USING AUTHENTIC MATERIAL TO IMPROVE THE WRITING SKILLS OF EFL STUDENTS

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Abstract

This study investigates the use of authentic material to improve the EFL students' writing skills. Data was collected during the academic year 2018–2019. Participants in the study (N = 365) were all enrolled in English writing courses and totaled 200 male students and 165 female students. The results of ANOVA (analysis of variance) tests showed that female students have higher scores than male students, and Social Science students have higher scores than Non-Social Science students. In response to these findings, a program for direct strategy instruction was piloted with an English writing class at one of the sample universities. Encouraging results from this trial program suggest new avenues for approaching the teaching of writing.

Keywords: Authentic material, English as a Foreign Language (EFL), Writing Skill.

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