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Implementing Authentic Materials in Business English courses in New park Company in Algeria

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Dedication

I dedicate this work

   To my Dear Parents

      To my Lovely Siblings

         To Mohamed TOUMI

            To my Friends and Relatives

               Thank you for being helpful and supportive

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Abstract

The idea of implementing authentic material in English language teaching is supported among many professionals in the field of language pedagogy. The use of authentic materials provides the learners with many significant advantages and gives them high motivation and interest in language learning, it also leads to the improvement of communicative competence. This research investigates the engineers' perception toward authenticity while learning business English in New-park Company in Algeria. It aimes at analyzing the evolved information regarding the improvement of their English skills in a short time, to investigate why the English learners need authentic materials and to find out significant information on any challenges of using them. Twenty-five (25) male engineers, who work in New-park Company, took part in the main questionnaire of the study. This research revealed that the English engineers show positive perceptions and awareness toward the use of authentic materials in learning business English. Besides, the majority of the learners found some challenges in using authentic materials such as the lack vocabularies mastery, unfamiliar slangs and the lack of teacher's skills in finding any types and sources of authentic materials that suit their interests.

Keywords: language learning; business English; authentic materials; English skills

List of Abbreviations

ESP: English for Specific Purposes

EGP: English for General Purposes

EOP: English for Occupational Purposes

BE: Business English

AM: Authentic Materials

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General Introduction

As an international language, English has become one of the most important languages to be learnt in order to be able to communicate and compete in an international world and globalized era. Cahyono (2009:91, as cited in Julianto, 2015) stated that English is "a tool for international communication in transportation, commerce, banking, tourism, process of technology, and Scientific research". Therefore, it has a major importance in all aspects of life; mainly education. Consequently, learners of English as a foreign language or second language are always attempting to develop their communicative skills, in particular speaking which is a pivotal component of foreign language teaching and learning, as it encloses more chances for future jobs, advanced education and travel opportunities. Several language methods and techniques have been introduced to enhance the quality of education to accomplish better achievements through the implementation of authentic materials, however, the teachers must be prepared to spend a considerable amount of time looking for suitable sources and developing learning tasks with appropriate materials to help the student's learning process. The recent researches demonstrate that authentic materials provide more exposure to real language, since EFL learners do not have sufficient access to natural English in their daily lives. Additionally, it is argued that the integration of authentic materials develops learners' skills in general, and speaking proficiency in particular. Yet, it is noticed that EFL students show unwillingness to use the target language in professional situations, which may be due to the lack of the exposure to the foreign language. The main objective of the current research work is to investigate the learners' attitudes towards authentic materials, and to which extent these materials help to develop their speaking proficiency in workplace. Therefore, the research questions were formulated as follows:

1. Do Business English teachers make use of authentic materials in promoting speaking skills proficiency?

2. What are the problems that he learners may encounter while implementing authentic materials?

3. How may the teacher be creative in designing business English courses through the use of authentic materials?

In order to answer the questions listed before, three hypotheses were suggested as follow:

1. The teacher may use authentic materials to show students how various structures are used in real life and in professional situations such as movies, songs, TV programs,

Cartoons, menus, books, videos, and CD Roms seem to be common sources to get materials.

2. There are many problems that may be faced by the learners while implementing authentic materials such as unfamiliar vocabulary, unknown abbreviations, some slang words, and phrases that have a cultural association.

3. Teachers may take into account the learners' needs, interest, cultural background, and ability when designing an authentic course-based material

In the current study we have used "Questionnaire" as a research instrument to collect data dealing with New-park Company 'engineers. This study consists of three chapters, the first one represents the historical background; it shed light on the notion of ESP, then the use of authentic and non-authentic materials in teaching business English, It also demonstrates the importance of both listening and speaking skills in business English courses, and how they can be developed. Finally, it demonstrates different sources for obtaining teaching materials and how they can be selected appropriately.

The second chapter describes in details the methodology used in this study; through illustrating the research design including the sample population, the research instruments, as well as the data analysis procedures. Then the third chapter is devoted to analyze and interpret the results for the sake of confirming or invalidate the suggested hypothesis. At the end it highlights some suggestions and recommendations that may improve learners speaking proficiency in business English courses.

Chapter one

An Overview about Implementing Authentic Materials in Business English Courses

Introduction

English is the language of international business and as globalization continues to grow, so does the demand for Business English teachers. Many companies require employees to have a certain level of English. As it is the case with all the areas of ESP, English has become an instrument of expression of the engineering knowledge; they have to communicate with their counterparts across the globe, which belongs to different cultural and linguistic backgrounds. Like the scientists, technologists and business experts. Thus, a great effort is needed on the part of the teacher in order to suitably program and meet the employees' requirements training at work in such a short period. The courses may require developing the specific skills of writing and speaking (business language, interaction and correspondence), but obviously through using authentic materials which may help the mechanical engineers' to expand their needs within their scope and involving them in the real world of the English usage in the context of their career objectives. Also, they should consider authentic materials used as an important tools for their professional purposes.

1. Definition of ESP

English for Specific Purposes or ESP refers to the teaching and learning of English as a second or foreign language where the aim of the learners is to use English in a particular academic, professional or occupational domain. It is English focusing on learners' special needs. It is of great importance to clarify ESP by the main definitions stated by the linguists.

Hutchinson and Waters (1987, p. 19) define ESP as "an approach to language learning which is based on learner need. The foundation of all ESP is the simple question: Why does the learner need to learn a foreign language? ... ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning."

"ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose." Mackay and Mount ford (1978: 2). That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty.

In other words, in ESP course there is no specific methodology. Teacher should face the challenge in designing the course by planning the syllabus and selecting appropriate materials that he/she familiar with. Dudley Evans and St John (1998) claimed that strength of

methodology is the way in which language learning and subject learning approaches can be integrated.

They proposed two approaches: case studies and problem solving activity;

1.1 Case Study Approach and Problem Solving Activities

case study approach	problem solving activity
It means if learners are working in or studying business, the case study approach will be familiar and can be used in the ESP classes to provide students with indispensable information about an issue, matter or problem, as well with background information, which help them to come up with the best solution to the problem presented.	If learners are studying or working in engineering, the use of problem solving activity in an ESP course is necessary to define problems and their causes, prioritizing and selecting alternatives for a better solution, and finally, implementing this solution for improving, including collaboration, communication, adaptability, and make group decisions that can motivate team members to achieve much more skills.

Both case study approach and problem solving activity in ESP courses provide students with opportunities to identify and explore a broad range of approaches and processes, to resolve real-life problems.

1.2 The Differences between ESP and EGP

ESP is a learner-centered approach to teaching and learning English as a second or foreign language, where the goal of the learners is to use English in a professional situation to develop their communication competence in a particular area. The focus of ESP is on training, in which needs analysis determines which language skills are useful for the learners to be able to accomplish certain professional tasks (e g. for engineering, courses should be focused on the speaking and writings skills).The course is designed for adult learners who are already familiar with the English language, which may include specific business vocabulary and skills needed in their future or current career.

In contrast, EGP is for everyday interaction. It covers the four main skills of: reading, writing, listening and speaking. Learners are varying from children to adults, in which the learning of English is the subject of the course that focused on grammar, language structure and general

vocabulary. English for General Purposes (EGP) refers to contexts such as the school where

needs cannot be readily specified. It is more useful to consider EGP providing a broad foundation rather than a detailed and selective specification of goals like ESP. (Hutchinson, T., & Waters, A. 1987, p 53-54).

1.3 English for Occupational Purposes

English for Occupational Purposes is a branch of ESP (English for Specific Purposes) that covers situations in which learners are studying English for work related reasons. The courses are based on an analysis of their specific communicative needs in their work. According to Anthony, L. 1997, EOP is a student-centered learning whose main features are: special attention to students' needs; inclusion of content-related material and activities; and the use of innovative teaching methodology.

In other words, the focus of EOP is to prepare students to employ English in three settings: pre-work situations, which are concerned with finding employment and interview skills; professional purposes, which include administration, medicine, engineering, law, and business; and vocational purposes for non-professionals in work, which may require language training for specific trades or occupations. Thus, a distinction is made between studying the language and the discourse of any given discipline, for example, engineering for academic purposes is intended for engineering students. When studying for occupational purposes means those courses designed especially for professional situations.

2. Business English in Occupational Contexts

Business English is the English required when we do business. It is about teaching English to adults or university students, working or preparing to work in a business environment.

According to (Ellis & Johnson, 1994) business English is a part of ESP, "… it must be seen in the overall context of English for Specific Purposes (ESP), as it shares the important elements of needs analysis, syllabus design, course design, material selection and development which are common to all fields of work in ESP"; business English requires not only learning the language but also gaining an understanding of how business is led in that country, in which to learn specific vocabulary and phrases, knowledge of cultural rules such as when to interrupt or end a conversation, polite usage of the language, and skills including small talk, meetings,

Emails, negotiations and phone calls…etc.

Frendo defines Business English as; "... An umbrella term for a mixture of general everyday English, general business English, and ESP. It is not limited to words or phrases that only appear in some special business world". He argued that business English has become common for non-native English speakers to study business English as a specific tool, with the aim of interacting with English-speaking countries, or with companies that use English as a shared language. In this atmosphere, business English is what one is required of in order to join, communicate and compete in the international market.

2.1 The Role of Needs Analysis in Business English Course

Needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities (Johns, 1991). It helps to determine whether the program implemented matches the goals and objectives of the learners for learning the English language. Schleppegrell states;

'The purpose of a needs assessment is fourfold; first, the teacher must become acquainted with the sponsoring institution and its requirement. Second, the needs assessment identifies how learners will use English in their technical fields... thirds; the needs assessment gives the teacher initial insight about the prospective students' current level of performance in English. Fourth, the needs assessment provides an opportunity to collect samples of authentic texts...'

 In other words, needs analysis can be described as a systematic attempt to reveal the needs, wants, lacks and necessities which are encountered by a learner or a group of learners in order to develop a well-designed language program with the appropriate goals, objectives and content. Needs Analysis can also help in evaluating and establishing the need for introducing a change of what may appropriately adapt the needs of the learners and simultaneously be acceptable to teachers.

2.2 Designing Business English Course

The first step in designing a business English course requires a teacher's awareness of the subject matter. The course should be designed in order to fulfill the expectations and necessities of the learners, thus the use of appropriate teaching and learning techniques and methods may give a meaningful and realistic opportunities for the English language

usage in meetings, negotiations, presentations, face to face discussions, emails or reports writings that is identified and prioritized the business skills which are important for the learners. Such as the Oral Approach or Situational Language Teaching (SLT) which based on a structural view of language. Speech, structures and a focus on a set of basic vocabulary items are seen as the basis of language teaching to develop the skills of the learners so that they can communicate and function independently.

The Communicative Language Teaching (CLT) or the "communicative approach" emphasizes learning a language through genuine communication in which the learners use their natural

strategies for language acquisition. It focuses on developing the ability of communication in learners in real life situations by using authentic materials, and the task-based language teaching is based on the problem solving, etc.

 In this kind of courses "the practical use of language will be more important than theoretical knowledge about the language" (Ellis & Johnson, 1994: 6). Business persons are in need of these courses to be able to achieve more in their jobs. In other words, they come to the language course to learn to perform in English; tasks that they can already perform in their mother tongue.

2.3 Materials in Business English Course

When teaching Business English, it is important to tailor lessons that matched the maturity and ability of the learners. Essential to any lesson is the course materials to be used by both the teacher and the learners. According to Dudley -Evans (1997) ESP is characterized by a learner-centred approach to teaching, an emphasis on aspects of English relevant to professional discourse, communicative and immediate learning purposes of learners in learning the language, diversity of materials, a teacher who takes the role of the materials designer and collaborator, and the most urgent needs of learners.

In tailoring these course materials to be more relevant to the business English students' needs, the teacher will hopefully gain a greater level of interest and create an authentic learning environment. The teacher needs also to assess the effectiveness of the used material whether this letter is published or self produced. Because materials are the teacher's partner in the course; they must be well selected. As Sim mentions in her article:

'teaching business English is more than just teaching English, it is more challenging as it involves highly specific goals which ask for carefully selected materials and activities. It is about business as well, so professional skills and language skills are equally needed'

Thus, the benefits of these materials is that they will provide an engaging way to learn, with an educational structure that works and that is enjoyable or even fun for the students.

3. Authentic materials via non-authentic materials:

According to (Richards, 2001b) "Authentic materials are used to create indispensable communication context in the classroom and to simulate as much as possible the communication observable in the real world outside" In other words, Authentic material is any material that has not specifically created for teaching or learning process but, designed by English native speakers to imitate a real world situation. Teacher use them in business English course in order to maintain a high level of learners' motivation and to find their language learning experience relevant and useful

to their professional lives. Tomlinson (2001) believes that since the contrived materials focus on the target form or structure they can be more helpful to learners although he further claims that if meaningful exposure to language is aimed authentic materials better prepare learners. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers.

In contrast, non-authentic material typically produced for pedagogical purposes that aim at teaching learners about a particular feature of language. Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented. (Cited in Hwang, 2005); these make the texts seem very unlike what the learners may face in the real world as the real language use reflection.

3.1 Types of authentic materials:

Genhard (1996) classified authentic materials into three categories as follows:

  a) Authentic listening materials: news clips, cartoons, movies, professionally audio taped, short stories and novels, songs, documentaries, sales pitch, etc.

They lead to better listening comprehension abilities, motivation   and raise their awareness over the difference between real and contrived language. Also, they

represent for students an invaluable source of language input and cultural elements specific to the community of the target language.

   b) Authentic visual materials: slides, photographs, street signs, pictures from magazines, stamps, ink blots, postcard pictures, etc.

They provide learners with opportunities to use language in interesting situation and help them to communicate their ideas and develop the connection between the language classroom and the outside world.

   c) Authentic printed materials: newspaper articles, restaurant menus, astrology columns, tourist information brochures, telephone books, etc.

In which learners tend to concentrate more on the content and the meaning of the text rather than upon the language itself, and bring them close to culture of the target language.

   d) Realia: coins and currency, dolls, Halloween masks, wall clocks, folded paper, puppets, etc.

Their role is to fulfill the learners' interest and make them engage in discussion about foreign cultures and social background. Also, it provides students with the opportunity to make use of non- linguistic clues.

3.2 Implementing Authentic Materials for Business English Courses

Teachers can be creative when selecting authentic materials and introduce them into business English courses in order to expose learners to the language as it is spoken in the real world. The best content to select depends on the learners' level of English and the course content the teacher wishes to focus on. The materials should reflect a situation that learners may face in an English-speaking environment, this will help them transition into a world where English is the norm, to improve their social language skills and develop their confidence in a real situation. This idea is also supported by Nunan (1999: 212) who asserts that "the use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This means that it is easier to find something in authentic materials that will interest learners and may encourage them to practice their English skills especially if learners are given the chance to talk about such popular cultural topics in the classroom, which may increase motivation and bring dynamic conversations between students and teachers.

3.3 The Use of Technology with Authentic Materials

The key to successful use of authentic materials in teaching business English is to implement technology as an effective educational tool to bring the outside world into the classroom. Thus, it offers new ways for practicing language and assenting performance. Teachers should be able to demonstrate new lessons, present new material, use network-based communication (e-mail, blogs, wikis, chat programs, etc.), illustrate how to use new programs, and show new websites, which may help students to learn more quickly and allow them to express their knowledge of the information learned in a way that they like.

The impact of using internet and technology such as broadcasts, interactive whiteboards and authentic videos in business English course is that they provide the learners with new vocabulary items which enable them to participate in conversations of social and business context.

3.4 Activities with Authentic Materials

Designing tasks and activities using authentic materials should reflect the learners' existing knowledge of the target language and its culture to involve them in situations that emulate natural authentic language usage. Therefore, teachers need to enrich the business English course with tasks inspired by real-life communicative activities that enable learners to acquire both receptive and productive skills, such as role plays, presentations, open space for discussions, negotiation and problem solving and other interactive activities that can be implemented in pairs, triads, small groups, and whole groups in order to check the content for appropriateness in vocabulary and evaluate the learners' performance of language proficiency. Another approach involves problem-based learning (PBL) activities which are meant to engage learners in collaborative solving of typical field-specific problems. According to (Belcher, 2012) these activities prepare learners for functioning in their target communities since they equip them with individual strategies of language learning and problem-solving.

Similarly, Dunkel (1995) argues that" to develop materials which are authentic, care must be taken on finding appropriate levels of authentic text concerning the group of learners and the activities that are going to be carried out in their group"; teacher they can incorporate authentic printed materials with activities such as tailoring reading comprehension questions of articles taken from newspapers, magazines and websites according to learners' needs that could be effectively create a clear understanding to assess whether the course objectives are being met.

Conclusion:

In the 21st century English has become the language of the internet, engineering, professional training and research. Therefore, the demand for business English courses has increased to make students successful communicators in Business environment by developing both language proficiency and specific vocabulary needed in the business context. In order to improve these skills teacher can enhance the business English courses by appropriate use of suitable authentic materials, which can be found in several resources to reflect a real business situation that learners may face, to develop their confidence and raise students' awareness of cultural differences. The greatest challenge for teachers is to find the best material and to successfully include them into the class activities. To sum up, business English teacher should be familiar with the subject matter to integrate the content and the language effectively relevant to learners' interest.

Chapter two

Description *and* *Analysis* *of* *the* *Questionnaire*

Introduction

Today's Companies have offices all over the world thus there was a need for a single language to be used in meetings and the like. English has become that language. It is now the default choice for teams and executives meeting up online and in person across the world. So the Companies are focusing more and more on training their staff. Thus, employees do not only need to know English, but they need to develop a range of communicative language competences in order to be able to perform their job-related tasks properly. They usually link their English studies to their area of expertise and the attention becomes more focused on language as a tool for communication rather than on language knowledge as an end in itself.

This chapter discusses the effective ways to organize business English courses in New-park Company, which include explosive teaching, lesson plans and the use of authentic materials in hope of increasing the teaching efficiency of business English and shed light on the improvement of the skills needed by the employees to create an authentic situation in the classrooms.

2. Description of the Company "New-park Drilling Fluids Company"

New-park is an Italian company of drilling fluids that headquartered in Rome. New-park Drilling Fluids acquired AVA Drilling Fluids "a private drilling fluids company" in 2002. This acquisition significantly broadened the geographic scope in Eastern Europe, Northern Africa and the Mediterranean such as Algeria, France, Spain, Turkey, Tunisia, Libya, Egypt, and Morocco...etc. Since the acquisition, New-park has also extended its reach into the Middle East and Africa. It provides drilling, completion and stimulation solutions as well as drilling and completion projects. In addition to that it includes services of waste recovery, water recycling and drilling fluids disposal by achieving new existing technologies into a single package and developing new approaches in mud chemistry.

New-park drilling Fluids Company that is located in Hassi Messaoud Algeria has two departments; maintenance and operations department. This company is meant to develop new ways of operating efficiencies through creating product and service to better meet customer needs and it helps to supplies solution for creating equipotential zones and power transmission application, as it protects the environment and delivers superior worker safety while working in harmony with the environment and improving international community relations.

2.1 Population and Sample

This research explores the benefits of using authentic materials in Business English courses at New-park Company in Algeria and the possibility to improve the employees' English skills (vocabulary, pronunciations…etc), develop their level and meet their needs through creating an authentic context as well as bring the outside world into the classroom. Another objective behind this research is to remove language and cultural barriers, while building relationships with foreign colleagues and clients and enhancing international exchange through cultural understanding.

2.1.1 Participants' Profile

The participants of my dissertation are maintenance and operation employees. New-park Company hires maintenance workers to maintain mechanical equipment and to ensure the general upkeep of buildings and properties, because they usually have a broad understanding of general mechanics and demonstrate a diverse set of technical skills. The operational employees work in a variety of different industries. They offer administrative support such as answering external phone calls and scheduling meetings between different teams. they may also organize company paperwork, and for operational support they increase the overall efficiency of a company's daily business operations.

2.1.2 Workers' Target needs

New-park Company employs people from different cultures with different languages. Thus, both maintenance and operational workers must have a professional level of English since it is the international language of commerce. So the company provides business English courses to non-English speaking workers in order to allow them to interact with customers, clients and co-workers, follow the instructions of business processes (Installing equipment, machines, wiring…etc), write reports and e-mails, communicate effectively with a variety of different teams and departments issues/ meetings, to understand the implications of new information for both current and future problem-solving and decision-making. Likewise they should be aware of the employees' cultural differences and be prepared to work in a variety of environments.

2.2. Data Collecting and Instruments

2.2.1. Description of the Workers' Questionnaire

A Questionnaire is a structured form, either written or printed, that is constituted of a formalized set of questions designed to collect information on some subject or a large sample of people. According to Nunan (1992:231): " A questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response form from subjects"; "With closed-ended questions, the researcher provides a set of pre-determined (fixed) response alternatives for the respondent to use when answering the question. With open-ended questions, respondents are free to devise their own unique answers to the questions posed" Ruane (2005: 131).

The employees' questionnaire of the present study was addressed to twenty five engineers of New-park Company which contained questions of both types, i.e. close-ended and open-ended, which were chosen carefully. This aims at finding out their specific needs in implementing authentic materials in business English courses. The questionnaire was divided into three sections; the first section includes the informants' profile (gender, age, language, etc). The second section is about the ability to speak English effectively, and the last section deals with authentic materials in business English classes.

2.2.2. Description of the Questions

The first section of the questionnaire is made of eight general questions that aim at both collecting some prior information and determining the engineers' profile, Also their ability to use English in professional situations. The questionnaire helps the participants to express their needs and lacks of using the language in order to know what are the most appropriate ways that suit their work field to teach them Business English. Each question will be treated separately as follow

Section A

2.2.1 The Aim of Questions

Questions	the aim of Questions
1. Gender	The aim of this question is to know whether New-park Company hires both genders and if males outnumber females or the opposite.

|	
2. Age	The aim of this question is to know if New-park Company gives chance to both young and aged employees.
3. Mother tongue	The aim of this question is to know the employees' language differences and whether the Company includes people from different cultures.
4. In your opinion, your overall English language proficiency is?	The aim of this question is to know the employees' English level proficiency i.e. whether they master English or not.
5. Do you use English in your current job?	The aim of this question is to know if English is necessary in New-park company and whether the employees use it externally too.
6. What English skills do you need as an engineer to progress in your career?	In this question the aim is to know which skills are most needed by the engineers in order to improve their English in professional situations.
7. What kind of English you want to improve?	The aim of this question is to know which kind of English most needed by the engineers for their career and whether they prefer to improve general English or business English or both.
8. Do you use English in the following professional events?	In this question the aim is to know whether the engineers use English in professional events such as meetings, negotiations…etc.

Question1: Gender
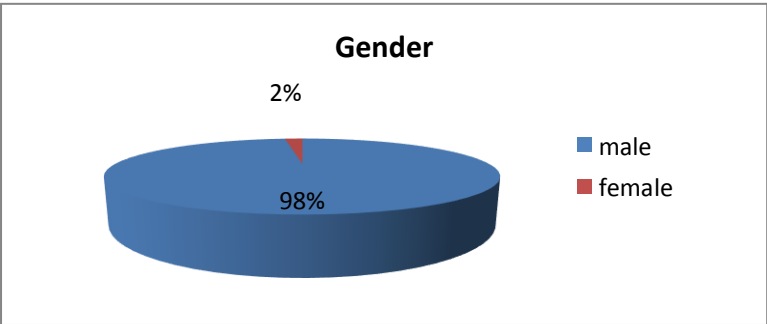
Chart 1: Students' Gender

As it is shown in the chart above, engineers males (80%) outnumber females (2%) in New-park Company. That is due to the distance and the difficulty for women to be in the

company's area. Also mechanical engineering in Algeria requires men more than women because of hard work difficulties.
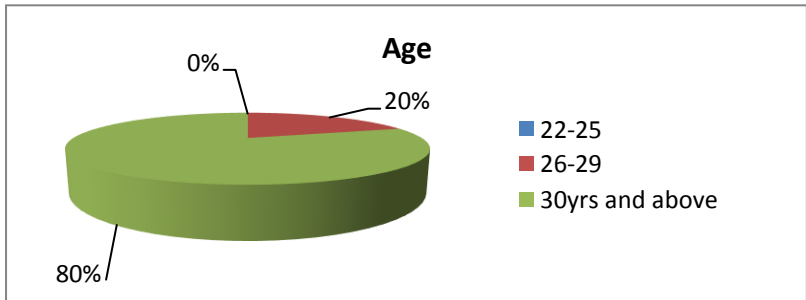
Question 2: Age

Chart 2: Students' Age

Chart 2 shows that New-park Company employs people of different ages. There is no employee between the age of 22 and 25 years old, but (20%) of them are aged between 26 and 29 years old. On the other hand, engineers' age above 30 years old represents 80%. This means that the company gives chance to both young and middle-aged workers.

Question 3: mother tongue

Chart 3: Mother Tongue

The company hires people speak different languages from different cultures, but all my participants (25 employees) mentioned Arabic.

Question 4: In your opinion, your overall English language proficiency is?
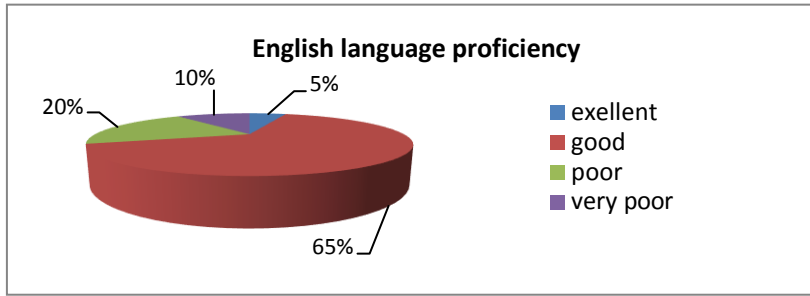
Chart 4: Level of English Language Proficiency

As we can notice, 65% of the workers stated that they have a good level, and only 5% are fluent speakers. Unfortunately, the remaining 30 % of the engineers have a low English level. To sum up, we can say that the majority are capable to interact and use English in business context. The purpose of this question is to give an opportunity for employees for self-evaluation.

Questions 5: Do you use English in your current job?
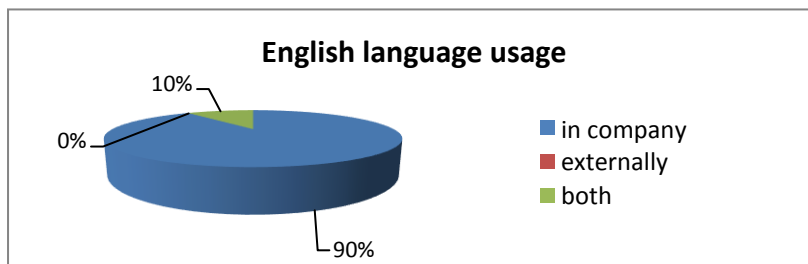
Chart 5: English Language Usage

There is a high percentage (90%) that represents the frequent use of English language in New-park Company and only (10%) said that they use English both in the company and externally. None of them use it externally exclusively. This means that the respondents are obligated to be familiar with English.

Question 6: What English skills do you need as an engineer to progress in your career?
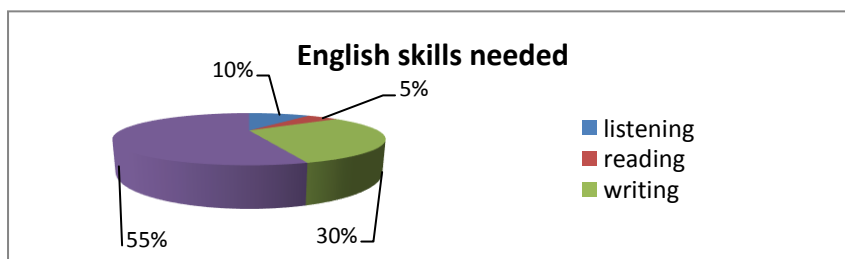

Chart 6: English Skills Most Needed

The chart above shows that 55% of the informants say that the speaking skills are needed by the engineers, 30% opt for writing, 10% of listening and only 5% prefer to improve their reading skills. This means that it is important in New-park Company to interact and communicate in English. Therefore, the employees must improve their speaking skills through training.

Question 7: what kind of English you want to improve?
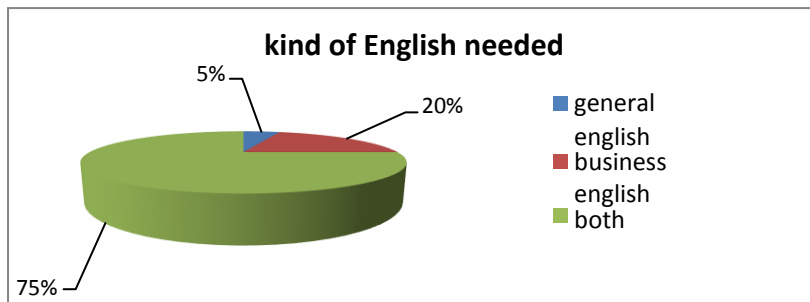
Chart 7: kind of English Needed

This question is based on the employees' understanding on the kind of English they need, since they are adults who already have some familiarity with English and expect to learn the language in order to perform particular job-related functions thus, 75% of them have chosen to learn both general and business English, 20% need only business English and 5% mentioned that they need only general English. These results imply that the participants need English courses that enable them to interact both professionally and personally.

Question 8: Do you use English in the following professional events?

Chart 8: The Use of English in Professional Events

According to the data collected in chart 8, 48% of the employees use English when writing reports and e-mail by the percentage. The second highest percentage is 30% and represents

the use of English with their own materials (catalogues, manuals, etc), 10% reply that they use English during negotiations and onl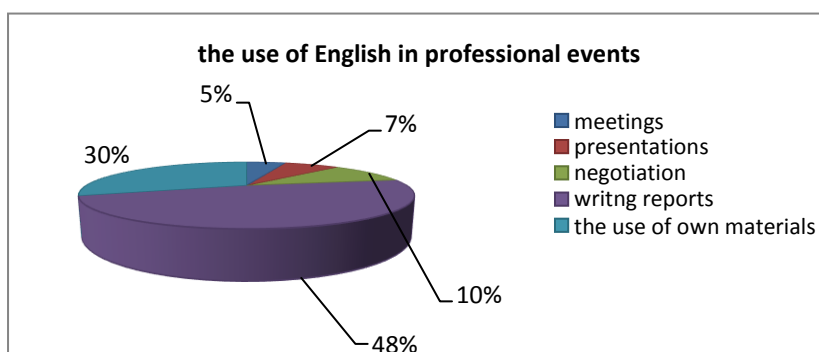y 7% for presentations and (5%) for meetings. It means that the workers in New-park Company need extra business and technical English courses for enhancing their fluency and self confidence.

Section B: Authentic Materials

This section is constituted of six questions about the implementation of authentic materials in the employees' business English courses. Each question will be treated separately as follow

The Aim of Questions

Questions	The aim of Questions
1. As an engineer would you prefer to use authentic materials in class to learn English?	The aim of this question is to know the engineers opinion about the use of authentic materials to learn English and whether they prefer them in their business English class or not.
2. How do you find the teacher who uses authentic materials in class?	In this question the aim is to know whether the engineers considered the teacher who uses authentic materials in business English courses as a motivating and interesting teacher or the opposite.
3. Do you think that you can improve your English skills through the use of authentic materials?	The aim of this question is to know if the engineers think that they may develop their English language proficiency through the use of authentic materials in class.
4. What types of authentic materials would you like the teacher use in class?	In this question the aim is to know whether the engineers are aware of the different types of authentic materials and which type they prefer the most.
5. What are the classroom activities you consider most motivating?	The aim of this question is to know which types of activities are most preferable by the engineers to improve their English and participate in classroom.
6. Do you face problems of	In this question the aim is to know whether the

understanding when using authentic materials?	engineers face problems of understanding when delivering authentic materials in class.

Question 1: As an engineer would you prefer to use authentic materials in class to learn English?

The respondents were supposed to choose one option whether 'yes' or 'no' but all of them mentioned the answer 'Yes', which means that they prefer authentic materials to improve their vocabulary and communication skills when being exposed to real language.

Question 2: How do you find the teacher who uses authentic materials in class?
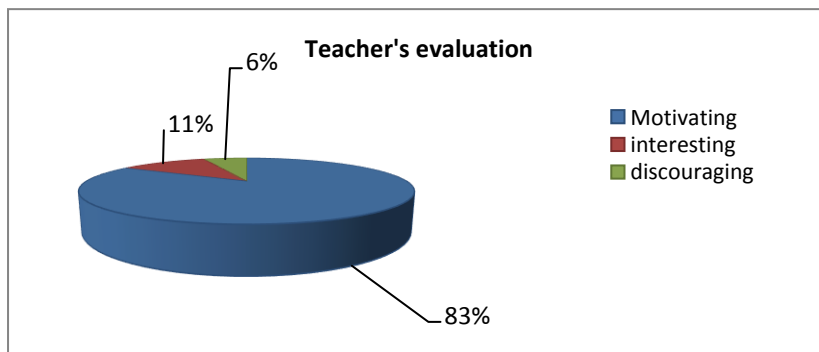
Chart 9: Teacher's evaluation through Students

From the above chart, it was found that 83% of the respondents view the teacher who uses authenticity in classroom as a'' Motivating teacher'', 11% find him interesting and only 6% of them considered him as discouraging. In this respect we can see that authentic materials are effective, significant and useful. Thanks to their positive effect on the teaching and learning process, the teacher can integrate both authentic language and a favorable learning classroom environment.

Question 3: Do you think that you can improve your English skills through the use of authentic materials?

In this question all the respondents select the answer 'Yes'; this means that the teacher must bring massive amounts of authentic materials into the classroom and make them constantly accessible to the students in order to develop their English skills and construct an effective base through those means.

Question 4: What types of authentic materials would you like the teacher use in class?

Types of authentic materials

20%

10%

■ printed
■ multimedia
■ realia
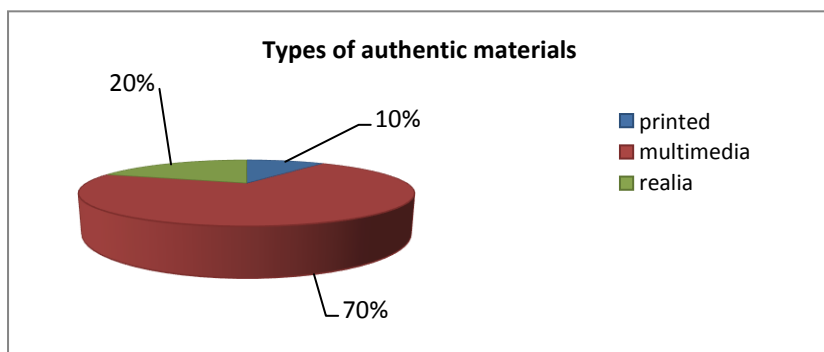
70%

Chart 10: Students' Choices about Authentic Material

As it is shown above the highest percentage, 70%, represents the respondents who prefer multimedia materials, 20% of them select 'realia' and only 10% printed material. As we can notice, the type of authentic materials that the informants prefer are mostly the audio visuals (videos and audio materials) since they help them to focus on their learning and attract their attention .Besides, "realia" and printed materials seem also to be of great importance to learners since they enhance their skills.

Question 5: What are the classroom activities you consider most motivating?

Classroom activities most motivating

20%

30%

10%

■ role plays
■ group work
■ presentations
■ memorizing

40%
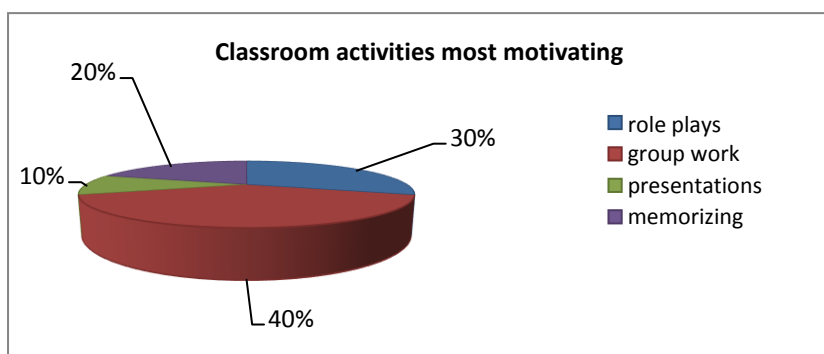
Chart 11: Classroom Activities Most Motivating

According the data collected above, 40% of respondents claimed that they 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. Also, 30% of them select 'role play' as an efficient activity to encourage them to participate. Finally 20% prefer memorizing vocabulary while 10% of them have a preference for presentations.

Question 6: Do you face problems of understanding when using authentic materials?

Problems of understanding while using authentic materials

30%

70%

■ yes ■ no

Chart 12: Difficulties Met by the Learners

The results above reveal that 70% of the workers meet difficulties when dealing with materials presented in class, whereas 30% of them do not face any difficulty when studying those materials. According to the respondents, authentic materials often contain difficult and complex forms of the language, which may cause a burden for the workers in lower-level classes.

2.3. Analysis of English for Business syllabus of New-park Company

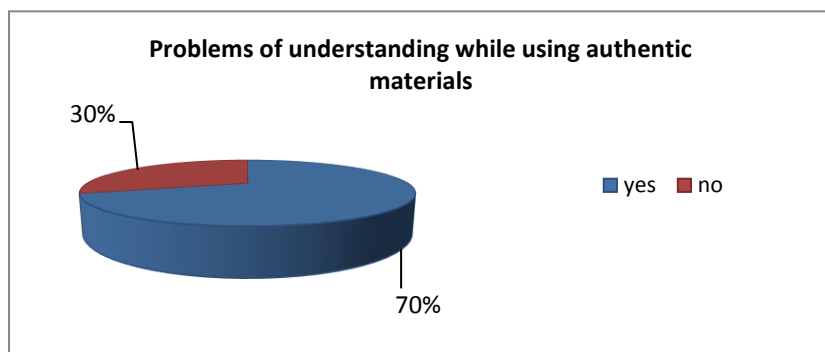The business English course taught in New-park Company is called "English for Business purposes". This course rests on a content-based syllabus; it is for the employees that consider English as a foreign Language (EFL learners; it remains a foreign language in Algeria whether they considered it as such or not). The aim is to possess a certain level of English proficiency according to their needs. The syllabus is divided up into four units:

The units	Tasks	Activities
1.Mechanism engineering	which includes eight tasks: 1. Explaining the mechanism principles or materials, 2. Scanning a text strategy, 3. Answering mechanism questions, 4. Writing and ways of linking ideas, 5. Language study, 6. Dealing with technical terms, 7. Explaining mechanism operates. 8. Speaking practice.	To evaluate the engineers performance teacher prepares different activities like scanning a text activity, answering technical text questions, explaining technical terms, describing diagrams and complete the sequence of events.
2. Breaking	Which includes:	Discussing technical

Points	1. Describing types of technical problems, 2. Assessing and interpreting faults, 3. Describing the causes of faults, 4. Discussing repairs and maintenance.	challenges of endurance car races in pairs, answering questions of technical texts, match the faults to possible causes, reading reports and e-mails then filling the gaps.
3. Engineering design	Which includes 1. Working with drawing, 2. Discussing dimensions and precision, 3. Describing design phases and procedures 4. Resolving design problems.	Discuss the different types of design information needed on a complex engineering, discuss what is meant by precision and accuracy, put the e-mail in correct sequence and explain the problem, reading a technical advice web page and answer the questions and finally find synonyms of technical terms
4. Force in engineering	this unit includes: 1. Tuning-in i.e. answering technical questions 2. Predicting, 3. Solving engineering problems, 4. Reading and grammar links in text, 5. The present passive, 6. Listening to lectures, 7. Diagram's words	Checking engineers explanation, diagram's words, Selecting signpost expressions and the last one is the engineers' opinions about the topic.

The focus of those topics is on business-related tasks, including giving formal oral presentations, watching technical videos and writing business documents. This could be done through the use of the learner- centered approach and the communicative language teaching approach that are suitable methodologies to achieve the employees' learning objectives and communicative competence to improve their English skills. The course comprises 30 hours which means 2 hours a day for two weeks each three months. The teacher uses handouts taken from 'Oxford and Cambridge books' which is a series of technical and vocational English

manuals as it shown above. At the end of the training courses the teacher provides the learners with a number of extra tasks of internal messages which includes giving news comparisons, being direct and brief, being indirect and polite, in order to evaluate the employees' performance in which the learners are expected to acquire some knowledge of business vocabulary, letter writing, negotiating and so on.

Conclusion

The analysis of the workers' questionnaire allowed us to make a summary about the learners' needs in New-park Company, as well as their opinion and attitudes toward the use of authentic materials. The purpose of this second chapter was also to describe the difficulties that they face in learning English as foreign language. Concerning the use of authentic materials in learning business English, the employees appreciate learning with authentic materials and view them as very motivating and encouraging learning tools.

Chapter three

<u>Findings and Collection Data Analysis</u>

Introduction

This Chapter presents first a summary of the study, then a review of the findings and a discussion of the questionnaire that tackles both the use of authentic materials in business English courses and how to investigate on the kinds of problems faced by the engineers when using these materials. Likewise, we suggest and recommend some solutions that may help for future researches and for business English teachers to develop learners' business English skills and influence their attitudes towards authentic materials.

3. Findings and Discussion of the questionnaire

3.1. The Use of Authentic Materials in Business English Courses

As mentioned before, the present study worked on finding out the effect of implementing authentic materials in business English courses in New-park Company. Therefore, to answer the given questions, a questionnaire was addressed to a number of Engineers. From the participants' responses and data, it is clear that the use of authentic materials in learning English has become a necessity. Based on the narratives of the participants and their awareness in this study, there are many obvious advantages of implementing authentic materials when teaching business English.

First, the participants indicated the importance of English in performing their jobs in general. Some of the respondents mentioned that English was a basic skill to get a job and also to perform their work responsibilities. As shown in their responses as well as their wants for business English courses, the respondents emphasized the importance of improving the English speaking ability (conversations, negotiation, or presentation skills). Also they wanted to improve these same skills in business English courses.

They also noted that they are aware of the significance of using authentic materials and their different types in learning English. They had been familiar with them; since they are job-experienced learners. For this reason, the teacher exposed the learners to different types of reading and writing materials. These materials differ depending on the subject or the skills that are taught. In other words, each text or task is used to improve a certain skill or to serve certain needs of the engineers. Reading was seen as less challenging, more frequently used, but not really requested from them. The study also shows that audio-visual materials are the learners' most preferable option due to the fact that these materials include many recent and

interesting topics. The participants reported that they prefer to watch technical videos and listen to audios when introduced to new vocabulary. Other types of authentic materials were welcomed by the learners since there are a variety of authentic sources that can be used to improve their English. For instance, newspapers, magazines, TV programs and advertisements are some of the most common authentic materials that can be used in teaching Business English for engineering.

Regarding the benefits of using authentic materials, the study shew cased that the use of authentic materials resulted in the benefits of acquiring a new language, such as increasing motivation when learning English as a second language. The engineers agreed that the use of authentic videos in listening/vocabulary classes increased their motivation for further speaking. According to the participants, this is one of the most obvious benefits of integrating such materials. This finding resonates with the fact that using authentic materials with increased motivation. (Bererdo, 2006; Lin, 2004; Gilmore, 2007). Moreover he pointed out that it is necessary for teachers of the second language to provide authentic materials inside classrooms to develop all the language skills because they are more motivating, engaging, and relevant to students' lives.

3.2. Common Problems Faced in The Use of Authentic Materials

In terms of the challenges, although most of the engineers agreed on the advantages of authentic materials, they also reported some concerns about understanding these materials. Some engineers thought that many materials, including words or phrases that they could not understand, prompted them to question their English skills abilities. Lin (2014) mentioned that authentic materials might reduce learners' motivation because such texts are too difficult to read and understand. This means that authentic materials are not necessarily meaningful or appropriate to the learners, especially learners with low language proficiency levels. Learners will get confused and lose their motivation; this sense of frustration and confusion reduces opportunities for engineers' comprehensible input since they lack many lexical items and structures used in the target language. In other words, the participants tend to believe that some of these materials contain unknown abbreviations, some slang words, and phrases that have a cultural association. Authentic materials should be used in accordance with the learners' level of knowledge and the learners should be helped by their teacher to overcome the difficulties they encounter.

4. Recommendations and Suggestions

4.1. Suggestions and Recommendations of The Authentic Materials in Business English Courses for Engineering

Suggesting some teaching implications aiming at raising teachers' awareness about the importance of implementing authentic materials in business English courses would be regarded as valuable tools to develop the engineers' speaking proficiency.

This study indicated several benefits of using authentic materials to increase the engineers' English level of proficiency. These materials raised the authenticity of the course and ,thus, motivated students to be engaged in the business English lessons. Therefore, based on the learners' feelings and opinions about the effectiveness of authentic materials, several implications are submitted for teaching English for engineering.

First, teachers should choose the materials that match learners' proficiency levels. Business English teachers must be aware that it is important to choose the materials that are comparable to the engineers' needs and abilities. In other words, business English teachers should be more selective when choosing the correct materials for the engineers to interact in the classes. As some learners noted, some of the authentic materials contain language that is difficult for them to understand. They needed extra time to guess the meaning of some words that appeared in these texts or tasks, which disturbed the flow of their understanding. There was a sense of frustration among some engineers caused by the difficulty of some of the materials that they had to read.

Second, before reading a text or task, the learners should be introduced to any expression, word, or phrase that appears in the texts or tasks and that has cultural associations. As the informants indicated it, some authentic materials that they read included unfamiliar words which made it difficult for them to understand these tasks that contained cultural themes. According to the participants, they had to ask their teacher to clarify and explain these expressions while they were reading. Therefore, before asking them to read, the business English teacher should read the materials first and discuss anything that has any cultural implications. This will help learners overcome any difficulties in understanding the provided tasks.

Third, instead of only using tasks from recent Oxford and Cambridge books, the teacher should diversify their choices of authentic materials. It is recommended that business English teacher ought to use a wide range of sources as authentic materials. English skills can be

enhanced effectively when using a wide range of authentic materials. Thus, the teacher should go beyond the limitations of constructed texts and tasks in business English classes. The availability and diversity of authentic sources, which can be used in business English classes, help teachers appealing English classes. In other words, besides Oxford and Cambridge handouts, teachers should provide students with other kinds of materials that are used in native speakers' daily lives, such as technical videos, TV programs, audio books, movies, media and technology, etc.

4.2. Recommendations and Suggestions for Syllabus and Course Design for Engineering

As it is shown in the previous chapter the syllabus has many shortages regarding the utilization of some techniques and materials are suggested and might help both teachers and the engineers (who are collaborative learners) to design a syllabus according to their needs.

4.2.1 Needs-based-syllabus

First of all, since the business English teacher is not a specialist in the engineering field he should provide the engineers with a questionnaire that includes questions that begin with understanding who the learners are, deciding what he wants them to learn, determining how he will measure the engineers' learning; and planning activities, assignments and materials that support their learning in order to have a clear idea about their needs and learning outcomes. This procedure will help the teacher to plan and structure the course and syllabus effectively and reach the desired instructional goals.

4.2.2. Needs-based course

The Teacher ought to design a course that suits the engineers' English level of proficiency to develop their ability to engage in communication with English native speakers who might interact with them in the professional context. The instruction will concentrate on the learners' fields and will be required to use their competences of the language. The three domains are technical, occupational and everyday life.

4.3.2. Course Content

Rasanen (1991) argues that needs analysis should take into account the students' reasons for taking the course (e.g., promotion), their attitudes to learning languages and the differences in the perceptions that both the learners and the company's staff have of their employees. It is important to establish some of the engineers' wants and needs in order to develop their English skills. Thus, an appropriate course should include business topics, structures, skills, functions, and basic vocabulary. Some topics and tasks according to the engineers' skills needed are suggested below.

Speaking skills
Communicative events: • Speaking to customers • Communicating with colleagues and superiors • Making and receiving calls • Answering questions related to their field • Participating in meetings • Handling enquiries • Delivering presentations • Negotiations

Reading skills
• Reading business letters • Reading reports • Reading work manuals • Reading memos • Newspaper articles • Materials references

Writing skills
• Writing all the genre listed under reading (letters, reports, e-mails…etc.) • messages

- telephone messages
- Intra-office messages
    • Memo
    • Filling in forms
    • Technical terms

Listening skills
• Oral instructions • Handling inquiries • Audio telephone messages • Understanding lectures at seminars and training programs

The syllabus and course design of Business English should be in line with the needs of the engineers' current language proficiency, which means that the Business English syllabus should include practical business skills lessons such as 'business negotiations', 'business letters', 'business etiquette' and other business practices and training activities. It is necessary to satisfy the learners' study needs and at the same time to promote their vocational abilities.

4.2.3. Teaching Methods

The business English classes should be student-centered. Here, the teacher pays attention to the cultivation of engineers' learning ability through the use of different teaching methods such as multimedia teaching method, case teaching method, communicative language teaching method, situational language teaching methods, etc. Through these different teaching methods, teachers can fully mobilize the enthusiasm and initiative of learners to enhance the teaching and make the learner become the leading person, play the main role in the classroom, and the teacher's role is to ensure that the teaching activity is carried out smoothly and orderly, play the role of the organizer, the controller. Teachers will be teaching content to learners, mobilize learners to actively participate in the teaching process, cultivate their critical thinking and improve their abilities.

4.2.5. Authentic tasks-based-materials

As it is shown in the previous chapter the only practice the engineers have with English is through reading professional texts. We suggest a few activities describing how such texts and

tasks can be made into interesting activities through the implementation of authentic materials which the teacher can apply to the course, we clarify it as follow:

- Activity based on the use of annual reports, is to prepare a 10/15-minute presentation, in which they introduce the company to prospective investors. These presentations should be given in front of a group of classmates, who act as prospective international investors, ready to invest their money in any company offering possible benefits

Aim: the aim of this activity is to develop the engineers speaking skills, pronunciation, raise their motivation and self confidence, and also to observe how they go through a specific set of features, extracting positive aspects and minimizing negative ones.

Materials: They can use any material, including handouts, product samples, visual presentations (Presentation Manager, PowerPoint or similar systems), catalogues, brochures, videos recorded, chart and graphs and so on.

- Activity based on technical videos, learners watch a subtitled video about maintenance and operations repair or industrial maintenance and operator training, how to reduce your maintenance and operation repair and overhaul or any videos that includes topics related to their field. The language points targeted are: vocabulary to do with engineering, presenting a business plan, functional language to present. In this activity the teacher may draw a diagram on the board or writes the new vocabulary explaining it in the meantime. After that, he splits the learners into groups and the learners may be asked to discuss certain aspects of the multimedia material, express opinion, look for surprising facts and share them with a partner. They can guess or anticipate information before it is supplied, rearrange words to come up with company information.

  Aim: the rationale behind this is to allow more opportunities for learners to become confident with the new vocabulary. Also it allows speaking on time and requires the use of the target language to fulfill a particular task, supplying information. Learners are now well-prepared and feel relatively confident about what they are about to watch.

Materials: in this activity the teacher can use also printed authentic materials such as newspaper or magazine articles, photos, and cartoons etc. which introduce the topic of the video material.

- Problem-solving activities, these can be role-plays in which learners act out various situations related to the video material they have watched. For example drawing up the basics of a business plan, participating in a meeting to solve a particular problem, taking part in negotiations to conclude a deal, giving interviews or press releases on company issues such as critical incidents, controversial advertising campaigns etc.

  Aim: in these activities learners will be able to handle questions, accept, refuse, idiomatic expressions used in a business context, dealing with figures and raise their confidence to solve problems.

  Materials: TV shows and documentaries, movies, realia, professionally audio taped…etc.

- Describing visual cues, this is a pair work activity in which learners sit with their backs to each other. One of them is shown a picture/photo and they have to describe it to their partner including the feelings it provokes. This is particularly useful when learners focus on topics such as business etiquettes, professional environment, ethical and cultural issues. It could be extended into discussions in large groups.

  Aim: the skills practiced here are expressing opinion, asking for opinion, agreeing, disagreeing, how to act in professional situations and raising awareness about culture diversity.

  Materials: pictures, photos, video scenes, quiz shows, photographs, paintings…etc.

- Research-based individual tasks, learners may be given individual tasks such as web-searches to discover more information about a given aspect of the material they have done in class. They may be asked to produce a poster, prepare a short presentation, write a report or an e-mail etc. Again, the type of task assigned will vary according to the topic and class activity.

  Aim: increase the learners' creativity and develop their English skills (speaking, listening, reading and writing) pronunciations, grammar and vocabulary, self confidence and professional matters.

  Materials: websites, newspapers and magazines, internet, reports, e-mail, company brochures, etc.

5.   Evaluation and Assessment

As it is shown above through these tasks, the teacher can evaluate the engineers' performance in the business English courses. Huthinson and waters (1987:144) claim that there are two levels of evaluation: the learners' assessment and course evaluation and both have similar function in providing feedback on the learning process. Learner assessment is to assess the learners' performance at the beginning and at the end of course. The result of this kind of evaluation provides valuable information for the institution, sponsors, teachers, and learner to make decision whether the learners acquired the language. The course evaluation is the evaluation of the course itself. It helps to assess whether the course objectives are being met and whether the course is doing what it was designed to do. The information gathered forms the starting point for any necessary revision of the course and may help to design other similar courses. In other word, evaluation and assessment help teachers gain insight into what the engineers understand in order to plan and guide instruction, and provide helpful feedback to them. Other tests that the teacher can provide his learners with are, brainstorming, concept map, decision making, and quizzes and so on.

6.   Limitation and Recommendations for Further Researches

The present study has several limitations that can be noticed for future researches on teachers and students attitudes toward implementing authentic materials in business English courses. First, the small size of the sample population (N=25) sheds hesitation on the validity of the results. Second, the study focused on just learners' attitudes due to the unexpected current situation we could not achieve teacher' interview and class observation. Also we wanted to implement our suggested course materials and to evaluate it to measure its success. Unfortunately, till now we could not find a solution. Finally, teachers' opinions about how authentic materials can develop productive skills or how to plan instruction that incorporates such materials effectively are additional aspects of authenticity that can be explored in future investigations.

General conclusion

This work that encompasses three chapters explores the role of authentic materials in enhancing business English learning. We hypothesized that implementing authentic materials in business English courses increases both intrinsic and extrinsic learners" motivation, only if used in a reasonable and moderated way.

In our study, we have dealt with the relationships between authentic and non-authentic materials and learning vocabularies, investigating whether the use of authentic materials motivates workers' technical vocabulary acquisition at New-park Company.

Literature review represents the contribution of ESP field through its approaches to language teaching and learning, in which we have discussed ESP typology, definition of materials, and the difference between them and their use in business English courses. In addition to this, we dealt with approaches about specialized vocabulary, and its role.

Learners agree upon the idea that authentic materials are really important in teaching and learning and motivate them to acquire learning. This idea has been confirmed through the analysis of the workers' questionnaire, which illustrates that teachers who use authentic materials have a positive effect on learners' motivation by providing them with authentic cultural information and exposing them to real language that serves their needs. It is clearly shown that the results obtained in this work confirm the hypothesis we have set, it can be said that it is time that business English teachers know and understand their students' preferences, regarding the materials that are used in classes.

To conclude, the current dissertation has determined the value of authentic materials in reviving business English learning which are the most useful tools that present a variety of activities for learners practice and communication interaction. One must say that authentic materials are not only beneficial, but also recommended in business English classes to stimulate personal motivation and provide the needed mental comfort and confidence to be truly competent in the target situation.

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Appendix 1:

Students' questionnaire

Implementing authentic materials in teaching English for Mechanical Engineers

Section A: Profile of Respondents Instruction:

Please tick (√) to the relevant box or write in the space provided.

1. Gender Male ☐ Female ☐

2. Age ر: 22-25 yrs ☐ 26-29 yrs ☐ 30 yrs and above ☐

3. Mother Tongue _____

4. In my opinion, my overall English language proficiency is

Excellent ☐ Good ☐ Poor ☐ Very Poor ☐

4. Do you use English in your current job?

In company ☐ externally ☐ both ☐

-With whom?

Native speakers ☐ non native speakers ☐ both ☐

5. What English Skills do you think you need as an Engineer to improve in your carrier?

Listening ☐ Reading ☐ Writing ☐ Speaking ☐

6. What kind of English do you want to improve?

General English ☐ Business English ☐ Both ☐

7. Do you use English in the following professional events?

A) Formal or semi-formal reunions and meeting always ☐ sometimes ☐ never ☐

B) Presentations always ☐ sometimes ☐ never ☐

C) Negotiations always ☐ sometimes ☐ never ☐

D) Writing reports and e-mails always ☐ sometimes ☐ never ☐

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E) The use of your own materials　　　　　　　　always ☐　　sometime ☐　never ☐

Section b: Authentic Materials are newspapers, magazines, images, videos/TV, Radio & Tape recorder, memos and the Internet. These materials/sources reflect the real world language.

1. As an Engineer would you prefer to use authentic materials in class to learn English?

   Yes ☐　　　　No ☐

   - Why? _____

2. How do you find the teachers who use authentic materials in class?

   Motivating ☐　　interesting ☐　　discourages ☐

3. Do you think you can improve your English skills through the use of authentic materials?

   Yes ☐　　　　No ☐

   How? _____

4. What types of authentic materials would you like to use in class?
   a) Printed: newspapers, magazines, books.　　　　　　　　　☐
   b) Multimedia: videos/DVD, TV shows and documentary, Radio & Tape recorder, internet. ☐
   c) Realia (objects): the use of your own materials.　　　　　☐

5. What are the classroom activities you consider to be most motivating?(You can choose more than one answer)

   Activities that focus on pronunciation ☐ making presentations ☐ role plays ☐

   Memorizing vocabulary ☐

   Filling the blanks ☐　　discussions of working routine ☐　　watching technical videos ☐

6. .Do you think you can face problems of understanding English while implementing authentic materials?

   Yes ☐　　　No ☐

How ? _____

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