

Teacher's Inference to Incorporating Authentic Material at Undergraduate Level to Augment Writing Skills

Lawrence Raj Anthony* ^{1,2}, Dr. C.L. Shilaja ³

¹Research Scholar, Sathyabama Institute of Science and Technology, Tamilnadu, India

²Asst. Professor, CVR College of Engineering, H&S Dept, Hyderabad, India.

³Asst. Professor, Dept. of English, Stella Maris College, Chennai, Tamilnadu, India.

^{1,2}lawrenceraj.anthony@gmail.com ³clshilaja@gmail.com

Abstract

Writing skills are essential for engineering graduates in academics and at the workplace. Preparation and presentation of written reports is vital, and a graduate should be equipped with the appropriate vocabulary, proper usage of grammar and the right representation of the topic. Authentic Material (AM) can be used to teach English language so that the teaching/learning process becomes more engaging and motivating. It builds a exact relationship between learner and language to face the real-world English confidently. While many researchers target to investigate how teachers feel about using authentic resources, this study attempts to know the importance of AMs, their uses and influence, from both teachers and students. Surveys and semi-structured interviews are conducted for 41 teachers and 55 students from three different Engineering colleges of Hyderabad, India to know their perspective and priorities to advance the use of authentic material. The results are noteworthy because students' and teachers' views towards various materials directly affect the teaching learning process. The commitment of teachers to use contemporary textbooks despite having mixed feelings about doing so is one of the study's most important findings and students are unable to grasp and correlate less. The opinionnaires and surveys are conducted and the views of the students as well as teachers are presented along with the results.

Keywords: *Writing skills, engineering graduates, Authentic Material, teaching/learning process, methodology.*

1. Introduction

The aim of introducing Authentic material is to provide required information on any event or occasion to develop an appropriate and suitable perspective. In general, Authentic materials are easy to find and can be quickly adopted, learners also find a sense of achievement when they correlate with a topic using Authentic material. Authentic material helps the learner to connect to the original concept of the English language which in turn motivates them to make extra effort similar activities. Digital libraries, digital newspapers, podcasts, YouTube and public domain

networks can be good resources as Authentic material. By using them, learners learn the language how they should use in the real world. Therefore, the gap between classroom learning and the application of the language in the real world is bridged. Journal articles, novels and posts in the blogs are a few other examples of Authentic materials. The goal of these materials is to guide, explain, convince, inform, or entertain the learner by way of real communication, using desirable materials for planned drills by the teacher.

Teachers claim that since textbooks do not feature communicative exercises and may not help learners engaging and entertaining learning, they further do not help to improve students' communication skills. Another striking discovery is that, while having strong feelings about using real resources, teachers fail to utilize them as frequently as they would have liked.

Restricted utilization of real materials may result from teachers' lack of IT expertise in how to adapt these materials. When teachers' desire is considered to accept numerous authentic resources that need IT abilities, this outcome might confirm the study's findings. The most widely utilized AMs are claimed to demand advanced IT abilities to modify and use. These materials include online games, newspaper websites, and movies.

2. Literature Review

Using authentic materials helps students employ collaborative teaching/learning, in contrast to other research in literature (Al-Musallam, 2009; Rusmawaty et al., 2018). It is crucial to emphasize that real resources are not intended for educational use. Therefore, employing them in classroom situations can result in several issues. The language structures of authentic documents may be one of these issues. They are particularly inappropriate for novices (Al-Musallam, 2009; Rusmawaty et al., 2018) since they contain linguistic structures and phrases with various degrees of proficiency (Kıçkaya, 2004). Teachers need to know cultural background knowledge of society, energy, and time to adjust these materials by taking curriculum and national exam requirements into consideration. The emphasis on the importance of legitimacy of language knowledge and learner's interest to learn to expertise authentic learning to produce such legitimacy is discussed (Widdowson, 1979). The textbooks cannot offer complete real time learning expertise. The presentation of language knowledge is unnatural, thus results in no real time learning expertise.

Keeping in mind, an investigation on the impact of authentic material to develop student's data concerning synchronic linguistics and its retention is studied (Hacer Demircan, 2004). Ninth-grade students participated to check the results of authentic material along with ancient textbooks. Pre-tests and post-test methodology are considered for their study. This comes up with two authentic material-based synchronic linguistics units to implement as associate in nursing experiment (Hacer Demircan, 2013). Tests, opinionnaires and unit feedback forms are used as methods/tools.

The study on authentic material and their use in English teaching and has been divided into two components. One is that the theoretical half that provides essential data concerning

authentic material generally, their classification and each consecration and drawbacks of their use. In the second half, the author focuses on the information collected through questionnaires given to English lecturers (Adela Spirochova, 2014). There have been several researchers who tried to seek out innovative ways which change learners to be additionally fascinating and efficient in language acquisition. Meanwhile, it is determined that the teachers themselves got to realize new approaches which make their teaching method effective with the deployment of authentic materials. To use any material, one needs to know main reasons why it is ought to be used. Further, one must conjointly understand what the proper material is to settle on. Lecturers ought to contemplate sure factors to visualize whether they are realistic to show with non-textbook. At the end, one needs to visualize if the materials used are psychological feature for learners.

Authentic activity is defined as 'authentic practices' of educational realms ought to use in faculties to inspire learning instead of the philosophy of schooling. The capability to use data to be told remains at the center of schooling. Another study of learning was also considered because of the operating procedures of any system as a social control into these procedures (Elizabeth Clayden, 1994).

The qualitative study utilizes quality theory to evaluate and indicate the writing within, through the interrelating systems of teacher education. This study concludes with discussions of the dynamics of learning to designate writing that emerged through the analysis and thus the implications of these dynamics for teacher education, tutorial policy, and future analysis (Davis & Sumara, 2006).

Finally, quality theory expands upon completely different theoretical frameworks by precision. The nonlinear nature of learning and therefore the manner it happens within and across multiple, embedded, and co-evolving systems. This orientation opens new potentialities for understanding and learning to indicate that further analysis is needed to appear at the potential of quality theory and its limitations. This study contributes to the achievable ways in which one might scan learning to imply writing and support lecturers during this endeavor. In doing so, it collectively contributes to the ever-emerging likelihood of what learning to show writing are going to be. Various specialists in the field of language pedagogy have embraced the idea of using authentic content when teaching.

Islamic Republic of Iranian EFL teachers' approaches and opinions concerning the employment of authentic materials at high school level in Iran in step with communicative language principles, specializing in each reading and listening skills were analyzed (Akbari, Omid and Razavi, Azam, 2016). Authentic material delivers the learners with several important benefits and creates interest in acquisition and results in rising expansive competency.

Teachers' opinions regarding the deployment of authentic materials in the categories are a problem as it is not given required attention. In general, few studies solely have some concepts concerning teachers' attitudes towards the communicative approach. In this study of the effectiveness of a communicative approach, authentic materials in the curriculum of a programme

found choice and designing for exploitation of the authentic materials. Further it demanded significant preparation time, that they attenuated to encourage the students' direct contact with the culture” (Kienbaum et al,1986). This claim wasn't supported by the analysis information assortment methods of others (Kienbaum, Russell and Writer, 1986) and failed to investigate whether the academics were willing to use such materials in their categories. Utilizing real resources is one of the traits of communicative teaching (Larsen-Freeman, 2000). The study of English as a subject for students to learn in school, like other courses, is changed by the communicative pedagogy approach to emphasize the language's importance as a tool for communication both within and outside the classroom.

After reviewing the pertinent literature, many academics favour the use of real materials in education. They see the usage of these resources as an effective way to motivate students, grab their curiosity, and expose them to language that they will encounter in the real world. Additionally, because they are dealing with the language in the actual world, authentic resources motivate students to successfully learn a particular language.

However, a few researchers are against the deployment of authentic materials within the classroom because they think that they could be very biased culturally and include complicated words and structure, which may annoy learners. Despite this unfavorable review, other researchers have shown that using real materials while teaching ESL students outweighs the drawbacks and that it is still a crucial strategy that EFL instructors should use to help their students' learning processes (Thanajaro, 2000; Kilickaya, 2004; Otte, 2006). The author has presented a thorough review on the importance of writing skills and use of Authentic materials in his previous study titled, “Review on Authentic Material Disposition to Enhance Writing Skills of Undergraduate Students”.

AM’s help students to collaborate and learn the language. According to a few studies, using only textbooks in the classroom discourages stunts. It is observed that inspiring to learning through activities would help instead of philosophy of studies. Learning is non linier in nature as it happens in multiple coevolving systems.

Academic writing does not happen suddenly, and it has repeated process to write and rewrite in number of iterations to reach the intended final copy. A lot of thinking, hard work and creativity is required behind every art of writing since it started as an idea. It is discouraging to learn how difficult it is to translate thoughts and sentiments from one's head into a sheet of paper (Langan, 2001). Also, it focuses on writing processes, teaches strategies for invention and discovery, and emphasizes audience, purpose, and context of writing. The writing process is said to be divided into four parts intending to:

1. find out the clear statement
2. give logical and detailed assistance
3. coordinate and connect the supportive material.
4. review and modify to have no errors (Langan,2013).

Writing is extensively identified as a significant portion of engineering practice. The study discovered that engineering students devote more than 30% of time in writing and others reported that a few learners spend 19 hours per week in writing technical documents (Natascha Trellinger Buswell,2019; M. L. Kreth,2000; C. Tenopir and D. W. King,2004). Education system in engineering colleges generally concentrates on technical problem solving which is regularly theory-dependent and curriculum partially do not give space for unified writing modules that engineering alumni surveys have recommended are advantageous (L. Reave,2004).

While designing curriculum, learning outcomes should address the need to improvement that are related to communication, effectiveness in creating portfolios, approaches in incorporating and presenting writing skills and the results on students' use of writing assignments are discussed (Hanson and Williams,2008; C. Venters, L. D. McNair, and M. C. Paretti,2013). It is time for a fundamental shift in the way the curriculum is designed and according to the exploration of research into various facets of communicative competence through discourse or conversational analysis, pragmatics, and sociolinguistics.

3. Research issues and Objectives

After a thorough review on Authentic Materials a few research issues have been identified. Learners focus more on the discipline-oriented courses. In a few universities, the syllabus of the English course does not completely lend itself to the academic needs of the learners. Students from sciences and other technical courses need to be trained in the rhetoric, genre and the other literacy skills required in their subject courses. The learning needs of the students are not fully realized through the ESL class with the existing practice. Teachers may not be adequately trained to implement the syllabus to meet the desired objectives. Awareness should be raised among teachers of the appropriate pedagogical practices and the significance of the needs assessment of the learners.

The Objectives of the proposed study are:

- to examine the role of authentic materials to develop writing skills of the learners.
- to understand the teachers' perception on teaching / learning writing in the L2 classroom.
- to get an idea of the students' understanding of writing and their attitude to the learning of writing in the English course done in the classroom.
- to examine if the learner's needs are taken care of in the process of writing.
- to examine the relevance of materials adopted to teach writing to develop writing skills specific to the writing demands of the students.
- to examine the impact of materials adopted to develop writing skills in undergraduate students.
- to design tasks which are identical to the discipline specific courses of the learners to develop writing skills.

It is significant for the teacher to integrate writing tasks with topics/themes to which the students can relate. The study emphasizes that teachers should adapt writing tasks based on the contexts to which the students are familiar. Therefore, it is significant for the teacher to integrate writing tasks with topics/themes to which the students can relate.

Therefore, the study aims to examine how academic writing can be developed using authentic materials. Also, to examine various ways in which authentic materials affect the teaching/learning of academic writing by designing writing tasks simulated with the authentic materials to promote academic writing skills of the students. The participants of the study are I Year, II Year and III Year B.Tech students from CVR College of Engineering, Hyderabad, Telangana Scient Institute of Technology, Hyderabad and Malla Reddy College of Engineering and Technology, Hyderabad, Telangana.

The research tools proposed to be used for the study are as follows:

- Semi-structured interview with teachers and students
- Classroom Observation Protocol
- Questionnaire/ Surveys
- Writing Test
- Opinionnaire

4. Methodology

The research procedure consists of two types of study. Preliminary and Main Study. The *Preliminary study* has 2 stages: As part of stage 1, Semi structured Interviews or Informal discussions with the teachers and students were held. The purpose is to know the present status of students and teachers regarding language and their perspective on curriculum. As part of stage 2, writing sessions of five of the English teachers from a few engineering colleges of same region were observed. The purpose is to examine the materials and tasks adapted by the teachers.

Informal discussions with the teachers and students were held as part of stage1 and the information from the teachers was gathered regarding:

- the teachers' perception on teaching / learning writing in ESL classroom.
- the problems faced in teaching writing
- teachers' views regarding the objectives of writing skills in the Undergraduate courses
- approaches adopted by teachers to teach academic writing
- the materials and tasks developed to teach academic writing

Through the discussions & self-assessment with the students, information to be gathered regarding:

- students' expectations from their writing classroom
- students' understanding of writing and their attitude towards the learning of writing as part of the English course
- the way writing is taught, and the types of writing tasks handled in the classroom

The teaching /learning material should always be informative and attractive; at the same time, learners should also feel interested, encouraging and actively participate in the language learning process. Because, in this process learners adopt some morals, values and attitudes. It is always encouraged to have one's own personal Authentic Material to teach memorably and the teacher can also impact the personal lives of the students by sharing personal experiences and life stories.

As part of stage 2, writing sessions of five of the English teachers from CVR College of Engineering, Hyderabad have been observed. The purpose is to examine the materials and tasks adopted by the teachers to develop academic writing skills and their influence on the written texts produced by the students.

Before introducing the AMs, the opinion of the teachers towards AMs must be collected through interviews and questionnaires. Before introducing the AMs, the response of the students is collected through interviews and questionnaires.

The *main study* was done in 3 stages.

- Stage 1 : As part of stage 1, it is intended to design tasks using authentic materials to teach academic writing.
- Stage 2: As part of stage 2, it is the intervention stage where the researcher will conduct writing sessions to teach academic writing using authentic material.
- Stage 3 : As part of stage 3, the researcher would analyze the written texts of the students.

5. Observations

Sometimes Authentic Materials may contain complex vocabulary and phrases and become a burden in the learning process. Authentic Materials give real vigor and energy to the learners as they use real language with the help of constructive feedback from the teacher/instructor and boost their confidence. As the actual context is taken into the usage by using Authentic Materials learners are more comfortable even with the culture, instead of looking at it as a new language. Therefore, Authentic Materials preparation should involve the steps viz., conducting surveys, identification of priorities from surveys, content selection, identification of appropriate method to deliver, preparing the material with illustrations, trial, and adoption of materials. As part of this

research, two stages of the primary study are completed by informal discussions with students and teachers, surveys and opinionnaires.

As mentioned in the previous section, during the first stage of the primary study, informal discussions with the teachers and students were held.

5.1 Conducting Semi structured interviews

In the primary study, as part of stage 1, Semi structured interviews/Informal discussions with the teachers and students were held. The purpose was to know their level of understanding in the English language classroom and their perspective on curriculum. The response is shown in figures 1&2. Figure 1 shows the students' level of understanding, where 41% of students are confident of their learning English language and 31% felt they are unable to follow and learn the language properly and remaining 28% of students are not sure about their learning.

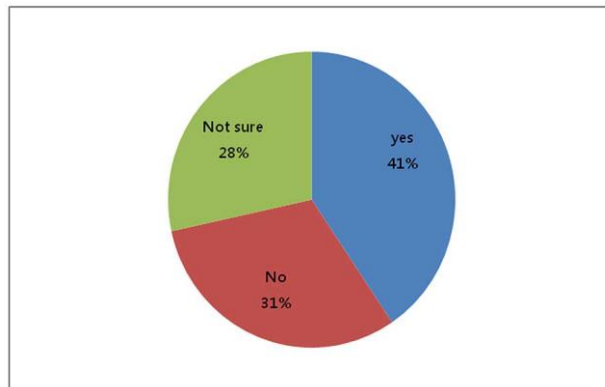


Figure 1. Students' response to their level of understanding

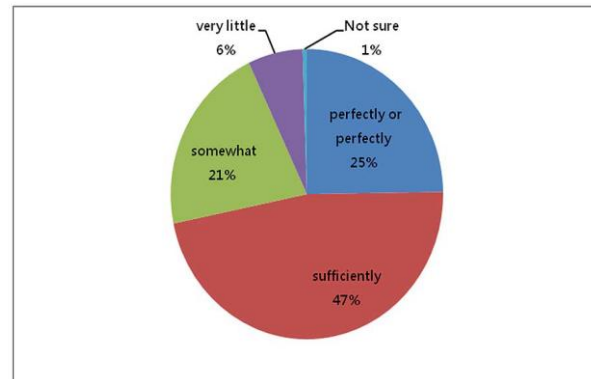


Figure 2. Students' level of understanding observed by teachers

Similarly, during another informal discussion, students' level of understanding in the English classroom as observed by the teachers has been noted and the response is shown in figure 2. Teachers felt 47% of students understood properly and 21% of students understood little and 6% a very little.

5.2 Conducting surveys

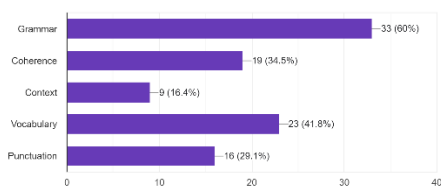
Surveys have been conducted for both students and teachers. Student survey and their responses and teachers survey and their responses have been discussed below.

5.2.1. Students Survey

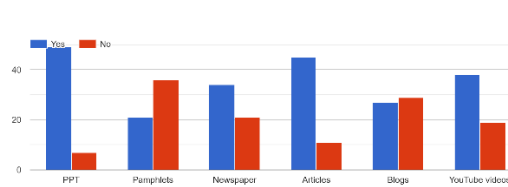
Surveys were individually conducted for both students and teachers.

After conducting the survey to the engineering undergraduate students, the responses have been recorded to the questions 1,5,6,7,8,9,11,13,14 and 15 and are shown in the Figure 3.

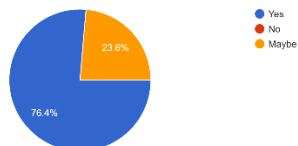
What are the challenges you face when it comes to learning English language writing skills?
55 responses



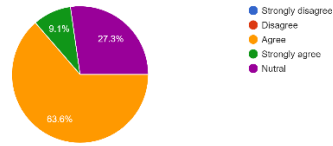
Does your English Language teacher use any kind of real English (news articles, videos, etc.) relevant to language teaching besides the textbook he/she adapt to practice academic writing?



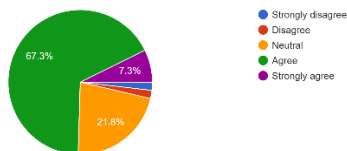
Do you think above mentioned real English language material is helpful in developing writing skills?
55 responses



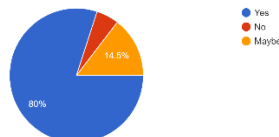
Do you think the real English used as authentic material employed to learn English language be informative and attractive?
55 responses



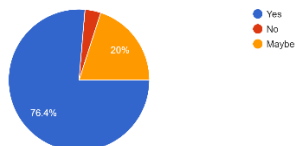
Does the prescribed syllabus facilitate/helpful in the development of writing skills.
55 responses



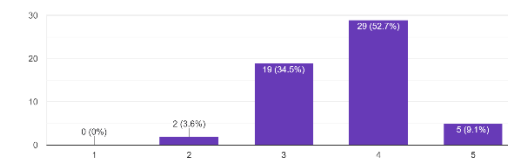
Do your teachers spend adequate time in implementing the syllabus to meet the desired objectives?
55 responses



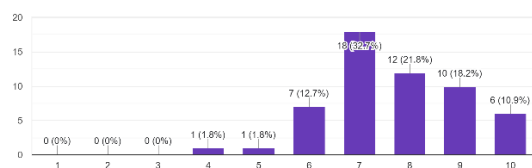
Adapting Authentic Materials will have an impact in developing academic writing skills at your level.
55 responses



How likely are your learning skills taken care of in the process of writing?
55 responses



Scale your English language learning ability from 1 to 10.
55 responses



Rank your language learning preference based on LSRW skills.

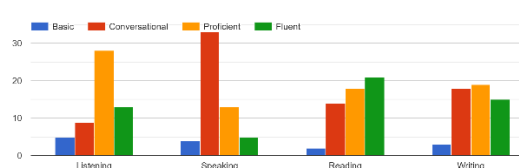


Figure 3. Students' Response to questions 1,5,6,7,8,9,11,13,14 and 15

Students' response gives an understanding that 75% of the students are facing problems in grammar coherence and vocabulary. 76% of students felt English language material is helpful in developing their writing skill. The real English used as authentic material employed to learn English language be informative and attractive to 91% of students.86% of students felt adapting Authentic Materials will have an impact in developing academic writing skills at your level.

The responses to the remaining questions such as, questions 2,3,4,10, and 12 are as follows: 28% learner’s response on the understanding of learning writing shows that they should be excellent for better communication and remaining 72% of them said they are good at the same. 76% of learner’s response show that they agree on adopting AMs which will have an impact on developing writing and 19% of them said no and some said maybe because of lack of understanding. 61% of learners agreed that the process of learning writing skills is taken care by the teachers and the remaining 38% of them felt that there should be more care to be taken while learning writing.

5.2.2. Teacher’s Survey

Further for the primary study, a survey has been conducted to the English language teachers and the responses are analyzed for the choice of the authentic material to be used in the Indian classrooms at undergraduate level. Each query in the questionnaire and the response is given below.

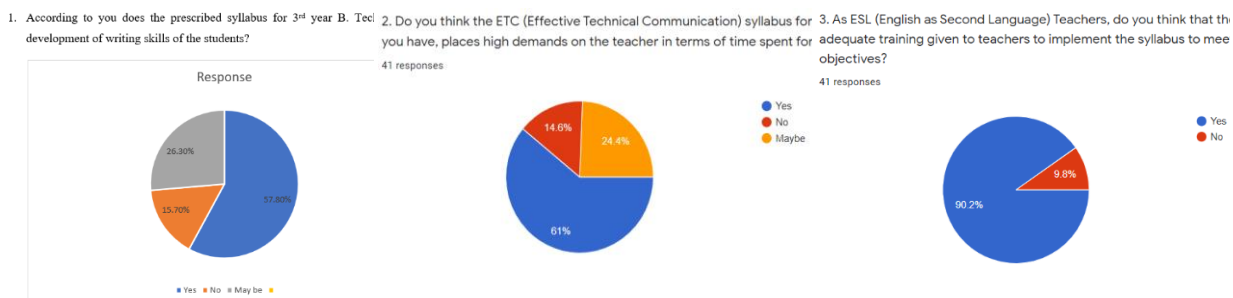


Figure 4. Response to the questions 1, 2 and 3

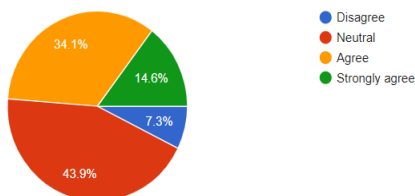
The teachers survey responses indicate that teaching writing skill is an uphill task at the undergraduate level of students unless the fundamentals writing is taught thoroughly at their lower levels. A few other teachers thought that it needs to be application oriented and must be a product of needs analysis. As writing is an important skill, it should be given enough attention in improvising learners’ writing skill which in turn help them think, plan, draft, revise, edit and go ahead with the final draft of the task given. In addition, teachers of ESL need to be given adequate training to be competitive enough to teach language skills.

In conclusion, the process of writing skill for learners at the undergraduate level is said to be a complex process and it should be given a lot of focus to help learners master this productive skill and be effective communicators in this 21st century.

Except for a few, all the other teachers who participated in the survey said that newspapers, pamphlets, brochures, and audio-visual aids are the relevant material that can be adopted to assist in improving writing skills.

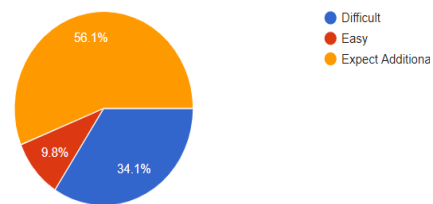
5. Are the learner needs adequately taken care of in the process of teaching/learning writing?

41 responses



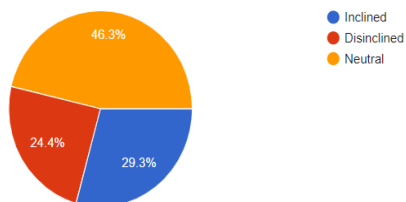
6. How do your students perceive learning writing skills?

41 responses



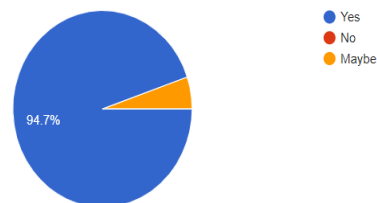
7. What is the attitude of students in learning writing skills in the English course?

41 responses



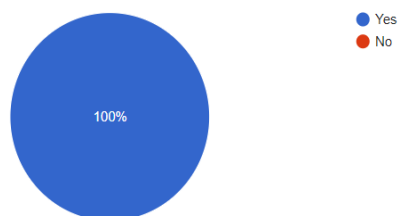
9. Do you think Authentic material such as newspaper, magazines, etc., can be used to develop writing skills of the students?

38 responses



10. Do you agree that it is needed to develop appropriate material relevant to specific courses of the students in order to develop LSRW skills in general and writing skills in specific?

38 responses



11. List out a few kinds of materials that could be used in the classroom to develop skills of the students.

39 responses

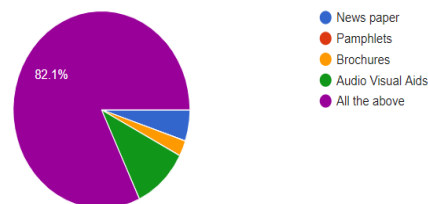


Figure 5. Response to the questions 5 to 7 & 9 to 11

Most of the teachers had mentioned that the impact would be immense with the proper utilization of the material. They also said that students show more interest when engaged and had noticeable improvement in their writing skills. Errors that are corrected during this process immediately and students start to apply them in real life examples by creating and exchanging ideas. A very few teachers had shown their concern that the material selected should be authentic by nature and deployed properly in terms of adaption and usage. Also expressed that when the material is resourceful and enough practice is given, the impact is more even to solve the challenging tasks. This can improve their confidence and students will be highly motivated and engaged.

As part of stage 2, writing sessions of the five of the English teachers from the CVR College of Engineering were observed. The purpose is to examine the materials and tasks adapted by the teachers. Two teachers not using any other material than the prescribed textbook, where students could not understand and reproduce the vocabulary fully in the midterm examinations that were conducted for assessment. Two other teachers tried to give additional material apart from the textbook, but that could not reflect the assessment exam as it was not properly taught. One teacher

used authentic material and the students properly framed the answer to put it in a structure, thereby giving assessment results better than other four classes.

5.3. Identification of Priorities from survey reports

As per the response to survey Question Numbers 1, 75.8% of teachers accepted that the prescribed syllabus for B. Tech facilitates in the development of writing skills of the students and 15.7% of teachers mentioned that the syllabus is not facilitating the writing skill improvement. Whereas 26.3% of teachers responded differently saying, “to some extent it is facilitating”. As per the response to survey Question Numbers 2, 9 and 10 it is concluded that ETC syllabus is placing high demand on teachers in terms of time spent for preparation and 61% of the teachers have accepted it and 14% of the teachers felt comfortable, whereas 24.4% of the teachers could not confirm that they need more time for preparation.

As per the response to survey Question Numbers 3, 90.2% of teachers accepted that they require training to implement the syllabus and meet the desired objectives and 9.8% require no training. As per the response to survey Question Numbers 9, 94% of the teachers are willing to deploy and use additional material such as newspaper, magazines, etc deployed to develop writing skills of the students and 6% of the teachers did not accept to adopt them in the class. As per the response to survey Question Numbers 10, 100% teachers agreed that it is needed to develop appropriate material relevant to discipline specific courses of the students to develop LSRW skills in general and academic writing skills in specific.

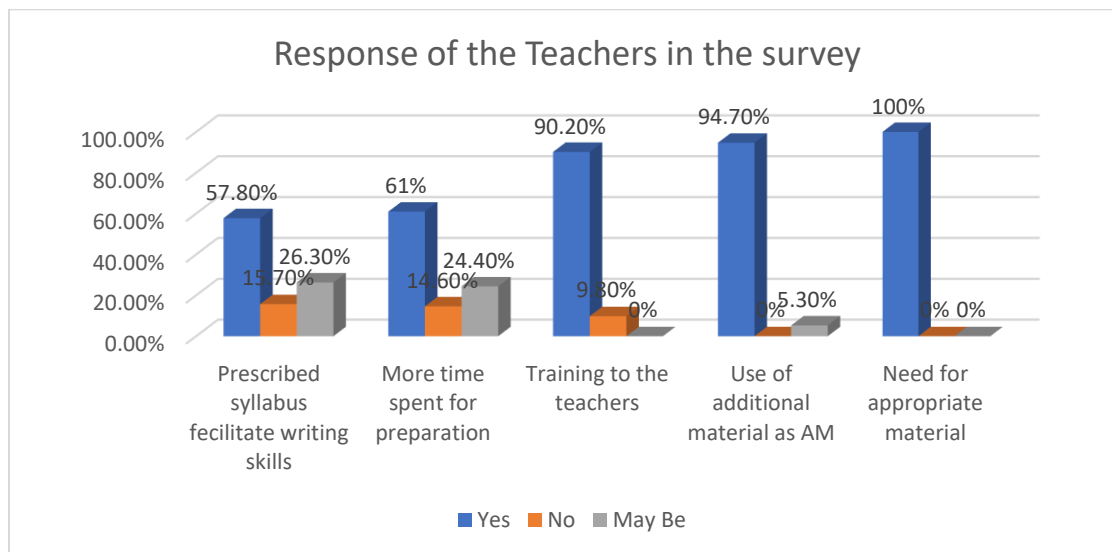


Figure 6. Response of the teachers for incorporating Authentic materials

They all favour using these resources as well because they feature engaging, communicative content with a variety of real-language applications. It is common knowledge that authentic texts contain a variety of linguistic constructions, expressions, and idioms that are utilized in the target language. By doing this, these resources subtly draw learners' attention to some advanced

structures and vocabulary. Therefore, when modified or thoughtfully chosen, authentic materials can offer versatile, rich, engaging, and stimulating content for mixed-skills classes. These factors, along with the group-based learning environments found helpful to explain why actual materials were deemed suitable for the students.

6. Limitations

This study has certain restrictions despite significant contributions. First, the results may not be generalized to other situations due to the limited sample size. Forty-one teachers from five different Engineering colleges in Hyderabad, Telangana, India were chosen for this study though there are several other Engineering colleges in Hyderabad. Second, undergraduate students include students pursuing other graduations other than engineering also; but only engineering students were included in the study. A larger inquiry is required to collect additional data that can be used to make future predictions because the diverse teacher profiles could affect the outcomes. On the other hand, Engineering colleges affiliated to the corresponding University do not permit the use of commercial textbooks. Teachers' opinions on the use of for-profit textbooks were therefore included in the findings. To gain a deeper insight of instructors' material preferences in other educational situations, future studies could also incorporate this aspect of the textbooks.

In addition, since this study's data had no information regarding the ICT abilities of teachers, more research is necessary to gain a complete picture. By offering findings on instructors' use of authentic and non-authentic resources and the underlying motivations behind their usage, these results are essential in addressing the literature gap. This study also aims to highlight the discrepancies between teachers' attitudes and their actual classroom practices. This could help curriculum developers create more suitable curricula depending on the demands of students and teachers. Additionally, it is believed that the results of this study would assist content creators in developing more pertinent materials that will increase the efficacy of teaching English in India.

Conclusion

This study looks at how ESL teachers feel about teaching resources, how often they use them, and what influences those uses. In addition to the design of special tasks to improve writing skills, various authentic materials can be prepared with illustrations. These materials once designed can be used in trial and adopt as a method or process in the later stages for the Adoption/ Deployment of Authentic Materials. The literature review and the survey conducted strongly confirms the importance of the use of authentic materials in training the undergraduate students to improve their writing skills. Students need these skills during their academic course of study and at the workplace in future. Several conclusions for English language teachers, administrators, and material designers can be made by including the voices of teachers with various backgrounds and experiences.

English placement exams should be taken by students. The results of these placement tests and the students' English proficiency levels should then be used to create the lessons, which improves

individualized learning in various ways. This way, most students' demands in class might be met by textbooks written for a certain level. The exercises in the textbooks should be more adaptable and communicative so that they can better awake the interest of all students in mixed-ability classes, according to material designers. These activities must also be flexible enough to work with real resources. Future studies should investigate how students and teachers feel about using both authentic and non-authentic resources at the same time. Furthermore, as environmental influences might affect instructors' attitudes and behaviours, longitudinal empirical research is necessary to better understand the opinions.

Appendix:

The following set of questions were given to the students to know their challenges, attitudes towards learning writing skills.

Students' Questionnaire:

1. *What are the challenges you face when it comes to learning English language writing skills?*
2. *What is your understanding to the learning of writing in the English course?*
3. *How do you perceive/view learning writing?*
4. *Does your English Language teacher use any kind of real English (news articles, videos etc.) relevant to language teaching besides the textbook he/she adapt to practice academic writing?*
5. *Do you think above mentioned real English language material is helpful in develop writing skills?*
6. *Can the real English used as authentic material employed to learn English language be informative and attractive?*
7. *Does the prescribed syllabus facilitate/helpful in the development of writing skills.*
8. *Do your teachers spend adequate time in implementing the syllabus to meet the desired objectives?*
9. *According to your opinion, is the practice of learning of writing adequate enough in the English course?*
10. *Adapting Authentic Materials will have an impact in developing academic writing skills at your level.*
11. *According to you how important is language knowledge in terms of writing?*
12. *How likely are you learning skills taken care of in the process of writing?*
13. *Scale your English language learning ability for 1 to 10*
14. *Rank your language learning preference based on LSRW skills.*

Teacher's Questionnaire:

1. *According to you does the prescribed syllabus for 3rd year B. Tech facilitate the development of writing skills of the students?*

2. *Do you think the ETC syllabus for 3rd year B. Tech you have places high demands on the teacher in terms of time spent for preparation?*
3. *As Teachers of English as a Second Language (ESL), do you think that there should be an adequate training given to teachers to implement the syllabus to meet the desired objectives?*
4. *As an ESL teacher, what is your perception on teaching/learning writing in the L2 classroom?*
5. *Are the needs taken care of in the process of writing?*
6. *How do your students perceive learning writing?*
7. *What is the attitude of students to the learning of writing in the English course?*
8. *Do you use any kind of supplementary material besides the textbook you adopt to teach academic writing? If yes, name them.*
9. *Do you think Authentic material such as newspaper, magazines, etc can be deployed to develop writing skills of the students?*
10. *Do you agree that it is needed to develop appropriate material relevant to discipline specific courses of the students to develop LSRW skills in general and academic writing skills in specific?*
11. *List out a few kinds of materials that could be used in the classroom to develop writing skills of the students.*
12. *What are the relevant materials adopted to teach writing to develop academic writing skills specific to the writing demands of the students?*
13. *How is the impact of materials adopted to develop academic writing skills in undergraduate colleges?*

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