دور استخدام المواد الاصيلة في تطوير مدى الاستيعاب التواصلي لطلبة الجامعة

The Role of Using Authentic Materials in Improving the University Students' Communicative Competence

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الملخص

تعدّ المواد الأصــيلة من أهم المواد التي تُعدُّ لمســاعدة طلبة الجامعة في تعليمهم اللغة الأجنبية؛ لأنَّ المواد الأصــيلة هي أحد الأنظمة التعليمية التي تفيد الطلبة. وافترضـت الدراسـة الحالية أنَّ طلبة المرحلة الثالثة /قســم اللغة الإنكليزية/ كلية التربية / جامعة ســامراء قد تناولوا المواد الدراسية باستعمال المواد الأصــيلة في تعليمهم للغة الإنكليزية. لذا تفترض الدراسـة الحالية أنَّ طلبة جامعة سامراء يمتلكون لغة تواصلية.

واســتعملت الباحثة الاختبار لقياس دور المواد الأصــيلة في تطوير الكفاءة التواصــلية لطلبة الجامعة.

وتمّ التحقّق من صــلاحية الاختبار بعرضــه على مجموعة من الخبراء في تخصــصـي طرائق تدريس اللغة الإنكليزية وعلم اللغة الإنكليزية.

وتمّ إيجاد ثبات الاختبار باحتسـاب مسـتوى الثبات باسـتعمال معادلة كرونباخ الفا، إذ كانت درجة الثبات للاختبار هي (0.78) وهي درجة مناسبة إحصائيًا.

وتمّ تســليط اداة الاختبار على العينة العشــوائية المتكونة من (150) طالبًا وطالبةً من المرحلة الثالثة /قسم اللغة الإنكليزية/كلية التربية /جامعة سامراء.

Abstract

Authentic materials are considered as the most important materials which are prepared for assisting the university students in their learning the foreign language. The authentic materials as it is one of instructional programs that will be beneficial for the university students. The current study is hypothesized that the 3rd year students / in the College of Education/ at Samarra university have studied by using specific authentic program in learning the foreign language. As a result, it is supposed the university students will have communicative competence.

In the current study, the researcher has used a test to find the university students' communicative competence. The validity and reliability of a test have been ascertained. The reliability index of communicative competence test is (0.78). The test instrument is given to a random sample of 150 male and female students in the 3rd year of the College of Education at Samarra University during the academic year 2022/2023.

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Section One
1.1 The problem of the Study

The problem of this study is that most students in English Departments find many difficulties and obstacles in their learning the foreign language. It is believed that the using of authentic materials will be benefit for the university students in teaching the foreign language in the classroom environment. The instructors believe that there is no improving to the university students' communicative competence and metacognition awareness, unless using the authentic materials in the lectures inside the classroom.

1.2 Aims of the Study

The aims of this study are illustrated as the following:

1-Investigating the university students' recognition level of communicative competence in the use of authentic materials.

2-Investigating the university students' production level of discourse competence in the use of authentic materials.

3- Investigating the university students' communicative competence based on gender factor (male and female) in the use of authentic materials.

4- Investigating the university students' production level of discourse competence based on gender factor (male and female) in the use of authentic materials.

1.3 Value of the Study

This study is considered as beneficial one since it deals with using supplementary materials that are supposed to be used by teachers of school and college instructors in their teaching learning process. Many of researches show that such a kind of authentic material carries the original style of everyday life situations. This study is regarded as a guide to the designers of syllabus to use the authentic discourse in the activities inside and even outside the classroom.

1.4 Limits of the Study:

This study is limited to:

1.The sample of this study is the 3rd year students /English department at College of Education in Samarra university during the academic year 2022/2023.

2.The conversational material is entitled "Real listening and speaking with answers" that is written by Miles Craven taught in 3rd academic year (in English department at Samarra university) is allocating for conducting this study .

3. Finding out the university students' communicative competence in the use of authentic materials.

4- The university students' discourse competence at the production level is focused in this study.

1.5 The Procedures of the Study

The following procedures have been conducted into the following:

1.Constructing a test for the 3rd year students in /English departments /College of Education/ at Samarra university for finding the role of authentic materials in improving the university students' communicative competence.

2.Analyzing data by using suitable statistical means such as applying the program (SPSS) and then stating results and conclusions.

Section Two

The Theoretical Background

2.0 Introductory Note

This section is going to present some details for using the authentic materials in teaching/learning process. These materials can develop the students' communicative competence by focusing on such competences in order to assist the university students to communicate with others in different situations even in all over the world. In this study, it is investigated the role of authentic materials in improving the university students' communicative competence.

2.1 The Authentic Materials

Using the authentic materials in the classroom is considered as the extension of real language that produced by real students to convey real messages. The authenticity is presented as a term that implies as close as possible to the world outside the classroom (McDonough and Shaw,1993:43).

Most of instructors have a positive view toward using authentic materials. The authentic materials can be classified into four parts: audiovisual, paper, realia and audio. The materials that are presented as audiovisual are like the following: movies, cartoon, serial drama, sport and interview. The materials of paper are represented as pictures, posters, photographs, calendar, cue cards, newspapers and magazines, etc. The materials that include realia represented as restaurant menu, brochure, air ticket, wedding cards, etc., while audio materials are represented as news of radio, interview, commentary, etc. (Anam et al.,2019:2).

2.2 The Authentic Materials and Language Teaching

Authentic materials can be used in the classroom and real language is produced by the real speakers (instructors) for real audiences(students) and designed to convey real messages. In this sense, such texts are "actual, attested, and have real authentic instances of use"(Guo,2012:197).

Ekawati(2019:26-27) mentions that many of foreign language instructors have the agreement for using the authentic language in a second language teaching. There are some considerations for selecting the authentic materials:

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1-Practical consideration.
2-Cultural appropriateness.
3-Relevance and interest.
4-Linguistic and cognitive demands of the text.
5-Appropriate Language.
6-Background knowledge.
7-Organization of the text (Ekawati,2019:26-27).

2.3 The Importance of Authenticity through Communicative Language Teaching

Hymes's communicative competence considers that a child does not filter the appropriateness and somehow he /she attains grammaticality in the speech; rather, children can acquire grammaticality and acceptability which are related to particular speech acts. According to grammatical competence, one communicates with another person depends heavily upon communicative competence in this view. This new position has noted a milestone in the field of acknowledging the dependence of competence specifically upon both (tacit) knowledge and (ability) use (Hymes,1972:282).

The using of approaches for teaching the foreign language aims for assisting the students to develop the communicative competence, by using the foreign language effectively for communication (Tomlinson,1998:viii).

A weak communicative approach refers to teaching the forms and functions of the foreign language that helps the students in developing their abilities for communication. Strong communicative approach depends on providing the students with experience for using the target language and the main goal is to know how to use the language, because the students talk to learn rather than learn to talk(ibid).

2.4 The Notion of Competence

The term of competence can be defined as language ability and knowledge that speakers of any language stored in their minds (Jeffries, 2006: 197).

Finch (2005:17) defines the competence as the personal knowledge, which is described as one of the rules that enable us in:
- producing and understanding an indefinite number of sentences.

- recognizing the grammatical mistakes and ambiguities.

-idealizing conception by producing sentences that have never been heard before.

Schmitt and Rodgers (2020:21) argue that competence indicates to the language appears as the mental grammar of a speaker ,inner or unconscious knowledge of the rule system. Communicative competence focuses on the

language as meaningful communication within appropriate use of language in a specific social context. This competence refers also to the capabilities of a person or a student to convey messages . Competence is dependent on knowledge and use ,i.e it depends on the ability to use language in a given social contexts. In (1972) the functional model has been developed by Hymes, which concentrates on the appropriate use of language and how language effects on discourse. It contains the knowledge of language (grammatical competence or knowledge of rules), the ability to use these rules of language in appropriate social contexts.

Field (2002:92) describes competence as the implicit knowledge of language rules which enable us to generate an infinite number of grammatically correct sentences even when we never heard before .Canal and Swain (1980) focus on the idea that teaching of target language is constructed in the communicative competence(CC).They mention about four categories of communicative competence and they are as follows :-

1- Grammatical Competence

Fasold and Connor-Linton(2006:220)state that it has the general rules of morphology, syntax and semantics. While the knowledge of lexical items are acquired through language learning and teaching.

Ekawati(2019:24-25) mentions that communicative competence has four categories and grammatical competence is the first one that referring to how people or students use grammar, syntax and vocabulary of a language in appropriate form.

Grammar can be illustrated as different things are presented to different people. This term refers to the rules of grammar found mainly in the written form of language(Schimitt and Rodger,2020:19).

Bagarić and Djigunović(2007:97-99)define the grammatical competence as the ability to create grammatical correct sentences. This competence can be used for measuring the effectiveness of communication among people. Grammatical competence is different from the other three components of communicative competence because it is not a kind of stored knowledge but it is a self-confidence and readiness to write such sentences. It tries to complement the other components of language.

2- Strategic Competence

Strategic competence can be defined as knowing how to recognize the social communication and repairing communication breakdown, how to work for gaps in certain knowledge of the language, and how to learn more about the language in the specific context. This consists of paraphrasing, solicitation for assistance, currencies, pantomime, gestures, filling gaps(Yufrizal,2017:871).

Strategic competence refers to the learner's use of strategies during the communication of people in order to bridge the gap through using their

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linguistic knowledge . Many critics stress on the importance of strategic competence as the essential component in communicative competence and they believe it plays a major role through communicating which leads to the development of students' communicative competence. Strategic competence is described by Canale and Swain (1980) as providing compensatory function when the linguistic competence of the language users is inadequate(Rabab'ah,2005:146).

Strategic competence includes both communication strategies: verbal and non-verbal. Strategic competence is measured by the degree of success or effectiveness , not by degree of correctness. It is regarded as the ability for selecting an effective means of performing communicative communication. Two areas relating to the strategic competence : the learners' skill in conveying messages successfully and understanding the information that received , and using of communication strategies by both speakers and listeners for solving certain problems during the communication(ibid).

3- Discourse Competence

Hudson(2000:471) defines discourse competence as the interpretation of individuals' message in terms of interconnectedness and of how meaning is represented in relationship to the entire discourse or text. It refers the individuals' ability to connect sentences with each other to give meaningful sentences in other words .

Ekawati(2019:24-25) states that discourse competence deals with interpreting the larger context and how to construct longer stretches of language and making the parts as a whole coherent.

Communicative competence is appeared as the comprehensive model which includes four sub-competences and discourse competence is one of these sub-competences(Tas and khan,2020:89).

Discourse competence has a central idea in the development of second language acquisition which used as the most important point in the development and using of competence. This makes students and teachers in some countries much more familiar with certain terms such as : descriptive text, argumentative, irony, narrative text, and so on, than they use specific grammatical terms such as "simple sentence, compound sentence, complex sentence, or past perfect tense"(Youfizal,2017:868-869).

4-Sociolinguistic Competence

Sociolinguistic competence defines as the familiarity with differences in social confidence ,empathy and motivation to communicate with others(Lazar et al., 2007:8-9) .

Sociolinguistic competence deals with how to use and respond the language appropriately, mention about the setting, topic and the relationships among the people interaction. It is considered as the knowledge of sociocultural rules and studying the language and use it within the society and culture (Ekwati,2019:24-25).

Sociolinguistic competence can be defined as the ability to interpret the social meaning of such linguistic varieties and using language in appropriate social meaning for the communication of real situations. This competence includes social functions: Interacting with other people, using specific functions in socializing, using certain functions in establishing and maintaining relationships, , functions of influencing people, functions for feedback, functions in arguing, functions in avoiding troubles, functions for self-expression, functions of expressing opinions, functions for expressing emotions, cognitive functions, functions for metacognitive and functions for managing conversations(Yufrizal,2017:871).

Section Three
3.0 An Introductory Note

This study aims at finding the role of authentic materials in improving the university students' communicative competence . To achieve this aim , a test is used to measure the role of authentic materials in improving the students' communicative competence. This study is a descriptive design and one hour is the time that allotted for the students responses for a test .

3.1 Population and Sample of This Study

Population is defined as a group of individuals who have the same characteristics (Cresswell,2012:142).

The population of this study is all the third year students in English department/College of Education/at Samarra university during the academic year 2022/2023.

Sample is a group of students that have been chosen from the target population. It is a small group of individuals who represent the population and they have chosen randomly(Best and Kahn,2006:13).

The sample of this study is (150) male and female students in the third academic year in English department /college of Education/at Samarra university.

3.2 The Test Validity

Validity can be defined as the extent to which a test measures what is intended to measure and how can be applied successfully as the researcher seeks(Richards and Richards,2010:622).

Two types of validity are relevant for the current study: face validity and construct validity.

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Face validity can be achieved when a test measures what is supposed to measure. A test should depend on the specialists and teachers' opinions or advices (Hughes,1989:27).

The current study has estimated face validity by exposing the test to a *jury of specialists in the field of methodology and linguistics. They have been handed a copy of a test and asked to give their opinions and suggestions if a test needs any modification. The jurors' suggestions have been taken into consideration in the test modification. They all agree that a test item are suitable and appropriate for measuring the students' communicative competence.

Construct validity can be achieved when a test appeals to the students' real life through practicing the natural language use as criterion (Bachman,1990:249).

The construct validity of communicative competence has been achieved by using Difficulty levels and Discrimination power of the test.

3.3 The Test Reliability

Reliability can be defined as the consistency of the measurement which has been accomplished in a specific time, when there is no change in what is being measured (Dutton,2004:199).

The method that is used for the current study to achieve reliability is the internal consistency reliability. Internal consistency is defined as the degree of uniformity and coherence among its component parts. When a test is more uniform, that means it is more reliable (Donald et al.,2003:55).

Devillis (2003:28) indicates that internal consistency is equated with Cronbach coefficient alpha, because it is widely used to measure reliability.

Considering the current study in using a test and after the application of Cronbach alpha, the obtained results show the reliability index of the test is (0.78) which is considered to be suitable from a statistical point of view.

3.4 Result Related to the First Aim

To analyze the data that are related to the first question namely: **"Do the university students have a recognition level of communicative competence in the use of authentic materials?".** One- way ANOVA is used to find the university students' recognition level of communicative competence (grammatical competence, strategic competence, discourse competence and sociolinguistics competence). Consequently, the first aim of the study undoubtedly: **Investigating the university students' recognition level of communicative competence in the use of authentic materials**, will be achieved .

For achieving the first aim, the communicative competence test is applied to (150) university students. Then, the calculated t-value and the

tabulated t-value is achieved by using the one-way ANOVA to estimate the student's performance.

Table (9)

One-Way Analysis of Variance (ANOVA) Among the Fourth Variables

	Sum of Squares	DF	Mean Square	F-value		Sig.
				Computed	Tabulated	
Between Groups	687.245	3	229.082	59.861	2.6	0.05
Within Groups	2280.820	596	3.827			
Total	2968.065	599				

The table (9) shows that the computed F-value 59.861 is higher than the tabulated F-value which is 2.6 at the 0.05 level of significance and Freedom Degree (DF) is 599. This indicates that there are statistically significant differences between students' recognition level of communicative competence (grammatical competence, strategic competence, discourse competence and sociolinguistics competence) in the use of authentic materials.

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Table (1)

Comparisons of Means Among the Fourth Competences (Scheffe[a])

Communicative competence	N	Subset for alpha = 0.05		
		1	2	3
Grammatical competence	150	2.01		
Strategic competence	150		3.53	
Discourse competence	150		3.94	
Sociolinguistics competence	150			5.00
Sig.		1.000	0.342	1.000
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 150				

Considering to the table (1) above, the comparisons of means show that the mean scores of grammatical competence is 2.01, the strategic competence is 3.53, the discourse competence is 3.94, and sociolinguistics competence is 5.00 with the sample size is (150) university students. These results indicate that there are statistically significant differences between the students' recognition level of communicative competence (grammatical competence, strategic competence, discourse competence and sociolinguistics competence) in the use of authentic materials for the favor of sociolinguistics competence.

3.5 Result Related to Second Aim

To analyze the data that are related to the second question namely: "**Do the university students have production level of discourse competence in the use of authentic materials**?", the T-test formula for one independent sample has been used. Consequently, the second aim of the study undoubtedly: **Investigating the university students' production level of discourse competence in the use of authentic materials**, will be achieved .

For achieving the second aim, the communicative competence test is applied to (150) university students. Then, the computed t-value and the tabulated t-value are achieved by using the T-Test formula for one independent sample to estimate the student's production level of discourse competence in the use of authentic materials.

In the light of the following results in Table (2), the mean scores of students' production of discourse competence is 3.84 less than the theoretical mean 5 with a standard deviation is 16.120. Comparing between the tabulated t-value which is 1.66, and the computed t-value 0.881 which is lower than the tabulated t-value, with a degree of freedom 149 at a level of significance 0.05 and the mean scores are less than theoretical mean. That means, there is no significant difference between the students' level in the production of discourse competence. So, there is a statistically weak performance of the students in production level of discourse competence in the use of authentic materials.

Table (2)

T-Test Value of the Student's Production Level of Discourse Competence

N.	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Sig.
				Computed	Tabulated		
150	3.84	16.120	5	0.881	1.66	149	0.05

3.6 Result Related to Third Aim

To analyze the data that are related to the third question namely: "Are there any statistically significant differences between male and female university students' communicative competence in the use of authentic materials?", the T-test formula for two independent samples has been used. Consequently, the related aim of the study namely: Investigating the university students' communicative competence based on gender factor (male and female) in the use of authentic materials. will be achieved.

For achieving the second aim, communicative competence test is applied to (150) male and female university students. Then, the computed t-value and the tabulated t-value are achieved by using the T-Test formula for two independent samples to estimate the student's production level of discourse competence .

The obtained results show that females mean scores at communicative competence is represented to be 14.53 and male mean scores at communicative competence is represented to be 16.07. The t-test formula for two independent samples is used to show that the computed t-value is 1.702 and the tabulated t-value is 1.98 at the degree of freedom

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148 and level of significance 0.05, as it is shown in table (3). It can be inferred that there is a significant difference between male and female university students' communicative competence in the use of authentic materials in favor of male students. It means the male students/ in the 3rd academic year/ in English department/ College of Education /at Samarra university have a recognition level of communicative competence better than the female university students.

Table (3)

Mean Scores, Standard Deviation and T-Value of Male and Female in Communicative Competence

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
Female	75	14.53	4.833	Computed	Tabulated	148	0.05
				1.702	1.98		
Male	75	16.07	6.126				

3.7 Result related to the Fourth Aim

To analyze the data that are related to the fourth question namely: "Are there any statistical significant differences between male and female university students at the production level of discourse competence in the use of authentic materials?", the two T-test independent samples have been used statistically. Consequently, the related aim of the study namely: Investigating the university students' production level of discourse competence based on gender factor (male and female) in the use of authentic materials, will be achieved.

For achieving the fourth aim, the communicative competence test is applied for (150) male and female university students. Then, the computed t-value and the tabulated t-value is achieved by using the T-test formula for two independent samples to estimate the student's performance . The obtained results show that females' production mean scores of discourse competence is represented as 4.16 and males' production mean scores of discourse competence is represented as 3.52. The t-test formula for two independent samples is used to show that the computed t-value is 0.242 and the tabulated t- value is 1.98 at the degree of freedom 148 and level of significance 0.05, as it is shown in table (4). It can be inferred that there is no statistical significant differences between male and female university students at the production level of discourse competence in the use of

authentic materials. It means both male and female haven't ability to produce discourse competence.

Table (4)

Mean Scores, Standard Deviation, and T-Value of Male and Female in Production Level of Discourse Competence

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	**Tabulated**		
Female	75	4.16	16.170	0.242	1.98	148	0.05
Male	75	3.52	16.173				

Conclusions

The following conclusions are based on the findings of this study:

A- The findings have revealed that the 3rd year university students' have communicative competence at the recognition level. The students' level is differentiate from one student and another , and by making a comparison between the students' level in four competences. It is found that the 3rd year university students have a level in sociolinguistic competence than the other competences.

B- It is found that there are significant differences in the students' production level in discourse competence. Generally, there is a weakness in the students' production level of discourse competence.

C- There are significant differences between male and female students' communicative competence . It is found that the male students' communicative competence in the recognition level is higher than the female students.

D- There are no significant differences between male and female students' discourse competence at the production level . It means the male and female university students are failure in discourse competence at the production level.

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APPENDIX

The Test of Communicative Competence

Time: One hour   Third Class

Grammatical Competence

Q1/ Do as required:-(10 Marks).

1-A- Where is the station car-park? Mr. Sami asked.

B- Mr. Sami asked……..…….. (Reported question).

2-A-In spite of living in the city, she prefers the town.

B- Although she …………. (complete the sentence giving the same meaning).

3-A- The food goes bad unless you keep it in the fridge.

B- If you ……………………… .

4- A- We're writing a poem . I started twenty minutes ago.

B- We …………………………….. (use present perfect continuous to give the same meaning).

5- I wouldn't have missed the plane if…………………… (complete).

Strategic Competence

Q2/ Choose the correct answer:(10 Marks).

1- A:So,you seem to have successfully survived for a long time in a foreign culture. What's the key to doing it?.

B:Hmm, I'd say that , to easily get used to a new culture , age is important. (   ) if you go when you are young , you can easily accept new ideas.

A: Yeah, maybe that's right.

(a)However   (b)In addition   (c)I mean   (d)On the contrary

2-A:I need to lose weight , so I've started to go to the gym.
B:How often?.

A:Monday, Wednesday and Friday.

a-the gym is open every day.   b-the gym is closed on Mondays

c-every three days.   d-every other day.

3-A:Nothing ventured, nothing gained. Unless you take risk , you'll get nothing. (   ).

B:Yes, I think I am following what you are saying.

a-are you with me so far?.   b-are you for or against taking risks?.

c-do you like love romance ?.   d-are you following somebody?.

4-A: What's this , Satoshi?.

B:It's 'omoshi', Susan. It's made of rice. (   ).

A: 'Rice cake'.

a-when do you eat it?.   b-what's the Japanese word for it?.
c-How do you make it?.   d-how do you say it in English?.

5- A: why were you late this morning?.

B: The road was very (   ).

a- suffused with trees on both sides of the road.

b- few cars on the road.

c-crowded with an enormous numbers of cars on the road.

d- noise on the road.

6- A: this ring was really good buy. This is for you , Sara.

B:'A good bye'? . Is this the end of us?.

A: (   ).

a-No . we shouldn't meet any more.

b- No. but we can buy it any time.

c-No. I can buy you more any time .

d-No. no, Sara. ' A good buy' means a real bargain.

7-A: Now that's all you have to do if you want to change the ringing mode to the silent mode.

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B: (   ).

A: That's OK. Then , this time you could try it by yourself. I will read you the directions again.

B: Thanks.

a-I don't like the ringing sounds of mobile phones in the trains.

b-It's quite easy . I am sure I can do it by myself.

c-I have tired many times and finally could change the mode.

d-I'm not sure I understand exactly.

8-Avyan is attractive and has no problem meeting eligible men, but she has a difficult time (   ) a relationship for longer than months.

B: Avyan is funny and interesting ,but even though she radiates tension.

a-maintaining   b-conducting   c-changing   d-trying

9-A:These smart, well intentioned people struggle in their attempt to connect with others.

B:the sad thing is that they are unaware of the (   ) they communicate.

a – verbal message   b- eye contact   c- nonverbal message
d- initiate conversation.

10-A: Safa'a was ready with (   ) and rebuttal before she could finish her thoughts.

B: this made Jasim feel ignored.

a-soft voice   b-eye contact   c-funny eyes   d-wild eyes

Discourse Competence

Q3/ Fill the following blanks with suitable words : (10 Marks).

(band , try , awful, don't, know, places, people, smoke, from, that).

Every year a huge amount of money is wasted on cigarettes. And every year , thousands of ………… die of lung cancer . At the same time governments ………. to discourage people from smoking by prohibiting smoking in public ……. Like cinemas and theatres, and making 'no smoking' compartments on   all trains , buses and airplanes. It is

………sitting next to someone blowing …… all over you, if you ………smoke yourself .

Personally, I believe …… there is a simple solution to this problem. Cigarettes should be …… and the manufacture and sale of cigarettes should be forbidden by low. The only people who would suffer ………. Such a law would be the cigarettes companies, but we all …… that they contribute nothing to society.

Sociolinguistic Competence

Q4/ State whether the following sentences are formal or informal: (10 Marks).

1-The improvements can't be introduced due to funding restrictions.

-Improvements can not be introduced due to funding restrictions.

2-The balloon was blown up for the experiment.

-The balloon was inflated for the experiment.

3-The mob was very rowdy during the protest against cuts to university funding.

-The crowd was very rowdy during the protest against the cuts to university funding.

4-I considered various research methods for the study.

-Various research methods were considered for the study.

5-We are proud of your accomplishment.

-Yeah!.

6-Most people like to eat ice cream.

-We love ice cream.

7-We believe the practice is unsustainable .

-It is believed the practice is unsustainable.

8-Lecturers still count on students to use correct grammar and punctuation in essays.

-Lecturers expect students to use correct grammar and punctuation in essays.

9-I don't believe that the results are accurate .

-The results are not believed to be accurate.

10- The patient got over his illness.

-The patient recovered from his illness.

Discourse Competence

Q5/ Write an essay about one of the following topics:(10 Marks)

a- Video-Calling   b-Advertisement