

Authentic materials of business writing in post graduate level: Attitudes of  
teachers and students

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Submitted by: Safal Sarkar  
ID -12163008

Supervisor: Md. Mahamudul Haque

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Safal Sarkar

ID#12163008

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## **Abstract**

Materials selection is important to teach business writing in post graduate level. Teachers and students have different points of view about authentic materials. The present research attempts to find out teachers and students' attitude towards authentic materials. Teacher and students have positive attitudes about the authentic materials. They know about the difficulties of using authentic materials and they are ready to overcome that. Students feel interest if there are authentic materials. Therefore it is important to adapt authentic materials in business writing of post graduate level.

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## **Chapter-1: Introduction**

### **1.0 Introduction**

Business writing skill is one of the most important language skills for the advance level students of business communication or business English. It is common to use authentic materials in post graduate level business writing courses. Teachers and students of business writing always try to improve their skills by using various materials. Authentic materials are preferable for many teachers and students of business writing.

According to Hermer (1991), authentic materials are designed for native speakers and not for the language learner. He added, these texts are real (As cited in Tamo, 2009, p. 74). Heitler (2005) says, authentic materials are the source of up-to-date information that can be directly relevant to business English learners (p.5). According to Tamo (2009), materials collected from the dynamic sources like television, internet, newspapers, magazines, newsletters, brochures, leaflets, bulletins, annual papers, articles are often mentioned as sources of authentic materials (p.74). When teachers think that the books are not enough to give updated information to the students, they prefer authentic materials. Authentic materials make the students informed about the very recent contents of English for specific purposes and Business English and business writing as well. Authentic materials can give practical idea about the content and thus can make the students more interested about the topic. Authentic materials make the topic understandable and realistic to the students. It can be often seen that people of various professions want to be fluent in English as much as they can. But it is hardly possible for them to grab all the necessary materials which are relevant with business English and business writing.

Authentic materials have both positive and negative sides. Authentic materials can be back dated very easily. Use of same materials from a source is a barrier to get maximum benefit from authentic materials. On the other hand, authentic materials have potential to provide the current relevant data to get adequate knowledge about business writing and business communication. Proper authentic materials can make the topic more interesting to the students. Authentic materials should have potential to cover almost all the aspects of business writing (such as emails, memos, vouchers, applications, press release etc.). Students of business English and business writing need to be up to date about the current trend of business writing. Authentic materials can help the students make them up to date. On the contrary, teacher may have difficulty to find the relevant authentic materials to incorporate with text books. Researcher will try to find the attitudes of teachers and students towards authentic materials.

**1.1 Problem Statement:** Attitudes to the authentic materials of business writing can be positive, negative or neutral. Confusion about the adaptation of the authentic materials are the topic of research.

**1.2 Purpose of the study:** The main purpose of the study is to find the attitudes of teachers and students towards authentic materials of business writing in post graduate level.

**1.3 Significance of study:** The current study will be significant to various stakeholders including teachers, students, and publishers who will be informed about the various potentials and problems of authentic materials to make informed choices about authentic materials.

**1.4 Limitation of study:** Due to various reasons, the researcher could cover only a few universities, and thereby the results may not be very representative.

## Chapter-2: Literature Review

**2.1 Business English & Business writing:** Business English is different from general English in terms of contents and materials. According to Flinders (2012), Business English teachers have to pick some topics such as ‘general language knowledge’, ‘professional communication skill’, ‘specialist language knowledge (jargon)’, ‘general communication skill’, ‘interpersonal communication skill’ etc. He also mentioned course books, resource books, software etc. (p.191). According to Evans (2013), course of business English and business writing will vary due to the age, potential and cultural of the learners. Experience is also a factor here. (p.281). Dorn (1999) says, business letters, memos, e-mails, written reports etc. are the example of business writing (p.45). Universities offer business writing course in their post graduate program to develop the writing skill of students (As cited in Pittenger et al, 2006, p.257). Writing is really the formal documentation of a problem and how it was resolved, not the means by which the problem is solved (Dorn, 1999, p.53).

**2.2 Qualities of Business writing materials:** Valencia (1991) explained that materials should be selected carefully according to the learners abilities and learners needs. Materials should allow the learners to engage in higher order thinking (p. 591). As learners have different learning style. Ideal materials expose the learners to a wide variety of materials catering to various learning styles (As cited in Tomilson, 2012, p. 143). Materials as well as authentic materials should be related with the content according the needs of students and teachers (McDonough & Shaw, 2004, p.73).

In business writing, writer must know the receiver’s language and cultural background. For example, culture of USA and China are not the same. Writer should have skill to differentiate both cultures for an effective writing. Cultural awareness and norms are important in workplace

to avoid misunderstanding. Authentic materials can increase the cross-cultural knowledge of the students (Phillips & Clifton, 2007, p. 5). Business communication based on the proper use of international language that is English. Business writing materials should have option to develop strategies and techniques that facilitate effective communication in the global business (Scott, 1994, p.44). The acceptability of materials is also based on the suitability of the materials for different learning style (El-Sakran, 2012, p.3).

Authentic materials have to fulfill the needs of the readers properly. Author has to focus on the choice and views of the readers and students. If an author has perception of what the students should know at this stage of learning will be a problem (El-Sakran, 2012, p.4). Business writing learner practice correct form of 'typical business text' by generating, revising and editing short texts using 'varied' style, though grammar and structures are most problematic for the non-native learners (Berly & McGraw, 2010, p.135).

### **2.3 Authentic materials of business writing:**

Authentic material is not prepared for language learners though it can be used as a tool of language learning. According to Maroko (2010), authentic materials are not created for the purpose of teaching language in a classroom. These texts are real and not designed for the students of language. But these texts are used for transactional and interaction purposes. Authentic materials are produced to serve a number of purposes to communicate (p.6). According to Alejandro G. Martinez (2002), "Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for". Authentic materials of business English are related with goals, objectives, learner's needs and interest in terms of real life and meaningful communication (Roger, 1988, as cited in Tamo, 2009, p. 74). Teachers want to use authentic materials because these are actual, attested, authentic instances of use, not as intuitive, invented, isolated sentences (As cited in Maroko, 2010, p.8).



Gilmore (2004) explained that the text books and the authentic materials are not same. Some text books have authentic instructions but these are not enough to meet the need of authentic materials in case of business writing (p. 371). McDonough and Shaw (2004) mentioned that the authentic materials are also important with textbooks. It is the duty of a teacher to make the topic of the text book interesting to the learners (p. 75).

Authentic materials have some advantages. Peacock (1997) says, authentic materials are really motivational factors for students. His research shows that authentic materials significantly increase the learner's levels of on task behavior, concentration and the involvement in the target activity more than artificial materials (p. 152). Tamo (2009) asserted some advantages in his paper. He says, authentic materials can inform students about current world. Same piece of material can be used under different circumstances (p. 76). Tamo (2009) says, "Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language" (p. 75).

Maroko (2010) mentioned some advantages of authentic materials. According to him, these materials will expose to the learners a wide range of natural language use at professional works. Authentic materials can bring the reality to the classroom and make the classroom interaction meaningful. Authentic materials can remove the gap between classroom and work place (p. 9). He also added, these materials focus on skill rather than the facts of the language. Most of the authentic materials are readily available and inexpensive teaching resources. Many authentic materials are easy to access. Learners can be motivated by the authentic materials as they know the actual term or language using at service life (p. 10). Banghban (2011) noted that, ESP is designed to fulfill the needs of student to know the real language of their workplace. Authentic materials are important in ESP because of this reason (p.3).

On the other hand, authentic materials have some disadvantages, According to Tamo (2009), materials can become outdated easily. Example: Newspaper. There are some drawbacks of using authentic materials. As Maroko (2010) asserted, some authentic materials have complex language structure and unusual language structure that are not immediately useful to the learners (p. 10). He also added some materials are culturally biased. Some materials might exhibit unpredictable structures. Authentic materials can have sensitive information like medical prescription or lab report. These can be problematic for the students to understand. Teachers have to give prior idea to the students. Teachers might need to select the appropriate materials for the student by consider the ability of learners (p. 11).

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. Repetition of same content or material can create boredom to the students. Sometimes too many difficult structures are mixed in an article. This can be problematic for students (Kilickaya, 2004). Also, authentic materials often represent extra challenges to the learners and create a natural style to the learning process. Text books have carefully chosen vocabulary and language structure. On the other hand, authentic materials expose colloquialism, slangs, age jargons, regional dialects etc. (Georgieva, N.D., p. 1). Jacobson et al (2003) says, meaning of authentic material is a matter of debate (p. 4).

Difficulties for authentic materials can be by the teacher's initiatives. Teachers have to focus on the difficulties and the effectiveness of materials to the students of different level (Georgieva, N.D., p. 2). Student's level is important to give authentic input to the students. Teachers have to consider the cultural background of the students to reduce the problems for authentic materials (Tamo, 2009, p. 77). Topic of authentic materials can be selected by the interest of the students (Baghban, 2011, p. 3).

**2.4 Newspaper and Magazine as authentic materials:** Authentic materials are broadly classified into audio, visual and printed materials. Newspaper is a tested authentic material for business writing. According to Case (2012), there has been much use and abuse of newspaper in business English classroom. Newspapers can help learners acquire language. Students can cope with the context easily. Teachers have to be concerned about the cultural choice of students. As an example, he mentioned the name of British Tabloids in general which are culturally specific type of newspaper and not universal for a corporate culture. Newspaper can easily be out of date. There can be copy right issues. The authentic texts of a newspaper are often too long and can have extreme business and economics related irrelevant content.

Business magazines can be a great source of business writing materials. For example, The Economist has summary of politics and business at the front of the book. These can be a good example of business writing. In some cases, the topics are complex in the Economist. But still it is helpful to the learners (The Word Factory, 2011).

According to Heitler (2005), The Economist playing important role to teach business reading and writing to the students. He also added that the Harvard Business review is a good source for the practitioner. This magazine focuses on the critical issue of business and economics. It is difficult for the average students of non-native English speaker students. So, teachers have to be careful when they are going to adapt this magazine as an authentic material of business writing.

Camacho (N.D.) says, newspapers and online newspapers are the great source to the students. Magazines are connected with the learners' interest. In his paper, he mentioned some advantages to use newspaper and magazine as authentic materials. These are: Interesting subjects, source of vocabulary items, creative works, visuals aids etc. (p.6).

**2.5 Research Question:** The aim of the research was to find the answers of following question-

- What is the perception of teachers and students towards authentic materials of business writing?

### **Chapter 3: Research Methodology**

#### **3.1 Introduction:**

The chapter presents an over view of the research methodology to find out the perception of students and teachers towards authentic materials of business writing in post graduate level. This chapter is divided into several parts given below.

#### **3.2 Background of study:**

Materials design and evaluation are necessary to achieve success in academic purpose. Attitudes of the teachers and students are simultaneously important to make a better use of selected materials. This research is to know the perception of the teacher and students to the authentic materials of business writing course of post graduate level. The result will expose the necessity of selection and use of authentic materials in business writing.

#### **3.3 Participants:**

To get information, researcher selected a number of teachers and students from different private universities of Dhaka, Bangladesh. A number of participants were service holders of different multinational companies and offices and they were students as well. Survey conducted on MBA student of business writing (as a part business English) courses. Teachers were from English department. Number of participants, universities, and observed classes are given below in a table:

University	No of student	No. of teacher	No. of observed class
A	30	4	1
B	25	2	1
C	25	2	1
D	22	2	1
E	20	2	1

### 3.4 Instrument:

Researcher has used quantitative method to conduct the survey. Questionnaire was the instrument of research. Using questionnaire is helpful for both researcher and participant. Also it takes less time to fill up the questionnaire. Researcher prepared teacher's questionnaire, student's questionnaire and researcher's own checklist. Each questionnaire has ten statements or questions. All the statements are related to the assessment of authentic material of business writing in post graduate level and the perception of the teachers and students towards authentic materials. In the questionnaire, the teachers and the students had to put a tick mark on appropriate box. The researcher used Lickert scale to do the analysis of the data. Grade of the Lickert scale are: entirely disagree= 1, disagree= 2, not sure= 3, agree= 4, entirely agree=5

**3.5 Data collection procedure:** Participants were skilled enough to understand the meaning of the questionnaire and the goal of research. Researcher has tried to make the questions simple enough to make it easier to the participants. As the participants already have more or less experience about real life business and corporate tasks, they do not hesitate to give answers. Researcher has given a short briefing before they start to fill up the questionnaire. It was helpful

to the participants to understand what exactly the needs of this survey. For data collection, the researcher contacted the authority and the course teacher of that university. They gave permission to conduct the survey and were observe the classes and provide them questions. 30 copies of questionnaire were prepared for each class. Total 100 copies of questionnaire prepared to conduct the survey.

**3.6 Data analysis procedure:** Researchers use a scale (lickert) to analyze the data. After collecting data, samples were organized into a table to analyze the mean score. “The mean is the sum of all scores of all subjects in a group divided by the number of subjects,  $[X = \Sigma X/n]$ ” (Seliger & Shohamy, 1989, as cited in Hussain, 2010, p. 117). Mean score provides the average score of each question. Mean scores help the researcher to identify the result into a percentage which is suitable to present data in a table.

## **Chapter 4: Results and Discussion**

### **4.1 Introduction:**

This chapter of research paper focuses on the data analysis and the results. Results interpret in terms of mean score. Answers from the questionnaires of teachers and students are analyzed and presented in the different table of this chapter. There is a discussion about the result found from the survey.

### **4.2 Results as found from Students’ Questionnaire Survey:**

Researcher has used a scale to measure answers given by the participants. There were five options for the participants. They had to give ‘Tick’ (✓) mark on the appropriate box. Researcher has converted the result into mathematical figure. Each item/statement has five different scale of number. These are: entirely disagree= 1, disagree= 2, not sure= 3, agree= 4, entirely agree=5

Researcher has presented the mean score in table which is given below:

Here, first column from the right indicates mean score. The top numeric figures indicate the number of scorers and the bottom figures indicate the converted mathematical figures. The bottom figures are needed for mean score.

**Table: 1**

No.	Statement	Entirely Disagree	Disagree	Neutral	Agree	Entirely Agree	Mean Score
1.	Use of appropriate/relevant authentic materials is important for the students of business writing.	0 0	10 20	29 87	62 248	23 115	3.85
2.	Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting to the students.	12 12	22 44	27 81	42 168	19 95	3.27
3.	Authentic materials are promoting enthusiasm to learn business writing among the students.	11 11	20 40	52 156	25 100	14 70	3.09
4.	Real life language can be introduced through authentic material.	9 9	18 36	25 75	53 212	17 85	3.41
5.	Authentic materials impose interesting jargon in business writing course.	0 0	23 46	44 132	45 180	10 50	3.34

6.	Some authentic materials of business writing have cultural and political issues.	13 13	36 72	22 66	36 144	15 75	3.03
7.	Authentic materials are effective enough to use in business writing course of post graduate level.	8 8	15 30	33 99	56 224	10 50	3.36
8.	Selection process of authentic materials should consider learner's interest.	0 0	22 44	36 108	49 196	15 75	3.46
9.	Authentic materials in business writing allow the students to engage with the topic closely.	5 5	21 42	36 108	49 196	11 55	3.33
10.	Level of the students is important to get better implementation of Authentic Materials in business writing class.	10 10	16 32	31 93	53 212	12 60	3.35

**The description of the student's questionnaire survey is given below:**

In statement no. 1 (Use of appropriate/relevant authentic materials is important for the students of business writing.) no student put tick mark on 'entirely disagree', and 10 students ticked 'disagree'. 29 students answered 'not sure', 62 students ticked 'agree', 23 students answered 'entirely agree'. And the mean score for this statement is 3.85

For statement no. 2 (Authentic materials which are collected from a recent/up-to-date resources as example: newspapers are interesting to the students.), 12 student put tick on 'entirely disagree'



though 22 students answered 'disagree', 27 students ticked 'not sure', 42 students ticked 'agree' and 19 students answered 'entirely agree'. The mean score for this statement is 3.27

In item no. 3 (Authentic materials are promoting enthusiasm to learn business writing among the students.); 11 students answered 'entirely disagree', 20 students respond 'disagree', 52 students put tick 'not sure', 25 students are 'agree' and 14 students answered 'entirely agree'. And the mean score for this statement is 3.09

Then, in item no. 4 (Real life language can be introduced through authentic material.), 9 students put tick mark on 'entirely disagree', 18 students answered 'disagree'. 25 students ticked 'not sure', 53 students ticked 'agree', 17 students answered 'entirely agree'. And the mean score for this statement is 3.41

Next, in item no. 5 (Authentic materials impose interesting jargon in business writing course.), no student ticked on 'entirely disagree', 23 students answered that they are 'disagree'. Besides these 44 students ticked 'not sure', 45 students ticked 'agree' and 10 students answered 'entirely agree'. So the mean score for this statement is 3.34

For item no. 6 (Some authentic materials of business writing have cultural and political issues.), 13 students responded that they are 'entirely disagree', 36 students answered 'disagree', 22 students ticked 'not sure' However, 36 students ticked 'agree', 15 answered 'entirely agree'. And the mean score for this statement is 3.03

After that, in item no. 7 (Authentic materials are effective enough to use in business writing course of post graduate level.); 8 students put tick mark on 'entirely disagree', 15 students answered 'disagree'. 33 students ticked 'not sure', 56 students ticked 'agree', 10 students answered 'entirely agree'. And the mean score for this statement is 3.36



1.	Authentic materials are appropriate for business writing course of post graduate level.	0 0	0 0	3 9	6 24	3 15	4.00
2.	Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting.	0 0	2 4	4 12	3 12	3 15	3.58
3.	As a teacher, I get support from authentic material to teach business writing.	0 0	2 4	8 24	2 8	0 0	3
4.	Real life language can be introduced through authentic material.	0 0	0 0	3 9	6 24	3 15	4
5.	Authentic materials provide uncommon and loaded jargons.	1 1	1 2	1 3	5 20	4 20	3.83
6.	Authentic materials of business writing have cultural and political content in some cases.	3 3	3 6	3 9	3 12	0 0	2.5
7.	Use of appropriate authentic materials is important for the students of business writing.	0 0	0 0	3 9	6 24	3 15	4
8.	Selection process of authentic materials should consider the learner's interest.	1 1	2 4	5 15	3 12	1 5	3
9.	Teacher's initiatives to use authentic materials allow the students to engage with the topic closely.	0 0	0 0	2 6	6 24	4 20	4.16

10.	Level of the students is important to get better implementation of Authentic Materials in business writing class.	0	2	3	5	2	3.58
		0	4	9	20	10	

**The details of the result of teacher's questionnaire survey are given below:**

In item no. 1 (Authentic materials are appropriate for business writing course of post graduate level.), no teacher put tick mark on 'entirely disagree' and 'disagree', whereas 3 teachers answered 'not sure', 6 teachers ticked 'agree', 3 teachers ticked 'entirely agree'. And the mean score for this statement is 4.00.

For item no. 2 (Authentic materials which are collected from a recent/up-to-date resources as example: newspapers are interesting.), no teacher put tick on 'entirely disagree' though 2 teachers answered 'disagree', 4 teachers ticked 'not sure', 3 teachers ticked 'agree' and 3 teachers answered 'entirely agree'. The mean score for this statement is 3.58

In item no. 3 (As a teacher, I get support from authentic material to teach business writing.); no teacher put tick mark on 'entirely disagree' and 'entirely agree', whereas 2 teacher answered 'disagree', 8 teachers ticked 'not sure', 2 teachers ticked 'agree'. And the mean score for this statement is 3

Then, in item no. 4 (Real life language can be introduced through authentic material.), no teacher put tick on 'entirely disagree' and 'disagree', 3 teachers ticked 'not sure', 6 teachers ticked 'agree' and 3 teachers answered 'entirely agree'. The mean score for this statement is 4.

Next, in item no. 5 (Authentic materials provide uncommon and loaded jargons.), 1 teacher put tick on 'entirely disagree', 1 teacher answered 'disagree', 1 teacher ticked 'not sure', 5 teachers ticked 'agree' and 4 teachers answered 'entirely agree'. The mean score for this statement is 3.83

For item no. 6 (Authentic materials of business writing have cultural and political content in some cases.), 3 teachers responded that they are 'entirely disagree', 3 teachers answered 'disagree', 3 teachers ticked 'not sure' and 3 teachers ticked 'agree'. However, no one answered 'entirely agree'. And the mean score for this statement is 2.5.

After that, in item no. 7 (Use of appropriate authentic materials is important for the students of business writing.), no teacher responded for 'entirely disagree' and disagree. 3 teachers ticked 'not sure', 6 teachers ticked 'agree' and 3 teachers answered 'entirely agree'. And the mean score for this statement is 4.

In item no. 8 (Selection Selection process of authentic materials should consider the learner's interest.); 1 teacher responded 'entirely disagree' and 2 responded 'disagree'. Though 5 teachers ticked 'not sure', 3 teachers ticked 'agree' and 1 teacher answered 'entirely agree'. And the mean score for this statement is 3.

Consequently, in item no. 9 (Teacher's initiatives to use authentic materials allow the students to engage with the topic closely.), no teacher responded 'entirely disagree' and 'disagree'. Though, 2 teachers ticked 'not sure', 6 teachers ticked 'agree' and 4 teachers answered 'entirely agree'. And the mean score for this statement is 4.16

Lastly, in item no. 10 (Level of the students is important to get better implementation of Authentic Materials in business writing class.), no teacher responded 'entirely disagree', 4 teacher responded 'disagree' and 9 teachers 'not sure' however, 20 teachers ticked 'agree' and 10 teachers answered 'entirely agree'. And the mean score for this statement is 3.58

#### **4.4 Discussion of the Students' Questionnaire Survey:**

Through the questionnaire, data have been collected by researcher. The result interpreted for the discussion. It is helpful to get the attitudes of the participants towards the authentic materials of business writing. In this part result has been discussed according to the following interpretation.

**(The interpretation key of teacher's and student's attitude is: 1.00-2.25= negative attitude, 2.26-3.25= not satisfactory attitude, 3.26- 4.25= satisfactory attitude, 4.26- 5.00= very satisfactory).**

In question no 1, the mean score is 3.85. According to the interpretation scale, 3.26-4.25= satisfactory attitude. Therefore, attitude towards the statement "Use of appropriate/relevant authentic materials is important for the students of business writing." is satisfactory. Participants want to say that authentic materials appropriate for post graduate level of business writing. Authentic materials can easily use in class of adult learners. Especially in class of English for specific purposes, business English and business writing class need the supplement of authentic materials.

In statement no. 2: "Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting to the students." Here, answer is between 3.26 and 4.25; which is a satisfactory attitude according to the student's questionnaire. The mean score is 3.27 so it can be said the students believe that learning can be interesting if there are authentic materials as like as newspapers and magazines.

In item no. 3: "Authentic materials are promoting enthusiasm to learn business writing among the students." Here the mean score is 3.09. This is between 2.26 and 3.25. That means the authentic materials are not that much motivational to the students and their attitudes towards the statement is not satisfying. Students think that the authentic materials sometimes can create confusion to learn proper format of business writing.

In item no. 4: “Real life language can be introduced through authentic material.” Here, the student’s questionnaire presented very satisfactory attitude. Here, the mean score is 3.41. This is between 4.26 and 5.00. Students can get the idea about real life languages related with day to day activities in business correspondence from authentic materials. It will helpful for them to chase the barrier of service life.

In item no. 5: “Authentic materials impose interesting jargon in business writing course.” The mean score is 3.34. It indicates ‘satisfying’ attitudes to the statement. Not all the vocabularies are familiar to the students. There are so many words and terms in business English. Therefore, it is very common scenario for the students to face the uncommon and interesting words while studying.

In item no. 6: “Some authentic materials of business writing have cultural and political issues.” Here, mean score is 3.03. This is between 2.26 and 3.25. It indicates ‘not satisfying attitudes’ towards the statement. Most of the materials are written by foreign writers. So it is very likely to have some offensive terms in materials. Materials adaptation is important to avoid this. Teachers are careful about it so students don’t feel that the materials are culturally biased. Due to globalization, biased materials cannot present negative impact to the students.

In item no. 7: “Authentic materials are effective enough to use in business writing course of post graduate level.” Here, the mean score is 3.36. And the results shows satisfactory attitude. New concept and trend can be revealed by authentic materials in case of business writing. Therefore, students prefer to use authentic materials in business writing class.

In item no. 8: “Selection process of authentic materials should consider learner's interest.” Here, the student’s questionnaire represents satisfactory attitude towards the statement. The mean score is 3.46 which come between 3.26-4.25 ranges. Most of the required materials are available for

the students because of internet. Internet is a vast source of authentic materials to the students. So, they are getting enough back up from internet to collect authentic materials.

In item no. 9: "Authentic materials in business writing allow the students to engage with the topic closely." The mean score is 3.33 and the student's questionnaire confirms the satisfactory attitude towards this statement as they can get more worksheets, handouts, online journal in their writing classes.

In item no. 10: "Level of the students is important to get better implementation of Authentic Materials in business writing class." Here, the result displays satisfactory attitude from student's perspective. And the mean score is 3.35. Background of the students and their level of knowledge are important to select authentic materials. As example, if the students have major in finance and accounting, a material can be "The financial express".

#### **4.5 Discussion of the Teacher's Questionnaire Survey:**

In this section, table 2 results have been discussed according to the following interpretation.

**(The interpretation key of teachers and students' attitude is: 1.00-2.25= negative attitude, 2.26-3.25= not satisfactory attitude, 3.26- 4.25= satisfactory attitude, 4.26- 5.00= very satisfactory).**

In item no. 1: "Authentic materials are appropriate for business writing course of post graduate level." Here, for the teacher's questionnaire survey the mean score is 4 and the answer in between 3.26-4.25. It shows satisfactory attitude. Most of the teachers think authentic materials are important for post graduate level.

In item no. 2: "Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting." And the survey is showing answer between 3.26 and 4.25; which is a satisfactory attitude according to the teacher's questionnaire.

In item no. 3: "As a teacher, I get support from authentic material to teach business writing." Here, the teachers questionnaire reflects the mean score 3 which is not satisfactory attitude.



Authentic materials are not motivational among the teachers. According to teachers, text books and authentic materials both should use simultaneously. Not any one option can be motivational to them.

In item no. 4: “Real life language can be introduced through authentic material.” Here, the teachers questionnaire represents the mean score 4 which shows satisfactory attitude towards the statement. Teachers often use authentic materials in business English and business writing courses to introduce the real life language to the students.

In item no. 5: “Authentic materials provide uncommon jargons.” Here, the mean score is 3.83 which come between 3.26-4.25 ranges. And the teachers shows satisfactory attitude. Teachers think that the authentic materials sometimes contain uncommon and new words.

In item no. 6: “Authentic materials of business writing have cultural and political content in some cases.” Here, the answer shows not satisfactory attitude as the mean score shows 2.5 which come between 2.26-3.25. According to teachers, uncommon and difficult vocabularies will become common and easy after a certain period. Students must have to take the challenges to learn something new and different from authentic materials.

In item no. 7: “Use of appropriate authentic materials is important for the students of business writing.” The mean score is 4. And it shows the satisfactory attitude towards this statement.

In item no. 8: “Selection process of authentic materials should consider the learner's interest.” Here, result represents not satisfactory attitude. The mean score is 3 which come between 2.26-3.25 ranges. According to the teachers, materials should adapt by considering the needs of topic.

In item no. 9: “Teacher's initiatives to use authentic materials allow the students to engage with the topic closely.” Here, the mean score is 4.16. And the results shows satisfactory attitude. Most of the teachers prefer authentic materials in business English and business writing classes. Authentic materials can create a new dimension to gather new knowledge about the recent trend of business

writing. Teachers can introduce the authentic materials to the students. They can motivate the students to use the materials.

In item no. 10: “Level of the students is important to get better implementation of Authentic Materials in business writing class.” Here the answer displays satisfactory attitude from teacher’s perspective. The mean score is 3.58. Potential of the student is important to learn something. If a student has sound academic and professional background, she/he will be able to absorb information from authentic materials easily. Therefore level of student is important to the teachers.

Compare among surveys results are given below in a table.

**Table: 3**

Here contents of statements are same. Only language differs for teachers and students.

No.	Statement		Mean Score	
	Teacher’s	Student’s	Teacher’s Questionnaire Result	Student’s Questionnaire Result
1	Authentic materials are appropriate for business writing course of post graduate level.	Use of appropriate/relevant authentic materials is important for the students of business writing.	4.00	3.85
2	Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting.	Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting to the students.	3.58	3.27
3	As a teacher, I get support from authentic material to teach business writing.	Authentic materials are promoting enthusiasm to learn business writing among the students.	3	3.09

4	Real life language can be introduced through authentic material.	Real life language can be introduced through authentic material.	4	3.41
5	Authentic materials provide uncommon and loaded jargons.	Authentic materials impose interesting jargon in business writing course.	3.83	3.34
6	Authentic materials of business writing have cultural and political content in some cases.	Some authentic materials of business writing have cultural and political issues.	2.5	3.03
7	Use of appropriate authentic materials is important for the students of business writing.	Authentic materials are effective enough to use in business writing course of post graduate level.	4	3.36
8	Selection process of authentic materials should consider the learner's interest.	Selection process of authentic materials should consider learner's interest.	3	3.38
9	Teacher's initiatives to use authentic materials allow the students to engage with the topic closely.	Authentic materials in business writing allow the students to engage with the topic closely.	4.16	3.41
10	Level of the students is important to get better implementation of Authentic Materials in business writing class.	Level of the students is important to get better implementation of Authentic Materials in business writing class.	3.58	3.45

#### 4.6 Overall Findings and discussions:

The survey results show that students are willing to use the authentic materials in business writing course. The students of post graduate level think that authentic materials have positive impact on their study. They prefer a teacher who is using authentic materials. Many students among the participants think that the authentic materials provide real life language. This is one of the major reasons to prefer authentic materials.

To learn a new topic students faced some difficulties. But it is part of education and student might take it positively.

Students don't think that the uncommon term and jargon can create problems in language learning. Some students think that the authentic materials are culturally not biased. Students like to use authentic materials to make them familiar with real language. Text books are undoubtedly part and parcel of education system. In this new age, education systems also need to be up to date. Materials design and evaluation is mandatory to create maximum effect on overall teaching and learning system.

The issues of authentic materials are coming under focus to make ahead the material development process. It is obvious that most of the courses still using textbooks rather than authentic materials. Newspapers, journals, magazines, radio, television broadcast and other source of authentic materials are motivational for the students and sources of authentic input for enriching or replacing textbooks (Long & Harlow, 1988, p. 99). Students are satisfied about the authentic materials using in business writing course. Business English mainly focus on the language skill in corporate level. Therefore, business writing needs to focus on the latest format of writing. It is possible if the textbooks and adapted authentic materials work together.

Levels of the students are important according to the survey. Students think that the background of the students of business English and business writing course might have a minimum level of potential to grab the essence from authentic material. If students have potential to learn, they will be able to learn by their own through authentic materials. They will be able to participate in classroom activities and increase their communication skills.

Teachers are also having positive attitudes towards authentic materials. Most of them are using authentic materials in business writing classroom. This indicates that they are extremely agreed

to use authentic materials. According to the participants, authentic materials cannot be an alternative of textbooks. Teachers think that some of the authentic materials culturally not appropriate for Bangladesh. Levels of the student are also important to the teachers. Prior knowledge of the students has a positive impact on learning through authentic materials. Though authentic materials are less frequently using than textbook, it is important in case of business writing.

#### **(4.7) Researcher's Own Evaluation Using the Checklist**

Researcher has found some point during data collection and analysis. In this section, own evaluation of researcher about based on checklist will be discussed.

##### **1. Are the authentic materials using at business writing class constructive and attractive?**

In business writing class of post-graduate level, students are adult learners. Most of them are busy with service life. They often feel boredom if only textbooks are there in classroom. Therefore it is suitable to use authentic business writing materials in post graduate level classroom. Students also contribute themselves to collect and compile authentic materials in case of business writing if the materials are attractive. Research found that the financial express, the Wall Street journal etc. are attractive to the students.

##### **2. Are the reason behind using authentic materials clear to the students?**

Students are concern about the use of authentic materials in business writing course. They know it is helpful for them to know the real language of workplace.

##### **3. Are the authentic materials culturally biased in some cases (racism, using offensive words etc.) for teachers and students?**

In business writing, teachers focus on the materials those are imported from international resources. Most of the materials are prepared or written by the foreign authors. Therefore some issues seem culturally biased to the learners. As example, uses of pub, bar, nanny etc. is not easily acceptable in a Bangladesh.

#### **4. Do the materials focus on the writing skills that the learners need to practice?**

Business writing is a part of business English. From authentic materials, learners can get the authentic idea about the writing.

#### **5. Are the authentic materials and related handouts are effective for the business writing classes?**

Authentic materials are relevant to the course content and the effective to the students.

#### **6. Do the authentic materials of business English help the learners to get idea about real life language?**

Service holder students specially feel the importance of authentic materials. These materials give idea about the real life language to the students.

#### **7. Do the learners getting motivation from authentic materials of business writing?**

They are getting motivation. Authentic materials are giving cultural and linguistic knowledge to the learners. Therefore, they are making themselves more involved with the topic. There is no melodramatic term in an authentic material which can creates confusion and boredom. Thus authentic materials are motivational for learners.

**8. Does the authentic materials contain difficult language in terms of vocabulary items, complex sentence structures?**

Sometimes materials contain difficult words that are problematic to the students.

**9. Is it important to choose the appropriate authentic text considering the level of the students to get the best implementation in business writing?**

Level is important because all the students are not same. They are from different background. As example, student of finance and banking will feel interest to read the financial express. Appropriated selection of authentic materials is very much needed to get the best implementation in business writing.

**10. Does the authentic materials increase interest of students to the further study of English language?**

Authentic materials generally content the current information about the topic. Pattern of business writing, language, jargon etc. are available at authentic materials. These are language of real life rather than typical bookish words. Therefore authentic material provides the students real life language. Therefore, students will feel interest to the further study of language.

## **Chapter: 5**

### **Conclusion and Recommendation**

#### **5.1 Conclusion**

Authentic materials are definitely valuable at language classroom. In age of globalization, business writing is important to gain the skill of professional writing in service life of a student. Authentic materials can be motivational factors to the teachers and the students. Business writing needs some sort of dynamic qualities to create best impact on writing skill of students or professionals. Research shows that authentic materials can be helpful simultaneously with textbooks. By using authentic materials, student can make a bridge between textbooks and real life language. As it is motivational to use authentic materials, both teachers and students try to participate in classroom enthusiastically.

In this paper, researcher has found that the perspective of teachers and students towards authentic materials is positive. When it is business writing class, it is most important to use authentic materials. Using authentic materials engage the teachers and students with real life language. Effective Teaching system can bring the best implementation of authentic materials. Engage in classroom activities can make a student efficient in communication with the classmates and teachers. Therefore, the students get opportunities to learn more from a language class.

#### **5.2 Recommendations**

There are few points noted by the researcher about authentic materials during data analysis and findings. These are given below:



- Selection of the authentic materials is very essential part. If teacher wants to use authentic materials in classroom, he or she must have to consider the level of students. Teachers need to be concern about the selection of materials while he/she is going to take a class.
- In business English and business writing courses, authentic materials should have capability to fulfill the needs of that course. Business vocabularies and jargons are using in a straight forward way in real life. Therefore, up to date online magazines, newsletter, booklets, brochures, marketing promos, advertisements, catalogues etc. can be a good source of authentic material in case of business writing.
- Implementation of authentic materials is easier in business writing classes when students already have some prior idea about the content of the course. Teacher has to give some idea about the course content and the necessity of authentic materials before s/he starts.
- Authentic materials inspire students to actively participate in class. Student should also be motivated to collect and compile various types of authentic materials according to their needs.
- Make the topic realistic to the student are a challenge for the teachers. Authentic materials should be very relevant with the content of that course.
- Teachers have to consider age and profession and the background of the students. It will help the teachers to collect the related authentic materials for the students. If the classes are based on business writing, materials should be based on business correspondence.
- Teachers have to examine the proficiency of writing of the students after using authentic materials. A comparison between use of textbooks and authentic materials will help teachers to get the progress about writing skills of students. Thus they can evaluate the authentic materials they are using.

- Authentic material should be interesting and closely related with the topic. Student prefers to use the materials which are up to date and well organized. In case of business English and business writing, topic and its materials should be precise and straight forward. Use of authentic materials according to the point will help learners to get inside the content.
- One of the major tasks of a teacher is to keeps the interest of the students to the lesson.
- Discussion about a topic in the classroom should be very specific. Teachers have to present the relevant authentic materials to the students during class. If students are not capable to understand the topic, teacher has to modify the materials.
- Authentic materials should be related with current world to get rid from boredom during the classes. Teachers and students need to be engage with the topic of discussion and teacher should motivate the students to participate in classroom activities. Active participation of both teachers and students in class will increase the communication skills.
- Students of post graduate level are already doing job or preparing to get a job. Therefore the real life language of corporate world is useful to them. They are interested to get idea about business jargons and other business writing related vocabulary term. They will inspire to learn if there are up to date and modified authentic materials. Therefore teacher need to select the relevant business articles and other form of authentic materials to make the topic easy and interesting.
- Teacher should also give emphasis to the pre-writing task to them. As example, teacher will give a paragraph to the students and ask them to guess the possible name of that

paragraph. Thus teachers will be able to focus on brainstorming of students and it is important too. Teachers have to try to avoid repetition of the same materials.

At the end, it can be said that teacher should use the authentic materials along with latest multimedia applications to get the best implementations of materials in business writing class of post graduate level.

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**7. Appendices****Appendix: I****Questionnaire for Teachers:****Section A: Personal Information**

1. Name:

2. Institution:

3. Teaching Experience (years):

**Section B: Instruction**

Each of the items has 5 points scale where **1= Entirely disagree**, **2= Disagree**, **3= Not sure**, **4= Agree**, **5= Entirely agree**. Tick (√) the appropriate number for your opinion about each statement.

No.	Statement	Entirely Disagree	Disagree	Neutral	Agree	Entirely Agree	Mean Score
1.	Authentic materials are appropriate for business writing course of post graduate level.						
2.	Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting.						
3.	As a teacher, I get support from authentic material to teach business writing.						
4.	Real life language can be introduced through authentic material.						

5.	Authentic materials provide uncommon and loaded jargons.						
6.	Authentic materials of business writing have cultural and political content in some cases.						
7.	Use of appropriate authentic materials is important for the students of business writing.						
8.	Selection process of authentic materials should consider the learner's interest.						
9.	Teacher's initiatives to use authentic materials allow the students to engage with the topic closely.						
10.	Level of the students is important to get better implementation of Authentic Materials in business writing class.						



**Questionnaire for Students:****Section A: Personal Information**

1. Name:
2. Institution:
3. Department:
4. Program:

**Section B: Instruction**

Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree**. Tick (√) the appropriate number for your opinion about each statement.

No.	Statement	Entirely Disagree	Disagree	Neutral	Agree	Entirely Agree	Mean Score
1.	Use of appropriate/relevant authentic materials is important for the students of business writing.						
2.	Authentic materials which are collected from a recent/up-to-date resources (newspapers) are interesting to the students.						
3.	Authentic materials are promoting enthusiasm to learn business writing among the students.						
4.	Real life language can be introduced through authentic material.						

5.	Authentic materials impose interesting jargon in business writing course.						
6.	Some authentic materials of business writing have cultural and political issues.						
7.	Authentic materials are effective enough to use in business writing course of post graduate level.						
8.	Selection process of authentic materials should consider learner's interest.						
9.	Authentic materials in business writing allow the students to engage with the topic closely.						
10.	Level of the students is important to get better implementation of Authentic Materials in business writing class.						