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Title

**Assessing ESP Teachers' Material Selection in the Department of
Management at Mouloud MAMMERI University of Tizi-Ouzou:**

The Case of Third Year Students

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Dedications

In the Name of Allah, the Most Gracious, most Merciful.

I dedicate this work to my amazing parents who were my first teachers and lifelong
inspiration and support source,

To my lovely sister, Imane, and her husband, Djamal Eddine,

To my dearest protective brothers, Said and Menad,

To my favorite person that I really appreciate

To my supervisor, Mrs. Berdjane, and to Professor Belkhir, the head of Language and
Communication specialty

And to my lovely research partner, Samra.

R. Melissa

Dedications

This work is dedicated, with deep love and infinite gratitude, to all my cherished persons who have sustained me through every step of this academic journey,

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To my beloved sister, Fahima, and my protective brother, Hichem,

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Abstract

This study aims to assess EFL teachers' selection of materials for the teaching of ESP in the department of Management at Mouloud MAMMERI University of Tizi-Ouzou (MMUTO), whether they meet the principles of ESP material selection, whether they face challenges in the process of material selection and if they implement the selected material appropriately. To reach these aims, the study relies on the combination of quantitative and qualitative methods for both data collection and data analysis, which is known as mixed methods approach. The tools used for data collection are the questionnaire and the structured interviews. The obtained data from the questionnaires and the conducted interviews are analyzed quantitatively by using descriptive statistics, namely the use of frequencies and percentages obtained on the basis of excel calculations, and qualitatively by using thematic analysis. The results obtained after the analysis disconfirm that ESP teachers do select the adequate materials in ESP classrooms and they do not face challenges in material selection, however, they do implement the materials selected appropriately.

Keywords: EFL teachers Assessment, ESP materials selection, Management department, mixed- methods approach, UMMTO

LIST OF ABBREVIATIONS

ESP	English for Specific Purpose
EFL	English as a Foreign Language
BE	Business English
NA	Needs Analysis
EGAB	English for General Academic Purposes
GE	General English
MMUTO	Mouloud MAMMERI University tizi-ouzou

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GENERAL INTRODUCTION

Statement of the problem

In the twenty-first century, significant global transformations driven by many advances in science and technology have led to the creation of what is named as a “global village” which is characterized by a widespread international relationships and communication. Consequently, English has emerged as an international language that ensures international communication and business and cultural exchanges, and its mastery, as Smith (2023, pp.123-142) notes, becomes “a valuable asset in the globalized workplace, enhancing communication, collaboration, and networking opportunities”. However, General English alone is often considered insufficient to meet the individuals’ professional needs and the job market demands. For this reason, besides General English, English for Specific Purposes (ESP) arose as a prerequisite in order to master the terminology and language skills needed in different professional fields.

Tomlinson (2003) defined ESP as "an umbrella term that refers to the teaching of English to students who are learning the language for a particular work or study-related reason". To further the explanations about the ESP perspectives, Hutchinson and Waters (1987) asked a central question as starting point of ESP programming, which is "why does this learner need to learn a foreign language?". They added that "What distinguishes ESP from General English is not the existence of a need, but rather the awareness of the need and its integration into the course content". This means that the designing of ESP lessons should match the learners’ English requirements and interests.

Nevertheless, the identification of learners’ needs and the design of lessons that match those needs should be accompanied by the selection of appropriate instructional materials as they “serve as the basis of much of the language practice that occurs in the classroom” (Richards, 2001, p.251). In the context of ESP teaching, Hutchinson and Waters (198, pp.96-127) stated that “The selection of ESP materials is a crucial component in teaching ESP, as it

directly influences the effectiveness of the course and the learners' ability to acquire the specific language skills they need for their professional purposes". Ellis (1994) in his turn, assumed that activities in any English language course, especially in ESP, are inherently linked to the materials used, which should preferably be well matched to the learners' identified needs. So, the instructors are expected to select appropriate ESP materials that develop the learners' language skills and meet their professional needs, a point which is emphasized by R.R. Jordan (1997) who provided a set of variables and constraints that the ESP teacher should take into consideration in the process of material selection.

Given the importance of ESP in the professional field and job markets and given the importance of material selection in ESP teaching, a considerable interest has been directed to this field of research; however, no study has been conducted about the assessment of teachers' material selection, mainly in the Algerian context though the teacher is considered a central element in the teaching enterprise that ensures the successfulness of ESP lessons and the reaching of learners' needs and expected outcomes. In fact, our research of the Algerian theses and dissertations data base resulted just in two studies dealing with material selection but not from the perspective of the assessment of teachers' selection of materials. The first study was conducted by Miss. Benmakhlouf Azza Nour El imane, entitled ESP Materials Selection: The case of Second Year Computer Science Students at Ouargla University. This study sought to examine the correlation between ESP materials selection and students' performance and to raise students' level of comprehension through experiencing carefully selected materials as well. Using quantitative method and data gathered by means of two questionnaires, the study results revealed that there is a clear need for specialized training in ESP materials selection, while students suggested more ESP lectures dedicated sessions for listening strategies and the use of laboratories. Another study is conducted by Benmansour Radia at the University of Abou Bakr Belkaid under the title The Design of ESP Materials for

Second Year Students of Economics. The study aimed to identify the causes of failures of ESP teaching situations. In this study, two interviews were conducted with teachers and students and a classroom observation checklist were used as data collection tools. The result of this study maintained that the taught materials do not consider the students' linguistic lacks and wants. So, as it can be noticed, both students did not tackle the ESP materials selection by concentrating on the assessment of teachers' selection and practices. This, study then, will attempt to fill the existing gap about the assessment of teachers' selection of materials in ESP teaching.

Objectives and significance of the study

The aim of the present study is to assess teachers' selection of materials for ESP lessons in the department of Management at Mouloud MAMMERRI University of Tizi-Ouzou in order to find whether they meet the principles of ESP material selection, whether they face challenges in the process of material selection, and whether they implement the selected material appropriately. This study may be of considerable significance for the enhancement of the effectiveness of ESP teaching and the development of ESP teachers' competence and awareness about the selection of ESP material, mainly in the domain of management. The significance of this study may also lie in the development of more engaging, successful learning experiences for ESP students and in highlighting the necessity to target professional development programs and resources to support and enable better ESP teaching experiences.

Research questions and hypotheses

In order to attain the objectives of this study, three guiding research questions have been asked, which are as follows:

1. Do ESP teachers in the department of Management of MMUTO select the adequate teaching materials?

2. What are the challenges faced by the teachers in the department of Management at MMUTO while selecting the materials?
3. Do ESP teachers of the department of Management of MMUTO implement the selected materials appropriately?

Departing from the identified questions, three hypotheses have been formulated. The hypotheses are identified below:

1. ESP teachers do use adequate materials in ESP classrooms.
2. ESP teachers do not face different challenges in material selection.
3. ESP teachers do implement the selected materials appropriately.

Research techniques and methodology

The study has been done in the department of management at MMUTO Tizi ousou. The sample of our study is composed of one category which is teachers. It relied on both quantitative and qualitative methods in order to achieve the aims, quantitative data consist of teachers' questionnaires that include twenty-six (26) questions; they contain close ended questions. The latter ones aim at ticking the suitable answer and ranking to assess teachers' selection of materials for ESP lessons and to examine the challenges they face when selecting materials besides to their implementation. Qualitative data was conducted a structured interview consisting of six (6) questions was designed for the objective of a deeper insight information about ESP teachers' material selection, their implementation and effectiveness for management students' motivation, awareness and needs.

Structure of the study

The present study includes four chapters preceded by a general introduction and ends with a general conclusion. The introduction starts with the statement of the problem, followed by the objectives and significance of the study, the research questions and hypotheses, a brief

account about the methodology and the techniques used for data collection and analysis, and ends with the structure of the dissertation. The first chapter deals with the review of literature that focuses on different definitions of needed concepts and different theoretical assumptions about the selection of material in ESP teaching contexts, mainly in Management context. The second chapter is the methodology chapter; it will provide the description of the methods and procedures of data collection and data analysis that will be used in the study with some definitions and explanations concerning the use of these methods. The third chapter concerns the results chapter that reports the finding of the questionnaires and interviews. The fourth chapter is about the discussion and interpretation of the analyzed data which concludes with answers concerning the research questions and hypotheses and some suggested recommendations. The study, as it was mentioned before, ends with a general conclusion that summarizes the main points developed in every part of this work.

CHAPTER I: Literature Review

Introduction

This chapter deals with the review of literature needed to answer whether the ESP teachers in the department of Management at MMUTO meet the principles of ESP material selection and if they face challenges in the process of material selection and whether they implement the selected materials appropriately. It starts with ESP theoretical considerations, including the definition of ESP, the scope of ESP, the deference between general English and English for specific purposes, principles and characteristics of ESP. Then, the importance of ESP in Management education, after that, material selection and its importance in ESP teaching, the assessment of teachers practices and its importance, teachers' role in material selection for management students, the factors influencing material selection, the criteria of ESP material selection for Management Students, the new considerations in material selection, finally the challenges faced in material selection.

I.1. ESP theoretical considerations

I.1.1. Definition of ESP

Hutchinson and Waters (1987 p. 19) define ESP "as teaching and learning English as a foreign or second language where the goals of the learners determine the content of the course.". This definition is learner-centered as it highlights the point that lessons are created on the basis of particular professional, academic, or vocational goals or needs of the learners. Dudley-Evans and St. John (1998, p.4) offer a widely used definition which is "ESP is generally used to refer to the teaching of English for a clearly defined purpose, usually related to science, technology, medicine, academic study or the workplace." This definition emphasizes the purposeful approach and areas of ESP typically paired with. It places emphasis on the specificity of learner needs and the contexts in which they would use English.

I.2. Scope of ESP

One significant scope of ESP is the academic field. Dudley-Evans and St John (1998, p.4) clearly state that “ESP is defined to meet specific needs of the learner”. This specificity is of highest significance in academic contexts, where vocabulary, grammatical structures, and discourse practices differ widely across disciplines. To take just one example, the vocabulary of medical scientific article differ significantly from that of a literary review. Besides the application of ESP in academic field, Swales (1985, p.6) argues that ESP is usually “related to or designed for specific disciplines” (p. 6).

The field of ESP does not stop growing as technologies and trends in the world are continuously emerging. In fact, the internet expansion and the international co-operation led to the increase of the need for English in areas like international relations and information technology. The workers who are employed in these fields need to take part in virtual meetings and communicate between cultures (Dudley-Evans, T., & St. John, M. J. 1998)

Besides, ESP extends deeply into the professional world. Business, law, aviation, and tourism are examples of specialized working areas in which workers need to employ English to do their tasks in the working environments characterized by these particular working areas. Hutchinson and Waters (1987) highlight this practical nature by noting that "ESP is goal-oriented" (p. 53). This practical character is evident for the professional ESP lessons are often designed to develop practical communication skills like presenting and negotiating legal writing document, or dealing with international clients. The specific language requirements of the given profession dictate what should be taught and the direction of the ESP instruction.

Moreover, ESP is extended to job-related training, targeting adult learners in both after high school and professional working environments, as detailed by Robinson (1991, p. 3).

This includes individuals in vocational contexts who require English as a tool for the fulfillment of their specific job requirements.

I.3. Difference between General English and English for Specific Purposes (ESP)

The difference between General English (GE) and English for Specific Purposes (ESP) principally lies in their purpose, target learners, content, and methodology. While General English focuses on developing overall proficiency in the English language for everyday communication in a broad range of contexts and aims to increase learners' understanding of grammar, general vocabulary, and the four basic skills (listening, speaking, reading, and writing), English for Specific Purposes focuses on equipping learners with the particular language and communication skills needed in their specific academic, professional, or vocational fields. Indeed, ESP is needs-driven, so the curriculum, materials, and methodology are designed precisely to meet the identified linguistic requirements of a particular group of learners in their specific context (e.g., medical professionals, engineers, business executives, university students in a particular discipline). EBSCO Research Starters affirm that “the central idea ESP teaching is that courses are designed with the understanding that ESP students need practical lessons that simulate real life experiences”. Therefore, “[the] teachers focus on the language that is necessary to function in a particular role” (EBSCO Research Starters, 2023).

I.4. Principles of ESP

I.4.1. Needs Analysis

Richards (2001, p. 53) provides a general definition of needs analysis (NA) by stating that it is “the procedures used to collect information about learners’ needs.” Brown (1995, p. 36), however, provides a more detailed identification of needs analysis by defining it as “the systematic collection and analysis of all subjective and objective information necessary to

define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation”. This definition focusses on what constitutes needs analysis and the main reason for which it is done in the context of teaching and learning.

Needs Analysis (NA) is considered a crucial principle of ESP. In fact, they cannot be separated from one another because the ESP course content depends upon the information collected in the process of needs analysis. Haddam, (2014, p. 30) states that “The idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP”. Needs analysis is done in order to look towards the learners and examine each aspect regarding them, to provide what is best for them.

I.4.2. Specificity

Specificity is an important principle of English for Specific Purposes (ESP), and it is what fundamentally distinguishes ESP from General English teaching. It dictates that all components of an ESP course, including content, methodology, and assessment, must be obviously and directly connected to the particular communicative needs and contexts of a given learner group. This is emphasized by Dudley-Evans and St John (1998) who claim that specificity is deeply rooted in needs analysis, which is the initial and most critical step in any ESP course design. The analysis of learners’ needs clarifies why learners require English, what specific tasks they need to perform, where and when they will use the language, with whom they will interact, and how they will communicate (Hutchinson & Waters, 1987). Furthermore, it directs the use of contextualized language and authentic materials (Robinson, 1991). This involves focusing on specialized vocabulary, common collocations, and pertinent grammatical structures that are prevalent within that field (Hyland, 2006). For example, a business ESP course would utilize authentic company reports, negotiation transcripts, and email exchanges while an aviation English course would focus on air-traffic control

communication and aircraft maintenance manuals. Such authentic exposure prepares learners for real-world communication challenges by familiarizing them with the genres, rhetorical patterns, and pragmatic conventions inherent to their specific professional or academic community (Hyland, 2006).

Finally, specificity plays a crucial role in enhancing learners' motivation and perceived utility. When learners recognize that the English they are acquiring is directly relevant and immediately applicable to their specific academic pursuits or professional responsibilities, their engagement and motivation will significantly be boosted (Dudley-Evans & St John, 1998).

I.4.3. Learner centeredness

According to Weimer (2002) learner-centeredness is a teaching approach where the focus of instruction is shifted from the teacher to the student. It emphasizes the active participation, engagement, and individual needs of particular students, and attempts to render them autonomous by taking responsibility for their learning process. Learner-centered is an ESP principle and the ideal solution available for increasing learners' awareness of learning objectives to learn a language, along with delineating the approaches facilitating language learning and producing maximum results (Hutchinson & Waters, 1987). ESP learners need to be intrinsically motivated (Gardner, 1985) and ESP learning should meet the needs of both language learners and target users (Dudley-Evans & St John, 1998). In other words, students should complete their learning experience, which complete the affective domain of learning (Krathwohl et al, 1964).

Based on a learner-centered model, students should be engaged in a number of learning activities in order to make decisions (Weimer, 2002). In this case, the teachers' function is restricted to identifying what type of methods and tools students employ to acquire

the materials (Nunan, 1988). Finally, ESP teaching as part of a learner-centered approach, enables a student to become much more stimulated and motivated to gain knowledge because the model fully meets their professional requirements (Bista, 2011). However, it is necessary to mention that a teacher maintains the differences in individuals while teaching the original content (Bista, 2011).

I.5. Characteristics of ESP

Dudley-Evans (1998) provided some absolute characteristics and some variable characteristics. The absolute characteristics are as follows:

“ESP is defined to meet specific needs of the learners, ESP makes use of underlying methodology and activities of the discipline it serves, ESP is centered on the language appropriate to these activities in term of grammar, lexis, register, study skills, discourse, and genre”.

The variable characteristics, however, are resumed in the following five points:

“ESP may be related to or designed for specific disciplines, ESP may use, in specific teaching situations, a different methodology from that of General English, ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level, ESP is generally designed for intermediate or advanced students, Most ESP courses assume some basic knowledge of the language systems” (Dudley-Evans, 1998, p.4)

I.6. Importance of ESP in Management education

Hutchinson and Waters (1987) state that ESP is “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” This student-centered approach ensures that students of management acquire the precise language tools required for their future career activities, be it comprehending intricate financial statements, delivering powerful marketing presentations, or negotiating tricky international deals (Dudley-Evans & St. John, 1998; Wulandari, 2023).

The acquisition of specialized English competencies under ESP has direct application to the greater employability and actual career advancement opportunities of management graduates (Pandey & Pandey, n.d.; Wang, 2023). In the context of the increasing integration of the global economy, competence in English, particularly in a specific professional discipline, is an effective competitive advantage (Hyland, 2022; Dialnet, 2015).

I.7. Material selection

The concept of material selection for teaching is generally defined as the intentional and systematic way that instructors choose and examine to facilitate learning. It involves identifying the best textbooks, computer software, multimedia materials, supplementary materials, real documents, manipulatives, and other teaching aids that align with specified learning objectives, curriculum standards, and the diverse needs of the learners. The widely recognized definition, however, that captures the essence of material selection, particularly in language teaching is Cunningsworth (1995)' definition. The latter emphasizes the critical role of materials in the teaching and learning process and defines them broadly as "Any device, which can be used to facilitate the learning of a language." (p.7).

I.8. Importance of material selection

Material selection is considered as one major component constituting language instruction within ESP. This is clearly stated by Hutchinson and Waters(1987) who claim that "The selection of ESP materials is a crucial component in teaching ESP, as it directly influences the effectiveness of the course and the learners' ability to acquire the specific language skills they need for their professional purposes." (96-105). This means that materials are at the heart of ESP, because it has a direct impact on how effective the course is and how well learners are able to acquire the language skills they need for their professional purposes. As Ellis and Johnson (1994, p.115) emphasize, the choice of material has an important impact

on what happens in the course. This impact is reflected in the following points: it “determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions”, it “has implications for the methods and techniques by which the learners will learn”, and “the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation”. Last but not the least, ESP materials also include reference materials, which – in contrast to the materials used for scaffolding and modeling, focus on knowledge rather than practice (Hyland, 2006). This category includes a wide range of materials – typically texts or Web based information, dictionaries, encyclopedias, explanations, and examples of relevant grammatical, stylistic and rhetorical forms.

I.9. Assessment of material selection

As noted by SciELO Colombia (2006) in their discussion of materials assessment, it involves considering the "explicit and implicit purposes, the theoretical foundations on which they were designed, and especially the contexts and the population they intend to address." When applied to teaching practices, this involves considering whether the teacher’s selection indicates a nuanced understanding of these factors-how the selected materials will be employed for specific instructional purposes in the unique classroom setting and for the particular student population. Measurement of teachers’ practices on the basis of material selection is most critical because it has a direct reflection on the quality of instruction and student learning outcomes. Hence, it is not so much a question of what resources exist in a classroom, but how carefully, thoughtfully, and skillfully a teacher selects and employs those materials to enable understanding, interest, and control

I.10. Importance of Material Selection Assessment

Assessing of material selection is crucial for effective and relevant language teaching, as it ensures that the content selected directly addresses the specialized linguistic needs of learners in specific academic or professional domains. Without this rigorous evaluation, materials risk being too general, leading to disengagement and inefficient learning. This is highlighted by Hutchinson and Waters (1987) who affirm that material assessment is a direct extension of needs analysis, where teachers evaluate how well materials meet identified learning objectives and student proficiency, considering prior knowledge and real-world communication tasks. When assessing the material, it should be ensured that they are authentic materials providing genuine language exposure (Richards, 2001).

Beyond relevance and authenticity, the assessment of material selection significantly enhances motivation and engagement. Indeed, when materials directly relate to learners' professional goals, students are more likely to participate actively (Dörnyei, 1994). Also, the careful selection contributes to the effectiveness and efficiency of the learning process, ensuring materials facilitate skill development and lead to measurable progress, saving time and effort. (McDonough & Shaw, 1993).

Furthermore, material assessment is indispensable for adapting and developing materials, especially when published resources don't perfectly align with specific learner needs. Teachers can identify gaps and tailor content or create modified materials (Tomlinson, 2011). This ongoing evaluation also ensures adherence to sound pedagogical principles, promoting communicative competence, critical thinking, and a learner-centered approach (Nunan, 1988). Finally, continuous assessment is vital for staying current, and ensuring that materials reflect the latest terminology and trends in dynamic specialized fields. (Robinson, 2004).

I.11. Teachers' role in material selection for Management students

Stevens argues that ESP teacher is a "teacher of general English, who has unexpectedly found himself required to teach student with special needs" (1988). Harmer, in his side, emphasizes that the role ESP teacher is more effective as a facilitator than as a content presenter (2007). However, it is not always a simple task to find teachers who are knowledgeable in English and the field of the students; hence, ESP teachers need a great deal of flexibility, be prepared to listen to students, be interested in the disciplines or professional practice the students are undertaking when they are involved in teaching

I.11.1. Teacher as a course designer or material developer

The design and the development of suitable materials are among the most important tasks of ESP teaching and a distinctive characteristic of ESP lessons because of the necessity to provide educational materials that meet the requirements of specific field of study and the needs of a specific group of students. Therefore, the ESP teachers play the role of providers and developers of material as the teacher is the first person who primarily knows about the needs of learners and expected outcomes of every specialty. The teachers as a material developer is stressed by Dudley-Evans and St John (1988, p.10) who choose the phrase 'material developer' to emphasize the point that the ESP teacher should be aware of what is available, select units from a number of course books, adapting the material where necessary, and write some additional units. Indeed, they argue that the "Role of ESP teachers as 'providers of material' [...] involves choosing suitable published material, adapting material when published material is not suitable, or even writing material where nothing suitable exists" (1988, p.15). One main reason behind the teachers' endorsement of the role of provider of material is the fact that course books specifically designed to match the needs of a particular group of students are unlikely because publishers understandably do not want to

produce materials for niche groups. There are examples where suitable materials are available in the market but it is not easy to get them, or they are inexpensive.

I.12. Factors influencing material selection

I.12.1. Students' needs

Vizental, (2008, p. 132) assert that the general educational system is “inadequate or only partly sufficient” for adult professionals since the individuals’ achievement of specific needs entail that “the language course must reflect these needs both in terms of content (textbook or curriculum) and techniques employed, so as to equip them with the most functional language skills” (132). The ESP courses should align curriculum objectives with students’ needs, comparing current knowledge to future expectations. To ensure this alignment, diagnostic tests can be done to identify the learners’ weaknesses and needs also.

I.13.2. Institutional goals

Institutional goals related to academic development and research can also play a significant role in material selection. As Graves (2000) points out, "the context in which learning takes place has a powerful influence on what happens in the classroom" (p. 156). This "context" would include institutional infrastructure and pedagogical philosophies, which can indirectly dictate the viability and suitability of employing specific types of materials.

I.13.3. Real world business context

One of the key reasons to consider the context of real-world business as a main concern is its direct influence on learner motivation. Indeed, when learners perceive that the learning content is relevant to their future or current professional life, their intrinsic motivation to learn is significantly increased (Hutchinson & Waters, 1987). For instance, ESP students of project management conducting ESP research on ESP will gain far more inspirational and applicable feedback from real project briefs, technical specifications, and

communication protocols than they would from generic English language practice (Hutchinson & Waters, 1987).

I.14. Criteria for selecting ESP materials for management students

Day and Seidlhofer (2011) claim that ESP material should be relevant to the learners' needs and interests and aimed at helping them in their learning purposes. Materials should be aligned with the learners' academic or professional context, for example, focusing on technical vocabulary, real-world tasks, or specific genres of communication. They also asserted that “Materials should provide a variety of activities and tasks to keep learners engaged and motivated”. Besides, ESP materials should be authentic and reflect actual life use of language as Nunan (1989) assert "Authentic materials are used in real-world contexts, and [are reflecting] the way language is actually used”(p54)

In addition to all previous assumptions, effective ESP materials should engage learners and lead them to be active participants. Flexibility cannot be ignored while selecting ESP materials so that one can adapt to the specific environment, learners' levels, and teacher's style Flexibility cannot be ignored while selecting ESP materials so that one can adapt to the specific environment, learners' levels, and teacher's style (Day & Seidlhofer,2011).

I.14.1. Relevance to management topics

Day and Seidlhofer (2011) claim that ESP material should be relevant to the learners 'needs and interests and aimed at helping them in their learning purposes. Also, materials should be aligned with the learners' academic or professional context, for example, focusing on technical vocabulary, real-world tasks, or specific genres of communication”. In addition to this, “Materials should provide a variety of activities and tasks to keep learners engaged and motivated” (p7).

I.14.2. Authenticity of texts in ESP

In addition to relevance to management topics, ESP materials should be authentic and reflect actual life use of language. ESP pedagogical principles actively encourage utilizing authentic materials in order to prepare learners for real-world communication in their chosen fields (Widdowson, 1998) as the “Authentic materials are used in real-world contexts and reflect the way language is actually used” (Nunan, 1988. P.99)

Besides, ESP is designed to equip learners with communicative competence sufficient to perform in real-life professional situations of the real world; therefore, the materials should be able to allow learners to practice authentic tasks such as meeting attendance, writing professional emails, presenting, negotiating business transactions, and debating industry-related issues. Teachers employing case studies, simulations, role-plays based on real business scenarios, realia audio resources, tape-recorded lectures, expert interviews, and other authentic documents allow students to construct and develop these critical communicative skills. Gebhard (1996) classified authentic materials into three categories: authentic printed materials (technical reports, instruction manuals, scientific papers and articles, newspapers; listening viewing materials (technical symbols and specifications, charts, tables, graphs, schematics, diagrams, videos, movies, TV commercials, news clips, quiz shows, etc),

I.14.3. Balance between language skills

It is usually believed that language skills (reading, writing, listening and speaking) are very important in ESP course instruction but the need for these skills most often depends on the requirements and interests of the learners (Dudley-Evans & St. John 1998, p. 41). The instruction that involves the four skills help to learn the language and understand the material, hence ensuring a complete comprehension of the topic and the terminology associated with it (Fitria, 2020).

Besides, balancing language skills is crucial to manage communication effectively in specific areas. Communication, in fact, is always multi-modal in nature for whatever professional or higher-education setting. A scientist, for, example, must read and write scientific articles and reports and listen to conference presentations. Similarly, a businessperson must read emails, negotiate, make presentations, and write proposals. Omitting any of these modalities in ESP writing would make acquired proficiency and needs a gigantic mismatch as it is highlighted in a discussion on integration of ESP into vocational curricula, "ESP adapts language training to the practical problems and requirements of working environments by emphasizing the communication necessities of industries". This method, according to the assumptions provided in this discussion, "fills the gap between the broad ability to speak English and the specific vocabulary, discourse patterns, and communication tasks required in sectors including business, engineering, healthcare, and hospitality" (give the name of the authors of the journal article, year page).

I.15. Consideration of cultural appropriateness and global business English

The teaching of English for business communication and many other specialities involves culture to a large degree, as language and communication cannot be divorced from culture. They are linked in a closest manner because culture not only dictates who talks to whom about something, and how the communication flows, but also helps indicate how people encode messages, the meanings which they transmit, and the conditions under which various messages can or cannot be sent, received, or interpreted (Samovar, Porter, & Jain 1981). But, it is important to mention that some scholars declared that learning a language doesn't necessarily mean sharing culture, but rather developing sensitivity, awareness, and behavior in specific situations.

I.16. New consideration in material selection

Online technology offers an enormous range of services, possibilities and tools that can be brought into ESP classrooms to achieve the maximum of their potential. It also allow a better comprehension of the instructional material by the learners (Yakin et al., 2022). In ESP teaching, digital tools are a highly popular resource. ESP teachers use various resources such as multimedia packages and internet sources to engage students in authentic situations and enable their language skills (Arnó-Macía, 2012). The digital tools involve smartphones, laptops, tablets, and media players (Teodorescu, 2015) and software, hardware, operating systems, mobile apps, storage, and networking (Robinson et al., 2019) that have different advantages for the learners, including the participation in communicative interactional assignments needed for their specific career, and facilities for feedback and self-assessment about that context (Butler-Pascoe and Wiburg, 2003)

Educational software and programs also help ESP learners to engage in discussing concepts and topics and making and sharing content. Teachers of ESP can sprogram synchronous Zoom video meetings for the students. Mpungose (2021) asserts that “teaching and learning through the use of Zoom ... is about collaborative decision-making by both lecturers and students” (p. 4). Similarly, Google Classroom allows the educators to create and operate virtual classes, share assignments and quizzes, mark students’ performance, post constructive critiques, comments, and suggestions for improvement. In addition to conferencing practices, teachers can use YouTube videos as pertinent ESP material since they “cover a wide range of subjects, ranging from entertainment to education” (Yakin et al., 2022p. 369)

I.17. Challenges faced in material selection

ESP practitioners have the option of either customizing their materials or using commercially published materials created by other ESP specialists; however, the teachers face different challenges when they embark on the process of ESP materials selection. The main identified challenges are stated below.

Lack of ready-made materials and limited authentic materials due to highly specialized character of ESP (Basturkmen, 2010) and the hard task of the teachers in selecting and designing materials that meet the needs of all learners and that reflects contemporary linguistic representation of their learners' disciplines, a fact that requires a careful consideration of available resources and that calls for collaboration with subject experts, a point which is highlighted by Flowerdew and Peacock (2001).

Time constraints, which are considered a substantial challenge for ESP teachers in selecting or conceiving appropriate and effective materials as Hutchinson and Waters (1987) point out, while authentic materials offer invaluable exposure to real-world language use, they often require significant adaptation for classroom use, a process that demands considerable teacher time. Besides, Graves (2000) highlights the importance of material evaluation in ensuring alignment with learning goals and learner needs, a process which is often negotiated by time pressures.

The inherent linguistic complexity of the specialized disciplines which requires balancing linguistic difficulties and content relevance, which is a long-standing task. Speaking about balance, Gardner (1985) asserts that excessive linguistically driven content can suppress content learning and demotivate, while Swales (1990) assumes less linguistically driven content will not adequately equip learners for the real communicative demands of their professional lives.

Differences in learners' language levels, cognitive abilities, and language experiences represent another significant challenge when selecting material. This is emphasized by Skehan, (1998) who argues that studies about individual differences in language learner show that previous language learning experience, cognitive style, and motivation significantly influence the way learners process and operate on linguistic input.

Conclusion

This chapter dealt with literature review about ESP and Material Selection. It provided some definitions about central concepts and aspects related to our study topic with some theoretical assumptions about ESP teaching and material selection, ended with the main challenges that ESP teachers as material selectors at the same time can face in the process of their teaching and course design.

CHAPTER 2: Research Methodology

Introduction

This chapter outlines the methodology used to assess the ESP teachers' material selection at Mouloud MAMMERI University at the department of Management. It covers the methods and procedure of both data collection and data analyses. The research targets ESP teachers the aim of collecting data. The research instruments entail questionnaires and structured interview with ESP teachers with the aim of assessing the materials selected by ESP teachers. Data analysis involves quantitative and qualitative methods.

II.1.Methodology design

II.1.1.Methods and data collection procedures

II.1.1.1.Methods of data collection

In this research, qualitative and quantitative methods have been used in order to collect data concerning teachers' materials selection. The quantitative method is applied through the use of questionnaires that include twenty-six (26) questions; they contain close ended questions. while the qualitative method is applied through the use of a structured interview consisting of six (6) questions was designed for the objective of more information about ESP teachers' material selection, their implementation and effectiveness for management students' motivation, awareness and needs.

II.1.1.2.Quantitative method

Aliaga, M., & Gunderson, B. (2002) defined the quantitative method as "Quantitative research is an inquiry into a social problem, explaining phenomena by gathering numerical data that are analyzed using mathematically based methods, e.g., in particular statistics."

Questionnaires have been chosen as a tool in order to make a quantitative research about ESP teachers material selection in the department of Management at MMUTO. Because

of the limited number of teachers and the end of the courses in the department of Management at MMUTO. The questionnaires were distributed to only four (4) ESP teachers who we selected randomly. The distribution of the questionnaires happened from April 27th 2025 to May 7th 2025 and two (2) teachers have answered on the questionnaires online, while two (2) others have answered in person.

II.1.1.3. Qualitative method

Morgan, D. L., & Nica, A. (2020) stated that "Qualitative data collection focuses on the context in which phenomena occur. By gathering data in natural settings or through open-ended interviews, scholars can comprehend the nuances and complexities that form peoples' behaviors and experiences."

Concerning the qualitative method, a structured interview have been chosen as a tool it consists of six (6) questions, was designed for the objective to gather better information. The structured interview have been conducted in a meeting with two (2) ESP teachers, however, the others refused to make the interview.

II.1.2. .Research tools

In any study, the researcher requires a research tools to obtain data required. For the present study, two study tools have been chosen for the purpose of data multiplication sources. For this reason, questionnaires and a structured interview were distributed to the ESP teachers at the Department of Management at Mouloud MAMMERI University.

II.1.3. Description of the questionnaire

According to Bryman's definition, the significance of the questionnaire arises from its function as a systematic tool for gathering data essential for achieving research goals, typically in a structure that facilitates effective analysis. Bryman, A. (2016) "A questionnaire

is a data-gathering tool consisting of a structured or semi-structured list of questions designed to elicit information from respondents."

The teacher questionnaires have been administered to four (4) teachers since the number of ESP teachers is too limited. Teachers were helpful and provided us with all the necessary information for our study. Teachers' questionnaires aimed to confirm the theoretical part. They include twenty-six (26) questions; they contain close ended questions. The latter ones aim at ticking the suitable answer and ranking. The questionnaires were composed of 2

The first section was about the background information of the ESP teachers in the department of Management at MMUTO. This section aimed to gather information about teachers' profile including teaching experience, background knowledge about management field.

The second section aimed to gather information about teachers' practices and challenges, to investigate ESP teachers' material selection, the strategies they consider and the challenges they face while selecting materials.

II.1.4. Description of the interview

Saunders, M., Lewis, P., & Thornhill, A. (2019) assert that:

"Interviews are a primary data collection technique that involves oral, in-person administration of questions by an interviewer to a respondent. They can range from highly structured, using a pre-determined interview schedule, to unstructured, where the interviewer has a general topic in mind but allows the conversation to evolve."

In this research, a structured interview consisting of six (6) questions was designed for the objective of investigating the ESP teachers' material selection, their implementation and effectiveness for management students' motivation, awareness and needs.

In this study, a piloting study have been conducted due its importance for spotting and resolving possible issues with the research tools and the overall strategy, thus enhancing the chances of a successful and feasible main research project. Bell, J. (2010) declared that "A pilot study is a small version of the main study used to test our procedures and check whether the overall plan for the study is realistic."

The study has been done in the department of management at MMUTO Tizi ousou. The sample of our study is composed of one category which is teachers. A sample is defined by Lohr (2016) as: "representative in the sense that each sampled until will represent the characteristics of a known number of units in the population." (p.03). that is, a sample involves asking a subset of the potential population as opposed to the whole population and attempts to produce a sample that is representative. Furthermore, the sample that is selected for producing research will capture all of the population under investigation.

The random sampling is among the sampling methods that have been chosen in a bid to reduce cases, this is just for the sake of being impartial and each sample has the likelihood of being selected. As cited by Brown (1947) who affirms that: "Probability or random sampling has the greatest freedom from bias but may represent the costliest sample in terms of time and energy for a given level of sampling error" (p.20) that is, random sampling means that, sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population.sed to make an interview.

II.2. Methods and procedures of data analyses

II.2.1. Method of data analyses

Both quantitative and qualitative methods have been used as a data analyses method. To accomplish the quantitative method analyses, the descriptive statistics approach has been chosen in order to describe the results obtained from the questionnaires. Besides, the

qualitative method was accomplished by using the thematic approach, to interpret the results from the interview.

II.2.1.1. Qualitative Content Analysis

According to Denzin, N. K., & Lincoln, Y. S. (2011):

"Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them."

To analyze the qualitative data gathered from the interviews, we have adopted qualitative content analysis which the appropriate method to interpret the interviews results. The qualitative content analysis is defined as " any qualitative data reduction and sense making efforts that takes a value of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002.453)

II.2.1.2. Quantitative Content Analysis

Creswell, J. W. (1994) defined quantitative method as "An inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true."

For the purpose of analyzing the quantitative data collected from the questionnaires closed ended questions, we have opted for a very practical and simple mathematic rule which is the rule of three. In order to arrange the respondents' answers we have used tables, bar

charts containing numbers of answers and percentages which are calculated as follows: $X=(Z*100)/Y$. The letter X is used to demonstrate the calculated percentages, Z is the value of similar replies of each teacher and Y stands for the whole number of participants

Conclusion

This chapter outlined the methodology used in order to assess ESP teachers' material selection at Mouloud MAMMERI University's department of Management. The chapter detailed the methods and the procedures of both data collection and analyses

Both quantitative and qualitative research methods are employed to gather and analyze data. Quantitative methods involved testing objective theories through variables and statistical procedures, while qualitative methods explored and understand the meaning individuals ascribe to problems. Furthermore, the sample of this study consists of four (4) ESP teachers from the department of Management at UMMTO selected using random sampling. Data was collected through questionnaires and a structured interview with ESP teachers, and the use of multiple instruments aimed to provide deep understanding. Moreover, a pilot study was conducted to test the research procedures and ensure the feasibility of the overall plan.

CHAPTER III: Results

III.1 Introduction

This chapter deals with the results obtained from the two data collection tools used in order find answers to the research questions, which are assessing the materials selected by the teachers of ESP. and the challenges that are faced by ESP teachers while selecting the materials in addition to the implementation of the selected materials. This chapter starts with the results of the questionnaires reported in tables and bar charts by respecting the order of appearance of the questionnaires, they are followed by the results of the interview made with two (2) teachers who accepted to participate in the interview.

III.2. Teachers' questionnaires' findings interpretation

Section one: Background information

Q1: How many years have you been teaching English?

Teachers	Years
01	24 years
02	2 Years
03	3 years
04	21 years

Table 1: Teachers' English Teaching Experience

Table one is about the teacher' years of experience in teaching English. It shows that two teachers are experienced for more than twenty (20) years whereas the two (2) others are less experienced as one of them has two (2) years of experience and the second has three (3) years of experience.

Q2: How many years have you been teaching ESP?

Teachers	Years
01	24years
02	5 months
03	1 year
04	21 years

Table 2: Teachers' ESP Teaching Experience

This table presents the teachers' years of experience in teaching ESP. The results reveal that one teacher has twenty-four (24) years of experience in ESP teaching, and another one has twenty-one (21) years of experience. However, the two remained ones are not really experienced. One of them is teaching ESP just for one (1) year and the second one does not exceed five (5) months of experience in ESP teaching.

Q3: What is your educational level?

Options	Numbers	Percentages
Licence degree	0	0%
Master's degree	2	50%
Doctorate degree	2	50%
Magister degree	0	0%
TOTAL	4	100%

Table 3: Teachers' Academic Degree

The table is showing teachers' academic degree. The data displayed in this table reveal that 50% of the instructors (2 out of 4) hold a Doctorate degree and the remained 50% possess a Master's degree. Notably, none of the teachers has a Licence degree or a Magister degree.

Q4: Did you receive any training in ESP or Business English teaching?

Options	Numbers	Percentages
Yes	0	0%
No	4	100%
TOTAL	4	100%

Table 4: Teachers' Reception of Training in ESP

Table four (4) deals with teachers' reception of training in ESP. The information reported in this table affirm that none of the four respondent teachers has received any training in ESP teaching.

Q5: Do you have background information in business or management field?

Options	Numbers	Percentages
Yes	4	100%
No	0	0%
TOTAL	4	100%

Table 5: Teachers' Background Information in Business and Management Fields.

This table conveys the teachers' background information in business or management field. The results displayed in it reveal that 100% of the teachers possess background information in business and management.

Section two: Teachers' practices and challenges

Q1: To what degree are you knowledgeable about English for management studies?

Options	Numbers	Percentages
Very knowledgeable	2	50%
Somewhat knowledgeable	0	0%
Slightly knowledgeable	2	50%
Not knowledgeable	0	0%
TOTAL	100	100%

Table 6: Teachers' Level of Knowledge in English for Management Studies.

This table presents teachers' answers concerning their level of knowledge in English for Management Studies. Two (2) out of four teachers, that is 50% of them, perceive themselves as being very knowable and the two (2) other ones asserted that they are slightly knowledgeable.

Q2: Do you agree that ESP is different from General English both in content and in objectives?

Option	Numbers	Percentages
Strongly agree	4	100%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	4	100%

Table 7: Teachers' Opinions about the Difference between ESP and General English in Terms of Content and Objectives.

This table shows teachers' opinions about the difference between ESP and General English in terms of content and objectives. According to the results of this table, all of the teachers (100%) strongly agree that ESP and General English are different in both content and objectives.

Q3: Which of the following principles do you consider when you teach ESP?

Options	Numbers
Needs analysis	3
Specificity of content	4
Learner centeredness	4
Authenticity and relevance	1
Contextualization to student' academic and professional field	1

Table 8: The Principles Considered by Teachers in ESP Teaching.

The table above is about the principles that ESP teachers consider when teaching ESP. The results of this table indicate that all the four (4) asked teachers take into consideration the specificity of content and the learner centeredness in teaching ESP, while needs analysis is considered by three (3) teachers. However, each of authenticity and relevance, and contextualization to students' academic and professional field are considered just by one (1) teacher.

Q4: How often do you assess students' needs before selecting materials for your ESP lessons?

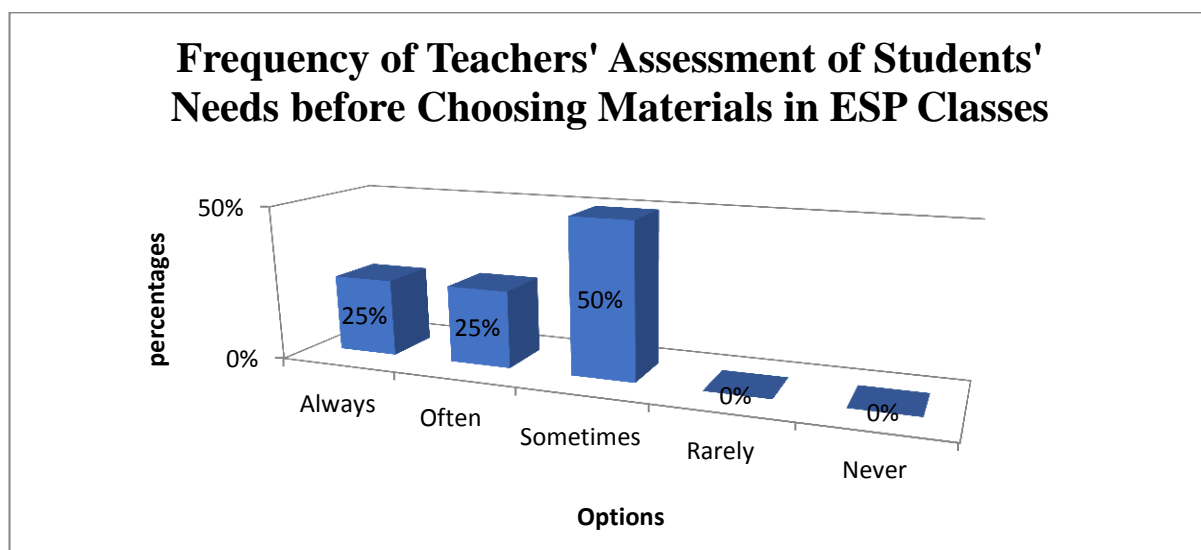


Figure 1: Frequency of Teachers' Assessment of Students' Needs before Choosing. Materials in ESP Classes

This figure indicates the frequency with which teachers assess the needs of their students before choosing materials for their English for Specific Purposes (ESP) classes. According to the results displayed in this chart, 50% of the teachers confirm that they always take into consideration needs analysis when they choose their ESP material, 25% of them reported that they often assess these needs before choosing the material, and the other same percentage of teachers do this assessment just sometimes while no one teacher answered she do rarely do it or she never do it.

Q05: Which strategy do you regularly use to assess students' needs?

Options	Numbers
Questionnaires	2
Placement tests	2
Discussions	4
Institutional guideless	0
None of them	0

Table 9: The Strategies Used by Teachers for Students' Needs Assessment.

Table nine displays the strategies that teachers use in order se to Assess Students' Needs. From this table, we can notice that discussions is the most utilized strategy as it is selected by four teachers. The strategies of questionnaires and placement tests, however, are used by two teachers and the strategy of institutional guidelines is not used by any one of the teachers.

Q6: How often do you identify lesson objectives before selecting materials?

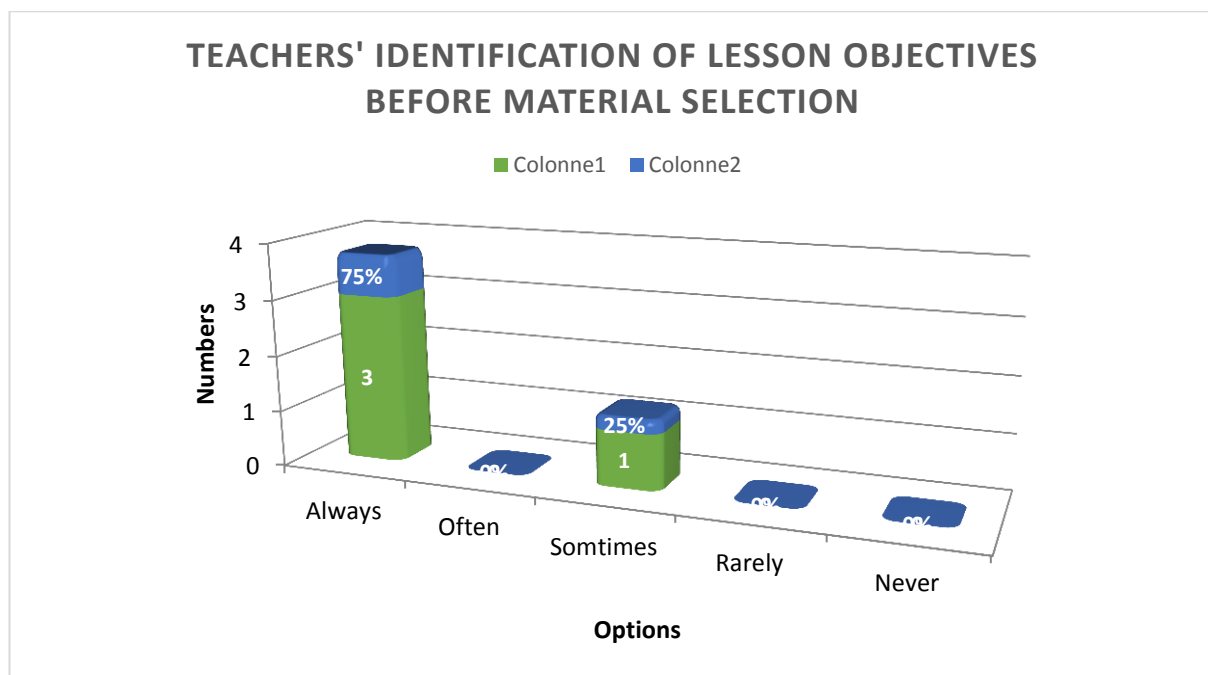


Figure 2: Teachers' Identification of Lesson Objectives before Material Selection.

This figure is about the Frequency of teachers' identification of lesson objectives before selecting their materials for ESP teaching. The majority of teachers (75%) indicate that they always set lesson goals first before selecting the material, 25% of them affirm that they do this sometimes," and none of them assert that she often, rarely, or never do it.

Q7: What is your primary focus when you choose lesson objectives?

Options	Numbers
Language skills	1
Business and management content	3
Focus on both language and management content	4
Program requirement	0

Table 10: Teachers' Primary Focus when Choosing their Lesson Objectives.

This table deals with the teachers' primary focus when choosing lesson objectives. All of the teachers answered that they focus on both language and management content. Three out of the four respondent teachers answered that they primarily focus on both language and management content. Language skills answer, however, is chosen only by one teacher. That is to say, there is only one teacher who focus on language skills.

Q8: On which basis do you select the skills to focus on in your lessons?

Options	Numbers	Percentages
Needs of the students	2	50%
Real-world workplace requirements	2	50%
My teaching style	0	0%
TOTAL	4	100%

Table 11: Teachers' Basis of Skills Selection in their Lessons.

Table eight concerns the basis on which teachers select the skills to focus on in their lessons. From this table, we can perceive that two teachers (50%) rely on the needs of the students when they select the skills to focus on during teaching and the two other teachers rely on real-world workplace requirements. None of the teachers, then, opted for the answer "my teaching style" as the primary basis for their selection of skills.

Q9: Which skill do you mostly focus on when you select ESP materials?

Options	Numbers
Reading	3
Writing	3
Listening	1
Speaking	2
Integrated skills	0

Table 12: Teachers' Choice of Skills in ESP Materials Selection.

The table is about the skills that ESP Teachers focus on when they select materials for teaching. As teachers could to choose more than one option. The results of this table show that both reading and writing are prioritized by three teachers (75%) each, speaking is chosen by two teachers (50%); however, listening is chosen by only one teacher and the focus on integrated skills as a choice is not considered by any teacher.

Q10: Which content do you choose for management students?

Options	Numbers	Percentages
General business English	2	50%
Specialized management topics	0	0%
Case studies and problem solving	0	0%
Academic reading and writing for management studies	2	50%
Integrated skills	0	0%

Table 13: ESP Teachers' Choice of Content for Management Students.

This table reveals the teachers' answers about the content they choose for Management students. The data shown, here, reveal that that two teachers choose general business English as content for management students while two others choose academic reading and writing for management studies. None teacher, however, select specialized management topics, case studies and problem solving, or integrated skills as content when they teach ESP for Management students.

Q11: Do you select the material on the basis of the task or activity you have chosen?

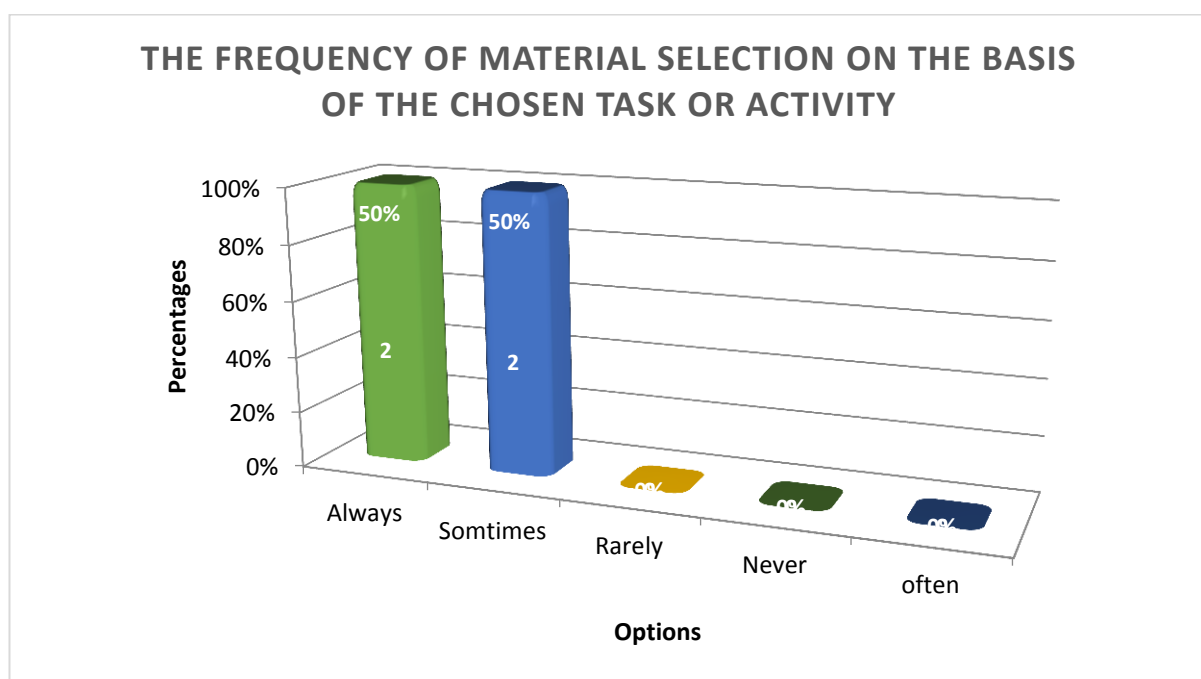


Figure 3: The Frequency of Teachers' Selection of Material on the Basis of the Chosen Task or Activity.

This figure presents the frequency of teachers' selection of material on the basis of the chosen task or activity. From the available responses, we notice that the answers "always" and "sometimes" are chosen as answers by two teachers each while the other options, including "often," "Rarely" and "Never" are not chosen by any teacher.

Q12: Which material do you use?

Options	numbers	Percentages
ESP course books for business and management	0	0%
My self-developed materials	0	0%
Adapted general English materials	0	0%
Online teaching materials	4	50%
Real world professional materials	0	0%

Table 14: The Materials Used by ESP Teachers.

The table above provides information about the materials used by ESP teachers. According to this table, all teachers use online teaching materials. In contrast, none of the teachers use the adapted general English materials, ESP course books for business and management, real-world professional materials, or her self-developed materials.

Q13: How often do you use real world professional materials?

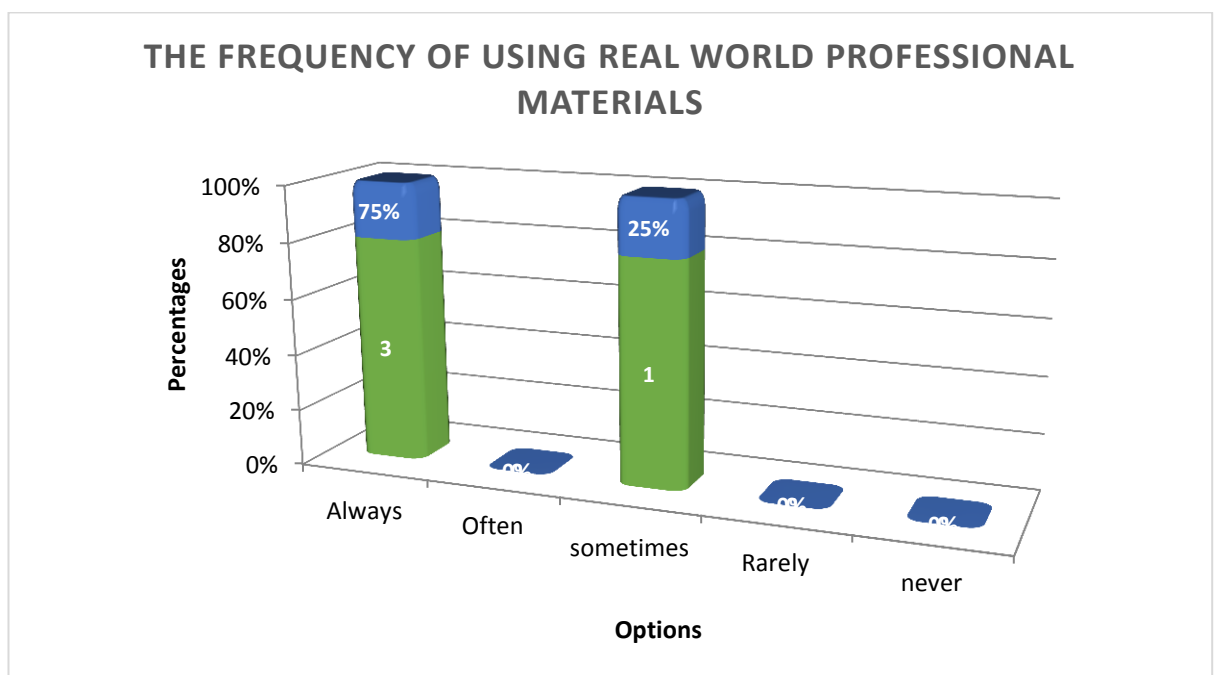


Figure 4: The Frequency of Teachers' Use of Real World Professional Materials.

The figure shows how often do teachers make use of real world professional materials. The results in this chart show that three out of four teachers (75%) are always using the world professional materials, one single teacher (25%) is using them sometimes, and none of them is often, rarely, or never using these materials.

Q14: Do you adapt your teaching materials to align with the students' language level?

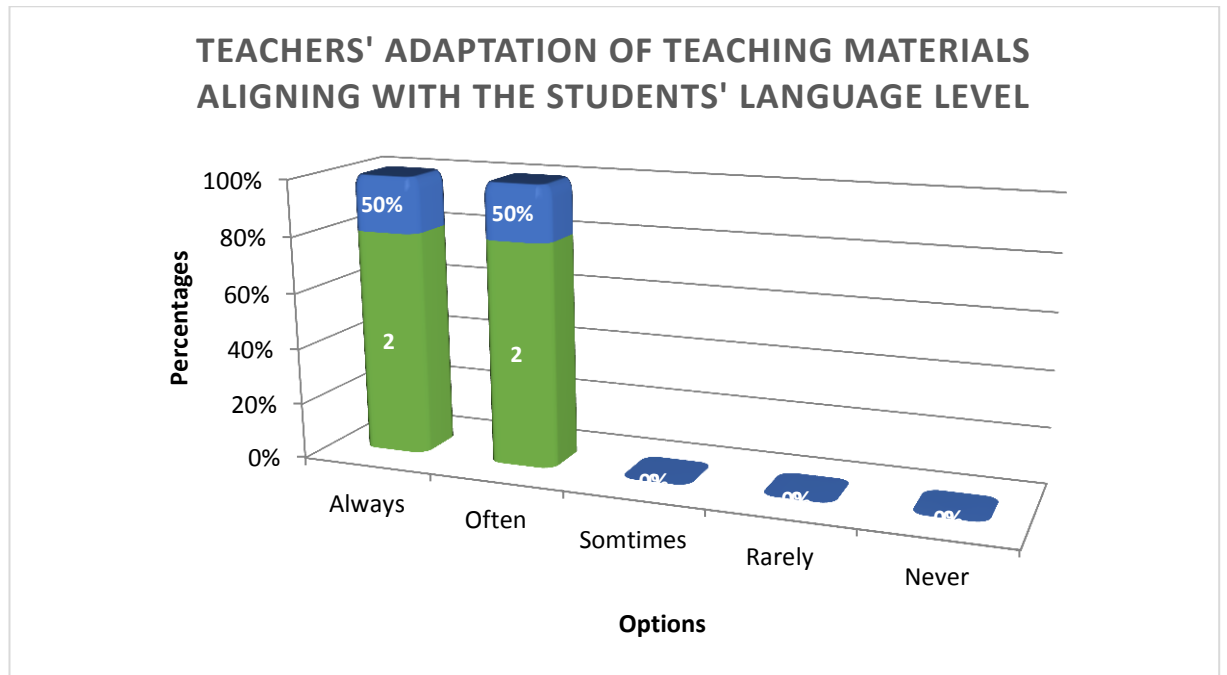


Figure 5: Teachers' Adaptation of Teaching Material Aligning with Students' Language Level.

This is meant to report the teachers' adaptation of teaching materials to align with the students' language level. The results indicate that 50% of the teachers answered that they always adapt their materials to ensure alignment with students' level while the other 50% of them answered that they often do it. None of the teachers, however, answered with "Sometimes," "Rarely," or "Never."

Q 15: Do you adapt the content of lessons to include specific language and examples of management speciality?

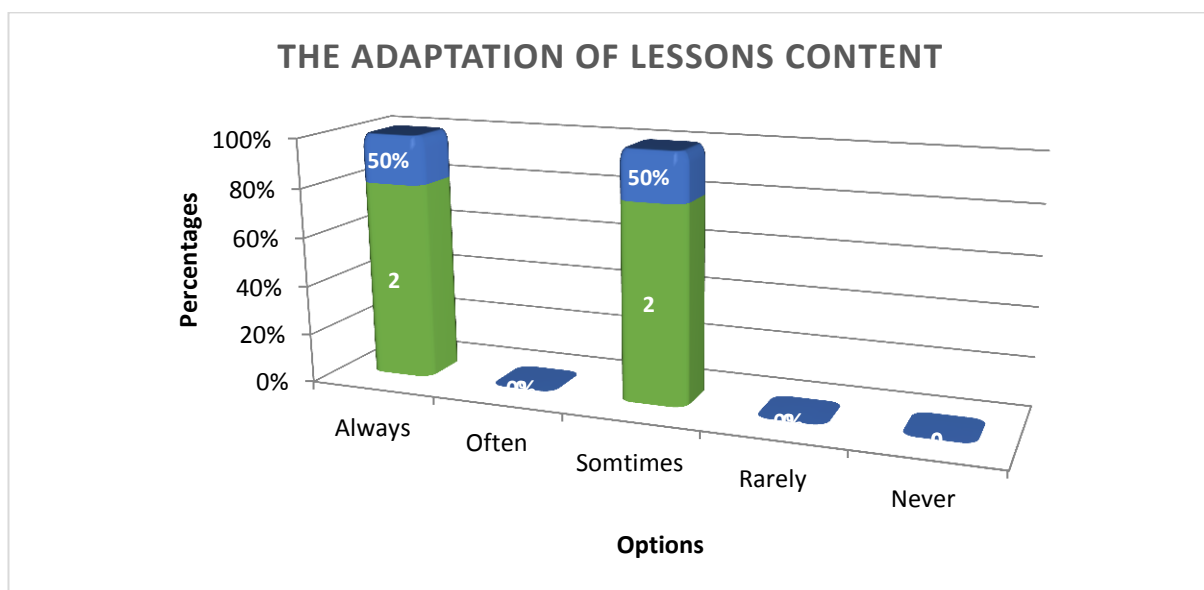


Figure 6: Teachers' Adaptation of Lessons Content.

This figure presents the teachers' adaptation of the content they select to their ESP lessons. It shows that two of the asked teachers (50%) of them always" make this adaptation while the two other remained teachers make it just sometimes.

Q16: Select from the following the most influential factors that affect your choice of ESP materials.

Options	Numbers	Percentages
Learner needs analysis	1	25%
Department program	3	75%
Available resources	0	0%
My own preferences	0	0%
Cultural appropriateness for students background and preferences	0	0%
I do not conduct a needs analysis	0	0%

Table 15: Factors affecting Teachers' Choice of ESP Materials.

This table is showing teachers' choice of ESP materials. Departing from the results, we can notice that 75% of the teachers base their selection of materials on department program and 25% of them base it on the learners' needs analysis. The other factors, including availability of resources, teachers' own preferences, and the Cultural appropriateness for students' background and preferences are not considered by any teacher while choosing ESP materials.

Q17: Do you cooperate with specialists in management field when you select materials for ESP lessons?

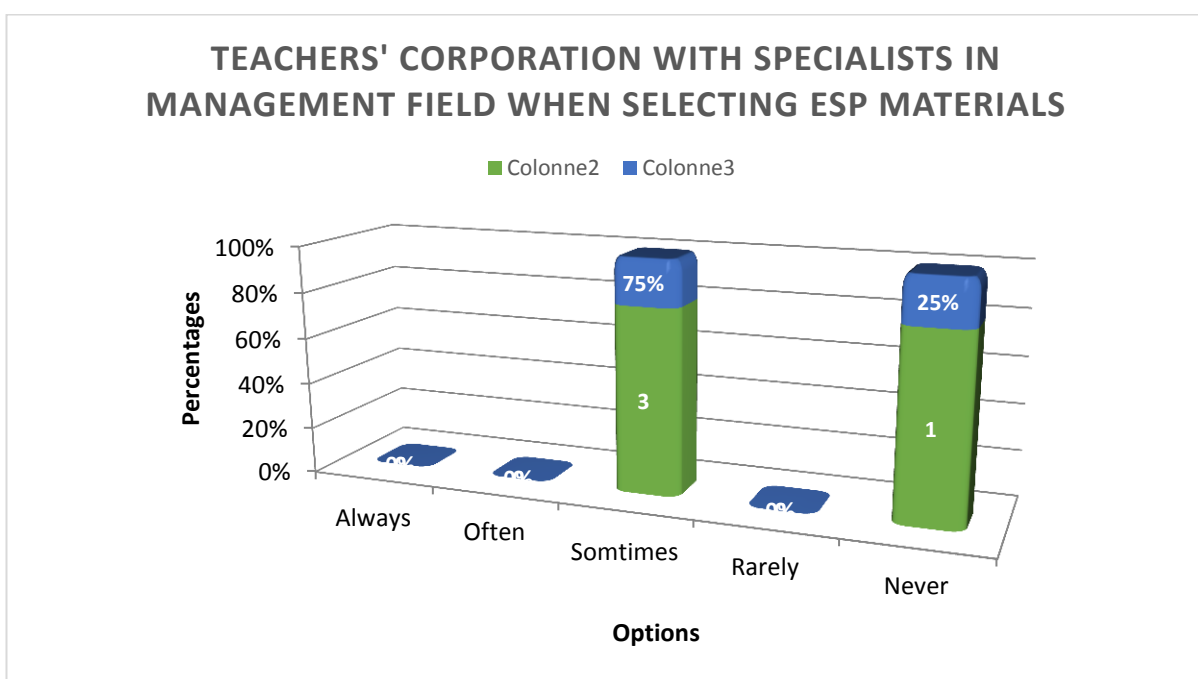


Figure 7: Teachers' Cooperation with Specialists in Management Filed for Material Selection.

The figure is about teachers' corporation with specialists in Management field in order to select material. The results reveal that cooperating with experts in the field of management during the selection of material is not common among the teachers as 75% responded with "Never" and there is just one who sometimes cooperate with them.

Q18: Do you take into consideration students' feedback in order to revise your materials?

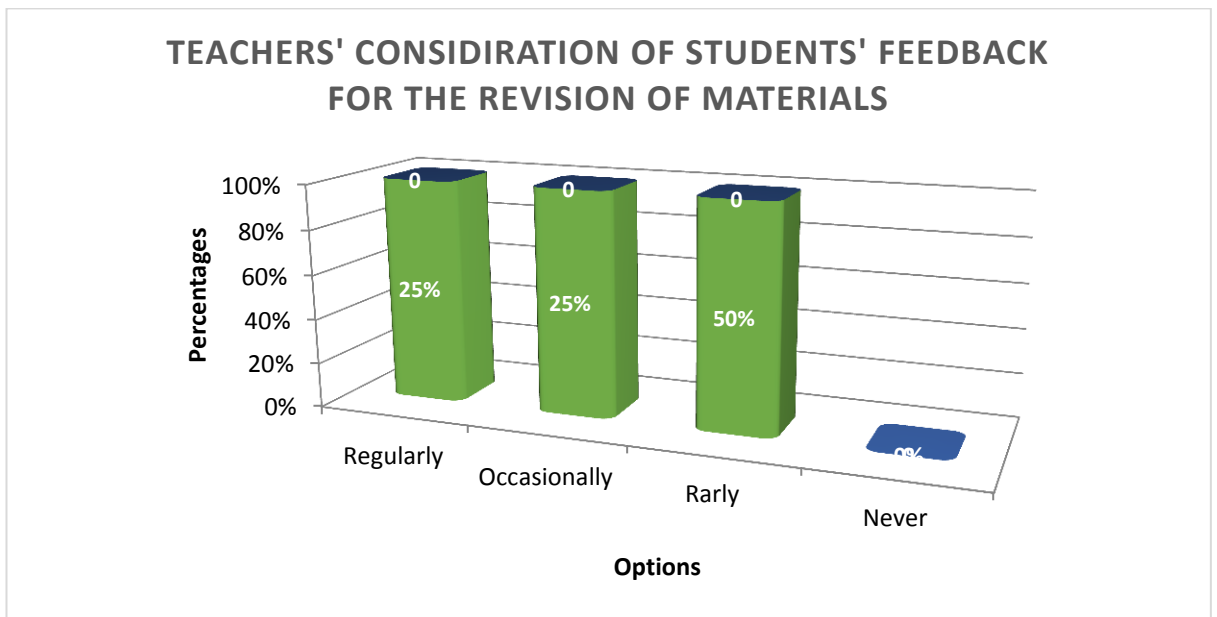


Figure 8: Teachers' Consideration of Students' Feedback for the Revision of Materials. This figure convey data about teachers' consideration of students' feedback in order to revise the ESP materials. From the reported data in this chart, we can perceive that one teacher (25%) regularly utilizes students' feedback, another teacher (25%) use it occasionally," and two others (50%) use it rarely.

Q19: Do you use digital tools or platforms?

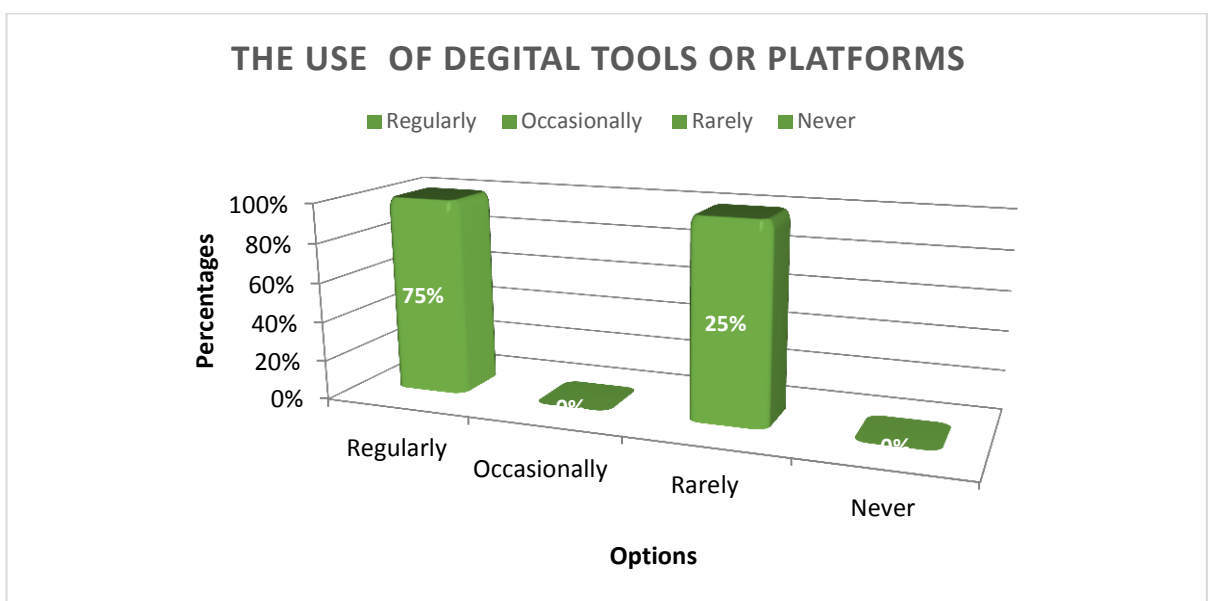


Figure 9: Teachers' Use of Digital Tools or Platforms.

This figure is about the teachers' use of digital tools or platforms. The chart shows that the majority of the teachers (75%) regularly use digital tools, platforms, and (25%) of them rarely use them.

Q20: Do you use multimedia?

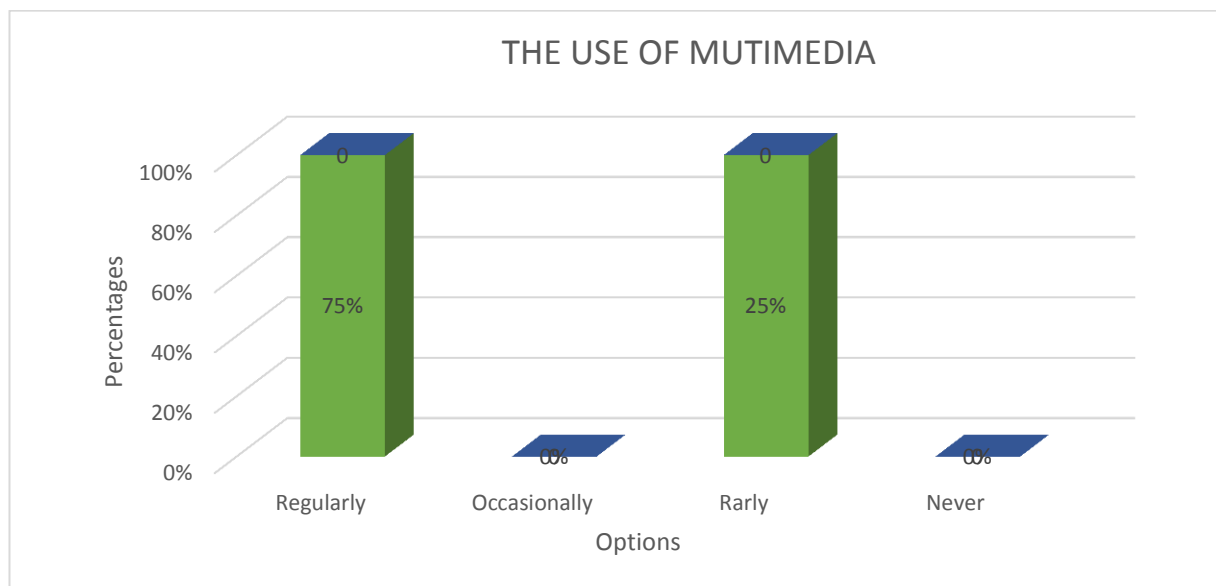


Figure 10: Teachers' use of Multimedia.

The figure is about teachers' use of multimedia. The results reveal that the majority of the teachers (75%) regularly use multimedia. However; (25%) of them rarely use multimedia.

Q21: What challenges do you face in finding or designing appropriate ESP materials for management students?

Options	Numbers	Percentages
Lack of authentic resources or field specific material	3	75%
Limited time to adapt material	0	0%
Balancing language level and content requirements	1	25%
Resource limitations at the university	0	0%
Challenges in integrating technology and multimedia material	0	0%

Table 16: The Challenges Faced by Teachers in Finding or Designing the Appropriate ESP Materials.

This table reports the challenges faced by the teachers in finding or designing the appropriate ESP materials. It is apparent from this table that the most common challenge faced is the lack of authentic resources in the field-specific material, as this answer is selected by 3 out of 4 teachers (75%). Only one teacher (25%) mentioned balancing language level and content requirements as a challenge. None of them, however, indicated limited time to adapt material, "resource limitations at the university, or challenges in integrating technology and multimedia material as faced challenges.

III.2 structured interview

III.2.1 Results obtained from the interview conducted with the teachers

In this research, a structured interview consisting of six (6) questions was designed for the objective of investigating the ESP teachers' material selection, their implementation and effectiveness for management students' motivation, needs. As This part, then, is concerned with the finding obtained from the teachers' answers. It is worth mentioning, however, that (2) ESP teachers refused to participate in the interview. So, what is reported in the following paragraphs is just the answers of two teachers.

✓ How do you perceive English in relation to management field?

Both teachers claim that English is important and helpful for students for management they claim that they need it to communication in their specific field

✓ According to you, what are the main differences between teaching General English and English for specific purposes?

The first teacher claimed that GE is more about daily life, talking about families or hobbies while ESP in the other hand is focused on one field . However, the second teacher said that GE teachers have some objectives like grammar, vocabulary ..to develop different skills but not in relation to specific field ,while ESP learners are adults they have specific purposes

✓ **Can you explain to us the procedures you follow when you select materials for ESP teaching?**

The first teacher assumed that firstly, he thinks about the students need to know for their future career. Then, he chooses texts or videos that are related to business usually he uses texts or real examples like: emails or company reports and also he uses exercises to help them learn vocabulary .However, the second teacher affirmed that firstly ,he needs to conduct needs analysis, collect data about interests of learners ,when he collects these data he will realize why they needs .When he gets what they need then he will be able to select the appropriate materials .

✓ **In your opinion what makes ESP material successful for the teaching of management students?**

The first teacher said that good ESP material should be clear , useful and connected to real life .However, the second teacher declared that what makes ESP materials successful is the choice of appropriate materials like : tasks , activities related to management .

✓ **How do your students react to the material you select and the content you teach?**

The first teacher claimed that most students enjoy learning things that can actually use in real life. They like doing role plays or practicing how to talk in a meeting they really enjoy speaking sessions. However, the second teacher assumed that the students are always happy with the material he selects because every year at the beginning he distributes a questionnaire to collect data about their needs, interests so he relies on the information that he collects to select materials and also they give him their opinion on materials.

✓ **If you could improve something about the selection of materials and the teaching of ESP of management students what would it be?**

The first teacher said that he would like to add more updated and fun materials like videos from real companies or small projects he would also invite professionals from the business world so students can hear real experiences. However, the second teacher claimed that he should read so much about management or contact colleges at university who teach management to gain some knowledge about this discipline to help him make appropriate materials to select to his students.

CHAPTER IV: Discussion

Introduction

This chapter concerns the discussion and interpretation of the results obtained from the questionnaires answered by the ESP teachers and the interviews conducted with them. It aims to answer the research questions and confirm or refute the hypotheses postulated in the introduction of this dissertation. It starts with discussion of the results obtained from the questionnaires followed by the discussion and interpretation of the results obtained from the interviews. The discussion of the interviews ends with a paragraph highlighting the main reached points in relation to the objectives of the study at the same time confirming the hypotheses. The chapter ends with a short concluding paragraph summarizing the points developed in it.

IV.1 Discussion of the results obtained from teachers' answered questionnaires

The previous analyzed data have collaborated largely to reach the ESP teachers' perspectives concerning teaching ESP in the department of Management at Mouloud MAMMERI University to answer the three research question of this study. The first section entitled "background information", it revealed that all four (4) teachers reported that they had no training in ESP or business English teaching. Additionally, all of the teachers (100%) mentioned having a background information in business and management sector,

The analysis of the second section "Teachers' Practices and Challenges". Revealed that half of the teachers, that is 50% of them, perceive themselves as being very knowable and the two (2) other ones asserted that they are slightly knowledgeable at their English level. In addition to that, all the four (4) asked teachers take into consideration the specificity of content and the learner centeredness in teaching ESP, while needs analysis is considered by three (3) teachers. Also, half of the teachers confirmed that they always take into consideration needs analysis when they choose their ESP material, 25% of them reported that

they often assess these needs before choosing the material, and the other same percentage of teachers do this assessment just sometimes. In another hand, all of the teachers answered that they focus on both language and management content when choosing lesson objectives. Three (3) out of the four respondent teachers answered that they primarily focus on both language and management conten, and there is only one teacher who focus on language skills.. Additionally, The results show that both reading and writing are prioritized by three (3) teachers (75%) each, speaking is chosen by two (2) teachers (50%); however, listening is chosen by only one (1) teacher and the focus on integrated skills as a choice is not considered by any teacher.

Teachers' answers about the content they choose for Management students reveal that two (2) teachers choose general business English as content for management students while two others choose academic reading and writing for management studies. None teacher, however, select specialized management topics, case studies and problem solving, or integrated skills as content when they teach ESP for Management students.

Moreover, the provided results about the materials used by ESP teachers, all teachers use online teaching materials. In contrast, none of the teachers use the adapted general English materials, ESP course books for business and management, real-world professional materials, or her self-developed materials. Furthermore, The results show that three out of four teachers (75%) are always using the world professional materials, one single teacher (25%) is using them sometimes, and none of them is often, rarely, or never using these materials. Besides, The results show that two of the asked teachers (50%) always adapt ESP materials, while the two other remained teachers make it just sometimes. Moreover, the majority of the teachers (75%) regularly use digital tools and platforms and (25%) of them rarely use them.

According to the results, the most common challenge in material selection faced is the lack of authentic resources in the field-specific material, as this answer is selected by 3 out of 4 teachers (75%). Only one teacher (25%) mentioned balancing language level and content requirements as a challenge. None of them, however, indicated limited time to adapt material, "resource limitations at the university, or challenges in integrating technology and multimedia material as faced challenges.

IV.2 Discussion of the results obtained from the structured interviews

The results of the structured interview with the two ESP teachers provide a valuable insight into their practices and perceptions regarding material selection, implementation, and effectiveness for management students, which can be discussed in the literature review provided.

Concerning the perception of English in Management and the importance of ESP. Both teachers identified the importance of English as a tool for communication in management as a field of study. This is also in accordance with the overall view of ESP, which holds that English knowledge is a resource in the globalized workplace to enhance communication, collaboration, and networking. The general introduction further identifies that English as a global language is used in a variety of fields, including business, and that ESP is required to cater to the unique needs of people in their fields of interest. Hutchinson and Waters (1987) define ESP as an approach where content and method decisions are based on the learner's reason for learning, directly supporting the teachers' perception of English's role in management.

The teachers' responses differentiate GE from ESP. One teacher stated that GE focuses on daily life topics, while ESP is field-specific. The other teacher elaborated that GE aims for general grammar and vocabulary development, whereas ESP is for adult learners with specific

purposes. This aligns with the definitions and characteristics of ESP presented in the review. Hutchinson and Waters (1987) emphasize that what distinguishes ESP from General English is the "awareness of the need and its integration into the course content", meaning ESP courses are tailored to meet specific learner requirements based on their goals. Strevens (1998) also lists "differentiated to General English" as an absolute characteristic of ESP. Dudley-Evans and St. John (1998) state that ESP "may use, in specific teaching situations, a different methodology from that of General English".

According to the teachers' response about the procedures they follow when they select materials for ESP teaching, The approaches to material selection shown in the interviews are supported by the literature on Needs Analysis (NA). One teacher prioritizes students' future career needs and uses business-related texts and real-world examples. The other teacher conducts a needs analysis and collects data on student interests as a first step. The review emphasizes NA as a crucial principle of ESP, stating that "the ESP course content depends upon the information collected in this process". Haddam (2014) is cited as saying that "the idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP". This underscores that successful ESP courses are built upon understanding learners' specific needs. The concept of "specificity" in ESP also points to teachers requiring knowledge and abilities to fit with diverse student needs.

The teachers' viewpoints regarding effective ESP material clear, useful, relevant to real world, and current tasks/actions applicable to management are well supported by the criteria cited in the review. Richard R. Day and Julian Seidlhofer claim that ESP material should be "relevant to the learners' needs and interests, and designed to help them achieve their learning goals".

The findings of the interviews that students prefer to learn something useful in real life and student satisfaction are excellent due to needs assessment questionnaires clearly show the

principle of "learner-centeredness" in ESP. This principle aims to make students more goal aware and easier to learn by satisfying their professional requirements. Properly selected materials can "potentially build learner interest, enable independent learning, stimulate creativity, and ensure the perceived usefulness and inherent interest of the learning process.". The studies by Madjid, DOUFENE, and SALHI and KHENNACHE and KEMACHOU both highlight the importance of considering students' needs and motivation in ESP courses for effectiveness and engagement.

The teachers' suggestions for improvement are adding updated, fun materials, videos from real companies, small projects, inviting professionals, and the need for teachers to gain more knowledge about management. One teacher's suggestion for "more updated and fun materials like videos from real companies" aligns with the increasing importance of digital tools and multimedia resources in ESP teaching. The review notes that online technology offers a range of tools and authentic materials, and digital tools can engage students in authentic situations and enhance language skills. Moreover, the suggestion by one teacher to "read so much about management or contact colleges at university who teach management to gain some knowledge about this discipline" addresses the challenge highlighted in the review that it is "not always a simple process to find teachers who are knowledgeable in English and the field of the students". This also linked into the concept of "specificity," where ESP teachers need a minimum knowledge and teaching abilities to cope with diverse student needs.

III.3 Conclusion

According to the results of this chapter, ESP teachers illustrate a strong theoretical understanding of underlying ESP principles, particularly the emphasis on specificity of content as it was emphasized by Dudley-Evans and St John (1998) who claim that specificity is deeply rooted in needs analysis, which is the initial and most critical step in any ESP course

design , besides to the learner centeredness principle as it was confirmed by Hutchinson & Waters (1987) that learner-centered is an ESP principle and the ideal solution available for increasing learners' awareness of learning objectives to learn a language, along with delineating the approaches facilitating language learning and producing maximum results. There are, notable important discrepancies between theory and practice, most clearly between planned practice of needs analysis referring to the review, Haddam, (2014, p. 30) states that "The idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP", in addition to the regular inclusion of authentic material and collaborative approaches, however, it was mentioned in the review that "Authentic materials are used in real-world contexts and reflect the way language is actually used" (Nunan, 1988. P.99) . The challenges faced in finding authentic, field-specific materials are common, indicative of broader theoretical problems in ESP. This suggests a need for customized professional development to enhance experiential competencies in material construction and selection, ultimately seeking to more closely align pedagogy practice with excellence ESP pedagogical techniques for management students.

III.4 Theoretical framework analysis

A fully integrated and pragmatically oriented theoretical framework serves as the foundation for this academic study on the evaluation of English for Specific Purposes (ESP) material selection for management students. This framework, which is primarily based on the seminal works of Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). The fundamental Hutchinson and Waters paradigm, which states that "all decisions as to content and method are based on the learner's reason for learning," is where the study's analysis starts. This determines the field's theoretical boundary: Unlike General English, ESP's content is intrinsically connected to a "clearly defined purpose." The study conceptually commits to the principle of specificity by taking this stance. Therefore, the whole study is framed as an inquiry into whether the chosen materials effectively meet this theoretical contract that is, if they are sufficiently tailored to the demands of management students rather than just standard English materials modified for a business setting.

At the heart of this framework lies the fundamental aspect of Needs Analysis (NA). Regarded as a fundamental tenet of ESP, the structured data gathering framework used linked to researchers such as Brown (1995). The theoretical importance of NA is substantial: it changes material selection from a subjective teaching decision into an evidence-driven process. The framework restricts the choice of materials from being influenced by teacher preference or convenience; instead, it requires that selection criteria like relevance to management subjects and a balance between language skills should originate directly from the identified needs of the learners and their actual environment. This theoretical foundation offers the research its most significant assessment instrument.

Additionally, the framework focuses on the quality and real-world application of the materials. It integrates the theoretical focus on authenticity, a notion characterized by researchers such as Wallace (1992) and Tomlinson (2012) as the usage of texts created not for

instruction but for authentic communication. By applying this principle, the framework emphasizes that materials need to have external validity, indicating they should reflect the linguistic and communicative requirements of the intended professional setting. This is directly related to evaluating the "actual business environment" impacting material selection. Ultimately, the framework of the study focuses on the agent of material selection the ESP teacher by referencing Dudley-Evans and St. John's (1998) idea of the teacher as a 'material provider' and course creator. This theoretical distinction recognizes the dual challenge confronting the practitioner: the educator must not only utilize the criteria but also contend with practical restrictions, such as the "lack of ready materials" and "time constrains." Incorporating these challenges into the framework allows the study's analysis to be comprehensive, evaluating both the adherence of the criteria to ESP theory and the practical viability of applying those criteria amid actual institutional constraints.

GENERAL CONCLUSION

This research attempted to assess ESP teachers' selection of materials for the teaching of ESP in the department of Management at Mouloud MAMMERRI University of Tizi-Ouzou (UMMTO). It principally aimed to find whether the targeted ESP teachers meet the principles of ESP material selection, whether they face challenges in the process of material selection, and whether they implement the selected material appropriately. Three principal research questions were formulated to reach these goals, which are do ESP teachers select the adequate teaching materials? What are the challenges faced by the teachers while selecting the materials? Do ESP teachers implement the selected materials appropriately? Additionally, three hypotheses were formulated to guide our study. The hypotheses postulate the following: ESP teachers use adequate materials in ESP classrooms, ESP teachers do not face different challenges in material selection, and ESP teachers do implement the selected materials appropriately

In order to reach the identified aims, we focused on third year groups of students as the ESP teachers are expected to teach different ESP subjects and use different ESP materials with these groups in order to prepare them for career life that requires ESP knowledge. Meanwhile, the students at this level tend to identify their job orientations and they are more conscious about their academic and professional needs. Concerning the research methods used in this study for data collection and data analysis, they are quantitative and qualitative methods, a combination of methods which is known as mixed-methods approach. The quantitative data were collected through the use of a questionnaire and the qualitative data were collected through the use of a structured interview. The collected data were analyzed quantitatively through the use of basic statistics, namely frequencies and percentages, which are calculated by applying the rule of three while the qualitative data were analyzed by using qualitative thematic analysis. The organization of data relied on tables and bar charts and on short paragraphs reflecting teachers' answers to the open-ended questions.

The results of the study revealed that ESP teachers illustrate a strong theoretical understanding of underlying ESP principles, particularly the emphasis on specificity of content and learner centeredness methodologies. However, there were notable important discrepancies between their understanding and their practices, most clearly between planned practice of needs analysis and the regular inclusion of authentic material and collaborative approaches. Also, the results about challenges demonstrated that ESP teachers face different challenges, involving the finding and the use of authentic, field-specific materials, hence indicating a major problem in their ESP teaching. This suggests a need for tailored professional development to enhance experiential competencies in material construction and selection and need to align pedagogy practice with excellence ESP pedagogical techniques and materials for management students.

Therefore, the analyses and the interpretation of the results refuted the hypotheses. Indeed, ESP teachers do not use adequate materials in ESP classrooms, as

The second hypothesis, which is about the different challenges faced by ESP teachers when they select materials, is also refuted because the teachers face major challenges that makes the task of ESP teaching difficult to accomplish in the required way. The third hypothesis also is refuted as the ESP teachers do not implement the selected materials appropriately.

This study has implications on the teaching of ESP in Management department and on the development of ESP teachers' competence and awareness about the selection of ESP material. Its main significance lies in the highlighting of the missing points in the teachers' selection and implementation of ESP material and in the identification of different challenges faced by teachers, therefore reflecting on the situation and attempting to provide professional development programs and resources to support and enable better ESP teaching and learning experiences.

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APPENDIX

APPENDIX I

➤ Teachers' questionnaire

This questionnaire aims to gather information about teachers' selection of materials in order to teach English for Specific purposes (ESP) in the department of economic sciences at UMMTO. It serves to reveal and understand teachers' practices and choices and the challenges they face in selecting appropriate materials. The information you supply will provide valuable insights into the design of ESP lessons and resource integration and development. Your answers will be confidential and strictly reserved for academic purposes. Thank you for your participation and cooperation.

• Section 1: Background Information

1. How many years have you been teaching English?

.....

2. How many years have you been teaching ESP?

.....

3. What is your educational level?

-License degree -Master's degree - Magister deg - Doctorate
degree

4. Did you receive any training in ESP or Business English teaching?

Yes No

5. Do you have background information in business or economic field?

Yes No

• Section 2: Teachers' practices and challenges

1. To what degree are you knowledgeable about English for economics studies?

Very knowledgeable

Somewhat knowledgeable

Slightly knowledgeable

Not knowledgeable

2. Do you agree that ESP is different from General English both in content and objectives?

Strongly agree Agree Neutral Disagree Strongly disagree

3. Which of the following principles do you consider when you teach ESP?

Needs analysis

Specificity of content

Learner centeredness

Authenticity and relevance

Contextualization to students' academic and professional field

4. How often do you assess students' needs before selecting materials for your ESP lessons?

-Always - often -Sometimes - rarely -Never

5. Which strategy do you regularly use to assess students' needs?

Questionnaires

Placement tests

Discussions

Institutional guidelines

None of them

6. How often do you identify lesson objectives before selecting materials?

-Always - often -Sometimes - rarely -Never

7. What is your primary focus when you choose lesson objectives?

Language skills

Business and management content

Focus on both language and management content

Program requirements

8. On which basis do you select the skills to focus on in your lessons?

Needs of the students

Real-world workplace requirements

My teaching style

9. Which skill do you mostly focus on when you select material?

Reading Writing Listening Speaking Integrated skills

10. Which content do you choose for economics students?

General business English

Specialized management topics

Case studies and problem solving activities

Academic reading and writing for management studies

11. Do you select material on the basis of the task or activity you have chosen?

-Always - Sometimes - often - rarely -Never

12. Which material do you use?

ESP course books for business and management

My self-developed materials

Adapted general English materials

Online teaching materials

Real-world professional materials (e.g. business reports, emails, company news letters, press releases, business plans, marketing plans)

13. How often do you use real-world professional materials?

-Always - often - Sometimes - rarely -Never

14. Do you adapt your teaching material to align with the students' language level?

Always Sometimes often rarely Never

15. Do you adapt the content of lessons to include specific language and examples of economic specialty?

Always often sometimes rarely never

16. Select from the following the most influential factor that affects your choice of ESP materials.

Learner needs analysis

Department program

Available resources

My own preferences

Cultural appropriateness for students' background and preferences

I do not conduct a needs analysis

17. Do you cooperate with specialists in economic field when you select materials?

Always often Sometimes rarely Never

18. Do you take into consideration students' feedback in order to revise your materials?

Regularly occasionally rarely never

19. Do you use digital tools or platforms, such as Moodle, slides, Google Classroom) to teach the material content?

Regularly occasionally rarely never

20. Do you use multimedia (like videos, podcasts, recorded lectures, recorded business dialogues and presentations, interviews with managers) to enhance students' participation and interest?

Regularly occasionally rarely never

21. What challenges do you face in finding or designing appropriate ESP materials for economics students?

Lack of authentic resources or field-specific material

Limited time to adapt material

Balancing language level and content requirements

Resource limitations at the university

Challenges in integrating technology and multimedia material

Others(optional)

.....
.....

Thank you for your cooperation!

APPENDIX II

➤ **Teachers' interview**

1. How do you perceive ESP in relation to economics field?
2. According to you, what are the main differences between teaching general English and English for Specific Purposes?
3. Can you explain to us the procedure you follow when you select material form ESP teaching?
4. In your point of view, what makes ESP material successful for the teaching of economic students?
5. How do your students react to the material you select and the content you teach?
6. If you could improve something about the selection of material and the teaching of ESP for economic students, what would it be?

Thank you for your cooperation

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