CHAPTER ONE

INTRODUCTION

1.0 Background

As a part of ESP; English for the work place has been growing in importance for many years now. According to Harding (2012:6) there are a number of factors which has made ESP grow. Some of these factors are:

(1) The increase in vocational learning and training throughout the world, as education becomes less academic and more practical and application oriented.

(2) Students want their studies to lead to something useful.

(3) Economies and markets want to employ people with vocational skills.

(4) Globalization which continues to spread and has clearly chosen English as its language of communication.

English is the language of international communication. It is not just the politicians, the business leaders, and the academic professors who need to speak to international colleagues and clients. It is also hotel receptionists, nurses, and the site foremen, call centre operatives and construction workers. etc.

At the same time, General English is also being taught throughout the world at earlier ages with increasing success. As this trend continues, students will leave their primary and secondary education having already covered the traditional 'General English' syllabus, and, regardless of how competent they have become, they will not wish to repeat the same old experience at tertiary level. Their English study has a different purpose. This is why what students learn should be beneficial in terms of future use and motivating in terms of the materials used in teaching and the way in which these materials are taught.

The advancement of business and communication technology has revolutionized the field of English and has radically moved the attention of course designers from only teaching English for Academic Purposes (EAP) to teaching for more specialized purposes one of which is English for the work place where students acquire the basic skills of communication in English language for their career.

> "An important component of an effective ESP course is a textbook that contains job related English lessons which match the content of ESP textbook and the actual work place language demands"
> (Bouzidi2009:10)

Sudanese universities teach English for general purposes (EGP), English for Academic purposes (EAP) which focuses on the language of academic performance in specific discourse communities and English for occupational purposes (EOP) or English for the work place. Some universities include some of the skills of the latter in the courses of EAP while some other universities totally neglect it, specifically writing for the work place in which many graduates face difficulties.

The reasons that writing is so difficult relate to the fact that in addition to knowing the appropriate grammar and vocabulary, writers' ideas must be presented clearly and in an organized way. This is an obstacle for foreign language learners and a dilemma for language teachers who must look for successful ways of creating activities and collecting different types of materials for their students to learn and practise writing in a way that captures their attention and motivates them as well as considering their needs and interests.

Although the need for work place communication   has become an essential skill, many EFL graduates and learners face difficulties in conducting a writing task in English at work .They find challenges to write a good C.V, report, reply to an e-mail, notice, advertisement minutes taking..etc. .Since English proficiency is required in all professional areas specially writing skills, this study will focus on

finding new ways to overcome such writing problems that face learners in writing English for the work place. This study tackles the area of English for the work place at universities, specifically the area of writing skill. It concentrates mainly on bringing a new way to reduce the difficulties that face students in writing in the work place. This will be through the use of authentic materials. The study also investigates the possibilities of using this type of materials in order to promote writing and to motivate the students. It also seeks to investigate whether the current syllabuses /textbooks that the students study writing for the work place include authentic materials or not. Moreover, the researcher tries to find out why using authentic materials can play an important role in enhancing writing that is needed at the work place. The study also tries to explore what obstacles hinder the use of authentic materials to teach writing for the work place and the types of authentic materials that could be used to teach writing for the work place at university level; more specifically with students of marketing.

1.1. Statement of the Problem

Proficiency in writing in English in the work place is required in all professional areas. It is noticed that students face difficulties in the writing skills which are required in this domain. Moreover, the materials that are used for teaching ESP are not available .

To put it in a nutshell, the problem which this study seeks to investigate has three dimensions: First; The students who are preparing for a career in marketing face many difficulties in writing texts that relate to their future work place. The difficulties relate to certain aspects such as: The technicalities of the specific document to be written (CV, report, advertisement, e-mail, note, minutes, etc.). These include aspects such as:

- Language in terms of word choice, fixed expressions, style (degree of formality), etc.

- Conventions of layout and organization.
- Considerations of the medium, the setting and the audience.

Second; The lack of the ready-made materials used in teaching the subject whether they are locally designed or are bought off the shelf as well as their shortcomings. Such materials fail to meet the needs of the students for a number of reasons:

- They lack authenticity because they are designed by the textbook writers or the materials' producers and they have the disadvantage of having quality of 'one size fits all' and as such they do not appeal to students.

- Locally produced materials have the disadvantage of meeting the demands for native-like language and as such might lead to break of communication in the international markets.

- The two types of materials have a serious negative effect on the motivation of students. Finally; the teaching of English for the work place calls for a more dynamic and interactive mode of instruction. However, the customary practice prevailing in universities is the 'lockstep' mode to instruction where lecturing is the main technique. Teaching English for the work place needs to be more interactive and needs to adopt authentic tasks, authentic materials and techniques such as simulations and the like.

These three levels of the problem are closely related to one another and they have all to be addressed in order to come up with a package of solutions that can effectively and efficiently remedy the situation.

1.2 Objectives of the Study

This study focuses on finding out new ways to overcome the writing problems that face the students in writing English for the work place. It investigates the area of English for the work place at universities. The study advocates the use of authentic materials as a tool that can enhance the performance of the students in writing and motivate them as well as overcome the problem of the unaffordable

materials. It also attempts to discover the reasons that hinder ESP teachers from using authentic materials at university level to teach English for the work place.

Based on this, the present study has the following as its major objectives:

1. To identify the possibilities of using authentic materials in EFL classes to reduce difficulties of writing for the work place.

2. To offer different types of authentic materials which can be used to improve writing for work place

3. To investigate whether the currently used materials include relevant authentic materials or not.

4. To unearth the main reasons behind the absence of using authentic materials to teach writing for the work place.

5. To reveal the importance and benefits of using authentic materials for enhancing writing at the work place

1.3 Significance of the Study

English is the primary language used in international affairs having official status even in nations where it is not the primary spoken language. It is indisputably the primary language of global trade, commerce, education and it is the language of contact. In every career English is required because it is a must in training as well as work place contact. One of the most import skills of English for the work place is writing. This is why it is important to select effective materials for teaching this skill as well as the methods and techniques.

This study is very important for teachers and students at tertiary level, as well as educational authority since it shows them the effectiveness and importance of teaching writing for the work place at university level through authentic materials. In addition to, the study also explains how to select and use authentic materials to

promote students' writing for the work place. More specifically writing CVs, cover emails, reports and advertisements.

1.4 Questions of the Study

The study attempts to provide answers for the following questions:

1. How can teachers use authentic materials to promote writing skills needed in the work place?

2. What are the different types of authentic materials that could be used to improve students' writing for the work place?

3. To what extent do the current university E.L textbooks/syllabuses include authentic materials that prepare students to write for the work place?

4. Why are authentic materials not used to teach writing for the work place?

5. To what extent is using authentic materials important and useful in motivating learners and promoting their writing for work place?

1.5 Hypotheses of the Study

The study has the following as its main hypotheses:

1. Authentic materials can effectively enhance writing for the work place.

2. There are different types of authentic materials that could be used to teach writing for the work place.

3. The current university E.L textbooks/syllabuses do not include different types of authentic materials that prepare the students for writing in the work place

4. The lack of teachers' training is the main reason behind the absence of using authentic materials to teach writing for the work place.

5. Using authentic materials is important to motivate learners and promote their writing for the work place

1.6 Methodology of the Study

The study adopts a descriptive analytical approach of quantitative and qualitative data. An experiment is used to measure the effectiveness of using authentic materials to teach writing for the work place. Since this study is done at Sudan university of Science and technology, the population of the study is the third year students of marketing at the college of business. Pre and post tests are used with the control and the experimental groups. The total number of students in the class is 103. Twenty of the students pilot the study before conducting the experiment. Participants of the experiment are 70 students. They are equally divided into two groups 35 for the experimental group while the other 35 are the control one.

The study also uses interview. It is conducted with 15 university teachers of English for specific purposes ESP, to investigate

❑ Whether they use authentic materials to teach writing for work place ,

❑ Whether they have received any training on how to use authentic materials to teach writing for the work ,

❑ Why using authentic materials to teach writing for the work place is important

1.7 limitations of the Study

This research is limited to Sudan University of Science and Technology College of Business Studies -third year students of marketing 2015-2016. Sudanese university teachers of English for specific purposes at Khartoum State in the year 2015 to 2016.at: Sudan University of Science and Technology (SUST), University of Khartoum (Uof K) and Elneelain University. Seven of the teachers are from SUST.

The researcher choses Sudan University of Science and Technology for three reasons: The first is that the university level needed for the study.

The second is that students of marketing at Sudan University of Science and Technology study writing for the work place as part of an ESP course at the third year.

The third reason is that it would be easier for the researcher to do the experiment as she has been working as a part-time teacher in the college of business since 2011.

1.8 Summary

This chapter is an introductory one. It gives background about the study and also explains the problem of it. Moreover this chapter includes the objectives, questions, methodology, and assumptions of the study. The chapter also explains why the study is important and shows its limitations.

CHAPTER TWO

THEORITICAL FRAMEWORK AND LITERETURE REVIEW

2.0   Introduction

This chapter is a theoretical framework and literature review. It discusses theories that are related to this study. It focuses on clarifying what is meant by authentic materials, what are their resources, how to select and use them, what are the cons and pros of using them in general and the advantages of using them to teach writing for the work place. The chapter also tackles the authentic tasks, the challenges of using authentic materials in English language classrooms as well as the arguments against using them. It also concentrates on some writing skills that are needed for the work place. These skills are CV, emails, advertisements and reports. In addition to that, the chapter includes a review of literature to the previous studies that related to the current study.

2.1 Concept of Authentic Materials

Authentic materials area is a controversial issue. They were defined by many experts.

> *"Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.*"(Laniro,2007.1)

According to Jacobson et al (2003:1), authentic materials are printed or learner-contextualised materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes.

Richards and Schmidt (2010:43) say:

> *"In language teaching, the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in text books and other specially developed teaching materials".*

It is argued that these are preferred classroom resources since they illustrate authentic language use.

Edge & Garton (2012:63) state:

> *"The word authentic is used in different ways in ELT, but the most common use for expression authentic materials refers to examples of language that were not originally produced for language learning purposes but which are now being used in that way., so if you decide to cut an article out of newspaper and use it in class, this would be an example of using authentic material"*

Jacobson et al (2003: 1) claim that authentic materials are printed materials, which are used in classrooms in the same way they would be used in real life.

Lansford (2014) says:

> *"For me, authentic materials are, in principle, materials which have not been adapted in any way. If they are still in principle the same but maybe have been shortened or one or two words changed, then I would say they were only semi-authentic."*

According to Harmer, (2007: 273) Authentic language is a language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language.

Thomas (2014:14 0) says:

> *"We can safely conclude that authentic materials are produced for real communication and that the purpose of authentic materials is to communicate meaning and information rather than to teach language. The key to understanding what makes materials authentic is to think of them as texts that were not intentionally produced for language classrooms or learners. In this context, the most significant synonyms are genuine and natural; on the other hand, the most significant antonyms are artificial and unnatural. Finally, I would like to emphasize that it is acceptable to adapt an authentic text, if necessary, to suit the proficiency level of your students."*

According to Maroko (2010:1) ,

> *"Authentic materials are any materials which have not been specifically produced for the purposes of language teaching. Thus, authentic texts are real texts designed not for language students, but for real-life use for both interactional and transactional purposes. Such texts have conventionalised formats and are produced to serve a number of communicative purposes. Authentic materials are not invented pieces for instructional purposes but rather texts produced for communication purposes in real-life situations. "*

Tomlinson (2011) explains the 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 a traditional fairy story written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting a linguistically simplified version of a novel would not be authentic texts.

All the above mentioned definitions agree on one point that authentic materials are:

- Any texts written or spoken by native English speakers for native English speakers from real life situations in the target language.

- They are not created for the purpose of teaching or learning, instead they are produced for real communication.

- These texts are used genuinely without simplifying or adapting them. Some examples include magazine advertisements, movies reviews, television shows, conversations between native speakers, train schedules, nutrition labels, and so on, most of which can be found on the Internet.

So, to define authentic materials we can say that authentic materials are materials that are not created for language learning purposes. Instead, they are created with some real-life goal of communication for, native speakers. They include both spoken and written language samples.

2.2 Authenticity in Language Teaching

Authenticity is controversial term. Authentic texts are the ones which had been created for a genuine communicative purpose.

2.2.1 Authentic Text & Authentic Task

> *"Authentic task is a task involves learners in using language in a way that replicates its use in 'real world' outside the language classroom. Filling in blanks, changing verbs from the simple past to simple present and completing substitutions tables are, therefore not authentic tasks. Authentic tasks would be answering a letter addressed to the learner, arguing a particular point of view and comparing various holiday brochures in order to decide where to go for a holiday.*
> *(Tomlinson2011:ix)"*

2.2.2 Criteria for Task Authenticity

According to *Edge & Garton (2012:63)* in order for task to be authentic they should be designed to:

a)   Reflect the original communicative purpose of the text on which they are based.

b)   Be appropriate to the text on which they are based.

c)   Elicit response to show engagement with the text on which they are based .

d)   Approximate real life- task.

e)   Activate learners' existing knowledge of the target language and culture.

f)   Involve purposeful communication between learners**.**

g)   One way of using authentic materials is to take the exercises and frameworks used with other materials and combine them with your own.

2.2.3 Pedagogic Tasks

Tomlinson (2011: xv) explains the difference between the pedagogical task and the authentic task. He says:

"A task which does not replicate a real world task ,but which is designed to facilitate the learning of language or skills which would be useful in world real task. completing one half of a dialogue, filling in the blanks in a story and working out the meaning of ten nonsense words from clues in a text would be examples of pedagogic tasks. A task requiring a group to reproduce a diagram which only one member of the group has seen, for example, involves the use of visualization, giving precise instructions and asking for clarification. It is arguable that such tasks, despite not being real world tasks, are in fact authentic."

2.3 Types of Authentic Materials

Authentic materials have different types that could be used for different teaching purposes.

Edge & Garton (2012:63) explained them as follows:

Authentic materials are most often reading texts, sometimes listening texts. You can create an even greater sense of authenticity of this type by bringing into class not just copies of authentic texts, but real objects (sometimes referred to as realia).Textual realia such as brochures, leaflets, menus, and timetables, etc. blur the boundaries between the classroom and authentic social contexts.

According to Laniro (2007:2) authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

2.4 Sources of Authentic Materials

Newspapers, menus, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, etc. can be sources for authentic materials

Thomas (2014:20) encourages the use of local relevant authentic pictures and realia. She says:

> *"Local newspapers often publish colour photos and illustrations. You can simply cut out these pictures, bring them to class, and ask students to choose pictures for use with a variety of communicative activities. You can also bring realia-everyday objects or artifacts that can be used as teaching aids, such as clothing, coins, food, handicrafts, utensils, and tools. In addition, you can invite your students to bring their own pictures and realia for use with show and tell activities. The goal of such activities is to help students develop cultural awareness and encourage students to develop intercultural communication. "*

According to Laniro (2007) there are two main categories of authentic materials into **print** and **auditory**. Examples of the different types of authentic **print** materials include:

Utility bills , packing slips , order forms , ATM screens , ATM receipts , web sites, street signs , coupons , traffic tickets , greeting cards , calendars , report cards , TV guides , food labels , magazines , newspapers

Examples of authentic **auditory** materials include:

Phone messages, radio broadcasts, podcasts, e-books, movies, videos and television programs.

 According to Shephered (2015), authentic materials are not only songs, web pages, radio &TV broadcasts, films, leaflets, posters, but they are any things written in target language used unedited in classroom.

These different types of authentic materials are available. They could be used for various teaching purposes in the writing classes.

2.5 Reasons for Choosing Authentic Materials

There are many reasons that make using authentic materials beneficial.

Edge & Garton (2012:63) explains the reasons why authentic materials are so important into two:

1. *Language:* the ability to cope with authentic materials represents the actual goal of language learning, and such materials also often include the difficulties that learning materials tend to avoid. All learners need practice in meeting these real challenges. Even in the early stages, students should learn how to respond to language they do not fully understand.

2. *Motivation:* Authentic materials create a direct link with the world outside the classroom; bring the *means* of learning and the *purpose* of learning closer together, thus increasing motivation.

The use of authentic texts has been supported by Gilmore (2011:78), where he proved that the authentic materials and their associated tasks were more effective in developing a broader range of communicative competencies in learners than the textbook materials. He further argues that "When learners are given the choice of studying a second language (L2) from either textbooks or authentic materials (such as films, songs, novels, or Web- based sources), they very often "prefer not text,". The motivating nature of authentic materials has often been noted in the research literature" Gilamore (2007:103) also states that " authentic materials, particularly audio visual ones, offer a much richer source of input for learners and have potential to be exploited in different ways and on different levels to develop learners' communicative competence"

Ianiro (2007: 1) approves that authentic materials help students bridge the gap between the classroom and the outside world. He clarifies that teachers need to identify why students have come to class. When teachers know learners' motivations, they can target instruction to meet those goals. A key way to help learners reach their goals is to use authentic, goal-directed materials."

Masood (2013:4) scrutinizes the efficacy of authentic materials for enhancing writing skills of the second language assimilators at secondary. He mentioned that

". Authentic materials are very interesting, absorbing and motivating. Change and variety is something very important for human development and upbringing. Authentic materials can serve this purpose very well. "

Moreover, he stats that:

> *"Authentic materials are diverse in nature and have a range of things to offer. There is a great diversity of materials available in newspapers, broadcasts, magazines etc. in the form of advertisements, cartoons, bulletins, horoscopes, weather reports etc. Such materials will acquaint them not only with the language but also with the culture and value system of the country concerned. Ibid*

He also added that authentic materials improve the writing skills, arouse the element of curiosity, make them more motivated to learn the language skills, bring something of the everyday world into the classroom and remove the monotony of the contrived texts.

Similar views are echoed by Peacock. (1997:1) says:

"Motivation increased significantly when authentic materials were used"

He also mentioned that authentic materials are intrinsically more interesting or stimulating than artificial or non-authentic materials. He also believes that if a teacher uses suitable authentic materials in the language classroom, it motivates students because these are more interesting and inspiring than artificial materials.

Polio (2014:2) supports the use of authentic materials by Saying**:**

"When students' exposure is limited to textbook language, they miss out on learning how language is used in real life."

He also proved that authentic materials could be used even with beginners. He stated that; it is uncontroversial that language learning materials differ from authentic language with regard to vocabulary, grammar, and pronunciation.

At higher levels and with adults, authentic materials are usually the most appropriate. for example if you are teaching English for Academic Purposes (EAP),it is worthwhile providing students with real materials from their academic

discipline, similarly ,if you are teaching English in the work place (EWP),it is probably most appropriate to teach the actual instructions for using a piece of equipment rather than teaching adaptations. Although you may use adapted instructions at lower-proficiency levels, eventually, for safety purposes, the actual instructions should be taught .If you are teaching children or young adolescents, it may be desirable to adapt material, regardless of language proficiency .For example, in teaching young adults a theme unit on world political systems, you would likely need to simplify the vocabulary to a degree that they could understand it at a similar level to their English peers. Epstein &Ormiston (2010:4)

Al Azeri and Al-Rashdi (2014.2) wrote about the effect of using authentic materials in teaching .They stated the advantages mentioned by Martinez as follows:

- Students are exposed to real language.
- There is factual acquisition from most of them.
- Textbooks do not include inaccurate language.
- Authentic materials may be inspirational for some students.
- One piece of text may be used for various activities and tasks.
- There is a wide choice of styles, genres and formality in authentic texts.
- They can motivate students to read for pleasure.

Tomlinson (2011:10) says that Materials should expose the learners to language in authentic use. Ideally materials at all levels should provide frequent exposure to authentic input which is rich and varied. In other words the input should vary in: style, mode, medium and purpose and should be rich in features which are characteristics of authentic discourse in the target language. He also says:

> *"Make sure that the language the learners are exposed to is authentic in sense that it represents how the language is typically used. If the language is inauthentic because it has been written or reduced to exemplify a particular feature, then the learners will not be able to acquire the ability to use the language typically of affectivity."*

Bouzidi (2009:17) approved that using the textbook as the sole instructional guide, from cover to cover, without any supplementary material, will not address the realities of individual learning situations. By getting to know the real needs of learners and their potential employers, ESP teachers can judge the distance between classroom material and the requirements of the work place and be able to bridge the gap.

Much has been written on the issue of authenticity, and some experts consider that it is useful to focus attention on a feature of a language by moving distracting difficulties and complexities from sample text.

To sum up the above mentioned views it was clearly identified that authentic materials have different uses in teaching English language skills in general and teaching English as a foreign language, particularly writing skills. Most of the studies confirmed that authentic materials expose learners to language that serves a useful purpose with different topics, Focus more closely on learners' needs, enhance their level of proficiency in different skills, and on the top of all increase learners' motivation and connect the classroom with the outside world.

2.6 Using Authentic Materials in Classrooms to Teach Functional Writing

Authentic materials have different benefits in teaching functional /technical writing.
Maroko (2010:7) argues that authentic materials will give and enhance understanding of workplace discourse. He discussed the characteristics of work place written texts which require the use of authentic materials to teach it. These factors include the formulaic phrases found in specific texts, technical and sub-technical words, the relationship between the writer and the reader(s), the culture of the readership, the corporate of culture, power and dominance, politeness, and levels of communication. Thus, for learners to get a clear picture of

all these issues in functional writing, the use of authentic materials drawn from workplace settings will be inevitable.

Such materials according to Maroko (2010:7) will have the following advantages:

1. The materials will expose learners to a wide range of natural business Language that is employed in the composition of the functional texts in the workplace. Hence, learners will get to know that functional writing has a register that varies from general English.

2. Authentic materials will also bring reality to the classroom and make interaction meaningful. Learning functional writing without real-life texts will widen rather than bridging the gap between classroom writing and workplace functional writing. Authentic materials therefore succeed in connecting the classroom to the outside world and bringing the outside world to the artificiality of the classroom.

3. Authentic materials will make the teaching and assessment to focus on skills rather than the facts of language. The learners will be exposed to how the authentic texts are structured and how they work in the business environments where they are created. As a result, the teaching and learning of language moves away from delivering a set of facts to be memorised for examination purposes and lets the learners to see for themselves what the functional texts are.

4. Instead of constructing idealistic texts for instructional purposes, most of the authentic materials will be readily available, inexpensive teaching resources. Such texts as notices, advertisements, obituaries, forms, and memos are easy to access. However, other materials such as minutes of meetings, and reports may be considered confidential by institutions.

5. Authentic materials will necessarily add variety to classroom activities and support a more creative approach to teaching. Thus, the learners will have a

chance to practice the skills learnt in the classroom in real life situations. This strategy will certainly have a positive effect on the learners' motivation.

2.7 Advantages of Adopting Authentic Materials to Teach Business English

Heitler (2005) identified four advantages of adopting authentic materials to teach business English

1. Authentic materials bring learners into direct contact with a *reality level* of Business English.

2. Authentic materials drawn from periodicals are always up-to-date and constantly being updated.

3. Authentic materials from a particular source, such as *The Economist*, tend to work in consistent areas of language, so, after a while, students who practice reading *The Economist* will become experts in reading English language business publications.

4. Authentic materials provide us with a source of up-to-date materials that can be *directly relevant* to business English learners' needs.

Besides the linguistic advantages, authentic materials have some non-linguistic advantages, too. Researchers such as Gilmore (2007) and Sherman (2003) believe that authentic materials have a strong positive effect on motivation. Motivation is regarded as the key element in the success of learning in general, and in learning languages in particular.

2.8 Challenges of Using Authentic Materials in Teaching

According to Maroko (2010:7) some authentic materials may contain complex language structures and unusual language structures not immediately useful to the learner while others may be too culturally biased. It is also possible that some materials might exhibit unpredictable structures, making it difficult for learners to decode them effectively. Some authentic materials are hard to access since they

contain sensitive information. Such materials include: medical bills, laboratory reports, and doctors' prescriptions.

Thomas (2014:15) summarized the challenges of using authentic materials which were mentioned by (Gilmore2007; Peacock 1997;Spelleri2002;Tomlinson2012):

- The cultural content may seem too unfamiliar.

- The content may become obsolete too quickly.

- The language may be too difficult.

- The vocabulary may be too complex.

- The preparation may require too much time.

The above mentioned are different challenges of using authentic materials. Teachers and syllabus designer need to find ways to face them.

2.8 .1 Ways to Overcome the Challenges of Using Authentic Materials

Thomas (2014:16) says:

> *"First, you can decide to select locally relevant materials in order to avoid materials with unfamiliar cultural content, next, you can adapt authentic texts in order to match your students' proficiency level, and in addition, you can develop an efficient organizational system that will allow you to gradually create a portfolio of reusable materials."*

Smoak (2003:22) says materials should be appropriate and authentic.

It is clear that there are many ways to overcome these difficulties. Even authentic materials that contain some mistakes, teachers can ask students to pick out the mistakes as well as reuse the same authentic materials for different teaching purposes after students become familiar with them. Through more practice, teachers will become faster at finding and preparing authentic materials for classroom use. The most important point is teachers should be aware of the cultural sensitivity of their target language learners as well as their level of proficiency.

2.9 Arguments against the Use of Authentic Materials

Although a lot of researchers argue that authentic materials have made a noticeable contribution in foreign language teaching and learning, there are some scholars

who are against the use of this kind of materials claiming that they have no value. For instance, Kilickaya (2004) claims that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners.

Al Azri and Al-Rashdi (2014.2) write about the effect of using authentic materials in teaching .They state the Disadvantages: mentioned by Martinez as follows:

- Authentic texts may be difficult to understand because of a culture gap.
- The vocabulary may be not exactly what the students need.
- They are rather difficult for beginners.
- Preparation of the texts and activities is often demanding and time consuming.
- There are many various accents and dialects in listening.
- The materials become outdate quickly (news).

Despite the positive sides of the authentic materials, the above are some negative sides of using authentic materials in the writing classroom as mentioned by some writers.

2.10 Selecting Authentic Materials

According to McGrath (2002) there are eight criteria to be considered when choosing appropriate authentic texts.

These are:

(1) Relevance to course book and learners' needs,

(2) Topic interest,

(3) Cultural fitness,

(4) Logistical considerations,

(5) Cognitive demands,

(6) Linguistic demands,

(7) Quality and

(8) Exploitability.

There are three main criteria used to choose and access texts to be used in the classroom: "suitability of the content, exploitability and readability."

Since not all authentic materials are valid to be used inside classrooms, teachers must select their real materials carefully according to the level of students as well as their culture.

Shephered (2015) believes that the materials used, should depend on the following factors:

1. Topic

2. Target language

3. Skills

4. Students' needs and interests

2.11 Steps of Using Authentic Materials

 According to Laniro (2007:114)

1. Always Start with Needs Assessment

The first step in using authentic materials is identifying students' needs and goals. Teachers can do this in a variety of ways: take interviews with students, conducting weekly learner focus groups and discussions, administering written needs assessment surveys, etc. Regardless of the method of assessment, the key objective is to pinpoint each student's goals. Teachers may need to make several attempts and reframe questions many times before students narrow their responses from a vague, "I want to learn to read" to a more precise, "I want to be able to read road maps and freeway signs so I can travel outside my neighbourhood."

According to Westerfield (2010): The needs assessment process in ESP involves conducting a Target Situation analysis (what does the learner need to be able to do with the language in the future), and a Present Situation Analysis (what can the learner do with the language now), and a Context Analysis (what is the environment in which the learning will take place).

Smoak (2003:22) says:

> *"Needs analysis is good, but it should never be unilateral. Simply asking the professors or supervisors what kind of English their students or employees need probably won't result in a very accurate picture of students' actual needs. Needs analysis should include observations of language use in context."*

2. Invite Students to Participate in the Process of Identifying

3. Collect *Local* Materials

Many teachers have a habit of collecting authentic materials wherever they go in the community. Authentic texts vary by type, region, and context.

4. Use Authentic Materials in Authentic Ways

According to Laniro (2007:114) It is important to use materials in *authentic* ways, not in traditional *school-based* ways. The purpose or function of authentic materials often will determine how teachers use them. For example, it is far more beneficial to use a current newspaper to search for relevant information, such as what the weather will be like tomorrow or the best place to buy new tires, than it is to use an out dated newspaper to locate proper nouns. The first example shows authentic use of materials; the second is a school-based approach. Keeping authenticity at the forefront, teachers can help students:

• Create and update personal calendars and address Books,

• Write postcards they will mail after class,

• Make shopping lists they will use that evening, and

• Respond to e-mail from their children's teachers.

5. Warn Students of the Challenges Ahead.

Authentic texts can be challenging for learners. Depending on the nature of the text, teachers should caution learners about frustrations they may encounter in reading a letter from their children's schools or studying the small print on parking tickets. Even if the student cannot read every word of the parking ticket, the teacher can *scaffold* (provide temporary support to students to reduce the complexity of a task) his or her reading skills and minimize the difficulty of the text by helping with vocabulary words and teaching scanning skills. Some teachers scaffold students' check-writing skills by providing pre-printed wallet Cards that show the spelling of each number. Although students may not independently read parking tickets or write . (Laniro; 2007:114).

6. Assess in Authentic Ways.

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

According to Stearns and Reid (2004:4), using Authentic Materials requires:

1. Use authentic materials to encourage writing: newspaper articles, research reports, web-based documents, or public service publications relevant to students' lives.

2. Try to avoid materials written or rewritten for ABE students, because we feel these materials tend to be dumbed down, teacher imposed, and often irrelevant.

3. Engage and support students to participate in all parts of the writing process, including assessments of progress.

4. Create a learning environment using groups, cooperation, and peer learning.

5. Teach grammar and mechanics in the context of authentic materials.

6. Continually explore possibilities for authentic writing opportunities for students.

7. Take risks as teachers, even if it means appearing unprepared or unknowledgeable about a particular subject.

Thomas(2014:17) has also said: when you select locally relevant authentic materials, concentrate on surface culture topics such as arts, customs, food, holidays, places, situations, and traditions that are relevant to local contexts; in addition, give your students opportunities to engage in critical thinking and cross-cultural nuance by adding deep culture topics such as attitudes, perceptions, and values. Meanwhile avoid any possible risk of offending your students.

Tomlinson (2011:10) argues that materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written text they include. They can also stimulate exposure to authentic activities they suggest (eg interviewing the teacher, doing a project in the local community, listening to the radio and so on.

He also added that in order to facilitate acquisition, the input must be comprehensible (i.e understandable enough to achieve the purpose for responding to it.)This means there is no point in using long extracts from newspapers with beginners, BUT it doesn't mean that beginners cannot be exposed to authentic input.

It is clear from the above mentioned points that in order to use authentic materials in ESP classrooms, teachers should start with assessing the needs of students,

select the authentic materials carefully, give learners chance to participate on finding authentic materials and bring them to class, use them in an authentic way by using various authentic tasks, and assess learners authentically.

Shephered (2015) discusses the difficulty of texts and how to use them. He thinks that, regardless of the text used, is not to edit and grade the text, but to grade the task according to your students' abilities.

This last view is important, because many teachers ask about whether to adopt or adapt the authentic materials.

2.12 Authentic Materials and the Role of the ESP Teacher

Harding (2012:7) says: "It has been argued that the ESP practitioner has five key roles"

- Teacher or language consultant.
- Course designer and materials provider.
- Researcher-not just gathering materials, but also understanding the nature of the materials of ESP specialism.
- Collaborator- working with subject teachers and subject teaching
- Evaluator-constantly evaluating the materials and the course design, as well as setting assessment tests and achievement tests. "

Comparing the role of ESP teacher to the use of authentic materials, it is clear that ESP teacher should be prepared to use authentic materials since she/he should be a course designer.

Supporting these ideas Smoak (2003:22) points out the following facts about ESP

- ESP is not teaching lists of technical vocabulary. Observations of language use in context.
- Assumptions and intuitions about language use in ESP situations are probably in accurate.
- Needs analysis should be included.

- Materials should be appropriate and authentic.

- An ESP professional should be well prepared to find out how language is used in real world situations and teach that language. Knowledge of discourse and genre analysis is crucial for him/her. They must be ready to develop courses that teach authentic language from different fields, based on accurate needs analysis and appropriate materials and methodologies.

> *"Effective work place language training requires staff who cognizant of the culture of the work place and knowledgeable about language teaching methodology for adult ESL/EFl learners. Of qualifications for instructors therefore include a combination an academic degree in English language teaching and experience in the world of work, either as instructor or in another role. (Friedenbergetal2003:44) "*

2.13 Developing Writing Skill

Because writing is used for a wide variety of purposes it is produced in many different forms. In order to help students write successfully and enthusiastically in different styles, we need to consider three separate issues: genre, the process of writing and building writing habits.

Hadfields (2012:118) highlighted ways of developing writing skills. He said:

> *"when you teach writing you can show the learners how to produce a particular text type, for example a thank you letter, a business report, or an article, by providing examples of type of text and helping the learners to see how they are structured and what language is typical of that text type. This is called genre-based writing. You can also focus on the stages a writer goes through to produce text: for example brain storming ideas, writing a draft, and editing."*

This is called process writing. Hermer points out another important thing which is building writing habit.

2.13.1 Genre-based Writing: when you teach learners how to write a particular type of text you can give them activities to practise accuracy, give them guidance in what to say and how to write it, or allow them to write completely freely. Since the free writing is the most difficult one teacher can help learners by:

1**.** Provide a stimulus.

2**.** Encourage working together (cooperative writing).

3**.** Giving them interactive writing activities.

According to Hadfields (2012:120) these three different types of activities can help learners a lot. Writing lessons can contain all three types of writing task, in a progression from accuracy work through guided writing to free writing, or they may simply focus on guided writing or free writing.

2.13.2 Building Writing Habits

Hermer (2011:113) claims that Many students either think or say that cannot, or do not want to write. This may be because they lack confidence, think it's boring or believe that they have nothing to say. He suggests that teachers should engage them, from early levels, with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success. It is when students have acquired this writing habit that they are able to look at.

Hermer (2011:113) identified some of the ways of building writing habits as follows:

1.   Write instantly:

2.   Using music and pictures:

3.   Using newspapers and magazines:

4.   Using brochures and guides

5.   Using emails

6.   Writing to each other.

7.   Collaborative writing.

8.   Writing in other genres.

2.13.3 Process Writing

Process writing is dividing the writing activity into several stages, each of them practises a sub-skill important in the writing process, for example:

- Brain storm ideas about what to write.

- Choose ideas and group them under headings.

- Order ideas and plan the structure, for example, introduction, and arguments or argument against, conclusion.

- Write a rough note to expand an idea.

- Write a rough version or draft.

- Pass it to another learner for feedback.

- Edit-read through, rewrite, and correct.

2.14 Teaching Writing

When teaching writing we need to make sure that our students have some writing aims. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose.

The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which are likely to have to do in their out-of-class life. The choice of the tasks will depend on why students are studying English. There are three main categories of learning which are ESL, ESP and EFL. English for specific purposes: many students study English for a particular (specific) purpose. People who are going to work; as nurse will study medical English, those who are going to study at English an English –medium university need to concentrate on English for Academic Purposes EAP. Business students will concentrate on language of management and commerce, and so on.

The choice of topics and tasks for such students should not only develop their general competence but should also be relevant to their reason for study. For example, writing tasks for business students can have high face validity if the students can see that they are writing the kind of letters and documents which they will be writing in their professional life. (Harmer2011:39)"

2.14.1 Selecting Writing Tasks

According to Hadfields (2012:122) writing tasks should be:

2.14.1.1 Interesting and Motivating for Learners

Learners will obviously be more motivated and have more ideas if the task engages their interest or seems relevant to their lives.

2.14.1.2 Appropriate to the Learners' Level

Beginners and elementary learners will be able to write texts such as short passages about themselves, simple descriptions of people, an account of their daily routines, etc. As learners progress ,you can add a range of writing tasks: from short stories, different types of letters, dairies, newspaper articles, adverts, simple poems, dialogues and plays, through to formal essays and reports.

2.14.1.3 Appropriate for the Learners You are Teaching

Some groups of learners may need or prefer different kinds of writing. Young learners will enjoy writing simple stories. A group of newly arrived migrants will need writing related to their everyday lives: form-filling applications, CVs, etc. Some groups may have specialized interests: a group of businessmen, for example, will need to write business letters, emails, and reports, students preparing to study abroad will need to practice academic essays. If you have general group then you can provide a range and variety of kinds of writing, including imaginative and creative writing, like stories and poems, as well as more 'real life' writing like letters and emails. Imaginative writing can be a lot of fun for learners and the sense of satisfaction and pride and creative 'buzz' that comes from writing a simple story or a poem in English will increase learners' confidence and self-steam.

2.14.2 Implications of Learning and Teaching

For many years the teaching of writing focused on the written products rather than on the writing process. In other words, the students' attention was directed to the *what* rather than the *how* of text construction.(Harmer 2011: 11)

2.14.2 .1 The Way We Get Students to Plan

Before getting students to write we can encourage them to think about what they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this including, at one end of the scale , *Brain storming* (where students in pairs or groups come up with as many ideas as they can through discussion) to more *guided tasks* where the teacher or course book includes a number of activities which lead students to plan for forth coming task. When students are planning we can encourage them to think about not only the content of the writing, but also the purpose and who the audience they are writing for is.(Harmer2011: 12)

2.14.2 .2 The Ways We Encourage Students to Draft, Reflect and Revise

Students who are unused to process writing lessons will need to be encouraged to reflect on what have written, learning how to treat first drafts as first attempts and not as finished products. We may want to train them in using and responding to correction symbols. We may offer them revision check lists to use when looking through what they have written with a view of making revision.

One way of encouraging drafting, reflecting on, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content) making suggestions for changes, and so contributing to the success of the finished product.

2.14.2 .3 The Way We Respond to Our Students' Writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work. In place of making correction to a finished version, they will need, at times, to respond to a work in progress. This may involve talking to individual students or reformulation (i.e. to write their own version of how a section of text might look better) or *peer*

response. Process writing is a way of looking at what people do when they compose written text.

2.15 Business writing

Business writing, writing for the work place, technical writing or functional writing is a very   necessary component of every employee's professional skill. Communicating effectively, both in writing and orally is required for most of jobs. This is why learning the skills of how to write formal business/ technical/ functional writing is important.

When our students are employed and have to write on the job, they will not be asked to write essays, they will write essays while working on their college degrees; they might even be asked to write an essay on their job application when applying for work. However, once the job begins, essays end. What takes the place is the writing for the work place; memos, letters, reports, e-mail, proposals, instructions, advertisements, even web pages. That's why writing for the work place is important. Writing for the work place is the type of written communication that our students will be responsible for on the job. Writing for the work place or technical writing a necessary component of every employee's professional skill

"Technical writing is the résumé that helps get a job and the web page that promotes a company. In each case, the technical document must be quantifiable, precise, and easily understood" Gerson (2013:1)

2.15.1 Writing CV (Curriculum Vitae)

A Curriculum Vitae, commonly referred to as CV, includes a summary of educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honours, and affiliations.

According to smith (2016) ; A CV highlights the unique selling points in such a way that a prospective employer can't wait to meet the applicant. It should be

concise, accurate, and truthful and tailored to the position you are applying for and importantly should be free from spelling and grammatical errors.

CVs have different templates, but they have important information which should be included in every CV as well as writing rules that must be followed.

2.15.1.1 Format of the Curriculum Vitae

What to include in CV is a common question. Not all CVs look the same. A person may choose to include only some of these sections because others do not apply to his/her background or industry. They should include what seems appropriate for their area of specialty.

> **Contact Information:** At the top of your CV, include your name and contact information (address, phone number, email address, etc.). Outside of the US, many CVs include even more personal information, such as gender, date of birth, marital status, and even names of children. Unless applicants are applying for a job outside of the United States, they do not need to include this extra information.

> **Education:** This may include college and graduate study. Include the school attended, dates of study, and degree received.

> **Honors and Awards:** This may include dean's list standings, departmental awards, scholarships, fellowships, and membership in any honours associations.

> **Thesis/Dissertation:** Include your thesis or dissertation title. You may also include a brief sentence or two on your paper, and/or the name of your advertisement.

> **Research Experience:** List any research experience you have, including where you worked, when, and with whom. Include any publications resulting from your research.

- ➤ **Work Experience:** List relevant work experience; this may include non-academic work that you feel is worth including. List the employer, position, and dates of employment. Include a brief list of your duties and/or accomplishments.

- ➤ **Skills:** List any relevant skills you have not yet mentioned. This may include language skills, computer skills, administrative skills, etc.

- ➤ **Publications and Presentations:** List any publications you have written, co-written, or contributed to. Include all necessary bibliographic information. You should also include any pieces you are currently working on. Include papers you presented at conferences and/or associations: list the name of the paper, the conference name and location, and the date.

- ➤ **Professional Memberships:** List any professional associations to which you belong. If you are a board member of the association, list your title.

- ➤ **Extracurricular Activities:** Include any volunteer or service work you have done, as well as any clubs or organizations to which you have belonged. You can also include any study abroad experiences here if you have not already mentioned them.

2.15.1.2 Writing Correct CV

A CV needs to be neat and typed. It should be a tailored CV to a specific job - it is vital to ensure the script is relevant to each job application, rather than sending the same generic CV. It is also important to be simple; easy to read and use active language.

- ➤ **Other tips of writing a good CV are :**

- Two pages of A4 is enough with a mini profile included in the first half page

- Include key information - personal details, including name, address, phone number, email address and any professional social media presence should be clear. A date of birth is no longer needed, owing to age discrimination rules. A photo is

only essential for jobs such as acting and modelling, otherwise it is a matter of choice

• Showcase achievements - offer evidence of how targets were exceeded and ideas created, but always be honest

• Check and double check - avoid sloppy errors, take a fresh look the next day and ask for a second opinion from a trusted friend or colleague (http://www.bbc.co.uk 2016)

• **Font and Size:** Do not use ornate fonts that are difficult to read; Times New Roman, Arial, Calibri, or a similar font is best. Your font size should be between 10 and 12 points, although your name and the section headings can be a little larger and/or bolded.

• **Format:** However you decide to organize the sections of your CV, be sure to keep each section uniform. For example, if you put the name of one organization in italics, every organization name must be in italics.

If you include a sentence or two about your accomplishments in a particular position, fellowship, etc., make a bullet list of each accomplishment. This will keep your CV organized and easy to read.

• **Accuracy:** Be sure to edit your CV before sending it. Check spelling, grammar, tenses, names of companies and people, etc. Have a friend or career services counsellor check over your CV as well.

2.15.2 Writing Advertisement

If someone is in business he/she knows that to attract customers needs advertisement. A great advertisement attracts attention, generates interest in the product, and leaves consumers with a strong desire to buy it.

According to Cramer (2016) A good advertisement has many steps:

1.The first, and most crucial step to writing an effective advertisement is to seize the reader's attention with a strong opener that get him/her to read the entire ad

2. Be sure to avoid opening with a question directed at your prospective consumer, as this is highly overdone. However, rhetorical and abstract questions are okay, when used properly. An example of this could be "*Why is a square always a rectangle, but a rectangle is never a square*?"

3. Create interest by bridging your opening statement to the product you are offering, such as my previous use of "thunder." Follow by creating desire for your product by stating a problem and showing your product to be the solution. Tune in to the reader's emotions. The point of your advertisement is to lure the prospect to contact your business in pursuit of a purchase.

4. be sure that the text of your advertisement is appealing to the eyes by using short sentences and smaller paragraphs. White space is always effective. If you want to use colour, be consistent and only use it in one or two places, such as the opening statement and your business' contact information.

5. Graphics and pictures are always a plus, as they can be very effective in drawing initial attention to the ad, especially if your advertisement is one among many.

6. Consider using a font other than Times Roman or sans, if the option is available, but make sure it is still easy to read. And always remember to continually read and re-read your ad for spelling and grammatical errors. Any such error takes away from all credibility that a brilliantly written advertisement may have.

7. Create a closing that connects to your opener. Your closing also needs to state the action you want the prospect to take, whether that be "*Call 1-800-THUNDER today*" or "*Visit our website,*" etc.

8. Finally, test your advertisement. Give it a week or two and see what revenue it brings in. Once you create an advertisement that works, stick with it. Keep it in the same format, venue and media type for as long as the ad brings in new calls or visits to your website.

2.15.3 Writing Emails

2.15.3.1 Writing Styles in Emails

The writing style you should use (i.e. informal, formal or semi-formal), depends on *who you are writing to.* More specifically:

- When you are writing to someone you know well (i.e. a close relative, your best friend, etc.) you should use informal style.

- When you are writing to someone you don't know or someone who is in authority (i.e. . the manager of a hotel, a doctor, etc.)You should use formal style.

- When you are writing to someone you don't know very well, or someone you need to be polite and respectful to i.e. a friend's parents, your teacher, etc.)You should use semi-formal style.

2.15.3.2 Parts of An email

All Emails Should Include the Following:

1. An Appropriate Greeting (e.g. Dear Sir/ Madam, Dear Aunt Claire, Dear Mrs Baker, etc.)

2. An Introduction, in which you write your *opening remarks* (e.g. Hi! How are you?) and reason(s) for writing (e.g. I'm just writing to congratulate you on passing your exams, I'm writing to apologize for….,We were thrilled to hear that….,I was sorry to hear…etc.)

3. A Main Body, in which you write about the specific topics of the email in detail;

4. A Conclusion in which you write your *closing remarks* (e.g. Please forgive me-it won't happen again, I promise; Looking forward to seeing you ….!, Please write soon, Take care! , Can't wait to hear from you, I'd better sign off now, That's all for now)

5. An Appropriate Ending (e.g. yours faithfully +your full name, lots of love+ full name.) (Evans 2013.16)

2.15.3.3 Writing Business Email

Business email is a formal email which is normally sent to people in an official position or people we don't know well (e.g. Director of studies, personnel manager, etc.). It is written in a formal style with a polite, impersonal tone. People write formal/ business email to apply for a job/a course, make a complaint, and give/request official information..etc.

According to Evans (2013.16) Formal email should consist of:

A Formal Greeting (e.g. Dear sir/Madam-when you don't know the person's name; Dear MS Green when you know the person's name);

An Introduction in which you write your opening remarks and mention your reason(s) for writing e.g. I am writing to apply for the position of…);

Main Body in which you write about the main subject of the letter in detail, starting a new paragraph for each topic;

A Conclusion in which you write your closing remarks e.g. I look forward to hearing from you as soon as possible..;

A Formal Ending Yours faithfully – when you don't know the person's name; yours sincerely- when you know the person's name + your full name.

Note: the language should be very formal eg (I'm writing with regard to your advertisement; I would appreciate a reply at your earliest convenience; the product which was delivered proved to be faulty; etc.)

E-mail is rapidly becoming one of the world's most important means of communicating in the business place. To succeed on their jobs, our students need to learn how to write successful e-mail.

2.15.3.4 Format of a Formal Email

While most of us send informal emails to friends they might contain grammatical mistakes in them, the same is not true when writing to colleagues, especially when we want to make a good impression, as we have to be more careful and diplomatic

this time. A successful e-mail contains a subject line with a topic and a focus, an introduction, a body, and a conclusion. According to *www.teachingenglish.org.uk (2010)* the following dos and don'ts are important:

Table (2.1) Do and Don'ts of Email

DOS	DON'TS
➢ Use an informative subject line, which says what the email is about. ➢ Write the most important information first. ➢ Use numbers and bullet points to make the message clearer. ➢ Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.) ➢ Write short sentences. ➢ Use paragraphs to keep the email clear and easy to understand	⊔Write 'hello' as your subject line. ⊔ Write about irrelevant issues. The reader will soon hit 'delete' if the Email doesn't get to the point. ⊔ Give personal information that you Don't want anyone else to know. (The email could end up in the wrong hands) ⊔Use capital letters to write whole words as in emails, this is considered shouting. ⊔Use different fonts in the email (the recipient's computer may not be compatible) ⊔Use Italics (the reason may be misunderstood, due to cultural Differences). ⊔Use exclamation marks. ⊔Use abbreviations like coz and unit, as the recipient may not understand them. ⊔Use acronyms like BTW for the Same reason. ⊔Use smileys. They may be misunderstood.

2.15.3.5 Cover Email

Every CV, whether traditional, e-mail, or Internet, should be prefaced by a cover letter. This is important for two reasons: the cover letter or cover e-mail customizes the job search, and the cover letter highlights the student's value. Students will use the same CV regardless of which job they are applying for. The cover letter, in

contrast, should be written for a specific job opportunity. Thus, whereas the CV is generic, the cover letter or e-mail will highlight how the student is truly the best hire for that specific job. To accomplish this goal, the student will use the cover letter to focus on how he or she can fulfil the requirements of the job as it has specifically been advertised.

➢ **What a Cover Email /Letter Should Accomplish**

The cover email should accomplish the following

1. Essential Components of a letter (writer's address, date, reader's address, salutation, text, complimentary close, signature, and typed name.) If the student is sending the CV via e-mail, then these components will change—no address, salutation, or signature will be required.

2. Introduction. Tell *why* you are writing and *what* you are writing about. This will tell the reader that you are applying for a job (that's the "why") and which job you is applying for (that's the "what").

3. Body. Tell *what exactly* makes you the best candidate for the job. List the ways in which you specifically meet the advertised criteria.

4. Conclusion. Tell *what's next*. When would you like to set up an interview to discuss your credentials? (Gerson 2013:52)

 From all the above mentioned it is clear that a successful e-mail contains a subject line with a topic and a focus, an introduction, a body, and a conclusion.

2.15.4 Writing Reports

2.15.4.1 Reports' Types and Sizes

Students could write *long reports* (over three pages) or *short reports* (fewer than three pages). They could write:

- **Proposals** to recommend the solution to a problem or to assess the feasibility of a project
- **Trip Reports** about an off-site visit

- **Laboratory Reports** about the results of a process
- **Status Reports** about their progress on a project

There are different types of reports, but the students of business need to know how to write general report about any event that they attend or achieved like workshops, conferences etc. More over reports about studies or market research. Status reports or evaluation of performance are also important types of reports that students of business skills write.

2.15.4.2 Reports Writing Components

According to Whichever type of report a student writes, whether it is long or short, it should have the following components:

2.15.4.2.1 Identification lines

Date, To, From, Subject (just as with memos and e-mail). The subject
Line would be typed in all caps and contain a *topic* and a *focus*.

2.15.4.2.2 Introduction

The introduction tells the readers *what* you are writing about and *why* you are reporting on this topic. This and the following comments about body and conclusion abide by the same all-purpose template

2.15.4.2.3 Body

The body of the report explains *what exactly* you accomplished and what problems you encountered (status report); what you saw and did (trip report); what procedure you followed and what you learned from the task (laboratory report); what options exist as feasible solutions to a problem

2.15.4.2.3 Conclusion

The conclusion informs the reader *what's next*. This could include what you plan to do during the next reporting period (status report), your suggestions for the next site visit (trip report), and follow-up Procedures and/or lessons learned (laboratory report), and your recommendations to solve the problem (proposal).

2.16 The Five Conventions of Technical Writing

According to Gerson (2013:55) the following issues should be considered while writing any kind of technical writing.

2.16.1Clarity: answering reporter's questions.

2.16.2 Conciseness: using short words, short sentences, and short paragraphs.

2.16.3 Document Design: employing highlighting techniques to make information accessible.

2.16.4 Audience Recognition defining high tech terms.

Throughout this chapter, it has been suggested that letters, memos, and e-mail use pronouns to achieve a personalized tone. Most reports, in contrast, are more objective, less personal.

2.16.5 Accuracy abiding by grammatical conventions.

2.17 LITERETURE REVIEW

2.17.0 Introduction

Using authentic materials to enhance different language skills is not a new issue. The field of English for the work place or English for occupational purposes has been also an important topic which different studies have been done in to find out to what extent the skills that needed for the work place are covered in the universities curriculums and why is important to teach such skills in order to bridge the gap between the what is taught in classes and what is needed in real life situations in the work place. Many studies have investigated this area all over the world. The current study investigates the possibilities of using authentic materials to enhance writing for the work place; more specifically with students of marketing. This chapter covers the previous studies that are related to the new study compare and contrast them finding out to what extent this study is new and why is it important.

2.17.1 Previous Studies

The following are previous studies that are related to this study. Some of them are national while the others are international ones.

Study 1.

Researcher: Mohammed Dardig

Year:2016

Title: Analysis and Design of Written Texts for Banking Professionals in Sudan, Unpublished PhD Thesis in English language (Applied Linguistics)-Sudan University of Science and Technology, College of Education

The study aims to research the use of ESP and English for workplace in the context of Sudanese banking. Little research has been conducted in texts analysis for pedagogical language use. Having this in mind, the present study has put into consideration to investigate into the area of authentic work place texts and to analyze the discourse of the written texts for pedagogical language use. In order to gain a comprehensive picture of this particular variety of English register, the researcher used the corpus linguistic Approach (CLA) to investigate authentic banking texts as "data collection" that has been downloaded from websites and personally collected from various resources. The method used to analyze authentic banking texts is Word Smith Tool Version (6) which is soft lexical analysis that uses a computerized analysis of large number of texts. Based on the needs analysis survey, the annual reports (ARs) and irrevocable letters of credit (LCs) represent the daily language use for banking discourse. Therefore,(48) annual banking reports and (12) letters of credit were collected to investigate the characteristics and functions of written banking texts. The analysis concentrated mainly on the frequency of lexical bundles and collocation phrases. Results of written banking collocation analysis have found significant differences from which other ESP texts and corpus. Finally, the analysis showed the tendency of representative habit of

fixed collocation phrases used frequently in written banking texts for communication. Findings have provided a clear understanding that banking professionals have difficulties writing abstract noun phrases and passive verb phrases.

This study investigated the writing difficulties that the banking professionals face which according to the result of the study are; problem of writing abstract noun phrases and passive verb phrases. It is descriptive corpus study Therefore,(48) annual banking reports and (12) letters of credit were collected to investigate the characteristics and functions of written banking texts.

The new study is similar to the previous one for the reason that it searches the same area of English for the work place, but it is not focusing on the problem of the lack of authenticity in the written texts or the problems of writing which banking or any field professionals have. The new study concentrates on finding solutions for such problems by using authentic materials to teach writing for the work place. It focuses on applying different types of authentic materials to solve the problem of writing skills in English for the work place. More specifically some writing skills that needed in the field of Marketing which some of them are already part of the readymade materials of the third year students of marketing. The previous study is descriptive analytical while the current study is practical in its nature. This is what makes the two studies different in the methods and the methodology.

Study 2.

Researcher: Akbari Omid

Year: 2016

Title: Using Authentic Materials in the Foreign language Classrooms: Teachers' perspectives in EFL classes**.** Iran

The idea of using authentic material in language teaching is supported among references and many professionals in the field of language pedagogy. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence (Guariento & Morley, 2001; Wilcox et al., 1999). This paper attempted to investigate Iranian EFL teachers' attitudes and beliefs regarding the use of authentic materials at high school level in Iran according to communicative language principles, focusing on both reading and listening skills. Fifty-seven (57) female and male English teachers, who teach in high schools and took apart in teacher training course (TTC) with CLT framework, completed a survey questionnaire for the purpose of this study. The questionnaires were analysed in terms of frequency and percentage by means of the statistical package SPSS. The results indicate that English teachers have a positive attitude towards presenting authentic materials in the classroom. Recommendations for future research are provided. Although the use of authentic materials in the classroom has become general practice during the previous 30years, the issue of authenticity has been one of the most debatable aspects in the ground. However, the need or usefulness of authentic materials has been increasingly recognized especially in non-native countries as Iran. Empirical studies have demonstrated the positive effects of utilizing authentic texts by language learners.

This study is similar to the current study in many ways. First it shows the importance of using authentic materials to improve English language in non-native speakers context, the former is Iran while the latter is Sudan. Second; both studies proved the positive effect of using authentic materials in teaching English language and finally the teachers' positive attitude towards using such kinds of materials in their classrooms to teach different skills of English language. The two studies are different in many ways. The previous study focused on the use of authentic

materials to improve reading and listening skills for Iranian at secondary school, while the current study tackles the use of authentic materials to enhance writing for the work place at university level in Sudan. It is experimental descriptive study while the previous study was a descriptive.

Study 3.

Researcher: Omer Hayban Omer Hajana

Year: 2015

Title: The Need for Quality ESP Courses for Garden City College for Science and Technology. Unpublished PhD, in Applied Linguistics**.** Sudan University of Science and Technology. College of Education

To examine and identify the view of undergraduate students at Garden City College for science and Technology concerning their academic and linguistic needs , lacks, and as inspirations. It also explores subject teachers' attitudes to students' overall performance with English language. The aim is to set an ESP frame for all English language   courses in the college to meet the needs of the students. The researcher has used mixed methodology interview and questionnaire are the instruments of data collection from teachers and students. The two instruments were designed in accordance with Hutchinson and Walters (1987) and Dawson. C (2009). The study results reveal that there was a consensus among both teachers and students to adopt ESP as an effective mechanism for English language program presented at the college. As far as the teachers at the of ESP concerns, A considerable number of them did not have any teacher training program.

This study found out the importance of need analysis before selecting or designing any materials for students of ESP as well as the necessity for training ESP teachers

at university level. The current study agrees with the previous one. It differs from it, in a way that it deals not only in raising the awareness of doing needs analysis to find students' needs before teaching or selecting materials for them, but also showing how using authentic materials in teaching can improve writing for the work place. The current study uses experiment while the previous described the current situation by means of analysis questionnaires and interview. The current study uses interview and pre and post- test for data collection after training sessions that last for six weeks.

Study 4.

Researcher: Inaam Abbas Hassan Elnour

Year: 2014

Title: An Analysis of Errors Made by Sudanese University Students in Written Production. Unpublished PhD in Language Curriculums and Teaching Methods.

The study Aims to clarifying, classifying and analysing errors made by Sudanese university students and the teaching techniques and methods used to teach writing and the curriculum of English language used in these universities. The study used Questionnaire for the teaching staff and Test for students errors committed- Ahfad University for women and Sudan University of science and technology faculty of business . One of the results is that teachers need training to improve their teaching skills of writing.

This study proved that there is a problem in students' written production at university level which is one of the reasons that the current study is finding new ways to overcome this problem. The previous study was a descriptive analytical one , while the new study is descriptive , analytical and experimental. It tries to find solutions to the problem of writing among university students by using authentic materials; more specifically to promote writing for the work place to

students of marketing at Sudan University of Science and technology .The current study is similar to the previous one .They both proved that teachers need training to improve their teaching skills of writing.

Study 5.

Research: Methela Rahman

Year: 2013

Title: Using Authentic Materials in the Writing Classes: A Tertiary Level -BRAC Published Masters of Arts in English**.** University of Dhaka

There has been an increasing demand for using authentic materials in the foreign language teaching. Writing is one of the important productive skills in English language teaching. The aim of this research is to examine the effectiveness of authentic materials in the writing classes at the tertiary level students. Also, to collect the data the researcher has selected 4 private universities of Dhaka, where the number of the subjects was 8 teachers and 100 students. Student questionnaires filled up with 100 students and the teachers' questionnaire filled up with 8 course teachers. This paper also comprises with the few recommendations for a few problem which the researcher found during class observation and data collection. As far as teaching writing is concerned, a teacher can make very good use of authentic materials by highlighting real language use in various real life materials like advertisements etc. and also by assigning them tasks based on them. The use of suitable authentic materials can motivate the students to gather more knowledge about the outside world. Also, the students have the chance to share their predictions and thoughts to the other students and thereby gain confidence in being able to communicate in English. Also, the way the teachers use the authentic material is also very important.

This study is similar to the current one in different ways. Both of them clarified the effectiveness of using authentic material through descriptive experimental approaches. They both emphasized the importance of using authentic materials to motivate learners and improve their writing. The current study is different from that study since it focuses on the use of authentic materials to improve writing for the work place and investigating the main reason behind not using such types of materials in Sudanese class room at university level.

Study 6.

Researcher: Alfadil Altahir

Year:2011

Title: A need analysis of naval students and its Implications for designing an ESP syllabus.

This study aims at conducting a needs analysis of students of Sudan Naval Academy to design English for specific Purposes (ESP) syllabus based on these needs. Published PhD in Applied linguistics.

The researcher used descriptive method by means of questionnaire and interview as tools for data collection. They were adapted from that used by (Bedri, 2004) with some modifications in order to suit the study. The SPSS was used for data analysis.

Some of the finding of the study is first; students need course materials in the field of ESP, English for naval and maritime studies. The course needs to be made integrating the fours, tasks and activities in form of an illustrated course book. Second; student have a favourable opinion of suggestion that a modern approach can be helpful in improving their learning of English and that should be adopted. On the basis of the findings, a course design for naval students is proposed.

This study is similar to the current one. It emphasized the need for designing ESP syllabuses for the reasons that textbooks are not affordable, and the ones which are affordable don't match our student's needs. The new study is different from the previous one. It focuses mainly on the use of authentic materials to promote writing for the work place while the previous study focused on conducting a needs analysis of cadets of Sudan Naval Academy to design English for specific Purposes (ESP) syllabus based on these needs. This includes the four skills, authentic and none authentic materials and so on. The current study aims to solve the problem of unaffordable materials through the use of authentic materials. Both studies were done in Sudan.

Study 7.

Researcher: Ahmed Ashuja'a

Year: 2004

Title: Teaching business English in Yemen: What and how?

Study at Sana'a University, Yemen

The researcher aimed to find: what components of English for business should be provided to students of commerce and business administration (university level), and how to teach these components. Researcher used descriptive analytical approach as well as practical experiments. Questioner, language tests, interviews with companies and questionnaire to ESP teachers. Task based learning TBL is used to teach the course as a very helpful and practical method as suggested by the researcher .The study has a lot of findings the most important one is that students of commerce and administrative sciences should be equipped with the ability to do any or all of the certain skills . The researcher included 20 different components that suggested different language skills such as:

o   Read and understand reports, catalogue, manuals, tenders, quotations and advertisements.

o   Write business letters and other documents briefly, precisely and clearly.

o   Write summaries of long reports to be submitted to top management

o   Write instant and quick replies to serious and important telexes or emails

o   Write CVs and job application letters.

To achieve this course the researcher listed number of requirements

This research aimed to find: what components of English for business should be provided to students of commerce and business administration (university level), and how to teach these components. He found out the most important business English areas which should be studied in order to prepare learners for the field of work. Some of these skills are covered by the new study . More specifically the writing skills. The new study concentrates mainly on the use of authentic materials to enhance such skills. Both studies deal with the area of business English the previous study highlighted the areas which should be taught while the new study find new ways to teach those skills even when there is no textbooks. This way is the use of authentic materials.

Study 8.

Researcher: Alexander Gilmore

Year: 2011

Title: I Prefer Not Text": Developing Japanese Learners' Communicative Competence with Authentic Materials-The University of Tokyo, Japan -Language Learning

This quasi-experimental study reports on a 10-month classroom-based longitudinal investigation, exploring the potential of authentic materials to develop Japanese

learners' communicative competence in English. Sixty-two second-year university students were assigned to either a control group receiving textbook input or an experimental group receiving authentic input, and their pre-treatment and post treatment levels of overall communicative competence were assessed. Communicative competence was operationalized with a batch of eight different tests: a listening test, a pronunciation test, a C-test, a grammar test, a vocabulary test, a discourse completion task, an oral interview, and a student-student role-play. The results indicated that the experimental group out- performed the control group in five of the eight measures, suggesting that the authentic materials and their associated tasks were more effective in developing a broader range of communicative competencies in learners than the textbook materials. It discusses the pedagogical implications of these findings for language teachers and their learners. When learners are given the choice of studying a second language (L2) from either textbooks or authentic materials (such as films, songs, novels, or Web-based sources), they very often "prefer not text," as one of the researcher's students told him in no uncertain terms. The motivating nature of authentic materials has often been noted in the research literature

This study proved that the use of authentic materials and their associated tasks are more effective in developing a broader range of communicative competencies in learners than the textbook materials. It focused on listening and speaking while the new one focuses on writing. Both studies highlighted the importance of using authentic materials to improve English language at university level. The previous study focused on using authentic materials to teach English as second language while the later focuses on the use of authentic materials and their associated tasks to improve English as a foreign language more specifically to teach writing for the work place at Sudanese context.

Study 9.

Researcher: Asif Masood

Year: (2005)

Title: Exploiting Authentic Materials for Developing Writing Skills at Secondary Level –Published MA -University of Pakistan

The present study intends to scrutinize the efficacy of authentic materials for enhancing writing skills of the second language assimilators at secondary level in Pakistan. Authentic materials are very interesting, absorbing and motivating. Change and variety is something very important for human development and upbringing. Authentic materials can serve this purpose very well.

The objectives of the research would be to improve the writing skills, arouse the element of curiosity, make them more motivated to learn the language skills, bring something of the everyday world into the classroom and to remove the monotony of the contrived texts.

Various data collection techniques employed during the course of the study would be class observations, practical teaching to a group of students and through a teacher's questionnaire. The researcher strongly believes that this study would strengthen the belief in the use of authentic materials for developing writing skills and would have lasting implications on the writing classroom.

Both the former and the later studies talk about authentic materials and proved the importance of using them to developing writing skills .They are both experimental .They found out that the use of authentic materials improve writing skills for EFL students .The differences between the two studies in spite of the fact that they both use test as a tool of data collection, is that the previous study used observation while the current one uses the interview. Other difference is the contexts in which the studies were done. More over the previous study focused on clarifying the

effectiveness of using authentic materials for enhancing writing skills of the second language assimilators at secondary level in Pakistan. Authentic materials are very interesting, absorbing and motivating. While the new study focuses on using some of those authentic materials and add new ones to enhance writing for the work place at university level; more specifically to students of Marketing.

Study 10.

Researcher: AbuEl-Gasim Sabah Elsaid Mohammed

Year: 1999

Title: Authentic Materials and Course books: An Analysis of the course book used by Veterinary Science first year students at the University of Khartoum. Published thesis of MAin English Language - University of Khartoum

The study attempts to investigate the authenticity of the texts included in textbooks of first year students of Science with regards to first year students of Vet. At University of Khartoum. Two sets of formal interviews were administered. The first was the teachers at university requirements (AUR) who taught the book so as to find out the authenticity, relevance, and appropriateness of text to first year students of Vet. The second interview was carried out with the staff of faculty of Vet. In order to find whether the relevant resources of authentic materials are available, the type of authentic materials that could be used and to recommend some additional authentic materials. The interviewees were defined and the time spent in the interviews is recorded. The textbook is then, textually described. The study has come out with the conclusion that the texts in the book are not authentic and irrelevant to first year students of Vet. Moreover, the book doesn't prepare students for any target situation. The study also arrived at the conclusion that textbooks of Vet specialization as well as references are the sources of authentic materials. Reading materials are the type of authentic materials that could be

presented to vet. Science students. The study recommends some authentic materials to supplement the textbook with regard to first year Vet. Science students.

This study is similar to the current one in the way that both of them are clarifying the importance of using authentic materials to teach ESP at treasury level. The previous study investigated the existence of authentic materials to teach the four language skills by analysing current content of ESP course and find out the importance of using authentic materials to teach ESP, such materials as it was proved in the study can easily be found .The researcher used interview and textual analysis to collect data. But this study deals with using authentic materials to enhance writing for the work place. It investigated and proved the possibilities of using authentic materials to teach writing skills that required at the work place for students of marketing. The current study is an experimental one in which the researcher has found ways of using authentic materials to teach writing for the work place and identified the types of authentic materials and tasks that could be used to teach writing for the work place for students of marketing. Interview and tests were the means of data collection. This is what makes the current study different from the previous one.

2.17.2Summary of Previous Studies

The above previous studies are very useful .They provided some important issues that are related to the current study. Some of them highlighted the importance of using authentic materials, types of authentic materials that could be used to teach different skills and to teach writing skill specifically.

The previous studies also, showed that authentic materials are beneficial in different ways. Some of them found out that authentic materials are very interesting, absorbing and motivating. Moreover, authentic materials are diverse in

nature and have a range of things to offer. There is a great diversity of materials available in newspapers, broadcasts, magazines etc. in the form of advertisements, cartoons, bulletins, horoscopes, weather reports etc. Such materials will acquaint learners not only with the language but also with the culture.

The previous studies which were done in Sudan investigated the writing problems and the problems of materials used to teach ESP. Two of those studies tackled the issue of authenticity in the ESP curriculums. They were both descriptive and analytical studies, Not experimental. They shed the lights on the importance of using authentic texts to teach ESP at university level.

 What the current study will add to the field in Sudan is; it shows and proves how to use different types of authentic materials to promote writing for the work place. It is an experimental study this distinguishes it from the other previous studies which were done about the use of authentic materials in Sudan. Since they were all descriptive, they all just show the problem of the lack of the authenticity and authentic texts in the curriculums, but in this study the researcher solve the problem by designing lessons that are only based on authentic texts and teach students writing for the work place using these lessons. The study used only authentic materials. This makes this research new in Sudan.

2.18 Summary

This chapter covers the theories which this study is based on. They are from different resources. It tackled different topics some of them concerned with the authentic materials while the others are about writing for the work place. The chapter also includes a review of literature to the previous studies that related to the current study.

CHAPTER THREE

METHODOLOGY OF THE RESEARCH

3.0 Introduction

This chapter shows the practical side of the study. It gives an account of the methodology, instruments , procedures and the materials used in the study; more specifically, this chapter provides a detailed description of the study design, subjects, tools used for data collection, materials and module designed for the study and the methods used for analysing the collected data.

3.1 Methodology of the Study

This study employs two methodologies of research. The experimental methodology and the descriptive analytical methodology. The backbone of the research design is the experiment which allows for the realization of the two main elements in the title of the study: (a) 'using authentic materials', and (b) 'teaching EFL writing for the work place'. The experiment is an ideal method to prove by figures if this type of materials would confirm the assumption and help practically to improve writing for the work place. The descriptive methodology which focuses on the 'what' aspect of the study will be used in order to provide a clear picture of the situation and the changes that are supposed to have taken place as a result of the experiment. The analytical methodology focuses on the 'why' aspect of the study in that it will explain why the situation is like that or how it became the way it is.

The logic behind employing and mixing methodologies to research rests on the concept of 'triangulation' which, in practice, is a widely used technique in the social sciences.

According to Jacob (2001)

> *"By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single-method, single-observer, single-theory studies. Often the purpose of triangulation in specific contexts is to obtain confirmation of findings through convergence of different perspectives. The point at which the perspectives converge is seen to represent reality."*

Yeasmim and Rhaman (2012:154) point out that

> *In recent years, the use of qualitative and quantitative methods in studying the same phenomenon has received significant attention among the scholars and researchers. As a result, it has become an accepted practice to use some form of 'triangulation' in social research.*

They go on to explain that '[It has been argued that the deficiencies of any one method can be overcome by combining methods and thus capitalizing on their individual strengths.' (Yeasmin and Rahman, 2012:155). The reason for this, according to them, is that 'Social realities are inherently complex to be grasped in its entirety with one method of investigation.

3.2 The Population and Sample of the Study

The population of the study is the students who study marketing at university level. As mentioned in Chapter One, in stating the problem, these students exhibit noticeable deficiencies in writing for the work place. The sample of the study is, more or less, a convenience sample. The researcher decided to take, as a sample for the study, the third year students at the Department of Marketing - College of Business Studies, Sudan University of Science and Technology; in the academic year 2015-2016.

It is to be noted here that Sudan University of Science and Technology has a well-established and a long standing reputation in providing the labour market in this country, and indeed in other countries, with the type of cadre needed to meet the demands for qualified employees.

The total number is 103 students. All these students share the same mother tongue and are taught by the same teachers. These students had studied two English language courses (totaling to 30 hours) the objectives of which are to improve their academic and general English language proficiency. They also study an ESP course (business English) in the sixth semester in which the researcher applied the study. Twenty (20) of the students participated in the pilot study. They volunteered to do so. The rest of the students participated in the experiment .The number of the students who were included in the final results of the study after excluding those who attended the pre-test and did not take the post-test is 70 students. The two groups (the experiment group and the control group) had 35 students each.

Also 15 ESP teacher from different Sudanese universities participated in this study. The following table shows their numbers and universities.

Table (3.1): Number of The ESP Teachers and Their Universities

The University	Number of teachers
University of Khartoum	4
Sudan University of Science and Technology	7
Elneelin University	4

All subjects, teachers and students, speak Arabic language as their mother tongue. The students come from the same background: they had all studied the same syllabus in their pre-university education and, therefore, they were a homogeneous group for the study.

3.3 Methods of the Study

The study has adopted the test and interview as instruments for data collection.

3.3.1 The Test

A pre-test was given to the whole class excluding the pilot study group. The students were divided into two groups after the pre-test; 45 of them were taught

writing for work place with authentic materials while the other 45 were not. The two groups were divided equally according to their results in the pre-test. The experimental group studied six weeks of writing skills in the semester. After the sample finished the course, the students of the groups (i.e. the experiment group and the control group) all sat for the post test. The researcher excluded the students who attended the pre -test but did not take the post test. The final number of students in the control and experimental group was 35 each, so the total number of the participants was 70 students.

The test took two hours. The numbers of questions and marks were given per content, organization and language they were as follows:

Table (3.2) Marks of the Questions.

Topic	Content Marks	Language Marks	Organization Marks
1. Writing CV	4	2	2
2. Writing Advertisement	2	1	1
3. Writing Cover Email	2	1	1
4. Writing Report	2	1	1
Total			20 marks

3.3.1.1Validity and Reliability of the Writing Test:

After being checked by the supervisors, the final draft of the test version was validated by experts in the field .The test version was modified according to the opinions and suggestions of the experts (referees). Appendix 3.To validate the test further, it was piloted on 5 subjects from the target population for a validity check. The purpose of this is to check the ease of the questions and the suitable time for the test. The students' answers revealed their understanding of the questions .To get results that are free from bias; the tests of the study were not checked by the

researcher they were marked by two teachers from the same field of ELT .
Dr. Elsadig Osman from Sudan University of Science and technology – College of
Education and Ustaza Fatima Alzahraa Mohamed a lecturer at the University of
Holly Quran-college of Education .The reliability of the test was measured with the
Cranach alpha test which was done by the use of the SPSS.

3.3.1.2 The Pilot Study of the Experiment

Twenty students participated on the Pilot study. Ten was a control group while the
other ten was the experimental one. The two groups took a pre -test, the
experimental group was taught with the authentic materials while the control group
was not. The two groups sat for the same pre-test as a post- test to measure whether
the authentic materials have improved the level of writing among the students or
not. This pilot study was done first to check the validity and reliability of the test
before conducting the study with the large group. It proved the validity and
reliability of the tool and the materials of the study

3.3.1.2.1 Result of the Pre test

Table (3.3) Result of the Piloting Pre Test

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Control	1.78	0.362	0.148	9	0.88	**Insignificant**
Experiment	1.75	0.354				

Table (3.3) above shows the chi-square test which is (0.148) by the significant
value (0.88) and it is more than probability value (0.05), that means there is
insignificant differences.

This result reveals the problem of writing for the work place among the students of marketing. It shows that both the experimental group and the control group share the same level of weaknesses

3.3.1.2.2Result of the Post Test

Table (3. 4) Result of the Piloting Post Test

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Control	1.00	0.000	-7.856	9	.00	Significant
Experiment	1.60	0.242				

Table (3.4) above shows the chi-square test which is (-7.856) by the significant value (0.00) and it's less than probability value (0.05), that means there is significant differences for the Experiment.

The results of test show significant differences in the performance of the two groups for the experimental one. This reveals the effectiveness of using authentic materials to improve writing for the workplace and show the possibility of using such materials to teach writing for the work place.

3.1.2.3 Reliability Coefficients

Cranach's alpha method

Cranach alpha coefficient = (0.91), a reliability coefficient is high and it indicates the stability of the scale and the validity of the test

Validity coefficient is the square of the islands so reliability coefficient is (0.95), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Table (3.5) Reliability Coefficients

No	Value	Question	Reliability	Validity
1		Question 1	0.72	0.84
2	Pre	Question 2	0.88	0.94
3		Question 3	0.94	0.97
4		Question 4	0.84	0.92
5		Question 1	1.00	1.00
6	Post	Question 2	1.00	1.00
7		Question 3	1.00	1.00
8		Question 4	1.00	1.00

3.3.2 The Interview

The population of the interview is the teachers of English for specific purposes (business English) at universities in Khartoum state. The interview was conducted with 15 university teachers of English for Specific Purposes ESP, university requirements courses as a random sample for the study. This interview aimed to investigate

❑   Whether they use authentic materials to teach writing for work place ,

❑   Have they received any training on how to use authentic materials to teach writing for the work? ,

❑   Why using authentic materials to teach writing for the work place is important?

3.3.2.1 Validity and Reliability of the Interview:

The questions of the interview were checked by the same doctors and professors who have checked the tests' questions and the authentic materials used for this study. They reviewed the content, wording, suitability and the ease of the questions. They all mentioned that the content is suitable and relevant and convenient to the purpose of the study. Some changes were made in the wording of some questions, a few were deleted and others were added.

3.3.2.2 Piloting of the Interview

The researcher piloted the interview questions with 3 teachers. Some modifications were made after the piloting .The researcher also decided to record the interview after asking the subjects to fill consents forms. See (Appendix3)

3.4 Procedure

The data of this study was gathered during the academic semester (2015-2016). It was collected through tests; pre and post-test as well as interview. The collected data of the tests was checked by two different lecturers the researcher was not one of them. It was analysed through SPSS.

First; the researcher pilots the study with twenty students; ten experimental and the other ten students represented the control group. The result of the piloting confirmed the validity and reliability of both the tool of the study and the module used in teaching.

Second; the researcher gave a pre-test to the rest of the class (pre-test) the divided them equally according to their marks to two groups one experimental and the other group is a control one. The experimental group studied writing for the work place through authentic materials while the control group participants were not. After six weeks the researcher gave the same test as post-test to the two groups (the control group and the experimental group).

Finally; the researcher conducted an interview with 15 ESP teachers from three Sudanese universities *seven* of the participants were from Sudan university of Science and Technology.

3.4.1 Validity and Reliability of the Materials

The materials (the authentic materials which the researcher used), were approved by the two supervisors after been checked by professors and doctors from different institutes who are related to the field as well as native speakers .These experts also checked the tools of this study.

Prof. Abdelraheem Hamid Mugadam from University of Khartoum -Faculty of Arts, Prof. Elkarib from Ahfad University for Women –School of Languages, Dr. Montasir Hassan Mubark Sudan University of Science and Technology – College of Education. Dr. Areeg Osman : Sudan University of Science and Technology College of languages. Ustaz Mohamed Musaad from Sudan National Centre for Languages. They checked the appropriateness of the content in terms of language and culture.

The materials were also checked by three Native speakers Dr. Helen Fatima Idrees -University of Khartoum –Faculty of Arts- Department of Linguistics, Jacqueline Kunz –University of Khartoum , Faculty of Art and Lona Louise Soiney – University of Khartoum –The English Language Institute. They confirmed the authenticity of the language which is used in the materials as well as the correctness of its usage. See (Appendix 2&3).

3.4.1.1 Types of Materials Used

Table (3.7) Authentic Materials of the Study

Types of Materials
1.   Real CV of the teacher and leaflets and brochure produced by MTN includes tips about CV formats
2.   Advertisements from Sudan Vision newspaper Vol.13 Issue No 3506. March 30th,2015 and The Citizen Sunday , April 12,2015 Vol.28, Issue192. Videos of TV advertisements about Sudani telecommunication company and Lipton were also used.
3.   A report a video and written copies from BBC about Dal Company.
4.   A screen shot of emails from the teacher to colleagues and from students to teacher and vice versa. Use internet in the class for teaching how to use email.

3.5 The module

The researcher used the above mentioned authentic materials and designed five different lessons for the study. The lessons are based on the objective and the course outline of the ESP course. Each lesson was taught in a separate session which lasted for two hours. The following are the topics of the Lessons which were designed by the researcher for the study:

1. CV writing
2. Writing advertisement
3. Writing a cover email
4. Writing evaluation report
5. Writing a report about an event

Each lesson from the above has objectives, skills focus, language, Assumed knowledge, materials and resources to use as well as a limited time to carry out.

The lessons or sessions which are mainly tasks and the goal of students is to carry out these tasks with the language and the content drawn from the authentic materials which were selected according to what the learners needs and their level of proficiency. The researcher designed different types of tasks for each lesson .They are authentic and simi authentic. Each task in a lesson has a focus, an aim of developing a certain writing sub skill such as (Language in terms of word choice, fixed expressions, style (degree of formality), etc., Conventions of layout and organization and considerations of the medium, the setting and the audience.).

Tasks of each lesson are not only connecting the lesson together, but also the whole unit. Tasks of each lesson are carried out with different techniques; pair work, group work, individually, online, in class etc. The researcher piloted this module and found out the effectiveness of it to enhance writing for the work place, then it was used for the experiment of this study which also came out with positive result. See (appendix1) .

3.6 Data Analysis

Data analysis of the two tests; pre and post- test which contain the same four items were analyezed and scored according to content, organization and language (COL). It was analysed through means of percentages, SPSS; statistical Packages for Social Sciences. This data was presented in tables and figures to explain the details of the results of the study. The interview, which contains eight items, is also analysed in percentage form.

The terms Content, organization and language which has been mentioned before are suggested by Penny Ur. (2006:140) "correction and evaluation of written text should be based on three things:

1. **Language:** this means language forms, whether the grammar, vocabulary, spelling, and punctuation is of an acceptable standard of accuracy.
2. **Content:** It is whether the ideas or events that are written about are significant and interesting. More if the length of the text is suitable.
3. **Organization:** The organization and presentation whether the ideas are arranged in a way that is easy to follow and pleasing to read.

3.7 Summary

This chapter tackles the methodology, methods , procedures and the materials used in the study; more specifically, it provides a detailed description of the study design, subjects, instruments used for data collection and the methods used for analysing the collected data. It shows how these materials, instruments were validated. The chapter also describes the module designed by the researcher for this study.

CHAPTER FOUR

ANALYSIS OF RESULTS AND DISCUSTION

4.0 Introduction

This chapter discusses the results of the study. It gives analysis of the tests (pre and post-test) of the control group and the experimental group by providing a comprehensive comparison between the two results before and after the treatment. The chapter also tackled the interview which the researcher has done with 15 university teachers of English for specific purposes in Khartoum state. This chapter analyses this interview and the tests and shows their results compared to the hypothesis of the study.

4.1 Test Analysis

The test was conducted before and after the treatment. The sample which was divided into two groups; control group and experimental group all sat for the same test as pre -test before the training sessions for experimental group then they sat together for the same test as post-test. In order to measure and compare the change in the writing performance of the students, the Penny Ur scale was used in this study.(2006: 140) ; scale and method of correction and evaluation .Through this method each item in the test is marked and the discussion is done for it under three categories, content, organization and language (COL).The marks were given by two raters who are university lecturer in the same field .The researcher rechecked it by using SPSS program .The researcher aimed to find answers to the following questions: 1. How to use authentic materials to promote writing skills needed in the work place?

2. What are the different types of authentic materials that could be used to improve writing for the work place?

5. To what extent using authentic materials is important and useful in motivating learners and reducing their difficulties in writing for work place?

The results of the performance of the two groups in the pre-test and post-test was as follow:

4.1.1 Comparison of the Control and Experimental Groups Pre- test

This test was administered to the two groups; control and experimental before the participants of the experimental group were subjected to the training program. The researcher documented the performance of the students to compare it with their performance in the post test to see if there is a significant progress or not.

Table (4.1) Chi-square Test for the Pre- test

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Control	1.91	0.284	-1.000	34	0.32	Insignificant
Experiment	1.97	0.169				

Table (4.1) above shows the chi-square test which is (-1.000) by the significant value (0.32) and it is more than probability value (0.05), that means there are significant differences. This table shows the performance of the control group and the experimental group in the pre-test. The participants did not perform well and there were no differences between the control group and the experimental group in performance. Students in both groups have weaknesses in writing in terms of organization, content and language which are crucial elements in writing.

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4.1.2 Comparison of the Control and Experimental Groups Post- test

Table (4.2) Chi-square Test for the Post- test

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Control	1.91	0.284	19.044	34	0.00	Significant
Experiment	1.00	0.000				

Table (4.2) above shows the chi-square test which is (19.044) by the significant value (0.00) and it is less than probability value (0.05), that means there are significant differences for the Experiment.

This table shows the improvement in the performance of the experimental group. Students who studied five different topics and skills of writing for the work place through the use of authentic materials this means that authentic materials can be used alone in teaching and can enhance students' levels in writing for the work place.

4.1.3 Results of Experimental Group

Table (4.3) Chi-square Test - Experimental Group Sum

Value	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	1.97	0.169	-34.000	34	0.00	Significant
Post	1.00	0.00				

Table (4.3) above shows the chi-square test which is (-34.00) by the significant value (0.00) and it's less than probability value (0.05), that means there is significant differences for the post-test.

4.1.4 Results of the Control Group

Table (4.4) Chi-square Test - Control Group

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Pre	1.8000	0.42164	-1.000	9	0.343	**Insignificant**
Post	1.9000	0.31623				

The above table (4.4) shows the chi-square test which is (-1.000) by the significant value (0.343) and it's great than probability value (0.05), that means there is insignificant differences for the control.

After students of the experimental group had gone over a training programme of five sessions, the same pre-test was administered to the two groups again; control group and experimental group. The table (4.2) shows the significant difference in the score of students in the control group and the students in the experimental group which reveals that the participants in the experimental group who had the training programme improved after the sessions while the control group students who did not have exposure to any programme still have the same weaknesses in their performance in writing .The experimental group students' performance was enhanced in the post test due to the training program. While the performance of the control group participants is still the same and students still have weak level in their writing skills. The table (4.3) shows the results.

The training program in which the researcher used different types of authentic materials including their authentic tasks to teach five writing sessions was very successful according to the results of the experimental group compared to the control group, these results achieved and matched the first and the second hypotheses which say that:

1. Authentic materials can enhance writing for the work place effectively.
2. There are different authentic materials that could be used to teach writing for the work place.

The results of the pre and the post test for both experimental and control group are discussed below. They are discussed per question in terms of content, language and organization.

4.1.5 Results Per-question for the Experimental Group Pre-test

Q1.Write Your C.V

Table (4.5) Experimental Group Pre-test Q1.Write Your CV

Value	Content		Organization		Language	
	Frequency	**Percentage**	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Success	5	14.3%	17	48.6%	20	57.1%
Failure	30	85.7%	18	51.4%	15	42.9%
Total	35	100.0%	35	100.0%	35	100.0%

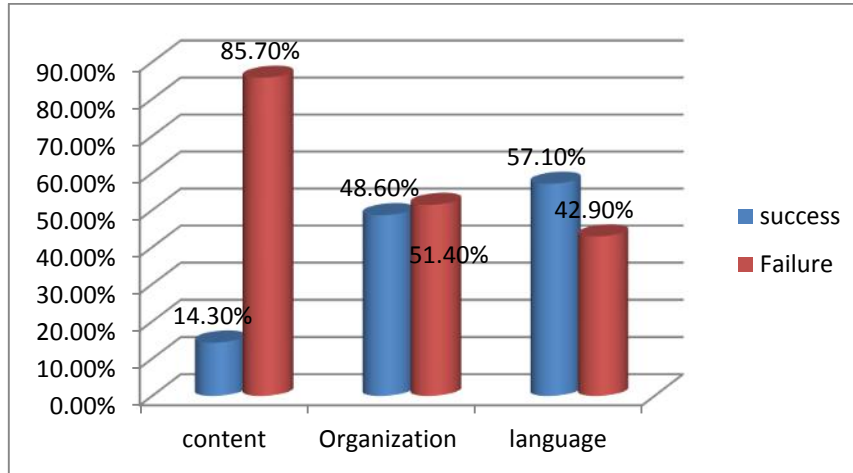Figure (4.1) Experimental Group Pre-test Q1.Write Your CV

The above table (4.5) and figure (4.1) show the distribution of the sample, for the content the success was (%14.3) and failure was (%85.7), and for the organization the success was (%48.6) and the failure was (%51.4), and for language the success was (%57.1) and the failure was (%42.9).

It is very clear from the results above that the students have a problem in writing **CV** in terms of language, organization and content. In spite of the fact that they had weak success in language, but still they are better in language than organization and content. Most of the students don't know what information which should be included in CV and how to organize it with the suitable formal template. Students CVs included a lot of spelling mistakes specifically in words and terms that are related to names of specializations and those of places and institutes. They also produced work that contains a lot of punctuation mistakes and wrong choice of tense. Students also included information which is not relevant and should not be imbedded in CVs. Some of them wrote a short paragraph about themselves and their personal life, they were unable to write the suitable content of CV.

Q2. Design an Advertisement about New ATMs

Table (4.6) Experimental Group Pre-test Q2.Design an Advertisement

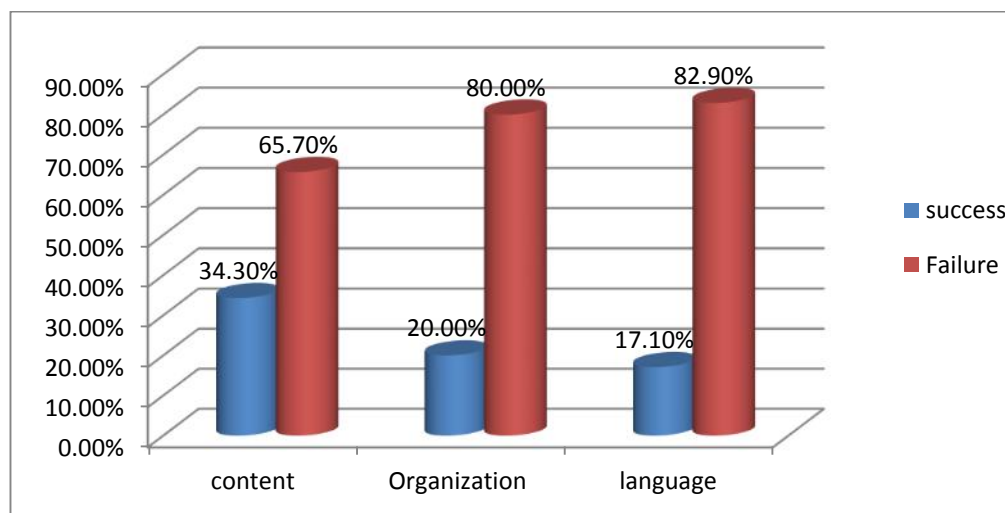| Value	Content		Organization		Language	
	frequency	percentage	frequency	Percentage	Frequency	Percentage
Success	12	34.3%	7	20.0%	6	17.1%
Failure	23	65.7%	28	80.0%	29	82.9%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.2) Experimental Group Pre-test Q2. Design an Advertisement

The above table (4.6) and figure (4.2) show the distribution of the sample for content the success was (%34.3) and failure was (%65.7), and for organization the success was (%20.0) and failure was (%80.0), and for language the success was (%17.1) and Failure was (%82.9) .

Students failed to write **advertisement** in terms of content, organization and language .They lack the knowledge of the genre and style of the field of how to design advertisement with suitable length and layout as well as the choice of content. Students have problems in selecting the suitable vocabulary; punctuation and the presentation .They also have a problem in writing the significant information in the advertisement. This is like the contact information, the purpose of the advertisement is also not clear stated ..etc.

Q.3 Write a Cover Email for This Job

Table (4.7) Experimental group pre-test Q. 3.Write a Cover Email

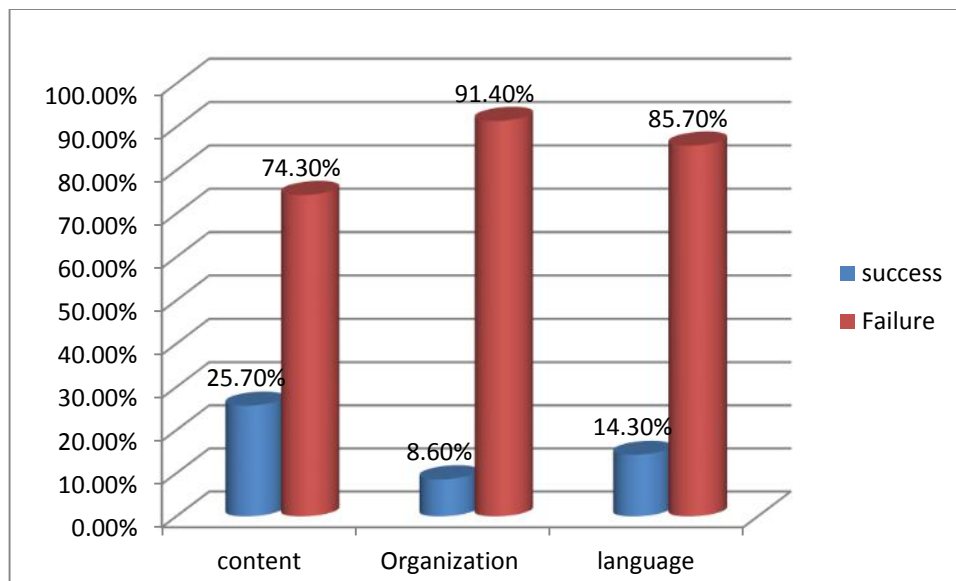| Value	content		Organization		Language	
	frequency	percentage	Frequency	percentage	frequency	Percentage
success	9	25.7%	3	8.6%	5	14.3%
Failure	26	74.3%	32	91.4%	30	85.7%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.3) Experimental Group Pre-test Q 3. Write a Cover Email

The above table (4.7) and figure (4.3) show the distribution of the sample, for content the success was (%25.7) and failure was (%74.3), and for organization the success was (%8.6) and failure was (%91.4), and for language the success was (%14.3) and failure was (%85.7).

This table also shows that students failed to write correct business and formal cover **email;** the language they selected was not formal and was not correct in terms of grammar, spelling, vocabulary and punctuation e.g. Using capital letters to write whole words etc. Students used short forms of words, wrong choice of tense, and long complex sentences, these are some of the most common language problems that happen while writing formal cover email. Students also failed to organize the email in terms of paragraphing which keep the email clear and easy to understand. The email should include clear formal greeting, introduction, main body, conclusion and an appropriate ending and a signature. These important things were neglected by most of the students. They also did not use an informative subject line, which says what the email is about. Moreover students also failed to write the most important information first and they did not use the preferred fonts which are Times New Roman or Arial, font size-12.

Q. 4 Write a Report about any Exhibition You Have Recently Visited.

Table (4.8) Experimental Group Pre-test Q .4.Write a Report

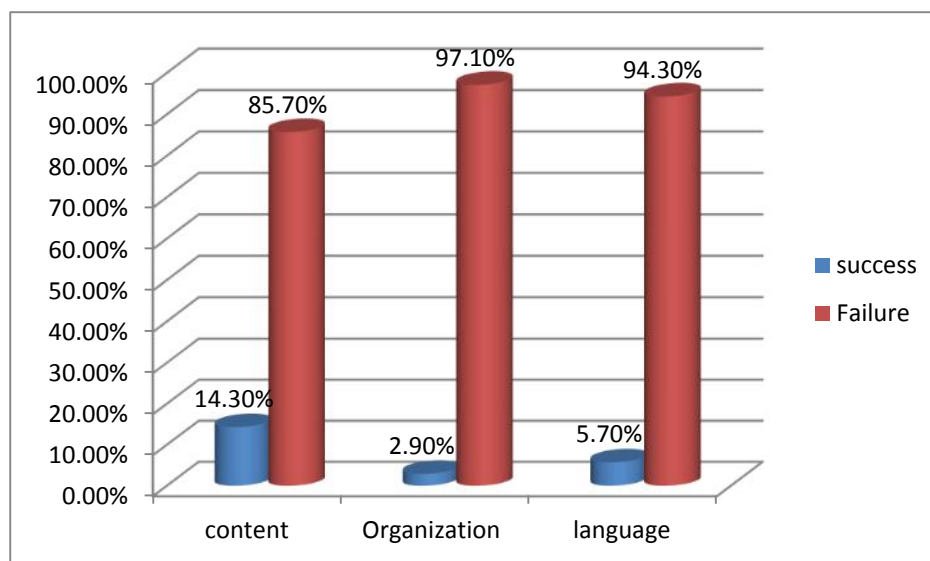| Value	Content		Organization		Language	
	frequency	percentage	Frequency	Percentage	Frequency	Percentage
Success	5	14.3%	1	2.9%	2	5.7%
Failure	30	85.7%	34	97.1%	33	94.3%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.4) Experimental Group Pre-test Q .4.Write a Report

Above table (4.8) and figure (4.4) show the distribution of the sample for content of success by (%14.3) and failure by (%85.7), and for organization the success by (%2.9) and failure by (%97.1), and for language the success by (%5.7) and failure by (%94.3).

Writing **report** was also a challenge to students in their first test. The results showed that students had difficulties in writing reports; they failed to select the content of it, to organize it and to write it in correct language. Students failed to

write a report about the last exhibition week which took place recently and they had attended in their college.

The passive voice which is preferred was not used, as well as a huge number of spelling and punctuation errors occurred. Students also neglected the structure of the report which should be; an introduction, a body and a conclusion. They did not use subheadings which help readers to follow ideas , but also some of them wrote a paragraph that contained more than one idea. The length of the report was not suitable for most of the students while others failed to write the required information which should answer the questions: what? (The event) when? Who ? In the introduction, what happened? (the program) in the main body and what is your opinion/evaluation and comments (conclusion)

4.1.6 Results Per-question for the Experimental Group Post-test:

Q1.Write Your C.V

Table (4.9) Experimental Group Post-test Q1.Write Your CV

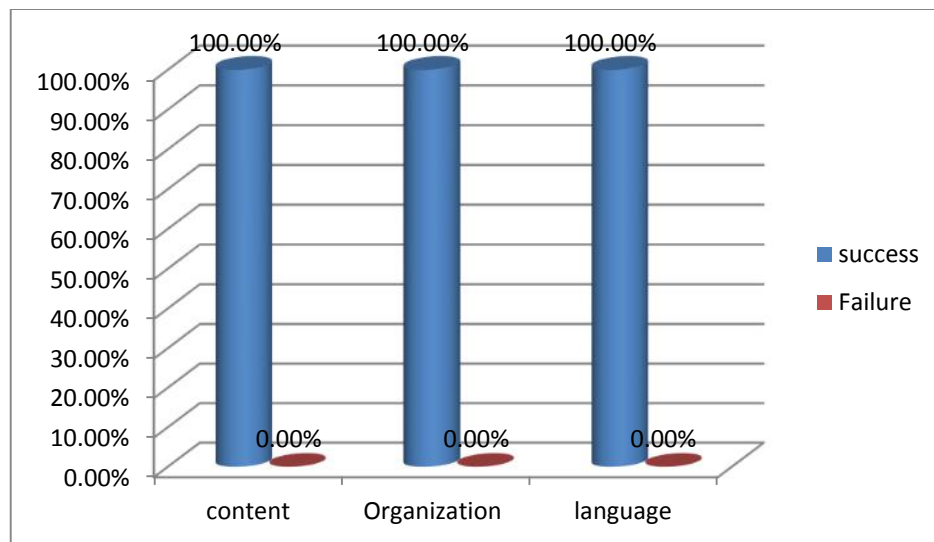| Value	Content		Organization		Language	
	Frequency	percentage	frequency	Percentage	frequency	Percentage
Success	35	100.0%	35	100.0%	35	100.0%
Failure	0	0.00%	0	0.00%	0	0.00%
Total	35	100.0%	35	100.0%	35	100.0%

figure (4.5) Experimental Group Post-test Q1.Write Your CV

The above table(4.9) and figure (4.5) show the distribution of the sample, for content the success was (%100.0) and failure was (%0.00), and for organization the success was (%100.0) and failure was (%0.00), and for language the success was (%100.0) and failure was (%0.0).

Compared to the first result of the same question in the pre-test ;the performance of the students in writing CV improved and there is a significant difference between the result of the students in the pre and post-test .The authentic materials which were used by the researcher ; the real CVs and their associated tasks were the reason behind the improvement of the students' performance, and it is clear from the results in the organization, content and language no one has failed to do the task and the success was 100%

Q.2 Design an Advertisement about New ATMs

Table (4.10) Experimental Group Post-test Q .2. Design an Advertisement

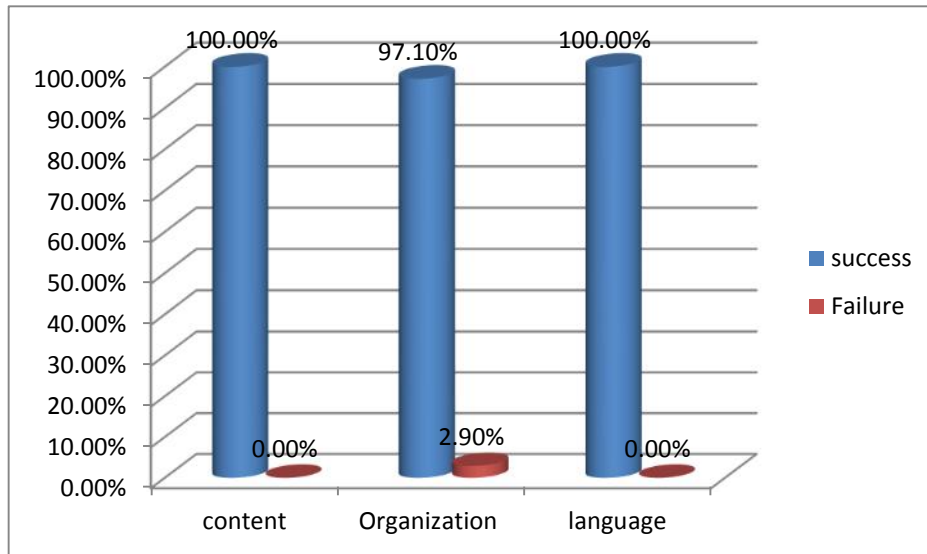| Value	Content		Organization		Language	
	frequency	Percentage	Frequency	percentage	frequency	Percentage
Success	35	100.0%	34	97.1%	35	100.0%
Failure	0	0.00%	1	2.9%	0	0.00%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.6) Experimental Group Post-test Q .2. Design an Advertisement

The above table (4.10) and figure (4.6) show the distribution of the sample, for content the success was (%100.0) and failure was (%0.0), and for organization the success was (%97.1) and failure was (%2.9), and for language the success was (%100.0) and failure was (%0.00).

Students learned how to write advertisement through the authentic materials which was used by the researcher. Those various materials included TV advertisements videos, advertisements from national and international magazines and newspapers. It is clear from the above table that the level of performance in writing was enhanced and students succeeded and scored 100% in both the content and language of advertisements. They learned through the authentic materials the suitable and the authentic language of the advertisement by watching TV advertisements and reading advertisements from newspapers and magazines. They designed advertisements in groups and individually and they also corrected each other's work. Peer correction, group work and participation in selecting the

authentic materials to be used all together made the progress. The result showed this progress compared to their performance in the pre- test which they did before the training.

Q.3 Write a Cover Email for this Job at Sudani Company

Table (4.11) Experimental Group Post-test Q .3. Write a Cover Email

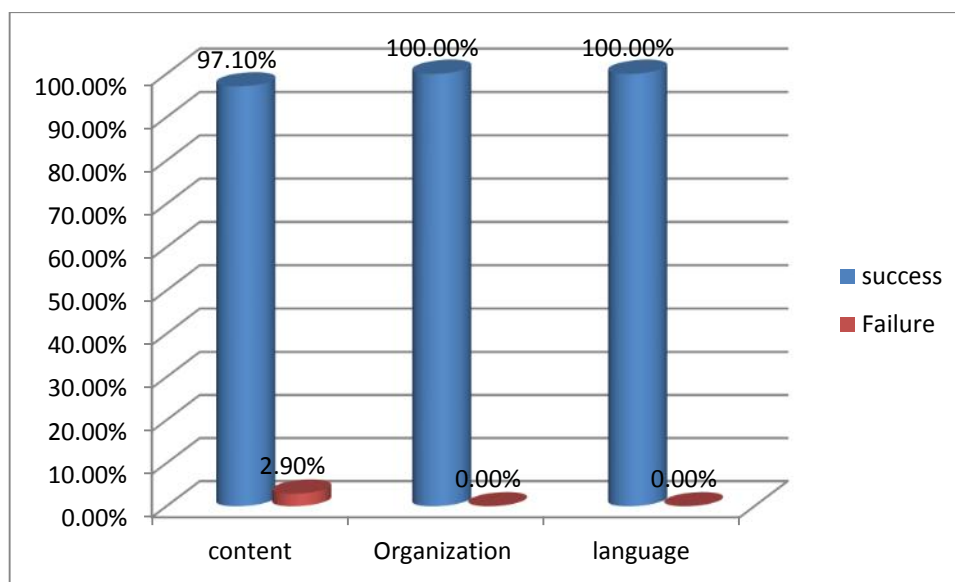| Value	Content		Organization		Language	
	frequency	percentage	frequency	percentage	frequency	Percentage
Success	34	97.1%	35	100.0%	35	100.0%
Failure	1	2.9%	0	0.00%	0	0.00%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.7) Experimental Group post-test Q.3.Write a Cover Email

The above table (4.11) and figure (4.7) show the distribution of the sample, for content the success was (%97.1) and failure was (%2.9), and for organization the success was (%100.0) and failure was (%0.00), and for language the success was (%100.0) and failure was (%0.00).

Students succeeded all in organizing and using the appropriate and accurate language to write business cover email after the training sessions. The percentage of those who succeeded in selecting the appropriate content was also high. This shows that authentic materials and their tasks can make difference if they are used to teach business emails. By the end of the sessions students were able to send accurate cover email on line and to write it with paper and pen in the final test following the same rules of layout, genre and style of formal writing. This showed that the use of authentic materials and their following tasks can enhance writing business emails.

Q. 4 Write a Report about any Exhibition You Have Recently Visited

Table (4.12) Experimental Group Post-test Q .4.Write a Report

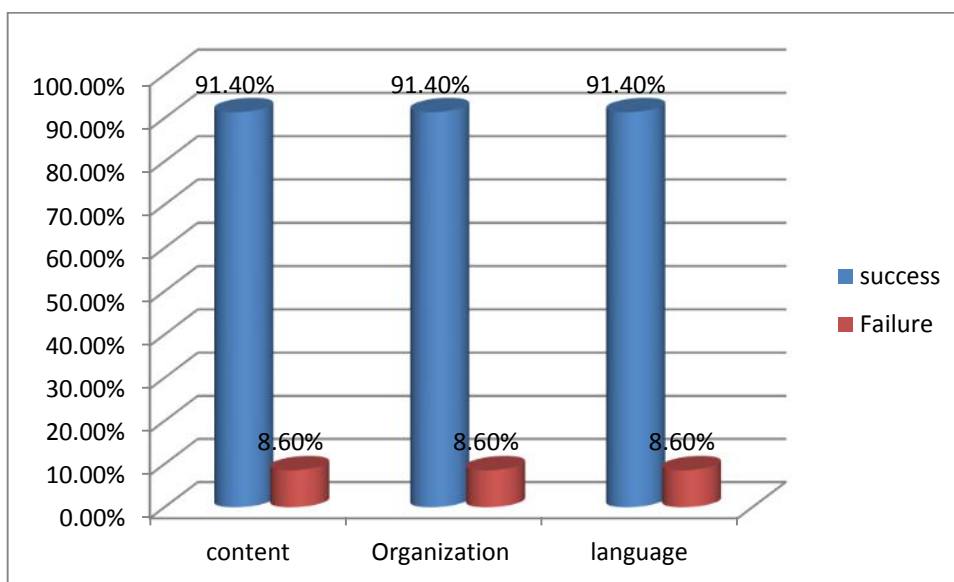| Value	Content		Organization		Language	
	Frequency	Percentage	Frequency	Percentage	frequency	Percentage
Success	32	91.4%	32	91.4%	32	91.4%
Failure	3	8.6%	3	8.6%	3	8.6%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.8) Experimental Group Post-test Q .4.Write a Report

The above table (4.10) and figure (4.8) show the distribution of the sample, for content the success was (%91.4) and failure was (%8.6), and for organization the success was (%91.4) and failure was (%8.6), and for language the success was (%91.4) and failure was (%8.6).

The results showed that students' level of performance in writing report improved after the training sessions. The use of authentic texts (reports) and authentic tasks of writing in the class enhanced the students' level of writing reports and they had the same score which was 91 % in organization, content and language. See appendix 2

4.1.7 Results Per-question for the Control Group Pre-test

Q. 1 Write Your C.V

Table (4.12) Control Group Pre-test Q1.Write Your CV

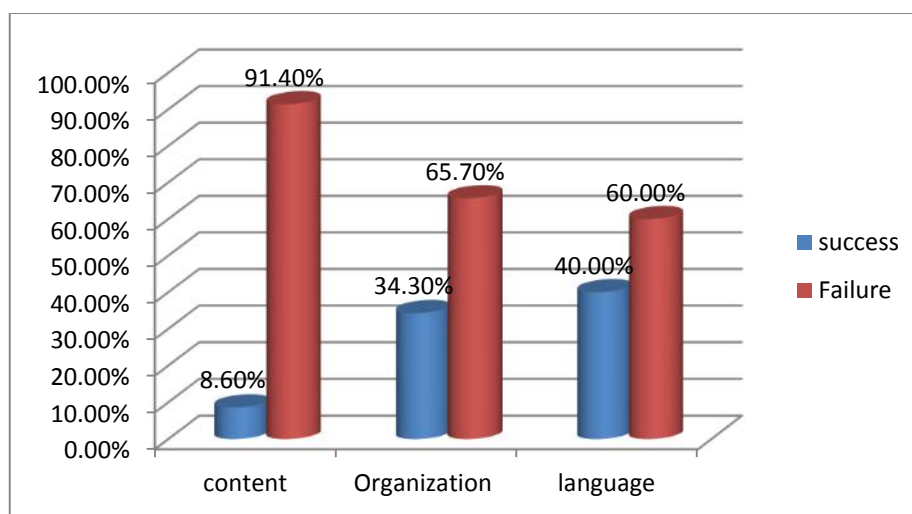| Value	Content		Organization		Language	
	frequency	Percentage	frequency	percentage	frequency	Percentage
Success	3	8.6%	12	34.3%	14	40.0%
Failure	32	91.4%	23	65.7%	21	60.0%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.8) Control group pre-test Q1.Write Your CV

The above table(4.12) and figure (4.8) show the distribution of the sample for content the success by (%8.6) and failure was (%91.4), and for organization the success was (%34.3) and failure was (%65.7), and for language the success by (%40.0) and failure was (%60.0).The above result shows that students have a problem in writing CV.

Q.2 Design an Advertisement about New ATMs

Table (4.13) Control Group Pre-test Q .2.Design an Advertisement

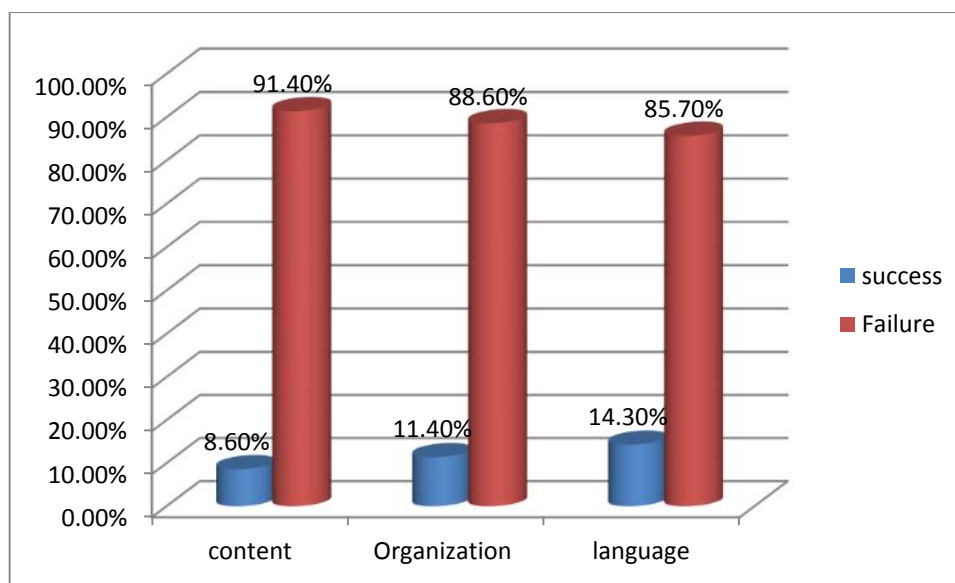| Value	content		Organization		Language	
	frequency	percentage	Frequency	percentage	frequency	Percentage
Success	3	8.6%	4	11.4%	5	14.3%
Failure	32	91.4%	31	88.6%	30	85.7%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.9) Control Group Pre-test Q.2.Design an Advertisement

The above table (4.13) and figure (4.9) show the distribution of the sample, for content the success was (%8.6) and failure was (%91.4), and for organization the

success was (%11.4) and failure was (%88.6), and for language the success was (%14.3) and failure was (%85.7).

The students failed to answer question two which is about writing advertisement. They failed in selecting the content, organizing the content and using the accurate language to write a clear persuasive advertisement.

Q.3 Write a Cover Email for this Job

Table (4.14) control group pre-test Q .3.Write a Cover Email

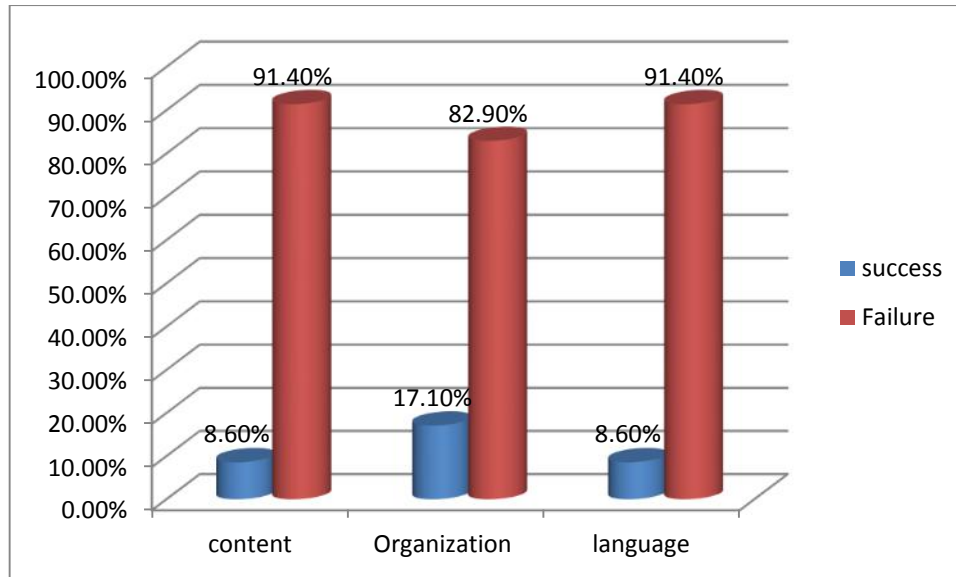| Value	Content		Organization		Language	
	Frequency	percentage	frequency	percentage	Frequency	Percentage
Success	3	8.6%	6	17.1%	3	8.6%
Failure	32	91.4%	29	82.9%	32	91.4%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.10) Control Group Pre-test Q .3.Write a Cover Email

The above table (4.14) and figure (4.10) show the distribution of the sample. For content the success was (%8.6) and failure was (%91.4), and for organization the success was (%17.1) and failure was (%82.9), and for language the success was (%8.6) and failure was (%91.4).

Writing accurate cover email is not an easy task, the above results show that students have problems in writing emails in terms of selecting the appropriate language, content, the style and layout of the email.

Q. 4 Write a Report about any Exhibition You Have Recently Visited

Table (4.15) Control Group Pre-test Q .4.Write a Report

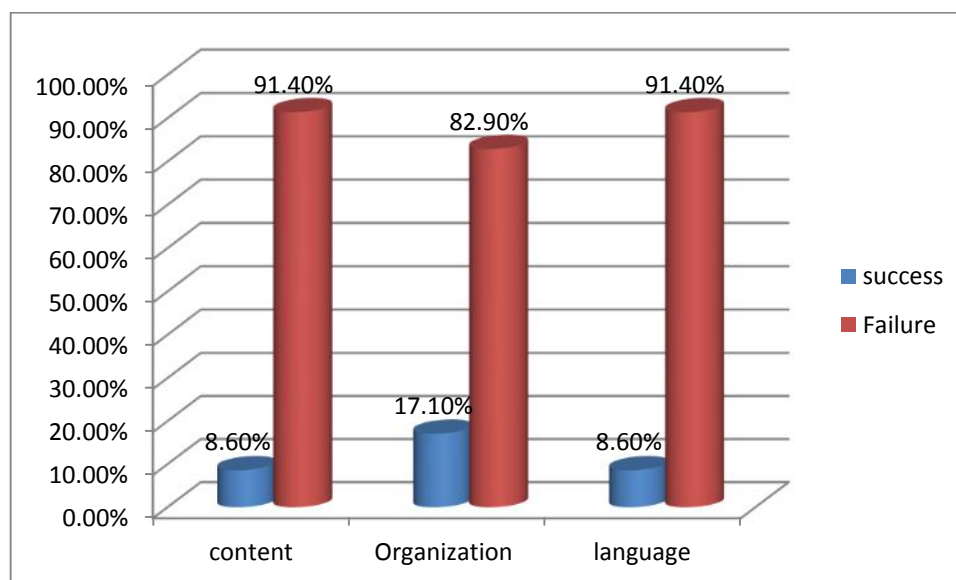| Value	Content		Organization		Language	
	frequency	percentage	Frequency	percentage	frequency	Percentage
Success	3	8.6%	2	5.7%	3	8.6%
Failure	32	91.4%	33	94.3%	32	91.4%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.11) Control Group Pre-test Q .4Write a Report

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The above table(4.15) and figure (4.11) show the distribution of the sample, for content the success was (%8.6) and failure was (%91.4), and for organization the success was (%5.7) and failure was (%94.3), and for language the success was (%8.6) and failure was (%91.4).

It is clear that students have problems in writing reports. This problem was clear in their performance in the language they used to write the report, the organization and the selection of the content.

4.1.8 Results Per-question for the Control Group Post-test

Q.1 Write Your C.V

Table (4.16) Control Group Post-test Q1.Write Your CV

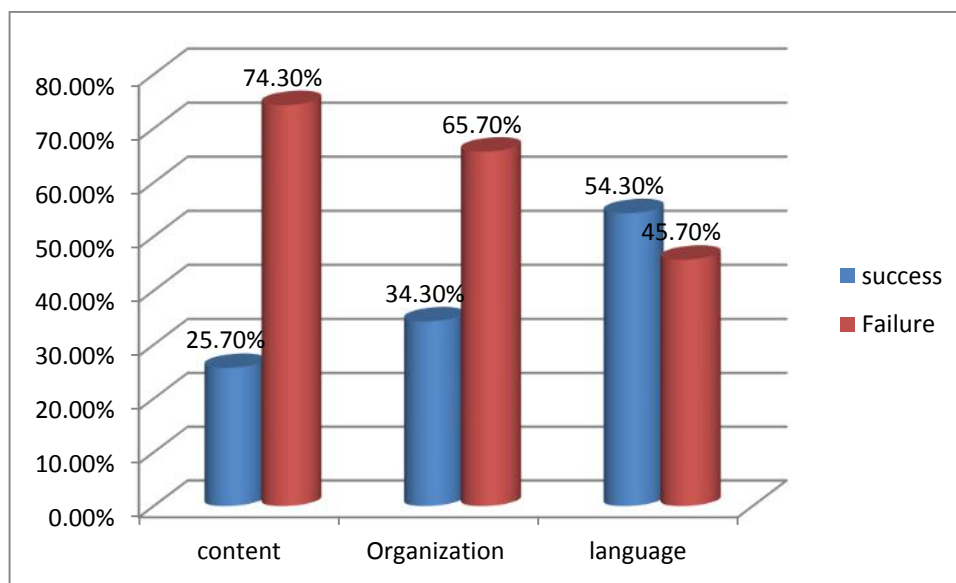| Value	content		Organization		Language	
	frequency	percentage	Frequency	Percentage	Frequency	Percentage
Success	9	25.7%	12	34.3%	19	54.3%
Failure	26	74.3%	23	65.7%	16	45.7%
Total	35	100.0%	35	100.0%	35	100.0

Figure (4.12) Control Group Post-test Q .1Write your CV

The above table(4.16) and figure (4.12   ) show the distribution of the sample, for content the success was (%25.7) and failure was (%74.3), and for organization the success was (%34.3) and failure was (%65.7), and for language the success was (%54.3) and failure was (%45.7).

The above result shows the failure of students to write CV .They failed to organize it and to select the suitable content for it. In spite of the 54% of success in the language but still there is no big difference in their level of performance in the pre-test which was 40%.

Q.2 Design an Advertisement about New ATMs

Table (4.17) Control Group Post-test Q .2Design an Advertisement

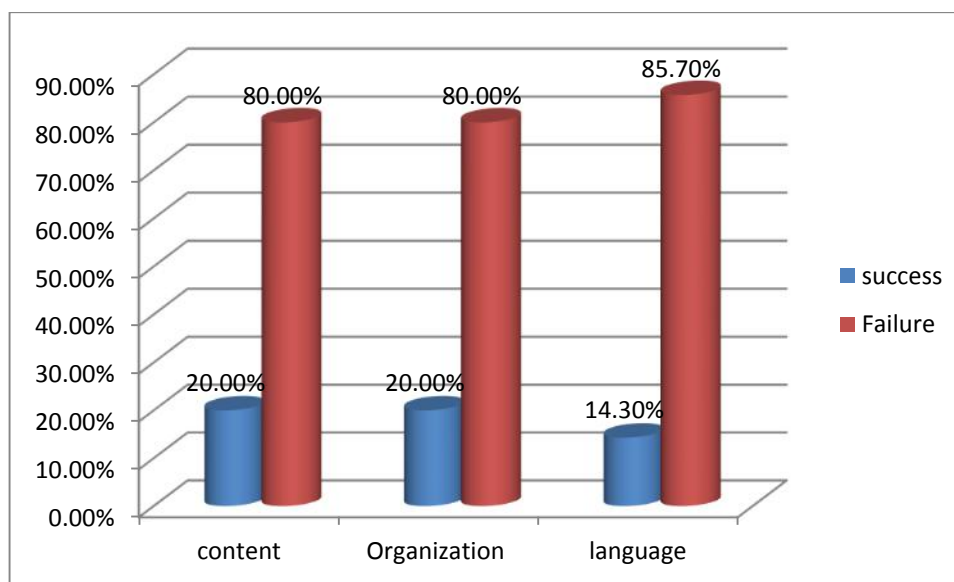| Value	Content		Organization		Language	
	frequency	percentage	Frequency	Percentage	frequency	Percentage
Success	7	20.0%	7	20.0%	5	14.3%
Failure	28	80.0%	28	80.0%	30	85.7%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.13) Control Group Post-test Q .2 Design an Advertisement

The above table (4.17) and figure (4.13) show the distribution of the sample, for content the success was (%20.0) and failure was (%80.0), and for organization the success was (%20.0) and failure was (%80.0), and for language the success was (%14.3) and failure was (%85.7).

The students failed to write persuasive correct advertisements with accurate language and correct and suitable content, and appropriate organization .The results revealed that there is no difference in the performance of students in the control group during the pre and post-test.

Q.3Write a Cover Email for this Job

Table (4.18) Control Group Post-test Q .3.Write a Cover Email

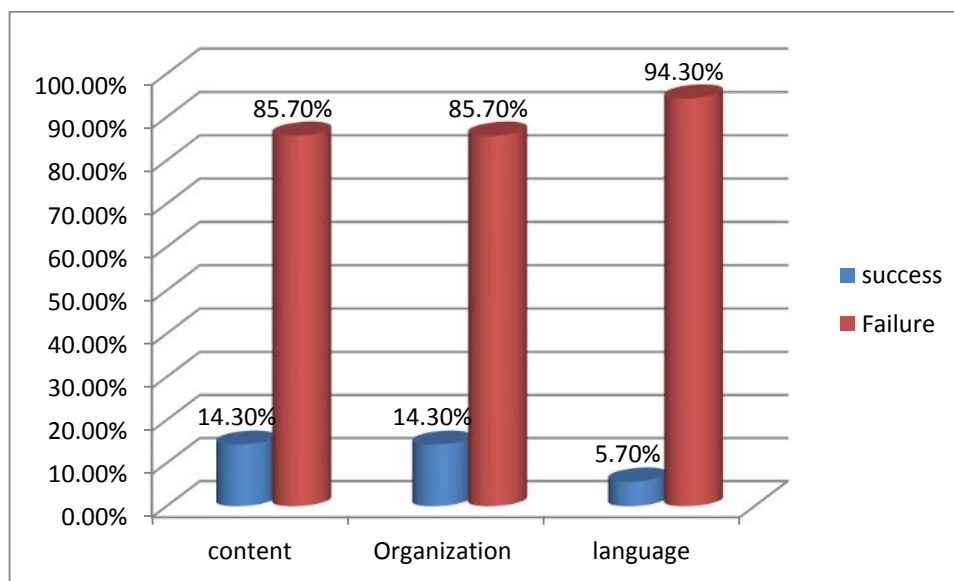| Value	Content		Organization		Language	
	frequency	Percentage	frequency	percentage	Frequency	Percentage
Success	5	14.3%	5	14.3%	2	5.7%
Failure	30	85.7%	30	85.7%	33	94.3%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.14) Control Group Post-test Q .3.Write a Cover Email

The above table (4.18) and figure (4.14) show the distribution of the sample, for content the success was (%14.3) and failure was (%85.7), and for organization the success was (%14.3) and failure was (%85.7), and for language the success was (%5.7) and failure was (%94.3).

The results of students in question three which was about writing an email were same in the pre-test and post-test. Students have problem in writing business email .these problems still exist.

Q. 4 Write a Report about any Exhibition You Have Recently Visited.

Table (4.19) Control Group Post-test Q .4 Write a Report

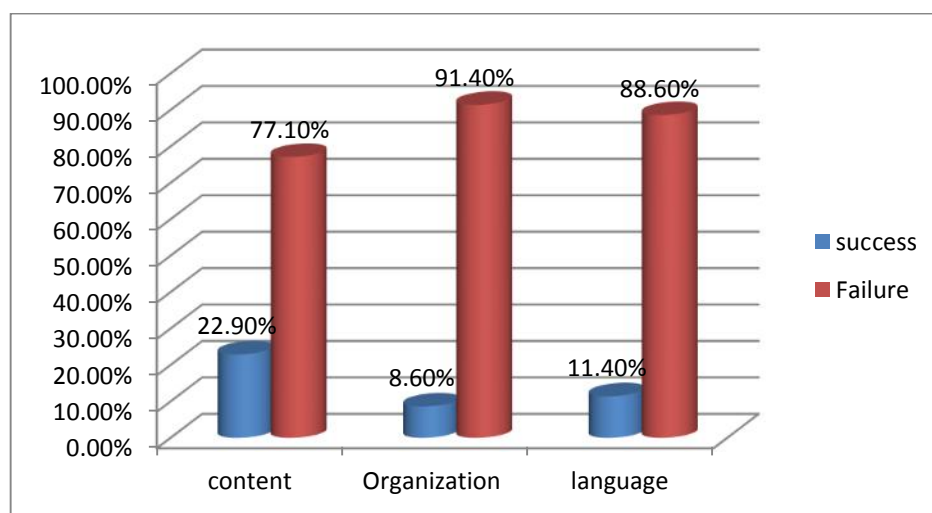| Value	content		Organization		Language	
	frequency	percentage	frequency	percentage	frequency	Percentage
Success	8	22.9%	3	8.6%	4	11.4%
Failure	27	77.1%	32	91.4%	31	88.6%
Total	35	100.0%	35	100.0%	35	100.0%

Figure (4.15) Control Group Post-test Q .4 Write a Report

The above table (4.19) and figure (4.15) show the distribution of the sample, for content the success was (%22.9) and failure was (%77.1), and for organization the success was (%8.6) and failure was (%91.4), and for language the success was (%11.4) and failure was (%88.6).

Students in the control group failed to write a correct accurate business reports in the pre -test and post-test. No significant differences between the two results.

4.1.9 The Chi-square Test for the Experimental Group Results

Q.1 Write Your C.V

Table (4.20) Chi-square test - Experimental Group Q.1Write Your CV

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Pre	1.54	0.505	6.354	34	0.00	Significant
Post	1.00	0.000				

Table (4.20) above shows the chi-square test which is (6.354) by the significant value (0.00) and it's less than probability value (0.05), that means there is significant differences for the post-test.

Q.2 Design an Advertisement about New ATMs

Table (4.21) Chi-square test - Experimental Group Q.2Write an Advertisement

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Pre	1.83	0.382	12.819	34	0.00	Significant
Post	1.00	0.000				

Table (4.21) above shows the chi-square test which is (12.819) by the significant value (0.00) and it's less than probability value (0.05), that means there is significant differences for the post-test.

Q.3 Write a Cover Email for this Job

Table (4.22) Chi-square test - experimental group Q.3 Write a Cover Email

Value	Mean	Std. Deviation	T	df	Sig. (2-tailed)	Scale
Pre	1.89	0.323	16.233	34	0.00	Significant
Post	1.00	0.000				

Table (4.22) above shows the chi-square test which is (16.233) by the significant value (0.00) and it's less than probability value (005), that means there is significant differences for the post-test.

Q. 4 Write a Report about any Exhibition You Have Recently Visited.

Table (4.23) Chi-square test - Experimental Group Q.4 Write a Report

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Pre	1.94	0.236	14.283	34	0.00	Significant
Post	1.09	0.284				

Table (4.23) above shows the chi-square test which is (14.283) by the significant value (0.00) and it's less than probability value (0.05), that means there is significant differences for the post-test.

4.1.10. The Chi-square test for the Control Group Results

Q.1 Write Your C.V

Table (4.24) Chi-square test - Control Group Q.1Write Your CV

Value	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Scale
Pre	1.60	0.497	-0.723	34	0.47	Insignificant
Post	1.69	0.471				

Table (4.24) above shows the chi-square test which is (-0.723) by the significant value (0.47) and it's more than probability value (0.05), that means there is insignificant differences.

Q2. Design an Advertisement about New ATMs

Table (4.25) Chi-square test - Control Group Q.2 Write an Advertisement

Value	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Pre	1.89	0.323	0.000	34	1.00	Insignificant
Post	1.89	0.323				

Table (4.25) above shows the chi-square test which is (0.000) by the significant value (1.00) and it's more than probability value (0.05), that means there is insignificant differences.

Q.3 Write a Cover Email for this Job

Table (4.26) Chi-square test - Control Group Q.3 Write a Cover Email

Value	Mean	Std. Deviation	T	df	Sig. (2-tailed)	Scale
Pre	1.89	0.323	0.000	34	1.00	Insignificant
Post	1.89	0.323				

Table (4.26) above shows the t test which is (0.000) by the significant value (1.0) and it's more than probability value (0.05), that means there is insignificant differences.

Q. 4 Write a Report about any Exhibition You Have Recently Visited.

Table (4.27) Chi-square test - Control Group Q.4 Write a Report

Value	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Scale
Pre	1.86	0.355	-0.813	34	0.42	Insignificant
Post	1.91	0.284				

Table (4.27) above shows the chi-square test which is (-0.813) by the significant value (0.42) and it's more than probability value (0.05), that means there is insignificant differences.

From the above tables of the four questions of the tests and the total, show the results in which the control group performance was the same in the pre and post - test and there are no significant differences between the result in the pre -test and post- test in all questions. This confirms that the improvements which occurred to the students at the experimental group was due to the use of authentic materials and

their associated tasks which the researcher has used with them. This means using authentic materials can enhance the level of students in writing for the work place. This result achieves and matches two of the study hypothesis Ibid.

4.2 Results of the experiment in Terms of Hypotheses

The researcher assumed in the hypotheses that there are different types of authentic materials that can help students in enhancing their writing for the work place, and improves their level of performance in the skill. It was suggested that it has great effect on the use of language ,content of topics and the organization in business writing .These hypotheses have been proved true, and that is according to the results the researcher gained; a sufficient significant difference had occurred in the mean of students' marks use of language ,content and organization as well as the general performance in the pre-test of experimental group compared to their post-test is results, the difference is very clear. The mean of students' marks in the use of language , content and organization as well as the general performance in the pre-test of control group compared to their post-test where there is no difference in the results, this shows the effect of the teaching process in which the teacher had only used authentic materials . More over the result of the experiment also shows that different types of authentic materials could be used to teach and enhance writing for the work place .

To sum up, all the above mentioned shows that, students writing abilities have increased with the use of authentic materials. Their skills of writing for the work place specifically on writing CV, advertisements, business email and reports ,were developed in terms of Content, Organization and Language .These COL are considered the core of writing skill in terms of effectiveness, accuracy and clarity.

4.3 The Interview

The second tool used for this study was the interview which was conducted with 15 English language teachers . Four of them have PhD while the rest have masters degree. Four of them from University of Khartoum, seven from Sudan University of Science and Technology college of education and college of languages. While the other four lectures are from Elneelin University faculty of Arts. All of them either taught ESP or are still teaching it. In the interviews, focus was on three major themes. The teachers were given the interview questions in advance, and they had time to reflect over the questions before the interview (One teacher, however, received the questions at the time of the interview). The interviews were done in their offices. Each interview lasted for about 20 to 30 minutes, and was recorded. Each interviewee had signed a consent form before the interview. See Appendix.

The interviews were there after transcribed, and given back to the respondents for comments and correction. Their comments on copies are used as the data for the analysis. The interviews result is as follow:

4.3.1. The Possibility of Using Authentic Materials to Teach Writing for the Work Place Such as TV Advertisements

100 % of the subjects have positive attitude towards the possibility of using authentic materials in teaching writing for the work place and they think that authentic materials can be used to stimulate learners to write if they carefully selected .

➢   SG from SUST said:" Well I think it is not easy and it is not difficult. It depends on the level of students themselves. Some students find it easy to understand, while others find it difficult but it needs teachers to work hard to show students how to write using TV advertisements."

➢ Dr. AM from the U of K: said:" Yes, I think it is easy, but it depends on students' level of proficiency in the language. But it is easy and can be done in the classroom."

➢ AS from SUST said:"It is useful and interesting"

➢ IG from Elneelin University said:" Actually, I think it depends, it is not that easy and it is not that difficult, first it depends on the topics that are related to their field, number 2 the language competence and the level of them, if their language level is excellent of course they can handle that , but if it is not they will find obstacles in doing this and in the end they will fail to do the task."

➢ MD from Elneelin University " Advertisements could be used to stimulate learners to write if they are carefully used according to students' level in the language"

➢ BN said:" Well, I think it is not easy, because of the limited vocabulary and students' shiness , they hesitate to answer in class, it could be, but in a very simple way, it depends on the level of language that is used in it.

This achieves the first hypothesis that claims; "Using authentic materials is important to motivate learners and promote their writing for the work place*"*

Dr. AM from the U of K who did his master on *The Use of Authentic Materials in Textbooks*; Said:" Authentic materials are useful and they motivate students alot, I remember that I taught students about how to make a presentation and I showed them real presentations they were very motivated they liked them very much and they performed well."

4.3.2 The Existing of Different Types of Authentic Materials in the Current ESP Materials of Business English

12 Teachers whom represent 80 % of the subjects agreed that the current English language university courses of ESP do not include different types of authentic

materials. The rest say that their books do not include authentic materials, but they bring their own from different resources.

- SA from Elneelin University uses Garnet Series and she copies for students, the rest of the participants also copy for their students from different resources of ready-made materials.

- ZR from SUST uses readymade materials from the internet.

This information achieved the hypothesis number 3 in which the researcher claims that: The *current university E.L textbooks/syllabus do not include different types authentic materials that prepare learners for writing for the work place.*

4.3.3 Training on How to Use Authentic Materials to Teach Writing for the Work Place

A great number which represents 87% from the subject did not receive any training on how to use authentic materials to teach writing for the work place or teach in general. Only two of the subjects were trained since, one of them studied in Malaysia and the other one did his master in the UK. In spite of the fact that training is a crucial factor in using such kind of material, but it is neglected , teachers need to be trained well on how to use the different types of authentic materials effectively and raise the awareness among them. This achieved the hypothesis number 4 *which claims that: The lack of teachers' training is the main reason behind the absence of using authentic materials to teach writing for the work place.*

4.3.4 The Affordability and Availability of the ESP Text Books of Business English.

100% of the subject agreed that ESP books are not affordable, they are so expensive.

❖ SA from Elneelin University said:" Well it is affordable for me only, not for students since the institute provide them to me with their CDs , student's book and teachers' book. Students use copies from them.

  ❖ SG from SUST said:" Surely not affordable, I use pictures, copy materials from different books, I collect my course material by myself"

  ❖ HY from SUST said:" They have text book of business English. It is designed by British for British, but I think it is good to use authentic materials."

  ❖ AN from the U of K said "Of course the market is full of ESP materials but they are expensive."

  ❖ Na from SUST said " The text books are not only expensive, but it is also difficult to be found"

  ❖ AD from Elneelin University said:" It is very difficult to get them, most of them are very expensive, students find way to get them by copying, I provide them with the original book and they copy them in black and white, some books have useful colorful illustrations and pictures and full of very significant illustrations, but students get the black and white copies taken from different books."

  ❖ Dr.AM from U of K said:" No. unfortunately they are very expensive, sometimes if you want to buy them and students are willing to buy, they are not found." Using authentic materials is important to motivate learners and promote their writing for the work place"

4.3.5 The Use of Authentic Materials Like Real CVs, Newspapers and Actual Reports by the ESP Teachers.

67 % of the subject do not use their CV to teach how to write CV in their classes only 5 teachers, 33% of the teachers who use their CV , 2 of them use it very rare.

➢ SG and HY from SUST said that they sometimes use their CV, but very rare. The rest of them use ready- made CV from text books or internet.

➢ YF from the U Of K said he has never thought about that , but it is possible to be used inside classroom.

➢ Dr.AM from U of K who uses his CV said" Yes, I use my personal CV when I teach CV writing it is very useful and at least it is my copy right.

➢ SA from Elneelin University also said " Yes, when I was teaching English for business I have brought CV of some famous figures millionaire and so on . Students were interested and motivated specially on those who are millionaire that one of the things that made my students listen to me and follow me since they are interested in people and how they make money and so on. They think this is something related to them that they will focus on in the future.

➢ Dr. AN said: "Yes, our CVs are very useful because we are familiar with them and they are also familiar too."

twelve teachers who represent 80% of the subject do not use newspapers and three of the participants who represent 20% of the subjects do not use actual reports in their classes.

▪ Dr.AN from the U of K uses actual reports to teach his business students how reports are written. He said:" Yes, in my first experience I taught my students how to write business reports, I brought them many types of business reports it was a useful experience."

▪ Dr. AN from the U of K said :" Of course I do because they need to see, they need to know that is why I show them real actual reports"

▪ YS from the U Of K who is one of the three that use actual reports in their classes he said: "Yes sometimes, I have done this twice in school of Business. I face difficulties of vocabulary that students are not familiar with in large classroom."

▪ HY from SUST said: "We have ready-made materials, but I also use actual reports. But some reports which are included in text books are not relevant to our

students; this is why we need to use authentic materials which are relevant to our reality."

All of those who do not use actual reports in teaching how reports are written have no clear justifications for not using them and they did not deny their availability or usefulness some of them think it is possible and they plan to use them in the future.

▪ IG from Elneelin University said:" No, in my plan it was there to teach it in the previous semester, but according to the shortage of time I delayed them to the next semester."

▪ SG from SUST said:" No, it takes time, even students are not willing to do this."

▪ MD from Elneelin University said: " No. I have not thought of that, but I think it is possible."

The three of the subjects who use newspaper in their business classes have used them differently, for other purposes.

▪ Dr. AN from the U of K said: "Yes, available I adapt them; I write the text from newspaper and hide the mistakes from the original newspaper text that includes mistakes."

▪ SA from Elneelin University said: "Well, I did it once when I was teaching English for accounting, I used some extracts from Sudanese newspapers, and it did not work very well."

This achieved   hypotheses 4& 5

The lack of teachers' training is the main reason behind the absence of using authentic materials to teach writing for the work place.

The *current university EL textbooks/syllabus do not include different types of authentic materials that prepare learners in writing for the work place.*

4.3.6 The Use of Authentic Tasks to Teach English for the Work Place.

80% of the subjects do not ask their learners to email them while they are teaching them how to write an email. Most of them use email for other purposes like sending assignments which is not compulsory. The rest of the subjects do so and believe that it is very important now in this age of technology.

❖ Dr.AN from the U of K said:" For me technology is a must. Yes. It is. I always ask students to send their assignment through email. It is there and it is useful they have to email me while learning about how to write an email, otherwise how will I know that they learn how to write an email."

❖ Dr. HY from SUST said:" Learners should do so, we live in connected world. It is not like 10 years ago. Most of students have smart phones."

❖ MD and SA from Elneelin University think that not all students can access internet and it will be also sort of unfair because their students do not have emails they do not know how to use computers and it will be sort of unfair to ask them to write an email. But IG from the same university said:" Of course they have to. No difficulties in doing this even with 122 students."

The lack of teachers' training is the main reason behind the absence of using authentic materials to teach writing for the work place.

4.4 The Designed Authentic Lessons

This study is experimental in nature. In order to solve the problem of unaffordable textbooks of writing for the work place as well as the weaknesses that students face in this important skill which also may be due to the lack of motivation among them. The researcher designed five lessons by using different types of authentic materials. Some of the authentic materials are written and videoed from international media resources like BBC, but still they are about Sudan. Each lesson in the module has an objective and include different tasks which either authentic or

semi authentic. After the five sessions the level of students was improved. The module designed by the researcher could be adapted for another courses with updating of the materials see (Appendix 1 &2) .

4.5 Discussion

The result of this study showed that there is enhancement in the students writing after the use of the authentic materials to teach writing .The lessons which are designed by researcher in which she used only authentic materials, are very effective. This could be clearly noticed from the results of the experiment. The use of these materials and their tasks increased students' level of writing for the work place . This can clearly be noticed from the pre-test and the post-tests' results for the control and the experimental group. Teachers' interviews also have revealed their positive attitudes towards using authentic materials they believe on the importance of using such kind of materials which do not only solve the problem that is caused by unaffordable, expensive text books, but also motivate learners. The study also proved that the absence of using authentic materials at treasury level is due to the lack of training on how to use them among teachers. The above mentioned results have achieved the hypotheses of the study.

4.6 Summary

This chapter gives a comprehensive discussion for the data collected to this study. It provides analysis for the tests as well as the interview. The results were discussed, analysed and matched to the hypotheses of the research. The data is displayed through tables and figures.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Summary

This study investigated the use of authentic materials to promote students' writing skills which needed in the work place. This suggests objectives, questions and assumptions to tackle this task. The relevant literature was elaborated in a broad way. The collection of the primary data was done by means of test and interview. The subjects of the experimental study were third year students of marketing at Sudan University of Science and Technology, college of Business studies. They studied sessions of writing for the work place through authentic materials. The research attempted to explore the effectiveness of using authentic materials to enhance writing skills, particularly writing for the work place.

The researcher took this through applying a practical descriptive method. The analysis of the data focused on the answers of the experimental group and the control group in the pre and post -tests. The same test was taken by the two groups; experimental and control, before the training and after the treatment, which was four questions about writing: CVs, advertisements, emails and reports (see appendix 2). Before conducting this experiment, the research has done a pilot study to check the efficiency of the tool and the materials (the module) which were used during the study. Twenty students participated in the study ten were the control group and the other ten were the experimental group. The piloting was done in two weeks. The module which the researcher designed for this study was used successfully .The results of the pre and the post test revealed the effectiveness of these lessons. See (appendix 1)

Interview was also conducted by the researcher with 15 ESP experts from three universities in Khartoum state to find out whether they use authentic material to

teach writing for work place, have they received any training on how to use authentic materials to teach writing for the work place , why using authentic materials to teach writing for the work place is important and what are their attitudes towards using them . The interviews were recorded and before the interviews were conducted with the subject, the researcher piloted it with two ESP teachers to check the validity of the items. The results of the collected data are in chapter five which was analyzed by SPSS.

5.2 Findings

When the researcher analyzed the written work in the tests, which was checked by two teachers and the interview, their result achieved the assumptions, objectives and questions of the study. The results of the experiment and the responses of the teachers in the interview, ensure the following findings:

1. Authentic materials can enhance students' abilities of writing for the work place. This without using any readymade materials with them.
2. Using authentic materials can enhance different work place writing skills such as CV, advertisement also, email and report.
3. There are different authentic materials that could be used to teach writing for the work place such as newspapers, videos from news, TV advertisements, leaflets, brochures, real CVs of familiar or famous peoples as well as real emails.
4. Using different authentic tasks to teach writing for the workplace is important
5. Authentic materials motivate learners, build confident and a writing habit among them and on the top of all they give students sense of purpose for learning to write since they are related to real life tasks that bridge the gap between what they are learning and what is actually required at the work place.

6. The importance of adopting authentic materials to teach writing for the work place at university level.

7. Teachers have positive attitudes towards using such kind of materials appreciate using them for many reasons:

a) Authentic materials can easily stimulate students to write.

b) They can replace the ready-made (prepackage) materials which are already not affordable.

c) Authentic materials also motivate learners and enhance their writing for the workplace.

8. Teachers don't use authentic materials to teach writing for the work place and the absence of using such materials is due to the lack of training on how to use them.

9. The current university English Language textbooks don't include different types of authentic materials that prepare learners in writing for the work place

5.3 Recommendations

Students like the authentic materials and their associated tasks. They motivate them and give them purpose for learning because they are related to real world activities. They are available and cheap. Many of the writing skills that our students need for the work place will not be found in any course books or pre-packaged materials, or they are found but not authentic. Therefore the researcher recommends the following:

1. Teachers should be well trained on how to use authentic materials to teach writing for the work place because they can solve a lot of other problems such as; the issue of copy rights caused by the lack of ready-made books, and prepare students to write at the work place by providing real world task to them.

2. Teachers should be prepared to find out how language is used in real world situations and teach that language. Knowledge of discourse and genre analysis is crucial for them.

3. Teachers should be ready to use authentic materials to develop courses with their authentic tasks and authentic assessment to teach the authentic language which is required in the work place.

4. The courses should be based on accurate needs analysis, appropriate selection of the authentic materials and methodologies are also required. This could be by taking advantage of training and professional development opportunities in ESP.

5. Teachers should also rely on the expertise of more experienced colleagues.

6. Authentic materials should be adopted to teach writing for the work place associated with their tasks for their effectiveness in enhancing the level of students in writing for the work place.

5.4   Suggestions for Further Studies

This study is about using authentic materials to enhance EFL writing for the work place . It focused on a particular area in the field of developing writing skills through the use of authentic materials. This makes it possible to suggest other areas in the same field for other researchers to study or research about. These include areas like:

1.   The effectiveness of using authentic materials to improve writing essays.

2.   Using authentic materials to enhance writing summary.