

***ARE YOU JOKING? I CAN'T EVEN WRITE A
SENTENCE: AN AUTHENTIC APPROACH
IN WRITING ACROSS BOARDERS IN NANTERRE UNIVERSITY
PARIS, FEB 19TH , 2014***



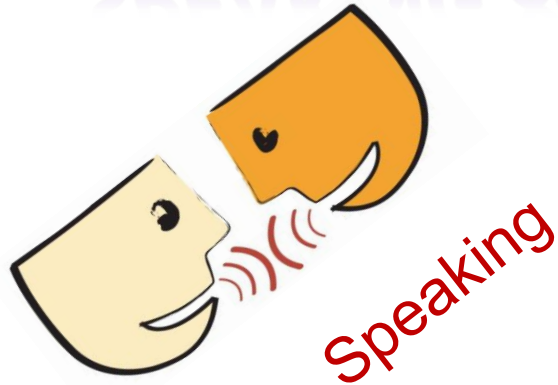
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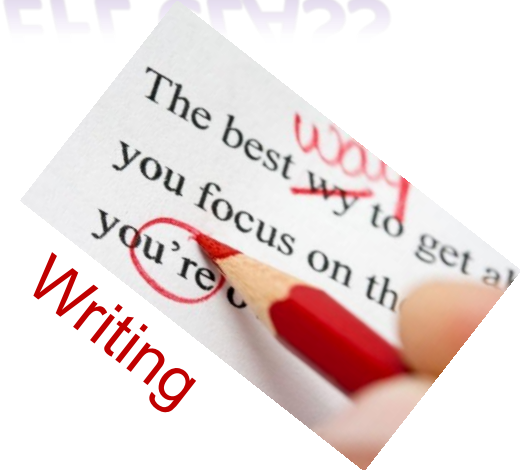
**Vous plaisantez? Je ne peux même pas
écrire une phrase : une approche
authentique de rédaction en anglais**

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SPEAKING & WRITING IN THE EFL CLASS



- The physical context
- Paralinguistic features
- Pitch and tone of voice
- Prosodic features
- Possibility of going back, clarifying or revising ideas in response to listeners as they ask questions or respond



- Permanence
- Production time
- Distance
- Orthography
- Complexity
- Vocabulary
- Convention.
- Explicitness
- Instruction



Essential Features of Written Communication

When we write, we do it in response to a particular purpose and with a real audience in mind. This is related with the communicative perspective and with what

Sampson (1983) refers to as a functional approach which is characterized by four features:

- a product as a result
- a specific audience
- a function or purpose
- a linguistic focus

**If we want an authentic communication to take place,
it is necessary to have:**

- **information gap and task dependency**

Hedge (1988) insists on:

- **the importance of a real audience (create a sense of audience in the students' mind)**
- **Another important concept is:**
- **The Purpose / writing tasks will be more adequate if they are contextualised within a theme, especially if it is an authentic one**

- focus on interactional skills
- Writing, is often reserved for advanced-level grammar, literature, and civilisation courses at undergraduate level
- exams output confirm the students' poor writing ability.



IN PRACTICE

THE ACTUAL STATE OF WRITING INSTRUCTION IS SHAPED BY THE FOLLOWING:

- It is strongly related to the study of literature or media texts
- Interpretative
- Emphasises the link between reading and writing
- Values thematic considerations and arguments
- The student is an interpreter and a critic
- Values classroom discussion, during which students' own background experiences can be highly valued

RESEARCH HYPOTHESIS

Using authentic material improves EFL students' writing abilities.

WHY?

students profess a great interest in target language culture's tools and concepts

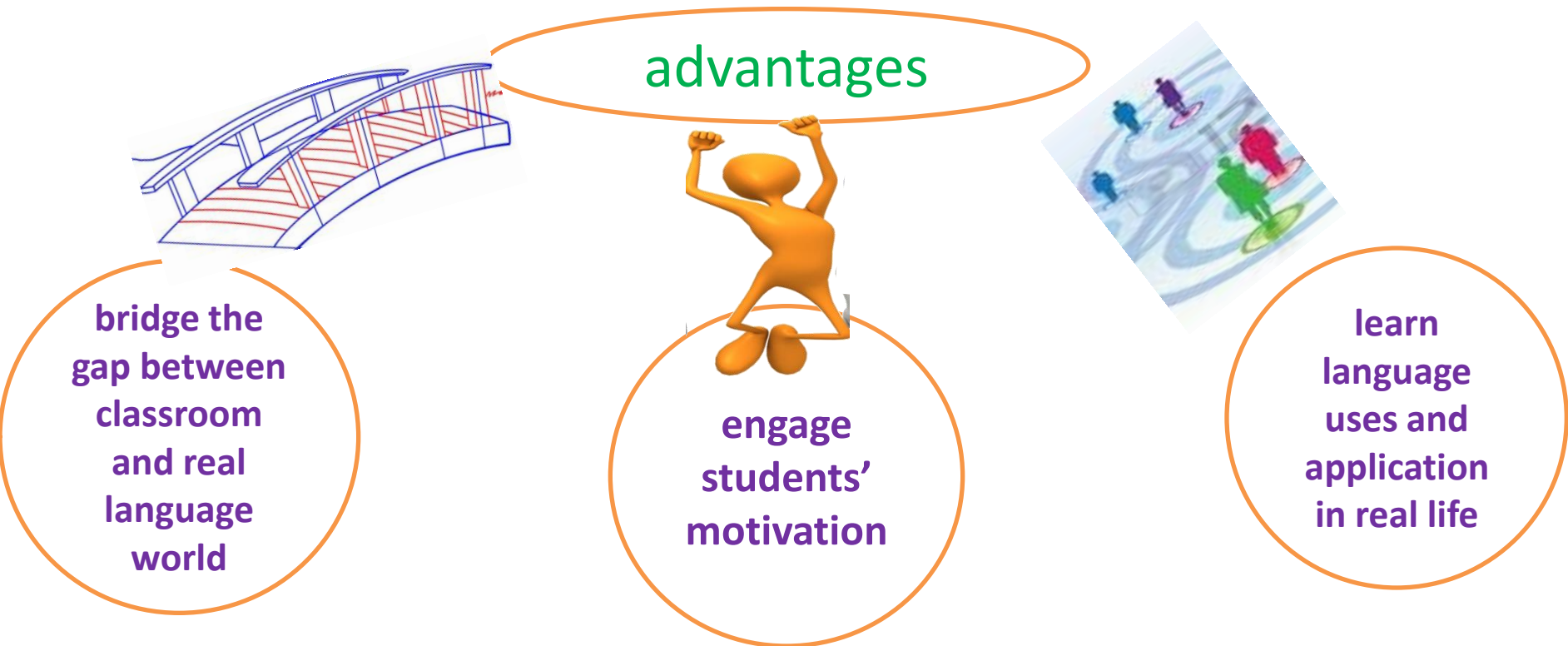
THEORETICAL BACKGROUND

“the writing instruction’s strategy has to connect the students’ minds and practices to the target language’s real context.” Badger & White (2000)

“EFL students getting closer to the target language culture, understanding it better and taking part in the lives of its people raises their integrative motivation” Mc Combs (1991)

AUTHENTIC MATERIAL AND WRITING IN THE FL CLASSROOM

“Authentic materials can be defined as a text or non-text that are not specifically designed for language teaching and contain example of real language in ways it would be used for communicative needs (Harmer, 2002).



RESEARCH METHODOLOGY

Design	Units	Authentic material	Timing	Aim of treatment	data collection Tools
Quasi experimental	One	Travel tickets	4 weeks	improve the students': writing skills; context, organization, and presentation strategy	Written tests Interviews
	Two	Junk food and other home received mail	4 weeks		
	Three	Recipes	2 weeks		
	Four	Videos Pictures, realia, and demonstration	4 weeks		

FINDINGS

COHERENCE

N	Tests	Mean	S/Deviation	T-test	Critical value	P-value
	Post-test	2.60	0.45			
30	Pre-test	1.30	0.31	2.09	1.69	0.05
	Difference	1.30	0.11			



organization

N	Tests	Mean	S/Deviation	T-test	Critical value	P-value
	Post-test	2.89	0.55			
30	Pre-test	0.79	0.31	3.42	1.69	0.05
	Difference	2.10	0.24			

Presentation strategy

N	Tests	Mean	S/Deviation	T-test	Critical value	P-value
	Post-test	1.98	0.63			
30	Pre-test	1.10	0.81	1.95	1.69	0.05
	Difference	0.88	-0.82			

RESULTS

1- Writing tests

Improvement of three aspects of writing:

- context (text structures): coherence of goal, materials, and tools needed**
- organization: logical development of idea in describing steps**
- presentation strategies: covering choice of dictions, mechanics, and grammar have significantly improved.**

2- Interviews

Sample answers

- Pp3 “never imagined my writing structure is correct.”
- Pp6 “This class helped me become more aware of my weaknesses and also gave me tools to strengthen them... now, I expect a higher quality of my work in exams”
- Pp4 “I wont be embarrassed again to read out my writing to the class...the hard work is definitely worth it!”
- Pp1: ” “Before this class, I wasn't even aware of the style principles,..”

Pros

- Whether audio-visual or realia (leaflets, packages, etc) authentic material present a real written model
- Contain text structure and the language features
- Integrate students' sensory perceptions of text type

Cons

- Difficulty in generating new ideas
- Restrictions due to lack of vocabulary
- Language interference
- Despite demonstrations, authentic videos' speech was fast and unclear.

CONCLUSION

This study has shown that authentic materials may benefit both teachers and students. They inspire teachers to improve their skills in developing materials and activities for their students. They attract students' attention and drive their motivation in learning. Furthermore, they help teachers create a pleasant learning environment. Teachers can employ authentic materials in teaching writing by considering: the learning purpose, students needs and interests, their language level, the cultural appropriateness and the quality of the chosen materials.

THANK YOU FOR YOUR ATTENTION

MERCI POUR VOTRE ATTENTION