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The Impact of Effective Teaching Materials on Fostering ESP Learners' Autonomy Case Study of 1st year Master Students Geology Petroleum at UKMO

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Dedication

I dedicate this work to my dear parents

To my sisters and my brothers

To all my family

To my friends

To all my teachers

List of Abbreviations

C.V: Curriculum Vita

EAP: English for Academic Purposes

EFL: English as a Foreign Language

EGAP: English for general Academic Purposes

ESAP: English for specific Academic Purposes

ESL: English as a second Language

ESP: English for Specific Purposes

Q: Question

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General Introduction

General Introduction

The view about teaching and learning a second language or foreign language has changed after the World War II, because of the increasing demands by people from different parts of the world that were around the idea of learning ‘English as a language of international communication.’ (Richards, 2001: 23)

There were contributions of linguistic theories in the field of teaching and learning, for instance, structuralism view of language in which their focus were on one aspect of language, they provided methods and materials based on the structure of language such grammar vocabulary, etc. Nevertheless, EFL and ESL learners intend to use language in communication.

In the late of 1960s and the early of 1970s, new assumption about language has appeared, that was the communicative approach. It sees language from a new perspective rather than merely grammar and structures, in which they aimed to provide appropriate methods and materials based on the use of language in real context. This was more stressed when ESP has taken place in the field of teaching, in which it gives the assumption of offering learners with courses that are designed for specific purposes. In addition to that, teaching has shifted the attention from focusing on the teacher to be more centered on learners, in order to make them more autonomous. Moreover, this could be done through the effective teaching including materials and methods.

In this sense, teaching materials should be designed on the purpose of improving learners’ autonomy. For that, it can be hypothesized that:

- Effective teaching materials may foster ESP learners’ autonomy.
- Materials could reflect effective strategies for ESP learners to be more motivated when learning language.

In the view of communicative approach, learning and teaching a language is facilitated when teacher allows the learner to be active and use language in different contexts rather than playing a role of the receiver. According to that, the following questions are raised in order to support the theme of this study, effective teaching materials foster ESP learners’ autonomy.

1 To what extent may effective teaching materials make ESP learners more autonomous when learning language?

General Introduction

2 How could materials reflect the autonomy in learning a language?

In order to achieve teaching process effectively there are some aspects that should be considered as it is assumed by Richard (2002) that there are three interrelated concepts teacher, learner and materials. In addition, it is viewed in (Richards, 2002) that when language is used according to specific purpose learners will be motivated and thus they will affect their language learning positively in a way promote them to be autonomous.

Through this study, data that are collected will help in providing results that may confirm the hypotheses. Therefore, for the sake of investigate this area of research, two procedures are used in that basis.

The first procedure is administering the questionnaire for students. The sample that has been chosen to accomplish this study is first year master geology petroleum at the University of Kasdi Merbah Ouargla. According to their responses, data will be gathered in order to investigate whether effective teaching materials foster their autonomy or not. Teachers as well, they will be interviewed using structured interview to two teachers at the department of geology.

This work is divided into three chapters. The first contains definitions of three basic concepts in this study ESP, EAP, and teaching materials, then includes how materials are selected ,designed and present which criteria should be in order teaching materials be effective. The second includes background about autonomy in the field of language teaching, definitions of the concept learners' autonomy. Promoting learners' autonomy is the last element in the chapter, encompassing teacher's role in selecting the appropriate materials and adopting the effective methods for encouraging learners to be autonomous. Then, the final one is a practical chapter in which students' questionnaire and teachers' interview will be described and the results will be analyzed in order to confirm or disconfirm the hypotheses.

Theoretical Part

Chapter One

Chapter One: ESP and Effective Teaching Materials

Introduction

1.1 Definition of ESP

1.2 Definition of EAP

1.3 Teaching materials

1.3.1 Definition

1.3.2 Materials design and selection

1.3.4 Task

1.3.5 Text

1.3.6 Activities

1.4 Characteristics of Effective Teaching Material

Conclusion

Introduction

Teaching materials are an essential part of learning and teaching a language. Since language has a complex nature, it cannot be taught as a whole it must be broken into aspects so that it will be easy for learners to process the language and teacher to teach. When it is ESP context, materials get more interest for the reason that it will provide senses from specialized area of thought. Therefore, materials will be designed as a result of learners' needs and directed through stimulating learners.

In this regard, this chapter includes definitions of the concepts of ESP and EAP, since this research is focused on that area of language teaching. After, definitions of teaching materials, their selection and design and put the focus on task, text and activities will be brought. Then, mentioning the characteristics that make teaching materials effective.

1.1 Definition of ESP

Along with the history of language teaching, there were various numbers of theories, all of which emerged to fulfill and add assumptions and claim in order to come with the appropriate methods for teaching and learning foreign language. Nevertheless, the movement of ESP is a new and it is not a planned one, as Hutchinson and Waters have assumed it. It was a result of three basic reasons, which are classified as such, the demands for a new brave world, a revolution in linguistics and a new focus on the learner. (Hutchinson and Water, 1987:6-8). According to the assumption of Dudley – Evans and ST John (1998), ESP gets its real start in the 1960s as a branch of teaching and learning the English language.

However, there is a need to answer essential question related to covering ESP nature, especially after the great interest taken by researchers, what is ESP? There is no doubt that this question has been asked before, Hutchinson and Waters (1987) answer it, also Strevens and Robinson did as it cited in Dudley Evans and ST John book (1998).

Hutchinson and Waters define ESP as being an approach rather than a product that is based on learner's need (1987: 19). This means that, ESP is like other approaches of teaching language, and it is not a matter of producing materials or adapting specific methodology.

Dudley- Evans and ST John, as well define ESP in which they have been influenced by the definition of Strevens in terms of the use of absolute characteristics and variable one, they see ESP as follow:

1- Absolute characteristics:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

2- Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. (Dudley- Evans and ST John, 1998:4-5)

This definition shows that ESP is taught according to learners' needs and it can take place in different settings. In addition to that, this definition gives some characteristics about who is the ESP learner, according to the assumption made by the two authors, ESP learners in most often are adults and they study English whether as a response to work requirements or in their academic discipline. According to the ESP learners' needs, the course is designed. On that basis, it can be clarified that ESP has its own classification.

For that reason, ESP is divided into two main branches, English for academic purposes (EAP) and English for occupational purposes (EOP). The focus in this study will be on the first branch, but before identifying EAP, it is necessary to know what EOP means.

Kennedy and Bolitho say, "EOP is taught in a situation in which learners need to use English as part of their work or profession" (1984:4). Dudley- Evans and St John (1998)

have made a distinction between the two branches of ESP; they see it different from EAP in terms of the setting where the course to take place, EOP is related to what learners need in their occupation. This may give a prediction for what EAP would be.

1.2 Definition of EAP

The concern of this study is based on the area of English for Academic Purposes; EAP has a great importance in the area of teaching. Various researches have been conducted in the basis of describing the term EAP.

The term EAP appeared for the first time in the 1960s, it seems that it has different and various settings all around the world. (Eli-Hinkel, 2005:86)

Those settings must be academic, in this sense “EAP is taught generally in educational institutions to students needing English in their study” (Kennedy and Bolitho, 1984:4).

Referring to that, EAP course should be designed and applied in the basis of academic context, depending on the nature of the discipline it serves. It can take two directions, the first refers to the students who tend to specialize in specific subject and this is called pre- study, second direction is when course takes place while students are specialized this is named in- study. (ibid)

According to Jordan assumption, EAP is related in depth with study skills. It is mentioned “EAP is concerned with those communicative skills in English system” (Etic as cited in Jordan, 1997: 1).

John Flowerdew and Mathew Peacock write that EAP is divided to EAP that is designed as a support for students in their studies and EAP that seems as a preparation for the intended professional in academic context. (2001)

Another division is given by Blue in (Jordan, 1997: 4-5), in terms of common core and subject specific, i.e. English for general academic purposes and English for specific academic purposes. Each of these divisions are linked to some criteria, for instance EGAP tends to be focused on studying skills in academic setting like studying academic writing and ESAP related more to subject specific in which study English in a specialized area, like economic, law, medicine, etc.

Materials have a great deal with ESP/EAP context, and this seems to be written by Munby in his book *communicative syllabus design* in which he sees “ESP courses are those where the syllabus and materials are determined in all essentials by prior analysis of communicative needs of the learner” (1978:2). Not only this, the history of ESP developments has showed how materials were engaged in ESP context¹.

1.3 Teaching Materials

1.3.1 Definition

Materials have very essential role in the area of teaching and learning a language. Brian Tomlinson points out that materials “could be anything which used by teacher or learner to facilitate the learning of a language”. (Tomlinson, 1998:2)

From that, materials are tools that support learning and teaching as such. In this sense, materials could be printed like worksheets, books, or not printed like cassettes, videos and so on.

James Dean Brown adds, “materials will be defined here as any systematic description of the techniques and exercises to be used in classroom teaching”. (1995:139) Moreover, he says that materials could be a large number of activities.

Previously, materials were not so various there were only limited numbers of them. Teacher was relying on textbook only as a support for the course. Nevertheless, nowadays these have been changed with the developments happens in the world, there are a large number of materials. According to this, teacher will be in a situation whether to adapt, adopt or develop or he can use them all. (Brown, 1995)

1.3.2 Materials Design and Selection

It is mentioned clearly in Hutchinson’s and Water’s book that, materials design is an important activity within ESP in practice, directed by ESP teacher or materials designer. There are reasons imply from teachers to do so, there could be a lack of materials that are

¹ The development of ESP goes through five phases each phase describes how the course and materials should be in ESP. (Hutchinson and Waters, 1987: 9-14)

suitable to specific group of learners. Even if there is not, teacher may adapt the available in order to serve well his/her students' needs. (1987:106)

Moreover, they see 'materials design model' should contain four elements such as input, content focus, language focus and task.

According to them 'input' it could be anything presents language, might be, 'text, video recording, diagram', etc. This input should produce in accordance with the needs of learners. Then, content focus should be reflect meaning and represents information, does not matter if it is non-linguistic elements. They view language focus, in a way that it should provide for learner the opportunity to use and synthesize the knowledge. Task, is viewed as the context that offers the learners the chance to use the language in real context. (Ibid: 108-109)

Rather then, designing materials, teachers are faced with another task that is selecting materials as, it is noticed before the lack of materials challenges the teachers to design their own. In this case, materials may be available, again teachers should be aware of the needs of their learners, and thus they will be in a context where they have to select from a range of materials. And to do so, they take an account to some issues, as to know about the 'target topic and what will be the carrier content' and if the topics are relevant to the students or not; what both teachers and students know about the carrier content ; to which degree materials reflect the language of discipline it serves, and to underline the learning objectives. As well as, to see if the materials available fit the learners' needs and if they are 'accessible' and "how much time would be spent on the design, development and implementation of activities? Will materials be classroom- oriented or provide additional work?" Bocanegra-Valle (as cited in Ruiz- Garrido et al, 2010:143-144)

There are another arguments and criteria, which should be taken into consideration when designing, and selecting materials mentioned in (Tomlinson, 1998:7-21)

In this study, there will be a focus on some types of materials such as, tasks, texts and activities

1.3.4 Task

In this basis, Nunan holds in his book designing tasks for the communicative classroom (1989) a definition given by Breen:

...any structured language-learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task is therefore assumed to reflect a range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as a group problem - solving or simulation and decision-making. (Nunan, 1989:10)

In this assumption, task is an effective type of materials that gives learner the chance to experience language; as well, it gives the opportunity of evaluating learning progress, this could be by the learner himself or teacher.

For Ellis (cited in Nunan, 2004), task is organized work implies from learners to use language and process it according to their own thought in order to fit the objectives for which task was designed, in way resembles the language used in real world. He sees that “like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.” (3-4)

1.3.5 Text

Text reflects different senses; it provides a lot of meanings since it is a large piece of language. It may be a linguistic object within language and it can be a vehicle for information. (Johns and Davies, 1983:3) It has been defined differently and this due to its function. Therefore, Tomlinson defines text as follow:

Any scripted or recorded production of a language. A text can be written or spoken and could be, for example, a poem, a newspaper article, a passage about pollution, a song, a film, an extract from novel or play, a passage written to exemplify the use of the past perfect, a recorded telephone conversation, a scripted dialogue or speech by politician. (1998: xiii)

1.3.6 Activities

This type of materials seems the best way of practicing the language, Brown defines them as “a set of activities as ways of having the students practicing the language points they have been presented”. (1995: 145)

For Scrivener, activities are “something that learners do that involve them using or working with language to achieve some specific outcome.”(2005:41)

This shows that activities allow student to be more acquainted with the language and they may be a good way of practicing language differently and variously whenever use various types of activities. There are types of activities (grammar exercises, homework, listening to records, etc) give the chance to learners to practice language in pairs, or groups, which makes the classroom-motivating environment for the exchange of ideas. Jordan sees that kind of activities “help students to focus on details of the language which are important for accuracy.” (1997:268)

1.4 Characteristics of Effective Teaching Materials

Materials play an important role in language teaching and learning, they are considered as tools that help teacher to teach and learners to learn. Other than, they are viewed as a “source of language, as a learning support, for motivation and stimulation, for reference.” (Dudley- Evans and ST John, 1998:170-171)

In order to consider teaching materials effective, there are some ingredients should be present in the content of materials.

Due to this, the main thing to be aware of is the language. In the sense that it should be ‘contextualized’, that is to say, the language used as a content of the materials should be well structured in terms of providing explicitness about the context it serves.

In addition, it should be presented in a way reflects meaningful aspects so that it will be a reference for learners outside the classroom. In addition, it should be used for the sake of achieving the intended purpose, so that it allows students to be involved in the context of learning. Other criterion to take into account is reflected when the language is realistic and authentic in a way that permits learner develop and to ensure their knowledge of the subject area. (Richards and Renandya, 2002: 84- 85)

Authenticity is considered as one of the characteristics of effective materials, therefore Mishan holds that authenticity is a factor of the:

1. Provenance and authorship of the text.
2. Original communicative and socio-cultural purpose of the text.
3. Original context (e.g. its source, socio-cultural context) of the text.
4. Learning activity engendered by the text.
5. Learners' perceptions of and attitudes to, the text and the activity pertaining to it. (2005:18)

In this sense, Mishan related the authenticity with the text in which authentic text should include all these factors and presents real context.

Hutchinson and Waters suggest as well some of the characteristics that reflect the effectiveness of materials, for instance they write that “good materials do not teach they encourage learners to learn. Good materials therefore, contain:

- Interesting texts;
- Enjoyable activities which engage the learners' thinking capacities;
- Opportunities for learners to use their existing knowledge and skills;
- Content which both teacher and learner can cope with”. (1987:107)

It is obvious that teaching materials are a basic aspect in language learning, they will influence the task of learning and teaching not only in terms of facilitation. Otherwise, they may provide a kind of motivation when they are effective. Richards and Renandya view that “effective teaching materials foster learner autonomy”. (2002:86)

Conclusion

In ESP, three aspects are related, materials, learners and teacher. In the sense that ESP course is based on the needs of learners, for that materials should be directed in way that make learners encouraged to learn and get the chance to link their background knowledge to the language of the subject matter. The teacher, as well has a dominant role in which he has to select, design or develop the appropriate materials to his/her learners, therefore teaching materials should be effective in order to have an impact on learners as to encourage them to be autonomous.

Chapter Two

Chapter Two: fostering ESP learners' autonomy.

Outline of the chapter

Introduction

2.1 Background about autonomy

2.2 Autonomy in ESP/EAP

2.3 Definition of learner autonomy

2.4 Promoting learners' autonomy

2.4.1 Teacher's role

2.4.1.1 Materials and strategies

2.4.1.2 Raising students' awareness

Conclusion

Introduction

In recent approaches, the interest changed to be more directed to learners. Searching out on the appropriate way for increasing learners' capacities and the way they should learn language, without ignoring the teacher. These approaches have encouraged autonomous learning, in the sense that learner will have the ability to control his/her learning independently. In that basis, this chapter includes definitions about this concept and presents the role that teacher plays in promoting autonomy in learners through adopting or adapting effective teaching materials and directing the appropriate methods for doing so.

2.1 Background about Autonomy

All the theories of learning, whether those that have added on the preceded assumptions, or those that have created their own arguments for which learning should be directed, and searching about the appropriate methods for making learning increased, they have aimed to provide methods and strategies about effective learning and teaching.

Relating these to our focus may give a better look to the interest of this study. Turning back to the earliest works, the behaviorist's view about learning a language would seem as being unsuccessful in promoting learners autonomy. Even though, they use the motivational techniques in order to encourage learners to learn, using stimulus response basis. (Schalkwijk et al, 2002:170)

There is an objective behind linking behaviorist view. For the reason that, there is a claim indicates that, motivation is a key term toward achieving autonomy, Phyllis Wachob (ND: 95) has stressed this. After that, it was a new direction in the education lead by Cognitive psychologists. In their view learning is considered as 'a process of collecting information and storing it in the brain, they aim to develop strategies of learning for that they were more focused on metacognition in 1980s. Those strategies were taken for granted as a way for promoting autonomous learning. As well, the work of constructivism has contributed to great extent in encouraging learner autonomy. (2002: 170-71)

Autonomy seems not to be related to a specific era in history of language teaching and learning. The work of some researchers like, Dewey, Freire, Rogers and Vigotsky in the twentieth century gives a clear sense about autonomy. However, the work of Holec gained

more interest, in which he brings more details about autonomy, after he has worked for the 'National Council of Europe's Language Project [1981]'. (Rousseau, 2008:1)

Nevertheless, Schalkwijk et al (in Savignon, 2002: 172) regard fostering learner autonomy in the language learning as to be more included in 'communicative language learning and teaching'.

Since this approach aimed to stress the role of learners as being active, of course, the teacher will handle this, in making the class room a communicative environment.

2.2 Autonomy in ESP/EAP

Jordan (1997) has discussed the importance of autonomy in EAP learning. He sees that autonomy should be emphasized in the area of EAP; this is due to the nature of EAP course since it is not a long course. Therefore, learning must be well prepared for the real world, i.e. work requirements.

In EAP context, autonomy gets its way to learners by the help of the teacher as to involve learners in two activities, which are syllabus design and assessment. In the basis that, learner most often know about their language problems and they know what they need from EAP course. (Lynch, 2001)

2.3 Definition of Learner's Autonomy

The sense of learner autonomy placed in the field of teaching and learning decades ago. In recent time, this notion takes a great attention, for that it looked as a necessary in learning language. As it is mentioned previously (autonomy in ESP/EAP settings) this sense mostly should be a point of focus in such area, because there are specific purposes and clear-underlined goals for learning the English language.

On this basis, learning English language for specific purposes should be directed toward encouraging learner autonomy.

Therefore, Henri Holec was one of the volunteers who have defined learner autonomy, he views autonomy as "the ability to take charge of one's own learning" ("The Application of Learner Autonomy", 2012:95).

Lynch gives another definition, he sees "learner autonomy may be described as the degree to which learners are free to select their own learning materials and methods, practice

language as far as they need, and produce written or spoken form of language when they get ready". (Zohrabi, 2011:121)

He adds, the good 'form' of learner autonomy is due to 'the complementary' role that plays both the students and teachers in deciding about the types of 'activities'.(ibid)

Dickinson sees autonomous learner as being able to take control of their learning process as to be included in choosing the learning 'content, methods, materials' and even assessing themselves. (As cited in "The Application of Learner Autonomy", 2012:95)

Tricia Hedge, as well as, indicates the criteria of learner autonomy, in this regard he views learners as to 'know their needs and work' with their teachers, 'learn both inside and outside the classroom', and who can use the information of materials and 'built on them', and 'use resources independently', etc. (2000:76)

There are five characteristics for learner autonomy according to Benson and Voller as mentioned by Tony Lynch in (Flowerdew and Peacock, 2001):

- 1 situation in which learners study entirely on their own.
- 2 a set of skills which can be learned and applied in self-directed learning.
- 3 an inborn capacity which is suppressed by institutional education.
- 4 the exercise of learners' responsibility for their own learning.
- 5 the right of learners to determine the direction of their own learning. (391)

2.4 Promoting Learners' Autonomy

The learning and the teaching of language has changed, in the sense that the light has shifted from teaching to learning, of course this does not mean to discard teaching. It is a new direction assumed to give more interest for learners. This notion was held in the new movements, which appeared in the area of teaching like the communicative approaches and specially when autonomy gets its way in education to stress strongly the aspects of learning a language.

However, the question raised in this sense is how to promote learner's autonomy? Considering what Harmer has maintain in this basis, it can be understood that promoting learner autonomy is not impossible task to do, of course, there will be some constraints due to learners differences. It is written by Harmer (2001:336) that there are many ways could be used concerning that, one of the most appropriate ways are ruled by teacher.

2.4.1 Teacher's Role

Even, when the focus is shifted toward learners, they cannot learn without the guidance of teacher. Leaver et al argue that, learners should not be separated from their teacher. Because teachers take care of learning contents, obtain learning strategies and supply learning feedback for their learners.

Therefore, Leaver et al list five roles teacher can perform, in order to promote learners' autonomy. Teacher can be guider, cheerleader, role model, and motivator. As guider, for instance, he has to 'provide initial goals and guidelines to learners'. (2005: 211)

One of the most cases that makes clear the support and guide given by teacher, is presented by the 'carefully' choice of tasks, exercises or any other material and as a facilitator of content.

Furthermore, the teacher role is viewed in the basis of materials and strategies used for making better environment for fostering learners' autonomy.

2.4.1.1 Materials and Strategies

Teachers are faced with a hard challenge that is reflected by the selection of materials or even designing. Jane Crawford points out that "the activities and materials proposed must be flexible, designed to develop skills and strategies which can be transferred to other texts in other contexts". (as cited in Richards and Renandya, 2002:86)

Our interest is on what to do concerning materials used in classroom and on what basis they can be selected. As it has been pointed earlier that materials to be covered here are texts, exercises and tasks.

Texts are an important tools for learning especially for EAP learners, since texts are a source of information that learners can use as a support when they learner independently.

In this sense Mishan sees that, "the last constituent in this complementary interplay between language learning, language use and autonomy, is the authentic text". (2005:37)

Then, he explains the reasons for which text is of that essentiality, “authentic texts implicate autonomy partly because their use demands greater personal investment on the part of the learner, who has to rally his/her knowledge of the target language and culture this making a vital connection between the class and the ‘real world’”. (ibid)

In terms of activities, teacher has to use the sense of variety in order to present all what learners need and interest in. (Zohrabi, 2011:122) That is to say, whenever the activities are various the learners will have interest in practicing language.

One of the most successful methods in enhancing autonomy in the classroom is to use ‘group activities’. This strategy builds in learners a confidence and allows them to acquire strategies of learning when they collaborate with their peers and receive support from each other. (Țurloiu and Stefánsdóttir, 2011: 14)

As a type of activities, homework is a valid way that makes learner behave autonomously in their thinking and it seems to enhance their ability to learn independently, in which they find themselves relax, in other words not stressed or controlled by teacher. (Harmer, 2001: 338)

Teacher should use, as well various kinds of tasks so that learners do not get boring from the same kind. They should contain attractive content to make the learners involved, thus they can be motivated toward their learning objectives.

In this regard, Zoltán Dörnyei (2001) gives some criteria that are a sign of the attractive task. Teacher has to use tasks that encompass the following:

- Sense of challenging content;
- Content that goes with the interest of learners i.e. ‘attractive’;
- Including ‘intriguing, exotic, fantasy and personal elements’;
- And insert a sense of competition and tangible outcome.

2.4.1.2 Raising Students’ Awareness

Autonomous learning includes awareness of learners as to be responsible of their learning process. Teacher’s task in this case is to get toward achieving that, teacher is faced with a new challenge rather than selecting the appropriate materials.

To make this achieved, he has to provide learners with opportunities to play a role in directing their learning process; learners should have an active role rather than receivers of information.

Zohrabi (2011) holds that, teachers can foster their learners' autonomy by raising their awareness and training them.

Scharle and Szabó give other view in this regard, fostering learner autonomy can be achieved through “developing a sense of responsibility and also encourage learner to take an active part in making decisions about their learning”. (2000: 4)

In addition to that, learners can be responsible about their learning if teacher involve them and give them a chance to express their ideas.

Nunan lists five steps in order to develop autonomy. He argues that, awareness is the first step toward autonomy, as to make learners aware about the ‘pedagogical goals and content of materials’. Involvement, is a second key, as to let learners ‘involved in selecting’ their objectives from various set of choices. In this consideration, intervention is due to learners’ involvement in ‘adapting the content of the learning program’. Finally, creation and transcendence are the last steps; in this case, learners are viewed as having high level of autonomy. (as cited in Chitashvili, 2007: 17)

Conclusion

With the emergence of the new approaches of teaching and learning the language, learners’ role has changed to be active. ESP learners specifically should be encouraged to learn independently, since they need to use the language in real world. Therefore, materials as a part of the course should be designed and selected in terms of raising and motivating learners to be autonomous.

Practical Part

Chapter Three

Chapter Three

Introduction

3.1 Students' questionnaire

3.1.1 Introduction

3.1.2 The Sample

3.1.3 Description of the Questionnaire

3.1.4 Analyses of the questionnaire results

3.1.5 Findings and discussion of questionnaire results

3.2 Teachers' interview

3.2.1 Introduction

3.2.2 The sample

3.2.3 Description of the interview

3.2.4 Analyses of the interview

3.2.5 Interview findings and discussions

Conclusion

Introduction

Materials in the context of ESP play an important roles and one of these roles is fostering learners' autonomy. Teaching materials should be effective for the sake of achieving this. In this regard, two procedures are used in order to investigate whether teaching materials achieve this role really.

3.1 Students' Questionnaire

3.1.1 Introduction

To obtain more information about this study a questionnaire was designed to collect information from population of 50 students, 30 students have been chosen randomly as the sample of this work.

3.1.2 The Sample

The sample of this study includes 30 students contains both sexes (4 females and 26 males) have been chosen randomly out of 50 students. They are aged between 22 and 29 years old and they studied English at university for a period of (3-5 years).

3.1.3 Description of the Questionnaire

In order, to accomplish this work questionnaire is one of the procedures used in that basis. A questionnaire was handed to 30 students of 1st year master geology petroleum at the University of Kasdi Merbah Ouargla. The questionnaire is of two parts the first part contains background information of the students as their age, gender and the number of years studying English at university, the second part consists 15 questions about the teaching materials and whether they affect learners to be autonomous or not. The majority of questions are of yes no type and few of agreement or disagreement responses. This questionnaire took place during the second semester in classroom; the students were kind and interested enough to answer the questions of this study.

3.1.4 Analysis of the Questionnaire Results

Q1: Are the teaching materials like (texts, activities, tasks and homeworks) important for you?

	Number	% Rate
yes	29	97
No	1	3
Total	30	100

Table 1 *The importance of teaching materials like (texts, activities, tasks and homeworks) for ESP learners*

The percentage of 97% of responds regard teaching materials as texts, activities, tasks and homework important for them and 3% do not regard the same thing.

Q2: Teaching materials are considered as a guide for learners.

	Number	% Rate
Agree	26	87
Disagree	4	13
total	30	100

Table 2 *Teaching materials as a guide for ESP learners*

The majority of students 87% agree with this they see that teaching materials are really considered as guide for them, while 13% of them disagree with this.

Q3: Do you find the language used in the materials suit your level?

	Number	% Rate
Yes	25	83
No	5	17
Total	30	100

Table 3 *Language used in materials*

The majority of students (83%) find the language used in materials suit their level. Whereas, the rest of them with (17%) do not find this.

Q4: Do you find materials reflect what you need really?

	Number	% Rate
Yes	22	73
No	8	27
Total	30	100

Table 4 *Matching materials to learners' needs*

The percentages of answers in this question are 73% for the informants who find what they need really in materials and 27% for those who do not find their needs reflected in materials. In the context of ESP, learners' needs are the basis for selecting and designing materials.

Q 5: Are the materials teacher uses attractive?

	Number	% Rate
Yes	15	50
No	15	50
Total	30	100

Table 5 *Attractiveness of materials*

The data shown in the table above indicate that 50% of students see the materials teacher uses attractive and 50% do not consider that materials teacher uses in classroom attractive.

Q 6: Do you find yourself motivated when materials reflect aspects from your area of interest?

	Number	% Rate
Yes	22	73
No	8	27
Total	30	100

Table 6 *Materials including aspects from the subject area of ESP learners*

In this sense, materials contain aspects from the area of interest of students, make them motivated. 73% of the sample says that they find the content of materials related to their subject of interest, whereas 27% they are not.

Q 7: Do you find activities and homeworks interesting?

	Number	% Rate
Yes	24	80
No	6	20
Total	30	100

Table 7 *The interest reflected by exercises and homeworks*

Homeworks and activities in the view of 80% of students are interesting, in this sense, the students get themselves eager to learn and chase the opportunity of practicing the language and experience their knowledge as to relate what they know about their discipline to English language. While 20%, consider this kind of materials not interesting.

Q 8: Do you think that the content of homeworks attractive?

	Number	% Rate
Yes	24	80
No	6	20
Total	30	100

Table 8 *Homeworks Content*

Most of the informants (80%) see the content of homeworks attractive and this give a sense that they are stimulated to such kind of materials. The percentage of 20% of them does not think that homeworks are attractive.

Q 9: Do you find yourself able to do the homeworks easily?

	Number	% Rate
Sometimes	17	57
Always	11	37
Rarely	2	6
Total	30	100

Table 9 *Doing homeworks*

The percentages in this case are distributed to three aspects concerning the ability of students to do homeworks easily, 57% of them find themselves sometimes able to do

homeworks easily, 37% consider themselves always able to do so and the rest with 6% find themselves rarely able to do so.

Q 10: What do you think about the activities you do as a group in the class?

In this regard, there were various answers can be classified under three categories. The first category, contains the view of 18 students (60%) who see that doing activities as group are helpful and exiting in which they learn better. The second category, five students with (17%) think that group activities are useful in which they are given a chance to communicate together and this will give them opportunity to exchange information and share ideas according to that this is considered as a start for them to train themselves to job context later. In the final category, seven students (23%) find group activities not interesting and do not get anything from this.

Q 11: Do you think that this kind of activities motivate you to learn better?

	Number	% Rate
Yes	23	77
No	7	23
Total	30	100

Table 10 *Group activities and motivation*

The responds of 77% are motivated by group activities and that make them motivated to learn better, while 23% they are not motivated by such kind of activities.

Q 12: Do you think that teaching materials make you able to find, use and evaluate the information?

	Number	% Rate
Yes	26	87
No	4	13
Total	30	100

Table 11 *Effectiveness of materials*

Materials provide information in which the majority with (87%) of responds need, use and even evaluate them. While the minority (13%), materials do not enable them to find, use and evaluate information.

Q 13: If teaching materials are effective, they will be a guide for you as learners to be able to learn by yourselves.

	Number	% Rate
Agree	20	67
disagree	10	33
Total	30	100

Table 12 *Effective materials as a guide for self-study*

Learner's ability to learn independently is stimulated when materials fill the term of effectiveness. In that basis, the rate of 67% agrees that the effective teaching materials enable them to learn by themselves, taking materials as a guide. While, 33% disagree about that, they are not able to learn by themselves.

Q 14: Do you find the method teacher uses when teaching materials is effective?

	Number	% Rate
Yes	22	73
No	8	27
Total	30	100

Table 13 *Materials teacher uses*

To present the materials in effective way, teacher should have the appropriate methods for presenting materials as such. In this regard, 73% of the students do not find the method teacher uses when teaching materials effective. The rest of them with 27% do not find it effective.

Q 15- Materials give a sense of challenge in which you find yourself wants to know more.

	Number	% Rate
Agree	23	77
Disagree	7	23
Total	30	100

Table 14 *Challenging materials*

77% of the students agree that materials challenge them and thus they find themselves look further to know more about the knowledge presented by these materials. While the rest

with 23% disagree with this they do not find themselves want to know more even when they contain challenging aspects.

3.1.5 Findings and Discussions of the Questionnaire Results

The motive behind administering the questionnaire to students is to investigate whether fostering ESP learners' autonomy relates to the effectiveness of teaching materials or not.

The results obtained from the analysis of students' questionnaire, show that teaching material like texts, activities, tasks and homeworks play an important role to students in their field of interest. They are considered for the majority of them as a guide, source of information and reflect their needs.

In addition, they present a sense of motivation for most students. When texts bring a sense of reality and clarity, and if the exercises and homeworks are designed in way make them experience the language, as they need.

Moreover, they see that teacher uses an effective method when teaching materials, as to use group activities. For most of students this kind of activities is an opportunity to interact with each other in the sake of exchanging information, also they build in them confidence.

3.2 Teachers' Interview

3.2.1 Introduction

In the sake of providing more support for this work, a structured interview will be the source of more data about the theme of the study.

3.2.2 The Sample

The sample consists of two teachers of English at Geology Department- university of Kasdi Merbah Ouargla.

3. 2.3 Description of Interview

Another procedure is used here in the basis of supporting the hypotheses formulated at the beginning of the work, structured interview conducted to two teachers at the department of geology (University of Kasdi Merbah- Ouargla). This interview consists of ten questions structured from general to specific and all directed to the theme of the study (effective

teaching materials foster learners autonomy). The first interview, took place in the classroom, in the 27th may and it lasts 40 minutes. The second one, took place at staffroom 28th may in afternoon ,it lasts 30 minutes. Both teachers were kind and have cooperated with us so much and show us the documents they use.

3. 2.4 Analysis of the Interview Results

1- What are the teaching materials do you use?

The first teacher said that he uses different and various types of materials, they are mixed of printed one and audio-visual. For instance, he uses texts (authentic texts taken from geology manuals, magazines and books of geology and simplified texts adapted by him), books of grammar, charts, data show, animation, exercises, tasks and homework.

The second teacher uses texts, exercises, homeworks, video records, data show.

Both teachers consider the variety of materials and authenticity as their way of teaching English language for students specialized in a specific discipline.

2- What are the criteria you consider when selecting or even designing materials?

The first teacher considers the subject area of learners, their level and the clarity of texts. In addition, he underlines some objectives before selecting or designing materials. For instance if he wants to emphasize the vocabulary of the subject area to students he is faced with a task of choosing texts that are rich with vocabulary they need in their area of interest. If the grammar is the focus, he uses exercises. Moreover, he divides the course to sections, each section should be supported with the appropriate materials and he focuses on three things, grammar vocabulary and the use of passive voice.

The second teacher focuses on the ability of students to understand and he relates the content of materials to the students' discipline. Moreover, he considers the authenticity as one of the criteria he relies on.

It is obvious that, both teachers fill the terms for materials to be effective.

3- Have you tried to involve students' needs when you select teaching materials?

In this sense, the first teacher answered by yes, he assumes that materials should be selected on that basis and he adds, "whenever, I feel students need more clarification I use

charts to support their understanding, and I make interaction with them to emphasize more what they need really". In addition to that, he knows his students' needs through assessment, whenever there is a problem with some elements, he tries to adapt materials more to suit their needs. In addition, he uses different exercises to see the degree of fitness to learners' capacity.

The second teacher answered also by yes and he said that he knows very well what his students need. This shows that both teachers are aware of the needs of their students and always select the appropriate teaching materials for them among various ranges of choices.

4- What are the methods and strategies you follow when teaching materials?

The first teacher uses different methods all of which depend on the type of materials, for instance in the case of text, he gives them a time to read silently the text and understand it, and then he asks three or four students to read loudly. After that he asks them to try breaking the structure of the text and extract the key words, translate the important phrases and uses comprehension questions.

He gives them tasks of writing as to ask them to summarize tables to paragraphs. Also, group work is one of the strategies followed.

The second teacher relies on group work, individual work, dialogue and discussions. When he uses video records that contain persons or documentation describing the nature of work and how it goes in the real world context, after they listen and take notes he chooses one or two to present what they have understood orally.

5- Is group work one of the strategies you adopt in classroom?

Both teachers use this strategy in classroom, as a reliable one focusing on the side of interaction.

6- How did student react through text, exercises, tasks and homeworks?

Both of teachers see the students react according to their interest in learning English language and the degree of their motivation to learn and focus on the technical expressions used in the field of their future job.

7- Do you think that the content of these kind of materials suit them and make them motivated?

Both teachers consider that the content of these kind of materials motivate their student because the content is attached with their field of interest and when they describe their target needs. This means that, the two teachers select carefully the suitable content with a purpose of stimulating their students' interest.

8- Do you notice that your students use the knowledge of the materials and add on it?

Both teachers answered by 'yes'. The first teacher adds on that, he said that he notice some of the students develop their knowledge by themselves as to search out for more information discuss with him the new information they brought.

9- Are you interested to promote your students' autonomy through adopting effective teaching materials?

Both teachers are interested in promoting their students' autonomy, for this reason they always get to use different and various techniques and materials, and use the interaction in classroom as the effective way for that.

10- Do you think that the teaching materials you use encourage your students' autonomy?

Both teachers are certain that the materials they use in their class encourage their students' autonomy. Moreover, the first teacher assumes that he always tries to motivate them by telling them about his own experience and gives them real documents, and he specifies a time for teaching them how to write CV.

3.2.5 Interview Findings and Discussions

The interview allows us to see from another angel, teachers' one, concerning the impact of teaching materials on fostering ESP learners' autonomy. The findings may give more support for the present study. Since the teachers are the responsible for selecting or designing materials.

In that basis, the results we get from interviewing teachers allow us to say that teachers are aware enough of the learners' needs and they work on selecting, designing

materials on that basis. They tend to use various types of materials in order to provide to students a sense of challenge and make them experience new things using language. The teachers are very careful when selecting the content of materials in the sense of clarity, interesting, authenticity and attractiveness. These factors are what helps students to use materials as reference in their present study and later when they get working. Moreover, the teachers consider that the teaching materials they use are effective in a way encourage their students to be autonomous. In addition to that, the strategies teacher uses in teaching materials have an essential role in encouraging learners to learn independently and according to their answers, the methods and strategies are effective. They use different and various strategies for the sake of increasing their students knowledge and promote them for learning independently.

Conclusion

According to the data gathered through students questionnaire and teachers' interview, we can say that teaching materials play a role in improving learning, as to foster ESP learners autonomy. This is achieved when materials are selected or designed in terms of their effectiveness, as to be related to the specialized area they serve and suit the needs of learners. Moreover, the teacher of ESP should be aware of learners' differences, needs and to use the appropriate strategies for attracting the learners' interest, and combine the language and subject area knowledge.

General Conclusion

General Conclusion

Materials are an essential component in teaching and learning language, both teachers and learners use them as tools to facilitate teaching and learning. In ESP context, the materials are with that importance for learners, in the sense that they are designed and selected according to their needs. The effective teaching materials are those materials that can be a source of language, guide, stimulus, etc. in this study, the focus is on some types of materials such as, texts, activities and tasks for that they should be effective for paving the way for autonomous learning. The concept of autonomy indicates that learners will be able to use, evaluate and develop their knowledge. The teacher is therefore, in charge of providing the effective ways for emphasizing that.

In this regard, questionnaire for students and interview for teachers at the department of geology university of Ouargla were the methods used in supporting the hypotheses that effective teaching materials may foster ESP learners' autonomy and that materials could reflect effective strategies for learners to be more motivated when learning language.

The results obtained from these two procedures show that effective teaching materials have an impact on fostering ESP learners' autonomy. In addition to that, the results show that teacher has a dominant role in terms of providing the appropriate materials and using attractive methods and strategies like group work, individual work, interaction and presentations in teaching materials and allow chance for students to be autonomous by involving and motivating them.

To conclude, we can say that this work paves the way for further researches in the basis of fostering ESP learners' autonomy through effective teaching materials and strategies that ESP teachers apply in order to do so.

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Appendices

Ministry of Higher Education and Scientific Research

KASDI MERBAH University- Ouargla-



Faculty of Letters and Languages

English section

Questionnaire

**The Impact of Effective Teaching Materials on
Fostering ESP Learners'
Autonomy
Case Study of 1st year Master Students Geology
Petroleum UKMO**

Dear students,

Through this questionnaire, we want to investigate the effective teaching materials on fostering ESP learners' autonomy. We have chosen you as the sample that will be basis for this study. We shall be grateful to your support to accomplish our study; please answer honestly and just put X in the appropriate answer box .

Thanks for your cooperation.

Personnel data

Please fill in the following information, the name is optional.

Name:

Age:

Gender

Male

Female

How many years have you been studying English?

Research data

1- Are teaching materials like (texts, activities, tasks and homework) important for you?

Yes No

2- Teaching materials are considered as a guide for learners.

Agree Disagree

3- Do you find that language used in the materials suit your level?

Yes No

4- Do you find that materials reflect what you need really?

Yes No

5- Are the materials teacher uses attractive?

Yes No

6- Do you find yourselves motivated when materials reflect aspects from your area of interest?

Yes No

7- Do you find activities and homeworks interesting?

Yes No

8- Do you think that the content of homeworks attractive?

Yes No

9- Do you find yourself able to do the homework easily?

Some times Always Rarely

10- What do you think about the activities you do as a group in the class?.....

.....

11- Do you think that this kind of activities motivate you to learn better?

Yes

No

12- Do you think that the content of materials consist information that you can use and evaluate?

Yes

No

13- If teaching materials are effective, they will be a guide for you as learners to be able to learn by yourselves.

Agree

Disagree

14- Do you find the method teacher uses in classroom when teaching materials is effective?

Yes

No

15- Materials give a sense of challenge in which you find yourself want to know more.

Agree

Disagree

Thank you for your cooperation

Teachers' Interview

Dear teacher,

We would be grateful if you could answer these questions in order to help us to finish this work. This is concerned with the impact of effective teaching materials on fostering ESP learners' autonomy.

Q1 What are the teaching materials you use?

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Q2 What are the criteria you consider when selecting or even designing materials?

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Q3 Have you tried to involve students' needs when you select teaching materials?

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Q4 What are the methods and strategies you follow when teaching materials?

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Q5 Is group work one of the strategies you adopt in classroom?

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Q6 How did student react through text, exercises, tasks and homeworks?

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Q7 Do you think that the content of these kind of materials suit them and make them motivated?.....

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Q8 Do you notice that your students use the knowledge of the materials and add on it?

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Q9 Are you interested to promote your students' autonomy through adapting effective teaching materials?

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.....

Q10 Do you think that the teaching materials you use encourage your students' autonomy?

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.....

Thank you very much

Abstract

Teaching materials are not only a mean of facilitating the complexity of language to learners. They seem to be a source of motivation when they reflect effectiveness and a way that ESP learners follow to achieve their target needs.

The main purpose of the present enquiry is to investigate the impact of effective teaching materials (texts, task and activities) on fostering ESP learners' autonomy.

In order to obtain the data for supporting the hypotheses of this study, two procedures are used, a questionnaire addressed to 1st year master geology petroleum students and structured interview is held with two teachers of English at geology department (university of Kasdi Merbah Ouargla).

In the basis of the results obtained from the students questionnaire and teachers' interview, effective teaching materials have an impact on promoting ESP learners autonomy.

Key terms: *teaching materials, ESP, EAP, learners' autonomy*

ملخص

ليست الادوات التدريسية مجرد وسيلة لتبسيط تعقيدات اللغة للمتعلمين ,انما تعد مصدرا تحفيزيا عندما تعكس فعاليتها و تفتح الطريق ل الطلاب الدارسين الانجليزية في مجال تخصصهم لتحصيل اهدافهم الضرورية.

لذلك فان الغاية الاساسية من هذه الدراسة هي التحقق من مدى تأثير الادوات التدريسية الفعالة مثل النصوص , النشاطات , الواجبات على حث استقلالية الطلاب الدارسين الانجليزية في مجال تخصصهم في تعلم اللغة

بغية تحصيل الحقائق التي من شأنها ان تدعم فرضيات هذه الدراسة, تم توجيه استبيان لطلبة سنة اولى ماستر جيولوجيا بترولية وعقد مقابلة شفوية مع استاذي لغة الانجليزية في قسم الجيولوجيا بجامعة قاصدي مرباح ورقلة.

وفقا للنتائج المحصل عليها من استبيان الطلبة و المقابلة مع الأساتذيين يتبين لنا ان الادوات التدريسية الفعالة لها تأثير من شأنه ان يعزز استقلالية الطلبة الدارسين الانجليزية في مجالات متخصصة. **الكلمات المفتاحية:** *الادوات التدريسية, انجليزية في مجالات متخصصة, انجليزية في مجالات أكاديمية, متعلمي الانجليزية في مجال تخصصهم.*