



Mohamed Khider University of
Biskra Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign
Languages English Language

Submitted by:
HASSANI Samiha

On: Monday, 28 June

**The Role of Authentic Materials “Audio-Visual Aids” to Enhance English
for Tourism Purposes from Trainees Perspective**

**Case study: Trainees “Receptionists and Staff Workers” from National
Institution of Tourism and Hospitality in Bou Saada, Algeria**

Board of Examiners

Dr. REZIG B Nadia	Biskra	Supervisor
Mr. BOHITEM Tayeb	Biskra	Examiner
Mrs. BENZIDA Yasmina	Biskra	Examiner

Academic Year: 2020-2021

Declaration

I, Hassani Samiha, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed Kheider University of Biskra , Algeria.

Certified:

Miss: HASSANI Samiha

Master student, Section of English

Dediation

I dedicate this work to:

*My beloved father, “**Larbi**” the closest person in my life. I want to thank Allah for granting me the opportunity to share my academic success and accomplishments with my beloved father. Words cannot describe the joy and happiness to reach this stage with you by my side.*

*My beloved Mother, “**Chahla**” who lightens my life with her unconditional love, bright smile, and unlimited kindness. I ask god to keep you healthy and to give me the strength to make you proud. Thank you for being my mother.*

*My dear twin sister, “**Chirine**”. My soul mate whose always had been there for me. Even though we are separated by distance, you are the first who comes into my mind when I wake up and the last I think of when I close my eyes to sleep. Thank you for being my sister.*

(Chirine-Nesrine)

To all my friends whom we spent time together.

*People always say love makes you stronger. I strongly believe in that. I met my partner at very difficult times in my life , He never stopped pushing me forward .When everyone doubted me he believed in me and gave me the support I needed . I dedicate this work to you to express my gratitude “**Hakim**” my husband.*

Acknowledgment

First, I want to thank **ALLAH** for letting me and my parents see this thesis .I am very pleased to dedicate the fruit of my efforts to all persons who helped me to achieve everything in my educational career.

I would like to thank my supervisor **DR. REZIG BEKTA Nadia** for her valuable advice, ongoing help to accomplish this research work .Thank you for being a constant source of knowledge and inspiration.

I would like to thank the members of jury **Mr BOUHITEM TYEB** and **Mrs BENZIDA Yasmina** for their feedback, recommendation and suggestions during the pre-viva. Who accepted to read and evaluate this modest work.

Special thanks go to Trainers, Administration of Boo-Saada institution of hospitality and tourism for their help and kindness to complete this work. I am forever grateful for this help. I will never forget of course to thank: **DR. TURQUI, DR. MEHIRI** and all teachers for their help in one way or another.

I am really indebted to my colleagues who are always beside me whenever I need them: **Rania, Amine, and Merriem** for the nice time we spent together helping each other.

Finally, most important thanks is for my best friend **Zahra** for her support, patience and encouragement.

Abstract

This study aims to explore the role of using Authentic materials in Teaching / learning English to improve trainees in Bou-saada institution of tourism and hospitality .For this purpose , we hypothesized that teachers should be aware about trainees needs and wants in order to select appropriate authentic materials which fixed their needs in English for tourism . In order to gathering validate information about trainees' opinions, comment. the researcher choose the mixed method approach which aimed check out the hypothesis . Hence, to target tow groups: A receptionists and a workers staff of 20 participants each were used in semi-structured questioner. This research was conducted through the description of survey, the results obtained by the trainers of the institution of tourism and hospitality in Boo-Saada Statistically, and the questioner revealed the significance of the description recorded by the groups. Thus, according to the outcomes obtained in this investigation; the incorporation of authentic materials helps trainers to improve their communication skills and their way of communication with Tourists. They will be a well communicators through the use of authentic Audio- visual aids and their performance too when they experience to the real English language by native speakers. This thesis contributes to knowledge trainers' perspective about effectiveness of authentic materials. As result, this study recommended that teachers needed to use authentic audio- visual aids in order to provide them with feedback that will raise their level in English in tourism sector.

Key words: English for tourism purposes, authentic audio-visual aids, trainers

(Receptionists, staff workers)

List of Abbreviations and Acronyms

AVAs: Audio-Visual-Aids

AOP: Academic-Occupational Purposes

EAM: English for Agribusiness Management

EAP: English for Academic Purposes

EBE: English for Business/ Economics

EGAP: English for General Academic Purposes

ELT: English Language Teaching

EMT: English as Mother Tongue

EOP: English for Occupational Purposes

ESAP: English for Specific Academic Purposes

ESP: English for Science Purposes

ESS: English for Social Studies

ETP: English for Teaching Purposes

LMD: Licence, Master, Doctorate.

NA: Needs Analysis

UNWTO: The United Nation World Tourism Organization

List of Figures

- Figure 1:** Common Reason of the Emergence of ESP.....
- Figure 2:** ESP Classification by Experience.....
- Figure 3:** Represents some Division Made in ELT with Regards to ESP Branches.....
- Figure 4:** Tree of ELT.....
- Figure 5:** Characteristics of ESP Course Design.....
- Figure 6:** Factors Affecting ESP.....
- Figure 7:** Comparison between Authentic and Non-Authentic Language.....

List of Tables

- Table 01:** The Difference between General English VS Specific English
- Table 02:** A Comparison between Authentic and Non-Authentic
- Table 03:** Trainees Gender
- Table04:** The Choice of Studying in the Institution and Hospitality.....
- Table05:** The Choice of being Receptionist.....
- Table06:** The Difference languages the Trainees' Master.....
- Table07:** Aspects that Make Learning English Difficult.....
- Table08:** Trainees' Level in the Four Language Learning Skills.....
- Table09:** Trainees' Responses about whether English is Required for their Future Career
in Tourism and Hospitality or not.....
- Table10:** Trainees' Satisfaction.....
- Table11:** The Main Difficulties that Trainees find when using the English
Language.....
- Table12:** Trainees' Responses about whether they like to learn English or not.....
- Table13:** Trainees' opinions about whether the Use of Authentic Audio-Visual Materials
Will Help them Develop their English use or not.....

Table of Contents

Dediation.....	II
Acknowledgment.....	III
Abstract.....	IV
List of Abbreviations and Acronyms.....	V
List of Figures.....	VI
List of Tables.....	VII
Table of Contents.....	VIII
General Introduction.....	I
Statement of the Problem.....	1
Significance of the Study.....	2
Aims of this Study.....	2
4. Research Questions and Hypotheses.....	3
5. Research Methodology.....	4
5.1. Research Approach.....	4
5.2. Data Collection Methods / Tools.....	4
5.3. Population & Sample.....	4
5.4. Data Analysis Procedure.....	4
6. Structure of the study.....	4

Chapter One Overview on English for Specific Purposes “Tourism”	6
Introduction	7
1.1. Definition of ESP.....	8
The Emergence of ESP	12
1.4. The Difference between ESP and EGP.....	18
1.5. Characteristics of ESP course.....	20
1.5.1. Authentic Material	21
1.5.2. Purposes Related- Orientation.....	21
1.5.3. Self- Direction	21
1.6. The Definition of English for Occupational Purposes (EOP)	22
1.6.1. EOP VS EAP.....	22
1.6.2. ESP Course Design	23
1.7. Definition of Tourism	26
1.7.1. The Importance of English FOR Tourism.....	28
1.7.2. Tourism in Algeria.....	29
1.7.3. ESP Competence for Tourism Learners.....	30
1.7.4. Professional Competence	30
1.8. The Role of English Language in Tourism Industry	30
1.9. Teaching English for Tourism.....	32
1.10. Techniques to Improve Linguistic Skills for Future Tourism Professionals	33
1.10.1. Role-Plays.....	33
1.10.2. Self-Video Recording.....	33

1.10.3. Collaborative Work through Technological Means.....	34
Conclusion	34
Chapter Two Authentic Audio Visual Aids in ELT for Tourism	36
2.1. Definitions of Authentic Materials	37
2.2. Authentic vs. Non Authentic Materials.....	38
2.3. Sources of Authentic Materials	40
2.3.1. Audio- Visual Materials	41
2.3.2. Internet	41
2.3.3. Videos	42
2.3. Audio Materials	43
2.3.1. Songs.....	43
2.3.2. Radio	44
2.4. Visual Materials.....	46
2.4.1. Black Board.....	46
2.4.2. Newspapers.....	47
2.5. The Factors of Choosing Authentic Materials	48
2.6. Advantage of Using Authentic Materials.....	51
2.7. Disadvantage of Using Authentic Materials	52
2.8. Reasons for Using Authentic Videos.....	53
2.9. The Role of Teacher in Using Authentic Videos	54
2.10. Educational video	55
Chapter Three Data Analysis and Interpretation	57

3.1.1. The sample	58
3.1.2 Aim of the Questionnaire	59
3.1.3 Description of Questionnaire.....	59
3.3.4 Validating Piloting the Trainees Questionnaire.....	60
3.3.5 Administration of Questionnaire	60
Suggestion and Recommendations.....	85
General Conculsion	87
List of Reference	90
Appendices.....	98
ملخص الدراسة.....	12

General Introduction

GENERAL INTRODUCTION

English language become the global language of the world, because of many reasons; the authority of United state in different domains (political, economy... ect) lead to make it official language in the most countries . Therefore, it explosion in all most fields help to the emersion new studies such as English for occupational purposes (EOP) which is branch of ESP (English for specific purposes) and covers situations in order learners are studying English for work related reasons; it aims to study and analysis of communicative needs in their work .The goal of EOP to introduce advance ternaries , learners in English on their jobs or professionals .

English for occupational proposes con divided into varies categories such as English for tourism. Personally, I have chosen to deal with English for tourism proposes because I noticed that in Algeria tourism filed, they do not dealing with English language majority of works deal with French language. And I have found there are few studies are conducted on this issue in Algeria ; for examples , learners needs , lacks and wants in tourism filed based on this my research started which to show the role of authentic masteries (audiovisual aids) to enhance English for tourism filed in Algeria. It aim to exploring the effectiveness of using authentic for trainers also to know more about native accents and culture via audiovisual aids. Furthermore my research aim is to investigate if the teachers in the national institution in Boo-Sadaa city, Algeria using authentic materials or not? And if English language taught their specific or general.

Statement of the Problem

English for tourism proposes includes all aspects that make the relationship between tourist and workers in high degree of interaction. The national institution of tourism and hospitality in Boo-Saad is considered as the first training centre in the hotel management and tourism in Algeria. It aims to train learners and prepare them for being

GENERAL INTRODUCTION

professional communication in their domain, since they will deal with people from different nationalities. Therefore, English course is tickets for success on this filed, its course should be based on trainers needs to target their future jobs in tourism filed. The aims of this research to explore the effectiveness of using authentic/ in teaching developing English for tourism. Unfortunately , the provirus studies is concerned on theoretical part such as learners needs , wants and lacks they neglected practicing language through the use of audiovisual aids to enhance English language which taught in national institution for tourism and hospitality in Algeria centre .

Significance of the Study

The present study will beneficial for both teachers and trainers by knowing trainers needs and the use of authentic materials (audio-visual aids) to explore the English language in tourism filed .Also , it motivate trainers to be familiar with native accents and reach their vocabulary, culture ...ect. Through this research trainers will be more aware how to deal with tourists by audiovisual aids as example in order to improve speaking proficiency and help them to communicate effectively in their jobs.

Aims of this Study

This research aims to discover and explore the usefulness of authentic audiovisual aids to enhance trainers level in English for tourism purposes (ETP) by seen their perspective concerning this method of teaching , especially in one they prefer such as (songs , videos)Therefore, this research is goals on the following research aims:

1. Investigate about the trainers needs in English in national institution for hospitably and tourism

GENERAL INTRODUCTION

2. Showing the effectiveness of using audio-visual aids in teaching developing English for tourism filed from trainers views
3. Addressing teachers and trainers perception about the role of audio-visual aids to enhance their English communication
4. Investigate about the trainers needs in English in national institution for hospitably and tourism
5. Showing the effectiveness of using audio-visual aids in teaching developing English for tourism filed.
6. Addressing teachers and trainers perception about the role of audio-visual aids to enhance their English communication

4. Research Questions and Hypotheses

This research seeks to answer the following research questions:

RQ1: What are the main English language needs for trainers in national institution for tourism and hospitality in Boo-Saad center?

RQ2: Does the teacher use audiovisual aids?

RQ3: Which approach is used by the teaching English for tourism proposes and which one do trainees prefer?

Based on the above research questions, we propose the following research hypotheses:

RH1: Teacher should be aware about trainers needs, lacks and wants in tourism filed

RH2: Provide teachers with best audiovisual aids which related to teaching area

RH3: using audiovisual aids as approach to exploring how to deal with native tourists in term of English language .

GENERAL INTRODUCTION

5. Research Methodology

5.1. Research Approach

The nature of this study determined qualitative and qualitative methods .Since it aims to exploring and describe the role of authentic materials (audiovisual aids) in teaching English for tourism proposes (ET).furthermore; the study will depend on a mixed methods approach in order to answer the research questions and to test the hypothesis

5.2. Data Collection Methods / Tools

In order to answer the research questions and to see the trainers perspective about the effectiveness of using audiovisual aids, we choose own data collection tool which is semi-structured questioner by using Google form to answer .

5.3. Population & Sample

The population is trainers in national institution for tourism and hospitality in Boo-Saada city, Algeria .the sample two groups' of trainers for working in hotels servers which are receptionist and workers staff . As they are involved in tourism filed Algeria.

5.4. Data Analysis Procedure

The data collected through trainer's online questioner are hereby displayed using counts and descriptive analysis through Excel

6. Structure of the study

The present study is divided into three main chapters. The first two chapters represent the theoretical background and literature review, while the third chapter is the field work including the analysis and discussion of the rustles.

GENERAL INTRODUCTION

This first part divided into two chapters: Chapter deals with English for specific purposes ‘Tourism ‘, definitions of ESP, characteristics and Emergence, than we shed light to important of English for tourism, requirement to improve it .The second chapter provides an over view about the usefulness of authentic materials definitions, sources and its advantages, disadvantage and all aspect concerning authentic audio visual aids

The second part starts with literature review about research methodology adopted for this study. Also, it is devoted to the analysis of questioner in order to confirm or disconfirm the hypothesis.

Chapter One

Overview on English for Specific Purposes “Tourism”

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

Introduction

English language teaching (ELT) in current context is no more confined to a language classroom where we acquire the basics of the language to apply them in a piece of writing or a speech. Rather, the field is broadening to more practical sub-fields and genres within which the English language is used to fulfill functional purposes. One of the major fields that requires such kind of English language teaching is English for specific purposes (ESP). By definition, ESP refers to teaching a specific variety, mainly scientific or technical English, for students with specific goals, careers or fields of study. It meets the needs of mostly adult learners who need to learn the language for use in their specific fields, such as science, technology, medicine or academic learning.

In the present chapter, we will cast the light on several headings related to ESP, providing the definition of ESP and insights about its emergence, along with types of ESP. We will also tackle the importance of English for tourism as a part of English for occupational purposes in general; and English for tourism in Algeria in particular. By the end of this chapter, we will address English for tourism as a part in teaching.

Subsequently, a need to use the English language for more specific purposes was born under the industrial and technological revolution that our world witnesses today. The specific use of English language, i.e., ESP (English for Specific Purposes) has become a prosperous concept. This concept focuses on creating appropriate language materials and contents that meet a target situations and requirements related to practical work fields; especially with international communication.

The English language has emerged as being the first international language that used for important and specific purposes of communication; for examples, the intentional communication illustrated by air traffic and particularly by the language of airways which is performed only in English. In reality, it must be acquired and used by

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

pilots and air personnel without any errors. The language used in sea transactions and transportations as well is the English language. Similarly, international meetings and conferences, at all levels, depend on the English language. In addition to leisure industry or what so called tourism, which has become one of the major pillars in international commerce and a primary and substantial source of income to many countries

1.1. Definition of ESP

In drawing a theoretical comprehension on the different perspectives set by scholars concerning English for Specific Purposes, we can initially say that the first group believes that ELT (English Language Teaching) is all teaching for a specific purpose. It can be teaching for exams, for fulfilling other academic requirements, or even learning languages for leisure. However, the second group believes in ESP to be a process that begins with the analysis of learners' needs, using the outcomes to design courses and teaching materials that aim to help students develop their language performance in mostly occupational situations. Stevns (1987) stated that "ESP definitions 'are so problematic since many researchers could not produce simple definition for it and others consider it as a not easy task" (p.109).

Johns and Dudley-Evans (1993) propose the general and revised definition provided by Stevens in (1988) and which they seem to agree on. According to this definition, ESP can be considered as the basis for broad divisions of various EAP (English for Academic Purposes), EOP (English for Occupational Purposes "e.g. English for Business"), and EVP (English for Vocational Purposes). EAP includes also EST (English for Science and Technology) as an important part of ESP because of the great demand of English in use in science.

Mackay and Mountford (1978) focused more on the content of ESP session and the objective of the course created, believing that its directed situation by a set of expressions

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

and forms stating that ESP is "A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context task or vocation" (p.4), They correspondingly add that, ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements, (e.g. for international telephone operators), vocational training programmes (e.g. for hotel and catering staff) or some academic or professional study, (e.g. engineering). (p.1)

Stevens attempted to describe ESP with its possible characteristics. He distinguished "four absolute characteristics" from "two variable characteristics". The former correspond to the identified needs of the learner, the topics under study and the content to be taught, and finally discourse analysis contrasting with "general English" and related to "syntax, lexis, discourse, semantics, etc., activities" (Johns and Dudley-Evans, 1993: 116).

In fact, the aforementioned characteristics are the necessary features to identify such a process as being ESP. But the latter characteristics ("two variable characteristics") are what they may or may not be part of the whole process in particular situations. They consist of: firstly, teaching ESP without following any existing methodology, simply because it may not be appropriate in certain cases. Secondly, restricting teaching the skill or skills to be learned. Briefly saying, these characteristics can be considered as the necessary criteria for the fulfillment of ESP teaching which focuses on the learner's needs seeking for successful learning and without wasting time.

According to Johns and Dudley-Evans (1993: 117), among the characteristics mentioned by Stevens, ESP is a recognizable activity of ELT with some specific characteristics. Dudley-Evans and St. Johns (1998) tried to list series of characteristics; some are Absolute and some are variable in order to outline the major features of ESP.

- **Absolute characteristics**

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

- ESP is designed to meet specific learner's needs.
 - ESP is centered on the language (grammar, Lexis, register), skills, discourse and genre which are appropriate to its activities.
- **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 designed for adults, intermediate or advanced students. (Dudley-Evans & St. John, 1998; 4).

We can notice from what is mentioned above that absolute characteristics can be found in other English language contexts, while the variable characteristics are only confined to ESP branches depending on the register (corpus) dealt with, and the target/learning needs of students.

Dudley-Evans & St. John, (1998) regard the absolute characteristics as the specific for ESP, because learners' needs are a central importance when designing language activities, they are unquestionable; ESP practitioners cannot teach without those characteristics. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching; methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP.

For that reason, ESP should be seen simply as an approach to teaching. Depending on whether scholars put greater emphasis on absolute or variable features of ESP, two principal approaches of ESP can be singled out. In broad terms, ESP focuses on the specific needs of the learner and includes the skills and competencies of language usage in different context.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

The latest definition from the students' side now in which Basturkmen (2006) affirms that "in ESP, language is learnt for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional, or workplace environment" (P.18). She stated that ESP courses are narrower in focus than general ELT courses because they concentrate on analyzing learners' needs. The statements show that ESP views learners in terms of their work or study roles and that ESP courses focus on work-or study-related needs, not personal needs or general interests. So, ESP tends to demonstrate the practicality of learning that allows learners to determine their purposes within the constraints of the study or job needs.

As described above, ESP has had a relatively long time to mature the thing that gave experts in the ESP community a clear idea about what ESP means. However, this does not seem to be the case. In October this year, for example, a very heated debate took place on the TESP-L e-mail discussion list about whether or not English for Academic Purposes (EAP) could be considered part of ESP in general. At the Japan Conference on ESP also, clear differences in how people interpreted the meaning of ESP could be seen. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes

According to Robinson ESP, is "normally goal-directed" (1991: 2). This implies that English in ESP is learnt not as an end target but as a means for study or work. She also suggested the idea of NA in determining the nature of ESP as it gives profound vision on what the learner needs from the language. She also set some characteristics of ESP in terms of "specified time period", "adult learners", and "identical students/ homogeneous classes".

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

Dudley-Evans and St John (1998: 3) declared that [Robinson's] characteristics indicate that ESP courses are generally constrained by a limited time period, in which learners' objectives have to be achieved, and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in. Following Robinson (1991), ESP is a course designed for adult learners in classes having the same kind of constituent elements related to their profession, in which they learn for a limited period determined by their needs.

The Emergence of ESP

Hutchinson and Waters (1987) stated three common reasons to the emergence of ESP: the demand of a Brave New World, the Revolution in Linguistics, and the Focus of the Learner.

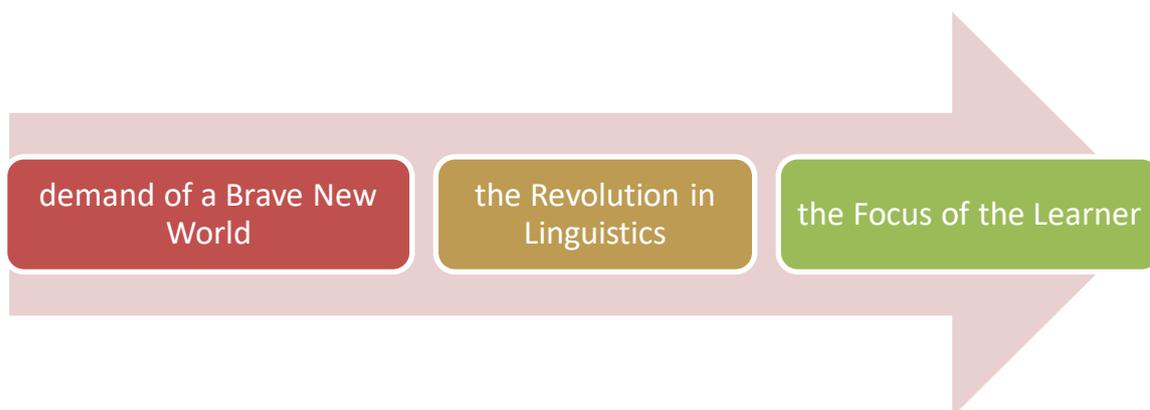


Figure01: Common Reasons of the Emergence of ESP

The figure 1.1 above shows the common reasons of the Emergence of ESP, which are the Demand of a Brave New World, the Linguistic Revolution and the Focus on the Learner.

1.2.1 The Demand of a Brave New World

The end of Second World War brought a new unparalleled growths and changes in scientific, technical and economic activities at an international level. These changes created a new unified world dominated by two major forces –technology and commerce–.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

To meet the demands of these forces, there was a growing demand for an international language. The aim from this is to facilitate dealings between the partners in all over the world.

In fact, for various reasons, the economic power of the United States post-war helped in the emergence of English language and making it the international language used in most scientific and economic publications, as Crystal highlighted in (1997, p.13) noted “English was at the right place at the right time». It became an essential language of communication and if not it is the only language used. The emergence of English language created a new mass in the fact that all people want to learn English, not for prestige or pleasure, but because English was the key of international currencies of technology and commerce.

1.2.2 Revolution in Linguistics

The revolution in linguistics brought by the most of linguists in the 1960s to 1970s on the way of viewing the language as a mean of communication which differed depending on the situations and contexts of language use, these were in contrary to works of traditional linguists who set out to describe the features of language.

Hutchinson and Waters (1987) pointed out that revolution in linguistics has led to a change of focus from presenting the language as a set of forms and defining the features of language usage, to discovering the ways in which language is actually used in real communication. The idea is that if the language varies from one situation to another, then it is possible to design language courses that suit different and specific contexts to meet the needs of learners.

1.2.3 Focus on the learners

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

The final reason that Hutchinson and Waters (1987) raised regarding the emergence of ESP has more to do with psychology more than linguistics. The attention was given more to the learner apropos to the way of his/her learning and acquiring the language. There was a displacement of focus from methods of language learning to different learning strategies, different skills, means, different motivating needs and interests that were upraised and employed by different learners. This led to focus on learners' need and designing specific courses to better meet the individual needs. Thinking about this was a natural extension of "learner-centered" or "learning-centered" perspectives on ESP.

1.3. Classification of ESP

SP has been traditionally classified into two broad areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)., Robinson (1991) presents the distinction in the diagram bellow:

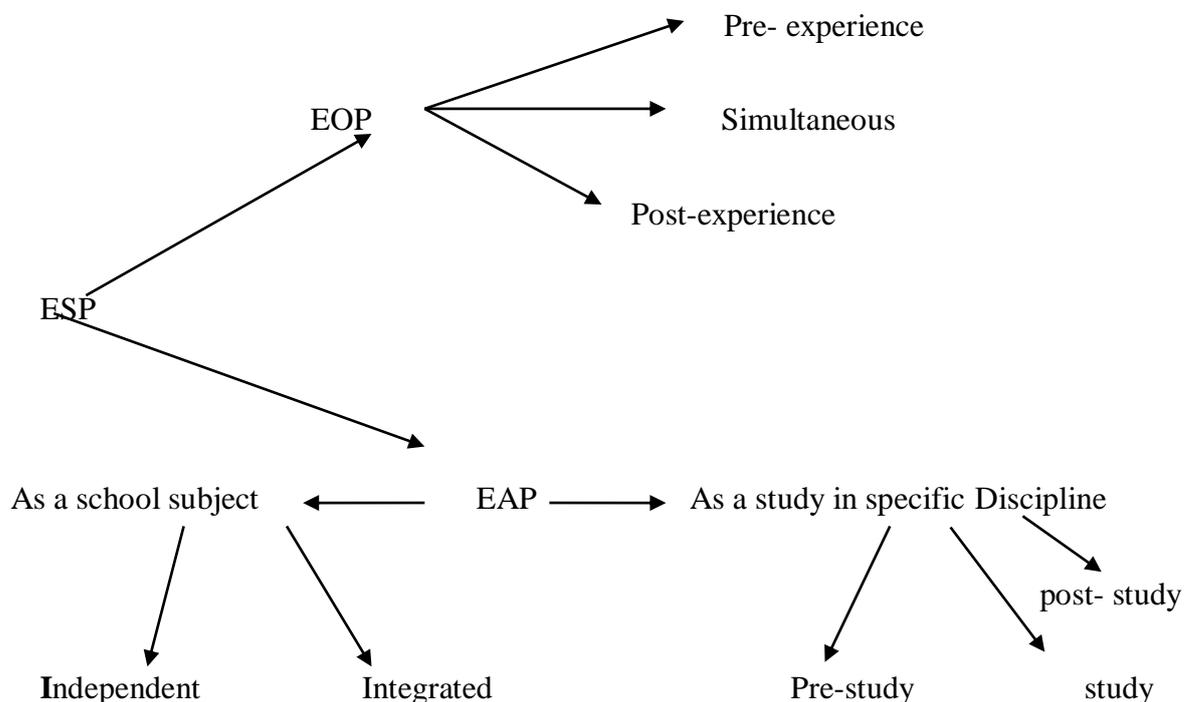


Figure02: ESP classification by experience. Source Robinson (1991:pp.3,4)

This diagram shows a practical distinction of ESP courses into English for academic purposes (EAP) and English for occupational purposes (EOP). These distinctions are very

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

crucial because they control the degree of specificity that is relevant to the course. For instance, academic courses are conveyed in educational institutions while occupational courses are workplace courses that provide the opportunity for specific or integrated language features.

Today, it is agreed that there are two kinds of purposes which are:

- EOP (Occupational purposes): it refers to the specific demands of certain occupational place upon communicative ability. For example, air traffic controllers' needs English primarily to guide air traffic; they may not use the language at all a part from this, business executives need English for international trade, waiters may need English to serve their customers.
- EAP (Academic purpose): it refers to those communicative skills required for study purposes in a formal educational system; students of medicine engineering, law and scientific disciplines need to be able to read articles and books about these subjects, they also need English to write reports or essays and presentations in seminars.

Other classifications of ESP purposes were suggested depending its targeted objectives which are supposed to achieve. Mackay and Mountford (1978) proposed three types of English learning purpose

- Occupational requirements,
- Vocational training programmer
- Academic or professional study. (p. 2).

Based on this last classification, Munby (1978) divided ESP to two broad areas: the first is English for Occupational Purposes (EOP) "where the participant needs English to perform all or part of his occupational duties". The second is English for educational Purposes (English for Academic Purpose or EAP) "where the participant needs English to

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

pursue part or all of his studies” (p. 55). Out of this latter, three types of ESP were categorized by Carver (1983) which are:

- English as a Restricted Language (examples: Language used by air traffic controllers or by waiters)
- English for Academic and Occupational Purposes (EAOP) (which is the heart of ESP)
- English with Specific Topics (needed in postgraduate reading studies, attending conferences or working in foreign institutions).

Hutchinson and Waters (1987) have established a “Tree of ELT” in which ESP is described and broken down into three branches:

- English for Science and Technology (EST)
- English for Business and Economics (EBE), and
- English for Social Studies (ESS) (p. 17).



Figure03: Represents some Divisions Made in ELT with Regards to ESP Branches.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

The top level of the tree shows ESP subject area. These latter are divided into two main types of ESP, differentiated according to whether the learner requires English for Academic Purposes (EAP) or for Occupational Purposes (AOP). Hutchinson and Waters (1987) argue that “there is not a clear-cut distinction” (p. 16) between EAP and EOP.

Indeed, authors state that “people can work and study simultaneously, and that “the language learnt in a study environment will be used later when the student takes up, or returns to, a job” (p. 16). Accordingly, EAP and EOP have been classified under the same category of ESP. However, a distinction has been made between common core English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP examines the skills and language associated with all academic disciplines, while ESAP integrates the skills of EGAP with the features that distinguish one discipline from another.

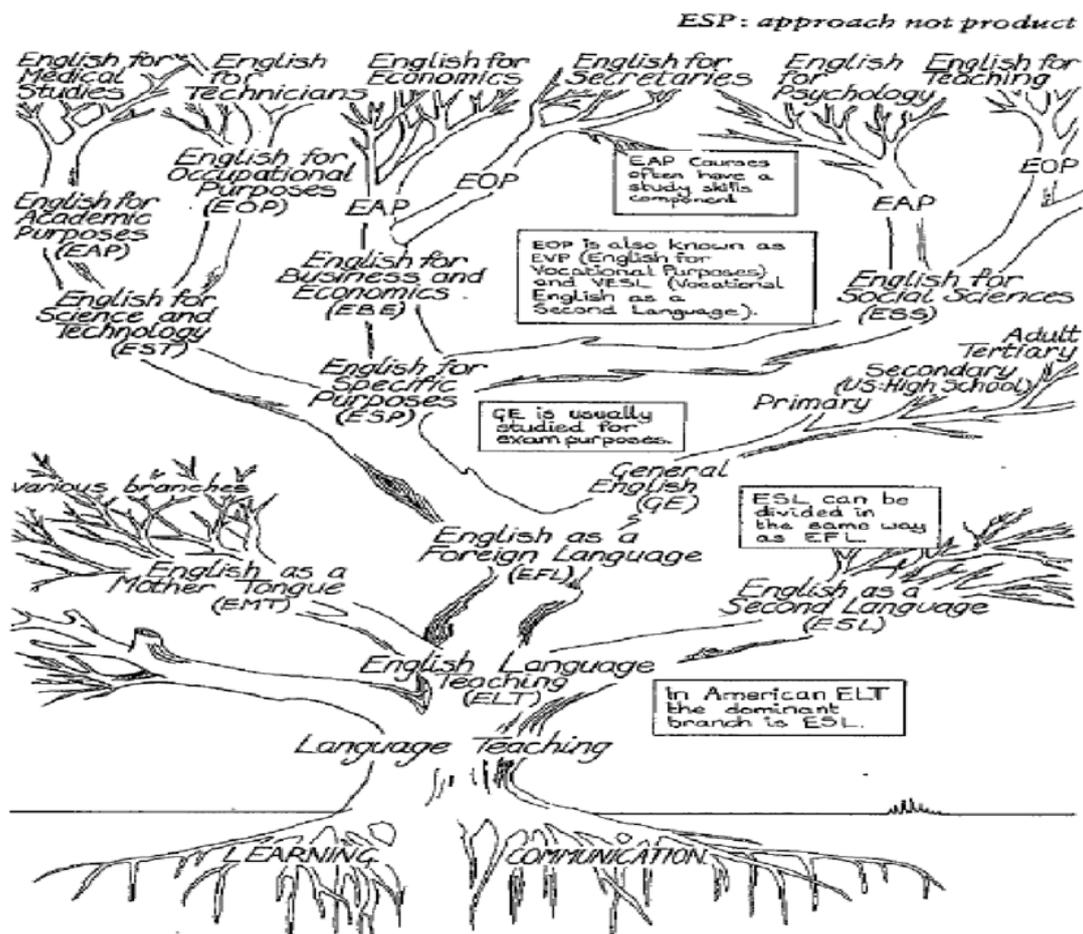


Figure04: Tree of ELT (source: Hutchinson and waters 1998,p,17)

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

1.4. The Difference between ESP and EGP

Unlike General English that has no specific goal to follow, except introducing the language in its general formula, ESP focuses mainly on the methodology and the disciplines' activities that it serves, and also grammar, register, lexis, discourse, and skills, and others that are linked to them. So; ESP is all about the specificity in purpose as Harding (2007:6) indicates "The sense of purpose gives the language work immediacy and a relevance which is perhaps not always found in other sectors of ELT, particularly of the 'General English' variety".

ESP as well, is relatively more about using language in the practical application than it is about language learning. Architects, lawyers, guides, and zoologists, these all are types of vocations or jobs which ESP may have a great deal with, in terms of association among them and the language which is English. (ESP book, Keith Harding, p6).

In addition, ESP gives more sense, purpose, and relevance to ELT in terms of the direct effect on the process of learning, and then application through practice, in the next activity the learner or the trainee who's concerned will be occupied with. Thus, ESP can be a challenge especially for teachers or practitioners, whom are the responsible for its process. Though, it can be hard to handle especially for less experienced teachers or whom are newly being in the business, as well as it can be an exciting and an interesting area, due to the new experiences it could offer.

ESP is a broad diverse term for English language teaching (ELT). Hutchinson and Waters (1987, p.19) define ESP as an "approach" rather than a product, meaning that ESP does not involve particular type of language, teaching materials or methodology. While Peter Stevens (cf.1988, p.1-2) describes English for Specific Purposes (ESP) as making a distinction between its absolute and its variable characteristics.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

He considers its absolute characteristics to be as follows:

- ESP as the English language teaching that is designed to meet specified needs of the learner; related in content (i.e. themes and topics) to particular disciplines, occupations and activities.
- Centered on the language appropriate for those activities in syntax, lexis, discourse and semantics, in contrast with General English.
- Whereas, English for General Purposes (EGP) refers to contexts such as the school where needs cannot be readily specified. It is more useful to think through EGP as provision of a broad foundation rather than a detailed and selective specification of goals like ESP. (Hutchinson, T., & Waters, A. 1987, p 53-54).

Widdowson (1983) recognized distinctive features of ESP and EGP. The most important EGP feature is that it focuses often on education. As the learners' future needs are impossible to predict, the course contents are more difficult to select. Due to this Point, it is important that the content in the syllabus contains a high surrender value. (RF.Hutchinson, T., & Waters, A. 1987).

According to Cambridge University Press, English for Specific Purposes is a learning-centered approach. Cambridge and the most relevant ESP features are focus on training. As English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier. Moreover, it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context. The main aim is to create a restricted English competence.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

ESP(English for specific purposes)	GE (general English)
Taught to know destination	Language taught in primary and secondary schools
Taught to adult that are highly motivated	Taught for general purposes of the language and educational aims
Taught to learners seeking for specialize course to accomplish specific objectives	Taught from point to an indeterminate point
Aims to teach learners specific items and language skills to communication in target situation	Aims to evolve learners general language knowledge to resolve communication difficulties

Table01: The Difference between ESP and GE.

1.5. Characteristics of ESP course

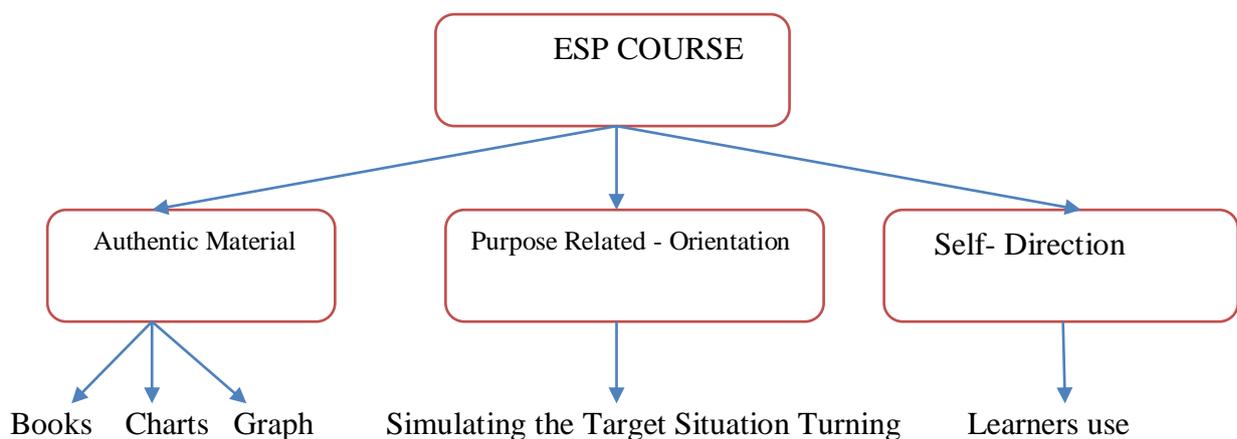


Figure05: Characteristics of ESP Course.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

1.5.1. Authentic Material

Authentic materials refer to the use of materials that are developed from the main area of the study and/or occupation of the learners (Chaudhary, 2013, p. 147). It may include books, charts, graphs and other different forms which may be exploited in modified or unmodified forms depending on the requirement of the teaching circumstances. According to Gatehouse (2001), the use of authentic material would be an appropriate choice for intermediate or advanced adult learners, since it particularly requires self-directed study and research tasks such as independent study assignments and use of various resources.

1.5.2. Purposes Related- Orientation

Purpose-related orientation is identified by Gatehouse (2001) as: “the simulation of communicative tasks required of the target setting”. In other words, learners are prepared through simulation so they would be able to cope with the target situation by using the appropriate communicative tasks. A significant example of purpose-related orientation is English for Agribusiness Management (EAM) in the faculty of Agronomy in Cacak, Serbia led by (Bojovic, 2006 as cited in Choudhary, (2013, p.147)in which the course involved student’s enterprise of different tasks that are related to their field of study e.g. presenting a particular agricultural product, logo creation, negotiating with the clients (suppliers and buyers), telephone conversation, etc.

1.5.3. Self- Direction

In order for self-direction to occur, as Gatehouse (2001) states, learners need to have a level of liberty with the purpose of permitting them to decide what, when, and how they will study. The eventual purpose behind self-direction is “that ESP is concerned with turning learners into users” (Carter, 1983, p. 134, as cited in Gatehouse, 2001).

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

1.6. The Definition of English for Occupational Purposes (EOP)

English for occupational or vocational purposes is the language needed for performing tasks in a specific job, in other words, the language used in service contexts. To elaborate, EOP is teaching the English language that is a part of a certain occupation or as an important requirement for this job. In addition, EOP meets the linguistic requirements for jobs desired by those learners in order to be able to achieve their tasks and responsibilities. Kennedy and Bolitho (1984) confirm this by stating that “EOP is taught in a situation in which learners need to use English as part of their work or profession.” (P.4); i.e., teaching them the language needed to perform their professional obligations and duties.

1.6.1. EOP VS EAP

Hutchinson and Waters (1987) believe that there is no suitable distinction between EAP and EOP, they assert that "... people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job"(p.12). As far as our case study is concerned, the language learnt by students in scientific streams in university before having the training and becoming operationally active pilots or aviation professionals is also required during their training and for their professional tasks and duties.

From another perspective, several scholars and linguists believe that there are variances between the two. Robinson (1991) asserted that “EAP is thus specific purpose language teaching, differentiated from EOP by the type of the learner: future or practicing student as opposed to employee or worker.” In other words, EOP courses train students to be better in performing their occupational tasks; however, EAP develops learners study skills like reading specialized materials, writing academically, comprehending recorded or live academic discourse and lectures, and finally produce formal presentations.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

1.6.2. ESP Course Design

By designation, Course design is a structured outcome that results from the needs analysis process, the designer's perspectives on methodology and syllabus approach, in addition to already existing materials (Robinson, 1991). All of the structured outcomes aim to enable the learners to perform different communicative acts on the target situation efficiently. In what follows, we will cast the light on some perspectives in form of definitions representing how scholars see course design and what the process consists of.

Stevens (1977) describes ESP course design as: "Those in which the aims and the context are determined principally or wholly not by criteria of general education but by functional and practical English language requirements of the learner" (p.90). While Munby (1978) identifies them as: "Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner". (p.2).

Hutchinson and Waters (1987) designate ESP course design as "An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge". (p.65). Belcher (2006) in the other hand, confirms that "ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailors to fit instruction". (p.135)

Reaffirming the above different viewpoints, we can conclude ESP course design is a highly structured process that begins with an accurate identification of needs on which the designer bases his selection, adaptation, and creation of materials and choice of methods in order to assist the learner to reach a given state of knowledge, compatible with what the target situation requires.

According to Hutchinson and Waters (1987) ESP course design is the subsequent processes of syllabus design, material writing, classroom teaching and evaluation" (p.21) this process trails the answers of the following questions:

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

- Why does the student need to learn?
- Who is going to be involved in the process?
- Where is the learning to take place? And what potential does the place provide? What limitation does it impose?
- When is the learning to take place? How much time is available? How will it be distributed?
- What does the student need to learn? What aspects of language will be needed and how will they be described?
- What level of proficiency must be achieved?
- What topic areas will need to be covered?
- How will the learning be achieved? What learning theory will underlie the course?
- What kind of methodology will be employed?

A glimpse on these questions will make the designer believe that course design is not a simple procedure and it takes both time and energy in addition to finances to answer these questions.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

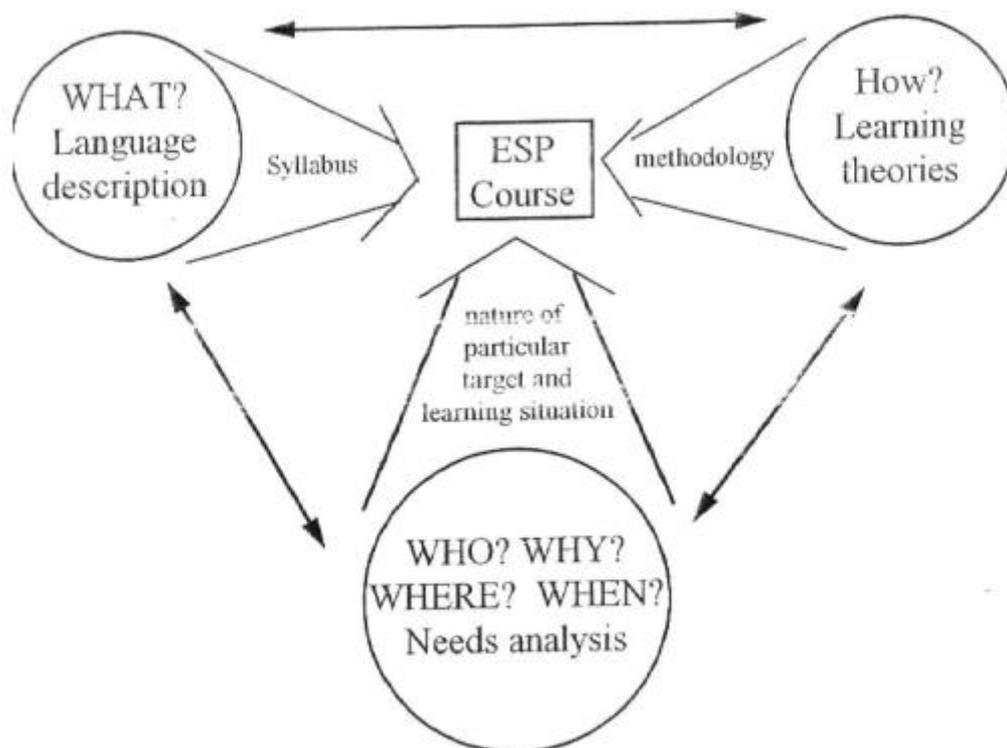


Figure06: Factors Affecting ESP Course Design (Hutchinson and Waters, 1987,p.22)

The above figure shows that there are three main points affecting ESP course design. The first is language descriptions, the answer of question of what. Language description shows the language knowledge needed by the learners to be put in the syllabus. The second factor is how the learner learn a language, and the third factor is the nature of particular target and learning situation. They made sure that the categorization and division of questions is in relation to factors that affect ESP course design quality and efficacy.

First, language descriptions refer to the aspects and language skills learners develop during the session. Second, the learning theories are in discussed to provide a framework of the teaching methods and techniques used for the specific sample of population since these might vary according the targeted audience. In other words, how do they like to learn? Because young and adult students learn differently. So as high and low achievers, it is

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

important to consider different teaching strategies to adopt/adapt the one suitable for the audience.

Finally, answering the questions “who?”, “Why?”, “Where?” and “when?” provides data for the designer to have a hand during needs analysis of particular target and learning situation. The designer, accordingly, must cover all the factors stated with care to reach the intended aims for a suitable teaching/learning experience. That is what makes the whole process complex especially in application.

1.7. Definition of Tourism

One of the most important economic wheels in one's country is tourism. Tourism plays an important role for the generation of income for the local community. It is now a main strategy for most developing countries. Tourism not only generates income for locals but it also helps develop the exposure of culture to residents as there is constant exchange of knowledge, data, culture, and technology. Due to these positive aspects which tourism brings to a country.

The fast progression of tourism management in all over the world made a great significant advance within tourism industry all over the last decades. Tourism is the major force in economy, for that reason many scholars try to give a clearly significance of tourism industry. The Austrian economist Hermann VonSchullard(1910) defined it as "sum total of operators, mainly of an economic nature, which directly relate to the entry, stay and movement of foreigners inside and outside a certain country, city or a region."Which means that tourism is some operators mainly from economic nature who take all the charge and responsibility of the foreigners inside and outside the country?

In the same context, Tourism Society of England defined (1976) it as:

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

The temporary, short-term movement of people to destination outside the places where they normally live and work and their activities during the stay at each destination. It includes movements for all purposes. It is a limited movement of people outside their places where they live, people can do all their work and all their activities normally during this stay, and it could be for business purposes or for pleasure.

The United Nations World Tourism Organization (UNWTO) from 2005 to 2007 tried to create a common definition of the term “tourism”, it defined tourism as a social, cultural and economic phenomenon which involves the mobility of people to countries or places outside their original residence for personal or business/professional purposes. These people are called visitors and tourism has to do with their activities which imply tourism expenditure (2008, Campus, 2014).

According to the United Nations World Tourism Organization, tourism comprises the activities of persons travelling and staying in places outside their usual environments (these persons are visitors, tourists, residents or not) for many reasons such as for leisure, business and other purposes. In general, tourism can be defined by way of temporary movement of the people to any destinations away from their usual places or their habitation, the activities entered upon during their stay in those destinations and the facilities developed to provide their requirements and needs.

It is clearly that tourism is based on certain interpersonal relationships and interactions. It also includes the experience of the tourist away from their places and the basis of those experiences and interactions is communication with every kind, which takes place between tourists and their hosts during their stay, i.e. all persons included in the activities related to tourism destination such as accommodation, catering, culture, sightseeing and all other services in general.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

1.7.1. The Importance of English FOR Tourism

Among the many vocational areas that make the world of English for specific purposes, is English for tourism. It is the most attractive because all of us are tourists on countless occasions, like bringing our own real experiences to the classrooms. Such a program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

The focal point of teaching English for tourism is that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners. In the field of English for tourism students most studies have focused on the analysis of the required skills and needs in work place, adequacy and appropriateness of instructional materials and strategies.

Al-Khatib (2007) examined the communicative needs of tourism and banking personnel by shedding lights on their perceptions of needs, wants, lacks, and attitudes toward English in order to include what is needed and exclude what deemed less important to them. It has been observed that the type of work plays a significant role in evaluating and using of English. The most common reasons for communicating as a travel agency worker were found to be offering destination guides, writing and sending email and faxes, making on-line ticketing, browsing the internet, making on-line hotel booking, etc. Travel agency users were found to be heavier users of English than their banking counterparts. The results of the study indicated that the most important skill for tourism personnel is writing.

When instructing an EOP course an issue to take into consideration is that using adequate language learning and professional strategies are required in tourism field. In designing a course for students of culture and tourism, Barancic (1998) used an integrated approach to get

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

the students involved in the syllabus he wanted to teach. The approach he invented consisted of 8 components: knowing the class and their knowledge, determining the goals to achieve, the way we measure the success, making decisions with students involved, creating syllabus, deciding on the real teaching techniques and method and getting feedback during the course. The application of the approach indicated that the teachers are faced with needs which are of a less academic and more realistic in nature.

1.7.2. Tourism in Algeria

Tourism has become a significant industry in the world. It is a source of foreign exchange revenues for many countries and a field of great importance in the economy of any country. Tourism is more than an industry that needs to be managed, "It's an industry that continues to grow" (Campbell, 1970). In Algeria, Tourism is not yet at a world-class level, in relation to its wealth and strategic situation. Nevertheless, it is in the process of reexamination and construction.

Education and training are now integral elements of tourism management strategies. Their focus is on the learner competency and effectiveness in the workplace. The role of any hotel management school is to produce an effective and operational element able to deliver better tourism services. Language is important to human's daily life in order to communicate with others. The main function of language is to facilitate interaction between people who are from distinct cultural backgrounds.

Therefore, many people learn English because of the economic globalization. In today's business world, English is no longer viewed as a foreign language. It is the global and international means of communication.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

1.7.3. ESP Competence for Tourism Learners

ESP competence for tourism learners experience and abilities are essential factors for every individual in order to achieve their professional and personal goals. In fact, there are three categories of competences; an ability to operate in socially heterogeneous groups, an ability to act autonomously and an ability to use tools interactively. Language learning is connected with all the three categories. It is obvious that for successful work in the industry tourism specialists apart from language competence and intercultural competence; there is a need to have specific professional and profound general knowledge.

1.7.4. Professional Competence

As Wilson (2001) mentioned that there are three types of competences: cognitive, emotional and social competences. Based on these competence classifications, it is concluded that tourism specialists as professional activity consists of cognitive competence, that is to say theoretical and practical knowledge of the industry. Whereas, personal competence which refers to communication abilities and social skills and technologically professional competence that is to say communication skills, problem solving and cooperation are based on the review of the theories of professional competence tourism specialists.

Professional competence appears when an individual who gained experience, attitude and abilities on the basis of learning, which allows a specialist to think strategically, implement knowledge and creatively work in tourism profession, observing traditions and peculiarities of different cultures.

1.8. The Role of English Language in Tourism Industry

Language is a system of spoken and written symbols that can communicate ideas, emotions, and experiences (Draft & Wiginto, 1979). Understanding the role of language, organizations can improve the coordination skills (Karsten, 2007; Chen, Geluykens, & Choi,

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

2006), develop customer, satisfaction and have effective management (Dickson & Huyton, 2008) in tourism industry.

According to Domke-Damonte (2001), people cannot comprehend what others demand if people cannot converse to other people on their own terms. This indicates that English language creates greater interest and plays a more significant role that influences competitiveness in tourism (Domke-Damonte, 2001). Language is a source that encompasses daily practice and almost all other aspects of human life. Ignoring the important roles of language may cause resources loss or result in limitations to tourism development due to the lack of communication and knowledge sharing (Lauring, 2007).

Block (2005) points out that language skills are demanded in various occupations within organizations such as General Management, Sales and marketing management, Financial management, Supply and distribution management, Administrative and support management, Information and computer management, Insurance, legal and property management, Technology management, Product and material management, and Trainee management. These language skills and elements are composed of listening, speaking, reading, writing, translation, pronunciation, and vocabulary in tourism and grammar and expressions.

The English language functions of each skill are based on various English for tourism textbooks and contents in the syllabus of various English for tourism courses (Walker, 1996). For example, vocabulary in tourism skills include language functions related to the tourism industry, like tourism news, transportation, accommodation, culture, festivals, holidays, ceremonies, food, and giving directions.

Hence, language is integrated in any kind of treatment between those who are concerned with the field of tourism in many different ways. Previous mentioned language roles are defined as Factor that is related to tourism organizational management. According to a study

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

about role of language in Tourism Organizational Management, the researchers indicated various key dimensions of language in tourism among them the role of language in:

- increasing customers' satisfaction
- enhancing and maintaining language competency of tourism people
- motivating international tourists;
- increasing better understanding on demand and culture
- creating effective internal and external

1.9. Teaching English for Tourism

Teaching English for tourism is categorized under ESP, it is an important and dynamic area of specialization within the field of English language teaching and learning. The necessity of teaching English for professional purposes and especially in the area of tourism is certain. Language proficiency is very important and essential in all professional fields specially tourism due to its specific nature and concepts.

Thus, it is required that the instructors understand the practical applications of this approach. It is commonly known that before starting teaching this category of learners you should ask for the needs of the learners in terms of the "need analysis". Need analysis (NA henceforth) is the key factor of and an essential part in ESP; it is the process of establishing what and how course will run.

Ellis (2003; 345) states that NA is "a procedure for establishing the specific needs of language learners' this means that NA is a method used for the learners to identify their needs in order to form and design specific courses". Hutchinson and Waters (1987; 54) in parallel define needs as "the ability to comprehend and/ or produce the linguistic features of the target situation". This means that needs are the capability to integrate and form the features of the language for a specific situation.

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

The 'needs' can be considered as the learner study; that means, what they have to be able to demonstrate at the end of their courses, it is concerned with how the learning is carried out. Needs can be defined as what the learner has actually done to acquire the language. According to Bindley (1989), this is the process-oriented definition of needs and it is related to the tools of learning. Furthermore, needs can refer to what the learners themselves would like to gain from the language course, this hints that learners may have a personal aim; in addition, to the demands of their study or job; in other words, wants and desires.

Finally, needs can be interpreted as lacks, that is, what the learner do not know or cannot do in English; in other words, what the existing gaps need to be closed from the teaching perspective. NA involves finding out what the learners need to do and can do, and what they need to learn or to do (necessities, wants and lacks as Hutchinson and Waters (1987) classification of the needs).

1.10. Techniques to Improve Linguistic Skills for Future Tourism Professionals

1.10.1. Role-Plays

According to Rojas (2018), the use of role-plays allows teachers to evaluate the speaking abilities of learners. To that end, ESP practitioners need to identify the causes that interfere in the participation of communicational activities, and perform actions that will lead students "to learn more vocabulary, have more grammar control, and become more fluent, less shy, more encouraged, and more capable to pronounce words correctly (Rojas, 2018, p. 49)

1.10.2. Self-Video Recording

Another study conducted by Soto, Espinoza, Vargas, Cajamarca, Fontaine, and Carrere (2017), analyzes the perceptions of ESP students towards the recording of videos explaining class content. The results of this study revealed that participants perceive an improvement in

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

motivation and academic achievement. Furthermore, they develop self-regulated strategies, self-awareness of their learning development, and self-regulated environmental strategies, which show a beneficial influence of the strategy for the language learning progress. Students live experiences and meet their cognition detecting their errors and applying strategies to improve their speaking in the use of the foreign language (Farfan et al., 2017).

1.10.3. Collaborative Work through Technological Means

A study conducted by Rojas, Villafuerte, and Soto (2017), which aimed to improve learners' English writing production through cooperative and technological means revealed that students' efforts and time to develop writing skills has a direct relationship with the learners' interests. As a result, the combination of collaborative work and technological resources improve the development of the written communicative competence. Specifically, the enhancements were focused on the development of technical vocabulary, writing style, and writing coherence. Besides, Villafuerte, Intrigue and Romero (2018) presented a didactic tool that combines multiple creative activities and relies on the virtual social networks for the execution of reading and comprehension practices in the professional training context.

Conclusion

English language proficiency is a major requirement in the field of tourism since this language is the only bridge that can link between workers and dealers in this domain. As a consequence, English for tourism course gathers a set of properties that work for enabling its students to become qualified professionals, to be responsible for their work and to develop self-study strategies as every ESP course is more learner-centered. In this chapter, we provided a brief overview of English for Specific Purposes and discussed the notion of needs analysis. We consider the importance for trainers possessing soft-skills and we have also presented the most important professional and self-promotion genres,

CHAPTER ONE: OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES

the situational contexts, professional domains for ESP and the special software needs of students of Tourism. We also proposed some basic competence and attitudes the Tourism operator must aim for.

Chapter Two

Authentic Audio Visual Aids in ELT for Tourism

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

Introduction

In the present chapter will tackle a theoretical over view about authentic materials. Firstly, we will cast the light on the different definitions given to the concept of authentic materials, alien with the contradiction found between authentic and non-authentic materials. After that we will cast the light on the different sources of authentic materials namely: audio-visual material, audio materials and visual materials. Moreover, the chapter will present the various factors affecting the selection of authentic materials, advantages and disadvantages of authentic materials. Furthermore, we will high light the reasons of using authentic videos in teaching, the role of teacher in using them and a general view about educational videos.

2.1. Definitions of Authentic Materials

Defining authentic materials differs from one linguist to anthers. However; all aspects are not far from each other's; according to Wallace (1992: 145) who stated that "... real-life texts are not written for pedagogic purposes." In the same meaning, Lee (1995: 324) has said that "a text is usually regarded as textually authentic if it is not written for teaching purposes, but for real communicative purposes..." At the same time, Peacock (1997: 144) has said that authentic materials are "materials that have been produced to fulfill some social purposes in the language community."

We noticed that all definitions above insist that authentic materials are not used for pedagogical purposes only also for non- pedagogical purposes as Bacon and Finnemann (1990:35) state that authentic materials are texts produced by native speakers for a non-pedagogical purposes Adams (1995: 4) supports this by stating that authentic material is any material which has not been specifically produced for the purposes of language teaching.

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

Carney and Franciuli (1992) have found that when using authentic texts, this will contribute on the improvement of EFL reading skills. Also, Soliman (2013) state, authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning. According to Harmer (1991) who once defined authentic texts as real texts designed for the speakers of the language while not for language students, in another situation he stated that these materials can be used in EFL language classes.

So, all those definitions are concentrating on the origin of the authentic materials rather than on the desired outcomes and purposes that are needed from using those materials. Even though all of them do not encourage both EFL learners and teachers to use authentic materials in their language classes, there is a general agreement that these materials represent real language that we (either teachers or learners) need to be exposed to it. So, real language here is needed for EFL learners to be exposed to. Again, EFL learners have to take advantage of these materials in order to improve their capacities in that foreign language to improve their communicative proficiency.

2.2. Authentic vs. Non Authentic Materials

The differentiation between the concepts was mostly addressed through studying the effect of using both authentic and non-authentic materials. However, these studies were able to characterize many differences between the two at many levels

As cited in Fruzan Khoshbakht and Bahman Gorjian (2017), authentic-based materials are prepared for native speakers and not designed to be used for teaching purposes Martinez (2002). Nevertheless, they can be motivating resources for learners because they are proof that the language is used for real-life purpose by real people. The difference between them and non-authentic materials is not in the language materials themselves but rather on their

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

outcomes and their effectiveness. In contrast, Miller (2003) state that non-authentic materials are those materials that are particularly designed for learning purposes, and the language used in them is a reproduction of a well-formed sentences which are useful for teaching grammar.

Widya Febrina (2017) grouped a set of definitions presented by a number of researchers to pinpoint the differences between Authentic and non- materials. Among what she mentioned was the definition provided by Klickaya (2004) who characterizes authentic materials as materials which expose the real world and how it is used in the target language. Along with this, she referred to Rogers and Medley (1988) who characterized authentic as materials which expose the genuineness and naturalness of the language and well-contextualized in the native speakers' context.

On the other side, Febrina (2017) indicated that non-authentic materials are teaching materials which are made and designed by illustrations from real world situations for teaching purposes only. She stated that “These materials are planned, designed, and produced based on the curriculum and policy in each country, in this context, Indonesia. These materials are usually in the form of textbooks. These textbooks are also built upon the learner's needs and ability.

In this light, Flowerdew and Peacock asserted that non authentic materials can not represent real world language because they are mostly simplified for language learners, and this often makes a language material lose its meaning

Restating the above, we can indicate that authentic materials are constructed from real life situations of native speakers stimulating all the aspects of language in use, this kind of materials situate the language learners in realistic situations whereby they perform language tasks in a genuine way. While non-authentic materials are simplified versions that are

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

designed to accomplish certain language tasks for completing learning purposes in a language class room only.

AUTHENTIC LANGUAGE	NON- LANGUAGE	AUTHENTIC
- Variation in the speed of delivery often fast	- Slow pace with little variation	
- Natural intonation	- Exaggerated intonation pattern	
- Natural Features of connected speeches: elision	- Carefully articulated pronunciation	
- Variety of accents	- Received Pronunciation	
- Any grammatical structures natural to the topic	- Regularly repeated structures	
- Colloquial language	- More formal language	
- Incomplete utterances	- Complete utterances	
- Restructuring in longer more complex sentences	- Grammatically correct sentences	
- Speakers interrupt or speak at the same time	- Speakers take careful turns	
- Speakers use ellipsis (i.e. miss out parts of sentences)	- Ellipsis infrequent	
Background noise present	- Background noise absent	

Table02: A Comparison between Authentic and Non-Authentic Language. (In Hedge. 2000: 240)

2.3. Sources of Authentic Materials

In the past, authentic materials were limited to written documents, after that they were more broaden and developed to include television, radio and the programs they broadcast. Up to our modern age, which is characterized by the abundance and diversity in terms of sources of information, authentic materials became more available in different versions aligned with its use.

CHAPTER TWO: AUTHENTIC AUDIO VISUAL AIDS IN ELT FOR TOURISM

2.3.1. Audio- Visual Materials

A clear example of audio-visual authentic materials can clearly be demonstrated in watching a film in a target language, which means an exposure to authentic, native and absolute language; by consequence, authentic language input. Such process seems extremely challenging, but the sounds, non-verbal language, and pictures help students to understand and grasp meanings easily. García (2006) stated that the use of audiovisual input has a notable impact on realistic development (cited in Chamba & Gavilanes ...). Audio-visual materials can be divided to subcategories, namely:

2.3.2. Internet

Kasanga (1996) stated that internet use increases language use since interaction in language helps learners to gain more input (cited in Dizdarevic. ND). The use of internet inside the classroom provides learners with many facilities regarding its assistance while students doing tasks, it affords them with information needed to perform effectively, and offers interactive language software i.e. video and audio material for learning a language. Students can search everything they want to learn about on the internet. The latter offers a wealth of information; however, much of the information is incomplete or incorrect. Therefore, students need to develop critical skills to approach the information.

In a study conducted by Rahadhiyanti, Tasnim and Sundari (2016) to investigate the effect of using authentic reading materials from the internet to enhance students reading comprehension, it was proved that using such kind of texts from the internet activates students' participation and elevates their comprehension efficiently. As a conclusion to the previous mentioned study researchers stated that:

“Authentic reading materials from internet gave some benefits to the students. Firstly, authentic reading materials from internet were easily accessible. Secondly, authentic reading materials from

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

internet were various and interesting. It means that authentic reading materials from internet could help the teacher to improve the reading ability of the students with the large number of various materials, because the students could have more inspiration to use the language and they could exposure the language in real communication” (p.256

To summarize, the Internet plays a major role in language learning, teaching, and searching for information. Therefore, it should be included in a language class in a selective and guided manner that the teacher decides it, because s/he is well acknowledged with learners’ needs and their learning objectives.

2.3.3. Videos

Using authentic videos in teaching and learning foreign languages has been proved as an effective means regarding what it offers to those who are involved in the teaching-learning process namely, teachers and students. The significance of using authentic videos in language teaching is realized in their centered use in improving communicative competence, the first and foremost required competence in second language learning.

The types of visualization that videos create expose learners to real and imaginary situations of communication, which would result in increasing productivity and activating the learning process.

As far as authentic materials are concerned, the use of authentic video materials in language classes offers a number of unique opportunities for teachers and students, since it allows them not only to improve English but also to gain additional professional knowledge and discover foreign culture for themselves. Konoplianyk (2019) stated that “The use of authentic video materials is one of the techniques that contribute to the development of foreign-language professional communication skills” (p.467). In addition, she asserted unlike printed authentic materials, which certainly have high informative, educational and

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

cognitive values; the video material supplements these values with visual information about the content.

In brief, the use of videos as authentic material in language teaching creates a specific language environment in which students' motivation and interest are improved. Furthermore, videos expose students to the exact presentation of language in use and cultural realities.

2.3. Audio Materials

Utilization of audio tools is effective in concretizing the learning process. Using these tools in class environment not only enables students acquire the desired information more quickly, but also makes the information acquired more permanent. Furthermore, audio materials allow students to perceive a variety of different speeches apart from just of their own teachers, providing them with an opportunity to meet a range of different communicative contexts, especially where real people are conversing. Paudel (2017) noted that "Audio materials help to create interesting environment by providing variety of pronunciations. It helps to develop students' habits on listening, news and improves their English. So when we use such materials it is beneficial for students as well as teachers" (p.10).

The audio materials can be divided to:

2.3.1. Songs

It is well acknowledged that songs bring an amusing and relaxing mood to the class, which eases the effects of certain emotional cases such as excitement, anxiety, lack of self-confidence and the feeling of being threatened. In addition, it influences learning process

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

positively, facilitating it by stimulating the student emotionally. In this direction, Keskin (2011) noted that “

“Using songs as tools for teaching a foreign language has many benefits. songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily” (p.378)

Alien with this, using songs as an authentic material in language class room introduces students to that language culture. According to Cheung (2001), as students simply learn the things about which they already have a background knowledge, student motivation is increased when the elements belonging to the popular culture of the target language are involved in the class, and bringing a song listened by the student to the class environment increases students’ desire to learn and enables them contribute in the process of learning by making use of their own musical knowledge. (cited in Keskin,2011. p.379)

Arévalo (2010) addressed in his study the use of songs as a tool to work on listening and culture in EFL classes and dropped the conclusion that songs are the most suitable type of authentic material to develop listening comprehension, because students feel motivated when working with this kind of material. He stated that “the use of songs in the classroom motivates the students to attend lessons and pay attention in class. Songs are the product of a culture and share values, commitment, responsibility, love, history, traditions, customs, and specific characteristics of spoken language” (p.130).

2.3.2. Radio

Radios are considered as a part of early communications technology in history. Many may think about the possible ways in which radio is implemented in class for learning purposes, but teachers have explored the use of radio in the classroom almost since radio

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

technology entered into the mainstream of society, they were able to establish several radio applications and radio activities for the classroom.

Choudhury (2014) asserted that radio is used as an audio aid to make learning interesting and effective as well as to get rid of the using the traditional teaching materials like blackboard, chalk etc. According to him, one of the noteworthy virtues of using radio is that “its program can be repeatedly used if recorded through a tape recorder and grown up students can practice a lesson on their own” (p.482). He added that radio lessons assist in listening comprehension, developing pronunciation and offer different types of conversational forms by means of dialogues. As a consequence, learners acquire a rich vocabulary and correct structures that they can reproduce in language tasks as a part of their learning.

Bedjou (2006) stated that:

“Teaching a language through content is more efficient than teaching the structures of the language out of context. Furthermore, it is well accepted that language is better acquired or learned where the focus is on interesting content, and radio can certainly provide interesting content. In EFL settings, where authentic materials are scarce and students are rarely exposed to the natural pace of native speakers of the target language, the radio can be a valuable source of input and highly relevant to language acquisition” (p.28)

In summary, the use of radio in teaching foreign languages makes it more creative and interesting. Along with this, integrating radio as an authentic material in teaching enables us to design many types of activities based either on live or recorded radio programs aided by the simplest equipment, such as a cassette tape player. Radio is accessible to most schools, and has the great virtue of exposing students to authentic English spoken by native speakers, which happens rarely in most EFL settings.

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

2.4. Visual Materials

Visual materials consist of the many forms of using illustrations like visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one sees an immediate meaning in the language. Commonly, visual materials are used to approach meaning to learners in form of descriptive pictures to significantly improve comprehension. Kinder, S. James; describe visual aids as “Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active”. (Cited in Shabiralyani et al, 2015.p226)

Visual materials encompass:

2.4.1. Black Board

Regardless of being the oldest method among teaching aids, the blackboard has many advantages that make it an effective material as being inexpensive, and its role in allowing students to keep pace with the teacher and not dependent on electricity. Along with that, it has a good impact on presenting written and visual ideas. Dust formed while cleaning the board was the only disadvantage which led to the development of chalk-free white boards.

According to Journal for PELT website (2013), teachers try to use the chalkboard effectively as the meaningful teaching aid. Using a chalkboard helps students develop comprehensively in many fields such as: writing skill, reading skill and becoming concentrated on their own learning. In addition, the teacher can illustrate the main points of the lesson and questions on the board. This thing helps students follow, understand, and take note to remember longer and deeper. In this light, Nagaraj (2005) stated that “blackboard work can mean either writing or drawing, in language teaching, the spoken is reinforced by

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

the written (or vice versa) ...it is important that the blackboard work be done effectively by the teacher” (p.185)

Generally speaking, the blackboard is visual reinforcements, like diagrams, can be displayed on a chalkboard to keep students’ attention. Sometimes, students are more willing to engage in a classroom setting if they believe what they are learning has real value. Students that see teachers construct diagrams on a chalkboard witness the process of turning written information into visual information. Teachers should emphasize the importance of this skill and its potential applications

2.4.2. Newspapers

Newspapers and magazines are certainly accountable for making the world smaller and lessening the distance among the countries. These means are highly responsible bringing cultural knowledge thoroughly. It is therefore important to bring the press into the classrooms and handle this kind of material in a wider range of varied activities. Newspapers enable students to live the present; and learn from the past. The hardest task in bringing newspapers into the language learning process is to learn how analyze, criticize and judge the facts, and finally taking the positions which we think are the correct ones.

In light of the role of journalism in education, Menezes (2019) stated that

“Every academic subject can be helped by this vehicle as a source of new information. Today's history, lived day by day, is well spread out through the pages of newspapers and magazines. The new discoveries, in the different fields of science, are issued every day. Political events, information about contemporary literature, literary criticism, reports about the edition of important books, etc, etc, can be found in various newspapers and magazines.” (p.53)

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

In other words, newspapers and magazines are one of the most powerful and worthwhile instructional tools for teachers and lifelong learners as they are used as printed media in the classroom. Through them, within short time, an entire civilization or country, thousands of kilometers away, are displayed in front of students. Laureta (2009) stated that “Newspapers bring to our students’ real life situations and can be easily used as authentic materials. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading” (p.13)

All in all, newspapers reflect a culture of a certain community through the language they contain; by consequence; they reflect the changes in the language as well, and in doing so, help students and teachers and keep up pace with such changes. Most newspapers are linguistically up-to-date and, so they provide valuable linguistic data such as text types and language styles, which are not always found in textbooks. This is one of the most important features of newspaper-based activities. This wide variety serves as an excellent tool in the hands of the teacher and the benefit of the learner.

2.5. The Factors of Choosing Authentic Materials

When using any material for teaching –learning purposes we have to consider a set of standards that makes sense of using certain educational material. Regarding authentic materials, the element of authenticity is not sufficient to decide that this source is totally beneficial for learners, so we have to respect a number of regards in selecting the appropriate authentic material that match student’s needs, level and the course objectives.

As far as for teaching a second language, the sources of authentic materials that can be used in the classroom are infinite. Accordingly, the matter of choice is highly significant. Berardo (2006) stated that when choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

(p.62). Quoting from Nuttall, she listed three main elements that must be regarded when selecting an authentic material as follows:

- **Suitability of content:** can be considered to be the most important, in that the material should interest the students, relevant to their needs and motivating.
- **Exploitability:** refers to how the material can be used to develop the students' competence.
- **Readability:** is used to describe the combination of structural and lexical difficulty, referring to the amount of new vocabulary and any new grammatical forms present.

Karpova (1999) offers a list of the standards which need to be considered when using authentic materials as follows:

1. **Content:** the content of authentic materials has to be appropriate for learners' age, interest, needs and goals.
2. **Tasks:** tasks must be sequenced, differentiated, including "communicative and cognitive procedures" so that the learners' background and new knowledge can be integrated.
3. **Teacher-Learner Relationship:** the materials must be structured in a way that a "reciprocal" interaction between the instructor and the learner takes place.
4. **Learning Strategies:** cognitive abilities of the learners must be improved by paying attention to learning strategies.
5. **Learning Environment:** the environment provided must in a way encourage "risk taking and idea sharing".
6. **Social Values and Attitudes:** authentic materials must be a reflection of social values and attitudes.
7. **Culture Issue:** authentic materials must further learners' "cultural, sociolinguistic, and paralinguistic awareness". (Cited in Baghban, 2011.p.11)

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

Furthermore, Su (2007) cited Valencia's (1991) guidelines in choosing authentic materials. These guidelines include choosing materials with themes and ideas which are important, contain real world experiences, and which have applications inside and outside the classroom. Also the materials must be profound to the developmental progress of the students and higher levels of thinking must be supplemented when using authentic materials are taught.

Berardo (2006) denoted that variety and presentation are important when teachers select authentic materials. Using a variety of texts can make the course more interesting. Moreover, authentic presentation of those materials is vital. To present the content authentically there must be the use of pictures, charts, photographs to build a context for the text being presented. (Cited in Baghban,2011. P11)

Galloway (1990) recommends the following criteria in authentic material selection:

- Topic should be accessible to learners
- Length of text should not be intimidating to beginning readers

Linguistic level should be slightly above the reader's own level unless the tasks are closely

- structured to involve focused reading
- Clues to meaning should be abundant such as contextual, verbal, pictorial, and linguistic.

(Cited in Haley and Austin, 2004: 160-161)

Restating the above extracts, authentic materials are rich, the selection to appropriate them into the learning/teaching context is not an easy task to do. First and foremost, learners' language level must be considered in selecting materials that must be

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

carefully examined for their efficiency difficulty. Moreover, to choose appropriate themes and topics, learners' needs and interests are required to be reflected on.

2.6. Advantage of Using Authentic Materials

There are no doubts regarding the value of using of authentic materials in language class room, that everyone involved in language teaching context has admitted. Accordingly, many experts expressed their view about how beneficial is the use of authentic materials in teaching foreign languages. In this light, William Guariento and John Morley 2001) describe authentic material as:

“...one ‘created to fulfill some social purpose in the language community in which it was produced’ With the onset of communicative movement a greater awareness of the need to develop students’ skills for the real world has meant that teachers endeavor to simulate this world in the classroom.”

(Cited in Şaraplı, 2011.p38)

In line with this, Oguz and Bahar (2008) listed a set of points regarding the advantages of using authentic materials in language teaching class as follows:

- Using authentic materials engages both teachers’ and students’ attention and interest in real world along with the value of education.
- Authentic materials are influential in terms of raising student’s motivation to learn
- Authentic activities realize constructive learning environment with active participation which enables students to become thinkers and problem solvers
- Authentic materials have a way of contextualizing language learning.

As a conclusion, the advantages of authentic materials are numerous, and they differs from one scholar to another according to their views about the implementation of such

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

materials in language teaching. The mutual idea regarding this point is that authentic materials enable students to experience the real language use and approach them to the actual acquisition of that language.

2.7. Disadvantage of Using Authentic Materials

In spite the fact of having many advantages that almost all professionals admit; using authentic material in language teaching has also an impact or disadvantages in the view of some scholars. Generally speaking, the disadvantages of using authentic materials may fall into the lack of experience in using such materials under specific circumstances. Guariento and Morley (2001) argued that the use of authentic materials makes especially lower level students confused and demotivated by the complexity of language and performance conditions unless the simplest authentic materials are carefully selected by the teachers. (Cited in Şaraplı, 2011. p42).

Other different authors addressed the problematic of the disadvantages of authentic materials regarding the cultural aspect that affects them mostly, which can make the material difficult for learners to understand. As for this point, one can mention the vast linguistic structures and forms that the authentic material encompasses; these complex elements can provide learners with hard time to decode them. For teachers as well, sometimes it is hard for them to understand the content of authentic materials. (Ruiz Carmen & Molinero, 2003.p187).

In line with this, Segni (2009) stated that:

The main criticism made to these materials is that they are sometimes too difficult for learners of a foreign language whose ears have been accustomed to an oversimplified and enunciated language. These difficulties lie in the speed of speech delivery, varying accents and background noise On the

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

other hand, a mismatch between the material being presented and the learners' learning styles would result in a complete loss of interest and motivation. (p.14)

He added that authentic material contains less guidance and infinite terminology that can be irrelevant to learners' needs and level.

As a conclusion, authentic materials can be a double-edged sword and this depends on its users and the way they adapt it in their classes .So, it is better to search for the best techniques of selecting and using authentic materials in language teaching, and to be well-trained on using them to make the best use of them for both teachers and students; also, to reduce the possibility of disadvantages accuracy when using them.

2.8. Reasons for Using Authentic Videos

Current studies proved that authentic video resources facilitate the internalization and reproduction of new languages. Using video materials provides to learners with different learning styles a multiple methods of real-time learning that also extends their language experience. Videos introduce learners to a wide collection of real life language experiences that enriches their learning environment, and contextualizes their learning process.

Kim (2015) conducted a research to investigate the effect of using authentic videos on improving EFL students' listening comprehension. Depending on the results of his study he concluded by stating that "using videos would ultimately be an effective teaching device to expand the EFL learners' listening skills and to stimulate their learning process. Its capacity to increase learners' interests and motivation, and its potential to improve listening skills can hardly be denied" (p.22). In other words, the use of authentic videos activates learner's skills and elevates the level their interest and motivation.

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

Quoting other scholar, Polat and Erişti. (2019) mentioned several reasons that make the use of authentic videos vital in second language learning and teaching. As for Günbay & Mede, (2017) authentic videos offer important opportunities for students to focus their attention on learning activities, to concentrate on learning and to create an effective learning. Another reason by Saeedi and Biri (2016) that they cited denotes that authentic videos are considered as very effective tools for experiencing the use of the target language in real contexts. Heffernan (2005) stated that authentic videos not only enable students to learn about the culture of the language they have learned but also attract their interest and affect their learning motivation positively.

Still, there are many other reasons that reinforce the importance of using authentic videos in language teaching that are worth to be mentioned. These reasons are mostly conclusions to the various studies that addressed the effect of using authentic videos in several aspects related to second language learning. According to previous literature, the use of authentic videos was always beneficial and showed positive results at various levels, which provided us many reasons that motivate us to use this strategy.

2.9. The Role of Teacher in Using Authentic Videos

In general, teacher's role in selecting and using the authentic materials is vital and it decides everything. As far as for authentic videos, the teacher is the one who knows what his students need and what needs to be achieved in the end. So, s/he is required to work with videos that meet these requirements. The latter, makes the role of the teacher in selecting and implementing authentic videos more central.

Such kinds of materials need to be advanced and developed in the teaching context. To do so, Speller. (2002) thinks that the teacher should perform the following roles:

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

- A Filter: He/she presents the language in a controlled manner and sufficient quantities to suit learners' level, needs and interests.
- A Culture Guide: His/her role here is to introduce and to clarify any kind of cultural information found in every authentic material.
- An Objective Chairman: Sometimes authentic items may lead to clashes in some discussions on certain topics; the teacher must be a fair and sympathetic listener.

(Cited in segni, 2009.p.17)

2.10. Educational video

Educational videos have become an important part of education, providing an important content-delivery tool in many classes. Effective use of video as an educational tool is enhanced. It is integrated as part of traditional courses, serves as a cornerstone of many blended courses, and is often the main information-delivery mechanism in online courses. Multiple studies have shown that video, specifically, can be a highly effective and may have particular value for student preparation in part because students may find it more engaging.

The reason behind the heavy reliance on educational videos is constructed in three elements which are:

Cognitive Load: The cognitive theory of multimedia learning builds on the cognitive load theory, noting that working memory has two channels for information acquisition and processing: a visual/pictorial channel and an auditory/verbal-processing channel (Mayer, 2001 Mayer and Moreno, 2003) the reason behind recommending educational videos for what It contains as educational package.

CHAPTER TWO: AUTHENTIC AUDIO VISUALS AIDS IN ELT FOR TOURISM

Students' Engagement: Another point through which to consider educational video a means of student engagement. The idea is simple: if students do not watch their lessons through videos, they can learn from them better. Lessons on promoting student engagement derive from earlier research on multimedia instruction and more recent work on videos.

Active Learning: Incorporating educational videos prompts for students to engage in the type of cognitive activity necessary to process information—to engage in active learning—can help them build their mental learning abilities and explicitly convert video watching from a passive to an active-learning event. (as cited in Brame, 2016).

Conclusion

The previous chapter was devoted to present a general overview about authentic material; their importance, sources, advantages and disadvantages. Along with that we highlighted one of these authentic materials which is authentic videos. The latter was addressed by us under several subtitles specifically: the reasons of using authentic videos, the role of teacher in using them and the concept of educational videos.

Chapter Three

Data Analysis and Interpretation

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

Introductions

The present study is an attempt to explore the role of the authentic materials audio – visual in developing trainers English language at national institution of Bou-Sadaa city , Algeria. The focus was to explore the attitudes and perspective of using authentic materials and to know more about trainees’ needs, lacks, and wants to enhance their level in English language. Thus, the data collection tools of this study were trainee’s questionnaires. Accordingly, the description of the sample will be given, and then the analysis and the interpretation of the results of trainees’ answers. Finally, the chapter presents some pedagogical implications, limitations and some suggestions for future studies.

3.1 Trainees Questionnaire

3.1.1. The sample

The sample consists of 20 trainees’ participants who are 10 receptionists, 10 workers staff; and the selection of this sample was based on three reasons: Firstly, we choose this sample because they are most trainers who will deal with tourist in term of communicate. Secondly, they are aware about important of English language in their future carriers due to their level in English. Thirdly, teachers used various tools for acquirer new vocabulary and rules in English for that reason it would be easy for them to use the authentic materials, they were the target sample in order to explore their opinions about authentic materials as a tool that may help them develop new vocabulary and their communicative skills.

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

3.1.2 Aim of the Questionnaire

In order to collect data a honest and confidential answers, researcher used questionnaire as tool to explore and investigate about trainees perspective about the usefulness of authentic materials to enhance English for tourism purposes. As Taherdoost state that “The main objective of questionnaire in research is to obtain relevant information in most reliable and valid manner”(2016, p, 28).

3.1.3 Description of Questionnaire

This questionnaire is contain semi structured (close- ended , open – ended and multiple choice) for gathering a necessary answers such as views , opinion , their needs from trainees perceptive. The questionnaire is included (34) questions in systematically order and they are divided in four sections, which it depended on the variables of this research.

The first section aims to collect general information, for example; the trainees gender, their choice for being receptionist the tourism sector and their educational level. The next chapter focuses on trainees’ communicative competence in order to know their level in English, the languages they master it. After that, the third sections focuses on the difficult that trainees face when communicate with English in terms of skills and their attitude about the English course which taken in the institution. The last sections aim to explore the materials used by teachers in the institution and the trainees’ attitude toward about the effectiveness of using authentic materials in order to develop their level in English. The questioners ended with the fruit of this study that the use of authentic materials will help trainees level (100%) are confirmed that.

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

3.3.4 Validating Piloting the Trainees Questionnaire

Validating and piloting refer to processes of assessing the data collection tool used in research to ensure its effectiveness. The first draft of the questionnaire designed was sent to supervisor via email to check if the questions serve objectives of the study. After receiving and taking into consideration the feedback received from the supervisor, the questionnaire was edited and published via Facebook account in all pages of the institution of tourism and hospitality Bou-saada city. The piloting participants seemed that they had a problem with some terminology such as the word authentic and justifications questions for that reason researcher used Google form in order to not leave blank questions. We have noticed that all trainees are at an advanced level in English for that reason we try our best to use simple English language.

3.3.5 Administration of Questionnaire

The questionnaire was administered to the trainees online and was distributed via social media and emails. However, some questionnaire copies were handed to participants at the institution of tourism and hospitality Bou-saada because of the fact that they do not use social media or email. Researcher travelled to the institution before that we get promising from both administrations (institution of tourism and hospitality, English department), in order to get validated information about trainees.

3.3.6 Analysis of Trainees' Questionnaire in the Institution of Tourism and Hospitality of Boussaada

Section One: General Information

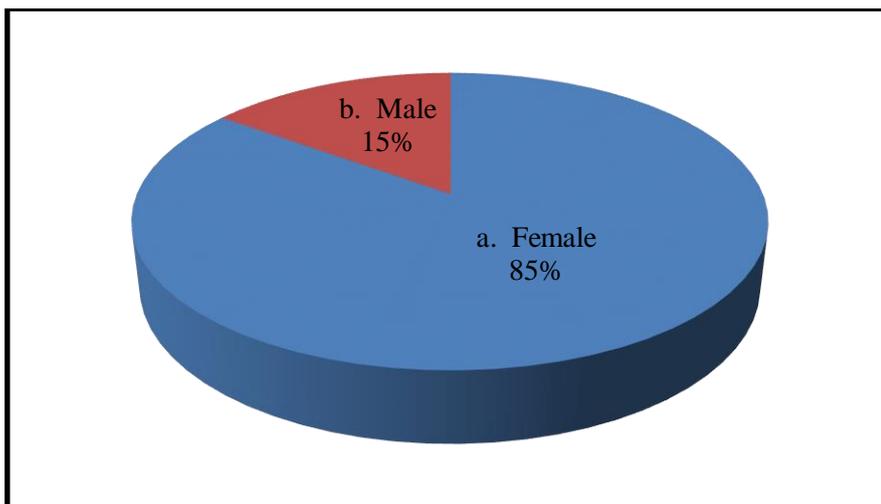
Item 1. Would you specify your gender, please?

Option	Responses	Percentage

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

a. Female	17	85%
b. Male	3	15%
Total	20	100%

Table03: Trainees' gender



Graph 01: Trainees' Gender

This item illustrated respondents' gender distribution (Female or male)

The table (3.1) indicates the distribution of gender in our sample. As it is shown, it presents the percentage of females and males. Additionally, it is noticeable that (15%) respondents were males, whereas (85%) were females. This clarifies that the majority of our sample. This means that females are more interested in learning English for tourism purposes

Item 2 Would you specify your educational level, please?

- Bac
- Master 2
- Licence langue allemande / BTS tourisme

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

- Bachelor
- First year university
- Baccalaureate
- Graduate student
- Baccalaureate
- Master degree in sciences of the language
- Third year in high school
- Bachelorette level
- Baccalaureate level
- Third year secondary
- Third year at high school
- Baccalaureate
- Little bit good
- Third year LMD
- I'm Third year of Bachelor's degree

The aim of this question is to know the educational background of the trainers. It is founded that seven trainers had bachelor degree and the four others they had more than bachelor degree. However, one had less than bachelor degree.

Item 3: Studying in the institution of Tourism and Hospitality was

Option	Respondents	Percentage
a. Your own choice	13	65%
b. Your parents' choice	2	10%
c. Someone's advice	5	25%

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

Total	20	100%
-------	----	------

Table04: The Choice of Studying in the Institution of Tourism and Hospitality.

The table (4) above shows that majority of trainers said that it's their own choice for studying in the institution (65%) percentage ,whereas (25%) was someone advice .Additionally, (10%) of trainers were their parents' choice .

If it is yours, please, say why

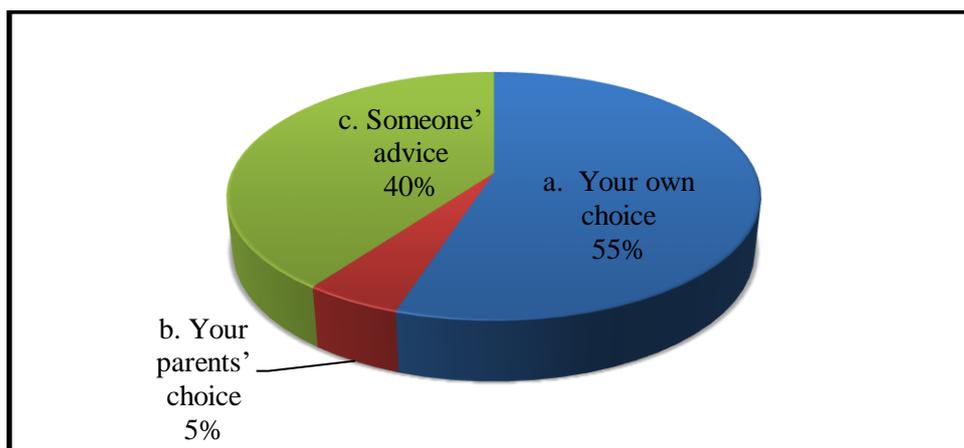
- Tray to get certificate relates with my first study for finding good job
- I'm interested in tourism
- I love tourism and touristic places
- I like everything related to tourism
- Working in tourism was my dream I enjoy visiting a lot of places and talk to foreigners and show them my country
- Because I want to travel all over the world and discover countries by using the right language according to their cultures
- I like it
- Because I love Traveling and Tourism
- I like this domain
- I like it
- I love working in hotels, tourism and traveling around the world
- My country is rich with historical places I want to help our citizens to discover our country
- I want to learn English for my specific purpose which is acquiring the real language and their cultures

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

Item 4. The choice of being receptionist was:

Option	Respondents	Percentage
a. Your own choice	11	55%
b. Your parents' choice	1	5%
c. Someone' advice	8	40%
Total	20	100%

Table05: The choice of being receptionist



Graph02: The Choice of being Receptionist

This question was asked to respondents to select why they have been chosen being receptionists. The table indicated, the majority (nearly the half) of respondents 11 respondents that represent (55%) your own choice and 8 respondents (40%) someone advice, while 1 respondents that represent (5%) claimed that their parents choice.

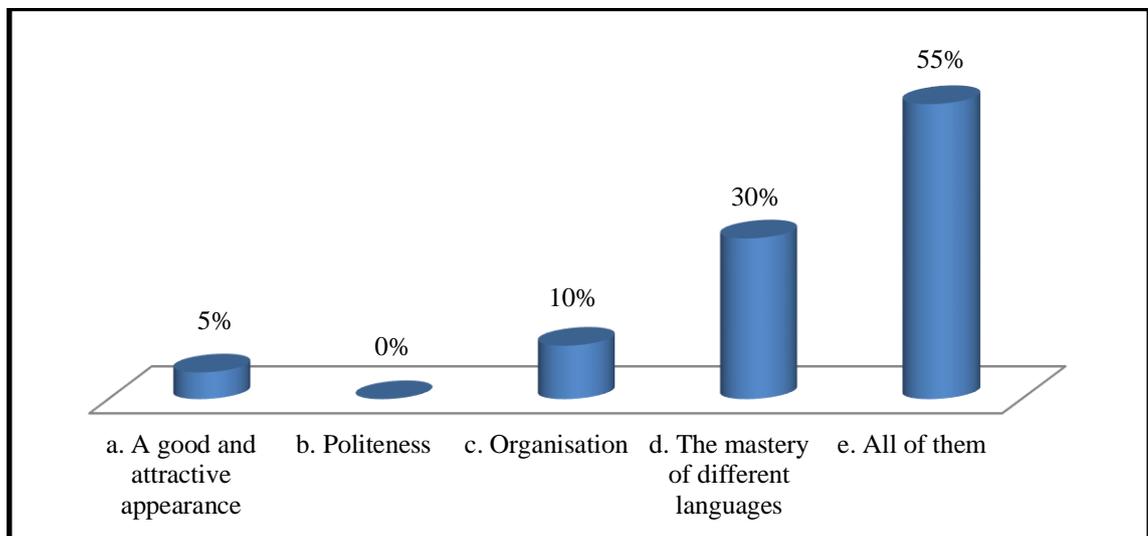
If it is yours, please, say why

- Because I love communication, serving strangers and know more cultures

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

- I like administration
- I'm social
- I like to welcome and meet new people
- Because I like practicing the language and discover the others cultures
- I know how to deal with people which is what the work requires
- To gain experience and money to build myself financially
- I enjoy this job
- To gain a great deal of experience in the field of tourism sciences
- I feel happy and comfortable when I help people and answer their questions

Item 5. According to you, what characterizes(s) a good receptionist?



Graph03: Characteristics of a good receptionist from trainees' point of view

The aim of this question to know which of this characteristic that trainer needs to be good receptionist. The graph above shows that (55%) all of them needed then (30%) they master different languages and (10%) organization, (5%) about appearance. However, no one answer politeness (0%).

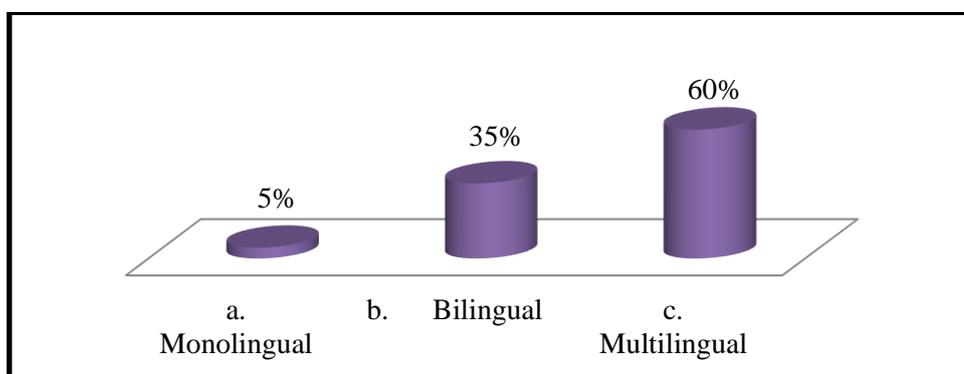
CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

If others, please, specify

- **Patience**
- **Being sociable. Able to control emotions. being friendly**

Section two: Trainees Communicative Competence

Item 6. Are you Monolingual , Bilingual or Multilingual ?



Graph04: Trainees' mastery of different languages

The Graph above revealed that the majority of respondents are multilingual (60%). In this regard (35 %) are bilingual only (5%) monolingual. this mean that all of them they speak more than one language.

Item7. If you are bilingual or multilingual, please specify the languages that you master

Option	Respondents	Percentage
a. Arabic	0	0%
b. French	0	0%
c. English	1	5%
d. Spanish	0	0%

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

e. German	0	0%
f. More than one language	19	95%
Total	20	100%

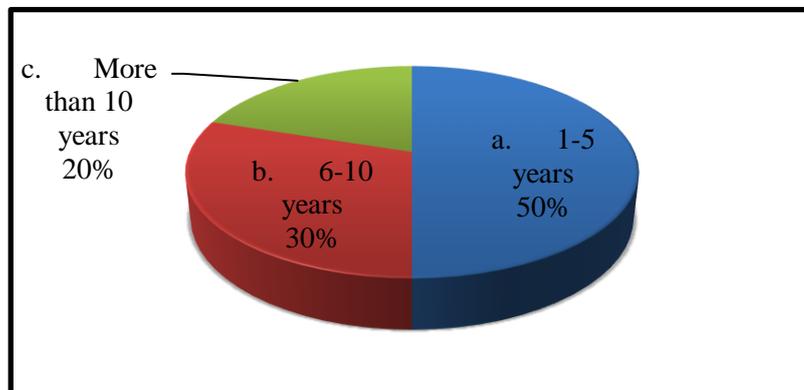
Table06: The Different Languages the Trainees Master

As it is clearly observed 19 responds speaking more than one language, while one responder speaks English, and no one off them applied for (Arabic, French, Spanish and German). This proves the high demands to mastery languages in tourism filed work.

If others, please specify

- Russian language
- Some Chinese and Japanese
- Turkish language

Item08: How long did you learn English before being a trainee in the Institution of Tourism and Hospitality?

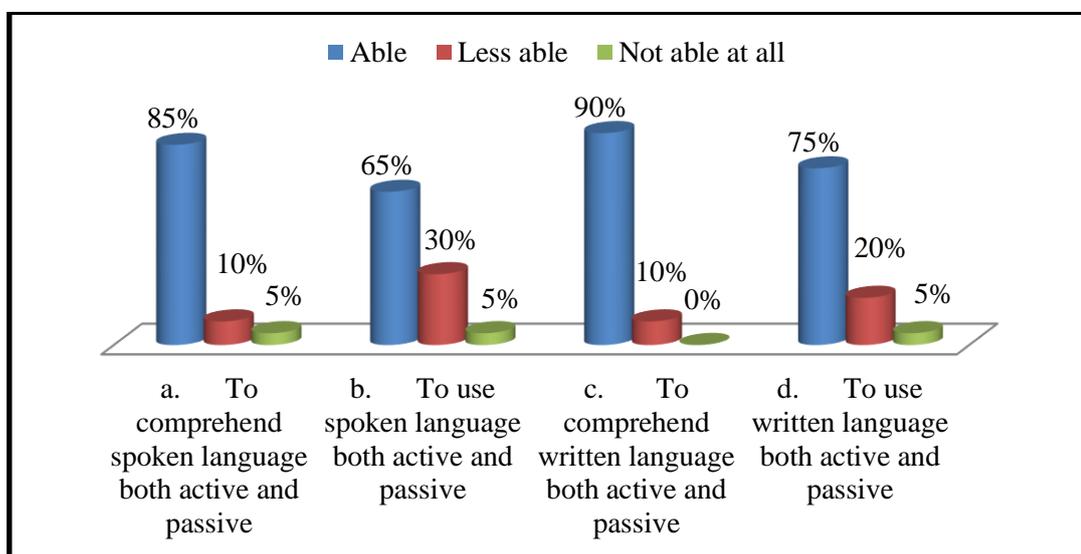


CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

Graph05: The period of learning English before being a trainee in the Institution of Tourism and Hospitality.

As the graph04 above illustrates that there is a percentage of (50%) of trainers who have a learning English one to five years , and (30%) of them have learning it six to ten years , while only (20%) of them more than ten years ; which means the majority of trainers are beginners they may face difficulty in English language .

Item9: How would you rate your level of English language mastery? You may choose more than one option.



Graph06: Trainees' evaluation of their level in English language

This diagram represents the trainees' evaluation of their level in English language. Hence, they have different levels from one another.

- To comprehend spoken language both active and passive we noticed that the highest one is 85% which represents whom able in comprehending it while 10% of them are less able in comprehending it. However, the rest i.e 5% of them are not able at all.

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

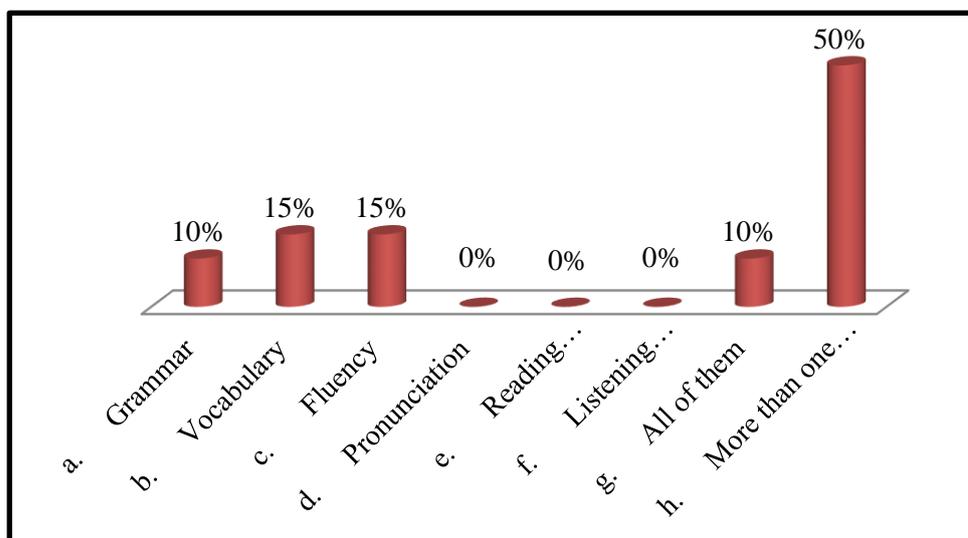
- b. To use language both active and passive we noticed that the highest one is 65% which represents whom able in using it while 30% of them are less able in using it. However, only 5% are not able at all.
- c. To comprehend written language both active and passive we observe that 90% of them are able on it while 10% are less able.
- d. To use written language both active and passive we obtained 75% of them are able in using it while 20% are less able. However, 5% are not able at all.

Item10: According to you, what makes learning English difficult? You may choose more than one answer.

Option	Respondent s	Percentage
a. Grammar	2	10%
b. Vocabulary	3	15%
c. Fluency	3	15%
d. Pronunciation	0	0%
e. Reading comprehension	0	0%
f. Listening comprehension	0	0%
g. All of them	2	10%
h. More than one aspect	10	50%
Total	20	100%

Table07: Aspects that make learning English difficult

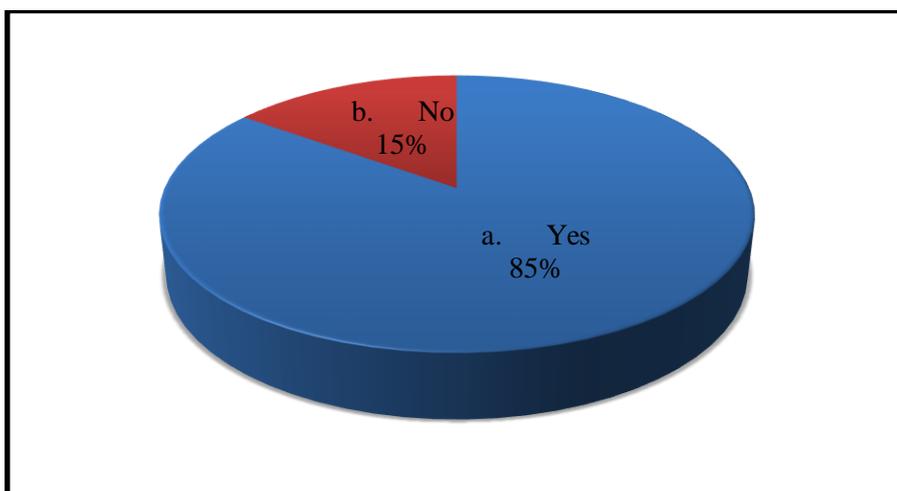
CHAPTER THREE DATA ANALYSIS AND INTERPRETATION



Graph07: Aspects that make learning English difficult

This question aims to know the difficulties and problems that the learners faced when using the English language with foreigners. The graph above shows that (50%) more than one difficult and (15%) have answered that they have problem in (vocabulary , fluency) of finding appropriate words when speaking with the tourist, (10%) said that they difficult in Grammar and others have problem with all of them (10%) , the rest which are three aspects (pronunciation , reading and listening) are (0%) which means .

Item 11. Do you have an English language course?

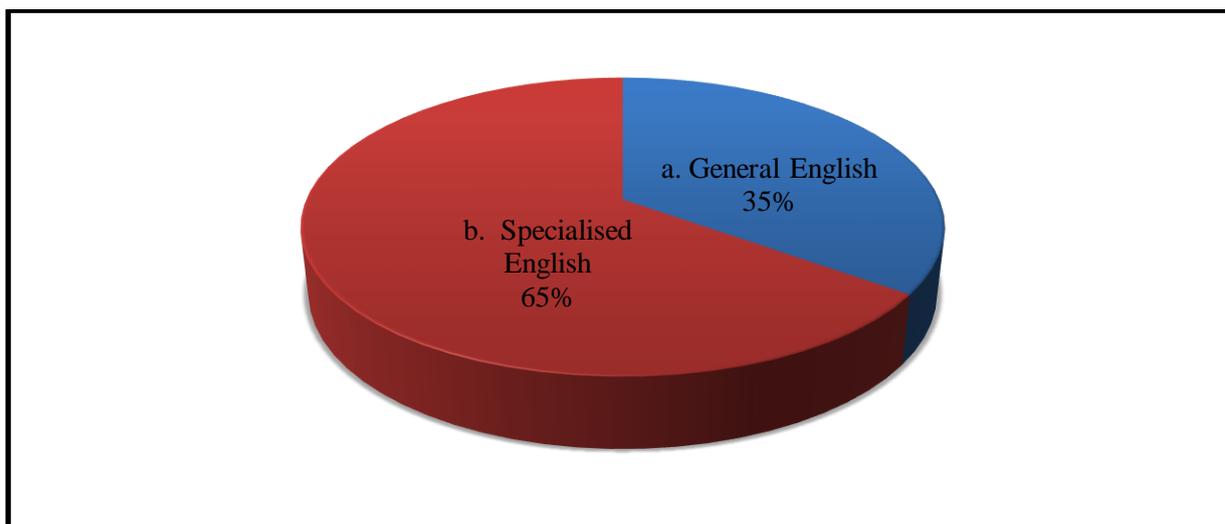


CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

Graph08: The existence of an English language course in the Institution of Tourism and Hospitality

The graph reveals that (85%) of trainers have answered ‘yes’ which means that they take English class in institution. Unlike (15%) answered no this means they are not aware this may well lead them having low level in English class.

If yes, what do you learn exactly?



Graph09: The Nature of the English Language Course

The results illustrated on the figure reveal, participants’ answers have divided in two main answers. (65%) of them have studied special English, while the rest (35%) have studied general English so that the majority is flexible with the language.

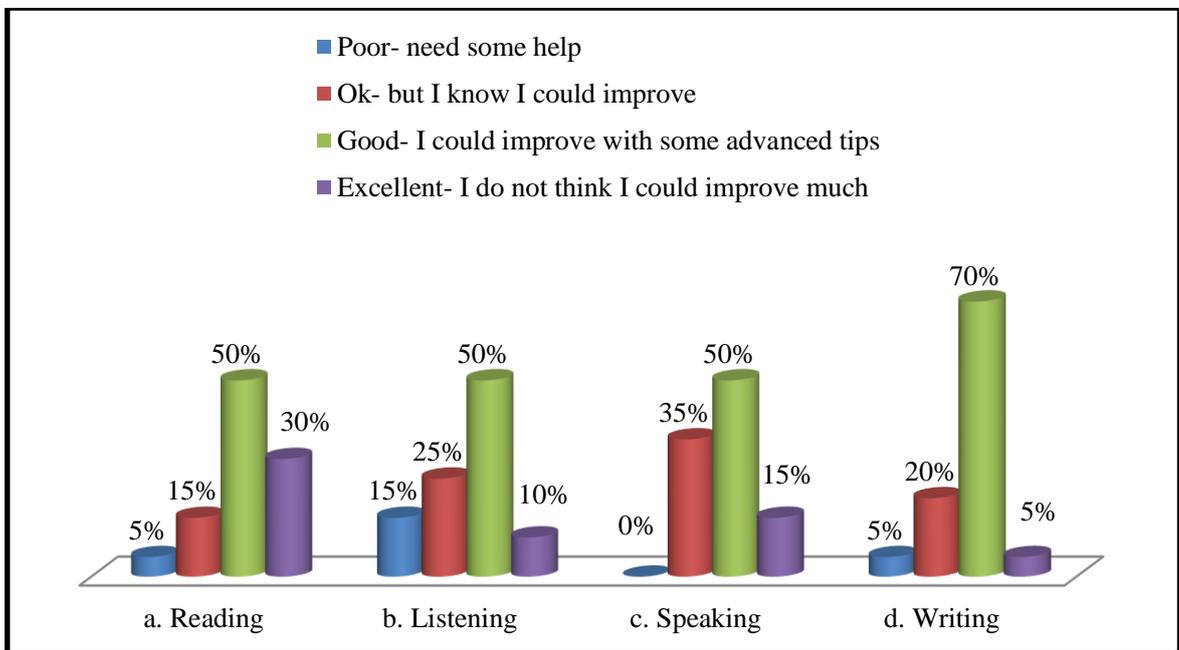
Item 12. How do you rate your level in the following language learning skills?

Option	Poor-	Ok- but I	Good- I	Excellent
	need some	know I	could	- I do not
	help	could	improve	think I could
		improve	with some	improve

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

			advanced tips	much
a. Reading	5%	15%	50%	30%
b. Listening	15%	25%	50%	10%
c. Speaking	0%	35%	50%	15%
d. Writing	5%	20%	70%	5%

Table08: Trainees' level in the four language learning skills



Graph10: Trainees' level in the four language learning skills

Section Three: Trainees Difficulties in English for Tourism and Hospitality

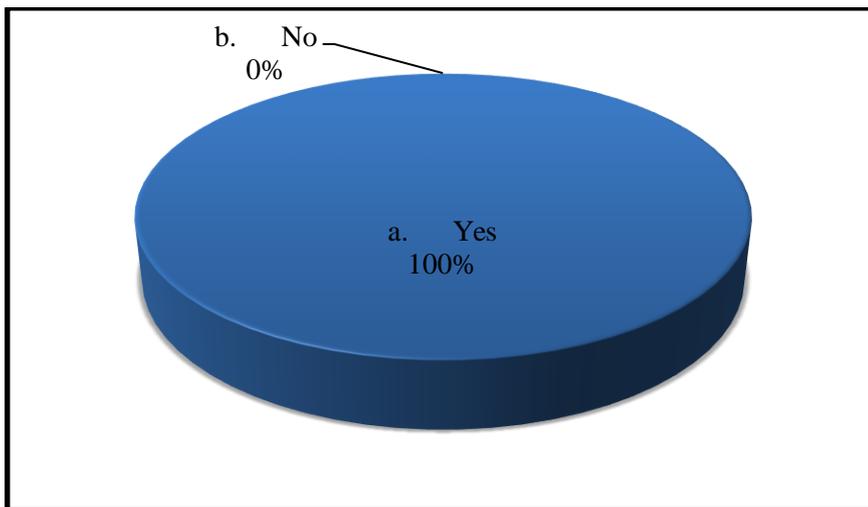
Item 13. Is English required for your future career in tourism and hospitality?

Option	Respondent	Percentage
	s	

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

a. Yes	20	100%
b. No	0	0%
Total	20	100%

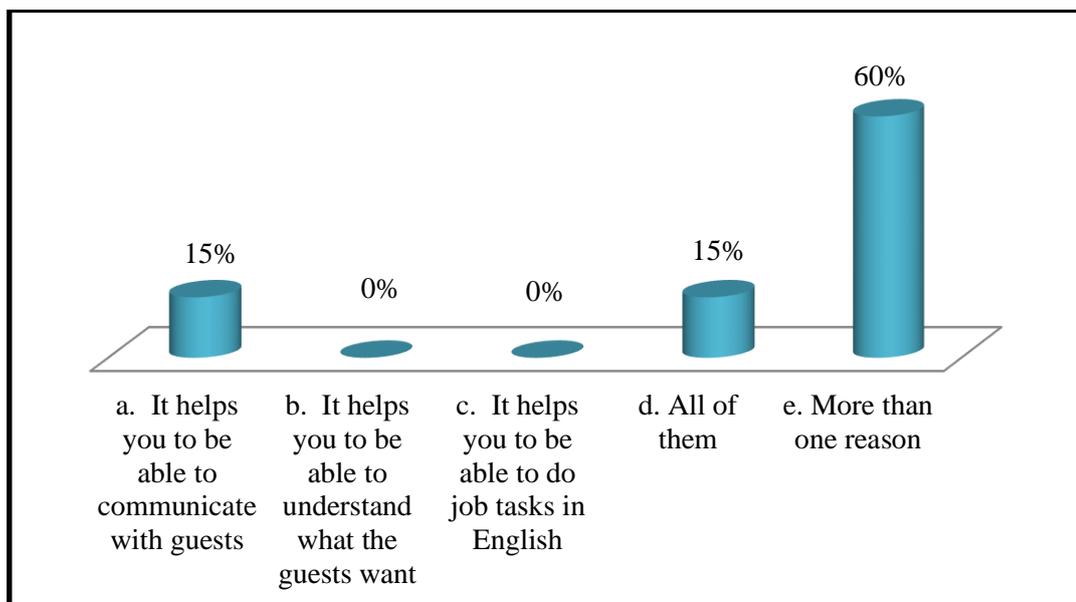
Table09: Trainees' responses about whether English is required for their future career in tourism and hospitality or not



Graph11: Trainees' responses about whether English is required for their future career in tourism and hospitality or not

The table 3.12 shows that all the trainers stated that the English course they studied help them in their future work. All of them agree that English the first language in the world and those courses help them to speak easily with foreigners and make good relationships in all over the world. Due to their position as receptionist. If yes, is it because

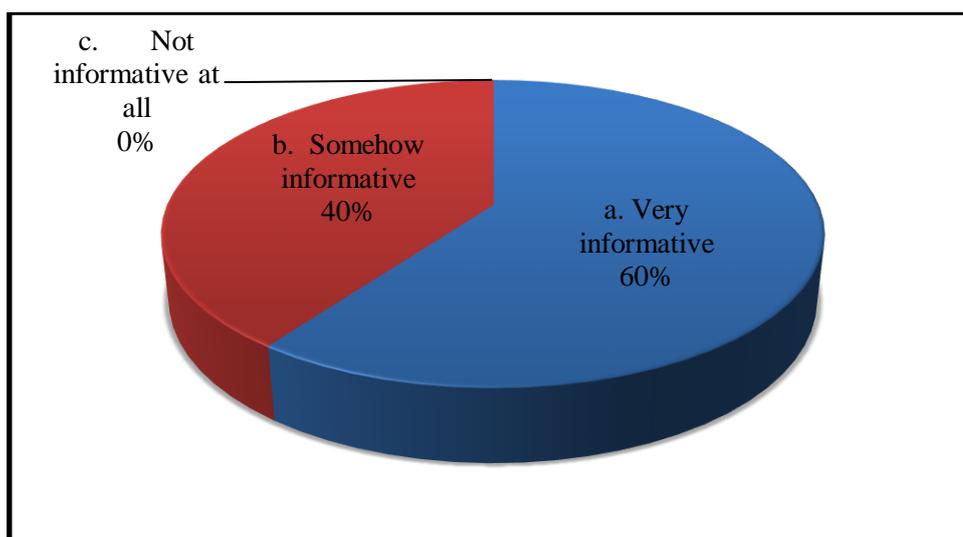
CHAPTER THREE DATA ANALYSIS AND INTERPRETATION



Graph12: Reasons behind the need for English in tourism and hospitality

As indicated in this question, respondents are asked to identify reasons behind the need for English in tourism and hospitality. The most of them (60%) have selected more than one reason; however, the percentage of (15%) rated to both to all of reasons and that English helps to be able to communicate with guests as a reason.

Item 14. **How do you find the courses of English language that you are studying in the Institute of tourism and hospitality?**



Graph13: Trainees' attitudes towards the courses of English language

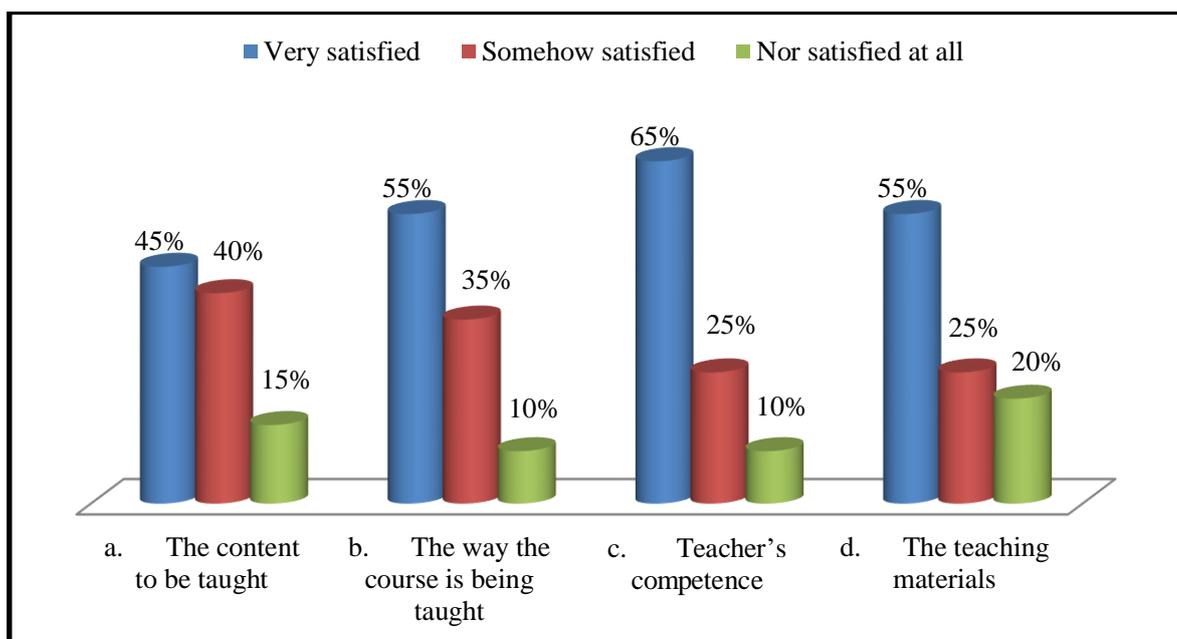
CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

As it is illustrated above, trainers are asked about their attitudes towards the courses of English language. Moreover, the majority of them (60%) believe that it is very informative; yet acceptable percentage of (40%) think that it is somehow informative and no one argue that it is not.

Item 15. To what extent, are you satisfied with the following aspects?

Option	Very satisfied	Somehow satisfied	Nor satisfied at all
a. The content to be taught	45%	40%	15%
b. The way the course is being taught	55%	35%	10%
c. Teacher's competence	65%	25%	10%
d. The teaching materials	55%	25%	20%

Table10: Trainees' satisfaction



Graph14: Trainees' satisfaction

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

Item 16. What are the main difficulties that you find when using the English language?

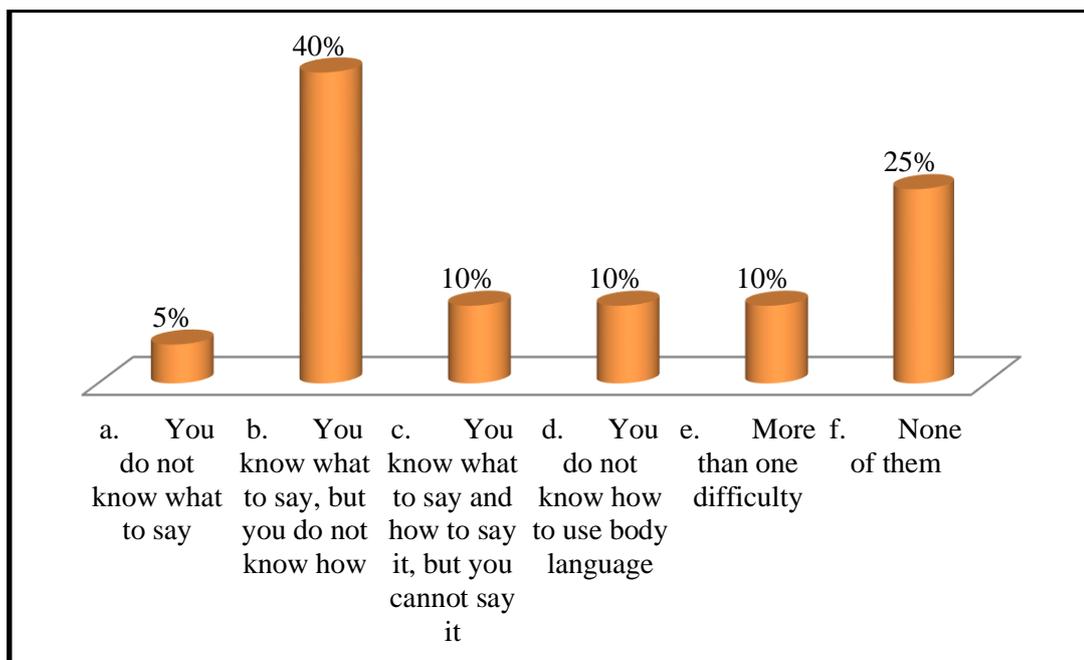
You may choose more than one answer.

This diagram represents results of the participants about the main difficulties of the trainees' satisfaction and its high percentage rated to participants who are very satisfied about many things: the content to be taught, the way the course is being taught, teachers' competence and about the teaching materials as well.

Option	Respondents	Percent age
a. You do not know what to say	1	5%
b. You know what to say, but you do not know how	8	40%
c. You know what to say and how to say it, but you cannot say it	2	10%
d. You do not know how to use body language	2	10%
e. More than one difficulty	2	10%
f. None of them	5	25%
Total	20	100%

Table11: The main difficulties that trainees find when using the English language

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

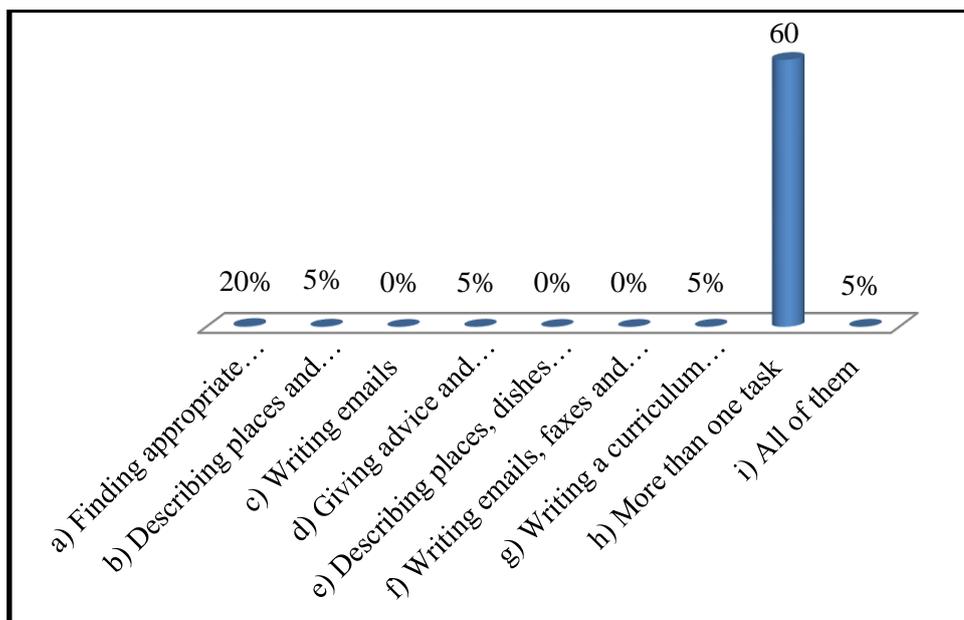


Graph15: The main difficulties that trainees find when using the English language

As it is shown on the table, the majority of respondents (40%) asserted that trainees in institution face difficulty in knowing to say, but you do not know how to say it, level is more difficult than it was in license while (28%) found that learning at both levels is the same. However, only (8%) who claimed that learning at master level is easier than as it was at license level. Hence, we can deduce that learning English at master level is more difficult than learning at license level

Item 17. In which of the following tasks you find difficulty when using English You may choose more than one answer.

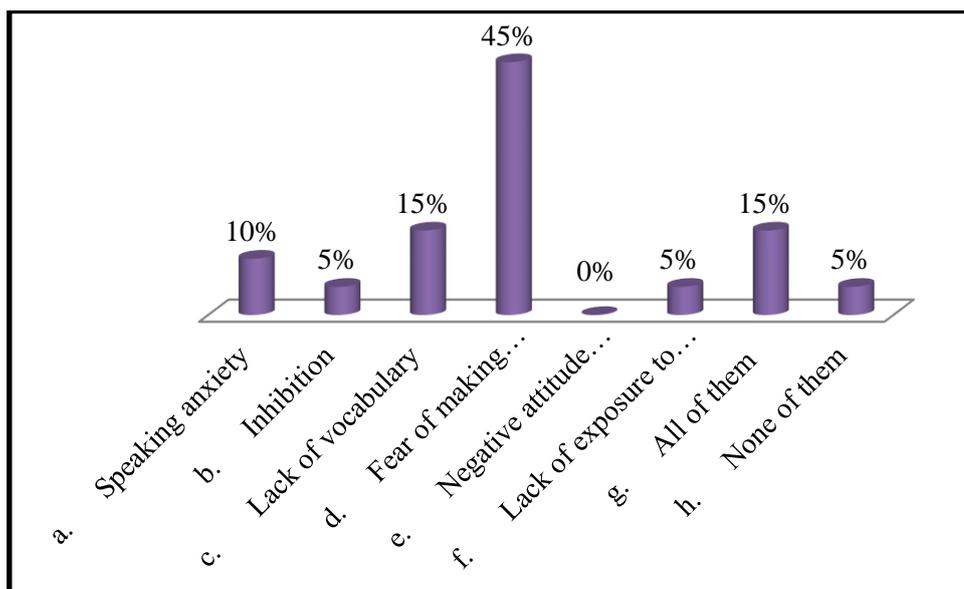
CHAPTER THREE DATA ANALYSIS AND INTERPRETATION



Graph11: Tasks in which trainees find difficulty when using English

It is clearly observed that the majority of trainers find difficulty in more than task (60%) and (20%) they do not finding appropriate words. However, the reset of these items rated (5%) . while writing emails , describing place and writing emails no one answer.

Item 18: According to you, what are the reasons behind these difficulties?



Graph17: The reasons behind trainees' difficulties

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

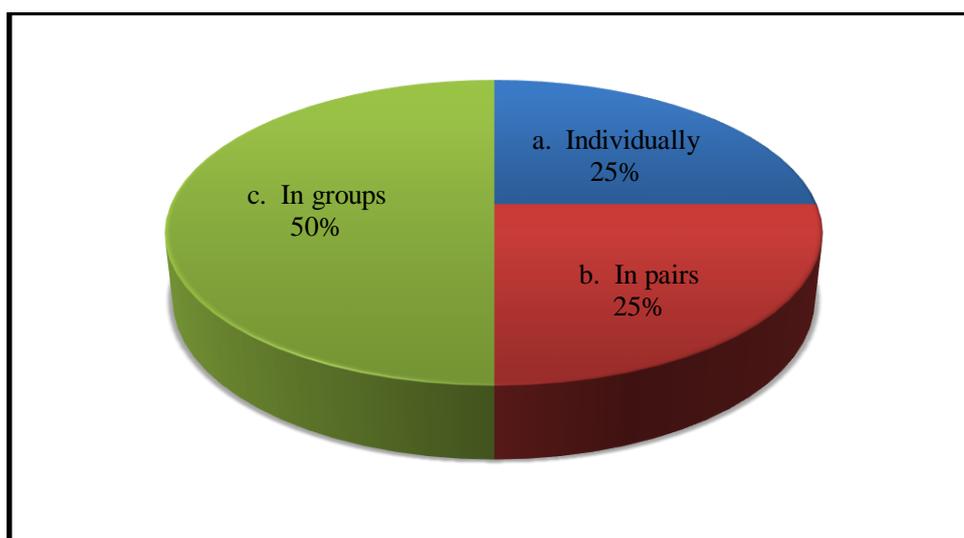
As the above table reveals, the vast majority of teachers (45%) think that the fear making mistakes; moreover, (15%) of them have problem with lack of vocabulary and with all of this reasons , while others of trainers have problem speaking anxiety(10%) , Additionally, we get (5%) in each of these inhibition , items lack of exposure in English However, no one is considered negative attitude as reason.

Section Four: Audiovisual Authentic Materials

Item 19. Do you like to learn English?

Option	Respondents	Percent age
a. Individually	5	25%
b. In pairs	5	25%
c. In groups	10	50%
Total	20	100%

Table12: Trainees' responses about whether they like to learn English or not

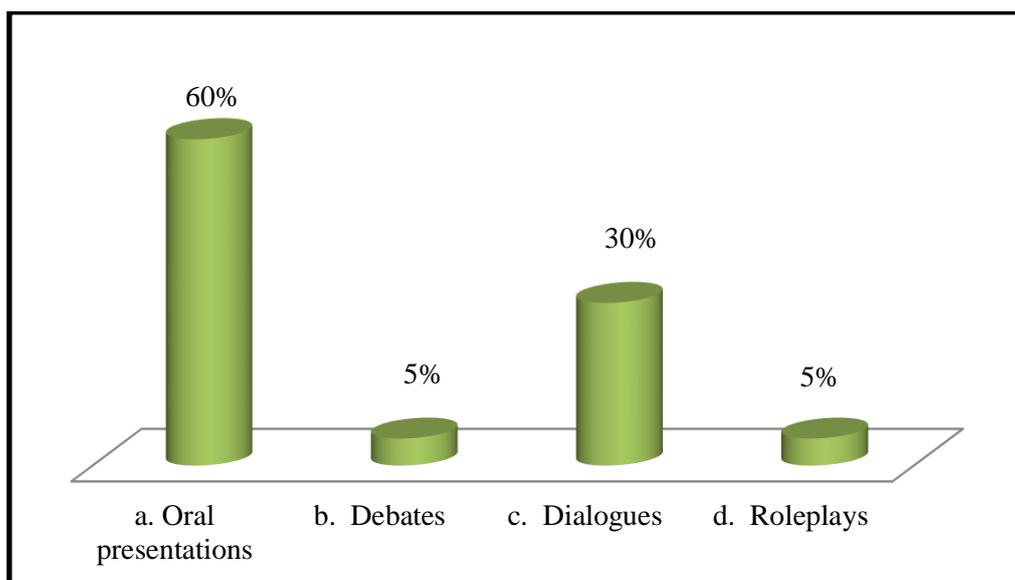


Graph18: Trainees' responses about whether they like to learn English or not

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

The results that have been summed up in the figure 3.17 state that (50%) responds that they prefer to study in groups. Unlike the option “A “and” b” have the same percentage which is (25%). This main majority of trainers they prefer to study in group in English class .

Item 20. Which of the following communicative tasks does your teacher of English use?

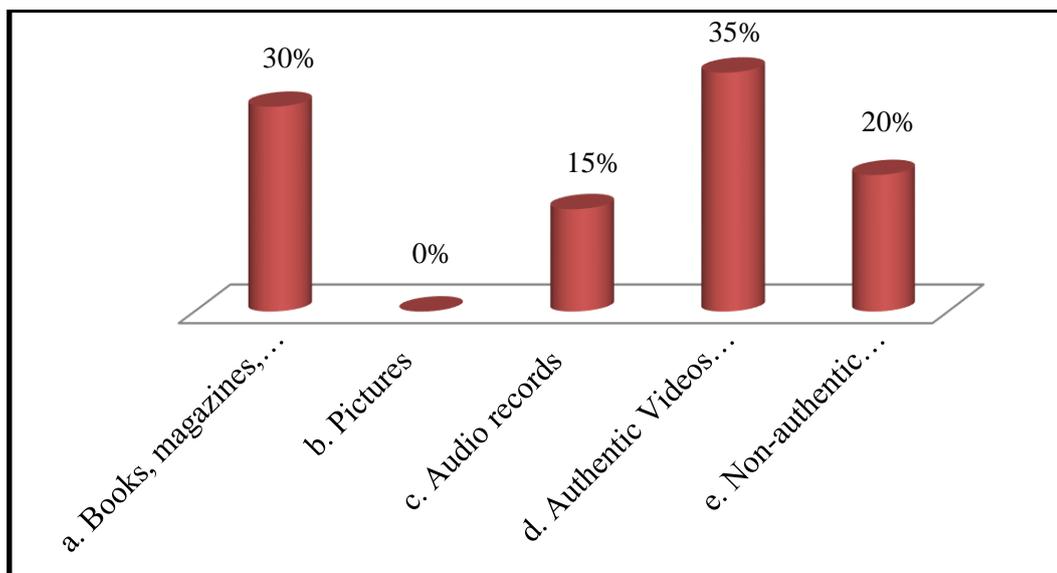


Graph19: The communicative tasks that the teacher of English use

According to the obtained results, the majority of the trainers answered that teachers of English use oral presentations in his task (60%) and some teachers use dialogues (30%) but small numbers who use debates and role-plays which are (5%)

Item 21: Which of the following teaching materials does your teacher use the most?

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION



Graph20: Teaching materials that the teacher uses the most

According to the results obtained from this item, it has been confirmed that the majority of

Teaching materials that teacher use (35%) authentic video. Moreover; (30%) of those who use books , magazines and (15%) of responds' said that their teachers are using audio records . also no one said that their teachers use pictures .

Item 22. Which of the previous teaching materials do you prefer the most? And why?

- Authentic videos
- Audio recording because its can help me to be more careful and know how to pronounce
- Books and Magazines
- Authentic
- Books
- Authentic material
- Data show

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

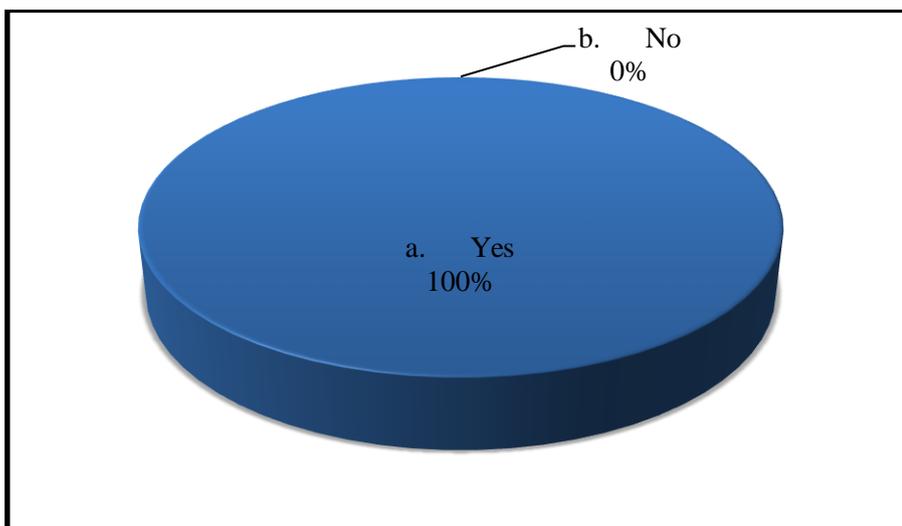
- Authentic videos because they make you engaged with the foreign language
- Pictures
- Pictures and audios because I'm an audiovisual learner
- Video because it's more fun and helpful
- I prefer to use both pictures and audio records , they can motivate learners and use both skills listening and speaking
- Pictures because you will feel free when you talk about it
- Audio records cause it's easy and clear and make us understand well
- Authentic videos
- I prefer studying through non-educational Authentic Videos because we can learn by seeing native English speakers

Item23: Do you think that the use of authentic audiovisual materials will help you develop your English use?

Option	Respondents	Percent age
a. Yes	20	100%
b. No	0	0%
Total	20	100%

Table13: Trainees' opinions about whether the use of authentic audiovisual materials will help them develop their English use or not

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION



Graph21: Trainees' opinions about whether the use of authentic audiovisual materials will help them develop their English use or not

It can be noticed that, all trainers (100%) are confirmed that using authentic videos as source help them to improve their level in English. This means that trainers are totally conscious of the importance of using authentic audiovisual materials.

Justify your answer, please

- Audiovisuals are a part of communication
- Audiovisual helps in learning vocabulary and pronunciation
- It helps to get used to the language
- It will help me to get exposed to the language more real life conversation
- Because it captivates the learner
- To get exposed to the real language used by real people and know the way of their communication
- Because you will see their movement while speaking so you will learn how you will use your body language their accents the right pronunciation and so on
- Of course because it IS original
- It gives you the opportunity to know more about the target language

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

- It is good
- It will enhance listening skills and help learners develop speaking skills through describing the pictures and images
- Because it's fun and not like usual boring ways of learning
- Because it is a reliable source in which we would have correct data
- Help me how to talk with guests
- It helps a lot , it can develop our skills and it makes the lessons very easier for learners
- New vocabulary , the dialects
- Yes, because it delivers accurate information
- Practicing the real language and their cultures through Authentic materials will make you better learner because you will see listen w notice the English language in its real context
- It is more fun and motivating
- Because it teaches us the correct pronunciation and the language of dialogue

Discussion of the results:

Based on the analysis of trainees questioner about their perspectives in using authentic materials in teaching English for tourism purposes we found that:

- Trainees confirmed and aware that English language so important in the tourism filed because of it will help them in their future carries in order to communicate t with foreigners and to have good receptions attitude.
- Trainees are more interest to study by using authentic materials because its active and enjoyable than other materials.

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

- Authentic materials the best way to practice language in real context as trainees perspectives.
- Learners like to work collaboratively in the class by using different materials such as songs, videos ...in order to improve their language and communicate easily with their gussets.
- It confirmed that some teachers do not ask trainers about their needs , lacks and wants as ESP teacher should done because , as they mention in questioner that they study general English . He /She negated trainers' needs.

Suggestion and Recommendations

Based on the finding of the present research, we suggest and recommend the flowing;

- The effectiveness and the usefulness of using authentic materials in order to improve learners level in English
- Trainers should be fully analyzed their needs, lacks and wants before starting teaching process .
- The clearness of objective courses and specifics for tourism trainers in order to target.
- Teacher should be trainers to teach ETP or ESP on general.
- All skills should be tackling in the teaching process special speaking skill.
- Pre- test should be taken in order to know their level and how to deal with them.
- The teachers should not neglect the use of authentic materials when designing course which related to less content.
- Administration as well responsible to provide teacher and trainers with materials that they need to teach/ learn.

Conclusion

CHAPTER THREE DATA ANALYSIS AND INTERPRETATION

In short, the collected data from the trainers in the institution, learners' questionnaire show that using authentic videos with learners are neglected by the teachers in teaching English language ,they are only used traditional classes such as oral presentation and dialogues for that reason some of them answered that the content is not informative . The analysis of the questions that is used in this research revealed that in the tourism sector teacher of English language do not use videos or songs to explain the lesson for trainers they just follow the program that the institution selected for them. As result, trainers prefer to use authentic videos because of practical and real source the real language and know more about culture.

General Conculsion

GENERAL CONCLUSION

General conclusion

This research work is a survey that deals with the analysis of the process of English teaching and learning in institution of Boo-Saada city, Algeria. The research is concerned with the analysis the perceptions of 20 participants from tourism institution; however, it is basically concerned with trainees needs and their perspective about effectiveness of using authentic materials in teaching English, the definitions the aspect of ESP, the role of English in tourism and how to teach English for tourism proposes, This research finding that trainees agrees that using authentic materials is usefulness way to improve their level in language , the main aim of this research to explore , asses and evaluate materials which used by the teacher its beneficial or not and to know more about trainees needs and wants .

In this research, the first chapter was dealing with ESP's definitions and characteristics, including the ESP's historical development and its types such EOP definition, before moving to definition of tourism in addition to role of English and its important in tourism sector. The second chapter was concerned with definitions of authentic materials, its sources, for example; audio-visual aids advantages / disadvantage and its main factors .The English teacher should be aware how to use authentic materials in order to achieve the course objectives. As result, the first and second chapter was theoretical background about teaching English for tourism purposes by using authentic materials. The last chapter was about the analysis of the data collection which is questionnaire trainers with dissection the rustles. In addition, there were suggestions and recommendations for both teacher and the institution.

The findings shows that teachers need to take into account trainees wants in terms which teaching materials they prefer to study English language. Then, the institution should train its teacher to teach ESP if they want to develop their trainers' level in terms of professionalism in the English language.

GENERAL CONCLUSION

In short, this research aims to shed light the materials used for teaching English on Boo-Saad institution for tourism and hospitality and to take to consideration trainers' perspective about the effectiveness of using authentic materials (audio- visual aids).

Limitations of the Study:

Our study encountered some inconvenient circumstance because of Covid19 we omitted the quasi experiment and we dealt only with an online survey questionnaire for trainees in Bou-saada Institutions for Tourism and Hospitality to avoid getting sick and keep distance to protect ourselves. We attempted to have 20 participants 10 of them were receptionists while the others were workers staff, we requested to take part in our research through their e-mails. This highly dismisses possibilities for trainees within our context to become effective one by using authentic materials.

Furthermore, we were not able to find sources and previous research studies concerning Tourism and Hospitality in Algeria. In addition, the findings of our study are not generalized since our research is a case study limited to the small number of the sample.

List of Reference

Advantages and disadvantages of using authentic texts in class. (n.d.). Retrieved from UsingEnglish.com.

Alkafil Choudhury GM. (2014). Use of Radio for Teaching Learning of English to the Hajong speakers of Assam. *Scholars Journal of Arts, Humanities and Social Sciences*, 2(4), 482-485.

Al-Khatib, M, (2005). English in the Workplace: An Analysis of the communication Needs of Tourism and Banking Personnel. *Asian EFL Journal*, 7(2).

Atamane Bedjou. (2006). Using Radio Programs in the EFL Classroom. *ENGLISH TEACHING FORUM*.

Aytunga Oguz, & H. Ozge Bahar. (2008). The Importance of Using Authentic Materials in Prospective Foreign Language Teacher Training. *Pakistan Journal of Social Sciences*, 3(4), 328-336,.

Barancic, M. (1998). *On Realistic Approaches in ESP Syllabus Design*. English for specific purposes: Contradictions and Balances. Pp.211-217

Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.

Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly*, 40(1), 133-156.

Bloch, B. (1995). Career enhancement through foreign language skills. *International Journal of Career Management*; 7(6):15-26.

Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE—Life Sciences Education*, 15(4), es6.

<https://doi.org/10.1187/cbe.16-03-0125>



- Brindley, G. (1989). *The Role of Needs Analysis in Adult ESL Design*. In J.K. & J.K. (Ed).
The Second language curriculum. Cambridge: CUP.
- Campbell, F. L. (1970). Participant observation in outdoor recreation. *Journal of Leisure Research*, 2(4), 226-236. doi:10.1080/00222216.1970.11970003
- Carver, D. (1983). Some propositions about ESP. *The ESP Journal*, 2 (2), pp.131-137.
- Chen, S., Geluykens, R., & Choi, C.J. (2006). The importance of language in global teams: A linguistic perspective. *Management International Review*;46(6):679-695.
- Choudhary, Z.J. (2013). English for Specific Purposes: Its Definition, Characteristics, Scope and Purpose. *European Journal of Scientific Research*, 112, 1.
- Choudhary, Z.J. (2013). English for Specific Purposes: Its Definition, Characteristics, Scope and Purpose. *European Journal of Scientific Research*, 112, 1. Retrieved January 1st, 2016 from/Carter, D. (1983). "Some propositions about ESP". *The ESP Journal*, 2, pp. 131-137. doi: 10.1016/0272-2380(93)90003
- Crystal, D. (1997). *English as a global language* (1st ed.). Cambridge: Cambridge University Press.
- Dickson, T.J. & Huyton, J. (2008). Customer service, employee welfare and snow sports tourism in Australia. *International Journal of Contemporary Hospitality Management*; 20(2):199-214.
- Domke-Damonte, D. (2001). Language learning and international business. *S.A.M. Advanced Management Journal*; 66(1):35-40.
- Draft, R.L. & Wiginto, J. (1979). Language and Organization. *The Academy of Management Review*; 2 (4):179-191.
- Dudley-Evans, T. and St Johns, M.J (1998) *Developments in ESP a MultiDisciplinary Approach* Cambridge: Cambridge University Press.



EDGAR ALBERTO REINA ARÉVALO. (2010). The use of songs as a tool to work on listening and culture listening and cultur listening in EFL classes. *Cuadernos de Lingüística Hispánica*.

Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.

Farfan, G, Villafuerte, J., Romero, A., & Intriago, E. (2017). Tecnologías de apoyo para el fortalecimiento de las destrezas comunicativas en lenguas extranjeras estudio de caso: filmes cortos producidos por futuros docentes de inglés. *PixelbitRevista de Medio y Educación* 51, 183-195.

Funda Keskin. (2011). USING SONGS AS AUDIO MATERIALS IN TEACHING TURKISH AS A FOREIGN LANGUAGE. *TOJET: The Turkish Online Journal of Educational Technology*, 10(4). Gatehouse, K. (2001) Key issues in English for Specific Purposes: (ESP) Curriculum development. *TESL Journal Vol. VII, No.10*, October 2001, <http://www.iteslj.org/Articles/Gatehouse-ESP.html>

Gatehouse, K. (2001). Key Issues in English for Specific Purposes (ESP) Curriculum Development. *The Internet TESL Journal*, 7, 10. Retrieved December 5th, 2015 from <http://iteslj.org/Articles/Gatehouse-ESP.htm>

Haley, M. H., & Austin, T. Y. (2013). *Content-based second language teaching and learning: An interactive approach*. Pearson College Division.

Harding, k.(2007). *English for specific purpose*. New York: Oxford.

<https://www.usingenglish.com/teachers/articles/advantages-disadvantages-using-authentic-texts-in-class.html>

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*: Cambridge university



- Karsten, L. (2006). Management concepts: their transfer and implementation. *Critical Perspectives on International Business*; 2(3):195-207.
- Kennedy, C.H. and Bolitho, R. (1984) *English for Specific Purposes*. London: Mc Millan press Ltd.
- Konoplianyk, L. (2018). Use of authentic video materials in teaching Esp for future civil engineers. *Development trends in pedagogical and psychological sciences: the experience of countries of Eastern Europe and prospects of Ukraine*.
https://doi.org/10.30525/978-9934-571-27-5_23
- Lauring, J. (2007). Language and ethnicity in international management. *Corporate Communications: An International Journal*; 12(3): 255-266.
- LEONOR PÉREZ RUIZ, & CARMEN SANTAMARÍA MOLINERO. (2003). BENEFITS OF USING AUTHENTIC MATERIALS IN AN EST CLASS. *Universidad de Valladolid*.
- Mackay, R. and Mountford, A. (1978) *English for Specific Purposes: A case Study Approach*. London: Longman.
- Munby, J. (1978). *Communicative syllabus design: A sociolinguistic model for defining the content of purpose-specific language programmes*. Cambridge: Cambridge University Press.
- Munby, J. 1978. *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Nagaraj. (1996). *English language teaching: Approaches, methods, techniques*. Orient Blackswan.
- Netra Kumari Paudel. (2017). *TEACHERS' PERCEPTIONS ON USING AUDIO-MATERIALS IN TEACHING LISTENING SKILLS* [Unpublished master's thesis]. Faculty of Education, Tribhuvan University Kirtipur, Kathmandu, Nepal .



- Oliveira e Paiva, V. L. (1987). Newspapers and magazines: Useful aids in the classroom. *Estudos Germânicos*, 8(2), 53. <https://doi.org/10.17851/0101-837x.8.2.53-56>
- Peacock, M., & Flowerdew, J. (2001). *Research perspectives on English for academic purposes*. Cambridge University Press.
- POLAT, M., & ERİŞTİ, B. (2019). The effects of authentic video materials on foreign language listening skill development and foreign language listening anxiety at different levels of English proficiency. *International Journal of Contemporary Educational Research*. <https://doi.org/10.33200/ijcer.567863> press.
- Robinson, P. (1991) ESP today.UK: Prentice Hall International ltd.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*: Prentice Hall Hemel Hempstead.
- Rojas, M. (2018). Role-plays as an assessment tool in English as a Foreign Language (EFL) class. In S.T. Soto, E. Intriago, J. Villafuerte (eds.), *Beyond Paper and Pencil Test: Good Assessment Practices for EFL Classes*. Machala: Editorial UTMACH, 49-73.
- Rojas, M., Villafuerte, J. and Soto, S.T. (2017). Collaborative Work and Technological Means for Improving Learners English Language Writing Production. *Turkish Online Journal of Educational Technology*. Special Issue for IETC 2017. 385-391
- Sacha Anthony Berardo. (2006). THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF READING. *The Reading Matrix*, 6(2).
- Segni Laamri. (2009). Authentic Materials : Towards a Rational Implementation Selection and an Effective.
- Soto, S. T.; Espinosa, L.F.; Vargas Caicedo, E; Illescas; Fontaines-Ruiz, T.; Carrera, D. (2017). How Does Explaining Content Through Videos Benefit Language Learners? Esp Students Tell us About it. *Turkish Online Journal of Educational Technology*. Special Issue for IETC 2017. 385-391



Stevens, P. (1977) *New Orientations in the Teaching of English*. Oxford: Oxford University Press.

Stevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art* (pp.1-13). Singapore: SEAMEO Regional Language Centre

Using authentic materials and the internet in the language classroom. (n.d.). Academia.edu - Share research.

https://www.academia.edu/35739887/Using_Authentic_Materials_and_the_Internet_in_the_Language_Classroom

Using chalkboard and teacher as teaching aids. (2013, September 30). Journal for PELT. <https://peltjournal.wordpress.com/2013/09/30/using-chalkboard-and-teacher-as-teaching-aids/>

Vavla, Laureta. (2009). *Benefits of Using Newspapers, Magazines and Books in Classroom*. LCPJ Publishing.

Vida Fathi. (2016). The Importance of Materials Design in ESP and EST. *Islamic Azad University Urmia Branch*.

Villafuerte, J., Intriago, E., & Romero, A. (2018). Promoción de la comprensión lectora interactiva en idioma inglés. *Revista Refcale*, 6.2, 49-69.

Walker, J.R. (1996). *Introduction to Hospitality*, Prentice Hall, ISBN 0-13-1995146, New Jersey.

Widdowson, H. G. (1983) *Learning Purpose and Language use*. OUP

Widya Febrina. (2017). Authentic vs Non-Authentic Materials in Teaching English as a Foreign Language (EFL) in Indonesia: Which One Matters More? *The Asian Conference on Education 2017 Official Conference Proceedings*.

Wilson, D. (2001) Reform of TVET for the Changing World of Work. *Prospects. Quarterly review of comparative education*, XXXI(1): 21-37



Zahra Zohoorian Vahid baghban. (2011). A Review on the Effectiveness of Using Authentic Materials in ESP Courses. *English for Specific Purposes World*, 10(31).

Zaitun Qamariah. (2016). AUTHENTIC MATERIALS, AN ALTERNATIVE IN ENGLISH CLASSROOM. *Proceedings of the 2 nd National Conference on English Language Teaching (NACELT)* .



Appendices

Appendix A

A Questionnaire for Trainees in the Institution of Tourism and Hospitality of Bou-saada

Dear trainee,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. It is done in order to know your attitudes towards using authentic audiovisual materials to teach English for tourism and hospitality. We would be so grateful if you could answer the following questions to help us fulfill this research. Please, choose the appropriate answer according to your opinion by using a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed.

Thank you in advance for your cooperation.

Researcher's name:

Samiha HASSANI

Second-year master
student Division of
English University of
Biskra

* Required

General Information

1. Q1. Would you specify your gender, please?*

Mark only one oval.

a) Female

b) Male

2. Q2. Would you specify your educational level, please? *

3. Q3. Studying in the Institution of Tourism and Hospitality was: *

Mark only one oval.

- a) Your own choice
- b) Your parents' choice
- c) Someone's advice

4. If it is yours, please, say why

5. Q3. The choice of being a receptionist was: *

Mark only one oval.

- a) Your own choice
- b) Your parents' choice
- c) Someone's advice

6. If it is yours, please, say why

7. Q4. According to you, what characterises a good receptionist? *

Mark only one oval.

- a) A good and attractive appearance
- b) Politeness
- c) Organisation
- d) The mastery of different languages
- e) All of them

8. If others, please, specify

Trainees Communicative Competence

9. Q1. Are you? *

Mark only one oval.

- a) Monolingual
- b) Bilingual
- c) Multilingual

10. Q2. If you are a bilingual or a multilingual, please specify the languages that you master

Check all that apply.

- a) Arabic
- b) French
- c) English
- d) Spanish
- e) German

11. If others, please specify

12. Q3. How long did you learn English before being a trainee in the Institution of Tourism and Hospitality? *

Mark only one oval.

- a) 1-5 years
- b) 6-10 years
- c) More than 10 years

13. Q4. How would you rate your level of English language mastery? You may choose more than one option. *

Mark only one oval per row

Able Less able Not able at all

	Able	Less able	Not able at all
a) To Comprehend spoken language both active and passive	<input type="radio"/>		<input type="radio"/>
b) To use spoken language both active and passive		<input type="radio"/> <input type="radio"/>	
c) To comprehend written language both active and passive	<input type="radio"/>		<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Q5. According to you, what make learning English language difficult? You may choose more than one answer. *

Check all that apply.

- a) Grammar
- b) Vocabulary
- c) Fluency
- d) Pronunciation
- e) Reading comprehension
- f) Listening comprehension
- g) All of them

15. If others, please specify

16. Q6. Do you have an English language course? *

Mark only one oval.

- a) Yes
- b) No

17. If yes, what do you learn exactly?

Mark only one oval.

- a) General English
- b) Specialised English (English for tourism and hospitality)

18. Q7. How do you rate your level in the following language learning skills? *

Mark only one oval per row.

Poor - I definitely need some help	OK - but I know I could improve	Good - I could improve with some advanced tips	Excellent - I do not think I could improve much
Reading		<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Trainees difficulties in English for Tourism and Hospitality

19. Q1. Is English required for your Future career in tourism and hospitality? *

Mark only one oval.

- a) Yes
 b) No

20. If yes, is it because: *

Check all that apply.

- a) It helps you to be able to communicate with guests
 b) It helps you to be able to understand what the guests want
 c) It helps you to be able to do job tasks in English
 d) All of them

21. If others, please specify

22. Q2. How do you find the courses of English language that you are studying in the institute of tourism and hospitality? *

Mark only one oval.

- a) Very informative
- b) Somehow informative
- c) Not informative at all

23. Q3. To what extent, are you satisfied with the following aspects? *

Mark only one oval per row.

	Very satisfied	Somehow satisfied	Not satisfied at all
The content to be taught	<input type="radio"/>		<input type="radio"/>
The way the course is being taught	<input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/>
Teacher's competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching materials		<input type="radio"/>	
	<input type="radio"/>		<input type="radio"/>

24. Q4. What are the main difficulties that you find when using English language? You may choose more than one answer. *

Check all that apply.

- a) You do not know what to say
- b) You know what to say, but you do not know how
- c) You know what to say and how to say it, but you cannot say it
- d) You do not know how to use body language
- e) None of them

25. If others, please specify

26. Q5. According to you, what are the reasons behind these difficulties? *

Mark only one oval.

- a) Speaking anxiety
- b) Inhibition
- c) Lack of vocabulary
- d) Fear of making mistakes
- f) Negative attitude towards the English language

- e) Lack of exposure to the English language

- g) All of them
- h) None of them

Audiovisual Authentic Materials

Q1. Do you like to learn English: *

Mark only one oval.

- e) Individually
- f) In pairs
- g) In groups

27. Q2. Which of the following communicative tasks does your teacher of English use? *

Mark only one oval.

- a) Oral presentations
- b) Debates
- c) Dialogues
- d) Role plays

28. If others, please specify

29. Q3. Which of the following teaching materials does your teacher use the most? *

Mark only one oval.

- a) Books, magazines, and handouts
- b) Pictures
- c) Audio records
- d) Authentic Videos (Non educational)
- e) Non authentic materials (Educational)

30. If others, please specify

31. Q4. Which of the previous teaching materials do you prefer the most? And why? *

32. Q5. Do you think that the use of authentic audiovisual materials will help you develop your English use? *

Mark only one oval.

a) Yes

b) No

33. Justify your answer please *

The fact that you are reading this message indicates that you have completed our questionnaire, and that we owe you a debt of thanks. We know you're probably really busy and we're grateful for the time you've spent. We really appreciate your feedback. Thank yo

ملخص الدراسة

الدراسة الحالية عبارة عن تحقيق حول أهمية استعمال الأدوات الأصلية (السمعية – البصرية) لتعليم اللغة الإنجليزية في مجال الفنادق و السياحة لمتمرنين في المعهد الوطني للفندقة و السياحة بولاية بوسعادة. تم ارسال استبيان عبر البريد الإلكتروني لعشرون (20) متمرن منهم عشرة في مجال الإستقبال و عشرة اخرين في مجال طاقم العمل للفنادق. كان الهدف الأساسي لهذا الإستبيان هو كشف عن الإحتياجات اللغوية للمتمرنين و أهمية استخدام الأدوات الأصلية (السمعية- البصرية) كأداة لتعليم و تطوير اللغة انجليزية في مجال السياحة و الفندقة. كشفت نتائج الإستبيان المتكون من (34) سؤال أن المتمرنين في المعهد الوطني للفندقة و السياحة بولاية بوسعادة على وعي تام بحاجياتهم للغة الانجليزية في مجال عملهم المستقبلي و على رغبتهم في استعمال أستاذة المعهد للوسائل الأصلية كأداة لتعليم اللغة الإنجليزية لأهميتها وفعاليتها لتحسين مهاراتهم اللغوية وهذا ما يؤكد الفرضيات المطروحة في هذه الدراسة حول أهمية ادوات اللغة الأصلية لتحسين مهارات متمرنين اللغوية . مع ذلك واضح ان استاذة المعهد لا يوفرن للمتمرنين دروس متعلقة بمجال دارستهم و الا وهي الفنادق و السياحة و المامول من هذي دراسة يجب على الاستاذة المعهد اخذ برائي المتمرنين حول احتياجاتهم و الطريقة مفضلة لديهم لتدريس لجعل الصف لانجليزية اكثر حيوية و منفعة لهم .