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Subject:

**Introducing Authentic Materials to Develop
Student's Academic Writing Style
-The case of third year students of English at
Khenchela University-**

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Option: Didactics of English language

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Dedication

I am dedicating this thesis to my parents

My brothers Mahdi, Aymen, Mohamed

My fiancée Farah

All friends and classmates

My teachers

To everyone who knows me

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I would like to thank God without whom nothing is possible

I would also like to extend my gratitude to a number of people whose help was very valuable in this research.

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Thank you

Abstract

The current study aims at studying to identifying the effect of authentic materials on the development of academic writing skill of third year student in the department of English at Khenchela University. Along a descriptive study, the attempt was to highlight the relation existing between students' writing skill proficiency and the use of authentic material in the classroom. The questionnaires used on the population of both students enrolled for the academic year 2018-2019, and teachers of English, revealed that authentic materials may occur a significant impact on students' performance in the writing skill, and make them interesting and motivating to master the language.

On the basic of literature reading and field work results, some recommendations have been drawn, in order to attract both teachers' and students' attention on the effect of authentic materials on language proficiency, which is later on reflected on their achievement.

List of abbreviation

TEFL: Teaching English as a Foreign Language.

ESL: English as a Second Language.

MLA: Modern Language Association.

APA: American Psychological Association.

CV: Curriculum vitae.

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General Introduction

Introduction

Since the introduction of the English language into school, it has become an important part of the curriculum and has recorded a great demand in all levels on education. Various TEFL (Teaching English as a Foreign Language) schools have been established throughout the country.

In Algeria, there is two approaches have been adopted since it beginning. The first one being the communicative approach to language where curriculum designers agreed that language is first communication. Although the linguistic influence of advertising on the people is undeniable, the culture and the thought of the people influence advertising, Second, or foreign language learners must not only be aware of this correlation, but must be taught its nature in order to convince them of the essentiality of including culture in the study of a language which is not their own.

The second approach adapted from the first one was the competency based approach, helping the learners acquire a communicative competence by centralizing on the learner as the target of the learning process. The focus, in this approach, was on the meaning conveyed by the context rather than the grammatical forms used in it.

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Algeria for example, it has been hard to set the objectives of studying English as a “foreign language”. In higher education, students are often asked about their motives of studying English as a specialty. Their answers often vary between “English is the most commonly spoken language in the world”, “Because I like it”. In such a situation, it is necessary to put conditions to learning. Another phenomenon is that our students rely heavily on grades as a motive for learning. As a matter of fact, the mark becomes the main objective for the learner rather than the learning process or the subject taught.

The present study intends to check the efficacy of authentic materials for enhancing writing skills of the second language learners at the University of Khenchela the case of third year students of English. Authentic materials are very interesting, absorbing and motivating, and something very important for learner’s development. Authentic materials can serve this purpose very well.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

The objectives of the research would be to improve the writing skills, make the learners more motivated to learn the language skills, bring the original language of a specific place in the world into the classroom and to remove the monotony of the contrived texts.

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Statement of the problem

Writing is considered one of the most important skills that university students of English as a Second Language need to acquire. Writing is important not only in developing language intuition and determining academic success, but also for completing certain tasks. Therefore, it is obligatory for students, especially those who study in colleges to have good writing skills. They should acquire such an ability that they can easily handle any reference they need for accomplishing every task given to them. In addition, it is avoidable that they will deal with accomplishing writing academic papers which finally forced them to write various books and references. In short, it is crucial for the students to acquire writing skill.

The majority of the texts are meant to enable the students to master some grammar rules with no communicative objective. Most students entering our institute after high school are false beginners with no motivation to learn English. The teaching goal is merely rote learning with no practical communications or exchange of ideas. This very fact provoked me to introduce authentic materials, which are interesting, lively and inspiring. Authentic materials will arouse the curiosity in the students and will activate their minds. There will be a lot of inspiration and motivation for them to try and hone their writing skills.

Authentic materials will change the routine in the classroom and activate their minds. Our students need to use their writing skills in academic way and the present study reinforces and serves this need.

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So, is using authentic materials has a great impact on the student's attention? And how authentic materials influence on the development of the student's academic writing style?

2- Hypothesis

1/If the teachers use authentic materials would enhance the students' writing proficiency.

2/If the teachers rely on creative approach in using authentic materials, they will motivate their learners to promote their degree of writing competency.

3/If learners are exposed to authentic materials, they will be integrated meaningfully in the target language and develop their self- confidence.

3- Background and significance of the study

Many teachers assert that the role of teaching materials and the classroom is to aid the learners to make efficient use of language resources; so materials can help them to achieve this, the main objective of studying the issue of using authentic materials to develop academic writing skill to second year students of English is to get general overview to confirm our hypothesis.

We would like to reach a number of aims in the following points:

- To make the student more motivated to learn the language skills.
- To make them feel as the users of the language rather than a mere learners.

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- To improve the academic writing style.
- To bring the native culture and traditions in the classroom.
- To give them awareness about the usefulness of authentic materials.

4- Definition of terms

4-1- Authentic materials

Authentic materials are defined in different ways by different researchers. Materials refer to anything which is used to help to teach language learner. Materials can be in the form of a text book, a work book, a cassette, a CD ROM, a video, a photocopied hand out, a newspaper, a paragraph written on a white board: anything which represents or informs about the language being learned. Its aim is to enable learners to hear, read, and produce the language as it is in the target culture.

4-2 Academic writing style

Academic writing is clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the reader's understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary. Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. However, there are some general characteristics of academic writing that are relevant across all disciplines.

5- Limitation of the study

The participants for the present study are the students of English of third year in Khenchela University for the academic year 1018/2019. Practically, it is not possible to study the participants under an experiment approach. Sufficient data is obtained through a questionnaire delivered to the students of English and their teachers.

6- Basic assumptions

- Academic writing style is somehow difficult to the non-native learners.
- Using authentic materials has a great impact on the student's attention.
- Many steps and techniques to develop student's skills.

7- Procedures for data collecting (research design)

7-1 Method of investigation

In our research, we think that the use of descriptive method in order to get useful information of the investigation.

7-2 Sampling

Our sample of the study is third year students of English in Khenchela University for academic year 2018/2019 are chosen randomly, the number of the

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participants is about 150 students, Where the other category consist of some teachers in the department of English in Khenchela University (about 10 teachers).

7-3 the organization of the study

This research is basically divided into two main chapters. We start with a general introduction that includes the objective of the study, benefit of the study, limitation of the study, and research paper organization.

The first chapter is a theoretical part that covers the details of writing skills and authentic materials. While the second chapter deals with two part, the first section about the methodological design that covers the subject of the research, research type, method of collecting data and techniques of analyzing data.

While the second section deal with discussion and analysis of the data gathering from the responses of both students and teachers on the questionnaires. Finally the last part is a general conclusion about our research.

Chapter I:

Academic Writing and Authentic Materials

Chapter I: Academic Writing and Authentic materials

Introduction

This part presents the most important notions' highlighted in the general theories set for foreign language education in general and English teaching in particular. Writing, academic style and authentic materials are the main points mentioned here, for they are important variables in our work. Indeed, a discussion of these elements is essential in that it will serve us as standards against which points of value in academic writing like the components of style and data collected in field work will be measured and compared. Other stylistic features are also highlighted and theoretically discussed in this part. We wish to inform the reader that the type of style our work is concerned with is restricted only to the academic one.

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I-1-Writing

I-1-1-Definition of writing

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader.

Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

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As human societies emerged, the development of writing was driven by pragmatic exigencies such as exchanging information, maintaining financial accounts, codifying laws and recording history. Around the 4th millennium BC, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form. In both ancient Egypt and Mesoamerica, writing may have evolved through calendric and a political necessity for recording historical and environmental events.

I-1-2- The types of writing

I-1-2-1 descriptive writing

Descriptive writing is a literary device in which the author uses details to paint a picture with their words. This process will provide readers with descriptions of people, places, objects, and events through the use of suitable details. The author will also use descriptive writing to create sensory details as a means of enhancing the reading experience. If done effectively, the reader will be able draw a connection through the use of sensory details that include seeing, hearing, smelling, touching, and tasting. These techniques will assist you in becoming not only a better writer, but will also make your writing more engaging for readers.

Descriptive writing is an art of describing the places, persons, objects and events using appropriate details. This style of writing draws a picture in the readers mind with the help of vivid descriptions. It involves the readers through sensory details, which include seeing, smelling, hearing, tasting and touching. In other words, descriptive writing is a way of explaining something that appeals to the readers' senses, such as sight, smell, sound, touch and taste. Descriptive writing style is found in all

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kinds of writing. It is used in biographies, poetry, journal, travel writing, diary writing, nature writing, memoirs, etc.

I-1-2-2- Narrative writing

Narrative writing is a type of writing that tells a story. In narrative writing, a writer narrates a story or shares an experience with others. Narrative writing can be categorized into two different forms, one is fiction and another is nonfiction. A fiction narrative writing refers to imaginative stories and events that are not real, whereas a nonfiction narrative writing is based on real stories and facts. For instance, reports, newspapers, biographies and autobiographies are nonfiction narrative writing as these are based on real events and facts.

Generally, narrative writing is presented in a sequential manner in order to stimulate the interest of readers. Novel, short stories, dramas, folk tales and poetry come under narrative writing. The purpose of narrative writing is to involve the readers in the story and allow them to imagine or visualize the situation. In the narrative writing, a writer presents the story with sensory details and gives vivid descriptions so as to capture the attention of the reader.

I-1-2-3- Expository writing

Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and

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usually written in the third person. Nevertheless, you can use "I" in your expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on our emotional responses as we perceive the world at one point in time.

I-1-2-4- Persuasive writing

This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented. You may present these opposing points of view, but they must be summarized at the beginning and then quickly refuted (to refute something means to show it is false or not particularly important). If you're not sure how to do this, then simply stick to your side of an argument. While persuasive writing attempts to prove your point of view, it's usually written in an objective, third person point of view; such a stance helps demonstrate your objectivity. It should be noted that "argumentative" writing is said by some to be more rational and empirical (i.e. based on facts), whereas

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“persuasive” writing will often use emotional appeals to manipulate the reader’s sympathy. However, most writing experts view the two terms as synonymous; few essays are so coldly dispassionate that they will not use strong and loaded language to win an argument, and analytic facts are always a good way to persuade the reader of one side over another.

I-1-3- The Writing process

Writing something on a paper by using own words is not as simple as it seems. Students get perplexed for the first time, but gradually, improve their writing skill and consequently, they overcome their obstacles. They must read different kinds of books to improve their writing skill. On the other hand, good vocabulary is a skill that is needed to write different kinds of documents. However, the writing process is structured by including some essential steps. According to academicians, by following these common steps, students can successfully develop ideal pieces of writing.

The writing process is divided into five steps: prewriting, drafting, revising, editing, and presentation.

I-1-3-1- Prewriting

The first step of the writing process is prewriting or our planning stage. During prewriting, you are thinking about your topic, brainstorming, focusing, and developing a working thesis.

This step begins with the assignment. Let's say our student Susie has been given the assignment to write a personal story that shaped a point of view. She first spends

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time asking herself questions about the topic, such as: 'What do I want to write about?', 'What do I hope to achieve?', 'What personal views do I have?', or 'What do I want my audience to learn?'

Susie's next step is to brainstorm some potential topics. There are many different ways to brainstorm, but some she could use would be make a list, journal writes, or create a chart. Susie decides to make a list and writes down some potential personal stories that she could share. Eventually, she selects one of these that she feels confident writing about.

Finally, Susie makes sure that her topic is focused and writes down a working thesis, the central idea of her paper. One great way to make sure a topic is focused is to develop a rough outline. This does not have to be formal but, rather, just write down the thesis and the main ideas that the essay will explore.

I-1-3-2- Drafting

Now that Susie has decided on a topic and plan, she is ready to begin the second step of the writing process: drafting her essay. It is important to remember that a draft does not have to be perfect! The goal of the drafting stage is to take your outline and to develop a paper. When you draft, do not worry about the mechanics of your paper, this will come later. Right now, just focus on the content and make sure that your ideas are clear and well detailed.

When writing her paper, Susie asks herself some questions that you too can use:

'Are my ideas organized?'

'Am I sharing strong details?'

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'Should I include more information or take some away?'

As you write, be sure to keep asking yourself questions that will help further develop and support your thesis.

Remember that you can write more than one draft! Often times, you will write several before you begin the next step of the writing process.

I-1-3-3- Revising

The third step of the writing process is revising. During revising, you should read your writing and look at the content. You can think of revising as looking at the big picture. Do not yet worry about the mechanics of your paper, but focus on the content.

Before starting the revising and editing stages, it is important to set the right environment! Try the following tips:

You should try to take some time away from your paper. Set it aside for a few hours or even days. This way you are starting with fresh eyes.

- Print out your paper. This way you can take notes as you revise and edit.
- You could even change the format of your paper! It could be a larger, bolder font, which may help you find the errors in your writing.
- Work somewhere without distractions. Turn off the phone and TV. Just focus on your writing!

Our student, Susie, is ready to start the revising stage.

First, she reads her paper out loud. While it may seem strange to read out loud, it is the best way to really hear your paper as you read.

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Next, Susie asks questions. In this step, she is looking to make sure that her thesis, the main idea of her paper is easy to identify and is supported. Some questions she can ask are: 'Do I have good topic sentences?', 'How are my details?', and 'Do I have a good order to my paper?' By asking these questions, Susie is checking that both her content and her structure meet the assignment and present a well written, organized paper. In addition, she takes time to look at the style of her paper. Here she would check her tone, language, and sentence structure.

I-1-3-4- Editing

Editing is sometimes considered part of revising, but refers to judging your text for language and technicalities rather than content. This is the time for grammar lovers and nitty-gritty enthusiasts to meticulously scan the text for language accuracy.

- Your sentence should adhere to proper word order rules; each containing a subject and a predicate. Use a variety of verb tenses correctly and appropriately (simple, progressive, perfect, and perfect-progressive tenses).
- Be careful with subject-verb agreement issues.
- Use a variety of language constructions to make your writing more precise and educated (comparative structures, relative clauses, conditional sentences, not too much of the passive voice...etc.)
- Use a dictionary or spell checker when not sure about spelling. Reread your text again for problematic homonyms (there-their-they're).
- Use a variety of punctuation marks accurately and consult a style guide when hesitating between a comma, and semi-colon.
- Edit for text mechanics: capitalization, numbering, italics, and abbreviations.

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I-1-3-5- The presentation

After the text itself is ready, it is time to work on some finishing touches with aesthetics polishing your text to perfection.

- If you are handwriting your text, use a ruler to create margins on both sides of the page. Remember to double-space if required by a teacher. Write neatly and legibly!
- When using a computer, be consistent with font usage, spacing, and heading levels. Always be on the lookout for more tiny errors for last minute on-screen corrections.
- In academic papers, adhere to the strict citation conventions, dictated by your style manual.
- Consider using indentation for every paragraph as well as larger spacing between paragraphs.

I-1-4- Strategies for Developing Writing Skills

Unlike some other academic skills, the ability to write well is something that follows you from elementary school all throughout your life, particularly if you work in an office environment – so it's no wonder there's such an emphasis on it in school! From creative short stories and descriptive paragraphs in elementary school to lengthier prose and argumentative essays in high school, and then implementing those skills to write research and term papers in college, students spend a great deal of their formative years learning the proper grammar rules and various writing types.

Whether you're still in school now, or want to refresh your skills as an adult, it's never too late to improve your writing. Here are some key strategies to implement into your regular routine:

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I-1-4-1- Read (a lot)!

This might be surprising, but the first step toward developing writing skills is not to write, but to read! Reading the works of respected authors will open your eyes and your mind to examples of good writing. Do you already know the type of writing that appeals to you? Find out who the leading writers are in that genre and read through their works. Whether it's fantasy, academic, humor, poetry, science fiction, satire, or general prose, reading a lot will help you recognize what sounds good on paper and, in turn, will help you follow a similar model in your own writing. And it goes without saying that reading good writers will expose you to correct grammar and spelling, as well as a larger vocabulary.

I-1-4-2- Get familiar with various writing styles.

Speaking of different writing styles, get to know the idiosyncrasies that exist between each. How does academic writing differ from fiction? What makes a good creative writing sample? What are the different types of poetry and how do they differ from prose? Becoming familiar with the different styles will lead to you become a more nuanced and sophisticated writer as you hone your own voice.

I-1-4-3- Write and/or journal every day.

The old adage stands true: *practice makes perfect*. It applies to virtually any activity or endeavor in life. When you want to get better at something, there's just no substitute for doing it, and doing it consistently. The same goes for writing! Write every day. Keep a folder on your desktop with your daily writing or keep a physical journal if you prefer writing by hand. You may not feel like you are developing writing skills

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from day to day, since progress can be very gradual, but trust us, you're getting better with each day, week, and month of practice! One of the most rewarding experiences as a student of writing is to look back on your writing samples from months or years before and recognize just how much progress you've made over time.

I-1-4-4- Read your writing out loud to yourself.

This tip is another one that might not seem intuitive, but it is important. Writing that is good on paper should also sound good to the reader's ear, as though they were a listening audience. When you read you're writing out loud, you may notice if it's choppy, incomplete, or repetitive – things you may not always notice when you're busy typing or writing away.

Be sure to do this regularly, not just at the end of your assignment or document. Getting in the habit of pausing to read every few sentences or paragraphs helps to keep your momentum flowing and you're writing fresh.

I-1-4-5- Work with a writing tutor

Finally, it can be extremely helpful to share your work with others, especially those who can give you useful feedback and individual attention. A writing coach or tutor is key to developing writing skills, as he or she will have professional experience and can offer constructive criticism. This final step is especially valuable if you are planning on submitting a piece to a writing competition or publication.

Check out this helpful blog post for some extra tips on how to take criticism as a writer. Some are born with natural writing talent and others need extra practice. The thing to remember, though, is that anybody can become a good writer! Let these key

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strategies guide you in school and beyond, and you'll notice a difference in your writing skills sooner than you think.

And the most effective way of improving writing skills is authentic materials, like newspaper editorials, columns, advertisements, films, cartoons, radio and TV programmes. These energize the students, arouse their sense of curiosity and set their minds thinking. Alexandrescu (1995) very aptly put forth the matter, " it is generally accepted that the text books we use in Romanian high schools can't possibly energize all students. Even worse, they can't inspire real motivation to learn a foreign language in spite of the new curriculum. But now that satellite tv programs have invaded Eastern Europe, both teachers and learners can come to grips with English. After several years of experimentation, we see video as a middle way to fill the gap between passive classroom learning and live communication. Children can work in small groups recreating scenes they viewed at home. The students are given simple narrating techniques, specific and general questions like "what would you do if you were....?" "How do you imagine the end of the film without...? Can you comment on the title?" (p.44)

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I-2- Academic writing

I-2-1- Definition

Writing is a skill that is required in many contexts throughout life. However, academic writing is quite different from personal writing because it follows its own set of rules and practices:

- Ideas are usually organized in a formal order or structure.
- Ideas are supported by references from academic literature.
- In contrast to personal writing, academic writing is different because it deals with the theories and causes of a given topic, as well as exploring alternative explanations for these theories or events.
- Academic writing follows a particular tone, which uses concise, formal, and objective language. Academic writing also adheres to traditional conventions of punctuation, grammar, and spelling.

I-2-2- Structure of academic writing

I-2-2-1- The Big Picture

Unlike fiction or journalistic writing, the overall structure of academic writing is formal and logical. It must be cohesive and possess a logically organized flow of ideas; this means that the various parts are connected to form a unified whole. There should be narrative links between sentences and paragraphs so that the reader is able to follow your argument. The introduction should include a description of how the rest of the paper is organized and all sources are properly cited throughout the paper.

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I-2-2-2- The tone

The overall tone refers to the attitude conveyed in a piece of writing. Throughout your paper, it is important that you present the arguments of others fairly and with an appropriate narrative tone. When presenting a position or argument that you disagree with, describe this argument accurately and without loaded or biased language. In academic writing, the author is expected to investigate the research problem from an authoritative point of view. You should, therefore, state the strengths of your arguments confidently, using language that is neutral, not confrontational or dismissive.

I-2-2-3- Diction

Diction refers to the choice of words you use. Awareness of the words you use is important because words that have almost the same denotation [dictionary definition] can have very different connotations [implied meanings]. This is particularly true in academic writing because words and terminology can evolve a nuanced meaning that describes a particular idea, concept, or phenomenon derived from the epistemological culture of that discipline [e.g., the concept of rational choice in political science]. Therefore, use concrete words [not general] that convey a specific meaning. If this cannot be done without confusing the reader, then you need to explain what you mean within the context of how that word or phrase is used within a discipline.

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I-2-2-4- The language

The investigation of research problems in the social sciences is often complex and multi-dimensional. Therefore, it is important that you use unambiguous language. Well-structured paragraphs and clear topic sentences enable a reader to follow your line of thinking without difficulty. Your language should be concise, formal, and express precisely what you want it to mean. Do not use vague expressions that are not specific or precise enough for the reader to derive exact meaning ["they," "we," "people," "the organization," etc.], abbreviations like 'i.e.' ["in other words"], 'e.g.' ["for example"], or 'a.k.a.' ["also known as"], and the use of unspecific determinate words ["super," "very," "incredible," "huge," etc.].

I-2-2-5- Punctuation

Scholars rely on precise words and language to establish the narrative tone of their work and, therefore, punctuation marks are used very deliberately. For example, exclamation points are rarely used to express a heightened tone because it can come across as unsophisticated or over-excited. Dashes should be limited to the insertion of an explanatory comment in a sentence, while hyphens should be limited to connecting prefixes to words [e.g., multi-disciplinary] or when forming compound phrases [e.g., commander-in-chief]. Finally, understand that semi-colons represent a pause that is longer than a comma, but shorter than a period in a sentence. In general, there are four grammatical uses of semi-colons: when a second clause expands or explains the first clause; to describe a sequence of actions or different aspects of the same topic; placed before clauses which begin with "nevertheless", "therefore", "even so," and "for

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instance”; and, to mark off a series of phrases or clauses which contain commas. If you are not confident about when to use semi-colons [and most of the time, they are not required for proper punctuation], rewrite using shorter sentences or revise the paragraph.

I-2-2-6- Academic conventions

Citing sources in the body of your paper and providing a list of references as either footnotes or endnotes is a very important aspect of academic writing. It is essential to always acknowledge the source of any ideas, research findings, data, or quoted text that you have used in your paper as a defense against allegations of plagiarism. Equally important, the scholarly convention of citing sources allow readers to identify the resources you used in writing your paper so they can independently verify and assess the quality of findings and conclusions based on your review of the literature. Examples of other academic conventions to follow include the appropriate use of headings and subheadings, properly spelling out acronyms when first used in the text, avoiding slang or colloquial language, avoiding emotive language or unsupported declarative statements, avoiding contractions, and using first person and second person pronouns only when necessary.

I-2-2-7- Evidence-based arguments

Assignments often ask you to express your own point of view about the research problem. However, what is valued in academic writing is that opinions are based on what is often termed, evidence-based reasoning, a sound understanding of the pertinent body of knowledge and academic debates that exist within, and often external to, your

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discipline. You need to support your opinion with evidence from scholarly sources. It should be an objective stance presented as a logical argument. The quality of your evidence will determine the strength of your argument. The challenge is to convince the reader of the validity of your opinion through a well-documented, coherent, and logically structured piece of writing. This is particularly important when proposing solutions to problems or delineating recommended courses of action.

I-2-2-8- Thesis-Driven Analysis

Academic writing is “thesis-driven,” meaning that the starting point is a particular perspective, idea, or position applied to the chosen topic of investigation, such as, establishing, proving, or disproving solutions to the research questions posed for the topic. Note that a problem statement without the research questions does not qualify as academic writing because simply identifying the research problem does not establish for the reader how you will contribute to solving the problem, what aspects you believe are most critical, or suggest a method for gathering data to better understand the problem.

I-2-2-9- Complexity and Higher-Order Thinking

Academic writing addresses complex issues that require higher-order thinking skills applied to understanding the research problem [e.g., critical, reflective, logical, and creative thinking as opposed to, for example, descriptive or prescriptive thinking]. Higher-order thinking skills include cognitive processes that are used to comprehend, solve problems, and express concepts or that describes abstract ideas that cannot be easily acted out, pointed to, or shown with images. Think of your writing this way: One of the most important attributes of a good teacher is the ability to explain

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complexity in a way that is understandable and relatable to the topic being presented. This is also one of the main functions of academic writing--examining and explaining the significance of complex ideas as clearly as possible. As a writer, you must adopt the role of a good teacher by summarizing a lot of complex information into a well-organized synthesis of ideas, concepts, and recommendations that contribute to a better understanding of the research problem.

I-2-3- Strategies for understanding academic writing and its jargon

The very definition of jargon is language specific to a particular sub-group of people. Therefore, in modern university life, jargon represents the specific language and meaning assigned to words and phrases specific to a discipline or area of study. For example, the idea of being rational may hold the same general meaning in both political science and psychology, but its application to understanding and explaining phenomena within the research domain of an each discipline may have subtle differences based upon how scholars in that discipline apply the concept to the theories and practice of their work.

Given this, it is important that specialist terminology [i.e., jargon] must be used accurately and applied under the appropriate conditions. Subject-specific dictionaries are the best places to confirm the meaning of terms within the context of a specific discipline. These can be found by either searching in the USC Libraries catalog by entering the disciplinary and the word dictionary [e.g., sociology and dictionary] or using a database such as Credo Reference. It is appropriate for you to use specialist language within your field of study, but you should avoid using such language when writing for non-academic or general audiences.

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I-2-4- Additional problems to avoid

In addition to understanding the use of specialized language, there are other aspects of academic writing in the social sciences that you should be aware of. These problems include:

- **Personal nouns.** Excessive use of personal nouns [e.g., I, me, you, and us] may lead the reader to believe the study was overly subjective. These words can be interpreted as being used only to avoid presenting empirical evidence about the research problem. Limit the use of personal nouns to descriptions of things you actually did [e.g., "I interviewed ten teachers about classroom management techniques..."]. Note that personal nouns are generally found in the discussion section of a paper because this is where you as the author/researcher interpret and describe your work.
- **Directives.** Avoid directives that demand the reader to "do this" or "do that." Directives should be framed as evidence-based recommendations or goals leading to specific outcomes.
- **Informal, conversational tone using slang and idioms.** Academic writing relies on excellent grammar and precise word structure. Your narrative should not include regional dialects or slang terms because they can be open to interpretation; be direct and concise using standard English.
- **Wordiness.** Focus on being concise, straightforward, and developing a narrative that does not have confusing language. By doing so, you help eliminate the possibility of the reader misinterpreting the design and purpose of your study.
- **Vague expressions** (e.g., "they," "we," "people," "the company," "that area," etc.). Being concise in your writing also includes avoiding vague references to

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persons, places, or things. While proofreading your paper, be sure to look for and edit any vague or imprecise statements that lack context or specificity.

- **Numbered lists and bulleted items.** The use of bulleted items or lists should be used only if the narrative dictates a need for clarity. For example, it is fine to state, "The four main problems with hedge funds are:" and then list them as 1, 2, 3, 4. However, in academic writing, this must then be followed by detailed explanation and analysis of each item. Given this, the question you should ask yourself while proofreading is: why begin with a list in the first place rather than just starting with systematic analysis of each item arranged in separate paragraphs? Also, be careful using numbers because they can imply a ranked order of priority or importance. If none exists, use bullets and avoid checkmarks or other symbols.
- **Descriptive writing.** Describing a research problem is an important means of contextualizing a study. In fact, some description or background information may be needed because you cannot assume the reader knows everything about the topic. However, the content of your paper should focus on methodology, the analysis and interpretation of findings, and their implications as they apply to the research problem rather than background information and descriptions of tangential issues.
- **Personal experience.** Drawing upon personal experience [e.g., traveling abroad; caring for someone with Alzheimer's disease] can be an effective way of introducing the research problem or engaging your readers in understanding its significance. Use personal experience only as an example, though, because academic writing relies on evidence-based research. To do otherwise is simply story-telling.

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I-2-5- Structure and writing style

I-2-5-1 Improving academic writing

To improve your academic writing skills, you should focus your efforts on three key areas:

- **Clear Writing.** The act of thinking about precedes the process of writing about. Good writers spend sufficient time distilling information and reviewing major points from the literature they have reviewed before creating their work. Writing detailed outlines can help you clearly organize your thoughts. Effective academic writing begins with solid planning, so manage your time carefully.

- **Excellent Grammar.** Needless to say, English grammar can be difficult and complex; even the best scholars take many years before they have a command of the major points of good grammar. Take the time to learn the major and minor points of good grammar. Spend time practicing writing and seek detailed feedback from professors. Take advantage of the **Writing Center** on campus if you need help. Proper punctuation and good proofreading skills can significantly improve academic writing.

- **Consistent Stylistic Approach.** Whether your professor expresses a preference to use MLA, APA or the *Chicago Manual of Style* or not, choose one style manual and stick to it. Each of these style manuals provide rules on how to write out numbers, references, citations, footnotes, and lists. Consistent adherence to a style of writing helps with the narrative flow of your paper and improves its readability. Note that some disciplines require a particular style [e.g., education uses APA] so as you write more papers within your major, your familiarity with it will improve.

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I-2-5-2- Evaluating Quality of Writing

A useful approach for evaluating the quality of your academic writing is to consider the following issues from the perspective of the reader. While proofreading your final draft, critically assess the following elements in your writing.

- It is shaped around one clear research problem, and it explains what that problem is from the outset.
- Your paper tells the reader why the problem is important and why people should know about it.
- You have accurately and thoroughly informed the reader what has already been published about this problem or others related to it and noted important gaps in the research.
- You have provided evidence to support your argument that the reader finds convincing.
- The paper includes a description of how and why particular evidence was collected and analyzed, and why specific theoretical arguments or concepts were used.
- The paper is made up of paragraphs, each containing only one controlling idea.
- You indicate how each section of the paper addresses the research problem.
- You have considered counter-arguments or counter-examples where they are relevant.
- Arguments, evidence, and their significance have been presented in the conclusion.
- Limitations of your research have been explained as evidence of the potential need for further study.
- The narrative flows in a clear, accurate, and well-organized way.

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I-3- Authentic Materials

I-3-1- Definition

The definitions of authentic materials are slightly different in literature. What is common in these definitions is 'exposure to real language and its use in its own community'. Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (p. 467). Harmer (1991), cited in Matsuta (n.d., para. 1) defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. Jordan (1997, p. 113) refers to authentic texts as texts that are not written for language teaching purposes. Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001, p. 347). The main advantages of using authentic materials are (Philips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001):

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learners ' needs.
- They support a more creative approach to teaching.

We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language. These are what make us excited and

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willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

I-3-2- How can Students Benefit from Using Authentic Materials?

Authentic materials help Students Bridge the gap between the classroom and the outside world. Many students enroll in school to learn or improve a language-related task, such as helping a child with homework or speaking English at work. Others enroll because they have personal long-term goals that involve education, such as becoming an engineer or business owner. In working with new students, teachers need to identify why students have come to class. When teachers know learners' motivations, they can target instruction to meet those goals. A key way to help learners reach their goals is to use authentic, goal-directed materials.

A study of ABE, GED, and ESL students (Purcell-Gates, Degener, Jacobson, and Soler, 2001) showed that, when they used authentic materials inside the classroom, they were more likely to engage in literacy activities outside the classroom. If students express interest in improving nutrition, having them read authentic materials such as food labels inside the classroom should increase the likelihood they will also read labels at the supermarket. A study of ESL students showed that using authentic materials and instruction can increase students' reading gains on standardized tests (Condelli, Wrigley, Yoon, Cronen, and Seburn, 2003).

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I-3-3- How can Teachers Incorporate Authentic Materials into Teaching and Learning?

- **Always start with needs assessment.** The first step in using authentic materials is identifying students' needs and goals. Teachers can do this in a variety of ways: scheduling one-on- September 2007 one intake interviews with students, conducting weekly learner focus groups and discussions, administering written needs assessment surveys, etc. Regardless of the method of assessment, the key objective is to pinpoint each student's goals. Teachers may need to make several attempts and reframe questions many times before students narrow their responses from a vague, "I want to learn to read" to a more precise, "I want to be able to read road maps and freeway signs so I can travel outside my neighborhood.
- **Invite students to participate in the process of identifying authentic materials.** Students may be puzzled when teachers ask them to bring order forms, coupons, recipes, and other non-school materials to class. They may consider these materials inappropriate for school, based on their earlier academic experiences or their cultural perspectives. Teachers can engage them in conversations about the rationale for using authentic materials and ask them to collect and bring authentic materials to class to support their learning goals.
- **Collect local materials.** Many teachers have a habit of collecting authentic materials wherever they go in the community. Authentic texts vary by type, region, and context. Research tells us that students will benefit more from using local authentic materials than using ones that are a step removed from their lives

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(Jacobson, Degener, and PurcellGates, 2003). For example, generic charts and maps from life skills textbooks may not be as motivating to students as the local theater schedule, local rainfall charts, or the municipal bus map. There is a wealth of local authentic materials available online, such as city council meeting agendas, library schedules, and recipes for favorite regional dishes.

- **Use authentic materials in authentic ways.** It is important to use materials in authentic ways, not in traditional school-based ways. The purpose or function of authentic materials often will determine how teachers use them. For example, it is far more beneficial to use a current newspaper to search for relevant information, such as what the weather will be tomorrow or the best place to buy new tires, than it is to use an outdated newspaper to locate proper nouns. The first example shows authentic use of materials; the second is a school-based approach. Keeping authenticity at the forefront, teachers can help students
 - Create and update personal calendars and address books,
 - Write postcards they will mail after class,
 - Make shopping lists they will use that evening, and
 - Respond to e-mail from their children's teachers.
- **Warn students of the challenges ahead.** Authentic texts can be challenging for learners. Depending on the nature of the text, teachers should caution learners about frustrations they may encounter in reading a letter from their children's schools or studying the small print on parking tickets. Even if the student cannot read every word of the parking ticket, the teacher can scaffold (provide temporary support to students to reduce the complexity of a task) his or her reading skills and minimize the difficulty of the text by helping with vocabulary words and teaching scanning skills. Some teachers scaffold students' check-writing skills by

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providing pre-printed wallet cards that show the spelling of each number. Although students may not independently read parking tickets or write checks, they will practice reading real-life materials, and the satisfaction of solving real-life problems will provide powerful incentives for future learning.

- **Assess in authentic ways.** Students generally like having their learning assessed in authentic ways. If a student's learning goal is to match packing slips with invoices at work, a logical and authentic method of assessing progress is to simulate the task in the classroom. The teacher can keep a chart comparing performance on the same task week to week until the student masters the skill. Multiple-choice or fill-in-the-blank tests are inauthentic ways to assess a skill such as invoice matching. Reproducing the task is a more meaningful way to assess learning because it measures how the student will perform the task in the real world. It measures exactly what the student came to class to learn.

I-3-4- Positive Sides of Using Authentic Materials in the Writing Classes:

There are many positive sides to using authentic materials in language classroom. A few of them are discussed below: First of all, Peacock (1997) mentioned that authentic materials are intrinsically more interesting or stimulating than artificial or non-authentic materials. He also believes that if a teacher uses suitable authentic materials in the language classroom, it motivates students because these are more interesting and inspiring than artificial materials. Secondly, while applying authentic materials in the language classes, a teacher has to ensure that the material is exploited well. Sometimes teachers need to "shorten authentic

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texts, or add a glossary in order to make them more accessible” (Gower, 1995, p. 83) or suitable to the class” program of work.

Thirdly, in a language classroom, authentic materials can be used for different levels of students. For example: from a newspaper article, a teacher may ask elementary level students to find out the name of the place used in the article or s/he may ask students of the intermediate level to predict the name of the place shown on the picture and so on. So, for the teacher, suitable authentic materials might be helpful while preparing his lesson.

Besides, students can relate this type of materials to their real life situation (Gower, 1995, p 80). Moreover, by using authentic materials in the writing classroom, a teacher can use in the Writing Classes: A Tertiary Level Scenario. 5 keep the students informed about what is happening in the world so they can have intrinsic educational value.

I-3-5- Negative Sides of Using Authentic Materials in the Writing Classes:

Despite the positive sides of the authentic materials, there are some negative sides of using authentic materials in the writing classroom as mentioned by some writers. A few of them are discussed below: Firstly, Martinez (2002) claimed that authentic materials are sometimes too culturally biased that becomes challenging to understand while writing.

Secondly, when too many different structures are mixed in an article, especially students with lower proficiency level face problems to process all of them at the same time. Besides these, articles become old-fashioned very quick. For example: newspaper articles. While selecting materials teachers need to look at some points that sometimes these materials use more complex sentence and

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superfluous vocabulary items which are time consuming for both the students and teachers (Kilickaya 2004).

Chapter II: Data Analysis

Section one: Research Methodology

II-1- Introduction

The purpose of this chapter is to explain in detail the research methods and the methodology implemented for this study and analyzing the data collection. In this dissertation we study the effects of authentic materials that should develop the academic writing skills of the student's in the second language classroom.

II-2- The Subject of the research

The subject of this study divided into two major points: the first point in introducing authentic materials in the classroom and the second point of this study is the role of authentic materials that should increase the student's attention in the second language classroom to develop the writing skills in academic way.

II-3- Research methods

To identify the effects of authentic materials on the development of the student's academic writing skills. We have used methods that enable us to achieve our research objectives. Two methods are combined together: descriptive method and analytic method, both qualitative and quantitative data. It is quantitative in that it makes use of numerical data and qualitative in analyzing and interrupting data.

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These methods make us approach to the students thoughts and their view of current situation of teaching / learning writing skill in the department of English using authentic materials.

II-4- The population and Sampling

The population is a complete set of element (person or object) that possess some common characteristics. In our situation we have picked the whole population of the third second year student of English at Khenchela University, the examination was directed on 140 student whose come from different spot and they have the same age almost.

In our case we found that is smarter to increase some helpful data from their teachers that is the reason we have included a few teachers of English as a basic piece of the examination, the number of the instructors around 10 teachers.

Sampling is a group of people, objects, or items that are taken from larger population for measurement. The individuals selected include 50 students that have chosen randomly, the purpose of sampling is to gain information about population.

II-5- Data collection

Our work discusses the effects of authentic materials on the development of the writing skills at the University of Khenchela the case of the third year students of English.

There are two types of participants: teacher and student, we want to gather different and effective data that's why we have disrupted the questionnaire to all students of English on one hand, which consists of 12 questions about academic writing and the influence of authentic materials. In other hand, the teacher's questionnaire contained 10 questions about using authentic materials and the level of the student in the writing skills.

So, the data is composed of student's answers to the questionnaire and teacher's answers to the questionnaire.

II-6- Analyzing data

After finishing collecting the data, and converting into information useful for discussion making by researcher, according to the descriptive and analytic methods that used in our research, statistical methods is the basic tool of measurement, data is collected and analyzed to test our hypothesis will be organized into table format and clarified in graphics.

Section two: Data analysis

Introduction

Our work discusses the effects of authentic materials on the development of the writing skills at the University of Khenchela. After we delivered the questionnaire to the students and teachers, the learners and their instructors have answered the questionnaire that items to determine the different opinions about the academic writing and the influence of authentic materials on the student's development. To test our hypothesis that involving such materials in the classroom intensively and in an organized way would help the learners earn the writing skill.

The questionnaire of the students (Appendix A) that include 12 questions and the teacher's questionnaire (Appendix B) that contain 10 questions it's a direct questions to provide us with useful information concerning the problem under study to reach our goal .

II-1- Analysis of the student's questionnaire

II-1-1- Analysis of items

Item 01: General information

Table 01: student's gender distribution

	Participants	Percentage %
Male	12	24%
Female	38	76%

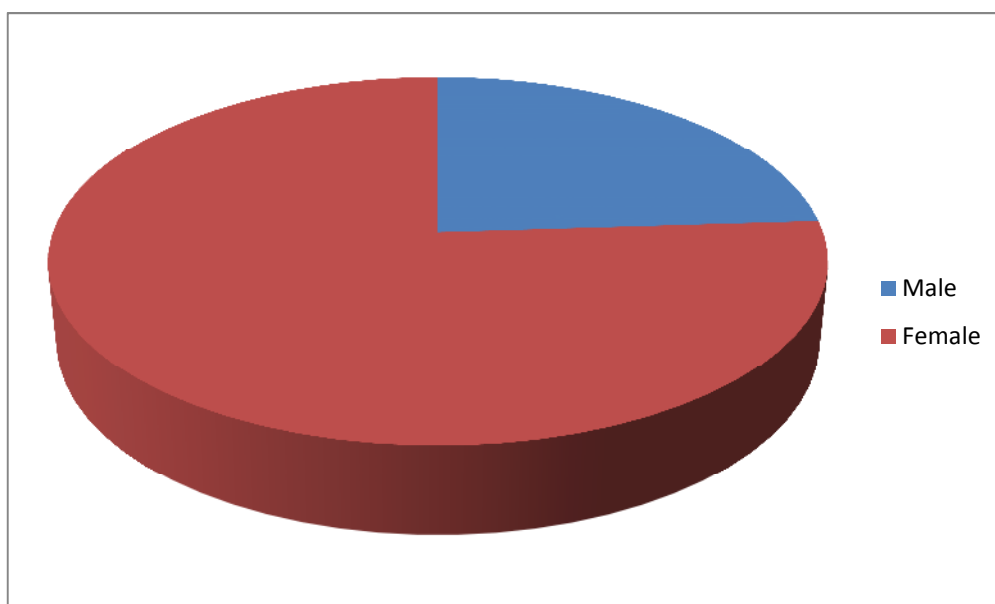


Figure 01: Student's gender distribution

As can be seen in the figure above, the rate of students by gender shows that (24%) were males; whereas (76%) of them were female. Comparing the two results, it can be seen that females are more interested in learning English than males in our society.

Item 02: how long have you been studying English?

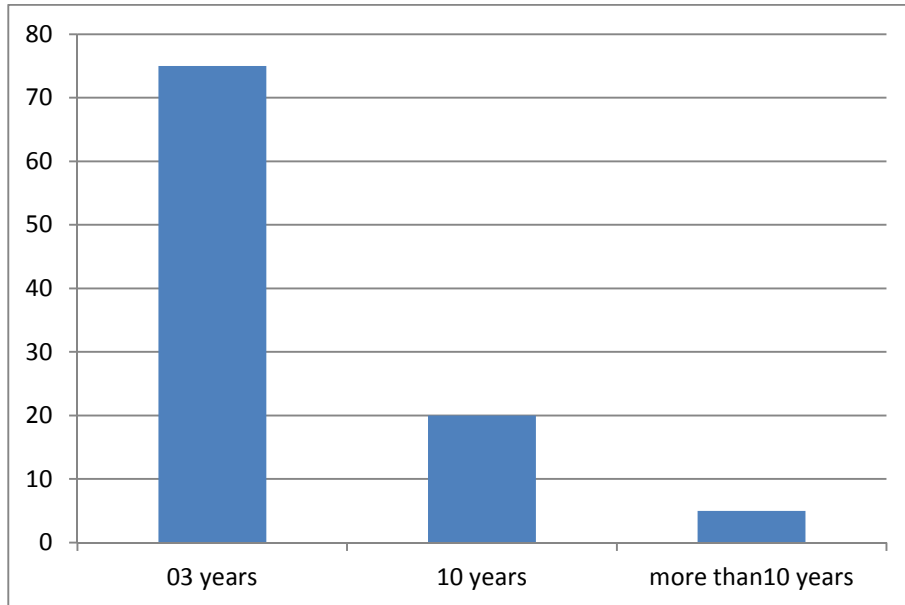


Figure 02: Number of years studying English

The results above show that the rate of the learners (75%) has studied English since 3 years. While (20%) have studied it for 10 years most of them from private school of English and the same for the rest they have studied it more than 10 years.

Item 03: what do you study English for?

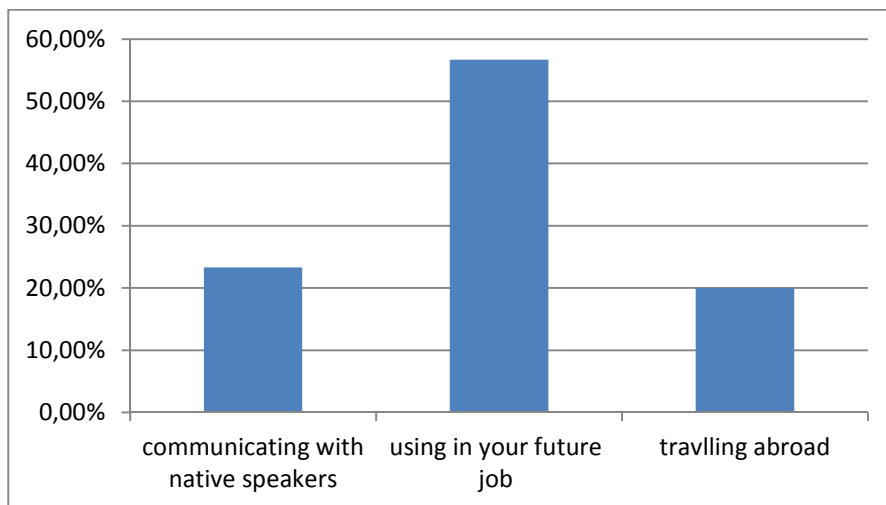


Figure 03: Students' need for studying English

Chapter II: Data Analysis

From the results recorded above (56.67) of them need English to use it in their future job. While (23.33) answered the first option which is communicating with native speakers only (20%) answered the last option they need it for travelling abroad.

Item 04: which skill in your opinion should be given more importance in the classroom?

Table 02: The importance of skills

	speaking	writing	listening	Reading
Percentage%	48%	30%	19%	3%

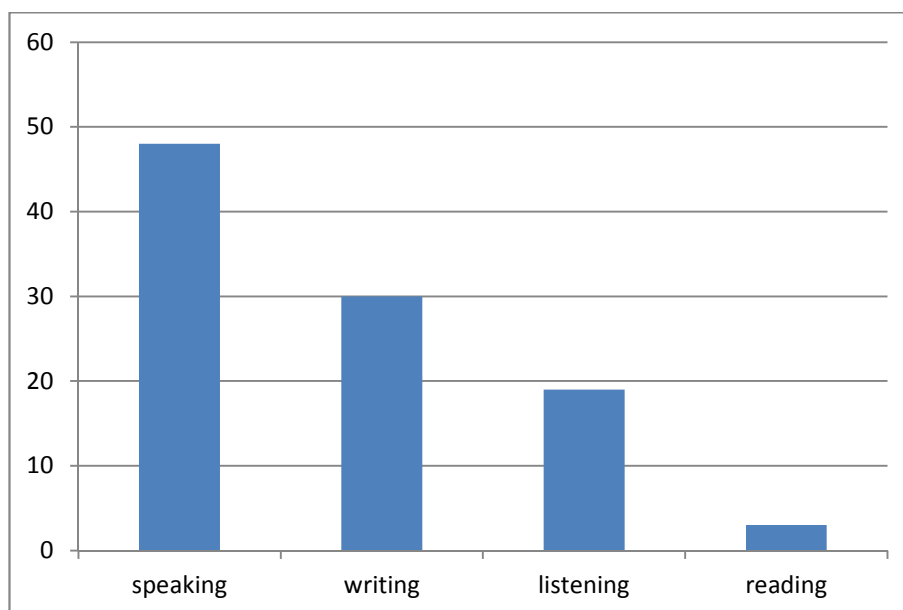


Figure 04: The importance of skills

There are no major differences between the percentages concerning the speaking and writing skills. In the first position comes speaking with (48%) followed by writing with (30%). While (19%) choose listening and the last position is reading with (03%).

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- The student choose speaking skills because they see it as the most important skills, it help them to communicate easily with others. And make them spell the words without mistakes.
- Writing skill is very important for the students to improve their level in English language without mistakes.
- To improve their level in writing and speaking, students should listening and learn how to spell words than the last skill is reading but students need to understand English and get more vocabulary.

Item 05: have you some basic information about writing skills?

Table 03: information about writing skills

	Yes	No
Percentage%	77%	23%

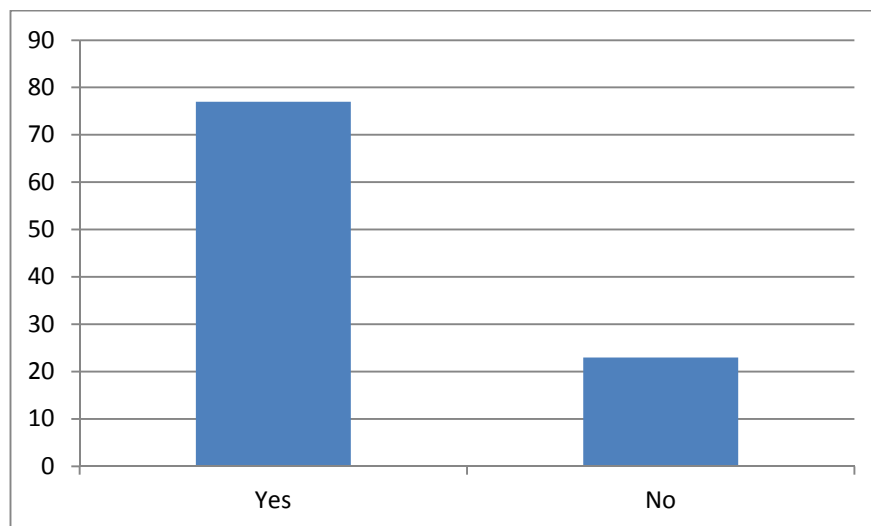


Figure 05: information about writing skills

(77%) of the student opted for “yes” main that the majority of them have information about writing skills, while (23%) of them opted “no”, they explain that

learn this basic information from their teacher and some of them from private school and books.

Item 06: is there any difference between writing and academic writing?

Table 04: difference between writing and academic writing

	Yes	No
Percentage%	89%	11%

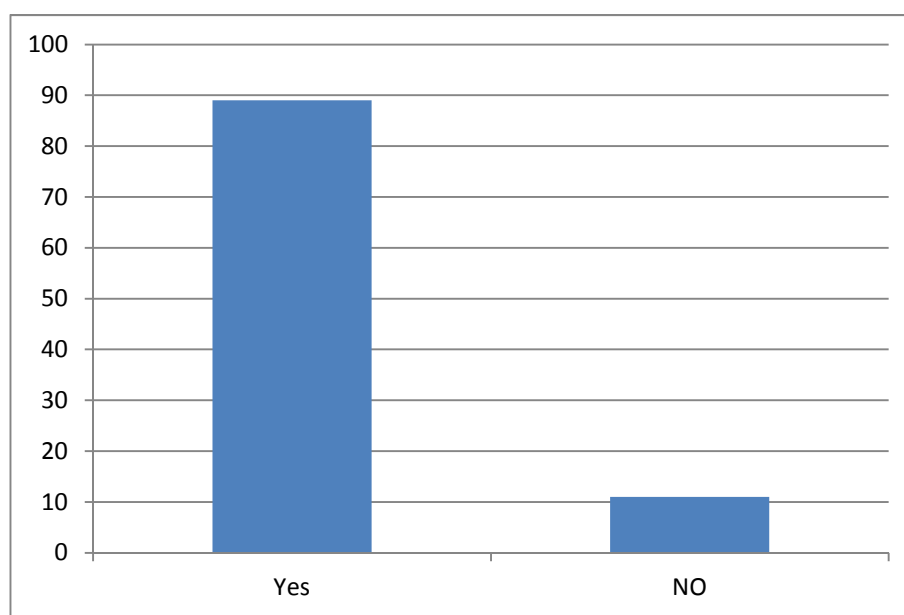


Figure 06: Difference between writing and academic writing

The majority of the student (89%) chose “yes” for the difference between writing and academic writing whereas (11%) answered “No”, these students that chosen “yes” explain that by the background of information about academic writing from high school and middle school while some of them take a private course of academic writing.

Item 07: What type of authentic materials would you like to use in the class?

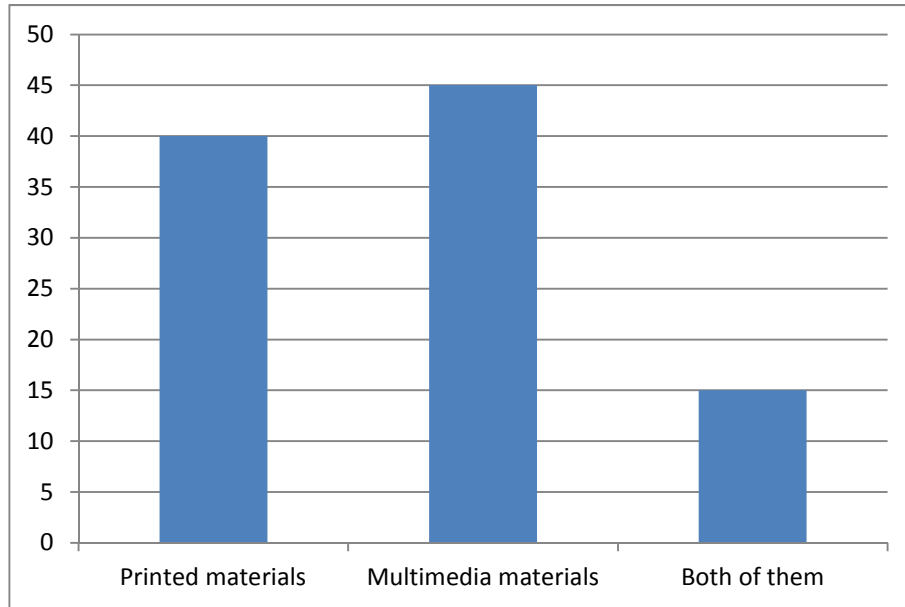


Figure 07: Students' choices about authentic materials

There are no major differences between the percentages concerning the preferred multimedia or printed materials, in the position comes multimedia materials with (45%) followed with printed materials (40%). While (15%) of answers opted all of them. This proves that multimedia and printed materials contribute to the easiness of information flow.

Students who chose multimedia materials explain that multimedia motivate those to learn and better for take an ideas about how to spell words and learn from visual materials.

Item 08: how do you find the authentic materials used in class?

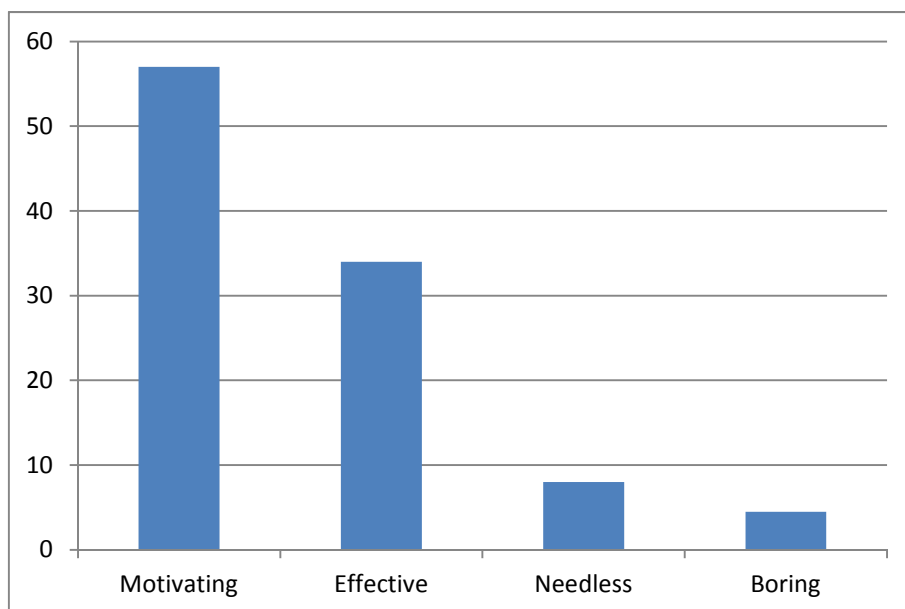


Figure 08: The impact of authentic materials on the learners' motivation

The findings illustrate that (57%) of students agreed that authentic materials are motivating, whereas (34%) find that authentic materials are effective, therefore they are significant and useful because of their positive effect on teaching process; they integrate both authentic language and favorable learning classroom environment, while (8%) of students see the materials used in class needless.

Item 09: do you think that authentic materials help you to develop your writing skills?

Table 05: The role of authentic materials in developing self confidence

	Yes	No
Percentage %	81%	19%

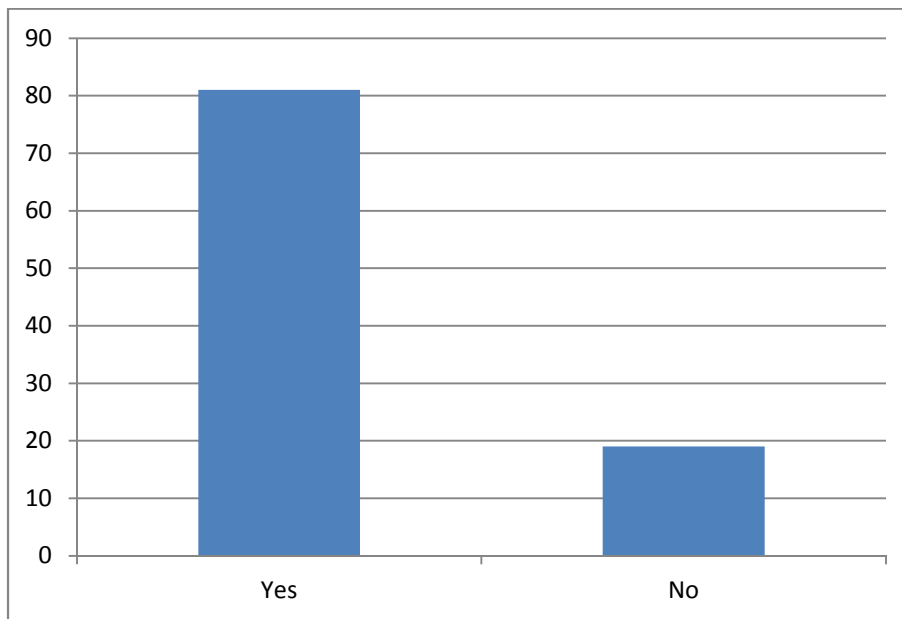


Figure 09: The role of authentic materials in developing self confidence

The results show that (81%) of participants answered “Yes”, this leads us to say that the students must be exposed to these materials for enhancing their fluency and self-confidence. While (19%) of students opted “No”, this is based on the students attitudes.

Item10: Is your English improved through the use of authentic materials?

Table 06: Improvement of students’ English level

	Yes	No
Percentage %	79%	21%

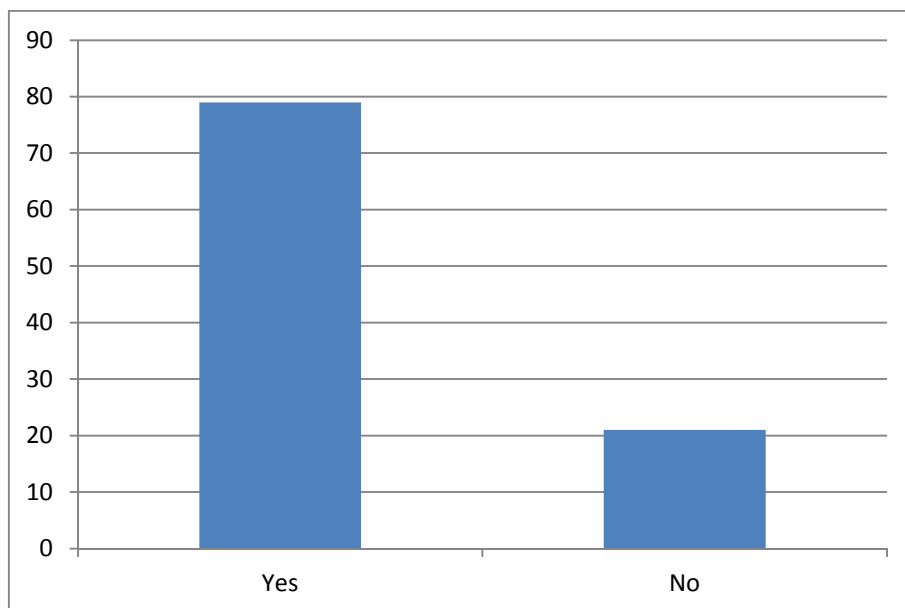


Figure 10: Improvement of the students' level

Authentic materials improve (79%) of the students' English level, while (21%) of the students see that authentic materials didn't improve their level of English, maybe these participants do not know even what authentic materials are, or they are not exposed to such kind of authentic materials.

Item 11: Does your level in the writing skills help you during your study at University?

Table 07: the effect of students' level during the study at university

	Yes	No
Percentage %	69%	31%

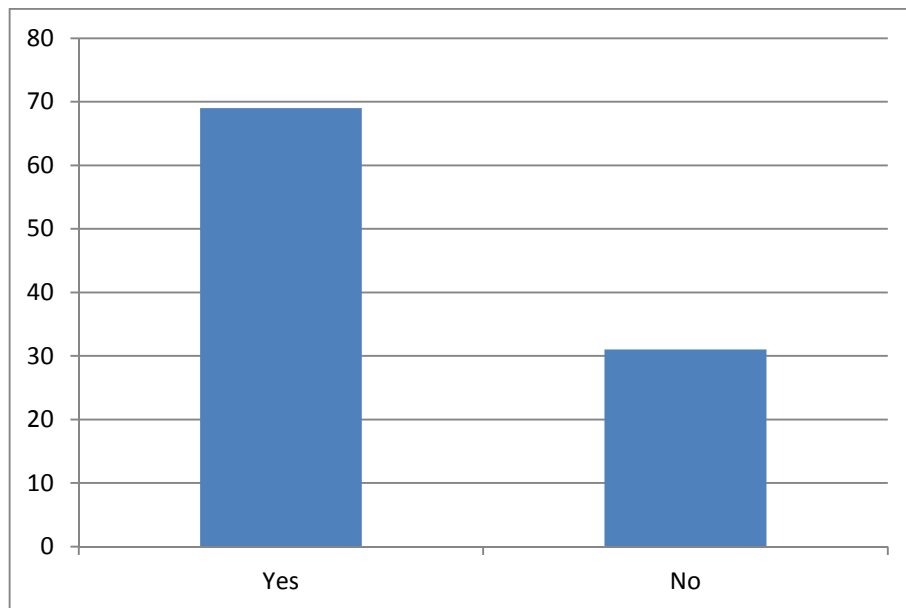


Figure 11: The effect of student's level during study at university

As shown in the table and diagram above (69%) of students see their level in writing skills helps them during the study at the university, and (31%) of students indicate that there have no benefits at the university.

Item 12: How do you consider writing skills?

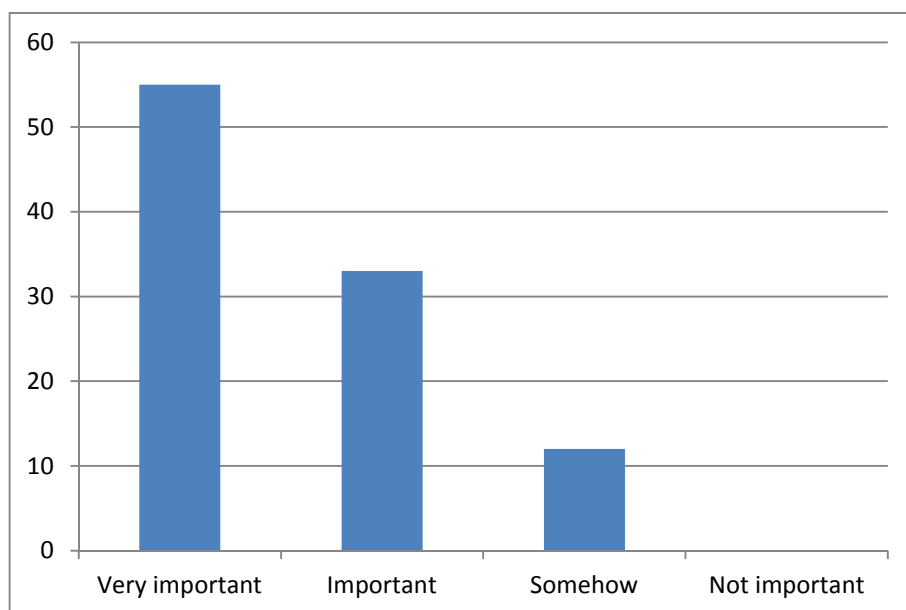


Figure 12: Importance of the writing skills

Chapter II: Data Analysis

In order to see the importance of writing skills, (55%) of the students see that writing skills very important, while (33%) of the students say that it important, therefore (12%) see the writing skills somehow important and no one is considering is not important.

II-2- Analysis of the teacher's questionnaire

II-1-2 Analysis of items

Item 01: General information

Table 08: Teacher's gender distribution

	Male	Female
Percentage%	60%	40%

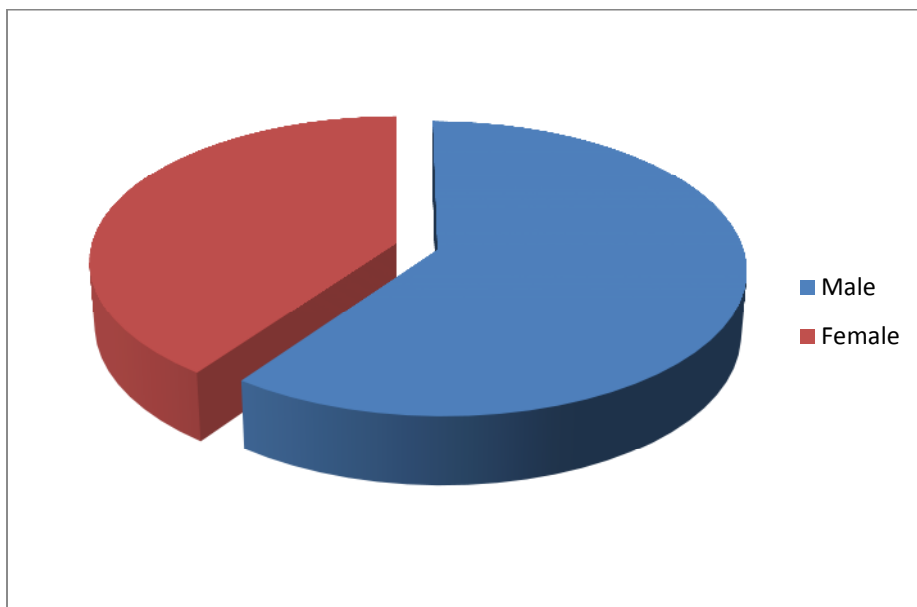


Figure 13: Teacher's gender distribution

It is clear from the results above that the majority of the participants (60%) were males. While (40%) were females.

Item 02: How long have you been teaching English?

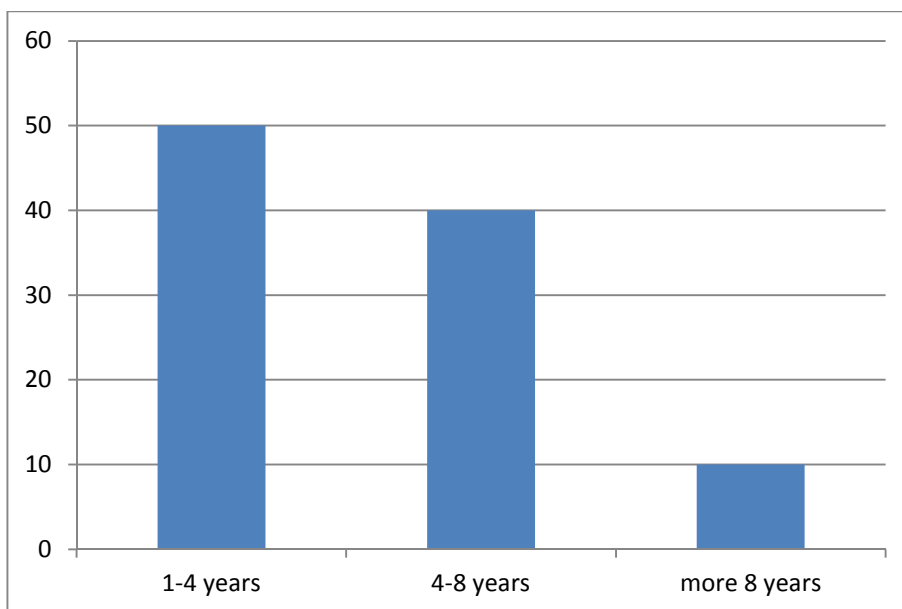


Figure 14: Teacher’s experience in teaching English

The aim of this question is to know the teacher’s experience in teaching English. (50%) from the total sample declared they have been teaching from 1-4 years. While 4 teachers have teaching English form 4-8 years, only 1 teacher has more than 8 years’ experience.

Item03: According to you is there any difference between writing and academic writing?

Table 09: difference between writing and academic writing

	Yes	No
Percentage%	100%	00%

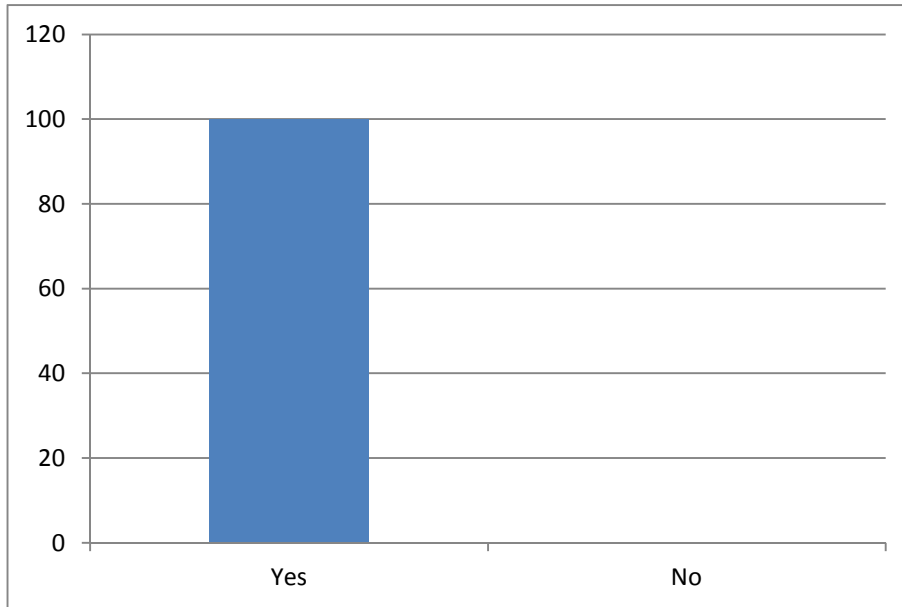


Figure 15: Difference between writing and academic writing

The results show us that all the teachers see that there is a difference between writing and academic writing. And this back for the experience that takes from last years of teaching.

Item 04: Do you use authentic materials when teaching ESL in your classroom?

Table 10: using authentic materials in the classroom

	Yes	No
Percentage%	80%	20%

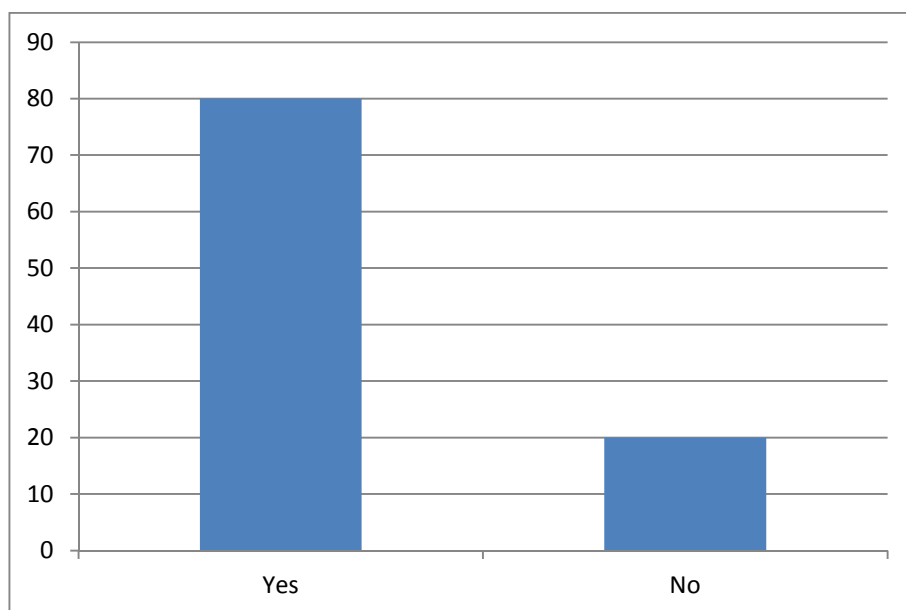


Figure 16: Using authentic materials in the classroom

(80%) of the teachers answered that they use the authentic materials in the classroom when they are teaching English as foreign language. They see that it's motivating the students to learn. While (20%) of the teachers didn't use the authentic materials when they teaching.

1- Item 05: Which type of authentic materials do you use?

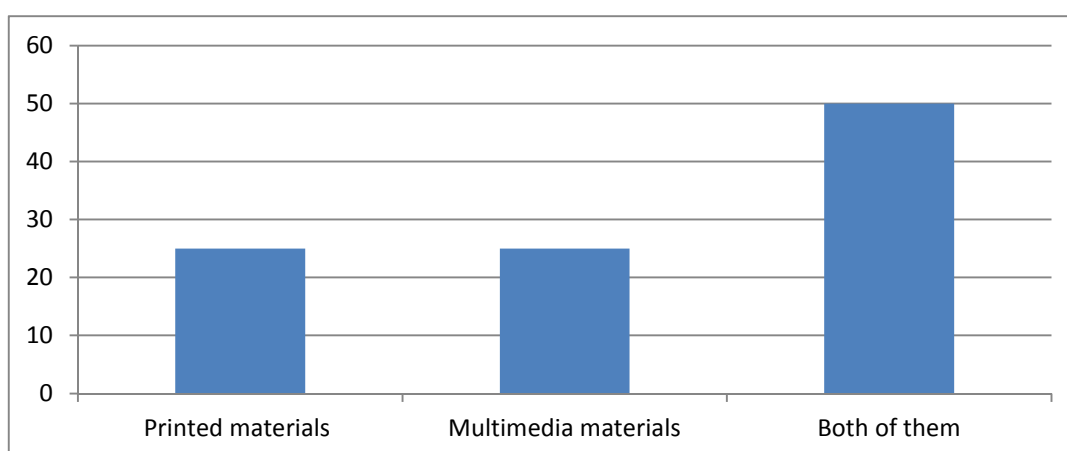


Figure 17: Type of materials the teacher use in the class

Chapter II: Data Analysis

The majority of the teachers use both of printed and multimedia materials in teaching English. While some of them preferred using only printed materials and the other using multimedia materials.

Item 06: How many years must teach authentic materials to develop writing skills of your student?

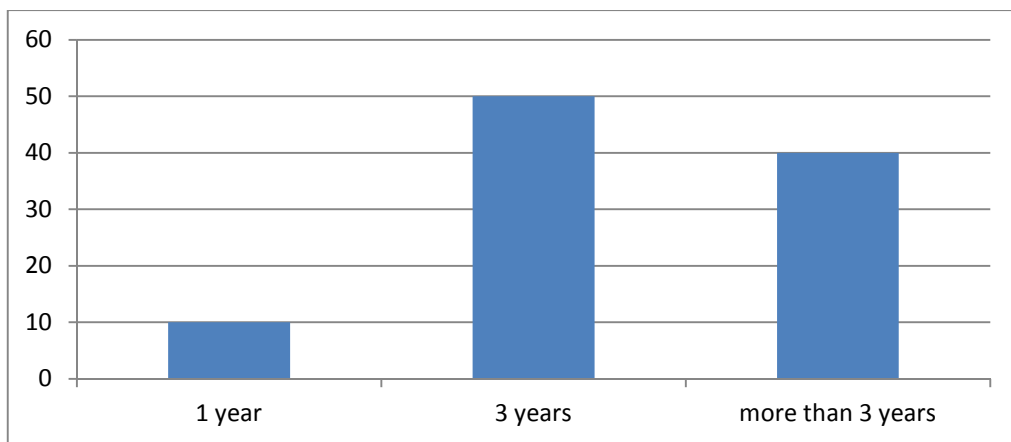


Figure 18: Years of using authentic materials to develop writing skills

As we see in the figure above that (50%) of the teachers see that they must teach authentic materials for 3 years to develop the students writing skills. Whereas (40%) of them says its take more than 3 years. But 1 teacher say 1 year is enough to the students to develop their writing skills.

Item 07: Do you test your student in academic writing style?

Table 11: Testing the students' academic writing style

	Yes	No
Percentage %	80%	20%

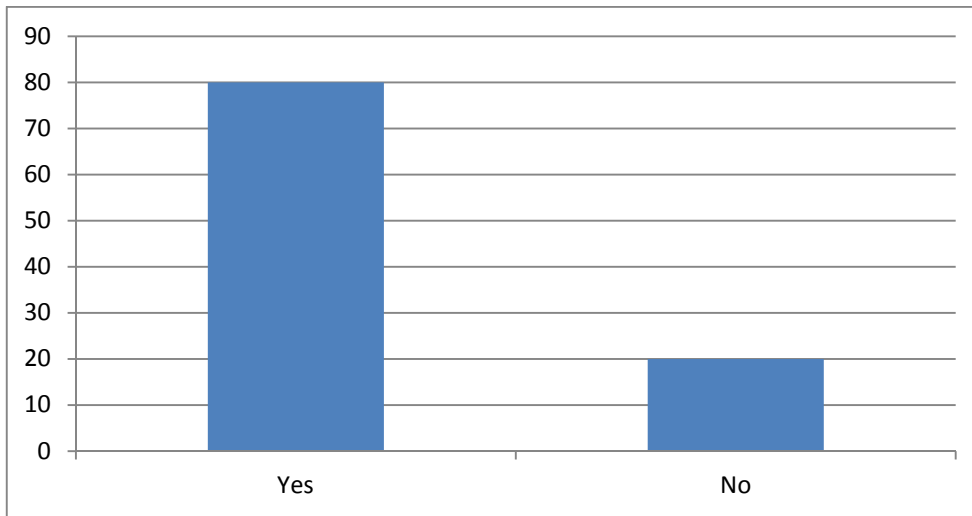


Figure 19: Testing the students' academic writing

This results show us that the majority of the teachers test the level of the students' academic writing and they explain that they give marks for the good writing without mistakes in the exam. While (20%) of the teachers didn't test the students' academic writing.

Item 08: How do you evaluate the level of your students in writing skills?

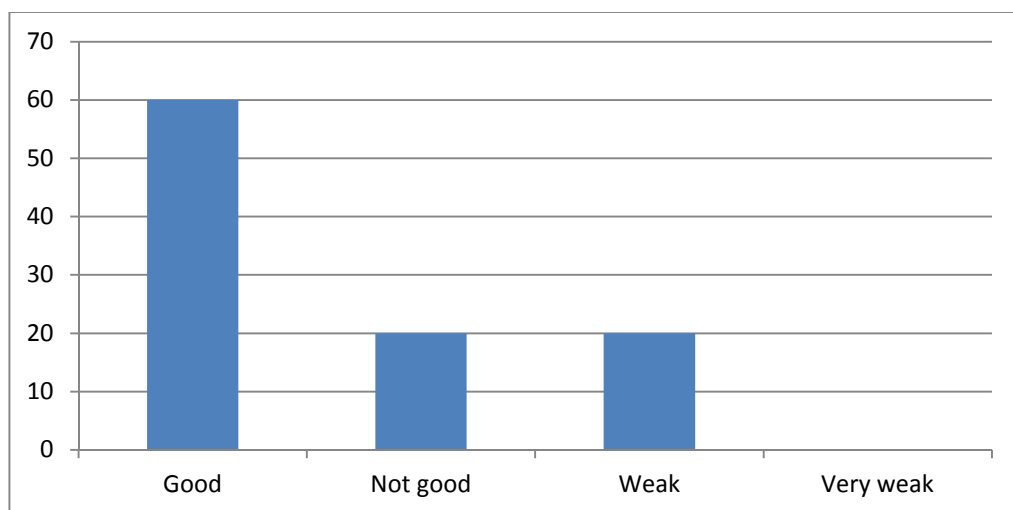


Figure 20: The level of the students in writing skills

Chapter II: Data Analysis

(60%) of the teachers think that the students have a good level in writing skills, but some of them (20%) see that the level of the students not good, while (20%) of them say that the level is weak in the writing skills.

2- Item 09: How do you students react when teaching authentic materials

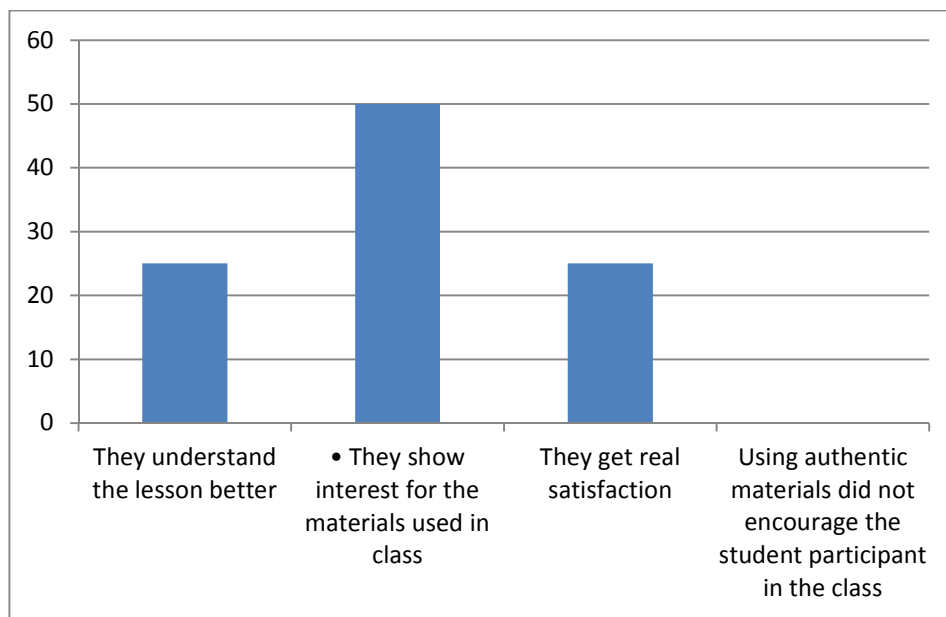


Figure 21: Reaction of the students during teaching authentic materials

The results show the reaction of the students during teaching authentic materials, as we see that (50%) of the students show interest for the materials used in class, whereas (25%) of them understand the lesson better, while the rest (25%) they get real satisfaction.

Item10: How do you consider writing skills?

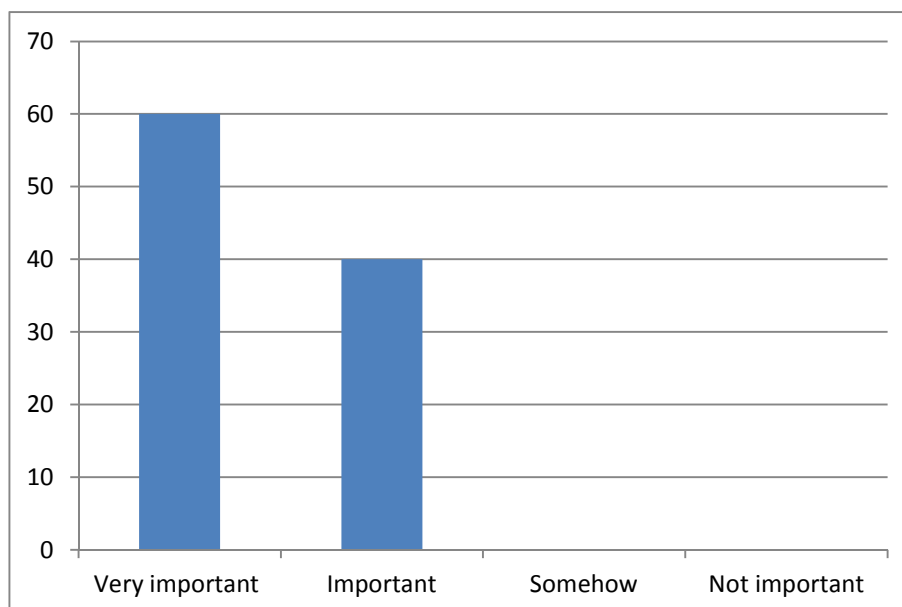


Figure 22: The importance of the writing skills

This figure shows the importance of the study skills according to the teachers. As we see the majority of the teachers say that writing skills is very important for the students, and (40%) of them see it is important. But no teachers think that writing skills is not important and that mean writing skills is very important to the students.

Chapter II: Data Analysis

Conclusion

In this chapter we have examined the research methods and produces utilized in this study including the study design, participants; instrumentation and collected data then we have analyzed the questionnaire and interpreted it to study the effects of the authentic materials on the developments of students' academic writing skills, the case of the third years English students of Khenchela University,

Chapter II: Data Analysis

Suggestions and Recommendations:

On the basic research, we want to make certain suggestions in form of recommendations for the purpose of developing the academic writing style of second year students of English at the University of Khenchela

- Creating motivation in the classroom that makes students interesting in writing by using different materials in order to learn more about the target language
- Students should be encouraged to participate in the classroom during activities
- Teachers should add some creative writing activities to their lessons to test the student's attention and give them beneficial habit
- Make the students aware concerning the importance of all skills, especially the writing skill which is the foundation of learning any new language
- Teachers should use diverse authentic materials according to the student's need to make him/her faces real language
- Our university suffers from the lack of teachers, we are suggesting to bring more expert teachers in order to reduce the burden on ours

General Conclusion

Conclusion

In conclusion, the current study aims at studying the effects of authentic materials on the development of the students' academic writing style, in the third year's students of Khenchela University, To test this hypothesis we divided it into three hypotheses: the first one is the teachers use authentic materials would enhance the students' writing proficiency. The second one is If the teachers rely on creative approach in using authentic materials, they will motivate their learners to promote their degree of writing competency. The third one is learners are exposed to authentic materials, they will be integrated meaningfully in the target language and develop their self- confidence. Basing our research on investigating these hypotheses, we begin by a section of theoretical review composed of a chapter concerning writing, academic writing and authentic materials, than the next chapter about research methodology of this study and sampling, therefore the last chapter is analyzing the data collection according to the answers of the students and their teachers, its results, and its discussion, Teachers and students' questionnaire help us in presenting some pedagogical suggestion, We conclude this study by confirming the hypotheses. Authentic materials can develop the students' academic writing skills.

it helps to bring contact in the classroom .Developing speaking skill is one of the duties that has to conducted by teachers of English to improve their students' speaking proficiency in English and this study was set to investigate the main

General Conclusion

challenges that face many teachers in EFL classes as well as learners, authentic materials teacher can motivate the students to gather more knowledge about the outside world. Also, the students have the chance to share their predictions and thoughts to the other students and thereby gain confidence in being able to communicate in English. Also, the way the teachers use the authentic material is also very important.

Consequently, it can be said that, from teachers and students perspective authentic materials can bring an effective writing skills. Also, to construct an effective writing skill there should be a combination of both effective materials and teaching system to engage the students with the tasks. So, the students can enhance the opportunities for language learning.

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Appendix A

Student's questionnaire

Dear student

Your answer to this questionnaire will help me to examine and understand the effects of using authentic materials on the development of the writing skills, I would be very grateful if you accept to fill in this questionnaire. Please answer the questions below:

1- Your gender: Male Female

2- How long have you been studying English?

03 years 10 years more than 10 years

3- What do you study English for :

- Communicating with native speakers
- Using in your future job
- Travelling abroad

4- Which skill, in your opinion should be give more importance in the classroom

Speaking Writing listening reading

Explain:.....
.....
.....

5- Have you some basic information about writing skills? Yes No

6- Is there any diffrence between writing and academic writing ?

Yes No

.....
.....

7- what type of authentic materials would you like to use in class

- printed materials
- multimedia materials
- both of them

.....
.....

8- How do you find the materials used in class?

Motivating effective boring tedious

9- Do you think that authentic materials help you to develop your writing skills? Yes No

.....

10- Is your English improved through the use of authentic materials?

Yes No

11- Does your level in the writing skill help you during your study at university?

Yes No

12- How do you consider writing skills

- Very important
- Important
- Somehow
- Not important

.....
.....

Appendix B

Teachers questionnaire

Dear teachers:

Your answer to this questionnaire will help me to examine and understand the effects of using authentic materials on the development of the writing skills and the level of the student in the writing skills. I would be very grateful if you accept to fill in this questionnaire. Please answer the questions below:

1- Your gender Male Female

2- How long have you been teaching English?

1-4 years 4-8 years more than 8 years

3- According to you is there any difference between writing and academic writing? Yes No

4- Do you use authentic materials when teaching ESL in your classroom?

Yes No

5- Which type of authentic materials do you use?

- Printed materials
- Multimedia materials
- Both of them

6- How many years must teach authentic materials to develop writing skills of your student?

1 year 3 years more than 3 years

7- Do you test your student in academic writing style?

Yes No

.....
.....

8- How do you evaluate the level of your students in writing skills

Good Not good Weak Very weak

9- How do you students react when teaching authentic materials

- They understand the lesson better
- They show interest for the materials used in class
- They get real satisfaction
- Using authentic materials did not encourage the student participant in the class

10- How do you consider writing skills

- Very important
- Important
- Somehow
- Not important

