

University of Mohammed Seddik Ben Yahia-Jijel

Faculty of Literatures and Languages

Department of English Language



Investigating the Use of Mentor Texts in Teaching the Writing Skill

The Case of Second Year LMD Students at the English Department of

Mohammed Seddik Ben Yahia University-Jijel

Dissertation Submitted in partial fulfilment of the Requirements for Master Degree in

Didactics

Candidates:

- Cherifa BOULMAACHE

- Merieme SOUYET

Supervised by:

- Malika NOURI

Board of Examiners:

Examiner: Loubna KOUIRA

University of Mohammed Sedik Ben Yahia

Supervisor: Malika NOURI

University of Mohammed Sedik Ben Yahia

Chairperson: Messouda ARZIM

University of Mohammed Sedik Ben Yahia

Academic year: 2018/2019

Investigating the use of mentor texts in teaching writing

Cherifa BOULEMAACHE

Merieme SOUYET

University of Mohammed Seddik Ben Yahia-Jijel

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Dedication

I would like to dedicate this work to:

My favorite people in the world; my mom “Malika”, and dad “Nadir”. Their affection, support and love have been my source of inspiration in every success I have made in life, and whose prayers have made me able to achieve such success,

my brother Nadjmadin, and my soulemate Moussa,

To my beloved Bisma and her husband Ali, to my beautiful sisters Abla, Janat, and my sweetie Lilia, for their love and encouragement and for their delicate companionship,

my aunt “Fatiha” and her daughters “Kawter and Aya”,

my grandmother “Fatima” and my youngest brother “Farhat”, my friend “Meriem” and her kid “Louai”, thank you for being a part of my journey, I deeply appreciate all what you have done for me, my beloved friends, I shared with you souvenirs and memories that will last for a life time , I will always love and remember you: Madjda, Fatiha, Najiba, Amina, mofida,

Asma, Samira, and to some people who have passed away and still in my memory. my uncle

“Said” May allah be merciful with you.

Cherifa

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Dedication

I would like to didecate this work to

my favorite people in the world my mother Fatiha, My father Essaid, my brother Abd Arahman, and my Beloved husband Zoher who is my world; your affection, support and love were my source of insparation in every success I have made

my beautiful sisters Ibtissem, Hadjer, Sarah, Fatima and my sweety Marwa, for their love and encouragement,

my sweetheart « Louai » the gift whom I blessed with,

my best friend « Cherifa » I shared with you souvenirs and memories that will last for ever , I will always love and remember you,

my friends, Madjda, Amina, Mofida, wafa, Amal, and

to all my relatives, thank you for helping me finishing this work.

Merieme

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Acknowledgments

First and for most we thank God, the almighty who strengthened us and provided us with help and courage to fulfill this work.

We would like to express our sincere gratitude to our supervisor Mrs. Malika Nouri. for willing to work with us as well as her encouragement, patience and advice throughout the completion of this work.

We thank Mrs. **Messaouda Arzim** who presides the jury and Mrs. **Loubna kouira** for examining this research paper.

We would like to acknowledge the cooperation of all the teachers and the students who helped us carrying out our field work.

We sincerely appreciate our beloved parents and sisters, who always have been a source of love, strength and motivation in hard moments to complete this work, and our teacher “**Ferroudj Zoher**” who helped us unconditionally and supported us all the way.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Abstract

The teachers' use of mentor texts strategy is generally believed to enhance the students' writing skill. Therefore, the current study aimed at investigating the use mentor texts as a strategy in developing the second year EFL students' writing. This study took place at the department of English at the university of Mohammed Seddik Ben Yahia, Jijel. Henceforth, the research is based on the assumption that the use of mentor texts could help developing the students writing skill. To examine this assumption, three research tools were used, namely a students' questionnaire, a teachers' interview, and a classroom observation. The student's questionnaire was designed and administrated to 84 second year EFL students in order to figure out their opinions about the writing skill and the role of using mentor texts as a strategy to develop the writing skill. The teachers' interview was conducted with four teachers of written expression at the same department. Furthermore, a classroom observation was conducted through which the process of teaching/learning how to write using mentor texts was observed naturally. Accordingly, the analysis of the results revealed that both teachers and students hold positive attitudes towards the use of mentor texts. Furthermore, our findings show that teachers of writing use mentor texts as a strategy to teach different aspects of the writing skill. This strategy has proved effective in motivating students, facilitating the learning processs, and , hence, developing the students writing skill.

Key word: the writing skill, mentor texts

THE USE OF MENTOR TEXTS IN TEACHING WRITING

List of Abreviation and Symbols

EFL: English as a Foreign Language

ELLS: English Language Learners.

ESL: English as a Foreign Language

etc. Etcetera.

GRR: The Gradual Release of Responsibility.

i.e.: That is to Say.

Q: Question.

LMD: Licence, Master, Doctorate

N°: Number.

%: Percentage.

ZBD: Zone of Proximal development.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

List of Tables

Table.1. Students' feelings towards writing in English.....	40
Table.2. Students' perceptions of the importance of writing.....	42
Table.3. Students perceptions of the components of good piece of writing.....	43
Table.4. Students' attitudes towards the difficulty of writing in English.....	44
Table.5. The most difficult writing step according to the students.....	45
Table.6. The most challenging aspect of the writing process	46
Table.7. The causes behind the writing difficulties.....	47
Table.8. The writing strategies used d by students.....	48
Table.9. Students' ways to improve their writing skill.	49
Table.10. The relationship between reading and writing.....	50
Table.11. The integration of reading in the written expression module.....	51
Table.12. Student's opinions about the integration of the reading skill in the writing classes.....	51
Table.13. The importance of reading in improving writing.....	52
Table.14. The reasons behind the importance of reading.....	53
Table.15. The teacher' use of mentor texts.....	54
Table.16. The frequency of teacher' use of mentor texts.....	55
Table.17. Types of mentor texts used by teachers when teaching writing.....	56
Table.18. Ways of using mentor texts.....	57

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.19. Students' preference of reading mentor texts.....	57
Table.20. Students engagement in discussion about mentor texts.....	58
Table.21. Students' reasons of not engaging in discussions about the mentor text.....	59
Table.22. The frequency of referring to the mentor text.....	60
Table.23. Students reference to mentor texts	61
Table.24. The writing aspects that mentor texts can improve.....	62
Table.25. Students opinions about learning with/without mentor texts.....	63
Table.26. Students' perceptions of the effectiveness of using mentor texts.....	65
Table.27. The reasons behind of the effectiveness of mentor texts on writing.....	65

List of Figures

Figure.1. The linear model of the writing process	9
Figure.2. The process wheel	9
Figure.3. Vygotsky' zone of proximal development	34
Figure.4. The gradual release of responsibility model	35
Figure.5. Students' feelings towards writing in English.....	40
Figure.6. Students' perceptions of the importance of writing.....	42
Figure.7. Students' attitudes towards the difficulty of writing in English.....	44
Figure.8. The most difficult writing step according to the students.....	45
Figure.9. The most challenging aspect of the writing process.....	46
Figure.10. The causes behind the writing difficulties.....	47
Figure.11. The writing strategies used by students.....	48
Figure.12. Students' ways to improve their writing skill.....	49
Figure.13. The relationship between reading and writing.....	50
Figure.14. The integration of reading in the written expression module.....	51
Figure.15. Student's opinions about the integration of the reading skill in the writing classes.....	52
Figure.16. The importance of reading in improving writing.....	52
Figure.17. The reasons behind the importance of reading.....	53
Figure.18. The teacher' use of mentor texts.....	54

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Figure.19. The frequency of teacher' use of mentor texts.....	55
Figure.20. Types of mentor texts used by the teacher of writing.....	56
Figure.21. Ways of using mentor texts.....	57
Figure.22. Students' preference of reading mentor texts.....	57
Figure.23. Students engagement in discussion about mentor.....	58
Figure.24. Students' reasons of not engaging in discussions about the mentor text.....	59
Figure.25. The frequency of referring to the mentor text.....	60
Figure.26. Students reference to mentor texts.....	61
Figure.27. The writing aspects that mentor texts can improve.....	62
Figure.28. Students opinions about learning with/without mentor texts.....	63
Figure.29. Students' perceptions towards the effectiveness of mentor texts on writing.....	65
Figure.30. The reasons behind the effectiveness of mentor texts on writing.....	65

Table of contents

General Introduction	1
1. Background of the Study	1
2. Statement of the Problem	2
3. Aim of the Study.....	3
4. Research Questions.....	3
5. Research Assumption	3
6. Research Methodology	4
7. Structure of the Study	4
Chapter one: The Writing Skill	5
Introduction.....	5
1. Definition of Writing	5
2. The Process of Writing	6
2.1. Planning.....	7
2.2. Drafting	7
2.3. Editing	8
2.4. Publishing (the Final Version)	8
3. The Importance of Writing	10
4. Writing Difficulties.....	12
4.1. Grammatical Difficulties.....	13
4.2. Punctuation and Spelling Difficulties	14
4.3. Vocabulary Difficulties	15

5. The Connection between Writing and Reading.....	15
6. Approaches To Teaching Writing	17
6.1. The Product- Oriented Approach	17
6.2. The Process-Oriented Approach	19
7. Instructional Strategies used to Teach Writing.....	20
7.1. Modeled Writing	20
7.2. Shared Writing	21
7.3. Guided Writing.....	21
7.4. Independent Writing.....	21
Conclusion	22
Chapter two: The use of Mentor Texts in Teaching the Writing Skill.....	23
Introduction.....	23
1. Definition of Mentor Texts.....	23
2. The Importance of Using Mentor Texts in Teaching Writing	24
3. Criteria of Selecting a Mentor Text.....	27
3.1. Students' Level.....	27
3.2. Students' Interests	28
3.3. Students' Needs.....	28
3.4. Students' Background Knowledge.....	28
3.5. Language Complexity	28
3.6. Exploitability.....	29
3.7. Curriculum Goals	29

4. The Use of Mentor Texts.....	29
5. Types of Mentor Texts	32
5.1. Published Mentor Texts	32
5.2. Student-written Mentor Texts	32
5.3. Teacher-written Mentor Texts.....	33
6. Theories Supporting the Use of Mentor Texts	33
6.1. The Zone of Proximal Development.....	33
6.2. The Gradual Release of Responsibility	34
6.2.1. Focused instruction (I do it).....	35
6.2.2. Guided Instruction (we do it).....	36
6.2.3. Collaborative Learning (you do it together)	36
6.2.4. Independent Practice (You do it).....	36
Conclusion	37
Chapter three: Research Methodology and Data Analyses.....	38
Introduction.....	38
1. Students' Questionnaire	38
1.1. The sample	38
1.2. The Administration of the Questionnaire	38
1.3. Description of the Students' Questionnaire	38
1.4. Analysis and Interpretation of the Students' Questionnaire	39
1.5. Results and Discussion	66
2. Teachers' interview	67

2.2. Description and Aim of the Teachers' Interview	68
2.3. The Analysis of Teachers' Interview	68
2.4 Results and Discussions	75
3. Classroom Observation.....	76
3.1. Description of the Classroom Observation	76
3.2. The Analysis of the Classroom Observation	77
3.3. Results and discussion	81
4. Limitations of the Study	84
5. Suggestions and Recommendations	85
Conclusion	86
General Conclusion	87

Appendix 01: Students' Questionnaire

Appendix 02: Teachers' Interview

Appendix 03: Classroom Observation Checklist

Résumé

ملخص

THE USE OF MENTOR TEXTS IN TEACHING WRITING

General Introduction

Introduction

Learning any second or foreign language is largely based on the acquisition of the four skills, namely listening, speaking, reading and writing. The latter has attracted the attention of various researchers as being the most challenging skill to be mastered. Moreover, the skill of writing is significant for EFL learners in particular, for the crucial role it plays in academic contexts where EFL learners are required to write and produce the language. A great majority of students considers the writing as a demanding skill to learn; they usually face problems to learn all the language mechanisms and apply them appropriately. Hence, EFL teachers should try different strategies to improve the students writing skill. One strategy, which has proved effective in stimulating the student's engagement in the writing process, is the use of mentor texts. Such a strategy engages students in the process of reading and writing, hence, resulting in the development of both skills. In addition to that, exposure to how good writing is constructed by published authors allows students to follow their patterns and achieve such a high level of proficiency that they may not otherwise attain. They learn to imitate from these texts without any plagiarizing aspects as Grellet (2005.p.32) states "imitating is one of the best ways of learning... In the field of writing too, a great deal can be learnt by following the style of certain writers. It forces you to study a model, and gives you a framework whithin which to write, whilst still allowing you to be fully imaginative and creative".

1. Background of the Study

Recently, the notion of mentor texts has been an interesting topic for different researchers. Moreover, it has turned out to be considerably useful and necessary to develop the students' writing skill. Thus, the use of mentor texts has fueled considerable researches. To start with, the study conducted by Turner (2015) investigating the effects of mentor texts and a writing

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Workshop on students writing abilities revealed that the use of mentor texts with the writing workshop had a positive effect on students' interest in writing and that their motivation to write increased. Moreover, the students became aware of the different types of the writing strategies and techniques used by authors, developed the students developed collaboration among them, and provided each other with support. In addition, the students' confidence in themselves as writers increased.

Another study that has influenced this research is that of weiler (2013) entitled "Improving elementary students writing through mentor texts minilessons related to the 6+1 traits of writing as aligned with the common core state standards". This study showed that students really enjoy learning through this process that represented a fun way of learning, and helped them understand the presented concepts. It further showed that these strategy-helped students select good books to read and imitate in their writing as well.

Abbuhi (2011), on her part, conducted a quantitative study with native speakers of English, higher proficiency nonnative speakers, and lower proficiency speakers too. She compared the effects of using a model text along and using it with explicit instruction on the writing skill of those three groups of students. It has shown that the learners who use the model text with explicit instructions performed better than those who only used mentor texts. She noticed that it is not sufficient to use only models but in combination with explicit instructions to facilitate students understanding of the text.

2. Statement of the Problem

The writing skill represents one of the main challenging skills for EFL students who are reported to face many difficulties when learning to write in English. Furthermore, most EFL Teachers assert that their learners do not read in English, the fact which makes them unable to recognize the different writing forms. Thus, they face certain difficulties at both the form and the content levels, which make them unable to express their ideas clearly, accurately, and

THE USE OF MENTOR TEXTS IN TEACHING WRITING

meaningfully. Hence, by assigning learners to explore a mentor text, they are encouraged to think about the norms of the language use and become familiar with it. In addition to that, when reading a mentor text students may benefit from the reading passages to write their compositions since mentor texts will provide learners with various ideas, vocabulary, grammar, paragraph structure and different writing styles that help them improve their language proficiency level, and develop their abilities to express their thoughts and opinions.

3. Aim of the Study

The aim of this study is to investigate the use of mentor texts as a strategy to teach the writing skill to second year EFL students at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel.

4. Research Questions

This study tries to provide answers to the following research questions:

- ❖ Do EFL teachers use mentor texts as a strategy to teach the writing skill?
- ❖ Do second year EFL students use mentor texts to develop writing performance?
- ❖ What mentor texts do EFL teachers use when teaching writing to second year EFL students and how do they use them?
- ❖ How does the use of mentor texts affect the development of the second year EFL students writing skill?

5. Research Assumption

This research is based on the assumption that the use of mentor texts could help developing the EFL students writing skill.

6. Research Methodology

To collect data about the use of mentor texts to teach writing, three research tools were used; a questionnaire, an interview, and a classroom observation. These research tools were applied at Mohammad Seddik Ben Yahia university, Jijel. The questionnaire was administered to second year EFL students at the department of English in order to collect data about their attitudes towards the use of mentor texts. Moreover, an interview was conducted with four (4) written expression teachers at the same department. The teachers' interview aimed to investigate the teachers perceptions of the role of using mentor texts as a strategy to develop the students writing skill. Finally, a classroom observation was conducted to collect realistic data about the learning environment.

7. Structure of the Study

The current study is divided into three chapters; the first chapter highlights the main elements related to writing as a productive skill including its definition, its stages, its importance, and its purposes. Moreover, it sheds light on the different problems and the difficulties related to the writing skill, and it highlights the connection between the reading and the writing skill. The chapter further stresses some approaches and some strategies to teaching writing. The second chapter is concerned with the use of mentor texts. Under this chapter, some definitions, benefits, criteria, and types of mentor texts are included. In addition, it presents the different steps of using mentor texts and the most common theories that support the use of this strategy. The third chapter is concerned with the practical part. It reports on the results obtained through the different research tools. Finally, a general conclusion and some pedagogical recommendations are provided.

Chapter one: The Writing Skill

Introduction

Learning a second language entails learning its main language skills: listening, speaking, reading and writing. The latter plays a major role in expressing one's ideas, thoughts, opinions and attitudes. The current chapter is about the writing skill. It first presents different definitions of writing. Then, it describes the different stages that are involved in the writing process namely: planning, drafting, editing and publishing. In addition, it sheds light on the importance of writing and the major difficulties that EFL students face during the writing process. Moreover, it illustrates the connection between writing and reading, the effect that reading has on writing and vice versa. Finally, it explores two major approaches to teaching writing: the product-oriented approach and the process- oriented approach.

1. Definition of Writing

Writing as a distinguished discipline has gained growing interest recently. Indeed, many definitions of the term "writing" have been provided. To start with, for Coulmas (1999, p.560) writing is a "set of visible or tactile signs used to represent units of language in a systematic way". He adds "the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system". Moreover, Fisher (2001, p.12) argues that no one definition of writing can cover all the writing systems that exist and have ever existed. Instead, a complete writing system, according to Fisher, should fulfill all the following criteria:

- ❖ It must fulfill its purpose of communication.
- ❖ It must consist of artificial graphic marks on a durable or electronic surface.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- ❖ It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved.

According to Nunan (2003, p.88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It is the way of communication through which we express our ideas, feelings, etc. (Harmer, 2001, p.76). Thus, the students need to master the writing skill because it can be used to express their ideas and feelings and to communicate with others.

Widowson (1978, p.62), on his part, states that “writing is the act of making up sentences and transmitting them through the visual medium as marks on paper”. This means that writing is the act of putting letters and words on paper by using different tools. Danials and Bright (1996) define writing as “a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of utterer” (p.3).

Based on these definitions, it can be concluded that the process of expressing thoughts, feelings, and ideas in written form is the art of writing. The term writing which is derived from the verb to write refers to the activity of putting letters and words together to produce systematic and correct sentences in a written form.

2. The Process of Writing

Writing is much more than just putting words on paper. Writing is as a complex process which involves several interrelated steps. The writing process is defined by Harmer (2004, p.4) as “ the stages a writer goes through in order to produce something in its final written form”. This process, he argues, may be affected by the content, the type of writing and the medium it is written in (p.4). Freeman (2003) describes the writing process as the way “we translate ideas

THE USE OF MENTOR TEXTS IN TEACHING WRITING

into written text” . He adds, “It starts with an idea and the need to develop it, communicate it to an audience, and preserve it. Every writer at every age and at every stage of development and proficiency goes through this process” (p.x).

Several researchers, among them Harmer (2004), suggest that the process of writing has four basic steps. These are the following:

2.1. Planning

Planning is the first step in the writing process. In this stage, writers plan what they are going to write. Harmer (2004) claims, “when planning, writers have to think about three main issues”. First, they have to think about the purpose of their writing, which affects the text type they will produce along with the language used, and the information included. Second, writers must consider the audience they are writing for which influences not only the shape of writing, but also the device of language. The third issue writers need to tackle is the content structure of the piece of writing. That is, the organization of content in terms of facts, ideas, or arguments (pp.4-5). Thus, planning is the core stage of the writing process through which writers have to identify information about the purpose , the addressed audience and the content structure.

2.2. Drafting

The second step of the writing process involves writing a rough draft. During this stage, “the students are able to craft their own writing” (Donohue, 2009, p.12). That is to say, the real writing begins and writers organized their ideas into complete sentences and paragraphs. Harmer (2004) refers to drafting as the first version of a piece of writing that will be amended later. He adds that during the writing process, a number of drafts may be produced until we reach the final version (p.5). Brown and Hood (1989, p.14) state that drafting is “the stage where you really begin writing, it is not the time to worry about spelling, grammar, punctuation or best wording”. Hedge (2005, p.53) agrees that good writers tend to focus on getting the content write first and leave correcting spelling, punctuation and the grammar until later. The purpose

THE USE OF MENTOR TEXTS IN TEACHING WRITING

behind drafting is to focus on ideas and get them on paper. Writers during this stage gather needed information, ideas and arguments and try to organize them following their previously written outline without paying much attention to mistakes in grammar, spelling, capitalization or punctuation.

2.3. Editing

After the completion of a rough draft, the writer should start editing. According to Donohue (2009, p.13) “during editing, the student is polishing the writing and making it ready to share with others”. Editing is a significant phase during which writers shape their writing and prepare them to be published; it is about revising what a writer has done. Hedge (2005, p.54) claims that the editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader. Thus, when writers edit, they read through each paragraph many times paying attention to sentences and words that comprised them to make sure it is clear to the intended reader. Moreover, Donohue (2009, p.13) states, “When a student chooses to take a piece of writing through to the final stages and produce a published version, it is important that it be edited carefully”. He adds When editing, “the piece is made as correct as possible in term of the conventions of writing: spelling, grammar, punctuation, capitalization, etc.”. Harmer (2004) suggests that revision of one’s writing by another reader will help the writer think critically about his or her writing (p.5). Whereas Donohue (2009) argues that during this stage, students continue to reflect on the previous stages and to plan their next steps (p.13).

2.4. Publishing (the Final Version)

Once the written text has been revised and edited, it becomes ready for publishing. According to Donohue (2009, p.14), this final stage of the writing process includes “sharing, reflection, and assessment of the students’ writings”. As Harmer (2004, p.5) assert, it is in this stage that writers become ready to produce the final version of their piece of writing to be sent to the intended audience.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Accordingly, writing has been traditionally described as a linear process. That is a process whereby writers go from an initial planning stage to a last publishing one toward producing the final version of a text. This linear approach to writing is represented in the following figure.

Planning → drafting → editing → final version

Figure.1. The linear model of the writing process (Harmer, 2004, p.5)

Although the writing process has clearly defined stages, many researchers argue that it is not a linear process; rather, it is a recursive and iterative one. Harmer (2004), for instance states, “The process of writing is not linear as indicated above, but rather recursive” (p.5). This means that after planning, drafting and editing, writers then often re-plan, re-draft and re-edit. Thus, writers are constantly revising previous stages and rethinking about how to apply the learning to other steps in the writing.

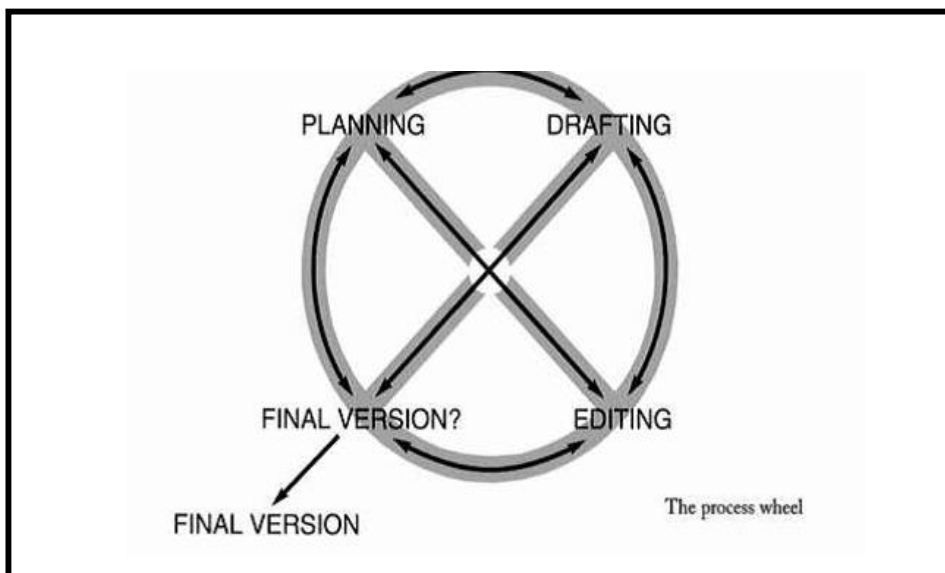


Figure.2. The process wheel (Harmer, 2004, p.6)

The above process wheel suggested by Harmer and accepted by other researchers illustrates the different steps involved in the writing process and their interrelation. It shows “the many directions that writers can take” (Harmer, 2004, p.9). This means that writers can

THE USE OF MENTOR TEXTS IN TEACHING WRITING

move backwards and forwards or going up and down at any of these stages until the final version is reached. In other words, writers revise the previous stages and find new ways of refining a piece of writing in order to improve it.

3. The Importance of Writing

Writing is an important skill, which serves a number of different purposes. When writing, people translate their thoughts, ideas, and feeling into words. Indeed, it is through writing that people can meet many of their needs, being academic, personal, professional, or other needs. Stressing the importance of writing, Barras (2005) states, “Only by writing well can you give a good account of yourself as students or when applying for employment, or in a career when writing email memoranda, letters, instructions and reports. It is by your writing but many people judge you” (p.1).

The need to learn how to write in English for academic and occupational purposes is increasing. In the field of education, it is important for EFL students to learn the writing skill. Harmer (2004, pp.31-33) states that there are some benefits from learning to write. Those can be seen in the following points:

- ❖ Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.
- ❖ Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts in their minds.
- ❖ Writing has always been used as a means of reinforcing language that has been taught.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- ❖ Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.
- ❖ Writing can also, of course be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Teachers often ask students to write short dialogues which they will then act out.
- ❖ Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their colleagues.
- ❖ Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write.

Hedge (2005, P.9), on his part, provides an interesting set of purposes for writing which include the following points:

- ❖ For pedagogical purposes, to help students learn the system of language.
- ❖ For assessment purposes, as a way of establishing a learner's progress or proficiency.
- ❖ For real purposes, as a goal of learning, to meet students' needs.
- ❖ For humanistic purposes, to allow students to show their strengths.
- ❖ For creative purposes, to develop self-expression.
- ❖ For classroom management purposes, as a class activity which settles students down.
- ❖ For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

All in all, we come to understand that EFL students may write for a set of reasons and purposes. Hence, teaching the writing skill is important to meet their needs inside and outside the classroom.

4. Writing Difficulties

Writing has always been conceived of as a difficult skill to be learned and mastered. It represents yet a more challenging and complex cognitive task of English as a second language (ESL) or foreign language (EFL). Kroll (1990, p.140) explains the difficulties of this mechanism and states that:

“for English as a second language ESL students, it seems fair to say that writing is particularly difficult. ESL students must learn to create written products that demonstrates mastery over contextual appropriate formats for rhetorical presentation of ideas as well as mastery in all areas of language. Herculean task given the possibilities for error. It is partially the multiplicity of skills involved contribution to the overall difficulty of writing”.

Hadfield (1992, as cited in Melouk and Zouaoui, p.150) assert that learners are faced with three areas of difficulty when learning the productive skill of writing. First, the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty because the language that is used in speech is not the same in writing. The difficulty is more evident for EFL learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive; it relates to the student ability to organize ideas on the paper.

Writing is difficult not only for EFL learners but also for native speakers themselves. Hedge (2000) explains that it is placed at the end when teaching language skills because it is thought to be a complex and difficult skill to master even for native speakers. Hence, writing in English is a difficult task for students Nunun (1989) argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors (p.39). Raims (1983, p.13) adds:

THE USE OF MENTOR TEXTS IN TEACHING WRITING

“When students complain, as they often do, about how difficult it is to write in a second language, they are talking not only about the difficulty of “finding” the right words and using the correct grammar but about the difficulty of finding and expressing ideas in a new language”.

As they learn to write inside or outside the classroom settings, EFL students encounter a variety of problems and difficulties. These difficulties may be related to features like grammar, punctuation and spelling, or vocabulary.

4.1. Grammatical Difficulties

Grammar is an important element in the teaching-learning process. It is defined as a set of rules, which help the learner to make correct sentences. Thornbury (1999, p.1) states that “grammar is the study of what forms or structures are possible in language”, he adds that grammar is a description of the rules which govern how language sentences are formed and structured. These grammar rules help learners to know whether the sentence is correct or not. However, learners face a number of problems in their attempts to write in the second language. These problems may be related to verbs which, as Tyner (1987) argues, “take different forms depending on tense and subjects they are used with, they create problems for second language writing students” (Tyner, 1987). Similarly, kharma (1987 as cited in Alfaki, 2015, p.45) states that students have problems with subject verb agreements, pronoun references, and connectors. Sometimes these difficulties are referred to the interference of the mother tongue or other language.

Bahri (2009, p.15) found light most common errors relating to basic grammars:

- ❖ The use of articles, namely, miss use of preposition and absence of articles.
- ❖ The preposition errors were found namely: overuse, misuse, and redundant use.
- ❖ Punctuation errors consists of two kinds namely: apostrophe and comma.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- ❖ Errors relating to the capital letter namely the first word of a sentence, the first letter of the proper names, and the names of days.
- ❖ Errors relating to spelling namely: a wrong addition of suffix “-ed” to past form of verb and a wrong spelling of a word.
- ❖ Errors relating to verb tenses.
- ❖ Errors relating to word form (parts of speech) such as a wrong word class and a wrong prepositional phrase.
- ❖ Errors relating to missing words namely: be omission, verb omission, and object/subject omission.

4.2. Punctuation and Spelling Difficulties

Punctuation is considered as “part of repertoire of good writing skills” (Angelilo, 2002, p.7). It is one of many tools that writers use for communicating meaning. Punctuation is a collection of marks used in writing to help readers understand what the writer is trying to say. The way a student punctuates writing can change the meaning completely, because each punctuation mark is a distinctive way of interpreting the meaning. According to Byrne (1988, p.16), the fact punctuation has never been standard to the extent as spelling, making it problematic. Thus, student usually commit mistakes in using commas, full stops, semicolons and colons which effects the communication process. Carrol and Wilson (1995, as cited in Alfaki, 2015, p.45) state that students encounter punctuation problems as there are no universal rules of punctuation (p.191). In other words, punctuation rules are not very exact, they are complex and it depends on one’s style to determine the meaning.

Spelling is another important aspect of writing. One single misspelled word can change the entire meaning of the sentence. Writing difficulties related to spelling include the misspelling of words, which are a result of the regularities of the English spelling system (Banacha, 2013, p.3). According to Piterson (n.d.), “some students’ spelling difficulties might

THE USE OF MENTOR TEXTS IN TEACHING WRITING

stem from the fact that they pronounce words incorrectly” (p.3). He argues that English spelling is difficult to learn due to the existence of many silent letters, the plethora homonyms, the numerous rules for adding prefixes and suffixes, creating plural forms, hyphenating words, and the hodge-podge of words from other languages that comprise it (p.4).

4.3. Vocabulary Difficulties

Vocabulary is one of the language components that can affect language macro skill. Richard and Renandya (2002, as cited in Asyiah, 2017, p.294) believe that “vocabulary plays crucial part in one’s foreign language learning and language proficiency that can affect how well learners speak, listen, read and write”. According to Schmitt (1999), vocabulary has traditionally been “one of the language components measured in language tests” (p.189). However, lack of vocabulary is another cause of difficulty, which makes writing colorless, boring, and ineffective. wilkins (1972, p.97, as cited in Alqahtani, 2015, P.22) states that “there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Unlike syntax and phonology, vocabulary do not have rules that learners may follow to acquire and develop their knowledge. However, the more words learners know, the more they will be able to understand and interpret what they hear and read; and the better they will be able to say what they want to when speaking or writing.

5. The Connection between Writing and Reading

Writing and reading are two distinct skills, the former is productive and the latter is receptive. However, these two important skills have a very close relationship. Williams (2003) claims that “good writers usually are good readers and good readers are good writers” (p.156). Agreeing with this, Stosky (1983) states that “better writers tend to be better readers (of their own writing as well as of other reading materials), that better writers tend to read more than

THE USE OF MENTOR TEXTS IN TEACHING WRITING

poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers (p.636). Basically, reading influences writing and writing influences reading in that when learners read extensively, they become better writers; and when they read a variety of genres, they learn to produce more structured writing. Thus, not only by reading learners learn to read and writing they learn to write, but also by reading they learn to write and by writing they learn to read. Hence, it is beneficial to teach these two skills in relation to each other. Tierney and Leys (1984, p.32) argue that there are numerous benefits arising from connecting or interrelating reading and writing:

- ❖ Depending upon the measures which are employed to assess overall reading and writing achievement and attitude, the general correlation between reading and writing is moderate and fluctuates by age, instructional history and other factors.
- ❖ Selected reading experiences definitely contribute to writing performance; likewise, selected writing experiences contribute to reading performance.
- ❖ Writers acquire certain values and behaviors from reading and readers acquire certain values and behaviors from writing.
- ❖ Successful writers integrate reading into their writing experience and successful readers integrate writing into their reading experience.

According to Heller (1999, pp.5-6), reading and writing are interactive processes. During the process of reading, the reader relates already existing knowledge to the meaning in the text. Readers reconstruct the author's message and add to schemata present in memory. Thus, it is a process that enables the reader to learn from a written text. However, during the process of writing, the writer seeks to construct meaning for an intended audience. The writer joins together, coordinates, and structures information for the purpose of communicating ideas.

Peterson (2007) describes that "reading and writing as good neighbors with a big hole in the hedge that separates their properties to allow them to pass freely back and forth" (p.5).

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Eckhoft (1983) similarly argues that “from texts learners learn to decode, and at the same time, provide models representative of literary prose” (p.616).

In general, it is apparent that reading and writing are interrelated in the sense that they have an impact on each other. Moreover, regarding given that reading is an important factor in developing students writing ability, it is necessary to integrate it when teaching writing.

6. Approaches To Teaching Writing

Writing is considered one of the most difficult skills to be mastered by EFL learners. Therefore, teaching this skill is not an easy task. The growing interest in teaching and developing writing as a skill has led to the emergence of different approaches as: the product-oriented approach and the process-oriented approach.

6.1. The Product- Oriented Approach

The product- oriented approach to teaching writing is a traditional approach which has developed in the period from 1940s' to 1960s'. According to Gabriellatos (2002, p.5) a product approach is “a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage” (as cited in Hasan And Akhand, 2010, P.78). Thus, Students are provided with a model sample of a text and they are expected to follow the modal to construct a new piece of writing. what characterized this approach is its focus on the final product. Product-Oriented approach, as the title indicates is concerned with the final result of the writing process and stresses appropriate use of vocabulary, grammar, correctness and accuracy. So, it gives more importance to the form rather than focusing on the process of writing itself. Hyland (2003) states that “writing is seen as product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher” (p.3).

THE USE OF MENTOR TEXTS IN TEACHING WRITING

The product approach has four stages which aim at rising learners' awareness of certain features of a particular text. Hyland (2003, pp.3-4) states that "an emphasize on language structure as a basis for writing teaching is typically a four-stage process:

1. **Familiarization**: learners are taught certain grammar and vocabulary, usually through a text.
2. **Controlled writing**: learners manipulate fixed patterns, often from substitution tables.
3. **Guided writing**: learners imitate model texts.
4. **Free writing**: learners use the patterns they have developed to write an essay, letter, and so forth.

Moreover, Steele (2004, p.1) argues that the product approach model comprises four stages:

Stage one: model texts are studied and then certain features of the genre are highlighted. For example, in studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage two: this consist of controlled practice of highlighted features, usually in isolation. For example, if studying a formal letter, they may be asked to practice the language used to make a formal request.

Stage three: this refers to the organization of ideas and it is the most important stage. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage four: this is the end product of the learning process. Students choose from the choice of comparable writing tasks. To show what they can be as fluent and competent users of the

THE USE OF MENTOR TEXTS IN TEACHING WRITING

language, students individually use the skills, structures and vocabulary they have been taught to produce their pieces.

6.2. The Process-Oriented Approach

The process approach arose in the late 1960s' and the early 1970s' with an attempt to overcome the weaknesses of the product approach which focuses only on the final product. That is, there has been a shift in focus in ESL writing instruction from product to process.

This approach emphasizes the process of writing and “tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting” (Hasan and Akhand, 2010, p.79). Kroll (1990) defines process approach as follows:

The “process approach” serves today as an umbrella term for many types of writing courses...what the term captures is the fact that students' writers engage in there writing task through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their involving texts. (pp.220-221)

According to Hyland (2003) “the process approach to writing teaching emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task” (p.10).Tribble (1996, p.37) suggests that the process approaches stress “... writing activities which move learners from the generation of ideas and the collection of data through to the ‘publication’ of a finished text.

Badger and White (2000, p.154) argue that writing in process approaches has to do with linguistic skills such as planning and drafting, and there is less emphasize on linguistic knowledge, such as knowledge about grammar and texts structure. Moreover, the process

THE USE OF MENTOR TEXTS IN TEACHING WRITING

approach is a process which includes some stages to writing. They are prewriting, drafting, revising, and publishing. Sun and Feng (2009, p.150) suggest that process approach to teaching writing should be a process including several stages, namely prewriting or invention activities such as brainstorming, discussion, or assessing ideas; drafting and seeking feedback from peers or the instructor; then, revising on the whole-text level by looking at the overall, reconsidering organization, deciding whether there is enough evidence, etc. ; followed by revising at the paragraph or sentence level, and publishing the final text. According to Raimes (1983), in the process approach the students do not write on a given topic in a restricted way, rather, they explore a topic through writing, showing the teacher and each other their drafts. When teachers use the process approach, they give their students two crucial supports time for the students to test ideas and feedback on the content of what they write in their drafts. Teachers consider the writing process as a process of discovery for the students in which they discover new ideas and new language forms to express those ideas (p.10).

The process and product approaches to writing are the most common and the most important once that applied by teachers. Both of them could be of great benefits for the learner, but their use depends on the goals and the objectives of the learning-teaching process.

7. Instructional Strategies used to Teach Writing

Aiming at facilitating the teaching /learning process, EFL teachers usually adopt different strategies when teaching the writing skill. According to Clark (2004, p.7), there are four main instructional strategies which can be used to teach writing, namely modeled writing, shared writing, guided writing, and independent writing.

7.1. Modeled Writing

Modeled writing is an instructional strategy used to reinforce some writing skills. Modeled writing is “when the teacher models writing in front of ...[students], thinking aloud as she/he writes” (Clark, 2004, p.7). Thus, the teacher demonstrates the act of writing by

THE USE OF MENTOR TEXTS IN TEACHING WRITING

thinking aloud as the text is composed in front of the students. Modeled writing can be used to illustrate some writing skills such as grammar, vocabulary, conventions, etc. Moreover, in modeled writing, the teacher demonstrates new skills, thoughts, and actions needed to write a text. Models used in this strategy are real-world texts that students read, depending on the teacher selection and the student's needs.

7.2. Shared Writing

Shared writing is an instructional strategy to teach writing to students by sharing the writing process. Shared writing is when “students are encouraged to share ideas while the teacher does the writing” (Clark, 2004, p.7) In shared writing, the teacher and students work together to create a piece of writing. According to Dorfman and Cappelli (2007, p.14), shared writing can be conducted with “the whole group, in small groups, or in pairs”.

7.3. Guided Writing

In guided writing, the teacher works with individual students or small group students and guides them to apply new techniques in their own writing. During a guided-writing lesson, “the teacher works with small groups of students who have similar strengths and provides instruction through mini-lessons” Clark (2004, p.7). This strategy provides focused writing instruction to students to enable them to become independent writers.

7.4. Independent Writing

In independent writing, students are given the opportunity to write independently about a topic chosen by the teacher or about a topic of their own choice. According to (Clark, 2004, p.7), students “can write independently when they need very little support or when they are writing for the experience”.

Conclusion

In conclusion, writing is an important language skill which needs a lot of effort to be mastered. However, this chapter provided an overview about the writing skill. It started with a definition of writing, then presented its stages. Moreover, it stated the importance of writing and its connection with reading. Finally, it highlighted the most common approaches and strategies that teachers adopt when teaching this skill.

Chapter two: The use of Mentor Texts in Teaching the Writing Skill

Introduction

Teachers constantly seek to improve students writing, and mentor texts offer one way to help students learn how to write. The current chapter is concerned with mentor texts particularly, as a strategy for teaching the writing skill. It starts with a definition of mentor texts, then it discusses the importance of using this strategy in developing the students writing skill. Furthermore, it describes the various criteria of selecting mentor texts and presents some types of mentor texts which can be used to teach writing to EFL/ ESL Students. The chapter further discusses the process of using mentor texts and some theories that support the use of this strategy in the teaching/learning process.

1. Definition of Mentor Texts

A mentor text is any text that can be used as a model to teach students about some aspects of an author's craft and informs their writing. As defined by Culham (2014, p.31), a mentor text is "any text, printed or digital, that you can read with a writer's eye". That is a mentor text is a text from which one can learn to write, Fletcher (n.d.) argues that every writer, no matter how skilled or how beginning he is, encounters and reads something that can lift and inform and infuse their own writing . Similarly, Anderson (2005, p.16) defines it as a text that provides numerous opportunities for students and teachers to learn to think and act like writers. When reading like a writer, people could pick up tips, tricks, and strategies then they adopt them in their own writing. For Dorfman and Cappelli (2007), a mentor text refers to any " piece of literature that we can return to again and again as we help ... writers learn how to do what they may not yet be able to do in their own " ; as " our coaches and our partners as we bring the joy of writing to our students " ; and as texts that " help students and teachers continually reinvent themselves as writers " (pp.2-3).

THE USE OF MENTOR TEXTS IN TEACHING WRITING

According to Shubitz (2016) a mentor text is a "...[sample] of exemplary writing we can study during writing workshops" (p.3). Similarly, Ruday (2015) states that a mentor text in an "example of quality informational writing" (p.4). That is to say, a mentor text is any text that can be used as an example of good writing for student writers to study and imitate, hence to improve their writing performance.

Ayres and Shubitz (2010), considers mentor texts as "the heart of empowering students to explore new possibilities as writers" (p.141). This means that reading mentor texts helps students to try new techniques and strategies in their own writing and become real writers. mentor texts can take different forms. It can be a book, an article, a short story, a letter, an essay, and so on. Basically, any text that can teach students how to write well can serve as a mentor text. A mentor text can be used with "the entire class, in small groups of students, or in one-to-one conferences" (Ayres & Shubitz, 2010, p.142).

A mentor text, hence, can be defined as a piece of writing that can serve as an example of good writing for student writers. Students can improve their own writing by reading the mentor text and then identifying, thinking about, and discussing the writing techniques and strategies used by the writer. The goal of using mentor texts is to provide students with a model they can emulate in crafting their own pieces.

2. The Importance of Using Mentor Texts in Teaching Writing

A mentor text has a powerful role in teaching and learning the skill of writing. Recently, it has attracted the attention of many teachers and scholars as it represents an effective strategy that facilitate the process of teaching writing. The benefits of using a mentor text are as follows:

❖ Mentor Texts provide students with models to imitate

Using a mentor text as a guide is an effective method to teach writing. Fletcher and Portalupi (2001) explain how writing by ear can lead to strong writers. They state that "the ear

THE USE OF MENTOR TEXTS IN TEACHING WRITING

guides [the writers] to emulate the sounds of good writing ” (p.74). That is to say, mentor texts provide students with opportunities to hear various author’s sounds and styles. The mentor text also offers students the chance to imitate these mentor writers while writing their own peices. Fletcher and Portalupi (2001) add that a mentor text is “not only used to teach about the writer’s craft”, but it is also “valuable simply for modeling the possibilities open to writers ” (p.8). In this sense, imitating an author’s work and ideas is a powerful way of learning tool for students; it gives students the opportunity to understand the author craft and experiment with their own. Dorfman and Cappelli (2007) further elaborate how mentor texts can guide writers to imitate the writing styles and strategies used by the author stating that mentor texts “help writers notice things about an author’s work that is not like anything they might have done before, and empower them to try something new ” (p.3).

❖ **Mentor texts help students to learn about the structure of different texts**

Culham (2014) emphasizes the importance of teaching students “how to think about how the text is constructed ” through the use of mentor texts (p.32). Gallagher (2011), on his part, stresses the benefits of examining writing from the real world, arguing that it helps students recognize how the text is constructed and how other writers compose (p.20). Thus, powerful writers can develop from an emphasis on teaching students to think about the text structure. In other words when students engage in the process of analyzing a mentor text, they benefit from recognizing many structural features and then they adopt them in their own pieces.

❖ **Mentor texts help students take risks and try out new strategies**

Mentor texts help students “find ideas and breath courage into their writing by helping theme take risks and think outside their writing box ” (Dorfman & Cappelli, 2007, p.8). When students are engaged and can read like writers, they are encouraged to take writing risks and try new techniques.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

❖ Mentor texts develop students writing abilities and skills and promote deep writing

Graham and Perin (2007) describe the benefits of using a mentor text, as a model to increase students' writing abilities stating, "The study of models... provides students with opportunities to read, analyze, and emulate models of good writing" (p.5). Agreeing with this, Culham (2014) claims that using "texts that show students a particular writing skill in action is an effective instructional strategy that supports deep reading which in turn leads to deep writing" (p.30). As students learn to look for the writing possibilities while reading, they also develop the ability to teach themselves to write better. Ayres and Shubitz (2010) claim that using mentor texts is bigger than encouraging students to try new techniques and strategies as writers, it is about making student's more proficient writers (p.141).

❖ Mentor texts facilitate the teaching process

Dorfman and Cappelli (2007) state that "we all need mentors in our lives. Those knowledgeable others... who help us do what we could not do before on our own" (p.2). This helps to understand the importance of mentor text when teaching students how to become writers. Lancia (1997) adds that "adopting the ideas of already established authors appears to be a significant stage in a ...[learner] writing development" (p.473). This means that modeling mentor texts is an important stage which can influence the student's writing development and help achieve the intended results.

❖ Mentor texts encourage students to become independent writers

According to Ayres and Shubitz (2010), mentor texts encourage students to become independent (p.142). Thus, students will be able to sick out their own mentors in the future. Agreeing with this, Dorfman and Cappelli (2007) state that "mentor texts help students and teachers continually reinvent themselves as writers (p.3). In other words, when students imitate the mentor text, they continue to find new ways to grow and become independent writers.

❖ **Mentor texts motivate students to write**

Mentor texts help to “show ” not just “tell ” students what great writing looks like. They inspire and ignite writers (p.3). Using a mentor text to analyze the author’s work motivates students to develop strong writing skills since it serves as a model for student writers. Additionally, Sluys (2011) states “through immersion in a genre, students develop an internalized sense of why an author would select a particular genre for a particular purpose, the power of a particular genre to convey a message ” (p. XV).

3. Criteria of Selecting a Mentor Text

Mentor texts are agreed to be a powerful tool for teaching students about the craft of writing. The texts are read for the purpose of studying the author’s craft, or the way the author use words and structures the writing. They aim to provide students with models they can imitate in crafting their own pieces. Hence, a mentor text should be chosen carefully to make sure that it serves as a model of quality writing that is appropriate for guiding students. The selection criteria of mentor texts vary across scholars. That is these texts are chosen on the basis of a variety of criteria.

3.1. Students’ Level

The teacher should be aware of the students’ level when selecting the mentor text for the writing class. Researchers such as Lazar (1993, p.54) advises to use texts that are of appropriate level which students can adopt and deal with. Ray (1999,p.188) states that “I am looking for text that have something in ...[students] or about them that can add to my students’ knowledge base of how to write well”. Thus, mentor texts that are selected for students should not go beyond the students’ level since learners may feel that they are unable to read and understand them. The appropriateness of the text selected for the writing class remains a crucial factor in the success of the teaching approach.

3.2. Students' Interests

Researchers have come to the agreement that materials selected for the ESL/EFL class should relate to students' interests. Dorfman and Cappeli (2007, p.4) state that students "must connect with the text and love it". Teachers can give students the chance to select mentor texts in order to meet their interest because interest is closely related to motivation. Ray (1999, p.188) states that when selecting a mentor text "I see something about the text that holds potential for my students learning". If the topic of the mentor text is not of interest to students, their motivation to learn how to write is lessened.

3.3. Students' Needs

Students need is another crucial factor that should be taken into consideration. Dorfman and Cappeli (2007, p.4) suggest that when selecting a mentor text, teachers should be aware of their students' needs before making any decision. Thus, teachers should be aware of students needs in order to fulfill these needs by providing appropriate texts.

3.4. Students' Background Knowledge

According to Kendell and Khuon (2006, p.52), before selecting a mentor text for ELLS, students background knowledge of the topic need to be taken into account. They state that "background experience help writers link new learning to what they already know". However, if students lack prior knowledge of the topic, they may not enjoy the text due to the possible difficulties they may have in understanding the text. Furthermore, a mentor text may become less valuable and useful if it does not provide a good model for the genre students are learning or will be learning to write.

3.5. Language Complexity

Lazar (1993, p. 55) introduces two different criteria for text selection. Readability (level of language difficulty), and suitability of content. Agreeing with this, Kendell and khuon (2006, p.52) argued that when using mentor texts, one should consider the complexity of the language

THE USE OF MENTOR TEXTS IN TEACHING WRITING

used in the text, and the ways a mentor text can support students writing. that is to say, if the language of the text is beyond the students' proficiency level they face difficulties in comprehending the text. Ray (1998, p.118) states that "In order to be able to select texts effectively for your teaching writing, you need to be able to envision what that text offers your students as writers. The bottom line for why I select a text is that I see something in how that text is written that would be useful for my students to also see".

3.6. Exploitability

According to Lazar (1993,p.55) exploitability is the facilitation of learning using different activities i.e the mentor text should meet the different purposes the teacher aims to achieve (writing, discussing the writer style, the structure, the content...etc)

3.7. Curriculum Goals

According to Sally (2016, p.75), "teachers selected mentor texts for examination carefully, taking into account curriculum goals". Thus, the mentor text should support the writing curriculum and meet the goals of the course. Besides, teachers should think how the text connects with the curriculum (Dorfman and Cappelli, 2007, p.4). The text have to be selected to fit the rest of the syllabus in terms of vocabularly, grammar,discours...etc, (Lazer, 1993, p.55)

4. The Use of Mentor Texts

Mentor text along with the teacher provide excellent examples of what other writers and texts can do to aid students to be successful writers through supportive partnerships (Dorfman & Cappelli, 2007, p.4). Mentor texts are used to provide explicit modeling for moves and structures that are crucial to support and mentor developing readers and writers, and develop their conscious competence and mindful deliberate practice of expert moves of reading and writing. Singer (2006) states that "...good writers learn from other writers and readers. Writers do not completely reinvent the wheel each time they sit down at a table or desk to write. Instead,

THE USE OF MENTOR TEXTS IN TEACHING WRITING

they always have and use collection of expert strategies, ideas, and examples to help guide their work ” (p.50).

Mentor texts can be a useful tool at different stages in the writing process. Depending on the goals of a particular assignment, mentor texts or models may be given at all stages of the writing process or only at some stages. Gallagher (2015, p.29) believes that to maximize benefits from mentor texts, they should be used at all points in the writing process, before students write, as they write, and as they revise. First, students should use mentor texts in the prewriting stage. According to Gallagher, if students are going to write in a particular discourse such as poetry, then they should be provided with lots of poems to read then retell what the poem say. Students need to be taught how to read like writers _ how to notice the techniques, the moves, and the choices the poets make. Further, students are asked to recognize how the text is written, the shift from what something is said to how it is written. Hence, having students recognize the techniques before they begin writing, helps the students adopt these techniques when they get to the drafting stage. Second, when students sit down to write, they also benefit greatly when they have exemplary models to read, analyze, and imitate. Those models guide them as they are drafting. Thus, student repeatedly return to this mentor texts, noticing its structure, language, syntax, and tone, then adopting them in their own writings (Gallagher, 2015, pp.30-31). Thirdly, Gallagher believes that models are useful during the revision stage (Gallagher, 2015, p.32). In order to motivate meaningful revision, students should compare their drafts to different drafts and then they should be asked to determine which of the two drafts is better. By doing this, students are given a lot of insight into how to improve their first draft.

Dorfman and Cappelli (2007) believe that young writers should be introduced to the mentor text first as readers, second as writers, and later they emulate it in their own writings. They state that “we introduce [mentor texts] as read-aloud appreciating and responding to them

THE USE OF MENTOR TEXTS IN TEACHING WRITING

as readers. Then, we visit them through the eyes of a writer. It is with these writing eyes that we use mentor texts to help us (teachers and students) set goals over the course of the year ” (p.5). In other words, reading like a reader refers to the normal way of reading where students try to figure out what a piece of writing means by understanding the words a writer is using. Shubitz (2016) suggests that students should read for pleasure first. Although they subconsciously pay attention to the writing, focusing on the characters and plot, if it is fiction, or the new information being presented, if it is nonfiction (p.8). When students become familiar with a particular text, they must be taught how to read like a writer (Dorfman & Cappelli, 2007, p.5). The purpose from reading like a writer is looking for the way the author plays with the language, noticing the structure of the text, and listening for a distinct voice (Shubitz, 2016, p.8). Ray (1999) said that there are five parts to reading like a writer:

1. Noticing something about the craft of the text.
2. Talking about it and making a theory about why a writer might use this craft.
3. Giving the craft a name.
4. Thinking of other texts you know. Have you seen this craft before?
5. Trying and envisioning using this craft in your own writing. (p.121)

The last step is the student application of what was learned from the mentor text during independent writing time (Dorfman & Cappelli, 2007, p.5). thus, after reading and analyzing mentor text, students then adopt what they have already learned from the mentor text in their own pieces.

To sum up, when students are exposed to a mentor text, they should first read it as a reader to understand what an author is saying. Then, they should read it from the writer’s eyes and

THE USE OF MENTOR TEXTS IN TEACHING WRITING

noticing how a writer is using language, voice, and structures. Finally, students imitate what they have learned from the mentor text to get powerful well-formed pieces.

5. Types of Mentor Texts

A mentor text can be any piece of writing such as novels, poems, books, short stories or essays that is relevant to what the student needs to learn. Shubitz and Dorfman (2019) describe mentor texts as “examples of exemplary writing that can be studied to lift the level of students’ writing (p.11). Once students are shown how to use mentor texts, these can become powerful teaching tools. Shubitz and Dorfman believe that there are three distinct types of mentor texts that can be used with students, published mentor texts, students-written, and teacher-written.

5.1. Published Mentor Texts

It is important to provide students with mentor texts from real-world so they can see how other writers compose (Gallagher, 2011, p.20). Such, published mentor texts are written by other writers who worked with an editor with traditional or nontraditional publishing options outside of school. Published texts are not limited to books, they can include articles, novels, poetry, short stories, essays, and so on that show the quality of good writing to students. Teachers can use these texts alongside with students in minilessons, strategy lessons or conferences (Shubitz & Dorfman, 2009, p.11).

5.2. Student-written Mentor Texts

They are pieces of writing created by students. Typically, they are written texts produced by a teacher’ former students in future classes. Students’ samples can be used as mentor texts to give a concrete picture of what students should be looking for in a particular genre. According to Shubitz and Dorfman (2019), “students are often inspired by the work of mentor authors who are students from their own class as well as students from a previous year’s class ” (p.12). Agreeing with this, Ayres and shubitz (2010) states “students in the next grade are writing in

THE USE OF MENTOR TEXTS IN TEACHING WRITING

ways we would like our students to write which makes them a great source for mentor texts ” (p.143). Thus, reading other students writing inspires and motivates learners to write about similar topics or different ones. It is a highly motivating way to make the teaching of writing vital.

5.3. Teacher-written Mentor Texts

Teachers of writing must be writers themselves. In other words, in teaching how to write, teacher must provide students with their own models. Gallagher (2011) states “we must be writers, each of us must be a mentor (p.8). The Writing that the teacher does at any stage of the writing process can help as a mentor text for students (Shubitz & Dorfman, 2019, p.20). Further, students need to stand next to their teachers and see how they write. Gallagher (2011) says that “we must stand next to our students and show them how real-writers write (p.8). When teachers are writers, it allows them to connect with other writers and to engage in a writing workshop (Ayres & Shubitz, 2010, p.167). Moreover, becoming part of a writing community helps teachers understand their student’s struggles with the writing process (Shubitz & Dorfman, 2019, p.7).

6. Theories Supporting the Use of Mentor Texts

A great attention has recently been paid to the use of mentor texts as a technique to teach students how to write. Accordingly, a number of theories that support the use of mentor texts to enhance the students writing skill have developed. Among these theories, the main ones are Vygotsky’s theory of zone of proximal development and the gradual release of responsibility model.

6.1. The Zone of Proximal Development

Shubitz and Dorfman (2019) believe that “The way to help students become writers is to work with each ...[student] within his or her zone of proximal development or ZPD ” (p.2). Thus, mentoring works best in the ZPD. However, Vygotsky defines the ZPD as “the distance

THE USE OF MENTOR TEXTS IN TEACHING WRITING

between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers ” (1978, p.86). According to this theory, students learn best when they are in the zone of proximal development. Further, through modeling, shared and guided experiences, they will eventually be able to try moral strategies and skills on their own (Dorfman & Cappelli, 2007, p.10). That is, as figure.3. shows, the ZPD is the difference between what the one can do alone and what he or she can do with the help of others. Thus, it implicitly recognizes that there are hidden component skills that are more likely to be developed with the support of others, the more knowledgeable others such as teachers, students or mentor texts which allow them to reach their full potential. Vygotsky (1978, p.209) also argues that with collaboration, direction, or some kind of help, one can do more and solve more difficult tasks than he/she can independently.

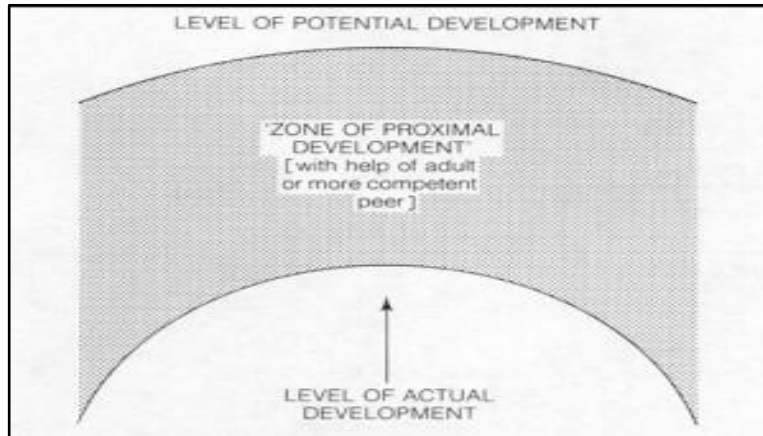


Figure.3. Vygotsky’ zone of proximal development (1978 p. 209)

6.2. The Gradual Release of Responsibility

The gradual release of responsibility (GRR) is a particular style of teaching framed around developing responsibility within the learning process from the teacher to the eventual independent learner. That is, the GRR shifts the cognitive responsibility from teacher as a model, to joint responsibility of teacher and learner, to independent practice and application by

THE USE OF MENTOR TEXTS IN TEACHING WRITING

the learner (Pearson & Gallagher, 1983, p.35). This instructional model requires that the teacher moves from assuming “all of the responsibility for performing a task ...to a situation in which the student assumes all of the responsibility ” (Duke & Pearson, 2002, p.211). Shubitz and Dorfman (2019) believe that using the GRR model challenges the student to take a risk, try a new strategy or a craft move, or engage in a task in their part after they have seen the teacher modeling and after they have tried it in a shared or guided practice (p.2). This GRR model is represented in the following figure:

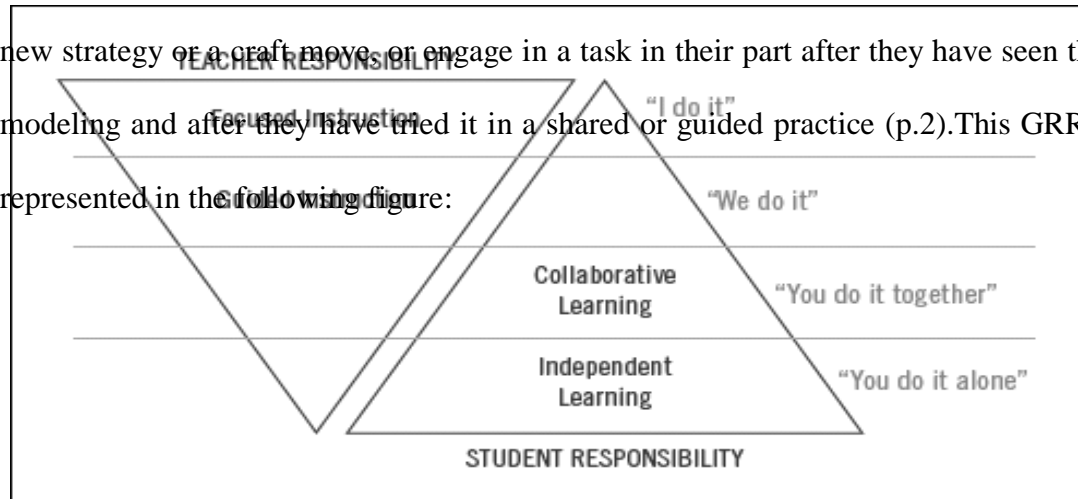


Figure.4. The gradual release of responsibility model (Fisher & Frey, 2007, p.3)

Taken as a whole, the triangles represent the mentoring relationship and the ways of interaction between both the teacher and the students. According to Fisher and Frey (2007, p.3), the implication of the gradual release of responsibility has four components focused instruction, guided instruction, collaborative learning, and independent learning.

6.2.1. Focused instruction (I do it)

The teacher is entirely responsible, demonstrating the skill that learners are to acquire. He establishes the purpose of the lesson and models his/her thinking. The purpose should be based on the expected learning outcomes and be clearly communicated to students. Typically, this is done through direct explanation, modeling, or think-aloud in which the teacher demonstrates the kind of thinking required to solve problems, understand a set of directions, or

THE USE OF MENTOR TEXTS IN TEACHING WRITING

interact with a text. Teacher modeling should provide students with examples of the thinking and language required to be successful (Fisher & Frey, p. 5).

6.2.2. Guided Instruction (we do it)

In guided instruction, learners begin to help the teacher demonstrate the skill. The teacher focuses on releasing responsibility to students while providing instructional scaffolds and support to ensure that students are successfully learn. Moreover, the teacher strategically uses questions, prompts, and cues to facilitate students learning but they are more effective with small groups. Guided instruction is “about establishing high expectations and providing the support so that students can reach those expectations” (Fisher & Frey, p.7).

6.2.3. Collaborative Learning (you do it together)

In collaborative learning, learners work together, share outcomes, or look to peers for clarification to demonstrate the skill. The teacher continues to provide support, clarifies confusion and moves among groups. In other words, collaborative learning is time for students to apply what they have already learned during focused and guided instruction in new situations. Collaborative learning “is not time to interduce a new information to students. This phase of instruction is a time for students to apply what they already know in novel situations or engage in a spiral review of previous knowledge” (Fisher & Frey, 2007, p.7). However, they rely more on themselves and less on the teacher to complete the learning task.

6.2.4. Independent Practice (You do it)

In independent practice, learners demonstrate the new skill independently. Thus, students rely on their notes, activities, and classroom instruction.

A major challenge of using a mentor text concerns its organizational structure and the difficulty of producing meaningful well-formed pieces of writing. Vygotsky in his theory claims that students learn better when they are in their zone of proximal development (ZPD).

THE USE OF MENTOR TEXTS IN TEACHING WRITING

That is, teachers should provide students with mentor texts that are slightly above their proficiency level. Moreover, a gradual release of responsibility instructional framework which describes principles and practices that are shared across the process of teaching and learning, can be a very useful framework to follow when using mentor texts to teach writing.

Conclusion

This chapter has presented the literature and the theories that underpin the use of mentor texts to develop students writing abilities. It provided the main definitions of mentor texts, and stated the various benefits of using these texts to enhance learners' writing skill. Moreover, it highlighted the selection criteria and the types of mentor texts that are used by both teachers and students during the instruction process. The last part of this chapter dealt with some educational theories that sustain the use of mentor texts strategy in teaching the writing skill.

Chapter three: Research Methodology and Data Analyses

Introduction

This chapter is devoted to the practical part of the research which aims at investigating the use of mentor texts in teaching the writing skill for second year EFL students at the department of English university of Mohammed Seddik Ben Yahia. It included three sections; in each section we present a research tool with its generated results and discussion. The questionnaire is analyzed in the first section, the teacher interview in the second and the third one is devoted for the analysis of the classroom observation. At last, some pedagogical recommendations and some limitations of the study are also presented.

1. Students' Questionnaire

1.1. The sample

In the present study, our population centers mainly on second year LMD students of English department at Mohammad Seddik Ben Yahia university of Jijel. The latter consists of 216 students. As a sample, a group of 84 students was randomly chosen from the population due to the difficulty of conducting the research whit the whole population.

1.2. The Administration of the Questionnaire

The questionnaire of the present research was administered to second year LMD students of English at the department of English at Mohammed Seddik Ben Yahia. In an attempt to gather valuable information for the study, a representative sample was randomly selected from the population. The questionnaire has been distributed to eighty-four students whom were asked to answer the questions honestly, for the answers will be anonymous and will only be used for the purpose of the research.

1.3. Description of the Students' Questionnaire

A questionnaire is one of the most useful research instruments; it consists of a series of questions for the purpose of collecting data from a population. According to Nunan (1992, p.143) a questionnaire is “an instrument for the collection of data usually in written form

THE USE OF MENTOR TEXTS IN TEACHING WRITING

consisting of open and/or closed questions and other probes requiring a response from subjects”. The present questionnaire consists of twenty-two (22) closed questions (yes/no questions), where the students are asked to select one or many responses from a series of options, in addition to open questions where the respondent can answer in a free form. Moreover, the questionnaire is divided into two sections; the first section is about the writing skill which consists of twelve (12) questions. They are mixed of yes/ no questions and multiple-choice questions. It aims at identifying the student’s opinions and perceptions about the writing skill, in general. The second section consists of ten (10) questions, multiple-choice and yes/no questions. This section is devoted to mentor texts. It aims at investigating the second year LMD students’ perceptions and attitudes toward the use of mentor texts at Mohammed Seddik Ben Yahia university, Jijel. Hence, this questionnaire is designed to investigate the use of mentor texts in teaching the writing skill. It aims at investigating the students’ attitudes and perceptions towards the writing skill and their opinions about the use of mentor texts in written expression classes.

1.4. Analysis and Interpretation of the Students’ Questionnaire

This part provides an analysis of the information obtained through the students’ questionnaire.

Section One: The Writing Skill

Twelve (12) questions are included in this section; all of them are intended to know about the students’ attitudes and perceptions towards the writing skill.

Q.1. Do you enjoy writing in English?

a-Yes

b-No

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.1

Students' Feelings towards Writing in English.

Options	Number (N°)	Percentage (%)
Yes	69	82.14%
No	15	17.86%
Total	84	100%

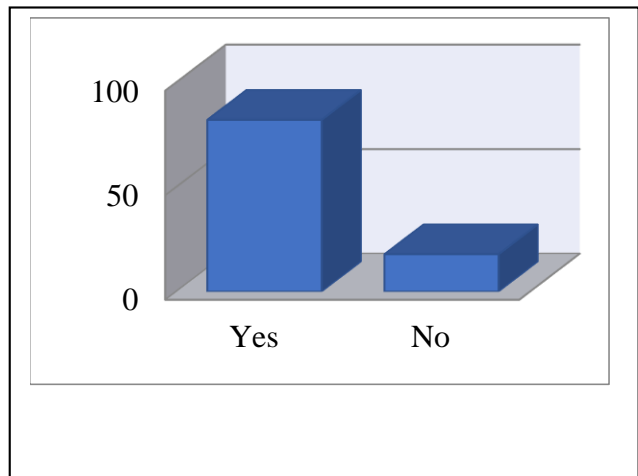


Figure.5. Students' feelings towards writing in English.

Responses to this question show that (82.14%) of the students enjoy writing in English, while (17.86%) of them claimed the opposite. From these results, we conclude that most EFL students enjoy writing in English.

Q.2.As an EFL student, how important is writing for you?

a-Very important

b-Important

c-Not important

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.2

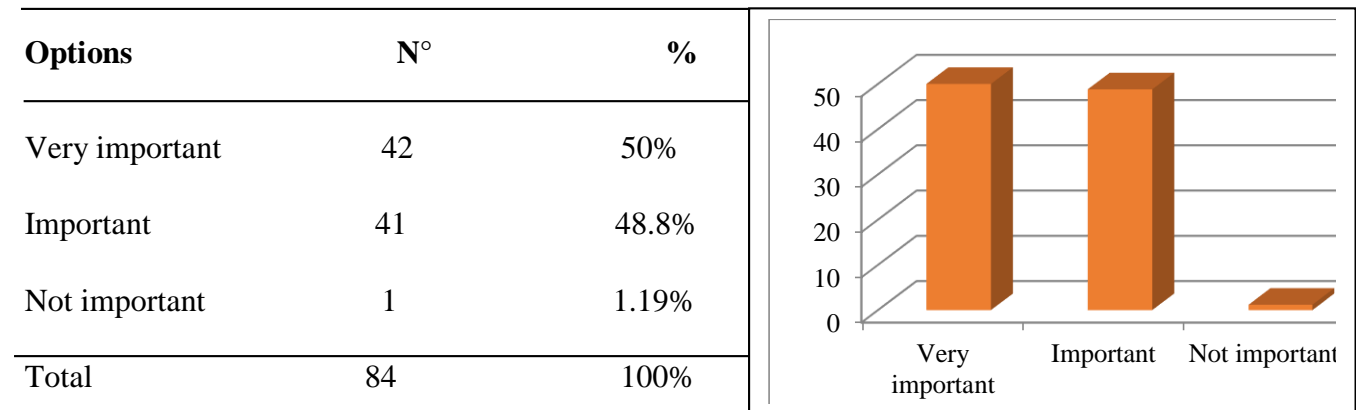
Students' Perceptions of the Importance of Writing.

Figure.6. Students' perceptions of the importance of writing.

The finding in table 2 and figure 6 above reveal that (50%) of the students find that the writing skill is very important, (48.8%) of them find it important, whereas only one student considers it not important. This shows that the majority of students are aware of the importance of the writing skill, and they know the crucial role that it plays in learning a foreign language.

Q.3. According to you, what makes a good piece of writing?

- | | |
|--|--|
| a. Structuring and paragraphing | f. Presentation skills |
| b. Ability to provoke and sustain interest | g. Topic sentences |
| c. Range and complexity of grammar | h. Use of linkers and cohesive devices |
| d. Appropriacy of vocabulary | i. Creativity |
| e. Relevance and accuracy of content | j. All of them |

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.3.

Students Perceptions of The Components of Good Piece of Writing.

Options	N°	%
A	8	9.52%
a+d+g+h	2	2.38%
b+e+i	1	1.19%
a+c+d	2	2.38%
c+d	4	4.76%
d+f	2	2.38%
B	1	1.19%
d+i	12	14.29%
b+d+e+i	5	5.95%
a+b+e	1	1.19%
b+f+g	1	1.19%
a+d	2	2.38%
C	2	2.38%
c+d+g	1	1.19%
a+h+e	1	1.19%
a+d+e+i	1	1.19%
b+e+c	1	1.19%
I	7	8.33%
H	3	3.57%
c+d+f+e	2	2.38%
D	12	14.29%
b+c+d+e+h	1	1.19%
a+b+c+d+e+i	1	1.19%
G	4	4.76%
d+e+h	1	1.19%
b+d+f+i	1	1.19%
a+d+e+g+h+i	1	1.19%
J	4	4.76%
Total	84	100%

The table represents the students' perceptions of what makes a good piece of writing. A detailed analysis of the results shows that the whole sample opted for different options. However, the dominant responses provided by the students relate to items (d) and (d+i) with a percentage of (14.29%) for each, the item (a) represented by (9.52%), the item (i) represented by (8.33%), whereas the items (g), (j), (c+d) have the portion of (4,76%). That is, according to

THE USE OF MENTOR TEXTS IN TEACHING WRITING

the participants in this research, good writing can be achieved through the use of appropriate vocabulary (d), topic sentences (g), creativity (i) as well as good structuring(a).

Q.4. How do you find writing in English?

a-Very difficult

b-Difficult

c-Easy

d-Very easy

Table.4

Students' Attitudes towards the Difficulty of Writing in English.

Options	N°	%
Very difficult	2	2.38%
Difficult	47	55.95%
Easy	34	40.48%
Very easy	1	1.19%
Total	84	100%

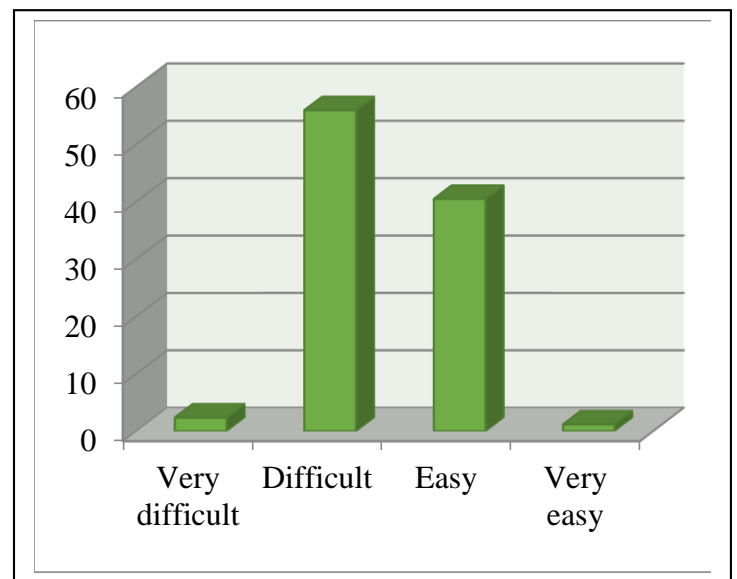


Figure.7. Students' attitudes towards the difficulty of writing in English.

This question was addressed to students in order to investigate their attitudes towards the difficulty level of writing in English. In response to this question, a great number of students (47) that is (55.95%) of the sample, confirmed that writing in English is difficult, while 34 students (40.48%) stated that it is easy. However, the portion of (2.38%) refers to those students (2) who find writing in English very difficult, and it is noted that only one student stated that it is very easy. These results affirm what has been said in the theoretical part as well as in different research works that writing is a difficult skill to be mastered. That is EFL students are struggling with the complexity of writing.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Q.5. Which writing step do you find most difficult?

a-Brainstorming

b-Drafting

c-Revising

d-Editing

Table.5

The Most Difficult Writing Step According to the Students.

Options	N°	%
Brainstorming	51	60.7%
Drafting	12	14.29%
Revising	12	14.29%
Editing	9	9%
Total	84	100%

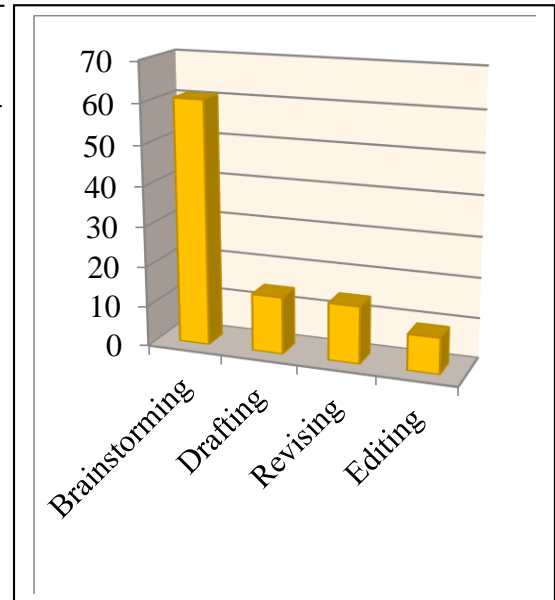


Figure.8. The most difficult writing step according to the students

The findings represented in the table and the figure above show that (60.7%) of the participants chose brainstorming as the most difficult step in the writing process, while (14.29%) selected drafting and another (14,29%) opted for the revising step. The last (10.71%) of the students selected the editing step. The responses provided by the students affirm that brainstorming is the most difficult step in the writing process i.e. most students encounter difficulties in the brainstorming step and that might be due to the lack of ideas.

Q.6. what do you find most challenging about writing in English?

a. Content

b. Organization and cohesion

c. Accuracy

d. Range of vocabulary and structures

e. Style

f. Effect on the target reader

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.6.

The Most Challenging Aspect of the Writing Process

Options	N	%
a	8	9.52%
a+b+d	15	17.86%
a+b+e	5	5.95 %
b+d	10	11.90%
b	10	11.90%
a+b+f	6	7.14%
c	2	2.38%
d+e	5	5.95%
a+c+d	3	3.57%
d	8	9.52%
a+b+c+d+e+f	12	14.26%
Total	84	100%

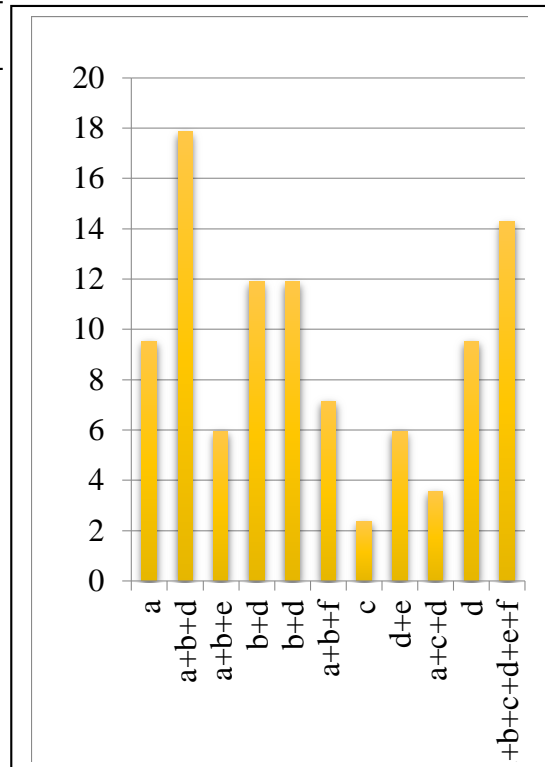


Figure.9. The most challenging aspect of the writing process

The table and figure above represent the students most challenging aspects of the writing process. The results show that the participants tick different options in varying proportions i.e. students in their learning process, particularly in the writing process, encounter many challenges. The responses provided by the students affirm that item (a+ b + d) i.e. content, organization, cohesion, and accuracy, representing a percentage of (17.86%) the answers, are the most challenging aspects when writing in English. The percentage of (14.26%) refers to all the options that are mentioned above while the percentage of (11.90%) represents the two items (b, b+d), that is, organization and cohesion (b) and the range of vocabulary and structures (d). Furthermore, the (9.52%) of the sample opted for content (a) whereas accuracy (c) only opted by (2.38%).

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Q.7. According to you, the difficulties encountered when learning to write are related to:

- a. Lack of English proficiency
- b. Lack of interest and motivation
- c. The teaching methods used
- d. Types of the writing tasks
- e. Lack of practice

Table.7

The Causes behind the Writing Difficulties

Options	N	%
a	12	14.29%
b	10	11.90%
c	5	5.95 %
d	9	10.71%
e	35	41.66%
a+e	13	13.48%
Total	84	100%

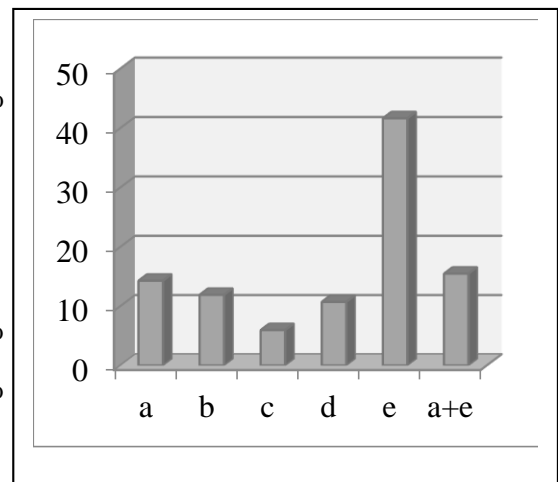


Figure.10. The causes behind the writing difficulties

This question aimed at investigating the causes behind students' difficulties when learning to write. In response to this question, (41.66%) of the respondents claimed that the item (e), which is the lack of practice, is the main cause, (14.29%) of the students opted for the lack of English proficiency (a), (15.48%) of the respondents ticked the options (a+e), while (11.90%) of them opted for the lack of interest and motivation (b). Moreover, 9 students (10.71%) stated that the types of the writing process (d) represent a problem when writing, and (5.95%) of the sample chose the teaching methods used (c). Thus, many students faced difficulties when writing in English because of the lack of practice, represented by the item (e). It can be concluded that students face many difficulties when writing due to the lack of practice, lack of English proficiency, and because they are not interested and motivated.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Q.8. Which of the following strategies do you use more often when writing?

- Modeled writing (imitating texts such as articles, essays, stories....)
- Think aloud (you say what you are thinking about during writing)
- Guided writing (you work collaboratively with peers and/or the teacher to compose written texts)
- Independent writing (you rely on your skills and the information you have acquired from the teacher in order to accomplish the writing task)

Table.8

The Writing Strategies Used by Students.

Options	N	%
Modeled writing	20	23.81%
Think-aloud	24	28.57%
Guided writing	10	11.90%
Independent writing	30	35.71 %
Total	84	100%

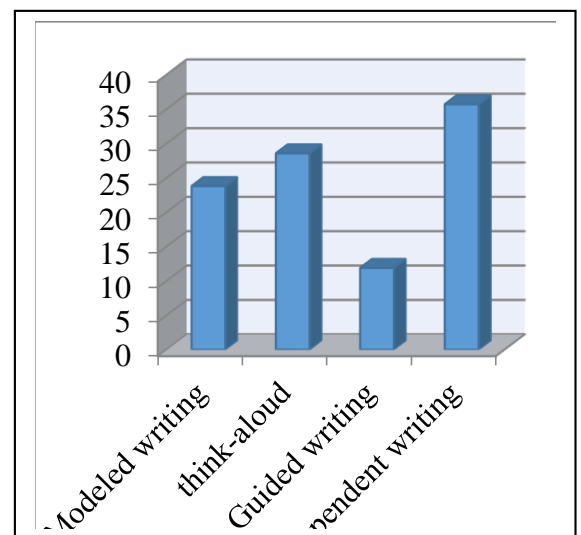


Figure.11. The writing strategies used by student

The results obtained from the question eight indicate that (71%) of the students use the independent writing strategy, (28.57%) of them prefer to use think –aloud strategy and (23.81%) of them like modeled writing. Moreover, guided writing was selected by (10, 11.90%) of students. These results imply that students differ in the strategies they employ when writing, which is due to their personal preferences.

Q.9. Outside of the university, what do you usually do to improve your writing skill?

- Reading books, articles, journals, etc. to stimulate creativity

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- b. Imitating good writing samples
- c. Following online writing courses

Others:

Table.9

Students' Ways to Improve Their Writing Skill.

Options	N°	%
a	40	47.62%
b	25	29.76%
c	18	21.43%
others	1	1.19 %
Total	84	100%

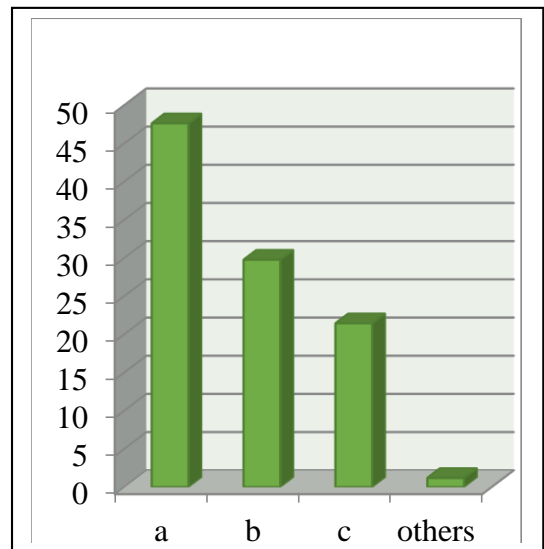


Figure.12. Students' ways to improve their writing skill.

When asked about what they usually do to improve their writing skill, many students (47.62%) answered that they read books, articles, journals, etc. to stimulate creativity (a). Other students (29.76%) said that they imitate good writing samples (b), whereas (21.43%) of them follow online writing courses. For others, one student (1.19%) answered that she/he watched movies. This proves that the majority of students are aware of the importance of reading and imitating written texts to enhance their writing skill.

Q.10. In your opinion, are reading and writing interrelated?

- a. Yes
- b. No

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.10

The Relationship between Reading and Writing.

Options	N°	%
Yes	71	84.52%
No	12	14.28%
Total	84	100%

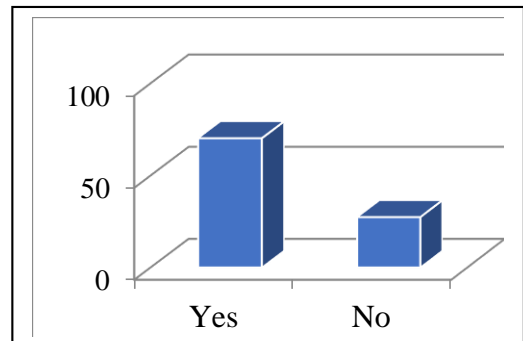


Figure.13. The relationship between reading and writing.

The results represented in the table and figure above show that (84.52%) of students believe that reading and writing are interrelated, while only (4.28%) of them think that the two skills are not interrelated. It can be affirmed that the majority of students are aware that reading and writing are connected to each other, and that the development of one skill will result in the development of the other.

Q. 11. Is the reading skill integrated in your "written expression" module?

a. Yes

b. No

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.11

The Integration of Reading in the Written Expression Module.

Options	N°	%
Yes	59	70.23%
No	23	27.38%
Missed answers	2	2.38%
Total	84	100%

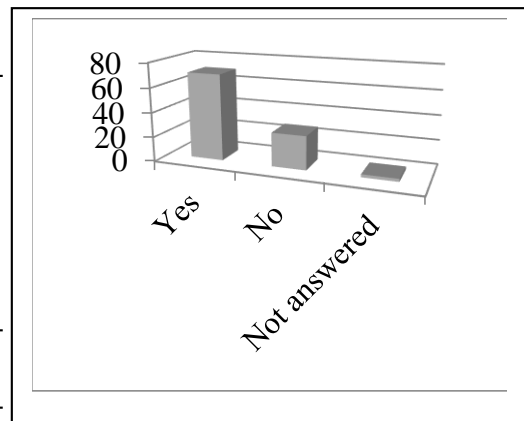


Figure.14. The integration of reading in the written expression module.

The table 11 and figure 14 demonstrate that many of students (70.23%) stated that the reading skill is integrated in their written expression module. However (27.38%) of them indicated the opposite; that reading does not take part in their writing classes. The remaining (2) students (2.38%) did not answer.

➤ **If yes, how?**

Table.12

Student's Opinions About the Integration of the Reading Skill in The Writing Classes.

Options	N°	%
Answered	31	52.54%
Not answered	28	47.45 %
Total	59	100

THE USE OF MENTOR TEXTS IN TEACHING WRITING

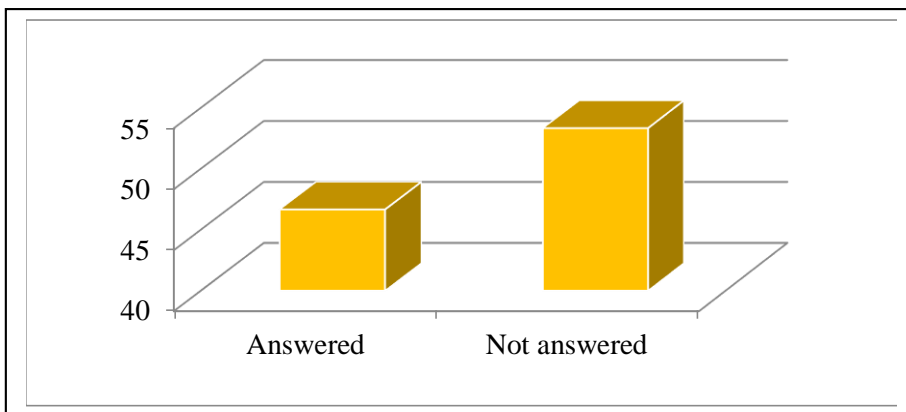


Figure.15. Student's opinions about the integration of the reading skill in the writing classes.

The statistics represented in the table and figure above show that (47.45%) of the participants did not justify their answers, whereas (31, 52.54%) of students justify their answers by saying:

- ❖ The teacher asks them to read essays (25 student).
- ❖ They read their essays in front of their classmates (6 student).

Q.12. Do you think that reading is important in improving your writing?

a. Yes

b. No

Table.13

The Importance of Reading in Improving Writing.

Options	N°	%
Yes	75	89.27%
No	9	10.71%
Total	84	100%

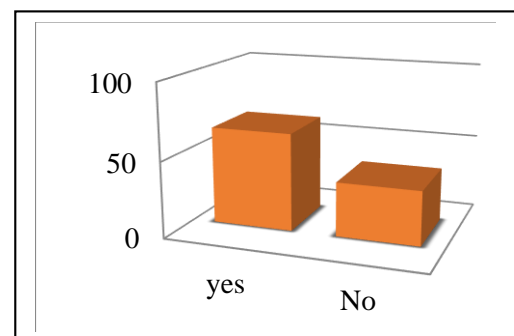


Figure.16. The importance of reading in improving writing.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

The answers obtained revealed that (89.27%) of the students responded positively regarding the importance of reading in improving the skill of writing, while (10.71%) claimed the opposite. These results clearly indicate that students are aware of the tight connection between reading and writing, and they view it as a significant factor in the development of the writing skill.

➤ If yes, explain why?

Table.14

The Reasons Behind the Importance of Reading.

Options	N°	%
Answered	35	46.66%
Not answered	40	53.33%
Total	75	100%

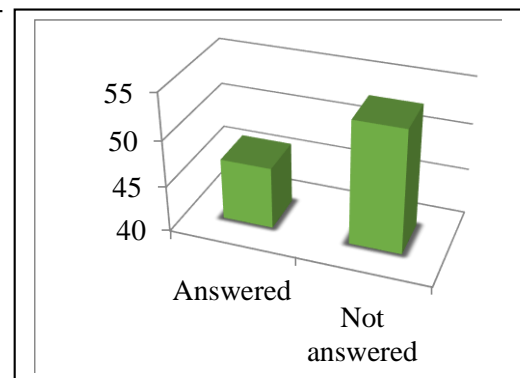


Figure.17. The reasons behind the importance of reading

(53.33%) of the students out of (75) did not give the reason why, while the rest of the participants (46.66%) explained why by saying that:

- ❖ It motivates students to avoid grammar mistakes. (5 students)
- ❖ It gives a push for students to do their best when writing. (7 students)
- ❖ It enriches vocabulary. (8 students)
- ❖ Increases the learner knowledge about the language. (2 students)
- ❖ It develops students critical thinking. (4 students)
- ❖ It helps to learn about the structure and the organization of the text. (5 students)

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- ❖ It raises the students' willingness to write good essays. (2 students)
- ❖ It improves students' self-esteem and confidence. (2 students)

Section two: The use of mentor texts as a strategy for teaching writing

Q.1. Does your "written expression" teacher use mentor texts as a part of his /her writing instruction?

- a. Yes
- b. No

Table.15

The Teacher' Use of Mentor Texts.

Options	N°	%
Yes	54	64.29%
No	30	35.71%
Total	84	100%

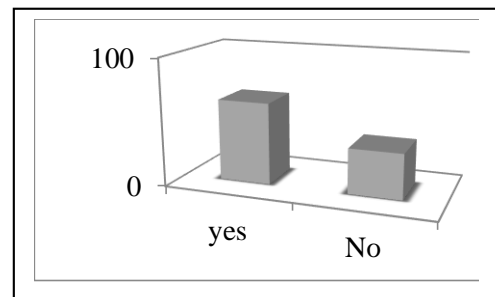


Figure.18. The teacher' use of mentor texts.

This question aimed to know whether teachers of writing use mentor texts as a way to enhance the students writing skill. The table 15 and figure18 above show that (64.29%) of the respondents answered by yes, whereas (35.71%) answered by No. this implies that most EFL teachers are conscious of the benefits of using mentor texts to develop their students writing skill.

➤ If yes, how often

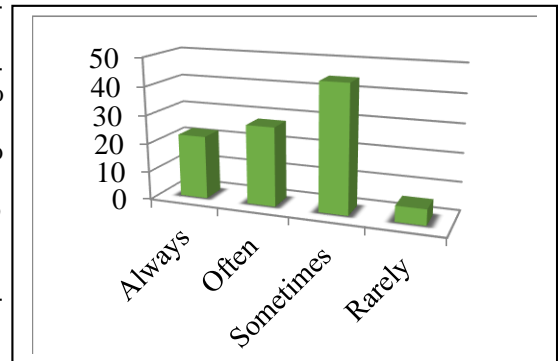
- a. Always
- b. Often
- c. Sometimes
- d. Rarely

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.16

The Frequency of Teacher' Use of Mentor Texts.

Options	N°	%
Always	12	22.22%
Often	15	27.78%
Sometimes	24	44.44%
Rarely	3	5.56 %
Total	54	100%

*Figure.19. The frequency of teacher' use of mentor texts.*

The answers tabulated and figured above reveal that (22.22%) of the students chose always, (27.78%) of them chose often, whereas (44.44%) chose sometimes. Furthermore, (5.56%) of the students selected rarely. The obtained results clearly denote that EFL teachers most of the time use mentor texts as a strategy to teach writing.

Q.2. what type of mentor texts does your teacher use?

- a. Essays
- b. Passages
- c. Articles
- d. Letters
- e. Emails
- f. Chapters
- g. Full books

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.17

Types of Mentor Texts Used by Teachers of Writing.

Options	N°	%
a	48	57.14%
b	10	11.90%
c	3	3.57%
d	1	1.19%
e	0	0%
f	6	7.14%
g	0	0%
a+b	16	19.05%
Total	84	100%

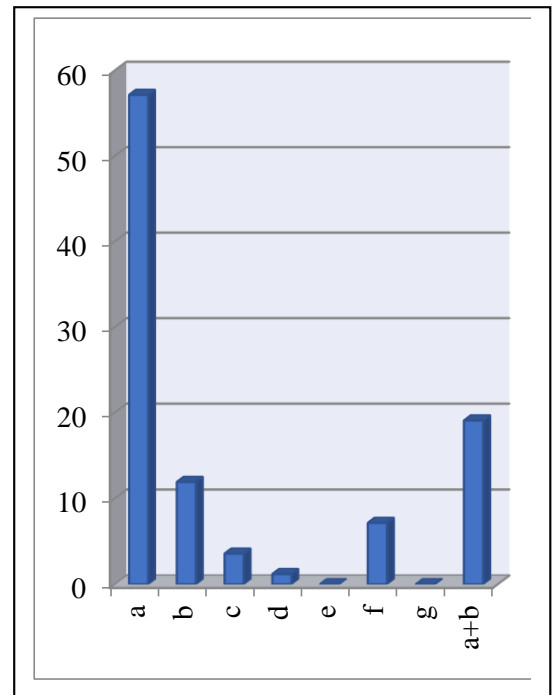


Figure.20. Types of mentor texts used by the teacher of writing.

The table 17 and figure 20 above represent the different types of mentor texts used by teachers in written expression classes. The results show that (57.14%) of the sample ticked the option (a), (19.05%) of them choose (a+b), while (11.9%) of the respondents selected the option (b). Furthermore (7.14%) choose the option (d). Hence, most EFL teachers use different types of mentor texts and the most common used are essays. This depends on the types of writing being taught.

Q.3. When using a mentor text, what does your teacher focus more on?

- a. The text structure
- b. The content
- c. The style

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.18

Ways of Using Mentor Texts.

Options	N°	%
a	45	53.57%
b	18	21.43%
c	11	13.09%
a+b+c	10	11.90%
Total	84	100%

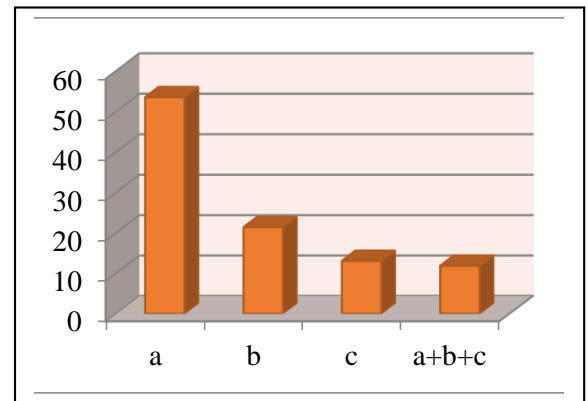


Figure.21. Ways of using mentor texts

The results show that (53.57%) of the students opted for the text structure (a), (21.43%) opted for the content (b), (11. 13.09%) ticked the style (c), while (10, 11.90%) chose all the options (a+b+c). Hence, the results indicate that most EFL teachers focus on different aspects when using mentor texts (text structure, the content, and the style) depending on the objectives of the lesson.

Q.4. In your writing classes, do you prefer reading mentor texts individually or in groups?

a. Individually

b. In groups

Table.19

Students' Preference of Reading Mentor Texts.

Options	N°	%
Individually	34	40.48%
In groups	48	57.14%
Missed answers	2	2.38 %
Total	84	100%

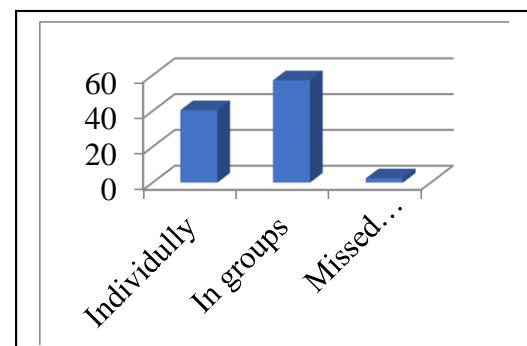


Figure.22. Students' preference of reading mentor texts

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Responses to the question four show that (57.14%) of the students prefer reading mentor texts in groups, whereas (40.48%) of them claimed the opposite. Others (2.38%) did not answer. Most students chose to read in groups because this way provides them with more opportunities to learn from each other, the students can discuss the topics, provide feedback, and share ideas with each other.

Q.5. Do you engage in the class discussion about the mentor text? (asking questions and sharing your own understanding)

- a. Yes
- b. No

Table.20.

Students Engagement in Discussion about Mentor Texts.

Options	N°	%
Yes	59	70.23%
No	25	29.76%
Total	84	100%

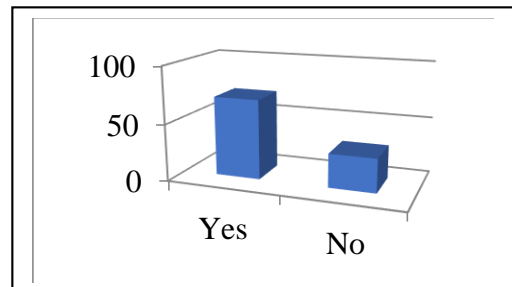


Figure.23. Students engagement in discussion about mentor texts

This question aimed to investigate the students' engagement in the class discussion about the mentor texts. The table and figure above demonstrate that (70.23%) of students contributed in the class discussion when using the mentor text, however (29.76%) of them claimed the opposite. We conclude that many students feel comfortable when the teacher asks them to read the mentor text.

➤ **If no, why?**

.....

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.21

Students' Reasons of not Engaging in Discussions about the Mentor Text.

Options	N°	%
Answered	15	60%
Not answered	10	40%
Total	25	100%

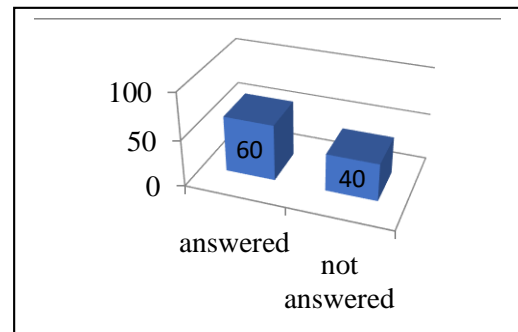


Figure.24. Students' reasons of not engaging in discussions about the mentor text.

When students asked to explain why they did not engage in the class discussion about the mentor text, (40%) of them skipped the answer, while those students who do not engage in the class discussion about the mentor text (60%) stated different reasons to do so.

These reasons are classified as follow:

- ❖ They feel anxious. (1 students)
- ❖ They are shy. (4 students)
- ❖ Some topics are difficult. (2 students)
- ❖ Lack of motivation. (2 students)
- ❖ Lack of confidence. (6 students)

That is, students do not participate in discussions about the mentor texts for different reasons. Some of the reasons relate to their personal characteristics (confidence, shyness, and anxiety), while others have to do with the mentor text itself.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Q.6. When given a written assignment, how often do you refer to the mentor text?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Table.22.

The Frequency of Referring to the Mentor Text.

Options	N°	%
Always	9	10.71%
Often	21	25%
Sometimes	47	55.95%
Rarely	4	4.76 %
Never	3	3.57%
Total	84	100%

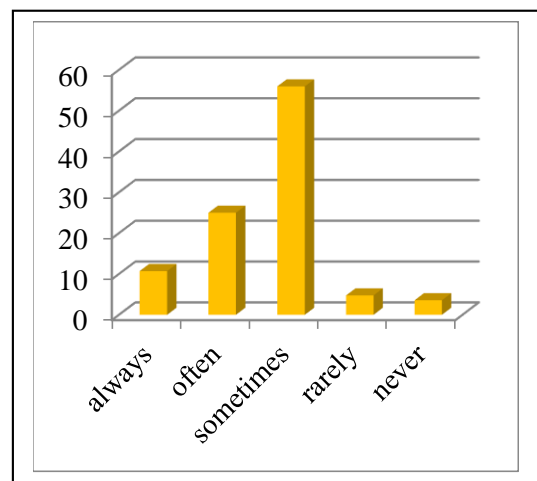


Figure.25. The frequency of referring to the mentor text.

In response to this question, (47, 55.95%) of the participants opted for the third option (sometimes), (21, 25%) of them that they often refer to mentor text, while (10.71%) refer to it always. Furthermore, (4.76%) of the students ticked rarely, and (3.57%) ticked the option (never). However, this variation among students indicated that most students are aware of the importance of referring to mentor texts when given a written assignment.

Q.7. When do you most refer to the mentor text? when:

- a. Brainstorming
- b. Drafting
- c. Revising
- d. Editing

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.23.

Students Reference to Mentor Texts.

Options	N°	%
Brainstorming	40	47.62%
Drafting	20	23.81%
Revising	20	23.81%
Editing	4	4.76%
Total	84	100%

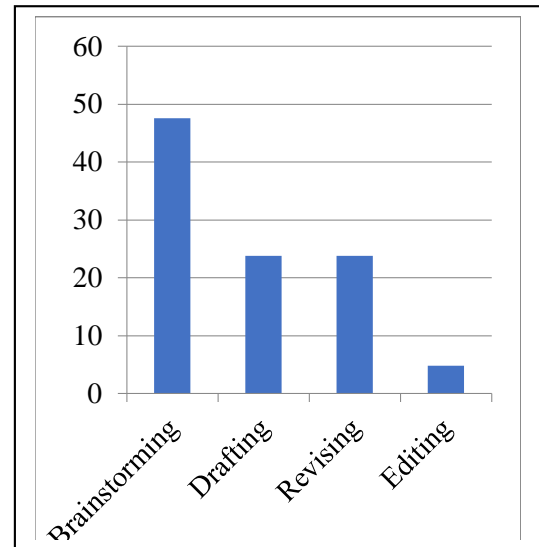


Figure.26. Students reference to mentor texts.

This question aimed to know the stage in which the students refer most to mentor text when writing. The table and figure above demonstrate that (47.62%) of students referred to it when brainstorming, the two (23.81%) portions referred to drafting and revising; however, editing was selected by (4.76%) of the sample. The results indicated that students refer to mentor texts in all the writing stages and more often in the brainstorming stage since mentor texts help them to collect ideas and information.

Q.8. Which writing aspects do you think the use of mentor texts can improve?

- a. Sentence fluency
- b. Word choice
- c. Writing conventions such as punctuation
- d. Structural features
- e. Stylistic features
- f. All of them

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.24

The Writing Aspects That Mentor Texts Can Improve.

Options	N°	%
a	7	8.33%
b	10	11.9%
c	14	16.66%
d	22	26.19%
e	4	4.76%
f	27	32.14%
Total	84	100%

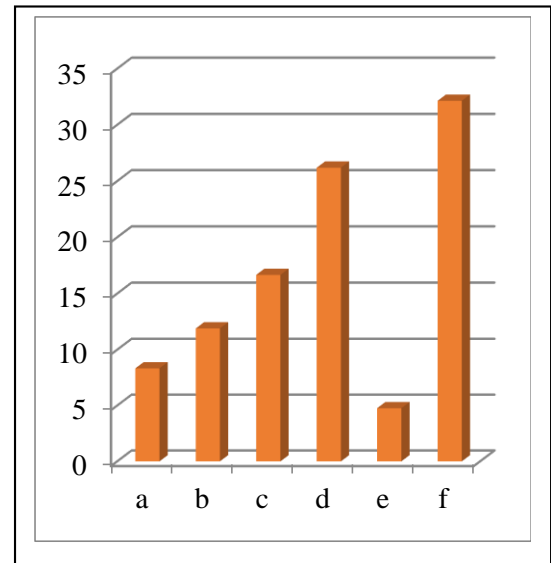


Figure.27. The writing aspects that mentor texts can improve.

It is clear from the percentages shown in the table and figure that (8.33%) of the students agreed that the use of mentor texts improve sentence fluency(a), (11.9%) agreed on word choice (b), whereas (16.66%) chose writing conventions such as punctuations (c). Moreover, The structural features (d) option was selected by (26.19%) of the respondents, stylistic features (e) option was selected by (4, 4.76%), and other students (27, 32.14%) selected all the options mentioned before (f). These results show that exposing students to mentor texts will encourage them to think about the norms of the language use and become familiar with it which leads to the development of many writing aspects.

Q.9. Do you find learning to write easier?

- a. With a mentor text
- b. Without a mentor text

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.25.

Students Opinions about Learning With/Without Mentor Texts.

Options	N°	%
With mentor texts	72	85.71%
Without mentor texts	12	14.29%
Total	84	100%

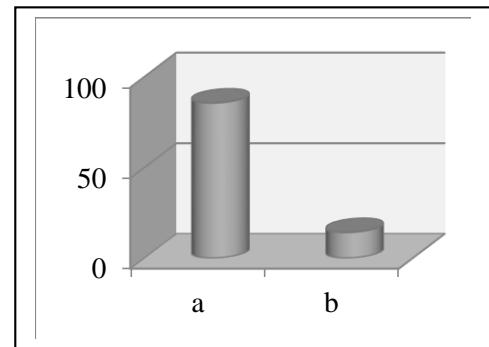


Figure.28. Students opinions about learning with/without mentor texts.

Responses to this question show that (85.71%) of the sample found learning easier with mentor texts, whereas (14.29%) of them stated the opposite.

THE USE OF MENTOR TEXTS IN TEACHING WRITING**➤ Can you explain why?**

When asked to explain why, (59.52%) of the students did not provide answers, and (40.48%) of them explained by:

- ❖ Mentor texts facilitate the writing performance. (3students)
- ❖ They provide students with an overview about the topics. (3students)
- ❖ They help imitate good writers' style. (2 students)
- ❖ They improve the writing skill. (7 students)
- ❖ They enrich vocabulary. (5 students)
- ❖ They increase student's awareness of language conventions (spelling, punctuation, and Capitalization). (5 students)
- ❖ They make students active. (3 students)
- ❖ They help students to write well. (5 students)
- ❖ They guide students in the writing process. (4 students)

Q.10. Do you think that the use of mentor texts is an effective strategy to teach Writing to EFL students?

- a. Yes
- b. No

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Table.26.

Students' Perceptions of The Effectiveness of Using Mentor Texts

Options	N°	%
Yes	64	76.19%
No	20	23.81%
Total	84	100%

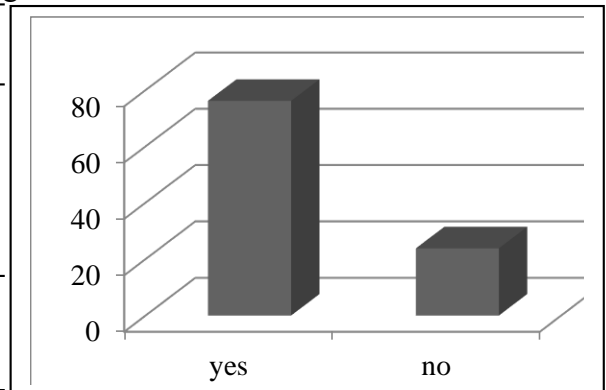


Figure.29. Students' perceptions of the effectiveness of using mentor texts.

The findings show that (76.19%) of the students have believe that the use of mentor texts is an effective strategy to teach writing to EFL students, on the contrary (23.81%) of them claimed that it is not an effective strategy. These results indicate that this strategy play an important role in teaching writing to EFL students. In addition, learners are aware of how to take advantage of mentor texts in enhancing their writing skill.

➤ **If yes, why?**

Table.27.

The Reasons behind the Effectiveness of Mentor Texts on Writing

Options	N°	%
Answered	24	37.5%
Not answered	40	62.5%
Total	64	100%

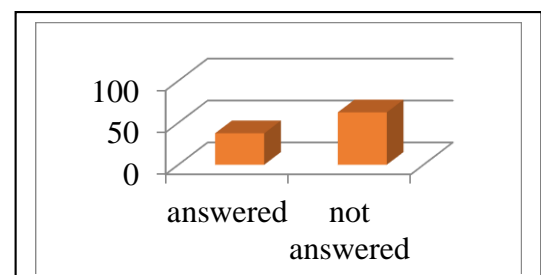


Figure.30. The reasons behind the effectiveness of mentor texts on writing.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

When asked to explain why the use of mentor texts is an effective strategy to teach EFL students writing, many students (62.5%) did not answer, while the rest of the participants (37.5%) provided the following:

- ❖ Mentor texts simplify and clarify the lesson.
- ❖ It is a motivational strategy that helps to improve the writing skill.
- ❖ They encourage us to try new things in our writing.
- ❖ They keep the lesson spontaneous.
- ❖ They develop our critical thinking.
- ❖ Mentor texts are considered as: guide, scaffolder, and evaluator in the writing process.
- ❖ They help students write effectively.
- ❖ They create a classroom atmosphere that make learners more confident when writing.

1.5. Results and Discussion

The results of the questionnaire have revealed many facts about the students' opinions towards the role of mentor texts in developing their writing skill. The current study was conducted with second year LMD students at the University of Mohammed Seddik Ben Yahia. The participants in this research think that mentor texts and writing are important in learning how to write in English.

The results of the questionnaire show that most second year EFL students enjoy writing in English. They consider it as an important skill and a crucial element in learning the English language. Furthermore, they consider writing in English as a difficult task because of its complex nature. Students relate the inability to write to the lack of practice and the lack of the English proficiency. When writing, students follow many strategies such as independent writing, think aloud, modelled writing or guided writing. However, in order to improve their

THE USE OF MENTOR TEXTS IN TEACHING WRITING

level in English, generally, and in writing, specifically, second year students try to stimulate their creativity by reading books, articles, journals, etc. since reading is said to be an important element in improving writing. They also try to imitate good writing models. Besides, some students follow online writing courses. This way is used by students to overcome the difficulties they encounter when writing in the classroom.

The findings of the questionnaire show that most EFL teachers use mentor texts as a significant strategy to enhance their students' writing skill. Moreover, students claim that their teachers use different types of mentor texts, generally, and essays, specifically. Furthermore, those teachers focus more when using mentor texts on the texts structures as well as the content and the style. This emphasis depends on the teachers' objectives behind teaching writing. Most students prefer reading mentor texts in groups in order to have the chance to discuss the topics with their classmates. Others like to do their reading of the mentor texts individually due to their personal preferences. When given a written assignment the majority of the students refer to the mentor texts in the brainstorming stage, whereas, few of them refer to it in other stages in order to get ideas and information and to see how the text is constructed. Later on, they use what they have learned from the mentor text their own pieces.

the results show that many students agree on the importance of using mentor texts to improve different writing aspects. Mentor texts provide students with opportunities to adopt various styles and structures as the main important item; it helps them, also, to improve the writing conventions, word choice and sentence fluency. Second year LMD students reported positive attitudes towards the influential role of using mentor texts in developing their writing skill.

2. Teachers' interview

2.1. Administration of the Teachers' Interview

The interviews have been conducted on the 30th of May, then the 1st, 3rd and the 5th of June at the head of department's office at the department of English-University of Mohammad

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Seddik Ben Yahia, Jijel. Each one took an average of fifteen minutes. One interviewee was type-recorded, while with the three others, the interviewers resorted to note taking. Furthermore, the interview was conducted with four teachers of written expression. The fact behind selecting written expression teachers is that the nature of this module requires the use of mentor texts to develop students' writing skill. Hence, a close insight into their perceptions of the issue is to be provided.

2.2. Description and Aim of the Teachers' Interview

An interview is a research instrument aims at gathering data and information from the respondents. Burn (1999, p.118) states, "interviews are a popular and widely used means of collecting data". This interview was conducted with teachers in an attempt to get a closer look into their thoughts and views about the use of mentor texts. It aims at investigating the teachers' perceptions towards the role of using mentor texts in developing second year EFL students' writing skill at the university of Mohammed Seddik Ben Yahia-Jijel. However, the teachers' interview is semi-structured and consists of sixteen questions. These questions were asked to elicit teachers' justifications and clarifications about their perceptions of the use of mentor texts to develop the students' writing skill. The interview was administered to four teachers at Mohammed Seddik Ben Yahia university of Jijel. To ensure anonymity, the four teachers were respectively given the following symbols to refer to them T1, T2, T3, T4. The T stands for Teacher, and then 1, 2, 3, 4 are numbers used to refer to them.

2.3. The Analysis of Teachers' Interview

Q.1. How long have you been teaching written expression at the university?

The respondents were in charge of the written expression module. However, one teacher (T1) has seven years work of experience in teaching the written expression module. Also, a teacher (T2) said that she has been teaching for three years. Another teacher (T3) had two years

THE USE OF MENTOR TEXTS IN TEACHING WRITING

of working experience. Equally important, another teacher (T4) stated that she started teaching writing this year, so she has one-year experience in this field. This variation among teachers' experience help identify different students' levels and use of mentor texts.

Q.2. which strategies do you usually adopt when teaching written expression?

Most teachers answered that they focus on the process approach hoping to improve the results and increase students' effectiveness and efficiency. Thus, one teacher (T4) adopts both the process and the product methods in order to get better results in teaching writing. Another teacher (T2) added that she uses mixed strategies. She stated "I use a mixture of pedagogical and psychological strategies such as pair work, group work, individual work, games, and pictures to write about ", she opted for this strategy to encourage the collaborative group work among learners and as a way of improving their motivation and interaction. The two others teachers (T2, T3) claim that they focus on using the process approach since it encourages the students to consider the various stages of constructing a good piece of writing; it involves discussions, language use, and interaction between the teacher and the students. Teachers, hence, recognize the importance of being selective and of differentiating their teaching methods because there is no perfect approach to teach writing.

Q.3. Do you think that the use of these strategies help improving your students' level in writing? why?

"yes, for sure " as two teachers (T1, T3) mentioned. They answered positively that the use of these strategies certainly helps improving their students' level in writing, while two teachers (T2, T4) claimed the opposite. They said that these strategies do not enhance the students' performance in writing. One teacher (T2) stated "not really" because it depends on the level of the students; she added that, as she noticed, there are many weak students who do not even know how to write. Hence, those strategies are useless and cannot help them to develop their writing. The other teacher (T4) stated that she is new in this field and she needs to find

THE USE OF MENTOR TEXTS IN TEACHING WRITING

more new and effective strategies that empower her students' level in writing because the process and product strategies are considered as traditional ones.

Q.4. what are the major difficulties encountered by students when writing?

All teachers stated that students' proficiency level in writing is weak. They found difficulties related to both the form and the content. The teachers believe that their learners face difficulties at the level of sentence structure, grammar use, language conventions, cohesion and coherence. Moreover, one teacher (T4) claimed that most students face difficulties with using appropriate vocabulary. Thus, they need to develop their linguistic competence in order to correctly use the written form of the language. Moreover, the teachers responses most of the indicate that the majority of the students are not accustomed to writing because they rarely practice writing outside the classroom. A text of an effective writer must be cohesive, logical, clearly structured, interesting and properly organized with a range of vocabulary and mastery of conventions and mechanics.

Q.5. When did you hear or learn about the concept of mentor texts?

The respondents' answers were approximately the same except for one teacher (T1) she stated that she has known the concept of mentor texts from the first time she started teaching writing at the university. The other three teachers (T2, T3, T4) claimed "this is the first time ". However, most EFL teachers ignore the concept of mentor texts. For that, the concept of mentor text has been explained well and the concept of model texts has been used to refer to mentor texts.

Q.6. Do you use mentor texts? If yes, how often?

In this question teachers were asked whether they use mentor texts or not. Most teachers answered by "yes. They added that it is one of the best methods they use during their teaching process in order to simplify and facilitate the writing lessons. However, all teachers reply by

THE USE OF MENTOR TEXTS IN TEACHING WRITING

“often” because they are aware of the importance of using mentor texts. Despite the fact that they have limited time, they try their best to implement this strategy.

Q.7. How comfortable are you with using mentor texts in the classroom?

“strongly satisfied ” as one teacher (T2) claimed, she believed that mentor texts help her to guide her students to improve their writing skill. Besides, her students like to read and analyze mentor texts specially when they are asked to practice in groups. Furthermore, two teachers (T3, T4) stated “I like them ” because they are inspired by others’ writing using mentor texts and they give their students the opportunity to learn from more knowledgeable others or writers. While one teacher (T1) emphasized “to some extent” she added that students spend more time analyzing and practicing the main features of the mentor text they are supposed to read. To sum up, most teachers are comfortable with using mentor texts in the classroom because they serve as a guide, facilitator and a good example for students to imitate.

Q.8. what are the steps that you follow when using mentor texts?

All EFL teachers agreed on the way of using mentor texts. First, they asked students to read the mentor texts aloud, in small groups or individually; the teachers also may read the mentor text for their students. Then, the teachers and students engage in a discussion about the mentor text by asking questions and providing feedback. Next, they give time for students to write using what they have learned from the mentor texts (techniques, strategies, ideas, etc.) and apply them in their own writings. Finally, the teacher assesses the student’s writings and provide feedback.

Q.9. What are the criteria that you depend on when choosing mentor texts?

The surveyed teachers provided a variety of criteria. A teacher (T3) said that the mentor text should not cause boredom to students, as a result the teacher should select new topics that attract students’ attention, to quote “I try to be different ... I give them new topics that they

THE USE OF MENTOR TEXTS IN TEACHING WRITING

have never dealt with ”. She added that it is preferable to choose new types and topics that have never been tackled before since the students tend to rely on previous writings that teachers have already provided rather than trying to produce their own pieces of writing. Another teacher (T4) indicated that mentor texts must be known to the students so they can have a saying about the matter, she claims that “I make sure that these texts are understandable and that any student is able to deal with”. However, a teacher (T1) skipped the question while the teacher (T2) agreed that teachers should select appropriate texts according to their students’ needs. Thus, students cannot exploit and cope with a text if it is too difficult. Teachers need to provide their learners with a language that corresponds to their level of proficiency and interest. Moreover, she claimed that “I make an effort to know what students’ interests, preferences and learning styles are. She added that in order to select a mentor text one should select texts that are simple and relevant to students’ level so they can appreciate and enjoy when reading; the language of the written mentor texts should be “academic”. Another criterion emphasized by teacher (T2) is that of teaching objectives that is what teachers want their learners to develop. To sum up, teachers use different criteria to select mentor texts. These criteria help them to choose suitable texts that students will most likely be motivated to study and imitate. So, mentor texts should be selected carefully to establish a good model of quality writing that is appropriate for guiding students.

Q.10. What type of mentor texts do you use in your classroom?

Teachers answers vary between essays, articles, passages, books or paragraphs from reliable resources like educational websites. Basically, any type that serves the writing objectives would be a good model for the writing assignment. These results indicate that all teachers agree that the types of mentor texts should provoke the students and urge them to think and produce good writing pieces.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Q.11. How did your students react to mentor texts?

Three of the teachers (T2, T3, T4) responded that students react positively to the use of mentor texts. One teacher (T2) argued that “students find mentor texts very useful, naturally it helps them to collect ideas and information and provide them strong sentence structures”. The second teacher (T4) has the same opinions, she stated “they enjoy it, they find the adequate information a bit easy”. The third teacher (T3) believed that students think that mentor texts are very necessary during the writing process because it really helps them in developing their writing skill, they consider it as a source of knowledge, structures and organization. However, only one teacher (T1) stated that it depends on students’ preferences “some students negatively interact with the mentor texts, they are not interested they find it difficult to read the mentor text, or they are not linguistically competent to write and develop their ideas”.

Q.12. Do you ask your students to refer to mentor texts? why?

All teachers agree on the importance of asking students to refer to mentor texts in their own writings. Furthermore, all the teachers claimed that by involving students in reading mentor texts, they will develop their language awareness as well as their critical thinking since reading and writing are tightly connected. Thus, when learners read, they learn a lot about language vocabulary, sentence structure and style.

Q.13. Do your students find any difficulties when reading and analyzing the mentor texts?

Most teachers (T2, T3, T4) acknowledged that some students faced difficulties when reading and analyzing mentor texts, whereas one teacher (T1) stated that “some students do and some students do not because some learners really have an excellent level”. However, some students faced difficulties in comprehending the English text due to the reading difficulty which refers to problems associated with reading. Moreover, one teacher (T2) claimed that some students face some difficulties with vocabulary and syntax. Thus, inadequate vocabulary or the

THE USE OF MENTOR TEXTS IN TEACHING WRITING

complexity of words affects the students reading of the mentor texts. Additionally, students have difficulty in the structure of complex sentence. Besides, another teacher (T4) reported that learners may face difficulties when the necessary background knowledge is missing.

Q.14. Did you teach writing without using mentor texts? If yes, did you notice any development in students writing performance before and after using the mentor texts?

The teachers agree that they taught writing without using mentor texts. However, the majority of them noticed that the students writing' performance developed when using mentor texts, whereas one teacher (T1) stated that "It only works with few students (those who have a weak level) ". The teachers affirmed that before teaching students using mentor texts, most students committed mistakes related to writing such as sentence structure, the use of language mechanisms, lack of vocabulary, the absence of creativity, the failure of deliberating the intended message, etc. While after teaching them using mentor texts, they notice that most students are inspired by mentor texts and their writing performance have developed. These answers affirm that mentor texts are effective strategy to teach EFL students how to write in English it enriches student's vocabulary, punctuation, and texts organization, it also enhances students word choice. It is important to expose students to mentor texts in order to see how others write, construct ideas, structures, and using language.

Q.15. What writing aspects can mentor texts improve?

- | | |
|----------------------------|--------------|
| a- The sentence structure. | c-The style. |
| b-The content. | d-Others |

The teachers' answers were approximately the same. In other words, EFL teachers agreed that mentor texts can improve students' competence in three aspects, namely the sentence structure, the content, and the style. The texts also assisted the students to overcome obstacles to writing essays which makes this type of writing interesting and more effective,

THE USE OF MENTOR TEXTS IN TEACHING WRITING

according to the teacher (T3). Another teacher (T1) stated that “examining mentor texts provides insights into the writing aspects”. Furthermore, the teacher (T2) confirmed that when students read and analyze mentor texts, they will find something to write about, they also will see how the text is organized and how the author use the language. After that, students will be able to write their own pieces applying what they have learned and acquired from the mentor text.

Q.16. What are the benefits of mentor texts?

Answers to this question varied among teacher. Each teacher provides different benefits of mentor texts. One teacher (T2) revealed that mentor texts are helpful, they expand students’ language awareness. Another teacher(T3) stated that they improve their vocabulary. Furthermore, a teacher (T4) claimed that mentor texts help students organize their ideas. Finally, the teacher (T1) emphasized that they improve students sentence structure and grammar.

2.4 Results and Discussions

The analysis of the teachers’ interview has revealed many facts about their perceptions of the use of mentor texts in teaching writing. The analysis indicated that all teachers agreed that mentor texts enhance students’ writing performance. The analysis of the teachers’ responses show that they often use model texts in order to foster the writing skill. Also, all teachers stated that the majority of students use mentor texts as a good and effective strategy that help them develop their writing performance. In addition, the findings show that the difficulties of using mentor texts are attributed to the lack of vocabulary, the absence of creativity, and the dearth of knowledge and information about the sentence structure. All of them attempt to use different types of mentor texts that serve as good models to facilitate and simplified the writing process for students, basically essays, paragraphs, articles, passages, and books. Furthermore, all the teachers focus on specific criteria when selecting mentor texts; they choose texts that students

THE USE OF MENTOR TEXTS IN TEACHING WRITING

can deal with, texts that provide motivation and interest to engage with. Hence, they take into consideration the students writing style, the level, inspirations and preferences. However, the findings show that most students react positively to mentor texts, they engage in a discussion about it, and they enjoy reading and analyzing these texts. The majority of them support the use of mentor texts since it helps them in their writing process. Teachers gave various answers when it comes to referring to mentor texts, students find it easy and simple to write when they return to mentor texts because they guide them in the writing process, while some agreed that there are some students who do not need to refer to the mentor texts since their writing ability is good. Also, most teachers affirm that many students have developed their level in writing due to the use of mentor texts. Students used to commit mistakes caused by the lack of vocabulary, the ignorance of sentence structure, lack of creativity and practice, etc. In addition, students improve their writings after seeing how others write. Finally, teachers agreed that mentor texts develop learner's awareness about the text structure, the content and the style. The major benefit from mentor texts is that they improve students writing by raising their awareness of many language aspects such as mechanics, language conventions, vocabulary, etc.

3. Classroom Observation

3.1. Description of the Classroom Observation

Classroom observation is the act of observing the teaching processes while it is taking place in the classroom. For the purpose of investigating the role of using mentor texts to develop the students writing skill, a classroom observation was conducted in Mohammad Seddik Ben Yahia university with second year EFL students. It took place from 8/05/2019 to 30/05/2019. That is, it lasted for three weeks, and covered a total of 9 written expression sessions. The number of students enrolled in this process was between twenty-five (25) and thirty (30) students because not all of them attended the class regularly during the observation. To ensure the observation of all what was happening in the classroom, we sat at the back. Data collection

THE USE OF MENTOR TEXTS IN TEACHING WRITING

was merely based on taking notes and feeling the checklist, we have tried to notice the writing instructions and the teachers' use of mentor texts as a strategy in the classroom as well as student's motivation and interest. The writing skill, is presented three times in each week. The teacher devoted two sessions for the explanation of the writing lesson to the students. In the first session, the teacher starts with a warm-up in which she introduces and explains the key words of the type of the essay. She tries to make students familiar with the type by explaining its meaning; or she elicits opinions about the type of the essay by asking them about their experiences in order to pave the way towards the type. Furthermore, she dictates the lesson and students write, simultaneously, she walks around for any possible help. In the third session, the teacher provides students with the mentor text and asks them to read it, then, they discuss and analyze it together. At the end of the session and after analyzing the mentor text the teacher asks them to write their own essays at home and they bring them in the next session to be corrected.

3.2. The Analysis of the Classroom Observation

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Categories		Session1	Session2	Session3	Session4	Session5	Session6	Session7	Session8	Session9
Teacher's behaviors	<ol style="list-style-type: none"> 1. The teacher uses mentor texts 2. The type of mentor texts used by the teacher: <ol style="list-style-type: none"> a. Book b. Essay sample c. Article d. Short story 3. The mentor text used is: <ol style="list-style-type: none"> a. Published mentor text b. Student written mentor text c. Teacher written mentor text 4. The mentor text used is used in: <ol style="list-style-type: none"> a. Warming up stage b. Presentation stage c. Practice stage d. Production stage 5. When using the mentor text, the teacher: <ol style="list-style-type: none"> a. Explains the purpose of using mentor text b. Presents the topic before handle the handouts c. Explains the form of the mentor text d. Reads aloud or asks them to read silently e. Discusses the content and the form with students 6. he teacher asks students to refer to the mentor text when explaining the form of the text 			✓			✓			✓

THE USE OF MENTOR TEXTS IN TEACHING WRITING

	<p>7. The teacher asks students to refer to the mentor text when writing their own pieces</p> <p>8. The teacher give time to students to write using what they have learned from the mentor text</p> <p>9. The teacher assesses students' writing and provides feedback</p> <p>10. The teacher creates a pleasant and supportive atmosphere in the classroom by:</p> <p>a. Allowing students to ask questions</p> <p>b. Giving shy students more opportunity to participate</p> <p>c. Helping students when they are in need</p> <p>11. When using mentor text, the teacher focusses on:</p> <p>a. The form</p> <p>b. The content</p>			✓		✓			✓
--	---	--	--	---	--	---	--	--	---

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Students' behavior	1. The student's role in using mentor texts is to:											
	a. Read mentor texts			✓			✓				✓	
	b. Analyze mentor texts			✓			✓				✓	
	c. Adopt mentor texts											
	2. Students' engage in discussions about mentor texts			✓			✓				✓	
	3. Students' react to mentor texts by:											
	a. Asking for clarification			✓			✓				✓	
	b. Listening and following instructions			✓			✓				✓	
	c. Actively participating in the classroom			✓			✓				✓	
	d. Showing interest in mentor texts			✓			✓				✓	
	e. participating in discussions of mentor texts			✓			✓				✓	
	f. Feeling bored			✓			✓				✓	
	4. Students enjoy to analyze mentor text through:										✓	
	a. Individual reading											✓
	b. Pair work reading							✓				✓
	c. Group work reading			✓			✓					✓
			✓									

THE USE OF MENTOR TEXTS IN TEACHING WRITING

3.3. Results and discussion

Teacher's behaviors

- ❖ During the observed three sessions, the teacher each time used mentor texts in order to facilitate the process of teaching. This is mainly because mentor texts guide teachers and provide students with excellent models when explaining the content of the lesson and sustain their comprehension of the lessons.
- ❖ In the writing session, the teacher each time used essays as mentor texts because second year EFL students are dealing with this type of writing. Hence, providing students with models would facilitate their learning of the different types of essays.
- ❖ When using mentor texts, the teacher always focuses on using published mentor texts because it is important to provide students with mentor texts from the real world so they can see how other writers compose. Besides, they show the quality of good writing to students.
- ❖ The findings yielded that the teacher tends to use mentor texts in the presentation stage since she viewed them more effective for students to understand the intended message and to explain how each type of essay (cause/effect, compare/contrast and argumentative essay) should be structured and organized.
- ❖ The results of this observation indicated that the teacher rarely explains the purpose of using mentor texts because she wanted her students to discover it by themselves. During the process of using the mentor text, she gives the students the mentor text, then she asked them to read it silently. Next, she checked whether they read it or not by moving around the ranges and asking them questions such as what do you think about the essay? Do you face problems with this essay? After having the students read the mentor text silently, she asks them to read it again but this time aloud. The teacher then engages with the students in a discussion about the form and the content of the mentor text by asking questions like what does the writer focus on? Where is the topic sentence? ...etc.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

When analyzing the mentor text, the teacher and the students work together because this way provides them with more opportunities to learn and engage in negotiations which is considered one of the useful ways which can lead to better learning. Also, it helps the teacher be closer to learners and build a good relationship with them.

- ❖ The observation showed that teachers' advice their students to refer to mentor texts when writing their own pieces in order to get inspired by the mentor author's ideas, style and his writing craft.
- ❖ Despite the crucial role of mentor texts in developing the students writing skill, the teacher always asks the students to refer to them when explaining the form of the text. In other words, both teacher and student, react positively to the use of mentor texts when explaining the form of the essay since they are considered as a guider when writing. These results were confirmed through the teacher's interview and the student's questionnaire.
- ❖ Because of time was constraints, the teacher did not give time to students to write in the classroom using what they have learned from the mentor texts. So, she did not asses students writing and provide feedback.
- ❖ Concerning the atmosphere in the classroom, the teacher always tried to motivate students by allowing them to ask questions, express their opinions, participate in the lesson, and by giving help when needed and asking students who did not participate at all (shy students) to read the given text; for reinforcing and involving them in the course and making the whole class participate in the discussions about the mentor text. These strategies were essential, since they help students to memorize what they have previously seen, and be actively engaged in the lesson. The teacher asked her students to revise what they have learned in the previous lessons in order to help those who were absent to understand some needed points to facilitate their involvement with the new lecture.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- ❖ Throughout our observation, we have noticed that the teacher focusses on both the form and the content when using mentor texts. However, the lectures were always organized and well managed. For example, in each session, she starts by revising the content of the previous lesson, next she gives the students a mentor text which relates to the content. Students then read and discuss with their teacher and give answers to certain questions about the topic of the essay, then the teacher asks them to figure out some structural features such as the topic sentence, thesis statement, the use of cohesive devices and so on, and also they discuss together how the text is organized (introduction, body paragraphs, and conclusion)

Students' behaviors

- ❖ It is observed that, in the three sessions of the observation when the mentor text was applied, the students read the mentor text first silently and then they read it aloud which provide them with the opportunity to participate and interact with the teacher. After reading the mentor text, students are asked to analyze the mentor text and engage in an opening discussion about the mentor text. After that, they start analyzing the different steps that the mentor essay includes. For example, they try to indicate the thesis statement, the topic sentence, the introduction, body paragraphs, and conclusion. Students are then asked to identify the errors in the mentor texts being used. In two of the three observed sessions, the teacher gave students three different mentor texts. One of these mentor texts contain some errors which are related to the structure, organization, and the use of cohesive devices.
- ❖ Since time was not enough to practice, the students did not adopt what they have learned from the mentor text in the classroom.
- ❖ Generally during the three sessions, when the teacher provided the students with the mentor texts, they engage in the discussions about these texts. They participate and interact with each other and with their teacher. Consequently, they ask for clarification,

THE USE OF MENTOR TEXTS IN TEACHING WRITING

listen to and follow the teacher's instructions, and actively participate in discussions about the mentor text. This made them motivated to learn how to write.

- ❖ Students enjoyed the analyses of the mentor text in pairs and in groups. Because, as we noticed, they effectively participated, interacted, and reacted to with the use of mentor texts.

4. Limitations of the Study

For many reasons, this study confronted some unavoidable limitations that can be summarized as follows:

- ❖ A major problem we encountered when conducting our research was related to the fact that not all second year EFL teachers implement the mentor texts strategy in their teaching of the writing skill. Hence, we conducted classroom observation with only one teacher who used them. We intended to conduct the classroom observation with other groups, but we faced the problem of time schedule since some written expression took place at the same time. Thus, the classroom observation was conducted only with one group.
- ❖ The lack of relevant resources led to the repeated use of some resources.
- ❖ The researchers also attempted to conduct the interview with more than four teachers. However, some teachers were not cooperative with this research work. Some of them refused to participate, while those who did refused to answer some questions on the ground that they did not have enough time to complete the interview.
- ❖ The researchers attempt to deal with a sample of 100 students. However, some participants were excluded from the analysis since they did not give Questionnaires Back.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

5. Suggestions and Recommendations

In the light of the finding of the present study, some recommendations are suggested:

- ❖ Given the important role of mentor texts in developing students writing skill, it is recommended that teachers use them more often of the written expression classes.
- ❖ Teachers should raise the students' awareness of the importance of using mentor texts to improve second EFL learners' writing skill.
- ❖ Teachers should use different types of mentor texts to engage students and give them the opportunity to learn how different mentor writers write.
- ❖ The role of the teacher should change from being the main source of providing the topics and giving suggestions to that of a guide and encourage students to express their thoughts freely when writing with no strings attached.
- ❖ Teachers need to be trained on the use of mentor texts as a strategy to facilitate the teaching/learning process.
- ❖ Teachers should engage students in discussions about mentor texts with each other without setting any limits so that the students feel free to share their real thoughts and.
- ❖ The results of this study cannot be largely generalized. Thus, future researches should be conducted on a large population in the department of English at the university of Mohammed Seddik Ben Yahian, Jijel. Besides, an experiment would give more validity to this study.
- ❖ The enhancement of the student's performance in the writing skill is both the responsibility of the teacher and the learner, thus, the two must work hand in hand to foster this skill.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Conclusion

This chapter dealt with the practical part of our study. It explored the use of mentor texts in developing the students' writing skill. To this end, a questionnaire, an interview and a classroom observation were used as research tools. The questionnaire was administered to 84 second year EFL students. The questionnaire gave them the opportunity to express their beliefs and attitudes towards the development of their writing skill through the use of mentor texts. Furthermore, an interview was conducted with four EFL teachers, at the department of English at Mohammed Seddik Ben Yahia university, Jijel. The interview aimed to get an insight into the teachers' thoughts and perceptions about the use of mentor texts. Moreover, a classroom observation was conducted with second year EFL students for the same purpose. Hence, the chapter described first the three research tools. Second, it provided the analyses of these tools. Next, the main results and discussions are also presented as well as some pedagogical recommendation and limitations of the study.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

General Conclusion

The current study was undertaken to investigate the use of the mentor texts in developing the second year students' writing skill. It is also an attempt to discuss whether EFL teachers apply this strategy when teaching the written expression module. This research was divided into three chapters, two for the theoretical part and one for the practical part, and was based on the assumption that the use of mentor texts would help developing the students writing skill.

The first chapter dealt with the writing skill. It first provided some definitions and its four stages. It, also, discuss the importance of teaching and learning writing. Then it shed light on the basic difficulties faced by the foreign language learners when learning the writing skill along with its connection with reading. Finally, it discussed the main approaches, in addition to the major strategies used in teaching writing.

The second chapter, on the other hand was devoted to mentor texts. First, the concept of mentor text was defined, and the basic criteria of selecting a mentor texts were provided. Moreover, the chapter shed light on the importance of using these mentor texts in teaching and learning the writing skill. It further mentioned the different types of these texts in addition to common theories that support the use of this strategy in teaching writing.

The last chapter in this study reported on the field work. It was divided into three main sections; the questionnaire was presented in the first section. It was administered to 84 second year students in order to give them the chance to express their ideas about the use of mentor texts to develop their writing abilities. The teachers' interview was presented in the second section. It was conducted with four EFL teachers. Furthermore, a classroom observation was done through a checklist. The results obtained from this research tools were analyzed and discussed along with some pedagogical recommendations. The findings of this study revealed that a well-planned and appropriate use of any mentor text is an effective way for improving the EFL learners writing skill.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

THE USE OF MENTOR TEXTS IN TEACHING WRITING

List of References

- Abbuhi, R. (2011). Using models in writing instruction: A comparison with native and nonnative speakers of English. *SAGE*, 1 (3).
- Alfaki, I.M. (2015). University students' English writing problems: Diagnosis and remedy. *International of English Language Teaching*, 3(3), 40-52.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III (3), 21-34.
- Anderson, J. (2005). *Mechanically inclined: building grammar, usage and style into writers*. Portland, ME: Stenhouse Publisher.
- Angelilo, G. (2002). *A French approach to teaching punctuation: Helping young writers use convention with precision and purpose*. New York, Ny: Scholastic Inc.
- Asyiah, D.N. (2017). The vocabulary teaching and vocabulary learning: perception strategies and influences on student vocabulary mastery. *Journal Bahasa Lingua Scientica*, 3 (2).
Doi: [bi_org/10.21274//s.2017.9.2-318](https://doi.org/10.21274//s.2017.9.2-318).
- Ayres, R., & Shubitz, S. (2010). *Day by day: Refining writing workshop through 180 days of reflective practice*. Portland, ME: Stenhouse Publisher.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54 (2), 153-160.
- Bahri, S. (2009). Difficulties in writing in vocabulary and grammar of the second year students of SMPNI selong East Lom Bok West NUSA Tenggrana in the school year 2008/2009. *Jurnal Educatr*, 14 (2), 137-159.
- Bancha,W. (2013). What causes spelling errors of Thai EFL students. *ARECLS*, 10, 107-129.
Retrieved from <http://research.ncl.ac.uk/ARECLS/volume-10/ume-10/bancha-vol/10.pdf>.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- Barrass, R. (2005). *Students must write: A guide to better writing in coursework and examination (3rd ed.)*. London: Routledge.
- Brown, K., & Hood, S. (1989). *writing matters: writing skills and strategies for students of English*. Cambridge: CUP.
- Byrene, D. (1988). *Teaching writing skills*. London: Longman Press.
- Byrne, D. (1988). *Teaching writing skills*. Harlow, UK: Pearson Education.
- Clark, S. K. (2004). *Beginning writing*. NY: Teacher Created Resources.
- Coulmas, F. (1999). *The encyclopedia for writing systems*. Oxford: Blackwell.
- Fisher, S. R. (2001). *The history of writing*. London: Reaction Books.
- Culhum, R. (2014). *The writing thief: Using mentor texts to teach the craft of writing*. New Ward, DE: International Reading Association.
- Daniels, P.T., & Bright, W. (1996). *The world's writing systems*. New York: Oxford University Press.
- Donohue, L. (2009). *The write beginning*. Mark Ram, Ont: Pembroke Publisher.
- Dorfman, L.R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through childrens' literature, k-6*. Portland, ME: Stenhouse Publishers.
- Eckhoff, B. (1983). How reading effects children's writing. *Language arts*, 60 (5), 607-616.
- Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility (2nd ed.)*. Alexandria, VA: ASCD.
- Fletcher, R. (n.d.). *Ralf Fletcher on mentor texts* retrieved on 24th Jun. from <https://choiceliteracy.com/article/ralph-fletcher-on-mentor-texts-podcast/>

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- Fletcher, R., & Purталopi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.
- Freeman, M. S. (2003). *Teaching the youngest writers: A practical guide*. Grainsville, FL: Maupin House.
- Gallagher, K. (2011). *Write like this: Teaching real world writing through modeling & mentor texts*. Portland, ME: Stenhouse Publisher.
- Gallagher, K. (2014). Making the most of mentor texts. *Educational Leadership*, 71 (7), 28-33.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high school*. New York, NY: Carnegie Corporation.
- Grellet, F. (2006). *Writing for advanced learners of English*. Cambridge: CUP.
- Harmer, J. (2004). *How to teach writing. England: Pearson Educational Limited*.
- Hasan, Md. K., & Akhand. M. (2010). Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *Journal of NELTA*, 15 (1-2), 78-87.
- Hatcher, D. & Goddard, L. (2005). *The writing process: A step-by-step approach for everyday writers*. USA: Lamdabooks.
- Hedge, T. (2000). *Teaching and Learning in the language classroom*. Oxford: Oxford University Press.
- Hedge, T. (2005). *Writing*. Oxford: OUP.
- Heller, M. F. (1999). *Reading-Writing connections: from theory to practice (2nd ed.)*. NJ: Laurence Erlbaum Associates, Inc.
- Hyland, K. (2003). *Second language writing*. Cambridge: CUP.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- Kendell, J., & Khuon, O. (2006). *Writing sense: integrating reading and writing lessons for English language learners*. Portland, ME: Stenhouse Publisher.
- Kroll, B. (1990). *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.
- Lancia, P.J. (1997). Literary borrowing: The effect of literature on children's writing. *The Reading Teacher*, 50 (6), 470-475.
- Lazar, G. (1993). *Literature and language teaching: A guide for language teachers and trainers*. Cambridge: Cambridge University Press.
- Melouk, M., & Zouaoui, M. (2014). EFL writing Hindrances and challenges: the case of second year students of English of Djilali Liabes. *Journal of Educational and Social Research*, 1 (3), 149-156. Doi: 10.5901/jesr. 2014. V4n3p149.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Oxford: OUP.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Nunan, D. (2003). *Practical English language teaching*. USA: MCGRAW.
- Pearson, P.D., & Gallagher, M.C. (1983). *The instruction of reading comprehension*. *Contemporary Educational Psychology*, 8 (3), 317-345.
- Peterson, D. (n.d.). Solving the spelling problem. *Journal of America Association of Christian Educators*, 12 (3), 1-9.
- Peterson, R. L. (2007). *Grand conversations: Literature groups in action*. New York: Scholastic.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford: OUP.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- Ray, K.W. (1999). *Wondrous words and writing in the elementary classroom*. Urban, III: National Council of Teachers of English.
- Ruday, S. (2015). *The argument-writing toolkit: using mentor texts in grades 6-8*. New York, NY, Routledge.
- Sally, H. (2016). *Academic literacies in the middle years: A framework for enhancing teacher knowledge and student achievement*. New York, NY: Routledge.
- Schmitt, N. (1999). The relation between TOEFL vocabulary items and meaning, association, 325 collection, and word-class knowledge. *Language Testing*, 16, 189-216.
- Shubitz, S. (2016). *Craft moves: Lesson sets for teaching writing with mentor texts*. Portland, ME: Stenhouse Publisher.
- Shubitz, S., & Dorfman, L.R. (2019). *Welcome to writing workshop: Engaging today's student with a model that works*. Portland, ME: Stenhouse Publisher.
- Sluy, K. (2011). *Becoming writers in the elementary classroom: vision and discussions*. Urbana, III: National Council of Teachers of English.
- Steele, V. (2004). *Product and process writing*. Retrieved on 7th April from <http://www.englishonline.org.cn/teachers/workshopes/teaching-writing/teaching-tipes/product-process>.
- Stosky, S. (1983). Research on reading. Writing relationships: A synthesis and suggested directions. *Language Arts*, 60, 627-642.
- Sun, Ch., & Feng, G. (2009). Process approach to teaching writing applied in different teaching models. *English Language Teaching*, 2 (1), 150-155.
- Thornbury, S. (1999). *How to teach grammar*. Essex: Pearson education limited.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- Turner, K. (2015). *The impact of using mentor texts and the writing workshop with the first grade writers*. Department of language, literacy and Special Education College of education Rowan University. Thesis.
- Turney, G. R. & Leys, M. (1984). What is the value of connecting, reading and writing? Reading Educational Report 55, Champaign: University of Illionios. Center for study of reading.
- Tyner, E. (1987). *College writing basics: A progressive approach*. Belmont: Wands worth Publishing Company.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Widowson, H. G. (1978). *Teaching language as communication*. Oxford, New York: Oxford University Press.
- William, J.D. (2003). *Preparing to teach writing: Research, theory and practice (3rd ed.)*. Manwah, NJ: Laurence Erlbaum.

Appendix: 01
Student's Questionnaire

Dear students, the following questionnaire was primarily constructed for the sake of investigating the use of mentor texts in developing students' writing skills. We would be grateful if you could fill this questionnaire by ticking \surd the appropriate answer. For time to time, you may be required to justify your answer.

Thank you in advance

Section One: The writing skill

1. Do you enjoy writing in English?
 - a. Yes
 - b. No
2. As an EFL student, how important is writing for you?
 - a. Very important
 - b. Important
 - c. Not important
3. According to you, what makes a good piece of writing? (you can tick more than one answer)

k. Structuring and paragraphing <input type="checkbox"/>	p. Presentation skills <input type="checkbox"/>
l. Ability to provoke and sustain interest <input type="checkbox"/>	q. Topic sentences <input type="checkbox"/>
m. Range and complexity of grammar <input type="checkbox"/>	r. Use of linkers and cohesive devices <input type="checkbox"/>
n. Appropriacy of vocabulary <input type="checkbox"/>	s. Creativity <input type="checkbox"/>
o. Relevance and accuracy of content <input type="checkbox"/>	t. All of them <input type="checkbox"/>
4. How do you find writing in English?

a. Very difficult <input type="checkbox"/>	c. Easy <input type="checkbox"/>
b. Difficult <input type="checkbox"/>	d. Very easy <input type="checkbox"/>
5. Which writing step do you find most difficult?

THE USE OF MENTOR TEXTS IN TEACHING WRITING

- a. Brainstorming
- b. Drafting
- c. Revising
- d. Editing

6. What do you find most challenging about writing in English?

- g. Content
- h. Organization and cohesion
- i. Accuracy
- j. Range of vocabulary and structures
- k. Style
- l. Effect on the target reader

Others:

7. According to you, the difficulties encountered when learning to write are related to:

- f. Lack of English proficiency
- g. Lack of interest and motivation
- h. The teaching methods used
- i. Types of the writing tasks
- j. Lack of practice

8. Which of the following strategies do you use more often when writing:

- e. Modeled writing (imitating texts such as articles, essays, stories....)
- f. Think aloud (you say what you are thinking about during writing)
- g. Guided writing (you work collaboratively with peers and/or the teacher to compose written texts)
- h. Independent writing (you rely on your skills and the information you have acquired from the teacher in order to accomplish the writing task)

9. Outside of the university, what do you usually do to improve your writing skill?

- d. Reading books, articles, journals, etc. to stimulate creativity
- e. Imitating good writing samples
- f. Following online writing courses

Others:

THE USE OF MENTOR TEXTS IN TEACHING WRITING

10. In your opinion, are reading and writing interrelated?

c. Yes

d. No

11. Is the reading skill integrated in your “written expression” module?

c. Yes

d. No

If yes, how?.....

12. Do you think that reading is important in improving your writing?

o Yes

o No

If yes, explain why.....

Section Two: The use of mentor texts as a strategy for teaching writing

1. Does your “written expression” teacher use mentor texts as a part of his/her writing instruction

c. Yes

d. No

If yes, how often?

e. Always

g. Sometimes

f. Often

h. Rarely

2. What type of mentor texts does your teacher use?

o Essays

o Emails

o Passages

o Chapters

o Articles

o Full books

o Letters

Others:

THE USE OF MENTOR TEXTS IN TEACHING WRITING

3. When using a mentor text, what does your teacher focus more on?

d. The text structures

e. The content

f. The style

4. In your writing classes, do you prefer reading mentor texts: individually or in groups?

c. Individually

d. In groups

5. Do you engage in the class discussion about the text? (asking questions and sharing your own understanding)

c. Yes

d. No

If no, why?.....

6. When given a written assignment, how often do you refer to the mentor text?

o Always

o Often

o Sometimes

o Rarely

o Never

7. When do you most refer to the mentor text? When:

e. Brainstorming

f. Drafting

g. Revising

h. Editing

THE USE OF MENTOR TEXTS IN TEACHING WRITING

8. Which writing aspects do you think the use of mentor texts can improve:

- g. Sentence fluency
- h. Word choice
- i. Writing conventions such as punctuation
- j. Structural features
- k. Stylistic features
- l. All of them

9. Do you find learning to write easier?

- c. With a mentor text
- d. Without a mentor text

Can you explain why?.....

10. Do you think that the use of mentor texts is an effective strategy to teach writing to EFL student?

- o Yes
- o No

If yes, why?.....

Appendix: 02
Teachers' Interview

Dear Madam/Sir,

This interview aims at investigating your perceptions of the role of using mentor texts as strategy to develop the students' writing skill. Your responses will remain confidential and will only be used to achieve the aims of our master dissertation. We would be very grateful if you would provide sincere answers to the questions of this interview.

Thank you in advance for your cooperation.

1) How long have you been teaching the written expression module at the university?

.....

2) which strategies do you usually adopt when teaching written expression?

.....
.....

3) Do you think that the use of this strategies help improving your students' level in writing?
why?

.....
.....

4) What are the major difficulties encountered by students when writing?

.....
.....

5) When did you hear or learn about the concept of mentor texts?

THE USE OF MENTOR TEXTS IN TEACHING WRITING

.....
.....

6) Do you use mentor texts? If yes, how often?

.....
.....

7) How comfortable are you with using mentor texts in the classroom?

.....
.....

8) What are the steps that you follow when using mentor texts?

.....
.....

9) What are the criteria you depend on when choosing mentor texts?

.....
.....

10) What types of mentor texts do you use in your classroom?

.....
.....

11) How do students react to mentor texts?

.....
.....

THE USE OF MENTOR TEXTS IN TEACHING WRITING

12) Do you ask your students to refer to mentor texts? why?

.....

.....

13) Do your students find any difficulties when reading and analyzing the mentor texts?

.....

.....

14) Did you teach writing without using mentor texts? If yes, did you notice any development in students writing performance before and after using the mentor texts?

.....

.....

15) What writing aspects that mentor text can improve?

.....

.....

16) What are the benefits of mentor texts?

.....

.....

Thank you for your cooperation

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Appendix: 03

The Classroom Checklist

categories		yes	No
Teacher's behaviors	<p>12. Does the teacher use mentor texts?</p> <p>13. The type of mentor texts used by teacher:</p> <ul style="list-style-type: none"> e. Book f. Essay samples g. Article h. Short story <p>14. The mentor text is:</p> <ul style="list-style-type: none"> d. Published mentor texts e. Student written mentor texts f. Teacher written mentor texts <p>15. In which stage of the teaching process was the mentor text used?</p> <ul style="list-style-type: none"> e. Warming up f. Presentation g. Practice h. Production <p>16. How did the teacher use the mentor text in this stage?</p> <ul style="list-style-type: none"> f. Explaining the purpose of teaching mentor text g. Presenting the topic before handling the handouts h. Explaining the form of mentor text i. Reading aloud or asking them to read silently j. Discussing the content and the form with students 		

THE USE OF MENTOR TEXTS IN TEACHING WRITING

	<p>17. Teacher asks students to refer to mentor text when explaining the form of the text</p> <p>18. Teacher asks students to refer to mentor text when writing their own pieces</p> <p>19. Teacher give time to students to write using what they have learned from mentor text</p> <p>20. Teacher assess students' writing and providing feedback</p> <p>21. The teacher creates a pleasant and supportive atmosphere in the classroom by:</p> <ul style="list-style-type: none"> d. Allowing students to ask questions e. Give shy students more opportunity to participate f. Helping students when they are in need <p>22. When using mentor text, the teacher focusses on:</p> <ul style="list-style-type: none"> c. Form b. Content 		
<p>Students' behavior</p>	<p>5. Students role in using mentor texts</p> <ul style="list-style-type: none"> d. Reading mentor texts e. Analyzing mentor texts f. Adopting mentor texts <p>6. Students' engage in discussion about mentor texts</p> <p>7. Students' reaction to mentor texts by:</p> <ul style="list-style-type: none"> g. Asking for clarification h. Listening and following instructions i. Actively participating in the classroom j. Showing interest to mentor texts 		

THE USE OF MENTOR TEXTS IN TEACHING WRITING

	<ul style="list-style-type: none">k. Working and placing well in discussion of mentor textsl. Feeling bored8. Students enjoy to analyze mentor text through:<ul style="list-style-type: none">d. Individual readinge. Pair work readingc. Group work reading		
--	--	--	--

THE USE OF MENTOR TEXTS IN TEACHING WRITING

Résumé

On croit généralement que l'utilisation des enseignants de stratégie de textes de mentor améliore la compétence d'écriture des étudiants. Donc, l'étude actuelle visait de l'enquête sur les textes de mentor d'utilisation comme une stratégie dans le développement de la deuxième année l'écriture d'étudiants d'EFL. Cette étude est survenue au département d'anglais à l'université de Mohammed Seddik Ben Yahia, Jijel. Désormais, la recherche est basée en supposant que l'utilisation de textes de mentor puisse aider le développement du compétence des étudiants écrivant. Pour examiner cette hypothèse, trois instruments de recherche ont été utilisés, à savoir un questionnaire d'étudiants, une interview d'enseignants et une observation de classe. Le questionnaire de l'étudiant a été conçu et administré à 84 étudiants de deuxièmes du spécialité EFL pour trouver leurs opinions sur la compétence d'écriture et le rôle d'utiliser des textes de mentor comme une stratégie de développer l'adresse d'écriture. L'interview des enseignants a été accomplie avec quatre enseignants d'expression écrite au même département. En outre, une classe

THE USE OF MENTOR TEXTS IN TEACHING WRITING

ملخص

إن استخدام المعلمين للنصوص النموذجية عموماً يعزز مهارة الكتابة لدى الطلاب. ودراستنا هذه تهدف إلى تقصي أهمية استخدام النصوص النموذجية كاستراتيجية لتدريس مادة التعبير الكتابي بغية تحسين مهارة الكتابة لديهم. وقد أجريت هذه الدراسة في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى، جيغل. وهي تقوم على فرضية أن استخدام النصوص النموذجية في تدريس مهارات الكتابة يؤدي إلى تحسينها. وقصد إثبات هذه الفرضية، تم استخدام ثلاث أدوات من أدوات البحث العلمي، وهي: استبيان موجه للطلبة ومقابلة مع الأساتذة وملاحظة داخل القسم. وقد وجه الاستبيان إلى 84 طالب للسنة الثانية ل م د، من أجل معرفة آرائهم حول مهارة الكتابة ودور استخدام النصوص النموذجية كاستراتيجية لتطويرها. وأما المقابلة فقد أجريت مع أربعة مدرسين لمادة التعبير الكتابي في نفس القسم بغية معرفة وجهة نظرهم حول أهمية استخدام النصوص النموذجية في تدريسهم لهذه المادة وهل تأتي بنتائج مرضية أم لا.