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**Investigating EFL Learners' and Teachers'
Attitudes towards the Use of Authentic Texts in
Teaching Writing**

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master**

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Dedication

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Abstract

Authentic texts are important for the learning and teaching of second and foreign languages as they provide rich native contextual input and bridge the gap between student's local educational environment and the target language environment with its social, cultural and linguistic details. Despite their significant role in increasing learners' motivation to improve their language skills and proficiency particularly in the area of writing, authentic texts do not seem to be widely used at university. This fact raises many questions concerning the attitudes teachers and learners have towards the use of authentic texts in teaching and assessing writing. The present study is an attempt to unveil answers about EFL learners' and teachers' attitudes towards using authentic texts in teaching and assessing the writing skill. The study was conducted in the English department in M'sila University with 42 students from third year level and 9 teachers of written expression module from different levels. The research tools include quantitative and qualitative data elicited from teachers and students' questionnaires and classroom observation. After the statistical analysis of the data gathered, the results revealed that both learners and teachers do have positive attitudes towards using authentic texts in teaching and assessing writing skill, which is a motivating finding to widen the implementation of such materials in writing classes. Teachers, however, claim to use authentic texts more in assessing writing than in teaching situations. Based on the obtained findings, important implications are proposed for teachers, students, and the teaching of English language and writing skill in particular using authentic texts in order to raise awareness of the relevance of these materials in the EFL teaching context.

Keywords: Authentic texts, authentic assessment, teaching writing, assessing writing, EFL learners and teachers

List of Acronyms

EFL: English as a Foreign Language
GTM: Grammar Translation Method
TESOL: Teaching English to Speakers of Other Languages
CBA: Competency Based Approach
ESL: English as a Second Language
L2: Second Language

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General Introduction

It is commonly agreed that language learning depends greatly on mastering the four skills which are writing, reading, speaking, and listening. For many years, writing has received a great attention as being an important part of foreign language teaching and learning. In fact, the ability to write effectively is one of the vital skills that EFL learners need to improve. Many studies have shown that some learners' achievements in writing still poor and this skill is always considered as the hardest skill for many students (Heaton, 1975, p.1). Therefore, various studies have been conducted to decide what methods, materials and strategies should be used to teach writing effectively in EFL classes. Recently, authentic materials, especially authentic texts, have become one of the significant strategies that play an important role in second language writing.

1. Background of the Study

Scholars and pedagogists (Widdowson; 1990, Lee; 1995, Mishan; 2005) advocate that implementing authentic materials in EFL classes is one of the most effective strategies that can help students develop their language skills. Authentic texts are one of these materials that recently have become very popular and widely used in educational contexts (Rahman, 2013, p8). Bacon and Finnemann (1990) defined authentic texts as "Texts produced by native speakers for a non-pedagogical purpose" (p.35). That is, authentic texts expose learners to a language that is used in real life contexts by native speakers not necessarily intended for classroom settings. Authentic texts, when used appropriately, motivate students to develop their writing skill (Rahman, 2013, p.11). In fact, many of the previous studies (Mudra, 2014; Sujono, 2017; Su, 2008) have focused on investigating EFL learners' and teachers' perceptions of using authentic texts in EFL classrooms to develop the different language skills, but little is known about learners' and teachers' attitudes towards using authentic texts in both teaching and assessing the writing skill. Thus, the primary objective of this research is to investigate both learners' and teachers' attitudes towards using authentic texts to teach and to assess writing.

2. Statement of the Problem

The use of authentic materials has a long history in foreign language teaching as they help learners to bridge the gap between classroom environment and real situations. It is known that authentic materials, specifically authentic texts, are one of the most important

techniques used by teachers to motivate their learners and to improve their learners' writing skill. Based on our experience as pupils in primary, middle and secondary schools, teachers of Arabic, French and English had regularly exposed their pupils to different authentic texts from various sources such as books, internet, newspapers and magazines during the teaching learning process and exams as well. Besides, the final official exams (5th year primary school exam, 4th year middle school exam and Baccalaureate exam) also insert diverse authentic texts and tasks. In contrast, this strategy is less used at university level. We have been students at university for six years and we may say that teachers of literature and literary reading are the ones who regularly use texts from a native source while others rarely do. Thus, the current study is conducted in the light of the importance of implementing authentic texts in teaching and assessing learners' writing skill; it seeks to investigate EFL learners' and teachers' views about the use of authentic texts in both teaching and assessing writing skill.

3. Significance of the Study

Due to the importance of using authentic texts in teaching foreign languages and teaching writing as well, there is a need to shed light on EFL teachers' and learners' awareness of the use of authentic texts in teaching and assessing EFL learners' writing skill. Many teachers may have convenient reasons for not implementing authentic texts in their classes citing facts in relation to appropriate modified materials, time limits and students poor motivation and limited interaction. In addition, some teachers at university might be researchers; they do not have much time to select authentic texts and to vary their sources. Teachers may find difficulties when implementing authentic texts in the leaning process because of overcrowded classes.

Therefore, this study may persuade teachers to use more authentic texts as alternatives to non- authentic texts when teaching and assessing their learners' writing skill. Additionally, it may encourage teachers to raise their learners' awareness about the importance of reading more authentic texts inside and outside the classroom. Besides, it may increase learners' motivation to use authentic texts to improve their writing skill and may entail learners with information about the benefits of using authentic texts in assessing their writing skill as well.

4. Aims of the Study

The current study is conducted aiming at investigating both EFL learners' and teachers' awareness of the use of authentic texts in written expression sessions at the department of English, M'sila University. Three main aims meant to be achieved by the end of the study:

- 1- Investigating teachers' awareness towards using of authentic texts in teaching and assessing writing skill.
- 2- Focusing on demonstrating students' attitudes towards using authentic texts in learning and assessing their writing skill.
- 3- Shedding light on the importance of implementing authentic texts in teaching and assessing the writing skill.

5. Research Questions

1. What are teachers' attitudes towards the use of authentic texts in teaching and assessing their learners' writing skill?
2. What are students' attitudes towards the use of authentic texts in learning and assessing their writing skill?
3. How do teachers select authentic texts appropriately?

6. Research Methodology and Tools

Using specific tools and methods for answering the research questions is an essential phase in the research process. The present study aims at investigating both EFL learners' and teachers' attitudes towards the use of authentic texts in teaching and assessing learners' writing skill in the department of English of M'sila University. In this study, the descriptive method is utilized due to its effectiveness and appropriateness, and a mixed method approach, qualitative and quantitative methods, is used. Two questionnaires are administered to both third year English students and to teachers of written expression module. The questionnaires are analyzed quantitatively using the statistical analysis precisely frequency and percentage and presented in forms of tables and graphs. In addition, a classroom observation takes place in first, second and third year license classrooms in written expression module to see whether English teachers at M'sila University make use of authentic texts when teaching writing or not and to check learners' participation and behavior. The information gathered from the observation are analyzed qualitatively through the thematic analysis.

7. Structure of the Dissertation

The work is divided into two parts. The first part deals with critical literature review about teaching and assessing writing. The first part of the first section provides a general overview about the writing skill including its definition, stages, status in EFL context and its importance. Then, it presents the main learners' difficulties, the main sources of poor writing and the influential strategies of writing. Moreover, it talks about the approaches of teaching writing. The second part of the first section is concerned with writing assessment including assessment evaluation and testing definition, writing assessment in Algerian classes, and methods of assessment. Furthermore, it discusses the purposes of assessment and main issues in writing assessment, reliability and validity.

The second section of the literature review deals with an overview about authentic texts and their use in teaching and assessing writing. It includes the concept of authenticity including authenticity in EFL classrooms, text authenticity and task authenticity. Then, it tackles the definition of authentic materials, research insights about authentic materials in EFL classrooms. Furthermore, the section discusses the issue of authentic texts in EFL classrooms including the position of authentic texts in EFL classrooms, research insights about the use of authentic texts, sources of authentic texts and criteria for selecting authentic texts. In addition, Learners' and teachers' attitudes towards the use of authentic texts are discussed. Finally, this section deals with the value of authentic texts in teaching writing and authentic texts in assessing writing.

The second part of this work is devoted for the practical side. The first section entitles the research methodology provides a brief description of the research participants and setting where the research took place. Furthermore, it explains the choice of the method, the data gathering tools and data analysis frame. The next section will be devoted to the findings and discussions of the results.

Finally, the second section of this part tackles the analysis and the discussion of the data gathered from the different research tools. The obtained data from the classroom observation and the two questionnaires show that both learners and teachers hold positive attitudes towards using authentic in teaching and assessing writing as well. Additionally, this section provides some recommendations to teachers, students and designers to ensure using authentic texts in the written expression courses.

Part One: Literature Review

Section One: Teaching and Assessing Writing

1.1. Introduction

Writing has received a great attention as being an important skill that contributes in teaching and learning languages (Shangarfan and Mamipour 2011). Through writing, students can communicate and express their thoughts to fulfil specific objectives. For that important reason, students try hard to develop their ability to write appropriately and to master the different writing conventions.

1.2. Definition of Writing Skill

Writing is seen as one of the most essential skills in all languages. Many researchers and scholars defined writing differently according to their fields. For Crystal (2006), writing is “A way of communicating which uses the system of visual marks made on some kind of surface. It is one kind of graphic expression” (p.257). That is, writing is seen as a series of signs and symbols used to produce a meaningful text as an essential way of communication.

According to Rivers and Temerly (1978) writing is “an art that requires consciously directed effort and deliberate choice in language” (P.262). It means that writing is a crucial skill that demands a lot of efforts to be improved. Moreover, Jozef (2001) argued that writing skill is one of the most complex tasks that include the progress of a certain ideas along with the cognitive process of knowledge (p.05). Additionally, Heaton (1975) asserted that teaching writing skill demands the mastery of the grammatical, the rhetorical and the judgmental devices (p.135).

1.3. Writing Process

Writing as a skill includes different steps to reach the final form. Although there are various types of writing, forms and objectives behind these types, they share the same stages. According to Singleton-Jackson (2003) writing is “A mystery to researchers with regard to how the process of writing occurs and what makes it proficient” (p.11). That is, the writing process plays an important role in writing as being an effective key to produce a good piece of writing. Harmer (2004) mentioned the four important steps of writing as follow:

1.3.1. Planning

Williams (2003) defined writing as “Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper” (p. 106). Thus, planning refers to the process of collecting ideas from the prewriting stage in order to have a plan to reach the final aim. According to Williams (2003), “planning is one of the more effective features of the writing process, although it also can be one of the more challenging” (p. 114). That is, planning is considered as one of the most important aspect of writing process and the most challenging one as well.

Harmer (2004) claimed that this stage consists of three basic issues that writers should take them into consideration. First, writers are expected to think about the aim of their writing, the type of the text, the language and the information they will include. Second, writers need to think about the audience they are writing for. Finally, Harmer focused on the content of the text (p. 5).

1.3.2. Drafting

Drafting is the second step in the writing process. According to Donohue (2009), drafting is the stage in which “The students are able to craft their own writing” (p.12). Thus, in the drafting stage, writers need to gather as much as information for their writing. Writers need to think about all the important points related to their topic that will be included later without paying attention to spelling and grammatical mistakes (Harmer, 2004).

1.3.3. Editing

Editing is an important stage in the writing process. Writers in this step focus on producing well-structured sentences in terms of style, cohesion, coherence, spelling and grammar (Williams, 2003). Harmer (2004) argued that in the editing phase, writers revise and try to enhance the quality of their texts in order to be published (p.05). Accordingly, Donohue (2009) defined drafting as the stage where writers revise the previous steps and think about the next.

1.3.4. Publishing

Publishing is the last stage in the writing. After editing and revising the drafts, writers can publish the final version of their writing to the intended readers. Donohue (2009) explained that “The final stage of writing process includes sharing, reflection, and

assessment of the students' writing" (p.14). That is, the final version of any piece of writing is supposed to be evaluated by other people to make it free from mistakes.

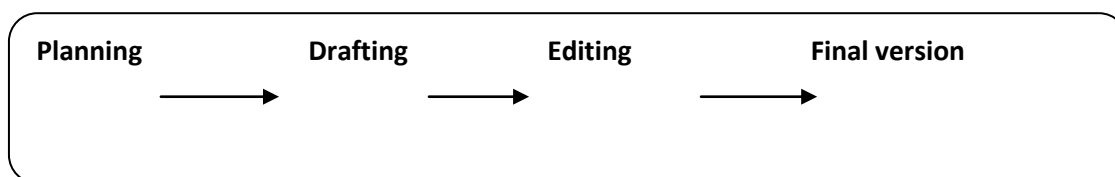


Figure1.1 The linear model of writing process (Harmer, 2004, p. 5)

1.4. The Status of Writing Skill in EFL Classes

Writing is considered as one the most important skills that play a crucial role in any language, as Patel and Jain (2008) asserted “Language is primarily speech and writing is a means to preserve it” (p.125). Elbow (1998) reported that “writing calls on two different skills that usually conflict with each other. That is, writing calls on the ability to create words and ideas, but it also calls on the ability to criticize them in order to decide which ones to use.” (p.07). It means that being able to write a well structured text depends not only on the ability to use the language system but also on the learners’ cognitive system. Therefore, writing helps learners develop the ability to think critically. Besides, the writing skill can have different roles in teaching EFL classes.

Writing is seen as “a process that requires extensive self-regulation and intentional control...writers must change ideas into text, repair organization and mechanics, and monitor their success--all while trying to formulate a coherent message” Ransdell and Levy (as cited in Singleton-Jackson, 2003, p.38). Therefore, producing an appropriate message depends greatly on the ability to control certain aspects. Moreover, the mastery of writing skill is a sign of an academic and occupational success for both natives and EFL learners as, Tuan (2010) reported “Being able to write in English is essential in college, and it probably will be an asset in your career” (p. 81).

Accordingly, there are different reasons for teaching writing to EFL learners, as Harmer (2001) stated “The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill, in its own right” (p.79). Thus, writing helps EFL learners to develop their different language abilities, to have a suitable learning style and finally to acquire the writing skill appropriately.

1.5. The Importance of Improving Writing Skill

Writing plays an important role in the process of communication, it is considered as a skill that requires a lot of practice in order to be improved (Oshima and Hogue, 1997). That is, writing is seen as an essential skill that helps people to express their thoughts and needs. Due to the increasing industrialization and the social needs, there was a growing need for writing skill to be taught and developed among people, as Harmer (2004) suggested “Thus, we no longer have to ask ourselves whether writing is a good thing or not. We take it as a fundamental right” (p.03).

Furthermore, Writing helps students to develop their thinking abilities by allowing them to discover the right words, sentences, ideas and information to be used in their texts, as Raimes (1983) confirmed “The close relationship between writing and thinking makes writing a valuable part of any language course” (p.03).

1.6. Major EFL Students’ Difficulties in Writing

Producing a well organized piece of writing is the most important goal for EFL learners. They usually encounter serious difficulties when writing in English. EFL learners consider writing as the most difficult skill because it needs a lot of efforts, in terms of physiological, cognitive and linguistic efforts (Byrne, 1988). Moreover, Brooks and Grundy (2001) argued that the key to write successfully is to be knowledgeable enough about the different parts of speech, the structure of language, the grammar and punctuation rules and the way words are combined together (p.20).

According to Salem (cited in Huwari & Al-Khasawneh, 2013), the main difficulties that EFL learners face in writing include: grammar, vocabulary, spelling, punctuation, cohesion and coherence (p.140).

1.6.1. Grammar Difficulty

Grammar is defined by Harmer (2001) as “The description of the ways in which words can change their forms and can be combined into sentences in that language” (p. 12). That is, grammar refers to the internalized system of a given language in which words are gathered to produce sentences. EFL learners encounter many difficulties in grammar mainly because of the inappropriate way of teaching grammar. (Seely, 1998, p.159). Additionally, Seely (1998) suggested that the sentence structure, the verb, the coordinating

conjunction, the object and the word order usually stand as problems for many learners in writing (p.161).

1.6.2. Vocabulary Difficulty

In fact, problems related to vocabulary usually include: poor vocabulary, failure of remembering the suitable word and the exact meaning of the term (Shejbalová, 2006). Moreover, Hemmati (2002) conducted a study about vocabulary difficulties encountered by EFL learners; he found that these learners lack the linguistic knowledge of the foreign language and the ability to perform this knowledge in suitable contexts. He added that lack of writing and reading are also two major reasons behind these difficulties.

Furthermore, Mehring (2005) asserted that the process of acquiring new vocabulary demands students' repetition of the new word and the continuous use of this word in appropriate contexts as well (p.04).

1.6.3. Spelling and Punctuation Difficulty

Spelling and punctuation are two complex issues commonly shared by students in writing. Spelling is believed to be strongly related to reading, as Frith (1980) declared that "Learning to read should imply learning to spell, and learning to spell should imply learning to read" (p. 496). But, this is not always the same case for all students. Sometimes there are students who are good in reading, but struggle when spelling words (Frith, 1980, p. 497). Additionally, spelling difficulties may occur because of students' lack of concentration and similarities between vowels (Bancha, 2013, p.04). Most importantly, spelling problems can be solved by more reading practice, as Harmer (2004) mentioned, "The best way of helping students to learn how to spell is to have them read as much as possible" (p.47).

Although punctuation plays a vital role in writing, it can be sometimes a challenging task for language learners, as Harmer (2001) assumed that, "Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers" (p. 256). Thus, learners should be aware of the proper use of punctuation such as commas, full stops, and capital letters to avoid misunderstanding. Accordingly, Seely (1998) argued that punctuation marks stand as a difficult task for learners because they are not fixed, change over time, and their use

varies from one student to another. She added that knowing exactly how to use comma appropriately helps students to succeed in writing (p.229).

1.6.4. Coherence and Cohesion

Cohesion is the relation that combines lexis and grammar together to produce a meaningful text, as Halliday and Hasan (1976) stated “The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text” (p.4). Both coherence and cohesion play a prominent role in writing, but many EFL learners have difficulties to write a coherent message and to use appropriate cohesive devices as well. According to research conducted by Qaddumi (1995), EFL students face serious difficulties in writing a coherent text and in finding suitable cohesive devices.

1.7. Sources of Poor EFL Writing

Many studies have been conducted to detect the major sources of writing problems. For instance, a study conducted by Lin and Ho (2009) concerning the main causes of writing difficulties revealed that there were five main challenges in learning to write. These challenges were: (1) inadequate time, (2) teacher’s feedback (3) peer competition issues, (4) problems related to writing subjects, (5) and writing format’s issues (p.80). Similarly, another study was conducted by Daudin and Kassim (2005) involving 186 university students at Malaysia; the findings revealed that lack of language use and vocabulary knowledge are the two major students’ poor writing causes (p.96). The researchers concluded that teachers should change their traditional ways of teaching because of its ineffectiveness, recommending that teachers need to motivate their students to use more authentic texts. Thus, there are various sources of writing problems and here some of these sources:

1.7.1. The Nature of Writing Process

Writing is a difficult skill to be acquired that demands the mastery of both cognitive and grammatical devices besides the judgmental aspects (Byrne, 1988). Additionally, Grabe and Kaplan (1996) believed that writing is considered as a complex skill due to the great efforts done by students when acquiring it (p.06).

Bell and Burnaby (1984) described the difficulty of writing as follow: “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of

content, format, sentence structure, vocabulary, punctuation and letter for action. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.” (as cited in Nunan, 1989, p.36). That is, writing is seen as complex skill that requires the mastery of many elements such as the lexical and the grammatical devices. Thus, the writing process itself is seen as a source of difficulty for many students.

1.7.2. Lack of Learners’ Motivation

Motivation is an important factor in any success. Harmer (2006) tried to answer the two following issues: causes of students’ low motivation to write in the foreign language and ways of raising their motivation to write. He argued that there are several reasons that prevent students from producing a good piece of writing such as the fear of failing to achieve final aims and of committing mistakes when writing.

Accordingly, Harmer (2006) claimed that students may have negative attitudes towards their piece of writing due to the two already mentioned reasons. In order to solve this problem, EFL teachers need to use more interesting and relaxed topics to make their learners feel comfortable. In this sense, Dornyei (2005) confirmed that anxiety is another source that prevents students from writing because it has negative impact on students’ written performance. Dornyei (2005) added that instructors are invited to create what is called “writing habit”. Zamel (1985) asserted that teachers should take learners’ aims of writing into consideration because writing skill is quickly developed when students’ needs and concerns are acknowledged. Accordingly, Byrne (1988) thought that learners will be motivated to write if they write about topics they are interested in (p.02).

1.7.3. Lack of Practice

Writing is complex process that is acquired through an intensive practice. According to Evans (1959), the quality of students’ writing relies on their practice of writing. That is, if students are given the opportunity to practise different writing tasks, they will perform better. He added that students’ written performance will be better as long as they will practise writing tasks based on narrowed topics (Evans, 1959, p. 14).

Moreover, Grabe and Kaplan (1996) confirmed that writing is not acquired naturally but rather obtained through ongoing practice and efforts (p.06). Importantly, Hedge (1988)

said that “my own experience tells me that in order to become a good writer; a student needs to write a lot” (p.11). That is, practice is the key to a good writing.

1.7.4. Teachers’ Feedback

According to Brown (1932), Symonds and Chase (1929), students will develop their writing skill if teachers praise them for their work, and this type is known as motivational feedback (as cited in Nelson and Schunn, 2008, p. 376). In this sense, Zamel (1985) argued that teachers can provide their learners with effective feedback as long as they deal with their students’ writing as a unique and an interesting one (p.79). Similarly, Ferris (1995) asserted that when correcting students’ writings, teachers should use positive comments to encourage students write more (p.49).

Accordingly, Byrne (1988) found out that motivational feedback is greatly related to the process of language acquisition (p.29). That is, if students are provided with positive comments, they will acquire the new language very easily. On correcting students’ errors, Norrish (1983) declared “when considering correction of errors as the stage of more or less free writing, it is a useful and stimulating exercise for the students to check their work in groups or pairs. This saves the teachers’ time and encourages communication among the students” (p.71). This means that, it is essential for teachers to give their learners the opportunity to correct their errors with their mates in order to increase communication between them.

1.8. Influential Writing Strategies

The writing strategies are considered as one of the important factors that affect the ESL /EFL learners’ written performance; these strategies may improve learners’ levels in writing and facilitate the learning process as well, as Hsiao and Oxford explained the role of writing strategies as “they pave the way towards greater proficiency, learners autonomy, and self-regulation” (as cited in Congjun, 2005.Para, 2). Moreover, when learning new languages, learners should use different learning strategies to foster their learning (O’Malley and Chamot, 1990).

Arndlt’s (1987) mentioned eight basic categories that students use in their writing. She identified these strategies after conducting a study in which she examined Chinese students’ written performance (as cited Congjun, 2005).

Table 1.1*Arndt's Categories of ESL Writing Strategies*

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

Note: as cited in Maftoon & Seyyedrezaei, 2012, p.1598

1.9. Approaches of Teaching Writing

For many years, the main focus in teaching writing was on accuracy and on developing grammatical and lexical patterns. But, in the late 1960s, the focus shifted into fluency along with accuracy (Qian, 2010, p 06). It means that EFL learners are provided with effective solutions to deal not only with mechanical problems of language, but also with language usage. As a result, a number of writing approaches have been emerged in order to supply students with efficient strategies, techniques and tools to help them achieve a good level in writing. the focus will be on three of them, which are the product approach, the process approach, the genre approach.

1.9.1. The Product Approach

The product approach was widely used in the 1960s as a traditional approach to teaching writing. Gabrielatos (2002) defined it as “a traditional approach, in which students encourage to mimic a model text, usually is presented and analyzed at an early stage”(p.05). Therefore, this approach focuses on mastering appropriate linguistic patterns such as the correct use of vocabulary, syntax , cohesive ties and other mechanical criteria, as Brown (2003) stated “ teachers focus on what a final piece of writing will look like and measure it against criteria of “vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, as well as content and organization” (p.320).

Students in this approach are provided with model texts to help them acquire accurate linguistic knowledge, as White (1988) pointed out that “such a model-based approach remains popular in EAP for one very good reason – much EAP writing is very product-oriented, since the conventions governing the organization and expression of ideas are very tight.” (p. 6). Therefore, learners are expected to imitate modeled texts to be familiarized with the different writing conventions. Additionally, Pincas (1982) argued that the product approach consists of four stages which are familiarization, controlled writing, guided writing and free writing (p.22).

Table 1.2

The Stages of the Product Approach

Familiarization	Controlled writing.	Guided writing	Free Writing
Encourage the students to be acquainted with certain text features.	Students practise the skill until they are ready for the free writing.		Use the writing skill as a part of genuine activities such as writing a story or essay.

Note: Richards, 2003, p.3-4

Accordingly, Lin and Ho (2006) argued that product based approach focuses on form and giving feedback and no attention was paid to meaning and communicative function.

1.9.2. The Process Approach

In the 1970s, the process approach to teaching writing started to replace the product approach. Palpanadan, Bin Salam & Bte Ismail (2014) defined this approach as “a cyclical approach. In his approach, students are needed to move back and forth while going from one stage to another stage and taking part in the writing activities” (p.790). It means that students are actively engaged in the process of learning to write.

The main aim of the process approach is to encourage students to discover, organize and create new ideas for their writing, as Raimes (1983) stated “writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them” (p.76). According to Raimes (1983), this approach helps students to be more responsible by training them to take decisions about the choice of the topic, to write from

their experience and to work with others when writing (p.78). Moreover, the process approach aims at enhancing specific students' linguistic abilities with the consistent help of the teacher as a monitor. (Badger and White, 2000, p.155)

1.9.3. The Genre Approach

In the 1980s, the genre approach to teaching writing became widely used in different parts of the world. According to Badger and White (2000), this approach can be considered as an extension to the product approach because its main emphasis is on writing. Unlike the product approach, it focuses on writing in a given social situation in which writing is used (p.155). Swales (1990) defined genre as "Class of communicative events, the members of which share some set of communicative purposes" (p.58). That is, genre takes into consideration the communicative purposes shared by a specific group in a specific social context.

Moreover, the genre approach considers the text as the most important part in teaching. According to Albeshar (2012), this approach allows EFL learners to discover different authentic texts that are produced by natives. Consequently, learners will deal with a number of genres such as research proposals, letters and textbooks (p.48).

Furthermore, this approach to teaching writing includes three important stages. First, learners are exposed to model texts to be carefully analyzed. Then, they practise the different activities that are related to the already introduced text. Finally, students are expected to produce their own text that is similar to the previous one (Badger and White, 2000, p.158).

1.10. Writing Assessment in EFL Context

Assessing students' performance is a very important feature of the teaching process. According to Hyland (2003), assessment refers not only to the process of designing exams and giving marks, but also it greatly contributes to enhancing students' performance and to developing effective writing sessions (p.212)

1.10.1. Definition of Assessment

Chapelle and Brindley (2002) defined assessment as "The act of collecting information and making judgments about the learner's knowledge of a language and ability to use it" (p.267). It means that assessment refers to the process of gathering information about

learner's ability to perform specific knowledge. Additionally, assessment is about collecting data that are necessary to enhance and develop learner's performance, as Palomba and Banta (1999) suggested "Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development" (p.04).

A good use of assessment procedures is important in both teaching and learning process in which teachers gain valuable information about how well objectives have been reached, and without these information, teachers would find difficulties to identify student's weaknesses. (Hyland, 2003, p.212)

1.10.2. Definition of Evaluation

According to Cameron (2001), "Evaluation refers to a broader notion than assessment. Evaluation can concern a whole range of issues in and beyond language education" (p.222). That is, evaluation can be defined as a long process that aims at collecting information about several issues far from language education such as gathering data related to materials, curriculum, teachers' and students' attitudes. Similarly, Loannou-Georgiou (2003) argued that evaluation refers to the process of "gathering information in order to determine the extent to which a language program meets its goals. Relevant information can be teachers, and parents, opinions, textbook quality, exam results, and children's attitudes. Some of the tools of the evaluation process are tests, questionnaires, textbook analysis, and observation"(p.04). In this sense, evaluation is concerned with collecting information about programs' objectives, teachers' and learners' expectations and the consequences of exams.

1.10.3. Definition of Testing

Testing is another measuring tool used in the process of assessment. Brown, Bull and Pendlebury (1997) defined testing as: "The process of administering a test to measure one or more concepts usually under standardized conditions." (p.09). That is, testing is designed under specific circumstances to achieve specific objectives. Accordingly, Zidane (2010) claimed that the process of testing is used to achieve the following aims "...analyzing the learners level and their degree of success in learning" (p.06). It means that the main purpose of Testing is to determine how well students achieve a certain level.

1.10.4. Writing Assessment in Algerian Classes

Actually, there are various ways of assessing writing skill which have been modelled according to the changing teaching approaches. According to Cheli (2013), the traditional teaching approaches focused on producing pieces of writing free from grammatical mistakes, and ignored the content (p.08). However, with the changes occurred in the CBA, the focus shifted from the content to the process of writing. The Competency Based Approach is defined as a skill that enables learners to master specific skills and actions (Hedge,2003).This approach has been first emerged and used in the United States of America. Due to its positive effects on the process of learning, the Competency-Based Approach was brought to Algeria and first introduced in 2005.In fact, CBA has been applied in teaching and assessing English in order to prepare students to be skillful in their daily lives

Moreover, this approach brought many ways of assessing students' written performance such as peer assessment, self-assessment and portfolios. Peer-assessment is one kind of activities used to assess students' writing; it supports working in groups where students exchange new ideas and information, and it gives them the opportunity to talk about their opinions and provide correction (Coffin et al, 2003, p.93). Furthermore, peer assessment is considered as an important source of giving feedback to students' performance. Peer-feedback is a beneficial tool in which students' can give valuable remarks about the writing products, as Harmer (2004) asserted, "Such peer response may provide a welcome alternative to the teachers feedback, as well as offering fresh perspective on the writing" (p.12).

The second type is self-assessment which is used as another technique for assessing writing skill. This type of assessment motivates learners to be autonomous and responsible for their learning. The aim of using self-assessment is to control and monitor students' levels (Oscarson1989). Additionally, this type of activity is done collectively with the assistance of teachers and colleagues (Boud, 1995, p.15).

The third type of assessment activities is portfolio. It is defined as "A collection of texts the writer has produced over a defined period of time" (Hamp-Lyons, 1991, p.2). It means that portfolio includes a series of gathered pieces of writing produced by students during a specific period of time. Portfolios are important ways of evaluating learners' achievements and identifying their needs in the learning process (Gitomer and Duschl,

1995). Thus, the use of portfolio assessment is essential since it provides teachers with information concerning students' progress, needs and lacks.

1.10.5. Methods of Assessment

Assessment is a crucial element in any educational process. It reveals information about learner's needs, abilities, and progress. In fact, there are two methods of assessment, formative and summative assessments, used to accomplish different purposes.

1.10.5.1. Formative Assessment

Formative assessment has another alternative meaning which is assessment for learning. It is used when learning is taking place, and it is more concerned with students' future learning as a result of their actual results rather than their previous achievements, as Houston (2006) asserted "Formative assessment is broadly synonymous with the notion of assessment for learning. It looks to student future learning that can occur as a result of assessment events, rather than to the outcomes of prior learning (p.04).

Accordingly, Ouakrime (2000) claimed that, this type of assessment "has three main characteristics which distinguish it from a summative oriented evaluation: it is informative, participative and formative" (p.62). That is, the main objectives of formative assessment are to inform learners about their learning process, to make them active participants by involving them in the process of learning; and to identify their weaknesses in order to help them achieve better results. Irons (2008) confirmed that this type of assessment focuses on giving comments and feedback to students about their achievement and progress in learning rather than giving grades (p.07).

According to Harmer (2006), the formative assessment "is done at a micro-level every time we indicate that something is wrong" (p.379). That is, this type of assessment occurs in specific cases when students commit mistakes. Additionally, Harmer (2006) argued that this type of assessment "take place when teachers go through the results of progress and achievement tests" (p.379). Simply, it means that formative assessment aims at gathering information on to what extent the process of learning is successful.

1.10.5.2. Summative Assessment

Summative assessment is used at the end a specific instructional time such as, at the end of a course, a unit, a project or a school year...etc. It reveals information about what

learners have achieved after a certain term of learning, as William (2000) declared “Usually linked with the end of a learning experience, such as a subject or course, summative assessment serves to judge the learning achieved by the student (as cited in Houston, 2006,p.14).

Additionally, summative assessment is an evaluative assessment rather than a diagnostic one because it focuses more on evaluating learners’ progress at the end of a defined learning period, as Ouakrime (2000,) claimed “it is the measurement of the extent to which a learner has been able to achieve the perceived aims or objectives of a given language teaching program” (p.60). Therefore, summative assessment is carried out at the end of a specific term of instruction to provide evidence of learners’ success or failure.

1.10.6. Purposes of Writing Assessment

According to Hyland (2003), there are five main important purposes for assessing learners (p.214). One of the important purposes is to place students into suitable classes based on data gathered from assessing learners. Writing assessment is used also to identify learners’ strengths and weaknesses and to give the chance for learners to demonstrate the writing development they have reached. Another important purpose is to give facts about how well learners have learned a specific writing task. Assessing learner’s general competence to get a certification for some purposes is also considered as one of the important purposes (Hyland, 2003, p.214).

Hyland (2003) mentioned that writing assessment can be used also to motivate learners to make extra efforts and to have positive attitudes towards their achievements. Additionally, it helps teachers to decide what to teach next and to evaluate the different techniques, methods and materials used in writing assessment (ibid).

1.10.7. Issues of Reliability and Validity in Writing Assessment

According to Hyland (2003),“The qualities that most affect the value of an assessment measure are validity and reliability, that is, a test should do what it is intended to do and it should do it consistently” (p.215). Thus, reliability and validity are one of the most important factors that affect the process of writing assessment.

1.10.7.1. Reliability

According to Cohen et al. (2000), reliability is “A synonym for consistency and replicability over time, over instruments and over groups of respondents” (p.117). Here, reliability refers to stability of results that should be fixed when they are repeated using similar means and samples.

Reliability in a writing assessment task is achieved only if the task is done repeatedly, as Hyland (2003) claimed “A writing assessment task is considered reliable if it measures consistently, both in terms of the same student on different occasions and the same task across different raters” (p.215). That is, the testing process should be repeated with the same group of students frequently. Hughes (1989) argued that “reliability of performance can be achieved through taking a sufficient number of samples, restricting the candidate’s choice of topics and genres, giving clear task directions, and ensuring students are familiar with the assessment format” (as cited in Hyland, 2003, p.216). It means that, to ensure reliability in any task, students should be exposed to limited topics, to clear instructions and they should be also familiar with the assessment task as well.

In writing, teachers need to be sure that students have equal chances in tests and exams. It is important to control the language used in writing assessment in order not to refer to cultural differences among students. (The International Reading Association, 2010, p.21)

1.10.7.2. Validity

Hyland (2003) argued that, validity is an important quality that affects the value of a writing assessment and makes writing meaningful (p.217). According to Hyland (2003), “validity means that: an assessment task must assess what it claims to assess and must assess what has been taught” (p.218). In other words, validity in writing assessment is not achieved when students are asked to write something they have not studied, or to demonstrate skills or knowledge they do not have.

In writing assessment, validity can never be achieved if the test requires students to write about things they have not been exposed to.

1.11. Conclusion

This section was divided into two sections. The first one provided a general overview about writing skill including its definition, stages, status in EFL context and its importance. Then, it presented the main learners' difficulties, the main sources of poor writing, and the influential strategies of writing. Moreover, it talked about the approaches of teaching writing

The second part is concerned with writing assessment including assessment, evaluation and testing definition, writing assessment in Algerian classes, and methods of assessment. Furthermore, it discussed the purposes of assessment and main issues in writing assessment, reliability and validity.

Section Two: The Use of Authentic Texts in Teaching and Assessing Writing

2.1. Introduction

In English language teaching, the implementation of materials, methods, techniques and strategies are considered the basic elements for both learners and teachers; EFL teachers always try to use various materials in their pedagogical practice, and learners also attempt to find diverse ways to improve their language learning. Using authentic materials, particularly authentic texts, seems to be an effective technique for both EFL learners and teachers in terms of motivating learners and stimulating the learning of language skills as well.

2.2. The Concept of Authenticity

Scholars and pedagogists specialized in the field of language teaching have dealt with several definitions of the term authenticity. One shared feature among the definitions of authenticity and authentic materials is realness, as it is confirmed by Kilickaya (2004) that authenticity is “Exposure to the real usage of everyday life language” and also “exposure to real language and its use in its own community” (p.1); it means the way native speakers use their language for daily life purposes in their society.

2.2.1. Authenticity in EFL Classrooms

Over the last three decades, the issue of authenticity has been a subject of controversy by many scholars when discussed in the field of language teaching, but it is asserted that the main concern of modern language teaching is reaching authenticity in classroom environment (Blagojević, 2013, p.114).

There are many strict views about the meaning of authenticity; it is confirmed that any piece of authentic text used for pedagogical practice loses its authenticity because this piece of writing is not implemented in its real environment, as assumed by Jacobson, Degener and Gates (2003) that it is the way of using the materials that determines their authenticity, not the format of the text. (p.02). Besides, Jacobson and his colleagues affirmed that ensuring pure authenticity in the classroom is not possible, but both learners and teachers might benefit from these authentic texts since they are used authentically and naturally. (p.14)

Another research study conducted by Gilmore (2007) revealed that authenticity doesn't mean neither bad nor good because it is hard to precisely measure learners' motivation when being exposed to authentic texts; so, it is necessary for teachers to carefully plan, select and sequence the texts and tasks presented. (p.98)

In other insights about authenticity, Rogers and Medley (1988) indicated that authenticity of language reflects the realness of forms, and the appropriateness of cultural context (p.530). Additionally, Breen (1985) found out four main features concerned with establishing text and learner authenticity; in the pedagogical setting, these factors are text factor (related to text selection), learner factor (related to individual differences), task factor (related to task design), and learner setting factor (related to learning environment) (p.61).

Another view emphasised by Van Lier (1996) revealed that authenticity is a result of the acts and the work of both learners and teachers to achieve authenticity of the learning process and the language used in the classroom (p.128).

2.2.1.1. Text Authenticity

Text authenticity means that the text should retain its originality, purpose and presentation, as emphasized by Grellet (1981) that a newspaper's article should be presented with all the real features such as the typeface, the headlines and even the pictures related to the article (p.08).

Additionally, the term authentic came to be equated with unique which means that the overuse of the authentic texts might be inappropriate, as affirmed by Morrow (1977) that by using the text in the classroom, teachers "are destroying this authenticity" thus, "we cannot recreate absolute authenticity in the texts we use" (as cited in Gilmore, 2007, p.114). Furthermore, Hutchinson and Waters (1987) argued that the original purpose of a text determines its authenticity (p.15).

2.2.1.2. Task Authenticity

Along with the emergence of the Communicative Approach, the notion of task as a pedagogical model has been flourished. As an attempt to define the concept of task authenticity, Nunan (1989) focused on a distinction between the terms "real world" tasks and "pedagogic" tasks; real world tasks required the learners being engaged in tasks they

are likely to perform outside the classroom environment, while pedagogic tasks are tasks that are only related the learners' performance inside the classroom. (p.40)

Furthermore, an example of a real world task might be reading a newspaper article and writing a letter to the newspaper editor, while a pedagogic task might be reading a newspaper article then answering comprehension questions about the article (Mishan, 2005, p.70).

Accordingly, Mishan (2005) clearly stated the case of task authenticity where she emphasized that tasks should engage learners in purposeful communication, include real-life tasks, involve learners' knowledge of the target language and culture, and reflect the original communicative purpose of the text presented. (p.75)

2.3. Authentic Materials

According to Nunan (1988), authentic materials are those "Which have been produced for purposes other than to teach language" (p.101); it means that these materials are not directed for pedagogical practice; instead, they are designed for other social and cultural goals, as asserted by Spelleri (2002) that authentic materials provide real language that is relevant to both the native speakers' society and culture (p.16).

2.3.1. Authentic Materials in the EFL Context

Concerning EFL context, many scholars have been in favor of using authentic materials in classrooms; exposing learners to the target language as how it is used naturally outside the classroom is very essential, as asserted by Widdowson (1990) that "Exposing learners to authentic materials is indispensable because of the rich language input they provide" (p.162). Besides, Lee (1995) argued that the use of authentic materials in class is learner-centered process, and it can help learners promote interest in language learning. (p.324)

Furthermore, Wong, Kwok and Choi (1995) upheld that teachers depend on authentic materials as an essential source for planning and conducting activities in order to develop students' use of English in real situations (p.320).

In another view, the objective of using authentic materials in the classroom is not to simplify the lesson but to expose learners to real language, as stated by Widdowson (1990) that language presented to learners has to be simplified in order to make a bridge between

learners' interest and the reality of the language, so the language presented to learners should be authentic. (p.67)

2.3.2. Research Insights about Authentic Materials in EFL Classrooms

Since the 1970s, the inclusion of authentic materials has taken its essential place in EFL classes as a consequence of the spread of the Communicative Language Teaching Approach, as asserted by Bacon and Finnemann (1990) that teachers need to find "Ways and means of exploiting authentic materials in classroom instructions" (As cited in Al-Azri & Al-Rashdi, 2014, p.249).

In addition, Gerber (1990) indicated that "Most ambitious English teachers try to vary this approach in order to sustain the people's attention and to make the text come alive" (As cited in Masood, 2013, p.21). Here, Gerber argued that teachers attempt to expose learners to different kinds of authentic materials aiming at making these learners more motivated, and making the materials interesting as well.

2.4. Authentic Texts in EFL Classrooms

2.4.1. The Concept of Authentic Texts

Authentic texts are initially defined as specific texts that are designed for native speakers, as stated by Morrow (1977) that authentic texts are "Stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort" (As cited in Gilmore, 2007, p.98). That is to say, native speakers use their native language to communicate with one another for social purposes. Thus, Rings (1986) argued that authentic texts supply a real illustration of form and use (p.203).

In this concern, Sweet (1899) is considered one of the first linguists who advocated the use of authentic texts due to his awareness about their benefits, as he confirmed that unlike artificial language which contains repetition of grammatical patterns and vocabulary, natural and idiomatic texts capture all traits of language. (Sweet, 1899, p.178)

Accordingly, Lee (1995) argued that a text is regarded as authentic if it is not directed for teaching purposes; instead, for real life communicative purposes in which the text's writer sends a real message to the reader. (p.324)

2.4.2. Authentic Texts' Position in EFL Classrooms

In the EFL context, Spelleri (2002) found out that the language used in textbooks lacked validity outside classroom environment. So, there would be a necessary requirement of real language which is found in brochures, application forms, menus ... etc (p.16). Thus, Berardo (2006) asserted that when dealing with an authentic text, learners feel that they are using the genuine language as it is used outside the classroom. (p.62)

Consequently, teachers use authentic texts in order to bridge the gap between learners' classroom environment and real life, as argued by Guariento and Morely (2001) that authentic texts aim to "Bridge the gap between classroom knowledge and a student's capacity to participate in real world events" (p. 347).

Besides, Sweet (1899) was in favor of implementing authentic texts in foreign language teaching, as he affirmed that grammar should be presented and taught connected to a text in order for learners to have correct knowledge about grammatical patterns used in real-life situations (p.180).

2.4.3. Research Findings about the Use of Authentic Texts

English language teaching and learning has gone through noticeable phases and so have language teachers who always attempt to imply new techniques and strategies to promote language learning. In her book, Mishan (2005) stated that the use of authentic texts went back to the early 9th century where the Latin language was the international language; England's King Alfred was the first to initiate the educational use of authentic texts (p.03).

Since the early years of the Grammar Translation Method (GTM), authentic texts have been widely used in language classrooms because learners were asked to translate literary texts. Meanwhile, the status and use of authentic texts went hand in hand with the development of new teaching methods. With the spread of the communicative approach, the use of authentic texts has taken a favourable view because these materials "Could help learners achieve sociolinguistic and discourse competence" (Zyzik and Polio, 2017, p. 05). In addition, the use of the authentic texts can be related to content-based and task-based teaching, as stated by Zyzik and Polio (2017) that authentic texts are used with the aim of integrating language and content; tasks can also incorporate authentic texts at different parts in a lesson. (p.06)

2.4.4. Criteria for Selecting Authentic Texts in EFL Context

When selecting an authentic text, teachers have to be aware of many criteria in order to motivate learners, and to engage them in the course as well. They need to raise many questions before selecting the text concerning the instrument itself, the regularity of rules, interaction of learners among one another, texts' effect on the learners' personal thoughts and imagination (Maroko, 2010, p.07).

2.4.4.1.Purpose of Use

According to Jacobson, Degener, and Gates (2003), two important purposes should be taken into consideration when selecting an authentic text: Real world purpose and instructional purpose. The former deals with looking for information learners need outside the classroom environment rather than a list of spelling words chosen by the teacher; instructional purpose is concerned with the responsibility of teachers to include various activities aiming to make their learners more comfortable with the new format of a text (p.56).

2.4.4.2.Learners' Level

There have been diverse views about considering learners' level when implementing authentic texts in EFL classrooms. Kim (2000) claimed that authentic texts could be utilized with only intermediate and advanced level students (p.189). In addition, Guariento and Morley (2001) upheld that exposing intermediate and advanced learners to authentic texts is extremely suitable because these learners have wide knowledge about vocabulary and the grammatical structures of the target language. Further, they noted that at lower levels, learners may feel de-motivated because of the difficult items in the text presented (p.347).

On the other hand, scholars asserted that all levels of students, even lower levels, are able to deal with authentic texts in the classroom (Miller, 2005, p.19). In the same regard, Sweet (1899) considered the need for maintaining authenticity with lower level through the implementation of simpler language samples and genres such as descriptive and narrative pieces (p.177). Besides, arguments for using authentic texts suggested that these texts should not to be "grammatically sequenced" (Krashen, 1984, p.19).

2.4.4.3.Learning Objectives

Considering learning objectives when selecting an authentic text is a vital issue, as argued by Ugalde (2007) that the text and activities should be meaningful and helpful for the learners to achieve the stated objectives (p.76). Accordingly, Spelleri (2002) argued that the texts brought to learners should provide new information (p.17); she indicated that bringing a booklet about poisonous animals that live in the learners' environment might be a good example; besides, texts should not contain complicated words (p.17).

Additionally, Lee (1995) confirmed that a text must be in harmony with the curriculum objectives, and the teacher should take into consideration the length of the text and the teaching approach as well (p.326).

2.4.4.4.Learners' Background Knowledge and Culture

According to Bacon and Finneman (1990), learners' experience and cultural relevance should be taken into consideration when selecting an authentic text (p.360). In this respect, Lee (1995) asserted, "a careful and wise selection of materials focused on learners is a must if we want a positive response from them" (p.325).

Besides, Brown and Eskenzai (2004) confirmed that considering the readers' common lexical knowledge and grammatical structures are the main factors for choosing an appropriate authentic text (p. 300). In another view, Jacobson, Degener and Gates (2003) affirmed that learners' family background help them shape the desire to focus on certain texts (p.36).

McGregor (2007), a lecturer in the field of English Language Teaching, argued that text types make sense when they are related to cultural context, and a great consideration should be taken to the learners' culture. For example, bargaining may be very difficult in a country while it is a part of the social life in another country (p.07).

2.4.4.5.Learners' Needs and Interests

Many scholars have considered the importance of learners' needs and interests when selecting authentic texts. Little and his colleagues (1989) argued that when the texts presented are related the learners' personal interests and concerns, the learning process will be deeper and stronger (p.72).

2.4.4.6. Other Criteria

Nutall (1996) claimed suitability of content, exploitability and readability as the main criteria for teachers to select the appropriate authentic text. The selected text should be interesting, motivating and relevant to the learners' needs; exploitability refers to learners' competence as readers, and readability refers to the new grammatical forms and vocabulary (p.54).

Furthermore, Rivers (1987) asserted that content is the main element for choosing an appropriate authentic text, as she stated that "Although length, linguistic complexity, and interest for the student all play significant roles in the selection of materials, the single most important criterion for selection is content" (p. 50).

2.4.5. Attitudes towards the Use of Authentic Texts in EFL Classrooms

Many language researchers conducted that EFL learners and teachers have varied attitudes towards the use of authentic texts due to their experience, preference and need. According to the results found in Sujono's (2013) research work, more than a half of the students show positive attitudes towards the use of authentic materials in EFL classrooms since these texts support them to comprehend the different aspects of language such as syntax, semantics ...etc. Learners show great interest in the texts presented; learners indicated that authentic texts increase their motivation, confidence and participation in the language learning process (p.140). In this regard, McGarry (1995) asserted that activities based on authentic texts can enhance learners' positive attitudes to promote various skills and promote learners' autonomy (p.03).

Furthermore, a test analysis done by AbdulHussein (2014) to examine both learners' and teachers' perceptions about authentic texts showed a significant difference between students' and teachers' attitudes, with the students having stronger positive attitudes towards the use of authentic texts in English language classrooms (p.342).

Concerning teachers' attitudes, a research study done by Belaid (2015) revealed that EFL teachers, regardless their teaching experience and major, advocated using authentic text materials in their classes mostly for intermediate level. The participant teachers indicated that choosing the material depends on learning objective, learners' level, needs and interests (p.33).

In the same line, researchers asserted that using authentic texts can be effective only in intermediate and advanced levels (Kim, 2000; Guariento and Morley, 2001); on the other hand, many researchers (Sweet, 1899; Miller, 2005) demonstrated that all levels are able to deal with authentic texts in foreign language classes.

Additionally, a research study conducted by Kaya, Han and Aybirdi (2015) revealed that the majority of teachers showed strong positive perspectives towards the implementation of authentic texts in reading classes because these materials tend to improve the learners' levels of the language skills, motivate and inform them about the usage of language outside the classroom environment. The most preferred materials for teachers were newspapers and short stories (pp.781). The benefit of short stories is mentioned by Wheeler (2001) as they are helpful means to attract learners into the learning process; thus, students would get necessary grammar and lexicon items (p.40).

2.5. The Value of Authentic Texts in Teaching Writing

Mastering the writing skill is one of the important tasks language learners need to achieve in order to express and explore their thoughts appropriately, as confirmed by Brooks (1960) that "Writing is much more than an orthography symbolization of speech, it is more importantly a purposeful selection and organization of expression" (p.167).

In 1966, along with the establishment of TESOL (Teaching English to Speakers of Other Languages), "Writing issues were divided into first and second language components, and second language writing came to be associated almost exclusively with L2 studies" (Matsuda, 2001, p. 99). Thus, the concern of second language writing became an important element in second language teaching.

Most EFL learners need to write in English for various purposes such as writing a letter to a foreign friend or a job application to a company; however, many learners have poor writing as a result of a lack of synthesizing all the ideas seen in class. To overcome this problem, Ruiz and Molinero (2003) asserted that teachers should vary the techniques in exploiting authentic texts using direct, indirect or highly structured activities and tasks; learners also need to use authentic texts that interest them and appropriate for their level as well (p.189).

Furthermore, Hyland (2003) confirmed that authentic texts analysis is a vital source for designing a second language writing syllabus; learners then are expected to produce texts in their target contexts providing priceless information about content, format and language (p.62).

2.5.1. Research Findings about the Use of Authentic Texts for Teaching Writing

Using authentic texts for teaching writing to EFL learners seems to be an effective tool because these texts can familiarize readers with English language and culture, and they also demonstrate what and how ideas, emotions and events are expressed and organized as pointed out by Hyland, (2003) that “Authentic texts carry considerable information about those who write them, their relationship to their audience, the culture of the community in which they are written, and the general contexts in which the genre is used” (p.93).

Additionally, Jacobson, Degener and Gates (2003) found out that two features make the text presented in writing classes authentic; they are the type of text; if it is used by people outside the classroom environment and the purpose for reading or writing a text; the text is considered authentic when the purpose of writing in the classroom is the same as the outside environment (p.43).

In addition to what mentioned before by Hyland (2003) about the importance of authentic text analysis in developing L2 writing syllabus, authentic texts provide readers with insightful information the authentic language, the format and the content of the text (p.27).

2.5.1.1.Reasons for the Use of Authentic Texts for Teaching Writing

There are various irrefutable reasons behind the use authentic texts in teaching the writing skill. Authentic texts are related to a specific register to which they belong such as academic, journalistic ... etc. And they also provide learners with new lexica and grammatical patterns; authentic texts can also provide learners with information for a project or a task, and help them practice expanding ideas, describing, narrating, and explaining ...etc (Ellis and Johnson, 1996, p.157).

A research study conducted by Gue (2010) revealed that because of the artificial language and the separated linguistic elements of texts books, “Students seem to have little interest in them” (as cited in Gue, 2012, p.179). Therefore, using authentic texts helps

increasing learners' participation, enhancing their grammar and lexicon knowledge, and increasing awareness of real language (Murdoch, 1999, p.2).

An empirical research study done by Loudovà (2014) showed that authentic texts are practical and helpful for developing learners' knowledge about new jargon and grammatical patterns, and they seem to be attractive and motivating as well (p.91).

Furthermore, Mishan (2005) strongly advocated Krashen's theory that "Input should be just above the current level of the learner, but comprehensible enough for him/her to grasp the meaning in order to spur acquisition" (as cited in Mishan, 2005, p. 23). Thus, applying authentic texts is vital in language learning even when including complex elements, but the content of the text should be at the learner's level in order to be understood by him.

Additionally, a research work carried out by Moanga, Stan and Adam (2011) demonstrated that although authentic texts are challenging, they are vital both pedagogically and psychologically since these texts expose learners to different types of texts, and help them acquire complex lexicon and grammatical elements; authentic texts also help learners to become confident when they realize that they can perform better in real-life situations (p.355).

Another work conducted by Oguz and Bahar (2008) revealed that authentic text materials enable learners to perform their theoretical knowledge in daily life situations as they increase the quality of foreign language teaching (p.334). According to Wong, Kwok and Choi (1995), "Journals, magazines, and television programmes, can provide valuable support to the teacher in developing a curriculum" (p.319). Therefore, both teachers and learners would be eager to use these beneficial and interesting texts brought from different sources.

2.5.1.2.Reasons against the Use of Authentic Text for Teaching Writing

EFL teachers are often reluctant to the use of authentic texts when teaching the writing skill due to many reasons. According to the study conducted by Jacobson, Degener and Gates (2003), authentic texts may contain cultural, religious and traditional elements that are strange to the learners; for this reason, these texts should to be adapted, and only parts of the text may be presented (p.54).

In addition, Bacon (1987) demonstrated that teachers may not favour the use of authentic texts because the language used is not refined or simplified, and may also include some structures that have not been taught before (p.557). Furthermore, authentic texts contain new elements that should be extensively explained through reading and discussing the different aspects of language and cultural background; this may slowdown the pace of the planned lesson (Blagojevic, 2013, p.114).

In her booklet, Moore (2016) stated that learners could be confused when they are exposed to authentic texts with unknown vocabulary and complex grammatical patterns; for this reason, the teacher should work slowly, line by line, decoding and translating; at this point, learners lose confidence and motivation (p.04).

Miller (2005) demonstrated that “Instructors may find authentic text materials too difficult and/or time consuming to select, edit and prepare” (p. 229). Therefore, it costs much time for the teacher to integrate authentic text into the curriculum successfully. Besides, Richards (2001) pointed out that authentic texts sometimes contain difficult vocabulary and complex grammatical structures which causes a difficulty for the teacher to achieve the course aim (p.145). Therefore, the teacher needs to make a balance between the language and the learners’ level.

2.5.2 Sources of Authentic Texts Used to Teach Writing

Due to the importance of teaching writing in EFL classrooms, teachers always try to find effective techniques and strategies to help learners achieve the desirable level in writing. For that, teachers make a good use of authentic texts such as advertisements, journals, literature ... etc, as stated by Nunan (2001) that the use of authentic text materials helps learners learn and use the foreign language effectively (p.212).

Furthermore, Mishan (2005) claimed that “Newspaper is probably the best single source of information about the contemporary culture of country” (p. 154). Therefore, learners can identify the native’s culture from text, headlines and newspaper titles. Besides, Hyland (2003) stated that internet is an important source of authentic texts because it is free and searchable online corpora that help learners explore the natural use of language (107).

Literature is noticeably considered as a valuable authentic text for EFL learners’ writing skill, In this sense, Tomlinson (1985) stated that “Poems, stories and extracts from plays,

novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English, as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students” (as cited in Butler, 2006, p.50). Therefore, the use of different types of literature helps learners being exposed to real English as it helps learners develop social interaction.

Additionally, Bowman, Burkart and Robson (1989) found out that the best way to motivate learners to write is to bring simple authentic examples such as menus, timetables, notices, sign ...etc (p.70); so that, learners would enjoy writing. Besides, Jacobson, DeGeneres and Gates (2003) stated that writing letters could be authentic if the learners have real goal for writing, and if their letters are to be send to real receivers (p.03).

2.5.3 The Relation of Reading and Writing in EFL Classrooms

It is assumed that there is a tied relation between reading and writing, as found out by Grabe and Kaplan (1996) that “Reading and writing are reciprocal activities; the outcome of a reading activity can serve as input for writing” (p. 297). Thus, reading and writing are interrelated; the learners should first be able to read letters, words and sentences, and then they can write different pieces of writing.

Furthermore, Hirvela (2004) demonstrated that the teacher should take into consideration the value of the text itself as a source of knowledge rather than information about certain topic, (p.113). Another view discussed by Kramersch (1993) revealed that meaning is acquired from the internal dialogue that is created between the reader and the text; it is identified as a “central code” which is a system of ideas involved in a certain meaning that should be interpreted by the reader (p.29).

2.5.3.1 The Use of Authentic Texts as Reading Input for Writing

Reading authentic texts as an input for writing seems to be an essential step in developing writing abilities, as confirmed by Krashen (1984) that reading for meaning and understanding messages encoded in written language help learners gain both writing and oral language competence (p. 27).

Furthermore, Krashen (2007) asserted that a foreign language learner needs to develop the reading skill as it is the essential skill for improving the other skills (p.24), which means that if the learner is able to comprehend a written text, he will be able to use this

input to generate language. Besides, Omaggio Hadley (2001) affirmed that EFL teachers need to help their learners improve their written production, and learn how to organize, elaborate, explain, compare and contrast ...etc through providing them different authentic texts to read (p.281).

According to the research study conducted by Jacobson, Degener and Gates (2003), teachers reported using many short texts such as flyers and brochures because these texts mainly focus on one issue and contain beneficial pieces of advice, so learners' interest to read this type of texts increases in writing classes and outside the classroom as well (p.48).

Additionally, Jacobson, Degener and Gates (2003) advocated the use of reading newspapers in writing classes because newspapers can be read in an open-minded way; for example, when the learner reads an article about an environmental problem, he may end up having information about his role in this problem (p.57).

Camacho (2010) also discussed the importance of including letters specially electronic letters because they became a vital way to learn a foreign language, and they are essential authentic formats that have a great place in learners' and even all people's daily life; this type of texts helps teachers make different sorts of activities related to writing and reading with the aim to study many sorts of vocabulary and fixed expressions (p.07).

Silberstein (1994) indicated that charts, graphs and tables are necessary tools to be interpreted using the appropriate vocabulary; thus, they can be useful means to combine reading and writing in EFL classrooms to develop both skills (p.38).

According to Purcell-Gates, Duke and Martineau (2007), reading authentic texts and writing have authentic purposes for EFL learners. An example is reading health procedures to get information about one's health, and for creating a health brochure to help the reader get clear ideas about steps to manage certain disease (p.14).

2.6 Authentic Texts in Assessing Writing

Assessment is not only a matter of providing marks and setting different exams and tests; instead, it is concerned with gathering information about the learners' learning progress and problems, as stated by Hyland (2003) that assessment "Provides data that can be used to measure student progress, identify problems, suggest instructional solutions, and evaluate course effectiveness" (p.212). Besides, Hyland (2003) argued that without the

data gathered from assessment, it would be hard to identify learners' weaknesses and to measure their progress as well (ibid).

In the field of assessment, particularly in testing, there was an intelligible shift from the traditional tests which included multiple choice tasks and written stimulus texts to more authentic forms of assessment, as found out by Hyland (2003) that assessment should be based on "An actual writing sample and be relevant to students' out-of-class writing needs" (p. 217). Therefore, it is necessary to provide an authentic text sample to assess learners, and it should be also related to the learners' needs in real life situations.

Additionally, Sulkunen (2007) confirmed that the extent to which language used in assessing writing is authentic depends on the tasks associated with it (p.52). Besides, there are many authentic activities and tasks used to assess the learners' writing skill, as indicated by Masood (2013) that learners can be asked to write a weather report depending on the weather reports published in the newspapers; they can also write a report on different topics such as matches, interviews, movies, a TV programme...etc (p.42).

2.6.3 Authentic Assessment

Authentic assessment refers to performing in real-life tasks, as given by Mueller (2003) that authentic assessment is "A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills" (As cited in Aksu Ataç, 2012, p.10). In addition, Sulkunen (2007) claimed that authentic assessment could be an alternative to the traditional way of assessment which included multiple choice tests; these tests do not capture the whole range of learners' abilities and capacities (p.70).

2.6.4 Authenticity in Writing Tasks and Activities

2.6.4.1 Authentic Activities in the Writing Product Approach

Concerning the writing product approach, Harmer (1998) mentioned the beneficial use of postcard as an authentic text for EFL learners in which learners are exposed to postcard sample to study; then, they would be asked to imagine a situation where they write a postcard about holidays to an English-speaking friend. This activity helps learners to refer to a sample when writing authentically (p.90).

2.6.4.2 Authentic Activities in the Writing Process Approach

The writing process approach needs continuous steps; Harmer (1998) introduced a writing activity which concerns only upper-intermediate and advanced level where learners are asked to write a paragraph about their free time. In the prewriting phase, the teacher's task is to provide examples in order to introduce the topic; then, he writes the learners' ideas on the board. After that, the learners' task is to make a questionnaire about other people's free time. When the data are collected as a writing part of the process approach, both the learners and the teacher will discuss the procedure of writing the report; here, the teacher's primary role is to provide learners with the appropriate information about features, the writing style of the report ...etc. The teacher checks the first draft of the report; then, this draft will be given back to the learners to rewrite the final draft of the report (p.83).

2.6.4.3 Other Authentic Activities

Many activities can be authentic such as "Combining sentences within the context of a paragraph is much more like an authentic revision activity" (Bowman, Burkart and Robson, 1989, p.105). In addition, Jacobson, Degener and Gates (2003) claimed that writing checks is an authentic activity only if the learners are interested in opening real checking accounts; however, if the learners do not have checking accounts or have no plans for opening them, this activity seems to be meaningless, and has no relation to real-life (p.04).

Additionally, Jacobson, Degener and Gates (2003) argued that talking about stories learners like to read in newspapers, comparing and contrasting national and English newspapers, writing a conclusion to a story, and expanding an article into an interview or a TV news-report can be effective authentic tasks (p.43).

According to Lázaro (No date), an authentic activity would be answering a letter from a friend asking about the summer holidays rather than simply writing a short composition about the summer holidays (p.91).

2.7 Conclusion

This section provided a general overview about authentic texts and their use in teaching and assessing writing. It dealt with the concept of authenticity including authenticity in

EFL classrooms, text authenticity and task authenticity. Then, the section tackled the definition of authentic materials, research insights about authentic materials in EFL classrooms. Furthermore, the chapter discussed the issue of authentic texts in EFL classrooms including the position of authentic texts in EFL classrooms, research insights about the use of authentic texts and criteria for selecting authentic texts. In addition, Learners' and teachers' attitudes towards the use of authentic texts are discussed. Finally, this section tackled the value of authentic texts in teaching writing and authentic texts in assessing writing.

Part Two: Research Methodology and Data Analysis

Section One: Research Methodology and Design

1.1.Introduction

The previous chapter was concerned with providing a literature review about learners' and teachers' attitudes towards the use of authentic texts in written expression. This part will present the methodological framework of the current research in which it aims at answering the research questions. It starts with describing the research participants and setting where the present study was held. Then, it moves to provide information about the research method, sampling design, data gathering tools and data analysis frame.

1.2. Setting and Participants

It is well known that the progress of almost every study is directly related to research, as asserted by Kothari (1990) that "Research is an art of scientific investigation" (p.1). Before starting the research procedures, a researcher should well choose the setting of research. This research study took place at Mohamed Boudiaf University during the academic year of 2018/2019. Like the other Algerian universities, M'sila University uses the LMD system. The LMD system is made of Licence consisting of six semesters, Master consisting of four semesters, and doctorate consisting of six semesters.

In current study, the population consisted of one hundred forty (140) third year English students at M'sila University, and thirteen (13) teachers as the whole number of written expression teachers in the academic year 2018-2019. The sample chosen from the whole population of teachers was composed of nine (09) teachers with different teaching experiences, while the students' sample consisted of forty two (42) students.

Researchers have chosen third year students as a sample of the study since these students are more likely to be active and excited about achieving a good level in writing, and they might be more aware of the importance of writing since they are likely to finish their further studies.

1.3. The Research Method

According to Kothari (1990), the term research refers to "The systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s)

towards the concerned problem” (p.2). So, research is an organized process that is based on scientific application in order to find answers to questions.

The descriptive method seems to be appropriate for educational studies because it provides the researcher with important information to describe the characteristics of a certain phenomenon, as Marczyk, DeMatteo, and Festinger (2005) demonstrated that “Descriptive research is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on large enough groups of people, a researcher can describe the average member or the average performance of a member, of the particular group being studied” (p.16). Therefore, the descriptive research is a useful method since it helps the researcher to determine the frequency with which something occur, helps the researcher to describe the characteristics of certain groups and to determine relationships between variables.

In the present research work, the researchers make use of the descriptive method since it gives a clear description about EFL learners’ and teachers’ attitudes towards the use of authentic texts in written expression sessions and in assessing writing as well.

Moreover, this study is based on a mixed method by combining quantitative and qualitative research methods. Bhawna and Gobind (2015) defined a mixed methods approach as “A procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem” (p.50). The researchers used two questionnaires as quantitative tools and the classroom observation as a qualitative tool.

1.4. Data Gathering Tools

Data gathering seems to be an essential stage for the progression of research studies. Singh (2006) stated that the fundamental goal of data gathering is to verify the hypotheses, to provide a strong basis for the research study, to supply the researcher with a clear and correct direction and answer to the research investigation (p.212). In this study, instruments for gathering data are two questionnaires for both students and teachers to get information about their perceptions towards using authentic texts in teaching and assessing writing, followed by a classroom observation to have a deep understanding of what really occurs in the classroom and to observe both learners’ and teachers’ behaviours and interaction during the teaching-learning process.

1.4.1. The Questionnaire

The questionnaire is regarded as an effective means of data collection for our research study to reach the research aim which is investigating EFL learners' and teachers' attitudes towards the use of authentic texts in teaching and assessing the writing skill. According to Singh (2006), a questionnaire may be seen as a written interview; it is also the most useful tool for gathering data (p.191).

Moreover, Kothari confirmed that successful questionnaires should be clear, short, and simple; the questions should be logically organized from easy to difficult and from general to specific (p.103).

1.4.1.1. The Students' Questionnaire

With the aim of checking learners' views towards using authentic texts in teaching and assessing their writing, the students' questionnaire was distributed to forty two (42) third year English students of M'sila University. All of the participants have studied English since their first year in Middle school. (Appendix A)

1.4.1.1.1. Description of the Students' Questionnaire

Learners' questionnaire consists of seventeen (17) questions divided into three sections. The first section, consists of two (02). The second section includes nine (09) questions, is about the learners' attitudes towards the use of authentic texts in teaching writing; the third one contains six (06) questions, and deals with the learners' attitudes towards the use of authentic texts in assessing writing. The questionnaire includes close-ended questions where students are asked to answer with yes or no or to select the appropriate answer from the provided options. The questionnaire includes also one open –ended question

Question 1-2: The two first questions are about learner's opinions about the written expression module, and the main difficulties encountered in writing.

Questions 3-4: These questions deal with the learners' opinions about the use of authentic texts in written expression module and types preferred.

Question 5: This question is about the learners' participation in activities and assignments based on authentic texts.

Question 6-7: These two questions tackle the learners' opinions about the benefits of authentic texts in helping them overcome their writing difficulties, and motivating them to write naturally.

Question 8-9: These questions deal with the learners' opinions about advantages and disadvantages of using authentic texts in written expression sessions.

Question 10_11: The last two questions in the first section ask the learners about the implementation of authentic texts in written expression sessions by their teachers and whether teachers encourage them to use authentic texts outside the classroom or not.

Question 12: This question tackles the learners' difficulties in writing tests.

Question 13_14: These questions address the learners' preference of authentic or non-authentic texts, and the preferable types of authentic texts in assessing writing.

Question 15: This question is about the learners' opinions towards the effectiveness of authentic texts in writing assessment.

Question 16-17: The first question deals with learners' opinions about the advantages of using authentic texts to assess writing, and the last question tackles the problems encountered by the learners' when being exposed to authentic texts in writing tests.

1.4.1.2. The Teachers' Questionnaire

The questionnaire was distributed to nine (09) writing teachers at the Department of English of M'sila University. Most of questions are closed-ended questions that are used to produce quantitative data. This questionnaire aims at checking teachers' attitudes towards using authentic texts in teaching and assessing writing. Additionally, our sample included young as well as aged teachers, so we can benefit from the experience of both young and experienced teachers. (Appendix B)

1.4.1.2.1. Description of the Teachers' Questionnaire

Teachers' Questionnaire consists of eighteen (18) questions grouped into three sections. The first section consists of three (03) questions which provide background information about the teacher's major, field, and years of experience.

The second section of the questionnaire contains nine (09) questions that are designed to check teachers' attitudes towards the use of authentic texts in teaching writing.

Questions 4-5: These two questions are addressed to teachers in order to collect information about the use of authentic materials in written expression courses and the frequency.

Questions 6-7: These questions are asked to know teachers' attitudes towards the throwbacks and advantages of authentic texts in teaching writing

Question 08: This question seeks to gather information about teachers' perceptions towards the role of using authentic texts in overcoming learners' writing difficulties.

Question 09-10-11: These questions are designed to know the criteria and the sources that teachers primarily use when presenting authentic texts, and the main focus of teachers.

Question 12: This question is about learners' attitudes towards using authentic texts.

The last part of the teachers' questionnaire includes six (06) questions that aim to gather information related to teachers' views towards the use of authentic texts in writing assessment.

Question 13: The question seeks to check teachers' perceptions towards using authentic texts in writing assessment.

Question 14-15: These questions are designed to know when teachers primary use authentic texts, and what types they usually use in writing assessment.

Question 16: This question is asked to gather information about teachers' attitudes towards the impact of authentic texts on students' written performance in tests.

Question 17-18: These questions seek to check teachers' attitudes towards the advantages and disadvantages of authentic texts in writing assessment.

Most items in teachers' questionnaire are closed-ended questions. That is the participants have to answer with yes or no and to tick the appropriate answer (s) from different options. There are some open-ended questions in which informants can add other options.

1.4.1.3. Validity of the Questionnaires

Validity is considered a crucial key to effective any research work. Cohen et al. (2000) defined validity as "An important key to effective research. If a piece research is invalid

then it is worthless” (p.105). Thus, validity is a vital and useful concept in the methodology of research.

To ensure validity and reliability of the questionnaires, the researchers have to pre-test the questionnaires. First, a pilot study of students’ questionnaire was distributed on 06 Mai 2019 to ten (10) students selected randomly from third year students at M’sila University to be sure that all the questions in the questionnaire are clear and everyone in the sample can understand the different items of the questionnaire. The piloting study revealed that some items were not clear enough for students as they asked to explain some difficult vocabulary.

Then, a pilot study of the teachers’ questionnaire was distributed on 12 Mai 2019 to three (03) teachers with considerable experience in teaching written expression module. They provided the researchers with valuable remarks concerning the form and the content of the questionnaire. After having many comments, the researchers reformulated many questions using clearer words.

1.4.2. Classroom Observation

In the field of classroom research, observation is a fundamental tool used to have a clear and concrete idea about certain situation. It also helps gathering realistic and reliable data, as asserted by Mason (1996) that “Observations are methods of gathering data which involve the researcher immersing himself or herself in research setting, and systematically observing dimensions of that setting, interaction, relationship, action, events, and so on with it” (p.60). Thus, classroom observation helps researchers to interpret the observed behaviours into a written text or a list of remarks with a particular purpose.

In current study, information related to attitudes and behaviours of learners and teachers in the classroom need to be gathered through observation since it supplies the researcher with detailed data about what the classroom atmosphere. The classroom observation of this study took place in first, second and third year English classes in three written expression sessions at the department of English in M’sila University; the observation took two weeks. The researchers focused on learners’ and teachers’ attitudes when using authentic texts in written expression module. (Appendix C)

1.4.2.1. Description of the Classroom Observation Checklist

With the aim of checking both learners' and teachers' behaviours towards using authentic texts in written expression classes, the classroom observation is used as a second tool for gathering data about teachers' and learners' behaviours towards authentic texts in writing classes. The classroom observation is composed of five sections and each section includes many examples of indicators. These five sections are grouped into teachers' and learners' sections.

The teachers' part contains "General information about the lesson" where the researchers observe whether teachers make use of authentic texts in written expression classes or not. It includes also "Authentic texts presentation in the classroom" in which the researchers observe the way teachers present the authentic texts in their classes. The last one is "Authentic texts activities" which is about observing the different authentic activities used in the classroom. Whereas, the learner's part includes two sections which are "Authentic texts presentation" which is about observing learner' behaviours towards the presented authentic texts, and "Authentic texts activities" is about observing learners' participation in the classroom. Additionally, three-point scales are used to indicate the degree of presence or absence of the indicators with the following scores: 1-not observed at all, 2- some extent (once or twice), 3- great extent (3 or more times).

1.5. Data Analysis Frame

According to Singh (2006), "Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation" (p.223). Thus, data analysis requires organizing and classifying the data into simpler parts and subgroups to be analyzed in order to find answers to the research questions, and to verify the hypotheses.

Furthermore, Marczyk et al. (2005) reported that the choice of approaches to be used during the research process depends largely on the method of research and the field of research (p.17). As the present research study yields two questionnaires and classroom observation as means to reach our goal which is investigating EFL learners' and teachers' attitudes towards the use of authentic texts in teaching and assessing writing, the quantitative and qualitative research and statistics seem to be the basic tools of

measurement and research. That is, the researchers gathered and analyzed data using the mixed-approach.

Since the present research work seeks objectivity, reliability, and validity, statistics are established through the use of Microsoft Office Excel. It was used to compute the results and present them in graphics and sectors for an easier understanding to the research results.

The questionnaires were carried out using quantitative method and the classroom observation was carried out using qualitative method. After gathering all the needed data related to the two questionnaires, the teachers' and the students' questionnaire, the researchers analyzed each questionnaire quantitatively following the statistical analysis specifically, frequency and percentage. The results of the two questionnaires were represented in a form of tables and graphs followed by interpretations and explanations.

Whereas, in the observation, the information collected through the classroom observation checklist have been analyzed via the thematic analysis in textual form. The classroom checklist contains three indicators examples of evidence related to each indicator. The following scale was used to indicate the existence or the absence of each indicator: 1-not observed at all, 2- some extent, 3- great extent. Through observing the existence or the absence one of these indicators, the researcher could check learners' and teachers' attitudes towards the use of authentic texts in writing classes. (see Appendix C)

1.6. Conclusion

The purpose of the study is to investigate learners' and teachers' attitude towards the use of authentic texts in teaching and assessing writing. Thus, this part has been devoted to describe the methodological design. This part, then, provided a brief description of the research participants and setting where the research took place. Furthermore, it explained the choice of the method, the data gathering tools and data analysis frame. The next section will be devoted to the findings and discussions of the results.

Section Two: Data Analysis and Results Interpretation

2.1. Introduction

The present section seeks to answer the research questions by interpreting and discussing the research findings. Thus, it is designed for the interpretation of the data gathered from the qualitative and quantitative research tools; the two questionnaires and the classroom observation. In fact, the information obtained from the qualitative instrument (students' and teachers' questionnaire) are analyzed using Microsoft Excel; whereas, the qualitative tool is analyzed through the thematic analysis. Moreover, information gained from the two research instruments enabled the researcher to gather a large amount of information, concerning the learners' and teachers' attitudes towards the use of authentic texts in teaching and assessing writing. Finally, some pedagogical implications are mentioned at the end of this section.

2.2. Teachers' Questionnaire Analysis

This questionnaire is designed to give the opportunity for teachers to give their opinions about using authentic texts in the process of teaching and assessing writing skill.

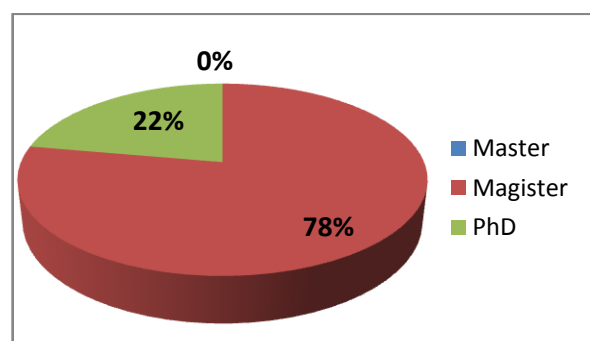
2.2.1 Section One: Teacher's Profile

This section aims at providing information about teachers' major and years of experience.

Table 2.3

Teachers' Major

Major	Master	Magister	PhD (Doctorate)	Total
Number of teachers	00	07	02	09
Percentage (%)	00	77.77	22.22	100%



Graph 2.1 Teacher's Major

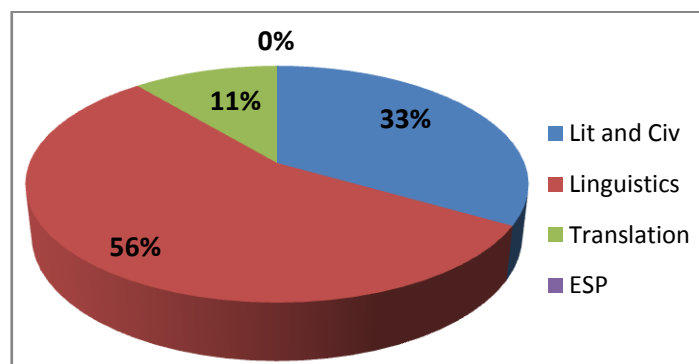
In this study, all of the teachers who responded this questionnaire are university teachers of written expression module. The responses of the first question reveal that seven teachers, representing the rate of seventy four percent (74%), hold Magister degree, while two of them with the rate of twenty percent (22%) hold PHD degree. Thus, teachers' answers show that most of them have a considerable and worthy proficiency in teaching

English at the university, which confirms that their remarks and answers will be valuable and valid.

Table2.4

Teacher's Field

Field of Teaching	A : Literature & Civilization	B : Linguistics	C : Translation	D : ESP	Total
Number of teachers	03	05	01	0	09
Percentage	33.33	55.56	11.11	0	100%



Graph2.2 Teacher's field

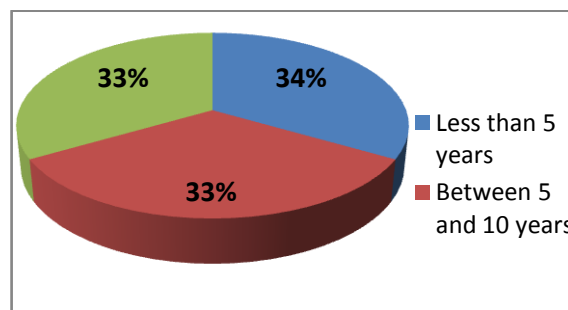
As the figure above shows, three teachers (33%) are specialized in Literature and civilization. Whereas, 05 teachers representing the rate of (55%) are specialized in linguistics. Lastly, 01 teacher (11%) is specialized in translation. It is worth to know that written expression module is usually taught by teachers from all fields.

Q3: How long have you been teaching English at university?

Table2.5

Experience in Teaching English at University

Teaching Experience	Less than 5 years	Between 5 and 10 years	More than 10 years	Total
Number of Teachers	03	03	03	09
Percentage	33.34%	33.33	33.33	100%



Graph2.3 Experience in Teaching English at University

As illustrated in the table (04), three teachers 03 representing of (33%) reported that they have been teaching English for less than 5 years. Whereas, 03 teachers (33%) said that

they were teaching English between 5 and 10 years. Finally, the other 03 teachers (33%) answered that their teaching experience of English at university is more than 10 years. As noticed in the table, the participant teachers are mixture between novice and experienced teachers and most of them have a long experience in teaching the module of writing. This means that some of them have at least developed some teaching tools and adapted a given approach in teaching writing.

2.2.2. Section Two: Attitudes towards the Use of Authentic Texts in Teaching Writing

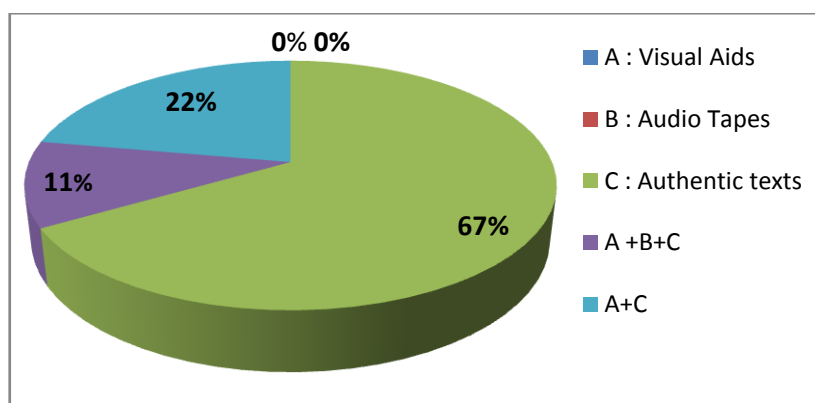
This section aims at checking teachers' perceptions towards using authentic texts in teaching writing.

Q4: What kind of authentic materials do you usually use when teaching writing?

Table2.6

Teachers' use of Authentic Materials

Kind of authentic material	A : Visual Aids	B : Audio Tapes	C : Authentic texts	A +B+C	A+C	Total
Number of Teachers	0	0	6	1	2	09
Percentage	0	0	66.67%	11.11	22.22	100%



Graph2.4 Teachers' use of authentic materials

The obtained results of the fourth question reveal that the majority of teachers (66%) make use of authentic texts when teaching writing, while two teachers representing (22%) use two kinds of authentic materials in written expression module which are visual aids and authentic texts. Only one teacher (11%) said that he uses all the three mentioned kinds of authentic materials (visual aids, audio tapes, and authentic texts). Thus, based on teachers' answers, the majority of teachers use authentic texts when teaching writing may

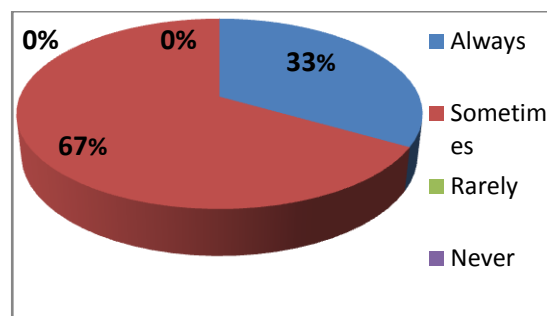
be because of unavailability of other materials and also for the linear relationship between reading and writing skill.

Q05: How often do you use authentic texts in teaching writing?

Table 2.7

Teacher's Frequency of using Authentic Texts

The use of authentic texts	Always	Sometimes	Rarely	Never	Total
Number of teachers	3	6	0	0	9
Percentage	33.33%	66.67%	0	0	100%



Graph 2.5 Teacher's Frequency of using Authentic Texts

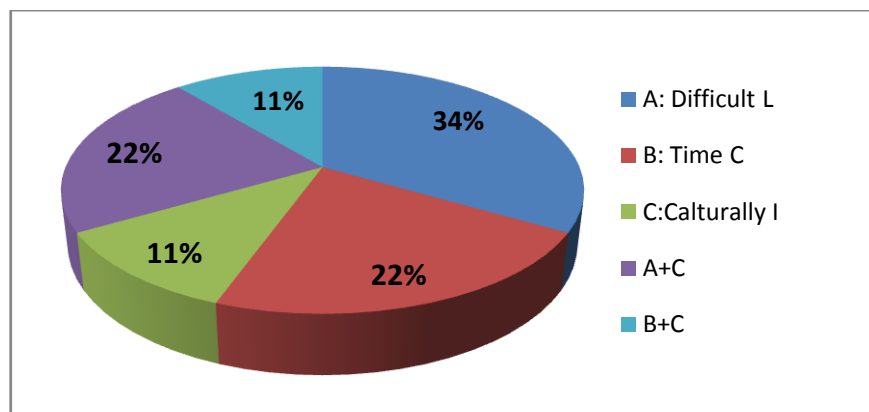
The results of this question reveal that 03 teachers (33%) reported that they “always” use authentic texts when teaching writing, while 09 teachers (66%) confirmed that they “sometimes use” authentic texts in written expression module. No one of the participant teachers opted for «Rarely” or “Never”. Therefore, it can be deduced that the majority of teachers sometimes use authentic texts when teaching writing may be because of several reasons and advantages of using authentic texts in the classroom and the availability of their sources (Q.10). Yet, the type of authentic text used, the purpose and timing is questioned simply because employing a text of four lines in the warm up stage of writing session is a limited use of authentic texts.

Q 06: According to you, teachers are reluctant to use authentic texts in written expression courses because:

Table 2.8

Disadvantages of Using Authentic Texts

Causes of reluctance	A: Difficult language	B: Time consuming	C: Culturally inappropriate	A+C	B+C	Total
Number of teachers	3	2	1	2	1	9
Percentage	33.34	22.22	11.11	22.22	11.11	100%



Graph 2.6 Disadvantages of Using Authentic Texts

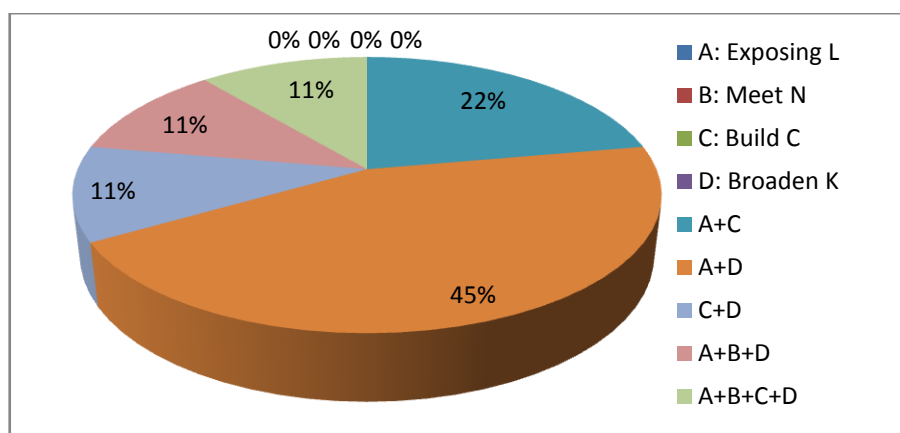
This question sought to determine the causes that prevent teachers from using authentic texts largely in written expression module. The obtained data showed that three teachers (33%) claimed that those who did not use authentic texts when teaching writing because of difficult language. Whereas, two of them (22%) reported that these authentic texts are time consuming. One of the participant teachers said that the reason is that authentic texts are culturally inappropriate. Moreover, two teachers (22%) answered that they did not use the authentic texts due to two reasons: 1-they include difficult language and they are culturally inappropriate. Lastly, one teacher revealed that the reason is that these authentic texts are time consuming and culturally inappropriate. Based on the teacher's claims, most of disadvantages that hinder most of teachers from using authentic are the difficult terms included in the authentic texts which may prevent students from understanding the content of the presented texts.

Q 07: Which of the following advantages you think are related to using authentic texts in written expression course?

Table 2.9

Advantages of Using Authentic Texts

Advantages	A: Exposing L	B: Meet N	C: Build C	D: Broaden K	A+C	A+D	C+D	A+B+D	A+B+C+D	Total
Number of teachers	0	0	0	0	2	4	1	1	1	9
Percentage	0	0	0	0	22.22	44.44	11.11	11.11	11.11	100%



Graph 2.7 Advantages of Using Authentic Texts

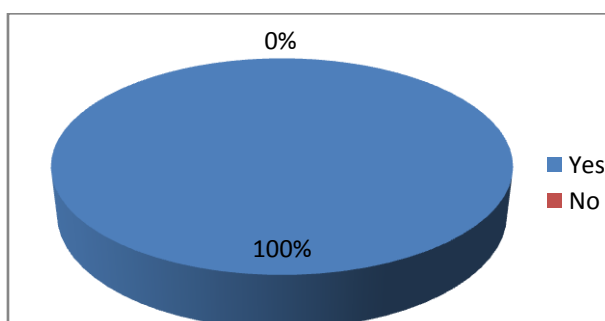
The above question is designed to check teacher's perceptions towards the advantages of using authentic texts when teaching writing. The gathered data showed that two teachers (22%) claimed that the use of authentic texts exposes learners to real language in real life situations and builds their confidence. While four of the participants (45%) said these authentic texts expose learner to real situations and broaden their knowledge. Moreover, one teacher (11%) chose three options for this answer which are: expose learner to real life situations, meet learners' needs and broaden their knowledge. Finally, one teacher (11%) opted for all the mentioned choices. Consequently, teachers' answers reveal that most of teachers are aware of the importance of exposing real life situations and to the natives' cultural background in improving their learners' writing skill.

Q 08: Do you think that the use of authentic texts helps learners overcome many writing difficulties?

Table 2.10

Overcoming Writing Problems

Overcoming writing problems	Yes	No	Total
Number of teachers	9	0	9
Percentage	100	0	100%



Graph 2.8 Overcoming Writing Problems

This question aimed to examine teachers' attitudes towards the role of authentic texts in solving learners' main writing problems. According to the obtained data, 09 teachers

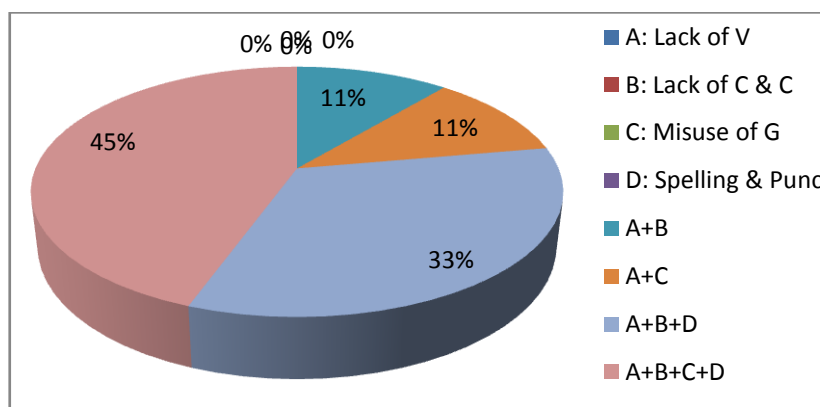
(100%) claimed that the use of authentic texts helps learners to overcome their main writing problems. While, no one of them chose “No” as an answer for this question. Based on the teachers’ claims, all the participant teachers think that authentic texts play a significant role in solving learners’ writing problems.

If yes, what kind of difficulties do you think are solved?

Table 2.11

Kinds of Solved Difficulties

Solved Difficulties	A: Lack of V	B: Lack of C & C	C: Misuse of G	D: Spelling & Punc	A+B	A+C	A+B+D	A+B+C+D	Total
Number of Teachers	0	0	0	0	1	1	3	4	9
Percentage	0	0	0	0	11.1	11.1	33.3	44.5	100%



Graph 2.9 Kinds of Solved Difficulties

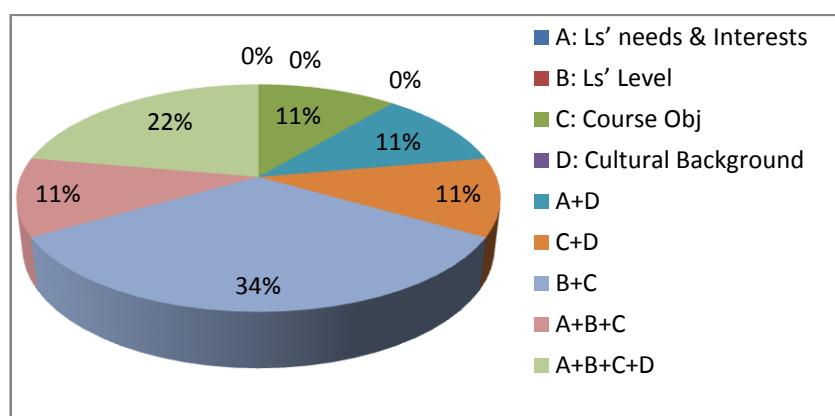
This question sought to determine what exactly writing difficulties are solved by authentic texts. The results of this question revealed that one teacher (11%) said that using authentic texts helps to solve lack of vocabulary and lack of coherence and cohesion problems. Similarly, one teacher (11%) claimed that authentic texts solve lack of vocabulary and misuse of grammar problems. Whereas, three teachers (33%) said that lack of vocabulary, lack of coherence and cohesion and spelling and punctuation problems are solve by using authentic texts. Lastly, four of the participant teachers reported that using authentic texts helps to solve all the above mentioned difficulties. Based on teachers’ responses, we can conclude that all teachers are conscious about the effectiveness of using authentic texts as a way to overcome many of learners’ difficulties.

Q 09: In your opinion, teachers primarily choose authentic texts according to:

Table2.12

Criteria for Choosing Authentic Texts

Choosing Authentic Texts	A: Ls' needs & Interests	B: Ls' Level	C: Course Objective	D: Cultural Background	A+D	C+D	B+C	A+B+C	A+B+C+D	Total
Number of Teachers	0	0	1	0	1	1	3	1	2	9
Percentage	0	0	11.11	0	11.1	11.1	33.3	11.11	22.22	100%



Graph2.10 Criteria for Choosing Authentic Texts

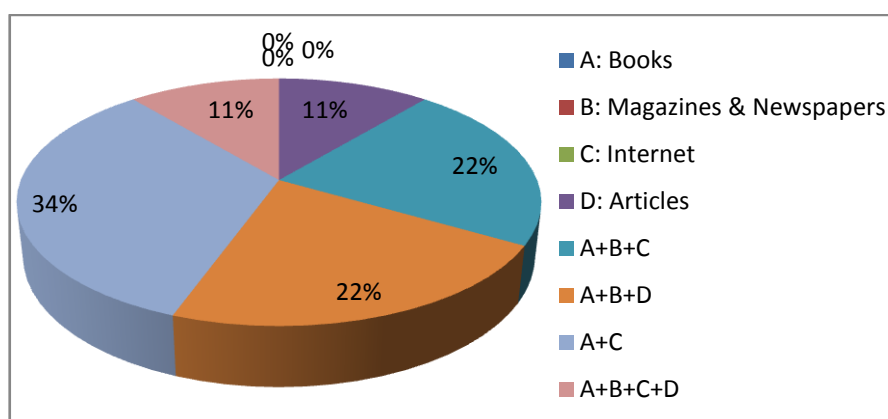
The results gained from this question reveal that only one teacher (11%) relied completely on the course objective to choose the authentic texts. While, 03 teachers (33%) reported that they select authentic texts according to learner's level and course objective. Moreover, one of the participant teachers said that both learners' needs and interest and cultural background should be taken into consideration when choosing authentic texts. Similarly, one of the teachers (11%) chose the first and the last option (learner' needs and interest/ cultural background) as an answer for this question. One teacher (11%) selected the first three answers (Learners' needs and interests, Learners' level and Course objectives). Finally, two teachers (22%) chose all the already mentioned criteria for choosing authentic texts. As a result, we can say that teachers take into consideration the learners' level and the course objectives before selecting any authentic text to ensure that most of students will be involved in the learning process.

Q 10: What are the sources that are most relevant when using authentic texts?

Table 2.13

Sources of Authentic Texts

Sources of Authentic Texts	A: Books	B: Magazines & Newspapers	C: Internet	D: Articles	A+B+C	A+B+D	A+C	A+B+C+D	Total
Numbers of teachers	0	0	0	1	2	2	3	1	9
Percentage	0	0	0	11.11	22.22	22.22	33.33	11.11	100%



Graph 2.11 Sources of Authentic Texts

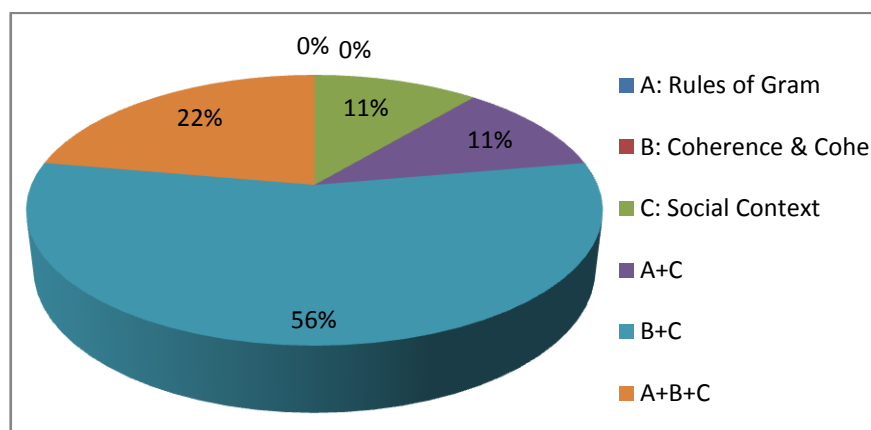
This question sought to know the main sources used by teachers when choosing authentic texts. The gained data showed that three teachers (33%) reported that they select the authentic texts from the internet and different books. Whereas, two teachers (22%) answered that they relied on books, the internet and magazines and newspapers as source for selecting authentic texts. Similarly, two other teachers (22%) said that books, the internet and articles are the main sources of authentic texts. Finally, one teacher (11%) chose all the mentioned options as a source for selecting authentic texts. Based on the obtained answers, teachers relied on various sources of authentic texts, but the majority of them use books as the major source for authentic texts may be because they are the most reliable tools.

Q 11: When presenting an authentic text, do you primarily focus on: (you can tick more than one option)

Table 2.14

Teachers' Main Focus

The focus	A: Rules of Gram	B: Coherence & Coherence	C: Social Context	A+C	B+C	A+B+C	Total
Number of teachers	0	0	1	1	5	2	9
Percentage	0	0	11.111	11.111	55.56	22.22	100%



Graph2.12 Teachers' Main Focus

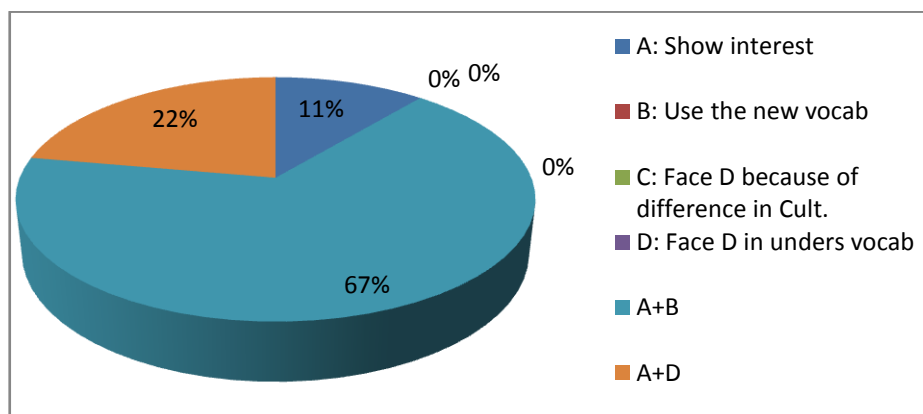
This question targeted to determine the main of the teacher when presenting authentic texts. As the results of the above question show, 05 teachers (55%) answered that they mainly focus on social context and coherence and cohesion. While, two teachers (22%) said that they focus on rules of grammar, coherence and cohesion and social context when presenting authentic texts. Moreover, one of the participant teachers (11%) claimed that rules of grammar and social context are the main focus. Lastly, one teacher (11%) reported that the main focus is the social context. In the regard of the teachers' answers, it can be assumed that teachers focus more on the social contexts and both cohesion and coherence due to their importance in producing a good piece of writing.

Q 12: When using authentic texts, do your learners: (you can tick more than one option)

Table 2.15

Learners' Interaction

Learners' reaction	A: Show interest	B: Use the new vocab	C: Face D because of difference in Cult.	D: Face D in unders vocab	A+B	A+D	Total
Number of teachers	1	0	0	0	6	2	9
Percentage	11.11 %	0	0	0	66.67	22.22	100%



Graph2.13 Learners' Interaction

This question aimed to check learners' reaction towards using authentic texts in written expression module. The obtained data show that one teacher (11%) answered that when presenting authentic texts, learners show interest in the classroom. Moreover, the majority of teachers (66%) claimed that when using authentic texts, learners tend to show interest and to use the new learned vocabulary in their writing as well. While, two of the participant teachers (22%) said that learners show interest towards these authentic texts but they face difficulties in understanding the different vocabulary used in the authentic texts. Thus, according to teachers' answers, learners have positive attitudes towards the presentation of authentic texts through showing interest to the presented texts and using the new learned vocabulary in their pieces of writing.

2.2.3. Section Three: Attitudes towards the use of Authentic Texts in Assessing Writing

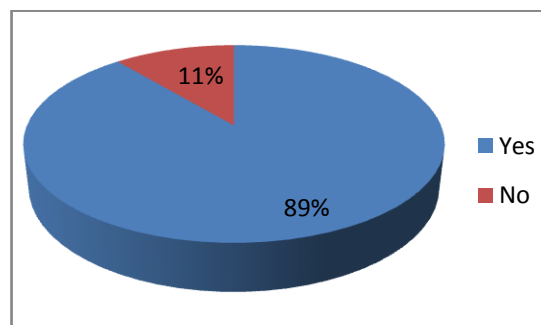
This section aims at realizing teachers' awareness about the use of authentic texts when testing their learners' writing skill.

Q 13: Do you use authentic texts in assessing writing?

Table2.16

The Use of Authentic Texts in Writing Assessment

The use of A.T to assess writing	Yes	No	Total
Number of teachers	8	1	9
Percentage	88.89	11.11	100%



Graph2.14 The Use of Authentic Texts In Writing Assessment

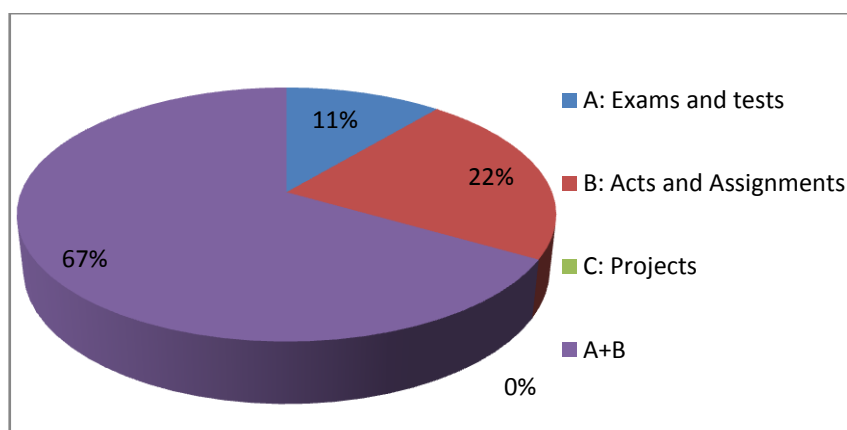
The aim of this question is to see whether teachers use authentic texts in assessing writing or not. As the results of the question show, 08 teachers (89%) claimed that they use authentic texts when assessing their learners' writing skills. Whereas, only one teacher answered that he/she prefers not to use authentic texts in writing assessment. Based on teachers' answers, it can be deduced that the majority of the respondents make use of authentic texts in the process of assessing their learners' writing skill may because of its effectiveness on enhancing students' writing performance and helping them achieving better results.

Q14: When do you usually use authentic texts to assess your learners' written performance?

Table 2.17

Teachers' Use of Authentic Assessment

Authentic Texts for assessment	A: Exams and tests	B: Acts and Assignments	C: Projects	A+B	Total
Number of teachers	1	2	0	6	9
Percentage	11.11	22.22	0	66.67	100%



Graph2.15 Teachers' Use of Authentic Assessment

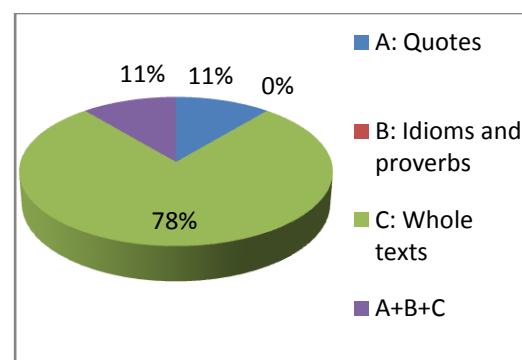
This question targeted to determine when exactly teachers use authentic texts to assess writing skills. 06 teachers said that they use authentic texts in exams and tests and in acts and assignments as well. While, two teachers (22%) answered that they use authentic texts only in acts and assignments. Lastly, one teacher declared that he uses authentic texts only in exams and tests. No one opted for projects as an answer to this question. Thus, the majority of written expression teachers asserted that they use authentic texts in exams and tests may be because it is the most suitable way to assess the writing skill.

Q 15: When assessing your learners' writing, do you prefer to use:

Table2.18

Teachers' Preference when Assessing Learners' Writing

Learners' Preference in assessment	A: Quotes	B: Idioms and proverbs	C: Whole texts	A+B+C	Total
Number of teachers	1	0	7	1	9
Percentage	11.11	0	77.78	11.11	100%



Graph2.16 Teachers' Preference when Assessing Learners' Writing

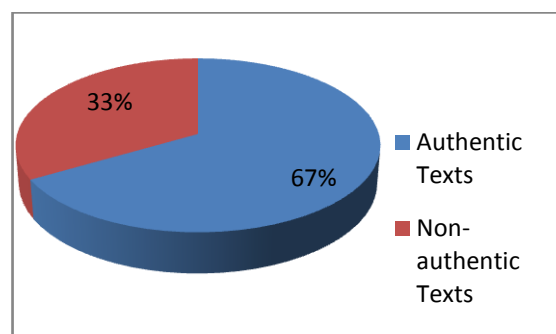
This question is asked to check teachers' preference of using different types of the authentic texts. The obtained data show that 07 (78%) teachers claimed that they prefer whole texts rather than the other types, while one teacher (11%) said that they prefer quotes. Similarly, one teacher (11%) answered that he/she likes idioms and proverbs. According to teachers' answers, the majority of teachers prefer to use whole texts in writing exams or tests rather than other types of authentic texts may be because these texts

expose learners to varied types of writing genres, styles, vocabularies and grammatical elements. In additions, authentic texts are good input for different kinds of activities such as text source-based writing, summarizing, model writing, etc.

Q 16: According to you, texts that help learners achieve better performance in tests are:

Table 2.19
Suitable Kinds of Texts

Learners' better achievement using:	Authentic Texts	Non-authentic Texts	Total
Number of teachers	6	3	9
Percentage	66.67	33.33	100%



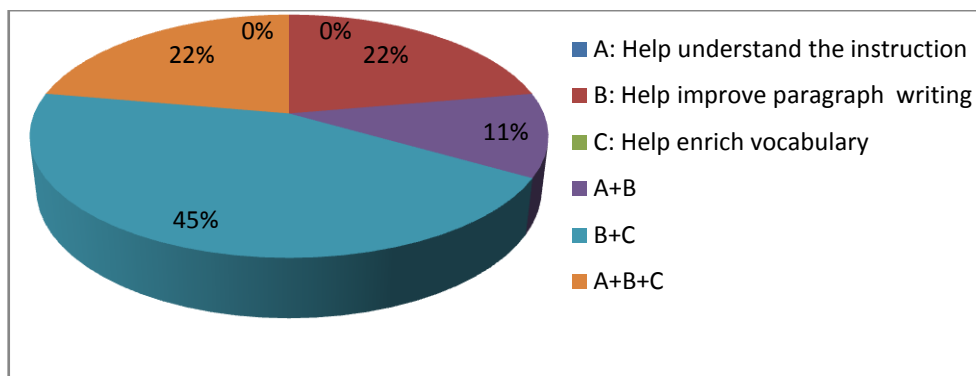
Graph 2.17 Suitable Kinds of Texts

The responses of this question show that 06 teachers (67%) said that texts that help learners achieve better results in tests are the authentic texts. Whereas, 03 teachers (33%) answered that non-authentic texts help learners achieve better performance in tests. Regarding to teachers' responses, we can deduce that teachers believe on the positive role of authentic texts in helping learners to achieve better in writing.

Q17: In your opinion, using authentic texts in writing assessment can:

Table2.20
Benefits of Authentic Texts

Benefits of authentic texts	A: Help understand the instruction	B: Help improve paragraph writing	C: Help enrich vocabulary	A+B	B+C	A+B+C	Total
Number of teachers	0	2	0	1	4	2	9
Percentage	0	22.22	0	11.11	44.44	22.22	100%



Graph2.18 Benefits of Authentic Texts in Assessment

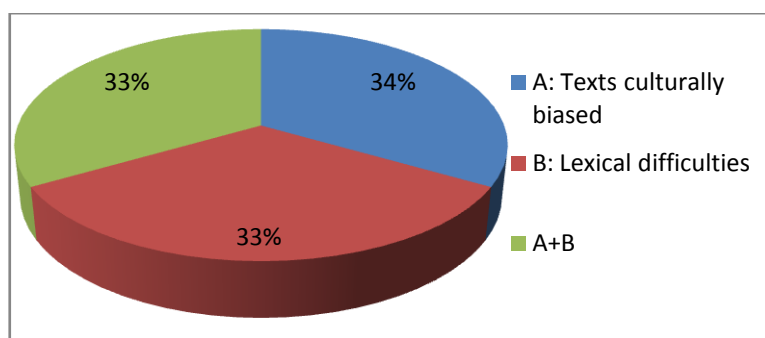
This question aimed at checking teachers' views towards the benefits of using authentic texts in writing expression module. The obtained results show that four teachers (44%) said that authentic texts help learners to improve paragraph writing and to enrich their vocabulary as well. Whereas, two teachers (22%) reported that authentic texts help learners to understand better the instruction, to improve paragraph writing and to enrich their vocabulary. Similarly, two teachers (22%) said that authentic texts help learners improve their paragraph writing. Finally, one teacher (11%) opted for helping learners to understand instruction and to improve paragraph writing. Thus, improving learners' written performance occupies a great concern in the process of learning in which all of teachers confirm that authentic texts do contribute to the enhancement of learners' writing skill.

Q 18: According to you, teachers are reluctant to use authentic texts in assessing writing because they:

Table2.21

Disadvantages of Authentic Texts in Assessment

Disadvantages of Authentic Texts in assessment	A: Texts culturally biased	B: Lexical difficulties	A+B	Total
Number of Teachers	3	3	3	9
Percentage	33.34	33.33	33.33	100%



Graph2.19 Disadvantages of Authentic Texts in Assessment

The aim of this question is to know the real reasons behind not using authentic texts in writing assessment. The results obtained from this question reveal that three teachers (33%) said that authentic texts can be culturally biased. Moreover, other three teachers claimed that authentic texts contain lexical problems and the last three teachers (33%) reported that authentic texts are culturally biased and also include lexical difficulties. Based on teachers' responses, we can conclude that teachers believe that authentic texts are sometimes challenging to teachers due to the already mentioned reasons.

2.3. The Students' Questionnaire Analysis

This questionnaire is structured to give the chance for students to talk about their personal view towards using authentic texts in the written expression module.

2.3.1. Section One: General Information

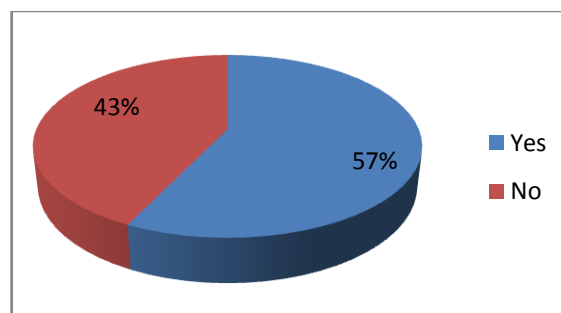
The general information section deals with students' opinions towards the written expression module and their main difficulties in writing.

Q 1: Do you find the Written Expression Module interesting?

Table2.22

Students' Opinion about the Written Expression Module

Opinion about written expression module	Yes	No	Total
Number of students	24	18	42
Percentage	57,142	42,86	100%



Graph2.20 Students' Opinion about the Written Expression Module

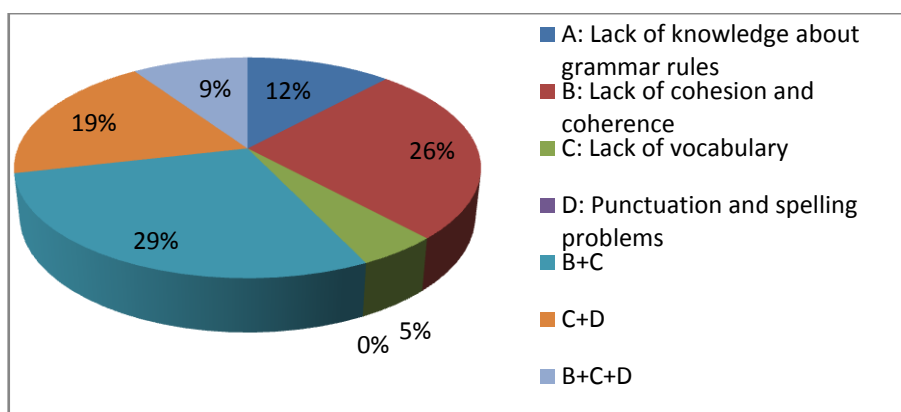
Statistics obtained from this question demonstrate that 24 students (57%) answered that they find the written expression module interesting; whereas, 18 students representing (43%) said that they do not find the written expression module an interesting one. Based on the surveyed students, we can assume that many students are aware of the importance of writing in their academic and professional success.

Q 2: What are some difficulties you encounter when you are writing?

Table2.23

Students' Writing Difficulties

Difficulties in writing	A: Lack of knowledge about grammar rules	B: Lack of cohesion and coherence	C: Lack of vocabulary	D: Punctuation and spelling problems	B+C	C+D	B+C+D	Total
Number of students	5	11	2	0	12	8	4	42
Percentage	11,90	26,19	4,76	0	28,57	19,04	9,52	100%



Graph2.21 Students' Writing Difficulties

This question targeted to know the main writing difficulties encountered by students. The obtained results show that 11 students (26%) said that lack of cohesion and coherence is one of the main writing difficulties. While, 05 students (12%) answered that they suffer from the lack of knowledge about grammar rules and 02 students representing (05%) said that they consider the lack of vocabulary as the main writing difficulties. Other participant students chose more than one writing difficulty. For example, 12 students representing (29%) considered that the lack of cohesion and coherence and the lack of vocabulary are the main writing difficulties encountered by them. Moreover, 08 students (19%) claimed

that punctuation and spelling problems and the lack of vocabulary are two important problems that they usually encounter when writing. Finally, 04 students (10%) chose three writing difficulties which are: lack of coherence and cohesion, lack of vocabulary and punctuation and spelling.

Considering students' responses, we can conclude that cohesion and coherence are considered as one of the challenging writing tasks, mainly because students are not regularly exposed to different types of texts or due to the lack of writing practice inside and outside the classroom.

2.3.2. Section Two: Attitudes towards the Use of Authentic Texts in Learning Writing

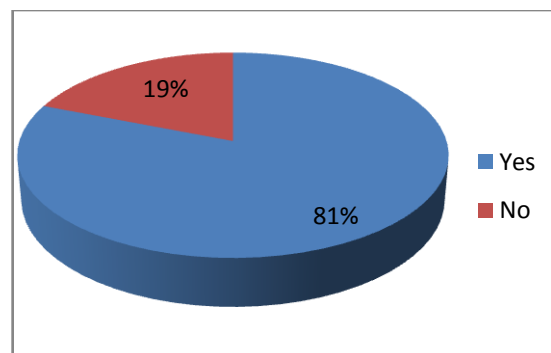
This section aims at elicit students' attitudes towards using authentic texts in writing and to cross check the data given by teachers.

Q 03: Do you prefer being exposed to authentic texts in written expression courses?

Table2.24

Students' Preference of Using Authentic Texts

Exposing to Authentic Texts	Yes	No	Total
Number of students	34	8	42
Percentage	80,95	19,05	100%



Graph2.22 Students' Preference of Using Authentic Texts

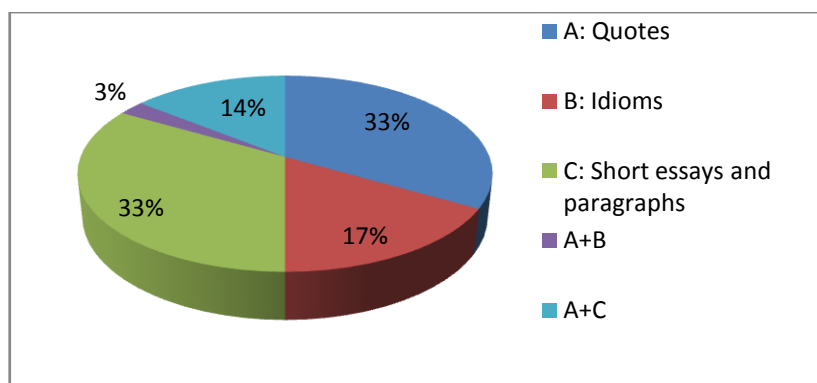
Results obtained from this question demonstrate that 34 students representing (81%) said they prefer being exposed to authentic texts in written expression courses. Whereas, 08 students (19%) answered that they do not prefer using authentic texts in the written expression module. Thus, the majority of the respondents show positive attitude towards the use of authentic texts in the written expression module may be because of the positive effects of these authentic texts on improving their writing skill, or may be students prefer to see things as they are in the reality to learn better.

Q 04: What types of authentic texts do you mostly enjoy in written expression courses? (You can tick more than one option)

Table2.25

Types of Authentic Texts

Types of authentic texts	A: Quotes	B: Idioms	C: Short essays and paragraphs	A+B	A+C	Total
Number of teachers	14	7	14	1	6	42
Percentage	33,33	16,67	33,33	2,39	14,29	100%



Graph2.23 Types of Authentic Texts

This question is asked to check students' views towards using the various types of authentic texts. The obtained statistics show that 14 students (33%) said that they prefer using quotes rather than the other types of authentic texts. While, 14 students (33%) reported that they mostly enjoy using short essays and paragraph in written expression courses. Moreover; 07 students representing (17%) chose idioms as a type of authentic texts that they mostly enjoy. The other participant students selected more than one type in which 06 of them representing (14%) said that they prefer to use both quotes and idioms. Finally; 01student (03%) said that he enjoys using quotes and shot essays and paragraph.

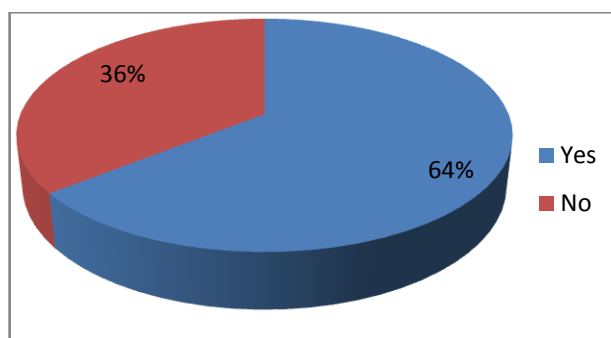
Based on the answers obtained, students prefer quotes may be because quotes are shorter, more interesting and more enjoyable than the other types, or may be it helps them to increase their creativity and imagination.

Q 05: Do you participate in activities and assignments based on authentic texts?

Table2.26

Students' Participation in Activities and Assignments

Participation in activities and assignments	Yes	No	Total
Number of students	27	15	42
Percentage	64,29	35,71	100%



Graph2.24 Students' Participation in Activities and Assignments

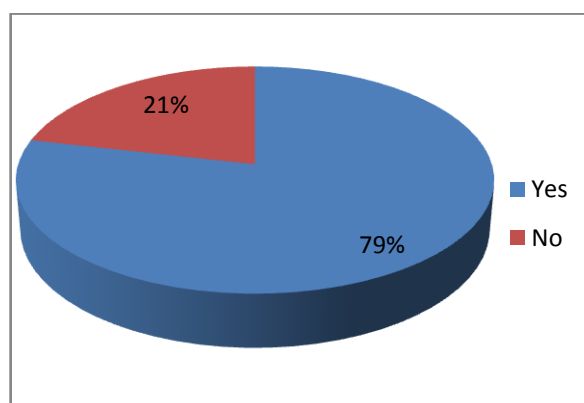
The obtained data of the question reveal that 27 (64%) students answered that they do participate in activities and assignments based on authentic texts; whereas, 15 students (36%) said they do not participate in such activities. Thus, the responses of the participant students show that the majority of them like to participate in activities and assignments based on authentic texts. As a result, we can deduce that tasks and activities based on authentic texts are more motivating and interesting than those that are based on non-authentic texts.

Q 06: Do you think the use of authentic texts helps you overcome many of your writing difficulties?

Table2.27

Overcoming Students' Writing Difficulties

Overcoming writing difficulties	Yes	No	Total
Number of students	33	9	42
Percentage	78,57	21,43	100%



Graph2.25 Overcoming Students' Writing Difficulties

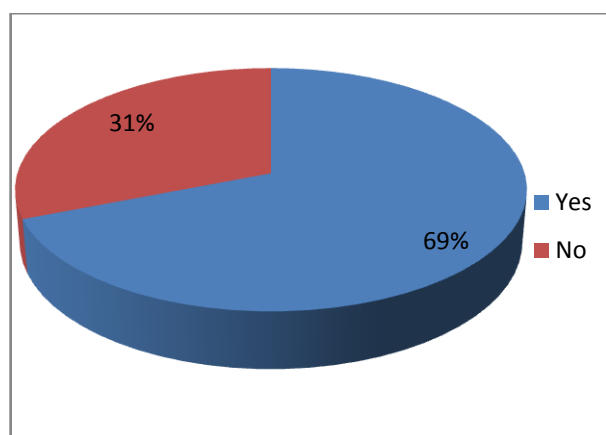
The responses of this question reveal that the majority of students (79%) claimed that using authentic texts in the classroom helps them overcome many of their writing difficulties. While, the minority of the participant students (21%) said that their writing difficulties are not solved by using authentic texts. Based on students' answers, nearly all of them believe that authentic texts play a significant role in solving many of their writing problems. So, they are aware of the necessity of using such texts to overcome their writing difficulties.

Q07: Do you think that authentic texts motivate you to write effectively?

Table2.28

Students' opinion about Motivation

Opinion about motivation	Yes	No	Total
Number of students	29	13	42
Percentage	69,05	30,95	100%



Graph2.26 Students' opinion about Motivation

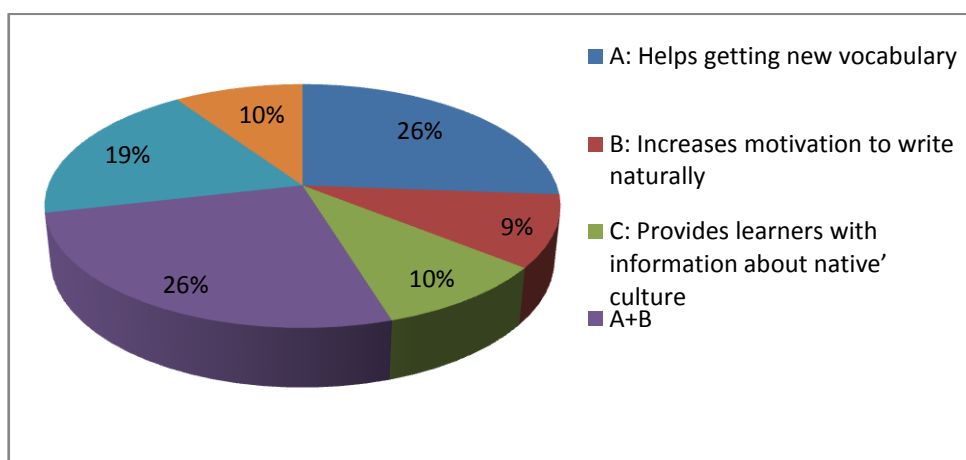
The aim of this question is to check students' views towards the role of authentic texts in motivating them to write naturally. The statistics demonstrate that 29 students (69%) reported that authentic texts help them write naturally. Whereas, 13 students said that they are not motivated by the use of authentic texts. It is noticed that the majority of students believe that authentic texts help them write effectively, it might be authentic texts help them to demonstrate how language is used in real-life situations, provide them with new vocabulary and ideas and expose them to different genres.

Q08: In your opinion, using authentic texts in written expression courses: (You can tick more than one option)

Table2.29

Students' Views about the Advantages of Authentic Texts

Advantages of authentic texts	A: Helps getting new vocabulary	B: Increases motivation to write naturally	C: Provides learners with information about native' culture	A+B	A+C	A+B+C	Total
Number of students	11	4	4	11	8	4	42
Percentage	26,19	9,52	9,52	26,19	19,05	9,52	100%



Graph2.27 Students' Views about the Advantages of Authentic Texts

The main aim of this question is to examine students' perceptions towards the advantages of authentic texts. The gained data of this question show that 11 students (26%) answered that authentic texts help them getting new vocabulary. While, 04 students representing (10%) said that authentic text increase their motivation to write naturally. Similarly, other 04 students (10%) reported that authentic texts provide them with information about native's culture. The rest of the participants selected more than one advantage. 11 students representing (26%) claimed that the use of authentic texts helps them to get new vocabulary and to increase their motivation to write naturally. Moreover, 08 students (19%) answered that authentic texts provide them with information about native's culture and help them get new vocabulary. Finally, 04 students representing (09%) chose all the already mentioned advantages of authentic texts.

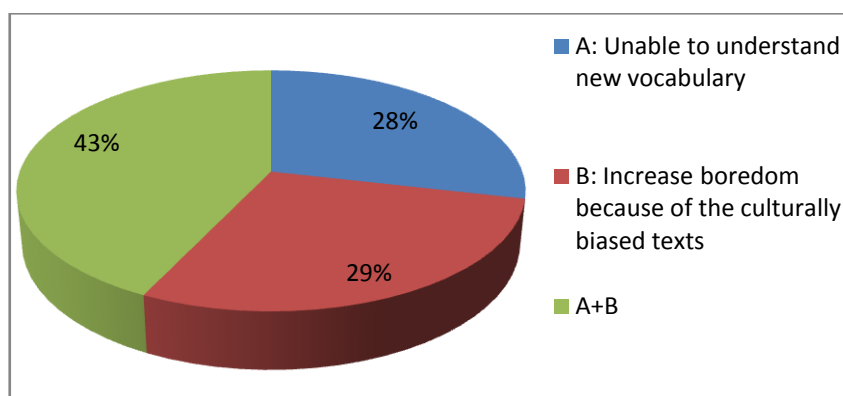
Based on students' claims, it is remarkable that most of the students are conscious enough about the benefits of using authentic texts to improve their writing skill.

Q09: According to you, using authentic texts in written expression courses: (You can tick more than one option)

Table2.30

Students' Views about the Disadvantages of Authentic Texts

Disadvantages of authentic texts	A: Unable to understand new vocabulary	B: Increase boredom because of the culturally biased texts	A+B	Total
Number of students	12	12	18	42
Percentage	28,57	28,57	42,86	100%



Graph2.28 Students' Views about the Disadvantages of Authentic Texts

The above question aimed at checking students' perceptions towards the disadvantages of authentic texts. The obtained data demonstrate that 12 students (28%) said that authentic texts make them unable to understand the new vocabulary used in the texts. Whereas, other 12 students (29%) claimed that these authentic texts increase boredom because of the culturally biased texts. Moreover, 18 students representing (43%) selected the two options that is authentic prevent them from understanding the new vocabulary used in the texts and increase their boredom because of the culturally biased texts.

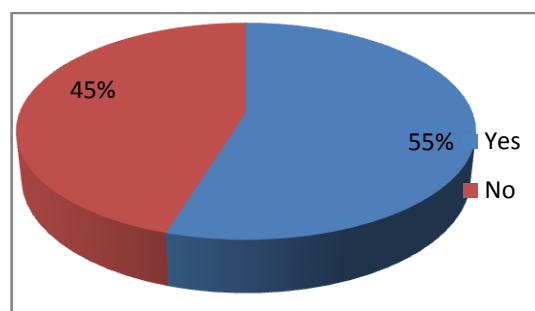
Consequently, students' responses illustrate that they find difficulties when they are exposed to authentic texts may be because teachers sometimes fail to select appropriate authentic texts that best suit students' levels and interests.

Q10: Does your teacher use authentic texts in written expression courses?

Table2.31

Teachers' Use of Authentic Texts

Teachers' use of authentic texts	Yes	No	Total
Number of students	23	19	42
Percentage	54,77	45,24	100%



Graph2.29 Teachers' use of authentic texts

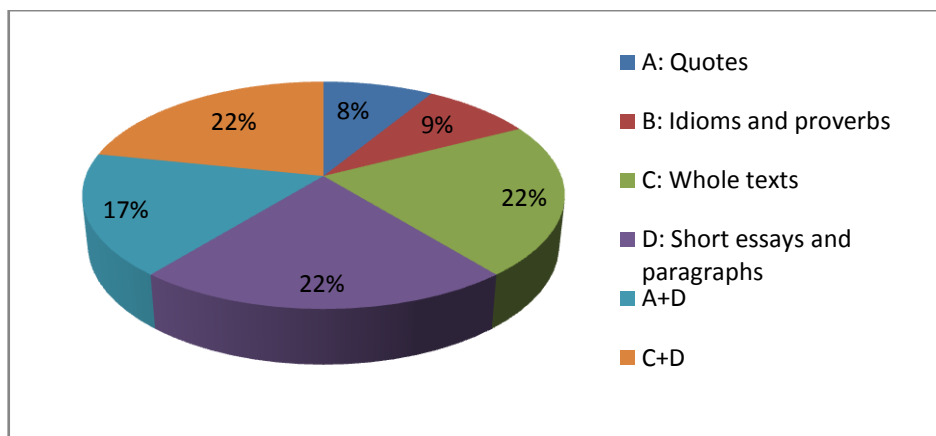
The aim of this question is to see whether teachers make use of authentic texts when teaching writing or not. The obtained responses demonstrate that 23 students representing (55%) said that their teachers use authentic texts in written expression courses. Whereas, 19 students (45%) claimed that their teachers do not use the authentic texts when teaching writing. Based on students' answers, it can be deduced that students claimed that many teachers make use of authentic texts when teaching the written expression module. Those teachers are aware enough about using authentic texts in their classes to develop their learners' writing skill. However, it is remarkable that 45% of the teachers are not including native English texts while teaching writing, which lends support to the claim that some teachers do not feel comfortable in using such materials in writing instruction. The question that should be asked then is what kind of materials those teachers are using as writing input for their students?

-If yes, what types of authentic texts does your teacher usually use in written expression course? (You can tick more than one option)

Table2.32

Types of Authentic Texts Used by Teachers

Types of authentic texts used by teachers	A: Quotes	B: Idioms and proverbs	C: Whole texts	D: Short essays and paragraphs	A+D	C+D	Total
Number of students	2	2	5	5	4	5	23
Percentage	8,7	8,7	21,74	21,74	17,4	21,74	100%



Graph2.30 Types of Authentic Texts Used by Teachers

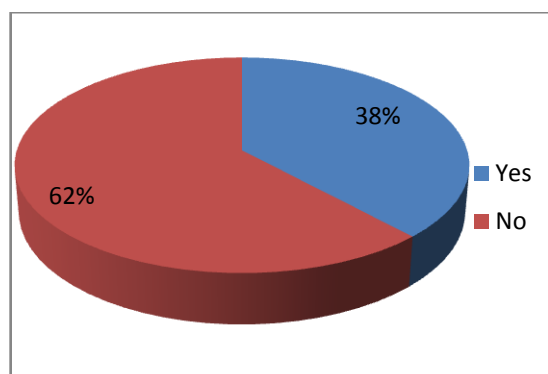
The obtained results show that 05 students (22%) said that their teachers use short essays and paragraphs as types of authentic texts. And other 05 students (22%) answered that whole texts are the most used types of authentic texts. While, 02 students representing (08%) said that their teachers make use of quotes rather than other types of authentic texts and other two students (08%) reported that idioms and proverbs are the most used ones. The rest of students chose more than on types of authentic texts. 05 students (22%) claimed that their teachers make use of both whole texts and short paragraphs and essays. Whereas, the rest of students (08%) said that quotes and short paragraphs and essays are the most used types of authentic texts. According to students’ claims, we notice that teachers use various types of authentic texts in writing classes.

Q11: Does your teacher encourage you to use more authentic texts outside the classroom environment to develop your writing skill?

Table2.33

The Use of Authentic Texts outside the Classroom

Using authentic materials outside the classroom	Yes	No	Total
Number of students	16	26	42
Percentage	38,1	61,9	100%



Graph2.31 The Use of Authentic Texts outside the Classroom

The aim of this question is to see to what extent students are encouraged by their teachers to use authentic texts outside the classroom. The obtained statistics show that 26

students (62%) said that they are not encouraged by their teachers to use authentic texts outside the classroom. Whereas, 16 students representing (38%) chose “yes” as an answer to this question, that is, their teachers do encourage them to use such texts outside the classroom.

Consequently, based on students’ responses we can notice that they do not have the reading habit outside the classroom may be because teachers are not aware of the importance of reading authentic texts outside the classroom environment.

2.3.3. Section Three: Attitudes towards the Use of Authentic Texts in Assessing Writing

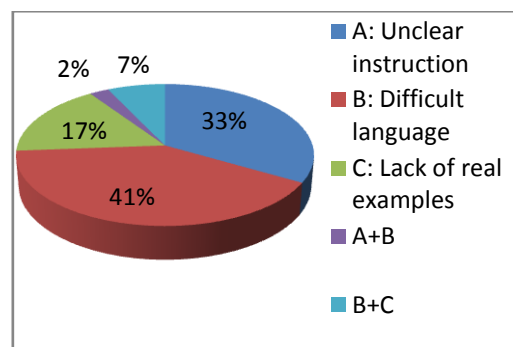
This section aims at checking students’ attitudes towards using authentic in writing tests.

Q12: What are the difficulties you encounter in writing tests? (You can tick more than one option)

Table2.34

Difficulties in Writing Tests

Difficulties in writing tests	A: Unclear instruction	B: Difficult language	C: Lack of real examples	A+	B+	Total
Number of students	14	17	7	1	3	42
Percentage	33,33	40,48	16,67	2,38	7,14	100 %



Graph2.32 Difficulties in Writing Tests

As the above graph shows, 14 students (33%) said that their major writing difficulty in tests is the unclear instruction. While, 17 students (41%) answered that the difficult language used in writing tests stand as their major difficulty. Furthermore, 07 students representing (17%) reported that the lack of real examples is the most encountered difficulty in writing tests. The rest of respondents selected more than one difficulty in writing tests. 03 students (07%) said that both of difficult language and lack of real examples are considered as their major difficulties in writing tests. Lastly, 01 student representing (02%) chose unclear instruction and difficult language as an answer to this question.

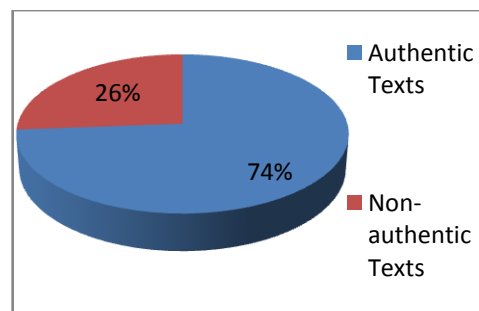
Consequently, students seem to face serious problems in writing tests may because teachers do not measure the different elements of the tests to ensure reliability and validity.

Q13: When being assessed in writing, do you prefer being exposed to:

Table2.35

Students' Preference in Writing Assessment

Learners' preference in assessment	Authentic Texts	Non-authentic Texts	Total
Number of students	31	11	42
Percentage	73,9	26,2	100%



Graph2.33 Students' Preference in Writing Assessment

The aim of this question is to check students' attitudes towards the use of authentic texts in assessment. The obtained data demonstrate that 31 students representing (74%) said that they prefer using authentic texts when being assessed on their writing skills. Whereas, 11 students (25%) answered that they do not prefer to be exposed to authentic texts in assessment.

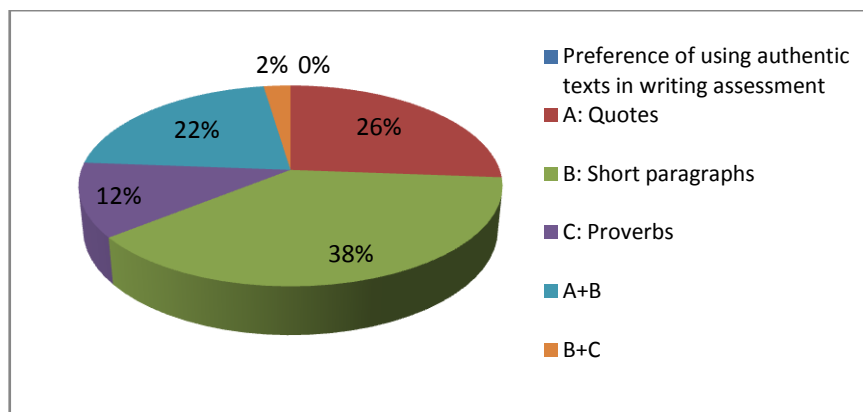
As a result, most of students prefer being exposed to authentic texts in writing texts may be these texts help them achieve better results rather than being exposed to non-authentic texts.

Q14: What authentic texts do you prefer to be used in writing assessment? (You can tick more than one option)

Table2.36

Types of Preferable Authentic Texts in Assessment

Preference of using authentic texts in writing assessment	A: Quotes	B: Short paragraphs	C: Proverbs	A+B	B+C	Total
Number of teachers	11	16	5	9	1	42
Percentage	26,19	38,1	11,9	21,43	2,38	100%



Graph2.34Types of Preferable Authentic Texts in Assessment

The main aim of this question is to check students' preferences of using different types of authentic texts in writing assessment. As the above graph shows, 16 students representing (38%) said that they prefer using short paragraphs in writing assessment. While, 11 students (26%) answered that they like using quotes in writing assessment rather than other types of authentic texts. Furthermore, 05 students (12%) reported that proverbs are the most preferable types of authentic texts. The rest of the participants selected more than one type of authentic texts. 09 students (22%) said that they prefer using quotes and short paragraphs as well. Finally, one student (2%) claimed that short paragraphs and proverbs are the most preferable types of authentic texts.

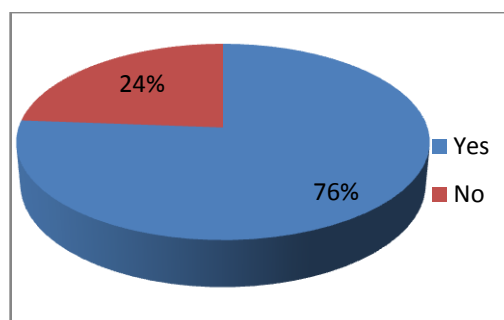
Based on students' answers, we can conclude that students prefer various types of authentic texts when being assessed but short paragraphs are the most preferable type of authentic texts; short paragraphs may be less challenging than other types in terms of vocabulary, grammar and cultural background.

Q 15: Do you find that using authentic texts in assessing writing is effective?

Table2.37

Authentic Assessment's Effectiveness

The effectiveness of authentic texts to assess writing	Yes	No	Total
Number of students	32	10	42
Percentage	76,1	23,81	100%



Graph.2.35 Authentic Assessment's Effectiveness

The aim of this question is to check students' perceptions towards the effectiveness of using authentic texts in writing assessment. The results of this question demonstrate that 32 students (76%) answered that they find using authentic texts in writing assessment effective. Whereas, 12 students representing (24%) said that the use of authentic texts in writing assessment is not effective.

Concerning students' claims, it is noticeable that students are aware of the efficiency of using authentic texts when assessing their writing skill mainly because these texts help them to improve their writing level and to overcome many of their writing problems

- If "No", explain:

Ten (10) students, representing (24%) of the whole population, gave some explanations for their answer. They said that the use of authentic texts in assessment took too much time to be understood. Furthermore, some students reported that authentic texts contain some difficult language.

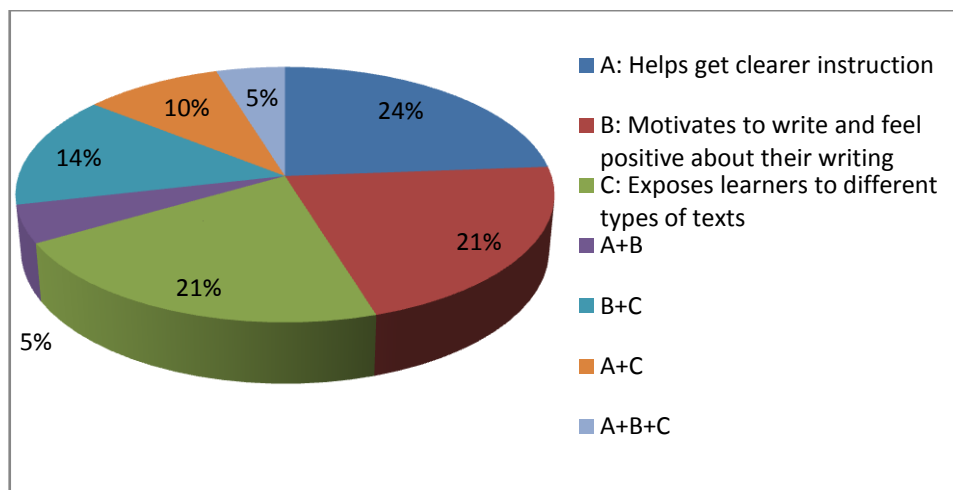
Despite the efficiency of authentic texts, some students do not prefer being exposed to authentic texts when assessing their writing skill due to the already mentioned problems.

Q16: In your opinion, using authentic texts in writing assessment: (you can tick more than one option)

Table2.38

Advantages of Using Authentic Texts in Writing Assessment

Advantages of using authentic texts in writing assessment	A: Helps get clearer instruction	B: Motivates to write and feel positive about their writing	C: Exposes learners to different types of texts	A+B	B+C	A+C	A+B+C	Total
Number of students	10	9	9	2	6	4	2	42
Percentage	23,81	21,43	21,43	4,76	14,29	9,52	4,76	100%



Graph2.36 Advantages of Using Authentic Texts in Writing Assessment

The aim of this questions it to examine students' views towards the advantages of using authentic texts in writing assessment. The results show that 10 students (24%) said that using authentic texts in assessment helps them get clearer instruction. While, 09 students representing (21%) answered that authentic assessment motivates them to write and feel positive about their writing. Other 09 students (21%) reported that the use of authentic texts exposes them to different types of texts. The rest of participant students chose more than one advantage of using authentic texts in assessment. 04 students (10%) said that authentic assessment helps them to get clearer instruction and exposes them to different types of texts as well. Furthermore, 06 students (14%) claimed that using authentic texts in writing assessment motivates them to write and feel positive about their writing and exposes them to different types of texts as well. Moreover, 02 students representing (05%) said that authentic texts help them get clearer instruction and motivates them to write and feel positive about their writing. Lastly, 02 students selected all the three mentioned advantaged of authentic texts.

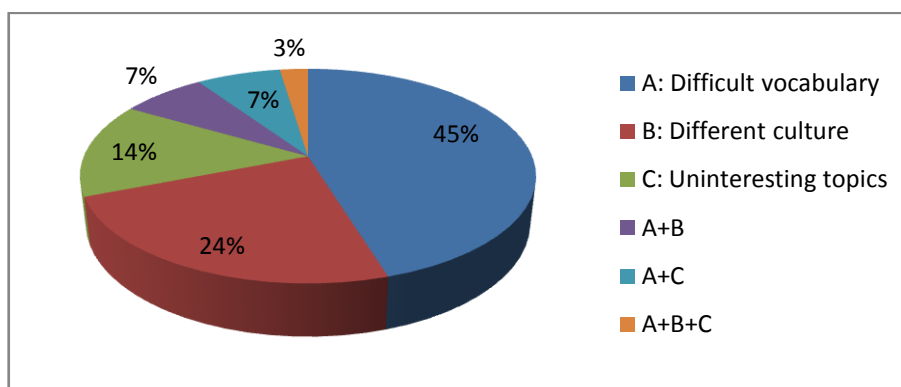
Based on students' claims, we can say that students are aware of the effectiveness and the several advantages of using authentic texts when being assessed.

Q17: What problems do you encounter when being exposed to authentic texts in writing tests? (You can tick more than one option)

Table2.39

Problems Faced in Writing Assessment

Problems faced when being assessed using authentic texts	A: Difficult vocabulary	B: Different culture	C: Uninteresting topics	A+B	A+C	A+B+C	Total
Number of students	19	10	6	3	3	1	42
Percentage	45,23	23,81	14,29	7,14	7,14	2,38	100%



Graph2.37 Problems Faced in Writing Assessment

The obtained data of this question show that 19 students (45%) said that authentic texts that are used in writing assessment contain difficult vocabulary. While, 10 students representing (24%) reported that authentic texts include different culture which may cause problems for them. Moreover, 06 students (14%) answered that authentic texts often include an uninteresting topic. While, 03 students representing (07%) claimed that the major problems of using authentic texts in assessment are the difficult vocabulary and the different culture. Similarly, other 03 students (07%) said that different culture and uninteresting topics are the two major problems encountered by them. Finally, one student (03%) chose the tree mentioned problems.

Consequently, we can notice that most students face problems with the difficult vocabulary used in the authentic texts. This problem is strongly related to teachers' bad selection of authentic texts.

2.4. Classroom Observation Analysis

As mentioned before, the classroom observation provides researchers with a real-life description about the environment inside the classroom. The classroom observation focuses on learners' attitudes and performance and also teachers' role in the teaching learning process. Classroom observation took place in three classrooms (first year, second and third year) during the Written Expression module at the department of English; the three classes made up of 30-35 students.

The classroom observation check list comprises two parts: Teachers' observation and learners' observation. Teachers' observation check list includes four rubrics; the first one is general information about the lesson which focuses on stating the objectives and deciding the material to be used during the session; the second one is about authentic texts presentation in which the observer focuses on the authentic texts used and the parts of writing aspects the teacher dealt with. The third rubric is about authentic activities and tasks which focus on the tasks and activities given to the students.

Learners' observation part consists of two rubrics: The initial one is about authentic texts presentation in which the focus is on learners' attitudes and reactions towards the authentic text presented by the teacher; the second rubric is authentic activities and tasks in which the main focus is on the learners' attitudes and reactions towards the authentic activities and tasks presented in the class.

2.4.1. Teachers' Observation

1_ Not observed at all	2_Some extent (once or twice)	3_Great extent (3 or more times)
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Table2.40

General Information about the lesson

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>
The teacher states clearly the objectives and the materials used in the lesson.			✓
The teacher uses non authentic texts in the lesson.	✓		
The teacher uses different authentic materials.	✓		
The teacher uses authentic texts.			✓
The teacher raises learners' awareness about the importance of implementing authentic texts in written expression courses.	✓		

According to the notes demonstrated on the table, the teachers clearly stated the objectives of the lesson and mentioned the materials that are going to be used during the sessions; they also used different types of authentic texts in their classes; however, they only focus on authentic texts; they did not use other authentic materials or non-authentic materials and they also had not time to raise their learners' awareness about the importance of using authentic texts.

Table2.41

Authentic Texts Presentation

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>
The teacher provides an overview about the source of the authentic text presented. (the source, the writer, cultural background ... etc)		✓	
The teacher varies the sources of the authentic texts. (magazines, letters, advertisements, menus, novels ... etc)			✓
The teacher varies the types of the texts. (narrative, descriptive, argumentative ...etc)			✓
When presenting an authentic text, the teacher asks students to underline the difficult new vocabulary if found.	✓		
The teacher demonstrates how language is used in real life situations.			✓
The teacher focuses on new vocabulary when presenting an authentic text.			✓
The teacher focuses on sentence structure and grammatical patterns.			✓
The teacher focuses on cohesion and coherence.			✓
The teacher emphasizes the correct use of capitalization, punctuation and spelling.			✓
The teacher encourages his learners to read different authentic texts to develop their learners' writing level.	✓		
The teacher gives the chance to his learners to give their opinion about the presented authentic text.			✓

As mentioned in the table above, the teachers varied the types of texts; however, they rarely gave an overview about and varied the sources of authentic texts. When presenting the authentic text, the teachers mainly focus on demonstrating how language is used in real life situations, new vocabulary, sentence structure and grammatical patterns, and the correct use of capitalization, punctuation and spelling. However, they did not ask their students to look for difficult vocabulary and they also did not encourage the students to

read more authentic texts; they rarely gave the chance to the students to give opinion about the text presented.

Table2.42

Authentic Activities and Tasks

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>
The teacher varies the authentic activities and tasks.			✓
The teacher asks his learners to use the new learned terms in their own sentences.	✓		
The teacher asks his learners to explain the presented quotes, proverbs, idioms ... etc	✓		
The teacher asks his learners to summarize the presented story or text.	✓		
The teacher asks his learners to rewrite the paragraph using their own words.	✓		
The teacher asks his learners to write a paragraph about a personal experience based on the type of the text presented.	✓		
The teacher asks his learners to rewrite a paragraph or an essay similar to the presented authentic one. (a letter, an advertisement, a schedule, a menu ... etc)			✓
The teacher invites students to give their opinions and views about the authentic texts provided in the assessment.	✓		
The teacher asks his learners to use their personal experience and opinion when writing using real language.			✓
The teacher focuses on coherence and cohesion in the authentic texts presented in activities and on students' texts.			✓

As it is shown above, the teachers varies the authentic activities and tasks; they mainly focused on rewriting paragraphs or essays similar to the presented authentic text(letters, ads, menus ...etc); they also asks their learners to use their personal experience and opinion using real language when writing. The teachers also focus on cohesion and coherence in the authentic texts presented in activities and the students' texts as well. On the other hand, the teachers did not ask their students to use new terms in sentence, summarizing a text or a story, explaining quotes and proverbs and writing a paragraph about a personal experience; the teachers did not ask their students about the authentic texts provided in assessment.

2.4.2. Learners' Observation

Table2.43

Authentic texts presentation (Learners)

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>
The learners show interest in the authentic text through asking for more information about that text. (The source, the writer, the cultural background... etc)		✓	
The learners ask their teacher to explain the new presented vocabulary and grammatical structures.	✓		
The learners ask their teacher about the pronunciation of new terms in the authentic text.	✓		
The learners ask their teacher to bring new authentic texts. (such as song lyrics, menus, job application letters ... etc)	✓		

According to the notes mentioned above, the students show little interest in the authentic text presented; they rarely asked about more information about the source, the writer, the cultural background ... etc of the text. Moreover, the students did not ask for explanation of the new terms presented and their pronunciation; they also did not ask for more authentic texts to be presented during the session (lyrics, job application letters, menus ...)

Table2.44

Authentic Activities and Tasks (Learners)

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>
The learners participate in activities and tasks based on non-authentic texts.	✓		
The learners participate in activities and tasks based on authentic texts.		✓	
The learners work more on activities based on explaining quotes, proverbs, idioms ...etc	✓		
The learners work more on activities based on summarizing paragraphs, stories, passages... etc	✓		
The learners work more on activities based on rewriting passages, paragraphs, stories... etc		✓	
The learners work more on activities based on providing their personal experience and opinion in their writings.		✓	

The notes shown in the table above revealed that the students did not participate in activities and tasks based on non-authentic texts; they did not participate in activities based on explaining quotes, proverbs, idioms, summarizing paragraphs, stories and passages...

etc. Instead, students sometimes participated in activities based on authentic texts; they worked on activities based on rewriting passages, paragraphs...etc and on activities based on giving personal opinion and experience when writing.

After consulting some tests and exams, we have noticed that first year quizzes depend greatly on non-authentic texts in which teachers provide them with non-authentic activities and gave direct instructions to students. Additionally, some teachers use multiple choice questions in their quizzes in which students are asked to choose the appropriate answer to write coherent sentences and to identify the correct items. Moreover, other quizzes focused on producing cohesive and coherent sentences, using the right capitalization and punctuation mechanisms and writing good sentences free from spelling mistakes. (see Appendix D)

Concerning second year quizzes and exams, we have noticed that teachers use authentic texts to assess their learners' writing skill. In fact, it is remarkable that second year students are exposed to many authentic texts and authentic activities in their writing tests. First, teachers usually make use of short paragraphs rather than other types of authentic texts but without acknowledging the source of the provided authentic texts. At this level, students are expected to improve their abilities to write different types of texts (descriptive, narrative, argumentative...etc.) in a well structured way. Based on this reality, all the observed tests and exams contained authentic texts that exposed learners to different types of texts. Besides, teachers vary the authentic activities in writing tests such as rewriting sentences using vocabulary from the presented texts, summarizing the whole texts and writing a text similar to the presented one. (see Appendix E)

Similar to the second year tests and exams, written expression teachers of third year regularly include authentic texts in writing quizzes and exams. Short paragraphs are the most used type of authentic texts in which students are exposed to different types of texts such as stories. At this level teachers focus on creative and critical writing in which students are asked to imagine the end of a story or to give their opinions about the presented topic. (See Appendix F)

As a result, depending on the observation of tests and exams samples given to the students (first, second and third year) at the department of English, the written expression teachers tend to use authentic texts when in writing exams and tests.; for example, providing short sentences, paragraphs...etc. They also sometimes vary the types of

authentic activities such as rewriting sentences and paragraphs, summarizing paragraphs or passages presented, writing different types of essays...etc

The noticeable remark is that first year tests and exams contain less authentic examples than second and third year tests and exams. They are provided with guided instructions and also given modified sentences and paragraphs.

2.5. Interpretation of the Main Findings

This study has aimed at investigating learners' and teachers' attitudes towards using authentic texts in both teaching and assessing writing for third year EFL students at Mohammed Boudiaf University. To answer the research questions, two questionnaires and a classroom observation were used as tools in order to gather information about the research. After the analysis of both research tools, the main findings are as follow:

2.5.1. The Students' and Teachers' Questionnaires

According to the obtained results, most students seem to have positive attitudes towards using authentic texts in written expression courses. In fact, the majority of them think that authentic texts play a significant role in enhancing their writing skills by helping them enrich their vocabulary and providing them with information natives' culture. The analysis demonstrates that the nearly most of students like being exposed to authentic texts and more than half of them participate in activities based on authentic texts. Moreover, most of them think that authentic texts help them overcome many of their writing difficulties.

In the second section of the students' questionnaire, results show most of students believe using authentic texts in writing tests helps them achieve better performance through getting clearer instruction and exposing them to different types of texts. Many of students share a common difficulty in writing tests which is the difficult language. More than half of students prefer being exposed to authentic texts in writing tests and half of them acknowledge that teachers use. Finally, many of students demonstrate that they share a common problem n writing test which is the difficult vocabulary used in tests

The analysis of teachers' questionnaire reveals that most of teachers share positive attitudes towards using authentic texts in teaching and assessing writing skills. In the first section of the questionnaire, more than half of teachers confirm that they use authentic texts in their written expression sessions. Additionally, many of teachers declare that they choose authentic texts according to learners' levels and course objective.

In the second section, the majority of teachers agree upon using authentic texts to assess the writing skill. More than half of teachers use authentic texts in exams and tests. Additionally, nearly half of teachers believe that authentic texts in assessment help to improve paragraph writing and enrich vocabulary. Meanwhile, less than half of teachers think that authentic texts in assessment are sometimes culturally biased.

2.5.2. The Classroom Observation

The results obtained from the classroom observation revealed that teachers have positive attitudes towards the implementation of authentic texts in written expression courses. In the three observed sessions, teachers followed an organized process of using authentic texts in the classroom. First, they precisely introduced the authentic texts and their aims. Then, they used different types of authentic texts and they specifically focused on demonstrating how language is used in real life situations. Finally, teachers varied activities and tasks based on authentic texts.

However, students' attitudes towards the use of authentic texts in written expression sessions were somehow negative. During the three observed sessions, students showed little interest in the authentic texts presented in the classroom; only few students interacted with their teachers when presenting an authentic text. Meanwhile, the authentic activities' phase revealed that students sometimes participate in activities and tasks based on authentic texts such as rewriting passages and providing personal experience and opinions in their writings.

2.6. Summary of the Findings

The teachers' and learners' questionnaires, the classroom observation and the analysis of tests and exams allow the researchers to gather a great amount of information concerning the use of authentic texts in to teach and assess writing. The aim was to investigate both learners' and teachers' perceptions towards the use of authentic texts in teaching and assessing writing skill.

Based on the results obtained from the research instruments, we can conclude that both EFL learners and teachers have positive attitudes towards using authentic texts in teaching and assessing writing skill. For teachers, most of them hold positive views about the implementation of authentic texts in teaching and assessing writing. In fact, they often use different authentic texts when teaching the written expression module and when assessing

the writing skill as well. Thus, teachers are aware enough of the benefits of implementing authentic texts on developing learners' writing skill and solving many of their writing difficulties as well.

Based on students' answers in the questionnaire, the majority of them seem to have positive attitudes towards the use of authentic texts in both teaching and assessing writing skill; they believe that authentic texts are key tools to enhance their writing skill. Moreover, most of them assume that being exposed to authentic texts in writing tests and exams help them to achieve better results. In contrast, results based on classroom observation reveal that the participants feel de-motivated and show less interest towards using authentic texts in written expression courses. Students were somehow passive participants during the learning process in which there was little interaction between teachers and students.

We suggest that students might be dishonest when answering the questionnaire concerning their attitudes towards the use of authentic texts in writing classes. Second, students' de-motivation can be related to the recent political issues in Algeria that might negatively affect students' motivation and participation. Third, we can say that teachers may fail to use these authentic texts effectively in the classroom, so that they fail to motivate their learners.

Comparing to a study conducted by Kaya, Han, Aybirdi (2015), teacher participants showed positive views about the use of authentic texts in their classes, exactly as supported by Abdul where he found out that both students and teachers hold positive perceptions towards using authentic texts, as they facilitate the process of learning. Moreover, another study conducted by Aurora and Ciornei (2014) revealed that the majority of the participants demonstrated strong positive opinions towards implementing authentic texts to improve English communicative abilities, language skills and cultural knowledge.

From the analysis of the research tools, we can answer the three research questions as follow:

- 1- EFL teachers have positive attitudes towards using authentic texts in teaching and assessing writing
- 2- EFL learners hold positive attitudes towards the use of authentic texts to teach and assess learners' writing skill.

- 3- Teachers select authentic texts primarily according to the learners' levels and course objectives.

2.7. Pedagogical Implications

Results obtained from this research can benefit both teachers and students by providing them with valuable insights about using authentic texts not only in teaching but also in assessing writing skill. As graduated students from the High School of Teachers, we have noticed that unlike the University of Msila, great importance has been oriented towards integrating writing and reading in one module called reading techniques in which a large amount of authentic texts were implemented. In the light of our previous experience and after conducting this study, we would like to supply teachers, students, Department of English at M'sila University and policy makers with some recommendations.

2.7.1. Teachers' Role

Based on our experience and the results of this study, we have noticed that although teachers seem to have positive attitudes towards using authentic texts in writing classes, they rarely make use of authentic texts in their classes. Based on this reality, we have suggested some implication for written expression teachers. First, EFL teachers should prepare suitable classroom environment for learners to feel at ease by being enthusiastic towards the subject they are teaching. Besides, teachers need to take into consideration their learners' needs, interests, individual differences such as gender and age and their proficiency level when teaching and assessing writing skill. Corder (1993) mentioned some important criteria for choosing materials when teaching languages. Among these criteria are utility and difficulty in which teachers should select what their learners really need to know and they must select texts that are not difficult for learners because this would demotivate them. Thus, students will have the chance to express their thoughts freely.

2.7.1.1. Strategies to Motivate Learners

When introducing authentic texts, teachers need to set the aims for each text and inform their students about what they are expected to accomplish so that the learners would be motivated to write. Besides, teachers are commended to use different types of authentic texts and up to date topics such as fashion, sport, political issues...etc, to attract their learners' attention. In addition, teachers should provide their learners with further opportunities to choose the authentic texts to be presented in the classroom.

Some authentic texts presented in the class are culturally biased which may decrease learners' motivation and participation; it may also become difficult for learners to understand the natives' cultural context. Thus, teachers should read the text and discuss the ambiguous cultural elements. Instead of only depending on one source of authentic texts, the teachers need to make use of other sources because the diversity of authentic sources could be a major to motivate students; teachers should provide their learners with interesting short stories, texts from daily life sources such newspapers, magazines, emails, job application letters ... etc. Harmer (2001) affirmed that using authentic texts carelessly may de-motivate students.

2.7.1.2 Strategies to Develop the Learners' Written Performance

Teachers are advised to vary activities and tasks based on authentic texts to help their learners enhance writing skill such as writing an email to a foreign friend talking about holidays, free time ...etc. These authentic activities should be carefully chosen to ensure that students will be effectively involved. Teachers may provide the learners with a part of a short story, and ask them to imagine the end of it using some vocabulary elements and grammatical structures brought from previous authentic texts.

In assessment, teachers are recommended to include authentic texts in writing quizzes and exams to help students achieve better results in writing; teachers need to provide learners with authentic texts followed by authentic tasks where students can be asked to summarize or rewrite sentences using their own style or to write about a similar situation.

When designing writing quizzes or exams, teachers are advised to avoid multiple choice questions and replace it by authentic activities; teachers are also invited to focus on creative authentic tasks that develop students' cognitive abilities; for instance, teachers can ask students to imagine unreal situations similar to the presented ones.

Furthermore, teachers need to provide their learners' with appropriate feedback about their writings to help them identify their points of weakness and strength and to help them develop their writing skill. Besides, teachers need to raise their learners' awareness about the benefits of reading authentic texts in enhancing their writing skill; teachers need to encourage them to read different authentic texts outside the classroom such as menus, brochures, bus schedules ...etc; they also need to provide students with assignments and homework based on authentic texts.

Based on the study findings, we have noticed that there is a contradiction in students' attitudes towards using authentic texts in writing sessions. Although they show positive attitudes, they do not participate in activities and tasks based on authentic texts. Based on this fact, we suggested some implications for students.

2.7.2. Students' Role

First, students are advised to read more authentic texts to develop their writing skill as Obando and Donoso (2011) claim that the use of authentic texts will supply learners with a range of new vocabulary along with new expressions used in the target language. Students need to work more on tasks and activities based on authentic texts because this will increase their creativity in writing, as Khatib, Rezaei and Derakhshan (2011) proposes in this respect "we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, novella or a novel. Other similar creative activities can be developed for writing practice" (p.203). Students are advised to frequently use vocabulary and ideas learners from different authentic texts in their writing.

Moreover, students should be more aware of the importance of practicing writing skill inside and outside the classroom through using authentic texts such as reading postcards, articles, advertisements...etc. Furthermore, students should wisely use the modern communication technology such as e-mails and social media to practise English writing outside the classroom and they are advised to be active participants in the leaning process by asking their teachers for more information about the authentic texts presented in terms of the source, the writer, the cultural background...etc. Students need also to suggest for their teachers some authentic texts to be read in the classroom because their writing abilities will be developed if they read and write about topics they are interested in. Most importantly, students are highly recommended to create similar authentic texts such as posters, postcards, advertisements...etc.

2.7.3. Implications for the Department and the Instructional System

Some recommendations are suggested to the Department of English at M'sila University. First, reading should be taught as independent module since it has a tied relationship to enhance the other skills, specifically the writing skill. Second, the written expression module needs a lot of time to be taught because it is divided into theoretical and practical part. Therefore, the administration needs to devote extra sessions for the written

expression module. Through the observation of writing classes, we noticed that classrooms are overcrowded and not equally grouped. Thus, the administration has to find solutions to this annoying problem by dividing the group members equally.

Due to the vital importance of authentic texts in teaching and assessing writing, course designers are expected to modify the curriculum focusing more on implementing various authentic texts and their sources. By doing so, EFL teachers would help their students being more motivated in written expression modules and developing the writing skill as well.

2.8. Conclusion

This section presents the analysis and the discussion of the data gathered from the different research tools. The obtained data from the classroom observation and the two questionnaires show that both learners and teachers hold positive attitudes towards using authentic in teaching and assessing writing as well. Additionally, this section provides some recommendation to teachers, students and designers to ensure using authentic texts in the written expression courses.

General Conclusion

In the EFL context, achieving better writing performance is the primarily goal for learners since writing is the main skill at university level. Moreover, written expression teachers always try to implement diverse materials, techniques and methods to help learners reach the desirable level in writing. Authentic texts are valuable materials used by the teachers in written expression courses to motivate learners and help them achieve their writing aims as well.

The current study is an endeavour to investigate EFL learners' and teachers' attitudes towards the use of authentic texts in teaching and assessing writing at the department of English in M'sila University. In this respect, three research questions were addressed: the first question sought to investigate EFL teachers' attitudes towards using authentic texts in teaching and assessing writing. The second question aimed at investigating EFL learners' perceptions towards the use of authentic texts in learning and assessing their writing skill. The last question looked for demonstrating the criteria used by EFL teachers when selecting authentic texts to teach and to assess writing.

After analyzing the information qualitatively and quantitatively, we deduced that both EFL learners and EFL teachers hold positive attitudes towards the use of authentic texts in teaching and assessing the writing skill; EFL teachers select the authentic text to teach writing and to assess their learners' writing performance based on the learners' level and the course objectives. The data gathered from the two questionnaires showed that both teachers and students hold positive attitudes towards the authentic texts, but the collected information from the classroom observation revealed that students showed less motivation and interest towards the presented authentic texts. Based on this significant contradiction, the researchers have suggested some important pedagogical implications to both teachers and students. EFL teachers have to use more authentic texts in teaching and assessing writing and to encourage their learners to read more authentic text to develop their writing abilities. Instructional system should integrate writing and reading in one module called reading module where learners are exposed to diverse authentic texts. Thus, there would sufficient time for learners to practise writing in the written expression module.

Despite the fact that the current research allowed the researchers to examine both learners' and teachers' perceptions towards using authentic texts in teaching and assessing writing, there were some factors and obstacles that may limit the results of the study. Time

limit is the most important obstacle we can face; we needed extra time to achieve better outcomes for this study. The second limitation was the lack of books on the research topic; some books concerning the use of authentic texts in assessing writing skill were difficult to obtain. Additionally, the researchers faced serious problems in collecting the questionnaires from both teachers and students due to the strike that took a long time.

At the end, it is important to mention that the obtained results of this study are not generalizable; it was only a step to further investigation in which other issues related to our study need to be deeply examined. Therefore, we suggest that maybe future studies ought to include other participants from other universities in order to collect as much as information about EFL teachers and learners towards the use of authentic texts in teaching and assessing writing as well.

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APPENDICES

Appendix A

Students' Questionnaire

Dear Student,

This questionnaire is designed to gather data for a research study. It aims at identifying students' attitudes towards the use of authentic texts in written expression courses. You are kindly asked to answer the following questions.

Thank you for your collaboration

Tomlinson (2011) described authentic texts as materials such as a newspaper article, a rock song, a novel, or a radio interview, not generated directly for pedagogical purposes. (p.09)

Section One: General Information

1. Do you find the written expression module interesting?

Yes No

2. What are some difficulties you encounter when you are writing?

Lack of knowledge of grammar rules

Lack of cohesion and coherence

Lack of vocabulary

Punctuation and spelling problems

Others.....
.....

Section Two: Attitudes towards the Use of Authentic Texts in Learning Writing

3. Do you prefer being exposed to authentic texts in written expression courses?

Yes No

4. What types of authentic texts do you mostly enjoy in written expression courses? (You can tick more than one option)

Quotes Idioms Short Essays and Paragraphs

Others.....
.....

5. Do you participate in activities and assignments based on authentic texts?

Yes No

6. Do you think the use of authentic texts helps you overcome many of your writing difficulties?

Yes No

7. Do you think that authentic texts motivate you to write effectively?
 Yes No
8. In your opinion, using authentic texts in written expression courses : (You can tick more than one option)
 Helps you get new vocabulary from the texts
 Increases your motivation and interest to write naturally
 Provides you with information about native speakers' culture
9. According to you, authentic texts can be also:
 Make you unable to understand the new vocabulary used in the text
 Increase your boredom because of the culturally biased texts
 Others.....
10. Does your teacher use authentic texts in written expression courses?
 Yes No
- If yes, what types of authentic texts does your teacher usually use in written expression course? (You can tick more than one option)
 Quotes Idioms and Proverbs Whole texts
 Short Essays and Paragraphs
 Others.....
11. Does your teacher encourage you to use more authentic texts outside the classroom environment to develop your writing skill?
 Yes No

Section Three: Attitudes towards the Use of Authentic Texts in Assessing Writing Skill

12. What are the difficulties you encounter in writing tests? (you can tick more than one option)
 Unclear instructions
 Difficult language
 Lack of real examples (writing a letter, describing the weather... etc)
 Others.....
13. When being assessed in writing, do you prefer being exposed to:
 Authentic texts Non-authentic texts
14. What authentic texts do you prefer to be used in writing assessment? (you can tick more than one option)
 Quotes Short paragraphs Proverbs
 Others.....

15. Do you find that using authentic texts in assessing writing is effective?

Yes

No

If "No", explain

.....
.....

16. In your opinion, using authentic texts in writing assessment: (you can tick more than one option)

Helps learners to get clearer instruction

Motivates learners to write and feel positive about their writings

Exposes learners to different types of texts (narrative, descriptive...)

Others.....
.....

17. What problems do you encounter when being exposed to authentic texts in writing tests?
(you can tick more than one option)

Difficult vocabulary

Different culture

Uninteresting topics

Others.....
.....

Appendix B

Teachers' Questionnaire

Dear teacher,

This questionnaire is designed to gather data for a research study. It aims at identifying teachers' attitudes towards the use of authentic texts in written expression courses. You are kindly asked to answer the following questions.

Thank you for your collaboration

Section one: Teacher's Profile

1. Your major:

Master Magister PhD (Doctorate)

2. Your field:

Literature and Civilization Linguistics Translation ESP

3. How long have you been teaching English at university?

Less than 5 years between 5 and 10 years More than 10 years

Section Two: Attitudes towards the Use of Authentic Texts in Teaching Writing

4. What kind of authentic materials do you usually use when teaching writing?

Visual aids Audio tapes Authentic texts

5. How often do you use authentic texts in teaching writing?

Always Sometimes Rarely Never

6. According to you, teachers are reluctant to use authentic texts in written expression course because: (you can tick more than one option)

They contain difficult language

They are time consuming

They are sometimes inappropriate culturally

Others.....

7. Which of the following advantages you think that are related to using authentic texts in written expression course? (you can tick more than one option)

Expose learners to real language in real life situations

Meet learners' needs and interests

Build learners confidence to write different pieces of writing

Broaden learners' knowledge about native speakers' culture

Others.....

8. Do you think that the use of authentic texts helps learners overcome many writing difficulties?

Yes No

_If yes, what kind of difficulties do you think are solved? (You can tick more than one option)

Lack of vocabulary

Lack of coherence and cohesion

Misuse of grammar rules

Spelling and Punctuation difficulty

Others.....
.....

9. In your opinion, teachers primarily choose authentic texts according to: (you can tick more than one option)

Learners' needs and interests

Learners' level

Course objectives

Cultural background

Others.....
.....

10. What are the sources that are most relevant when using authentic texts? (you can tick more than one option)

Books

Magazines and Newspapers

Internet

Articles

Others.....
.....

11. When presenting an authentic text, do you primarily focus on: (you can tick more than one option)

Rules of grammar and sentence structure

The aspect of ideas' coherence and cohesion

The social context, the participants and the shared information of the text

Others.....
.....

12. . When using authentic texts, do your learners: (you can tick more than one option)

Show interest in the texts presented in the class

Use the new vocabulary acquired from the texts in their writings

Face difficulties because of the difference between their culture and the native's culture

Face difficulties in understanding the new vocabulary

Others.....
.....

Section Three: Attitudes towards The use of Authentic Texts in Assessing Writing Skill

13. Do you use authentic texts in assessing writing?

Yes No

14. When do you usually use authentic texts to assess your learners' written performance?

In exams and tests in activities and assignments in projects

Others.....
.....

15. When assessing your learners' writing, do you prefer to use:

Quotes idioms and proverbs whole texts

Others.....
.....

16. According to you, texts that help learners achieve better performance in tests are:

Authentic texts Non-authentic texts

17. In your opinion, using authentic texts in writing assessment can :

Help learners to understand the task instruction

Help them improve and monitor their paragraph and essay writing

Help them to enrich their vocabulary

18. According to you, teachers are reluctant to use authentic texts in writing assessment because they :

Expose learners to Texts that may be culturally biased

Cause different lexical difficulties

Others.....
.....

Appendix C

Classroom Observation Checklist

Non Participant Observation

Observation date and time:

Duration:

Course subject:

Level:

1_ Not observed at all	2_Some extent (once or twice)	3_Great extent (3 or more times)
------------------------	-------------------------------	----------------------------------

The teacher

General Information about the lesson

<i>Statements</i>	<i>1</i>	<i>2</i>	<i>3</i>
The teacher states clearly the objectives and the materials used in the lesson.			
The teacher uses non authentic texts in the lesson.			
The teacher uses different authentic materials.			
The teacher uses authentic texts.			
The teacher raises learners' awareness about the importance of implementing authentic texts in written expression courses.			

Authentic texts presentation

The teacher provides an overview about the source of the authentic text presented. (the writer, cultural background ... etc)			
The teacher varies the sources of the authentic texts. (magazines, letters, advertisements, menus, novels ... etc)			
The teacher varies the types of the texts. (narrative, descriptive, argumentative ...etc)			
When presenting an authentic text, the teacher asks students to underline the difficult new vocabulary if found.			
The teacher demonstrates how language is used in real life situations.			
The teacher focuses on new vocabulary when presenting an authentic text.			
The teacher focuses on sentence structure and grammatical patterns.			
The teacher focuses on cohesion and coherence.			
The teacher emphasizes the correct use of capitalization, punctuation and spelling.			
The teacher encourages his learners to read different authentic texts to develop their learners' writing level.			

The teacher gives the chance to his learners to give their opinion about the presented authentic text.			
--	--	--	--

Authentic Activities and Tasks

The teacher varies the authentic activities and tasks.			
The teacher asks his learners to use the new learned terms in their own sentences.			
The teacher asks his learners to explain the presented quotes, proverbs, idioms ... etc			
The teacher asks his learners to summarize the presented story or text.			
The teacher asks his learners to rewrite the paragraph using their own words.			
The teacher asks his learners to write a paragraph about a personal experience based on the type of the text presented.			
The teacher asks his learners to rewrite a paragraph or an essay similar to the presented authentic one. (a letter, an advertisement, a schedule, a menu ... etc)			
The teacher invites students to give their opinions and views about the authentic texts provided in the assessment.			
The teacher asks his learners to use their personal experience and opinion when writing using real language.			
The teacher focuses on coherence and cohesion in the authentic texts presented in activities and on students' texts.			

The learners

Authentic texts presentation

The learners show interest in the authentic text through asking for more information about that text. (The source, the writer, the cultural background... etc)			
The learners ask their teacher to explain the new presented vocabulary and grammatical structures.			
The learners ask their teacher about the pronunciation of new terms in the authentic text.			
The learners ask their teacher to bring new authentic texts. (such as song lyrics, menus, job application letters ... etc)			

Authentic Activities and Tasks

The learners participate in activities and tasks based on non-authentic texts.			
The learners participate in activities and tasks based on authentic texts.			

The learners work more on activities based on explaining quotes, proverbs, idioms ...etc			
The learners work more on activities based on summarizing paragraphs, stories, passages... etc			
The learners work more on activities based on rewriting passages, paragraphs, stories... etc			
The learners work more on activities based on providing about their personal experience and opinion in their writings.			

Appendix D

Mohamed Boudiaf University – M’sila Department of English

Level: First year license

FULL NAME:.....

Group:

Written Expression Test S2

Activity one (8pts): Supply punctuation and capitalization in the following sentences. The **Justification is required for the CAPITALIZATION ONLY.**

1-it is my birthday in june i would like a book by charles dickens

2-do you know what time it is i have to go soon

3-does your train leave before eight o'clock

4-i like dogs cats horses and elephants

5-how do i get to the library in Washington

6-he told me the dog was a dalmation

7-my uncle drives a silver bmw

8-did she say her name was lucy or jane

9-i like to cook i like to make cake bread and pie

10-in london i saw jack john and fred

Activity two (12 pts): Write a paragraph of about 09 lines on one of the following topics:

1. There are many things humans can do to save the planet.
2. *In the U.S around 95 thousand people die each year from road accidents for multiple reasons.*
3. Maintaining a healthy body requires many changes in our lifestyles.

TOPIC SENTENCE- SUPPORTING SENTENCES-CONCLUDING SENTENCE-

COHERENCE-COHESION –STAYING IN THE TOPIC-

GRAMMAR SPELLING

MISTAKES.....

Appendix E

University of M'sila Department of Letters and English Language

Second Year Classes. Group

Name:..... Group:.....

Written Expression First Test	
--------------------------------------	--

Paragraph

My first little kitten has turned into a mischievous and beautiful feline. Her fur is white, which makes the perky ears on top of her head look a little pink. Her eyes are big and yellow. When she's wide awake and in trouble, they can look as bright as the sun. Her nose is pink, and under this is her mouth. It is usually open and talking or has a sly smile on it. On both sides of her mouth are whiskers. They are long and seem to dance in the sunlight. This seemingly innocent head is attached to a rather plump, but hardly lazy body. Her legs are strong and allow her to make an escape in a matter of minutes. At the end of her body is a long tail that is constantly in motion. In short, I have to say that I love everything about this little troublemaker of mine.

Questions

Question One: Read the paragraph carefully then answer the following questions: **(10 pts)**

1-Fill in the table

Paragraph topic	Paragraph type	08 adjectives	04 Adverbs	04 prepositions	04 Pronouns

2-Put two of the adjectives chosen in the above table in two sentences

a-
.....
.....

b-
.....
.....

3-Put two of the adverbs chosen in the above table in two sentences

a-

.....
.....

b-

.....
.....

3-Find in the paragraph words that are closest in meaning to:

a-Liking to have fun by getting into minor trouble
=.....

b-Happy and energetic=
.....

4-Pick out the concluding sentence and write a second one

Theconcluding.sent

1:.....

Thecon.sent

2:.....

5-Give a title to the paragraph

.....

6-Combine the pairs of sentences with an appropriate transition (A link word)

a-David is allergic to cats. He does not have one.

-
.....
.....

b- The cat is proud. The cat is a king.

-
.....
.....

Question Two: Treat one topic (05 pts)

1-What kind of animals was your first pet? What did it look like?

2- Summarize the paragraph

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

Best of Luck

Appendix F

University of M'sila

Faculty of letters and foreign languages

Department of English

Third year level

Written expression first test

Activity: Read the opening paragraph of the short story below

Helena Darvos lived with her husband and two children in a small flat above a take-away food shop in a subway of Melbourne. She was a quite woman. Nothing much seemed to worry her and she went about her life without worrying other people. She lived a very ordinary life until one day last June, when all that changed.

(Adapted from "Writing Maters" by Kristine Brown and SusanHood)

Questions

- In one sentence tell about the theme of the story.
- Think of what might happen in the rest of the story and complete it.

Résumé

Les textes authentiques jouent un rôle primordiale dans le processus de l'enseignement-apprentissage du ALE (anglais langue étrangère) parce qu'ils peuvent développer les compétences de l'écrit chez les étudiants et peuvent les motiver. Cette étude a pour objectif d'examiner les attitudes des enseignants et des étudiants vis-à-vis l'utilisation des textes authentiques dans l'enseignement et l'évaluation de l'écrit. Ce travail de recherche est fait à l'université de M'sila, plus précisément au département de l'anglais avec les étudiants de la troisième année et les enseignants de l'écrit. Afin de répondre à la question de la recherche, nous avons opté pour une séance d'observation et pour deux questionnaires destinés aux enseignants et aux étudiants. Nous avons sondé par questionnaires un échantillon de 9 enseignants et de 42 étudiants. Après l'analyse des informations obtenues, les résultats ont montré que les enseignants et les étudiants montrent un intérêt positif vers l'utilisation des textes authentiques dans l'enseignement et l'évaluation de la compétence de l'écrit. Selon ces résultats, nous avons présenté quelques propositions pour les enseignants, les étudiants et pour département de l'anglais de l'université de M'sila afin de les inviter à bien profiter de ces documents.

ملخص

يُعتقد أن النصوص الأصلية تلعب دوراً هاماً في عملية التعلم لأنها قد تعزز مهارة الكتابة لدى الطلاب وتزيد كذلك من تحفيزهم وإبداعهم. يهدف هذا العمل إلى فحص مواقف كل من متعلمي ومعلمي اللغة الإنجليزية نحو استخدام النصوص الأصلية في التدريس وتقييم مهارة الكتابة. يتم إجراء البحث الحالي في جامعة المسيلة، وخاصة قسم اللغة الإنجليزية الذي تم فيه اختيار طلاب السنة الثالثة ومدرسي مقياس التعبير الكتابي كعينة لهذه الدراسة. بهدف الإجابة على أسئلة البحث، تم الاعتماد على الملاحظة الصفية و توزيع استبئانين لكل من الطلاب والمعلمين كأداة لجمع المعلومات حول آراء و مواقف المتعلمين والمعلمين نحو استخدام النصوص الأصلية للتدريس وتقييم مهارة الكتابة. وجه استبئان المعلمين إلى تسعة (09) معلمين، بينما تم توزيع استبئان الطلاب على اثنين وأربعين (42) طالباً. بعد تحليل البيانات التي تم جمعها من أدوات البحث، كشفت النتائج أن لكل من المتعلمين والمدرسين مواقف إيجابية تجاه استخدام النصوص الأصلية في التدريس وتقييم مهارة الكتابة. بناءً على النتائج المتحصل عليها، قمنا بتقديم بعض الاقتراحات الفعالة للمعلمين والطلاب وقسم اللغة الإنجليزية بجامعة المسيلة والنظام التعليمي لرفع وعيهم بأهمية استخدام النصوص الأصلية في التدريس وتقييم الكتابة.