



Using Authentic Materials in Teaching to Enhance EFL Report Writing at Tertiary Level: A case Study of Students of Marketing at Sudan University of Science and Technology_ batch 2

Ahazeej Abdellateef Abdelkareem Ali¹ & Tag Elsir Hassan Bashoum²

¹.University of Khartoum ².Sudan University of Science and Technology

ABSTRACT:

This study aimed to investigate the possibility of using authentic materials to enhance writing report, finding out the reasons behind the absence of using authentic materials to teach report writing as well as clarifying the importance of using such materials in teaching writing for the work place, specifically writing report. The researchers used descriptive analytical approach as well as experimental methodology in the study. Tests and interview were the means of data collection. The subjects of the study were 90 students of marketing at Sudan University of Science and Technology, who were given the test before the training sessions and divided equally into control and experimental groups then they had the same test as post- test after the treatment. The tests results showed the significant differences between the performance of students before and after the treatment which show the improvements of the level of the experiment participants .This revealed the possibilities of using authentic materials and authentic tasks to promote writing report. The interview which was conducted with 12 teachers who teach ESP at three different Sudanese universities at Khartoum State also showed the importance of using authentic materials to teach report writing which will solve the problem that is caused by unaffordable, 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 treasury level is due to the lack of training on how to use them among teachers. The above mentioned results have verified the hypotheses of the study.

Keywords: *authentic materials, authentic tasks, report writing, work place, ESP,*

المستخلص:

تهدف هذه الدراسة لتفصي إمكانية استخدام المواد الأصلية بغرض ترقية مهارة كتابة التقارير و لإكتشاف الأسباب الداعية لعدم استخدام تلك المواد الأصلية لهذا الغرض إضافة لتوضيح أهمية استخدام هذه المواد في تدريس الكتابة في أماكن العمل و بصفة خاصة كتابة التقارير. استخدم الباحثان الطريقة الوصفية التحليلية مقرونة مع الطريقة التجريبية لإجراء الدراسة. استخدمت الإستبانة و المقابلة كأداتين لجمع البيانات. تكونت عينة الدراسة من تسعين من طلاب "التسويق" بجامعة السودان للعلوم و التكنولوجيا. قُسم أفراد العينة لمجموعتين : مجموعة التجربة و المجموعة الضابطة و قد أدت المجموعتان الإختباران القبلي قبل الشروع في المعالجة و اختبار البعدي إثر أنتهاء المعالجة. أظهرت نتائج تحليل الإختبارات فروقاً دالة إحصائياً على تحسن أداء المجموعة التجريبية نتيجة للمعالجة. وقد كشف ذلك عن فائدة استخدام المواد الأصلية و أداء المهام الأصلية في ترقية الأداء في كتابة التقارير. كما وضح من المقابلات التي أجريت مع إثني عشر من الأساتذة الذين يُدرّسون "الإنجليزية للأغراض الخاصة" بثلاث من الجامعات السودانية بولاية الخرطوم أهمية استخدام المواد الأصلية لتدريس كتابة التقارير الشيء الذي من شأنه أن يحل المشكلة الناجمة من استخدام الكتب الدراسية الغالية و التي يتعذر الحصول عليها. كما أن الأساتذة يعتقدون أن استخدام مثل هذه المواد الأصلية يثير الدافعية للتعلم عند الطلاب و يربطهم بالمجال



الحقيقي لاستخدام اللغة مما ينشأ عنه إحساسا عميقا بأهمية التعلم, كما وضع أيضا من المقابلات أن غياب استخدام المواد الأصلية في المستوى الجامعي يعود سببه لإنعدام تدريب الأساتذة على كيفية استخدام تلك المواد. و لقد حققت النتائج المشار إليها أعلاه فرصيات الدراسة.

الكلمات المفتاحية: المواد الأصلية ، المهام الأصلية ، كتابة التقارير ، أماكن العمل ، الإنجليزية للأغراض الخاصة

INTRODUCTION:

This study aimed to investigate the possibility of using authentic materials to enhance writing report, finding out the reasons behind the absence of using authentic materials to teach report writing as well as clarifying the importance of using such materials in teaching writing for the work place, specifically writing report.

Literature review

English for the work place or technical writing is what is written: in the work environment (in the office, from 8:00 to 5:00, not counting overtime) for supervisors, colleagues, subordinates, vendors, and customers Technical writing, which must be understood easily and quickly, includes: memos and e-mail letters , reports , instructions , brochures and newsletters the job search , web pages , fliers, PowerPoint presentations, graphics (Gerson ,2013:p.1)

Why choose authentic materials?

The reasons why authentic materials are so important was explained into: 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. (Edge& Garton 2012:p.63)

The use of authentic texts has been supported by Gilmore. (2011:786).He approved 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.

Ianiro,(2007:1) Said that "Authentic materials help students bridge the gap between the classroom and the outside world. Many students enroll in school to learn or improve a language-related task, such as helping a child with homework or speaking English at work. Others enroll because they have personal long-term goals that involve education, such as becoming an engineer or business owner. In working with new students, 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) scrutinized 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. "

Similar views are echoed by Peacock (1997) said: "motivation increased significantly when authentic materials were used"

Al Azri 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

Heitler (2005) also added four more advantages of adopting authentic materials

- Authentic materials bring learners into direct contact with a *reality level* of Business English.
- Authentic materials drawn from periodicals are always up-to-date and constantly being updated.
- 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.
- 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.

To sum up, the above mentioned views have clearly identified different uses of authentic material in teaching English language in general and teaching English as a foreign language particularly writing skills. Most of the studies confirmed that authentic materials

motivate learners, enhance their level of proficiency as well as connect them to real world English and everyday use.

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."

Challenges of using authentic materials in teaching

Of course 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. (Geoffrey, 2010 :p.7)

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.

Authentic Materials and the role of the ESP teacher

"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 (Harding ,2012:p.7)
- Evaluator-constantly evaluating the materials and the course design, as well as setting assessment tests and achievement tests. "

Developing writing skill

(Hadfields , 2012:p.118) highlighted ways of developing writing skills. They argue that ; when one teaches writing, one 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. One 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.

Genre-based writing

When teaching learners how to write a particular type of text. It is possible to give them activities to practise accuracy, give them guidance in what to say and how to say it, or allow them to write completely freely.

Since the free writing is the most difficult one. Teacher can help learners by:

- Provide a stimulus.
- Encourage working together (cooperative writing)
- Giving them interactive writing activities

These three different types of activity 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. (Hadfields , 2012:p.120)

Process writing

Another way of helping learners to express their ideas and organize them logically is through process writing. This means dividing the writing activity into several stages, each of which 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 for 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.

Feedback

Looking at learners' written work gives you a good opportunity to assess their progress and to give them helpful feedback on their errors. But be careful how you correct: it can be very discouraging to a learner when a piece of work come back covered in red ink. You will have to decide which error are the most important, and mark this only.it is also valuable to learners to have to think out what the mistake was and correct it him/herself. For these reasons it is useful to have *Correction codes*.

Writing Reports:

Reports come in all types and sizes Students could write *long reports* (over three pages) or *short*

Reports (less than three pages). They can 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 pro
- **status reports** about their progress on a project

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



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*.

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 templatediscussed earlier in the chapter.

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 (proposal).

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), follow-up, procedures and/or lessons learned (laboratory report), and your recommendations to solve the problem (proposal).

The following traits of technical writing have to be taken into account when preparing the report:

- i. **Clarity**--answering reporter's questions.
- ii. **Conciseness**--using short words, short sentences, and short paragraphs.
- iii. **Document Design**--employing highlighting techniques to make information accessible.
- iv. **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.

- v. **Accuracy**--abiding by grammatical conventions.

Statement of the problem

Writing in English at work place proficiency is required in all professional areas. Students face difficulties in writing skills which are required at work specifically report writing which is one of the most important writing skills which are needed in the business world. The lack of motivation among learners in learning writing skills and their weaknesses requires new interactive methods of teaching as well as teaching materials .The problem may be due to the type of material that used to teach the ESP. This study will focus on finding out new ways to overcome such writing problem that faces learners in writing English for work place. It researches the area of English for work place at universities specifically writing business report. It concentrates mainly on reducing the writing difficulties through the use of authentic materials. It tries to investigate the possibilities of applying various kinds of authentic materials and authentic tasks to enhance writing report and motivate learners. The study will investigate whether the current syllabus /text books i.e. what students study for work place include authentic material or not .Moreover the researchers try to find out how implementing authentic materials can play an important role in enhancing writing business report.

Questions of the study

This study attempts to provide answers to the following questions:

- i. How authentic materials can be used to promote writing report?
- ii. What is the main reason that hinders the use of authentic materials to enhance report writing?
- iii. To what extent is using authentic materials important and useful in motivating learners and reducing their difficulties in writing report?



Hypotheses of the study

The study has the following as its hypotheses:

- i. Authentic materials can enhance writing report effectively.
- ii. Training is the main reason that makes teachers neglect the use of authentic materials to teach writing report.
- iii. Authentic materials are useful and can enhance writing report.

Objectives of the study

The study has the following objectives:

- i. To identify the possibilities of using authentic materials in EFL classes to reduce difficulties of writing report.
- ii. To investigate the main reason behind the absence of using authentic materials to promote writing report.
- iii. To clarify the importance and benefits of using authentic materials to enhance writing report.

Significance of the study

Sudanese universities don't include authentic materials to teach writing skills in English for work place curricula in spite of it is necessity to improve students' abilities and in solving different problems related to curriculums at treasury level like the unaffordability of textbooks. To succeed on their jobs, our students need to learn how to write successful report. Authentic materials are very helpful in motivating learners to write business report.

This study is very important for students at university level, university teachers as well as educational authority since it will show them the importance of teaching report writing through authentic materials and how to use such materials to promote students writing skills and providing justification for the reasons behind the absence of using these type of materials to teach writing report at university level.

Limitations of the study

This study is limited to the third year students of Sudan University of science and Technology,

College of administrative studies department of marketing . Sudanese university teachers of English for Specific Purposes at El Neilain university, University of Khartoum and Sudan University of Science and Technology in the year 2015 to 2016

Methodology of the study:

The study used the descriptive analytical approach of qualitative data. Also an experiment was done to measure the effectiveness of using authentic materials to enhance writing business report. Twenty students have participated on the pilot study. Ten of them were a control group while the other ten were the experimental one. The two groups have conducted a pre- test .The experimental group has been taught with the authentic materials while the control one has not study anything. The two groups have taken 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 piloting study has been done first to check the validity and reliability of the study before conducting the study. It has approved the validity and reliability of the tool and the material of the study.

A pre-test has been given to the whole class excluding the pilot study groups. The students in the class were 103. This population of the study is the third class' students of marketing at the college of business studies. Students has been divided into two groups after the pre-test; 50 of them have been taught how to write report with authentic materials while the other 50 have not .The two groups have been divided equally according to their results in the pre-test. The experimental group has studied 10 hours of writing skills in the semester. After the sample has finished the course, the students of the groups (i.e. the experiment group and the control group) have *all* sat for the post test. The researchers excluded the students who have

attended the pre- test but haven't taken the post test and vice versa. The final number of students in the control and experimental group is 35 each, so the total number of the participants is 70 students.

An interview has been conducted with 12 university teachers of English for specific purposes ESP, university requirements courses to investigate

□ whether they use authentic material to teach writing report

The SPSS programme shows the results of Crinbach\ s Alpha as follows

Value	Reliability	Validity
Pre	0.84	0.92
Post	1.00	1.00

As Cranach's alpha coefficient = (0.91), then it is a high reliability coefficient it indicates the stability of the instruments of the study.

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 pr-test before the training sessions for experimental group. Then they sat together for the same test as post

The experimental group - Result of the experimental pre-test

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%

Table (1) above shows the distribution of the sample for content of success was (%14.3) and Failure was (%85.7), and for Organization the success was (%2.9) and Failure was (%97.1), and for language the success was (%5.7) and Failure was (%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

□ have they received any training on how to use authentic materials to teach writing report

□ Why using authentic materials to teach writing report important

Before applying the training session and to test the reliability and validity of the tools and the materials, the researchers conducted a pilot study which its result was as follows:

Analysis of the results

Below is the analysis of the experiment results and the data collected?

Reliability Coefficients

–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) for the correction and evaluation of written work. Under three categories, content, organization and language (COL). The marks were given by two raters who are university lecturer in the same field .The researchers rechecked it by using SPSS programme.

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 faculty. The active 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; a summary, introduction, body of the report-findings and discussions. Students did not use subheadings

which help readers 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.

Result of the experimental post-test:

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%

Table (2) above shows 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 was improved after the training sessions. The use of authentic text (report) and authentic task of writing in the class enhanced the student's level of writing report and they had the same score which was 91 % in organization, content and language.

Result of the experimental group: pre and post- test

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 (3) 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.

Results of the control group pre-test

The control group pre-test

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%

Table (4) above shows 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.

The control group post-test

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%

Table (5) above shows 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.

The control group: pre and post tests

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 (6) 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.

Results of the experimental and control

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 (7) above shows the chi-square test which is (-1.000) by the significant value (0.32) and

it's more than probability value (0.05), that means there is insignificant differences.

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

from Neilain 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.

The interview:

The second tool used for this study was the interview which was conducted with 12 English language teacher's .Three of these teachers have PhD while the rest have master's degree. Four of them from University of Khartoum, four from the Sudan University of Science and Technology college of education and college of languages. While the other four lectures are

The interviews were there after transcribed, and given back to the respondents for comments



and correction. The commented on are used as the data for the analysis

The interviews results: The existing of different types of authentic materials in the current ESP materials of business English

Nine Teachers whom represent 75 % of the subjects agree that the current English language university courses of ESP don't include different types of authentic materials. The rest say that their books don't include authentic materials, but they bring their own from different resources.

▪ SA from Neilain University use garnet series and copy for students, the rest of the participants also copy for their students from different resources of ready-made materials. This information achieves the hypothesis number 3 in which the researcher claims that the *current university E.L textbooks/syllabus doesn't include different type's authentic materials that prepare learners in writing for the work place.*

Training on how to use authentic materials to teach business writing.

A great number which represents 84% 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 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 achieves 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.*

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 Nailain University said:" Well it is affordable for me only, not for students since the institute provide them to me with their CDs and 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."

❖ AD from Neilain 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."

Teachers have positive attitudes towards the importance of using authentic materials to enhance writing for the workplace.

The use of authentic materials like newspapers and actual reports.

Nine teachers who represent 75% of the subject do not use newspapers and 8 of the participants who represent 67% of the subjects do not use actual reports in their classes.

▪ Dr.AN1 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. AN2 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 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 don't use actual reports in teaching how reports are written have no clear justifications for not using them and they didn't deny their availability or usefulness some of them they think it is possible and they plan to use them in the future.

▪ IG from Neilain 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 it to the next semester."

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

▪ MD from Neilain 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

▪ 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 Neilain 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."

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

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Discussion and results

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 use of these materials and their tasks increased students' level of writing business reports .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 does not only solve the problem that is caused by unaffordable ,expensive text books. But also motivate students and create sense of purpose.

The study also approved 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.

Finding

This study has found out the following:

- i. Authentic materials can enhance writing business reports effectively and teachers of business English should use them in their classes.
- ii. Training is the main reason that makes teachers neglect the use of authentic materials to teach writing business reports.
- iii. Authentic materials are useful for teaching writing business reports which is very important skill that is required for the work place.

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