

**Using Authentic Materials in the Writing Classes: A Tertiary Level  
Scenario.**



*Department of English and Humanities (ENH)*

*BRAC University*

Submitted by:

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ID: 11363009

Session: Summer'11-Fall'13

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**In Partial Fulfillment of the Requirements for Degree of Masters of  
Arts in English**

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*In the Name of Allah*

*The Most Compassionate*

*The Most Merciful*

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## **Abstract**

There has been an increasing demand of using authentic materials in the foreign language teaching. Writing is one of the important productive skills in English language teaching. The aim of this research is to examine the effectiveness of authentic materials in the writing classes at the tertiary level students. Also, to collect the data the researcher has selected 4 private universities of Dhaka, where the number of the subject was 8 teachers and 100 students. Student questionnaires filled up with 100 students and the teachers' questionnaire filled up with 8 course teachers. This paper also comprises with the few recommendations for a few problem which the researcher found during class observation and data collection.

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## **Chapter 1: Introduction**

**(1.1) Background Information:** In recent days, use of authentic materials has become widespread across educational contexts. According to Jane Crawford, (Richards & Renandya, 2002) many a times course books fail to address the needs of a specific group of students. For this reason, use of authentic material alongside the textbooks better caters to the needs of the students.

### **(1.2) The Role of Authentic Materials in Teaching Writing:**

As far as teaching writing is concerned, a teacher can make very good use of authentic materials by highlighting real language use in various real life materials like advertisements etc. and also by assigning them tasks based on them. Allwright (1982; as cited in Block, 1991) claims that, sometimes classroom teachers need to provide different materials so that they can bring in variety into the activities. For example, in the online journal of ‘using comic strip to teach narrative writing’ Rabideau (1993) refers to the use of comic strips which motivate the learners to work around it and build up a written piece of work where the learners find interesting ways to express their ideas. Moreover, there are different types of writing such as essay, short stories, paragraph, project work etc. By using authentic materials, writing as a skill can be effectively taught to the students. As Nunan said, (2001, p. 212) authentic materials helps the students learn and use the foreign language more indicative.

**(1.3) The Aim of the Research:** The aim of this research is to examine the effectiveness of authentic materials as used to teach academic writing at the tertiary level.



The researcher has chosen this issue to identify whether authentic materials help students better their writing or not.

**(1.4) Methodology:** The following instruments have been used to collect data:

- i) A teacher questionnaire
- ii) A student questionnaire
- iii) Researcher's own checklist.

**(1.5) The Limitations of the Research:** Given the extreme political unrest of the country, the researcher had to confine the survey to a limited number of participants from a few selected universities.

## **Chapter 2: Theoretical Developments of Using Authentic Materials in Writing Classes.**

### **(2.1) Authentic Materials:**

The term “material” can be defined as information, objects whereas, “Teaching materials” are the lectures, syllabi, texts, useful guidelines to get the students involved etc” (LittleJohn ,1998; as cited in Tomlinson, 2003, p. 43). Examples of authentic materials would be newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes etc. One important feature of authentic materials is that they are not written for educational purposes and are rather defined as real life texts (Wallace, 1994, p. 145). Teachers may incorporate authentic materials not only to motivate the learners but also to give them the feeling that they are using real language- “the target language as it is used by the community that speaks it”. (McNeill, 1994, p. 130).

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”. For example, from a radio news report, the teacher can ask the students to discuss the report on pollution in the city they live. However, Widdowson (1990; cited in Martinez, 2002) differentiates between authentic and genuine materials. Authentic materials are used in their original form as they are not changed, but the genuine materials are basically the authentic materials which are used in a somewhat artificial way and adapted from a class, such as; jumbled paragraphs, cut out headlines etc. (Martinez, 2002).

Authentic materials can also be very purposeful as Willikins believes that (1976; as cited in Guariento and Morley, 2001) authentic text creates a bridge between classroom

knowledge and ‘a student’s capacity to participate in the real world events’ (p 79). Besides, a teacher has to “make sure that activities taken from different sources link together to make a cohesive whole, and that they serve to fulfill the aims and objectives of your lesson” (Gower, 1995, p. 80).

## **(2.2) Authentic Materials: pros**

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 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

keep the students informed about what is happening in the world so they can have intrinsic educational value.

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

### **(2.4) Adaptation and Authentic materials:**

Many researchers mentioned that sometimes authentic materials need to be adapted to be suitable for a particular level of students. Materials adaptation means matching materials to the learner's needs, the teacher's demands and administration's purpose (McDonough and Shaw, p. 73). Adaptation of materials, therefore, plays a valuable role in language teaching. McDonough and Shaw (2004) pointed out "adoption is concerned with

whole course books, adaptation concerns the parts that make up that whole” (p. 74). For the teachers, adaptation is an extensive activity because they need to change or adjust the various parts of the course book to make it appropriate for the students.

Furthermore, McDonough and Shaw (2004) also mentioned “the teacher must satisfy the demands of the textbook, but in ways that will be satisfying to those who learn from it” (p. 75). He adds that teaching materials are internally coherent but sometimes they don’t suit the context. As Littlejohn (1998; as cited in Tomlinson, 2003, p. 43) affirmed that, here ‘adaptation’ can take place as a rather formal process and if necessary, the teacher can adapt the exercises by changing and then writing out a modified version for the class. Madsen and Bowen (1978) (as cited in McDonough and Shaw, 2004, p. 75) mentioned “The good teacher is constantly adapting. He adapts when he adds an example not found in the book or [...] when he introduces a supplementary picture”. So, it can be said that teachers need to adapt materials for the writing classes.

## **(2.5) Approaches to Teaching Writing and Authentic Materials:**

### **(2.5.1) Product approach:**

While teaching through the product approach to writing skills, authentic materials plays an important role among the learners. Hermer (1998, p 90) mentions the use of postcard as authentic material: students are given a model postcard to study and after that they are asked to imagine a situation in which they have to write a post-card to be sent to an English-speaking friend describing a holiday. This activity is like parallel activity where

students stick to a model what has been given by the teacher. After finishing the task students can show their cards to the others or teacher could correct them later.

Moreover, Badger and White (2000) investigated that there are four stages of product based writing. These are familiarization, controlled writing, guided writing and free writing. 'Familiarization writing' "makes learners aware of certain features of a text" (Badger and White, 2000). On the other hand, 'control' and 'guide writing section concerns about the content area and allows the learners to practice the writing skill. And in 'free writing' learners are allowed to use the writing skill as a part of a genuine activity; for example: letter, story or essay. So, by following the procedures of product approach teacher can teach the writing skill through using authentic materials.

### **(2.5.2) Process approach:**

On the other hand, Stanley (2003) mentioned in his online journal "process approach treats all writing as a creative act which requires time and positive feedback to be done well". Hermer (1998, p. 83) mentions a writing activity in which the upper intermediate level or advanced level students are asked to write a report describing their leisure. At first as a prewriting activity, the teacher follows elicitation to introduce the topic. Then he uses brainstorming and brings students' ideas about their leisure time and writes those on the board.

Next, students are asked to make a questionnaire to find out the information about how people spend their leisure period. After collecting the information as a writing part of the process approach, they will discuss how they are going to write the report and work on it. Here, the teacher plays an important role by providing the necessary information about the features, construction and the writing style of the report.

After finishing the report, students will submit the reports to the teacher to check their first draft. Then the teacher will return the draft to the students to work on their final draft. For the final draft they will do the necessary editing to follow the rewriting stage of the process approach.

According to Murray (1972) as cited in the online journal ‘using comic strip to teach narrative writing’ process approach of writing can be divided into three stages: prewriting, writing and rewriting. Firstly, prewriting considers researching, note-taking, title writing, outlining. Secondly, in writing the writer prepare the first draft. Lastly, rewriting is about rethinking, redesigning, line by line editing.

**(2.5.2) Genre:** This is also a useful approach while writing. Basically it is useful for the students of English for specific purposes. According to (Maula 2008), there are many genres in writing such as; report writing, recount, narrative, descriptive, news item and much else. Here, students need to know about the content, topic, style of genre. Moreover, they need to have general knowledge about the genre to write about it.

However, teachers and students can use weblogs here to conduct research by asking the students to collect useful authentic data for specific class projects (Linder, 2004, p. 12). Hermer (1998, p. 82) mentioned some examples of authentic materials to teach genre.

❖ In the first activity, the material is newspaper headlines. Firstly, the teacher discusses about the newspaper headlines with the students. Then the teacher introduces how the newspaper headlines are constructed and how students can write their own articles. After that, students are asked to match with the newspaper headlines with the stories what they came up with.

Then, the teacher uses elicitation techniques to know about students' responses on how to write an article. Here, he/she talks about how the headlines can be written, which tense are usually used, what special vocabulary are used in the headlines. After elicitation, students choose a topic and in pair they are asked to write a short story and the headlines. Students write their headlines on the board so that the rest of the students can predict about the story. Here, the teacher makes corrections instantly. After this, students write the article according to the headlines. While writing the article teacher can offer help to the students. Moreover, teachers can stick to the article on the notice board or students can read out the article in the class.

❖ Another example of authentic materials in genre writing is mentioned by Hermer (2003 p. 263). Here, the task is applicable for the upper intermediate level and above learners. The activity is writing a review and the focus is on identifying genre features.

Firstly, students are asked to look at movie reviews from the newspaper. Then the teacher discusses on what students should consider while writing a review. After that students are asked to watch a movie or play and take notes about the plot, characters and other important things. The teacher follows the pair work or group work to get engaged through the activity. Also it motivates the students for writing from their own. Then, they write the first draft and teacher can help them by providing constructive feedback. After finishing the final draft, students vote for the best one.



## **Chapter 3: Research Methodology**

### **(3.1) Introduction:**

This chapter discusses the research methodologies that have been used in this research, to investigate the teachers and students perception towards using authentic materials in the writing classes. This chapter is divided into five sections: i) background information, ii) instruments, iii) sampling of the study, and iv) data analyzing procedures.

### **(3.2) Background Information:**

To conduct the survey the researcher used quantitative research method. According to Mertens (2005) Quantitative research involves data collection procedures which include numerical data in statistical method. Moreover, in quantitative analysis sampling strategies are large, random, representative and its uses of control groups.

In brief, the researcher has collected the information from the selected students and teachers whether they implement the authentic materials in the writing classes or not, also the researcher wanted to find out how effective it is to use authentic materials in the writing classes.

### **(3.3) Instruments:**

The questionnaire provides among a few teachers and students of selected universities. Also, the researcher has personally observed the writing classes following her own checklist to find out the effectiveness of using authentic materials of selected reputed private universities of Bangladesh.

According to Hossain (2010) ‘questionnaires are designed to make the quantification and interpretation of the results easier’ (p. 116). For the data collection process

using questionnaire can be the most constructive methods. Basically, a quantitative questionnaire becomes supportive for both the respondents and the researcher. For the respondents it is much easier to give the answer which takes less time than a descriptive questionnaire (Best, 1977 as cited in Hossain, 2010, p. 116). On the other hand, the sample sizes are large comparative to descriptive questionnaire, but for the researchers it is easy to analyze the data.

### **(3.3.1) Designing the Instruments:**

While designing the questionnaires and the checklist for this study the researcher has to browse a number of articles. However, in designing the questionnaires and the checklist the researcher followed Hermer (2001), Hussain (2010), Huessien (2012). She selected 10 questions for both of the questionnaires and also for the checklist. All of the questions focused on the effectiveness of using authentic materials in the writing classes. The researchers' own checklist is used during the class observation of the selected classes. The researcher basically implemented a well-organized pattern to make the respondent comfortable while answering the questionnaire. Also, both of the questionnaires included same items, only changes happen to fit the languages. Through the questionnaires the researcher tried to find out the teachers and students positive and negative responses towards the impact of using authentic materials. In the questionnaire the teacher and the students had to put a tick mark. The researcher used mathematical figures to do the analysis of the data. These are: entirely disagree= 1, disagree= 2, not sure= 3, agree= 4, entirely agree=5.

### **(3.4) Sampling of the study:**

As the purpose of the study is to identify the effectiveness of using authentic materials in the writing classes from the teachers and students' perspective, there are two

types of participants; teacher and students. The researcher has collected the data from the freshmen who are just in their freshmen years. The researcher has selected 8 students and 100 students from 4 private universities of Dhaka. Moreover, the researcher, with a checklist, observed 4 classes from the selected universities to cross-check the results found from the questionnaire and classroom observation. While observing the classes the researcher followed her checklist.

Therefore, institution wise numbers of students and teachers samples are given below:

<b>University</b>	<b>No. of Teacher</b>	<b>No. of Student</b>	<b>No. of Observed Class</b>
1. 'A'	2	30	1
2. 'B'	2	28	1
3. 'C'	2	20	1
4. 'D'	2	22	1

Moreover, the participants are most likely from the first year of their universities. In University 'A' the researcher observed one of the English writing classes, which is the module 4 language class. After finishing the class 30 students filled up the student questionnaire and two teachers filled up the teachers' questionnaire provided by the researcher. Next, in University 'B' the researcher conducted the survey in an English 2 class. This class was a common English course for the students to develop their language skills. Likewise University 'A' here, after finishing the class, 28 students and 1 teacher took part in

the survey. Next, in University 'C', the researcher observed one of the basic English classes. In this class, 20 students and 2 teachers took part in the survey. Finally, in University 'D' the researcher conducted the survey in the basic English class for the Fresher's. Here, 22 students and 2 teacher have participated in the survey.

### **(3.5) Data Analyzing Procedure:**

After finishing collecting the data the samples were organized into a table to analyze the mean scores. "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 and Shohamy, 1989 as cited in Hussain, 2010, p. 117). Here, the mean score considers the average score of each one. Also, mean score helps the researcher to find out the results from a large numerical data into significant information. Through mean score the investigator can identify the results into a percentage which is more convenient to present the data in a table or diagram. The above mentioned questionnaire data can be easily converted to percentage to compare them. As the researcher tried to compare the results between students and teachers' perception of using authentic materials in the writing classes, so that can be easily identified through the mean score.

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

### **(4.1) Introduction:**

This chapter of the research presents the results in terms of mean scores. All the raw data will be analyzed and presented in the different table in this chapter. As there are two parts of questionnaire to investigate the teachers and students' perception, so the researcher is presenting the results in two tables.

### **(4.2) Results as Found from Students' Questionnaire Survey:**

The researcher has converted the responses into mathematical figure for analysis of the result. In students' questionnaire, respondents had to tick an appropriate box from five options for each item. Each item comprises different scale of number. These are given below:

1. Entirely disagree = 1
2. Disagree = 2
3. Not sure = 3
4. Agree = 4
5. Entirely agree = 5

The researcher has presented the mean scores in the table below:

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The

bottom ones are calculated for mean score. And for each item the number of the total respondent was 100 students. )

**Table: 1**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean score
1.	In the writing class I prefer a teacher who uses authentic materials rather than textbooks.	2 2	13 26	19 57	55 220	11 55	3.60
2.	I think authentic materials work but at the university level course compared to pre-intermediate courses.	0 0	8 16	28 84	46 184	18 90	3.74
3.	I get highly motivated with the use of authentic materials.	7 7	18 36	44 132	27 108	4 20	3.03
4.	Authentic materials help me get exposed to language in real life.	2 2	11 22	21 63	56 224	10 50	3.61
5.	I sometimes find authentic materials culturally inappropriate.	4 4	30 60	38 114	19 76	9 45	2.99
6.	Authentic material contains difficult language in terms of vocabulary items, complex sentence structures.	5 5	34 68	34 102	27 108	0 0	2.83
7.	Authentic materials are less frequently used than	2	15	39	34	10	

	coursebooks.	2	30	117	136	50	3.35
8.	The authentic materials related handouts are effective for the writing classes.	0 0	5 10	17 51	51 204	27 135	4.0
9.	In recent days I prefer to use the online journals, newsletter, articles or real life stories rather than textbooks in the writing classes.	6 6	9 18	26 78	47 188	12 60	3.50
10.	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	8 8	4 8	31 93	47 188	10 50	3.47

The details of the results of students' questionnaire survey are given below:

Firstly, in item no. 1 (In the writing class I prefer a teacher who uses authentic materials rather than textbooks), 2 students put tick mark on 'entirely disagree', 13 students answered 'disagree'. 19 students ticked 'not sure', 55 students ticked 'agree', 11 students answered 'entirely agree'. And the mean score for this statement is 3.60.

Secondly, for item no. 2 (I think authentic materials work but at the university level course compared to pre-intermediate courses), no student put tick on 'entirely disagree' though 8 students answered 'disagree', 28 students ticked 'not sure', 46 students ticked 'agree' and 18 students answered 'entirely agree'. The mean score for this statement is 3.74.

Thirdly, for item no. 3 (Authentic materials help me get exposed to language in real life); 7 students answered 'entirely disagree', 18 students respond 'disagree', 44

students put tick 'not sure', 27 students are 'agree' and 4 students answered 'entirely agree'. And the mean score for this statement is 3.03.

Then, in item no. 4 (Authentic materials help me get exposed to language in real life), 2 students put tick mark on 'entirely disagree', 11 students answered 'disagree'. 21 students ticked 'not sure', 56 students ticked 'agree', 10 students answered 'entirely agree'. And the mean score for this statement is 3.61.

Next, in item no. 5 (I sometimes find authentic materials culturally inappropriate), 4 students ticked on 'entirely disagree', 30 students answered that they are 'disagree'. Besides these 38 students ticked 'not sure', 19 students ticked 'agree' and 9 students answered 'entirely agree'. So the mean score for this statement is 2.99.

For item no. 6 (Authentic material contains difficult language in terms of vocabulary items, complex sentence structures), 5 students responded that they are 'entirely disagree', 34 students answered 'disagree', 34 students ticked 'not sure' However, 27 students ticked 'agree', no one answered 'entirely agree'. And the mean score for this statement is 2.83.

After that, in item no. 7 (Authentic materials are less frequently used than coursebooks), 2 students put tick mark on 'entirely disagree', 15 students answered 'disagree'. 39 students ticked 'not sure', 34 students ticked 'agree', 10 students answered 'entirely agree'. And the mean score for this statement is 3.35.

Subsequently, in item no. 8 (The authentic materials related handouts are effective for the writing classes), no one put tick mark on 'entirely disagree' whereas 5 students answered 'disagree'. 17 students ticked 'not sure', 51 students ticked 'agree' and 27 students answered 'entirely agree'. Here, the mean score for this statement is 4.



Consequently, in item no. 9 (In recent days I prefer to use the online journals, newsletter, articles or real life stories rather than textbooks in the writing classes), 6 students put tick mark on ‘entirely disagree’ and 9 students answered ‘disagree’. At the same time, 26 students ticked ‘not sure’, 47 students ticked ‘agree’ and 12 students answered ‘entirely agree’. And the mean score for this statement is 3.50.

Lastly, in item no. 10 (Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing), 8 students put tick mark on ‘entirely disagree’, 4 students answered ‘disagree’. 31 students ticked ‘not sure’, 47 students ticked ‘agree’, 10 students answered ‘entirely agree’. And the mean score for this statement is 3.47.

### **(4.3) Results as Found from Teachers' Questionnaire Survey:**

Likewise, the student’s questionnaire survey here in teachers questionnaire the researcher had to put tick mark on the appropriate box. Also, the answers have converted into mathematical figures for analyzing the collected data.

The researcher has presented the mean scores in the table below:

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means. And for each item the total respondent was 8 teachers.)

**Table: 2**

	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean score

Using Authentic Materials in the Writing Classes: A Tertiary Level Scenario.

No.							
1.	In the writing class I prefer a teacher who uses authentic materials rather than textbooks.	0	2 4	2 6	4 16	0	3.25
2.	I think authentic materials work but at the university level course compared to pre-intermediate courses.	0	2 4	1 3	3 12	2 10	3.625
3.	I get highly motivated with the use of authentic materials.	0	3 6	3 9	2 8	0	2.875
4.	Authentic materials help me get exposed to language in real life.	0	1 2	1 3	5 20	1 5	3.75
5.	I sometimes find authentic materials culturally inappropriate.	0	1 2	2 6	3 12	2 10	3.75
6.	Authentic material contains difficult language in terms of vocabulary items, complex sentence structures.	2 2	2 4	2 6	2 8	0	2.5
7.	Authentic materials are less frequently used than coursebooks.	0	0	1 3	6 20	1 5	3.625
8.	The authentic materials related handouts are effective for the writing classes.	0	1 2	2 6	4 16	1 5	4.125
9.	In recent days I prefer to use the online journal, newsletter, articles or real life stories rather than textbooks in the	0	0	2 6	4 16	2 10	4.0

	writing classes.						
10.	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	0	0	0	5 20	3 15	4.38

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

Firstly, in item no. 1 (In the writing class I prefer a teacher who uses authentic materials rather than textbooks), no teachers put tick mark on 'entirely disagree' and 'entirely agree', whereas 2 teachers answered 'disagree', 2 teachers ticked 'not sure', 4 teachers ticked 'agree'. And the mean score for this statement is 3.25.

Secondly, for item no. 2 (I think authentic materials work but at the university level course compared to pre-intermediate courses), no teachers put tick on 'entirely disagree' though 2 teachers answered 'disagree', 1 teacher ticked 'not sure', 3 teachers ticked 'agree' and 2 teachers answered 'entirely agree'. The mean score for this statement is 3.625.

Thirdly, for item no. 3 (Authentic materials help me get exposed to language in real life); no teachers put tick mark on 'entirely disagree' and 'entirely agree', whereas 3 teachers answered 'disagree', 3 teachers ticked 'not sure', 2 teachers ticked 'agree'. And the mean score for this statement is 2.875.

Then, in item no. 4 (Authentic materials help me get exposed to language in real life), no teachers put tick on 'entirely disagree' though 1 teacher answered 'disagree', 1 teacher ticked 'not sure', 5 teachers ticked 'agree' and 1 teacher answered 'entirely agree'. The mean score for this statement is 3.75.

Next, in item no. 5 (I sometimes find authentic materials culturally inappropriate), no teachers put tick on 'entirely disagree' though 1 teacher answered 'disagree', 2 teachers ticked 'not sure', 3 teachers ticked 'agree' and 2 teachers answered 'entirely agree'. The mean score for this statement is 3.75.

For item no. 6 (Authentic material contains difficult language in terms of vocabulary items, complex sentence structures), 2 teachers responded that they are 'entirely disagree', 2 teachers answered 'disagree', 2 teachers ticked 'not sure' and 2 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 (Authentic materials are less frequently used than course books), no teacher responded 'entirely disagree' but 1 teacher answered 'disagree'. 2 teachers ticked 'not sure', 4 teachers ticked 'agree' and 1 teacher answered 'entirely agree'. And the mean score for this statement is 3.625.

Subsequently, in item no. 8 (The authentic materials related handouts are effective for the writing classes); no teacher responded 'entirely disagree' or 'disagree'. Though 1 teacher ticked 'not sure', 6 teachers ticked 'agree' and 1 teacher answered 'entirely agree'. And the mean score for this statement is 4.125.

Consequently, in item no. 9 (In recent days I prefer to use the online journals, newsletter, articles or real life stories rather than textbooks in the writing classes), no teacher responded 'entirely disagree' and 'disagree'. Though, 2 teachers ticked 'not sure', 4 teachers ticked 'agree' and 2 teachers answered 'entirely agree'. And the mean score for this statement is 4.0.

Lastly, in item no. 10 (Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing), no teacher responded 'entirely disagree', 'disagree' and 'not sure' however, 5 teachers ticked 'agree' and 3 teachers answered 'entirely agree'. And the mean score for this statement is 4.38.

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

In this section table 1 result has 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: 'In the writing class I prefer a teacher who uses authentic materials rather than textbooks'. Here, for the students survey the mean score is 3.60 and the answer is between 3.26 to 4.25; which shows the satisfactory attitude. So, it can be said that they are satisfied and preferred the authentic materials in the writing classes.

➤ In item no. 2: "I think authentic materials work but at the university level course compared to pre-intermediate courses". Here, answer is between 3.26 to 4.25; which is a satisfactory attitude according to the students' questionnaire. The mean score is 3.75 so it can be said the students believe that authentic materials work best with the university level students.

➤ In item no. 3: "I get highly motivated with the use of authentic materials". The students questionnaire reflects the mean score 3.03 which is not satisfactory attitude. As they feel they are not motivated with the authentic materials.

➤ In item no. 4: “Authentic materials help me to get exposed to language in real life”. Here, the student’s questionnaire presented satisfactory attitude. Here, the mean score is 3.61 which shows satisfactory attitude towards the statement.

➤ In item no. 5: “I sometimes find authentic materials culturally inappropriate”. Here, the questionnaires represents different attitude. As the students shows not satisfactory attitude because the mean score is 2.99 which comes between 2.26-3.25 range.

➤ In item no. 6: “Authentic material contains difficult language in terms of vocabulary items, complex sentence structures” Here, the result shows not satisfactory attitude from the student’s perspective. As the mean score shows 2.83 which again comes between 2.26-3.25.

➤ In item no. 7: “Authentic materials are less frequently used than course books”. The mean score is 3.35 and the student’s questionnaire confirms the satisfactory attitude towards this statement as they found more worksheets, handouts, online journal in their writing classes.

➤ In item no. 8: “The authentic materials related handouts are effective for the writing classes”. Here, the student’s questionnaire represents satisfactory attitude towards the statement. The mean score is 4.0 which come between 3.26-4.25 ranges.

➤ In item no. 9: “In recent days I prefer to use the online journal, newsletter, articles or real life stories rather than textbooks in the writing classes”. Here, the mean score is 3.47. And the results shows satisfactory attitude.

➤ In item no. 10: “Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing”. Here, the result displays satisfactory attitude from student’s perspective. And the mean score is 3.50.

#### **(4.5) Discussion of the Teachers' Questionnaire Survey:**

In this section table 2 results has 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: “In the writing class I prefer a teacher who uses authentic materials rather than textbooks”. Here, for the teachers questionnaire survey the mean score is 3.25 and the answer is between 2.26- 3.25 which shows not satisfactory attitude. So, looking at the mean score it can be said though the teachers represents not satisfied attitude but they sometimes prefer authentic materials or a balance between two; as the score is the last number of the range which is 3.25.

➤ In item no. 2: “I think authentic materials work but at the university level course compared to pre-intermediate courses”. Here, the mean score is 3.625. And the survey is showing answer between 3.26 to 4.25; which is a satisfactory attitude according to the teachers' questionnaire.

➤ In item no. 3: “I get highly motivated with the use of authentic materials”. Here, the teachers questionnaire reflects the mean score 2.875 which is not satisfactory attitude.

➤ In item no. 4: “Authentic materials help me to get exposed to language in real life”. Here, the teachers questionnaire represents the mean score 3.75 which shows satisfactory attitude towards the statement.

➤ In item no. 5: “I sometimes find authentic materials culturally inappropriate”. Here, the mean score is 3.75 which come between 3.26-4.25 ranges. And the teachers shows satisfactory attitude.

➤ In item no. 6: “Authentic material contains difficult language in terms of vocabulary items, complex sentence structures”. Here, the answer shows satisfactory attitude as the mean score shows 2.5 which come between 2.26-3.25.

➤ In item no. 7: “Authentic materials are less frequently used than course books”. The mean score is 3.625. And it shows the satisfactory attitude towards this statement as the teachers believe they tried to do a balance by providing worksheets, handouts, online journal in their writing classes to enhance the motivation of the students.

➤ In item no. 8: “The authentic materials related handouts are effective for the writing classes”. Here, result represents satisfactory attitude. The mean score is 4.125 which come between 3.26-4.25 ranges.

➤ In item no. 9: “In recent days I prefer to use the online journal, newsletter, articles or real life stories rather than textbooks in the writing classes”. Here, the mean score is 4.0. And the results shows satisfactory attitude.

➤ In item no. 10: “Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing”. Here the answer displays very satisfactory attitude from teachers’ perspective. The mean score is 4.38.

#### **(4.6) Discussion on Researcher's Own Evaluation Using the Checklist:**

In this section researchers checklist has been discussed.



❖ Item no. 1: The researcher's checklist shows that among the four classes she observed three of them have used authentic materials in their writing classes. And the other one was a discussion based writing class. The topic's are given bellow:

In the first class the teacher provided a material on “‘South Asian Slave Bride’ causing concern in UK” and she effectively used the elicitation techniques with the students. She also provided a short story to write an argumentative essay as an assignment.

In the second class, the teacher used social issues like electricity problem, morality of the young generation etc. After that she talked about fact, realization, notion, evaluation which they have to relate while writing an article. Also, teacher discussed about grammar, punctuation of writing. Though there were no authentic materials but the teacher move on the class smoothly as there were interactions among the teacher and some of the students.

In the third class, the teacher provided a handout on ‘shark’ to the students to conduct a writing class. Students were asked to write the summary and paraphrase on the given material within 15-20 minutes.

In the fourth class the teacher provided an online article on is “A reality sweeter than dreams” by Sriram Veera. And the article is about Bangladesh's most famous left-arm spinner Mohammad Rafique.

❖ Item no. 2: The researcher's checklist displays that at the university level, in the writing classes authentic material is more effective than pre-intermediate level. As one of the teacher supplied handout on ‘shark’, beside that she also provide them clear sheet and colorful marker to make them interested to complete the task within the time. As before giving the task teacher discussed about the summary and paraphrase and reviewed

how to write it so the students seemed more active while doing the task. Also, it has been mentioned that there were positive effects on learners' motivation as they used clear sheet and marker rather than pen and white paper. Moreover, most of the students completed their work within 20 minutes and the teacher checked their summary and paraphrase in the class. So, it can be said that the teacher followed product approach of writing where learners are asked to write stage by stage by following a model.

❖ Item no. 3: the checklist shows that among the four classes three of them have followed authentic materials in the classroom. Although the second class was a discussion based class and the teacher followed the 'creative writing' approach of teaching writing which the researcher has already mentioned in the literature review section. So, it can be said the result found from the questionnaire and researcher's checklist doesn't match each other and there is a disagreement about the survey results.

❖ Item no. 4: According to the checklist it has been clarified that all the students were enthusiastically participating in the writing classes. In one class the researcher noticed that students are more interested to discuss about the realistic issue rather than a bookish topic. As in one of the class teacher provide an article on cricket and it seems that everyone wants to participate in the class discussion. Also, it will help them to share their knowledge and gain further information and implement them in to writing

❖ Item no. 5: The researchers checklist shows that according to teachers, students sometimes lose motivation if they get any materials not related to their culture, so the teacher always use adaptation to motivate the learner during writing classes. As in the first class the teacher first provides the handout of "South Asian Slave Bride", then she ask the students to write about Bangladeshi bride and the dowry problem. So, it can be said that teachers need to do adaptation during the selection of materials for the writing classes to make it culturally appropriate.

❖ Item no. 6: The checklist represents that, as the study conduct at the university level so the students and teacher both felt that minimum level of difficulty in terms of vocabulary items and language should be convenient for them.

❖ Item no. 7: The checklist states a different attitude from teachers and students questionnaire as it has been found that the teachers are using equally textbooks and authentic materials for the writing classes to motivate the learner in creative writing. Also, they have to focus on grammar so sometimes teachers do use course books. For example, in one of the university classes the researcher found that the students have the ‘new headway advanced’ book which they use in the English class. Although, the teachers followed the writing approach such as; product approach, genre, creative writing in the classroom.

❖ Item no. 8: The checklist also agrees with the survey results of the statement eight; as among the four classes whom provided the handout on ‘shark’ was more encouraging and effective class. Besides the handouts the clear sheet and marker using techniques and also the elicitation techniques made the class effective.

❖ Item no. 9: The checklist affirms positive attitude towards the ninth statement, as in the very first class the teacher provides a short story beside the materials ‘South Asian Slave Brides’; but the students seemed more excited to read the real life article rather than the short story.

❖ Item no. 10: Despite the fact that, checklist shows a different result as the researcher couldn’t check all the copy of the students due to limited time. Although, the researcher only got the chance to check those summary writing which has been checked during the class time in the projector.

## **Chapter 5: Conclusion and Recommendation**

### **(5.1) Conclusion:**

In conclusion, it can be said that in a writing classroom, authentic materials are definitely valuable parts which have to be selected and controlled carefully by the teacher. In this study, the researcher tried to explore that textbook materials are undoubtedly a valuable resource but at the same time authentic materials can increase the student's potential for writing English language. Through the suitable 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. Student's participation is mandatory to make an effective class. Especially while using the authentic materials, both teacher and students have to enthusiastically participate equally in the classroom.

Consequently, it can be said that, from teachers and students perspective authentic materials can bring an effective writing classes. Also, to construct an effective writing class 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.

### **(5.2) Recommendations:**

During collecting the data and findings the researcher has pointed out following implications and recommendations:

➤ First of all, the teachers need to be careful while selecting and accessing authentic materials for the writing classes. The selection of useful authentic materials is a big challenge for the teacher and also they need to implement the materials in an effectual way with the students.

➤ Secondly, most of the teachers and students believe that authentic materials can be best used in the university level courses. Although from the researchers' perceptions it varies from the difficulty level of the students, so the same materials might not be appropriate for both the pre-intermediate and advanced level students. For the lower level students' teacher can play role as an interpreter who can use techniques like paraphrasing, miming, using pictures in order to get the message across and comprehend the article. Also, the teacher has to focus on the subject area of the learners and the topic has to be relevant, challenging and also realistic.

➤ Thirdly, according to the survey, learners and teachers are not motivated with the use of authentic materials which does not match with the checklist result. Here, the teachers need to compare the students' performance such as the writing scores between an authentic materials based writing class and a textbook based writing class. Then, they can evaluate the motivation of using authentic materials in the writing classes.

➤ Fourthly, the survey results and checklist represents positive attitude towards the exposure of authentic materials in to the real life, so teachers have to be aware while choosing an effective materials concerning students age, level and interests. For example, in the discussion based class, teacher can provide some useful materials besides discussion to grab the student's attention. The teacher can supply article about that social issues which she mentioned in the class. Also, if every student has an article and teacher asked everyone to read that and share their thoughts relating the topic with the others then it can be effective.

➤ Fifthly, while using authentic materials cultural appropriateness can be a big issue, so teachers are free to do adaptation before using the materials to motivate the students. As in the classroom student's response and participation are very important to make the materials effective and the classes interesting. If there are pictures in the text book teacher can use elicitation. Teacher can also include their own experience to motivate the students in the classroom. Also, at the university level teacher can give examples from the current affairs to encourage the students and modified the task according to the understanding level of the learner.

➤ Sixthly, at the university level the students need to learn advanced English so they have to meet with the challenges included complex sentences and new vocabularies. But in the selected observed classes the researcher found that teachers are using random articles which might be quite easy for them. So, teachers need to choose the higher level materials to increase their motivation.

➤ Next, learning environment is also an important factor while using authentic materials frequently. Teachers'- student's relationship and social values and attitudes has to be considered before using authentic materials. It also depends on the learners whether they prefer only realistic materials or textbook materials for their writing classes. So, teacher need to develop a better understanding between students and teachers, so they can easily measure the frequency of using authentic materials.

➤ Then, there should be an appropriate balance of sub skills between the writing activities. All the classes can't be only on paraphrasing and summarizing writing. The teacher can develop some effective questions during providing the handouts. Such as in previously mentioned example of 'South Asian Slave Brides' teacher could have brainstormed the students by providing some questions to the students as a 'pre-writing' task. Like; can you guess the issue only giving them the title. Then, teacher could provide some 'while-writing'

questions such as; i) What is the reporter surpassing in publishing this news? ii) Who are the targeted audience? iii) Comment on the style of writing. How far the author is successful to create emotion among readers? Likewise, teacher could provide some 'post-writing' task also.

➤ In the writing class narrative writing, short stories sometimes became monotonous. Teachers have to be aware of the repetition of the task to avoid monotony and boredom. The subject and content need to be more interesting, challenging and attractive to the students. So, the use of newsletter, online journal can encourage the learners and enrich their knowledge. Teachers can use student's real experience in which they are interested instead of factious information.

➤ At the end, it can be said that teachers can get the best use of the multimedia, computer and projector in the writing class to encourage the students. However, there should be relevance between the content and the learners needs. If the teachers can properly implement all the content, authentic materials and also the resources, the writing class can be more effective and successful for the learners.

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## Appendices

### Appendix: I

#### Questionnaire for Teachers:

Dear sir/Madam

I am conducting a research on the “Various discussions of using authentic materials from the teachers and student’s perspective for the writing classes: A tertiary level scenario”. Authentic Materials are materials designed for the native speakers of English for actual communicative needs. This is used in the language classroom in a way to motivate the learner to learn English. I request you to give your valued opinions through filling in the questionnaire. I guarantee you that the given data will be treated as confidential and used for research purpose only.

Thank you in advance for your time and cooperation.

Methela Rahman

MA in ELT

BRAC University

#### **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	Not sure	Agree	Entirely agree
1.	In the writing class I prefer a teacher who uses authentic materials rather than textbooks.	1	2	3	4	5
2.	I think authentic materials work but at the university level course compared to pre-intermediate courses.	1	2	3	4	5

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3.	I get highly motivated with the use of authentic materials.	1	2	3	4	5
4.	Authentic materials help me get exposed to language in real life.	1	2	3	4	5
5.	I sometimes find authentic materials culturally inappropriate.	1	2	3	4	5
6.	Authentic material contains difficult language in terms of vocabulary items, complex sentence structures.	1	2	3	4	5
7.	Authentic materials are less frequently used than coursebooks.	1	2	3	4	5
8.	The authentic materials related handouts are effective for the writing classes.	1	2	3	4	5
9.	In recent days I prefer to use the online journals, newsletter, articles or real life stories rather than narrative, short stories in the writing classes.	1	2	3	4	5
10.	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	1	2	3	4	5

## Appendix II

### Questionnaire for Students:

Dear student,

I am conducting a research on “Various discussions of using authentic materials from the teachers and student’s perspective for the writing classes: A tertiary level scenario”. Authentic Materials are materials designed for the native speakers of English for actual communicative needs. This is used in the language classroom in a way to motivate the learner to learn English. I request you to give your valued opinions through filling in the questionnaire. I guarantee you that the given data will be treated as confidential and used for research purpose only.

Thank you in advance for your time and cooperation.

Methela Rahman

MA in ELT

BRAC University

#### Section A: Personal Information

1. Name:

2. Class:

3. Institution:

#### 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	Not sure	Agree	Entirely agree
1.	In the writing class I prefer a teacher who uses authentic materials rather than textbooks.	1	2	3	4	5
2.	I think authentic materials work but at the university level course compared to pre-intermediate courses.	1	2	3	4	5
3.	I get highly motivated with the use of authentic materials.	1	2	3	4	5

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4.	Authentic materials help me get exposed to language in real life.	1	2	3	4	5
5.	I sometimes find authentic materials culturally inappropriate.	1	2	3	4	5
6.	Authentic material contains difficult language in terms of vocabulary items, complex sentence structures.	1	2	3	4	5
7.	Authentic materials are less frequently used than coursebooks.	1	2	3	4	5
8.	The authentic materials related handouts are effective for the writing classes.	1	2	3	4	5
9.	In recent days I prefer to use the online journals, newsletter, articles or real life stories rather than narrative, short stories in the writing classes.	1	2	3	4	5
10.	Choosing the appropriate authentic text considering the level of the students is important to get the best implementation in creative writing.	1	2	3	4	5

## Appendix II

### **Checklist for the Researcher:**

1. Do the teachers and students prefer to use authentic materials rather than textbooks?
2. Do the authentic materials work better at the university level course compared to intermediate courses?
3. Does the learner get highly motivated with the use of authentic materials?
4. Do the authentic materials help the learner to get exposed to language in real life?
5. Are the authentic materials culturally inappropriate for the students and teachers?
6. Does the authentic material contain difficult language in terms of vocabulary items, complex sentence structures?
7. Do the teachers use authentic materials less frequently than course books?
8. Are the authentic materials related handouts are effective for the writing classes?
9. Do the teachers and students prefer to use the online journals, newsletter, articles or real life stories rather than narrative, short stories in the writing classes?
10. Is it important to choose the appropriate authentic text considering the level of the students to get the best implementation in creative writing?