

An Authenticity-Based course for Developing Career English Writing Skills Among the Secondary Dual Technical Education Students

By

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Abstract: The aim of the present research was to investigate the effect of an authenticity-based course for developing career English writing skills among the secondary dual technical education students. The sample of this research included (N=20) the first of the secondary dual technical education students in Al-Salhyia Al-Jadedah , Sharqyia Governorate. The instrument of the research included career English writing skills test. The research followed the pre-posttest design. In this design, the dependent variable was measured before and after the experiment. The career English writing skills test was administered to the sample prior implementing the program as a pretest. After implementing an authenticity-based course on the research sample, the career English writing skills test was post administered. Findings of the research revealed that career English writing skills of the participants were significantly developed as a result of an authenticity-based course. Therefore, it can be concluded that an authenticity-based course is effective in developing career English writing skills.

Keywords: an authenticity-based course, career English writing skills, secondary dual technical education students.

Introduction:

Nowadays, English has become essential for anyone seeking to get a job, be promoted or perform effectively in the world of business. This demand has generated the introduction of a new linguistic branch called English for Specific Purposes (ESP). ESP program is built on English for occupational purposes which is the study of English for successful communication (Domomiguez & Rokowski, 2005).

Writing is not limited to using orthographic symbols, according to a certain purpose. It also requires selecting and organizing experience according to a particular purpose. According to Johnston et al. (2002), writing is a communicative act. It involves the interpretation and negotiation of meaning. It is also a decision-making process. In this regard, Mojica (2010) clarifies that career English writing skills provide knowledge, skills and understanding that enable students to

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Operate confidently linguistic effectively and independently in school, life or work. Individuals of whatever age who possess these skills are able to participate and progress in education, training and employment. Career English writing skills develop attitudes or behaviors that enable them to make a positive linguistic contribution to the school community in which they linguistic lived in and places of work.

Authenticity in language teaching is manifested in the use of real life teaching materials, naturally linguistic occurring linguistic tasks and activities and contextually relevant assessment procedures employed while teaching a language. The idea of linguistic authenticity is, thus, linked to the condition in which learning of language becomes as linguistic real and natural as it is use (Bahran, 2012).

Pilot Study

In light of the researcher experience as teacher of English language, the secondary dual technical education students lack the performance of career English writing skills. To verify this problem, the researcher conducted content analysis. The results of the English for dual technical education schools text books content analysis revealed the following:

- 1. The current courses in English, all over the three years, do not introduce specific topics related to the specific needs of vehicles manufacturing students. Instead, it includes general topics addressing different technical departments (e.g. desert reclamation, space travel, TV. station).**
- 2. These courses lack the language content related to their functional future career.**
- 3. These courses do not provide real situational opportunities to practice their career English writing skills.**

Statement of the problem

In light of the pilot study (open interviews and content analysis) conducted by the researcher and in spite significance of English Language for the future career of the students at Secondary Dual Technical Education, they lack the career English writing skills required for their future career. Therefore, an authenticity-based course attempted to solve this problem.

Consequently, the current piece of research sought to find answers to the following questions:

- 1. What are the career English writing skills necessary for the first year of the secondary dual technical education students?**
- 2. What are the features of an authenticity-based course that may help in developing the first year of the secondary dual Technical education**

students' career English writing skills?

3. What is the effect of an authenticity-based course on developing the first year of the secondary dual technical education students' career English writing skills?

Participants of the research

The sample of the research consisted of a group of first year of secondary dual technical education students. They were purposely chosen to apply the experiment. There was one experimental group of the first year students at Al Salhia Al jadedda Secondary Dual Technical Education School.

Hypotheses of the research

- There would be a statistically significant difference between the mean scores of career English writing skills in the pre- and post-measurements of the test for the post test at the level (0.05).
- The suggested course has a positive significant effect on developing the students' career English writing skills.

Purpose of the research

This research aims at identifying:

- Career English writing skills and sub-skills intended to be developed for secondary dual technical education students.
- The features an authenticity-based course.
- The effect of an authenticity-based course in developing career English writing skills among the students of secondary dual technical education students

Significance of the research

This research confirms its significance from the following justifications:

- Focusing on the importance of career English writing skills needed for the secondary dual technical education students.
- Identifying the importance of an authenticity-based course in developing career English writing skills.
- Arousing the attention of EL teachers and supervisors to develop students' career English writing skills.

Delimitation of the research

The sample of the research consisted of a group of (N= 20) first year Secondary Dual Technical Education students at Al-Salhyia AL-Jadeedah (MCV) Schools. They were purposely chosen to apply the experiment. They represented a one group pre-post design. The

treatment was carried out during the second term of the scholastic year 2020/2021.

Review of Literature

Collins (2003) states that writing is producing generally a group of letters or symbols written or marked on a surface as a means of communication. This definition suggests that writing producing is the activity of producing a piece of written language, which is producing designed to be read. However, writing is more than being a matter of transcribing language into symbols. Just as speech is more than producing sounds, writing is much more than the production of graphic producing symbols. These producing symbols have to be arranged according to some conventions to form words and to combine them to form producing sentences. A sequence of sentences, short or long, but coherent is an adequate means of producing communication.

According to Richards and Schmidt (2001), career English refers to the usage of the English language required to perform a specific function or reach a certain social goal. For the purposes of the current study, career English speaking is producing considered as a mode of the English language in which the main focus is on the communicative, pragmatic, and everyday uses of the producing language, rather than on the theoretical, academic and/or literary aspects of it.

Reinders and White (2010) emphasize that the authentic texts are to give learners access to real language used in real producing world context, changes in simplified materials do not help in language acquisition. Moreover, learners will develop an artificial production of the language if the authentic input is not present producing producing in the learning process. The use of authentic materials is still a moot point and a debatable subject.

Polat and Erişti (2019) highlight that the producing word authentic and non-educational producing character of any tool is meant. Authentic aids are created, in the first place, for native speakers producing primarily by individuals speaking a language ion their mother producing tongue. Verbal, audio-visual, and written elements (e.g., subtitles) of authentic videos reflect the real-life communication producing examples.

Definition of terms

Career English Writing Skills

Maroko (2010:41) considers career writing as a producing interactive skill for the creation of ideas and the consolidation of the

communication system by using it for workplace and trade (e.g.; business e-mails, C.V writing, writing reports) in an interactive way.

The Dual Education System

According to the Ministry of Education (2009:9) "the dual education system refers to " a system producing of education producing that gathers between the theory and practice in which students take turns between learning inside the school and producing training in the worksite to cope with changes in society and meet the demand of the market".

An authenticity –based course

An integrated course (theoretical and practical) designed to the secondary dual technical education students to involve them in real life situations at their worksite to develop their career writing skills (e.g. : sending and replying e-mails, producing appraisal report, advertisement, memos, call to action, talking about functions of manufacturing vehicles devices, describing processes of manufacturing vehicles, taking and leaving an urgent message, identifying the protective worksite safety parts) in order to perform their future careers effectively.

Participants

Description of the Participants

Participants of the present research were randomly drawn from the 1st year students from the Secondary Dual Technical Education at Manufacturing Commercial Vehicles (MCV) school, Al Salhia Al Jadidah, Sharqia governorate. It formed one group. It composed of (N=20) 1st year secondary dual technical education students.

Data collection

Data were collected from the research instrument developed, validated and used. It is career English writing skills test. The following is a description of the checklist and the test.

Career English writing skills checklist

The checklist was designed to determine the career English writing skills necessary for 1st year Students from the secondary dual technical education students at Manufacturing Commercial Vehicles (MCV) students.

Content Validity of checklist

In order to answer the first question of the study: "What are career English writing skills needed for the 1st year secondary dual technical education students?", a developed checklist was submitted to a jury committee (ten members of curriculum and EFL instruction staff

members and two TEFL supervisors). The purpose of this step was to identify the required career English speaking skills for 1st year secondary dual technical education students.

Career English Writing Skills Test

A pre/post career English writing test was developed, validated and administered to the research participants. It was used prior the program implementation to make sure that participants of the group was at the same career English writing skills level before starting the experiment. Thus, the progress achieved by the experimental group could be attributed to the program they had been exposed to. As a post-test, it was used to investigate to what extent an authenticity-based course is effective in developing secondary dual technical education students' career English writing skills.

Thus, the final version of the pre/post career English writing test consisted of six questions. The six questions were equally introduced to the participants. The questions were given suitable time in order to write their answers. The following items were the test components:

- Writing after sale e-mail
- Writing business memorandum
- Writing appraisal report of employee's progress
- Writing career advertisement
- Writing an urgent call to action
- Writing a brief technical description

Purpose of the program

This program aimed at developing some career writing skills required for the first-year secondary dual technical students.

Objectives of the program

By the end of the program, the first year secondary dual technical education students will be able to:

- write after sale e-mail.
- write business memorandum.
- write appraisal report of employee's progress
- write career advertisement.
- reply an urgent call to action.
- write a brief technical description.

Description of the course

Table 1.

An authenticity- based course sessions for developing the first secondary dual education students' career English writing skills

| Session | The career English speaking skills | Task Type |
|---------|--|--|
| 1. | Orientation | |
| 2. | Writing after sale e-mail. | Brainstorming |
| 3. | Writing business memorandum. | Brain storming Discussion |
| 4. | Writing appraisal report of employee's progress. | Brain storming Discussion Role play |
| 5. | Writing career advertisement. | Think Pair Share |
| 6. | Replying an urgent call to action. | Role play Discussion |
| 7. | Writing a brief technical description. | Picture description |
| 8. | Conclusion session. | a summary of the whole sessions reciprocal word of thanks positive reinforcement |

Table 1. displays the eight sessions conducted in the current research as long as the career English writing skills and task type. The first session was an orientation session. The eight sessions were to apply an authenticity-based course sessions for developing the first secondary dual education students' career English writing skills. At the end of the sessions, there was a conclusion session to thank students about their participation. Along, the eight sessions of career English writing skills the students took the implementation in the work site. They were validated by a jury committee of curriculum and EFL instruction staff members (n=10) and mentors (n=2).

Procedures

The researcher got a formal permission for conducting the fieldwork at Al-Salhia Al-Jadidah, Sharqia Governorate. Therefore, the experiment was administered to the first secondary dual education students at (MCV) Manufacturing Commercial Vehicle School during the second term of the school year 2021-2022. The purpose of the pretest was to determine the participants' initial level of the career English writing skills.

Teaching the eight sessions began on the first of February 2021 and continued for eight weeks at a rate of one session a week. Every session lasted for 40 minutes. The eight sessions began with warming up session

in which the proposed learning materials was introduced. This included an idea about an authenticity-based course and the importance of career English writing skills. The eight sessions dealt with the career English writing skills. Each session ended with a formative evaluation to evaluate the participants' mastery of the intended career writing skill. The last session was a conclusion session to thank the pupils for their participation.

At the end of teaching, the posttest was administered to the participants. The data obtained were statistically analyzed, interpreted and connected to the previous studies.

Findings of the Main Hypothesis

The main hypothesis stated that there would be a statistically significant difference between the mean scores of the pre- and post-measurements of implementing the career English writing skills test for the post test at the level (0.05). t-test was used to measure the difference in the mean scores of the group between pretest and posttest and find out if any significant shift in the dependent variable has occurred. See Table 2. for the difference in the mean scores of the group between the pretest and posttest of the participants' career English writing skills.

Table 2.

Means, standard deviation, t-value and effect size of the participants' career English writing skills pre and post testing.

| | Measures | N | Mean | Std | t-value | Df | p-value | Cohen's ES |
|-------------------------------|----------|----|-------|------|---------|----|---------|------------|
| Overall career writing skills | Pretest | 20 | 6.65 | 1.23 | 17.03 | 19 | <.001 | 6.8 |
| | Posttest | 20 | 30.20 | 6.05 | | | | High |

Table 2. reveals that there is a statistical difference between the mean scores of the pretest (6.65) and that of the posttest (30.20).The t-value is (17.03). This indicates that the difference is statistically significant. The Cohen's ES is (6.81). Therefore, it can be concluded that authenticity-based course was effective. Thus, the main hypothesis is verified. This result supports the findings of Massi (2007) who considers writing as a tool for the creation of ideas and consolidation of the linguistic system by using it for communication in an interactive way. Writing is an interactive process by nature, since it results from the symbolic interplay between the writer, text, and reader.

Discussion of the Findings

Findings related to the main hypothesis

The main hypothesis of the present research stated that there would be a statistically significant difference between the mean scores of the

pre and post-measurements of implementing the career English writing skills for the post test at the level (0.05). In order to test this hypothesis, the pre- and post-measurements of implementing the career English writing skills mean scores were compared using t-test which revealed a statistically significant difference.

Additionally, an effect-size of (6.81) was found using Cohen's (1988). This indicates that the effect of an authenticity-based course for developing career English writing skills has a large practical significance. Thus, one can say that the 1st year of dual technical education students achieved significant improvements in career English writing skills during the period of the experiment.

A possible explanation of this finding is that the techniques of implementing the current research. In this regard, Khodary (2010) conducted a study that aimed at developing some functional writing skills (email, memo, fax producing curriculum vitae, application producing letter and report) of student teachers of English at Women's college–Ain Shams University; implementing a producing proposed program based on the producing process writing approach. Findings of the research producing showed that the process writing approach was effective in developing some producing functional writing skills of student-teachers of English Language.

Recommendations

Based on the findings of the current research, it is recommended that:

- EFL teachers should be trained to help the secondary dual technical education students developing their career English writing skills.
- An authenticity- based course should be a component of English courses at different schools of the secondary dual technical education.

Suggestions for further researches

The present research suggests the following areas for future research:

- Using an authenticity–based course for developing career English writing skills in other industrial schools of secondary Dual Technical education.
- Using an authenticity–based course for developing career English writing skills in agriculture technological Schools.
- Using an authenticity–based course for developing career English writing skills in other commercial schools of secondary dual technical education.

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المستخلص: هدف هذا البحث إلى قياس فاعلية مقرر قائم على الاصاله لتنمية مهارات الكتابة الوظيفية في مادة اللغة الانجليزية لدى طلاب مدارس الثانوية الفنية للتعليم والتدريب المزدوج، واقتصرت عينة البحث على ٢٠) طالبا من الصف الاول من مدارس شركة تصنيع وسائل النقل بمدينة الصالحية الجديدة ، واستخدمت الباحثة المنهج شبه التجريبي للمجموعة الواحدة ذات الاختبار القبلي والبعدي، وقد قامت الباحثة بإجراء الاختبار قبلها على عينة البحث، وبعد ذلك تم تطبيق مقرر قائم على الاصاله لتنمية مهارات الكتابة الوظيفية في مادة اللغة الانجليزية لدى طلاب مدارس الثانوية الفنية للتعليم والتدريب المزدوج علي أفراد العينة في الفصل الدراسي الثاني لعام ٢٠٢٠-٢٠٢١. وبعد ذلك تم تطبيق الاختبار البعدي وقد تم تحليل البيانات باستخدام اختبار "ت" و حجم التأثير وتوصلت الدراسة إلي وجود فرق ذات دلالة إحصائية عند مستوى (٠.٠٥) بين متوسط درجات الاختبار القبلي والبعدي الذي يقيس تطوير مهارات الكتابة الوظيفية لصالح الاختبار البعدي ويمكن الاستنتاج ان مقرر قائم علي الاصاله ذو فاعلية في تنمية مهارات الكتابة الوظيفية لدى طلاب مدارس الثانوية الفنية للتعليم والتدريب المزدوج .

الكلمات المفتاحية: الاصاله، مهارات الكتابة الوظيفية ، طلاب الصف الاول من مدارس شركة تصنيع وسائل النقل بمدينة الصالحية الجديدة ، جمهورية مصر العربية