

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَالْحَمْدُ لِلَّهِ الْعَلِيِّ الْكَبِيرِ

صَدَقَ اللَّهُ الْعَظِيمُ

("طه" - الآية 114)

Dedication

To my family,
my teachers, and
my friends

Acknowledgements

First and foremost, praise and thanks to Allah for granting me the health and strength to complete this work. I would like to express my gratitude to Dr. Amna Mohamed Abdelkareem Bedri and Dr. Tag Elsir Bashoum for their inspirational encouragement, guidance and generous support from the beginning to the end of this study. My heartfelt thanks to Sudan University of Science and Technology- Faculty of Business Studies ,Department of marketing semester six 2015-2016 for their contribution and co-operation without whose help I would not have completed this study. Lastly, I offer my regards and blessings to all those who supported me in any step of this study.

ABSTRACT

Writing in English is a skill that is required in all professions. Students lack motivation and teachers face difficulties in finding effective materials to teach this skill. These problems could be solved through the use of authentic materials. This study aims to prove the effectiveness of using different types of authentic materials to improve EFL writing for the work place at university level. The study was mainly experimental in nature. The sample consisted of 70 students studying marketing at Sudan University of Science and Technology. Two instruments were used; (a) pre- and post-tests, and (b) interview with 15 teachers who teach ESP at three leading universities in Khartoum. The students of the experimental group were taught writing for the work place using different types of authentic materials and through authentic tasks while the students of the control one were not. The experiment lasted six weeks. The result of comparing the results of the pre-test and post test revealed statistically significant differences between the performance of students before and after the treatment which indicates the improvement of the level of the students in the experimental group. The analysis of the interview with the teachers supported the results of the experiment and also indicated that this will solve the problem that is caused by unaffordable and expensive textbooks. Teachers also believe that using such materials motivate students and connect them to real world of language usage which creates sense of purpose for learning. The interview also proved that the absence of using authentic materials at tertiary level is due to the lack of training on how to use them among teachers. These results have verified the hypotheses of the study. The study recommended the use of authentic materials to teach writing for the workplace as well as the provision of training for the teachers on how to use them.

المستخلص

تعد مهارة الكتابة باللغة الانجليزية احدى المهارات المطلوبة في جميع الوظائف. يفتقد الطلاب الدافعية لتعلمها بينما يواجه الاساتذة صعوبات في إيجاد المواد التعليمية الفعالة لتدريس هذه المهارة. يمكن حل هذه المشكلات بواسطة إستخدام المواد التعليمية الأصيلة. تهدف هذه الدراسة لإثبات فعالية استخدام المواد الأصيلة بضروبها المختلفة بغرض تطوير الكتابة في مجالات العمل لطلاب الجامعات. إتبعنا الدراسة بصورة أساسية الطريقة التجريبية. تكونت عينة الدراسة من 70 من الطلاب و الطالبات ممن يدرسون التسويق بجامعة السودان للعلوم و التكنولوجيا. أستخدمت في الدراسة أداتان: (أ) الإمتحان القبلي و البعدي ، (ب) المقابلة مع 15 من الأساتذة الذين يدرسون الإنجليزية لأغراض الخاصة بثلاث من الجامعات المرموقة بالخرطوم. دُرِسَ طلاب المجموعة التجريبية الكتابة في مجالات العمل باستخدام المواد الأصيلة بكل ضروبها المختلفة ومن خلال أداء المهام الأصيلة ، في حين أن طلاب المجموعة الضابطة لم يتم تدريسهم . إستغرقت التجربة ستة أسابيع. كشفت عملية مقارنة المتوسطات للإمتحان القبلي و البعدي عن فروق دالة إحصائياً بين مستوى أداء الطلاب قبل المعالجة و بعدها الشئ الذي من شأنه أن يدل على تحسن مستوى أداء طلاب المجموعة التجريبية و قد عززت نتائج تحليل المقابلة التي أجريت مع الأساتذة النتائج التي خرجت بها التجربة كما أنها دلت أيضاً على أن هذا النهج يمثل حلاً للمشكلة الناجمة عن الكتب الدراسية الغالية و غير المتوفرة. كما أن الأساتذة يعتقدون أن إستخدام مثل هذه المواد يثير الدافعية للتعلم عند الطلاب و يربطهم بالعالم الحقيقي لإستخدام اللغة مما ينشأ عنه شعورٌ بهدف التعلم. كما أن المقابلة برهنت على أن السبب في عدم إستخدام المواد الأصيلة في المستويات الجامعية يعود لإنعدام تدريب الأساتذة على إستخدام تلك المواد. و لقد برهنت هذه النتائج مجتمعة على صحة فرضيات الدراسة. و قد أوصت الدراسة بإستخدام المواد الأصيلة لتدريس مهارة الكتابة في مجالات العمل إضافة لتوفير تدريب الأساتذة على استخدامها.

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Abbreviations and Definitions of Terms

EAP:	English for Academic Purposes
ESP:	English for Special Purposes
EGP:	English for General Purposes
EOP:	English for Occupational Purposes
EFL:	English as a Foreign language
N.L:	Native language
COL	Content, Language, Organization

Authentic Materials

Authentic materials are materials that were not created for language learning purposes. Instead, they were created with some real-life goals for, generally, native speakers. They include both spoken and written language samples such as : magazines, newspapers, advertisements, news reports, or songs..etc.

Authentic Task

An Authentic task is a task that involves learners in using language in a way that replicates its use in 'real world' outside the language classroom.
Tomlinson (2011)

Writing for the Work Place

English language writing skills which are needed for communication at a field of work such as writing memos, letters, reports, e-mails, proposals, instructions, advertisements and even web pages.