to several factors such as the demand for English as an international language to be used in different fields and the development of linguistics and educational psychology.

There have been various definitions of the term ESP. Hutchinson and waters (1987) hold that ESP is an approach to language teaching based mainly on students' needs and purpose of their study. They claim that ESP is *an approach not a product*. Thus, it is not a product of a particular grammar or vocabulary, but it is an approach to language teaching.

Another definition of ESP is given by Smock (2003) which acknowledges that ESP is a *needs-based and task-oriented* activity. This means that, it is based on learners' needs to success in their real tasks rather than to pass examinations. This definition is similar to Hutchinson and water (1987) s' notion of ESP as an approach to language teaching based on learners' reason for learning.

To sum up, ESP is considered as a sphere of teaching English which is directed to the students' needs in order to fulfill their real-life tasks successfully. Thus, ESP concentrates more on language in context than on teaching grammar and language structures; therefore;

authentic contexts and language use in typical work situations raise interest in learning and teaching ESP.

2.2.3 English for Business Purposes (EBP)

In recent years, the world has witnessed a great growth in oil trade and commerce and the use of English as the language for business is increasingly widespread, which led to the teaching of English related to business all over the world provided that it is an international means of communication. Thus, EBP is an important branch of ESP.

Ellis and Johnson (1994) claim that EBP must be seen in the overall context of ESP since they share the main elements of needs analysis, syllabus design, course design, and materials selection and development.

Dudley-Evans and ST John (1998) state that ESP is divided into two main areas: English for academic purposes (EAP) which is designed for courses which concern teaching English for academic purposes related to the study ; and English for Occupational Purposes (EOP) which is designed for work or job purposes. EBP is a sub-branch of EOP that concerns mainly adult learners working or preparing to work in business contexts. Furthermore, they distinguish two areas in EBP, English for General Business Purposes (EGBP) which is for the pre-experienced learners; and English for Specific Business Purposes (ESBP) which is for the job-experienced learners who usually bring business knowledge and skills to the language learning context. Thus, EGBP and ESBP courses share some common features but they differ in the aims whether they are narrow or broad are mainly dependent on learners' occupational purposes.

Frendo (2005, p.1) points out that" business English is communication with other people within a specific context". Thus, business English is not a special language with a special grammar rather it is English that is used by business people in business contexts (Jones and Alexander, 2000).

Generally, business English courses are very specific and tackle a range of business settings where English is used to perform a particular task associated with the work place. Moreover, EBP courses offer learners special language knowledge coupled with professional communication skills that students need in their occupation. These courses focus on both macro skills (listening, reading, writing, and speaking) and micro skills (e.g. writing memos, telephoning).

2.2.4 Communication skills in business English

Teaching business English involves teaching communication skills. These communication skills are of two folds. The first is, communication which is defined as: "the activity or process of expressing ideas and feelings or of giving people information" (Oxford Advanced Learners' Dictionary, 2005, p. 291). The second is, skill which is defined as follows:" A particular ability or type of ability" (Oxford Advanced Learners' Dictionary, 2005, p.1378).

Pickett (1986) (cited in Dudley-Evans, 1998) claims that business English communication is of two faces: communication with the public, and communication within the company or among companies. In addition, communication skills are of two folds. First, there are four macro skills (listening, speaking, reading, and writing). Second, under these macro skills there are micro skills as telephoning, writing memos, etc. communication skills are learners' ability to interact with others using a particular mode of language including non-verbal aspects such as gestures. Communication skills cannot function away from each other in which participation in the business world switch from one skill to another.

- **The four macro-skills in BET**

-Reading skills: reading has a very important role in EBP because it helps students to be acquainted with various events, in their occupations. Students need to read and understand newspapers and periodicals in order to keep up with the international business development in their companies. Reading in BE involves students understanding of the jargon of their specialism and enhances their familiarity with the written text. Moreover, reading comprehension texts can be used as a source of information which helps students to cope with the task they are involved in. in fact, reading is a useful means of communication in business transactional world.

-Listening skills: this skill is important in BE as well as in GE. Since it is integrated with other skills especially speaking, the listener should understand what the speaker is saying. Thus, the teacher should provide his learners with materials to teach listening skills, as audio and video means during the course. Donna (2000) suggests that telephoning is a useful listening skill in business situations. Students have to use the telephone as an activity in order to create an authentic situation (calling a client). Celce-Murcia and Olshtain (2000) point out that listening skill should be integrated with other skills to achieve a communicative purpose.

In other words, without the listening skills, any communicative purpose will not be achieved whether in GE or in BE.

- Writing skills: writing is a complex skill. It is ones' personal private product which represents their personality. It requires the writer's intention, purpose of this activity and an adequate knowledge of his audience. Celce-Murcia and Olshtain (2000) see that writing as a communicative language skill involves the operation of the other skills. They state that, "Writing, when viewed as a language skill used for communication, has much in common with both reading and speaking" (ibid, p, 142).

- Speaking skills: since speaking is the central element of communication, it requires a special attention and instruction where learners create an interactional communicative classroom environment similar to that in real life context. In Business world, speaking has a crucial role as it is the most frequent used mode of communication. Dudley-Evans and ST John (1998) put that spoken monologue or oral presentation is the feature of BE work. The effective oral presentation is based on language, skills and demand speakers' confidence. Oral presentation is good for learners as Thoronbury says that," the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking"(2005, p.94).

As a matter of fact, communication skills work together in BE where communication switches from the spoken mode to the written mode. These skills are the spirit of business interactional and transactional world.

- **The micro-skills in BET**

The results of needs analysis given by (Holden, 1993; Yin and Wong, 1990; Khoo, 1994) and current published materials (*Longman Business English Series*) there are seven key-communicative events: five events are related to oral language (telephoning, socializing, making presentations, taking part in meeting and negotiating), and those that are related to the written form are: corresponding and reporting (Cited in Dudly-Evans and ST John, 1998).

Frendo, (2005) had presented six micro-skills under the speaking skill such as (socializing, small talk, speaking on the telephone, presentations, meetings and negotiating); and six micro-skills under the writing skill (correspondence, contracts, reports, CVs, agendas and minutes, and writing for the internet). Therefore, the communication skills in business context are of oral and written communications which enable people to convey meaning to

others, either explicitly, via verbal or written message or implicitly via body language. Accordingly, career success depends on good writing and speaking skills, along with proper etiquettes and listening skills and understanding skill. The methodology should encourage students to learn from each other via activities both of a productive kind and of a receptive nature. Role plays and simulations will place the students in realistic and stimulating situations to create a spontaneous personal interaction and interactive use of the language in a business context.

In addition to the above mentioned ideas, Jones and Alexander (2000) argue that using English in business always involves drawing on both business skills and language skills. They claim that business English courses become more interested in teaching communication skills. Communication skills are very important in the transactional world as well as in business interactions. They are the soul of business relations. Business English students should learn them to perform any business task. In that respect, communication skills require learners' active participation, objectives and awareness which have a role in enhancing students' self confidence (ibid).

2.2.5 Communicative language teaching approach

Richards and Rodgers (1986) acknowledge that, communicative language teaching dates back to the late 1960's. The aim of this approach is to make communicative competence the goal of language teaching. It stresses the need to teach communicative competence as opposed to linguistic competence. Frendo (2005) claims that business English is about language use, so, it is fundamental to consider the learners' communicative competence.

It is known that the term communicative competence was coined by Dell Hymes in the 1960s, who stated that speakers need to understand the language and to be able to use it according to the socio-cultural environment, i.e. speakers need to have that ability to communicate using the language in relation to the sociocultural factors. What is Communicative Competence?

Dell Hymes introduced **"Communicative Competence"** on the basis of Chomsky's (1965) "competence" and "performance". As many scholars, he agreed upon the fact that learning a second language is not only a matter of knowing its rules, but also it is a matter of knowing how to communicate using those rules. He noted that **Communicative Competence** is "the aspect of our competence that enables us to convey and interpret messages and

negotiate meanings interpersonally within specific contexts"(Brown, 2007, p. 219). This idea was interpreted by Bachman into "Communicative Language Ability" (Bachman, 1990; Hedge, 2000, p. 44-6). Brown, (2007), Canale and Swain (1980) and Savignon (2000) conceived Communicative Competence in terms of four components: grammatical competence, discourse competence, sociocultural competence, and strategic competence. Frendo (2005) suggests that business English teachers need to focus on three key-components in particular: linguistic, discourse and intercultural competences.

-Linguistic competence (grammatical competence): Brown states that the grammatical competence "encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology" (2007, p.219; Canale & Swain, 1980, p29). It is important in BE teaching to consider language forms, for example, phrasal verbs, collocations, idioms, pronunciation, etc. In other words, the grammatical competence has not only to do with the recognition and mastery of the grammatical rules, but also with the ability of using them correctly (Savignon, 2001) (Cited in El-Bel chelbi, 2010).

-Discourse competence: Quoting Brown, discourse competence is "the ability to connect sentences […] and to form meaningful whole out of a series utterances" (2007, p.220). Linguistic competence deals with elements of language out of context. Discourse competence on the other hand deals with language in use. Typical examples of this in the business context include negotiation, correspondence, presentations, meetings and so on (Frendo, 2005). In other terms, BE discourse refers to the spoken and written communication that is found in business world. Therefore, participants in discourse have to communicate with different people within different contexts which require them to use several strategies such as register and genre (ibid).

-Intercultural competence: Culture is related to attitudes, behaviours, beliefs, and values. Intercultural competence includes the ability to deal with, and be sensitive to, differences of others' cultures. In other words, intercultural competence is the ability to communicate effectively and appropriately with people of other cultures. From a business point of view, the aim might be to recognize and utilize those differences in order to be successful in business communication (Frendo, 2005). The communicative approach to language learning emphasizes the development of communicative skills, and regards learning grammar, vocabulary and pronunciation as secondary in importance (Krashen & Terrel, 1983; Johnson & Morrow, 1981) (as cited in Messner, W., & Schäfer, N, 2012, p.41).

2.2.5.1 Principles of Communicative Language Teaching

The main principles of Communicative Language Teaching are: first of all language is seen as a whole not just a mere grammar or vocabulary rather it is a sum of functions. Thus language use is focused. Another aspect of CLT is that language is learned when it is used in real life situations. So, meaning precedes form and fluency precedes accuracy (Frendo, 2005). Brown (2007) was among several theorists who defined Communicative Language Teaching in terms of Characteristics. He argues that,

1. Classroom goals are focused on all the components of communicative competence and not restricted to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.   (p.241)

These characteristics reveal the focal points of Communicative Language Teaching. In short, Communicative Language Teaching enables students to communicate in the foreign language using the different types of communicative competence. However, the language techniques encourage them to use the target language purposefully in different situations. Moreover, the use of the authentic material pushes students to make use of the language in real world contexts. In point of fact, Communicative Language Teaching pays less attention to accuracy(the degree to which learner s' use of the target language is remarkably free of errors); students' errors are tolerated since it focuses more on meaning and fluency (it is the speed, easiness and spontaneity with which foreign language learners communicate orally). This, actually, helps students know their different learning strategies and enhances automaticity in them. Additionally, the teacher in Communicative Language Teaching is seen as a guide and facilitator not as a controller (El-Bel chelbi, 2010).

The communicative revolution concentrates more on fluency rather than accuracy. Three dimensions were identified, namely accuracy, fluency, and effectiveness. The communicative approach applied in teaching BE will develop students' performance skills in

a pleasurable way since BE people are usually known to be competitive and challengeable. BE learners should focus on practicing tasks relevant to their profession.

Howatt distinguishes between a "strong" and a "weak" version of CLT: "the weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes, whereas the strong version claims that language is acquired through communication. He states that:" the former could be described as 'learning to use'; the latter entails 'using English to learn it" (1984, p.279) (Cited in Richards and Rodgers.1986, p. 66). Task-based approach is considered the strong version of CLT.

2.2.6 Task- Based language teaching approach

Task-based language teaching can be regarded as one particular development within the broader "communicative approach" (Littlewood, 1981, p.1). Long and Doughty (2009), assert that TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.

The main characteristics of TBLT are the following (Ellis, 2003):

- 'Natural' or 'naturalistic' use of language;

- Learners- centered rather than teacher controlled learning;

- Focus on form (attention to form occurs within the context of performing the task; intervention while retaining 'naturalness');

- Tasks serve as the means for achieving natural use of language;

- Traditional approaches are ineffective (Cited in Murad, 2009).

Nunan (2004) advocates the concept of learning by doing; learners should apply what they have learned from teachers and textbooks to complete various tasks so that they can survive in their future working institutions where their practical language proficiency is greatly demanded. Task-based instruction is a good approach to realize learning by doing.

Task-Based Instruction aims at supplying learners with "a natural context for language use" (Larsen-Freeman, 2000, p. 144). When learners work to get a task done, they have plenty of chances to interact together; they produce, receive and assimilate the language. In other words, Task-Based Instruction locates task at the heart of teaching methodology; it outlooks the learning process as a set of communicative tasks. They argue that tasks are like a vehicle for prompting communication and authentic language use in second language

classrooms (ibid). Therefore, the most effective way to teach a language is by engaging learners in real language use in the classroom through designing relevant tasks. Thus, the task should be the basic fabric of BE courses, since the business world primarily consists of tasks, TBLT can teach business tasks and Business English using classroom tasks. These tasks should simulate as closely as possible the learners' real situation. For example, asking students to do mock interview, setting up a telephone role play, writing a CV, etc. The term' task' has been defined several definitions by different researchers and practitioners.

2.2.6.1 Definition of the notion of 'task' in relation to authenticity

The term task can mean different things to different people (Leaver and Willis, 2004). Just as there are weak and strong forms of communicative language teaching, there are different definitions of the word 'task'. Most of the definitions include mention of achieving or arriving at an outcome, or attaining an objective.

Prabhu (1987, p.2) defines a task as "an activity which requires learners to arrive to an outcome from given information through some processes of thought and which allowed teachers to control and regulate that process was regarded as a task". Nunan (2004, p. 10) defines task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". Willis (1996, p.53) asserted that task is a goal-oriented activity with real outcome; this implies that a task is "a goal- oriented activity which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game or share and compare experiences" (Cited in Murad, 2009). For Skehan (1998) (Cited in Brown, 2001, p.50) a task is an activity in which meaning is most important, in the sense that, the meaning is chief. He also defines a task as an activity in which there are some communication problems to solve as well as some sort of relationship to comparable real- world activities.

In one of the pioneering models for task-based learning, the Bangalore Project reported by Prabhu (1987), the task has included three stages, each with differing teacher/learners relationships:
• The pre-task (whole class activity, under teacher guidance and control, in which the goals of the task were clarified)

• The task (individual or voluntary collaborative work, with assistance sought from the teacher if necessary)

• Assessment of the task outcome (teacher marking of individual student's written statement of the task outcome). (p. 24-5) (Cited in Mishan, 2005, p.68-69)

In fact, Task-based language teaching can make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated. Task-based Language Teaching not only incorporates the research achievements of SLA but also focuses on some newest teaching notions, e.g., cognitive psychology, interactive theories and so on. This means that TBLT develops and perfects the communicative language teaching approach. In relation to ESP and BE, TBLT involves students in performing tasks relevant to their current or future professions, increasing their motivation and raising autonomous learning.

Long and Doughty (2009) argue that proponents of task-based teaching favour the use of authentic tasks supported by authentic materials whenever possible. Therefore, proponents of task-based language teaching have argued for the importance of incorporating authentic data into the classroom. The tasks should be related to the learners' daily life or social life. The reality is that in BE contexts, learners need authentic data. In many ways authenticity of tasks can be achieved and pedagogic tasks can have more meanings and be more related to the real world. MisHan (2005) confirms that, in order for tasks to be authentic, they should be designed to:

1. Reflect the original communicative purpose of the text on which they are based

2. Be appropriate to the text on which they are based.

3. Elicit response to/engagement with the text on which they are based.

4. Approximate real-life tasks.

5. Activate learners' existing knowledge of the target language and culture.

6. Involve purposeful communication between learners. (p.75)

The majority of BE learners need to acquire confidence and fluency in speaking, in addition to the communication skills. Therefore, they need to emphasize performance skills

such as meeting, presentations, socializing or report writing. As a matter of fact, BE trainer should design and select appropriate classroom materials and activities to stimulate his students' learning process. A key question of authenticity is whether the activities or tasks based on the text reflects the way in which a text would actually be used by the learners in their real-world contexts, i.e. through determining genuine task purpose, real-world targets, *authenticating* the classroom interactions and involving the learners in performing relevant tasks. In other words, TBLT is an effective way to teach Business English because it prepares learners for real business tasks and develops needed business skills. Recently, TBLT has become popular in the field of language learning because it allows for authentic use of language. Students are given tasks to complete which require them to interact with other students and their teacher.

In the next section, we will look at the effectiveness of authentic task-based materials in developing BE oral communication skills.

2.3 The effectiveness of authentic task-based materials in developing business English oral communication skills

2.3.1 Materials design and selection in teaching business English

Using different materials in teaching business English is very important and needed. According to Nunan (1988) "… materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best they provide concrete models of desirable classroom practice …" (as cited in Griffiths, 1995, p . 50). Hutchinson and waters (1987) presented a coherent model of materials design which consists of four elements: input, content focus, language focus and task as shown in the following diagram:
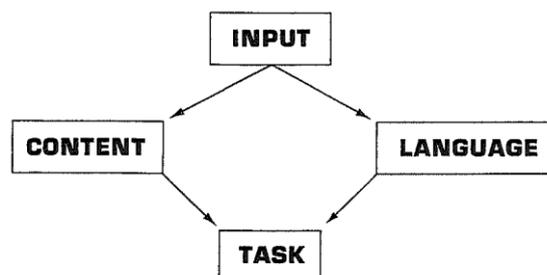
A materials design model (Hutchinson and Waters, 1987. P.109)

The main focus of the lesson unit is the task; thus the whole frame work is aimed at enabling students to do the task with language and content drawn from the input and selected according to what learners need to accomplish the task. The task itself constitutes a number of activities that train the students to deal with situations relating to their future employments (Djiwandono, 1995). Thus, instructional materials are aids which provide the basis for content lessons and the balance of language skills that students practice. Thus, they play a great role in the learning process since they are used to enhance the learning environment of the classroom (Richards and Renandya, 2002).

Richards and Rodgers (1986) distinguished three kinds of materials used in CLT: *Text-based* (textbooks); *Task-based* (communicative activities, games, role plays and simulations. They take the form of exercise handbooks, cue cards, activity cards and pair communication practice booklets); and *Realia* (media, magazines, maps, etc.).

Materials therefore, need to be *authentic-like,* that is "authentic in the sense that the language is not artificially constrained, and is at the same time amenable to exploitation for language teaching purposes" (Mac William, 1990, P.160) (Cited in Richards and Renandya, 2002, P.85).

2.3.2 Authentic materials and their advantages

The term 'authentic material' has several definitions by several researchers. Rogers (1988) defines authentic materials as "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and "natural" in terms of real life and meaningful communication(Cited in Tamo, 2009). Harmer (1991) defines authentic texts as "materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language". Bacon & Finnemann (1990) claim that "authentic materials are texts produced by native speakers for a non-pedagogical purpose."

In other words, authentic materials are real-life materials that a student encounters in everyday life but they are not created for educational purposes. In business context authentic materials are real commercial documents, or newspaper articles, or recordings of meetings and conversations made in a workplace, e.g. (letters, minutes, memos, emails, contracts, reports, company advertising brochures, voicemail messages, audio and video recordings of real interactions, TV adverts, internet websites) (Frendo, 2005).

There are several reasons that force a BE trainer to use authentic materials. First, they will exemplify the particular register to which they belong and often contain a specific terminology and jargon. Second, they provide information about real-life events (Ellis and Johnson, 1994).

Donna (2000) asserts that authentic materials should ideally be the core component of business English courses. Materials need to be authentic to reflect real-life situations and demands. There are numerous justifications for the use of authentic materials. Lee (1995) proposes some important factors for the selection of authentic materials: *Textual authenticity, Suitability of content, Compatibility with course objectives and Exploitability*. Thus, they contain authentic language and reflect real-world language use (Richards 2001). In other words, they expose students to real language in the kinds of contexts where it naturally occurs. Furthermore, they relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world. Moreover, authentic materials have a positive effect on learner motivation since motivation is central to communication, thus materials must prioritize it. Furthermore, they provide authentic cultural information and support a more creative approach to teaching since they provide a wide variety of text types, language styles not easily found in conventional teaching materials. All in all "When used effectively, authentic materials help bring the real world into the classroom and significantly enliven the ESL (English as a Second Language) class*"* (Kelly, Kelly, Offner, Vorland, 2002).

To sum up, effective business English materials need to allow learners to produce the language they will need in their workplace, and these activities need to be designed into the course. Typically, such activities involve role play and simulations (Frendo, 2005). We should always remember that we should bear in mind the task, not the material. Thus, designing authentic communicative tasks would increase the degree of authenticity in the classroom context engaging the learners in authentic interaction with each others in order to accomplish real-world tasks, especially in business classrooms.

2.3.3 Authentic communicative tasks

Egbert (2005) (Cited in Luzón. M, 2006) defines authentic task as one "that learners perceive is something that they will use outside of the class in their real world or that parallels or replicates real functions beyond the classroom"(p.3). As we have defined the term task before, Communicative tasks emphasize more the importance of fluency rather than accuracy.

Teachers believe that the students' oral production is better developed when they are focusing on what to say in a given situation rather than how to say it. They also believe that communicative tasks get the learners ready to use the language in real-life situations and that these tasks enhance automaticity in them (Cheng-jun, 2006). Among the activities that are used to develop communication skills that business English learners need in their work are role plays and simulations.

2.3.3.1 Role play and simulation

Morrow and Johnson (1981) argue that simulations and role plays are the most used activities in the communicative classroom. Furthermore, if they are exploited well, they can increase classroom authenticity by engaging learners in meaningful communicative tasks. The terms simulation and role play have been interpreted differently by teachers (ibid). For example Ur (1991.p.131) claims that: *"role play used to all sorts of activities, where learners imagine themselves in a situation outside the classroom"*. Thus, role play is when learners take a situation and act it out. Frendo (2005) defines role play as an activity where the learner do not play him/her self but he takes a role that is assigned in a role card; Whereas; simulation is defined as an activity where the learner is playing himself in a simulated real-life situation. According to Ur (1991), in a simulation students are given imaginary roles, but the individual participants speak and react as themselves. So, there must be a realistic reason for simulation activity in order to make learners get familiar with realistic contexts, simulation is seen as a means to bring the real world into the classroom, thus it can create a natural setting for language use.

To this end, we can say that both role play and simulation can focus on a variety of business skills, such as meeting, telephoning, socializing, etc. they are used to teach mainly the speaking skill under CLT framework for motivation in the classroom. Moreover, they help learners focus more on what they say rather than how to say it (fluency rather than accuracy).

2.3.3.2 The effectiveness of role play and simulation in developing business oral communication skills

Celce-Murcia (1991) claims that, with the advent of the communicative approach to EFL teaching, there has been a shift from accuracy-based teaching to the focus on fluency and communicative effectiveness. Thus, the teaching of speaking skill has become increasingly important in the EFL teaching in general and ESP and BE in particular. Business English

teachers should exploit relevant authentic communicative tasks inside the classroom in order to develop their students' oral communication skills. Many researchers and practitioners have argued about the benefits of role playing and simulation in developing the oral communicative competence.

2.3.3.2.1The Nature of Oral Communication

Oral communication involves two or more people in which the participants are both hearers and speakers, each one of them has to be able to interpret what is said to him and to reply with whatever language he has (Scott, 1981). In other words, communication cannot take place unless the listener provides the speaker with feedback. According to Byrn (1976 , p. 8) the oral communication is a "two ways processing" between the speaker and the listener☐ it makes use of both speaking which is a "productive skill" and listening with understanding which is a "receptive skill". Speaking does not just include both skills of speaking and listening but integrates the four skills, namely, speaking, listening, writing, and reading (ibid). Therefore, listening with understanding is essentially an active process, because the speaker's message cannot be interpreted unless the listener understands it perfectly.

According to Harmer (2001) role play can be used to encourage oral fluency or to train students for specific situations as in the case of ESP and BE students. Moreover, role play activity enables students to practice language which varies in terms of the setting, the formality of situation, the degree of politeness or emotion and functions required (Hedge, 2000).

Donna (2000) insists of the use of role play dialogues in BE courses because it has several advantages. First, it motivates students. Second, it helps students contextualize language in real-life situations which is more important factor in BE learning. Third, role playing gives students opportunities to develop fluency and self-confidence; moreover, it makes students aware about the cultural differences and issues. Furthermore, Donato & Savova (1991, p.14) highlight the importance of practicing simulations to raise oral communicative competence, in this they state: "the learners are working in a classroom problem-solving situation, using their abilities in finding a solution to a real-life problem". Moreover, Morrow and Johnson (1981) claim that simulation deserves a high status in the teaching process, because it motivates, provides a test and feedback on communicative

competence and helps develop interaction between students; furthermore it provides a rehearsal for life.

Accordingly, role play and simulation should be the mainstay of classroom practice. Both of these two techniques can focus on a variety of business skills mainly the oral ones such as meeting, telephoning, etc. Many students derive a great benefit from role play and simulation. They encourage general oral proficiency and train students for specific situations especially where they are studying English for specific purpose ESP or BE (Boussaida, 2010). Thus, they help students to develop their communication skills in business contexts, mainly the speaking skill.

2.4 Conclusion

In conclusion, we have reviewed in this chapter the relevance of authenticity with all its types, especially task authenticity in teaching business English communication skills and the contribution of CLT and TBT in flourishing the teaching of BE. Furthermore, we have argued about the effectiveness of authentic task-based materials such as role play and simulation in developing mainly the oral communicative competence of BE students. Thus, communicative tasks are essential to develop oral proficiency because it demands maximum students' participation in orally purposeful activities that will develop their communication skills needed in their future work. Thus, the purpose of business English teaching is to help BE students develop their communicative competence, which includes linguistic, discourse and intercultural competences. Well designed authentic communicative activities will be an efficient way to provide BE students with opportunities to experience authentic situations, and the ability to develop their communication skills mainly the spoken ones.

III. Chapter Two: Research Design and Methodology

3.1 Introduction

    3.2 Participants

        3.2.1 Students

        3.2.2 Teachers

    3.3 Data collection instruments

        3.3.1 Students' questionnaire

        3.3.2 Teachers' interview

    3.4 Data collection procedures

    3.5 Data Analyses

    3.6 Conclusion

3.1 Introduction

So far, we have presented a review of related literature to business English communication skills and authentic task-based materials. The next step of any research design is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive one. The questionnaire is perhaps the most widely used instrument for eliciting information from some target informants relative to their goals, attitudes and backgrounds. In this study, we have made use of two tools: students' questionnaire and teachers' structured interview. The students' questionnaire is designed for inviting them to contribute information on their actual state of learning, by giving their opinions towards the effectiveness of authentic task-based materials. The teachers' structured interview is designed for teachers who are believed to be in good position for providing data relevant to our study. When the questionnaire and the interview are well prepared, they enable the researcher to achieve a more reliable and comprehensive picture. This chapter, then, clarifies the research design in terms of the aim, the administration and the description. Moreover, it also contains the analyses of students' questionnaire and teachers' interview.

Context of the study

Our case study was conducted in the UKMO Career Center. This center was created in collaboration with the organization of World Learning, The U.S. Embassy in Algeria and the University of Ouargla. The mission of this Career Center is to assist students to successfully integrate into the workplace by improving their employability. The Career Center courses are designed to meet the needs of learners who need to improve their ability to communicate in the workplace.

3.2 Participants

After deciding on the appropriate method of the research, it is necessary to think about the participants that will represent the population. Sampling is not a random process rather a specific process which is based on scientific techniques to have an effective data collection. As Cohen, Manion and Morrison (2007), assume that the non- probability samples represents itself not a whole population i.e. a particular group. This latter have many sub-types including the purposive sampling. Thus, in this study we use the purposive method. It is based on researcher s' assumptions about the study, and the sample is collected according to his needs.

3.2.1 Students

Thirty students in the UKMO Career Center are studying in different departments of English, Economics, Human Sciences, and Computer Science. They were selected to participate in this study through purposeful sampling. The criteria for sample selection included: BE students who have studied English either at University or at private schools. Thus, their English language background is approximate. We assume that our sample of students would be heterogeneous in terms of educational background.

3.2.2 Teachers

The second sample is not so important in this study and it consists of two BE teachers at UKMO Career Center. Both of them have a Bachelor in English language, and they were trained to teach BE. Thus, they were selected for their experience in teaching BE for at least one year in order to clarify the context of BE students in this center.

3.3 Data collection instruments

The most common instruments used are questionnaires, because they are relatively easy to prepare, they obtain information that is relatively easy to tabulate and analyze; they can also be used to elicit information about many kind of issues, such as language use, attitudes and beliefs (Richard, 2001, p.60). The present study has opted for the use of two means of collecting data. For the quantitative data, the questionnaire is designed, whereas, for the qualitative data, the use of interview has been a great help in getting in-depth information. For both questionnaire and interview, the primary function is to take into consideration the opinions of those who answer the questions.

3.3.1 Students' questionnaire

The questionnaire is addressed BE students at the UKMO Career Center to explore their perceptions and attitudes about the effectiveness of authentic task-based materials in developing their oral communication skills. The questionnaire is divided into three main sections, in addition to the first part of the general information about the students (their age, sex, departement, level, other professional activity). The first section (Q1_Q3) clarifies the importance of the English language and communication skills in the business world. The second section (Q4_Q7) deals with students' perception of authentic input inside and outside the classroom, whereas, the third section (Q8_Q13) debates students' attitudes about the

effectiveness of doing authentic tasks in the classroom. The questionnaire consists of 13 items that are of open-form type which require either yes/no answers or selecting one of the proposed alternatives with explanations.

3.3.2 Teachers' interview

The aim of this interview is to further investigate the effectiveness of authentic task-based materials from the teachers' point of view. For this reason we have chosen the structured interview. This interview is divided into three main sections. The first section seeks general information about the qualification of the teachers for teaching Business English. The second debates teachers' methodology inside the classroom, whereas, the third one tackles the assessment of the students' oral performance. The interview consists of 15 items, some are in the form of open-ended question, others in the form of closed question, and one item was in a form of a scale. (Q 07).

3.4 Data collection procedures

In conducting this study, a triangular approach is used to obtain the kind of information i.e. both students and teachers. According to Richard (2001) "since any one source of information is likely to be incomplete or partial, a triangular approach (i.e., collecting information from two or more sources) is advised" (p.59).

The students' questionnaire was distributed and was not mailed. In April 2013, respondents were gathered in the Career Center workshop, and asked to complete the questionnaire after they have finished their training sessions. This was very helpful, because it permitted to us to eliminate further difficulties spotlighted by the students. To keep the answers personal as much as possible students have been absolutely not allowed to talk or to look at each others" questionnaire sheets. By doing so, we believe that we can succeed to a great extent in obtaining reliable data. This leads us to claim with some confidence, that our questionnaires were administered with good conditions. It took students about twenty (20) minutes to complete the questionnaire and then it was collected to test our hypotheses.

As far as the structured interview is concerned, the researcher arranged a meeting with each participant separately. This meeting was held in April 2013. Two teachers were interviewed in the Career Center of Kasdi Merbah University. The duration of each interview was between 20 to 25 minutes. At the beginning, the researcher explained the purpose of this

structured interview, i.e. the use of authentic task-based materials as a means to develop business students' oral communication skills and so on. Some introductory remarks were developed aiming fundamentally at putting the teachers in the right path and insuring that the data they will provide will not go beyond the central objective of the questions. Occasionally the researcher added questions when it was thought there was some need of clarification.

3.5 Data Analyses

This section consists of processing the data obtained from instruments used during the empirical study, namely students' questionnaire, and teachers' interview, which will be discussed and interpreted after being analysed qualitatively and quantitatively. The descriptive analytic method will be used in this study. It analyses the answers of participants to the questions suggested in the questionnaire and the interview. At this point, the investigator may gain insights in the context of the research problematic.

Students' questionnaire's analysis

The aim of this questionnaire is to explore students' perception and attitudes about the effectiveness of authentic task-based materials in developing their oral communication skills. The questionnaire is divided into four sub-sections as follows:

a-Students' background information

First, we begin by identifying students' general background, their gender, age, level and departments they came from. Moreover, if they have any professional activity to practice in addition to studying. The results obtained from the general background of our sample indicates that the majority of the respondents (15 students) study English at university, whereas, the other participants study Economics and Commercial sciences (09 students), and technological sciences (06 students). Moreover, they have an additional professional activity to practise namely teaching English in Secondary school or private schools, working with foreign companies, or working in a national institution.

In this exploratory study, we have selected thirty (30) students as subjects. Our sample consists of nineteen (19) males and eleven (11) females.
The following table shows the gender of our sample.

Table 1 *Students' Gender*

Gender	Number	Rate	Total
Male	24	80%	30
Females	06	20%	100%

As can be seen from the table 1 above that the proportion of the participants in terms of gender shows that 80% of BE students were male; whereas 20% of them were female. Comparing the two results, it can be seen that males are more interested in learning Business English than females in our society.

Table 2 *Students' Age*

Age	Number	Rate	Total
From19-23	12	40%	30
From23-27	18	60%	100%

The data shown in the table above indicates that the majority of the respondents' age (60%) were ranging from 23-27 years old. Thus, our sample students are adult people who can express their needs and purposes of studying the English language.

b- Students' perception of the importance of Business English and communication skills

This section deals with the importance of English and communication skills in business world.

Q1: Do you need English in your job? If yes, why?

Table 3 *Students' Need of English in their Future Careers*

Response	Number	Rate
Yes	28	93.33%
No	2	6.66%
Total	30	100%

The table 3 above shows that more than 90% of the students need English in their careers, thus they are more motivated in the learning process. In fact, English is very important for their studies, as a result, their motivation remains higher. Undoubtedly, this

motivation has to be taken into account in terms of specified needs expressed by the students. They justify their attitudes and motivation claiming that English is the global language of science and commerce, and it is needed to communicate effectively in the workplace, especially with foreign people.

Q2: Did you study English before? Where?

The results shown in the table below indicates that all of the respondents have studied English before. Some they study it in the university, others in private schools, in addition to the previous years that they experienced in the middle school and secondary school. We can infer that the subjects have a background about the English language.

Table 4 *Students' Background of the English Language*

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

Q3: Which of these skills are more used in business contexts? *(Please **rank** from 1-4, 1 being most used)*.

The third question has focused on the skills used in business context. We can evaluate the emphasis given to each skill on the basis of needs expressed by the students themselves during the period of their studies. The question suggests that it could be one or more skills that are needed. When asked to rank the importance of each language skill in relation to their subject matter courses, most students claimed that they needed speaking (80%), listening (13.33%), reading (0%) and writing (6.66%) to succeed in their careers. The majority of them prefer speaking to other English skills. It is interesting to note that speaking and listening were perceived as the most important skills that could support the students' business communication skills; reading and writing were also needed for their workplace' success. The results are presented in the following table 5.

Table 5 *Emphasis on the Skills in Business English*

Option	Rank 1	Rank 2	Rank 3	Rank 4
Listening	4 13.33%	13 43.33%	12 40%	1 3.33%
Speaking	24 80%	4 13.33%	2 6.66%	0 0%
Reading	0 O%	1 3.33%	8 26.66%	21 70%
Writing	2 6.66%	12 04%	8 26.66%	8 26.66%

c-Students' perception about the use of authentic materials in BE classroom

This section explores students' attitude and perception of authentic materials in learning Business English.

Q4: Outside the classroom, do you ever use authentic materials?

Findings from the questionnaires reveal that the overwhelming majority of subjects (96.33%) used authentic materials outside classrooms while only 1 student responded that he did not use any. When asked why he did not use authentic materials outside classroom, he said that it was difficult for him to find suitable materials. The results are presented in the following table.

Table 6 *Students' Use of Authentic Materials outside Classrooms*

Responses	Number	Rate
Yes	29	96.66%
No	1	3.33%
Total	30	100%

Q5: Do you like authentic materials used inside the classroom? Please justify your answer.

Table 7 *Students' Liking for Authentic Materials Used in Lessons*

Response	Number	Rate
Yes	28	93.33%
No	2	6.66%
Total	30	100%

Students were asked whether they liked the authentic input used in lessons. Most of the informants (93.33%) indicated that they liked authentic materials used in lessons while only (6.66%) of them responded that they did not like the input used in lessons. When asked to justify their answers, they said that they found the topics boring. Whereas, those who answered that they like the authentic materials used inside classrooms, they were asked to express their interest in those materials from the following options:

A-They are interesting and attractive

B-They are relevant to daily life

C-They are practical and useful

D-They enable us to know more about the current issues

The results are presented in the table 8 below. It has been found that most students preference of the authentic inputs because the authentic topics are more interesting and attractive; moreover, they are practical and useful.

Table 8 *Reasons for Students' Liking for the Authentic Materials Used in Lessons*

Option	Number	Rate
A	07	23.33%
B	4	13.33%
C	17	56.66%
D	2	6.66%
Total	30	100%

Q6: Which language skills, reading, writing, speaking or listening, do you think authentic materials can help you most? *(Please **rank** from 1-4, 1 being most helpful).*

Students were asked to rank the skills focused on by the authentic materials taught in the classroom. It is apparent from the table 9 below that authentic input is considered useful for all skills, although speaking and writing scored higher than reading and listening.

Table 9 *Students' Rating of the Four Language Skills developed by authentic materials*

Option	Rank 1	Rank 2	Rank 3	Rank 4
Listening	8 26.66%	9 30%	9 30%	4 13.33%
Speaking	15 50%	11 36.66%	2 6.66%	2 6.66%
Reading	3 10%	4 13.33%	10 33.33%	13 43.33%
Writing	4 13.33%	7 23.33%	10 33.33%	11 36.66%

Q7: Do you find any difficulty in dealing with authentic materials?

The table 10 below indicates that the majority of the students (86.66%) did not have much difficulty when using authentic material, whereas, only (13.33%) claims that they have encountered difficulties with authentic input. The difficulties identified by the four informants, therefore, are difficult vocabulary items in the reading materials and the speed of spoken English in audiovisual materials.

Table 10 *Students' Difficulties When Dealing with Authentic Materials*

Response	Number	Rate
Yes	4	13.33%
No	26	86.66%
Total	30	100%

4-The effectiveness of practising authentic tasks (business role plays and simulations)

The last section of the questionnaire tackles students' reaction towards activities and tasks practised inside the classroom.

Q8: Do you like practising simulations and role plays (mock interviews) inside the classroom?

Table 11 *Students' Preference of Simulation and Role Plays inside the Classroom*

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

It can be seen from the table above that the totality of the respondents (100%) are interested in playing roles and doing simulations related to their context of study, because they consider them as major opportunities to practise the language through assuming different roles in different situations.

Q9: Are you interested in doing oral presentations in the classroom?

Approximately, all of those surveyed students (100%) responded positively to this question, because they prefer doing oral presentations in the classroom. This helps them to feel more confident about themselves. The results are shown in the following table.

Table 12 *Students' Interest in Doing Oral Presentations in the Classroom*

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

Q10: By practising these activities do you gain more confidence to express yourself in real business contexts?

It is obvious from the results of the table13 below that the totality (100%) of students has answered with "yes". This means that they approve that practising relevant activities inside the classroom will enhance their feel of confidence when they meet the same situation in real life business contexts. In other words, this will help students become better prepared for the tasks that they will need to perform in the real world context.

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

Q11: Do the introduction of authentic visual aids and performing role plays in classroom develops your business oral communication skills? (Please circle the right answer)

It is evident from the data shown in the table 14 below that most of the students (80%) have chosen the degree *a lot*, about the effectiveness of authentic materials and authentic tasks on their oral communication skills. However, six (06) students (20%) have answered with *somewhat*. And the degrees *a little* and *no help* have not been chosen. This means that all students argued about the positive effects of authentic materials and authentic tasks in business classrooms.

Table 14 *Students' Evaluation of their Oral Communication Skills by the Practise of*

Authentic Role Plays.

Option	Number	Rate
A lot	24	80%
Somewhat	6	20%
A little	0	0%
No help	0	0%
Total	30	100%

Q12: Which language skill is developed well when practising business simulations and role plays? (Please circle the right answer)

The table 15 below presents that the overwhelming majority of the informants chose the speaking skill as the most skill which is developed by the practise of business simulation and role plays. Whereas, the rest of them (6.66%), selected listening as the skill much developed

by doing these activities. We can infer that the use of simulation and role plays can enhance the oral communication of students through developing their listening and speaking skills.

Table 15 *Students' Opinion about the Skill More Developed by the Practise of Role play and Simulation*

Option	Number	Rate
Reading	0	0%
Writing	0	0%
Speaking	28	93.33%
Listening	2	6.66%
total	30	100%

Q13: How would you rate your knowledge of business English communication skills after you have finished this training in the Career Center? (Please circle the right answer)

Table 16 *Students' Self Evaluation of their Business Communication Skills Development after Completing their Training at the Career Center*

Option	Number	Rate
Very good	14	46.66%
Satisfactory	16	53.33%
Poor	0	0%
Very poor	0	0%
Total	30	100%

This question aims to show students' evaluation of their business communication skills after they have finished their training at this Career Center. The majority of them have answered that they have benefited a lot from this training which was mainly about teaching business communication skills. (46.66%) of the respondents have chosen the level of *very good* and (53.33%) of them have selected the level of *satisfactory*.

The analysis of the teachers' interview

The analysis of each question has been discussed below as follows:

a-Background information

 Q 01: what qualifications do you have, if any?

Both teachers answered that they have a Bachelor of Arts and English Literature in addition to leadership, communication, presentation and computer skills. From this answer it is clear that the two teachers have a good qualifications and background to teach BE.

Q 02: Have you got any **experience** in teaching business English?

The two mentioned that they have been teaching BE in this career center for one year, and one of them have been studying in the USA about BE. This answer leads to the same conclusion about the qualification of the teachers in teaching BE.

Q 03: What are the major **goals** and **objectives** of your group of English Business learners?

The two interviewees gave common responses which were all around the same title mainly 'communication skills', claiming that BE students need to be qualified and skilled in the area of BE.

 Q 04: Do you think that is important to teach the students **communication skills** in order to succeed in their future careers?

They argued about the necessity rather than the importance of teaching communication skills In order to succeed in their careers, provided that the process of getting a job requires first job interview. As a result, teaching BE involves mainly teaching communication skills.

Q 05: which language skill, reading, writing, speaking or listening,, is of paramount to be taught in order to develop Business English students' communicative competence?.

One interviewee argued about the integration of the four skills giving more interest and value to the speaking and listening skills, whereas, the other one considered the writing skill as an essential as it is the first medium, then it comes speaking which tend to show their communication competence. And he said that listening and reading are not of that importance in business.

b-Methodology

Q 06: Which **method** or **approach** do you, as an English business teacher, use in classroom? Why?

They both stated that they follow the communicative method which is learner-centered. They stated that it is highly helpful in terms of good management and making everybody engaged during the presentation.

Q 07: How **reliable** is this method? [Circle one option]

1   2   3   4   5   6   7   8   9   10

Highly Reliable   neither Reliable   nor Unreliable   highly Unreliable

Both of them have chosen n°3 on the scale of highly reliable. Their justification will be presented in the following answers.

Q 08: Briefly explain why you think the method is reliable / unreliable?

They claimed that this method enables learner to learn how to communicate effectively in the target language. Since it helps interaction, exchanging and negotiating ideas, in addition, this method makes all students positive and active learners.

Q 09: Does the method advocate the use of **authentic materials**?

They strongly agreed about the use of authentic materials under the framework of the communicative method, because they expose students to real-life data which will make them familiar to the real-job context.

Q 10: If yes, is it difficult for you to find suitable **authentic materials** to use in your classroom?

The two teachers answered that they did not meet difficulties in finding appropriate authentic materials to use inside the workshop.

Q 11: Have you met difficulties with your students when presenting authentic materials inside the classroom? If yes, what kind of difficulty?

One of the respondents had answered no, he did not find any difficulty, however the other one stated that he did find some difficulty sometimes with the language of native speakers that is quite difficult to be understood by his learners due to their low level.

Q 12: Do you use authentic tasks to practise role plays, simulations and games inside the classroom?

They acknowledged the need for practicing such communicative activities inside the classroom, because they have a positive effect on the learners' learning process.

Q 13: Do you think that practising **authentic tasks** will improve your students' oral communication skills in the business context?

They agreed about the benefits of these activities on the development of their students oral communication skills. In addition, they mentioned that authentic tasks performance will help students gain more confidence to express themselves in real business context.

Q 14: Do you assess your students' **communication performance** by practising authentic tasks?

They emphasized this way of assessment (task-based assessment). Their justification was given in the next answer.

Q 15: If yes, what are your impressions and what is the assessment of the effectiveness of this method?

The teachers' answers were the answers to the questions in this form were utilized for clarifying the effectiveness of the communicative method which enables students to develop more communication skills and presentation skills, also, task-based assessment that gives the feedback about how effective was the learning process.

3.6 Conclusion

This chapter has presented the research design and methodology used in this study. Moreover, it has shown the data collection instruments and procedures, in addition to the analyses of the students' questionnaire and the teachers' interview. The interpretations and discussions of the findings will be presented in the next chapter.

IV. Chapter Three: Findings and Discussions

4.1 Introduction

4.2 Interpretations of the results

4.2.1 Perceptions of Students

4.2.2 Perceptions of Teachers

4.3 Discussions of the results

4.4 Limitation of the study

4.5 Conclusion

4.1 Introduction

The first part of this chapter discusses the interpretations and discussions of the findings that deserve special attention in answering the research questions of the present study based on the questionnaire and interview data collection and analyses that was described in the previous chapter, whereas, the second part talks about the limitations of this study.

4.2 Interpretations of the results

4.2.1 Perceptions of Students

Perceptions of students are divided into three main sub-sections: a) the importance of Business English and communication skills, b) the use of authentic materials in BE classroom, and c) the effectiveness of practising authentic tasks such as business role plays and simulations.

a-Students' perception of the importance of Business English and communication skills

It is evident from the answers to the questions (Q1, Q2 and Q3) that the majority of the respondents need to have a good level in English in order to accomplish their future goals. In fact, English language is important together with communication skills in the business context. As agreed by (Ellis and Johnson, 1994) that English has become a global language and one of the important tools for communication among people nowadays. It is everywhere no matter in international trade, management, technology or other related fields. As a matter of fact, good communication skills are an important element for the development of good relationships and poor communications starve a relationship while good communications nourish it. Thus, BE students must improve their English language proficiency as well as their communication skills in order to succeed in their future careers. Also, we can infer from the results shown in table 5 that BE students emphasize the learning of the four communication skills (listening, speaking, reading and writing), giving more importance to the speaking skill. Thus, BE students' needs and preferences should be explored in the first step of any BE course by the BE teacher in order to decide on the skills that will be focused on (Ellis &Johnson, 1994; Frendo, 2003).

b-Students' perception about the use of authentic materials in BE classroom

Based on the analysis of the second section of the questionnaire, it can be said that BE students prefer the use of authentic input inside the classroom due to several advantages. The reasons for their liking the authentic input are clearly obvious in the data presented in the table 8. The overwhelming majority of the students claim that they find these materials more practical and useful; in addition they are interesting and attractive. As claimed by The intrinsically interesting content of the authentic input encouraged students to interact with it. The new vocabulary and daily language inherent in this input not only provided an authentic flavour to the text but also met with the language needs of the students. These two factors are closely tied to authenticity. Moreover, they agree that these materials can develop their communication skills (listening, speaking, reading and writing). However, there were some difficulties in dealing with authentic input inside the classroom namely the complex vocabulary and the speed of spoken language; these difficulties mainly resulted from the low level of the students' English language.

c- The effectiveness of practising authentic tasks (business role plays and simulations)

Another major result is that BE students are aware about the usefulness of doing relevant tasks in developing their business communication skills especially the spoken ones. We can deduce from the data shown in tables 13 and 14 that the practise of authentic business role plays and simulations will increase students' feel of confidence about their capacities, moreover, they will improve their business oral communication skills. In other words, the results extracted from the findings of the study made it certain that role-play and simulations, as underlined and recommended by many experts in the field of BET (Donna,2000; Frendo,2003), were practically shown to be effective and fruitful activities for business English learning courses. One of the greatest advantages to be gained from the use of authentic task-based activities is that students become more confident in their use of English by experiencing the language in operation. It encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom. Accordingly, BE students need to be trained using authentic task-based materials in order to develop their oral communication skills. It can be observed that students are generally enthused and interested in using authentic input with doing authentic tasks.

4.2.2 Perceptions of Teachers

The results obtained from the analysis of the interview were presented as follows:

a-Background information

This section intended to collect personal information from the teachers. It indicates that the two teachers have a good background and experience in BET. It is clear from the analysis of teachers' responses to the items (1, 2), that BE teacher need to be well qualified in order to give effective teaching process. According to Frendo (2003, p.5), BE teachers can be as trainers, coaches, and consultants. Moreover, the BE teacher must be aware about the importance of teaching communication skills in Business context, as well as, assessing his students needs and objectives in order to decide about the suitable materials to be used in order to satisfy the learners' needs. Crawford (as cited in Richards and Renandya, 2002) proposes a number of principles for the design of effective teaching materials:

. Language is functional and must be contextualized

. Learner engagement in purposeful use of language

. The language use should be realistic and authentic

. Including an audio-visual component in the classroom

. Effective teaching materials foster learner autonomy

.Materials need to be flexible

. Engage learners both affectively and cognitively. (p. 84)

b- Methodology

Teachers' attitudes about the usefulness of the communicative method

One can infer that BE teachers advocate the usefulness of the communicative method in their teaching process. This is due to the high reliability of this method, since it emphasizes the use of authentic materials that have several advantages on the students learning process, although these authentic materials are difficult to introduce to the low students' English proficiency levels, as Donna (2000) asserts that authentic materials should ideally be the core component of business English courses.

The data collected from the items (Q12, Q13 and Q14) indicate that BE teachers argue about the effectiveness of task-based activities in the students' oral communication performance. Moreover, they emphasize the need for practising such activities in order to stimulate the

teaching/learning process and develop their students' oral production. As agreed by Nunan (2004) who advocates the concept of learning by doing; learners should apply what they have learned from teachers and textbooks to complete various tasks so that they can survive in their future working institutions where their practical language proficiency is greatly demanded. Task-based instruction is a good approach to realize learning by doing. In addition, they advocate the task-based assessment of the students' communication performance because it is beneficial for both teachers and students in terms of giving feedback of the learning/ teaching process. In short, English teachers have to find time to teach speaking communication skills reflectively, to give students feedback about their performances.

4.3 Discussions of the results

After analysis achieved on both questionnaires, we attempt to discuss the findings of teachers' perceptions and the students' perceptions regarding the usefulness of authentic task-based materials in BE classrooms.

Discussions of the major findings of the students' questionnaire

The different answers that students (our participants) gave in this questionnaire do reveal about some aspects concerning their attitudes towards the effectiveness of authentic materials and authentic tasks on their business English communication skills. Moreover, their answers strengthened more the background ideas we developed in our piece of research, mainly the importance of communication skills in BE, and the role of authentic task-based materials in enhancing business oral communication skills and allowed us to be somehow confident in the predictions of our hypothesis. According to the questionnaire results, most of the respondents seemed to acknowledge the importance of English in performing their work; more than 80% of the respondents answered that English was either important or necessary to do their work. Moreover, even the respondents who answered that English was not important or necessary for their jobs expressed their awareness of the importance of English for their future career developments. In addition, strong demands for spoken English among the respondents were revealed through the study. If we consider again the answers of our respondents we can say that all learners' attitudes agree toward the significance of authentic input in improving their language proficiency, except for some learners who are against the use of authentic materials, because they find difficulties in perceiving the language of native speakers. This is due to their low level language proficiency.

As the answers in tables 09, 14 and 15, all indicate the association between authentic task-based materials and the level of communication skills achievement. The most striking result to emerge from the data obtained from the students' questionnaire is that BE students prefer the practise of authentic communicative tasks namely business role plays and simulations because they believe that these activities will enhance their oral communication performance gaining more confidence to express themselves in real-business contexts. At the end, students think that the training sessions of the Career Center are very helpful in terms of broadening their knowledge of business communication skills.

Discussions of the major findings of teachers' interview

With respect to teachers' answers, a large number of responses were quite positive, in the sense that they strengthened more our ideas. It is reasonable to think that, the participating experienced teachers are noticeably well aware of the importance of using authentic task-based materials, in particular, in enhancing oral achievement in business English classrooms, and well aware, also, about the importance of the communicative method in stimulating the learning process of their learners, in general.

In this respect, we should mention that teaches' answers support the following important points:

-The emphasis on teaching communication skills in business contexts provided that these skills in English have been identified as essential workplace tools for success in business and have been correlated with career success these skills are necessary for the success

-The high reliability of the communicative method in the teaching of business English communication skills, because it enables learners to communicate effectively in the target language

-The usefulness of authentic materials and authentic tasks in developing the students' oral communication skills

-The need for task-based assessment to give students immediate feedback about their performance; moreover, it will give teachers feedback about their teaching process.

As a result, we can say that not surprisingly, our research findings (the analysis of the

Teachers' interview) display considerable agreements with that we have set before as assumptions and suppositions, that indeed the use of authentic task-based materials boosts learners' oral communication performance.

In conclusion, we can assume that the students' and teachers' responses have revealed some interesting points.

First, regardless of the major field of study, both students and teachers argued that they needed the mastery of communication skills in business English, especially the spoken skills.

Second, they advocate the use of authentic materials and doing communicative activities in order to develop the oral communication skills of the students. As discussed in chapter 1 (literature review), "authenticity of language in the classroom does not depend on the source from which the language as an object is drawn but on the learners' engagement with it" (Widdowson, 1990, pp. 44-45) and "this 'learner authenticity' is the realization and acceptance by the learner of the authenticity of a given task, learning materials or activity" (Nunan, 1988, p.102).

 Last but not least, we can say that from students' questionnaire and teachers' interview results we have found that introducing authentic input with performing authentic tasks is indeed helpful in improving oral productions. From the questionnaire results, we deduce that students' belief in their abilities have strikingly a powerful effect in influencing their level of oral performance achievement inside the classroom. Therefore, there is clearly enough evidence to state that if learners of business English are exposed to authentic input and practise authentic tasks inside the classroom, they would be more motivated and energetic to become positive about their own oral productions. However, it should be pointed out that though the focus of the present study was on the use of authentic input, this does not mean, however, that the use of scripted materials in language learning should be excluded. Rather, the use of scripted materials and the use of authentic input is integrally linked. As Widdowson (1979) puts it, students should be given the linguistic means (the system of knowledge of the language) to achieve an authentic relationship with discourse in the foreign language. Authenticity is the end and students would be able to authenticate texts in the dynamic learning process, so they should therefore be encouraged to think, analyze, and make hypotheses. Thus, what is relevant is the task authenticity.

4.4 Limitations of the study

This study had certain limitations in examining the effects of authentic task-based materials on the improvement of students' speaking skills. The limitations of this study resulted from the methodology used, the duration of the study, the size and the heterogeneity of the sample.

Methodological limitations

Questionnaires and interviews were used in the present study to tap learners' perceptions towards authentic input. Researchers note, however, that there are limitations of using questionnaires and interviews to collect self-reported data from the subjects.

The questionnaire

Lewkowicz (1997, p.161) notes that "when completing a questionnaire, students may rush through it and either omit certain sections or fail to complete it honestly". In the present study, subjects were asked to complete the questionnaire during class time. Some of the subjects spent nearly thirty minutes and wrote detailed responses while some finished the questionnaires within ten minutes. Therefore, "results from the questionnaires may only give a partial picture" (ibid). Another significant problem with using questionnaires is that those subjects who are not very proficient in the language may misinterpret the questions or may not be able to express themselves accurately and there may be variability in the way they interpret the scales used in questionnaires. Cohen (1998, p.30) , in discussing strategies used in language learning, notes that "one of the main problems with oral interviews and written questionnaires is that much of the data constitutes self-report or the learners' generalized statements about their strategy use…Learners may underestimate the frequency of use of certain strategies." To address these problems, a structured teachers' interview was used to gather teachers' responses in the study. The data from the questionnaires, therefore, could be complemented by these data obtained from the interview.

Duration of the study

This was intended to be an eight-week study (from April to early June). However, the subjects finished their training sessions in four weeks. Despite the short duration of the study, every attempt has been made to ensure that subjects were exposed to a wide range of interesting authentic topics and were able to interact with this authentic input in different reading, speaking, listening and writing tasks.

Size and heterogeneity of the sample

One of the limitations of this study is that findings were generated from a relatively small size of sample group (30 students) and was limited to one group. Though the subjects in this study are not strictly representative of the student population in the UKMO Career Center as a whole, they do represent a range of different academic backgrounds from several departments in the University of Ouargla. Thus, our sample is not homogeneous rather it is heterogeneous in terms of the academic background.

In spite of the limitations discussed above, findings from the present study have enhanced our knowledge about students' perceptions of authentic input and whether their language proficiency relates to their responses, and all these in turn provide insights into our understanding of authenticity and its relationship to language proficiency.

4.5 Conclusion

The purpose of this study was to investigate the effectiveness of authentic task-based materials on the improvement of students' oral communication skills. In order to explore the possible effects of task-based activities in students' oral abilities, a students' questionnaire and teachers' interview were conducted. As has been discussed above that the major findings of the present study confirm our previous assumptions about the effectiveness of authentic task-based materials on the learners' business communication skills. In the next section (general conclusions) we will suggest some recommendations for further research concerning our research problem.
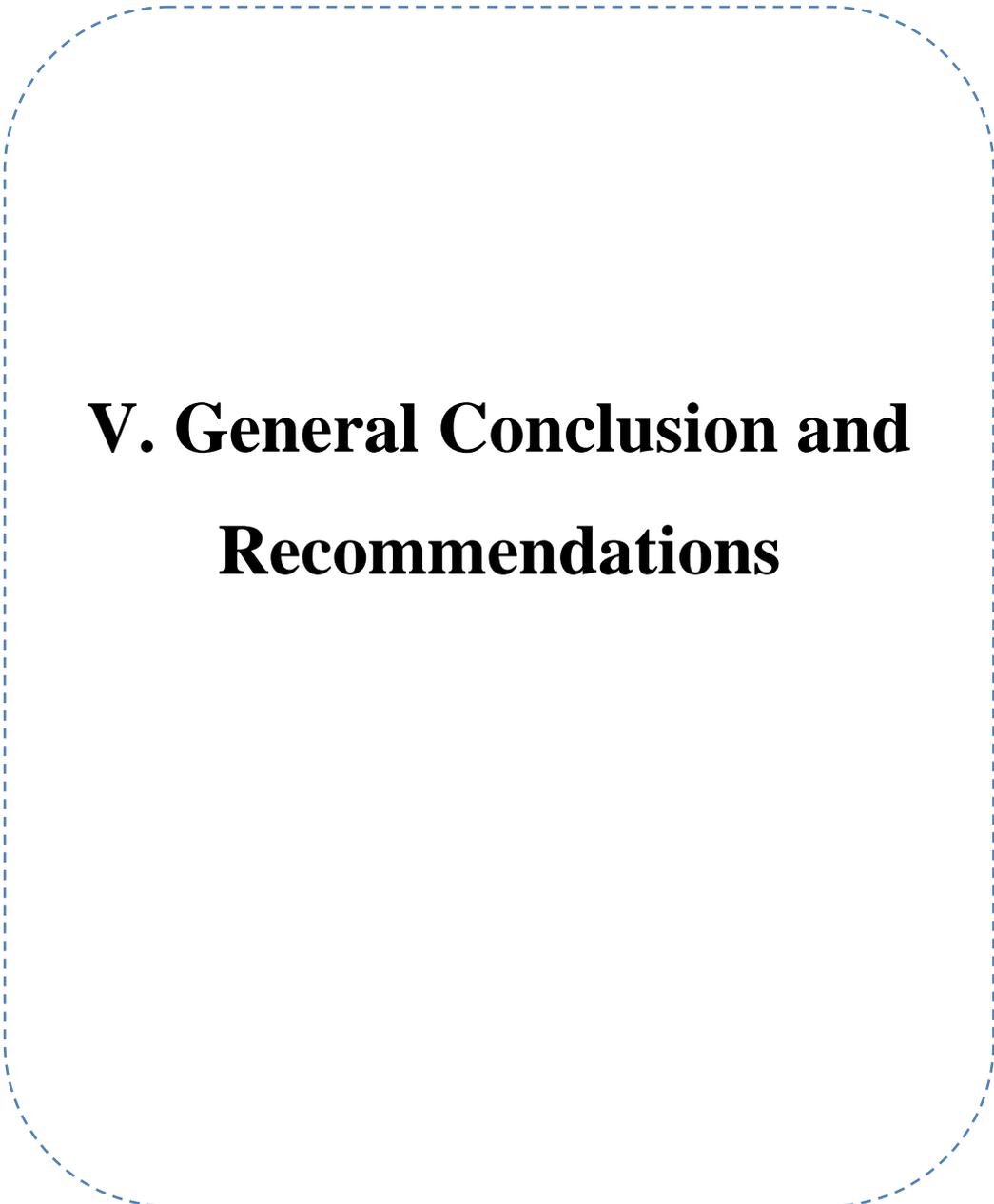
V. General Conclusion and Recommendations

General Conclusion

In conclusion, this study was carried out in order to provide some insights into the effectiveness of authentic task-based materials on the development of business oral communication skills. Moreover, it provides some insights into students' perceptions, engagement and interaction with authentic input together with the practise of authentic tasks. There has been much research on the use and design of authentic input, however, little has been done on students' responses to these materials and this raises the problem that we have explored in this study. The data were collected using two tools namely the students' questionnaire and the teachers' interview. The results obtained from the data analyses in chapter 3, reveal the following main results: a) BE teaching/learning is extremely important for the future professional life of business students at the UKMO, because in the Algerian environment students will undoubtedly use BE for the needs of their future profession and job; b) the benefits of using authentic materials in business English classrooms; as agreed by several researchers and teachers as mentioned in the chapter1 (literature review), and c) the effectiveness of practising communicative tasks such as business role plays and simulation on business students' oral communication skills performance. To encourage students to become self-motivated independent learners, instructors should design effective materials and contents and create an atmosphere that is open and positive (authentic) to raise students' motivations. The primary focus of the present study has been on students' perceptions towards authentic input and performing authentic tasks. Despite the limitations discussed in chapter 3, this study can enhance our knowledge about learners' views of authentic materials. Overall, learners showed positive responses to this input and they were able to identify a wide range of benefits of using them. It was found that learners preferred authentic input due to several reasons namely raising their confidence in using English and developing their communicative skills.
Based on the opinions of the respondents involved in the study as well as the review of related literature, we can now make general conclusions about the role of authentic task-based materials in improving business students' speaking skills; and consequently suggest suitable recommendations for further research. The BE practitioners can utilize the findings of the study to design BE materials and activities which deals with the spoken skills. Eventually, the findings of this study could also be used to improve the teaching methodologies that are used by English language teachers and content specialists in the Algerian Universities.

Recommendations for further study

In order to obtain enough and necessary data for this type of study, researchers should design carefully the methodology and data collection techniques they will use when carrying the study.

- The present study was carried out with a limited number of subjects; because only 30 BE students at the UKMO Career Center were participated in our inquiry. Thus, the results cannot be generalized. Further studies should involve a large number of students covering all the levels of the ESP programme.

- A study on the potential benefits of using authentic task-based materials should be carried out, thus, the findings can be useful for researchers and teachers in improving students' oral communication skills. In addition, the researcher should conduct a research using a different framework and more practical methods.

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Appendix A: the Students' questionnaire

Students' questionnaire

The aim of this questionnaire is to investigate the effectiveness of using authentic task-based materials in Business English classrooms. It would be great help for us to answer the following questions as accurately as possible. Please, mark ($\sqrt{}$ ×) in the appropriate box (es) or give full answer(s) on the broken lines.

I' am grateful for your time and effort in completing the questionnaire. Thank you.

General information:

Gender: male   ☐   female   ☐

Age:

Departement:

Level:

If you have another professional activity in addition to studying; what is it?

……………………………………..

Section one: the importance of English language and the communication skills in Business world.

1-Do you need English in your job?

Yes ☐   No ☐

If yes why? ....

2-Did you study English before? Where?

Yes ☐   No   ☐

-…………………………………

3-Which of these skills are more used in business contexts? *(Please **rank** from 1-4, 1 being most used)*

Reading   writing   speaking   listening

Section two: students' perception of authentic materials in the teaching of business English *(authentic materials are texts which have not been produced specifically for classroom use. For example in business context; they are real commercial documents, or newspaper articles, or recordings of meetings and conversations made in a workplace).*

4-Outside the classroom, do you ever use authentic materials?

Yes ☐   No ☐

5-Do you like authentic materials used inside the classroom?

Yes ☐   No ☐

If yes why? Because: (Please choose the appropriate option)

A-They are interesting and attractive

B-They are relevant to daily life

C-They are practical and useful

D-They enable us to know more about the current issues.

6-Which language skills, reading, writing, speaking or listening, do you think authentic materials can help you most? *(Please **rank** from 1-4, 1 being most helpful)*

Reading   writing   speaking   listening

7-Do you find any difficulty in dealing with authentic materials?

Yes   ☐   No   ☐

-What kind of difficulty?...

………………………………………………………………………………….

Section three: students' attitudes about the importance of doing relevant business tasks (e.g.: mock interviews) in the classroom.

8-Do you like practising simulations and role plays (mock interviews) inside the classroom?

☐   69   ☐

Yes   No

9- Are you interested in doing oral presentations in the classroom?

Yes ☐   No   ☐

10-By practising these activities do you gain more confidence to express yourself in real business contexts?

Yes ☐   No   ☐

11-Do the introduction of authentic visual aids and performing role plays in classroom develops your business oral communication skills? (Please circle the right answer)

A lot   somewhat   a little   no help

12-Which language skill is developed well when practising business simulations and role plays? (Please circle the right answer)

Reading   writing   speaking   listening

13-How would you rate your knowledge of business English communication skills after you have finished this training in the Career Center? (Please circle the right answer)

Very good   satisfactory   poor   very poor

Thank you very much for your participation.

Teachers' interview

We would be grateful if you could answer these questions, you may skip any question that you feel uncomfortable answering.

Background Information

1- What **qualifications** do you have, if any?

2-Have you got any **experience** in teaching business English?

3-What are the major **goals** and **objectives** of your group of English Business learners?

4-Do you think that is important to teach the students **communication skills** in order to succeed in their future careers?

5-Which language skill, reading, writing, speaking or listening,, is of paramount to be taught in order to develop Business English students' communicative competence?

Methodology

6- Which **method** or **approach** do you, as an English business teacher, use in classroom? Why?

7-How **reliable** is this method? [Circle one option]
1   2   3   4   5   6   7   8   9   10
Highly Reliable   neither Reliable   nor Unreliable   highly Unreliable

8-Briefly explain why you think the method is reliable / unreliable

9- Does the method advocate the use of **authentic materials**?

10- If yes, is it difficult for you to find suitable **authentic materials** to use in your classroom?

11-Have you met difficulties with your students when presenting authentic materials inside the classroom? If yes, what kind of difficulty?

12-Do you use authentic tasks to practise role plays, simulations and games inside the classroom?

13-Do you think that practising **authentic tasks** will improve your students' oral communication skills in the business context?

14- Do you assess your students' **communication performance** by practising authentic tasks?

15-If yes, what are your impressions and what is the assessment of the effectiveness of this method?

Thank you very much for your time and efforts.

Abstract

It has become widely known fact that Business English is particularly focused on teaching skills rather than pure grammar, being primarily concerned with fluency. Also, it has been argued that the use of authentic materials in ESP teaching is very effective and beneficial. Thus, it is worth examining whether the use of authentic task-based materials in the context of business English teaching develops the acquisition of business oral communication skills or not. The present study aims at describing and investigating the effects of authentic task-based materials in developing business English students' oral communication skills. The hypothesis of this dissertation is that the use of authentic task-based materials will enhance business English student's oral communication skills. The research methodology adopted in this study is a descriptive one. It intends to describe two variables: authentic task-based materials as the presumed independent variable and students' business oral communication skills as the presumed dependent variable, and to identify the relationship between them. Data were gathered through students' questionnaire administered to a sample of 30 students and teachers' structured interview at the Career Center of Kasdi Merbah University of Ouargla, in order to know their attitudes about the effectiveness of using authentic task-based materials in the business English classroom, in order to test and measure our hypothesis. The results obtained from the present research paper showed that there is a positive relationship between the use of authentic task-based materials and business English oral communication skills performance. A reality that is agreed by teachers 'answers to the interview. This study has certainly its limitations, but its findings revealed interesting implications. Thus, future research should be done experimentally to test out the applicability of the findings to a larger population of students.

Keywords

Task-based language teaching- ESP - business English teaching - authentic materials- authentic tasks- business oral communication skills

الـملـخص

قد أصبح من المعروف على نطاق واسع أن اللغة الإنجليزية للأعمال التجارية تركز بشكل خاص على تدريس المهارات بدلا من النحو الخالص معنية في المقام الأول بالطلاقة. و قد قيل أيضا أن استخدام مواد أصلية في تدريس اللغة الانجليزية لأغراض خاصة هو فعال جدا و مفيد. وبالتالي، فإن الأمر يستحق دراسة ما إذا كان استخدام المواد الأصلية القائمة على مهمة أصيلة في سياق اللغة الإنجليزية للأعمال التجارية يطور تحصيل ومهارات الاتصال الشفوي أو لا. تهدف هذه الدراسة إلى وصف وبحث فعالية المواد أصلية المستندة إلى مهام أصلية في تطوير مهارات الاتصال الشفوي لطلاب اللغة الإنجليزية للأعمال التجارية . فرضية هذه الأطروحة هو أن استخدام مواد أصلية تستند إلى مهام أصلية من شأنها تعزيز مهارات الاتصال الشفوي لطلاب اللغة الإنجليزية للأعمال التجارية. منهجية البحث المعتمدة في هذه الدراسة هي وصفية وتعتزم لوصف اثنين من المتغيرات: مواد أصلية تستند إلى المهام كمتغير مستقل و مهارات الاتصال الشفوي الطلاب اللغة الإنجليزية للأعمال التجارية كمتغير تابع، وللتعرف على العلاقة بينهما. قد تم جمع البيانات من خلال استبيان الطلبة الذي وزع على عينة من 30 طالبا و مقابلة منظمة للأساتذة في مركز المسارات المهنية لجامعة قاصدي مرباح ورقلة، من أجل معرفة مواقفهم حول فعالية استخدام مواد أصلية تستند إلى المهام الأصلية في الفصول الدراسية لتدريس اللغة الإنجليزية للأعمال التجارية. فقد أظهرت النتائج التي تم الحصول عليها من الورقة البحثية الحالية أن هناك علاقة إيجابية بين استخدام المواد المستندة إلى المهام الأصيلة و مهارات الاتصال الشفوي لانجليزية الأعمال. وهو واقع قد تم الاتفاق عليه من قبل إجابات المعلمين إلى المقابلة. وبالتالي، ينبغي أن يتم البحث في المستقبل تجريبيا لاختبار مدى انطباق النتائج على عدد أكبر من الطلبة.

كلـمـا ت مفـتا حيـه

تدريس اللغة المستند إلى مهام_اللغة الانجليزية لأغراض خاصة_ اللغة الانجليزية للأعمال التجارية_ الم واد الأصلية_ المهام الأصلية_ مهارات الاتصال الشفوي للغة الانجليزية للأعمال التجارية_