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**The Role of Using Authentic Texts to Enhance EFL  
Learners' Writing Skill**

The case of Third Year LMD students of English at Mohamed Kheider  
University -Biskra-

**A Dissertation Submitted to the Department of Foreign Languages in Partial  
Fulfilment of the Requirements for the Master's Degree in Sciences of the Language**

**Submitted by:**

BOUTI Messaouda

**Supervised by:**

Mrs. MESSAIBI Samira

**Board of Examiners**

Mr. LAALA Youcef

University of Biskra

Mrs. BENCHAREF Sakina

University of Biskra

Mrs. MESSAIBI Samira

University of Biskra

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# DEDICATION

*This modest work is gladly dedicated to:*

*My beloved parents, my mother Fatima, and my father Mohammed who taught  
me patience, and honesty*

*My dear brothers Issam, Houssam, Redouane, Ali, Abed elwaheb and  
Nour eddinne for their advice and support to reach further achievement*

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## **Abstract**

In EFL context, As far as the mastery of the writing skill is considered crucial for successful language learning, the exploitation of authentic language is widely acknowledged to better cater to the needs of EFL students in the language learning. Unlike, the traditional methodologies, authentic texts integration may provide students with the opportunity to be exposed to authentic examples of the written language in various situations and strengthen their production in the foreign language. It seems that this latter argument has motivated many EFL teachers to integrate authentic texts and benefit from their positive distinctive. Accordingly, the fundamental objective of this study is to investigate the role of using authentic texts to enhance EFL learners' writing skill (the case of third year LMD students in the department of English at Biskra University). Moreover, through a qualitative study carried out on third year LMD students at the departments of English, Biskra University, the researcher targeted to place more emphasis on the integration of authentic written language as efficient instructional input in EFL classroom. Since that, authentic texts may enhance EFL learners' writing performance, and they may increase their academic achievement as whole. In order to confirm the research hypothesis and enrich this study with a valuable data, two questionnaires have been designed and distributed. One was for sixty (60) third year LMD students of English and the other one was for six teachers of written expression module from the University of Biskra. The thorough treatment and interpretation of the attained results through questionnaires disclosed that the most students and teachers of English are convinced that the sufficient use of authentic texts in the EFL classroom may contribute to foster learners' writing skill and enhance their writing performance, maximize the learning opportunities and sustain EFL teachers. Moreover, the results illustrated that the integration of authentic texts can maximize students' exposure to natural authentic language. Consequently, it can be concluded that the previously stated hypothesis was proved and the findings was valid and valuable.

**Key Terms:** Authentic Texts, Writing Skill, EFL Learners, EFL Classroom

## **List of Abbreviations and acronyms**

<b>AT</b>	Authentic Texts
<b>3Cs</b>	Culture, challenge and currency.
<b>EFL</b>	English as a Foreign Language
<b>ELT</b>	English Language Teaching
<b>ESL</b>	English as Second language
<b>ICT</b>	Information and Communication Technology
<b>FL</b>	Foreign language
<b>L1</b>	First language
<b>LMD</b>	License Master Doctorate
<b>Q</b>	Question
<b>TV</b>	Television

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المُلخَص

# **General Introduction**



## **General Introduction**

The English language has become a global matter. Its uses have expanded to cover virtually anything from the language of international relations to the language of science; from the language of international business to the language of tourism. The presence of English can be felt in all existing media. Thus, today learning and teaching English is of paramount importance and a challenging task.

Many studies have been carried out to decide which approaches, strategies, and materials to be followed and used in EFL classes, this led scholars and teachers to experience the authentic materials; they are printed, videos, and audio materials students encounter in their daily lives. Authentic texts are commonly defined as real life texts, which are introduced by native writers to achieve specific social communicative goals in language original community, in which diverse selected contexts where standard English is the norm :Real newspapers reports, real magazines articles...etc.

The effective role of authentic texts in EFL classes is indispensable; such texts provide EFL learners with undeniable opportunity to be increasingly exposed to real language, and to be acquainted with a wide range of various cultural issues. This latter would make the learning experience more exciting and positively more influential on the learners productive skills ,such writing by which the EFL learners would exhibit their potentials and findings about the foreign language community .Through writing learners would feel their control over language, and they would meet their deficiencies in language use.

### **1. Statement of the Problem**

Although, EFL teachers hesitant to integrate authentic texts in foreign language learning and teaching classes to some extent because, they are difficult and time-consuming work, but authentic texts are indubitably a wealthy and varied source of language input that should be used instead of the limited usual input. That is presented in the conventional textbook. this latter has obviously attributed in increasing students' deficiencies in writing .In addition, the conventional input made their ability in writing so limited to answer classroom activities .whereas EFL learners should be able to master the language writing in a wide range of diverse issues, tasks, and events.

Henceforth , the use of authentic texts has a crucial role in improving students' ability and performance in writing ,Such texts could include comprehensible feedback that ought to be

above the current level of students ,but evidently those texts are useful, especially in maximizing the students exposure to real language. As a result learners' productive- skills, writing skill will be improved by the time and their feedback will increasingly progress so their control over language will be more effective and remarkable in their works.

## **2. Significance of the Study**

This study is significant to both teachers and students of English as foreign language. Actually, it sheds light on the role of using authentic texts to help students enhance their writing skills and to provide teachers with a wealthy source of language input to their EFL classes by which generally those real texts collaborate on the betterment of foreign language teaching and learning processes and their successful achievements.

## **3 .The Aims of the Study**

The current study chief aim is to focus on the role of introducing authentic texts in EFL classes and its positive effects on the instructional field. It also attempts to investigate how teachers would increase students' chances in language learning and development through integrating authentic texts, and by which they would help learners to become more excited and curious to tackle or deal with such real texts. Moreover, it aims to examine to what extent the involvement of authentic texts would influence students' performance and ameliorates their writing skill.

## **4. Research Questions**

Accordingly, the present study attempts to investigate these research questions:

**Q1:** Does the use of authentic texts enhance EFL learners' writing skill?

**Q2:** How do teachers select the authentic texts appropriately?

**Q3:** What are teachers' attitudes towards the use of authentic texts in their EFL classes?

**Q4:** What are the learners' difficulties while dealing with authentic texts?

## **5. Hypothesis**

In accordance with this study's aims, we hypothesize that the use of authentic texts can enhance EFL learners' writing skill.

## **6. Limitation of the Study**

The current study is limited to a sample of students of the English department at Biskra University. Because of time constraints, and in term of practicality, it is more scrupulous work to deal with a limited sample. It is also limited to tackle one area which is the role of authentic texts in enhancing EFL learners' writing skill, this study will be also done through one research method and tool.

## **7. Methodology of the study**

### **7.1. Research method**

In this study the focus is basically on the descriptive research through using survey method as a suitable way for investigating the topic and confirming the research hypothesis. Therefore, we attempt to provide information concerning the use of authentic texts in EFL classes and their role in enhancing EFL learners' writing skill.

### **7.2 Population**

The selected population for the investigation in this research is limited to EFL learners of third year at Mohamed Kheider University of Biskra. We purposely selected this level's students because we observed that in spite of the fact, their previous experience in writing, they still face difficulties and have deficiencies in writing activities. And they may be more aware of authentic texts and their significance in enhancing their productive skill. Moreover, written expression teachers at the department of English of Biskra University are also included in this population.

### **7.3 Sample of the study**

Since it is hard to include the whole population of EFL students and teachers of Biskra university in this investigation, the sample will be limited to N= 60 students of third year level and six (6) teachers of written expression. Moreover, the samples are selected randomly.

### **7.4 Data gathering tool**

Trying to collect data concerning our current work, we have as a tool; two questionnaires as essential research tool which are used for gathering data from the available sample in order to investigate the required result, and information about the research subject. The first questionnaire is distributed to EFL teachers of written expression at the University of Biskra,

with a view to extract their attitudes and perceptions about the role of using authentic texts in enhancing EFL learners' writings skill. The second questionnaire is specialized to be distributed to EFL students for investigating their opinions on the integration of such real texts in their classes and its significance in improving their performance in writing.

## **8. The Structure of the Study**

This dissertation is chiefly split up into three main parts. The first part is devoted to a general introduction to the study, statement of the research problem, and aims of the study. Besides, the chief hypothesis, research questions and research methodology.

Moreover, the theoretical and the practical part with a total content of three chapters. Therefore, the theoretical part includes two chapters, which dedicates the literature review of the research both variables, whereas the practical part is composed of one chapter that is allotted to the investigation and analysis of data collected by questionnaires and it ends up with the chapter conclusion and some pedagogical implications and recommendations.

Therefore, the first chapter is consisted of a literature review on authentic texts and authenticity. This chapter includes historical background of authenticity in the foreign language pedagogy and the authenticity concept, diverse types of authenticity. Then, this chapter presents various definitions of authentic texts, types of authentic texts, and the advantages and the disadvantages of authentic texts. It also embraces the main criteria of authentic texts selection, the source of authentic texts. At the end of this chapter, essential issues are also tackled, which are the attitude of teachers towards the use of authentic texts, and the difficulties that students may face while integrating authentic texts in EFL classrooms, and the influence of authentic teaching on EFL learners' literacy skills.

The second chapter is also a literature review on writing skill, in which the status of writing in EFL classroom, and the main types of writing in EFL are addressed. Then, the definition of writing skills approaches to teaching writing and several writing strategies are also presented. In addition, this chapter deals with how the reading skill interrelates with the writing skill and other skills, reading authentic texts, and writing authentic texts in EFL classroom. Finally, this chapter also highlights the rational reasons for enhancing EFL learners' writing skill.

The third chapter is essentially reserved to the analysis and interpretation of data gathered from teachers' and students' questionnaires. Besides, this chapter initially highlights the

research methodology adopted in this study. Finally, based on the findings of the present study, some recommendations and pedagogical implications are suggested in this chapter.

**Chapter One**  
**Authentic texts in the EFL Classroom**

## **Introduction**

In accordance with the increasing emphasis on the use of authentic texts, the present chapter attempts to represent the core of this research paper because it discusses the main elements in this dissertation. First, it spotlights the historical background of authenticity in foreign language pedagogy and Authenticity in EFL classroom. Second, it essays to present the concept of authenticity, authentic materials and its types, authentic texts, types of authentic texts, the major source of authentic texts. It also illuminates the several criteria of selecting authentic texts in the language classroom.

Moreover, it tries to survey the main advantages and disadvantages of integrating authentic texts in EFL classes. Additionally, this chapter will also display teachers' attitudes towards the use of authentic texts in EFL classrooms, and EFL learners' difficulties while dealing with authentic texts. Finally, it attempts to include a preliminary point to chapter two, which is an authentic approach to language education that strengthens EFL learners' literacy skills.

### **1. Historical Background: Authenticity in Foreign Language Pedagogy**

Shifting through the history of foreign languages teaching and learning, seeking for a finite definition for the concept of 'authenticity' and its applications to the field of foreign language pedagogy leads us to considerable findings. According to numerous studies, the subject of this study was generally seen as the spark that ignited a great controversy within the field of general education over the past decades. Mishen (2005) claims that "over a thousand years ago, England's King Alfred initiated educational use of authentic texts. In 16th century, Roger Ascham and Michel de Montaigne described authentic approaches to the learning of Latin. Henry Sweet made arguments in favour of authentic texts". (p.10)

While the advocates of communicative approach asserted that, the emergence of 'authenticity' is related to the inception of communicative language teaching in the 1970s. Larsen Freeman (as cited in Al Azri & Al Rashdi 2014, p. 249) states that communicative language teaching approach is distinguished by exploiting authentic materials.

Moreover, the proponent of the communicative approach( Moparthy,2014) also hold that second or foreign language learners are supposed to use the materials such as magazines, newspapers, news reports, radio or TV programs, etc., that had been originally created for a genuine communicative purpose. Consequently, this normal, natural, authentic language is the one that the EFL students will encounter in real life if they meet with foreign-language speakers. Since that communicative language teaching approach's objective is to reach the

goal of developing learners who are communicatively competent to use the target language as a way of communication in the language community.

Ultimately, the advocates of this communicative teaching approach have placed a heavy emphasis on authenticity, which has influenced the choice of materials to be used in EFL classrooms (Moparthi, 2014). Its chief tenet is that using such materials results in the learners 'literacy', reading and writing, in out-of-class contexts. For that reason, this approach has opened up access to authentic texts of all types in hundreds of world languages, regardless that authentic texts were not originally provided for the pedagogical purposes ( Mishen, 2005).

## **2. Authenticity in the EFL Classroom**

Nowadays, especially in EFL classrooms, most of English language teachers are concerned with preparing their students to learn English language better and be able to profit from utilizing it in a real life situation. Then, many researchers state that the effective foreign language instruction is actually potential through incorporating authentic texts into the classroom, aiming to reflect naturalistic or real-life use of language. Bacon and Finnemann (1996), state that teachers are very eager and in need to "find ways and means of exploiting authentic materials in classroom instructions" ( as cited in Al Azri, & Al Rashid 2014, p. 249).

Therefore, authenticity is chiefly considered by the majority of foreign language teachers as a touchstone to classroom learning experiences, since authenticity emerged to supply EFL classrooms with language input as accessible in the real world without making a slight modification whatsoever.

According to Mc Donough and Shaw (as cited in Murdoch, 1999, p.2), authenticity can be described as, "a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom". In addition, authenticity is depending on that "the more authentically the classroom mirrors the real world, the more real the rehearsal will be and the better the learning and transfer will be" (Arnold, 1991, p. 237). Hence, the maintenance of the materials original characteristics and features is supposed to ease authentic language use by students in EFL classrooms.



Consequently, Grellet (1981) claimed that the conveyance of the message to reader is contribution of the text authenticity that is embodied through the preservation of the original text presentation and layout, for example, a newspaper article should be presented with the same content, the size headlines, and the same accompanying pictures in the language class.

### **3. The Concept of Authenticity Definition**

It is worth pointing out that authenticity is indisputably a complex and multifaceted concept. So defining authenticity is not an easy matter. There were many studies in which this vital term has been put under a profound discussion that reflects its evolving nature. As for many language teachers and material designers, authenticity was a very significant element that its practical definition needs to be pinpointed in order to be positively employed for language teaching purposes in EFL classroom. Thus, many researchers came up with multifarious definitions for the notion of authenticity. Taskuki (as cited in Al-Azri, & Al-Rashdi, 2014, p.250) defined ‘authenticity’ in this way “authenticity is taken as being synonyms with genuineness, realness, truthfulness, validity, reliability of materials.”

In widest sense, authenticity is essentially embodied in the practical use of its concept in ELT, in which the term is used to highlight various aspects such “texts (written or spoken), task, learning materials, cultural artefacts, multimedia products, forms of assessments, and even types of teachers and audience”. (Buendgens-Kosten, 2014, p.457)

According to Gilmore (2007), there are at least eight fundamental definitions of authenticity from numerous researchers’ perspectives, but for the sake of clarity here, the focus will be on four major of them, which will be mentioned below in this study.

- Authenticity relates to the language produced by real speaker/writer for a real audience, conveying a real message.
- Authenticity relates to the interaction between students and teachers.
- Authenticity relates to the types of task chosen.
- Authenticity relates to the social situation of the classroom. (p. 03-05)

From this short outline, the concept of authenticity can be positioned in either the text itself, the participants, in the social or cultural situation and communicative acts purposes.

## **4. Types of Authenticity**

Going through the above legitimate diverse classifications of the authenticity concept, interestingly, this variety of definitions coexistence had unsurprisingly led to four types of authenticity: text authenticity, task authenticity, learner authenticity and classroom authenticity. This idea is initially presented by Breen (as cited in Blagojevich, 2013).

### **4.1. Text Authenticity**

Text authenticity generally refers to the authentic characteristics and properties of a particular text, this latter might be a source of information used to help the language learners to develop an authentic understanding toward a foreign language.

### **4.2. Learner Authenticity**

It is the kind of authenticity that is embodied on the learners' participations and interactions within the language classroom.

Authenticity is not brought into classroom with the materials or the lesson plan, rather, it is a goal that teachers and students have to work towards, consciously and constantly [...] authenticity is the result of acts of authentication, by students and their teachers; of the learning process and the language used in it. Van Lier (as cited in Mishen2005, p.15)

In accordance with Van Lier, learner authenticity is naturally one of the most considerable outcomes of the EFL teaching and learning processes. Especially when the learners succeed in understanding and benefitting from the like the native speakers do.

### **4.3. Task Authenticity**

Authentic task is the chosen task to be provided for the language learners in order to be engaged in using language in a way that replicates its use in the 'real world' outside the language aims for learning. "So filling in blanks, changing verbs from the simple past to the present and completing substitution tables are, thus, not authentic tasks" (Tomlinson, 2004, p.vii).Where Nunan (1979)claimed that 'the real word' task 'requires learners to approximate, in class, the sort of behaviour required of them in the world beyond the class'(p. 40). An example of a 'real world' task might be to read an article in a journal and write a letter to the native writer who wrote it.

#### **4.4. Classroom Authenticity**

In ELT contexts, Authenticity is not considered only as contribute of the world, but also of a classroom as Taylor (as cited in Joy, 2011, p.11) observed “we must recognize that classroom has its reality and naturalness [...] participants in the language classroom create their own authenticity there as they do elsewhere”. So classroom authenticity is a special social activities and environment wherein participants share the achievements and overall process of learning a language together. Hence, the authentic classroom atmosphere is the one that would provide learners with enormous opportunities to experience “public and interpersonal sharing of content, and revealing of the most effective means and strategies to overcome such problems”. Breen (as cited in Al Azari & Al-Rashdi, 2014, p. 250)

#### **5. Authentic Materials**

In the context of EFL teaching, authentic materials have been broadly acknowledged by many researchers as an indispensable teaching tool in foreign language instruction. In EFL classrooms, whenever these real materials are integrated in the language lessons related to reading, writing, content area, subject, and character developments, they are claimed to be beneficial and eligible to offer EFL teachers and students a genuine, practical, and easily accessible input.

Likewise, another point where many researchers have agreed about, in the context of authentic material, is defining authentic materials as Widdowson (1990) refers to them as “exposure to real language and its use in its own community”, but there still a slight difference among researchers in defining authentic materials. Bacon & Finnemann (as cited in Abdulhussein, 2014, p 331), for instance, state “authentic materials are texts produced by native speakers for a non- pedagogical purposes”.

Nunan (1988) also states that “Authentic materials are those which have been produced for purposes other than to teach the language”, such a kind of examples includes newspapers, airport and station announcement (as cited in Abdulhussein, 2014,p.).

Consequently, based on the previously mentioned definitions, authentic materials can be considered as the products of foreign community members to attain particular social objective such as communication in daily life situations.

## 6. Authentic Versus Non-Authentic Materials

Many scholars and researchers have referred to several dissimilarities between authentic and non-authentic material (texts), (Tomlinson, 2012; Mishan, 2005; Adams, 1995; Miller, 2003; and Gilmore, 2007), a distinctive and distinguishing aspect of authentic materials is that they are produced for real communication purposes while non-authentic materials are prepared for pedagogical aims.

Other worthy differences between authentic and non-authentic materials can be drawn out from Hedge (2000) ideas of comparison between two different recordings made for native speakers and English language learners. The following table includes the main found variation.

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

**Table 1: A Comparison between Authentic and Non-Authentic Language Hedge (as cited in Segueni, 2016, p.30)**

Concerning the above table, it can be deduced that authentic materials' properties differ totally than those of non-authentic ones. Regardless the previous findings, the both types of materials could be exploited as indispensable input for the foreign language classes.

## 7. Types of Authentic Materials

According to numerous studies, (Yugandhar, 2014; Rundell, 2002& Landovà, 2014, Gebhard, 2000) authentic materials can be classified into four categories that will be presented as follows:

**7.1. Authentic Listening-Viewing Materials:** They include the following set of materials TV commercials, radio ads, quiz shows, clips, documentaries, sales pitches, soap operas, comedy shows, movies, professional audio-taped short stories, and novels.

**7.2. Authentic Visual Materials:** This set of materials includes Slides, photographs, painting, Children's artworks, stick-figure drawings, wordless street signs, and silhouette pictures from magazines, inkblots, postcard pictures, wordless picture books, and stamps.

**7.3. Authentic listening materials:** This type may include various audio-materials such as telephone conversations, radio songs,

**7.4. Authentic Text (printed) Materials:** They refer to TV guides, comic books, lyrics to songs, newspaper articles, cereal boxes, information, brochures, magazines, restaurant menus, street signs, maps, greeting cards, and bus schedules.

## 8. Authentic Texts

Formerly, authentic texts are initially identified as those texts, which are designed for native speakers of foreign languages. Morrow (1977), states that “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.” (as cited in Gilmore, 2007, p. 4)

Likewise, Swaffer (1985) stated that owing to the EFL classroom needs, the integration of an authentic text, written or spoken, is to achieve the intent of using the foreign language as a means of meanings communication [...] such real text might be the one which was created for the purpose of communication between the native speakers of language [...], or it can be produced for pedagogical use in the language community.

Moreover, Tomlinson (1990) also refers to authentic text as “A text which is not written or spoken in language-teaching purposes. A newspaper article, a rock song, a novel, a radio interview, instructions on how to play a game and a traditional fairy story are examples of authentic texts.” (p. ix)

Finally, Lee (1995) from his perspective, he considers that a text is usually perceived as authentic if it is not written for teaching purposes, but for real-life communicative purposes,

where the writer has a certain message to give to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality.

## **9. Authentic Texts and Simplified Textbook Texts**

A lot of language teaching practitioners (Glimore, 2007; Konstantinos & Jeppe, 2005) state that the teaching of simplified texts instead of authentic texts in the foreign language classes has diverse negative aspects and effects on the language course and students' feedback and performance in the language classroom.

Therefore, many linguists (Martinez, 2002) view traditional textbooks as inadequate materials, and reveal that such simplifications in textbooks that usually adjust the authentic texts may obstruct the learners' comprehension, both linguistically and culturally. Hence, providing students with the easier linguistic structures and items in English language rather than the difficult ones may confine their linguistic knowledge; and it may prevent them from experiencing English idioms or proverbs.

Another worthy point is concerning readability levels in the traditional input is very limited which creates a deficiency in students' ability to adopt new words, or in the chance to deal with language difficulty in terms of content, context and intent. Since in simplified texts, numerous features of language or markers of cohesion are often removed from the original version of the texts for various purposes, for example such as adverbs, conjunction, transitional verbs, and subordinate clauses. As a result, EFL learners will fail to use the foreign language in its community with its speakers because the exposure to it in language classroom was confined on specific contexts (Konstantinos & Jeppe, 2005).

However, whenever authentic texts are made available in EFL classrooms, they provide learners with the exact words and expression that are used by the vast majority of foreign language users. Besides that, authentic texts are usually presented in all real-life contexts, through authentic texts, learners get exposed to genuine input with linguistic density and diversity, as it enables language learners to manage better when they confronted with similar situations or even in informal communication (Ciornei, & Dina, 2015).

Moreover, AT accessibility and suitability of to EFL context, allows educators to utilize those texts as language input in accordance with their students' interests and levels (Maparathi, 2014).

From the Cultural dimensions, authentic texts are often taken from cultural products such as newspapers which may supply the language classes with everyday language. This latter is

essential to sustain learners' confidence and motivation while using the foreign language, and widen their awareness of the FL community properties (Peacock as cited in Maparathi, 2014).

## **10. Types of Authentic Texts**

In accordance with the modern methodologies of teaching foreign languages, multimedia technology and institutions can considerably be the sources that offer a wide range of authentic texts for EFL teachers and materials designers. They also afford the learners multiple ways of learning a language from real-life materials. One of the vast treasury set of authentic texts includes novels, poetry, song lyrics, rhymes, and proverbs.

Whereas, the most widespread and easily accessible set of genuine texts are available in such newspaper articles, application forms, flyers, brochures, schedules, assessment reports, and election materials. Other powerful and useful social materials are such magazine articles, weather forecasts, ads, manuals, receipts, bank instructions, airport notices, cards, forms, welfare rules, internet search engines, chats, emails, letters, taped conversions, meetings, loan paperwork, arrest rules, announcements (Jacobson, 2003).

In addition, some researchers consider that authentic texts can be collected from everyday use of language in its community, such as in slogans, posters groups, headlines, and signs, timetables, catalogues, iconographic texts. (Loudovà, 2014)

## **11. Sources of Authentic Texts**

Mishen (2005) discussed seven cultural products that can be indispensable resources of authentic input for foreign language teaching: literature, the broadcast media, newspaper, song and music, film, advertising, ICT (internet).

### **11.1. Literature**

English literature is a valuable resource of creative language that can be exploited in the EFL classroom with learners of all proficiency levels for pedagogic purposes. Through using literature in the language classroom, EFL learners can become cognizant of a wide range of discourse types, genres. Literature may also develop learners' awareness of the target language and its cultural identity because literature displays the ideal linguistic forms of the foreign language in which the society members expose their ideas, thoughts, and desires. So learners can gain insights into behaviours, principles and values of the FL society, and thus their involvement in the learning process become intrinsic. (Mishen, 2005)

## **11.2. The broadcast media**

Building on the language learners' familiarity with the current available broadcast media (television, and radio), the language classrooms can usefully benefit from the exploitation of multimedia features of those mediums for specific purposes such as for the study of foreign language and its culture, giving student insight into the foreign community members' opinions, habits, reactions and moral perspectives ( Mishen, 2005).

In EFL contexts, for authentic purposes, teachers may avail themselves of the original editing cuts that exist in the broadcast media, or they may pose their students to watch for news items that pertain to them personally, or relevant to their own countries. As well as the increasing broadcasting of more TV and radio programmes can offer comprehensible authentic input, a diversified set of discourse types and genres. (Mishen, 2005)

## **11.3. Newspapers**

Newspapers have long been recognized by EFL teachers as an invaluable and inexpensive resource of instructional tools for the foreign language classrooms, since newspapers are internationally the most available on a daily basis and readily obtainable medium of media (Using the newspaper in the ESL classroom, nd, p.70). So integrating newspaper articles in EFL classroom may avail teachers of a wide range of authentic cultural information ranging from practical information and vocabularies (political issues,) to the accuracy of the cultural values, priorities and attitudes underpinning the foreign society( Mishen, 2005).

Moreover, Newspapers highly stressed to provide language learners with communicative thoughts, and stimulus for discussion according to their levels, pace and interest. As well as in classroom situation, some news information items might be of strong personal relevance and interest of learners, for example, when EFL learners reading a material about their own country how it is seen from the foreign community perspective. (Mishen, 2005)

## **11.4. Songs and music**

These days, the accessibility of song lyrics can be a great bone for EFL teachers and learners, because songs are widely considered as an interweaving of music and language. According to a lot of linguists, using songs for language teaching can be a distinctive way of reducing pressure on EFL learners and arousing their motivation and attraction for participation in the foreign language classroom, while many EFL learners are familiar with and enjoy English songs what makes learners more receptive to their use for learning.



Moreover, songs can provide very valuable components of real-life language (colloquial and informal language use) that is usually missing from course books. Songs are chiefly the attributes of foreign language that can be not only as language input, but as stimuli for language output, for example, when the teacher asks his/her students to express the song as a story, or interpret the song in their mother tongue.

In addition, the latter distinctive can be also a factor that boosts self-confidence of EFL learners and encourages them. Songs are eventually typical products of cultures because they reflect the social and historical, background of its community and disclose the attitudes, behaviours and the conventions of its member. (Mishen, 2005)

### **11.5. Films**

Many linguists asserted that a film is a universal audio-visual medium which can be so vital source of simultaneous excitement, emotional involvement and authentic language input to the foreign language classrooms. In view of the fact, films are initially designed to effect directly and entirely our emotions. So, having learners watch and react to films in a foreign language that depict the cultural features of the foreign community, such as the lifestyles, modes of non-verbal communication and behaviours inside the classrooms, so it can be as a valuable experience to learners (daunting, or entertaining to them) as the language input they provide.

In addition, through integrating this indispensable medium in the language class, the learning process becomes elicited not only from the language that occurs within the film, but also from the classroom interaction that is released by it (Tomlinson 2000). As the above mentioned other mediums, films can enrich the instructional curriculum with valuable cultural information such as providing it with historical, sociological, and attitudinal insights into the foreign community which are essentially so intriguing opportunities for language learners.(Mishen, 2005)

### **11.6. ICT (internet websites, e-mail, corpora)**

Most current EFL teachers stressed that ICT tools (the Web, e-mail, corpora) offer more elaborate opportunities for using authentic language, and exploring new ways of teaching and learning languages. In fact, a vast body of authentic language is made available by means of the internet websites. As the expansion of the internet access, teachers no longer need to search out authentic texts from libraries and bookstores but can download texts and write materials based on their own PCs.

Most instructional institutions now have websites, which provide material designers and language teachers with a wealthy data to exploit; for example, they may even provide ready-made teaching materials and on-line lessons which may be eventually adapted for foreign language learners; they may too allow teachers search out a collection of curriculum plans, exploring ideas for language learning, and student can be motivated to search for more on the internet.

Another highly motivating use of technology is e-mails. They are particularly a suitable medium, and space for authentic interactions, discussions in which learners can actually discuss questions about the foreign language with their correspondents at their level of proficiency in the foreign language. Especially in case of EFL learners, the web and e-mail language pose a challenge for language learners, since English is the default language of the internet and learners need to function well in the internet so they need to learn English in order to browser on the internet websites. (Mishen, 2005)

Ultimately, Corpora can also be an excellent source of information for the foreign language classroom. “Corpora are known as electronic databases containing texts which have been downloaded from the internet, scanned from a paper, or transcribed from audio tapes in written forms of language”. (Mishen, 2005, p.225)

### **11.7. Advertising**

Advertising is universally the most prominent commercial discourse type that is practically used in EFL classrooms. Since advertisements are especially distinctive by a set of linguistic forms and holistic uniqueness such the simplicity of their language and density of their meanings and intentions. As well they may include plenty of ideal subjects and units for language study for the wide range of EFL learners’ proficiency levels, and they can be urging to develop their skills and linguistic awareness.

Advertisements eventually include condensed content that succinctly reflects the foreign community societal, cultural, historical features and values. This latter distinctive also maximize the utility of advertising to foreign language learning. (Mishen, 2005)

## **12. Criteria for Selection of Authentic Texts**

Considering some empirical studies have been conducted in the field of foreign language pedagogy, especially the ones concerning the selection of material in FL classrooms, many researchers determine the variety of essential criteria and factors that should be deemed during the process of material collection and selection.

McGrath (2002) state that teachers ought to follow eight main criteria in selecting authentic texts for the language classes: (1) Relevance to course book and learners needs, (2) Topic interest, (3) Cultural suitability; (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality, and (8) Exploitability.

Moreover, as regards Nuttal's perspective (1996) there are three main principles when collecting authentic texts to be incorporated in the classroom; which are as follow:

**a- Suitability of content:** It refers to that texts should be chosen to meet the learners' needs and interests as well as they should be motivator for the language learners. In this respect Bacon and Finneman (1990) propose that language teachers, when choosing any authentic material for their classes; they should consider the cultural relevance with their students' experience and background.

In addition, River (1987) indicated that a chief factor for selecting a fitting texts for the FL class is the content, he stated that "although length, linguistic complexity, and interest for the students all play significant roles in the selection of materials, the most criterion for selection is content"( as cited in Zhafarghandi, Barekat, Homaei, 2014, p. 187).

**b- Exploitability:** It refers to the texts' useful and significant characteristics and by which a text can be eligible for use in the classroom for instructional purposes. Thus, just being an authentic text does not mean that it can be exploited for enhancing the students' competence as readers.

**c- Readability:** It refers to the linguistic features of a text which include the combination of structural and lexical difficulty of a text, as well as quantity of the new vocabulary, grammatical forms. Whereas, the majority of researchers ultimately claim that EFL teachers should take into account simultaneously other crucial factors when selecting some authentic texts, which are the length of the texts, the teaching approach and students' interests, proficiency levels of their students.

### **13. Authentic Texts in EFL Classrooms: Advantages and Disadvantages**

According to Flower drew and Peacock (2001) there are arguments for and against the use of authentic texts in EFL classes

#### **13.1. Advantages of Using Authentic Texts**

Authentic texts are widely desirable following a lot of linguists (Martinez, 2002; Glmore, 2007; Gebhard, 1996; Murdoch1996; Segueni, 2016; just to name few) who believe that those

texts would provide students with meaningful learning experiences. Since, the exploitation of those real texts has benefits which are ranging from highlighting reading comprehension, presenting real English language, providing EFL teachers with opportunities to introduce cultural issue, to enhance motivation and create learners' awareness of language usage in written and spoken mediums, and so that EFL students can explore, discover and exchange a genuine language input inside the classroom.

- **Increase Learners' Active Participation**

While the traditional teaching methods exclude the learners from taking an active role in the learning process, "authentic texts may activate and engage an individual learner's prior knowledge and skills about the language patterns and forms" (Murdoch, 1999, p. 3). So students become the leaders of the learning process, and who determine what they want to learn or to know, to acquire concrete knowledge or skill.

- **The Concept of 3Cs**

Mishan (2005) demonstrated that there are three "pedagogical rationales" for using authentic texts for language learning classroom, and which are introduced in the concept of 3Cs: 'culture', 'challenge', and 'currency'. In which she asserts that authentic materials are more challenging because of their difficulty that it may be considered as a motive for interesting learning.

- **Learners' Awareness of Multiple Usages of Language**

Whereas the traditional approaches focuses on introducing the language in isolated forms, authentic texts expose the language learners to diverse aspects of using the foreign language (spoken, or written). So learners will rapidly recognize the foreign language richness. Thus, they will use it as real means of interaction and for academic success. (Murdoch, 1999)

- **Encourage Creativity in Language Teaching and Learning Process**

The real language that is presented in authentic texts can keep EFL classrooms from the possibility of "producing speakers of English who can only speak like a book, because their English is modelled on an almost exclusively written version of the language." Mc Carthy and Carter (as cited in Murdoch, 1999, p. 9) Moreover, they enable learners to see how new and prior knowledge can contribute in different situations to ease the language learning process. These texts eventually provide teachers with a wide range of instructional practices that can stimulate the learners' interests and foster learners' language skills.

- **Decrease of Students' Reliance on Pedagogical Rules**

Unfortunately, the traditional textbooks include the pedagogic rules, which are deliberately organized to alleviate the language learning process, are such inadequate oversimplification of language input that might confine the learners' linguistic competence, and knowledge to specific contexts of foreign language use, and increase their reliance on their teachers' explanation and continuous assistance. Whereas, as Melvin and Stout; Fraser-Rodrique; Davis and Duquette (as cited in Fischer, 1993) experienced personally with their students, authentic texts use may maximize the learners' enjoyment and curiosity in learning, because the extensive exposure to naturally produced language stimulates their interests, encourage their critical thinking. Thus, they become able to generalize independently about the language rules in new linguistic forms. (Murdoch, 1999)

- **Overcome Learners' Problems in Traditional Reading Classes**

The modern authentic approaches to foreign language teaching provide learners with a large variety of authentic text styles, and extensive exposure to FL that bring students into contact with new information, words which may develop their linguistic knowledge and ease the reading comprehension tasks. Moreover, students who read for general understanding by time they will receive tremendous pleasure from reading and this will reinforce the learners' motivation and engagement to read beyond the course requirements. (Murdoch, 1999)

- **Develop Learners' Cultural Awareness**

In foreign language teaching, introducing authentic texts provide cultural knowledge of the target language. The latter may foster the learners' cultural awareness which is a skill that "involves sensitivity to the impact of culturally-induced behaviour in language use and communication" Tomalin and Stempleski (as cited in Mishen, 2005, p. 46), such awareness lead to 'empathy' towards the foreign language community that significantly enables learners to infer underlying values, and attitudes in language learning. Thus, it may even improve the learners' ability to communicate with native speakers in the FL community.

- **Change the Interrelation between the Teacher and the Learner**

Authentic texts integration in EFL create a new relationship between the teacher and his students , in which the teacher is just conveying the knowledge to the learners according to their requirements or levels, and leave to students more space for their own opinions, questions, assessment, and active participation. Thus, this will reduce the students' reliance on the teacher's action and they actively will take more responsibility for their learning through

participating on themselves achievement by extra work outside the classroom, or they will independently study in the classroom.

### **13.2. Disadvantages of Integrating Authentic Texts in EFL Classroom**

Regardless of the undeniable importance of integrating authentic texts in FL classes. Many scholars who are disagreeing with the use of such materials, they demonstrate some disadvantages of using those real materials for instructional purposes. First of all, they state that the sophisticated language of those real texts can make them incomprehensible for language learners outside the language community. Also the contextual diversity of those texts can be confusing to students whose familiarity with words is restricted to limited contexts or phrases.

Furthermore, the complexity and mixture of linguistic structures that are often used in those texts can be irrelevant to students' immediate level or needs (Martinez, 2002), for example, if the students are asked to figure out the grammatical error in a sentence, thus it can be a difficult task for students to manage. Therefore, the FL teachers find them as difficult to be understood from the side of linguistic meaning, so they can be even de-motivating and pressing to learners.

Additionally, the tremendous variations and availability of authentic texts make their selection or preparation for instructional use in EFL classroom as laborious process. Finally, from the cultural dimension, following some researchers' perspectives (Segueni, 2009; Martinez, 2002) and arguments, authentic texts can be too culturally prejudiced, or represent real taboos to the language learners that may lead to repugnance towards the foreign language and its community.

### **14. EFL Teachers' Attitudes towards the Use of Authentic Texts**

Many researches demonstrate that EFL teachers' attitudes towards authentic texts are significantly varied based on their individual experiences and preferences. First of all, some teachers indicate that an ideal language class should use a combination of both authentic texts and simplified ones. Since, such combination might contribute on increasing learners' knowledge of the grammatical and lexical characteristics of language. Secondly, teachers also prefer to exploit a variety of text types, and contents to improve their students reading comprehension.

However, most teachers reveal that the preparation of those authentic texts is thoroughgoing, and time consuming process. Therefore, Richard (2001) believes that

authentic texts may augment the teachers' missions and cause a burden to lower level learners in the language classroom (as cited in Kilicickaya, 2004, para, 5). Since the linguistic density of those texts demands the teachers to do an extra work such as to clarify the obscure meanings, represent the new lexical items or vocabulary in easier examples for the sake of achieving simplicity, assimilation of given information in their classes.

In addition, Norstrand (as cite in Frischer, 1993) denoted that authentic texts should be selected according to specific criteria, so carelessly chosen materials can become extremely demotivating because learners are unable to understand them. In this respect, Dubin (as cited in Frischer, 1993, p.8)) claimed that most ESL learners' problems in language learning are connected to the need for "very well-developed vocabularies". Moreover, they also reflect the learners' limited knowledge or experience with such authentic input as result to the previous instructional methods. Lastly, it eventually incidental reality that some types of authentic texts eventually become outdated very quickly that may ruin and reduce their utility in the language class.

## **15. EFL Learners' Difficulties while Dealing with Authentic Texts in Class**

Especially in EFL classrooms, many teachers realize that the integration of AT in the language classes may create problems for learners because of numerous reasons. First, some EFL students may not welcome the introduction of language learning through such authentic texts. Richards and Lockhart (1994) suggest, "Differences in people's cognitive styles reflects the different ways people respond to learning situations" (as cited Segueni, 2016, p. 47). So learners' learning styles and levels of proficiency would greatly influence their perception of all the information given to them, and their involvement in the learning process whenever this authentic input is being presented in the classroom.

In some cases, authentic texts may also cause a predicament to EFL learners, especially who used to learn the language by simple presentation, explanation, or rote learning. (Murdoch, 2005), for example, when learners are provided with extremely ambiguous, tedious, and irrelevant texts to their immediate needs and interests in the absence of teachers' directions, they eventually become frustrated and resentful of such authentic approach to learning, and their teachers' methodologies. Moreover, since any language cannot be taught without its culture, the content of AT may also include a set of topics that are too culturally partial, or even taboo for some groups of learners (Segueni, 2016).

In accordance with the perspectives of many researchers in the field of ELT (Murdoch, 1999; Segueni, 2016), there are a number of difficulties pertinent to the use of authentic texts in EFL classrooms.

### **15.1. Authentic Learning Difficulty**

Authentic approach to language learning demands the students to experience innovative methodologies of foreign language learning and teaching such as ‘generalization’, ‘the consciousness-raising or schemas’, and ‘self discovery’. However, most language learners initially consider these methods as baffling and onerous manners of foreign language learning, and thus implementing those methods to authentic texts can be sometimes unachievable in EFL classes since in some case the texts ambiguity can be a major hindrance to text interpretation or linguistic rules discovery (Murdoch, 1999).

### **15.2. Grammatical Features Difficulty**

Richards and Lockart (1994) state that, “Learners who feel that English grammar is a major obstacle to their learning may [also] favour a grammar-based teaching methodology.”(as cited in Murdoch, 1999, p.12) In light of this view, the majority of FL learners have been accustomed to traditional pedagogic grammar that depends on lengthy explanation of grammar rules in the learning process. Whereas, if student are presented with authentic texts they may not still be taught in the same way, and the teacher will focus more on language learning possibilities than providing explicit grammar explanations as summaries of topics covered in the lesson, or learner's ability to comprehend language structures and grammatical rules.

Consequently, according to Murdoch (1999), this change in language teaching methodologies may cause learners to lose confidence in their teachers as well as themselves because they are unable to benefit by, or to deal with the linguistic variety and complexity that is inherent to authentic texts in the absence of their teacher's direction. As a result, learners can be entirely demotivated and dissatisfied as they fail to learn or accomplish everything in the learning situation. (Segueni, 2016).

### **15.3. Lexical Characteristics Difficulty**

Authentic texts usually consist of difficult vocabulary, diction, and specific jargon, which are hard for students to comprehend. Unlike the traditional course books, in which the linguistic error correction is addressed in the textbook and in wider contexts, especially when the same sentences occur in different contexts but have other diverse meanings. Furthermore,



in traditional methods of teaching, the teacher decides what the learners should be concerned to learn of the various provided meanings in the text. Whereas, the use of authentic texts can be an impediment as they include confusing language density, exaggerated vocabulary items in multiple contexts, and intricate linguistic structures.(Murdoch,1999;Segueni,2016)

Consequently, it also requires the students to independently examine various levels of comprehension in a single text and become mindful of the new words, lexical items rather than having them clearly illustrated as it was in the traditional methods and at the same time learners should be aware of their own cognitive deficiencies and qualities (Kramersch, 1993). In addition, the difficulty of spoken aspects of real English language can be of great burden to EFL learners, and thus the source of overwhelming practice that may result in making the real spoken input of no benefit in the learning process. (Murdoch, 1999)

#### **15.4. The Lack for Simplicity and Practice Difficulty**

In EFL classrooms, most of EFL learners become cognizant of the impact of the artificial input on increasing their disability in spoken language learning, and restricting their comprehension of the spoken English because the non native teachers of English frequently provide the learners with a very limited exposure to authentic language through non authentic materials. Therefore, including authentic input in the language courses can create a dilemma, and reveal the drawbacks of using artificial input.

According to Hopkins and Nettle (as cited in Murdoch, 1999, p. 13) “many learners will experience frustration in situations where they are exposed to language and expected to understand it without being given an opportunity to use it”. So involving learners in an authentic and effective conversational exchange of the foreign language can be such a disheartening experience to them. Since the lack of continuous exposure to the natural speech in the foreign language as used in real life situations, and the limited training in the pronunciation of spoken language may definitely contribute to weaken learner proficiency in the language learning.

Consequently, the difficulty of such texts may also lead to hatred towards the foreign language (Murdoch, 1999). Furthermore, most of EFL learners get used to traditional situations of language learning and teaching in which the practice opportunities are ultimately scarce in the classroom. Whereas, the integration of authentic texts in the language learning process that demands the students to participate in their learning. As a result, the students will suffer to accustom themselves to these new situations.(Segeuni,2016)

## **16. The Influence of Authentic Teaching on EFL Learners' Literacy Skills**

Most EFL learners need to read and write in English language for diverse purposes, aside from the interest in language learning, learners should write and read for real purposes such as writing letters or notes to their teachers. For example, if students are very concerned about the standard qualifications for entering international university, their teachers may bring in articles from the internet about this subject so that students may become encouraged to read more seeking further information. Hence, the majority of researchers believe that giving students the opportunity to read texts that really connected to their interests outside the confines of the classroom helps them engage in reading new types of texts, and master writing practice in either authentic or “school-only ways”.

Moreover; Jacobson, Degener& Purcell-Gates (2003) state that “by creating materials and activities that reflect students' background, interests, and experiences, teacher are attempting to contextualize their instruction within the students' lives and provide literacy instruction using the very materials their students will engage with”(p. 2). Thus, research has found that introducing authentic texts can be beneficial for foreign language instruction and literacy practices. Since those instructional materials contain a meaningful language input, which is extracted from learner's real life experiences, they rationally contribute to the development of writing and reading skills. As they become personally concerned with the language teaching learning process, they actively take part in suggesting and providing the language classes with valuable insights. (Jacobson, Degener & Purcell-Gates, 2003)

### **Conclusion**

This chapter included the authenticity significance in foreign language teaching, and the basic elements that are related to this implementation of this authentic texts. Furthermore, it presented cultural products as the most indispensable sources of authentic texts. Besides it focused on the potential advantages and disadvantages of incorporating authentic texts in language instruction, it also highlighted the teachers' attitudes towards authentic texts and EFL learners' difficulties while the integration of those materials. Finally, the chapter also included a preliminary element to chapter two that is the relation between authentic approach to language education and development of EFL learners' literacy skills.

The following chapter includes the main aspect related to literacy skills (writing, reading). In addition, it sheds light on the role of authentic texts in enhancing writing skill.

# **Chapter Two**

## **EFL Learners' Writing Skill**

## **Introduction**

In this chapter, the researcher initially traces the status of writing in the EFL classroom, the main types of writing, and the writing skills. Then, it attempts to provide some essential approaches to teaching writing. Besides, this chapter also displays some effective writing strategies that enhance EFL learners writing performance. Additionally, it shed light on EFL undergraduate students' problems in writing task, and it traces the main Factors influencing EFL learners writing performance. Moreover, it addresses the writing and authentic reading relationship in EFL classrooms. It also considers the processes of Reading Authentic Texts, and the relation between writing and authentic texts in the EFL classroom. At the end, this chapter includes the main Reasons for enhancing EFL learners' writing skills.

### **1. The Status of Writing in the EFL Classroom**

Although the mastery of writing skill is widely acknowledge as predictor of academic and professional success for English language natives and EFL learners as Glazier (as cited in Tuan 2010, p. 81) asserts "Being able to write in English is essential in college, and it probably will be an asset in your career". Writing skill is still "Frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners." Hamp-Lyons and Heasley (as cited in Tuan, 2010, p.81) especially, since the inception of the audio-lingual movements in which the oral skills have received major concern attention and writing has been considered less important (Harmer, 2007).

Moreover, the writing practice is eventually still considered as a challenging area for students and teachers in the foreign language classroom (Harmer, 1992). Since, writing skill is one of the hardest language skills to be taught or learned (Walters, 1987). Because writing has multifaceted nature, and it demands of the students to afford a huge amount of their effort and practice in order to reach a standard acceptable level.

Consequently, in EFL context, although; the premise of all the instructional practices that all students need to become proficient and flexible writers, a large numbers of undergraduate EFL students are unable to write at the basic levels required by universities (Hammad, 2014). Since, most of EFL learners primarily lack the basic literacy skill to meet the growing demands of the university syllabi (Haiwen Mo, 2013). In fact, EFL students might struggle to earn good grades, especially in the language classrooms where written tests and examinations are the primary means for assessing students' grades due to that students' inability to write

adequately has a direct negative impact on their academic pursuit (Boucheфра, 2015). Because, as Grabe and Kaplan (1996) demonstrate that “students in EFL contexts will need English writing skills ranging from simple paragraphs writing and summary skills to the ability to write essays and professionals articles”.(as cited by Ahmed and Abouabdelkader, 2016,p.6).

Eventually, students’ deficiency in writing is mostly related to the limited writing activities, which are taking place in the typical EFL classrooms in which students engaged in were writing short answers responses to homework, responding to read texts comprehension questions, summarizing material read or completing (Hammad, 2008). So, in fact all these writing activities or assignments were writing without composing in the classroom.

## **2. Types of Writing in EFL Classroom**

Concerning writing variety in EFL classrooms, many researchers (Brown, 2000; Raimes, 1993) argued that learners usually need to write in the foreign language for two diverse reasons which are “writing for learning” English language, and ‘writing for communicating’ with friends. In the former kind of writing, the process of writing includes prewriting, drafting, revisions, and editing in order to achieve a distinctive written work that is necessary for formal use of language in official letters or emails as well “the writing for display” that is so necessary for crucial success in examination. In this respect, White and Arndt (1991) define writing as: “a form of problem-solving which involves such processes as generating ideas, discovering a voice with which to write , planning , goal setting, monitoring and evaluating what is going to be written , and searching with language with which to express exact meaning”(p.3).

Moreover, mastering the skill to manage well in display writing is so beneficial. Because all students in exams are obliged to deliver their answers in a limited period of time and they should depend on their abilities without the directions of their peers or teachers. The latter kind of writing is the one in which students write to communicate freely with their friends for various purposes with informal language, or even in conversational way. Thus, in this kind of writing, they are not restricted to formal writing practices and they may use the language in accordance to their levels, interests and pace of writing.

In addition, the formulaic written language is relatively easy to be taught, and very helpful to students’ improvements even in very difficult situation, and especially with collocation, word order, words use (.Wei and Yan, 2016). Therefore, EFL students need to master this kind of writing. Because, in particular situation, students should depend on their production of

language that suits the various circumstances and contexts in which writing can take place rather than copying the others' writings, especially in cases when this kind of writing is required to succeed in examination( Masood, 2013).

### **3. Writing Skill**

Writing skill has been traced by many researchers (Widdowson, 2001; Crystal, 1999; Harris, 1995; Heaton, 1975) in the field of ELT. Therefore, they presented various definitions to this skill, but the most familiar one has been offered by Heaton (1975) in which he stated that “the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements” (p.135).

According to Heaton (1975), there are five main categories involving the multifarious skills that are essential for writing good prose.

- Language use skill: the ability of mastering appropriateness and correctness principles in your writing
- Mechanical skills: the ability to manipulate and follow the essential conventions of spelling and punctuation
- Treatment of content: the ability to write consistently concise and precise pieces of writing
- Stylistic skills: the ability to organize your writing through using the language essential features successfully
- Judgement skills: the ability to achieve the suitability and relevance of your writing to your intended audience, and proposed purpose

Based on the above definition, 'writing' skill can be defined as a thinking process which involves generating ideas, composing these ideas in various pieces of writing, and finally revising the content of composed work. Good writing also requires knowledge of grammatical rules, lexical devices, and logical ties.

### **4. Approaches to Teaching Writing in EFL Classrooms**

According to several studies (Raimes, 1983; Leki, 1991; Harris, 1993; Brown, 1994) there are several approaches to the teaching of writing which have been developed depending on the language teachers experience about the effective ways of teaching writing, and the main principles of producing any piece of writing. In the present study, the focus will be on four of them, which are the product approach, the process approach, the genre approach, and the balanced approach. These approaches are usually applied in various language classrooms in

order to enable students to go beyond the traditional activities of writing and use the language writing as means of communication.

#### **4.1. The Product Approach**

It is also called the “Grammar-syntax-Organisation” (Raimes, 1983). This approach is considered by many researchers as one of traditional approaches to language writing teaching. According to this approach, the student writer should focus on the linguistic form; the appropriate use of syntax, grammar, and cohesive devices (Pincas, 1982), and attention to the general organization of the task rather than the quality of the content. Moreover, Badger and white (2000) considered that the product approach includes four main stages of writing which are familiarization, controlled writing, guided writing and free writing.

Firstly, in the ‘familiarization’ writing stage; teachers devise preparatory discussion, or give model about the topic, which may provide the writer students with insight into their writing task. So, they may “make learners aware of certain features of a text” (Badger and white, 2000).As a result this contribution of teachers will tackle the students’ deficiencies in language usage, and reinforce their writing performance. Secondly, in the ‘control’ and ‘guide’ stages of writing, students will be allowed to practice more the writing skill and they will focus on the contents because the purpose of the product approach is “links the purpose of piece of writing to the forms that are needed to convey the message.” Raimes (1983, p. 8).

Ultimately, at the ‘free writing’ section, learners have the opportunity to create something genuine as when they write about their habits, or write to describe their preferable places, and thus Pincas(1982)states that at this stage “students should feel as if they are creating something of their own” ( as cited in Badger and White , 2000, p.154).

In short, many researchers claim that a typical product class may benefit from using authentic texts as genuine models of written language because as Pincas (1982) perceives that language learning as a matter of “assisted imitation” in which the learners respond to a stimulus provided by the teacher. Therefore, learners writing skill can extremely be developed because of their exposure to varied forms of authentic texts in the foreign language classrooms.

Furthermore, Harmer (1998) emphasizes the utility of introducing authentic texts in writing classes such as postcards as model of writing to study and after that in the practice stages, students will be asked to imagine themselves in real situation of exchanging postcards in which they have to write in English a postcards about personal experience in travelling. To be

sent to a native friend. At the end of this language learning activity, students will receive correction of their work.

## **4.2. The Genre Approach**

According to Raimes (1983), the genre approach is also called the communicative approach. Because as Swales (1990) mentions that this approach supports “a class of communicative events, the members of which share some set of communicative purposes” (p. 58). Besides, this approach is a modern approach of writing teaching that becomes of major significance for many people who considers the language writing as means of interaction to perform social practices, and who have specific objective of getting or accomplishing particular things (Hyland as cited in Albeshar, 2012).

Moreover, the genre approach is considered by language researchers as an expansion of the product approach (Badger and White, 2000), because this approach of writing also considers that writing principally as a linguistic process of production. Whereas, the genre approach differs from any other approach of writing in respect of the writing purpose that in this approach “varies with the social context in which the writing is produced” (Badger and White, 2000, p. 155). So, the writer should strictly adhere to the special features of any kind of genre such as the chief “purpose of the writing, the subject matter, the relation between the reader and the writer, and the patterns of organisation” (Badger, 2000, p.155).

Furthermore, according to Dudley-Evans (as cited in Badger, 2000), the teaching of genre approach to writing consists of three main stages which are introducing the model texts to be analysed by the teacher and students. Then the students practise the text writing with receiving a considerable assistance of their teacher, and in the final stage, the students produce their own text that imitates the genre of presented texts. Therefore, through the application of genre writing approach, student may experience the feeling of being a real writer who is writing a various pieces of writing that include real messages to be purposely read in the class.

In a genre class, ultimately EFL learners might have a great opportunity to examine authentic texts as models of genre that is produced in the foreign language community for real social purposes. As a result, the learners may discover various genres in the foreign language, for instance, nursing notes, care plans, personal or business letters, research proposals, doctoral narratives, textbooks and summaries (Albeshar, 2012). In this respect, Harmer (2003)



mentioned an example of authentic materials in genre writing in which the activity was about writing a review and the focus is on identifying genre features, and this was after providing students with samples of written genre.

### **4.3. The Process Approach**

In the process approach, the language writer concentrates on the writing process rather than on the finished piece of writing. According to Raimes (1983), in the process approach, the writer will ask themselves two major questions which are “How do I write this?” and “How do I get started” in order to determine their priorities in writing such the organization of their task. Likewise, Tribble (as cited in Badger and White, 2000, p.154) considers that the process approach “writing activities which move learners from the generation of ideas and the collection of data through to the ‘publication’ of a finished text”. Therefore, in the process approach, students discuss and exchange ideas with teachers and their peers to obtain comments and suggestions on their written work, as it progresses.

Unlike, the product approach, the process approach does not focus on the writer’ awareness of the linguistic structures and the grammatical rules, but it places a great emphasis on the development of the organisational skills of language writing, such as planning and drafting (Badger and White, 2000). In addition, the process approach consists of four main phases of producing a typical piece of writing, which are prewriting, composing /drafting; revising, and editing (Trible as cited in Badger and white, 2000). Then, this approach is also distinctively a recursive process of writing that allows writers to return to the initial stages of writing after reaching the final ones, for example, after doing editing (Hillocks, 1987).

As a result, the application of this approach in EFL classrooms may lead language teachers, as language input facilitators, to devote more time for their students to explore the topics they are going to write about, in such prewriting activities as topic further investigation, prerequisite reading, collecting and organising their ideas about the topic. Besides, the written work of students will be later read by their teachers and their classmates for various purposes (Raimes,1983). Moreover, students may get support through gaining more opportunities for practice in writing and developing building thoughts and ideas for more efficient writing.

Briefly, according to Badger and white (2000), the process approach is essentially considered as an organised process of language production that depends on a set of linguistic skills and rules, and the writing development is a spontaneous proceeding that is resulting

from teachers contribution to simplifying the usage of writing skills on different classroom activities.

#### **4.4. The Balanced Approach**

Many language teachers prefer to adopt collection of several approaches of teaching writing drawing from all available methods. Since in a single language classroom, the teacher may face a variety of learners, learning styles, several lesson requirements and teaching objectives. Therefore, Raimes (1983) addressed that teachers should be eclectic concerning the use of teaching writing approaches. Because by the combination of approaches, teachers may benefit from the various advantages of those approaches, and avoid tremendous amount of their weaknesses. Furthermore, according to Badger and white (2000) the natural progress of writing proves that the mixture of teaching approach is essentially prerequisite for successful learning of writing.

Writing involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing happens and especially the purposes of writing (as in the genre approach), and skills in using language (as in process approaches). Writing development happens by drawing out the learners' potential (as in process approaches), and by providing input to which the learners respond (as in product and genre approaches).Badger and white (2000, p. 157).

Moreover, in several foreign language classrooms, the language students' needs to learn how to diversify their presentation of language because there are probably as types of writing as there are readers. Then, students are as language writers; they should be aware of diverse possibilities of how they may communicate their ideas and thoughts in diverse manners, to their audiences. Consequently, the variation of the teaching approach in the single classroom might be of great importance for students in these cases.

### **5. Writing Strategies that Enhance EFL Learners Performance**

The development of English language writing skill was the chief concern for several studies. Many researchers in the field of ESL (Angelova, 1999; Arndt, 1987; Beare, 2000; victori, 1995; Oxfords, 2003) argued that the development of writing skills are eventually very complicated process which may be influenced by many factors (Congjun, 2005), for instance, the writing strategies are one of the essential factors that influence the ESL /EFL writing performance. Because they all focus on facilitating the writing learning process, and

they can “pave the way towards greater proficiency, learners autonomy, and self-regulation” (Hsiao and Oxford as cited in Congjun, 2005.Para, 2) Therefore, the language learners should depend on using several instructional learning strategies (O’Malley and Chamot as cited in Maftoon, Seyyedrezaei, 2014),). Moreover, according to Congjun (2005), it is essential to shed light on the several categories of writing strategies that were synthesised from the previous studies on ESL writing issue. In this respect, Arndt’s (1987) introduced eight categories to classify the diverse strategies that students used in their writing as the following table illustrates.

Categories of strategies	Definitions
Planning	Finding focus, deciding what to write about
Global planning	Deciding how to organize the text as a whole
Rehearsing	Trying out ideas and the language in which to express them
Repeating	Of key words and phrases - an activity which often seemed to provide impetus to continue composing
Re-reading	Of what had been already written down
Questioning	As a means of classifying ideas , or evaluating what had been written
Revising	Making change to meaning ten text in order to clarify meaning
Editing	Making changes to the written text in order to correct the syntax or the spelling

**Table 02: Arndt’s Categories of ESL Writing Strategies (as cited in Maftoon & Seyyedrezaei, 2012, p.1598).**

Arndt (as cited congjun, 2005) has identified these eight categories of writing strategies after investigating Chinese students’ performance on writing as they produce academic written texts in both their first and second language (English). She also claimed that she found that those students who participated in this study, they usually revise their writing for word-choice more in the ESL than in L1 because they have a deficiency of resources and they have low confidence about their performance in language writing.

Metacognitive Strategies	Cognitive Strategies
Planning Evaluation Monitoring	Classification <ul style="list-style-type: none"> <li>Self-qualification</li> <li>Hypothesis</li> <li>Defining Terms</li> <li>Comparing</li> </ul>
	Retrieval <ul style="list-style-type: none"> <li>Reading aloud or silently what had been written</li> <li>Writing in lead-in word or expression</li> <li>Reading the assigned question</li> <li>Self- questioning</li> <li>Writing till the idea would come</li> <li>Summarizing what had just been written ( in term of content or of rhetoric )</li> <li>Thinking in one’s native language</li> </ul>
	Resourcing <ul style="list-style-type: none"> <li>Ask researcher</li> <li>Refer dictionary</li> </ul>
	Deferral
	Avoidance
	Verification

**Table03: Cognitive and Metacognitive Strategies in Writing proposed by Wenden (as cited in Maftoon & Seyyedrezaei, 2012, p.1598).**

Wenden (1991) after examining eight ESL students, in which she searched on how the students benefit of using metacognitive strategies in their compositions. She also discussed what task knowledge they searched for before and while writing. After this she distinguished between two different strategies in which stated that the metacognitive procedures are scholarly process that learners rely on upon to deal with their learning, while the cognitive methodologies are "mental operations or steps utilized by the learners to learn new data and a particular apply it to particular learning errands.”(as cited in Maftoon and Seyyedrezaei, 2012, p.1598).

## 5.2. Examples of Other Strategies for Writing

In addition to the above-mentioned writing strategies, there are others strategies, which differ totally from the previous ones. Whereas, they all have common aims because all of them place a essentially focus on helping students to rationally organize their ideas, and thoughts fruitfully before writing, to establish specific framework for their writing, and to enhance their productive skills, Moreover, the following examples will specifically serve as distinctive illustrations of specific strategies for writing (Westwood, 2008).

### ❖ *POW and TREE*

This strategy includes two parts of different steps to writing, both of them whenever students use them simultaneously; their writing becomes more adequate. In this respect, Harris et al (2002) emphasize that this strategy may be pivotal solutions to writer students, especially who have difficulties in language learning, or it may even be used as early as grade 3 (as cited by Westwood, 2008, p. 75). The following steps of this strategy are mostly taught to be applied by the students as they write:

**P**= pick your topic or idea

**O**=Organise your thoughts and make notes

**W**=Write, and then say more

**T**= Topic sentence

**R**= Give at least three reasons to support that belief

**E**=Explain your reasons to support

**E**= End with a good concluding statement

### ❖ *POW and WWW+ What 2+How 2*

This strategy is specially used for narrative story writing (Saddler as cited in Westwood, 2008). He also states that this strategy shows its efficacy with students of Grade 2. Since, the application of this strategy's steps evoked students' interest on more planning before writing, and the extra steps of this strategy that supported by the use of cues cards contribute to the progression of students' linguistic awareness. Thus, their writing performance developed as they produced longer stories of better quality (as cited in Westwood, 2008). Besides, as it has been illustrated in the mentioned above strategy; each letter signifies specific stage or step of

the writing strategy. Thus, POW refers to the same steps as explained above while the other letters are as follow

*WWW* stands for: (a) **what** are the characters? (b) **When** does the story take place? (c) **Where** does the story take place?

What 2 refer to: (a) **what** do the characters do? (b) **What** happens?

How 2 remember the writer to: (a) State **how** the story ends. (b) **How** did the character feel?

### ❖ *PLAN and WRITE*

In this strategy of writing, researchers such as Graham& Perin ( as cited in Westwood, 2008) place great emphasis on introducing different words ,sentences and poems and linguistic structures to be used at the planning stage of writing, and thus this presented mnemonics which will usefully be involved or incorporated at writing or composing stages (Westwood, 2008).

**P**= pay attention to topic

**L**= List your main ideas

**A**= Add supporting detail

**N**= Number the ideas in sequence

**W**= work from your plan

**R**= Remember the goals

**I**= Include transition words to move from one paragraph to the next.

**T**= Try different kinds of sentences

**E**= Exciting and interesting content

### ❖ *Story Planner*

This strategy is considered by researchers (Westwood, 2008) as effective support for students when collecting ideas for composing narrative texts, and sequencing ideas and thought in the logical order (Westwood, 2007). Since, this strategy is usually formed in a graphic organiser such as circles that guides students in the beginning stages of collecting ideas. As language writers, students after ideas generating, they decide which ones is suitable ones and remove the dispensable ones .Prompts and cues are also presented in this strategy as stimuli to evoke the students building and critical thoughts.

The story planner strategy ultimately enables students to create a bank of recorded ideas from which they start writing their own stories. In the story planner, the ideas development and elaboration can pass though different section of pieces of writing from a sentence to

paragraph. Consequently, planning and sequencing are arduous problems that most students usually face in language learning process, but whenever this strategy is applied, students may tackled with them easily (Westwood, 2008).

❖ **LESSER** (*LESSER helps me write more*)

This strategy targets at fostering students' linguistic production through increasing the amount of successful practices in the classroom, and it includes the following main stages (Westwood, 2007).

**L**= List your ideas

**E**= Examine your list

**S**= Select your starting point

**S**= Sentence one tells us this first idea

**E**= Expand on the first idea with another sentence

**R**= what you have written. Revise if necessary. Repeat for the next paragraph

## **6. EFL Undergraduate Students' Problems in Writing Task**

Responding to several studies which were aimed at investigating EFL students' writing problems (Hammad, 2008, Abed latif, 2007; Angelova, 1999) Writing in EFL contexts is still considered to be an odorous task since it involves a recursive processes that which demands of writers to master language at high level. These problems are restricted to the lack of grammatical knowledge, lack of vocabulary knowledge, word-for-word translation, cohesion errors, lack of content and lack of proofreading, the lack of practice, and lack of exposure to authentic language.

### **6.1. The Lack of Grammatical Knowledge**

Most EFL students have diverse problems with grammar. In fact, they tended to heavily focus on memorizing English grammar rules and devices rather than using them in a meaningful communication, the thing that might hinders them from writing adequately.

### **6.2. Lack of Vocabulary Knowledge**

Mojica (as cited in Hammad, 2014) reported that lack of EFL vocabulary and structure knowledge can disturbing and overwhelming experience for EFL students especially the ones who have a different L1s backgrounds.

### **6.3. Word-For-Word Translation**

During writing process, unfortunately, most of EFL students tended to think in their mother tongue and write in the foreign language. Therefore, they usually have recourse to literally translate from L1 (Arabic) to FL (English) through using bilingual dictionaries, which may hinder students from writing in English adequately. Because, as Martin (2008) believes that the use bilingual dictionaries may lead to errors or inappropriate translations since in those bilingual dictionaries users get used to finding lexical items, but they do not necessarily focus to recognize the wider uses of words in multiple contexts ( Hammad, 2014).

### **6.4. Cohesion Errors**

Many EFL students find the task of writing in English a difficult assignment to manage because of their inability to sequence their ideas logically, or even to connect or organise sentences and phrases correctly due to that they are initially unable to use subordinating conjunctions or any other connectors successfully in English writing(Hammad, 2014).

### **6.5. Lack of Exposure to Authentic Language**

Many researchers (Byrne, 1996; Mishan, 2005; Berardo 2006; Tomlinson, 2003) note that exposure to FL/L2 input through reading English authentic materials leads to linguistic development and a native-like competence, which are so beneficial to foreign language writing development. While, in most EFL classrooms, students rarely practice conscious reading in the foreign language so they did not receive insufficient exposure to English language input (i.e. authentic English materials). As a result, students' writing in English will be arduous task because reading(input) and writing (output) are basically complimentary skill in language, and they never get to be separated.

### **6.6. Lack of Content**

The majority of EFL students experience lack of content knowledge because they are unable to formulate, or collect relevant ideas due to their unfamiliarity with the topic of the writing assignments, or that teachers did not avail students to write about topics related to interests in English language.



## **6.7. Lack of Proofreading**

Although proofreading is effectively a necessary stage in writing that should not be omitted deliberately, because it may avail any piece of writing with a distinctive professional and academic style Dupont (2004). Many teachers still did not train their students to get used to read their written production carefully and attentively for detecting grammatical errors, misspelling, misuse of punctuation and style. Therefore, a large number of EFL students ignore the necessity of proofreading practice and finish the writing process without it (Hammad, 2014).

## **6.8. Lack of Practice and Feedback in Language Classroom**

During the writing process, for better achievements, students should receive feedback, guidance, and encouragements. However, many English writing instructors claimed that did not provide their students with suitable feedback on their compositions errors because they did not have adequate time, or sometimes they suspect the effectiveness of feedback for enhancing EFL student performance (Hammad, 2014). Moreover, Byrne (1996) believe that the practice of particular forms of writing may improve FL students' writing skill. So, the lack of writing and reading practice can be the sort of students' various problems with English writing such as word-for-word translation, grammatical errors, and cohesion errors.

## **7. Factors Influencing EFL Learners Writing Performance**

According to numerous studies (e.g. Abdel Latif, 2007; Abdel Latif, 2012; Hammad, 2014; Bouchebra, 2015) there tremendous number of affective factors that cannot be ignored when talking about writing because they may be a source of writing difficulties and problems. These factors include, writing instruction, Strategy use, cohesion and coherence, linguistic knowledge, writing apprehension, and L1 (First Language) transfer.

### **7.1. Writing Instruction**

The reasons behind this deficiency have been traditionally attributed to the poor English language instruction. especially at medium and secondary schools' levels as low entry requirements permit the admission of all students, even those who lack the elementary basics of English language which does not cater for their needs appropriately, and lack some of the basic requirements needed to support and enable them to develop their language skills properly, especially writing.

## **7.2. L1 Negative Transfer (Interference)**

L1 transfer is defined as "an automatic activation of well-established mapping skills in the first language triggered by second language input" Koda (as cited in Hammad, 2014, P.4). It is believed that transfer of first language makes foreign language acquisition an odorous task. Because, for many students, it is challenge to transfer thoughts and feelings from one's mother tongue to express them in foreign language, and to transfer structure and vocabulary from L1 to L2 (Hammad, 2014).

## **7.3. Linguistic Knowledge.**

Linguistic competence is closely interacted with FL/L2 writers' composing process. Since, vocabulary and grammar were perceived by EFL students as one of the main sources of the writing difficulties. It may be argued that there is a close relationship between such strategies and FL students' writing quality Furthermore, According to Murrca (2002), the use of grammar is essential for improving language learning. In addition, Pilar and Liach (2011) view that vocabulary is central to L2/FL writing quality.

## **7.4. Strategy Use**

It may be argued that there is a close relationship between such strategies and FL students' writing quality, Hammad (2014) showed that there was a strong positive relationship between EFL university students' use of writing strategies and their writing performance.

## **7.5. Overgeneralization**

Although that "Generalization is a crucially important and pervading strategy in human languages learning. To generalize means to infer or derive a law, a rule, or a conclusion, usually from the observation of particular instances" Brown (Segueni, 2016, P.32), Possible problems of writing can tend from students overgeneralization of the foreign language rules, for example , learners are expected to make generalisations for themselves.

## **7.6. Cohesion and Coherence**

Medve & Taka (as cited in Abed Latif, 2007) argued that coherence means sequencing ideas and thoughts in a logical order, and cohesive ties including reference, substitution, ellipsis, conjunctions, and lexical ties affect text structure (Brisk, 2011). Students' cohesion and coherence problems in EFL caused by poor linguistic competence, specifically, poor

syntactic, and semantic awareness, and poor knowledge of cohesion rules (as cited in Abad latif, 2007).

### **7.7. Writing Apprehension**

Writing apprehension is considered as the individual's general tendency that determines how s/he responds to the situation in or through which s/he may be involved in performing writing tasks or in which her/his written work may be evaluated. In EFL context, writing apprehension can be emerged as a result to individual writer's linguistic knowledge level, perceived language competence, writing performance level, perceived writing competence, fear of criticism, and instructional practices (Abed latif, 2007).

### **7.8. Writing Anxiety**

Unlike writing apprehension, according to Abed Latif (2007) writing anxiety is considered as a 'situational' one which means is related to any writer personality individually. Thus, writing anxiety essentially denotes to the feelings of uneasiness writers experience while performing writing task, or in which her/his writing may be assessed or graded by her/his readers. In addition, the EFL University students' writing anxiety is basically caused by various reasons which are the lack of linguistic competence and the lack and the lack of strategy training .Kara (as cited in Abed Latif, 2007).

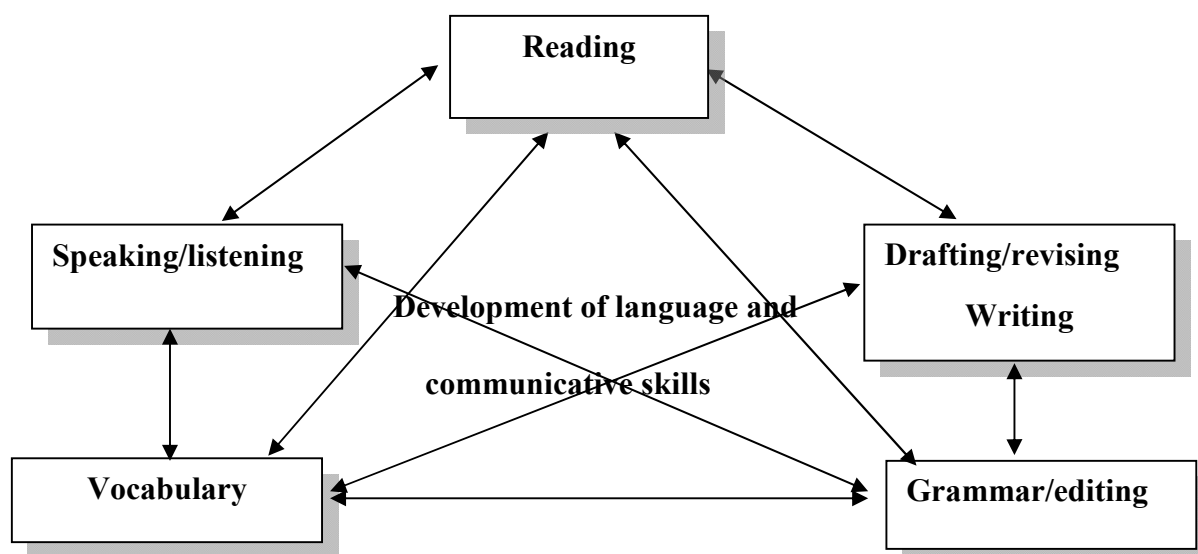
### **7.9. Writing Self-Efficacy**

Self-efficacy beliefs is basically refers to the individual beliefs that ones have about his/her capabilities and skills which manipulate one's behaviour by determining her/his accomplishment purpose, how much effort s/he will devote to performing the task, the perseverance s/he afford when facing difficulties and challenges (Abed latif, 2007). Thus, writing self-efficacy is considered "the individual's evaluation of her/his writing skills" McCarthy et al (as cited in Abed latif, 2007), "or the writer's confidence in her/his s ability to successfully perform writing tasks at a given level" Shell et al (as cited in Abed latif, 2007).

## **8. Writing and Authentic Reading Relationship in EFL Classroom**

Generally speaking, human language is fundamentally create to be used as means of communication, thinking and interaction. Thus, for successful use of language; the language skills should work together to enhance the development of each of the others: speaking, listening, reading, and writing, and thinking because language cannot work without the

integration of all of them because when we study a language. In this respect, Johnson (2008) stated that: “All of these processes affect the way we think, just as thinking affects our ability to perform all of them”(p.8). Therefore, Listening and reading are the receptive processes (receiving information), and speaking and writing are the productive processes (giving out information). Besides, the following diagram provided by Elder and Lester (as cited in Elhabiri, 2012, p.39) emphasised that There is indeed a close and interdependent relation between the four skills.



**Figure01. Language Skills Connection (adapted from Elder and Lester, 1994)**

### **8.1. Reading and Writing Relationship**

It is widely argued by most researchers that there is an integral relation between writing and reading and language learning because through reading the written works of other we interact and form our background in language and through writing. Thus, Mackay (1965) sees that "before he can write, the learner must be able to both to read and shape the letters of the alphabet. He should ideally be able to say sentences which he is expected to write" (as cited in Ouskourt, 2008, p.39). Another worthy point is traced by Paul and Elder (2003), when they add that “any significant deficiency in reading entails a parallel deficiency in writing. Any significant deficiency in writing entails a parallel deficiency in reading” (as cited in Paul &Elder, 2006, p. 3.).

Moreover, Byrne (1979) has argued that “reading of course can be a goal in itself and any case is likely to be a more important one than writing, but the two skills can be and should be developed in close collaboration”( as cited in Ouskourt, 2008, p.37). In addition, reading can be of great help for EFL learners, because through reading students may have incidental

contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary. Equally, Johnson considers that writing is essentially a language assistant skill that contributes to enhance the language users' abilities as it avails them opportunity to experience the natural use of various words and sentences in language, and it fosters their abilities in receptive mode such as developing their reading fluency (Johnson, 2008).

In addition to that, in EFL classrooms, learners should be exposed to materials of high motivational value. Johnson says that in order to make significant progress, advanced language learners (Elliott, as cited in Elhabiri, 2012). Hence, through reading authentic texts in foreign language, the language learners become aware of the variety of possible structures and the different ways of connecting ideas, that will be reflected in their written production later (Collie and Slater, 1987). Thus, Hişmanoğlu (2005) states that students become more productive when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves (p.55) so, students will write what they have read.

## **9. Reading Authentic Texts**

Commonly, reading skill is an essential practice for ongoing language learning that contributes to the overall development of language acquisition. Since reading is "the process of acquiring information from a written or printed text, and relating it to the what one already knows to construct a meaning from text as a whole." Eskey (as cited in Elhabiri, 2013). In many language classrooms, teachers tend to provide their students with various authentic texts in order to experience authentic reading of foreign language, and to have the opportunity to master other language skills such as writing. Since reading authentic texts are a useful writing aid (Masood, 2013). In this respect, Raimes (as cited in Masood, 2013, p.38) demonstrates that

A short story, a newspaper column, an advertisement, a letter, a magazine article, a poem, or a piece of students' writing can work the same way as a picture to provide shared content in the classroom. However, readings can do far more in the teaching of writing than simply provide subject matter for discussion and for composition topics. When our students read, they engage actively with the new language and culture. The more our students read, the more they become familiar with the vocabulary, idioms, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language.

Consequently, reading diverse authentic texts may provide learners with various ideas; vocabulary, grammar, paragraphs structures, and different writing styles that help them improve their proficiency in language. Since, for examples, with information gathered through reading literary texts, students could probably acquire necessary cultural and language background that would explicitly or implicitly help them in achieving their academic or occupational objectives (Hişmanoğlu, 2005, p.57).

## **10. Writing and Authentic Texts in EFL Classroom**

Literature is widely defined as one of the valuable and powerful authentic texts for foreign languages learning or teaching. In this respect, Tomlinson (1985) stated that literature is a beneficial element in the language classroom because:

Poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English, as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students. ( as cited in Elhabiri , 2012,p.8)

Particularly, according to Hişmanoğlu (2005) literature can be an interesting and prosperous source for writing in EFL classrooms, both as '*model*' for writing and as '*subject matter*' for writing (p.57).

### **10.1. Literature as a Model for Writing**

In this teaching practice, the writing process is classified into three diverse kind of writing (Hişmanoğlu.2005).

#### **i) Controlled Writing**

It requires exercises such as rephrasing passages, to practice some grammatical structures and linguistic features of different format in writing.

#### **ii) Guided Writing**

Guided writing exercise depends on providing students with series of questions in which they are requested to complete sentence, or sequence them together to sum up or retell the model. Thus, students will easily understand the literary work.

#### **iii) Reproducing the Model**

In this task, students acquire some writing techniques such as paraphrasing (students' usage of their own words and style to rewrite texts that they read). Summarising (to assist students

sequence their writing in chronological order), and adaptation (e.g. rewriting a conversation into prose (Hişmanoğlu.2005).

## **10.2. Literature as Subject Matter for Writing**

Teachers provide students with a particular sample of literary texts in order to urge them to write closely and imitate the different features of the given model. Hişmanoğlu.(2005)claimed composition which is based on literature as subject matters has two kinds :

### **i) Writing On/ About Literature**

This means that reading literary texts can facilitate students' own writing. Providing learners with activities will help them learn different aspects of the written language such as paragraph structure. Besides, students will gain knowledge of vocabulary, interactive communication skills, and different styles of writing. Furthermore, writing activities will not only help EFL students formulate and express their thoughts, but also generate new ones.

### **ii) Writing Out Of Literature**

Hismanoglu, (2005) considered writing out “springboard for composition, creative assignments developed around plot, characters, setting, theme [...] (p.59).in this respect, Probst (1992) distinguishes between ‘writing about literature’ and ‘writing from literature’. This later uses literature as a prompt for language classroom activities i.e. literary texts are exploited as resource rather than an end in themselves. (as cited in Elhabri, 2012). Moreover, writing out of literature includes different format such as ‘Adding to the Work’, ‘changing the Work’, ‘Drama-Inspired Writing’, and ‘A Letter Addressed to another Character’ (Hismanoglu, 2005, p. 58).

## **11. Reasons for Enhancing EFL Learners’ Writing Skills**

Many EFL linguists (Rabideau, 1993; Lauer et al, 1981) claimed that language teachers have long realised that the promotion of EFL learners writing proficiency is one of the most important outcome of the instructional processes for several rational reasons:

- Writing is useful for language learners, so having EFL students with improved writing ability may enable them to use their skills effectively in understanding the written works of others and analysing various amounts of information on diverse topics an trends.
- Writing is principal basis upon which learners performance, learning, and intellect will be judged in diverse life spheres.

- Writing is significant because enhancing the writing abilities of EFL learners has tremendous implications far beyond the classroom. through writing people may share their experiences and knowledge with others.
- Writing is essential because helping students to write effectively, logically, and coherently about thoughts, knowledge, and opinions may evidently expand their access to further academic success.
- Writing is crucial since it may make EFL graduate students as productive members of modern society since writing is internationally of the communicative skill, especially the interactive writing such as writing emails, writing journals, writing letters.
- Writing is valuable as it may increase people' chance on occupying advanced workplace. As a result, they may contribute as citizens to the developments of their literate society.

## **Conclusion**

To conclude, this chapter was essentially centred on presenting a general overview on the the writing skill in EFL classroom. At first, this chapter attempted to trace the status of the writing in EFL classroom from different writers' perspectives, and the relation between writing and reading and authentic texts. Then, several approaches to teaching writing were addressed. At last, this chapter also tacked the reasons for writing development in EFL classrooms

The next chapter will be devoted to the research methodology underlying this study, and to the analysis and interpretation of the collected data followed by a discussion and synthesis of the major findings .



**Chapter Three**  
**FIELDWORK**

## **Introduction**

The present chapter displays the fieldwork and the analysis of the collected data. At the outset, it presents a theoretical background on the research methodology underlying this study. It attempts to describe the research approach, the data collection method, and data analysis method that is used to examine the hypothesis under-investigation. This chapter also reveals the chief rationale behind the use of the data collection tool. Furthermore, this chapter provides elaborate analyses of the gathered data followed by a discussion based on the generated results by the employed research tool in an attempt to validate the research hypothesis of this study.

## **2. Research Methodology: Theoretical Background**

In the present study, in accordance with the domain of the current research and the research hypothesis, the researcher selected qualitative approach to be applied in collecting data. This approach is generally assumed as an unstructured approach of inquiry. Unlike the quantitative approach, the qualitative approach does not just focus on the statistical findings but it focuses on the provision of general descriptions about the subject matter under-examination. Therefore, as the chief objective of the study is to achieve this emphasis on descriptions, so the chosen approach is intended to scrutinize the respondents' attitudes and perspectives about the role of using authentic texts to enhance the EFL learners' writing skill.

Moreover, Questionnaires were opted for use in this study as an efficient data collection tool that is widely considered as integral part of the qualitative approach in the academic researches, especially the ones that investigate issues of the whole population. Oxford Dictionary (2013) defines questionnaire as “a written list of questions that are answered by a number of people so that information can be collected from the answers”. Therefore, the questionnaire is an advisable and practical instrument that comprises a various types of questions which are prepared by the researcher for the purpose of gathering information about the subject matter under-investigation, and which is related to large proportions of samples or the whole populations such as the participants' experiences, perspectives, opinions, interests, and attitudes. Dornyei (2011) stated that, “the popularity of the questionnaire is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information that is readily processible” (as cited in segueni, 2016, p.238). Thus, the questionnaire is a reliable and manageable way of collecting data, so the

present study employs two questionnaires; the first one is designed for the written expression teachers, and the second is distributed for EFL students of third year LMD in the department of English at Biskra University.

## **2.1 The questionnaires**

### **2.1.2. The Teachers' Questionnaire**

#### ***2.1.2.1. The Aim of the Teachers' Questionnaire***

The teachers' questionnaire was chiefly conducted to examine whether authentic texts are frequently used in EFL classroom for teaching writing process in order to improve the EFL learners writing skill, or not. Moreover, it is intended to scrutinize the teachers' perspectives towards the integrations of those real texts in their classes, and to identify for which reasons teachers denied access to those texts. More essentially, this questionnaire also attempted to demonstrate multifarious benefits that can be achievable with the use of authentic texts in the EFL classrooms.

#### ***2.1.2.2 Administration of the Teachers' Questionnaire***

Teachers' questionnaires were distributed to six teachers of Written Expression during their teaching sessions; the questionnaires were handed back in the same day. There were some difficulties concerning the distribution of this questionnaire, some teachers were absent, while others were not able to answer the questionnaire because of some circumstances. Nevertheless, the number of teachers, in the department of English at Mohammed Khider University, was sufficient so looking for others teachers to answer the questionnaire was potential.

#### ***2.1.2.3. The Description of the Teachers' Questionnaire***

The teachers' questionnaire is formed from three sections, which includes seventeen (17) questions that ranges from close-ended questions and open-ended questions to direct questions using yes or no questions, multiple choices or providing further explanation whenever it was necessary. Initially, section one of the questionnaire was designed to gather general information about participant such the teachers' experience in teaching English, and it includes two questions (Q1-Q2). Secondly, section two complies four different questions that seek for information related to the teachers attitudes and perspectives about the use of authentic texts in the writing classes, it also focused on finding how teachers provide their

classes with authentic texts, what kind of resources they used, which standards they follow to select their teaching materials (Q3-Q6). Thirdly, in section three, ten questions concerning the relationship between writing and reading aims to evaluate the teachers' answers related to their considerations about their students level. It also focuses on potential ways for enhancing learners' skill and performance in writing, and the role of reading authentic texts in developing the students' writing skill, and the approaches adopted in the written expression sessions. In addition, this section presents other questions that concern various aspects about the integrations of such real texts in language classes (Q7-Q15). Lastly, section four is devoted for opinionnaire, which one question (16) seeks for teachers' opinion about the clarity or ambiguity of questionnaire items.

### **2.1.3 The Students' Questionnaire**

#### ***2.1.3.1. The Objective of the Students' Questionnaire***

The students' questionnaire is specially designed to portray the students' perceptions and attitudes towards the integration of authentic texts in Written Expression courses as pedagogical materials. It mainly attempts to report the extent to which that the authentic texts are incorporated in the WE courses, besides it stresses to reveal that the students' reading influences their writing skills. Moreover, the questionnaire aims at sorting out the role of reading authentic texts in developing EFL students' performance in writing.

#### ***2.1.3.2. Administration of the Students' Questionnaire***

Sixty copies of the students' questionnaires were given to three groups out of two sections' groups that constitute the population of third year English students in the Departments of English at Mohammed Khider University of Biskra. The same number of Questionnaires was handed back the same day.

It is worth pointing out that on March 2017, the questionnaires were evenly administered to section two' groups during the lecture of Didactics, and to section one' groups during the lecture of civilization in order to obtain more representative answers of the population as a whole. It took around quarter an hour to be answered and all the questionnaires were rendered back by the end of the two lectures.

#### ***2.1.3.3. Description of the Students' Questionnaire***

The students' questionnaire consists of eighteen (18) questions grouped in four main sections. Firstly, section one attempts to provide general information about the participants

and it includes two questions (Q1-Q2). Secondly, section two searches information about the integration of authentic texts in the written expression sessions in four questions (Q3-Q6). Thirdly, section three hunts for information about the respondents' background in writing and their interest in the writing skill in which the students were asked six questions (Q7-Q12). fourthly, section four seeks to report different aspect about the reading-writing relationship through asking the student six questions (Q13-Q18). Most questions in this questionnaire were closed-ended questions; in which respondents had to answer with dichotomies (yes/no questions), tick the appropriate answer(s) from a series of options. There were some open-ended questions where the respondents were asked to provide explanations or further alternatives.

### **3. Population and Sample:**

**Students:** In the present study, from the population of Third Year LMD students 465 in the Department of Foreign Languages Section of English at Mohammed kheider University, sixty(60) students were chosen randomly to be requested to fill in the students' questionnaire.

**Teachers:** From the total number of teachers which are about , in this study, Six (6) teachers of written expression who most of them teach third year LMD students especially in the department of English at Biskra University were chosen randomly to answer the given questionnaire.

### **4. Data Analysis Procedure**

Since the most basic goal of the present research is providing the EFL teachers with valid information and inferences about the role of using authentic texts to enhance EFL learners' writing skill. The descriptive approach is widely considered as useful way that allows the researcher to interpret the collected statistics or data. Thus, the descriptive way is adopted in this study to analyse the data collected from both questionnaires, of teachers' questionnaire, and students' questionnaire.

## 5. The Results of the Questionnaires

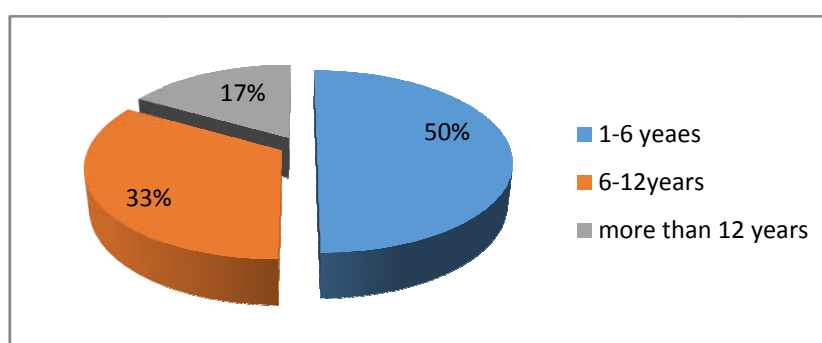
### 5.1. The Results Analysis of the Teachers' Questionnaire

#### Section One: General Information

Q1. How long have you been teaching written expression at the university level?

Experience in years	1-6 years	6-12 years	More than 12 years	Total
Number of participants	3	2	1	6
Percentage	50%	33.33%	16.67%	100%

**Table04: Years of Teaching English Language Experience**



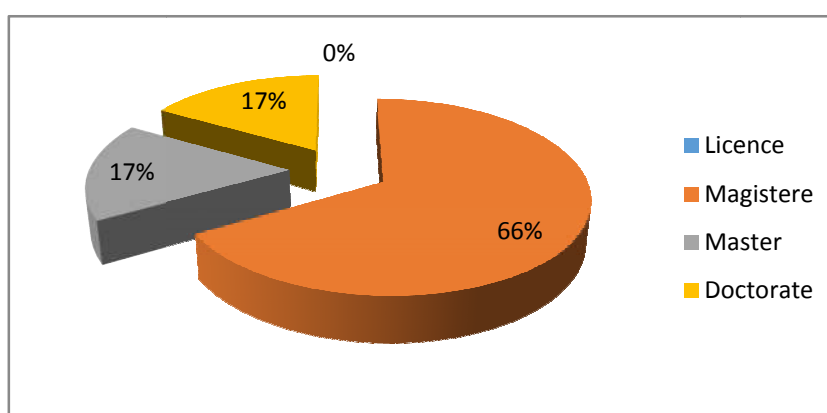
**Graph01: Years of Teaching English Language Experience**

As illustrated in the table (04) that, the length of experience of teachers varies considerably. Since the majority of teachers (50%) claimed that, they have been teaching English language for less than six years. Whereas, (33.33%) of the respondents answered that they were teaching English for less than twelve years. Lastly, (16.67%) of the participants teachers reported that their teaching experience of English is higher than twelve years. Eventually, what is deducible from the results is that written expression module is considered by majority of teachers as simple module to be taught because although most of respondent teachers are still novice teachers because they do not have a long experience in language teaching, most of teachers take the responsibility to teach such challenging module. Besides, this may have drawbacks on EFL classrooms outcomes

**Q2. What is your professional degree of qualification?**

Degree(s) held	Number of participants	Percentage
<b>a-Licence</b>	0	0%
<b>b-Magistère</b>	4	66.66%
<b>c-Master</b>	1	16.67%
<b>d-Doctorate</b>	1	16.67%
<b>Total</b>	6	100%

**Table05: Held Degree of Professional Qualification**



**Graph02: Held Degree of Professional Qualification**

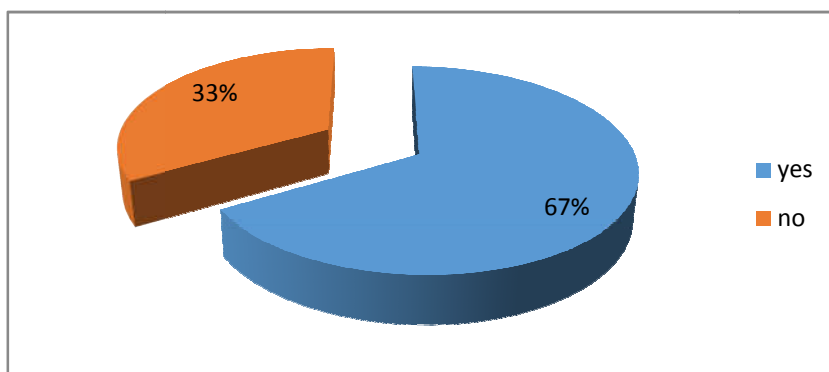
It is important to point out that all the teachers who responded this questionnaire are university teachers of written expression module. The above table (05) illustrates that none of the participants teachers ( 0%) have just the licence as the last degree held while the majority of respondent teachers (66.66%) claimed that they hold a ‘Magistère degree’, and only a small proportion of the teachers (16.67%) hold a (PhD) Doctorate degree. Whereas, the rest proportion of teachers (16.67%) which is equal one teacher who asserted that he hold a Master’s degree. Subsequently, these respondent teachers’ answers revealed that most of them have predominantly a considerable proficiency in teaching English language, which assure that their judgement and evaluation, and responses will be valuable and valid.

***The Section Two: Teachers’ Perspectives About The Use Of Authentic Texts In Writing Classes***

**Q3.** Do you prefer to integrate authentic texts in writing classes?

Options	Yes	No	Total
Number of participants	4	2	6
Percentage	66.67%	33.33%	100%

**Table06: Teachers’ Perceptions of the Integration of Authentic Texts in Writing Classes**



**Graph03: Teachers’ Perceptions of the Integration of Authentic Texts in Writing Classes**

The above question attempted to reveal the written expression teachers’ attitudes towards the integration of authentic texts in their classes, the table denotes that the respondents (66.67%) predominantly asserted that they prefer to integrate authentic texts in their classrooms. Whereas. The rest minority of the surveyed teachers (33. 33%) claimed that they do not prefer to use such kind of authentic texts. Thus, from considering the teachers’ answers, it can be deduced that the majority of written expression teachers do prefer and use authentic texts in their classes because of several reasons and advantages characterize them, which are addressed in the following sub-question (3.1). Whereas, there still a small minority of teachers who claimed that they did not prefer the integration of those texts also for several reasons which are tackled in the sub-question (3.2) below.



**Q3.1:** If “Yes”, do you favour to use authentic texts in your classes because they

Options	Number of participants	Percentage
a-Maximise exposure to real language	4	66.67%
b-Enhance the students’ writing skill	4	66.67%
c- Raise the students cultural awareness	4	66.67%
d- help teachers to create a pleasant learning environment	3	50%
e- Fulfil the students’ and courses’ requirements	4	66.67%
f- Drive ‘students motivation in learning	3	50%

**Table 07: Advantages of Using Authentic Texts**

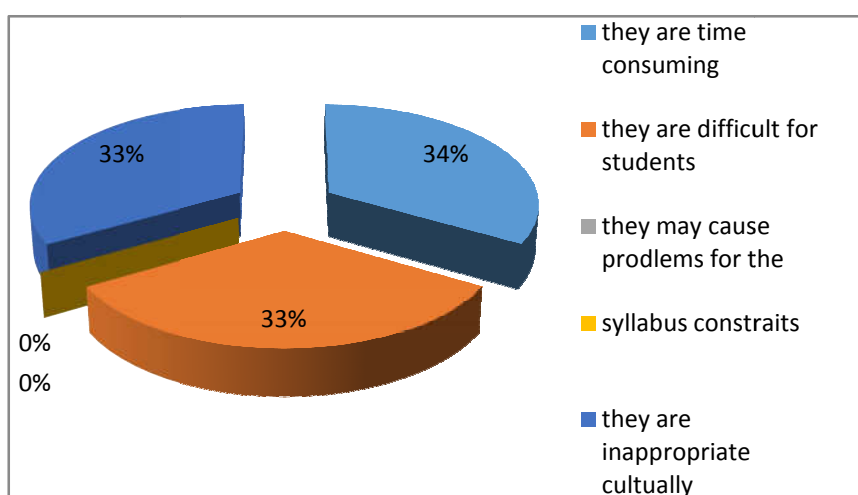
The sub-question is deserved to examine teachers’ perceptions of the main advantages of that lead them to use authentic texts in their classes. As the above table shows (66.67%) claimed that the integration of authentic texts maximise exposure to real language while similarly (66.67%) of the respondents reported that they essentially prefer to use such texts in their classes because they can foster the students’ writing skill. Equally, (66, 67%) of the participant teachers revealed that they usually use of authentic texts for the reason that such texts contribute to raising the students’ cultural awareness about the foreign language. On the other hand, (50%) half of the respondents considered that the incorporate of authentic texts may help them create a pleasant learning environment in their classrooms. Besides, (66.67%) of the participants asserted that they usually in order to fulfil the students’ and the courses’ requirement. finally, (50%) of the teachers believed that introducing those texts in their classes may drive students motivation in learning.

Consequently, basing on teachers’ answers, the main advantages that attract teachers to use those texts are exposure to foreign language, the enhancement of writing skill, the provision of motivation to language learning, and the fulfilment of students and courses’ requirements.

**Q3.2** If “No,” you do not prefer to use authentic texts in your classes because they

Options	Number of participants	Percentage
a- They are time consuming	2	33.34%
b- They are difficult for students	2	33.34%
c- They may cause problems for the teachers	0	0%
d- Syllabus constraints	0	0%
e- They are inappropriate culturally	2	33.34%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table08: Disadvantages of Authentic Materials**



**Graph04: Disadvantages of Authentic Materials**

This sub question (3.2) sought to determine the disadvantages of authentic texts that usually prohibit teachers from using those texts in their classes. As illustrated in the table (08), (33.34%) of the participant teachers asserted that they did not incorporate those authentic texts because their use is a time consuming. Equally, (33.34%) of respondent reported that they did not introduce those texts because of the difficulty of those texts language for students. Moreover, (33.34%) of respondent teachers revealed that they did not use extensively because these texts are inappropriate culturally. Whereas, none of the respondents (0%) considered that authentic texts may be a cause for problems. Similarly, none of them believed that syllabus constraints might be a reason for the lack of using authentic texts.

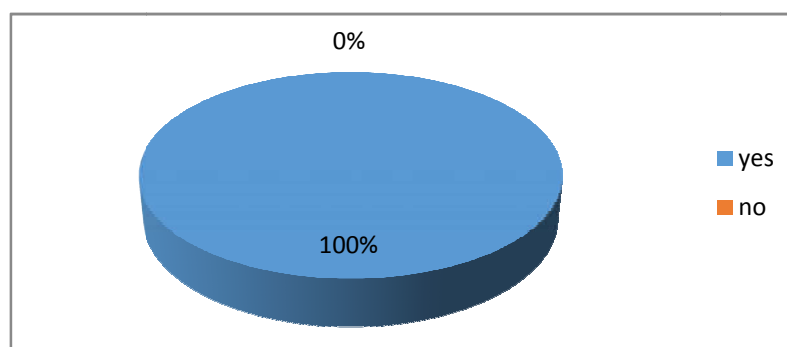
Based on the teachers' claims, the major disadvantages that hinder most of teachers form exploiting those authentic texts in their classes are the cultural inappropriateness of those texts

to EFL classroom, the difficulty of those texts language, and the authentic are a time consuming.

**Q4.** At University level(s), should EFL teachers incorporate authentic texts in their classes?

Options	Yes	No	Total
Number of participants	6	0	60
Percentage	100%	0%	100

**Table09: The Necessity of Authentic Texts Incorporation**



**Graph05: The Necessity of Authentic Texts Incorporation**

While this question aimed to disclose whether the use of authentic texts at university is almost necessary in the language classes, this table (5) denotes that all the respondents (100%) answered that the incorporation of authentic texts in EFL classroom, exactly at university is widely considered of major priority and utility. Because providing EFL classrooms with authentic input might be of great importance since those texts are the authentic production of foreign language community, and it is a rich source of authentic language input for the language classroom. Moreover, this type of input is most effective in helping students develop their proficiency in the English as foreign language.

**Q5.**What are the sources that you frequently use to collect authentic texts for your courses?

Types	Numbers of participants	Percentage
a- Magazines and newspapers	2	33.33%
b- TV/Videos and Radio	5	83.33%
c- Internet	6	100%
d- Books	6	100%

**Table10: Sources of Authentic Texts**

This question (05) intends to inquire about the sources of authentic texts, which are usually dependable by the written expression teachers to prepare the language input for their classes. Therefore, the results in the table (06) demonstrate that all the surveyed teachers (100%) asserted that they exploit the content of books in order to provide their classes with authentic texts. Similarly, all the requested teachers (100%) reported that they relied on the internet rich content of all sorts as one main source of authentic language input for the language classes. Whereas, the majority of respondents (83.33%) claimed that they relied on TV/videos and Radio programmes as a beneficial source of authentic texts whilst the rest tiny minority (33.33%) answered that they consider various magazines and newspapers of the foreign language community as wealthy source of authentic input for their classes.

In regard of the above results. It can be assumed that books are considered by all teachers as their major sources of authentic text, which confirmed that teachers still depend on their traditional sources. In addition, all of teachers depend on the internet as a modern source of authentic texts which reflects teachers' eager embrace of the modern technology.

**Q6.**What are the standards of selection do you follow when collecting your teaching materials?

<b>Standards</b>	<b>Numbers of participants</b>	<b>Percentage</b>
a- Students ' levels in language	3	50%
b- The chosen text qualities	3	50%
c- Students interests and requirements	4	66.67%
d- Course objectives	6	100%
e- the cultural appropriateness of the chosen texts	4	66.67%

**Table11: The Standards of Selecting Authentic Texts**

Since the selection of appropriate authentic texts is of paramount importance for successful teaching practices. This question (06) sought the main criteria that EFL teachers adopt in selecting authentic texts for use in their classrooms. The above table (06) embodies the responses to the questions, which displayed that all the respondent teachers (100%) give a high priority to the course objectives whenever they decide to prepare or provide their classes with language input. However, the vast majority of the surveyed teachers (66.67%) asserted that they deem the cultural appropriateness of the chosen texts as a pivotal criterion to

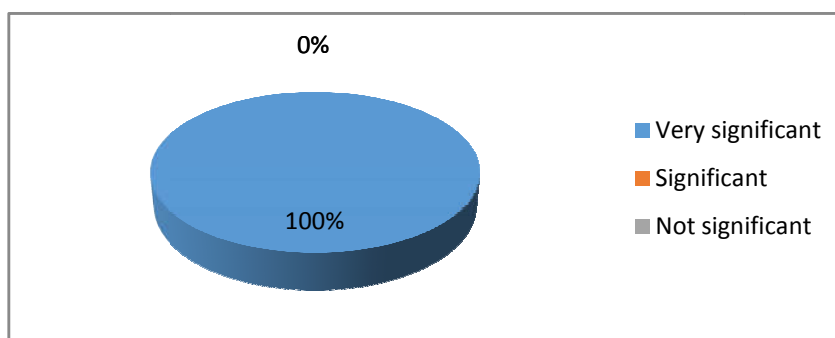
accurate selection of texts. Moreover, there is another proportion of the respondents (66.67%) thought that the students' interests and requirements is of major importance. since the goal of English teaching is the development of students knowledge and skills in the foreign language . Fourthly, half of the respondents (50%) reported that the chosen texts overall qualities should be of major concern to all EFL teachers. Whereas, the rest half of the surveyed teachers (50%) considered that the students level in language aspect should taken be into considerations as any other standard because the ignorance of this latter criterion may even create a deficiencies in the students' achievements.

***Section Three: the Writing and Reading Skills Relationship***

**Q7.** How do you consider writing skill for EFL learners?

Options	Numbers of participants	Percentage
a-Very significant	6	100%
b-Significant	0	0%
c-Not significant	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table12: The Significance of the Writing Skill**



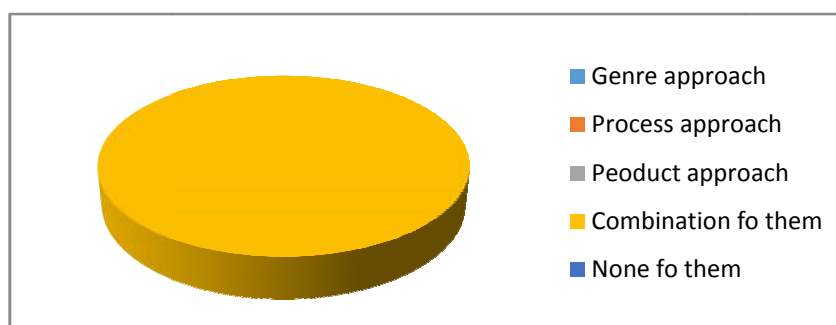
**Graph06: The Significance of the Writing Skill**

It is illustrated in the table (12) that all the surveyed teachers (100%) stated that they consider the writing skill as a very significant skill for EFL learners. Therefore, it can be supposed that all the teachers of written expression place a great emphasis on the development of their students' writing skill for several rational reasons.

**Q8.** Do you teach writing through implementing?

Approaches of teaching	Numbers of participants	Percentage
a- Genre approach	0	0%
b- Process approach	0	0%
c- Product approach	0	0%
d- combination of them	6	100%
e- None of them	0	0%
<b>Total</b>	6	100%

**Table13: The Writing Teaching Approaches**



**Graph07: The Writing Teaching Approaches**

This question (8) targeted to determine the main writing approach that the teachers of written expressions adopt in their classes. Accordingly, the table above (13) illuminates that all the surveyed teachers (100%) asserted that they usually use the combination of all the available teaching approaches. Subsequently, the results of this questions revealed that most of written expression teachers did not opt to use one specific approach solely and exclude the other, but they use all of them.

**Q9.** Would you explain the reason behind your choice of the approach?

All the respondent teachers (100%) justified their choice of teaching approaches through declaring that they eventually prefer the eclectic way (the combination of all approaches) because they believed that this method is the most effective approach that suits the demands of language writing. Moreover, they thought that all approaches to writing overlap and complete deficiencies of each other.

**Q10.** In your opinion, how can your students improve their writing performance?

<b>Ways for writing practice</b>	<b>Numbers of participants</b>	<b>Percentage</b>
a- Through practicing writing	1	16.67%
b- Through getting continuous feedback on their writing	1	16.67%
c- Through reading in the foreign language	1	16.67%
d- Through all of them	5	83.33%
e- None of them	0	0%

**Table14: The Improvement of the Writing Performance**

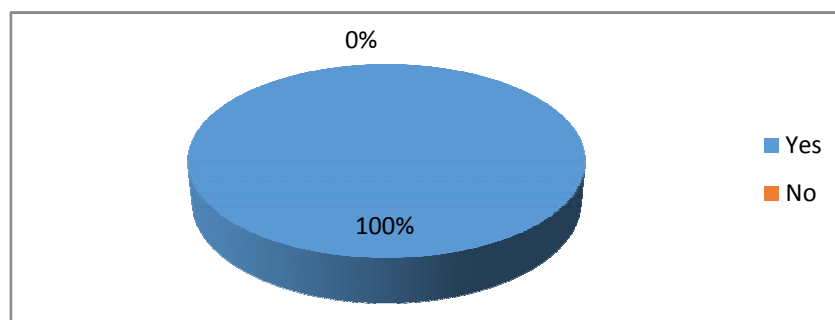
As illustrated in the table (14) that the majority of respondent teachers (83.33%) declared that the improvement of EFL students writing performance depends on exploiting all the mentioned practices of writing which are through practicing writing , through getting continuous feedback on their writing , and through reading in the foreign language. While, a small minority of the surveyed teachers (16.67%) reported that students writing performance may be developed just through practicing writing in the foreign language. Equally, another small minority of respondents (16.67%) considered that students should read in the foreign language in order to improve their writing performance. while, similarly the rest minority of participants (16.67%) claimed that through getting a constant feedback on their writing may contribute to the development of students' writing performance in the foreign language. Whereas, none of the requested teachers denied the utility and the role of those practices on the improvement of students writing performance

Basing on the results collected through the question (10), most of the surveyed teachers believed that all those practices of writing might foster the students' writing performance whenever they were practiced simultaneously. Because, each one of those practices deals with a specific side of the writing performance and the combination of them may have vital effect on the writing performance of students.

**Q11.** Do you think that reading and writing skills are interrelated?

Options	Yes	No	Total
Number of participants	6	0	6
Percentage	100%	0%	100

**Table15: The Teachers' Perception of Reading-Writing Interrelation**



**Graph 08: The Teachers' Perception of Reading-Writing Interrelation**

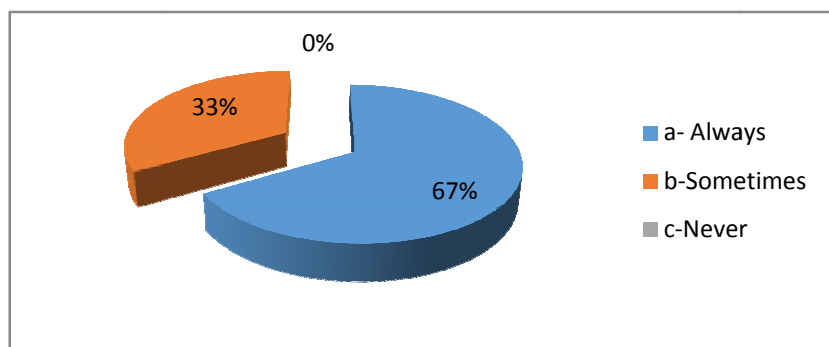
Through the above table (15), it is illustrated that all the participant teachers (100%) deemed that there is interrelationship between those language skills. Subsequently, basing on teachers' claims, it is inferable that the EFL teachers believed that writing and reading are a complementary to each other. Because reading in foreign language may enable students to widen their knowledge of the linguistics features of the foreign language through learning new vocabulary, constructions, and expressions, which they will exploit to develop and sustain their writing. Besides, it can be deduced that the mastery of writing skill occupies great concern in the foreign language teaching practices.

**Q12.** How often do you support the relation between reading and writing during the language courses?

Options	Number of participants	Percentage
a- Always	4	66.67%
b-Sometimes	2	33.33%
c-Never	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table16: Rate of Supporting the Reading–Writing Relationship**





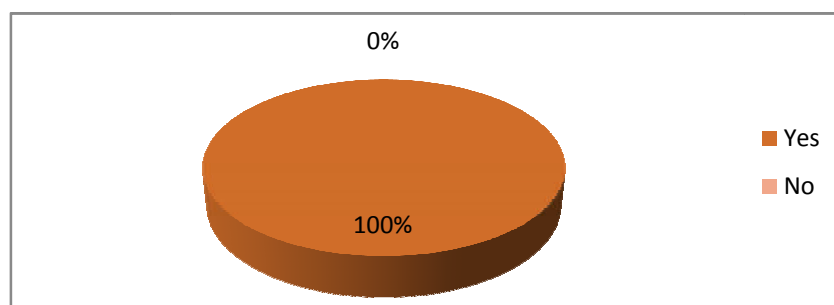
**Graph09: Rate of Supporting the Reading–Writing Relationship**

The question item (12) targeted to examine the frequency of supporting reading-writing relationship among the written expression teachers. The results presented in the table (16) displayed that (66.67%) of the respondent teachers reported that they always support the reading-writing relationship during the session of written expression while (33.33%) illuminated that they sometimes sustain the relation between writing and reading. Whereas, none of the participant teachers asserted that they never or rarely support that relation. Thus, it is remarkable that most of EFL teachers of written expression module did and still doing their best to keep the basics foreign language learning , and it can be also deduced that most of them eventually devoted great deal of their time and efforts to cement the writing-reading relationship.

**Q13.** Do you think that reading authentic texts would influence your students’ writing skill positively?

Options	Yes	No	Total
Number of participants	6	0	6
Percentage	100%	0	100%

**Table17: The Teachers’ Conventions about the Influence of Authentic Texts Reading**



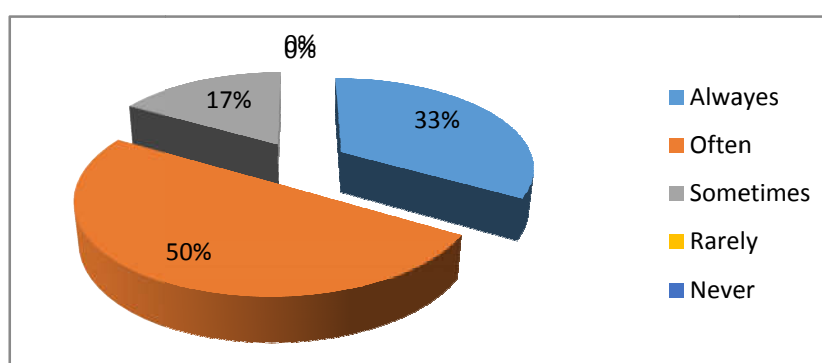
**Graph10: The Teachers’ Conventions about the Influence of Authentic Texts Reading**

The question item (13) initially aimed to scrutinize teachers' attitudes or conventions about the influence of reading authentic texts on students' writing skill. Accordingly, as demonstrated in the table (17) is that all the surveyed teacher claimed that they do believe that the reading of those real texts may influence their students' writing skills positively. As deduction, the teachers' answers reveal that they are convinced that the reading of those texts has integral role in the foreign language learning as whole, and it is vital to the writing skill in particular. Because, the reading of those texts may avail students' with the opportunity of getting exposed to this affluent real language, which may contribute to the enhancement of their writing skill, or raise their awareness of the linguistic and cultural characteristics of the foreign language.

**Q14.** To which extent are authentic texts incorporated in the writing classes?

Options	Number of participants	Percentage%
a. Always	2	33.33%
b. Often	3	50%
d. Sometimes	1	16.67%
c. Rarely	0	0%
e. Never	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table18: The Extent of Authentic Texts Incorporation in the Writing Classes**



**Graph11: The Extent of Authentic Texts Incorporation in the Writing Classes**

It is illustrated in the table (18) that the majority of surveyed teachers (50%) claimed that they often integrate those authentic texts in their classes, which reflects that those teachers are aware of their utility in the EFL classrooms, or that those teachers have recognised the effective ways of exploiting those texts. Whereas, (33.33%) of the respondents teachers

asserted that they always use those texts which can be deduced is that these teachers as consider authentic texts as alternatives language input to the traditional instructional materials. In addition, one of the respondents (16.67%) stated that sometimes he/she include those authentic texts. which can be inferred that this teacher use authentic texts to complete deficiency in the traditional instructional input. At last, it worth pointing out that none of the respondent teachers claimed they did not use those authentic texts at all.

**Q15.** In order to maximize the efficacy and the utility of the incorporated authentic texts in your class

Options	Number of participants	Percentage%
a. you present relevant texts to your students interests and requirements	6	100%
b. you ask your students to read authentic texts extensively in class or at home	6	100%
d. You pose them to summarize or paraphrase the texts' main ideas	6	100%
c. you investigate the authentic texts from your students opinions	2	33.33%
e. you ask your students to guess the native writer's characteristics depending on the given text	2	33.33%

**Table19: The Efficacy and Utility of Incorporated Authentic Texts**

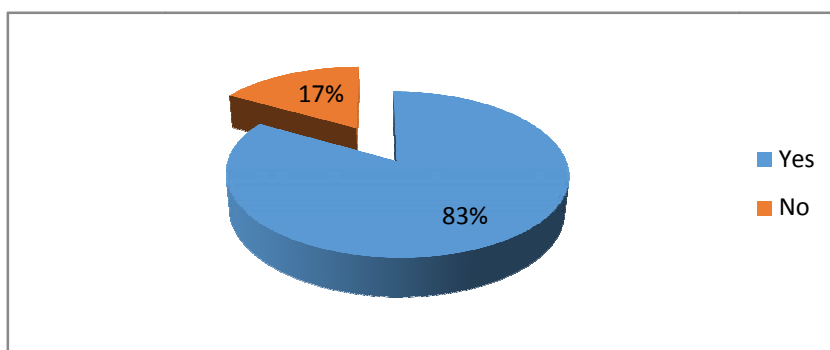
The question (15) it deserved to scrutinize the main ways to maximize the efficacy and the utility of the incorporated authentic texts in their classes. Accordingly, the results in table (19) illustrated that all the respondent students (100%) reported that they usually present relevant texts to your students' interest and requirements in order to maximize the efficacy of the incorporated authentic texts in their classes. Equally, (100%) of participant teachers claimed that for the purpose of increasing the utility of the incorporated authentic texts in their classes, they often ask their students to read authentic texts extensively in class or at home. Similarly, (100%) of the surveyed teachers asserted that they pose their students to summarize or paraphrase the authentic texts' main ideas. Whereas, (33.33%) of the requested teachers revealed that they present authentic texts in their classes to be investigated from their students' opinions in order to extend the interest of those texts in the language classes.

Moreover, (33.33%) of the respondent teachers claimed that in order to exploit the utility of those texts and maximize their efficacy, they tend to invite their students to guess the native writer’s characteristics depending on the given text. Subsequently, it is deducible that EFL teachers of written expression have recourse to different ways and methods in order to maximize the utility and efficacy of those texts in their classes.

**Q16.** In your experience, does the reading instruction in your students’ programme have drawbacks on their writing performance?

Options	Yes	No	Total
Number of Participants	5	1	6
Percentage	83.33%	16.67%	100%

**Table20: Teachers’ Perceptions to the Lack of Reading Instruction**



**Graph12: Teachers’ Perceptions to the Lack of Reading Instruction**

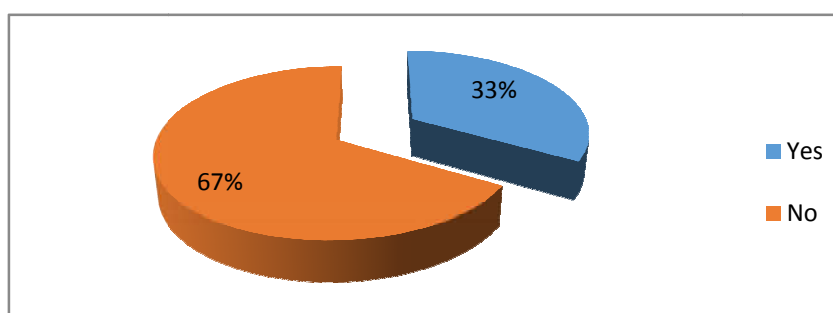
The question (16) sought to highlights the teachers’ perception of the lack of reading instruction. It is noticeable that in the table (16) that (83.33%) of the surveyed teachers answered ‘yes’ which means that they considers the lack of instructions of reading in students programmes as problems or deficiency that should tackled because as mentioned above that there great association between writing and reading skills that contribute to the development of language skills. Whereas, (16.67%) of the participant teachers who answered No because they considered that the lack of reading instruction in their students’ programmes did not influence students performance in writing negatively, or causes any drawbacks in the language learning.

#### Section Four: Opinionnaire

**Q17.** Do you find that the questions of this questionnaire ambiguous or need reformulation?

Options	Yes	No	Total
Number of participants	2	4	6
Percentage	33.33%	66.67%	100%

**Table 21: Clarty of Questions**



**Graph13: Clarity of Questions**

Regarding this last question, (33.33%) the respondent teachers answered 'yes' while the (66.67%) of participant teachers answered 'no'. Which can be deduced is that some questions was unclear and need reformulation, or in regard of the others teachers who claimed that they did not face any when answering this questionnaires.

**Q17.1.** If 'yes' explain why, please?

Referring to this question which is a completion to question (17), the half of respondents who answered 'yes' explained that the question number (4) need to be reformulated again.

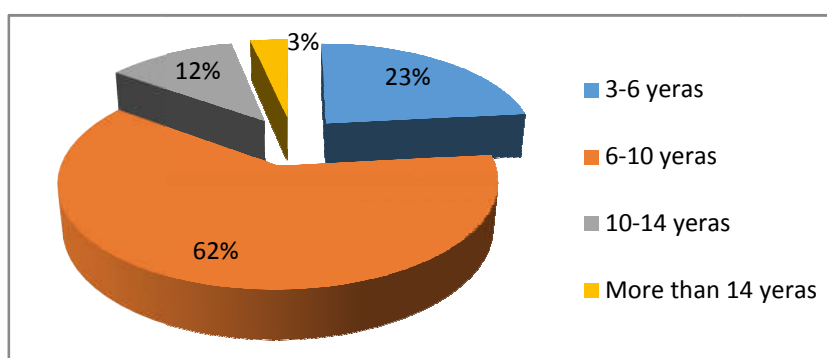
## 5.2. Results Analysis of the Students' Questionnaire

### Section One: General Information

Q1. How many years have been interesting to learn English language?

N of years	3-6yeras	6-10	10-14	More than 14 years	Total
N of participants	14	37	7	2	60
Percentage	23.33%	61.67%	11.67%	3.33%	100%

**Table22: Students' Interest in Learning English**



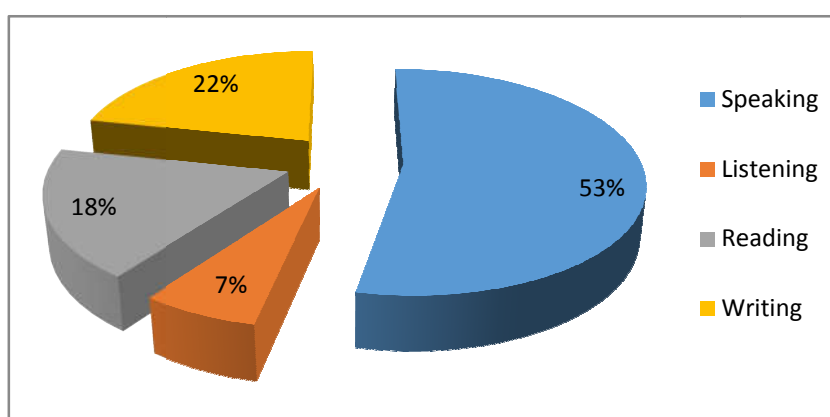
**Graph14: Students' Interest in Learning English**

Table (2) displays that the most respondents (61.67%) have been interesting to learn English language for ten years, which signifies that exactly from the first year, they begin to study English language at the middle school. While (23.33%) of the rest respondents have been interesting to learn it for three (3) or less than six (6) years, especially when they specialized in learning English language at university. Whereas, (11.67%) of the surveyed students asserted that they get concerned to learn for more than ten years which may mean they were trying to learn the language for other purpose than just learning. Lastly, a small minority of the students (3.33%) reported that they were interested to learn this foreign language for more than fourteen.

**Q2.** Which one of the following skills that are you interested to develop first of all?

Skills	Number of students	Percentage
a. Speaking	32	53.33%
b. Listening	4	6.67%
c. Reading	11	18.33%
d. Writing	13	21.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table23: Learners ‘Priority to the Language Skills Development**



**Graph15: Learners ‘Priority to the Language Skills Development**

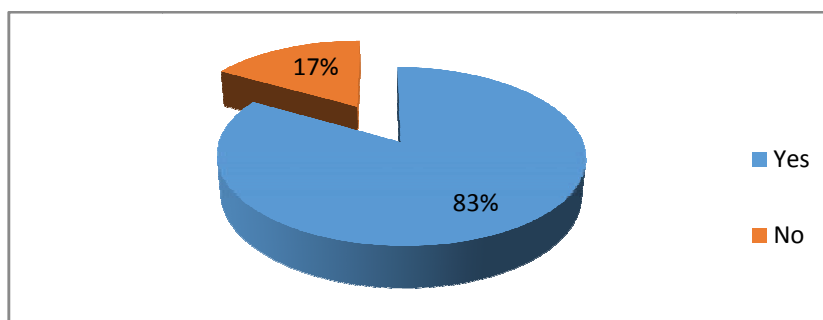
Though all the language skills are equally important to master, most of the students questioned seemed to focus more on the productive skills of the foreign language. The majority of the surveyed students representing (35.33%) claimed that they were interested to develop the speaking skill than to the rest skills. Other respondents representing (21.67%) asserted that the writing skill development is of their main concern while (18.33%) of students answered that they are concerned to foster their reading skill. The rest minority of students (6.67%) reported that listening skill is the chief one they are trying to improve. Whereas, some students ticked two skills or more simultaneously, which means that they are trying to balance between these all skills, but the present question did not enquire them to tick more than one. Subsequently, students ‘answers revealed that most respondent students consider speaking as the first language skill that should be mastered. Which reflects the influence of audio-lingual movements in most EFL classrooms, and the teachers’ tendency towards the development of students’ oral communicative competence rather than other skills, whereas the writing is classified as secondary skill that receive less appreciation in English language learning.

*Section Two: Authentic Texts and Written Expression Session*

**Q3.**In the writing class, do you prefer the teacher who uses authentic texts rather other traditional materials

Options	Yes	No	Total
Number of participants	50	10	60
Percentage	83.33%	16.67%	100%

**Table24: Students’ Opinions about the Use of Authentic Texts**



**Graph16: Students’ Opinions about the Use of Authentic Texts**

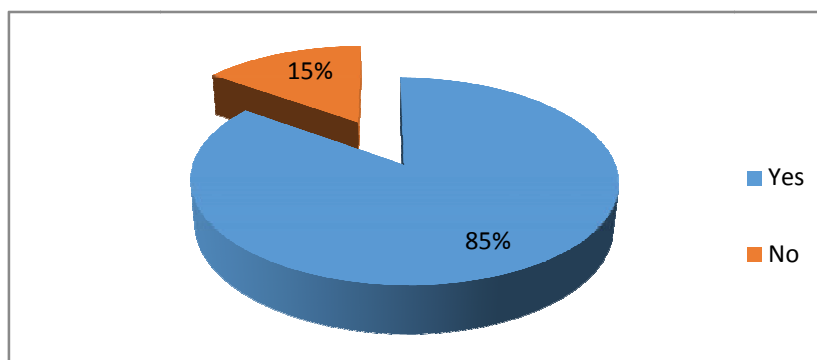
Table (24) denotes that the participant students’ perceptions concerning their teachers’ use of authentic texts instead of using other traditional materials differs unequally. Since, (83.33%) of the respondent students reported that they do prefer the teacher who used such texts instead of others while (16.67%) of participant students asserted that they did not favour teachers who use those authentic texts instead of the traditional ones. Considering the results or response to this question, it can be deduced the majority of participant students seems to positive attitude towards their teachers of written expression, especially the ones who usually introduce

**Q4.** From your perspective and experience, do you think that authentic texts are effective for the writing classes at the university level course?

Options	Yes	No	Total
Number of participants	51	9	60
Percentage	85%	15%	100%

**Table25: Effectiveness of Authentic Texts in the Writing Classes**





**Graph17: Effectiveness of Authentic Texts in the Writing Classes**

It is illustrated in the table (25) that (85%) of the respondent students answered with yes, they do think that authentic texts can so beneficial if they are introduced in the writing classes for several reasons in writing. (15%) of the participant students revealed that they consider authentic texts has no effect on their writing performance because of diverse causes.

**Q4.1.** If 'yes', explain why, please?

For answering this sub-questions that is targeted to complete the above question, students stated the following

- I get highly motivated whenever authentic texts are introduced in the language classroom
- I think that authentic texts may help me be exposed to language as used in real life
- Those texts make me get used to read other authentic texts, even outside the class

**Q4.2.** If 'no', explain why, please?

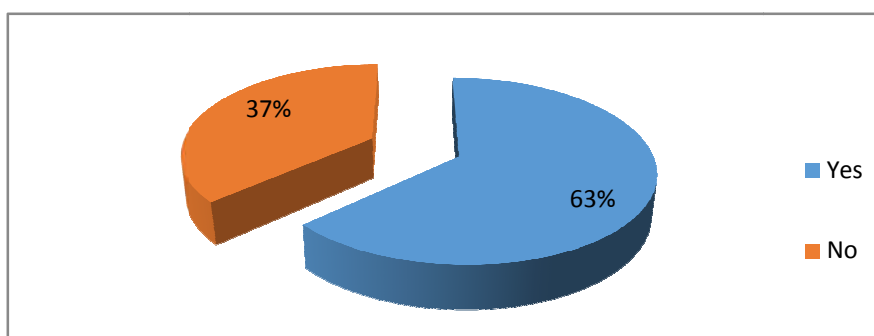
Students explain their choice (no) in the previous questions as follow

- I feel frustrated, de-motivated whenever authentic texts are presented in class
- I find such texts culturally inappropriate, and I am not familiar with such texts
- I think that those texts are contain difficult language in terms of vocabulary, complex sentences structures.

**Q5.** Does your teacher in the class less frequently use authentic texts than other written materials?

Options	Yes	No	Total
Number of participants	38	22	60
Percentage	63.33%	36.67%	100%

**Table26: The Use of Authentic Texts in the Language Class**



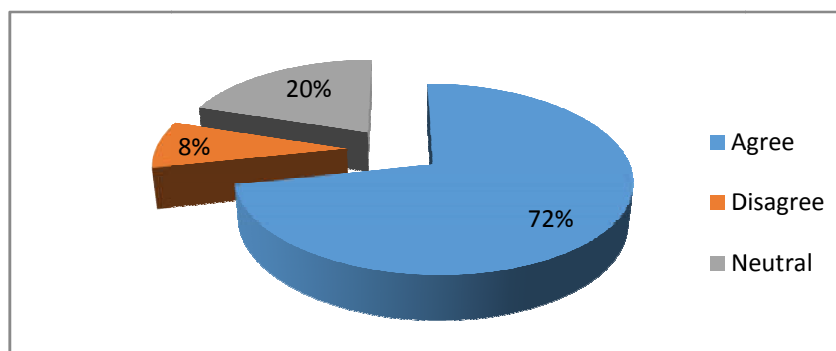
**Graph18: The Use of Authentic Texts in the Language Class**

The above table (26) discloses that to what extent did the language teachers use authentic texts in the language classes depending on EFL students' claims. The majority of participant students (63.33%) asserted that their teachers frequently introduce authentic texts in language classes. Whereas, (36.67%) the rest group of the surveyed students claimed that their teachers did not present those kinds of texts extensively. Subsequently, it is remarkable that none of the surveyed students declared that their teachers did not use authentic texts definitely, but their answers differ concerning the extent of those texts use. In addition, it can be deduced that authentic texts are presented in several classes but with diverse degrees.

**Q6.** In recent days, you prefer to use the online journals, newsletter, articles or real life stories because such texts increase your familiarity with the use of authentic languages structures in their original contexts?

Options	Number of participants	Percentage
<b>a. Agree</b>	43	71.67%
<b>b. Disagree</b>	5	8.33%
<b>c. Neutral</b>	12	20%
<b>Total</b>	60	100%

**Table27: Students' Familiarity with the Use of Authentic Languages Texts**



**Graph19: Students' Familiarity with the Use of Authentic Languages Texts**

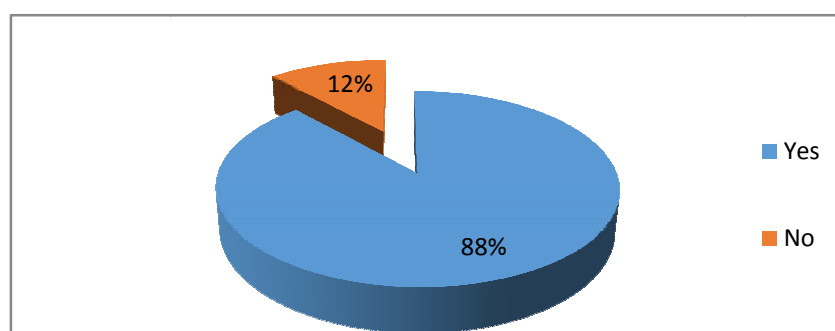
As illuminated in the table (27) that a large majority of the respondents (71.67%) agreed with the suggested idea above which means that they experience the same thing. Whereas, a small minority of the participants students (8.33%) disagreed with the suggestion above. so it can be deduced that those students did not use those modern means of communication for the same purposes. In addition, (20%) of the students showed no tendency to both of options concerning this issue and they preferred to be neutral may be for personal reasons or other reasons.

***Section Three: Writing Skill***

**Q7.** Do you find the written expression module interesting?

Options	Yes	No	Total
Number of participants	53	7	60
Percentage	88.33%	11.67%	100%

**Table28: Written Expression Module**



**Graph20: Written Expression Module**

The above question (7) targeted to scrutinize the students' attitudes towards the written expression module. It is illustrated in the table (7) that the majority of surveyed students (88.33%) claimed that they find the written expression module interesting. Whereas, the rest

minority of participant students (11.67%) asserted that they did not find the written expression module interesting. Subsequently, EFL students differ in their opinions towards the written expression module because of several reasons that are presented in the following questions' answers.

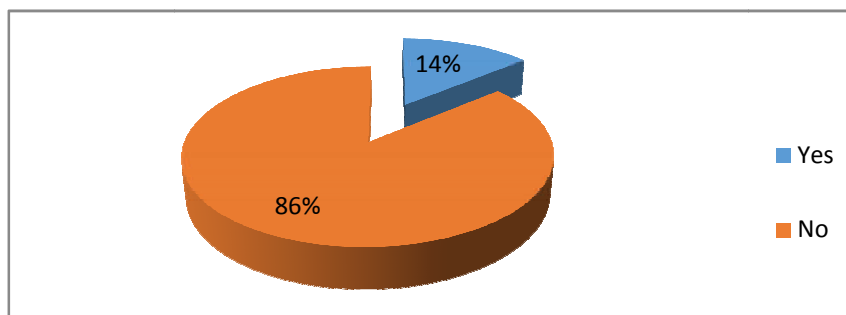
**Q7.1.** If 'No', explain why, please?

- it is not beneficial
- it is boring session , I hate written expression session
- It is boring because our teachers make it seems useless
- Because it does not help us to deal with our deficiencies in writing.

**Q8.** Is writing an easy task to manage?

Options	Yes	No	Total
Number of participants	31	29	60
Percentage	51.67%	48.33%	100%

**Table29: Writing Task Management**



**Graph21: Writing Task Management**

The table (26) attempted to ascertain whether the surveyed students consider the writing process as difficult task to manage or not .as the results illustrates, the majority of students representing (51.67%) reported that they consider the writing as an easy task to manage. Whereas, (48.33%) reported that the writing in the foreign language is not an easy task to manage. Consequently, the results illustrates that EFL students find the writing odorous because of the following causes that they have provided as answers to the below sub-question.

**Q8.1.** If ‘No’, Justify your choice, please?

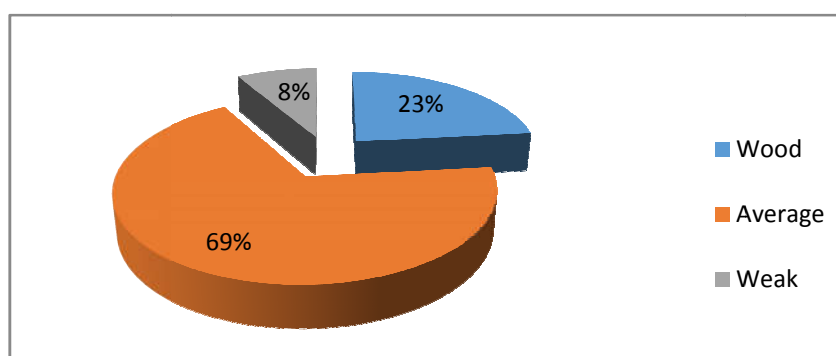
This sub-question is completion to question (8). Students justified their answer ‘No’ in the following.

- It is demotivating experience that may associated with a sense of frustration and failure.
- It demands of the students to knowledgeable in to manage this task.
- It demands of the students be aware of the linguistic knowledge.
- They have imperfect level of understanding.
- They are unacquainted with different styles.

**Q9.** How do you consider your level in writing (according to your marks)?

Students' level	Number of participants	Percentage
a- Good	14	23.33%
b- Average	41	68.33%
c- Weak	5	8.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table30: Students' Consideration of Their Levels in Writing**



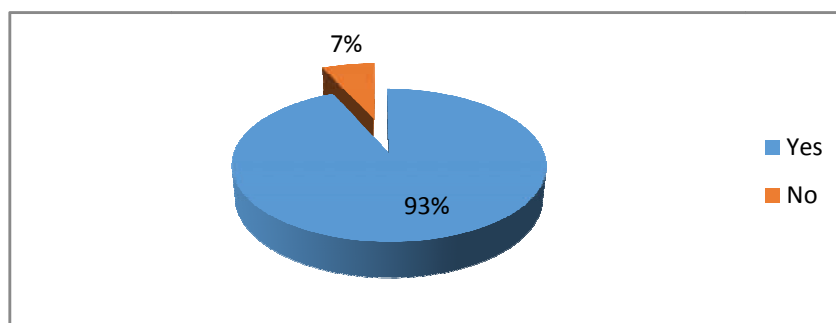
**Graph22: Students' Consideration of Their Levels in Writing**

This question (9) purpose is to identify the surveyed students' evaluation of their writing performance level. Among three choices,(23.33%)of the respondents reported that their level in writing as good while (68.33%)of the respondents thought that they have an average level in writing .lastly ,the rest minority representing (8.33%)claimed that they consider their level in writing as weak. Consequently, according to students' claims, it can be deduced that the most EFL students have an average level in foreign langue writing.

**Q10.** Is writing a necessary skill for you to develop?

Options	Yes	No	Total
Number of participants	56	4	60
Percentage	93.33%	6.67%	100%

**Table31: The Necessity of the Writing Skill Development**



**Graph23: The Necessity of the Writing Skill Development**

The above table (31) the results showed that the majority of respondent students (93.33%) asserted that they consider the writing skill as significant skill that are interested to develop. Whereas, a small minority of the respondent students (6.67%) revealed that they did not believe that writing skill as necessary skill to master. So, It can be assumed that most EFL students place great emphasis on developing the writing skill for several reasons.

**Q10.1.** If, yes, explain why?

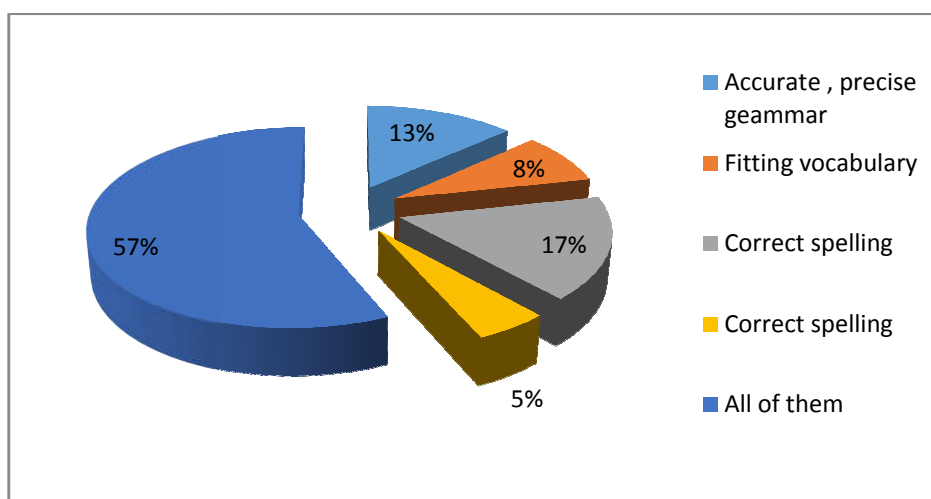
This sub-question aimed to provide completion to the previous one; in which the students provide justifications to their answers of (10) those explanations were as follow:

- It is essential skill to develop and which may perform well in exams and achieve good grades
- the development of this skill is essential for further academic achievements in the future
- all the language learners need to skilful in writing
- being able to write competently in the language may allow me to communicate my ideas
- without the mastery of writing skill, anyone may face multi-difficulties in language learning

Q11. Better performance in writing could depend on

Options	Number of participants	Percentage
a. Accurate, precise grammar	8	13.33%
b. Fitting vocabulary	5	8.33%
c. Well-organized Ideas	10	16.67%
d. Correct spelling	3	5%
e. All of them	34	56.67%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table32: Aspects of Better Performance in Writing**



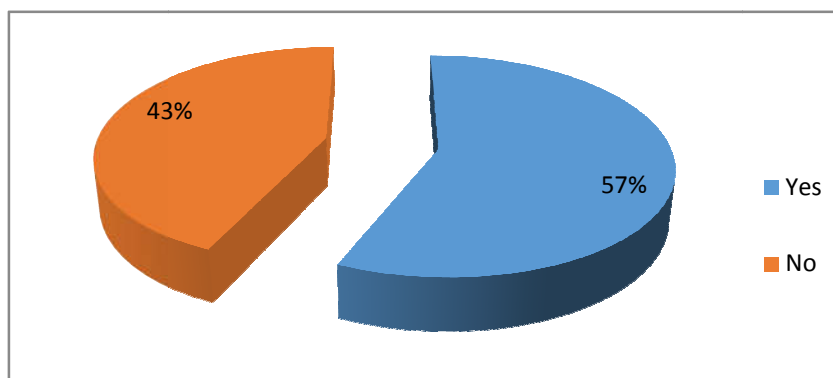
**Graph24: Aspects of Better Performance in Writing**

It is illustrated through this table (32) that (13.33%) of the surveyed students asserted that they consider better performance in writing basically depends on being able to write accurately and use precise grammar. Whereas, (8.33%) of the participant students claimed that good writing relate the incorporation of fitting vocabulary while (16.67%) of the students reported that well-organized ideas the central pillar of good performance in writing. In addition, (5%) of participant students considers correct spelling of words is the essential thing that better performance in writing depend on it. At last, (56.67%) of respondent students claimed that good performance depends on all of them. Consequently, the majority of students are aware of the essential basics of good performance in writing

**Q12.** While writing, in order to finish the assignment, do you follow the main stages such as prewriting, drafting, revising and so on?

Options	Yes	No	Total
Number of participants	34	26	60
Percentage	56.66%	43.33%	100%

**Table33: Main Employed Stage of Writing**



**Graph25: Main Employed Stage of Writing**

The table (33) above included the following results which are that(56.67%) of the surveyed students claimed that they usually follow the main stages of writing in order to accomplish any assignment writing. Whereas,( 43.33%) of students disclosed that they did not follow those main stages in writing .so, these results may be considered as the intial causes that justify the students bad performance in writing.

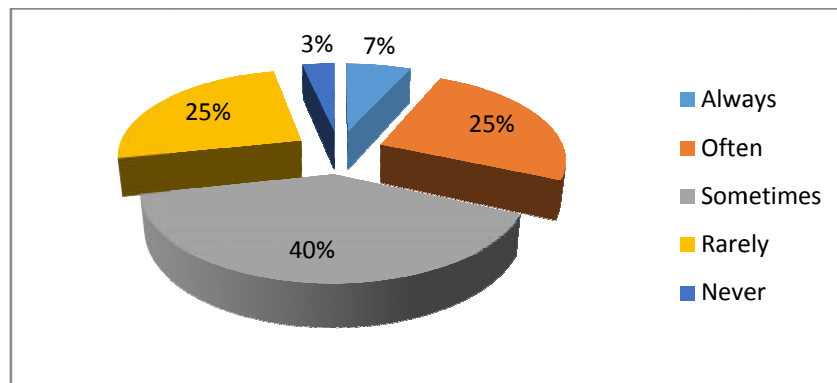
#### ***Section Four: Writing-Reading Relationship***

**Q13.** How often do you read and write in English language?

Options	Number of participants	Percentage
a. Always	4	6.67%
b. Often	15	25%
d. Sometimes	24	40%
c. Rarely	15	25%
e. Never	2	3.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table34: Frequency of Reading and Writing in English Language**





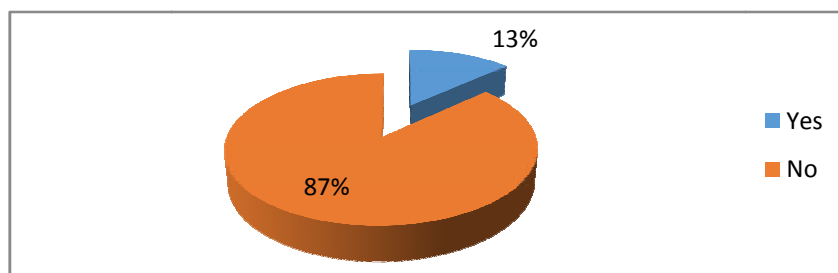
**Graph26: Frequency of Reading and Writing in English Language**

Through this table (31), the results disclose that there is a considerable deficiency in reading and writing habits among the EFL students of third year LMD. Since a small minority of the respondents (6.67%) reported that, they always read and write in English. Nevertheless, the majority of the respondents (40%) asserted that they sometimes read and write in English while (25%) of the surveyed students claimed that they often read and write in English language. Whereas, the rest minority of the students (25%) revealed that they rarely read or write in English. In addition, almost (3.33%) of the students answered that they never read or write in the foreign language they are learning which reflects a contradiction to their factual situation. Therefore, these results may also reveal that the EFL students receive frail stimulus to read in the foreign language because they initially face a several difficulties whenever they came to read in English such the complexity of the authentic texts language that prohibit them from enjoying the reading experience. Moreover, in most of EFL classroom, in fact, the language teachers does not place a great emphasis on extending students reading practice in the foreign language and most of them showed reluctance towards incorporating authentic texts in their classes to be read. Thus, the students' deficiency in FL reading may be considered as result of EFL classroom practices.

**Q14.** Do your teachers ask you to read authentic texts during the written expression session?

Options	Yes	No	Total
Number of participants	29	31	60
Percentage	48.33%	51.67%	100%

**Table35: Reading Authentic Texts**



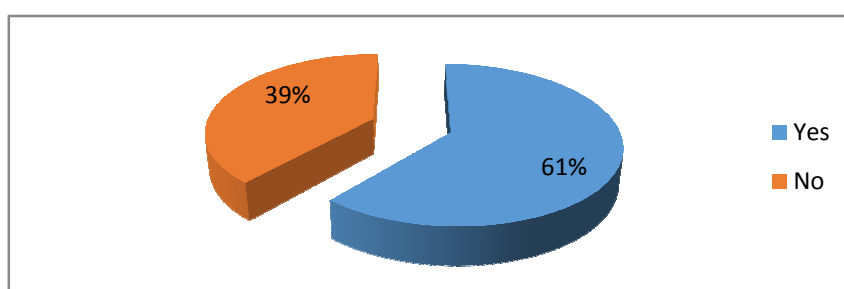
**Graph27: Reading Authentic Texts**

It is illustrated table (35) that (48.33%) of the respondent students answered ‘yes’ that their teachers usually ask them to read authentic texts in the written expression session. Whereas, (51.67%) of the students revealed that their teachers did not ask them to read authentic texts during the written expression module. Subsequently, it can be deduced that in most EFL classrooms, especially during the written expression module, EFL teachers introduce authentic texts in their classes, but a large number of them did not pose their students to read those texts which may influence their students reading negatively. Because, of the lack of reading practice in the language classrooms may have its effects on students even outside it.

**Q15.** Do you often answer those texts’ comprehension questions?

Options	Yes	No	Total
Number of participants	35	22	60
Percentage	58.33%	36.67%	100%

**Table36: The Texts ‘Comprehension Questions**



**Table28: The Texts ‘Comprehension Questions**

The question (15) targeted to scrutinize if students answer the comprehension questions that is usually teachers ask about the presented texts. The results in the table (36) illustrated that (58.33%) claimed that their teachers ask them comprehension question about the authentic text presented in class and they did answer. Whereas, (36.67%) asserted that they did not

answer comprehension questions of authentic texts. It can be deduced from the results in the table above that the majority of surveyed students did not answer those questions because of the following causes

**Q15.1.** If ‘No’, explain why, please?

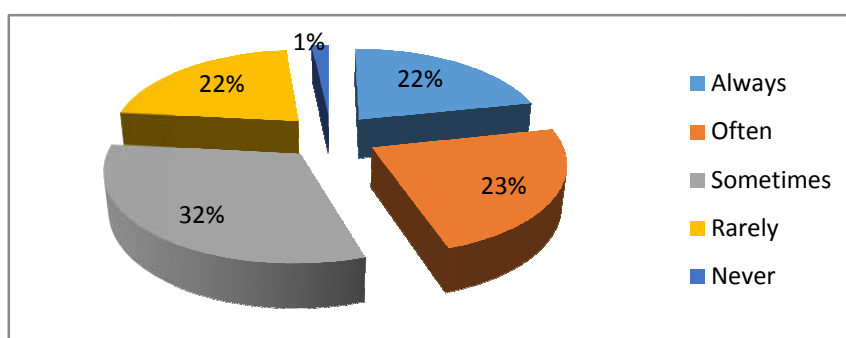
This question targeted to disclose the main reasons that hinder students from answering authentic texts’ comprehension questions. so students’ explanation was as follow

- Because of the time allotted for written expression is insufficient
- Because our teachers did not pose these kinds of question about the texts

**Q16.** How often do you read about the topic before you write your assignment?

Options	Number of participants	Percentage%
a. Always	13	21.67%
b. Often	14	23.33%
d. Sometimes	19	31.67%
c. Rarely	13	21.67%
e. Never	1	1.66%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table37: Frequency of Reading about the Topic of the Assignment**



**Graph29: Frequency of Reading about the Topic of the Assignment**

The above question (16) basic aim is to reveal the frequency of students reading he topic of assignment. Accordingly, the table (37) presented the results of this question, which demonstrated that, the majority of respondent students (31.67%) claimed that they sometimes read about the topic that they are going to write about it. Whereas (14%) of the participant

students asserted that they often read before they write any assignment while (21.67%) reported that they always read about the topic the writing assignment. Similarly,(21.67%) of the respondent students disclosed that they rarely read before they begin to write about the same topic. However, (1.66%) of the respondent students revealed that he/she never about the topic that he /she going to write about it in the writing assignment.

So, based on these claims, it is remarkable that most of EFL students have the habit of reading about the topic that they are going to write about it because of several reasons that are stated as answers to the following question.

**Q17.** For which reasons, do you usually read before you begin to write your assignment?

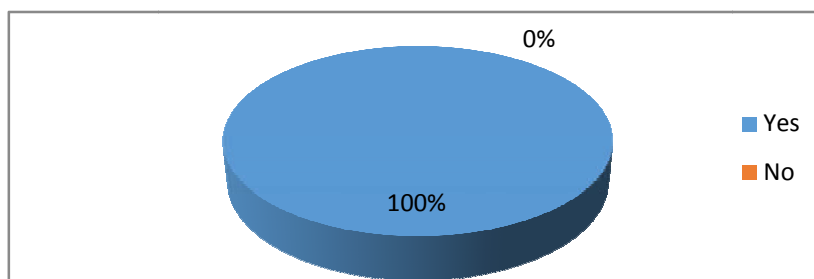
Many of the surveyed students (26.67%) did not provide any answer to this question. Whereas; the majority of participant students (73.33%) provided the following answers as the main reason for their reading before writing.

- To gather more information, statistics, or further details about the topic, generate building ideas (thoughts) in order to sustain their writing performance
- To Collect more information about the topic, especially when the topic is anonymous
- I read before writing to have a prior view over the subject matter of writing, to write accurately and adequately.
- I read to recognize the other writers’ opinions about the topic, or to reformulate the other writer ideas
- To generating ideas, learn some linguistic structures, and be familiar with the topic in order to sustain my writing and make this process easier
- Because reading before writing, helps me to sequence my ideas rationally, and to write precisely and concisely (to achieve cohesion and coherence) in my piece of writing
- Because reading contribute to deepen our understanding of the topic and unable us to consider

**Q18.** In your opinion, does reading contribute to your writing skill development?

Options	Yes	No	Total
Number of participants	60	0	60
Percentage	100%	0%	100%

**Tab38: The Contribution of Reading to the Writing Skill Development**



**Graph30: The Contribution of Reading to the Writing Skill Development**

As illustrated in the table (38) that all the surveyed students (100%) believed the reading skill contribute to their writing skill development. Thus, it can be deduced that most of EFL students are aware of the utility of reading and its role in developing their writing performance

**Q18.1.** Justify your choice, please?

Since this sub-questions targeted to disclose the main reasons students read, the following claims presents the students' justification for their choice in the previous main question (18).

- It contributes by providing you with vocabulary
- It helps me to learn the language (Grammatical) structures
- It provide me with building thoughts

**Conclusion:**

The present chapter has embodied the practical part in this study. This chapter chiefly presents the main features of the research methodology of this research

Basically, one data collection method was used to gather data from the perspective of EFL students and the written expression teachers. The obtained data were analysed descriptively, discussed under each table. Moreover, this chapter is essentially intended to validate the the research main hypothesis that was proposed at the outset of this study. The findings showed that despite most undergraduate students found positive side in those authentic texts; also, they face some difficulties in using them. Additionally, regarding teachers' questionnaire, what emerges from the analysis of the teachers' responses revealed their support to integrate authentic texts in the written expression modules. At last, it can be deduced that the chapter eventually reported a results of this study.

# **General conclusion**

## **General Conclusion:**

The present study was an attempt to investigate the relationship that exists between the exploitation of authentic texts in the language classroom and the development of EFL learners' writing skill. Moreover, it tried to scrutinize teachers' attitudes toward the use of authentic texts in enhancing their students' writing skill. The main objective was to demonstrate how authentic texts could be successfully used in the EFL classroom to enhance EFL learners' writing skill.

Under the main title of this study 'the role of using authentic texts to enhance EFL learners' writing skill'. The present study was divided into three main chapters.

The first chapter was devoted to raise EFL practitioners' awareness of authentic texts significance in foreign language teaching. Then, it essayed to present cultural products as the most indispensable sources of authentic texts. Besides it focused on the potential advantages and disadvantages of incorporating authentic texts in language instruction, it also highlighted the teachers' attitudes towards authentic texts and EFL learners' difficulties while. Finally, the chapter one also included a preliminary element to chapter two that is the relation between authentic approach to language education and development of EFL learners' literacy skills.

The second chapter was essentially focused on presenting a general overview on the writing skill in EFL classroom. At first, this chapter attempted to trace the status of the writing in EFL classroom from different writers' perspectives, and the relation between writing and reading and authentic texts. Then, several approaches to teaching writing were addressed.

In chapter three, the practical part, two questionnaires have been used as data gathering tool in order to validate the research hypothesis. The first questionnaire was designed and distributed to EFL third year students from the University of Biskra. The second questionnaire was for teachers of written expression. The findings showed that despite most undergraduate students found positive side in those authentic texts; also, they face some difficulties in using them. Additionally, regarding teachers' questionnaire, what emerges from the analysis of the teachers' responses revealed their support to integrate authentic texts in the written expression modules. Consequently, it was deduced that Written Expression teachers were aware of the importance of using authentic texts in teaching writing. Since, the majority of these teachers reported that using authentic materials is actually a part of their teaching programmes.

To conclude , the main tackled points in this study is just one more demonstration that the easy accessible authentic texts that can be devoted for use the foreign language learning process and it can be exploited in different ways as long as the pedagogical use is concerned.

## **Recommendations**

Depending on the different literary reviews regarding authentic texts integration in the language lessons and its utility in the language classroom, and the emerged results from the analysis of collected data in the field work. The researcher suggested some recommendations

### **For teachers**

- Teacher should maximize their students' desire of acquaintance of authentic language. Since, in EFL classrooms, extensive exposure to authentic language would eventually compensate the flagrant lack of direct contact with NSs language and culture.
- Teachers are required to put more emphasis on reading authentic texts in and outside the classroom in order to develop learners' written production since the two skills are interrelated.
- Teachers should diversify their sources of language input in order to enable students to experience and discover the several usage of foreign language over a wide range of registers.
- When selecting authentic texts to be used in language classes, EFL teachers should take into account the diverse criteria of selection in order to accomplish the targeted achievements in language learning and teaching.
- Teachers should determine the aim of language teaching in relation to the needs and expectations of the students.
- The students' language proficiency, interests, levels etc should be taken into account in order not to bore students with inappropriate materials.
- EFL teachers should be convinced that authentic texts are not only tool for developing the four language skill of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

### **For students**

- It is felt necessary to EFL students to draw a distinction between the authentic texts and adapted texts, formal expressions and informal expressions.



- Students should tackle the learning process independently without waiting for their teachers' instruction or directions, especially when dealing with comprehensible authentic language input.
- Students should benefit from using the modern communication technologies such E-mail to practice English writing outside the classroom confines, create extra opportunities for foreign learning independently, and through which they may contribute to their levels developments in the foreign language learning as whole.

#### **For administration**

- Reading must be included as an independent module to ensure appropriate instruction of this neglected skill, rather than including it in a supplementary manner within written expression as the limited time devoted to this latter is initially insufficient.
- The introduction of reading module should happen at the level of first, second and third year curricula to alleviate the seriousness of low achievement among EFL students.

#### **For further research**

- Since the present study has tackled only one particular angle concerning the use of authentic texts in EFL classrooms and its utility in enhancing EFL learners' writing skill. Whereas, there still several elements that relate to authentic texts exploitation in EFL classrooms, and that need further investigation.

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# **Appendices**

## **Appendix A**

## **Teachers' Questionnaire**

*Dear Teacher,*

You are respectfully requested to fill in this questionnaire which is designed to gather your perspectives on the role of using authentic text to enhance the EFL learners' writing skill. Therefore, your answers and suggestions will be very helpful and useful.

Please, tick (√) the appropriate box (es) or give full answer(s) whenever it is necessary.

We would be so grateful to you for your devoted time and efforts.

### **Section One: General Information:**

**1)** How long have you been teaching writing expression at the university level?

.....Years

**2)** What is your professional degree of qualification?

- |             |                          |
|-------------|--------------------------|
| ❖ License   | <input type="checkbox"/> |
| ❖ Magistère | <input type="checkbox"/> |
| ❖ Master    | <input type="checkbox"/> |
| ❖ Doctorate | <input type="checkbox"/> |

**Section Two: Teachers' Perspectives about the Use Of Authentic Texts**

**In Writing Classes**

**Q3.** Do you prefer to integrate authentic texts in writing classes?

Yes  No

If "yes", you favour to use authentic texts in your classes because they

- a- Maximise exposure to real language
- b- Enhance the student writing skill
- c- Raise the students cultural awareness
- d- Help teachers to create a pleasant learning environment
- e- Fulfil the students' and the courses' Requirements
- f- Drive students' motivation in learning

If "No", you do not prefer to use authentic texts in your classes because

- a- They are time consuming
- b- They are difficult for students
- c- They cause Problems for teachers
- d- Syllabus constraints
- e- They are inappropriate culturally

**Q4.** At University level(s), should EFL teachers incorporate authentic texts in their classes?

Yes  No

**Q5.** What are the sources that you frequently use to collect authentic texts for your courses?

- a- Magazines and newspapers
- b- TV /videos and Radio
- c- Internet
- d- Books

**Q6.** What are the standards of selection do you follow when collecting your teaching materials?

- a- Students' language level
- b- The chosen text qualities
- c- Students ' interests and requirements
- d- Course objectives
- e- The cultural appropriateness of the chosen text

**Section Three: The Writing and Reading Skills Relationship**

**Q7.** How do you consider writing skill for EFL learners?

- a- Very significant
- b- Significant
- c- Not significant

**Q8.** Do you teach writing through implementing ?

- a- Genre approach
- b- Process approach
- c- Product approach
- d- Combination of them
- e- None of them

**Q9.** Would you explain the reasons behind your choice of the approach?

.....  
.....  
.....

**Q10.** In your opinion, how can your students improve their writing performance ?

- a- Through practicing writing
- b- Through getting continuous feedback on their writing
- c- Through reading in the foreign language
- d- Through all of them
- e- None of them

**Q11.** Do you think that reading and writing skills are interrelated?

Yes  No

**Q12.** How often do you support the relation between reading and writing during the language courses?

- a- Always
- b- Sometimes
- c- Never

**Q13.** Do you think that the reading of authentic texts would influence your students' writing skill positively?

Yes  No

**Q14.** To which extent are authentic texts incorporated in the writing classes?

- a. Always
- b. b. Often
- c. d. Sometimes
- d. c. Rarely
- e. e. Never

**Q15.** In order to maximize the efficacy and the utility of the incorporated authentic texts in your class

- a. you present relevant texts to your students interests and requirements
- b. you ask your students to read authentic texts extensively in class or at home
- d. You pose them to summarize or paraphrase the texts' main ideas
- c. you investigate the authentic texts from your students opinions
- e. you ask your students to guess the native writer's characteristics depending on the given text

**Q16.** In your experience, does the reading instruction in your students' programme have drawbacks on their writing performance?

- Yes  No

***Section Four: Opinionnaire***

**Q17.** Do you find that the questions of this questionnaire ambiguous or need reformulation?

- Yes  No

***Thanks for your help and collaboration***

## **Appendix B**



## **Third Year LMD Students' Questionnaire**

*Dear Student,*

You are respectfully requested to fill in this questionnaire which is designed to gather your perspectives on the role of using authentic text to enhance the EFL learners' writing skill (the case of the third year LMD level at the department of English University of Biskra). Therefore, your answers and suggestions will be very helpful and useful. Please, tick (✓) the appropriate box (es), or give a full answer (s) whenever it is necessary.

We would so grateful to you in advance for your time and efforts.

### **Section One: General Information**

**Q1.** How many years have you been interesting to learning English?

..... Years

**Q2.** Which one of the following skills that are you interested to develop first of all?

- |              |                          |
|--------------|--------------------------|
| a- Speaking  | <input type="checkbox"/> |
| b- Listening | <input type="checkbox"/> |
| c- Reading   | <input type="checkbox"/> |
| d- Writing   | <input type="checkbox"/> |

**Section Two: Authentic Texts And Written Expression Session**

Tomlinson (2004) defined authentic text as “a text which is not written or spoken for language-teaching purposes. A newspaper article, a rock song, a novel, a radio interview, instructions on how to play a game, and traditional fairy story are examples of authentic texts.”(p. ix )

**Q3.** In the writing class, do you prefer the teacher who uses authentic texts rather than other traditional materials?

Yes  No

**Q4.** From your perspective and experience, do you think authentic texts are effective for the writing classes at the university level course?

Yes  No

If ‘Yes’, explain why, please?

.....  
.....

If ‘No’, explain why, please?

.....  
.....

**Q5.** Does your teacher in the class less frequently use authentic texts than other written materials?

Yes  No

**Q6.** In recent days, you prefer to use the online journals, newsletter, articles or real life stories because such texts increase your familiarity with the use of language structures in their original contexts.

- a- Agree
- b- Disagree
- c- Neutral

**Section three: Writing Skill**

**Q7.** Do you find the Written Expression Module interesting?

- Yes  No

If 'No' explain why, please?

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**Q8.** Is writing an easy task to manage?

- Yes  No

If 'No', justify your choice, please?

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Q9. How do you consider your level in writing (according to your marks)?

- a- Good
- b- Average
- c- Weak

Q10. Is writing a necessary skill for you to develop?

- Yes
- No

If 'yes' explain why, please?

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Q11. Better performance in writing could depend on

- a. Accurate and precise grammar
- b. Fitting vocabulary
- c. Well-organized ideas
- d. Correct spelling
- e. All of them

Q12. While writing, in order to finish the writing assignment, do you follow the main stages such prewriting, drafting, revising and so on?

- Yes
- No

**Section Four: Reading-Writing Relationship**

Q13. How often do you read and write in English language?

- a- Always
- b- b. Often
- c- Sometimes
- d- Rarely
- e- Never

Q14. Do your teachers ask you to read authentic texts during the Written Expression Session?

Yes  No

Q15. Do you often answer those texts' comprehension questions?

Yes  No

If 'No', explain why, please?

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Q16. How often do you read about the topic before you write your assignment?

- a- Always
- b- Often
- c- Sometime
- d- Rarely
- e- Never

Q17. For which reasons, do you usually read before you begin to write your assignment?

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.....  
.....

Q18. In your opinion, does reading contribute to your writing skill development?

Yes            No     

Justify your choice, please?

.....  
.....  
.....

*Thanks for your help and collaboration*

## المخلص

في سياق تدريس اللغة الإنجليزية كلغة أجنبية، بقدر ما يعتبر إتقان مهارة الكتابة حاسما للتعلم المتقن للغة يتم الاعتراف على نطاق واسع بمدى أهمية استغلال النصوص الأصلية في اللغة الأجنبية لتلبية احتياجات طلاب اللغة الإنجليزية بشكل أفضل في التعلم هذه اللغة. وخلافا للمنهجيات التعليم التقليدية، دمج النصوص الأصلية في الدروس اللغة قد يوفر للطلاب اللغة الإنجليزية كلغة أجنبية الفرصة ليتعرضوا لأمثلة حقيقية من اللغة المكتوبة في مختلف الحالات مما قد يؤدي إلى تعزيز إنتاجهم في اللغة الأجنبية. و يبدو أن هذه الحجة الأخيرة قد حفزت العديد من مدرسي اللغة الإنجليزية على دمج النصوص الأصلية والاستفادة من خصائصها الإيجابية. وبالتالي فإن الهدف الأساسي من هذه الدراسة هو التحقق من دور استخدام النصوص الأصلية لتعزيز مهارة الكتابة لدى طلبة اللغة الإنجليزية وعلاوة على ذلك من خلال دراسة نوعية أجريت على طلاب السنة الثالثة في أقسام اللغة الانجليزية جامعة بسكرة والتي يهدف الباحث من خلالها زيادة التركيز على دمج اللغة المكتوبة الأصلية كمواد تعليمية فعالة في الفصول الدراسية للغة الإنجليزية ، بحيث يمكن للنصوص الأصلية أن تعزز أداء الكتابة لدى المتعلمين في اللغة الانجليزية وقد تزيد من تحصيلهم الدراسي ككل . من أجل تأكيد فرضية البحث تم جمع البيانات من خلال الاستبيان حيث تم توزيع استبيانين على ستين (60) طالبا وستة مدرسين في التعبير الكتابي للسنة الثالثة جامعي في أقسام اللغة الإنجليزية.

و من خلال تحليل النتائج التي تم الحصول عليها من المعالجة الشاملة وتفسير الاستبيان أن معظم الطلاب ومدرسي اللغة الإنجليزية مقتنعون بأن الاستخدام المكثف للنصوص الأصلية في الفصول الدراسية للغة الانجليزية يمكن أن يسهم في تطوير مهارة كتابة المتعلمين وتعزيز أدائهم في كتابة اللغة الاجنبية وزيادة فرص التعلم ومساندة مدرسي اللغة الإنجليزية، وإضافة إلى ذلك أظهرت النتائج أن دمج النصوص الأصلية يمكن أن يزيد من احتكاك الطلاب باللغة الأصلية الطبيعية . على ضوء هذه الدراسة، يمكن استنتاج أن الفرضية المذكورة سابقا برهنت وتحققت وقد تم إثبات فعليتها.

**الكلمات المفتاحية:** النصوص الأصلية، مهارة الكتابة، طلبة اللغة الإنجليزية ، أقسام اللغة الإنجليزية .