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Faculty of Letters and Languages

Department of Foreign Languages

English Division

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Submitted and Defended by:

KHELIFA Zineb

On:

Investigating The Role of Model Text Writing In Improving EFL Students' Academic Writing Performance

The Case Study of First-Year Master EFL Students of Sciences of the Language at Biskra University

Board of Examiners :

Dr.	**SAIHI Hanane**	MCA	Biskra	Examiner
Mr.	**CHENINI AbdelHak**	MAB	Biskra	Examiner
Dr.	**SALHI Ahlem**	MCB	Biskra	Supervisor

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Dedication

I dedicate this work to :

The soul of my dear brother **Anoir** who will always stay with me

*My beloved father **Lakhdar***

*My beloved Mother **Farida***

*My dear sister **Soumia***

*My beautiful twins **Selma** & **Aymen***

*My intimate friend and sister **Habiba Helala** for her love and support*

Acknowledgments

Abstract

Master students are at an advanced level of education at the university and they are asked to conduct different academic writing assignments in addition to a final dissertation for their graduation. However, they face many difficulties in academic writing as they produce poor academic assignments with a variety of errors which may be due to the lack of practice in academic writing and the unfamiliarity with its main conventions. The main aim of this study is to investigate the role of model text writing in improving students' level in academic writing. Therefore, we hypothesized that the more students rely on model texts in the process of writing, the more their academic writing performance will be promoted and their errors will be reduced. To confirm the validity of our hypotheses, a mixed-method approach is conducted to collect and analyze data. We relied on two different data collection tools, namely an online students' questionnaire administrated to fifteen (15) first-year master EFL students of sciences of the language at Mohamed Khider University, in addition to an online teachers' interview for EFL teachers from the same university. The obtained findings showed that both EFL teachers and students agreed on the importance of academic writing in learning English as a foreign language, especially for master students. Also, they have a positive attitude towards the implementation of model text writing as a technique to teach academic writing and help students improve their level. Thus, the results of the study confirmed the validity of our hypotheses. In the end, the researcher recommended for teachers to vary their methods in teaching EFL students and to motivate them to read different academic articles and research papers. Also, it is highly recommended to use model text writing in improving students' level of performance in academic writing.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

M1: Master One

Ph.D: Doctor of Philosophy

Q: Question

RH: Research Hypothesis

RQ: Research Question

SFL: Systemic Functional Linguistic

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الملخص

General Introduction

Introduction

Mastering the four language learning skills is the key for EFL students to succeed in learning English. Writing has a great significance among the other skills as it proves that the learners are in control of the language. However, students consider it as a complex skill because they face several difficulties to develop their level in writing and reduce the errors.

In the same vein, academic writing is the type of writing both EFL students and teachers are supposed to opt for at the university level. Therefore, EFL teachers need to raise students' awareness of the importance of academic writing and include different teaching methods and techniques to assure the development of students' level of performance. The use of models of academic articles, research papers, and dissertations introduces EFL students to the main academic conventions as structure, vocabulary, and organization and helps them to enhance their writing style and level.

1. Statement of the Problem

Although EFL students at Biskra University study the main aspects of the writing skill starting from their first year, they still consider it a complex and difficult skill to be learned and teachers argue that they still produce poor pieces of writing. First-year master EFL students are asked to produce different academic writing assignments like research papers, but most importantly they are expected to conduct a dissertation as a final phase of the higher educational system. However, they claimed that they face various difficulties in academic writing. One of the main reasons that may influence the students'writing ability is the teaching strategies used to teach academic writing, in addition to the lack of reading academic materials and the lack of practice of several academic writing assignments. Therefore, this study will introduce model text writing as a teaching technique to teach

writing, and it will investigate its role in improving first-year master EFL students' level of performance in academic writing as well as avoiding different types of errors they usually make while writing.

2. Research Questions

This research seeks to answer the following research questions:

RQ1: What are the main difficulties that M1 students face in academic writing?

RQ2: What are the EFL teachers and students'attitudes towards the use of model text writing as a teaching technique to help students improve their performance in academic writing and overcome their difficulties?

RQ3: How can model texts contribute to the improvement of EFL learners' academic writing performance?

3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: we suppose that model text writing is an effective teaching technique to teach academic writing.

RH2: we hypothesize that EFL teachers and students will have a positive attitude towards the use of model text writing technique.

RH3: we hypothesize that model text writing has a positive contribution to the improvement of students'academic writing performance.

4. Aims of the Study

The general aim of this study is to introduce a new technique in teaching writing that is model text writing and to demonstrate its role in enhancing the learners' level in writing. Accordingly, mastering both the reading and writing skills is the key to become better researchers.

More specifically, this study aims to:

a. Identify the EFL students' difficulties in academic writing.

b. Help learners develop their level in academic writing.

c. Seek to show the effectiveness of model text writing as a technique to learn and teach academic writing.

d. Raise students' motivation to read.

5. Research Methodology and Design

5.1. Research Approach

The current study follows a mixed-method approach because it deals with both qualitative and quantitative approaches to answer the research questions. Moreover, it is more suitable and applicable to the nature of our research.

5.2. Data Collection Methods / Tools

To carry out this study, the researcher opts for a students' questionnaire and a teachers' interview.

5.2.1. Students' Questionnaire

An online semi-structured questionnaire is submitted for first-year master EFL students at Mohamed Khider University of Biskra. It gathers students' attitudes and opinions

about the use of model text writing to help them improve their performance in academic writing.

5.2.2. Teachers' Interview

An online semi-structured interview is designed for EFL teachers of academic writing at Biskra University. The teachers' interview aims to know the teachers' opinions concerning the implementation of model text writing as a teaching technique to teach academic writing and help students to improve their level of performance.

5.3. Population and Sample

Since the study aims to investigate the role of model text writing in enhancing students' academic writing productions, we decided to choose first-year master EFL students at Mohamed Khider University of Biskra as the population for many reasons. First, they are at an advanced level where they are supposed to conduct different academic writing assignments in addition to a dissertation next year. Moreover, they face several difficulties in academic writing and their written productions are poor.

6. Significance of the Study

This study will be of great benefit for both EFL students and teachers in the domain of learning and teaching English as a foreign language. It attempts to show that there is an important relationship between EFL students' writing difficulties and errors and the way writing is being taught in the classroom. It investigates EFL Master students' difficulties in academic writing that lead them to produce poorly written assignments and make several errors. Additionally, it introduces a teaching technique that helps EFL students overcome their difficulties in academic writing and improve their level of performance. Furthermore, this study can contribute by suggesting model text writing as a technique to teach academic

writing and raises the importance of academic reading at the university level since reading is a crucial step in this technique.

7. Research Structure

This study is divided into two main parts. The first part is the theoretical part that consists of two chapters, whereas the second part is devoted to the fieldwork and data analysis. The first chapter in the theoretical part involves the definitions of writing and definitions of academic writing, its main types, features, and principles as well as types of academic writing assignments. Besides, it tackles students' challenges in academic writing, the teacher's role, and the relationship between academic writing and reading.

The second chapter presents some of the teaching approaches to teach writing and classification according to selected authors. Moreover, it includes the definition of model text writing technique, the existing research about it, its advantages and disadvantages, and its implementation through the process of writing.

The final chapter covers the research methodology adopted for this study. It includes the description and analysis of the collected data from the two data gathering tools (students' questionnaire and teachers' interview) and an overall discussion of the results.

Chapter One
Academic Writing

Chapter One: Academic Writing

Introduction

The mastery of academic writing is an important step in reaching success in various professions. Therefore, to improving academic writing performance learners should be aware of the main features of academic writing and to do more effort and practice. This chapter introduces the definition of writing from different perspectives. Then, academic writing definition, types of assignments, types of academic writing, and main features and principles are presented. Also, some of the challenges that face learners in academic writing are discussed as well as the role of the teacher to overcome these challenges and difficulties. The relationship between academic writing and reading also takes part in this chapter regarding its significance to the present study.

1.1. Definition of writing

Writing was defined by so many scholars and from different perspectives. Nunan (2003) defines writing as "a physical and mental act about discovering ideas and developing them into statements and paragraphs that will be comprehensible to the reader". This means that writing is a form of communication that allows the writer to organize his ideas and knowledge into convincing arguments taking into consideration various aspects such as the structure of sentences, punctuation, and choice of words simultaneously. According to Widdowson (2001), writing is the transformation of the linguistic rules of language into usage. Yet, producing coherent and meaningful pieces of writing requires competence, selection, and intellectual effort. Olshtain too, (1991, p. 235) states that "writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study". Writing is considered the most difficult skill among the other skills of

English which are: the listening skill, the speaking skill, and the reading skill. Many students find it difficult to write even short paragraphs because there are specific requirements they need to consider to be academically appreciated.

1.1.1. Writing as a skill

Writing is one of the main skills to be considered in the process of learning English. Learners write to express their ideas, feelings, and beliefs to convey meaning through well-constructed texts. Weigle (2002) argues that writing is not only the process of putting one's thoughts or ideas in a paper, but it is used to create new knowledge. Therefore, having the skill of producing effective written pieces and creating new knowledge equals being a good writer.

1.1.2. Writing as a system

"When we write we use graphic symbols that are letters or combinations of letters which relate to the sounds we make when we speak" (Byrne, 1979). In other words, writing as a system involves the use of graphic symbols arranged together to form meaningful words and sentences to communicate ideas and thoughts in an organized way. Byrne (1979) also stated that the arrangement of the graphic symbols should be done in an organized manner to form a cohesive text where the ideas and feelings are shared with the readers successfully.

1.1.3. Writing as a process

Writing as a process is taking each piece of writing as one version in a progression toward the expression of the student's ideas. In other words, the writing process is a set of specific stages students follow to produce effective written texts. It involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process.

While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

1.1.4. Writing as a genre

According to Harmer (2007), genre simply means the different types or forms of writing. The forms differ in terms of several factors such as grammar, structure, vocabulary, and punctuation. Besides, as stated by Harmer (2007) students need to pay attention to the topic they are writing about, the convention-style of the genre, and the context where their writing will be read and by whom.

1.2. What is Academic Writing

Academic writing is a demanding skill especially for university students that serves as a marketable point to assess their performance. According to Murray (2005) "Academic writing is that set of conventions we see in a thesis or a published paper in our disciplines, a definition that becomes more precise once you scrutinize examples of published writing in your target

journal." (p.10).

Academic writing is a tool for learning in several disciplines. Students, teachers, and researchers use academic writing to deliver ideas, make evidence-based arguments, and engage in a scholarly dialogue (Valdes,2009). A study conducted by Chou (2011) about the students'perspectives towards academic writing shows that they are aware of its importance as a crucial tool to publish their works and to have people read their thoughts and interests.

According to Whitaker (2009), there are different names of academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis

paper/essay, an informative essay, position paper), but they all have the same goal and principles.

Academic writing is a demanding skill at the tertiary level. It is the type of writing that mostly used at the university in different professions intending to document a research work or defend a specific topic. Teachers rely on academic writing to assess students'performance.

1.3. Types of academic writing assignments

There are various types of academic writing assignments. Monippally and Pawar (2010) presented some of them in their book *"Academic Writing: A Guide for Management Students and Researchers"*.

1.3.1. Academic Research Papers

Academic research papers are generally published in academic journals. Research in such papers is divided into a theoretical part and a testing part of the theory. In practice, the word "research" is often replaced in these papers with "conceptual papers" and "empirical papers" which are two categories of research papers each category with its own pattern of structure and content.

Conceptual papers document the findings of conceptually processing existing research works like a review or a synthesis. "Conceptual papers do not involve testing of specific hypotheses or collection of first-hand and fresh data on empirical reality." (Monippally & Pawar, 2010, p.27). Conceptual papers can take different forms. One form can demonstrate the review of the existing literature about a given topic. Yet, it does not collect and analyze fresh data about empirical reality.

Empirical papers provide documentation for the whole process and findings of a research that leads to support one or more hypotheses. Empirical papers involve a description of the methodology to follow in the study. Monippally and Pawar (2010) explain the main steps in an empirical paper as follows :

> Then there would be some text under a section title "Methods" or some similar title where various aspects of the research process used in the study are outlined. Typically these would include the description of the sample of respondents from whom the data was collected, the nature of the data collection process, the scales used to measure various concepts/variables in the hypotheses, and the nature of data analysis performed. This would be followed by sections reporting the results of the data analysis, findings
> , or conclusions in the form of observed presence or absence of empirical support for the hypotheses, and discussions of the implications of the study and study results for theory, existing knowledge, future research, and practice. (p.27).

1.3.2. Thesis Reports and Dissertation Reports

Post-graduate academic programs involve a research project for students to carry out. The process and findings of such research projects are represented in a thesis report or a dissertation report for Ph.D. programs. A thesis report and dissertation report describes three main aspects. First, based on the literature review about the topic of research it describes the research questions. Moreover, it describes the research process to go through to investigate the research topic and find possible answers to the research questions. Lastly, thesis reports and dissertation reports describe the data gathering procedure and the analysis of the data, results, and findings of the study.

The purpose of a thesis or dissertation is to help the instructors to assess students'ability to conduct research having research training. Another purpose of the thesis and dissertation reports is that the researcher documents his interpretation and understanding of the research topic after reviewing several relevant sources.

1.3.3. Academic Papers for course requirements

Students in certain post-graduate programs are required to write academic papers for the teacher to assess some aspects and skills of an academic course. Monippally and Pawar (2010) state that "Such an academic course paper may require students to review literature in a particular area and arrive at some summary and/or conclusions." This type of academic paper may be close to the conceptual papers or empirical papers although the level of complexity, difficulty, and comprehensiveness is less than a conceptual or empirical paper written for journals.

1.4. Types of academic writing

There are four main types of academic writing: descriptive, analytical, persuasive, and critical. Each one of the four types has different language features. However, in some academic writing assignments such as a thesis, more than one type can be used. For instance, in the literature review, a critical type is used to show the gaps in the existing research. Moreover, the descriptive type is mostly used in the methods section to describe the methodology used to collect and analyze data. The result section uses both descriptive and analytical type of academic writing to report the collected data. The analytical type can be best exemplified in the section of discussion where the findings are related to the research questions in addition to the persuasive types in proposing interpretations of the findings.

1.4.1. Descriptive

Descriptive academic writing is the simplest and most common type. As stated by the University of Sydney (2019), the main aim of descriptive academic writing is to inform and provide facts. The University of Sydney (2019) also points out that "descriptive writing simply lists or catalogs information. It does not establish relationships between the pieces of

information and does not present a position to be argued. For instance, summarising articles or reporting the findings of an experiment are examples of descriptive assignments. The purposes of descriptive writing include describing methods, findings, and main functions as well as to summarise a field of knowledge. (Angela Ruskin University 2013).

1.4.2. Analytical

Most academic writing is not purely descriptive, it is also analytical. Analytical writing includes descriptive writing, the writer is required to describe and re-organize the facts into categories, groups, or parts. In other words, it is simply based on presenting information but also giving a new perspective on what is described by re-organizing it. According to the Unversity of Sydney (2019) "The kinds of instructions for an analytical assignment include: 'analyze', 'compare', 'contrast', 'relate', and 'examine'".

1.4.3. Persuasive

Persuasive writing differs from analytical writing in one feature that is the writer's point of view. Lauren (2005) notes that persuasive writing presents the writer's strong point of view about the specific topic he or she is writing about. In other words, writing persuasively is mainly based on the author's opinions which he or she uses to convince the reader. University of Sydney (2019) states "Points of view in academic writing can include an argument, recommendation, interpretation of findings or evaluation of the work of others".There are several examples of persuasive pieces of writing. For instance, personal or emotional opinion such as a letter written to describe feelings. Also, reviews present a point of view to convince the reader about what is being reviewed like a review of a film. Advertisement and charity try to persuade people to buy something or to give their money as support (Guillain 2016). The point of view needs to be supported by strong facts and evidence.

1.4.4. Critical

As mentioned previously, critical writing is commonly used in the literature review of research or thesis. Unlike the persuasive type of writing, critical writing is based on explaining other researchers'arguments or opinions with your interpretation or point of view (University of Sydney 2019).

1.5. Academic Writing Features

Academic writing has its features and characteristics which make it different from other types of writing. To produce good academic writing assignments, learners' works are expected to reflect certain conventions in style, referencing, organization, grammar, and vocabulary. all principles considered while reporting academic research and process of textualizing it is called "academic writing" (Bahar, 2014, p. 213)

As highlighted by McGarrell & Brillinger (2008), academic writing texts avoid features such as contractions, slang expressions, highly emotional or subjective expressions. Such texts provide reporting of all sources used. Academic writing specialized individuals and researchers expect these texts to follow specific organizational, vocabulary, and sentence structure conventions. Additionally, these expectations also include electronic texts. Hogue (2008, p. 2) mentions the skills required for academic writing like sentence structure (how words in a sentence are organized), organization (how ideas in a paragraph are organized), grammar, and punctuation.

Another significant characteristic of academic writing is the process of interpreting and reconstructing information after searching for, finding, and analyzing. "An acceptable basic academic publication should be 'the first explanation' that will provide sufficient

information to the colleagues to help them evaluate observations, replicate experiments, and assess intellectual operations" (Day, 2005, p. 10). This idea is organized about the phrase "first explanation" which refers to the importance of checking previous works and looking for gaps to present new ideas for further research. " The written scientific text will ensure that individuals are known by their writing in building their academic career" (Murray & Moore, 2006, p. IX).

"In academic writing, it is necessary to produce logically structured ideas with well-thought-out, verified points and to consider different opinions" (Gillet, Hammond & Martala, 2009, p. 88). Moreover, Monippally & Pawar (2010) note that "What is common in all categories of academic writing is that wheres the ideas are centralized and people remain in the background, the author's personal feelings play no role whatsoever in the presentation of ideas or insights" (p. 77). Academic writing uses clear and well-organized arguments and ideas taking into consideration different points of view of individuals who discussed the same topic. The presentation of these ideas and opinions in a logically organized way and avoiding personal emotions is what differentiates academic writing from other types of writing.

1.6. Principles of Academic Writing

In his guide entitled "Academic Writing Guide 2010" Whitaker (2009) sited ten main principles as follows :

1.6.1. Clear Purpose

The purpose of your academic writing paper is the question or questions you want to answer through your topic. The main purposes of academic writing are to persuade, to analyze, and to inform.

1.6.1.1. Persuasive purpose

The purpose of persuasive academic writing is to convince the readers with your point of view about the topic by using strong evidence and arguments. Examples of persuasive writing assignments include argumentative and position papers.

1.6.1.2. Analytical purpose

Analytical academic writing is based on the examination of causes, effects, and ways to solve problems as well as finding the relationship between certain variables and analyzing other people's ideas. The purpose is to evaluate different answers and arguments to your questions to choose the best answer based on your own criteria. Analysis papers and critical analyses for instance are analytical academic writing assignments.

1.6.1.3. Informative purpose

The purpose of informative academic writing is to provide the readers with new information about the topic and to enrich their opinions rather than convincing them with your point of view.

For some assignments, the purpose is determined when you choose the topic. Besides, other assignments may have two purposes. What is more important is that the assignment should achieve its purpose that is expected to be clear from the beginning of the assignment.

1.6.2. Audience Engagement

Academic writing is directed to a specific audience commonly students in the same field with the same knowledge level. To catch the readers' attention to your topic and thoughts your writing style is important in addition to the relevant arguments.

1.6.3. Clear Point of View

The aim of academic writing is not only to report other researchers' works but most importantly to present your own ideas and interpretations about the topic. The thesis statement is your answer and support to the question about the topic.

1.6.4. Single Focus

Every single sentence and idea in your paper supports your thesis statement. You may include certain contradictory opinions only to critique them and support your own point of view. However, the paragraphs of your work can not include irrelevant or unnecessary information.

1.6.5. Logical Organization

Academic writing assignments are known with a standard organization that includes an introduction, body paragraphs, and a conclusion. The introduction includes the thesis statement and presents general information about what is going to be discussed in the body paragraphs using a certain style to catch the readers' attention. The body paragraphs support the thesis statement. In each body paragraph, there is a main topic sentence that is supported with logical details, evidence, and examples. The sentences are organized and related to each other logically. Lastly, the conclusion restates a summary of the thesis statement and the main points in addition to the importance of the academic writing assignment.

1.6.6. Strong Support

The thesis statement and topic sentences of each body paragraph have relevant support in the form of points of view, facts, arguments, examples, descriptions, and personal experience.

1.6.7. Clear and Complete Explanations

The readers expect your written work to be clear and well explained. They do not have to make efforts to understand your thoughts, logic, and organization.

1.6.8. Effective Use of Research

Professional and relevant research works are significant to support your topic. In other words, you implement information from different sources and they should be explained, analyzed, and cited.

1.6.9. Correct APA Style

The American Psychological Association provides specific guidelines about the format, in-text citation, and the list of references that all academic papers should follow.

1.6.10. Writing Style

Your writing style should be clear and concise and includes your own words and expressions. Moreover, your academic writing style is expected to be free of grammar, spelling, punctuation, or vocabulary mistakes because the reader will think that you do not care.

A final principle in academic writing is to always follow your instructor. " Every instructor has a reason for giving you an assignment, and each instructor's requirements may

differ. Follow your instructor's directions to get the most from an assignment ". (Whitaker, 2009)

1.7. Academic Writing Challenges

Mastering academic writing is strong evidence of being in control of the English language. However, academic writing is not an easy skill to be learned and achieved especially for EFL learners. It requires "careful thought, discipline, and concentration" (Grami, 2010, p.9). The difficulties and challenges of academic writing are a major concern for so many scholars. Bacha (2012) conducted a research in an EFL context where teachers find students' academic writing weak. It is generally believed that leaners who do not master writing in their first language are the ones to face difficulties when writing in a foreign language. Yet, learners can transfer the writing skills of their first language to other languages only if they come to a certain degree of proficiency in the first language (Kereni, 2004, 12).

Moreover, academic writing has certain skills that are significant to master, however, instructors claim that EFL learners have a lack of some of these skills. For instance, outlining, paraphrasing, and summarizing seem to be difficult for EFL learners (Al-Shabanah and Maher, 2005, p. 2).

Accordingly, Alsamadani (2010) states that "difficulty and complexity of academic writing include discovering a thesis, developing support for it, organizing, revising, and finally editing it to ensure an effective, error-free piece of writing". Besides, Musa (2010) notes that one of the main reasons behind the difficulty of writing is because it includes various conventions that learners are expected to master. For example, spelling and punctuation, grammar, vocabulary as well as a suitable style and organizational skills.

Noor (1996) carried out a study to illustrate the most common types of errors made by EFL learners namely Arab learners and she divided the errors into seven categories as follows: verbs, prepositions, conjunctions, articles, relative clauses, sentence structure, and adverbial clauses. Commonly, Khan (2011) in his study about the difficulties of Saudi university students in English highlights different causes of Arab leaners' difficulties including the teaching methodology, insufficiency of the English language curriculum in addition to the lack of motivation among students.

Difficulties in academic writing do not only concern the linguistic part of the language. Abdulkareem (2013) asserts that students find paraphrasing a difficult technique because they are not skillful enough to master it. From another point of view, Al Badi (2015) in her study about the reasons behind students' poor academic writing research projects, claims that they have fewer problems with paraphrasing, citations, and referencing. Yet, those students find more difficulties when choosing a topic and conduct its relevant literature. Additionally, 88% of them have problems with preparing an outline before writing.

Another challenge that faces students in academic writing is generating and producing coherent and well-organized ideas due to the lack of proficiency in the English language which is one of the primary causes of writing difficulties. (Gabool, Edwina, & Kashef, 2012, p. 132).

1.8. The Role of the Teacher

Harmer (2004) claims that the teacher plays an important role to help the students in the process of writing to become better writers. The tasks that the teacher needs to do before, during, and after the process of writing are:

1.8.1. Demonstrating

The teacher can explain certain features like writing conventions and different types of writing. Besides, students need to have an idea about how the text is arranged and what language is used to perform various written functions.

1.8.2. Motivating and provoking

Generally speaking, motivation is important in the process of learning and teaching languages. In writing, when the students are motivated by the teacher using different amusing methods, they will produce effective writings. For instance, when the students get stuck especially in creative writing tasks, the teacher can help with suggested words to start writing.

1.8.3. Supporting

The teacher has to be always available and prepared to help the students with different difficulties they may face while writing. Students need reassurance with both the ideas and how to carry them out.

1.8.4. Responding

One of the possible ways to react to students' written productions is through comments. It is preferable to avoid filling their papers with correction symbols, the teacher can instead respond to the content and make suggestions for its improvement.

1.8.5. Evaluating

The teacher aims to get the students to check the highlighted errors and try to correct them rather than adding them to the rest of their corrected pieces of writing without looking at them again. Moreover, the teacher shows the students where they did well and what mistakes they made and grades those who work well.

1.9. The Relationship between Academic Writing and Reading

Reading and writing, known as literacy skills have a significant relation and importance in the learning process (Llach, 2010). As Tsang (1996) points out enhancing academic writing proficiency is based on the improvement of academic literacy. Reading is the skill the most related to writing and represents a crucial step in the writing process. Krashen and Lee (2004) state that "Reading provides writers with knowledge of the language of writing, the grammar, vocabulary and discourse style writers use". Therefore, better readers are better writers because reading different written assignments improves writing performance (Tabatabaei & Amin Ali, 2012).

Viera and Taglieber (2003) conducted a study to examine the role of reading on EFL students'summarizing. Nineteen students were involved in this investigation to read and summarize two different texts and a questionnaire about how close are the subjects with the source texts. The results showed that the students' summaries were remarkably familiar to the source texts in terms of the organizational patterns, main ideas, and complexity of the text.

In academic writing, learners use reading sources as a guide that provides them with necessary information about a given topic to write about. Grabe (2003) presented certain significant questions for writers to ask before using reading passages as writing tasks :

- How much information should be taken from the text; which information should be taken?

- How the information taken will fit with task and writer goals?

- How accurately the information should be represented when going from text source to student writing?

- What formal mechanisms should be used for transforming or using the textual information?

Conclusion

Through this chapter, many areas related to academic writing have been addressed. It presented different definitions of writing as a skill, as a system, as a process, and as a genre. Moreover, It highlighted the definition of academic writing, types of academic writing assignments, types of academic writing in addition to the main features and principles. Furthermore, the chapter dealt with some of the common academic writing challenges and the role of the teacher to overcome these difficulties. Lastly, the end of the chapter tackled the relationship between academic writing and reading.

Chapter Two
Model Text Writing

Chapter Two: Model Text Writing

Introduction

Academic writing is a significant skill in the process of learning English. To teach this skill, teachers and instructors of several disciplines rely on different methods and strategies to improve the learners' academic writing performance. This chapter is divided into two sections. The first section is about approaches to teach writing, it will provide the classification of these teaching approaches according to selected authors in addition to the definition and main features of a group of these approaches. The second section is devoted to model text writing, its definition, existing research about this technique, advantages and disadvantages, and its implementation in the writing process.

2.1. Approaches to Teach Writing

The writing skill can not be picked up by itself like the other skills, it has to be taught, it has to be taught depending on the learners' writing needs, their language stage, and the purpose of their writing. Therefore, the teacher should take into consideration which writing approach is suitable for the writing lesson. The first part of this section will identify the most common approaches in the past fifty years. The second part will explain these approaches in detail.

2.1.1. Classification According to Selected Authors

Four known authors described the approaches to teach writing. Between 1983 and 2001, Raimes, Byrne, Tribble, and Harmer presented different ideas and points of view on the issue of teaching the writing skill.

2.1.1.1. Approaches by Ann Raimes

According to Raimes (1983), since there are different approaches and strategies to teach writing, the teachers should not limit themselves to only one approach. Presenting the following six approaches used to teach writing, she claims that they can be used in free combinations. Approaches according to Raimes are:

- Controlled-to-Free Approach

- Free-Writing Approach

- Paragraph- Pattern Approach

- Grammar-Syntax-Organization Approach

- Communicative Approach

- Process Approach

These approaches are a result of particular features that influence the production of written pieces. The writer deals with the numerous features while writing, as shown in the diagram in *Figure*1.

Producing a Piece of Writing

SNYTAX
sentence structure,
sentence boundaries,
stylistic choices, *etc.*

CONTENT
relevance, clarity,
originality,
logic, *etc.*

GRAMMAR
rules for verbs,
agreement, articles,
pronouns, *etc.*

THE WRITER'S PROCESS
getting ideas,
getting started,
writing drafts,
revising

Clear, fluent, and effective communication of ideas

MECHANICS
handwriting,
spelling,
punctuation, *etc.*

AUDIENCE
the reader/s

ORGANIZATION
paragraphs,
topic and support,
cohesion and unity

WORD CHOICE
vocabulary,
idiom, tone

PURPOSE
the reason for writing

Figure2. 1 Features Participating in The Production of a Piece of Writing (Raimes, 1983, p.6)

2.1.1.2. Approaches by Donn Byrne

Byrne (1988) identifies four approaches to teach writing that focus on particular problems in the writing process. His approaches are similar in content to the four approaches tackled by Raimes. Also, Byrne presents a "state of art" (p 29) which is identical to Raimes'Communicative Approach combines all the influence of recent communicative methodology. Yet, he does not consider the Process Approach. Byrne's four approaches are:

- Focus on Accuracy

- Focus on Fluency

- Focus on Text

- Focus on Purpose

2.1.1.3. Approaches by Christopher Tribble

Tribble (1996) suggested three approaches to teach writing. Two of his approaches are nearly similar to Raimes'approaches while the third one Genre Approach introduces new ideas.

Tribble's division of approaches was derived from Raimes' three main ways to assess the task (Tribble, 1996, p.37): focus on the form, focus on the writer and focus on the reader. The approaches according to Tribble are:

- Text-based Approach

- Process Approach

- Genre Approach

2.1.1.4. Approaches by Jeremy Harmer

Harmer (2001, pp. 257-261) presents four approaches, prompting that the teacher ought to choose which focus is appropriate for the students and their current level and development. Alike Raimes (1983) and Tribble (1996), he compared the Process Approach with the product-based focus in writing. Although Harmer mentions the Genre Approach like Tribble (ibid), he creates two different categories of writing, unlike the other authors.

Approaches according to Harmer are :

- Process Approach

- Genre Approach

- Creative Writing

- Cooperative Writing

Table 1 shows approaches presented by the previously mentioned authors. The same color shows approaches that are most similar in terms of their strategies and attitudes. The approaches in bold are examined in the second part of the section.

Raimes (1983)	Byrne (1988)	Tribble (1996)	Harmer (2001)
Controlled-to-Free Approach	Focus on Accuracy	Text-Based Approach	**Process Approach**
Free-Writing Approach	Focus on Fluency	**Process Approach**	Genre Approach
Paragraph-Pattern Approach	Focus on Text	Genre Approach	**Creative Writing**
Grammar-Syntax-Organization Approach	Focus on Purpose		Cooperative Writing
Communicative Approach			
Process Approach			

Table 2. 1 Classification of Approaches to Teaching Writing According to their Authors

2.1.2. The Controlled Approach

The Controlled approach or guided composition seems to be part of Charles Fries'oral approach (1945). Since that time, controlled composition and current tradition rhetoric were the most common approaches to teach writing. The main focus of this approach was the oral competence and fluency that leads to mastering the other skills such as writing and reading. Although there are four language skills, students focus on listening; speaking, and reading but somehow neglected the writing skill. According to Reid Joy M (1993,p.22),

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the teaching of writing was limited to practice handwriting in addition to grammar and reading comprehension activities. The traditional controlled composition can be seen as a consequence of the audiolingual approach's dominance in the process of language teaching (Silva Tony and Ilona Leki, 2004). From a linguistics perspective, the language was mainly treated as speech and from behaviorist psychology, learning was a habit formation. Writers did not produce original written texts but used to make some changes in already existing samples. Moreover, the teaching of foreign language writing was mostly equivalent to the teaching of grammar and sentence structure. As Raimes rightly state it in an article entitled "Tradition and Revolution in ESL Teaching" (1983), "writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms".

2.1.3. The Controlled-to-Free Approach

This approach was derived from the audio-lingual approach back in the '50s and '60s. It was introduced by Raimes (1983) who defines it as being sequential. Students first focus on sentence exercises, after that they can change and manipulate paragraphs. Following this approach, students are expected to make fewer errors and therefore the teacher's role of correcting will be easier. The Controlled-to-Free approach focuses on grammar, syntax, mechanics, and accuracy as the main features (p.10).

Besides Raimes, Byrne (1988) and Tribble (1996) affirm the same ideas titled differently. Byrne's Focus on Accuracy stresses control over making mistakes, aiming at eliminating them from the written work by using step-by-step activities. Students do not use their ideas; they work on exercises in which they combine, manipulate, and model. This approach gradually reduces the amount of control and allows more freedom at later stages. (1988, pp. 21-22) Tribble's traditional Text-based Approach is similarly focused on form and uses authoritative texts for imitating, modeling, and adapting, with errors as foes that need to be eliminated. (1996, p. 37).

2.1.4. Free Writing Approach

The Free-Writing approach is the freest compared to the other strategies presented by Raimes (1983). It stresses more on fluency and content rather than accuracy and organization. The teacher applies this approach by simply asking the students to write short paragraphs about a topic of their choice in five to ten minutes. However, this task may not be easy and simple for the student. Most of the time they find themselves lost and can not find anything to write about as stated by Raimes (1983). The teacher's role, in this case, is not to correct the written pieces in terms of grammar accuracy but rather to comment on the content and the ideas expressed by the students.

Byrne's (1988) introduces Focus on Fluency that shares nearly the same idea as the Free Writing approach that is expressing one's thoughts and ideas on a paper without paying attention to grammar accuracy. According to him "many students write badly because they do not write enough", he claimes that if students start writing about their personal feelings or topics of their interests they will get used to writing.

2.1.5. Paragraph Pattern Approach

According to Raimes (1983), the Paragraph Pattern approach is based on the organization. Foreign learners of English need to learn about and practice the English features of a piece of writing. Therefore, exercises that are based on this approach focus on working with paragraphs including analyzation and imitation of model paragraphs, putting scrambled sentences in the right order, identifying general and specific sentences, and inventing appropriate topic sentences (pp 10-11).

Byrne (1988) stresses the same principles in his approach Focus on Text, the main focus in on the construction and organization of the paragraph. Students learn to express their thoughts and ideas in more than just single sentences(pp 28-29).

2.1.6. Grammar-Syntax-Organization Approach

This approach was uniquely presented by Raimes (1983). It is concerned with more than one feature in the process of producing a piece of writing. For instance, when writing about the daily routine, the writer needs to pay attention to a suitable vocabulary, organization, grammar, and syntax altogether. "This approach, then, links the purpose of a piece of writing to the forms that are needed to convey the message"(Raimes 1983). Therefore, this approach focuses on another crucial aspect rather than the form and message that is the purpose.

2.1.7. Communicative Approach

The main feature emphasized by this approach is the audience. According to Raimes (1983), the audience in this approach is not only the teacher but it is extended to other students in the classroom or readers outside the classroom. Their role is very important as they make comments and give feedback to the student writer without correction of the text.

Adhering to the same principles, Byrne (1988) describes this approach as Focus on Purpose which is concerned with reason and audience as they encourage and motivate students to communicate through writing.

2.1.8. Process Approach

The process approach is based on some stages to develop from generating ideas to expressing them. Richards et al. (1992) define the process approach as a set of stages including planning, drafting, and revising to help students improve their writing performance by practicing these processes. Raimes (1983), Tribble (1996), and Harmer (2001) claim that the process approach focuses on the purpose of writing, the audience, and the appropriate way to convey a message. Moreover, Raimes (1983) points out that "a student who is given

the time for the process to work, along with the appropriate feedback from readers such as the teacher or other students, will discover new ideas, new sentences, and new words as he plans, writes the first draft, and revises what he has written for a second draft" (p.10).

The process approach also has several disadvantages. Harmer (2001) argues that the classroom time allocated for the process approach may not be long enough to apply all the stages because it is time-consuming. Tribble (1996) also adds another disadvantage teachers face with whether this approach is suitable for the students' needs.

2.1.9. Genre Approach

The word "genre" is derived from the French language meaning "form" or "type" It is used in various disciplines and aspects of life such as film, music, literature…etc. In literature, for instance, genre refers to different types like drama, novel, poetry, etc. Therefore, genre simply means a type or kind or classification of a particular thing or aspect. According to Halliday (1978), Swales (1990), and Hyland (2003), the study of genre in linguistics is based on Systemic Functional Linguistic- SFL. Swales (1981) defines genre as:

"... a more or less standardized communicative event with a goal or a set of goals mutually understood by the participants in that event and occurring within a functional rather than a social or personal setting " (Swales: 1981, p. 10).

Communicative event is not only based on the language used and the participants but also the purpose of the discourse and the context in which it takes place (Tribble, 1996). Besides, Martin (1999) argues that genre is a goal-oriented communication activity. Therefore, the genre can be simply defined as an activity of communication with a specific goal for a group of members in a certain event of communication in a functional context.

Halliday (1978, 1994) came out with a systematic functional theory of language on which the genre approach is based. The approach involves a teaching-learning cycle that

includes stages such as modeling and joint construction. It is also based on the idea of "learning through guidance and interaction" (Painter, 1986). In other words, using the genre-based approach learners deal with model texts of certain genres while they are guided by the teacher in the main stages of the cycle.

The genre approach has a specific interest for two main reasons. First, a genre-based approach is very significant as a first step in writing to show students how to reproduce certain genres (Tuffs, 1993). In other words, the genre approach aims to determine the main characteristics of a particular genre and teach them to the students as successful writing models. Swales (1981) points out the importance of identifying genres,

> ... it is only within genres that viable correlations between cognitive, rhetorical, and linguistic features can be established, for it is only within genres that language is sufficiently conventionalized and the range of communicative purpose sufficiently narrow for us to hope to establish pedagogically-employable generalizations that will capture certain relationships between function and form (Swales: 1981, p. 10).

The second reason is the need for learners to reproduce written genres like letters, essays, and academic papers. For this reason, Davies (1988) claims that the identification and reproduction of genres in an academic setting is very crucial for the success or failure of a student.

According to Martin (1990), the genre approach follows three main steps that include modeling, deconstruction, and language understanding. Cope and Kalantzis (1993) also state that there are three main phases in the genre approach. In the modeling phase, students are provided with a model text of a certain genre by the teacher. Ths model text introduces the main features including linguistic features, structures of the text, and the communicative purpose. Students read and analyze the text and the teacher explains the particular features of that genre. In the second phase, guided by the teacher students start to practice on the model text by modifying and manipulating certain language usages like vocabulary and

grammar. Lastly, the students try to write their own productions of the same genre based on what they have seen and understood in the model text.

In line with the genre as a model of teaching and learning writing, a more detailed explanation of the three stages of genre approach was suggested by Firkins, Forey, and Sengupta (2007). Cyclic strategic is the term they used to describe the stages of teaching and learning writing using the genre approach. The three stages are:

- Modeling a text

Four main steps are mentioned in modeling a text. Firstly, a particular genre of writing is chosen by the teacher that matches students' needs. The students analyze, model, and even manipulate the text with the guidance of the teacher. Through the analysis of the text, students are expected to understand the function and the communicative purpose of the text. Take for example the genre procedure writing, the function of the procedure, and the purpose of the writing procedure. After that, students study the vocabulary usages of a particular genre procedure and its grammatical patterns, and then the students practice the procedure if necessary.

- Joint construction

In this stage, students move forward to practice writing but they still can not independently write a full text. However, they are still guided by the teacher through the process of manipulating and modifying the given text. The students may paraphrase the genre type given in terms of changing the vocabulary used, the structural patterns, and textual devices using their own words. Both the stages of modeling and joint construction are significant for the students to know more and understand the genre type given before they can produce a written piece of the same genre.

- Independent construction of a text

After taking the necessary knowledge and understanding of a certain genre type, students can write their own piece of the same genre independently. The teacher's role in this stage is to make sure that the students understand the characteristics of the genre type given namely the communicative purpose, relevant grammatical and vocabulary usage, as well as textual devices.

As cited in Firkin, Forey, and Sengupta (2007), a detailed and operational model of genre teaching and learning cycle is proposed by Rothery (1996) where the three main stages of the genre cycle are explained in details.
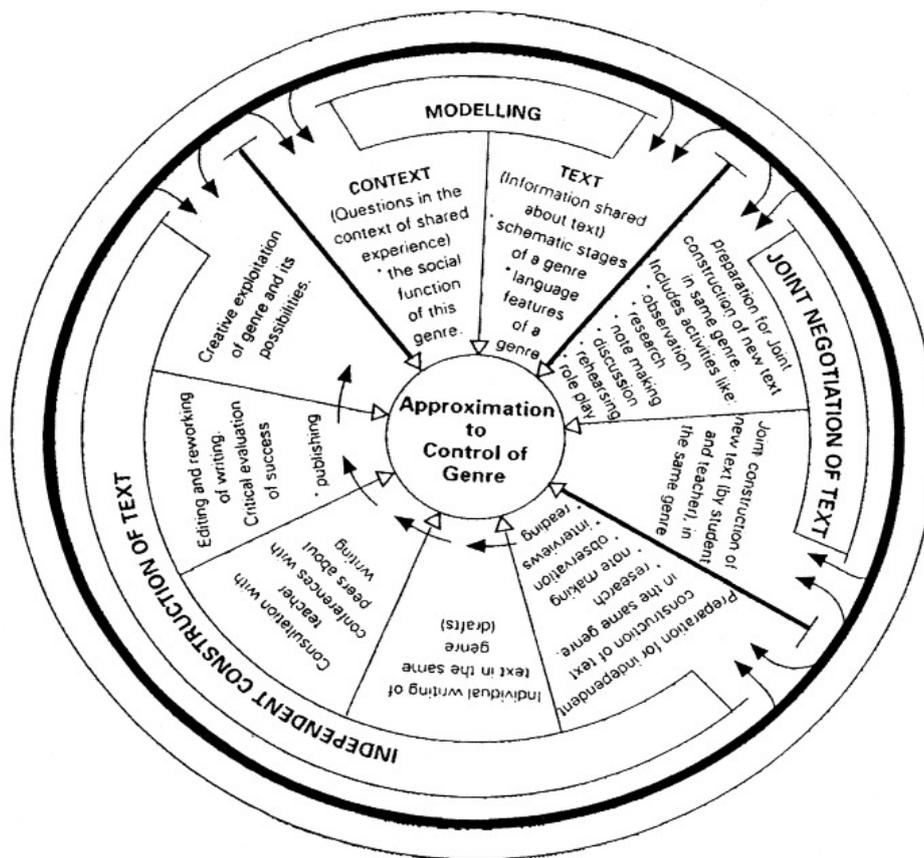
Figure2. 2 The Rothery's Model of Genre Teaching and Learning Cycle

2.2. Definition of Model Text Writing

To teach academic writing, teachers rely on different teaching methods and techniques to assure that students master the main conventions of academic writing. The concept of modeling originates from the genre-based approach, it involves the use of model texts as a tool to improve students' writing performance.

Model texts are examples of finished written products intended to guide the students while producing pieces of writing which meet the main features of academic writing as the structure, conventions, and organization (Peloghitis.& Ferreira, 2018, p.18).

Peloghitis & Ferreira (2018) note that the aim of the genre-based approach a clear knowledge and understanding of the features of different types of texts, to analyze them, and to use these text features in their writing.

According to Hammond (1992), the production of written assignments using the genre-based approach follows three steps: modeling, negotiation of the text by teachers and learners, and the independent production of the text by learners.

Model text writing was giving a different name by Raimes (1983) that is parallel writing. It is the freest kind of controlled writing. Students read and study a passage and then write their own about the same topic. Therefore, they use the sample as a guide of the vocabulary, sentence structure, cohesive device, and the organization. Parallel writing can best be described as rewriting with different basic information, which again is provided.

2.3. Existing Research on Model text writing

Various studies were conducted to investigate the effectiveness of model text writing in improving L2 students' level in writing. Some of these studies confirmed that L2 writers use model texts (Angelova &Riazantseva, 1999; Tardy, 2009). Moreover, Qi and Lapkin

(2001) point out that they use them to treat their lexicogrammatical errors during the process of feedback.

Nonetheless, there is one experimental study by Henry and Roseberry (1998) that investigated the use of model texts in comparison with other teaching techniques. Two groups were involved in the experiment, one group was given specific model texts which they read ana analyzed its organizational and lexicogrammatical features. Whereas, the other group was provided with traditional grammar exercises related to the written task.

After three weeks, the scores of pretests and posttests showed a remarkable difference. The written tasks of the group who relied on model texts showed considerable enhancement in the organization and cohesion. In contrast, the scores of the second group did not show a significant improvement. Therefore, Henry and Roseberry (1998) confirm through their study that the use of modeling has a significant impact on L2 learners' writing.

Concurrently, another study by Ferreira (2007) with ESL first-year students in a university in North America reported that the application of the genre-based approach resulted in an improved organization, argumentation, and construction of the thesis on argumentative writing. Lastly, Macbeth (2010) considered modeling as a guide L2 writers need to support and enhance their proficiency in writing namely in producing thesis statements, topic sentences, and supporting sentences.

2.4. Advantages of Model Text Writing

The use of model texts as a tool to enhance the writing performance among learners proved its significance and various advantages. Part of mastering the writing skill is the ability to understand both the formal and functional characteristics of a written text and the association between them. According to Swales (1990), modeling helps students to concentrate on these features.

Anxiety about writing is a common problem among students especially beginners and intermediates. Accordingly, the use of model texts to teach writing in a second language helps those students to enhance their writing performance. (Kay & Dudley-Evans, 1998). Model texts are considered as a guide and as samples that students with low proficiency levels use to have ideas about how to organize their writing assignments.

Moreover, Peloghitis and Ferreira (2018) note that analyzing the rhetorical structure of content determines the main patterns for different writing genres. Therefore, learners will have the appropriate background to use in the coming learning situations.

2.5. Disadvantages of Model texts

Although model texts writing proved its different advantages in improving the learners' written production, several disadvantages mentioned by some scholars need to be considered.

The main concern is that the application of model texts interferes with the learners' creativity (Bawarshi, 2000). This means that learners rely on model texts not only as a sample for the structure and organization but they also use the same content rather than their thoughts.

Additionally, instructors are supposed to follow a process of assessment to identify the learners' difficulties in writing instead of using predetermined model texts to make assumptions about learners' problems.

Bawarshi and Reiff (2010) argue that the use of model texts can be a problem because they reduce and ignore the complexity of certain genres and simplify the rhetorical and organizational features to serve the writer's purpose.

Writing genres may have different formats. Models generally use one single format for a writing genre, therefore; students produce writing genres because of the inappropriate use of the models they relied on (Smagorinsky, 1992; Werne, 1989).

2.6. Implementation of Model Texts Throughout the Writing Process

Integrating model texts in the writing process requires selecting the appropriate texts to meet the interests, needs, and level of the learners. According to Triastuti (2011), these three elements are important for the teacher to obtain positive results and for the students to be motivated toward writing. Teachers of writing are required to have experience in how to include model texts in the writing process and use them appropriately. Less experienced teachers can have professional training in analyzing and assessing model texts (Triastuti, 2011).

To attain positive results from the use of modeling, learners need enough time to get habituated using this technique. Besides, providing the learners with model texts only before writing may not succeed to improve the writing performance (Smagorinsky, 1992).

Reading is a significant step in modeling since it introduces learners to different writing genres and writing techniques by various writers. According to Peloghitis and Ferreia (2018) "Typically, reading materials introduced in a writing course are used to stimulate interest on a topic or issue but they can and should also serve as models for writing and examples of genres". Therefore, reading academic texts such as academic articles and research papers helps the learners in the production of their academic assignments in terms of structure and organization.

Conclusion

To conclude, this chapter tackled different approaches to teach writing classified according to selected authors and the features of some of the common approaches. Moreover,

highlighted different definitions of model text writing and existing research on it. Also, it yields the advantages and disadvantages of modeling as a teaching technique to improve the writing performance as well as some guidelines for teachers about the appropriate and correct methods to use model texts in the writing process.

Chapter Three

Research Findings and

Data Analysis

Chapter Three: Research Findings and Data Analysis

Appendix 02: Teachers' Interview

الملخص

Introduction

The present chapter is devoted to the practical part of this research. It consists of two parts. The first part deals with the theoretical background of the research methodology of the study. The second part aims to investigate the effectiveness of integrating model text writing to improve students' academic writing performance. Therefore, it yields a detailed analysis of the gathered data and discussion and synthesis of the findings. Also, it presents the resulted findings to check the validity of the hypothesis.

3.1 Research Methodology

3.1.1 Research Approach

This study opted for the mixed-method approach as it is appropriate for the nature of the present study. The mixed-method approach helps to investigate the students' and teachers' attitudes towards the implementation of model text writing to enhance EFL learners' writing performance by providing important and credible responses.

3.2 Research Design

A case study is adopted as a research design because it is suitable for the present study it terms of research nature and time. The case study helps to describe the data in real life and makes the discussed topic easier to understand.

3.3 Sampling and Population

To gather suitable information and data for answering the research questions the researcher dealt with EFL students and teachers.

> 🞧 **For Teachers**

From about (50) teachers of English Language at Mohamed Khidder University of Biskra, the researcher dealt with (5) volunteer teachers who have experience in teaching writing or academic writing.

+ **For Students**

The researcher of this study chose Master One EFL students (Science of the Language) at Mohamed Khidder University of Biskra as the population for this study. The main aim behind choosing first-year master EFL students is because they are expected to conduct a dissertation next year so, working with them allows them to be familiar with the topic. In addition, first-year master EFL students produce different academic writing assignments such as research papers and their written productions are still poor and full of errors. Therefore, using model texts as guides and samples will help them to improve their level of performance in writing and avoid several errors. Thus from a population of about (127) students, the researcher decided with the supervisor to deal with fifteen (15) who have been chosen randomly.

3.4 Data Collection Methods

In this study, we dealt with both a questionnaire (semi-structured) to gather data from first-year master EFL students and a teachers' interview (semi-structured).

3.4.1 Students' Questionnaire

A semi-structured questionnaire was designed for first-year master EFL students to investigate their opinions and attitudes toward the use of model text writing as a teaching technique to help them improve their academic writing performance.

3.4.1.1. Description of Students' Questionnaire

The questionnaire is the first tool of the under-investigated study. It was a semi-structured online questionnaire addressed to first-year master EFL students at Biskra University. It includes (12) questions divided into three (03) sections.

Section One: General information (from item 1 to item 3)

The first section of this questionnaire contains three (3) questions aimed to collect general information about the respondents as if their application for a Master's degree was their own choice and the level of importance of the four language skills listening, speaking, reading, and writing. Furthermore, the last question aimed to find out how students rate their level of performance in writing.

Section Two: Academic writing

The second section of this questionnaire includes five (5) questions related to academic writing. First, students were asked about the importance of learning academic writing at the master level with justifying their answers. Additionally, we gave them options to choose the main difficulties they face in academic writing and the main reasons behind these difficulties. Moreover, this section is estimated to know the type of practice that first-year master students prefer to enhance their level in academic writing.

Section Three: Learners' Perception Towards Using Model Text Writing to Enhance their Academic Writing Performance

The last section consists of five (5) questions that focused on the application of model text writing. Students were asked about the way they prefer to do their academic writing assignments and how often the teacher asks them to produce written assignments in the classroom. In addition, it attempted to gather students' thoughts about integrating model text

writing as a teaching technique to help them improve their level in academic writing and avoid making errors with justifying their answers. Moreover, students were asked to choose the advantages of model text writing. Finally, the last question aimed to collect data about how often their teachers use model texts in academic writing sessions.

3.4.1.2. Aims of the Study's Questionnaire

This questionnaire aimed to collect data from first-year master EFL students at Biskra University about the role of model text writing in improving their level of performance in academic writing. This data gathering tool was used to investigate students' awareness of the importance of academic writing at their level and the main difficulties they face. Besides, it aimed to know EFL students' familiarity with model text writing technique and their perception toward its usefulness in helping them overcome their difficulties in academic writing and improve their level of performance.

3.4.1.3. Administration of the final questionnaire

This questionnaire was posted in the M1 students' group on Facebook. In less than a week, we received the intended number of answers that are fifteen (15) respondents. Therefore, using Facebook was beneficial since students answered the questionnaire without any difficulty and they provided clear and complete responses.

3.4.1.4. Analyzing Students' Questionnaire

Section One: General Information (from item 1 to item 3)

Item 1. Respondents' choice of learning EFL in master degree
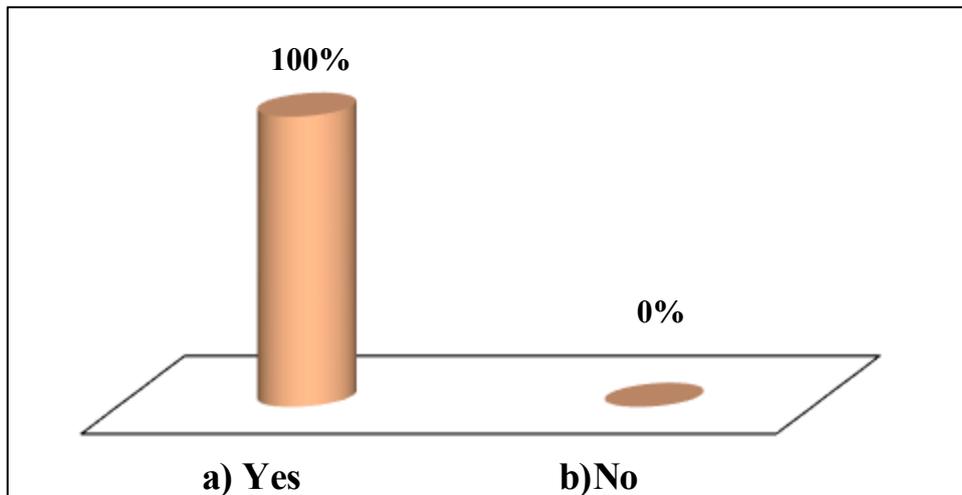
Figure 3. 1: Respondents' Choice of Learning EFL in Master Degree

As it is clearly observed, 15 respondents that are (100%) applied for a master's degree as their own choice. This proves the high demand to learn English at the master level since studying master level was a personal choice for the majority of master students at the Division of English at the University of Biskra.

Item 2. Respondents' classification of the four language skills according to their level of importance
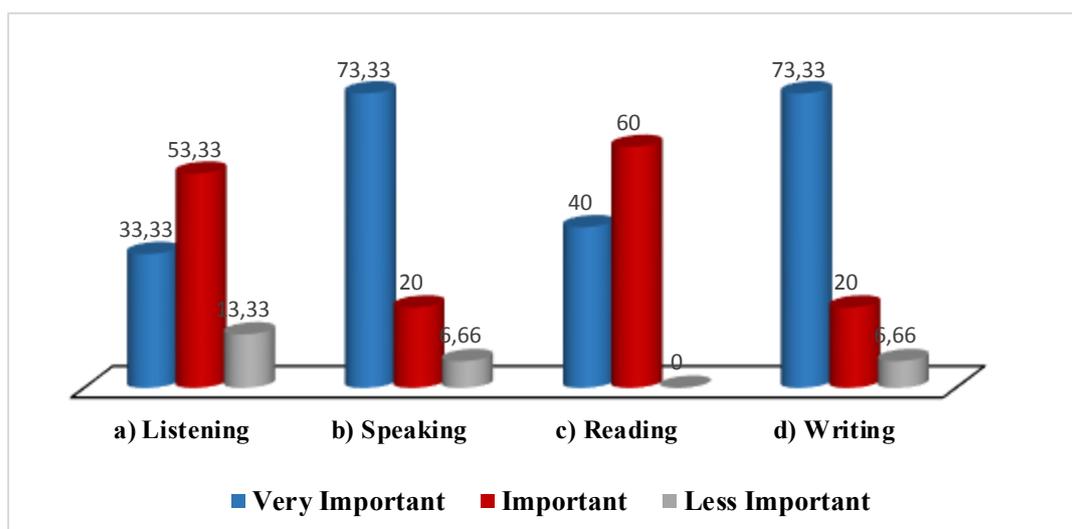
Figure 3. 2: The Level of Importance of The four Language Skills

To simplify what the displayed graph indicates, we proposed to the respondents the four language skills that are listening, speaking, reading, and writing. Then, we asked them to classify them according to their level of importance. A percentage of (33.33%) stressed that listening is a very important skill. Whereas, a high percentage of (53.33%) claimed that it is important, and only (13.33%) find the listening skill as the less important among the other language skills.

Besides, the majority (73.33%) highlighted that speaking is a very important skill to focus on. This shows their interest in speaking rather than the other skill. A considerable percentage of (20%) considered speaking as important and the lowest percentage (6.66%) think of it as a less important language skill.

Furthermore, when the respondents were asked to classify the reading skill, none of them noted that it is less important than the other skills. Yet, (40%) pointed out that reading is a very important skill, while a high percentage of (60%) confirmed its importance.

In the same path, the last giving skill was writing which is the relevant skill for this study. The lowest percentage of (6.66%) claimed that it is less important to focus on. Whereas, (20%) find writing as an important skill. Moreover, a high percentage of (73.33%) points out that writing is a very important skill to focus on in the process of learning English, especially at the master level.

The overall results show that master students are aware of the importance of the four language skills. Both listening and reading are considered as important skills while speaking and writing have great importance on EFL learning in the master level compared to the rest of language skills.

Item3. Respondents' opinions about their level of performance in writing
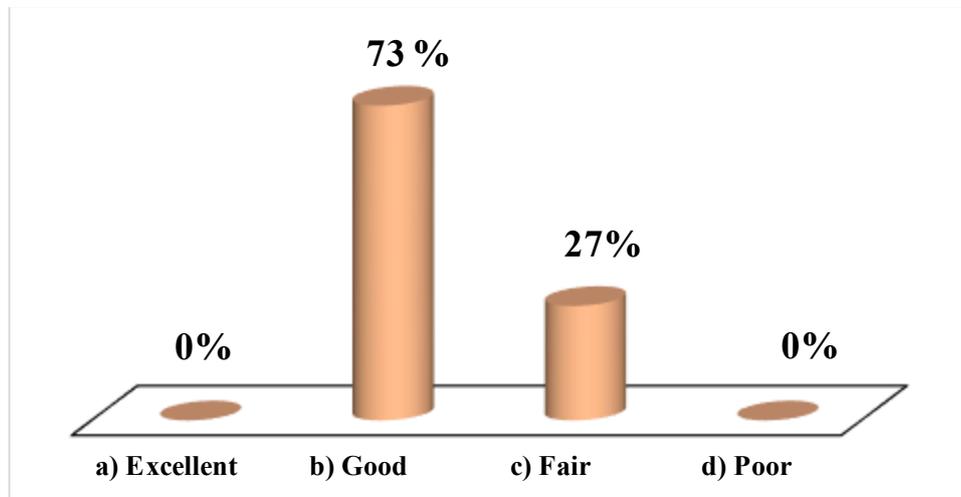
Figure 3. 3: Respondents' Level of Performance in Writing

This question was asked to find out how the respondents evaluate their level of performance in the writing skill. No respondent (0%) evaluates his/her level in writing as excellent or poor. However, a high percentage of master students (73%) noted that they have a "good" performance in writing, and (27%) of them claimed that their performance in writing is fair. This shows that the level of proficiency in writing for EFL master students is limited between good and fair, while excellent and poor performances are excluded rates.

Section Two: Academic Writing (from item 4 to item 7)

Item4. The importance of learning academic writing at the master level
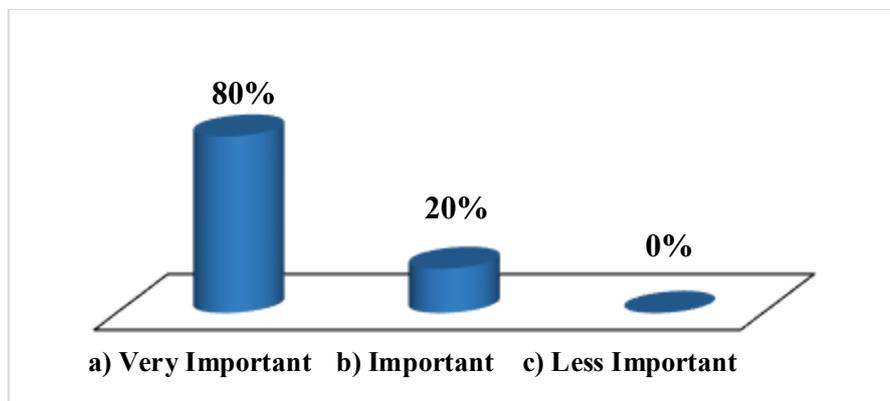
Figure 3. 4: The Importance of Learning Academic Writing at Master Level

As can be seen in figure 4, this item sought to ask students about the importance of learning academic writing at the master level. Then, we asked them to justify their answers.

A high percentage of (80%) asserted that learning academic writing is very important while (20%) found that it is just important. However, no respondent(0%) classifies academic writing as less important.

Consequently, the above results confirm that the majority of EFL master students are aware of the significance of academic writing at their level.

Students' Justifications:

To gather extra information about the importance of learning academic writing at the master level, we asked the respondents to justify their answers. Respondents offered several justifications that all agree on the great importance of academic writing at their level. To mention some, nearly the overall answers detected the significance of academic writing as it helps EFL master students to produce written assignments that reflect their level. Respondents also argued that academic writing is a tool of communication that allows learners to transmit their ideas and thoughts and share them with other people. At their level, EFL master students are aware that they need to learn academic writing as it is the basis of the research papers and dissertations they need to write during their master level.

To conclude, we can extract that the majority of EFL master students are fully aware of the vital role of academic writing since postgraduate studies heavily depend on this skill to guide the students and help them produce suitable academic writing assignments.

Item5. Students' difficulties in academic writing
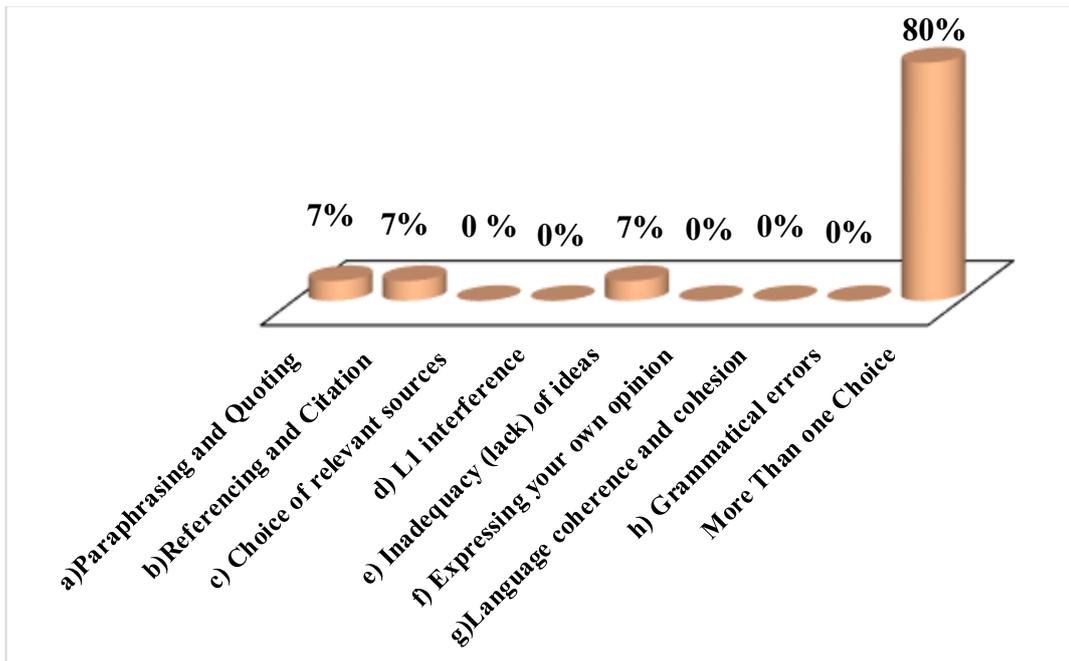
Figure 3. 5: Students' Difficulties in Academic Writing

The results in **figure 3.5** show that a high percentage of respondents (80%) that is 12 of them claim that they have more than one difficulty from the listed difficulties in academic writing. However, (3) students considered only 1 different difficulty that is paraphrasing and quoting, referencing and citation, and lack of ideas. This means that EFL master students face several difficulties in academic writing that may be the reason behind their poor academic writing productions.

Item6. The Reasons behind students' academic writing difficulties
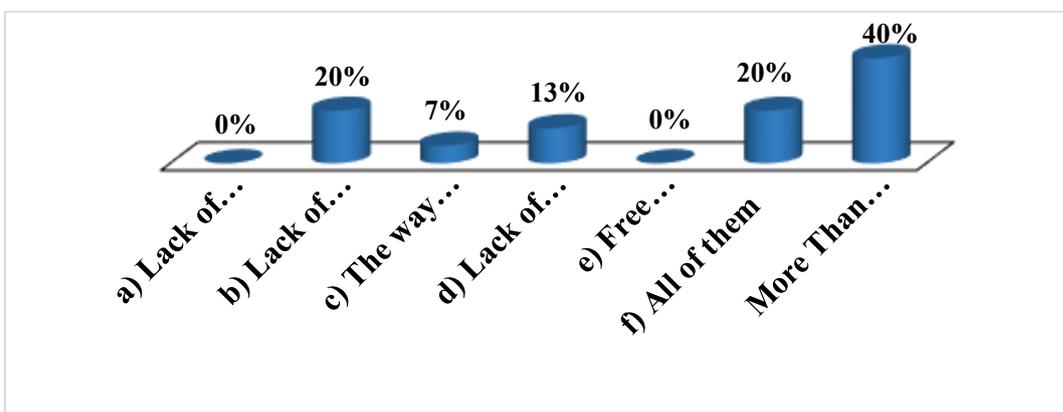
Figure 3. 6: Reasons Behind Students' academic Writing Difficulties

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As it is shown in the above figure, a considerable percentage of respondents (40%) claimed that they have different reasons from the listed ones why they face difficulties in academic writing. Each one of them chooses more than one choice but they did not all have the same choices. However, (20%) of EFL master students included all the mentioned reasons as the main causes of academic writing difficulty. Whereas, some respondents had only one different reason as follows, (20%) believed that the lack of reading is the main reason behind the difficulty they face in academic writing, (13%) of them have selected the lack of practice in the classroom and the lowest percentage (7%) was given to the way the course of academic writing is being taught. Moreover, no one of the respondents chooses the lack of interest in academic writing and free writing assignments as their only and main reasons.

To sum up, we can deduce that there are many reasons why EFL master students find different difficulties in academic writing. Since the lack of practice, the lack of reading, and the way academic writing is taught are included as main reasons, this means that the teacher has a vital role to help students overcome their difficulties in academic writing.

Item7. Students' choice of academic writing assignments
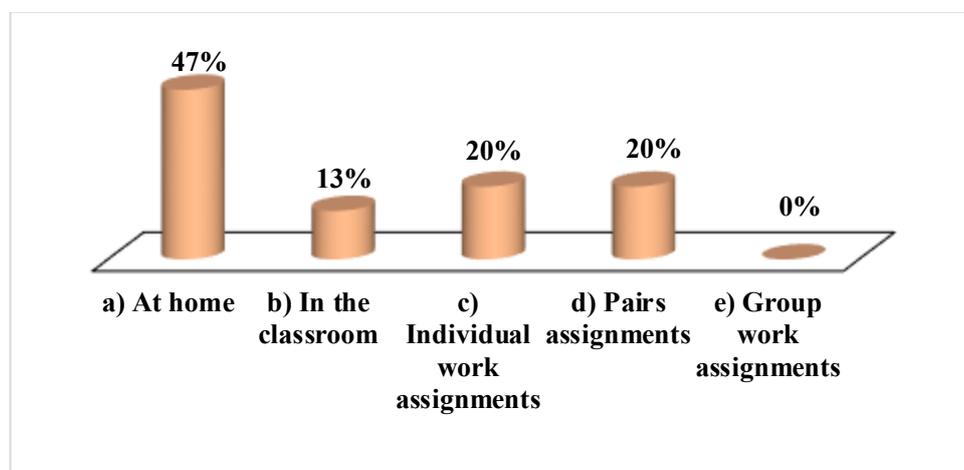
Figure 3. 7: Students' Choice of Academic Writing Assignments

From the students' answers, it can be deduced that the majority of them (47%) prefer to write their academic writing assignments at home, while (20%) of them choose to have individual work assignments and a similar percentage of (20%) respondents prefer to work in pairs. Besides, the lowest percentage of EFL master students that is (13%) claimed that they like to have academic assignments to write in the classroom. Yet, no one of them (15) respondents preferred to work in groups to produce different academic writing assignments.

Accordingly, the majority of EFL master students' choice was on writing at home so they can have enough time and sources to produce well-written pieces which may also be the reason why a number of them prefer to work individually even in the classroom. For those who prefer to write in the classroom or to work in pairs, we deduce that they need to be guided either from the teacher or from their classmates.

Students' Justifications:

The objective of this sub-question is to know the reasons why students prefer to do their academic writing assignments whether at home, in the classroom, individually, in pairs, or groups. Respondents who prefer to work at home claimed that writing needs time as it goes through many stages to be academically acceptable. Therefore, when they write at home they have enough time to enrich their knowledge about the topic and to revise and edit before submitting the final work. They also believe that it is the best way to organize their ideas.

However, EFL master students who prefer to write in the classroom and to work in pairs assert that writing in the classroom means working under the pressure rather than relying on the internet to produce a good piece of writing. In addition, they need the teacher's feedback and guidance. Moreover, respondents consider working in pairs more productive and engaging since they can share ideas, correct each others' mistakes, and build positive interpersonal relationships to create a high level of confidence.

Eventually, some respondents pointed out that writing individually shows each student's real level of performance and helps them to identify their strengths and weaknesses in academic writing.

Section Three: Learners' Perceptions towards Using Model Text Writing to Enhance their Academic Writing Performance (from item 8 to item 12)

Item 8. The type of practice students' prefer to have in academic writing sessions
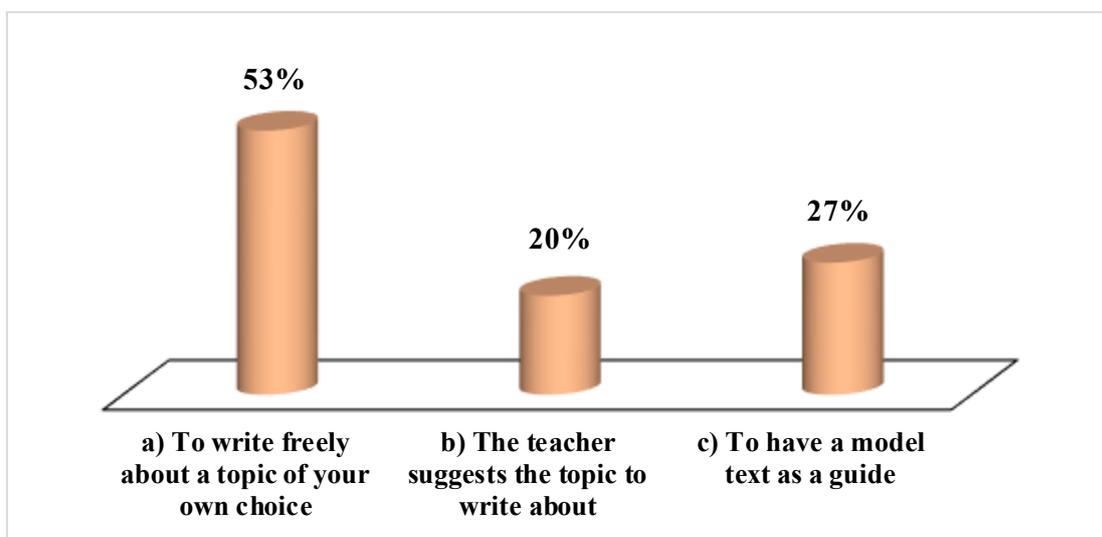
Figure 3. 8: The Type of Practice Students Prefer to Have in Academic Writing

This item sought to gather respondents'opinions about the type of practice they believe is the most suitable to improve their performance in academic writing. The results show that (53%) of EFL master students prefer to write freely about a topic of their choice. However, (27%) of them prefer to have a model text as a guide to help them produce better academic writing assignments and improve their level of performance. Furthermore, a considerable percentage of (20%) claimed that the teacher should choose the topic to write about.

Consequently, respondents' answers imply their fear of being guided by the teacher or a model text about the topic to write about and they prefer to write about different subjects of their choice.

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Item9. The frequency of having writing assignments in the classroom
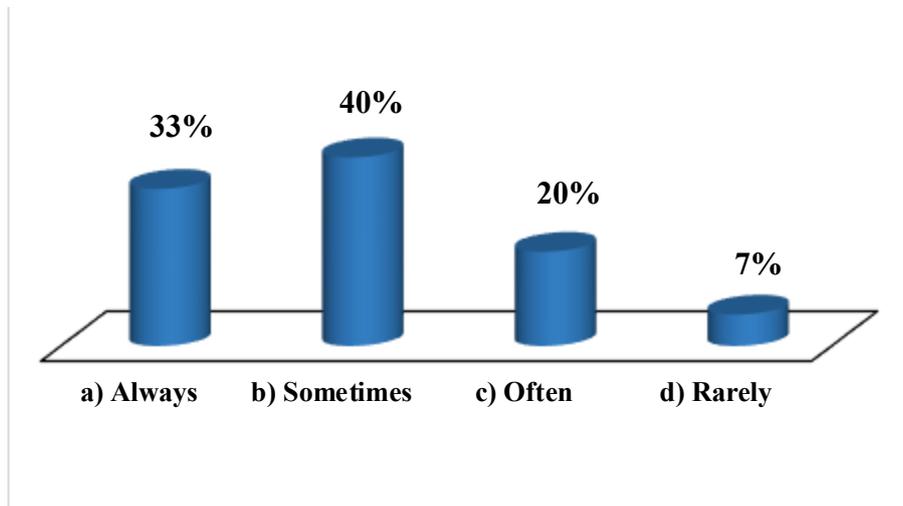
Figure 3. 9: The Frequency of Having Writing Assignments in The Classroom

The results show that (40%) of students claimed that they sometimes have writing assignments in the classroom, while (33%) of them believe that they always take writing practices. However, a lower percentage of (20%) said that they often work on writing assignments and the rest of the respondents think that the teacher rarely asks them to write in the classroom.

Item10. The use of model text writing as a technique to improve academic writing and reduce the errors
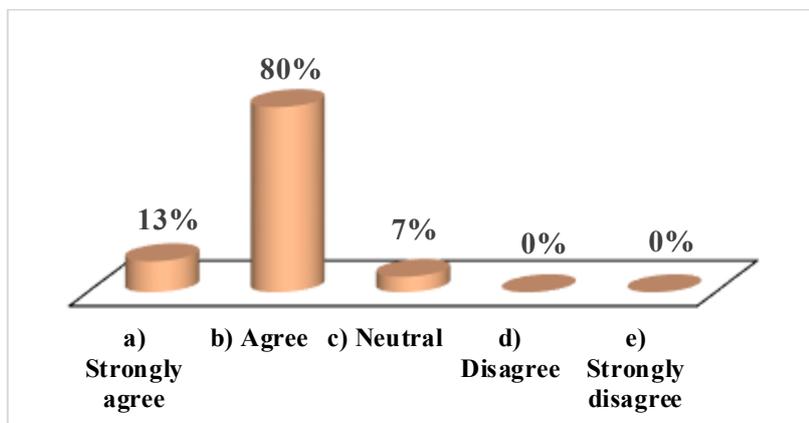
Figure 3. 10: Students'Opinions towards the Use of Model Text Writing to Improve their Academic Writing Performance.

It is noticeable that nearly all the students agree with the application of model text writing in the academic writing sessions to help improve their level of performance; (80%) of them agree and (13%) strongly agree. However, (7%) of the respondents had a neutral opinion and there is no disagreement with the use of modeling (0% disagree, 0% strongly agree). By the end, EFL master students are interested in the implementation of model texts to enhance their academic writing performance and reduce the errors.

Students' Justifications:

To gather more data about how can model text writing as a technique be effective to improve EFL students' academic writing performance, we asked our respondents to justify their answers. Initially, the respondent whose opinion was neutral did not provide any reason. However, those who "strongly agree" and "agree" provided interesting justifications that proved the benefits of adopting the model text writing technique.

The majority of respondents asserted that having a model text to use as a sample and guide to write about a certain topic helps them to produce a perfect piece of writing with fewer errors. EFL master students claimed that model texts illustrate the flow of ideas, the structure, and the choice of words of the writer and therefore they avoid many errors and mistakes they usually make while writing.

Moreover, the other justifications showed that respondents who tried modeling in academic writing sessions confirmed its usefulness as it helped them to produce clear and well-organized pieces of writing. They also avoided several mistakes they used to make.

Item11. Advantages of model texts
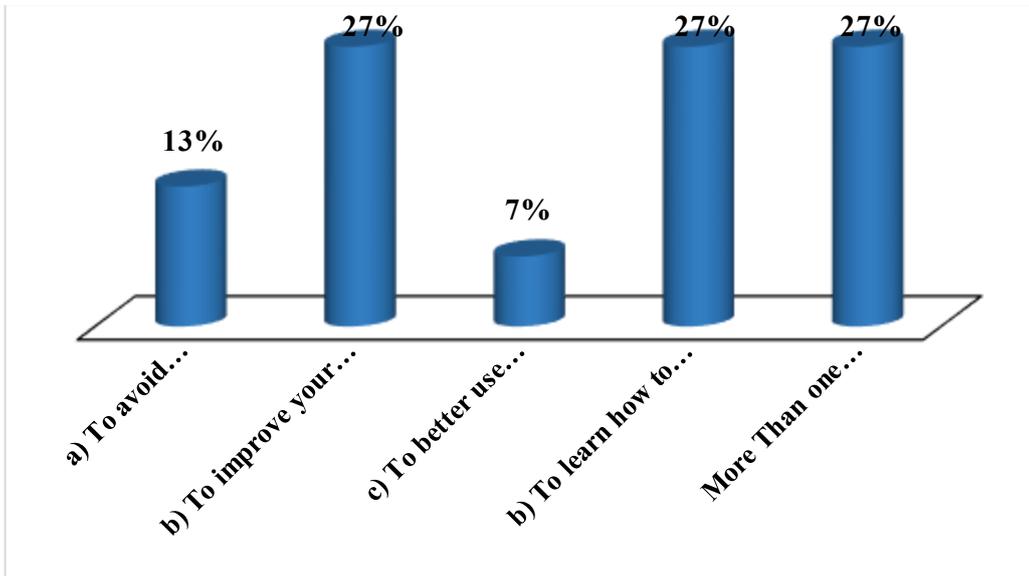
Figure 3. 11: Students'Opinions about The advantages of Model Texts

The results illustrate that the two advantages of improving the style and learning how to organize and combine sentences share the same percentage of (27%) for both. In addition, (13%) of EFL master students claimed that model texts help them to avoid grammatical errors, and (7%) of them chose the better use of punctuation. Moreover, (27%) of the respondents had more than one choice from the listed advantages of model texts on their academic writing performance.

Item 12. The frequency of using model text writing in the classroom
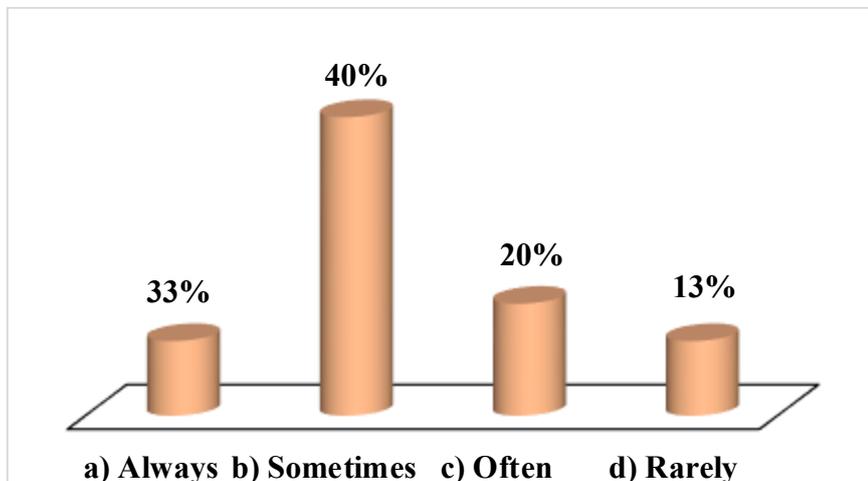
Figure 3. 12: The Frequency of Using Model Text Writing in The Classroom

According to **figure 3.12**, most of EFL students (40%) claimed that their teachers sometimes use model text writing in the classroom, and (33%) affirmed that the technique is always applied in the classroom. Whereas, the rest of the respondents'answers were between often (20%) and rarely (13%) concerning the use of model texts in academic writing sessions.

The results show that most EFL master students are not familiar with the use of model text writing in academic writing sessions which means that even the teachers of the module are not familiar with the technique and they often include it in the academic writing syllabus.

3.4.1.5. Discussion of the Results of Students' Questionnaire

The analysis of this questionnaire provides valuable information that answered a part of the research and supported our hypothesis. From students' responses, we deduced that they are aware of the importance of the master level since it was their personal choice. They also showed awareness of the four language skills and their significance in the process of learning English namely writing and reading. However, first-year master EFL students are not confident enough about their level in writing and they rate it between good and fair.

In the same path, although master one students face many difficulties in academic writing due to the lack of reading academic materials, the lack of practice, and the teaching strategies used by the teacher, they highlighted the significance of academic writing at their level since they are supposed to produce several academic writing assignments and to conduct a thesis in master two level. According to their justifications, they believe that is a communication tool that they use to transmit their ideas using their own words. Moreover, mastering academic writing is an essential key in the production of research works such as research papers and dissertations. Additionally, the majority of respondents prefer to have

their academic writing assignments at home, however, they also urged teachers to vary the type of tasks between individual work, pair work, and group work assignments.

Students have a good idea of the model text writing technique. Through their answers, first-year master students showed a markable interest in the implementation of model texts to help them improve their level in academic writing. This technique provides students with guidance throughout the process of writing assignments that is a beneficial technique especially for those who can not write from anything. More importantly, overcoming students' difficulties in academic writing and avoiding a variety of errors are important advantages of model text writing that made students interested in it.

3.4.2 Teachers' Interview

The teachers' interview is the second data collection tool for this study. It aimed to gather the feedback and attitudes of EFL teachers of Biskra University about the use of model text writing to help first-year master EFL students improve their level of performance in academic writing.

3.4.2.1 Description of Teachers' Interview

The interview addressed teachers of academic writing at the English Division at Biskra University. It is a semi-structured interview that consists of thirteen (13) questions carried out with five (5) teachers of academic writing as previously mentioned. The interview was designed in Google Forms and it was sent to teachers via email.

3.4.2.2. Aim of Teachers' Interview

The study interview was designed to EFL teachers in Biskra University to know the teachers' attitudes and feedback about the implementation of model text writing as a teaching technique to help first-year master EFL students enhance their level in academic writing.

3.4.2.3. Administration

The semi-structured interview was administrated to EFL teachers at Mohamed Khider University of Biskra. The interview was sent to five (5) selected teachers of academic writing via email and it took nearly fifteen days, for many reasons such as some selected teachers did not answer the interview so the researcher had to send it to other teachers of writing expression, while the others took about two weeks to send their responses.

3.4.2.4. Analysis of Teachers' Interview

Item 01: Teachers' degree

Option	Number	Percentage
Doctorate	2	40%
Magiter	3	60%
Mater	0	0%
Total	5	100%

Table3. 1: Teachers' Degrees

From teachers' responses, it is observed that the majority of them (n=3) have a Magister degree while two (n=2) others have Doctorate; however, none of them has a master's degree. Knowing the teachers' degrees help us to collect data from teachers with different high degrees.

Item 02: Teachers' experiences in teaching academic writing

Through this item, teachers were asked about how long have they been teaching academic writing.

Teacher 01: 1 year

Teacher 02: 6 years

Teacher 03 : 3 years

Teacher 04: 4 years

Teacher 05: 6 years

Teachers' responses indicate that their academic writing teaching careers are different. Two (n=2) teachers have the experience of 6 years in teaching academic writing; whereas, the rest three (n=3) teachers (teacher 1,3, and 4) teach academic writing from 1-4 years. Teachers'different periods of experience in teaching academic writing will provide the researcher with various responses to the next questions.

Item 03: The importance of learning academic writing for master students

Option	Number	Percentage
Very important	5	100%
Important	0	0%
Not important	0	0%
Total	5	100%

Table3. 2: The Importance of Learning Academic Writing at Master Level

All teachers agreed that learning academic writing is necessary for master students. Additionally, while teachers justified their answers, the majority claimed that academic writing is the main skill in the process of learning EFL. To sum up, teachers' justifications (teachers 2 and 4) claimed that academic writing is a tool of communication that gives the learners the chance to express and transport their ideas fluently and accurately. Besides, teacher 5 adds that academic writing shows the level and competence of the learners. Furthermore, (teachers 1 and 3) pointed that academic writing is crucial at the master level to report the findings of research since students are required to write research papers and different written projects in addition to a dissertation in master two level.

From teachers' responses, we deduce that they all confirm the significance of academic writing for master students for many reasons including communicating and expressing their thoughts and producing research papers and dissertations.

Item 04: Master students' level in academic writing

Option	Number	Percentage
Very good	0	0%
Good	3	60%
Fair	1	20%
Poor	1	20%
Total	5	100%

Table3. 3: The Level of Master Students in Academic Writing

It is clearly observed that the majority of teachers agreed that master students' level in academic writing is good and none of them thinks that their level is very good. Moreover, teacher 3 finds students' level of performance in academic writing fair; whereas, teacher 1 pointed out that their level is poor even when they at an advanced level of master.

Item 05: Students' difficulties in academic writing

Option	Number	Percentage
Paraphrasing and quoting	0	0%
Lack of relevant ideas	0	0%
Language coherence and cohesion problems	0	0%
Grammatical errors	0	0%
All of them	4	80%
More than one choice	1	20%
Total	5	100%

Table3. 4: The Common Difficulties Students Face in Academic Writing

The majority of the interviewed teachers (teacher 1, 3, 4, and 5) agreed that master students share all the listed common difficulties in academic writing that are paraphrasing and quoting lack of relevant ideas, language coherence and cohesion problems, and grammatical errors. However, the response of teacher 2 included all the mentioned difficulties except for grammatical errors.

Moreover, we asked the teachers to mention other difficulties they believe face students in academic writing. Mechanics, summarizing, academic writing features, organization, and structure, and generating ideas are the main difficulties teachers suggested that prevent master students from improving their level in academic writing.

Item 06: The reasons behind students' difficulties in academic writing

To specify the reasons behind students' difficulties in academic writing, (teacher 1, 2, 4, and 5) assert that the lack of reading and lack of practice are included in the main reasons behind students' difficulties in academic writing. Accordingly, teacher 3 listed some reasons like insufficient time for the teacher to provide effective feedback and the lack of interest among some students to improve their level in academic writing.

Item 07: The type of academic writing assignments students are asked to do the most in the classroom

Option	Number	Percentage
Writing essays	0	0%
Analysis of essays	0	0%
Research papers	1	20%
Using model texts to produce written assignments	0	0%
Writing book reviews	0	0%
More than one choice	4	80%
Total	5	100%

Table3. 5: The Type of Academic Writing Assignments Students Do The Most in The Classroom

The above answers illustrate that the majority of teachers chose different types of academic writing assignments namely, writing essays, research papers, the use of model texts, and writing book reviews. However, none of them uses the analysis of essays as a type of practice in academic writing sessions. Moreover, teacher 1 provided one answer that is research papers.

Item 08: The main aspects teachers focus on in evaluating students written assignments

Option	Number	Percentage
Word choice and ideas (content)	0	0%
Language coherence and cohesion	0	0%
Grammar	0	0%
Form	0	0%
Style	0	0%
All of them	4	80%
More than one choice	1	20%
Total	5	100%

Table3. 6: The Main aspects To Consider in Evaluating Students' Written Assignments

Regarding the results mentioned in table (6) most of the interviewed teachers (teachers 2, 3, 4, and 5) claimed that they focus on all the listed aspects of language in evaluating students' works; whereas, teacher 1 focuses on language coherence and cohesion, grammar, and form only.

Item 09: The teaching approach followed by the teachers to teach academic writing

Option	Number	Percentage
Process approach	0	0%
Product approach	3	60%
Controlled-to-free approach	0	0%
Genre approach	0	0%
More than one choice	2	40%
Total	5	100%

Table3. 7: The Teaching Approach Teachers follow To Teach Academic writing

According to the table (7), three teachers (teacher 1, 3, and 4) said that they follow the product approach to teach academic writing. However, teacher 2 uses both the process approach and the genre approach, while teacher 3 claimed that three different approaches are applied in her academic writing sessions that are process approach, product approach,

and genre approach. Moreover, it is clearly observed that none of the teachers have chosen the controlled-to-free approach in their teaching context.

Item 10: The teaching strategies used by teachers to help students overcome their difficulties in academic writing

Teacher 1: "Sensitive them about the academic writing requirements. And make them write."

Teacher 2: "Summarizing, note-taking, quoting, and imitating."

Teacher 3: "Encouraging them to read extensively, making them write essays very often and encourage self-assessment and peer assessment (through peer/group work) to gain time and energy, offering feedback as much as possible, encouraging students' autonomy by suggesting to them online guides on producing academic papers as well as online sources to teach and improve grammar, vocabulary…etc, relying on written modals in class (essays and passages of established writers) to see how style and coherence have been achieved so that students rely on to improve all aspects of their writing."

Teacher 4: "Practising the writing skill as many times as possible and encouraging both self & peer assessment."

Teacher 5: "Teamwork and mini-workshops."

From what the interviewed teachers demonstrated above, they suggested different strategies as quoting, extensive reading, self, and peer assessment, writing different types of assignments, and model text writing. It is observable that teachers should encourage students to practice writing and both self and peer assessment. More importantly, teacher 3 mentioned the use of model texts as a technique to improve students' writing, which extremely supports the researcher hypothesis.

Therefore, to help students overcome their difficulties in academic writing and improve their level of performance teachers adopt strategies that require practice.

Item 11: Teachers' opinions on the usefulness of integrating model text writing to teach academic writing

Option	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table3. 8: The usefulness of Integrating Model Text Writing To Teach Academic Writing

As it is illustrated above, the total number of the interviewed teachers (5 teachers) agreed that model text writing is very useful as a teaching-learning technique, especially with academic writing.

Teachers' Justifications:

Teacher 01: Students can observe a written passage and understand how structure, mechanics, vocabulary...work. it serves them as a modal and reference to compose their own production. This method reduces students' anxiety as they do not have to start from nothing. Moreover, it is a way to check grammar and improve it and see how language functions. This reduces the teacher's efforts and increases students' critical thinking**.**

Teacher 02: Most learners cannot write from nothing. They need support or scaffold to start.

Teacher 03: It could a strategy that assists learners to improve their writing competence.

Teacher 04: I don't often use it, but it fosters their reading and creative composition.

Teacher 05: It is a good initial phase of practice.

The teachers (1) and (2) claimed that using model texts to teach academic writing reduces students' anxiety especially those who can not write from anything. Students are introduced to how structure, vocabulary, and mechanics work through reading and analyzing a model text. Furthermore, the majority of teachers explained their opinions by linking model text writing to the improvement of students' writing competence either directly (teachers 3 and 4) or indirectly (teachers 1, 2, and 5) and this is another point that supports our hypothesis.

Item 12: Implementing model texts in academic writing sessions

Option	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table3. 9: Implementing Model Texts in Academic Writing Sessions

Regarding the results mentioned in table (9) the total number of interviewed teachers (5) answered with "yes", which means they all use model texts in their academic writing sessions and they are aware of the usefulness of model text writing technique in improving students' level in writing.

Item 13: The advantages of model text writing to enhance students' academic writing performance

Teacher 1: "It makes them aware of the needs of academic writing."

Teacher 2: "Very helpful by offering guidelines and structure to follow."

Teacher 3: "Students will use the text as a model and see how aspects of writing (structure, grammar, vocabulary, coherence...) have been used. In a way, they will copy the form or adjust it to their own ideas on paper."

Teacher 4: "Parallel writing (model text writing) is mostly advised for beginners. Once they can rely on themselves, they get rid of it."

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Teacher 5: "It may help if it is purposely integrated. There should be an objective set for this kind of practice."

Based on the teachers' prior knowledge about model text writing, we asked them how they think this teaching technique can help students enhance their academic writing performance. It is clearly observed that the majority of teachers share the same opinion that model texts serve as a guide for students which presents the main aspects of writing (structure, vocabulary, coherence, grammar…etc) as well as the features of the genre they are studying. Accordingly, teacher (5) claimed that there should be a clear objective set for applying this technique, for instance introducing the argumentative type of essay. Moreover, teacher (4) points out that this teaching technique is advised for beginners since they can not write from anything.

3.5. Synthesis of the Findings

The findings from both data collection tools lead to the progress of this synthesis. Both the questionnaire and the interview provided nearly similar results that help to answer the research questions and to support the hypothesis concerning the role of model text writing in improving EFL students' academic writing performance. Students and teachers are aware of the importance of learning academic writing especially at the master level; however, students face several difficulties in academic writing and their level of performance is nearly poor.

EFL teachers and students at Mohamed Khider University of Biskra provided positive attitudes towards the use of model text writing as a technique to teach academic writing, they believe that it presents the main aspects of language such as grammar, vocabulary, and organization in a sample that students can use as a guide to help them improve their level in writing and prevent them from making errors. Moreover, the responses

of both EFL teachers and students answered the research questions and confirmed the validity of research hypotheses which stressed the usefulness of model text writing in learning academic writing.

Furthermore, teachers claimed that model text writing is a teaching technique that deserves to be adopted since it helps to improve the students' both reading and writing skills. However, teachers are supposed to choose relevant model texts that exemplify the genre they want to teach.

To conclude, the study results answered all the research questions and confirmed all the research hypotheses. Also, the aims of the study have been achieved; mainly, both teachers and students confirmed the vital role of model text writing as a teaching technique to help students overcome their difficulties in academic writing and enhance their level.

Conclusion

This chapter was devoted to the field work of the present study aimed to investigate whether the use of model text writing improves EFL students' performance in academic writing. It contains the analysis and interpretation of the obtained data from the two collection methods students' questionnaire and teachers' interview. The data gathered are presented in the forms of graphs and tables, and each question is analyzed statistically. In the end, the final findings of both data collection tools are synthesized and discussed.

Limitations of the study

In conducting this research, we faced some difficulties. First, the main obstacle was the lack of sources about model text writing namely books and articles because it is a step in the genre approach and only a few researchers shed the light on it as an effective technique to teach writing. Besides, a pre-test and post-test to prove the effectiveness of model texts were supposed to take place in first-year master students' academic writing sessions.

However, due to the worldwide pandemic and the unexpected holidays in February, the researcher had to change into a students' questionnaire and teachers' interviews to gather the necessary data for the research. Nevertheless, the aforementioned limitations did not prevent the researcher from collecting very useful results that proved the validity of the hypotheses.

Implications

For teachers

- It is highly recommended to vary the ways of teaching academic writing and to focus on its main aspects that students need to master.

- It is highly recommended to maximize the practice of writing different academic assignments in the classroom.

- It is highly recommended to expose students to different types of academic readings to make them familiar with academic conventions.

- It is highly recommended to integrate model text writing from the second year as a technique to develop students' level in writing.

For Students

- Students need to practice writing formal academic English at an early stage at the university to be familiar with academic writing conventions.

- Students should be aware of the importance of academic writing at the university especially at an advanced level like master's degree.

- Students should devote their time to read different academic assignments such as academic articles, research papers, and dissertations to have a clear idea about their form, structure, and organization.

- Students should train themselves in writing using model texts to guide them through the process of producing written pieces.

General Conclusion

The current study attempted to investigate the improvement of EFL learners' academic writing performance by implementing model text writing as a teaching writing. Therefore, the ultimate aim of the research is to answer the research questions and confirm the validity of research hypotheses which suppose that if EFL learners are exposed to model texts their level in academic writing will be enhanced.

Eventually, students consider academic writing as a complex skill to master. They have different difficulties in academic writing; namely, vocabulary, grammar, organization, and language coherence and cohesion. They also fail to produce written assignments that meet the academic requirements such as citing and referencing, formal language, accuracy, and objectivity. Through both the questionnaire and the interview, EFL teachers and students pointed out that the lack of reading and the lack of practice in academic writing are the main reasons behind EFL students' difficulties. They claimed that the insufficient time allocated to academic writing prevents them from practicing enough academic assignments and receiving feedback from teachers.

Furthermore, the obtained findings that are discussed in the field work proved that both EFL teachers and students have positive attitudes towards integrating model text writing as a technique to develop EFL students' level of performance in academic writing. They believe that if students are provided with model texts to use as samples, their written productions will be improved and will contain fewer errors than usual. Moreover, teachers endorse model text writing as a teaching technique that helps them to guide students through the process of writing.

All in all, the results of the current study revealed that the implementation of model texts in EFL learning introduces the main characteristics of academic writing including the

language, style, and methodology which help them to improve their level of academic writing performance.

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Appendices

List of Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Teachers' Interview

Appendix 01: Students' Questionnaire

Dear students,

You are kindly requested to answer the following questionnaire which is an attempt to gather information to investigate " The Role of Model Text Writing in Improving EFL Students'Academic Writing" to accomplish a master dissertation.

Your answers dear students are very important for the validity of the research we are undertaking. As such we hope that you will give us your full attention and interest.

Thank you for your collaboration

Section One: General Information

Q1. Was studying Master level your own choice?

a) Yes ☐

b) No ☐

Q2. Which language skill do you consider the most important and you focus on more than the other skills?

	Very important	Important	Less important
a) Listening	☐	☐	☐
b) Speaking	☐	☐	☐
c) Reading	☐	☐	☐
d) Writing	☐	☐	☐

Q3. How do you rate your performance in writing?

a) Excellent ☐

b) Good ☐

c) Fair ☐

d) Poor ☐

Section Two: Academic Writing

Q4. As a master student, to what extent learning academic writing is important at your level?

a) Very important ☐

b) Important ☐

c) Less important ☐

Please explain

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Q5. According to you, what do you consider as difficulty in academic writing? (You may choose more than one option)

a) Paraphrasing and Quoting ☐

b) Referencing and Citation ☐

c) Choice of relevant sources ☐

d) L1 interference ☐

e) Inadequacy (lack) of ideas ☐

f) Expressing your own opinion ☐

g) Language coherence and cohesion ☐

h) Grammatical errors ☐

Q6. What are the reasons behind these difficulties? (You may choose more than one option)

    a) Lack of interest in academic writing

    b) Lack of reading academic materials

    c) The way the course of academic writing is being taught

    d) Lack of practice in the classroom (academic writing assignments)

    e) Free writing assignments

    f) All of them

Q7. Do you prefer to have academic writing assignments:

    a) At home

    b) In the classroom

    c) Individual work assignments

    d) Pairs assignments

    e) Group work assignments

Please justify your answer

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Section Three: Learners' Perception Towards Using Model Text Writing to Enhance Their Academic Writing Performance

Q8. Do you prefer:

    a) To write freely about a topic of your own choice

    b) The teacher suggests the topic to write about

c) To have a model text as a guide ☐

Q9. How often do you have writing assignments in the classroom?

    a) Always ☐

    b) Sometimes ☐

    c) Often ☐

    d) Rarely ☐

Q10. To what extent do you agree with the use of Model Text Writing as a technique to improve academic writing and reduce the errors?

    a) Strongly agree ☐

    b) Agree ☐

    c) Neutral ☐

    d) Disagree ☐

    e) Strongly disagree ☐

Please justify your answer

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Q11. The use of Model Text Writing Writing may help you (you may choose more than one option) :

    a) To avoid grammatical errors ☐

    b) To improve your writing style ☐

    c) To better use punctuation ☐

    d) To learn how to organize ideas and combine sentences ☐

Q12. How often does your teacher use Parallel Writing in the classroom?

a) Always ☐

b) Sometimes ☐

c) Often ☐

d) Rarely ☐

If you have any further suggestions or comments concerning Parallel Writing, please cite them.

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Appendix 02: Teachers' Interview

> Dear Teachers,
>
> The present study investigates "The Role of Model Text Writing in Improving EFL Students'Academic Writing",case study of First Year Master EFL Students at Biskra University. We would appreciate if you could take the time to share your experience and answer the following questions.
>
> We extremly appreciate your collaboration.

Section One: General Information

Q1. Which degree do you hold?

a) Ph.D   ☐

b) Magister   ☐

c) Master   ☐

Q2. How long have you been teaching academic writing?

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Section Two: Academic Writing

Q3. To what extent is learning academic writing important for master students?

a) Very important   ☐

b) Important   ☐

c) Not important   ☐

Please explain

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Q4. How do you rate master students' level in academic writing?

a) Very good ☐

b) Good ☐

c) Fair ☐

d) Poor ☐

Q5. Based on your experience, what are the most common difficulties students face in academic writing?

a) Paraphrasing and quoting ☐

b) Lack of relevant ideas ☐

c) Language coherence and cohesion problems ☐

d) Grammatical errors ☐

e) All of them ☐

Others, please specify

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Q6. What are the reasons behind these difficulties?

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Q7. Which type of academic writing assignments your students are asked to do the most?

a) Writing essays ☐

b) Analysis of essays ☐

c) Research papers ☐

d) Using model texts to produce written assignments ☐

e) Writing book reviews ☐

Q8. What aspects do you focus on the most when evaluating students' written productions?

a) Word choice and ideas (content) ☐

b) Language coherence and cohesion ☐

c) Grammar ☐

d) Form ☐

e) Style ☐

f) All of them ☐

Section Three: Teachers' Perception Towards Using Model Text Writing as a Technique to Enhance Master Students' Academic Writing Performance

Q9. What teaching approach do you follow to teach academic writing?

a) Process approach ☐

b) Product approach ☐

c) Controlled-to-free approach ☐

d) Genre approach ☐

Others, please specify

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Q10. What teaching strategies do you use to help students overcome their academic writing difficulties?

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Q11. In your opinion, integrating model text writing to teach academic writing can be useful or not?

a) Yes ☐

b) No ☐

Please explain

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Q12. In your courses of academic writing, do you use model text writing to help students improve their level?

a) Yes ☐

b) No ☐

Q13. Based on the definition of model text writing and your prior knowledge about it, how do you think this teaching technique can help to enhance students' performance in academic writing?

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We would appreciate any suggestions or comments from your part

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الملخص

يعتبر طلبة الماستر في مرحلة متقدمة من مشوارهم الجامعي حيث يطلب منهم إنجاز العديد من البحوث الأكاديمية بالإضافة إلى مذكرة من أجل تخرجهم. يواجه طلبة اللغة الإنجليزية العديد من الصعوبات في الكتابة الأكاديمية حيث أن المقالات الأكاديمية و الأوراق البحثية التي ينجزونها ذات مستوى ضعيف و تحتوي على جملة من الأخطاء و هذا قد يرجع إلى قلة تمرنهم على الكتابة الأكاديمية و عدم معرفتهم لأساسياتها. إن الهدف من هذه الدراسة هو مناقشة دور و إستعمال النصوص النموذجية في تطوير الأداء الكتابي للطلبة. و منه إفترضنا أنه كلما إعتمد الطلبة على النصوص النموذجية في مراحل الكتابة, كلما تطور مستواهم في الكتابة الأكاديمية و قلت أخطاؤهم. للتأكد من صحة هذه الفرضية اعتمدنا على نهج الطريقة المختلطة و منه إخترنا لجمع البيانات وسيلتين مختلفتين: إستبيان إلكتروني لفائدة طلبة السنة أولى ماستر لغة إنجليزية تخصص علوم اللسان بجامعة محمد خيضر بسكرة أجاب عنه خمسة عشرا (15) طالبا بالإضافة إلى مقابلة إلكترونية مع خمسة (5) أساتذة لغة إنجليزية. كشفت النتائج التي تم الحصول عليها إتفاق الأساتذة و الطلبة على أهمية الكتابة الأكاديمية في تعلم اللغة الإنجليزية كلغة أجنبية بالأخص لطلبة الماستر كما أن لديهم موقف إيجابي إتجاه إدراج النصوص النموذجية كطريقة لتدريس الكتابة الأكاديمية و مساعدة الطلبة في تطوير مستواهم. و منه فإن النتائج المتحصل عليها اثبتت صحة فرضيتنا المقترحة و في الأخير تم تقديم بعض الإقتراحات للأساتذة حول تنويع طرق تدريس الطلبة و تحفيزهم على قراءة مختلف المقالات و البحوث الأكاديمية بالإضافة إلى إعتماد طريقة النصوص النموذجية لتطوير مستوى الطلبة في الكتابة الأكاديمية.