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Title:
The Effect of Using Authentic Materials on Learners’ Motivation
The Case of Career Center Students at KMUO

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Dedication

To our parents,

our brothers and sisters,

and our friends.
Acknowledgments

We would like first to thank ALLAH for giving us strength and capacity to complete this work.

Also we really want to express our sincere gratitude to our supervisor Mr. Madjid Doufene for his unaccountable guidance, support, help and patience.

Our special thanks go to all teachers of the English Department at Ouargla University.

Finally we address our thanks to all our colleagues for the time we spent together.
Abstract

Many applied linguists believe that using authentic materials have a crucial role in the process of learning and teaching language. In this study, we aim at finding out the effect of using authentic materials on learners’ motivation in ESP classrooms. For methodology, we have chosen the descriptive and analytical method. Thus we have designed and distributed two questionnaires as tools for collecting data to both teachers and students. The study has been conducted at the Career Center at Kasdi Merbah University, Ouargla. The findings show that authentic materials have a positive effect on learners’ motivation in that they are useful to learning development; besides, they are inherently more consistent and meet students’ needs. We were not able to provide a larger and more representative sample due to time constraints and lack of students’ involvement. Our study will hopefully contribute to the development of ESP teaching at the Career Center.

Key words: ESP, learning, teaching, authentic materials, motivation
List of Abbreviations

CLT: Communicative Language Teaching

EAP: English for Academic Purposes

EGP: English for General Purposes

ELT: English Language Teaching

ESP: English for Specific Purposes

KMUO: Kasdi Merbah University _ Ouargla

Q: Question
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General Introduction
1. General Introduction

English for Specific Purposes (ESP) is a field of teaching the English language such as business English, medical English, economics, law. It derives from the general landscape of English Language Teaching. To teach ESP effectively, the practitioner needs to carefully discern what prospective authentic materials would be more efficacious in the teaching process, and hence, in the learning process by learners. Further, by looking at the specialties a particular group of students is occupied with, the intelligent practitioner would want to adapt these materials to the needs of those students and to the field-proper. Thus, using some authentic materials which are perfectly pertinent to teaching, say, students of English for Waiters may not have the same desirable results when they are set to teaching students of English for Art Purposes.

2. Statement of the Problem

Some teachers seem unwise and/or indifferent in selecting the suitable authentic materials to carry out the teaching of a particular lesson in ESP class. In addition, they seem to lack the dexterity or the skill to generate motivation within their students, and eventually students are unmotivated, or even worse and demotivated.

3. Objectives of the Study

The present study aims at the following:

Knowing to what extent the use of authentic materials raise ESP students’ motivation

Revealing the most motivating strategies that are suitable in ESP classes.

4. Research Questions

To achieve the objectives of the study the following questions are formulated:

To what extent does the use of authentic material develop ESP students’ motivation and engagement?

Which strategies are more motivational and suitable in an ESP context, that if achieved, lead to a greater benefit for students?
5. Research Hypothesis

We attempt to answer the research questions with the following hypotheses:

The use of authentic materials in ESP classrooms increases both intrinsic and extrinsic learners’ motivation, but only if used in a reasonable and moderate way.

It is assumed that the more suitable motivational strategies are the ones that are adapted to learners’ needs and goals.

6. Significance of Study

This present study is meant to raise consciousness about the importance of determining which authentic materials should be adopted in an ESP class. It is intended to summon ESP practitioners to better excel at filling their learners with more engagement and motivation towards the subject matter of any ESP field. Further, it would assumingly pave the way to further studies and research in the realm of authentic materials and motivation.

7. Methodology

In this study we try to examine the benefits of authentic material use. Thus we have applied a descriptive and analytical method to conduct our research. It combines both quantitative and qualitative data. The data were gathered from students and teachers at Career Center at Economics Department at Ouargla University. We have used a questionnaire as an instrument to gather data.

8. Limitations of the study

The study investigates the use of authentic materials in ESP classrooms in general without referring to a given skill or subject matter. In this study we encountered several obstacles that prevented us from analysing all the aspects of the topic. We could not deepen our analysis and achieve external validity due to time constraints and the sample population size selected for this study.

9. Structure of the Dissertation

This dissertation consists of two interrelated chapters. The first chapter is devoted to literature review about authentic materials and motivation. The second chapter is about
research design, methodology and results and interpretations. Last but not least, we end the study with a general conclusion and some recommendations.
Chapter One
Chapter I: Authentic Materials and Motivation

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Introduction

This chapter attempts to shed light on the notions and definitions related to ESP field with particular reference to the use of authentic materials.

1. Definition(s) of ESP

English for specific purposes (henceforth ESP) has widely been discussed in the modern literature of field of teaching practices of English as an international language. The term ESP seems to be more linked to the work place rather than academic field. Mackay and Mountford (1978) for instance view that ‘ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose’ (p.2). This means that English is used for very specific objectives in specific situations, thus the focus should be on particular skills. Therefore, the learners are more trainees rather than students to be educated.

In this vein, Anthony (1997) discriminates ESP from EAP (English for academic purposes) ‘some people describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes’ (p.9-10). Similarly Robinson (1991) pinpoint the very difference between ESP and EGP in the cultural aspect i.e. trainees take English course ‘not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes’ (p.2). Ultimately, the clear image about ESP aims is provided by Basturkmen (2006) ‘Language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments’ (p.18).

On the practical side, Johns and Price-Machado (2001) focus on the most important stake holders of ESP courses which are the learners or the trainees, they state: ‘ English for specific purposes (ESP) is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students’ (p.1). Hutchinson and Waters (1987) prefer to answer the question what is ESP? By tracing back its historical development; ‘The English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study’. ‘Tell me what you need English for and I will tell you the English that you need’ (P.8).
They (1987) rather see ESP as an approach not a product in which English is taught according to specific needs of the learners’ (p.8) . Dudely-Evans and St Johns (1968) believe that ‘a definition of ESP should reflect the fact that much ESP teaching especially where it is specifically linked to particular profession or discipline, makes use of a methodology that differs from that used in general purposes English learning’ (p.4). Each definition is focusing on one aspect, but they view ESP teaching as a process in which students are adults and they have learning needs that should be taken into account.

2. History of ESP

ESP emergence and development has taken place through different periods of time and due to different reasons and aims. Its origins and evolution, in fact, takes benefit from other fields such as applied linguistics, ELT and technology. The origins of ESP differ from one scholar to another: while Dudely-Evans and St Johns (1998) refer to the Roman and Greek Empires, Hutchinson and Waters (1987) view post-second world war as a turning point in the history of ESP namely in 1960’s. In fact, ESP has developed in a different way for each country in general and its origin and evolution is common for each country.

For Srevens (1977) the history of ESP goes back to ‘at least half a century’. (p.3) Hutchinson and Waters (1987) think that the development of ESP is due to the contribution of many trends. Srevens, again (1977) has firstly noted that ESP has benefited from the evolution of educational philosophy as far as course design is concerned where everything is centered on the learner ‘the movement referred to is the global trend towards learner-centered education’. (p.152)

Historically, a new world order, has made English an international language as being a lingua franca for plenty of countries around the world. Immediate communication was needed so linguistic findings should provide a framework for which specific needs should be achieved. Widdowson (1978) quoted in Hutchinson and Waters (ibid) stresses the idea of discovering the ways in which language is actually used in real communication, here, each situation requires a typical language use so different contexts define different linguistic features and items. Thus specific use of English occurs. At the beginning of its emergence, ESP teaching experiences have shows emphasis on the learning of vocabulary, but through time and due to the development of research in the field of ELT, ESP course designers and practitioners have shifted towards other elements in the whole with greater focus on content.
and material selection being a challenging task in course of designing and teaching ESP programs.

3. Non-Authentic Materials and Authentic Materials

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

3.1 Non-Authentic Materials

Non authentic materials are materials that are designed for pedagogic purposes. In fact, they attempt to present real use of the target language in a simulated manner. The common feature of such materials is the deliberate choice of language, situations and people to comply with communicative, structural or behavioral needs. Thus the aspects of language presented in this kind of material are carefully selected and adapted to the learners. Features such as grammar, lexis, rhythm, intonation, speech delivery are simplified. As a result, many learners find it difficult to deal with real life situations where they are normally expected to both understand and speak the target language. However, the value of non-authentic materials should not be completely rejected. As far as the foreign language teaching is concerned, non authentic materials are very useful in early stages as an introductory preparation for the use of genuine authentic materials.

3.2 Authentic Materials in ESP Context

Authentic materials are of vital importance in language classrooms in general and in ESP classes in particular. Indeed, the term authenticity is approached by various authors. Firstly, material is all what is used to help to teach language learners. The selection of material involves matching the given material with the context in which they are going to be used and the needs and interest of the learners. Authentic material has to fulfill some features in order to achieve the teaching objectives. One can judge material authenticity by its relevance to the learners’ needs, its applicability in real-life situations, its truthfulness and its updating.
Since ESP is best taught within CLT framework, various communicative activities and methods could be implemented to achieve authenticity such as problem-solving situations, role play simulations and so on and so forth.

House (2008) sees the role of authentic material as a means to “link the environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning” (p. 53). Robinson (1980) uses the term “realia” instead of authentic material. Authentic material, thus, is a key criterion for designing and evaluating an ESP course book as it is a fundamental step in preparing and planning lessons. (p.35)

Practically, the use of authentic material is not always that easy. The concept of authenticity encompasses the use of material by a native speaker with communicative purposes, Widdowson (1980) view supports “The communicative activity of the language use” (p.30). Dudely-Evans and St John (ibid) claim that “a key aspect of authenticity is the level of the text exploited in the ESP Class” (p.28), authenticity, thus, lies in the nature of the interaction between the reader (or hearer) and the text (Widdowson, ibid). House (ibid) divides authentic material into those which contain language and those which stimulate the production of language. Authentic texts in an ESP Classroom can be referred to as “genuine” texts that are exploited in real-world uses. Nunan (1989) defines authentic materials as spoken or written language data that has been produced in the course of genuine commutation and not specifically written for purposes of language teaching (quoted in Oura, 2011 p.1)

4. Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. Gebhard (1996) affords the most common authentic materials in an EFL context. They guarantee the practices in planning and delivering a language lesson:

4.1 Authentic Audio Visual Materials

Videos / TV shows are the most attractive since they add semiotic meanings to language i.e. in addition to the linguistic content, TV shows provide pictures and notions that add other meanings and give the exact intended meaning. It helps for more concentration and development of body language. Another authentic listening material is radio news, using real time radio enhances the listening skill since it offers different topics in real ways, it is a good source for both extensive and intensive practices.
4.2 Authentic Visual Materials
Photographs, drawings, slides, signs, post cards.

4.3 Authentic Printed Materials
It enhances the writing skill by suggesting the graphic forms of the structures and matching them with pronunciation. This could help learners avoid many errors and irregular forms of English. So it raises their self-confidence, here some other printed materials such as news paper articles, reports, lyrics, menus, brochures, catalogues, maps, comic books.

4.4 Realia (real objects)
Bringing real objects to the classroom can avoid the use of the mother tongue and translation each time. It promotes the strategic competence of the learners and their memorization.

Different types of Authentic materials suit the different learning styles that are shown by adult learners who in their turn need to immediately use what they have learnt in real-life or realistic situations. In this stage, we have to carefully select the adequate material for every age and background knowledge.

5. Advantages of Authentic Materials
According to Brinton (1991), authentic materials and media can concreticize language input whereas Gebhard (1996) puts authentic materials as a way to contextualize language learning. Besides, Melvin and Stout (1987) (cited in Oura 2011, p.68) see authentic materials as a great source of motivation and interest for the learners for more practicality of language use. Thus authentic materials provide real description of the target language features be spoken or written. Put in another way, authentic use of language means using it naturally so that direct exposure to it is reinforcing self-confidence and more focused structures.

Materials are important in the classroom in the sense that they stimulate interest in the foreign language, explain concepts or illustrate meanings, reinforce learning and help holding conversations in groups as well as bring cultural authenticity to the classroom. In ESP context in particular, Dudley-Evans and St Johns (1998) opt for four reasons for using materials significantly ‘as a source of language, as a learning support, for motivation and stimulation, for reference’ (p. 170).
Wajnryb (cited in Perez Canado and Esteban, 2005) highlights the advantages of using authentic material in an ESP class: avoiding teaching with non-native models, approaching the language classrooms as a real world and overcoming cultural barriers as far as the vision of language is changing (p.03).

The evolution of language teaching approaches and methods, has as well, brought the idea of authentic language teaching, in the era of CLT and particularly competency-based teaching, authenticity is a guiding principle of language classrooms put aside if those classrooms are ESP classes, Rappen (cited in Benavent and Penamaria, 2011, p.91) stressed the importance of authentic materials in the lesson he views them as ‘ready-resource of natural, or authentic texts for language learning’

Moreover, authentic materials save time and energy during class but they consume time in the preparation phase that is why they should reflect or serve a specific objective. Wegner (Cited in ibid) spells out three functions of authentic texts in an ESP course:

First, they help the learner links his learning skills to his job skills. Second, they stimulate the target situations of learners so that the teacher has to update them each time there is new situation. Third, authentic texts are good content selection criterion and source and are gathered during needs analysis phase.

From a pedagogical point of view, material selection is not an easy task ‘it is likely that a course tailored to the needs of specific group of learners will not be available’ (Hutchinson and Waters, 1987, p. 106). The role of the teacher is complicated since he is required to be both a material designer and a field expert ‘few teachers have had any training in the skills and techniques of materials writing’ (Hutchinson and Waters, 1987, p. 106). In this vein they suggest some guiding principles that help designing pedagogical material:

- A good material stimulate the learners’ thinking capacities
- It is enjoyable
- It is activating their schemata
- It is respecting scaffolding i.e. moving from general to specific, from simple to complex and from familiar to new.

However, alongside with various advantages, authentic materials often contain difficult language structure, which cause a burden for the teacher in lower-level classes. In addition, authentic materials may be too culturally biased. Richard (2006).
6. Authentic Materials and Students ‘Motivation

The term authentic material has always been associated with motivation simply because the process of learning and acquiring does not occur if there is no readiness or interest. Authentic materials in ELT are very important in the language learning process, because they are essential to motivate the students learning; Besides, motivation seems to be a primary goal for teachers to reach as a personal aim. Therefore learning is “an inside job” but motivating students is the primary task. Teachers can identify what is helpful when motivating and what affects students in their learning process. Thus therefore the creation of materials must be based on what makes students be motivated and interested to learn.

6.1 Authentic Material as a Motivational Tool in ESP Classroom

Hutchinson and Water (1987) link the term motivation to the learners’ needs in addition to ‘the sugar of enjoyment, fun, creativity and a sense of achievement’. They go further to say ‘ESP needs to be intrinsically motivating, it should satisfy their needs as learners as well as their needs as potential target users of the language’ (p. 48).

Here one has to be precise about the learners’ true needs and their wants in order not to decrease their motivation. Dornyei (2001) recognizes the importance of motivation in EFL learning ‘99 percent of language learners who really want to learn a foreign language (i.e. motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude’ (p. 2). Hence, motivation is taken in a given course.

Gilmore (2007) believes that it is authentic material which can be great source of motivation because ‘authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language’ (p.106), moreover the need to implement authentic material in the language classroom is due to pedagogical difficulties that the foreign learner may encounter. Widdowson (2003) asserts that some circumstances such as the expansion of vocabulary and the students’ lack of native context and culture lead the teacher to think of ways of adapting materials to overcome such challenges.

Rogers (cited in Akbari and Razavi (2016, p.02)) state ‘the authentic materials should be qualified in terms of objectives learners ‘needs and nature of the meaningful communication’
6.2 Students’ Engagement through Authentic Materials

Since authentic materials reflect natural and appropriate target language and culture the teacher has to think of best ways to incorporate them to maximize student understanding. To engage students in the classroom means to make them interested in an activity or and want to work hard so that they feel positive when they finish a task. It is realistic that teachers support their students to experience learning activities as meaningful and worth; the teacher can encourage this by stimulating students to engage in the activities with motivation to learn and intend benefits from them.

a. Make your Classroom Attractive to Students

The personality and the behavior of the teacher in classroom can become the most powerful motivation tool. This can be categorized with different characteristics that make learners enthusiastic, well-liked and other qualities that indicate the personal adjustment. Teachers’ attempts to socialize students will have positive view and effects to the extent that students admire their teacher, worth teachers opinions. Moreover, the sense of belonging to the classroom tends to be high and significant when students perceive their teachers involved with them. Brophy (2010)

b. Emphasize Authentic Activities

The teachers must be aware of potential application of powerful ideas when selecting and performing learning activities to allow the students learn through engagement in authentic activities.

Brophy (2010) asserts that ‘Most practice should be occur within whole task applications rather than be confined to isolated practice of sub skill all students should learn how and why knowledge was developed in addition to acquiring the knowledge itself should have opportunities to apply what they are learning to their own lives’(p.32).

Simply this illustrates that authentic activities offer chances to build knowledge at the same time focus on both the content and the instructional elements. It allows the students use what they are learning for authentic purposes.

6.3 Real Life Activities as Motivational Strategies
Authentic materials emphasize the use of various activities. Teachers may use different classroom activities such as role play, audio-visual aids and group work to enhance motivation in the students.

6.3.1 Group Work

Group work can be an effective method to motivate students, encourage active learning and develop critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. (Have, 1999)

6.3.2 Role play

Teachers are advised to use role-play activities in order to motivate their students and help the less motivated learners take part in the lesson. Jeremy and Harmer (1989) advocate the use of role play for the following reasons:

- It’s fun and motivating.
- Quieter students get the chance to express themselves in a more forthright way.
- The world of the classroom is broadened to include the outside world—thus offering a much wider range of language opportunities.

6.3.3 Using Realia, Flash Cards, Stories in Teaching

Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies, they are very helpful. In addition realia is an authentic material that helps the teacher to overcome classroom artificiality. Creating stories with the students is another way of developing speaking and writing skills.

6.3.4 Using Audio Visual Materials: Videos, Computer programs

Today schools are equipped with various audio visual materials such as videos, computers, projectors, magic boards and others. Teachers should adopt these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, while a computer in any e-lesson or a lesson about designing a website or an internet page about their school. Whereas, an overhead projector in presenting writing drafts for
classroom correction or to read. All of these materials can help or enhance the learners to see and hear English language which in turn makes them more interested and feel more motivated.

**Conclusion**

In this chapter we have discussed the role of authentic materials in enhancing learners’ motivation starting from the definition, history of ESP and then the importance of authentic materials in ESP context, its types and its advantages. We have also explained how to engage students through authentic materials by using motivational strategies to arouse students’ interest. Theoretically, it has been proved that authentic materials motivate and encourage learners to learn language successfully and they increase their self-confidence.
Chapter Two
Chapter II: Research Methodology, Design and Results

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2.11. Conclusion
2.1. Introduction

In this chapter we present the research design and methodology of our study. The study aims at investigating the use of authentic materials in ESP context and its effect on learners’ motivation.

2.2. Study Context

Our case study was conducted at KMUO Career Center at Economics Department. 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 aim to improve their ability to communicate in the workplace.

2.3. The method

To identify the effects of authentic materials on learners’ motivation, we have used methods that enable us to achieve our research objectives. Two methods are combined together: descriptive method and analytical method. Thus our study combines both quantitative and qualitative data. It is quantitative in that it makes use of numerical data, and qualitative in analyzing and interpreting data.

2.4. Population and Sample

Our participants are selected by using simple random sampling. According to David (2007) a simple random sample (SRS) of size n consists of n individuals from the population chosen in such a way that every set of n individuals has an equal chance to be the sample actually selected. The sampling concerns both teachers and students.

2.4.1 The Teachers

All the teachers of English at UKMO Career Center are asked to express their perceptions and views regarding our research topic. The study uses a sample of six (06) teachers. The reason behind such a choice was to examine whether teachers the use authentic materials motivate learners to learn more and better in class.
2.4.2 The Students

The second sample of this study contains 35 students studying English at Career Center at UKMO, including both females and males selected randomly. They are aged between 18 and 26 years old; they study different disciplines such as English, Economics, Human Science, etc.

2.5. Data Collection Instruments

For the present work, we have chosen a questionnaire given that it is the most popular research instruments applied in the human sciences. We have designed two separate questionnaires to both teachers and students in relevance with our pre-determined aims. The questionnaires encompassed authentic materials’ use, advantages, difficulties and motivation.

2.6. Description of the Questionnaires

2.6.1 Students’ Questionnaire

We used a questionnaire to collect data from our study subjects. The questionnaire was distributed to 35 students from different groups and levels at UKMO Career Center. It consists of three parts: the first is about students’ background information as their age, gender and the number of years studying English, the second part contains 08 close ended questions requiring from students to choose (yes) or (no) answer, or pick up the appropriate answer from a list of choices. The third part includes only 2 questions centering on learners’ difficulties. This questionnaire was administered in class during the second semester; the students cooperated and collaborated kindly in answering the questionnaire.

2.6.2 Teachers ‘Questionnaire

Another questionnaire was distributed to 06 teachers of English at the Career center. The questionnaire consists of two (02) sections and ten (10) questions. The questions are either close ended questions requiring from the teachers to choose (yes) or (no) answer, or choosing from a list of choices an appropriate answer, or open questions where the teacher can convey his own perceptions and views. The first section contains personal information about the gender, the degree and expertise in teaching English and the second section deals with authentic materials in ESP class in terms of advantages, motivation and difficulties of This section contains seven (07) items
2.7. Results of Students ‘Questionnaire

The result of students and teachers’ questionnaire are presented below

Q1. Gender

As can be seen in the figure above, the rate of students by gender shows that (40%) were males; whereas (60%) of them were females. Comparing the two results, it can be seen that females are more interested in learning English than males in our society.

**Figure01. Students' Gender**
Q2. What is your age?

![Figure02. Students’ Age](image)

The results show that the age of students range between 18 years and 26 years. The majority of them (24 students) were between 18 -23 years old whereas only 10 students were between 23-25 years and (01) student is 26 and more. Thus our sample consists of young adult learners who are aware of their needs, lacks and goals.

Q3. How long have you been studying English?

![Figure03. Number of Years Studying English](image)
The results above show that the highest rate of the learners (77.14\%) have studied English since 08 years. While (11.42\%) have studied it for 10 years and the same rate for the rest they have studied it more than 10 years.

**Q4. What do you study English for?**

![Figure 04. Students' Need for Studying English](image)

From the results recorded above (65.71\%) of them need English to use it in their future job. While (28.57\%) answered the first option which is communicating with native speakers. Only (5.71\%) answered the last option they need it for travelling abroad.

**Q5. Do you attend English module?**

![Figure 05. Frequency of Students’ Attendance](image)
The majority of students (77.14%) answered they always attend the course whereas (22.85%) of them said that they sometimes attend the session. We can notice that they always attend because they really need it in future.

Q6. Does your teacher use of authentic materials in class?

![Graph showing the use of authentic materials in class]

Figure 06. The Use of Authentic Materials in Class

In order to confirm the use of authentic materials in ESP classes, all students (100%) asserted that the materials used in the courses are authentic.

Q7. If yes, what are their benefits?
Figure 06. The Use of Authentic Materials in Class

The results show that all the students found that the materials used in class are authentic. (60 %) see that authentic materials motivate them and (25.71%) answer that authentic materials illustrate how English is actually used while the others (14.28%) said that they get them closer to the real world. In this respect we see that authentic materials enhance and increase the students’ motivation.

Q8. What types of authentic materials would you like to use in class?

Figure 08. Students’ Choices about Authentic Materials

There are no major differences between the percentages concerning the preferred media either audio-visual or printed materials. In the first position comes audio visual materials with
(48.57%) followed by printed materials with (37.14%). while (14.28%) answers opted for all of them. This proves that audio visual aids and printed materials contribute to the easiness of information flow.

Q9. Which of the following materials do you think will motivate you more in class?

![Figure09. The most Motivational Material in Class](image)

(51.42%) of the participants opted for the video/audio tapes while (40%) of them opted role-plays. However, only (8.57%) participants opted for wall charts and posters. With this question and the next one we wanted to know the useful material and its impact on students ‘motivation.

Q10. How do you find materials used in class?

![Figure10 .The Impact of Authentic Materials on the Learners’ Motivation](image)
The findings illustrate that (57.14%) of students agreed that authentic materials are motivating and interesting; whereas (34.28%) find that authentic materials are effective, therefore they are significant and useful because of their positive effect on teaching process; they integrate both authentic language and favorable learning classroom environment, while (8.57%) of students see the materials used in class needless.

**Q11. Do you think that authentic materials help you to develop your self confidence?**

![Bar Chart](image)

**Figure 11. The Role of Authentic Materials in Developing Self 'Confidence**

The results show that (85.71%) of participants answered “yes”, this leads us to say that the students must be exposed to these materials for enhancing their fluency and self confidence. While (14.28%) of the students opted for “No”, this is based on the students ‘attitudes.
Q12. Is your English improved through the use of authentic materials? How?

Figure 12. Improvement of Students’ English Level through the use of Authentic Materials

(71.42%) of the participants opted for “yes” demonstrating that authentic materials have an impact on the improvement of their English, while (28.57%) opted for “No”, maybe these participants do not know even what authentic materials are, or they are not exposed to such kind of materials in class.

Q13. Do you encounter difficulties when dealing with the materials presented to you?

Figure 13. Existence of Difficulties
The results above reveal that (13) students (37.14%) met difficulties when dealing with materials presented in class, whereas (22) students representing (62.85%) did not face any difficulty when studying materials presented to them.

Q14. If yes, which difficulties have you met when studying such materials?

![Bar Chart](image)

**Figure 14.** Difficulties Met by the Learners

The majority of the students (34.28%) asserted that the most frequently difficulty encountered when dealing with the materials is that they are linguistically difficult whereas one student representing (2.85%) found that those materials do not meet their future needs.
2.8. Results of Teachers’ questionnaire

Q1. Gender

It is clear from the results above that the majority of the participants (66.66%) were females, while (33.33%) were males.

Q2. What qualifications do you have?

The figure 02 shows that all teachers (100%) at career centre have a master degree.
Q3. How long have you been teaching English?

Figure 03. Teachers' Experience in Teaching English

The aim of this question is to know the teachers’ experience in teaching English. (83.33%) from the total sample declared that they have been teaching English from 01 to 04 years while 01 teacher, the equivalent of (16.66%) reveals that he has been teaching English from 04 to 08 years.

Q4. Do use Authentic Materials when teaching ESP in your Classroom? Say why?

Figure 04. The use of Authentic Materials in Class
All teachers answered that they use authentic materials in class. They claimed that they are effective and help motivate learners learn the language and encourage them to learn it successfully.

Q5. Which types of authentic materials do you use?

![Figure 05: Types of Materials the Teacher Use in Class](chart1.png)

The majority of teachers (83.33%) use both audio and visual materials whereas one of them uses only visual aids.

Q6. Which of the following authentic material do you think would make your students more involved and motivated?

![Figure 06: The most Motivational Material Used in Class](chart2.png)
The findings of this research reveal that the majority of the teachers claimed that their students are really involved during the use of audio-visual type; this represents (66.67%) of the whole sample, obviously because they respond more to something which is heard and seen. On the contrary, only two teachers opted for the visual aids and this represents (33.33 %)

Q7. Do you think that materials and methods you use in your courses satisfy the needs of your learners?

![Figure 07. Students' Satisfaction](image)

All the teachers claimed that the method and materials used in their course meet and satisfy the students’ needs especially given that they will need to use English language in their future careers. Hutchinson and Waters (1987, P.8) suggested “Tell me what you need English for and I will tell you the English that you need”.

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Q8. How do your students react when teaching authentic materials?

![Figure 08. Students' feedback towards authentic materials](image)

The majority of teachers representing (66.67%) said that most students show interest and enthusiasm when teaching them with authentic materials; this means that they are interested and these materials encourage them to learn and participate. Whereas (33.33%) said that they seem to acquire English better.

Q9. Which of the following strategies do you think that your students feel motivated?

![Figure 09. Most motivational strategies used in class](image)
As it is shown above, (50%) of teachers claimed that the students feel motivated and more involved when they work in groups. In this sense we see that group work is an effective way and strategy to motivate students to learn as well role play is an efficient activity to encourage student learn.

Q10. Is it difficult for you to find suitable authentic materials that can motivate your learners? If yes tell us which difficulties?

![Bar Chart]

Figure 10. Teachers' Difficulties

(50%) of teachers said that they do not face problems when dealing with authentic materials whereas (50%) answered by yes in that it is not easy for them because of student’s heterogeneity age and level.

2.9 Interpretation of Students’ Questionnaire

Student’s questionnaire analysis reveals that:

- Our sample includes learners of different levels, specialties and different groups: both males and females.
- From the analysis of the questionnaire we deduce that the great majority of students are aware that English is essential and highly needed for their future careers, Hutchinson and Waters (1987) claim that after 1970s new generation of learners were aware why they were learning English.
- The use of authentic materials is highly important since they meet learners’ needs and this is what Wegner (2005) suggested.
• The results confirmed that authentic materials are used in ESP classroom and they are both beneficial and vital in motivating students as argued by Dudley–Evans and ST Johns (1998).

• Students’ favorable type of authentic materials is mostly the audio visuals (videos and audio materials) since they help learners to focus on their learning and attract their attention. Besides the printed materials seem also to be of great importance to learners since they enhance their skills. This is what Gebhard (1996) claimed.

• Authentic materials have an obvious effect on learners’ motivation in a way that they are significant and important to the learning process; besides, authentic materials are inherently more interesting than contrived ones, and this is confirmed by what Gilmore (2007) believed.

• Due to their life-like nature, authentic materials contribute greatly to the enhancement of students’ fluency and self-confidence, this approves what Gebhard (1996) and House (2008) claimed.

• Authentic materials have a major role in improving learners’ English level. Dudley-Evans and St Johns (1998) stated that “materials as a source of language, they play a crucial role in exposing EAP or ESL learners to English language because the classroom is the only place of practicing and presenting English language to and with learners. They rely on the language as the only basis especially in case of EFL classroom”.

• ESP students may face difficulties when dealing with authentic materials due to their language difficulties, Richard (2001) cited that “authentic materials often contain difficult language, unneeded vocabulary items and complex language structures”.

### 2.10 Interpretation of Teachers’ Questionnaire

Secondly, the analysis of the teachers’ questionnaire shows that:

• All teachers use authentic materials in their class because they think that they help in motivating learners and meet their interest and needs. In this respect, Melvin and Stout (1987) “see authentic materials as a great source of motivation and interest for more practicality of language use”.

• The majority of teachers use both audio and visual materials. This motivates learners and arouse their interest to learn better.
• All teachers said that materials and methods used in class meet and satisfy the learners’ needs. Akbari and Razavi (2016) state “the authentic materials should be qualified in terms of objectives learners needs and nature of the meaningful communication”

• Most teachers consider that most of their students show interest and enthusiasm for the materials used in class. Here we do confirm that the materials are important in the classroom in the sense that they stimulate interest and illustrate meaning.

• From the results we have obtained from the questionnaire we have found that the most motivational strategy in class is: group work since it motivates learners and encourage active learning as Have (1999) stated.

• The answers to the questionnaire show clearly that some teachers face difficulties to find suitable authentic materials which can motivate learners and enhance their learning in classroom. They also claimed that it is not an easy task to find appropriate materials since they differ in their learning styles, their levels and their cognitive capacities.

2.11. Conclusion

In this chapter we have presented and examined the research methods and procedures utilized in this study including the study design, participants; instrumentation and collected data then we have analyzed the questionnaire and interpreted it.
General Conclusion
General Conclusion

To investigate the effects of authentic materials and their impact on learners’ motivation we have divided our work into three chapters. We hypothesized that the use of authentic materials in ESP classrooms increases both intrinsic and extrinsic learners’ motivation, only if used in a reasonable and moderated way.

The results obtained from the study bring us to a final conclusion that authentic Materials are an essential component in teaching and learning process. Both teachers and learners use them as tools to facilitate learning and make it more pleasant and efficient. This why they are effective and important tools in EFL classroom. Moreover we have found that authentic materials are highly motivating for students if they are selected according to their level and needs. Authentic materials can also be effective in introducing real life communication by providing real situational examples to the students who are obviously social actors. Adapting authentic materials for classroom use can be a time consuming affair; however, it can usually generate a big payback with the motivation and learning opportunities for students who engage in such activities.

On the basis of the results achieved in this study, it appears clear that the findings gathered in this study support the two hypotheses we have set: the use of authentic materials in ESP classrooms increase learners’ motivation and that the more suitable motivational strategies are the ones that are adapted to learners’ needs and goals.
Recommendations

Authentic materials are considered as an important feature in language teaching in general and ESP in particular. On the basis of the obtained results we suggest some recommendations which are as follow:

- This research was conducted with only a small number of students who were studying English at the Career Center at KMUO. It is recommended that the future research should include a larger sample group of learners covering all the levels to get more data and gain more external validity.

- The teachers should be more aware of learners’ needs and they should do their best to help them by using the appropriate strategies to make them more involved in the learning operation.

- Sometimes authentic materials are difficult to be understood; in this case the teacher should use effective tools to facilitate learners’ tasks.

- In an ESP context, it is highly recommended to use authentic materials as much as possible rather than non-authentic materials.
References
References


Retrieved from [http://books.google.com](http://books.google.com)


Appendices
Appendix I

Dear students,
Your answer to this questionnaire will help us to examine and understand the effect of using authentic materials in ESP class on learners’ motivation. It aims to determine the extent to which the use of authentic materials would increase learners’ motivation. Please complete this questionnaire as accurately and honestly as possible and tick the appropriate answer that applies to you.

1. Gender

Male □ □ Female □ □

2. What is your age?

18-23 □ □
23-26 □ □
26 and more □ □

3. How long have you been studying English?

08 years □ □
10 years □ □
More than 10 years □ □

4. What do you study English for?

Communicating with native speakers □ □
Using it in your future job □ □
Travelling abroad □ □

5. Do you attend English module?

Always □ □
Sometimes □ □
Rarely □ □
Never □ □
6. Does your teacher use authentic materials in class?
Yes  
No  

7. If yes, what are their benefits?
Illustrates how English is used naturally  
Motivates you  
Gets you closer to the real world  

8. What types of authentic material would you like to use in class?
Printed materials  
Multimedia materials  
Chalkboards  
All of them  

9. Which of the following materials do you think will motivate you more in class?
Role-plays  
Video/audio tapes  
Talk board  
The pictures  
Wall charts and posters  

10. How do you find the materials used in class?
Motivating / interesting  
Effective  
Boring  
Needless  

11. Do you think that authentic materials help you to develop your self confidence?
Yes  
No  

12. Is your English improved through the use of authentic materials? How?
Yes  
No  

..........................................................
13. Do you encounter difficulties when dealing with the materials presented to you?

Yes [ ]

No [ ]

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

Difficult linguistically [ ]

Less motivating [ ]

Do not meet your future needs [ ]

Thank you for your time and efforts.
Appendix II

Dear teacher,

We would be grateful if you could answer the following questionnaire which has been developed as a part of our master dissertation. It aims at investigating the effect of authentic materials on learners’ motivation. Please choose and then tick the appropriate answer.

1. Gender
   Male
   Female

2. What qualifications do you have?
   Master
   Magister
   Doctorate

3. How long have you been teaching English?
   01-04 years
   04 -08 years
   More than 10 years

4. Do you use authentic materials when teaching ESP in your classroom? Say why?
   Yes
   No

5. Which type(s) of authentic materials do you use?
   Visual aids
   Audio materials
   Both Audio and visual materials

6. Which of the following authentic material do you think would make your students more involved and motivated?
   Audio tapes
   Audio visual aids
   Visual aids

7. Do you think that materials and methods you use in your courses satisfy the needs of your learners?
8. How do your students react when teaching authentic materials?
   a. They seem to acquire English better
   b. They show interest in and enthusiasm for the materials used in class.
   c. They get real satisfaction
   d. The use of authentic materials did not encourage the students’ participation in the course.

9. Which of the following strategies do you think that your students feel motivated?
   Role play
   Group work
   Both group work/role play

10. Is it difficult for you to find suitable authentic materials that can motivate your learners? If yes tell us which difficulties?
    Yes
    No

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