Bridging the Gap between the Writing Course and the Content Modules through the Genre-based Approach:
The Role and Place of the Argumentative Essay.

**Thesis Submitted to the Department of Letters and English in
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Dedication

I dedicate this work to:

The memory of my late grandmother,

My parents,

My beloved wife whose love, endurance, and never faltering encouragement enabled me to resolutely hold on in the most trying moments of this lengthy apprentice sail in quest of knowledge.

The two candles that lit my way and fill it with hope and perseverance: Ahmed and Malak.

Acknowledgements

Abstract

This thesis argues that the main role of the writing course should be to prepare students to perform in the subject areas of the curriculum by focusing specifically on the tasks and genres assigned in content courses. However, the observed failure of most students to demonstrate an adequate level of academic writing competence in the Content modules is due to the gap that exists between the writing course currently in use and the writing requirements in the content modules. The aims of the present study were three-fold.The first aim was to investigate the teaching /learning of the different aspects of writing in the writing course, and the evaluation of writing in both the writing course and the content subjects of the curriculum from both the faculty staff's and students' perspectives in the Departments of English at the Higher School of Education (Ecole Normale Supérieure) of Constantine and the University "Mohammed Seddik Benyahia", Jijel, so as to gauge the degree to which the writing course addresses students' writing needs. The second aim was to design a unit of work for teaching the argumentative essay following the principles of the genre-based approach, and the third aim was to implement it so as to evaluate its effects on students'essays in Linguistics. Two hypotheses guided the design of this study. The first one stipulated that the teaching and evaluation practice in the writing course currently in use is discrepant with the writing demands and needs in the Content modules of the curriculum. The second one maintained that the genre-based teaching of the argumentative essay in a specific Content module, Linguistics, would lead to a positive change in argument moves in students' real exam essays in this subject area. The first hypothesis was investigated through the use of two questionnaires, one destined for teachers and the other for students. The comparative analysis of the data generated by the two questionnaires has shown that there is little appreciation of the importance and centrality of the writing skill in general and essay writing in particular to students' academic success. The great deal of division observed among teachers and confirmed by students about the objectives, approaches, assessment tools, the writing resources as well as the focus of feedback in the teaching and evaluation of writing across the curriculum is a proof of the prevalence of non-theory based eclecticism. The second hypothesis was put to test through a pre-experimental design. Although the quantitative and qualitative analysis had not revealed any significant improvement in terms of the move structure of their discipline-specific argumentative essays, this experience in teaching a factual genre using a genre-based methodology has allowed us to observe certain advantages of this approach.If the present study has only one definite pedagogical implication, it is certainly that the proposed approach is relevant to bridging the existing gap.

Key words: academic writing competence, the writing course, content modules, the essay, the genre-based approach, Linguistics, the argumentative essay.

List of Abbreviations

CEFR: The Common European Framework of Reference for Languages

CLT: Communicative Language Teaching

CP: Critical Pedagogy

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELT: English Language Teaching

ENS: école normale superieure

ESP: English for Specific Purposes

L1: First Language.

L2: Second Language

LAD: the Language Acquisition Device

LMD: Licence Master Doctorat

NR: New Rhetoric

RGS: Rhethorical Genre Studies

SFL: Systemic Functional Grammar

SLA: Second Language Acquisition

TBLT: task-based language teaching

TGG: Transformational Generative Grammar

UFC: the university of continuous training

WAC: Writing Across the Curriculum

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1. Statement of the Problem

Writing academic English with an advanced level of discourse competence that allows one to forge an identity in an academic domain is a real challenge even for native speakers; in the case of non-native speakers of English the challenges are even far greater. In the Algerian context of higher education, the implementation of the License Master Doctorate system, the increase in the number of universities offering English as a subject of study courses, together with the significant surge in the number of students majoring in those courses have contributed to the growth in the number of would-be junior researchers aspiring to prepare Master and Doctorate degrees in one of the fields of specialization in English study like Language Sciences, Applied Linguistics, or Literature and Civilization. This climate of great academic expectations has led to fostering a strong demand for a more effective and needs-specific writing instruction that are much beyond the potential of the writing syllabus currently in use.

The implementation of the License Master Doctorate system has brought many changes, but these changes, interesting as they are, have remained largely changes in form rather than in real substance with the result that, with few exceptions, the long awaited for reform has been reduced to a mere conversion of the content of the modules of the old curriculum into an License Master Doctorate architecture; the teaching of writing in this regard is no exception. Although this important module which is included in the syllabus of the three years of the license syllabus and the first year in the master degree has been allotted a far greater time volume and coefficient than in the old system especially with the recent adoption by the Ministry of Higher Education of the "socle commun" or common core curriculum which has witnessed a further increase in its time volume. This increase in the time volume allotted to the writing course, however, was not accompanied by any deep reflection regarding pedagogy and syllabus design. As a result, the initiative of innovation is totally left to the writing module teachers' individual efforts to design their own courses, most often than not through adopting materials from different manuals and internet sites that have not been developed to meet the specific needs of Algerian university learners of English.

The present thesis argues in favor of assigning the act of writing and the writing course a central place in the English curriculum. This cannot be achieved solely through increasing the time volume allotted to the writing course, but through the adoption of a writing syllabus type, a writing pedagogy, and a unified evaluation measure across the curriculum that are

more responsive to the students' "real world" needs. The most perceived and perhaps unique "real world" need for almost all the students of English to use their writing skills beyond the writing classroom in the Algerian context is in the content subjects within the English curriculum itself. In these content subjects, some form of written text (for example, essay exams, short-answer essays, research papers) is used as the only measure by which these students'academic progress is evaluated. Each subject area requires that the learners be knowledgeable, not only in the content, but also in their ability to write at an appropriate level using the correct genre and rhetorical forms pertaining to the discourse community. We believe, therefore, that the main role of the writing course should be to prepare students to perform in those subjects by focusing specifically on the tasks and genres assigned in content courses. In these content modules, the principle of the university work is based on the relationship between the oral comprehension of the course and the written production which forms the object of the essential part of the evaluation of the students. These different writings produced by students constitute a very diversified whole, but each category responds to methodological requirements, to a codification of writing, to composition rules which generate genuine textual genres. The knowledge and assimilation of these rules of production constitute a discourse competence, which is at the same time cultural as well as methodological, necessary for students all along their academic career. The non-respect of certain rules or methodological principles, which might be aggravated by a linguistic fragility, is more often than not a source of failure. This observed failure much complained about by the teachers of the content modules is due, we believe, to the gap that exists between the writing course and writing in the content modules.

Seriously tackling the problem of bridging the gap between writing in the writing course and writing in the content modules, however, is a considerably challenging enterprise, taking into consideration the diversity of the writing productions and the number of content modules concerned. The variety of tasks and text types the students are supposed to produce make it practically impossible for the writing course to prepare the students to write equally well in all the required types of texts. Moreover, the different content modules of the English curriculum such as linguistics, sociolinguistics, literature, and civilization represent in fact different disciplinary subjects representing discourse communities that employ different discipline-specific registers.

If it is accepted that the real world writing needs of Algerian university students are to be found across the curriculum, then writing pedagogy and assessment should be reformed so

as to make them more conducive to the gradual development of students' discipline-specific discourse competence that enables them ultimately to assert an authorial voice in the specific academic disciplines in which they bid entry within the architecture of the new system normally built around the idea of gradual specialization. Accordingly, the author of this thesis argues that bridging the hiatus between writing in the writing course and writing in content modules can be achieved via making use of some pedagogical solutions that are conducive to increasing the transferability of writing skills across the curriculum. The first one is the adoption of a process genre-based approach that emphasizes the cognitive, social, and the linguistic demands of the specific academic subjects in the English curriculum. Second, the essay being a well established academic genre should serve as the only writing teaching and evaluation measure in all the language-based modules of the curriculum. Equally important is the necessity to demystify the writing evaluation process so as to render the content modules teachers' expectations and feedback more transparent to the students through replacing the currently widely used holistic correction and feedback by genre-based analytical criterion-referenced procedures.

The genre-based approach to literacy teaching has been developed in the 1980's and throughout the 1990's by the Sydney-based genre theorists (for example, Martin, Christie, Halliday) in response at least partly to discontent with the efficacy of the then prevailing process-based writing approaches. The Sydney school proponents of this approach made the interesting distinction between genres that are personal—such as recount, narrative, moral tales, myths and those that are factual, such as procedure, description, report, explanation and argument (Kamler, 2001:83). Genre theorists operating in an English as a first language context argued that process-based approaches, by encouraging student expression and discovery process through their emphasis on personal genres, deprive students of knowledge about the relationship between text structures and social functions, thus resulting in the reproduction of social inequality by denying traditionally marginalized students access to academic and cultural texts (Barwashi and Reiff, 210:32).

This genre-based, discourse-focused top-down approach appears to be the most suitable basis for teaching writing, especially at the university level because of its incorporation and articulation of the discourse and the contextual aspects of language use that are often neglected and not adequately attended to in structural approaches. Moreover, the License Master Doctorate English curriculum is based on the principle of gradual specialization as students move from one level to another in different English study disciplines -such as

Applied Linguistics, Language Science and English Language Teaching, and Anglo-Saxon literature and civilization which accentuates the need for the adoption of this approach in order to empower them with the necessary knowledge, tools and strategies that allow them eventually to acquire authorial membership in the academic field in which they intend to specialize. Increasing the transferability of writing skills from the writing course to the content modules also necessitates a convergence in the views, teaching methods and assessment measures of content module teachers across the curriculum who should no longer be viewing themselves as teaching merely a type of content knowledge, but instead as stake holders in a the same shared enterprise with writing teachers: the gradual development of a discipline-specific discursive writing competence. The success of this demanding but certainly would-be fruitful synergy depends upon the adoption of the essay as the sole teaching and evaluation measure across the curriculum following the principles of the genre-based approach.

In order to assess the relevance of the aforementioned proposed solution, the present study seeks specifically to answer the following major question:

1 Does the writing course in use in the Higher Teacher Training School (Ecole Normale Superieure) of Constantine and the university Mohammed Seddik Benyahia of Jijel address specifically and adequately in terms of teaching methodology and evaluation criteria the students' writing needs across the curriculum?

Contingent upon the relevance of the generic approach solution proposed above, this thesis goes on to argue that argumentation as a macro type of the academic essay genre should occupy an important place in writing instruction and evaluation across the curriculum especially at more advanced levels. In this regard and in addition to the first major question indicated above, a subsidiary question will be explored so as to assess the feasibility of the proposed solution:

2. Does a process-genre-based teaching of the argumentative essay in a specific content module (linguistics) lead to a positive change in argument moves in students 'exam essays of that module?

2. Aims of the Study

In the light of what has been explained above, this thesis focuses on demonstrating the existence of a discrepancy between the teaching and evaluation practice in the writing course

and the evaluation of students' writing in the content modules of the English curriculum offered by departments of English at the Higher Teacher Training School (Ecole Normale Superieure) of Constantine and the university Mohammed Seddik Benyahia of Jijel and diagnosing the nature of this discrepancy.

The aim of the present study is threefold. First, it attempts to examine the teaching and evaluation situation of writing across the English curriculum offered at the departments of English in the Higher Teacher Training School (Ecole Normale Superieure) of Constantine and the university Mohammed Seddik Benyahia, Jijel in order to demonstrate that the teaching and evaluation of writing in the current writing course is discrepant with the writing demands in the content modules, and hence to argue on the basis of our diagnosis of the nature of this discrepancy in favour of the adoption of a genre-based approach in the teaching of writing in the writing course and a genre-based analytical marking procedure of the essay as the sole assessment tool across the curriculum as being the most appropriate pedagogical solution available to bridge this gap. Second, it aims to design a unit of work for teaching the argumentative essay following the principles of the genre-based approach to present, deconstruct, and scaffold students 'reconstruction of examples of the same genre in the subject area of linguistics. The third aim is to evaluate in pre-experimental conditions the implementation of this unit of work; the subjects' argumentative essays produced in two exams in the module of linguistics prior and after teaching this sequence will be analysed and compared on the expectation that genre-based writing instruction will yield evidence of a potentially positive improvement in students' argument moves. The pre-experimental design so conceived, however, does not allow us really to explore the strength of the relationship between the independent variable (genre-based instruction) and the dependent variable (learners' argumentative writing proficiency in the module of linguistics) (Nunan, 1992). Our ambition for this study has therefore to be modest. It is intended to be a largely qualitative rather than quantitative preliminary step towards appropriating such genre-based pedagogic culture and to set the scene for future more rigorous larger scale research in this interesting area so as to put into full perspective the adoption of the proposed approach to solve the discrepancy problem in question. In addition to that, this small but essential pre-experiment will certainly shed more light on the students essay exam argumentative writing problems in the discipline of linguistics.

3. Hypotheses

Two major hypotheses will guide the design and the interpretation of the results of the first and the second practical part of this study respectively.

Hypothesis 1: We hypothesise that the teaching and evaluation practice in the writing course currently in use in the Higher Teacher Training School (Ecole Normale Superieure) of Constantine and the University Mohammed Sedik Benyahia, Jijel, is discrepant with the writing demands and needs in the Content modules of the curriculum.

Hypothesis 2: We hypothesize that the process-genre-based teaching of the argumentative essay in a specific content module, linguistics, will lead to a positive change in argument moves in students' exam essays in this subject area.

4. Means of Research

In order to achieve the first research aim mentioned above, two questionnaires–one destined for students and the other for domain experts (teachers of writing and content modules in our case) were designed and administered. The teachers' responses will be compared and contrasted with those of the students to find out whether there is mutual agreement between the two groups, and whether or not the students are fully aware of the problems they face when writing in the content modules as well as the extent to which these problems are related to the disparity between the writing course and the content modules teachers ' writing expectations.

As far as accomplishing the interrelated second and third aims of the present research is concerned, a unit of work for teaching the argumentative essay was, as was mentioned earlier, designed following the principles of the genre-based approach. This sequence was instructed by the author of this thesis in pre-experimental conditions to two groups of third year License Master Doctorate students specialising in "language sciences" at the university of Jijel. The pre-experimental design adopted in this study is a methodology that can be situated along a continuum of several research designs that approximate to true experiments, but this design does not meet an essential criterion which is the lack of a control group hence the researcher is prohibited from making unequivocal statements based on significant quantitative differences between the results of pre-test and those of the post test about the existence of a cause and effect relationship between the teaching method and the potential positive improvement in students 'writing. At the qualitative level, however, the two designs can be

judged to be equally valid and reliable. If the criticism of validity and reliability of quantitative analysis in the field of applied linguistics is taken into consideration, the lack of comparison of the results of this part of research to the results of a control group becomes less constraining. The pre-test/ postest analysis to determine the effects of the treatment described here is based on the analysis of the examination copies before and after the teaching of this sequence.

5. Structure of the Thesis

This thesis consists of a general introduction, six chapters, and a general conclusion. The general introduction sets the scene by providing a brief overview of the teaching and evaluation situation of writing both in the writing course and the content modules of the university English curriculum, with relatively succinct explanation of the motivations, problem, aims of the study and the methodology used in this study. The introduction is followed by three different chapters that constitute the main theoretical background of the study and ultimately lead to the methodology that has been adopted throughout the study in three chapters (Chapter Four, Chapter Five and Chapter Six).

The aim of chapter one is to set the background for the understanding of the genre-based approach to teaching writing, the theoretical framework proposed to bridge the gap between writing course and writing in the content modules of the curriculum. The central idea around which revolve all the elements presented in this chapter is that the overall aim of the teaching and evaluation of academic writing across the curriculum should be the gradual fostering in learners of a discipline-specific discursive writing competence through the adoption of a top-down model which provides for cycles of synthesis and analysis by means of a mediated task-based approach in which the moves, the steps, and linguistic elements of discourse are identified by analysis and reconstituted. The basic aim of this discussion is to provide the background knowledge necessary for a better appreciation of the teaching/learning cycle pedagogy.

The theoretical and research issues that are necessary to grasp the genre-based approach as a background for addressing and investigating the problem of the observed discrepancy between the writing course and writing in the content modules are presented in chapter two. Three different theoretical views to genre are presented. These perspectives will serve as basis for considering the scope for two genre-based writing instruction syllabi: Feez (1998) Text-based syllabus and Bruce (2008) social/cognitive genre syllabus. The last part of the chapter

is devoted to the discussion of issues relating to writing requirements in academic settings such as needs analysis. The discussion ends with the tackling of two opposing claims. The first is concerned with the notion of identifying generic features of academic register that can generally be applied to all academic fields, while the second is of the view that there exist differences in genre among academic disciplines which distinguish one particular discipline from other disciplines.

The essay genre selected as the basis for the second part of the practical side of my thesis is dealt with in chapter three. In this chapter, we present the principles of a genre-based teaching and assessment of the essay genre in genre in general and the argumentative essay in particular, and we will review some research that dealt with this issue. This chapter is built around the defence of two essential arguments: the necessity of the adoption an essential building block of students writing competence that serves as a stepping stone towards writing longer pieces of writing in the curriculum, and the merits of analytical scoring procedures over holistic scoring.

The results and the analysis of the results generated by the teachers and students questionnaire are presented in chapter four. The main aim is to compare and contrast teachers and students responses to the questions of the two questionnaires. These questions evoke the objectives, approaches, assessment tools, the writing resources as well as the focus of feedback in the teaching and evaluation of writing across the curriculum. We seek through this comparison to gauge the degree of the relevance of the three-fold genre-based solution proposed in the introduction of this thesis to rendering writing instruction and assessment across this curriculum more conducive to the gradual development of students 'disciplinary-specific discourse competence that enables them ultimately to assert an authorial voice in the specific academic disciplines in which they bid entry within the architecture of the new system normally built around the idea of gradual specialization

The genre-based syllabus unit for teaching the argumentative essay in the subject area of linguistics as well as the sequence of tasks used in the pre-experiment are outlined in chapter five. A detailed description of the teaching methodology implemented over a six week period in the university of Jijel is also presented. The bulk of this chapter is devoted to the analysis of the students' copies in the examinations of linguistics view of comparing the results of the pre -test and the post- test to determine the degree of the effectiveness of instruction in

improving the different aspects of the subjects' argumentative writing competence in real examinations settings.

On the basis of our review of the literature and the results of our study, some pedagogical recommendations are presented in chapter six in terms of a general framework for the adoption of the genre-based approach not only in the teaching and evaluation of writing in the English curriculum, but as a unifying approach in language teaching in the Algerian context. The basic argument is that tackling the problems of language teaching is a daunting task that necessitates a synergy of efforts of all the members of the Algerian language teaching community. In order to render this synergy achievable, these members should abandon our frenetic pursuit of keeping pace with the many culturally- laden and interest driven swings in the pendulum in language teaching methodology that emanates from abroad, and adopt a unified approach that allows for a symbiosis of local -and thus more pertinent-expertise.

1. Chapter One

The Need for Genre-based Pedagogy in Academic Writing Instruction

Introduction

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Introduction

When Bulwer-Lytton (1839) coined the adage *"the pen is mightier than the sword"*, he did not only write a line that would live for ages, but he also foresaw the fate of the great empire of Queen Victoria as well. The English empire where the sun never sets has given way to the even greater and more world dominating Empire of English. The global and globalizing role that English is playing in the postcolonial post modernist era has indeed established its status as a global lingua franca, which is both increasing the interest in English language learning/teaching and changing the nature of ELT itself.

The English for Specific Purposes (ESP) movement in general, and one of its branches, English for Academic Purposes(EAP), in particular, are leading this change. The branches of ESP are developing a pragmatic pedagogy based on the explicit teaching of the knowledge constructs, discourse conventions, and registers of the specific disciplines in order to enable students to write effectively in their academic assignments. Many innovations that have been sharpened in EAP : needs analysis, genre approaches, critical pedagogy are now crossing over to ELT in general and ESL/EFL writing in particular (Mcdonough, 2005) .

This chapter deals with a historical overview of academic writing teaching and syllabus design so as to set the background for the appreciation of the contribution of the genre-based approach to teaching of academic writing. The central idea around which revolve all the elements presented in this chapter is that the overall aim of the teaching and evaluation of academic writing across the curriculum should be the gradual fostering in learners of a discipline-specific discursive writing competence.

1. 1. A Historical Overview of the Development of Academic Writing

In an English as a Foreign Language (EFL) context like ours, writing in the subject areas constitutes perhaps the sole real life context beyond the writing classroom. The aim of the writing course, therefore, should be to prepare students to write in the subject areas.

In order to write effectively in a foreign language in academic settings, EFL learners should possess four different sets of knowledge: content knowledge and context knowledge (genre); knowledge of the language system, and knowledge of appropriate writing processes (Tribble, 996: 73). A range of approaches borrowed mostly from the teaching of L1 writing have been used in an attempt to respond to these needs.

One of the most important approaches developed to address the problem of teaching English composition for academic purposes in an L1 situation is the Writing Across the Curriculum Movement. This approach has inspired the pedagogical solution proposed in this thesis, and, hence, the choice of giving it more prominence in this section.

1. 1. 1. The Writing Across the Curriculum Movement in the First Language

This movement has started and spread in the mid 1970's in North American universities where a large number of WAC programs are currently offered. This approach is based on the assumption that the basic writing needs for students majoring in philosophy, sociology, psychology, economic and so on are related to writing "English papers" in these disciplines; yet, most of the writing that these students are required to produce in the general English course with its focus on literature failed to meet these needs. Individual attempts by some teachers to address this issue also failed to improve students' academic writing competence because of these teachers' ignorance of the conventions specific to each academic community. Writing a lab report or a business proposal, the proponents of this approach argued, is different from writing the common English paper or the journalistic essay genres (Williams, (2003).

Even when this movement was still in its fledgling phase, Swales (1990) has already praised its contribution to the teaching of academic writing as a typically 'socially-situated act'.

Faigley and Hansen (1985, cited in Swales, 1990:4-5) laid out the primary research agenda for WAC as follows:

> If teachers of English are to offer courses that truly prepare students to write in other disciplines, they will have to explore why those disciplines study certain subjects, why certain methods of enquiry are sanctioned, how the conventions of a discipline shape a text in that discipline, how individual writers represent themselves in the text, how a text is read and disseminated, and how one text influences subsequent texts. In short teachers of English will have to adopt a theoretical approach to the study of writing in the disciplines, an approach that examines the negotiation of meaning among writers, readers and subject matters.

We assert that the conditions of teaching academic writing across the university English curriculum in our context bear a great deal of resemblance to those that caused the development of WAC in the American context of higher education. Taking into consideration

the differences in audiences (English as a first language in the former and English as a foreign language in the latter), what is needed in our context is more awareness of the existence of discipline-specific writing conventions, an effective approach to address students 'needs in this regard, and even more importantly making the gradual development of a discipline-specific writing competence as the major goal orienting writing pedagogy across the English curriculum. This pedagogy will be empowering to our students because it will ultimately grant them access to full membership the academic communities they wish to enter. If these students are to write research papers, dissertations, research articles, and so on in order to become permanent faculty staff initially and to survive and get promoted subsequently in their academic careers afterwards, then, pursuing this goal becomes legitimate. It is also worth noting that the fact that, unlike in the WAC context, the writing course is taught along with the content modules in the same department renders the cooperation and synergy between the writing teachers and content area teachers not only more desirable but also more practical.

1. 1. 1. 1. Basic Assumptions of The Writing Across the Curriculum Movement

Williams (2003:69) summarizes this observations and assumptions as follows:

–Writing is situation specific: the sets of writings skills required depends on the target audience and purpose.

–The teaching of various discipline specific writing conventions should be the responsibility of content-area teachers.

–Writing classes at all levels are artificial because they do not address real audiences.

– Students write papers in different academic disciplines so as to 'learn more about topics in these disciplines and to master the ways of knowing, the standards of proof, and the language of the disciplines.

Criticism to lack of academic content in the general composition course generally offered in the first year in American universities is put succinctly by Fleming (2002) (cited by Williams, 2003:69)

> The intellectual "thinness" of the first-year [composition] course has become impossible to overlook. By "thin" I mean several things at once. First, the teaching of writing at the post-secondary level is undeniably modest, the entire enterprise typically contained in a single, fifteen-week course. . . . [Also,] the first-year writing class typically lacks substance, as

it usually is focused on some abstract process, skill, activity, or form, and, therefore, often lacks intellectual content. . . . [A]nd perhaps most damning of all from an academic standpoint, the course is often just plain easy. . . . (pp. 116–117)

The major goal of this approach to academic writing is to increase students 'motivation to write through rendering writing tasks more authentic by linking them to content area courses.

1. 1. 1. 2. The Argument against the Writing Across the Curriculum Movement

The implementation of this innovative and successful approach has been subject to a strong resistance from the part of the content area teachers in American universities and colleges. The reasons for such resistance presented by Williams (2003) centred on the following issues:

– Lack of time for content-area professors to be devoted to teaching and grading writing.

– Content-area teachers do not consider themselves as teachers of writing, refuse to learn writing pedagogy, and do not consider themselves adequately prepared to teach writing.

Another serious criticism to WAC came from the proponents of critical pedagogy who accuse this approach of 'stifl[ing] individual "voice" and perpetuat[ing] what is deemed "institutional " writing ' Williams (2003, 78). By so doing, this approach is said to promote a pedagogy that perpetuates the dominance of the values of corporate America to the detriment of "liberation pedagogy" in line with the postmodernist ideology.

A close examination of the very points of criticism against WAC in an English as an L1 context reveals that the very points that arose antagonism mentioned above in the L1 context are themselves the aspects that make the argument of granting a central place for writing through conceiving it as a shared responsibility across the English curriculum in our context appealing and more practical. The majority of the teachers who participated in this study, for example, informed that they teach the writing course along with one or more content-area modules. Accordingly, the motivation to learn writing pedagogy is not a hindrance, but rather a point of strength here. What is needed in our context is more awareness of the existence of discipline-specific writing conventions, an effective approach to address students' needs in this regard, and even more importantly making the gradual development of a discipline-specific writing competence as the major goal orienting writing pedagogy across the English

curriculum. This pedagogy will be empowering to our students because it will ultimately grant them access to full membership the academic communities they wish to enter. Given the fact that the Licence Master Doctorate (L, M, D) system is built on the principle of gradual specialization and that these students are required to write research papers, dissertations, research articles, and so on in order to become permanent faculty staff initially and to survive and get promoted in their academic careers afterwards, then, pursuing this goal becomes legitimate.

1. 1. 2. Approaches to Second/Foreign Writing

Since its emergence as a distinctive area of scholarship in the 1980s, SL/FL writing has underwent a major ideological shift from *product* to *process*, and now to *genre-based writing*. SL/FL writing research as well as the models underpinning it has developed from L1 writing research. Notwithstanding, it is wrong to assume that these different theories which are usually presented as 'historically evolving movements' are opposed to or replace each other. Instead, these approaches should more accurately be viewed as 'complementary and overlapping perspectives' that enable us to grasp a more comprehensive picture of' the complex reality of writing'. Hyland (2003: 2). Although writing classrooms commonly draw on more than one approach, a theory tend to be predominant. Classroom practice is usually conceptualized with a preference for a given focus. The different approaches, in other words, should be better viewed as different 'curriculum options', 'each organizing L2 writing teaching around a different focus:

1. 1. 2. 1. Product Approaches

The product teaching of writing or focus on form can be divided into two orientations: focus on language structures and focus on text functions.

– Focus on Language Structures

Following a traditional text-based approach, the teachers focus on form through presenting authoritative texts generally representing a wide range of models that the students should adapt or emulate. Instilling notions of correctness and conformity and correcting errors occupy a centre stage in teachers' methodology following this approach.

This orientation to teaching writing emerged in the 1960s as a result of the influence of the then dominant structural linguistics and the behaviourist learning theories of second language teaching. Writing is viewed as a rule-based arrangement of words, clauses, and

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sentences. Writing is, in other words, considered as merely an extension of grammar. Writing ability is developed mainly by manipulating lexis and grammar, and this is achieved through the imitation and the manipulation of models provided by the teacher. The underlying assumption is that the imitation and manipulation of models serves as a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. A typical lesson in this approach consists of a four-stage process:

1. **Familiarization** : Learners are taught certain grammar and vocabulary, usually through a text.

2. **Controlled writing** : Learners imitate model texts.

3. **Guided writing** : Learners imitate model texts.

4. **Free writing** : Learners use the patterns they have to write an essay, letter, and so forth.

Texts are regarded as series of appropriate grammatical structures. "slot and filler" frameworks are used to generate sentences with different meanings by varying the words in the slots. Writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors…

This orientation has been criticised for its reliance on the presentation of formal patterns as short fragments which are not based on the analysis of authentic texts, but rather on the intuitions of materials designers. This type of instruction does not develop the students' proficiency beyond the production of a few sentences and does not assist them in writing in other situations. Moreover, grammar teaching is not necessarily conducive to better writing. Research that has indicated positive effects of such instruction has measured students' writing improvement on the basis of formal features such as relative clauses or the "syntactic complexity" of their texts. These measures alone, however, are not sufficient to judge good writing. Student may produce accurate sentence but fail to write appropriate written texts. A small number of errors may result from a student reluctance to take risks rather from writing proficiency development. The most serious weakness of this type of instruction is its neglect of the communicative context. Written texts are always a response to a particular

communicative setting. Accordingly, it is the context that determines whether a piece of writing is good or not and not the accuracy and explicitness of sentences.

– Focus on Functions

This orientation generally referred to as current-traditional rhetoric or functional approach is widely used in academic settings. It is based on the belief that language forms perform different communicative functions considered to be the means to achieving the different purposes of writing. The most relevant of these functions to the students needs are selected and taught. This focus partly aims at helping students to develop effective paragraphs through the creation of topic sentences, supporting sentences and transitions as well as developing different types of paragraphs. To this end, a variety of activities and tasks are used: guided writing tasks, sentence-level activities and composing tasks. Obviously, this orientation can also be considered as being structural because it treats paragraphs almost as syntactic units like sentences, in which writers can fit particular functional units slots. From this it is a short step to apply the same principles to entire essays. Texts can then be seen as composed of structural entities such as Introduction-Body-Conclusion, and particular organizational patterns such as narration, description, and exposition are described and taught (Hyland, 2003:6-7).

Besides their neglect of students 'meanings or purposes, the product approaches have been sharply criticised for their " undue emphasis on repeating patterns, for [their] emphasis on expository writing to the virtual exclusion of all other forms, for neglecting invention, for emphasising "accuracy" over 'fluency', and for idealising "style" and "form" as the most important elements in writing. "Chimbganda (2001: 170-171). In Badger and White' words, "product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing developments as mainly the result of the imitation of input, in the form of texts provided by the teacher. " (Badger and White, 2000: 154)

In response to these weaknesses and in quest for an effective approach to the teaching of writing which takes into account all the factors involved in the production of successful writing, efforts have been made to introduce models of writing and writing teaching that highlight writers and that are generally referred to as the process approach.

1. 1. 2. 2. The Process Approach

This approach emphasizes the role of the writer as an independent producer of texts. It aims particularly at equipping novice writers with the strategies of professional writers. These strategies consist principally of a cycle of writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text. It is precisely because of this emphasis that this newly approach has often been called *the process approach* to teaching writing skills.

The process writing models have been proposed on the basis of a significant body of research which attempted to gain a better understanding of the processes of writing through examining the different processes and stages that professional writers go through while they write. These approaches "see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills. " (Badger and White, 2000: 155). Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. Although there is no general agreement over the stages that writers go through in producing a piece of writing, "a typical model identifies four stages: prewriting; composing/drafting; revising; and editing (Tribble, 1996:39). It should be noted, however, that the move from one stage to another is not a linear progression, but rather is a discursive process in which writers may return to pre-writing activities, for example, after doing some editing or revising. Figure (1.1) sketches the different stages of the writing process.

Selection of topic: by teacher and/or students
Prewriting: brainstorming, collecting data, note taking, outlining, etc.
Composing: getting ideas down on paper
Response to draft: teacher/peers respond to ideas, organization, and style
Revising: reorganizing, style, adjusting to readers, refining ideas
Response to revisions: teacher/peers respond to ideas, organization, and style
Proofreading and editing: checking and correcting form, layout, evidence, etc.
Evaluation: teacher evaluates progress over the process
Publishing: by class circulation or presentation, noticeboards, Website, etc.
Follow-up tasks: to address weaknesses

Figure 1.1: The different Stages of the Writing Process

Chimganda (2001) captures the essential features of this approach:

> …Pica(1986), Dixon(1986), Ghani(1986), Chenoweth(1987) and other respected theorists in ESL writing advocated a *process* approach which emphasises writing as a process as opposed to the written product…. learners are taken through a cycle of pre-emptive writing talk, free writing, peer feedback, and revision. Special attention is given to editing, as well as the writers' need to become aware of their purpose and audience. As part of the advocacy for the use of this approach, Zamel (1976)claims that the teacher's role under this approach is mainly to act as a facilitator, and is not expected to give either evaluative comments or worry about the grammatical accuracy of the students' written work. The idea is that students should be allowed learn to write naturally without the teacher's unnecessary obtrusion. *(*Chimbganda, 2001: 171)

In order to foster fluency and free expression in students, process methods usually postpone the focus on form to the end of the writing process Hyland (2004: 7)

The focus on the writer in process approaches has yielded a range of pedagogical benefits to both teachers and students. Chief among these are matching writing tasks to the learners' needs, encouraging creativity in very practical ways and respecting the learner's cultural background. Yet, and despite its benefits, this approach suffers from serious flaws that brought it under criticism.

A number of scholars and educationalists especially those working within a genre-based framework of English for Academic Purposes (EAP) have questioned the appropriateness of a methodology which focuses primarily on the writer to fully address the needs of all learners, especially if they are learning to write in a second or foreign language. Chimbganda (2001), for example, suggests that the process approach

> …is not suitable for preparing students for essay writing under examination conditions, and lacks direction in how students can be trained in writing highly structured essays which are required in many disciplines. His main criticism is that the process approach is not effective for (1) preparing students for academic work as it creates a classroom atmosphere which bears very little resemblance to the situations in which students' real writing is undertaken; (2)it gives a false impression of how academic writing is evaluated; (3) the assumption implicit in the process approach that "content determines form" is not necessarily true in academic discourse; and(4)it does not spell out clearly the tasks that are specific to the needs of the students. (Chimbganda, 2001:171)

Moreover, Swales (1990) calls the process approach a "soft" process because, according to him, it protects students from the rigours of external criteria for evaluating their written

product, and proposes that the approach be replaced by a "hard" process where "the emphasis is less on the cognitive relationship between the writer and the writer's internal world and more on the relationship between the writer and on his or her ways of anticipating and countenancing the reactions of the intended readership. " (Swales, 1990: 220)

In the same vein, Paltridge (2004), observes that

> …the process approach gave students a false impression of what is required of them in university settings and, in particular, its very particular sociocultural context and expectations ". He also adds that in the process approach there is "… an almost total obsession with personal meaning" and proposes "a shift from the writing process to the needs of learners and the content and demands of academic writing. (Paltridge, 2004: 95)

Similarly, Badger and White (2000) remark that

> The disadvantages of process approaches are that they often regard all writing as being produced by the same set of processes; that they give insufficient importance to the kind of texts writers produce and why such texts are produced; and that they offer learners insufficient input, particularly in terms of linguistic knowledge, to write successfully.
>
> (Badger and White, 2000: 157)

Last, but not least, Hyland (2003:14) considers it necessary to widen our perspective beyond a single approach arguing that "Process theories alone cannot help us to confidently advise students on their writing, and this is perhaps one reason why there is little evidence to show that process methods alone lead to significantly better writing. "

While these different views do not advocate that the process approach should be completely dispensed with, they all agree on the fact that this pedagogy has failed to provide learners in foreign language writing programmes with knowledge about the conventions and constraints needed when writing for academic or non academic readership. What learners need, then, in addition to the ability to generate texts, is knowledge about the genre in which they wish to write, and above all a pedagogy that ensures a rapid access to such knowledge. And it is to the discussion of this kind of pedagogy that we will turn to at this juncture. In order to appreciate the essence and the scope of this pedagogy, we should first of all deal with the concept of discourse competence, an essential component of the more englobing notion of communicative competence.

1. 2. Communicative Language Teaching: Main Theoretical Origins

Any language teacher's practices in the classroom are governed by his beliefs about the nature of language, the nature of the learning process and the nature of the teaching act. The introduction of the communicative language approach in the early 1970's has revolutionized the language teachers 'views about these three important aspects. In her state-of -the-art survey article, Savignon (1991:273), one of the key proponents of CLT, explains succinctly the essence of this view to language as action:

> Drawing on current understanding of language use as social behavior, purposeful, and always in context, proponents of communicative language teaching offer a view of the language learner as a partner in learning; they encourage learner participation in communicative events and self-assessment of progress. In keeping with second language acquisition theory, methodologists advise learners to take communicative risks and to focus on the development of learning strategies.

This multidisciplinary perspective provided language teaching with the following valuable insights:

– Language is a tool for communication rather than sets of phonological, grammatical and lexical items to be memorized.

–Language teaching should aim at developing communicative competence.

-The goal of language pedagogy is not to render learners able to regurgitate sets of grammatical rules but rather to assist and guide them to deploy this grammatical knowledge to communicate effectively.

–Language teaching should encourage activities that involve real communication and carry out meaningful tasks.

–The language taught should be meaningful to the learner: different learning programs should reflect the different communicative needs of different groups of learners.

–Language teaching should be learner-centred: language learners are expected to act as negotiators whereas the teacher is supposed to be an organizer, a guide, an analyst, a counsellor, or a group process manager.

–Language teaching methodology should fit the learners' learning processes and accordingly it should take into account theories and evidence emanating from second language acquisition research.

Yet, as was mentioned earlier, this approach created a new challenge to the syllabus designer with regard to the traditional distinction between syllabus design and methodology. Traditionally, the syllabus designer's job was to justify, select and sequence elements of the 'product', structural or lexical items. The emergence of CLT, however, did not only express 'product' in another form, functions and notions, but it also advocated an emphasis on the 'process' as well. Yet, 'process' can by no means be reduced to a graded list of items. Moreover, processes used to be part of methodology. So for a while, the syllabus designer was at a loss.

1. 2. 1. Main Theories of Communicative Language Teaching

The communicative Approach to English language teaching (CLT) is according to Nunan (2004) more than an approach, but an overarching philosophy that encompasses a range of language teaching approaches and has been the major influence on both English language teaching and testing today. The central concept on which this philosophy has been developed is the concept of communicative competence. The following section will give a brief overview of how Communicative Language Teaching (CLT) developed and what the underlying principles are. This broad scope of CLT is due to the fact that this philosophy did not derive from a single source but was the product of a combination of various influences. In order to define communicative competence, we will initially look at some of the developments in the way in which linguists viewed and described language, which combined to bring about CLT and then consider the impact which this had on the development of the view of the different aspects constituting the concept of communicative competence.

CLT was the product of changes and developments which took place in the 1960's and 1970's. Firstly, there were changes in linguistic theories. Chomsky had rejected the behaviourist model of language learning and in so doing, discredited the linguistic theory underlying the widely used Audiolingual method. Chomsky's distinction between linguistic competence and linguistic performance generated much debate among linguists and sociolinguists which was to help shape new perceptions of the language was described and defined. Secondly, there was a shift to a more sociolinguistic view of language, prompted by the work of, among others, Halliday, Widdowson, and Hymes. They viewed language learning as more than the accumulation of a range of structures. They perceived a need to develop learners' communicative proficiency, as Hymes observed; 'There are rules of use without which the rules of grammar would be useless. "For language teachers to be able to

change their teaching to incorporate these ideas a new approach and new methodology was needed. Thirdly, there were changes in the way language was described, and subsequently in the way in which syllabuses were drawn up. The council of Europe was investigating the potential impact of a more integrated Europe and the language needs of its citizens.

The factors briefly outlined above combined to develop the concept of communicative language competence. The major theories underlying this concept were put forward by the following writers:

1. 2. 1. 1. Hymes (1972)

The American anthropological linguist Dell Hymes coined the term "communicative competence" as a counter concept to Chomsky's "linguistic competence". While Chomsky's linguistic competence, an important building block of transformational generative grammar (TGG), is concerned with describing the intuitive knowledge of an ideal speaker-hearer about all and only all the grammatical sentences of his language, Hymes maintains that in real life people do not communicate using only the grammatical sentences of their language and that if ever Chomsky's ideal speaker is caught up in the street, he will simply be considered a "social monster" (Wardhaugh, 2006). Moreover, Hymes observes that people engaged in ordinary every day conversation use utterances that are more or less grammatical but suitable to the context. Although implicitly acknowledging that linguistic competence is necessary for human communication, Hymes argues that such knowledge is not sufficient and that other types of social knowledge need to be deployed so as to render communication successful. Hence the argument that 'linguistic competence' should be replaced by the more englobing term "communicative competence". Obviously, second and foreign language teaching educators and scholars have found hymes'concept to be far more superior to Chomsky's linguistic competence, but more serious work was needed in order to define in tangible and unequivocal terms the different components of this important construct so as to make the social demands of performance more practical to operate with both in teaching and evaluation.

As opposed to the wrongly held view by some scholars at least, except for Hymes'concept of "communicative competence" which was in need for elaboration, sociolinguistics has not emerged as a countermovement to Noam Chomsky and his transformational generative grammar. Consequently, although it was not designed as an approach for language teaching, T. G. G. with its emphasis on the formal features of language

has continued to exert a large influence in second and foreign language teaching for a few more years after the emergence of the concept of communicative competence. Only until the beginning of the 1970's that a new approach has been developed to mark a shift from a focus on form to focus on functions. The proponents of this approach, heavily influenced by cognitive psychology, sociology and educational theory, criticised Chomsky's dichotomy of competence/performance for failing to account for language use in social context, and bridged the gap between theoretical and applied linguistics. This approach emphasizes the importance of the purposes which a language serves in a given community over the aspects of form of this language. The role of the applied linguist following a functionalist perspective is to exploit the multifunctional nature of language in order to address learners' communicative needs through raising their awareness the different functions of the target language and the different ways of their linguistic realization so as enable them to perform the different language acts. One of the most important innovations that this approach has brought to foreign language teaching is that the informal usages of the language such as social and regional dialects should be taught along side with the formal usages.

1. 2. 1. 2 Halliday (1989, 1994)

On the basis of an original view to language as a social semiotic system and in an attempt to develop a linguistic theory and description that is applicable to any context of human language, the Australian linguist M. A. K. Halliday developed the widely influential model of linguistic description known as systemic functional linguistic (S. F. L.) and a model of grammar description known as systemic functional grammar. This model, which constitutes the main theoretical foundation of the Sydney School of the genre-based approach, have contributed richly to how genre is understood and applied in textual analysis and language teaching. Systemic here refers to the view that language is a system and that any language use involves making a choice from the "system network" of a given language which constitute that language "potential to mean". Eggins (2004:3) summarizes as follows Holiday's conception of linguistics as a set of systems for creating meanings in social contexts :

> Halliday (e. g. 1985W1989, 1994) has argued that language is structured to make three main kinds of meanings simultaneously. This semantic complexity, which allows ideational, interpersonal and textual meanings to be fused together in linguistic units, is possible because language is a semiotic system, a conventionalized coding system, organized as sets of choices. The distinctive feature of semiotic systems is

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that each choice in the system acquires its meanings against the background of the other choices which could have been made. This semiotic interpretation of the system of language allows us to consider the appropriacy or inappropriacy of different linguistic choices in relation to their contexts of use, and to view language as a resource which we use by choosing to make meanings in contexts.

In addition to being systemic, Halliday's linguistic model is also "functional" because it considers that in language use it is the choice of the function that a given speaker want to perform that determines the structure and organization of language at all levels, and not vice versa. Parallel to Jacobson's model which attributes six functions to language use, Halliday (1973) devised seven functions that he attributes to any human language. These functions that language is said to fulfil have been succinctly summarized by Ennadji and Sadiqui (1993: 128) as follows:

Instrumental, i. e. , the use of language for expressing specific needs and desires;

Regulatory, i. e. , the use of language for issuing instructions, giving orders, rules, suggestions, etc, ;

Interactional, i. e. , the use of language for establishing and maintaining social relationships between people, such as the issuing of greetings;

Personal, i. e. , the use of language to express feelings, emotions, etc.;

Heuristic, i. e. , the use of language to find out things by asking questions, for instance;

Imaginative, i. e. , the use of language for formulating hypotheses, making suppositions, etc. ; and

Informative, i. e. , the use of language for making affirmative or negative statements, etc.

Halliday, however, has criticized the view that equates language function with language use. As opposed to other models which treated language functions as instances of *parole, the social use of language,* Halliday's SFL considers that a functional theory should aim to describe ' how *parole* permeates *langue,* and how *langue* enables *parole*…how the two co-exist in a dialectic relation, both being maintained and altered by the mutually responsive workings of each other. ' Hasan and Perett (1994: 183). For functions to be viewed as integral to the system of language, and thus serve to explain the nature of the internal structure of language in correlation with its social use, a functional theory should recognize them as being

essential to all uses of language in such a way that functions are considered as a 'property of the entire linguistic social process' (Hasan and Perett, 1994: 183)

The fact that the term function has been used in different senses in different linguistic descriptions that do not necessarily adhere to Halliday's functional theory of language has led him to use the term metafunction to refer to more abstract functions as postulated in his theory. Hence, in Halliday's functional description, three metafunctions are deemed necessary for an adequate description of language : ideational, interpersonal, and textual. The ideational metafunction concerns the meanings construed through experience about the outer and inner worlds whereas the interpersonal metafunction enacts social relations (meanings concerned with interpersonal relations). As to the textual function, it weaves together the other two metafunctions to create text through encoding them into words, sentences, and texts. These three metafunctions constitute the linguistic representation of what happens at the level of the context of situation in terms of field (the system of activity within a particular setting, including the participants, practices, and circumstances involved), tenor (the social relations between the participants), and the mode (the channel of communication used by the participants to perform their actions and relations) respectively.

Because contexts of situations tend to reoccur, they become conventionalized and form with time what Halliday calls 'situation types' such as "players instructing novice in a game, " "mother reading bedtime story to a child, " "customers ordering goods over the phone". These conventionalized 'situation types' constrain the participants choices of the lexico-grammar resources of language that should be deployed in order to achieve the link between meaning and the social context. The link between 'situation types' and the corresponding meaning, words and grammar (lexico-grammar), and texts form what he calls 'registers'. Accordingly, 'When linguists identify a "scientific register, " then, they not only describe a style of language but also the practices, interactional patterns, and means of communication associated with scientific contexts.' (Barawashi and Reiff, 2010 :31). The following figure shows how the 'context of situations' and language do realize one another at the level of register:

Context of Situation: field   tenor   mode

⇕

Language: ideational   interpersonal textual   } Register

discourse-semantics

↕

lexico-grammar

↕

phonology/graphology
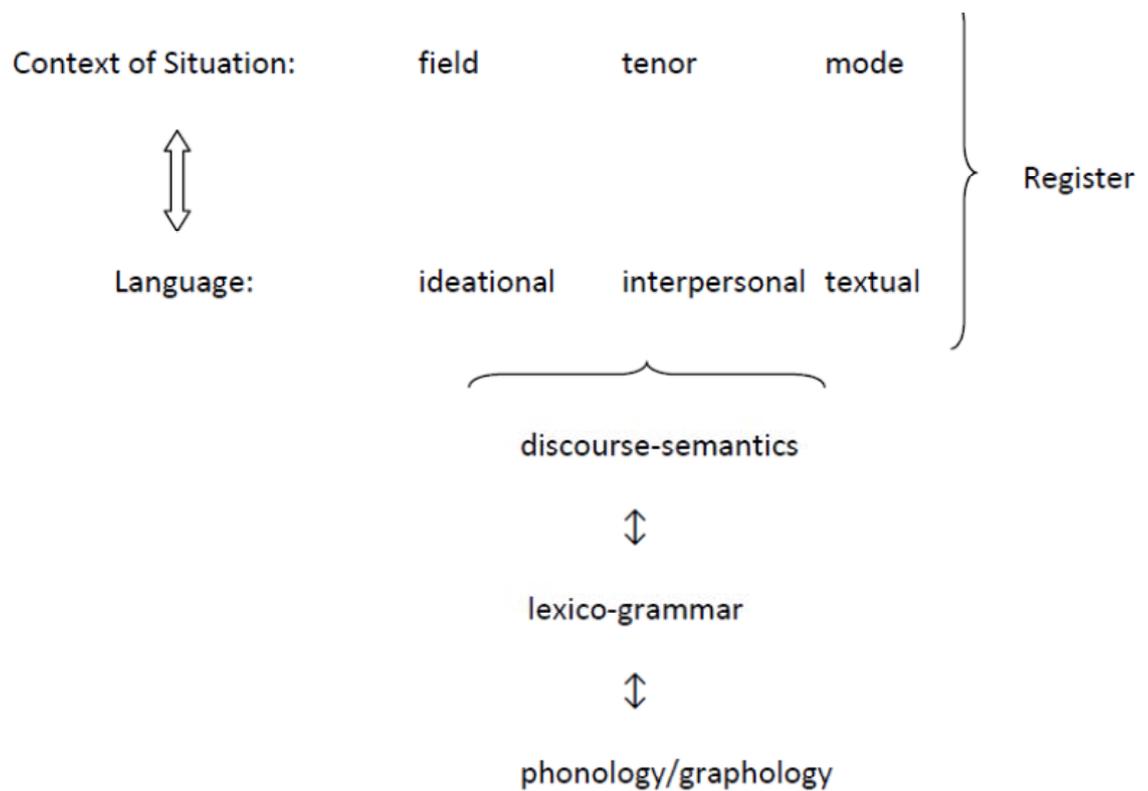
Figure 1.2: The Relationship between Context of Situation and Language at the Level of Register (Barawashi and Reiff, 2010 : 31)

Halliday's theory of linguistics models language as a resource for making meaning in social context. The language tools deployed to achieve the link between meaning and social context are the appropriate choices of the lexico-grammatical resources of language. This model of language is thus able to render the links between social context, meaning, words and grammar (lexico-grammar), and text explicit. Feez (1998) summarized the main concepts of this view as follows:

–language is a resource for making meaning

–the resource of language consists of a set of interrelated systems

–language users draw on this resource each time they use language

–language users create texts to make meaning

– texts are shaped by the social context in which they are used

–the social context is shaped by people using language (Feez, 1998:5)

In short, SFL sees language as a resource for making meaning and writing as involving choices that relate language to contexts. The valuable knowledge about the inner workings of

the texts resulting from the SFL explicit descriptions therefore serves as a strong basis around which empowering communicative syllabi and methodologies can be designed and implemented.

1. 2. 1. 3. Widdowson (1979)

Widdowson's model of communicative competence resembles that of Halliday because both models highlight that such competence comprises rules of use that are sensitive to context. In addition, Widdowson (1979) argues that in order for teachers to be able to cope with the challenges of language teaching, the revolution in linguistic thinking in the conception of communicative competence should be accompanied by a revolution in language teaching methodology:

> There is an assumption here that communicative competence in the form of rules of use has to be expressly and explicitly taught…I am now inclined to think that learning and teaching should not be regarded as converse activities at all, that the logic of a communicative approach calls for an emphasis on the learner's development of abilities through his own learning processes which the teacher should stimulate rather than determine. (Widdowson, 1979: 5-6)

This view towards the appropriate language teaching methodology to follow in developing learners 'communicative competence is compatible with the philosophy that laid the foundation of task-based language teaching as we will see later in this chapter.

Widdowson (1979: 13) adds an important remark that is certainly relevant to the communicative teaching of writing: 'How do we set about teaching the rules of use? Rules of use are rhetorical rules: communicative competence is the language user's knowledge of rhetoric. 'He further elaborates this view by maintaining that

> Traditionally, rhetoric has been represented as a set of prescriptive rules related to impressionistic norms, in much the same way as traditional grammar was represented. Rhetoric is concerned with appropriacy and grammar with correctness, and the reason why the latter has achieved academic respectability whereas the former has not is probably only a matter of historical accident, and probably has something to do with the relatively recent development of the social sciences. There seems to be no reason why rhetoric as the description of communicative competence should not achieve similar standards of precision as grammar has in the description of grammatical competence. Whether the two can be incorporated into the same model of linguistic description is a matter for speculation, but it seems clear that developments in linguistics at the

present time are moving towards a rhetorical revival. (Widdowson, 1979: 13)

1. 2. 1. 4. Canale and Swain (1980, 1981)

Yet, convincing as they are, the above mentioned models emanating from ethnographers and linguists did not specify in concrete terms the key components of communicative competence. In this regard, the development of Canale and Swain's model was a real breakthrough in the specification of the different components that constitute this competence. In the early 1980s, the Canadian applied linguists Michael Canale and Merill swain presented the components of communicative competence as grammatical competence, sociolinguistic competence, and strategic competence. This early version was revised and expanded in the 1983 version to include an important component, namely discourse competence. These key components are summarized by McNamara (2000:18) as follows:

1 grammatical or formal competence, which covered the kind of knowledge (of systematic features of grammar, lexis, and phonology) familiar from discrete point tradition of testing;

2 sociolinguistic competence, or knowledge of rules of language use in terms of what is appropriate to different types of interlocutors, in different settings, and on different topics;

3 strategic competence, or the ability to compensate in performance for incomplete or imperfect linguistic resources in a second language; and

4 discourse competence, or the ability to deal with extended use of language in context.

According to Bagarić (2007), Canale (1983, 1984) described discourse competence

as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning. Cohesion is achieved by the use of cohesion devices (e. g. pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole. The means for achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc. , enable the organisation of meaning, i. e. establish a logical relationship between groups of utterances. (Bagarić, 2007: 97)

Another definition of discourse competence which evokes the relationship between texts genres and social meaning is proposed by Bell (1991) :

Discourse competence: the ability to combine form and meaning to achieve unified spoken or written texts in different genres. This unity depends on cohesion in form (the way in which utterances are linked structurally to facilitate interpretation of text) and coherence in meaning (the relationship among the different meanings in a text; literal meanings, communicative functions or social meaning). (Bell, 1991: 41)

1. 2. 1. 5 The Council of Europe and the Common European Framework of Reference (2001)

The last of the major contributions to the development of modern language syllabi and assessment tools that are based on the construct of communicative competence that I shall address, and perhaps the most important of them in terms of practical concern, is that of the Common European Framework of Reference (CEFR).

In Europe, during the 1970s, the rapid surge in the number of immigrants and guest workers has urged the Council of Europe to develop language teaching syllabi and assessment tools based on functional linguistics that we have presented briefly above in order to address these learners 'needs. Needs assessment specified in terms of language functions that learners should be able to perform is the starting point for the design of notional-functional syllabi that are supposed to conduce learners to achieve a threshold level described for all the languages of Europe. This enterprise was at the inception of the language for specific purposes movement that has developed and expanded ever since till it has reached the maturity that has enabled it today to influence the main movement in the English language teaching profession, as has been mentioned in the introduction of this chapter.

The Common European Framework of Reference for languages (CEFR), published in two draft versions in 1996, is' a descriptive scheme that can be used to analyse L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities, and provide orientation for the assessment of l2 learning outcomes'(Little (2006: 167). Little (2006) adds that this scheme is based on:

An analysis of language use in terms of the *strategies* used by learners to activate *General* and *communicative competences* in order to carry out *activities* and *processes* involved in the *production* and *reception of texts* and the construction of discourse dealing with particular *themes*, which enable them to fulfil *the tasks* facing them under the given *conditions* and *constraints* in the *situations* which arise in the various *domains* of social existence. (Little, 2006: 167)

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An important point of originality pertinent to the present thesis lies in the declared purpose itself of the CEFR: the provision of a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. In order to achieve this goal

> the CEFR seeks to be comprehensive, specifying 'as full a range of language knowledge, skills and use as possible'; transparent-'information must be clearly formulated and explicit, available and readily comprehensible to users'; and coherent-the descriptions should be' free from internal contradictions (Little, 2006: 169)

Beyond the different teaching and assessment aspects themselves, what is striking about the CEFR enterprise is that the big cultural and linguistic diversity of Europe has not prevented the council of Europe from aspiring for unifying framework for teaching and assessing different languages on the basis of unified teaching syllabi and transparent assessment tools.

After having summarized the different currents that have informed and enriched the development of the concept of communicative competence in general and that of discourse competence in particular, we turn now to consider the contribution of the concept of genre to the formulation of an operational definition of all the essential elements that constitute discourse competence.

1. 2. 2. Communicative Competence and Discourse Competence: the Need for a Pedagogy of Genre

Succinctly put, discourse competence refers to the integration of a wide range of types of knowledge that learners use when performing the processing or representation of 'complex, structured information, such as when reading a text or performing a writing task' (Bruce, 2013). Drawing upon the different theoretical models that have informed the different views to communicative competence such as Halliday, Canale and Swain, and the Council's of Europe Common Framework of Reference, Bruce (2013:3) proposes that

> the exercise of discourse competence in academic writing involves knowledge elements from several areas, including the larger social context, including the wider academic world and the specific discipline within which the text is being created; content knowledge that is being represented within a text; socially recognized functions and patterns of organization of whole texts; meta-cognitive knowledge employed in the internal structuring of stretches of text that relate to a general rhetorical

purpose; and, systems of the language including orthography (spelling), vocabulary, syntax and grammar which support all the above.

Genre as a theoretical construct, according to Bruce (op. cit), offers an effective way of 'operationalizing the different elements of discourse competence knowledge for the purpose of writing instruction. ' (Bruce, op. cit.). In the same vein, Bruce (2008) proposes a dual social genre/cognitive approach syllabus model mediated by a task-based syllabus as a basis for research and course design in an EAP context.

As far as the teaching of writing is concerned and according to Bruce (2008:6), the genre-based approach has three major strengths over the atomistic approaches to language teaching: a 'focus on larger units of language', 'a focus on the organizational or procedural elements of written discourse', while allowing the possibility' to retain linguistic components as functioning features of a larger unit of discourse'. This approach therefore appears to be at least at the theoretical level a balanced approach at all three important levels of the teaching /learning process. At the level of the view towards language or input, it addresses the intricacies of the relation between the micro-and macro-levels of textual organization as well as the functioning of texts in their social contexts. At the level of language teaching/learning pedagogy, the teaching-learning cycle based on modern theories of learning that have been inspired by Vygotsky's powerful ideas of collaboration, scaffolding and the zone of proximal development ensures a balanced, gradual move from direct teacher instruction towards greater students' autonomy as their writing competence and control over the genre increase. And finally at the level of students' output and assessment, the genre-based approach contributes to the demystification of the assessment process by rendering it more objective and more accessible to the learners through the use of transparent genre-based analytical procedures, which can be advantageous to both formative and summative evaluation and increases the skills transfer across the modules of the curriculum.

For a better understanding of Bruce (2008) syllabus model that he proposed to be mediated by a task-based syllabus, we will turn now to deal with the notion of task and task-based syllabus design. An important element in this discussion is the socio-cultural-perspective on task because this perspective provides the conceptual foundations of the pedagogy of teaching /learning cycle proposed for the implementation of the genre-based approach. But before proceeding with the presentation of task-based syllabus design, an important question should be raised here: why does Bruce (2008) consider that the genre-based approach and task-based syllabus design are complementary to each other rather than

mutually exclusive? The answer to this question is offered by Hasan and Perret (1994). According to them, task-based learning shares with communicative language teaching the appeal to views of learning which emphasise the active involvement of the learner in what he is learning. More importantly, they consider that 'tasks are often only a means of making communicative methodology more goal-oriented; they do not intrinsically do anything to link language use systematically to its context. ' (Hasan and Perret, 1994). They reproach the task-based pedagogy for its failure to integrate context in its language teaching model:

> Simply because pedagogy is task-based, an understanding of language is not automatically created. In task-based pedagogy, it has not been considered necessary to theorize the concept of context as an essential part of a linguistic model; so the teacher might have very little idea of the significance of what went on during a particular activity, what was learned, how, and what might be done for its development. . . an essential requirement for successful language teaching is for the teacher to know the nature of that which she is professing to teach; she should be able to understand and explain in viable terms, at least to herself, what is going on, linguistically speaking, at any one moment in her classroom.

(Hasan and Perret, 1994:207)

Hence, a genre-based model based on the explicit teaching of lexicogrammar is needed so as to enable 'the teacher [operating within a task-based framework] to understand how language works-how linguistic form acts as a resource for meaning. ' (Hasan and Perret, 1994:207).The task-based methodology serves to render the genre-based communicative language more goal-oriented and the genre-based teaching makes up for one of the serious shortcomings of TBL through emphasizing the element of context.

In Task-based language learning (TBL), the basic and initial point of organisation is the 'task'. Class work is organized as a sequence of tasks, and it is tasks that generate the language to be used, and not vice versa. So, in TBL what teachers ask students to do is to carry out a series of tasks. The main focus is on the tasks to be done rather than on the linguistic forms to be used. TBL, therefore, highlights the instrumental function of language. Designing a language syllabus around tasks rather than on some linguistic elements as has traditionally been done by predominant form-focused syllabi appeared almost thirty years ago as a very new and quite unusual innovation in a remarkably unexpected setting-state secondary school classes in Bangalore, India. But surprisingly enough, the task-based syllabus has not fallen off grace as did the earlier second language acquisition(SLA) models that have motivated and justified it in the first place, but continued instead to find justification in the

new SLA models that have appeared ever since. TBL along with the concept on which it is based 'task' attracted and is till attracting the interest of many language teachers and Second Language Acquisition researchers around the world. One of the essential attractions of TBL that may explain the continuous interest in it and its ability to survive the many SLA paradigm shifts is its flexibility: this kind of teaching/learning does not completely dismiss the previous methods but seems to incorporate many of the ideas from other methods into the tasks.

1. 2. 3. The Task-based Syllabus: A Genre-based Perspective

Two major theoretical perspectives underpinning task-based language learning research strongly reflecting the afore-mentioned controversy are: the psycholinguistic perspective and the sociocultural perspective. The psycholinguistic perspective, draws on what Lantolf (1996) called a computational model of second language acquisition. According to this perspective, tasks are viewed as devices that provide learners with data they need for learning; the design of a task is seen as potentially determining the kind of language use and opportunities for learning that arise.

1. 2. 3. 1. Tasks from a Psycholinguistic Perspective

This perspective, which has been influenced by Chomsky's 'computational metaphor', has dominated the major research area in linguistics and applied linguistics since the 1960's. Tasks, from this perspective, are viewed as the external devices by which the learners' mental computations are manipulated in order to communicate effectively and to acquire language. This perspective claims that certain task characteristic allows the task designer to predict, and, sometimes, even to determine the kind of language use that learners engage in when performing the task. In other words, there exists a close correlation between the task-as-work plan and the task-as-process because the activity that results from the task-as-work plan is predictable from the design features of the task.

In what follows, three of the different theoretical positions illustrating this psycholinguistic view to tasks are briefly discussed.

– Long's Interaction Hypothesis

Long proposed an extension of Krashen's Input Hypothesis known as the Interaction Hypothesis. This hypothesis which has attracted continuing attention claims that providing learners with opportunities to engage in linguistic conversational adjustments(which are also

known as the negotiation of meaning)are very useful for language learning. Long argues that these interactional adjustments, which are a natural aspect of everyday conversation, are usually triggered by the perception that the interlocutor is experiencing ongoing comprehension problems and consequently the speaker reformulate his utterance to render it more comprehensible. The collaborative effort between the more and less fluent speakers results in an incidental L2 input that is fine-tuned to the learner's current level.

A substantial body of research which have drawn on the Interaction Hypothesis investigated the functioning of the negotiation of meaning and its relevance in the acquisition process. The main aim of most of these studies was particularly to identify the characteristics of pedagogical tasks that stimulated the negotiation of meaning.

Table 1.1 roughly summarizes the results of these studies.

Task dimensions More positive Less positive
Information Required Information-gap) Optional(opinion – gap) Exchange
Information gap two-way one-way
Outcome closed Open
Task non-familiar Familiar Familiarity
Topic Human/ethical objective/spatial
Discourse narrative Description/expository Domain
Cognitive complexity context-free; context-dependent; Detailed information less-detailed information

Table 1.1: Task Dimensions Hypothesized to Promote Meaning Negotiation (Ellis, 2000: 200)

Swain investigated tasks following a different but related approach. She bases her approach on the role that output can play in L2 acquisition, a role which Long (1996) has incorporated into his revised version of Interaction hypothesis. In 1985, Merill Swain, a Canadian researcher, published a strong criticism of the input hypothesis, proposing an alternative that she called the 'output hypothesis'. Swain based her hypothesis on a substantial body of research carried out in Canada into the effects of immersion and content-based education. In these programs, students receive instruction in the regular subjects in the curriculum-history, mathematics, science, etc. -through a second language and, in consequence, receive huge amounts of comprehensible input. Despite this input, the students do not reach the high levels of fluency in the language predicted by Krashen's Input Hypothesis.

Swain argued that that input is a necessary, but not sufficient condition for acquisition; in addition to input, learners should be provided by opportunities to produce the target language. Production involves a psycholinguistic process that is different from that involved in comprehension. In comprehension, one can infer meaning without paying much attention to syntax. But, in order to produce a comprehensible utterance one has to 'syntacticize' the utterance. Therefore, Learners need opportunities to engage in extended discourse which will push their linguistic abilities as they attempt to express their ideas, as well as cause them to reflect on their output and consider ways of modifying it. The best way to do this, according to Swain, is through group activities where the discussion focuses on the target language itself, and where students reflect together on their own output and how it might be improved. During these 'negotiation of form' episodes, learners try to determine collaboratively which form to use in order to express meaning accurately and coherently. It should be noted, however, that the aim of such negotiation is the achievement of a communicative goal, and not grammar for its own sake. This conception, therefore, lies within the requirements of 'task'.

Skehan's Cognitive Approach

Skehan (1998) has developed a 'cognitive approach' to investigate tasks empirically. This approach is based on the claim that learners L2 knowledge is represented into two distinctive systems: an exemplar-based system and a rule-based system.

The Exemplar-based System is lexical in nature and consists of formulaic chunks that are stored and accessed as wholes. These formulaic chunks can be accessed easily and quickly. There is widespread recognition both by linguists and by SLA researchers that formulaic chunks constitute a substantial part of linguistic knowledge. This system is lexical in nature and includes both discrete lexical items and, importantly, ready-made formulaic chunks of language. The linguistic knowledge contained in this system can be easily and quickly accessed which makes them ideal for occasions requiring fluent rather than accurate language performance. Skehan (1998:89) defines the exemplar-based system as follows

> An exemplar-based system operates in more or less the opposite manner. It is heavily based on the operation of a redundant memory system in which there are multiple representations of the same lexical elements, because in each case the element functions as part of a unit longer than the word. In consequence, the system lacks parsimony, and has only a limited generative potential. In addition, given that relatively

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fixed phrases are involved, the potential for expressing new and precise meanings is more limited. But of course the gain of such a system is processing speed. Utterance units are now less numerous, since they are longer. In addition, they do not require excessive internal computation, since they can function as integrated wholes, with the need for analysis only coming into play for the point when the unit has been 'run off'. As a result, for the capacity-stretched foreign language learner, there are more attentional resources to devote to other areas, including the formulation of messages, and the conceptual content of what is being said (Levelt 1989).

The Rule-based System is made up of rules that enable speakers to produce sentences with a precise meaning or that are socio-linguistically appropriate. The use of these rules, however, requires heavy processing which makes them suitable to highly demanding occasions. Skehan (1998) describes the rule-based system as follows:

> The rule-based system is likely to be parsimoniously and elegantly organized, with rules being compactly structured. They will draw in turn upon lexical elements (themselves well organized in lexicon) as necessary. Such a rule-based system is likely to be generative, with rules being creative in their application, and so precise in the meanings that they can express. It is also likely to be restructurable, with new rules replacing or subsuming old rules, and then functioning efficiently as an extended system. Such a mode of representation is also likely to be more sensitive to feedback since the precision and system which accounts for rule-organization will make the feedback more informative. In essence, then, the rule-based system prioritizes analysability(Widdowson 1989). But of course, all these gains are achieved at one considerable cost: their operation will lead to a heavy processing burden during ongoing language use. Rules need complex processes of construction to underpin their operation, in which the units from which they are composed are necessarily small, and require detailed attention during comprehension and assembly during production. This resource draining (VanPatten 1994), is likely, in the case of the second language learner, to have capacity-stretching difficulties. As a result, this mode of communication may need supportive circumstances for it to be feasible. (Skehan, 1998: 88-89)

Skehan's research has examined learner production. He distinguishes three aspects of production: (1) fluency (i. e. the capacity of the learner to mobilize his/her system to communicate in real time); (2) accuracy (i. e. the ability of the learner to perform in accordance with target language norms); and (3) complexity (i. e. the utilization of interlanguage structures that are 'cutting edge', elaborate and structured). Skehan (1998) suggests that language users draw on a dual-competence model, and, thus, vary in the extent to which they focus on fluency, accuracy or complexity, depending on task conditions. These different aspects of production draw on different systems of language. Fluency draw on the

exemplar-based system, whereas, accuracy and, in particular, complexity draw on the rule-based system. Skehan argues that learners can be enticed to pay emphasize an aspect of language acquisition (i. e. fluency, accuracy and complexity) through manipulating the task variables that provide learners with opportunities to engage in different types of production. The research based on Skehan's 'cognitive approach' has attempted to discover the potential task variables that cause learners to emphasize fluency, accuracy or complexity in their productions. These task variables are divided into two broad groups: (1) task features and (2) task implementation.

Design Variable	Fluency	Accuracy	Complexity
A input variables 1 Contextual support 2 Number of elements in a task 3 Topic	Tasks with contextual support Tasks with few elements Tasks that generate conflict, tasks that are familiar	Tasks with no contextual support	Tasks with no contextual support Tasks with many elements
B Task conditions 1 Shared vs. split information 2 Task demands	Tasks that pose a single demand		Shared Information tasks Tasks that pose a single demand
C Task outcomes 1 Closed vs. open tasks. 2 Inherent Structure of the outcome 3 Discourse mode	Closed task A clear inherent structure	Open tasks A clear inherent structure together with opportunity for planning	Open tasks with divergent goals Narrative tasks > Descriptive task Argument> Discussion Narrative> argument

Key: > greater than

Table 1.2. Task design Features Affecting Learner Production

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Skehan's model assumes that learners' processing capacity is limited which make them unable to manifest the same degrees of fluency, accuracy and complexity at the same time in their production; trade-offs between these aspects are, consequently, likely to occur. It is worth noting, however, that there exist alternative models based on a multiple-resources view of processing. These models posit that learners, like native speakers, have the capacity to attend to more than one aspect of language and language processing at the same time.

The strength of the psycholinguistic perspective lies in its attempt to identify the potential effects of features of task-design and task on L2 performance and L2 acquisition. But, as Skehan (1998) has pointed out, this perspective has so far failed to demonstrate the existence of a direct link between task-design and L2 acquisition. It has also failed to take into account other general factors that influence the task performance(learner factors, setting, the role of the teacher, number of participants(whole class, pair work or group work) and the nature of activities that learners engage in before they perform a task.)

The psycholinguistic perspective is not the only one that has informed task-based research. In the following section, we will explore an alternative paradigm for examining the relationship between tasks and acquisition.

1. 2. 3. 2 Tasks from a Socio-cultural Perspective

The second theoretical perspective of tasks is that provided by socio-cultural theory. This is premised on the claim that participants co-construct the 'activity' they engage in when performing a task, in accordance with their own socio-history and locally-determined goals, and that, therefore, it is difficult to make reliable predictions concerning the kinds of language use and opportunities for learning that will arise.

This perspective views the activity that arises when learners perform a task in essentially social terms. The socio-cultural framework attempts to apply a general learning theory associated with the name of the Soviet developmental psychologist Lev S. Vygotsky and which has been very influential in other domains of social and educational research to the domain of language learning. This theory that has gained extra impetus in the 1990s offers a very different perspective on tasks because it assumes that target language interaction plays a much more important role in learning than simply enhancing the 'input' to trigger the autonomous and internal mechanisms, as claimed by the psycholinguistic perspective.

Interaction itself rather than any internal processing mechanisms constitutes the learning process. In Chomskyan terms, the sociocultural perspective assumes that interaction is the language acquisition device (LAD) which is external rather than internal to the learner and that learning, accordingly, is social rather than individual.

The sociocultural theory of mind was conceived by the Russian developmental psychologist L. S. Vigotsky during the years immediately following the Russian revolution. This theory presents a view of learning and teaching in many respects very different from theories in favour in the mainstream SLA literature. The key constructs current in contemporary interpretation of this theory are: mediation, regulation, scaffolding, the zone of proximal development, and activity theory. According to Lantolf(1994), the most fundamental concept of sociocultural theory is that the human mind is *mediated.*

> Vigotsky's fundamental theoretical insight is that higher forms of human mental activity are always, and everywhere, mediated by symbolic means…Mediation, whether physical or symbolic, is understood to be the introduction of an auxiliary device into an activity that then links humans to the world of objects or to the world of mental behaviour. Just as physical tools (e. g. hammers, bulldozer, computers etc.) allow humans to organize and alter their physical world, Vigotsky reasoned that symbolic tools empower humans to organize and control such mental processes as voluntary attention, logical problem-solving, planning and evaluation, voluntary memory, and voluntary learning…symbolic tools are the means through which humans are able to organize and maintain control over the self and its mental, and even physical, activity. (Lantolf, 1994: 418)

In Vigotsky's view language is the prime symbolic tool available for the mediation of mental activity. Language, for instance, can serve as medium to direct our attention (or that of others) to significant features in the environment, formulate a plan, or articulate the steps to be taken in solving a problem. The theory sets a distinction between self-regulation and other regulation. Self-regulation or autonomous functioning is the ultimate phase of learning that only the mature, skilled individual is capable of. In order to reach this stage, the child or the unskilled individual should carry out tasks and activities under the guidance of other more skilled individuals. This process of guidance by others is known as other-regulation. In the initial stages, the learner goes through a process of other-regulation, is typically mediated through language and is especially necessary in the initial stages. Learning begins by a shared consciousness through collaborative talk, until the learner gradually appropriates new knowledge or skills into his own individual consciousness; successful learning involves a shift from inter-mental activity to intra-mental activity. The process of supportive dialogue

whereby the learners' attention is drawn to key features of the environment, which prompts them through successive steps of a problem, is known as *scaffolding*. In order for learning to be effective, it should to take place in the Zone of Proximal Development (ZPD), i.e., the domain of knowledge or skill where the learner is not yet capable of independent functioning, but can achieve the desired outcome given relevant scaffolded help.

Activity theory is drawn from sociocultural theory. It was developed by one of Vigotsky's successors, A. N. Leont`ev (1978) and comprises a series of proposals for conceptualizing the social context within which individual learning takes place. This theory presents a unified account of Vigotsky's original proposals on the nature and development of human behaviour. According to Leont`ev (1978), people possess motives that determine how they respond to a particular task. Motives can be biologically determined or socially constructed, for example, the need to learn an L2. The learners' motives determine how they construe a given situation. Thus people with different motives will perform the same task in different ways. One of the implications of this is that researchers need to ascertain what motives learners bring to a task in order to understand the interactions that occur when the task is performed.

A sociocultural theory of mind provides a number of important insights for task-based research:

–The study of dialogic interactions allows us to understand the cognitive processes the learner is internalizing.

–These interactions are the best tool for researchers to understand -for example, how scaffolding creates the contingency that makes it possible for learners to perform beyond their existing developmental level.

–Tasks are not transacted in accordance with their designers' expectations, but, they are interpreted and used by learners to construct an activity in accordance with their own particular motives and goals.

– The qualitative micro-analysis of interactions directed at understanding how learning takes place-constitutes the best methodology for studying tasks.

Ellis (2000) argued that, despite its limitations, the sociocultural perspective on tasks through emphasizing the social and cultural nature of task performance helps to redress the current psycholinguistic imbalance in SLA :

Whereas researchers in the psycholinguistic tradition have emphasised the role of the inherent task properties on performance and acquisition, socio-cultural researchers have focused on how tasks are accomplished by learners and teachers and how the process of accomplishing them might contribute to language acquisition. They view the learners, the teacher and the setting in which they interact as just as important as the task itself. They reject attempts to externally define and classify tasks on the grounds that the 'activity' that derives from the task itself. They focus instead on how task participants achieve intersubjectivity with regard to goals and procedures and on how they collaborate to scaffold each other's attempt to perform functions that lie outside their individual abilities. . Such a perspective is both persuasive and informative, as is reflected in Swain's recent adoption of socio-cultural theory in her research. Swain (2000) argues that a constructivist account of tasks is needed to understand how learning arises out of performance.

(Ellis, 2000: 210-211)

As Ellis (200) remarked, the psycholinguistics and the sociolinguistic perspectives, however, should not be seen to be mutually exclusive. As far as language pedagogy is concerned, both views can mutually and beneficially inform task-based instruction to address both the planning and improvising dimensions of teaching. The psycholinguistic tradition can assist task-based course design whereas the sociolinguistic perspective can help teachers in the improvising stage especially by raising their awareness to the fact that the activity that arises from the task may differ from what was planned because the participants generally adopt the task to their own purposes.

1. 2. 4 A Genre-based Syllabus: the Task-based Syllabus

1. 2. 4. 1. The Case for and against Tasks

The Choice of a unit of analysis around which to organize a syllabus is a crucial step in designing a language teaching program. We have seen earlier that there are two major orientations in syllabus design: synthetic, type A, and analytic, type B, syllabuses. The two orientations differ especially over the type of the unit that should be adopted for the organization of language teaching and learning opportunities. The traditional synthetic, type A, syllabuses employed linguistic items such as word, structure, notion, function, topic, and situation as the organizational unit. Language teaching based on this type of syllabuses usually follows a method known as the 3Ps: presentation, practice, and production. Skehan (1998) explained the three stages of this sequence as follows:

The first stage is generally focused on a single point of grammar which is presented explicitly or implicitly to maximize the chances that the underlying rule will be understood and internalized. This would essentially aim at the development of declarative knowledge. This initial stage would be followed by practice activities, designed to automatize the newly grasped rule, and to convert declarative to procedural knowledge. During the practice stage, the learner would not be expressing personal meanings so much as working through exercises which provide ready-made meanings (or no meanings at all). These exercises would be sufficiently straightforward so as not to strain the fragile and developing declarative knowledge system. At the production stage the degree of control and support would be reduced, and the learner would be required to produce language more spontaneously, based on meanings the learner himself or herself would want to express. (Skehan, 1998: 93)

Synthetic, type A, syllabuses have been criticised partly as a result of the continuing sense of the failure of the different approaches that underpinned them; the level of learners' communicative competence remains low despite years of instruction based on such syllabuses. They have also been criticised for being incompatible with what is known about second language acquisition; second language acquisition research demonstrated that irrespective of what they were taught, learners acquire the grammatical properties of a language following a fixed, universal sequence that Corder (1967) called the 'built-in syllabus'. Long and Crookes (1992), two proponents of task-based syllabuses, summarized the reasons for which the basic assumptions underpinning synthetic syllabuses came under attack:

….. whatever the unit of analysis-structure, notion, function, word, topic, or situation-synthetic syllabuses suffer from some generic problems, most obviously their static, target language, product orientation. Syllabus content is ultimately based on an analysis of the language to be learned, whether this be overt, as in the case of word, structure, notion, and function, or covert, as with situation and topic. Further, the analysis is conducted on an idealized native-speaker version of that language. SLA research offers no evidence to suggest that native-like exemplars of any of these synthetic units are meaningful acquisition units, that they are (or even can be) acquired separately, singly, in linear fashion, or that they can be learned prior to and separate from language use. The same literature provides overwhelming evidence against all of those assumptions, in fact.

(Long and Crookes, 1992: 33-34)

Having seen the reasons for which linguistic terms have been rejected as valid units of analyses, it is now time to ask why 'task' has been proposed as a more valid unit of analysis to use in analytic, type B, syllabuses. Long and Crookes argued in favour of the adoption of

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'task' as the unit of analysis in an attempt to provide an integrated, internally coherent approach to all phases of program design, and one which is compatible with current SLA theory. According to them effective instruction should meet two essential criteria:

It should enable acquisitional processes to operate, particularly by allowing meaning to be negotiated,

It should maintain a focus on form, as opposed to a focus on forms.

They claimed that:

> … (pedagogic) tasks provide a vehicle for the presentation of appropriate target language samples to learners-input which they will inevitably reshape via application of general cognitive processing capacities-and for the delivery of comprehension and production opportunities of negotiable difficulty. New form-function relationships are perceived by the learner as a result. The strengthening of the subset of those that are not destabilized by negative input, their increased accessibility and incorporation in more complex associations within long-term memory, adds to the complexity of the grammar and constitutes SL development. (ibid : 43)

Furthermore, Long and Crookes (1992) discuss another important quality of tasks: that they have a clear pedagogic relationship to real-world language needs. They maintain that the real world target task is the ideal unit for specifying learners needs on the basis of which specific purpose courses can be designed:

> Task-based syllabuses utilizing such conceptions of task require a needs identification to be conducted in terms of the real-world *target tasks* learners are preparing to undertake-buying a train ticket, renting an apartment, reading a technical manual, solving a math problem, reporting a chemistry experiment, taking lecture notes, and so forth. (Ibid: 44)

It should be noted here that Long and Crookes are obviously justifying the use of task as the unit of analysis purely from a psycholinguistic point of view, but tasks as have been mentioned earlier can be justified from a sociolinguistic perspective as well; pedagogically speaking, however, the two perspectives complement rather than contradict or exclude each other. But no matter how adequate this justification for the use of task as the unit of analysis may seem, it is by no means unchallenged as will be seen in the next section.

The most articulate attack on the general worth of analytic, type B syllabuses came from Sheen (1994). In fact, Sheen did not only criticize Task-based syllabuses, but he criticized the 'syndrome' of the frequent paradigm shifts that has characterized the field of second and

foreign language teaching without resulting in significant progress in language learning. The problem with these paradigm shifts, according to him, lies in the overstatement of criticisms directed at existing paradigms and the failure to challenge the validity of the advantages attributed to the proposed replacements. He described what generally happens during this continuing but most often than not unproductive cycle of advocacy and criticism as follows:

> Past revolutions have occurred largely when the established paradigm was criticized and advantages of the replacement were extolled. As these revolutions have failed to produce the promised progress, it would seem that this process of criticism and advocacy may be flawed. On the one hand, the criticism is often overstated and based on the assumption that there is little of value in the established paradigm; however, the past adherents of that paradigm appear reluctant to protest. On the other hand, there is a tendency to allow the new paradigm to go unchallenged in the first years of its ascendancy. This occurred in the swings to audio-lingual, functional, and communicative methods. It was only after a decade or so, when the new paradigm had become the established one, that murmurs of dissent prepared the ground for yet another change of orientation. Given this cycle, one might expect that the field had sufficiently matured to view future proposals for innovation with something of a jaundiced eye and to submit them to the closest scrutiny. (Sheen, 1994: 128)

Thus Sheen argued that Task-based language teaching as an innovation should be submitted to the closest scrutiny. He observed, however, that the largely unquestioned acceptance of the advocacy of task based syllabuses and their increasing popularity suggest that this does not appear to be the case. He rightly observed that, Long and Crookes advocacy of these syllabuses is based entirely on theoretical arguments instead of empirical evidence: there are no empirical evidence that demonstrates that Task-based language teaching is more effective or superior to traditional syllabi. Finally, Sheen questions even the applicability of the TBLT approach to EFL contexts:

> The TBLT approach requires that tasks should be immediately applicable in the world outside the classroom. Such a constraint limits its application to second language learning situations and thus eliminates the whole world of EFL where in most cases, students will only, if ever, use the language skills entailed in a task at a much later time. In fact, in most EFL classrooms it would be extremely difficult to arrive at a valid needs analysis which would allow for the specifying of tasks as foreseen by Long and Crookes. In the first place, the needs will be largely dictated by examination content, and second, it would be extremely difficult to define the tasks that will be general to all students after they leave school, particularly as many will have no immediate need to use that language they have spent the previous years learning. (Sheen, 1994: 19)

Another pertinent critical perspective was presented by Canagarajah (1999) who argued that as a consequence of the global English language teaching enterprise, the centre countries (former colonial powers) are exercising a type of linguistic imperialism on periphery communities (former colonized countries) through the marketing of language teaching methods that have been developed in the mainstream communities. In this way the centre communities impose the culture and values that are reflected by these methods on the periphery communities.

> The centre's unfair monopoly over trade in industrial products with periphery nations is extended through the trade in language teaching methods. The dominance of centre applied linguistic circles stems from their ability to conduct sophisticated research using hi-tech facilities and then popularize the knowledge globally through their publishing networks and academic institutions (Canagarajah 1996). As in other areas of commerce, new methods (and sometimes old methods in new packaging) are marketed under different brand labels, first of all to create and then to maximize demand. It is not surprising that many teachers in periphery communities succumb to centre claims that the methods propagated through their glossy textbooks, research journals, teacher training programs, and professional organizations are the most efficient. This dependency on imported products has tended to undermine the alternative styles of thinking, learning, and interacting preferred by local communities. (Canagarajah, 1999: 104)

Canagarajah goes on to add that 'process and product take different values in different social, cultural, and historical contexts depending on the needs and interests of the student groups. '(Canagarajah 1999: 107). The solution for local teachers caught in the midst of the conflicting influences from the centre and the periphery is to adopt a critical pedagogy that aims at appropriating the innovations emanating from the centre in order to develop pedagogies suitable for their communities.

1. 2. 4. 2. Components of a Task

After considering the basic issues regarding task-based syllabus design, it is now time to consider the elements of designing the task itself. 'Understanding the components that make up a task can help teachers design tasks that offer students a balance of knowledge and skills practice as well as a variety of learning experiences, writing activities, and sources of stimulation. The are a number of conceptualizations of task components in the literature. Nunan (2004) drawing on some of these conceptualizations proposed a simple and thus more practical model that we will adopt in the design of tasks that will be used in this study.

Nunan's model specifies task components in terms of six elements: goals, input and procedures, and that these will be supported by roles and settings. This model is represented diagrammatically in figure 03
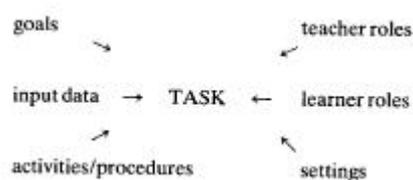
Figure 1.3: components of task (Nunan, 2004: 41)

1. 2. 4. 3. Classifying Tasks

Tasks can be classified in a number of different ways following different approaches. Task classification allows teachers to ensure variety through incorporating different types of tasks into the course; it enables them to identify the right task types that meet the specific needs of their learners, and provides them with a framework to experiment with the different types of tasks to discover the most effective tasks that work for their students (Ellis, 2003). Ellis (2003) distinguishes four approaches to classifying tasks: (1) pedagogic; (2) rhetorical; (3) cognitive; and (4) psycholinguistic. The rhetorical approach appears to be the most pertinent for the organization of the writing course in the English curriculum and thus the most appropriate for the tasks that we will experiment with in the present study.

The rhetorical classification, however, does not constitute a unified approach. Ellis (2003) distinguishes two major trends in classifying tasks rhetorically, namely, the discourse domain classification and the genre-based classification. The discourse domain classification

> …draws on theories of rhetoric that distinguish different discourse domains in terms of their structure and linguistic properties-narrative, instructions, description, reports, etc. Such a classification often underlies language courses for academic purposes…and is often linked to the specific language functions that figure in academic written discourse, for example, definitions, classifications, giving examples. Such courses often follow a linguistic (often functional) syllabus, employing tasks to provide opportunities for the free production of language that has been previously presented and practised, i. e. they constitute examples of 'task-supported' teaching. (Ellis, 2003: 212).

Ellis holds that the second trend, i. e. the genre-based classification, is more theoretically satisfying. This classification is based on the use of the construct of 'genre'. Swales (1990), the doyen of ESP genre studies, defines genre as

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A class of communicative events the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. (Swales, 1990: 58)

Hyland (2008) offers a simpler definition of genre stating that

It is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. It is, in other words, both a social and a cognitive concept. It helps us to theorise the common-sense labels we use to categorise texts and the situations where they occur. Essentially, it is based on the idea that members of a community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand and perhaps write them relatively easily. (Hyland, 2008: 544)

Recipes, political speeches, job application letters, good/bad news letters, medical consultations and radio-telephonic flight control messages are all Examples of genres. The notion of 'genre' is based on the assumption that language users possess 'a schema of prior knowledge' shared by members of a speech community

And which they can use to in their writing to express themselves 'efficiently and effectively' (Hyland, 2008). A genre analysis of the disciplinary academic differences in academic writing aims to discover the organisational patterns and salient features that are specific to the discourse and common to the texts of a given discipline. The ideal pedagogic vehicle for teaching genres, according to Swales, is 'task'. For Swales, however, the genre-based task must incorporate an authentic communicative purpose which necessitates the establishment of the 'socio-cultural context' of a task through the identification of the discourse community of the genre under consideration. According to this view, therefore, a pedagogy based on the use of the construct of 'genre ' should use 'task' as a vehicle and should operate within a socio-cultural framework.

1. 2. 4. 4. Sequencing Tasks

According to Nunan (2001), 'Syllabus design is concerned with the selection, sequencing and justification of the content of the curriculum'. Accordingly, the way to organize the syllabus to form a coherent progression of tasks should be a central issue for teachers and task-based syllabus designers alike. The literature abounds with different propositions to sequence learning tasks, but research is still far from pronouncing a final answer as to the right and effective way to sequence learning tasks. The genre-based tasks that will be used in this study will be organized following an approach to sequencing tasks, influential in genre pedagogy, and which draws on Vigotsky's (1978) views of collaborative learning and Bruner's (1986) ideas of scaffolding. This approach is based on the premise that novice L2 writers are likely to require greater support during the early stages of working with an unfamiliar genre and gradually less in subsequent stages. This approach builds gradually the learners confidence and abilities to write effectively through chaining tasks in such a way as to permit the simultaneous utilization and extension of the skills learned at the previous stage. The provision of the appropriate input and the interaction with the teacher enables the learners to improve their skills through performing tasks that they are initially unable to do alone. As their ability to control the new genre increases, the teacher gradually removes the scaffold so as to allow the learners to move towards autonomy. Hyland (2003) suggests that this approach which is often represented as a cycle of teaching and learning '…offers an explicit model of how teachers can move through successive phases of classroom tasks and interaction to develop writing abilities.' (Hyland, 2003, 137). The teaching-writing cycle, then, offers a principled way of selecting and sequencing writing tasks that is in harmony with the assumptions of the socio-cultural theory.

> In terms of pedagogic theory, the teaching-learning cycle draws on modern theories of learning in giving considerable recognition to the importance of COLLABORATION, or peer interaction, and SCAFFOLDING, or teacher supported learning. Most obviously, it supports learners through what Vygotsky called the 'the zone of proximal development', or the gap between their current and potential performance …as teachers move around the cycle, direct teacher instruction is reduced and students gradually get more confidence and learn to write the genre on their own. In other words, students 'autonomy increases with their writing competence as they gain greater control over the genre.

> (Hyland, 2008: 559)
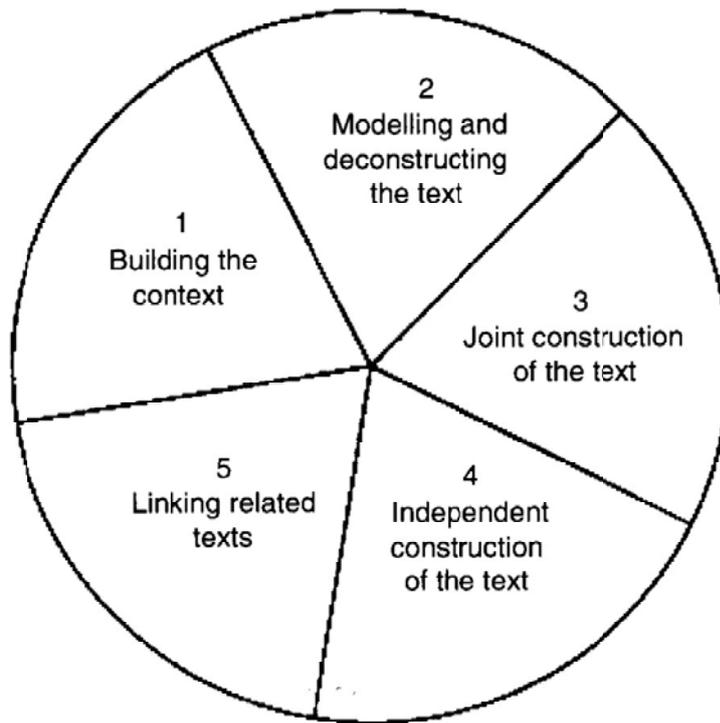
Figure 1.4: Stages of the Teaching-learning Cycle (Feez, 1998: 28)
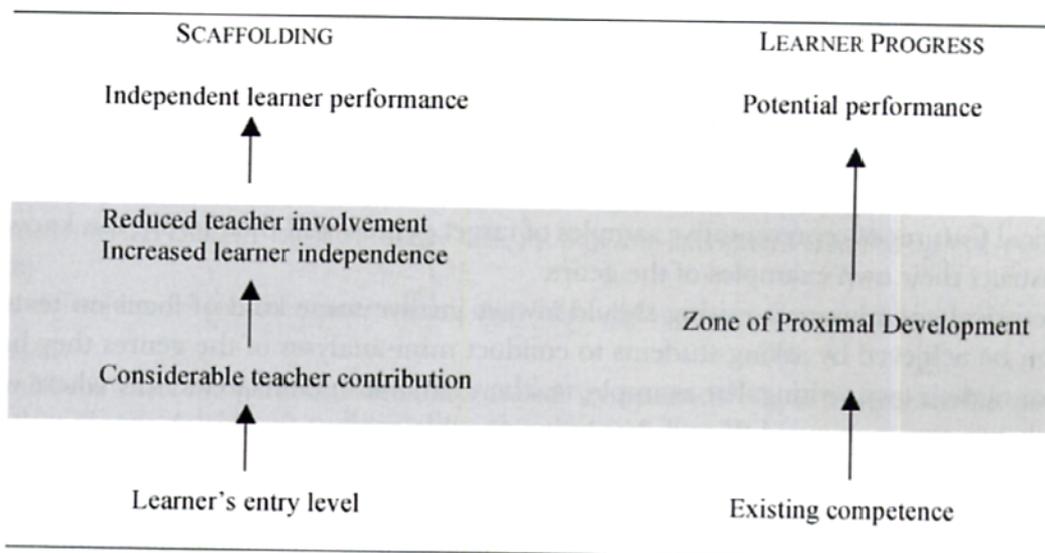
Figure 1.5: Scaffolding and Collaboration in the Learning Cycle. (Hyland, 2008: 559)

Conclusion

Some of the repercussions that the status of English as lingua franca has had on the English language teaching profession have been sketched out. This unprecedented status has contributed to coming of age of the English for Specific Purposes Movement which is, in turn, changing the nature of English language teaching through developing a pragmatic pedagogy based on the explicit teaching of the knowledge constructs, discourse conventions, and registers of specific disciplines, and geared towards issues of content. Many innovations that have been sharpened in ESP such as needs analysis and genre approaches are crossing over to ELT in general and writing in particular.

The gradual development of L. M. D. Students' discipline-specific writing competence requires a synergy of efforts between the writing course teachers, on one hand, and the content area modules teachers, on the other. An effective way for achieving this synergy is through the adoption of a balanced approach that addresses all the aspects of academic discourse competence. In this regard, the genre-based approach appears to be the most promising.

Some traditional traditions in first and second/foreign language writing pedagogy in the form of a historical chronology were discussed with reference to the advances they have made in understanding the essential nature of elements constituting discourse competence. Throughout this discussion, we defended the argument that the development of a discipline-specific discourse competence requires the adoption of a genre-based syllabus mediated by a task-based approach for course design in an EAP context; the last part was devoted to the presentation of the different perspectives on and the essential elements of task-based language syllabus design so as to allow a better appreciation of the modern pedagogy of the teaching/learning cycle.

2. Chapter Two

Genre as a Vehicle for Developing a Discipline-specific Academic Writing Competence

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Conclusion

Introduction

As has been pointed out in the previous chapter, a number of schools in linguistics, education, and literary criticism have induced English language teaching to shift its focus to giving a growing importance to the social dimensions of language in developing discourse skills. This shift in focus gave birth to a genre-based pedagogy geared towards developing discourse competence through teaching whole texts that are appropriate to social contexts.

Issues that are necessary to grasp the genre-based approach are presented so as to provide the theoretical and research background for addressing and investigating the problem of the observed discrepancy between the writing course and writing in the content modules in the English curriculum of the licence degree in the Algerian context.

Two controversial points of view concerning the design of English for Academic Purposes writing courses in higher education are foregrounded. The proponents of the first view argue in favour of articulating academic writing syllabi around the notion of identifying generic features of academic registers that can generally be applied to all academic fields, while the proponents of the second view defend the idea that there exist differences in genre among academic disciplines which distinguish one particular discipline from other disciplines, and, thus, academic writing syllabi especially at the more advanced levels should comply with this orientation. More particularly, this section aims to answer the question, to what extent is the genre approach conducive to developing a discipline-specific competence in academic writing?

These different issues along with the examination of the elements of syllabus design will serve as basis for considering the scope of two models of genre-based writing instruction syllabi: Feez (1998) Text-based syllabus and Bruce (2008) social/cognitive genre syllabus.

2. 1. The Genre-based Approach

Three different theoretical views to genre: Systemic functional linguistics, English for specific purposes and rhetorical genre studies are presented. In addition, the experience of practitioners in the Brazilian context to develop a local solution through achieving a synthesis of the different genre traditions is sketched.

More than quarter a century ago, a major paradigm shift has begun to take place in literacy studies both at the theoretical and pedagogical levels. In the late 1980's and 1990's,

much of the theoretical interest has shifted from psycholinguistic /cognitive literacy theories and "The process Approach" to a contextual approach, to the notion of genre in language learning classrooms. This paradigm shift has influenced first the domain of English for Specific Purpose (ESP), but it has increasingly spread to other areas of English language teaching. Genre approaches can, in some ways, be regarded as an extension of product approaches because they regard "writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced. " Badger and White (2000: 153). These approaches draw on the theory of learning that derives essentially from the ideas of Vygotsky (1962, 1978), and Bruner (1986) and language –learning studies by Halliday (1975) and Painter (1991) and represent a strong corrective reaction to the prevailing process approaches. Hyland (2004) strongly makes this point:

Adherents to process approaches to writing create situations in which students ultimately find themselves held accountable for knowing a set of rules about which no one has ever directly informed them. Teachers do students no service to suggest, even implicitly, that "product" is not important…students will be judged on their product regardless of the process they utilized to achieve it. And that product, based as it is on the specific codes of a particular culture, is more readily produced when the directives of how to produce it are made explicit. (Hyland, 2004:8)

Unlike the process approach which focuses on general principles of thinking and composing, the genre based approach is more socially oriented and focuses rather on "the forces outside the individual that help guide purposes, establish relationships, and ultimately shape writing. " (Hyland, 2004:7). This approach presents a different view where Writing is viewed as "an essentially social activity in which texts are written to do things, the assumption being that if the reader cannot recognize the purpose of a text, communication will not be successful. '(Tribble, 1996:37). These approaches highlight the discourse and contextual aspects of texts that have been neglected by other approaches. Badger and White (2000) succinctly describe these approaches view to writing and writing development:

"…genre-based approaches see writing as essentially concerned with knowledge of language, and as being tied closely to a social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provides by the teacher. "(Badger and White, 2000: 156). Moreover, the proponents of this pedagogy suggest that "knowledge about language should be taught in an explicit manner. " (Firkins, Forey, and

Sengupta, 2007: 341). This emphasis on the explicit teaching of the discourse and functional properties of text is underpinned by the broader view to education that sees that

> The whole point of pedagogy is that it is a way of short-circuiting the slow process of natural discovery and can make arrangements for learning to happen more easily and more efficiently than it does in 'natural surroundings' …Pedagogy is bound to be a contrivance: that is precisely its purpose. If what went on in classrooms exactly replicated the conditions of the world outside, there would be no point in pedagogy at all. And…the advantage of pedagogy is denied if it just leaves learners to learn by doing without quite deliberately contriving ways of assisting them in getting to know the language system at the same time, as the essential resource for their doings. (Feez, 1998: 21)

Genre-based writing instruction begins with the purposes of communication before moving to the stages of the texts that express these purposes following the teaching –learning cycle that was briefly described in Chapter one.

2. 1. 1. Major Traditions in Genre-based Pedagogy

As the title suggests, genre-based pedagogy does not form a unified approach. Various traditions and thus various views to the concept of genre have shaped the way this concept has been used in genre pedagogy and research. These competing views to genre are, according to Barawashi and Reif(2010), reflected in the etymology of the word genre itself which was originally borrowed to English from French. This word, i. e. , genre, according to the same source, can be traced through its related word gender to two Latin words: the noun genus and the verb gener. The former means 'kind' or 'class of things' whereas the latter means 'to generate'.

Different traditions and intellectual resources coupled with different pedagogical imperatives and conditions have led to the emergence of different approaches to the characterization and the enactment of genre knowledge. As far as writing instruction is concerned, three theoretical and research traditions can be distinguished in the literature related to genre: Systemic Functional Linguistics (SFL) (also known as the Sydney School), English for Specific Purposes (ESP), and the Rhetorical Genre Studies (RGS)

2. 1. 1. 1. Genre as Social Purpose: Systemic Functional Linguistics

It is interest in the social dimensions of language that was at the genesis of the development of genre pedagogy in writing instruction. Halliday's work on Systemic-

Functional Linguistics (e. g. Halliday, 1973), critical approaches to education promoted by Paolo Freire in *Pedagogy of the Oppressed* (1970) and the work on power and discourse by Michel Foucault served as the theoretical foundations for what has become known as the Sydney school of genre.

This orientation, qualified as being the most clearly articulated and pedagogically successful of the three orientations to genre according by Hyland (2004), has been developed in the 1980's and throughout the 1990's by the Sydney-based genre theorists (for example, Martin (1997, 2000), Christie (1997), Halliday (1994)) in response at least partly to discontent with the efficacy of the then prevailing process-based writing approaches. Concerned with providing learners with access to what are perceived as the most powerful genres of written and spoken text in society, the Sydney proponents of this approach made the interesting distinction between genres that are personal—such as recount, narrative, moral tales, myths and those that are factual, such as procedure, description, report, explanation and argument (Kamler, 2001, 83). These genre theorists operating in an English as a first language context argued that process-based approaches, by encouraging student expression and discovery process through their emphasis on personal genres, deprive students of knowledge about the relationship between text structures and social functions, thus resulting in the reproduction of 'social inequality by denying traditionally marginalized students access to academic and cultural texts. ' (Barwashi and Reiff:2010; 32). On the basis of this diagnosis, a number of theorists and researchers collaborated with teachers in order to develop an empowering pedagogy destined to school children, which draw most particularly from Halliday's Systemic Functional Grammar.

Developed as a genuine alternative to transformational generative grammar and heavily influenced by cognitive psychology, sociology and educational theory, Systemic functional grammar describes language as a semiotic system or a systemic resource for meaning as opposed to Saussure's system of signs, and linguistics, following this approach, is viewed as the study of language users 'potential to mean. Unlike its predecessors, this linguistics school views language as an open system and context-sensitive means of communication. The task of the applied linguist following this approach consists of finding ways to adapt the multifunctional nature of language to the requirements of the learners. In order to achieve this aim, writing pedagogy should articulate the text-context relationship. this relationship between Texts and contexts is realised at two levels : register and genre (Hyland, 2004). To create a text, writers start with making choices in *register* with respect to three broad

dimensions: Field(the social activity in which people are involved and what the text is about), Tenor(the relationship of the participants in the interaction), and mode(the role of language (written, spoken, , etc.). These register variables represent the constraints that each specific context of situation exercises (formal/informal, personal or familiar /professional relationship) on the writers' language choices. Consequently, texts pertaining to scientific or academic fields have fairly predictable features of lexis and grammar whereas personal and informal texts usually contain less restricted range of meanings and grammar (for example, academic paper on criminology). In addition to the level of register, the text-context interaction is achieved through genre. Genre is the construct which reflects how the writer's linguistic choices (register variables) are conditioned by the social purpose he intends to achieve through composing a given text. In this sense, 'genre connects culture to situation, and register connects situation to language' (Barawashi and Reif, 2010: 33).

The Sydney School has often been criticized for its tendency to show genres as being comprised of elementary, so-called, 'sub-genres', such as narration, description, explanation, evaluation, argumentation etc. , while neglecting a clear focus on establishing their specific genre conventions. It is another approach to genre, English for Specific Purposes, to which we will turn now, which provides us with such vital information.

2. 1. 1. 2. Genre as Professional Competence: English for Specific Purposes

The emergence of English as a lingua-franca in an increasingly globalized world is both increasing the worldwide interest in English language learning/teaching and changing the nature of ELT itself. The English for Specific Purposes movement in general, and one of its branches, EAP, in particular is leading this change. The branches of ESP are developing a pragmatic pedagogy that orientates students to issues of content. This pedagogy is based on the explicit teaching of the knowledge constructs, discourse conventions, and registers of the specific disciplines in order to enable students to write effectively in their academic assignments. A variety of options have so far been proposed in order to encourage students to engage directly with the knowledge of other disciplines: linked courses (where teachers of English collaborate with faculty from other disciplines as they tie their writing to the discipline-based assignments /curriculum) , sheltered courses (where instruction is oriented toward the discourse of the student's speciality), reading /writing courses, and content-based instruction. Among the important innovations that have been sharpened in EAP and that are

now crossing over to ELT in general and ESL/EFL writing in particular is the genre-based approach. (McDonough, 2005).

Driven by the pedagogical imperative different of catering basically for the needs of the advanced students who are non-native speakers of English, which makes it the most relevant of the three traditions to the Algerian context, ESP developed a pragmatic genre-based pedagogy that draws from different schools and approaches including the Sydney school and New Rhetoric Studies. In ESP, the construct of Genre is used as a tool for designing and teaching academic and professional writing to non-native speakers of English so as to enable learners to ' access to career opportunities, positive identities, and life choices'(Hyland, 2004, 45); the ESP movement aims at widening understanding about a range of written genres and developing better teaching/learning conditions for their acquisition to take place. The concern with cross-cultural issues and L2/FL dimensions are distinguishing features for ESP compared to the other two schools of genre, SFL and NR (Hyland, 2004, 45).

John Swales, the dean of genre studies in the ESP tradition, acknowledges that perhaps the sole original contribution of this tradition to the theory of genre lies in the applied dimension it has given to the ideas emanating from the other two major genre schools so as to render the teaching/learning based on explicit descriptions of the formal characteristics of genres possible (Swales, 1990). He articulates this applied orientation in the following relatively long definition that he gives to the notion of genre, and that- for the sake of explicitness and clarity-we feel obliged to report here almost verbatim:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. (Swales, 1990: 58)

As shown in this definition, Swales conception of genre is based on three interlocking key elements: genre, communicative purpose, and discourse community. As far as discourse community is concerned, Swales (1990) sets six defining criteria that he succinctly summarized as follows: 'there are common goals, participatory mechanisms, information exchange, communicative specific genre, a highly specialized terminology and a high general level of expertise. ' (Swales, 1990:29). Given its importance in determining the internal

structure of a particular genre, defining communicative purpose that an identified genre intends to achieve in a discourse community constitutes the starting point for a typical genre analysis within the ESP tradition. One of the problems that may arise in this regard is that a given genre may serve sets of different communicative purposes. As far as the pedagogic solution proposed in this thesis is concerned, Swales interestingly notes that 'in the academic context, a genre with high potential for conflicting purposes is that of the student written examination. '(Swales, 1990: 47). Hence the need for the faculty staff to work together in order to set explicit criteria for the definition of this important academic genre's purpose. Within the framework of the communicative purpose definition, the analysis proceeds then from a genre schematic structure-made up of rhetorical moves- to its lexico-grammatic features(style, tone, voice, grammar, syntax) that realize each rhetorical move (Barawashi and Reif, 2010: 46). An example of this analysis is offered in the analytical framework of the argumentative essay proposed by Hyland (1990) and used as the basis for the design of a unit of work for teaching this genre proposed in the last part of this article.

Modern ESP pedagogies focus on providing students with exposure to a wide range of genres and rhetorical experiences and on encouraging them to analyse their genre practices using a methodology based on the provision of rhetorical consciousness raising tasks where students are usually required to compare texts and write mixed genre portfolios (Hyland, 2004). Hyland (2004) summarized the advantages that the ESP approach to genre offers to students and teachers as follows:

−An efficient way of identifying the texts learners will need to write in a particular context

−A means of sequencing and grouping texts

−A description of the typical features of key genres that students can draw on for their professional or academic lives

−An ability to understand what happens in real-world interactions and a means to participate in these interactions

−A way of seeing how genres are interrelated in real life and an authentic context for developing skills in a range of spoken and written genres

−An understanding of the roles and purposes of writers and readers-why someone would write and read the genre.

2. 1. 1. 3. Genre as Situated Action: The New Rhetoric

This third perspective on genre differs considerably from the two preceding approaches in two important aspects: the theoretical foci and the view to the utility of the concept of genre as a teaching tool. Flowerdew (2002) distinguishes between linguistic and non-linguistic approaches arguing that 'ESP and the Australian school take a linguistic approach, applying theories of functional grammar and discourse and concentrating on the lexico-grammatical and rhetorical realization of the communicative purposes embodied in a genre, whereas the New Rhetoric group is less interested in lexico-grammar and rhetorical structure and more focused on situational context-the purposes and functions of genres and the attitudes, beliefs, values, and behaviours of the members of the discourse communities within which genres are situated. ' (Flowerdew, 2002: 91)

Linguistic approaches

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Situation   Text

←--

New Rhetoric approach
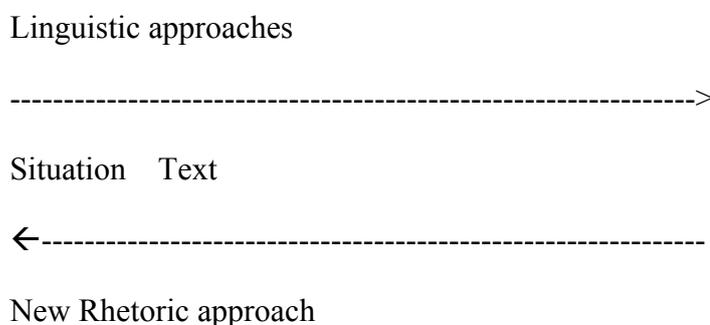
Figure 2.1 : Two Opposing Views Towards Text and Context of Situation
(Flowerdew: 2002: 92)

In other words, the New Rhetoric approach differs from the two preceding approaches in that it uses the text as a basis to interpret the situational context, whereas SFL and ESP do precisely the opposite by using the situational context to interpret the linguistic and discourse structures that make up texts. This difference is due the fact that this perspective unlike the preceding ones did not emerge a pedagogical imperative but rather from the ideological and social perspectives of the postmodernists social and literary movement (especially Bakhtin (1981)) and American rhetoric and composition studies. Employing more ethnographic than linguistic research tools, this school investigates the correlation between the linguistic similarities of texts and the regularities of the social activity. Genre, in this approach, is seen as social action and, accordingly, "understanding genres involves not only describing their lexico-grammatical forms and rhetorical patterns but also investigating their social, cultural, and institutional contexts. " (Hyland, 2004: 36)

The second important aspect on which NR differs from the other genres concerns the importance of genre to language teaching. While both ESP and SFL are based on the assumption that genres can be captured, taught, and acquired in the classroom, NR adduces the view that genres are 'so slippery and evolving-and thus thoroughly contextualized-that building a curriculum around them is a virtual possibility' (Johns, 2002: 4).

In addition to questioning the value of genre in the writing class, NR raises the ideological issue of the relationship among genre, power and authority. NR theorists argue that 'By providing writers with socially authorized ways of communicating, genres also promote the interests of those with the power to authorize these genres. In other words, genres incorporate the interests and values of particular social groups in an institutional and historical context and work to reinforce particular social roles for individuals and relationships between writers and readers. 'Hyland (2004: 37). NR theorists criticise the SFL 'accomodationist', pragmatic approach by maintaining that facilitating a wider access to the valued genres of a given culture through teaching represents a flawed and dangerous agenda because it deprives the students of the necessary critical approach that enables them to resist a culture's hegemonic texts. 'Genres…function to empower some people while oppressing others, and if writing teachers ignore this dimension of genres, they simply reproduce power inequalities in their classrooms. '' (Hyland, 2004: 37)

In spite of its sceptical attitude towards the "teachability" of genre, this approach raises some valuable questions for those pursuing or intending to pursue a genre-based pedagogy. These questions are summarised by Johns (2002:9) as follows:

1. What sorts of communication does this genre encourage? What sorts does it constrain against?

2. Does it empower some people while silencing others?

3. Are its effects dysfunctional beyond their immediate context?

4. What are the political and ethical implications of the rhetorical situation assumed by a particular genre ?

5. What does the genre dignify (for example, about a discourse community)?

2. 1. 1. 4. The Brazilian Synthesis

The story of the development of the genre-based approach is another even more pertinent case in point. This approach has been developed in Australia by local practitioners and for purely local needs consisting of addressing the needs of marginalized groups in society such as immigrants through teaching them the empowering factual genres of the language. The objectives of developing such innovation are succinctly put by Martin (2000:121),

> We have been asked to comment on obstacles to our field …For linguistics as social action to be effective, it has to evolve-to be recontextualized in relation to new problems and in relation to informing theories…To get this kind of dialectic working, we have to communicate across frontiers, as part of transdisciplinary initiatives. Dividing up a problem so that it can be addressed by different theories doesn't encourage the dialogue we need. Rather we need to move beyond difference towards overlapping and intruding expertise…

This innovation then has migrated to the U. S where it has led to the thriving of the powerful and influential school of the Rhetoric Genre Studies. But, perhaps, more importantly, this innovation has been appropriated by the English language teaching practitioners in Brazil, an emerging country and one of the leading countries in the world as far as the ESP profession is concerned. Being the only Portuguese speaking country in Latin America, this country thus suffers from a language handicap that is more serious than ours. This handicap, however, has not prevented the practitioners in this country from developing what has come to be known in the genre-based literature as the Brazilian approach to genre.

> Brazilian educational model—A pedagogical approach informed by theories of socio-discursive interactionism and the Swiss genre tradition. The Brazilian model brings together a focus on genre awareness, analysis of linguistic conventions, and attention to social context. Its pedagogical sequence generally begins with writing activities that draw on writers' previous genre knowledge and experience, moves to analysis of genre within rhetorical and social contexts, and culminates with (re)production of the genre. (Bawarshi and Reiff, 2010: 210)

2. 1. 2. Genre Knowledge

The notion of genre equips writers with the necessary knowledge to produce effective texts through fostering their ability to notice similarities or differences among texts and to write to respond to them appropriately. Genre-based pedagogy therefore holds a number of advantages for the writing classroom. Hyland (2004:55) singles out two advantages as being

the most important: "1. It stresses that genres are specific to particular cultures and communities, reminding us that our students may not share this knowledge with us. 2. It urges us to go beyond structures, vocabulary, and composing to incorporate into our teaching the ways language is used in specific contexts. "

A good grasp of the appropriate genres is a prerequisite for any successful participation in different social events. Genres, however, are abstract concepts because what participants in communicative events do handle in reality are texts, and not genres. Consequently, genre knowledge is more often than not merely 'vague and schematic' (Hyland, 2004: 55). Hence, it is the frequency of occurrence of any given genre in communication events which determines our familiarity and thus mastery of that genre.

Genre knowledge as an operational whole of discourse competence consists of six elements: schema, shared communicative purposes, text conventions, grammar, context and register, and cultural context.

2. 1. 2. 1. Genre Knowledge and Schema

Genre knowledge is schematic in nature because it can only be developed through repeated experiences. One theory of memory which best explains this phenomenon is called the schema theory:

> The basic idea, originally suggested by Bartlett (1932), is that human memory consists of high level structures known as *schemas*, each of which encapsulates our knowledge about everything connected with a particular object or event. This notion has been taken up and expanded to cover many different situations. Examples are schemas for actions, like riding a bicycle, schemas for events, like going to restaurant, schemas for situations, like working in an office, schemas for categories like birds or mammals. (Greene, 1986:34)

This cognitive model which has been initially applied on reading comprehension before being expanded to cover other areas of language learning claims that the organization of memories as schemas guides the interpretation of events, utterances and written texts. It follows then that our ability to comprehend or produce effective texts is dependent on our ability to relate to our prior knowledge concerning those texts. This is the assumption that underlies the use of reading model texts and pre-writing activities in the writing classroom so as to stimulate and foster the recall of the topics and vocabulary necessary for the production of effective texts.

The proponents of genre-based teaching adopt a broader socially enriched view of schema that includes in addition to content and background knowledge of the contexts and purposes of genres. Genre knowledge, according to this view, does not involve only grammatical competence, but it involves the competence to participate in authentic communicative events. Personal and cultural experiences are essential components this broader conception of genre knowledge schemata.

Such a view has two major implications for writing pedagogy. On one hand, it implies that L2/FL students may select and write genres in a non authentic way due to their development of genre conceptions that divert from those of the native speakers, and, on the other hand, and in response to this, SL/FL writing teachers should raise their students awareness not only to the linguistic properties of writing genres, but, more importantly, to their cultural and institutional dimensions as well.

Genre knowledge is thus culture-specific offering a more comprehensive view about the cultural contexts in which writers, readers and texts interact. Knowledge about the identity of the readers, their interests, and their prior knowledge about the subject and the textual characteristics of the genre is primordial for writers if they are to take account of their readers in the composition of their texts. Nowadays and due to the marked progress in written communication, there is general agreement that

> what the reader understands from a text is dependent not only on what is contained in the text but also on his or her organised knowledge of the topic. This prior knowledge is organised into frames known as schemata and there is now substantial experimental evidence to support claims that both native and non-native speakers rely substantially upon them in comprehending what they hear and read(Carrell, 1984). (Kusel, 1992:459-460)

> Kusel (1992, 459-460) divides prior knowledge or schemata into different types:

> . . . a formal schema contains linguistic knowledge whereas knowledge of the world in general (i. e. non-linguistic knowledge) is organised into "content schemata. Schemata are, of course, developed through experience; each experience we have will permit us to confirm or perhaps modify existing schemata. Formal schemata are built from experience with text; we will develop expectations about the structuring of text, at every level from the morphological to the rhetorical, and use these expectations to assist in the process of new texts. If the text departs in some way from our conventional expectations it becomes harder to understand.

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2. 1. 2. 2 Knowledge of Shared Communicative Purposes

Swales (1990) defined genre as a class of communicative events that share a communicative purpose. The notion of a shared communicative purpose thus is a defining criterion of any genre. The structure and content of genre are determined by the goal that it purports to achieve because any genre is assumed to represent the most efficient and economical tool to attain that goal. Genres therefore can be classified according to the goals they seek to achieve.

Classifying genres according to their goals, however, is not uniform among the different genre schools. The Australian school classifies texts according to their everyday use into recounts, narratives, explanations, and so on. ESP theorists, on the other hand, classify genres according to the goals of social groups. The most important genres to language teachers according to this view are the term paper, the lesson plan, and the five paragraph essay.

Another important dimension with regard to the social purposes of genre is the number of roles available for those involved in achieving these purposes. Hyland (2004) distinguishes between the role for example of the "expert knower" assumed by the textbook writers especially when addressing a novice audience and the role of student in academic essays. He argues that in this second case the role are reversed because

> …students try to demonstrate their understanding of the topic –and an appropriate degree of intellectual independence-to expert readers. A "good student" role requires a display of content knowledge and a perspective on it that is appropriate for the discipline-and this is usually the teacher's perspective. (Hyland, 2004: 61)

As far as power and authority in this context are concerned, contrary to other genres, the teacher who is in most cases the primary and perhaps the only audience for the text adopts an evaluative role enjoying greater power than the writer. In reaction to this 'writers may then see it as an advantage to take on a more modest and unassertive role, perhaps toning down their confidence in expressing ideas, adopting a more tentative voice, avoiding challenges to valued ideas, and so on. ' Hyland (2004: 61)

The social purpose of a genre, however, does not necessarily determine the writer-reader roles. Hyland and Hyland (2001) carried out a detailed text analysis of the written feedback given by two teachers to ESL students over a whole course. The teachers' feedback was analysed according to its function (praise, criticism, suggestions, etc.). The study showed that the most frequently function was praise, but surprisingly enough, this was often used to 'sugar

the pill', i. e. , to soften criticisms and suggestions rather than just to reward good work. Figure (2.2.) illustrates some strategies used by these teachers to moderate their dominant role so as not to sound over-directive or prescriptive vis-à-vis students' performances.

Paired comments Combining criticism with either praise or a suggestion
Vocabulary is good, but grammar is not accurate and often makes your ideas difficult to understand.
This is a very sudden start. You need a more general statement to introduce the topic.
Hedged comments Using model verbs, imprecise quantifiers, etc., to soften criticisms
Some of the material seemed a little long-winded, and I wonder if it could have been compressed a little.
Your conclusion was a bit weak.
Personal attribution Responding as ordinary reader rather than as expert
I'm sorry, but when reading this essay I couldn't see any evidence of this really. Perhaps you should have given me your outline to look at with the essay.
I find it hard to know what the main point of each paragraph is.
Interrogative form Expressing doubt or uncertainty in the comment
The first two paragraphs –do they need joining?
Have you used quotations here? Some of it sounds like it might be.

Figure 2. 2: Mitigation strategies in feedback comments (based on Hyland and Hyland, 2001:211)

2. 1. 2. 3. Knowledge of Text Conventions

The notion of communicative purpose is central to genre, but it is not immediately perceived. Consequently, genre knowledge is often considered by teachers to be confined to text structure (i, e, a shared sense of conventions of grammar, vocabulary, content, organization and so on). These features shape readers expectations about texts pertaining to any genre, and any diversion or omission of the expected features can have serious consequences especially in academic contexts.

However, genre knowledge involves choice as much as it imposes constraints. Regularities concerning any genre imply constraints, but these constraints do not concern every aspect of genre. Experienced users of any genre have at their disposal a range of options, but these options are not unlimited. Both choice and constraint combine to form genre because it is constraint that renders the expression of meaning possible (Hyland 2004). In the writing classroom,

> teachers should recognize the possibilities of genre variation to avoid dogmatic assertions. We need to encourage a sense of exploration and experiment among our students so they can come to see the possibilities of

expression that lie open to them. Equally, however, most genre manipulation is realized within the broad limits of a genre and is often very subtle. We have to ensure that students see that taking liberties with formal constraints is often risky and can result in readers' failing to recover their meaning and purpose. (Hyland, 2004:64)

One way of enabling students to differentiate between genres and to recognize the boundaries that separate one genre from another is by informing them about the essential features that should be present in a text so as to qualify as an example of a particular genre. Genre pedagogy can provide students with the necessary explicit knowledge about the conventions governing different genres so that can exercise more effective control when producing them.

Swales (1990) suggests that a more effective way of dealing with genres is by adopting the notion of "family resemblance."He argues that "what holds shared membership together is not a shared list of defining features, but inter-relationships of a somewhat looser kind" where the focus is on similarities to prototypical cases of a particular genre (Swales, 1990, 49). Following this notion, Feez (1998) describes the common features that characterize a set of different genre. According to her the Australian Certificates in Spoken and Written English include the following families of text types outlined in table (2. 1.):

exchanges	. simple exchanges relating to information and goods and services . complex or problematic exchanges . casual conversation
forms	. simple formatted texts . complex formatted texts
procedures	. instructions . procedures . protocols
Information texts	. descriptions . explanations . reports . directives . texts which combine more than one of these text-types
Story texts	. recounts . narratives
Persuasive texts	. opinion texts . expositions . discussions

Table 2.1 : Families of Text Types (Feez, 1998: 86)

For example, she describes in some detail the family of persuasive genre as follows,

> Persuasive texts include opinion texts, expositions and discussions. Persuasive texts can be the most demanding texts because not only are they often about general and sometimes quite abstract categories, they also demand that the user works with a rhetorical rather than a real-world logic. In other words the logic of the text is decided on by the speaker or the writer. It is not a logic which is tied to anything in the real world, such as time or the way rain is formed. As persuasive texts become more complicated, they sometimes shunt from talking about general categories to using specific examples to support an argument. (Feez, 1998: 90)

Table illustrates the common features in genres within the framework of the *Certificates in Spoken and Written English.* The table can serve in the location of the generic features that may be used to scaffold students' performances as they progress from one text-type to the next. They can also be used to define the students' zone of proximal development with regard to the learning of these elements.

Category	Genre	Purpose	Structure	Significant language features at the intermediate level
Information Text	Writing. C15: report	. to give information about one type Of thing or way things are	General statement Descriptions/ Explanations . Other sections As required	. organised and sequenced information well-constructed Paragraphs . range of cohesive devices, eg conjunction, reference . general categories of people and things . present tense and supporting tenses . passive voice . necessary vocabulary
Persuasive Text	Writing C16: short Opinion Text	. to argue for a particular point of view	. Thesis . Arguments . Reinforce-ment of thesis	. arguments and supporting evidence in well-constructed paragraphs . conjunction, eg causal, comparative, conditional . reference signalling and retrieving information . modality . conditional clauses . necessary vocabulary at Appropriate level of abstraction

Table 2.2: Common Features and Families of Genres (Feez, 1998:93)

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2. 1. 2. 4. Genre Knowledge and Grammar

In genre pedagogy, a good grasp of the grammatical options and constraints is central to writing instruction. As a matter of fact, grammar instruction has always been part and parcel of writing instruction, but the tasks used are generally disconnected to writing tasks or part of remedial work to respond to recurring errors. As a result, students develop merely an incipient decontextualized grammatical knowledge that they hence fail to use to express the meanings these items express in the context of a particular genre. Grammar instruction within this is justified and has a important role to play, but, whereas the traditional approach to grammar views it as a set of rules applicable across contexts, genre-based grammar teaching serves to raise learners' awareness to genre conventions that enables them to produce texts that are well-formed and live up to the expectations of their readers about any particular genre. Grammar knowledge is therefore seen as a set of conventions related to whole texts and serve as ways to express a host of cultural meanings. This approach to grammar as a way of creating cultural meanings is more clearly explained by Knapp and Watkins (1994, p. 8, cited by Hyland, 2004:68)

Grammar from a discourse perspective is a name for the resource available to users of a language system for producing texts. A knowledge of grammar by a speaker or a writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate texts. A genre-based grammar focuses on the manner through which different language processes or genres in writing are codified in distinct and recognisable ways. It first considers how a text is structured and organised at the level of the whole text in relation to its purpose, audience and message. It then considers how all parts of the text, such as paragraphs and sentences, are structured, organised and coded so as to make the text effective as written communication.

2. 1. 2. 5. Knowledge of Content and Register

Readers' schemata or prior knowledge do only not concern the formal aspects of texts, but it also includes knowledge about the topics and registers appropriate to a genre. This type of knowledge is what renders the language of a text suitable to the requirements of a particular situation and writing task. Moreover, this knowledge is schematic: it is stored as accessible units that writers or readers refer to and make use of when dealing with texts. Schema theory and research suggest that there are three points concerning this knowledge that have important implications for students' writing proficiency:

– Students will write more when they are writing on a topic they are familiar with, a view supported by research with L2 students…

– Like genre knowledge itself, the background knowledge writers draw on to create content is partly shaped by cultural experiences.

–Content knowledge is cognitive and social, as it draws on both individual and community knowledge.

(Hyland, 2004:72)

As a consequence, first, handling content in the writing classroom may present a big challenge to students when they lack prior knowledge about the topics and assignments in the writing classroom. In the context of the present study, it will be argued that writing instruction will be more rewarding if there is a stronger link between the topics and content of the content modules and those of the writing course. Second, schemata knowledge as have been said earlier is culture-specific. Cultures do not attribute the same meanings to social events and relationships. Students may wrongly apply their L1 cultural standards when producing second/foreign language texts because they do not possess the target cultural schemata. Last but not least, one of the important distinctions made by schema theory is that between shared versus new knowledge. Readers would be disappointed when having to deal with content that is either known or not related to their 'prior knowledge.

As far as the last point is concerned, and because the roles in academic contexts are reversed as have also been mentioned earlier, L2 students do not generally have a clear understanding of their readers /teachers' knowledge or more accurately expectations base and consequently they most often than not find themselves at a dilemma with regard to what to include and what to omit in their essays. As Hyland (2004:74) has accurately remarked,

this problem is particularly acute in subject classes, where part of the purpose is to display knowledge that the reader already has, rather than to make judgments concerning what a reader will find new or novel. The ability to judge the understandings and needs of an audience and to manage specific disciplinary or professional knowledge is an essential element of genre knowledge and often crucial to students' academic success.

There are three kinds of choices that should be taken into consideration when creating content: field (the writer's ability to make appropriate register choices), tenor (the ability to use the language suitable to express the appropriate relationship with readers) and mode choices (the ability to discuss the content of texts while adopting the appropriate "semiotic distance").

2. 1. 2. 6. Knowledge of a Cultural Context

The notion of cultural context encompasses all the other aspects of genre because it refers to the schemata or shared knowledge about the various non-linguistic factors that influence the production and comprehension of different genre. Knowledge of the cultural context enables students to approach the text as an authentic instance of human activity.

In order to better understand the notion of cultural context, a distinction should be made between the contexts of composing, for example, the tasks and situations that writers deal with when they write, and the contexts of use, i. e, the understanding that writers have about the purposes and uses their completed texts aim to achieve. While teachers are usually familiar with the demands of contexts of composing, it is the second aspect, knowledge of the contexts of use that requires scant attention. According to Hyland (2004:78), to recognize and appreciate the contextual demands, students should develop three types of knowledge:

(1) the user's knowledge of the community of readers and writers who will make use of the text,

(2) the relationship of the text to other similar texts, and

(3) the way the text is used to communicative activities.

Although genre knowledge can be segmented to all the previously mentioned components, it should be perceived as a 'unified understanding of the regularities of purpose, form, and social action occurring in a given context. Genre pedagogy seeks to design courses that provide students with an explicit knowledge about the ways language is used so as to enable them to write effective texts.

2. 2. Advantages of Genre-Based Writing Instruction

The proponents of the genre-based approach maintain that the strength of genre emanates from the fact that this new paradigm in the teaching of academic writing subsumes the advantages of all the preceding approaches. Kay and Dudley-Evans (1998:310), for example, argued that

> The concept of genre provides a way of looking at what students have to do linguistically-what kinds of discourses they have to be able to understand and produce in speech and writing. It also provides us with an understanding of why a discourse is the way it is, through a consideration of its social context and its purpose. Genre would thus seem to be a potentially very powerful pedagogical tool. …The positive points made

were that a genre-based approach is empowering and enabling, allowing students to make sense of the world around them and participate in it, and be more aware of writing as a tool that can be used and manipulated. It enables students to enter a particular discourse community, and discover how writers organize texts; it promotes flexible thinking and, in the long run, informed creativity, since students 'need to learn the rules before they transcend them.

Hyland (2004:10-11) summarizes the advantages that attributed to the use of genre-based instruction as follows:

Genre teaching is:

Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills

Systematic. Provides a coherent framework for focusing on both language and contexts

Needs-based. Ensures that course objectives and content are derived from students needs

Supportive. Gives teachers a central role in scaffolding student learning and creativity

Empowering. Provides access to the patterns and possibilities of variation in valued texts

Critical. Provides the resources for students to understand and challenge valued discourses

Consciousness raising. Increases teacher awareness of texts to confidently advise students on their writing.

While admitting that these characteristics are not unique to genre pedagogy, Hyland (2008) maintains that this pedagogy is the only one that aspires to achieve them all. Hyland (2004:11), highlighting the importance of explicitness characteristic of this approach, adds that

Perhaps the most important feature is that the approach sets out to provide students with an explicit understanding of how target texts are structured and why they are written in the ways they are. This explicitness gives teachers and learners something to aim at, making writing outcomes clear rather than relying on hit-or-miss inductive methods where learners are expected to acquire the genres they need from simply writing or the teacher's feedback on their essays.

Genre-based pedagogy thanks to the afore-mentioned advantages is supposed to empower both teachers and students through providing them with an explicit knowledge of the appropriate language forms. This orientation shifts writing instruction from the implicit and exploratory as has been the case within the process approach to a conscious manipulation of language and choice.

2. 3. Reservations about Genre Instruction

Like the other approaches, this approach has been subject to criticism as well. Reservations were made especially by the proponents of the theories of critical pedagogy and process approaches.

While acknowledging the effectiveness of genre pedagogy in rendering the dominant genres of English accessible to learners, critical pedagogy raises suspicions as to the political repercussions of doing so. The direct retransmission of text types promoted by the genre approach reproduce and strengthens the prevailing power structures that support them and thus maintains the social inequalities, which entails potentially damaging effects especially in Second language acquisition contexts.

Likewise, the genre approach came under attack from the proponents of the process approach in reaction to which they have been developed in the first place. Genre pedagogy, according to them, carries the potential danger of stifling creativity. Instead of allowing apprentice writers to learn the different genres for themselves, the teachers following this approach may fall in the trap of prescriptivism and tell learners exactly how to write certain texts. Hyland (2004:19) further elaborates this point:

> Genre pedagogies assume that L2 writing instruction will be more successful if students are aware of what target discourses look like, and so teachers provide students with opportunities to develop their writing through analyzing "expert" texts. It is, however, this reproductive element that many teachers have been suspicious of. They argue that the explicit teaching of genres imposes restrictive formulas that can straightjacket creativity through conformity and prescriptivism; the genres might be taught as moulds into which content is poured, rather than as ways of making meanings.

Even though this point cannot be dismissed completely, a good grasp of the concept of genre and a sufficient mastery of its methodology will certainly enable teachers to avoid this potential danger.

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The genre does not dictate that we write in a certain way or determine what we write; it enables choices to be made and facilitates expression, but our choices are made in a context of powerful incentives where choices have communicative and social consequences. Genre pedagogies make both constraints and choices more apparent to students, giving them the opportunities to recognize and make choices, and for many learners, this awareness of regularity and structure is not only facilitating but also reassuring. As Christie (1989) points out, choice is enhanced by constraint. We might add that the ability to create meaning is made possible by awareness of the choices and constraints that the genre offers.

Hyland (2004: 20)

The potentially negative side of genre approaches of treating learners as largely passive reproducers of texts can therefore be avoided by adopting a more positive view that acknowledges that "writing takes place in a social situation, and is a reflection of a particular purpose," and understands "that learning can happen consciously through imitation and analysis." Badger and White (2000: 157)

2. 4. Genre-Process Connections

A number of EFL/L2 writing specialists have argued that process and genre approaches are not mutually exclusive and that a combination of both approaches would be the best way to supplement and round out the weaknesses of each of them (Hyland, 2003, 2004); Flowerdew, 1993; Badger and White, 2000; Feez, 1998). A comparison of process and genre approaches (as shown in table 2. 3.) corroborates the view that

> Writing involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches). Writing development happens by drawing out the learners' potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches). (Badger and White, 2000: 157-158)

The two approaches that are usually presented as opposed to each other can therefore be combined together " to ensure that learners develop understanding and control of the three most important aspects of writing :" The **processes** of text creation, the **purposes** of writing and how to express these in effective ways, and the **contexts** within which texts are composed and read and that give them meaning. " Hyland (2004: 21). One way of achieving this synthesis between these two approaches is to start with an approach and adapt it.

In this thesis, it is argued that the text-based syllabus proposed by Feez (1998) and the dual social genre/cognitive genre syllabus proposed Bruce (2008) represent good examples of a synthesis between the two approaches. While being primarily genre-based, these approaches leave a room for linguistic skills, such as planning and drafting.

Attribute Process Genre
Main Idea Writing is a thinking process Writing is a social activity
Concerned with the act of writing concerned with the final product
Teaching Focus Emphasis on creative writer Emphasis on reader expectations and
Product
How to produce and link ideas How to express social purposes effectively
Advantages Make processes of writing transparent Makes textual conventions transparent
Provides basis for teaching Contextualizes writing for audience and
Purpose
Disadvantages Assumes L1 and L2 similar Requires rhetorical understanding of texts
Overlooks L2 language difficulties Can result in prescriptive teaching of texts
Insufficient attention to product Can lead to over attention to written
Products
Assumes all writing use same processes Undervalue skills needed to produce texts

Table 2.3: A comparison of Genre and Process Orientations(Hyland, 2003:24)

2. 5. Academic Writing Competence: Generic or Discipline-specific?

Hyland and Hamp-Lyons (2002, cited by Bruce 2013:2) define English for Academic Purposes (EAP) as follows:

> . . . language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts. It means grounding instruction in an understanding of the cognitive, social and linguistic demands of specific academic disciplines

Bruce (2008) proposed that

> novice writers need to be trained as discourse analysts in order to develop heuristic processes and frameworks to analyse the discourses of their subject areas, and thereby develop understandings of linguistic, procedural and socially situated knowledge in order to construct their own texts competently. (Bruce, 2008: 10)

The main goal of any EAP writing course is to enable learners to develop an acceptable level of academic writing competence. Academic writing competence refers to the set of attitudes, knowledge, skills and strategies needed to satisfy the expectations of an academic discourse community (Hu, 2007). Developing an adequate level of such competence is a

prerequisite for learners' entry and success in academic settings. Acquiring this competence, however, is a difficult enterprise for second language/foreign language learners. These difficulties are due to an inadequate understanding of a wide range of issues such as L2/FL proficiency and cross-cultural differences in the construction and organisation of texts. Academic writing competence is, by nature, transcendent. That is, its usual purpose is to enable students to write better not for EAP writing course but for academic purposes. What makes the acquisition of an adequate level of this competence even more important is the fact that 'in university settings, disciplinary knowledge and understanding are largely expressed and rewarded through writing' (Hyland, 2004). This applies also to a great extent to the curriculum of the licence in English where at least one of the main goals of the writing course should be to enable learners to write better in the content modules. Researchers have long noted, nevertheless, the existence of a discrepancy between the writing classes and the academic courses in terms of the emphasis placed on various aspects of writing. (Leki and Carson, 1997)(Hyland, 1990, 2004) (Chimbganda, 2001). According to Hyland (1990:66), this discrepancy is due to the fact that

> Much of the published advice on teaching writing skills to second language students in recent years has focused on the "process approach". The emphasis has been on optimising opportunities for learner writers to "discover meaning" and engage in interaction with their audiences. However, this concentration on composing strategies has meant that an important aspect of writing instruction is frequently overlooked: The problematic business of precisely defining the required product.

Genre teaching with its pedagogy founded on teacher and peer support and an explicit regard for language seems to be the best remedy for this problem. Genre-based consciousness-raising and linguistic awareness tasks offers the writing teacher effective tools to demystify the academic genres through explicitly establishing the features of different text types and their schematic structure for students so that they can write them effectively.

The change in the notion of genre has led to the adoption of a broader view of context that relates textual features to broader facets of the context, such as discipline, writing task, and student background. Recent research on writing in different disciplines has focused on studying the connection between textual features and disciplinary values. In this vain and in order to explore more fully the relationship among various contextual features surrounding academic writing produced by students, Samraj (2002) proposed a taxonomy of contextual layers arranged into levels as shown in figure(2.3) to depict how various contextual elements

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may be related to one another. The taxonomy explains how contexts as a whole interact with text.
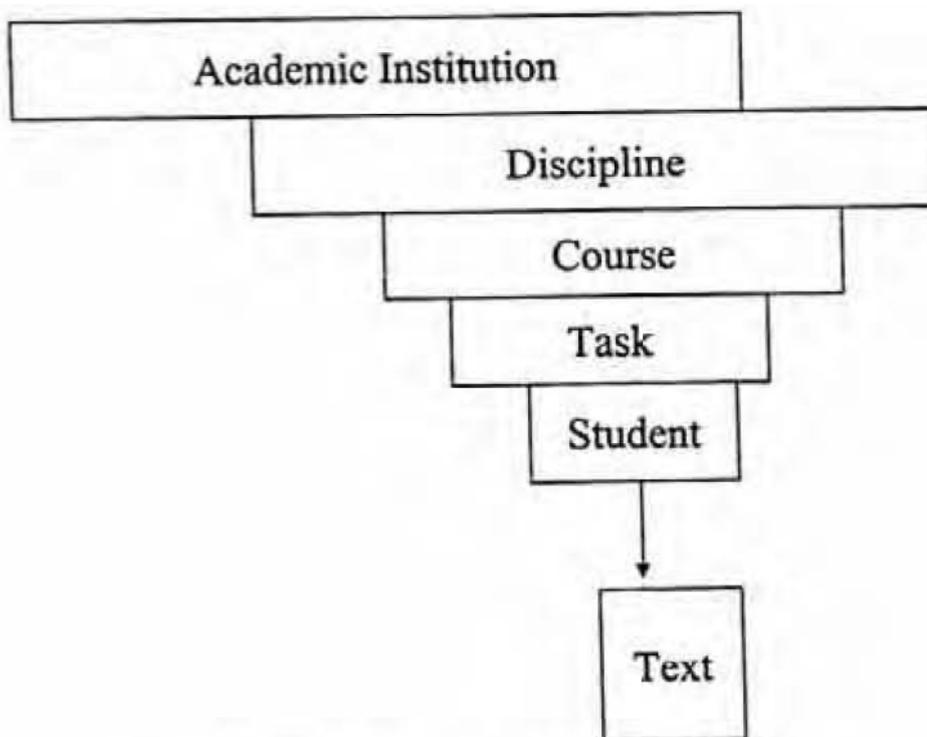
Figure 2.3: Layers of Contexts (Samraj (2002: 165))

Before turning to consider in some detail how genre analysis has demonstrated that the discourses of the university represent a variety of discipline-specific illiteracies, the defining features of academic writing that distinguish it as specific register different from other types of writing will be first considered.

2. 5. 1 Academic Registers

Students of English as a foreign language at the university face the double task of mastering the concepts and content of different subjects areas and developing the skill to write effectively and appropriately in this foreign language, which is in itself a difficult endeavour even if for the established scholars in their domain because writing in the language of one culture does not correspond exactly to the writing done by expert writers in another.

Genre analysis has made a great contribution in this domain because it has not only shown that the discourse of the university represent a variety of discipline-specific literacies, but it has also shown that a bundle of grammatical and lexical features are sufficiently prominent for the recognition of academic writing as a specific register(Hyland, 2004). These

features should serve as the starting point for the design and implementation of tasks that aim to raise students' awareness to the connection between writing and academic contexts.

Probably the most salient feature of an academic register, and one that students find particularly difficult is the comparatively high degree of formality characteristic of academic texts. This formality is manifested 'through the use of specialist vocabulary, impersonal voice, and the ways that ideas get "packed into "relatively few words". These features of academic writing break down into three key areas: high lexical density, nominalised style, and impersonality.

Although the subject teachers' expectations concerning the use of these features in academic genres vary from one discipline to another, it is undoubtedly useful to raise students' awarness to the general features that are common to all academic fields as well as to those which are specific to the particular discipline in which they are specializing. Such language awareness is assumed to enable learners to notice genres in order to write them more effectively.

2. 5. 2. Genres and Disciplinary Differences

One of the most important contributions that genre analysis has made to teaching L2 writing in EAP settings is to show that while academic discourse has an identifiable register, language varies considerably across disciplines and sub-disciplines.

An effective way to raise students' awareness to the significant differences in written texts across disciplines is through focusing on authentic texts pertaining to the genres that the students are expected to write and studying the presence and use of the features typical of these differences. One of the major contributions that genre approaches have made to EAP writing pedagogy is highlighting the view to academic writing 'as a situated disciplinary practice' and challenging the students wrongly held ' monolithic, universal view of academic discourse' (Hyland, 2004, 145).

The adoption of genre methods to teaching writing, however, does not exclude the use of the steps and the positive aspects of the writing process such as pre-writing, peer response, and attention to content in producing a piece of writing because as Hyland (2004) rightly observed 'while writers do not learn to write only by writing, they cannot learn to write without writing at all' Hyland (2004, 156-157).

2. 5. 3. Academic Communities and Genre Differences

Developing an awareness of genre variation across disciplines and the typical features of the academic genre of their community is indispensible for writers to establish their claims and to anticipate negative reactions to their views.

> Disciplinary genre variation is based on the fact that academic genres represent writers' attempts to anticipate possible negative reactions to their views and establish their claims. In order to be accepted as legal members of any particular academic community of a a given discipline, writers 'must display familiarity with the practices of their disciplines –encoding ideas, employing warrants, and framing arguments in ways that their audience will find most convincing. Based on their previous experience with texts, writers make predictions about how readers are likely to react to their arguments. They know what they are likely to find persuasive, where they will need help in interpreting the argument, what objections they might raise, and so on. Therefore, this process of audience evaluation helps writers to construct an effective line of reasoning. At the same time it points to the ways language is related to specific institutional contexts

(Hyland, 2008 : 549)

Hyland (2008:549) further adds that

> persuasion in academic genres is much like any other field of writing in that it involves the use of language to relate independent beliefs to shared experience. Writers galvanise support, express collegiality, resolve difficulties, and negotiate disagreement through patterns of rhetorical choices which connect their texts with their disciplines. Most simply, physicians don't write like philosophers nor lawyers like applied linguists. Writers have to establish a professionally acceptable voice and an appropriate attitude, both to their readers and to their arguments, and the analysis of genres helps to show how disciplines create a view of the world through their genre conventions. Communities have different ideas about what is worth communicating, how it can be communicated, what readers are likely to know, how they might be persuaded, and so on.

Table 2. 4. shows that disciplines can be spread along a cline, with the 'hard knowledge' sciences and 'softer' humanities at opposite ends.

Sciences Social sciences Humanities
Empirical and objective   Explicitly interpretive
Linear and cumulative growth   Dispersed knowledge
Experimental methods   Discursive argument
Quantitative   Qualitative
More concentrated readership   More varied readership
Highly structured genres   More fluid discourses

Table 2.4: Continuum of Academic Knowledge (Hyland 2006:550).

Hyland (2008:55) explains the cline as follows:

In the sciences, new knowledge is accepted by experimental proof. Science writing reinforces this by highlighting a gap in knowledge, presenting a hypothesis related to this gap, and then reporting experimental findings to support this. The humanities, on the other hand, rely on case studies and narratives while claims are accepted on strength of argument. The social sciences fall between these extremes. While they have partly adopted methods of the sciences, in applying these to human data they have to give more attention to explicit interpretation…different disciplines value different argument and different writing tasks. So in the humanities and social sciences analysing and synthesising information from multiple sources is important while in science and technology subjects activity-based skills like describing procedures, defining objects, and planning solutions are required. (Hyland, 2008: 550)

Hyland (2008) analysed disciplinary differences with regard to the use of a few features from a series of studies he has done into published research articles over some years. This research was based on a 1. 5-million-word corpus of 240 articles from eight disciplines and interviews with 30 academics. He explains that:

> Essentially, this research describes how writers in different disciplines represent themselves, their work and their readers in very different ways. About 75% of all the features which mark author visibility in a text-such as self-mention, personal evaluation and explicit interaction with readers, for example-occur in humanities and social sciences articles. Admittedly this probably doesn't seem too surprising. After all, science attempts to represent the truths it finds in the lab without the use of rhetoric. It seeks to stamp its claims with a guarantee of reliable knowledge, which, through induction, experimentation and falsification, give us direct access to the external world. But the impersonality of scientific discourse is not an absence of rhetoric but a different kind of rhetoric. It is based, like all writing, on an assumed agreement of how language works.

(Hyland, 2008:550)

One of the most important contributions that genre analysis has made to teaching second/foreign language writing in EAP settings is demonstrating that, while academic discourse has an identifiable register, language varies considerably across disciplines and sub-disciplines. An effective way to raise students' awareness to the significant differences in written texts across disciplines is through focusing on authentic texts pertaining to the genres

that the students are expected to write and studying the presence and use of the features typical of these differences. The genre approaches to EAP writing pedagogy highlights the view to academic writing 'as a situated disciplinary practice' and, thus, challenges the wrongly held 'monolithic, universal view of academic discourse' (Hyland, 2004: 145).

2. 6. Stages in Genre-Based Course Design

Course design is important for teachers and students alike. It provides teachers with a clear framework for the systematic selection and sequencing of the content and tasks necessary for the attainment of the course goals, and offers students an explicit road map about what to expect in the course. In this section, we will discuss what the principles and key concepts of genre-based course design with a special focus on the text-based syllabus and the dual social genre/cognitive modal so as to consider the benefits they might offer to both teachers and students as far as writing instruction is concerned.

In spite of the differences that exist among the different type of syllabi, designing any writing course be it genre-based or not follows a five-steps process (Hyland 2003). This process starts with an analysis of students needs. The content and tasks of the course are then selected on the basis of these needs. After that, these elements are sequenced for effective learning to take place. Finally the course is implemented to provide students with opportunities for writing. As the course progresses, teachers monitor learner development and provide effective intervention when necessary.

Genre-based course design is a systematic process that involves four essential stages sequenced as follows: first, the analysis of learners' needs; second, the identification of contexts of learning and contexts of use; third, the development of goals and objectives; and finally, the sequencing of genres in the text-based syllabus.

2. 6. 1. Needs Analysis

As Samraj (2002) observed, one of the first and major influences of genre pedagogy on EAP was on the domain of needs analysis. English for Academic Purposes (EAP) curricula have not only been increasingly influenced by the results of needs analysis, but the sorts of needs analysis conducted within EAP have been influenced by knowledge about the concept genres and the production of genres. 'Within the EAP tradition, a close relationship between purpose and text structure has been established …and the rhetorical and linguistic features of various types of academic writing have been studied. ' (Samraj, 2002:163)

The starting pointing for the design of any course is, therefore, the analysis of students needs. This represents one of the outstanding influences of the English Specific Movement on the field of English Language Teaching as has been mentioned in the introduction of the first chapter of this thesis. This principle is based on what has become now a conviction that there is no such thing as a general English course and that language teaching using generic programs and materials, not designed with particular groups in mind, will be inefficient, at the very least, and in all probability, grossly inadequate. As Long (2004:1) puts it

> Every language course should be considered a course for specific purposes, varying only (and considerably, to be sure) in the precision with which learner needs can be specified-from little or none in the case of programs for most young children to minute detail in the case of occupationally, academically, or vocationally-oriented programs for most adults.

Arguing that a one-size-fits-all approach has long been discredited by research findings which have clearly demonstrated that each domain has its own specific tasks, genres and discourse practices, he further adds that

> It is not simply that language and skills required to function successfully, and the texts encountered, vary greatly for [a]…student within discipline A, B or C…The variation in language, skills and texts reflects underlying differences in the roles such individuals occupy, and in the beliefs, practices, ways of speaking, and cultures of the often overlapping discourse communities of which they seek to become members. (Long, 2005, 2)

In brief, knowledge about writing and learning is context-specific, and thus liked to the particular students and the environment in which writing instruction occurs.

Like it does to other types of syllabi, this principle also applies to genre-based course design. Genre-based course design, however, does not only view learning to write as being needs- based, but needs-oriented as well. That is, in addition to taking into account the prior learning, current proficiencies of the students, their aspirations and so on, genre-based course design recognizes the importance of identifying the kinds of writing that learners will need to do in the target situations and structure the course around them. As Hyland (2004) puts it

> 'While these future needs might not always be easy to identify, students have general purposes for learning to write, which can help structure a course. One of the teacher's main goals is to help students achieve their own goals, so they can write effectively in their target contexts. ' (Hyland, 2004:88)

Besides viewing learning as being needs-oriented, genre-based teaching is underpinned by four other principles about the nature of language, writing and learning to write : writing is a social activity, learning to write requires explicit outcomes and expectations, learning to write is a social activity, learning to write involves learning to use language.

Genre-based writing course can be organised around either themes or texts. Themes are real-life tasks or situations in which people focus on doing specific things through writing using a set of genres. Themes are more suitable as organising concepts for course content when the focus of the course is quite broad or when the students specific needs are difficult to determine. Themes are chosen on the basis on students needs so as to allow them to draw on their schematic knowledge. Topics are generally used to contextualize research skills and to stimulate different types of writing. As their level progresses, students are required to tackle more abstract topics using increasingly complex genres.

Table 2. 5 illustrates the stages of Genre-based speaking course design from a text-focused perspective.

Step	Example
1. Identify the context	University: focus on preparing students for study at university
2. Develop an aim	To develop spoken and written language skills for university study
3. Note event sequences	These could include : –enrolling at university –discussing course selection –attending lectures and taking notes –attending tutorials –reading reference materials –writing essays –writing reports –Taking exams
4. List the texts required	These could include: –enrolment forms –lectures and tutorial discussions –reading texts: library catalogs; discipline-specific essays, critiques, and reports –exam papers
5. Outline sociocultural knowledge	Students need knowledge of: –academic institutions –academic procedures and expectations –the role of the student –classroom practices and genre knowledge
6. Gather text samples	Written texts: essays, catalogs, journals, textbooks, etc. Spoken texts: record authentic or scripted interactions, find recordings
7. Develop units of work and unit objectives	Coherent units with classes sequenced to provide learners with: –relevant ordering tasks –explicit input –guided practice –opportunities to perform independently

Table 2.5: Designing a Course from Texts (Hyland, 2004:94)

As the figure shows, there are seven steps involved in genre-based design from a text perspective:

'1. Identify the overall contexts in which the language will be used.

2. Develop course goals based on this context of use.

3. Note the sequence of language events within the context.

4. List the genres used in this sequence.

5. Outline the sociocognitive knowledge students need to participate in this context.

6. Gather and analyse samples of texts.

7. Develop units of work related to these genres, and develop learning objectives to be achieved. ' Hyland (2004:92-93)

Building on Burns and Joyce's skeletal outline, Hyland (2004) elaborates on the key stages in designing a genre-based writing course.

2. 6. 2. Identifying Contexts of Learning and Contexts of Use

Students' needs analysis is a central principle and the starting point for any genre-based course. It seeks to answer the question of 'Why are these students learning to write?' by identifying and explicitly stating the competencies that will be required of students in target contexts. The purpose of a genre-based course is to enable the students to move from their current competencies to the identified target competencies through setting objectives, designing materials and employing tasks that are amenable to the achievement of this goal. In order to achieve this, students and teachers should collaborate to analyse thoroughly the present and target situations.

2. 6. 3. Developing Goals and Objectives

After identifying the context and the activities associated with it, the next step is to develop the broad aims and objectives of the course. These general outcomes are usually stated before the course begins taking into consideration information emanating from present and target situation analysis. In a genre-based course, goals are often expressed in terms of the competencies that need to be mastered in order to successfully construct particular kinds of texts.

Knowledge
. The role of written language in the wider culture or specific discourse community
. Kinds of social situations in the target contexts and the ways they predict certain genres
. Appropriate content areas in particular genres
. The writer and reader roles that particular genres make available
. How target genres are organized to accomplish social purposes
. How grammar functions to convey certain kinds of meanings in writing
. When to use a particular genre and how it relates to other genres in a typical sequence
. The value a genre has for a particular community of users
. The formal aspects that a text requires (e. g. , layout, citations, address forms)

> **Skills**
> . Specifying a purpose, audience, and format for a given writing task
> . Generating ideas and planning writing using brainstorming and free writing techniques
> . Drafting a paper
> . Editing a draft for sense, organization, audience, and style
> . Evaluating and editing others' writing
> . Adopting an appropriate interpersonal tone and authority relations in writing
> . Analyzing a specialist text for its structure and characteristic stylistic features
> . Writing an essay with a thesis, supporting argument, introduction, and conclusion
> . Writing an essay using multiple sources and appropriate citation techniques
>
> **Aim**
>
> To assist adult learners of non-English speaking backgrounds to develop the literacy skills required to undertake further education
>
> **Objectives**
>
> Students will be able to:
>
> . Undertake the roles and responsibilities of a learner in a formal learning environment, accepting a degree of responsibility for learning and participating effectively in learning situations
>
> . Use a range of leaning strategies and resources both and outside class, using computers for writing and establishing an appropriate study pathway
>
> . Write a report of 1, 000 words on atopic relevant to the learner using appropriate staging and organizing factual information into coherent paragraphs with appropriate vocabulary and grammatical structure for and against, including supporting evidence to support claims. The writing will display appropriate conjunctive links, vocabulary and grammar.
>
> . Write a discussion of 1, 000 words on a topic relevant to the learner using appropriate staging and organizing material into paragraphs that express coherent arguments for and against, including supporting evidence to support claims. The writing will display appropriate conjunctive links, vocabulary, and grammar.
>
> . Write a short formal letter of 100 words using appropriate staging and layout and using paragraphs that express objective information about situations/events, providing information and appropriate evidence to substantiate a claim and request action. Texts will display appropriate conjunctive vocabulary and grammar.

Figure 2.4:Objectives Related to Knowledge and Skills (Hyland, 2004:102)

2. 6. 4. Sequencing Genres in a Text-Based Writing Course

As have been mentioned in chapter 1, a principled way of sequencing content and tasks is central to the design of any language course. In a genre-based course, genres can be sequenced in a variety of ways: by topics, by families of genres, using Genre sets and repertoires.

In a genre-based writing course, there is a special and explicit emphasis on the ways texts are organized and the language choices that enable learners to produce texts that are appropriate to specific contexts. Content in a genre-based course is organised into units of work designed around the social contexts selected within that context. A unit of work can be based on one or several text-types. Each text-type is presented in a cycle of teaching and learning and is selected on the basis of the level of the students, the learning focus of the course and the course objectives. Once the text-type serving as the focus of the unit of work is selected, samples of the text-type representing different language varieties are collected. These texts can be sequenced depending on one or more of the register variables.

Field As the unit of work progresses, learners work with examples of the text-type in the context of different topics. Begin with a topic which is familiar to learners in an appropriate learning domain.
Topics can be selected on the basis of:
–knowledge and vocabulary from earlier units of work which will
be recycled
–knowledge and vocabulary for later units of work which will be
Pre-taught
–a new topic which will be introduced for variety
Tenor As the unit of work progresses, learners work with examples of the
text-type in which the roles and the relationships of the users of the
text-type change.
Mode As the unit progresses, learners work with examples of the text-type
in spoken and written form and from the perspective of more than
one of the macro skills (listening, speaking, reading, writing).

Figure 2.5: Sequencing Texts on the Basis of Register Variables (Feez, 1998:115)

2. 7. Two Models of Genre-based Writing Syllabi

In this section, the text-based syllabus and the dual social genre/cognitive genre syllabus are presented. The former represents the SFL response in Australia to the need for the English language teachers there to teach whole texts in order to empower marginalized groups of immigrants whereas the latter illustrates a proposition that fits within the ESP genre tradition, the aim of which is to address the academic writing needs of students of English as a second /foreign language.

2. 7. 1. The text-based syllabus

Feez (1998) Text-based syllabus stands as an example of the SFL response in Australia to the need for the English language teachers there to teach whole texts in order to empower

marginalized groups of immigrants. Text-based syllabus design is based on the following principles:

. Teaching explicitly about the structures and grammatical features of spoken and written texts

– Linking spoken and written texts to the social and cultural contexts of their use

– Designing units of work which focus on developing skills in relation to whole texts

– Providing students with guided practice as they develop language skills for meaningful communication through whole texts.

(Feez, 1998: V)

Compared to the traditional syllabi types, the text-based syllabus manifests a better understanding of how language is structured and how language is used in social contexts. The characteristics of the text-based syllabus are outlined in Table (2. 6.) (Feez, 1998, 3-4). The genre-based approach to learning and the teaching/learning cycle based on the concept of scaffolding, which was explained in chapter one, are considered to be the most appropriate to realising text-based content in the classroom.

Syllabus type	A text-based syllabus can be thought as a type of mixed Syllabus. This is because all the elements of various other syllabus types can constitute a repertoire From which a text-based syllabus can be designed.
View of language	Language occurs as whole texts which are embedded in the social contexts in which they are used.
View of language learning	People learn language through working with whole texts.
Syllabus elements	All the elements of a text-based syllabus are given unity and direction by being organised with reference to holistic models of content and methodology.
Content	The content of a text-based syllabus is based on whole texts which are selected in relation to learners' needs and the social contexts which learners wish to access.
Methodology	The methodology which supports a text-based is based on a model of teaching and learning in which the Learner gradually gains increasing control of text-Types. Using this model, it is possible to develop sound principles for selecting and sequencing the Content elements of the syllabus and for determining the methodology with which to implement the Syllabus

Table 2.6: The Characteristics of a Text-based Syllabus (Feez, 1998: 3-4)

2. 7. 2. The Dual Social Genre/Cognitive Genre Syllabus

Bruce (2008, 2013) argues that the proliferation of the terms referring to the discourse entity that should serve as basis for the design of genre-based, analytic approaches as shown in the table (2.7) below is a major source of confusion because terminology is used in different ways by different researchers. This confusion is not the result of disagreement over terminology per se but it rather concerns a 'fundamental disagreement about the very nature of the object of enquiry, what it is that is being investigated or classified (Bruce 2013: 4). The fact that genre is being used in the different models as a descriptive and classifying tool of " a unit of language operational whole" (Bruce, 2013:4). According to him, reaching an agreement concerning the types of knowledge constituting genre necessitates the drawing of a clear distinction between two important underlying constructs, namely text and discourse:

> Text…is the written record on the page (such as a written document or the written transcription of a dialogue), while discourse includes the written record as well as the social and cognitive operations that surrounds it, in both its creation and interpretation. (Bruce, 2013: 4).

Whole texts Parts of texts	Whole texts Parts of texts
genre (Hasan 1989; Swales 1990; Bhatia, 1993; Fowler 1982) text genre (Pilegaard & Frandsen 1996; Werlich 1976) macro-genres (Martin 1994, 1995, 1997)	genre (Swales 1990, 1998, 2004) elemental genre (Feez 2002) text type (Biber 1989; Pilegaard & Frandsen, 1996; Werlich 1976) rhetorical functions (Lackstrom, Selinker & Trimble 1973; Jordan 1997) rhetorical modes (Silva 1990) macro-functions (Council of Europe 2001) macro-genres (Grabe 2002) séquences (Adam 1985, 1992) discourse patterns (Hoey 1979, 1983, 1994, 2002) macrostructures (Van Dijk 1980)

Table 2.7: Diversity of Approaches to Classifying Texts (Bruce, 2013:03)

Table 2. 6. illustrates the proliferation in the literature of the terms referring to the types of genres, which has resulted in a great deal of confusion among genre-based syllabus designers and practitioners with regard to the classification, the sequencing, and the teaching of different genres.

2. 7. 2. 1. Genre Knowledge: An Operational Definition

Drawing on the richness of the different views to genre, Bruce (2008) proposes a dual social genre/cognitive genre modal as a comprehensive way of operationalizing the elements of genre knowledge that accounts for elements of both text-the overt linguistic trace of a discourse process-the combination of the written record and the social and cognitive operations surrounding its creation and interpretation. Bruce's model operationalizes the different elements of genre knowledge as follows:

> The exercise of discourse competence in academic writing involves knowledge elements from several areas, including: the larger social context, including the wider academic world and the specific discipline within which the text is being created; content knowledge that is being represented within a text; socially recognized functions and patterns of organisation of whole texts; meta-cognitive knowledge employed in the internal structuring of stretches of text that relate to a general rhetorical purpose; and, systems of the language including orthography (spelling), vocabulary, syntax and grammar which support all of the above.

(Bruce, 2013:3)

Bruce's model is based on the distinction between social genre and cognitive genre:

> Social genre-refers to socially recognized constructs according to which whole texts are classified in terms of their overall social purpose…Purpose here is taken to mean the intention to communicate consciously a body of knowledge related to a certain context to a certain target audience. Cognitive genre-refers to the overall cognitive orientation and internal organization of a segment of writing that realizes a single, more general rhetorical purpose [such as] to recount a sequence of events, to explain a process, to present an argument

(Bruce, 2008: 39)

Following this classification, examples of social genres include personal letters, novels and academic articles. Examples of cognitive genres, on the other hand, include description, narration, commentary, exposition, exegesis, explanation, demonstration, instruction, argumentation, and persuasion. In this regard, and always according to Bruce (2008), cognitive genres can be aligned with macrofunctions as described by the Council of Europe's Common Framework of reference.

The distinction between social and cognitive genres entails that each type draws on a different set of knowledge elements. The knowledge elements involved in the social and the cognitive genre type are summarized in the table below:

Social genre elements
Context (Widdowson 2004)
epistemology (Lea &Street 1998)
stance (Hyland 2005)
content schemata (Hasan 1989; Swales 1990)
Cognitive elements
Gestalt pattern of ideas (Johnson 1987)
General textual patterns (Hoey 1983)
Relations between propositions (Crombie 1985)

Table 2.8: The Social Genre/Cognitive Genre Model: Knowledge Elements (Bruce, 2013:5)

2. 7. 2. 2. The Relationship between Social and Cognitive Genre Knowledge

As far as the relationship between social and cognitive genres is concerned,

> a particular example of a social genre (e. g. a personal letter) may draw upon a range of different cognitive genres in relation to the different rhetorical purposes that may characterize different sections of the overall message, for example presenting an argument or providing an explanation

(Bruce, 2008: 39)

Bruce (2008) advocates that the genre-based development of a discourse competence in academic writing should be carried out in relation to the level of education at which a writing course is located. In other words, the focus of the course at each level should be compatible with the learners' discourse needs. Most of English for Academic Purposes (EAP), according to him, are taught at three levels: pre-university level, undergraduate level, and postgraduate level.

Considering that the pre-university EAP courses cannot have a single discipline specific focus and, as a consequence, pedagogic units cannot be organized around the texts and practices of a single discipline, the development of a discourse competence at this level, according to him, needs to be achieved in two ways. First, focusing on cognitive genre knowledge that articulates the more general features of discourse structure in academic texts. Second, the use of the acquired cognitive genre knowledge in a multi-context, multi-textual

phase of learning unit in order to examine and deconstruct discourse from a variety of subject areas or disciplines.

As far as the second level or the undergraduate university level is concerned, in Bruce's New Zealandan context, this course aims to satisfy needs in academic English of students who enter the university with a level of proficiency that still have a range of general language problems. One of the pressing needs at this level is the development of an adequate level of a discourse competence in academic writing in different subject areas with different epistemological roots. As a result, syllabus designers usually encounter a great difficulty in pinning down the discourse requirements of undergraduate assignments genres pertaining to such a wide array of disciplines. Therefore, the solution, always according to Bruce (2008), is to supply students with the right means 'to interrogate, deconstruct and appropriately respond' to different cognitive and social genres.

Finally, the third level in his classification concern the level of EAP postgraduate courses which focus generally on the written and spoken genres of reporting research, an area informed by the deepest research base. Examples of reporting research include the dissertation, the research article, the conference abstract, the conference paper, the grant proposal, and the book review. The courses at this level should 'constantly alert students to disciplinary differences in the research-reporting genres' (Bruce, 2008: 146).

2. 7. 2. 3. Social and Cognitive Genre Knowledge in Material Design and Pedagogy

Bruce (2008) outlines the staging of a proposed EAP syllabus unit incorporating both social and cognitive genre knowledge as follows:

–A small sample of authentic texts are selected to be used as a basis for examining the social and cognitive elements of the genre.

–The syllabus unit follows top-down principles (social genre before cognitive genre).

–The linguistic features that relate to the more socially constructed elements of the genre are dealt with at the social genre analysis stages.These could include elements such as technical lexis and metadiscoursal features (with the possible exceptions of transition markers, which it is proposed here are dealt with more adequately as part of the cognitive genre focus).

–The sample of texts is examined for its use of cognitive genres.

–One (or more) of the most commonly occurring cognitive genres is deconstructed in terms of its higher-level organizational features and as a framework around which to practice salient features of grammar and syntax.

–The cognitive genre framework provides opportunities for writing practice, whereby students construct new texts with an intensive focus on organizational and linguistic features. (Bruce, 2008:147)

Conclusion

The controversy over whether to design academic writing syllabi around the generic features of writing or to take into consideration the genre –based analysis of disciplinary differences was presented. The main goal of this presentation was to raise awareness to the fact that there are a different range of academic literacy practices relevant to particular academic fields and disciplines rather than a single academic literacy. Developing students 'awareness of and training them through a lengthy apprenticeship process on the intricate literacy differences of academic disciplines will certainly be conducive to rendering them better academic writers.

The cognitive/social syllabus model, presented in this chapter as an example of a genre-based EAP writing syllabus, represents a practical plan for the development of students' discipline-specific discourse competence through a gradual shift in focus from the generic features (the cognitive genre knowledge) in the initial levels to the discipline-specific aspects (the social genre-knowledge) in the more advanced levels.

3. Chapter Three

Forging a Discipline-specific Authorial Voice in Academia:
The Place and Role of the Argumentative Essay

Introduction

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Conclusion

Introduction

The principles of genre-based teaching and assessment of the essay in general and the argumentative essay as a means of fostering critical thinking in particular will be presented. This presentation is built around the defence of two essential arguments: the necessity of the adoption of the essay as an essential building block of students writing competence that serves as a stepping stone towards writing longer pieces of writing in the curriculum, and the merits of analytical criterion-referenced scoring procedures over holistic scoring in increasing the transparency of the expectations and evaluation criteria of the subject area modules of the curriculum, thus, leading to a sensitive increase in the washback effects of the essay as the sole evaluation tool across the curriculum. The adoption of this theoretically informed solution is supposed to lead to bridging the gap between writing in the writing course and writing in the content modules of the curriculum.

3. 1. The Role of the Essay in the Set of Academic Genres

The relationship between essay writing in the writing course and essay writing within the English language curriculum is central to the argument defended along the present thesis: bridging the gap between writing in the writing course and writing in the subject area modules of the curriculum depends on the adoption of the academic essay genre as the only teaching and evaluation tool both in the writing course and the content modules. The adoption of this solution depends primarily on bringing about a change of attitude by all faculty staff to the place and role of writing teaching and assessment across the curriculum; the L. M. D. innovation built on the principle of gradual specialization should be conceived of as a long time process apprenticeship where novice academics 'discipline specific discourse competence is gradually scaffolded by expert members in order for them to eventually become established members of the community of practice they wish to enter. Achieving such a synergy among faculty stuff, however, is a demanding, yet rewarding enterprise. It is demanding because it requires these faculty members first to appropriate what Clyne (1987) calls 'culture-bound discourse norms' and subsequently strive to transmit them to the novice members. In this regard, the essay should also serve an essential link in the chain of academic genres in the educational system that ensures a smooth and gradual movement leading to the production of longer pieces of academic writing assignments such as the research paper and the dissertation. It is Swales (2004) that has first advocated that different genres should be conceived of as genre chains, genre sets and genre networks. This conception of the academic

writing assignments across the curriculum as a chain is based on a logic parallel to 'the cumulative demonstration of expertise in course assignments' in the American educational system described by Swales and Lindeman (2002:105) :

> From a rhetorical perspective, doctoral education in the U. S. can be seen as a cumulative, if untidy, acquiring of expertise in the academic genre set that orchestrates a graduate student's chosen field. We can see this as a kind of generic escalation, marked by steps that impose increasing levels of communicative demand on the student. A typical writing sequence might show a cumulative demonstration of expertise in course assignments, term papers, independent research papers, research proposals, publications, and finally a dissertation.

3. 1. 1. Writing in the Writing Course and Writing in the Disciplines

A considerable bulk of research was carried out during the 1980s and early 1990s, and has focused on graduate L2 students acknowledged problems that are due to the '… enormous disparity [that] might exist between their disciplinary knowledge and sophistication and their ability to write in English…' (Leki, Cumming and Silva, 2008: 38).

This research has shed light on these students'

> …struggles in finding themselves called upon to write discipline-specific texts, including theses and dissertations, with the curricular aid of only elementary and general-focus L2 writing courses, courses whose practices did not always support and at times even conflicted with disciplinary practices (Hansen, 200; Shneider & Fujishima, 1995).

(Leki, Cumming, and Silva, 2008: 38)

Algerian university students of English as a foreign language, who have no prior experience with this language as a medium of instruction, have found themselves in a similar anomalous situation. These students are expected to plunge directly into writing essays and sometimes longer pieces of writing such as research papers and dissertations in content modules, which represent in fact established academic disciplines, while following or immediately after finishing a general writing course that requires them to do relatively little or no writing specific to these disciplines and provide them with only little feedback on their writing. In addition, the criteria of evaluation in these content modules remain implicit, and hence occluded for the students despite the long period they might spend in the academic setting.

In order to render the gradual move from the mastery of essay writing to longer pieces of research smoother and easier, we need to foster in these students rhetorical flexibility and genre awareness through the adoption of a genre-based pedagogy in writing teaching and assessment. The key to developing learners' rhetorical flexibility depends on, one hand, on raising their awareness to the specific disciplines norms and expectations in terms of the schematic structure of the academic essay, and, on the other hand, on the articulation in the curriculum of the genre-based similarities and differences between the different academic writing assignments. A growing number of genre-based descriptions of academic and professional writing have come into existence especially in the last two decades. Some of these notable publications are worth noting here.

3. 1. 2. A Move Analysis of the Structure of the Research Article

The seminal work on the rhetorical structure of academic writing has been conducted by John Swales, the dean of genre studies. The tasks that focus on the appreciation of textual aspects of texts enable students to develop what Swales calls (1990: 213) calls "rhetorical consciousness". Swales has for some time focused on studying of the research article as a distinctive genre type and has developed analytical frameworks to interpret the structure of the main sections of the research article in general, and the introduction in particular. Introductions, according to him, 'are known to be troublesome, and nearly all academic writers admit to having more difficulty with getting started on a piece of academic writing than they have with its continuation' (Swales, 1990, 137). The aim of the introduction is to "re-establish in the eyes of the discourse community the significance of the research field itself; the need to 'situate' the actual research in terms of that significance; and the need to show how his niche in the wide ecosystem will be occupied and defended" (Swales, 1990: p. 142). Swale's framework for analysing introductions consists of three moves each composed of one or more steps. Move 1 corresponds to the goal and current capacity, Move 2 to problem and Move 3 to solution or criteria of evaluation. In move 1, the writer may choose one of the following three options to establish a territory: to claim the topic to be central in importance, to make broad topic statements to provide background, or to review previous research. In Move 2, The writer may establish a niche through counter-claiming or indicating a gap to be researched. The writer may occupy move 3 by outlining the purpose of the research article or indicating the nature of the research to be reported.

Swales and Feak (1994 and Paltridge and Sarfield (2007) are examples of a growing number of books and articles that are now available and that provide learners with genre-based descriptions about practically almost all type of academic texts that they are supposed to produce.

Before examining similarities and differences between the academic essay and other academic genres, we will start first of all by dealing with some research that has examined the essential features and problems of essay writing in academic contexts. This section reviews some of these studies together with the most significant findings of this line of research.

3. 1. 3. Academic Essay Writing Norms

On the basis of his study of essay-writing manuals in Anglo-Saxon countries, Clyne (1987) summarized the academic community expectations of discourse in this genre as follows:

> Essay form is essential for most upper school assignments. (This does not apply to the U. S. where the big composition thrust is in the first year of tertiary education.)
>
> The aim of an essay should be deduced strictly from the wording of the topic or question, which needs to be defined at the beginning. . .
>
> Relevance is advocated as the primary virtue to be striven for in the construction of an essay. . .
>
> The end of one paragraph should lead to the beginning of the next, which (especially in the U. S.) should generally be a topic sentence.
>
> Expectations (3), (4) and (5) are all tantamount to requiring a linear development of texts.

(Clyne, 1987: 212)

3. 1. 4. Academic Register

Dudley-Evans (2002) summarized the linguistic features of the English academic style expected in academic essays as follows:

'

> **1.** the preference for more formal verbs such as *investigate* rather than *look into, fluctuate* rather than *go up and down, obta*in rather than *get,* and **so** on;

2. the need t o avoid colloquial expressions such as *sort of negative, the future is up in the air, pretty good;*

3. the need to avoid contracted forms such as ***isn't, can't,*** and **so** on;

4. the preference for nominalised forms, for example, *the cooperation of lBM and Apple led to the establishment of a new factory rather than IBM and Apple have been cooperating, and this has led to the setting up of a new factory;*

5. the avoidance of **"run** on" expressions such as ***etc. ,*** and ***and so forth;***

6. the careful and selective use of the personal pronouns *l, we,* and *you* and the avoidance of ***one;*** and

7. the avoidance of direct questions and the preference for indirect questions.

(Dudley-Evans, 2002: 230)

Mastering the production of these generic features of academic essay writing is necessary but certainly not enough. In addition to this and according to Kusel (1992: 460), 'academic essay writers must become familiar with: (a) the knowledge base of the subject and its organization (=content schemata), and (b) the text conventions of the subject (=formal schemata), which will include use of specialized lexis, methods of argumentation, degree of subjective opinion tolerated, and so forth. '

Following a rhetorical-functional approach, Kusel (1992) studied the structuring of native and non native undergraduate students 'coursework essays introductions and endings across six subject departments. The study aimed at assessing the extent to which essay introductions and endings vary within subjects and from one subject to another in addition to which rhetorical categories are useful for the analysis of these sections of essays. 50 essays written by different students and drawn equally from five subject departments in Christ Church College of Higher Education, Canterbury (i. e. 10 essays from each department) were analysed. The five departments specialise in: (1) Teacher Education, (2) English Literature, (3) History, (4) Geography, and (5) Language Teaching (TEFL).

The study suggests' that there may be some systematic variation in the way different academic discourse communities expect essay writers to compose essays. The researcher, for example, reported that he found the introductions to English Literature essays to be quite different from those of the other disciplines.

After a brief synopsis outlining the purposes of the essay and an indication of the route, the introductions would set out at some length the main themes of critical enquiry that would be taken up later in the essay-a sort of skeleton essay, in effect. At this point the students did not make any claims for the importance or application of their enquiry; the intrinsic interest it generated rendered it worthy of study.

(Kusel, 1992: 464)

The author of the study concludes that

there may be some systematic variation in the way the different academic discourse communities expect essay writers to compose essays. It follows that students can develop their writing competence by individual study of subject-specific texts written by and for their specialist discourse community. This involves more than mere reading; it involves an analysis of texts aimed at revealing rhetorical characteristics which, if incorporated into essays, will enhance their quality. The role of the language tutor then becomes one of providing frameworks for this analysis and benchmarks for criticism, guiding students in their development of analytical reading and of reading in role.

(Kusel, 1992: 468)

More importantly, Kussel (1992) that a consideration of writing programmes for non-native speaker students has led him to suggest that the development of a discipline-specific academic discourse competence should be considered as a shared responsibility among the writing course teacher and the faculty staff where each instructor assumes a different role:

These students progress along a continuum from general writing skills in English at early stages to academic writing skills when advanced. As the students become more engrossed in writing within their discipline, the responsibility for linguistic development must pass in turn from the general language teacher to the specialist academic writing tutor, and finally to the subject teacher. I see this progression of responsibility as an inevitable consequence of the specialised nature of texts in academic subject areas.

(Kusel, 1992: 468)

Another important study carried out by Leki and Carson (1997) investigated the problem of the discrepancy between writing in the writing classes and writing in the academic courses. This study lends further support to the need for fostering students' rhetorical flexibility through raising their genre and discipline specific awareness so as to enable them to transfer the skills they acquire in the writing course to their writing in other academic contexts. Based

on interview data, this study reports on how ESL students in the American context of tertiary education experience writing under each of these conditions in their EAP writing classes and their academic content classes across the curriculum. The subjects' perceptions are important because they are not specific to the particular setting in which the study has taken place. The students reported that what is valued in writing for writing classes is different from what is valued in writing for other academic courses. Leki and Carson (1997) conclude that while encouraging students to bring their own knowledge, cultural backgrounds, and personal histories into their writing is important, the writing course should boost the non-native students linguistic and intellectual growth through providing them with tasks that engage them in a deeper interaction between language; personal interests, needs, and backgrounds; and a wider social world in the form of some kind of external textual (in the broad sense) reality than they are accountable for. It is this kind of instruction that enables the students to better perform in writing new realities and making them their own.

In one of the earliest studies on cultural differences in the organization of academic texts, Clyne (1987) compared 50 academic texts of English and German writers in the fields of linguistics and sociology with a special focus on four important aspects of discourse in these texts, namely linearity, symmetry, hierarchy and continuity. The study aimed at investigating and describing the differences in discourse patterns which potentially operate as a barrier to the exchange of scholarship between two related cultures. This study found that there are indeed very different conventions adhered to. While the English writers followed a linear development in their articles, tended to restrict branching propositions, and produced sections of more or less the same proportions, the German writers used purposeful digressions and repetitions, and constructed disproportionate sections. The English writers tended to use more advance organisers (signposts), more definitions, and more data integrated within the text than the German ones. Clyne (1987) suggested that the differences between the English and German texts may be promoted by the education systems and by varying intellectual styles and attitudes to knowledge and content.

3. 1. 5. A Comparison between Essays in the Writing Course, Examination Essay and Research Papers

As has been mentioned above, increasing the transferability of writing skills from the writing course to the subject area modules and from the essay genre to other genres necessitates an explicit schematic articulation of the similarities and differences between the

different text types and genres in terms of their move structure. Writing teachers and subject area modules for whom this knowledge is, at least, partly known, although perhaps implicitly, should first of all get familiar with the genre-based descriptions now available in various sources and then should strive to promote them through their teaching and evaluation practices.

An interesting study that has attempted to depict the similarities and differences between essay writing in the writing course and essay writing in exam contexts, on one hand, and between exam essays and research papers, on the other, from the perspective of faculty staff expectations is Popken (1989). This study compared students essay exams and research papers in order to test the accuracy of two assumptions: the first one is that 'the essay exams are actually bad for students; many teachers see that exams force students to write under extreme time pressure and assume, because students cannot pre-write and revise extensively, that exams work against students' mastery of writing process skills. The second assumption is that the essay exam does not stand as an independent genre but rather is essentially an imitation to the essay students learn in freshman composition. A pedagogical extension of this second assumption is that students automatically learn how to write essay exams while mastering other kinds of writing tasks in freshman composition. '

Popken (1989) used a composite of research methods to compare the rhetorical context of essay exams with that of research papers. He observed that the obvious difference between the two contexts involves time: naturally, writers did not have the time for invention and revision on exams that they did on papers. In addition to this, there are some other-less obvious and extremely important-differences between the two tasks in areas of (1) pedagogical function; (2) prompts; (3) rhetorical function; (4) mechanics; (5) style; and (6) organization.

Popken (1989)'s analysis of evidence emanating the student writing, the exam and paper prompts, and the faculty survey lead him to challenge the two assumptions about essay examinations mentioned above. As far as the first assumption is concerned, Popken (1989)'s study revealed that the exam essay are not mere imitations of papers because they differ from research them in terms prompts, pedagogical and rhetorical function, style, and organization, exams. . Furthermore, the essay exam has a generic status, and, therefore, learning to write essays will not automatically equip students to write essay exams. One logical consequence of the establishment of the exam essay as a separate genre would be, according to Popken

(1989), to allow it to share centre stage with other prominent academic genres in the students' writing curriculum. Concerning the second assumption, the results of Popken(1989)'s study suggest that' the real essay exam as it is used in the disciplines can actually be rhetorically beneficial to students because it can contribute to enhancing their rhetorical flexibility because the rhetorical knowledge obtained from writing discipline-specific real time essay is different in many aspects from the one obtained from writing research papers. Thus, according to him, the two genres are complementary to each other in rhetorical demands:

> While the exams asked students to work with narrowed topics, the papers asked them to work with broader topics and narrow them. While the exams asked students to go head-to-head with specific course issues, the papers asked them to apply course concepts to outside events or texts. While the exam asked students to address an insider audience, the papers asked them to address less knowledgeable readers. (Popken, 1989: 64)

> The researcher, however, warns us that if we are to teach 'the real exam essay genre', we should imperatively do so 'by recreating the exam context in our classes, using prompting, predispositions, and evaluative criteria characteristic of the real genre. ' Popken (1989: 64)

In this section, we have argued for a assigning a central role to the essay both in the writing course and the content modules because it, i. e, the essay, should serve as an essential building block or "stepping stone" in the student's cumulative demonstration of expertise in course assignments so as to be able to write longer and more challenging pieces of writing such as the research paper and the dissertation that might be required from him at different levels in the university curriculum. It may be appropriate to close this discussion with quote from Johns (2008) that succinctly explains the main idea of this discussion:

> Pedagogies are designed to either TRAIN for specific tasks (i. e., text types) or EDUCATE to cope with an almost unpredictable future. . . education should, in the end, be our goal for novice academic literacy courses, for a genre awareness education will prepare students for the academic challenges that lie ahead. (Johns, 2008: 239)

Recent move analysis work has described the rhetorical structure and the constraints on typical move sequences of various cognitive macro-genres used in tertiary education such as narrative, recount, argument, and report. One type of these, namely, argument appears to be the most challenging to non-native speakers for social and cultural reasons (Reynolds (1993), Abd Al-hak and Ahmad (1994)). Yet, developing the grasp of the essence of this genre is of utmost importance if the writing course is to live up to the challenge of 'assist[ing] novice

writers to achieve this ultimate measure of success, which is the exercise of their own authorial voice within the disciplinary community to which they are bidding for entry' Bruce (2008). In order for them to invent themselves as established members of their discipline discourse community, novice academic learners need certainly to 'establish…their stance in respect of their subject-matter and their engagement with their audience' as insiders in their community of practice (Bruce, 2008: 37)).

3. 2. Teaching the Argumentative Essay as an Academic Genre

Rhetoric, the art of argument, was invented in Sicily so as to enable farmers who have been deprived of their lands by tyrants to get their property back. If this story is true, then, we can safely say that right from its inception learning the art of argument has had as a main goal to empower those living in the margins.

3. 2. 1. Argumentation as a Means for Fostering Critical Thinking

As far as academic writing is concerned, the proponents of the genre-based approach drawing on the strong metaphor of discourse community propose that, in a world where English increasingly plays the role of a lingua franca, it will be more appropriate for language teaching to replace the traditional distinction between native and non-native speakers with a more relevant distinction, namely that between novice and expert members of a discourse community. Following this social constructivist view, language learning for academic purposes is seen as a long process of apprenticeship into the rhetorical conventions of an academic community of practice where learners move gradually from peripheral participation to acquire full membership through acceding and then mastering the valued genres of the discourse community in question.

The genre-based pedagogy for teaching and assessing the academic essay in different disciplines provides novice academic students with rhetorical flexibility and genre awareness that enables them to cope with the writing demands in their classrooms and to live up to academic writing challenges that lie ahead. In order for them to assert an authorial voice in the disciplines for which they bid entry, students 'are expected to develop critical thinking skills so that they can dig deeper below the surface of the subjects they are studying and engage in critical dialogue with its main theories and arguments' Cotrell (2005: 8). The focus of critical thinking is the ability to understand and produce sound arguments, the ability to take a stance and to support it with evidence in order to persuade others to accept your point of view. It

follows, then, that given its importance in forging novice academics identities as members of a discourse community, the argumentative essay should be assigned a central place in the teaching and assessment of writing across the subjects of the curriculum. Writing sound arguments in academic settings, however, is a challenging task fraught with cultural and linguistic difficulties for most ESL/EFL students. These difficulties in writing argumentative essays occur 'because of the norms embedded in the educational systems of ESL students' native cultures' Reynolds (1993/474). The mastery of this macro-genre 'requires that the students be brought up with mentality that can contemplate, act and react, prove and rebut, and take sides. ' Which should be ' the outcome of broader social, cultural, and educational milieus. ' Abd Al-hak and Ahmad (1994, 316). Changing the prevailing social and cultural status quo necessitates the adoption of a liberating post-method pedagogy that fosters learner autonomy but goes beyond treating autonomy as 'only learning to learn …to include a capacity to learn to liberate-that is, to become critical thinkers ' (Izadinia, 2009: 7-9). This new type of education known as critical pedagogy changes the roles of teachers from mere transmitters of knowledge as they have been assumed in traditional pedagogy to become transformative intellectuals (ibid, 11).

Persuasion is writing that appeals to reason, emotion, or ethics (or the sense of right and wrong) . Writing that appeals specifically to reason is often called *argumentation*. Arguing a point in writing entails analyzing a subject, topic, or issue in order to persuade readers to think or act a certain way.

Argumentation is one of the major functions of writing and one of the most required skills in academic settings; writers are expected to expose their ideas in a logical and orderly manner in order to persuade their readers about the plausibility of their position concerning a controversial issue. Although students have trouble with all the different types of writing tasks, persuasive writing appears to be the most difficult and challenging for them. The persistent difficulties are due to the fact that unlike narrative and expository writing that describes familiar information that generally follow a familiar text structure (introduction, body, paragraph) this genre is more complex and requires developing structured paragraphs that introduces the reader to both sides of an opinion or argument, choosing a particular side, and persuading the reader to the writer's side. Composing argumentative essays, then, is a demanding task because it 'necessitates that a number of components or ingredients be identified in order to avoid the impressionistic attitude in the evaluation of writing. ' (Abdelhaq and Ahmed, 1994: 316). Fostering in learners the capacity to defend arguments,

however, is a demanding task and a far reaching goal that cannot be achieved through relying on the efforts of the writing instructor alone or a single syllabus method no matter how effective it is. As Abd Al-hak and Ahmad (1994:316) rightly put it:

> Argumentative writing requires that the students be brought up with mentality that can contemplate, act and react, prove and rebut, and take sides. These qualities cannot be built inside the lecture room only at the hands of an instructor, but are rather the outcome of broader social, cultural, and educational milieus.

Indeed, developing our learners' argumentative competence requires a deep change in 'the social, cultural, and educational milieus.' In order to implement this much aspired for change, a new type of pedagogy called critical pedagogy should be implemented.

3. 2. 2. Critical Pedagogy

According to Akbari (2008: 276), 'Critical pedagogy (CP) in ELT is an attitude to language teaching which relates the classroom context to the wider social context and aims at social transformation through education'. Critical pedagogy in simple terms is teaching with an attitude which 'treats learners as autonomous learners, where learner autonomy means not only learning to learn, but goes beyond that to include a capacity to learn to liberate-that is, to become critical thinkers. . . (Izadinia, 2009: 6-7). This liberating pedagogy marks a departure from traditional pedagogy in that:

> The ideas of sharing authority, negotiation, and humanization to which the changes in classrooms owe a lot have brought a new life to students as social participants as well. They have been invited to be active and critical members in their society and to critique and challenge oppressive social conditions, and that is what critical pedagogy intends to realize. . . (Izadiana, 2009: 8)

The teachers who adhere to this pedagogy assume new identities as "transformative intellectuals" (Giroux, 1988) (As cited by Izadiana, 2009: 11)). In order for them to assume fully the responsibility of this new role they should 'strive not only for educational advancement but also for personal transformation. . . ' Izadiana (2009: 11).

Izadiana (2009:12) identifies and summarizes five key issues that carry the message of critical pedagogy:

–Concsientization: Coming to a critical consciousness is a process whereby individuals develop a greater ability to think critically. This is the ability whereby the learner develops the

awareness of being a subject rather than an object in the world. Paul Freire (1970), the founding father of critically pedagogy, has developed several methods for achieving conscientization;

– Codification: Codification, or code, is a representation of the learner's day-to-day situations, which can be a photograph, a drawing, or even a word. The code or the representation generated dialogues and led to analysis of the concrete reality it represented.

–Generative themes: Generative theme is a single word or phrase that is likely to generate considerable discussion and analysis.

–Problem-posing education/method: problem-posing education, as opposed to banking education, rejects the process of transferring information and favors a view of education that centralizes the practice of dialogue.

–Dialogical method: The core of a transformative pedagogy wherein the individuals can transform the world is a dialogue . . . without dialogue, there is no communication, and without communication, there can be no liberatory education.

In recent decades, there has been a surge in the voices arguing in favour of including target language culture in the methods and texts intended for non-native learners so that these learners develop the right communicative skills that will enable them to communicate successfully with native speakers when they come into contact with them. As a direct reaction to this, a growing number of educators especially in second language teaching contexts have issued warnings against the potential damaging and imperialistic effects of promoting the target language cultures of the powerful at the expense of the local cultures of the learners. But, given the small number of our students who are likely to go to study or live in English speaking countries, the utility of much emphasis on the teaching of the intricacies of the target language culture should be put into question. On the other hand, the biggest number of L. M. D students aspire to get master and doctorate degrees in different academic fields of English studies, and hence, except perhaps for potential contact through social media in the internet, what counts for them most is the acquisition of what Clyne (1987) calls the 'culture-bound norms' of the discipline-specific discourse communities in which they bid entry. In a world where English is increasingly playing the role of a lingua franca, these cultural norms are bound to become universal and, therefore, bear no danger of linguistic imperialism. As Myers (1995: 5, cited in Bhatia, 1997: 360)) puts it:

> Disciplines are like cultures in that their members have shared, taken for granted beliefs; these beliefs can be mutually incomprehensible between cultures; these beliefs are encoded in a language; they are embodied in practices; new members are brought into culture through rituals

Due to globalization and the emergence of English as a lingua franca, this academic culture is increasingly becoming universal and, as a result, is blurring the traditional classification of native and non-native speakers vis-a-vis the degree of mastery of academic culture norms. As Swales and Feak (1994:1) put it, 'the traditional distinction between native and non-native speakers of English is becoming less and less clear-cut. In the research world, in particular, there are today increasing numbers of "expert users" of English who are not traditional native speakers of that language. Personally, I have always been surprised by and, sometimes, astonished at the huge amount of this discipline-specific academic culture that the senior faculty members in our context do possess and demonstrate in the viva evaluation of master, magistère, and doctorate degrees. Unfortunately, however, this extremely useful and relevant type of culture is withheld from the large public of students because it is either completely inexistent or not well articulated in writing courses and in the feedback that the students usually receive in subject area modules, which adds to the mystification of these norms. A change of attitude is needed as a first step towards raising the students to find their voice as future participants in the academic communities in which they aspire to enter through inculcating in them since the early years of their academic career the cultural norms and conventions of these disciplinary community.

Becoming an established author in a disciplinary community, however, is indeed a daunting and demanding task especially for non-native speakers. Bathia (1997) depicts the difficulties involved in acquiring such a status when he says

> Generic knowledge plays an important role in the packing and unpacking of texts used in a wide-ranging institutionalized socio-rhetorical context. If on one hand, it imposes constraints on an unitiated genre writer to conform to the conventions and rhetorical expectations of the relevant professional community, on the other hand, it allows an experienced and established writer of the genre to exploit conventions to create new forms to suit specific contexts. Unfortunately, however, this privilege to exploit generic conventions to create new forms becomes available only to those few who enjoy a certain degree of visibility in the relevant professional community; For a wide majority of others, it is more of a matter of apprenticeship in accommodating the expectations of disciplinary cultures.
> (Bhatia, 1997: 359)

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To bring up the would–be established writers of academic genres, and not a merely eternal apprentices, the agents in the language teaching enterprise especially at the tertiary level should conceive the novice academic writer as an intellectual in Said's sense. Said (1993: XVI) characterizes the intellectual as an 'exile and marginal, as amateur, and as the author of a language that tries to speak truth to power' within his social community. While any intellectual in his sense 'speaks and deals in a language that has become specialized and usable by other members of the same field, specialized experts addressing other specialized experts in a lingua franca largely unintelligible to unspecialized people ' Said (1993: 9), Said stresses that

> At the bottom, the intellectual in my sense of the word, is neither a pacifier nor a consensus-builder, but someone whose whole being is staked on a critical sense, a sense of being unwilling to accept easy formulas, or ready-made clichés, or the smooth, ever-so-accommodating confirmations of what the powerful or conventional have to say, and what they do. Not just passively unwillingly, but actively willing to say so in public. (Said, 1993: 23)

To become able 'to say truth to power' in the social milieu of an academic domain, the author needs to engage in a dialogue with his audience in order to persuade them of his stance. As Hyland (2005) maintains,

> To be persuasive, writers need to connect with this value system, making rhetorical choices which evaluate both their propositions, and their audience. In sum, to understand what counts as effective persuasion in academic writing, every instance of evaluation has to be seen as an act socially situated in a disciplinary or institutional context. (Hyland, 2005: 175)

Producing this type of intellectuals requires a synergy of efforts in an educational environment where fostering critical thinking occupies a central place in the curriculum, and, as a result, where the ability to grasp the essence of and the defence of academic arguments in writing is assigned the highest value.

3. 2. 3. Critical Thinking

Critical thinking is an essential skill for the recognition and production of sound and strong arguments in academic contexts. Nukui and Brooks (2007: 2) define critical thinking as follows

Critical thinking is a fundamental component of academic life in the western world. It is an essential skill when writing essays or reports, or taking parts in seminars or debates, for example. However, this skill is rarely taught explicitly and students are left to guess what their tutors mean when they are told to be 'more critical'. This often results from a misunderstanding of the word 'critical' itself. In the context of academic life, it has the positive sense of careful analysis rather than the negative sense of making disapproving judgements.

Dudly-evans (2002)(citing Bereiter and Scardamalia (1987)) distinguishes between two types of knowledge required in students reader-responsible texts: knowledge-telling and knowledge-transforming. This interesting distinction emphasizes the fact that expert and non-expert writers employ qualitatively distinct writing strategies. The former consists of retrieving content from memory on the basis of topical and genre cues, whereas, the latter more serious and challenging type consists of reshaping text content through the interaction between the continuous development of both text and knowledge. It follows that the more advanced levels of the writing course should focus on the second type of knowledge if it really aims at developing the novice academic writers' authorial voice because it is the ability to produce this second type that will enable them to bring their contribution to the edifice of knowledge in their discipline. Yet, the ability to produce such type of knowledge depends in turn on another basic ability: critical thinking. As far as manifesting this ability in writing, this necessitates according to Canagarajah (2002) the occurrence of an essential shift

…the shift is from writing as an object to writing as an activity. In integrating the text into the flow of sociohistoric currents and understanding it as one more purposive activity we do in everyday life, writing becomes not a product but a practice. It is in perceiving writing as a situated, mediated, dynamic social activity that the work of critical practice begins. We cannot stop with charting the internal linguistic structures and rhetorical patterns of the text. We have to also interrogate the values and ideologies that inform the text; the ways in which the external contexts of production and reception shape the text.

(Canagarajah, 2002: 6)

3. 2. 4. A Genre-based Description of the Rhetorical Structure of the Argumentative Essay

According to the proponents of schema theory, human beings cannot understand, and consequently produce, incoming information unless they can fit it into schemata. As Manning (2008: 7) stresses, 'It is essential that we build these schemata in students before exposing them to new information. . . '. An effective way for teaching students to write the different

types of texts, therefore, is through familiarising them with 'the rhetorical structures' which are part and parcel of the meaning of texts. Hyland (1990) criticised the 'process approach ' for its overemphasis on composing strategies at the expense of describing the required product. As a result, learners' understanding of schematic text structure is 'largely sketchy and implicit. As a result, we reward good work when we see it but without a clear awareness of what is required to achieve it. ' (Hyland, 1990, 66). Writing courses then should provide students with descriptive frameworks of the structure of the different types of texts they are required to write. This view is supported by Johns (2002:245) who maintains that

> If we are to destabilize, and enrich, students 'genre theories, we must provide for them with the kind of assisted performance that will enable them to succeed. One of the most common causes of undergraduate student failure in universities is that most discipline-specific faculty (in biology, history, economics, etc.) have implicit expectations for student work, yet they provide little assistance to students in completing their literacy tasks. By their very nature, students are novices and apprentices, and we, as teachers, have an obligation to initiate them.

Hyland (1990) proposed a preliminary descriptive framework of the rhetorical structure of the argumentative essay. This framework based on a move analysis sketches the circumscribed range of options available to writers when presenting an argument. Analytical frameworks of this type render writing 'a teachable skill' and increase 'the visibility of what is to be learnt' (Hyland, 1990: 77).

STAGE	MOVE

1. Thesis.
Introduces the proposition to be argued.
	(Gambit)
	Attention Grabber — controversial statement or dramatic illustration.
	
	(Information)
	  Presents background material for topic con-textualization.
	
	(Evaluation)
	  Positive gloss — brief support of proposition.
	
	(Marker)
	  Introduces and/or identifies a list.

2. Argument
Discusses grounds for thesis.
 	
(Four move argument sequence can be repeated indefinitely)
	Marker
	  Signals the introduction of a claim and relates it to the text.
	
	(Restatement)
	  Rephrasing or repetition of proposition.
	
	Claim
	  States reason for acceptance of the proposi-tion. Typically based on:
	a. Strength of perceived shared assumptions.
	b. A generalization based on data or evidence.
	c. Force of conviction
	
	Support
	  States the grounds which underpin the claim.
	Typically:
	a. Explicating assumptions used to make claim.
	b. Providing data or citing references.

3. Conclusion
Synthesizes discussion and affirms the validity of the thesis.
	(Marker)
	  Signals conclusion boundary
	
	Consolidation
	  Presents the significance of the argument stage to the proposition.
	
	(Affirmation)
	  Restates proposition.
	
	(Close)
	  Widens context or perspective of proposition

Figure 3.1: Elements of structure of the Argumentative Essay (Hyland, 1990: 69)

This move analysis of the structure of the argumentative essay shows how the different sections of this specific type of essays serve individual communicative purposes. The separate moves are only in combination considered to achieve the overall communicative goal of entire argumentative text. It should be noted that the bracketed elements in the modal are optional.

3. 2. 5. A Review of Research on the Genre-based Teaching of the Argumentative Essay

Deatline-Buchman and Jitendra (2006) used a within-subject pre-test/ posttest comparison design to explore the effectiveness of a planning and writing intervention in

improving the argumentative writing performance of five fourth-grade students with learning disabilities. Students were taught to collaboratively plan and revise their essays and independently write their essays. The results of the study demonstrated quantitative marked increases in students' written protocols (e. g., number of words written, prewriting and composing times). At the qualitative level (i. e., focus, content, and organization), Students' performance improved from "below basic" to "basic" or "proficient" levels on a standardized writing test. Although transfer effects to a different writing task, person, and setting were evident for all students on the quantitative criteria, these effects were mixed on the qualitative criteria. The study also reveals that students and teachers were satisfied with the planning/writing intervention. The findings of this study suggest that students' argumentative writing skills improved over a short period (i. e., 8 weeks) of time, which indicates the effectiveness of the planning/writing intervention for students with learning disabilities.

Choi (1988) examined two aspects of coherence-text structure and coherence breaks-in Korean speakers' argumentative writing in English compared with the writing of native speakers of English as well as of their first language group. The study shows that the dominant structure of the English essays of native speakers is claim+justification+conclusion, while it was impossible the writing of native speakers of Korean in their first language to a one representative sample. In addition to that, the Korean essays do not follow a linear structure as compared to English essays of native speakers. Some similarities, however, in the English and Korean essays such as in the three basic components of text structure—claim, justification and conclusion have been noticed. These similarities may be due to the existence of universal features concerning the structure of argumentative texts. Many more coherence breaks like misleading and missing sentence connection were observed in the writing of Korean speakers than in the writing of English speakers, which may be explained by the hypothesis that coherence breaks might be much more tolerable in Korean than in English.

3. 2. 6. A Checklist of Arab Learners Problems in Writing Argumentative Essays

Abed Al-hak and Ahmed (1994) investigated the discourse problems in argumentative writing of university Saudi students. To achieve this objective, the researchers collected a sample of 62 essays written by the second, third, and fourth level students at the Department of English and Translation, Imam Muhammad Ibn Saud Islamic University. One of the aims of the study was to propose a checklist for composing and evaluating argumentative writing,

and to examine the significance of differences in the three levels samples. The analysis of the students 'essays showed that the overall performance of the sample in argumentative writing was not satisfactory because the students were still unable to produce intelligible paragraphs and essays. There was also a general failure to produce well supported, developed, and qualified thesis statements and even topic sentences in addition to a large amount of grammatical errors and erroneous use of lexis.

Components and subcomponents Ratings*
0 1 2 3 4
A. Thesis statement: 1. To what extent is the thesis statement clear? 2. To what extent is the thesis statement qualified? 3. To what extent is it indicative of further development? 4. To what extent is it supported? 5. To what extent are the topic sentences clearly stated? 6. To what extent are the topic sentences qualified? 7. To what extent are the topic sentences indicative of further development? 8. To what extent are the topic sentences supported? B. Relevance: 9. To what extent is the statement as a whole relevant? C. Coherence 10. To what extent is the essay as a whole coherent? D. Cohesion: 11. To what extent is the essay as a whole cohesive? E. Argumentativeness: 12. To what extent is the argument as a whole developed? 13. To what extent is the argument as a whole persuasive? F. Quantity: 14. To what extent is the discussion complete? 15. To what extent is the discussion balanced? G. Unity: 16. To what extent is the whole essay unified? H. Wording: 17. To what extent is the wording as a whole adequate? J. Grammaticality: 18. To what extent is the topic as a whole grammatical? 19. To what extent is the spelling correct? 20. To what extent is the punctuation proper?

*Key

0= Complete failure of achievement

4= Complete success of achievement

Figure 3.2: Checklist for Argumentative writing (Abed Al-haq and Ahmed, 1994:319)

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In chapter one, we have evoked the positive side of having instructors in the English language department who teach the writing course in addition to other subject area modules because these instructors who are knowledgeable about content areas can easily teach the disciplinary-specific writing conventions in their writing courses. The other side of the problem, however, is that these instructors in spite of having extensive academic preparation 'may have little acceptance or understanding of the discourse practice that prevails in their field of study. 'Hu (2007: 68). This problem becomes even worse when such knowledge is not articulated in ready-to-implement courses. In our quest for materials on the basis of which to design and implement the pedagogic sequence in the second part of the practical part of this study, for example, in spite of the huge amounts of introductory books and courses, we have found it difficult to locate books and courses that contain ready to use knowledge in the writing course about the social knowledge of writing essays in the field of linguistics. The most important useful books designed as English for specific or how to study texts in this regard are l'Anglais de la linguistique by Alain Frangi and Justyna Optolowicz, English for language and linguistics (2008) by Antony Manning, and more importantly, How to study Linguistics by Geoffrey Finch. The latter contains a whole section on how to write essays in linguistics and, therefore, we felt it justified to draw from it extensively to develop the following section.

3. 2. 7. Authorial Voice, Writer's Stance and Writing Argumentative Essays in the Field of Linguistics

Asserting an authorial voice in a disciplinary discourse community, which is an essential requirement for the acquisition of an established membership in the disciplines, is a serious challenge the success in which depends on fostering critical thinking through the articulation of the writing curriculum especially at the more advanced level around the socio-cognitive argumentative genre.

So far, we have been considering the writing of argumentative essays largely from a cognitive perspective. Although Hyland (1990) has developed this schematic description on the basis of an analysis of large body of essays in different domains, the model remains generic in nature. The view towards writing as a social activity advanced by Swales (1990) and the adherents to the genre approach maintains that texts are written to achieve some social goal, and so writing communication cannot be successful unless the social conventions in terms of exemplars of the genres are respected,hence, the relevance of the socio-cognitive

modal proposed by Bruce (2008). As far as writing in academic contexts is concerned, these social conventions are determined by the disciplinary discourse communities. Bruce (2008) proposed the following framework for analysing social genres in order to serve as a heuristic for deconstructing social genre knowledge in a particular disciplinary context as presented in the following framework for analysing social genres (Bruce, 2008:141)

	Types of knowledge	Research questions relating to
Overall context	Specialized subject knowledge relating to concepts and activities; parallel specialized linguistic knowledge such as technical vocabulary	Overall reader motivations for text engagement, specialized subject knowledge and specialized subject vocabulary
Epistemology	Disciplinary approaches to and values concerning knowledge, its formation and use	The creation, use and reporting of knowledge within a particular discipline
Writer stance	Attitudinal features of language related to addressing and appealing to the audience	Use of language in terms of interactive and interactional metadiscourse
Schematic Structure	Conventionalized patterns for staging certain types of content	Schematic structure or moves and steps
Use of cognitive genres	Cognitive patterns of textual organization	Cognitive genre knowledge

Table 3.1: Framework for Analysing Social Genres

Concerning the relationship between cognitive genre knowledge and social genre knowledge, Bruce (2008:142) points out that:

> Cognitive genres need to be viewed as organizational tendencies rather than as fixed, immutable forms. The purpose in putting forward a model for their prototypical forms is to provide the curriculum designer, materials writer and teacher with frameworks around which they can(a) deconstruct authentic textual segments in systematic ways and (b)organize materials, tasks and pedagogy that have a discoursal focus involving cycles of learning that begin and end with texts. In the social genre/cognitive genre proposal, it is seen that cognitive genres are discoursal building blocks; that operate as a type of default framework that is retrieved to organize the representation of certain types of knowledge within larger, socially organized texts.

In the establishment of the appropriateness of the stance of a writer within a discipline, students should become sensitive to the epistemology of their field of study. Bruce (2008: 135) points out that

> If epistemology is considered to be a major influence on the creation of discourse within specific academic disciplines, the task, therefore, for the novice writer is to gain a clear understanding of the (epistemological) viewpoints that underpin and influence the writing of their field. It seems that for many students, developing an understanding of this type of knowledge (particularly in terms of its influence on writing) has to be done over time during the beginner writer's engagement with their particular discipline, since this type of information is not always overtly taught.

Bruce (2008) proposes the following enquiry questions to assist novice writers in their quest to uncover the epistemologies of the social genres of their particular disciplines:

> 1–How is new knowledge created in this subject area?
>
> 2–How do experts in this subject area view and use knowledge?
>
> 3–How is new knowledge reported in this subject area?
>
> 4–What makes a piece of writing of this type (of a certain disciplinary genre) appropriate?
>
> <div align="right">(Bruce, 2008: 135-136)</div>

As far as uncovering the epistemology of the essay social genre in the field of linguistics, we will try to locate answers to the above questions in finch's analysis. Concerning the first question, Finch (1998:224) suggests that

> …linguistics is one subject where it's possible to make your own contribution…no one is expecting you to invent a new theory, but there are always fresh usages, and new bits of linguistic structure, which are continually emerging. In contrast with literary texts, the 'text' of linguistics is continuously evolving. It's not fixed and finite but endlessly fertile and self-renewing. In studying it you are studying not only something you possess, but something you are possessed by…

As for question 4(criteria of appropriateness of the essay genre in linguistics), Finch (1999: 222) summarizes these criteria as follows:

> First on the list is the importance of **good preparation.** This means approaching the topic with the **right mental attitude**, in particular, developing **a problem-solving attitude**, being curious, and **using your**

<div align="center">115</div>

own examples. In other words, **thinking linguistically.** Next, when you come to write your essay, **make sure you know what is expected of you**, that is, keep to the terms of reference of the question set. Bear in mind the two dimensions of linguistic study-**form and function-**and try and address both. In terms of the intellectual structure of your essay use the Chomskyan division of **observation, description,** and **explanation**, as a guide to the organization of your argument. And finally, lay your essay out using the broad divisions of **introduction, development,** and **conclusion**

Finch further adds that

The principle requirement for a linguistic essay, then, is that it should be clear, well illustrated, but uncluttered, with a developing arguments which balances information against discussion. As far as referring to critical literature is concerned, this will depend very much on the subject you are writing about and the level at which you are writing. Linguistics essays are usually different from literary ones where you are frequently asked to debate the viewpoint of a particular critic. More often than not in linguistics you are presented with a topic and asked to consider, or explore, some aspect of it. This will inevitably involve reading the accounts of other linguists in order that your own may be properly informed, but only in the case of more advanced essays you will be expected to debate these. What examiners are really looking for is the quality of your understanding and the care you have taken in organizing and presenting your material. The amount of critical reading you have done and can quote from is only of incidental importance. (Finch, 1998: 223)

According to Finch's view, the ability to take a stance and to debate the contradicting point of views becomes a requirement only in more advanced essays. Taking into consideration that the author here is addressing the wide audience of novice students who may be just starting a course in linguistics, it is understandable that the ability to write argumentative essays can be delayed until students develop an adequate background knowledge about the basic debates in this field.

The last point concerning Finch's analysis concerns the elements of academic style in linguistics. In this regard, Finch (1998:223) advises students to

Only use terms whose meaning you are absolutely sure of and can use with confidence. Having said that, however, if you do manage to master the essential terms relevant to your topic you will find it enormously helpful in your writing. Basic words like 'constituents', 'nodes', 'lexeme', and 'register', will enable you to avoid loose phrases, and will signal to your informed reader exactly what you mean. Not all jargon is bad, and in the case of the more specialized reaches of linguistics

is essential. But it is to be used sparingly and only as an aid to the elucidation of your argument

But, as far as writing arguments in linguistics or any other subject area concerned, a question may legitimately raised here: is transmitting these directions to the students as a how-to-do recipe enough to foster in these students the ability to argue a thesis and to support an argument? A good answer that highlights the need for a the genre-based pedagogy of the teaching-learning cycle to enhance the discipline-specific argumentative skill is provided by Chandrasegran (2008:250) who explains that:

> The first step to writing with a felt intention may be through group or individual exercises that channel students' focal attention from content knowledge to the explicit and tacit demands of the writing task. Students might work in small groups to identify the required discourse acts implied in the wording of the essay question (e. g., to assert what kind of interpretive position about what issue) and the cultural (disciplinary) values operating in the knowledge community that determine the kinds of claims that can be made and the nature of evidence that is regarded as acceptable.

In the same vein, the same author adds that:

> When students pay deliberate attention to how they intend to respond to the demands of the writing assignment in terms of the stance they would take and the rhetorical moves they should make, their socially acquired argument skills are more likely to come into play with the possibility of enhancing their sensitivity to under-elaborated or un-elaborated support claims and directing their thinking to the transforming of book knowledge to serve their rhetorical purpose. (Chandrasegran, 2008: 250)

3. 3. The Essay as a Means of Genre-based Assessment

Having considered in the foregoing sections of this chapter, the theoretical framework of bridging the gap between the writing course and writing in the content modules following a genre-process methodology in teaching the argumentative essay, we now turn our attention now to a different but related aspect, namely assessment where changing the current practices by incorporating a social cultural perspective might contribute significantly to bridging the gap between the writing course and the content modules of the English curriculum. The main thrust of this section is to evaluate the potential of a system of direct writing assessment that permits a tighter weave between assessment and teaching within the writing course itself on one hand and more importantly between the writing course and the content modules of the

curriculum on the other through the use of a genre- based view to the essay as the only assessment tool both in the writing course and the content modules. It is hypothesized that adopting this method will render assessment fair and transparent because it is capable of making students realize the teachers 'requirements and accordingly their own goals across the curriculum.

Assessment plays a pivotal role in the teaching-learning process. It does not only concern students' final achievement after a certain period of instruction, but it also measures students' progress towards the achievement of the syllabus goals. Evaluation in the writing course seeks to track how far writing ability in the foreign language has improved during the learning process.

Assessing students 'writing plays a central part of the writing course because it is the only valid method for evaluating students' progress and achievement. This makes the writing course the most demanding in terms of evaluation than all the other courses, and most teachers in the department avoid teaching writing precisely because of the great amount of evaluation and feedback involved in it. It should be stressed here that writing assessment has a far more important pedagogic role than merely determining the degrees of students' success or failure.

> Writing assessment thus has clear pedagogic goals as it can directly influence teaching, promote learner progress, and inform teachers of the impact of their courses, an effect known as *washback*. (Hyland, 2004: 161)

Of course, genre is by no means a panacea for all the problems of the discrepancy between the writing course and the content modules, but our aim in this discussion is to answer the question, to what extent is a genre-Process perspective at least from a theoretical point of view capable of achieving a parallel between teaching and testing writing in the writing course, and to what extent is this parallel capable of increasing the transferability of essay writing skills from the writing course to the content modules?

In order to better appreciate the potential of the above proposed type of testing, it may be useful to begin with a historical overview on the development of language testing in general before moving to consider potential merits of adopting genre-based essay as a tool for testing writing. This historical overview is intended to raise awareness to the alternative approaches to language testing and their limitations in terms of the criteria of validity, reliability and efficiency.

What follow is a presentation of some key concepts as well as a historical overview of the development of language assessment, in general, and writing, in particular. The aim of this presentation is to provide the necessary background for a clear understanding of the difference between holistic scoring measures and analytic criterion-referenced scoring measures of students' essays.

3. 3. 1 Key Concepts in Language Testing

These key concepts in language testing did not emerge until the 1950's and are defined by Weir (1990:1) as follows:

> Validity is concerned with whether a test measures what is intended to measure. Reliability is concerned with the extent to which we can depend on the test results. Efficiency is concerned with matters of practicality and cost in test design and administration.

He further explains that:

> There are several kinds of validity, although current perspectives see Construct validity (the most important aspect) the abilities being tested, such as the ability "to write a short report" or "to prepare documents for a job interview. 'In practice, this requires teachers to understand exactly the domain of writing involved and the behaviours that should be measured and then to devise tasks that indicate the control students display over these aspects of writing. This implies that assessment tasks must be based on a close analysis of target texts to effectively elicit appropriate rhetorical, cognitive, and linguistic processes required to write in a particular domain. So, a task designed to assess abilities in writing an argumentative essay, for instance, should encourage writers to present and support a proposition, explore points of view and weigh evidence, address an audience appropriately, and draw on relevant topic material. Validity therefore requires a task to assess what it claims to assess and to assess what has actually being taught. (Weir, 1990:161)

These important developments in language testing have contributed markedly to rendering the design and the scoring of language tests more effective in measuring learners' language proficiency. Rendering these aspects more transparent to the learners will certainly increase the wasback effects of such tests, and, hence, will contribute to better learning.

3. 3. 2. Historical Overview of Language Testing

Language testing as an evaluative activity the aim of which is to gather enough information to be able to make decisions about students or about instruction itself has undergone several shifts especially starting from the second half of the twentieth century in correlation with the revolutionary developments in linguists' understanding of language and

language learning. As Alderson, Clapham, and Wall, 1995, p. 16, cited in Connor, and Mbaye, 2002:265) put it "Every [language] test has a theory [of language] behind it". Each theory consists of beliefs about the nature of language and the nature of its mastery.

Up to the Second World War, language testing was considered an art rather than a science. The writing and evaluation of tests was seen as the responsibility of teachers who had no special training in the matter and so relied mainly on intuition of what constitutes a good test. The prevailing testing methods in this era consisted of tasks such as writing compositions, translating, and writing dictations.

The scientific era in language testing began in the 1950's with the introduction of the psychometric measures. Weir (1990) classifies the most important approaches to language testing that have been developed ever since into three main historical eras : the Pre-Scientific (until World War II), the Psychometric-structuralist (beginning in the 1950's), and the Sociolinguistic/integrative (beginning in mid 80's).

3. 3. 2. 1. The Psychometric –structuralist Era

The introduction of psychometric measures and the application of structural linguistic principles to testing procedure in the 1950's was marked by the introduction of supposedly more objective new item like multiple choice tests to replace essay writing and the other previously mentioned tasks which were considered to be subjective.More importantly,this era has witnessed the evolution of testing into a science where the then new concepts of validity and reliability served as a basis for the evaluation of tests. These tests generally referred to as discrete-point tests targeted specific structural and lexical points at the expense of a more comprehensive view of language proficiency.Therefore, although these tests yield easily quantifiable data, allow a wide coverage of items, are efficient and scored objectively, they were not based on a valid construct of the language proficiency they purport to measure.

3. 3. 2. 2. The psycholinguistic –sociolinguistic Era

In the 1970's, as a result of the dissatisfaction with the construct validity of discrete – point tests, their atomistic assumptions about language and their focus on testing the receptive skills, integrative testing,which includes tests such as Cloze procedure and dictation, was introduced so as ensure a more comprehensive and, thus, more valid measurement of language proficiency through the integration of the different language skills in an attempt to simulate authentic language use.

It is the failure of this type of tests to go beyond the confines of linguistic competence and to approximate to authentic language use that has caused integrative tests to fall off grace. This type of tests failed to account for the individual student's ability to operate using the language in authentic real life situations. The dissatisfaction with the type of information provided by both the 'discrete point' approaches of the psychometric era and the more integrative approaches of the psycholinguistic-sociolinguistic era led language testing practitioners and researchers to investigate the potential of a new promising approach, namely the communicative paradigm.

3. 3. 2. 3. The Communicative Approach and Language Testing

Starting from the mid 80's, the advent of the communicative approach has caused language testing has to abandon emphasis on separate linguistic skills in favour of authentic communication which integrates all skills. As a result, a new breed of tests emerged. These tests attempted to reflect real life language use through the inclusion of authentic tasks of communication based on more global language samples, such as writing letters, comprehension of a whole text without reference to specific elements within each sample. As opposed to indirect testing which has characterized the previous eras, this paradigm articulated direct or authentic language use that mirrors real life situations in performing certain functions like actually speaking or actually writing. This era has also witnessed the introduction of new criteria such as appropriateness, register, and communicative abilities in testing learners' ability in the transmission or reception of messages following the sociolinguistic and cultural norms of the target language.

However, and as has been said in chapter one of this thesis, the communicative approach is more like a philosophy rather than a unified approach. The validity of a communicative test depends on the validity of the test designer's beliefs about the nature of the skill being tested. The absence of agreed upon comprehensive theories about what constitutes communicative ability has made the construct validity of the existing tests subject to controversy, and was the primary cause for major swings in the pendilium . As has also been mentioned in chapter one, the first breakthrough in defining what constitutes communicative language ability came into being with model provided by Canale and Swain (1980). The initial model breaks up communicative ability into three components: grammatical competence (knowledge of the rules of grammar), sociolinguistic competence (knowledge of the rules of use and the rules of discourse) and strategic competence (knowledge of verbal and non-verbal communication

strategies). Canale (1983) updated this model by proposing a four-dimensional model comprising linguistic, sociolinguistic, discoursal and strategic competences. This insightful framework for the conceptualization of communicative competence paved the way for the establishment of an explicit relationship between language tests and the construct of language proficiency and contributed significantly to the development of language testing in the last decades.

While Canale and Swain (1980, 1981) definition of communicative competence has reduced the potential lack of validity in language tests, it has created some new challenges to testing writing, especially in the domain of developing scoring procedures 'that would not jeopardize gains in construct validity. ' (Connor and Mbaye, 2002 : 265)

Writing ability is a multi-faceted and can be approached from several perspectives. Each perspective highlights certain aspects about the multifaceted writing competence that have been overlooked by other perspectives. The approach that we have adopted in chapter two as the framework of this study attempts to combine the virtues of two perspectives: the genre and the process approach. In other words, it attempts to highlight the social and cultural aspects of the second language writing ability without depriving the learner of the cognitive advantages of the view of writing as a process. The purpose of learning to write in an academic context, according to this view, is initiating the ESl/EFl students into the academic discourse community. This approach, as has already been explained in chapter two, goes beyond the traditional aspects of grammar, vocabulary or even the rhetorical forms common to academic writing to include important aspects of the social context in academic writing. Attention should be paid to these important issues in writing assessment because the integration of genre, as it has been argued in this chapter, is the best solution to the above mentioned challenges.

3. 3. 3. Testing Writing

Three different generations for assessing writing ability can be distinguished in the related literature: direct testing (i. e., essay tests) ; indirect or discrete levels testing; and portfolio-based assessment.

3. 3. 3. 1. Advantages of Genre-based Assessment

Contrary to the widely held assumption that essay testing came as a reaction to indirect testing, as a matter of fact, essay testing has been around for thousands of years probably at

least from the Chou period in China (1111-771 B. C.) as indicated by (Cleverly, 1985, cited in Hamp-Lyons, 2001:118)

> In the Sung period, the wider availability of education placed pressures on the traditional system for selecting officials. A key response to these pressures was Kung, the idea of impartiality (Lee, 1985), perhaps the earliest precursor of what has become known as reliability. Impartiality in the examination process was ensured through a rigorous, indeed traumatic, sequence of increasingly demanding exams in which candidates and examiners were locked away together, candidates' scripts were recopied by scribes to ensure anonymity, and more than one examiner marked each script. However, in practice these ideals were marred by bribery, cheating, and sometimes extreme measures such as tunnelling below exam cubicles to bring in books from outside.

The adoption of genre-based testing of the essay as the unified assessment tool across the curriculum does not represent a completely new innovation, but just provides a fresh theoretical and practical framework for the rehabilitation of the essay as an efficient measure in outcome-based assessment. As far as the criterion of validity is concerned, the socio-cognitive modal of the argumentative essay will certainly be more appropriate to measure the learners 'discourse competence especially with regard to their knowledge-transforming capacity.

Hyland (2004:163) summarizes the advantages to the assessment of L2 writing compared to more general approaches. According to him, genre-based approaches are:

> Explicit. They provide explicit criteria for assessment and feedback.

> Integrative. They integrate teaching and assessment.

> Relevant. They are directly related to learners 'writing goals.

> Focused on competency. They specify student competencies and genre features.

> Focused on preparedeness. They ensure assessment occurs when students are best prepared for it.

3. 3. 3. 2. Approaches to Scoring

Holistic and analytic criterion-referenced are two main categories in the wide range of scoring options available to language teachers. The former provides a general impression of a student's text, whereas the latter breaks it into separate scales of its constituent features.

Hyland (2004: 162) defines these two procedures as follows:

'A *holistic scale* is based on a single, integrated score of writing behaviour. This approach reflects the idea that writing is best captured by a single scale that integrates the inherent qualities of the writing. Yet while this approach is easy to use, reducing writing to a single score means that teachers cannot gain diagnostic information that they can feedback into their teaching to improve the student's performance. Analytic scoring, on the other hand, requires readers to judge a text against a set of criteria important to good writing and give a score for each category. This provides more information than a single holistic score by separating and perhaps weighting individual components. Commonly, there are separate scales for content, organization, and grammar, with vocabulary and mechanics sometimes added to these. '

It is clear from the above definition that the analytic scoring procedures are far more beneficial to the learners because these procedures demystify the assessment process through rendering the teachers' expectations on each stage of the essay transparent to the learners. The explicit understanding of text requirements increases the washback effects of essay tests. Moreover, genre-based assessment is competency-based in that it makes it possible to assess learners 'texts against explicit criteria through the use of what is called criterion-referenced assessment. This type of assessment breaks the target genre into its constituent parts such as discourse staging, paragraph organization, cohesive links, etc. . Such explicit description of the skills and knowledge required in each stage assists teachers in diagnosing their learners' problems and offering them useful feedback.

Table 3. 2. provides an example of an analytic scoring rubric for the argumentative essay.

Score	Format and content 40 points
31-40 excellent to very good	Fulfils task fully; correct convention for the assignment task; features of target genre mostly adhered to; good ideas/good use of relevant information; substantial concept use; properly developed ideas; good sense of audience
21-30 good to average	Fulfils task quite well, although details may be underdeveloped or partly irrelevant; correct genre selected; most features of chosen genre adhered to; satisfactory ideas with some development; quite good use of relevant information; some concept use; quite good sense of audience
11-20 fair to poor	Generally adequate but some inappropriate, inaccurate, or irrelevant data; an acceptable convention for the assignment task; some features of chosen genre adhered to; limited ideas/moderate use of relevant information; little concept use; barely adequate development of ideas; poor sense of audience
1-10 inadequate	Clearly inadequate fulfilment of task; possibly incorrect genre for the assignment; chosen genre not adhered to; omission of key information, serious irrelevance or inaccuracy; very limited ideas/ignores relevant information; no concept use; inadequate development of ideas; poor or no sense of audience

Score	Organization and coherence 20 points
16-20 excellent to very good	Message followed with ease; well-organized and thorough development through introduction, body, and conclusion; relevant and convincing supporting details; logical progression of content contributes to fluency; unified paragraphs; effective use of transitions and references
11-15 good to average	Message mostly followed with ease; satisfactorily organized and developed through introduction, body, and conclusion; relevant supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; possible slight over-or underuse of transitions but correctly used; mostly correct references
6-10 fair to poor	Message followed but with some difficulty; some pattern of organization-an introduction, body and conclusion evident but poorly done; some supporting details; progression of content inconsistent or repetitious; lack of focus in some paragraphs; over-or under use of transitions with some incorrect use; incorrect use of references
1-5 inadequate	Message difficult to follow; little evidence of organization-introduction and conclusion may be missing; few or no supporting details; no obvious progression of content; improper paragraphing; no or incorrect use of transitions; lack of references contributes to comprehension difficulty
Score	Sentence construction and vocabulary 40 points
31-40 excellent to very good	Effective use of a wide variety of correct sentences; variety of sentence length; effective use of transitions; no significant errors in agreement, tense, number, person, articles, pronouns, and prepositions, effective use of a wide variety of lexical items; word form mastery; effective choice of idiom; correct register
21-30 good to average	Effective use of a wide variety of correct sentences; some variety of length; use of transitions with only slight errors; no serious recurring errors in agreement, tense, number, person, articles, pronouns, and prepositions; almost no sentence fragments or run-ons; variety of lexical items with some problems but not causing comprehension difficulties; good control of word form; mostly effective idioms; correct register
11-20 fair to poor	A limited variety of mostly correct sentences; little variety of sentence length; improper use of or missing transitions; recurring grammar errors are intrusive; sentence fragments or run-ons evident; a limited variety of lexical items occasionally causing comprehension problems; moderate word form control; occasional inappropriate choice of idiom; perhaps incorrect register
1-10 inadequate	A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences; improper use of or missing transitions; many grammar errors and comprehension problems; frequent incomplete or run-on sentences; a limited variety of lexical items; poor word forms; inappropriate idioms; incorrect register

Table 3.2: A Scoring Rubric for an Argumentative Essay (Hyland, 2004:176)

One plausible reason of opposition to the adoption of the analytic criterion-referenced procedure of assessment in the Algerian context of higher education is that it is time-consuming and thus not practical given the large number of students' copies that teachers are supposed to correct in each exam. As far as the solution that we are proposing here is concerned, this argument is, in our view, no longer valid for the following reasons. The articulation of the writing course around the factual essay writing genres in the subject area modules as well as the adoption of the essay genre as the sole criterion-referenced assessment tool across the curriculum will render it possible for all the teachers who share the same disciplinary culture-bound norms to collaborate in the correction of the same copies and to assign different grades depending on each teacher's interest be it subject area or writing skill, which may lead even to the reduction in the number of exams especially at the most advanced levels of the curriculum. This proposition is much akin to the correction procedure followed usually in pre-entrance tests for magistère and L. M. D. doctorate courses. In addition to serving as a good occasion for the disciplinary social and cultural exchanges, this solution may contribute to the establishment an egalitarian system among faculty staff in terms of exam copies that each teacher, depending on his rank, has to correct per semester because responsibility for teaching one module and not another will no longer be accepted as a valid excuse for not participating on equal footing in the correction endeavour. In addition to this, the teachers will share a common view about the diagnosis of the students' current level which will certainly result in greater levels of synergy and co-ordination in the levelling up of students' discourse competence.

Conclusion

Developing a discipline-specific academic writing competence should be conceived of as a long process of apprenticeship during which the novice academic writers socialize with the expert members in a sane intellectual milieu so as to acculturate to the generic and specific culture-bound norms of the community of practice for which they bid entry. This empowering conception can only thrive in a departmental environment where there is a convergence of efforts and views of teaching methods and assessment measures of writing teachers as well as of content module teachers across the curriculum. This convergence of efforts should result in a synergy geared towards equipping learners with the necessary knowledge, tools, and strategies that allows them eventually to acquire authorial membership in the academic field

in which they intend to specialize. The success of this synergy depends upon the adoption of the essay as the sole teaching and evaluation measure across the curriculum.

The adoption of the genre-based approach principles in teaching as well as in analytic criterion-referenced assessment is, in our view, the appropriate solution to accomplish this change. Raising students' genre awareness to the similarities and differences in move structure between the different assignments that they are supposed to master during their lengthy apprenticeship fosters their rhetorical flexibility and increases the transferability of the generic features to the other genres. The essay, hence, serves as a stepping stone towards writing the longer more valued genres in academic settings. Contingent upon the relevance of this solution, the argumentative essay should serve as an effective tool for fostering students' critical thinking, a necessary skill for asserting a stance vis-a-vis the central debates in the specific disciplines in which they wish entry.

4. Chapter Four

The Writing Course and Writing in the Content Modules

Introduction

4. 1. The Teachers' Questionnaire

4. 1. 1. The Sample

4. 1. 2. Description of the Teachers' Questionnaire

4. 1. 3. Analysis of the Results the Teachers' Questionnaire

4. 2. The Students' Questionnaire

4. 2. 1. The Sample

4. 2. 2. Description of the Students' Questionnaire

4. 2. 3. Analysis of the Results of the Students' Questionnaire

4. 3. Overall Analysis

Conclusion

Introduction

Information about the teaching /learning of the different aspects of writing in the writing course, and the evaluation of writing in both the writing course and the content modules of the curriculum from both the teachers and students perspectives in the Ecole Normale Superieure (ENS) of Constantine and in Mohammed Seddik Benyahia University in Jijel will be analyzed. This analysis aims to gauge the degree to which the writing course addresses students' writing needs across the curriculum. In order to achieve this aim, two different questionnaires-one destined for students and the other for domain experts (teachers of writing and content modules in our case) were designed and administered. A quantitative and qualitative analysis of the writing and content modules teachers' responses will be compared to that of the students in order to determine the degree of mutual agreement between the two perspectives with regard to the potential disparity between the writing course in terms of writing teaching methodologies, evaluation criteria, and expectations.

Two primary sources were used to develop the two questionnaires used in this study. First, the literature review suggested several areas of concern that should be raised as well as indicated some specific questions that should be asked. Second, teachers with experience in the area of writing assessment in the writing course and in some content modules were consulted. As mentioned in the general introduction, the present research aimed to achieve the following:

−To give an overview of the development of syllabus design and academic writing approaches so as to set the scene for a better appreciation of the genre-based pedagogy to teaching writing.

−To suggest a theoretical framework for the integration of the genre-based approach to teaching writing in the present English course including the method(s) for its implementation based on our review of the related literature.

−To examine the situation of teaching and learning writing in the Departments of

English at the ENS of Constantine and University Mohammed Seddik Benyahia, Jijel

− To demonstrate through the analysis and the comparisons of the data generated by the teachers and students `questionnaires the relevance of the three-fold theory and research-informed pedagogic solution proposed in the general introduction of this thesis to addressing

the students of English academic writing needs across the curriculum through increasing the transferability of writing skills across the curriculum :

1–. The adoption of a process genre- based approach that emphasizes the cognitive, social, and the linguistic demands of the specific academic subjects in the English curriculum.

2– The essay being a well established academic genre should serve as the only writing teaching and evaluation measure in all the language-based modules of the curriculum.

3– Demystifying the writing evaluation process so as to render the content modules teachers 'expectations and feedback more transparent to the students through replacing the currently widely used holistic correction and feedback by genre-based analytical criterion-referenced procedures.

–To test in pre-experimental condition the implementation of a genre-based sequence of the argumentative essay in the module of linguistics in order to evaluate its relevance and feasibility. The analysis of the results of the pre-experiment should also shed more light on students' writing needs across the curriculum

While the description of the implementation and the results of the pre-experiment will be dealt with in chapter five, the remaining sections of this chapter give a full description of the design as well as the results obtained from the implementation of the two questionnaires used in the present thesis. The data collected through the two questionnaires used in this study are analyzed in relation to the following major research question:

Does the writing course address specifically and adequately in terms of teaching methodology and evaluation criteria the students' writing needs across the curriculum?

As a provisional answer to this question, the following hypothesis was advanced:

–We hypothesise that the teaching and evaluation practice in the writing course currently in use in the ENS of Constantine and University Mohammed Seddik Benyahia in Jijel is discrepant with the writing demands and needs in the content modules of the curriculum.

4. 1 The Teachers' Questionnaire

Before proceeding with the description of the items of the Teachers' Questionnaire, this section provides, first, a description of the writing syllabus offered in the two contexts of our study as well as the sample of the subjects who answered this questionnaire.

4. 1. 1. The Writing Syllabus Offered in the Contexts of the Study

The ENS of Constantine was chosen in addition to the university of Jijel, the place of where I work, as the place for the carrying out the first part of the practical side of my thesis because of two major reasons: the relative stability in terms of teaching syllabi and teaching staff compared to recently opened departments such as the department of English at the university of M. S. Benyahia, Jijel, and my familiarity, as have been mentioned in the introduction, with the courses offered by the ENS through the distance course of the university of continuous training (UFC) based in Jijel, having assisted middle-school in-service teachers pursuing a distance training in the UFC to assimilate the content of the writing course. This course as well as other courses of the distance-learning curriculum – which inspired to a large extent the courses that have offered in the University of Jijel especially in the initial years -were designed mostly by the teachers of the department of English in the ENS and thus reflects, I assume, the courses offered in this institution.

The aims of the official syllabus of the writing course offered in the ENS at the time of the study up to the third year are to develop academic writing skills through the implementation of the elements presented in the table below.

:

Table 4.1: The 1ˢᵗ, 2ⁿᵈ, and 3ʳᵈ Year Syllabi of the Writing Course Offered in The ENS of Constantine.

1st year	2ⁿᵈ year	3rd year
–The first year 135 hours coefficient 2	The second year syllabus	3ʳᵈ year writing and grammar 135 HRS coefficient 2
–Process of Writing	135 hours coefficient 2	Term 01
–Brief introduction to the paragraph	–General review	**1ˢᵗ week: Wr. :** General review of the English composition
–Planning	–Types of constructions, some	**Gr. :** General review of 'phrase, clause, sentence".
–Drafting	punctuation elements.	**2ⁿᵈ week: Wr. :** General review of the English composition
–Revising	–Review of the English Paragraph	**Gr. :** General review of 'phrase, clause, sentence".
–Types of construction	Topic sentence	**3rd week: Wr. :** Pre-writing invention and arrangement
–Phrase	Unity	**Gr. :** pronouns.
–Clause	Coherence	**4ᵗʰ week: Wr. :** The writing process
–Sentence	Introducing the English composition	**Gr. :** Complex tenses: "active"
–Subordination coordination	The composition outline	**5ᵗʰ week: Wr. :** Rewriting : structural revision
capitalization	The thesis statement	**Gr. :** Complex tenses : "passive".
–Outlining	Types of introduction	**6th week: Wr. :** Audience and voice : "style, tone, " etc…
–Vertical list	Developmental paragraphs	**Gr. :** sentence tags.
–Tree diagram	Paragraph linking	**7ᵗʰ week: Wr. :** Expository composition developed by
–The English paragraph	Concluding the composition	examples.
–Indentation and topic sentence	Term2	**Gr. :** Phrasal verbs
–The narrative paragraph	COMPOSITION developed by	**8ᵗʰ week: Wr. :** Expository composition developed by
(process-chronology) the semicolon	examples	comparison and contrast.
–Guide writing	Vocabulary growth, free writing	**Gr. :** verb types and the non-finite verb
(the narrative paragraph) the colon	activities	Term 02
–The descriptive paragraph	Composition developed by comparison	**1ˢᵗ week: Wr. :** composition developed by cause and effect.
–Spatial development	and contrast	**Gr. :** catenative verbs.
–Free writing	Composition writing, model and guided	**2ⁿᵈ week: Wr. :** Vocabulary growth: free writing activities
–Punctuation review	writing	**Gr. :** stative verbs".
–Expository paragraph by examples	Spelling, the examination paper	**3ʳᵈ week : Wr. :** Expository composition developed by
–Parallelism	Composition developed by definition	definition

–Vocabulary growth –Summarizing and paraphrasing –Free writing activities –Wordiness –The apostrophe –Note taking –Sentence openings –Spelling –Parenthesis dash end marks –Connectives –Punctuation review –Coma splice; run-on sentences –Vocabulary growth –Using idioms –Force in writing –General review	Argumentative composition Review of the different types of development Term 03 Vocabulary growth Composition developed by cause and effect Composition writing The elliptical clause Composition developed by classification Letter writing (formal and informal letters)	**Gr. :** Revision session **4th week: Wr. :** Expository composition developed by logical division. **Gr. :** Indirect speech. **5th week: Wr. :** argumentative composition **Gr. :** Cleft sentences. **6th week: Wr:** vocabulary growth **Gr. :** Comment clauses **7th week: Wr. :** Revision of the different types of composition development **Gr. :** Revision session. **8th week: Wr. :** letter writing (formal and informal letters.) **Gr. :** conditionals.

4. 1. 1. The Sample

According to Nunan (1992), deciding upon the population covered by the survey is one of the most important questions that confront a survey researcher. However, since it is not practical to obtain data from the entire population, the survey research should resort to the selection of a representative sample from the population under study. As far as sampling is concerned, based on Cohen and Manion (1985), Nunan (op. cit.) suggests six strategies: simple random, systematic, stratified, cluster, convenience, and purposive.

As far as the present research is concerned, the sampling strategy that the researcher deemed to be most appropriate, and thus used is the fourth in the above list namely cluster strategy which consists of 'restrict[ing] one's selection to a particular subgroup from within the population (for example, randomly selecting schools from within a particular school district rather than the entire state or country.)' (Nunan, 1992:142). The Teachers' Questionnaire, it should be noted, was administered exclusively on only one site : the ENS of Constantine. The Teachers' Questionnaire was administered exclusively to teachers in the ENS of Constantine because most of the staff teaching in the University of Jijel consisted mainly of part -time teachers, which may raise further concerns about the validity and reliability of the results. 17 of the distributed questionnaires have been completed and returned to the head of the department office and have, therefore, been used as the basis of the present research. A question might justifiably raise here about the adequacy of the size of the sample for the generalization to the whole population. Two arguments can be advanced to defend our choice. First, this number of respondents represented the majority of the permanent teaching staff in the time of the study. Second, Fowler (1988:41, cited in Nunan, 1992:142)"dismisses the common misconception that the adequacy of a sample depends on the fraction of the population included in that sample, arguing that "a sample of 150 people will describe a population of 15, 000 or 15 million with virtually the same degree of accuracy, assuming all other aspects of the same design and sampling procedures were the same".

It is worth noting here that the teachers at the departments of English according to their choice or the department needs can be assigned the task of teaching the writing module along with one or more content module, and it is very rare to find teachers who are specialized in teaching only the writing course. On the other hand, there are many cases of teachers, due to their training background or personal inclinations, who teach only content courses and have never experienced teaching writing. It is on the basis of this specific characteristic that we

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have decided to design only one questionnaire destined for all teachers regardless of whether they teach the writing course or not, but at the same time we have taken into consideration that part of the questionnaire targets specifically the teachers with experience in teaching the writing course at the time of responding to the questionnaire or some time prior to that time. The writing teachers views, teaching practices and their evaluation techniques and expectations will be compared and contrasted with the writing evaluation methods and expectations to achieve the same aim of making the comparison between the teachers and students responses, namely the degree of the disparity between the writing course and writing in the content modules from the teachers 'point views this time.

In a first visit to the ENS of Constantine, I collected samples of students' exam copies to get a preliminary picture of the evaluation practice especially in the content modules of the curriculum there. The analysis of these copies has informed the choice of some questions in the two questionnaires used in this study. The Teachers' Questionnaire was piloted with the head of the department and a colleague teacher with a long experience in teaching the module of linguistics both at the ENS of Constantine and the University Mentouri of Constantine. The questionnaires were distributed during May and June 2009 by the head of the department to all the teachers so as to ensure that the largest number possible of permanent teachers answers this questionnaire. More useful information about the respondents characteristics are presented in the results sections.

4. 1. 2. Description of the Teachers' Questionnaire

As shown in Appendix I, the Teachers' Questionnaire consists of 34 questions organized into seven sections. In addition to including a filter question in question item one so as to direct the teachers who have never taught writing to skip certain questions and to move to other sections relevant to them, the questionnaire was designed in an attempt to achieve a balanced mixture of closed and open ended types. On the one hand, the closed questions are deliberately slightly biased towards the ranking type so as to pinpoint the teachers 'attitudes which they held perhaps unconsciously concerning certain important aspects of their teaching values and practices. The open-ended questions, on the other hand, make frequent use of the kind "Please, specify following the option "Other" category in multiple choice question items under the premise that responses to this type will more accurately reflect what the respondent want to say. As far as closed items are concerned, the questionnaire makes use of different formats :

–List (for example, 15)

–Category (for example, 2, 4)

–Ranking (for example, -5; 6; 9; 13; 25; 26; 31; 32)

–Scale (for example, 22, 24)

–Lickert scale

The first part of the Teachers' Questionnaire targeting writing teachers' aims to address the following issues:

Section One probed the writing teachers' motivations and degree of expertise in teaching writing.

Questions 1 to 4.

Section Two investigated the teachers' approaches to and classroom practices in teaching writing and the consistency of their methodological choices with their views about writing.

Questions 5 to 9

Section Three investigated the writing teachers' evaluation of the degree of compatibility between the different aspects of writing course (prompts, topics, objectives, goals, and feedback) with students' writing needs in the content modules.

Questions 10 to 14

The second part of the Teachers' Questionnaire intended for teachers of content courses focuses on the following issues:

Section Four probed the teachers' general expertise and degree of specialisation.

Questions 15 to 18 probed teachers' expertise in teaching one or more content modules as well as their views about their share of responsibility in developing students' writing competence. In addition to that, it sought information about these teachers' awareness concerning the aspects of essay writing that are specific to the subject area they are teaching.

Section Five investigated the teachers' views about evaluation techniques in the content courses with a specific focus on the place, goal, role, and types of the essay genre as well as reasons that deter teachers from using this genre.

Questions 19-24

Section Six probed teachers 'judgements of students' areas of difficulty with regard to essay writing, evaluation criteria, essay evaluation prompts, types of feedback as well as teachers evaluation about the effectiveness of this feedback.

Questions 26-29

Section Seven compared teachers' expectations with regard to exam essays and research papers to determine the extent to which essay writing skills are transferable to other types of writing in the content modules.

Questions 30-33

It should be noted here that the above stated aims correspond to the six sections of the questionnaire respectively, and were conceptualized on the basis of the review of the related literature presented in the previous three chapters.

Section Eight: Further Suggestions

Question 34

4. 1. 3. Analysis of the Results of the Teachers' Questionnaire

After highlighting some issues related to the research method, the research instrument, and the procedures employed, this part gives a presentation, analysis, and discussion of the data generated by the questionnaire in question. Each question item is analyzed separately and the corresponding findings are reported in tabular and graphical forms. Moreover, the obtained results, the discussion, and the analysis are reported in the form of percentages.

Section One: Motivations to and Expertise in Teaching Writing.

As aforementioned, the first section of the questionnaire sought to probe the writing teachers' motivations and degree of expertise in teaching writing.

1. Have you ever taught writing?

a–Yes

b–No

If "No", please go to question number 15.

If "yes", please specify:...

Level	Teaching experience
1st 2nd 3rd 4th 5th	… years
1st 2nd 3rd 4th 5th	… years
1st 2nd 3rd 4th 5th	… years
1st 2nd 3rd 4th 5th	… years

17 participants responded to this item. The overriding majority of the teachers constituting our sample (13) have taught writing, whereas the rest did not.

Options	N	%
yes	13	76
no	04	24
Total	17	100

Table 4.2: Teachers' Experience in Teaching Writing

As shown in table 4.2., 76% of the respondents said that they have taught writing with a teaching experience varying between one to seven years. A minority of the respondents (24 %) said that they have never taught writing. 13 out of 17 questioned teachers, that is the overriding majority of the permanent staff in the ENS at the time of the study, informed that they are currently teaching or have experienced teaching the writing course sometime in the past; their teaching experience of the course varied from one to seven years. 07 of those with experience in teaching writing informed that they are teaching writing this year, which adds credit to the responses because they reflect an up-to-date view to the writing course at the time of the study. Only four of the respondents said that they teach exclusively one or more content modules and have never taught the writing course. The responses also show that the majority of the respondents have an intrinsic motivation to teach writing, while only roughly a third of those questioned were compelled to teach the course by the administration. These motivations included the following determinants such as interest in teaching writing and doing research on writing. Taking into consideration the fact that the teachers design their course, the intrinsic motivation factor would normally induce these teachers to dispense more efforts in the design and instruction process. Lack of motivation among teachers according to these responses is, therefore, not a valid explanation for any failure of the writing course to live up to the students' expectations. Most of those with experience in teaching writing (10

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teachers out of 13) indicated that they are teaching content modules, which normally enables them to make relevant, valid, and reliable comparisons between the teaching and evaluation practice in the writing course and the writing requirements in the content modules.

2. Do you teach writing this year?

Yes ☐

No ☐

Options	N	%
Yes	07	53, 84
No	06	46, 15
No answer	O4	00
Total	17	100

Table 4.3: Teachers currently Teaching Writing

As shown in table 4.3., among the sub-category of the respondents who informed that they have taught writing (13 teachers), **53, 84** % of the respondents of this sub-category said that they are teaching writing this year, while **46, 15**% of them said that they are not. In other words, more than half of those who informed that they have taught writing have also confirmed that they are teaching writing this year and hence still have a fresh view of the current state of writing teaching and evaluation in the curriculum, which certainly bolsters the reliability and validity of the responses.

3. Why did you choose to teach writing?

a. To master writing

b. The administration assigned me the module

c. Other: Please specify..

Options	N	%
a	05	38.46
b	06	46.15
c	02	15.39
Total	13	100

Table 4.4: Motivations to Teach Writing

As outlined in table 4.4., five respondents (38, 46%) said that they have deliberately chosen to teach writing; **46.15**% of the sub-category said that it is the administration that had assigned them the module, while two teachers (**15.39** %) gave other reason like their interest in teaching writing, they are doing research on writing, etc. In spite of the positive impression one can get at first glance at these figures on the basis that a slight majority of the sub-category of the sample who had or were teaching writing at the time of the study (53.85%) are intrinsically motivated to teach writing which certainly yields positive results and ensures more effectiveness in teaching writing, a close look at this situation leads us to raise at least two alarming remarks. First, no one of the respondents indicated that he/she is teaching writing because of his/her training which legitimately raises doubts about the degree of professionalization among those teaching writing. Second, the division among those teaching writing with regard to the reasons for teaching writing is a strong cause for the continuous instability in the writing teaching staff resulting also in low levels of professionalization and expertise in teaching this pivotal academic skill.

4. Are you teaching the writing course in addition to other content courses that require writing essays and/or research papers?

Yes ☐

No ☐

Options	N	%
Yes	10	76.92
No	03	23.08
No answer	04	00
Total	17	100

Table 4.5: Relevance of the Writing Course to Writing Evaluation in Content Modules.

The responses to this question show that 76.92 %, i. e., the majority of the teachers of writing in the sample, teach other content modules that require assay writing as well which certainly strengthens the validity and reliability of their responses especially concerning the use of the essay as an evaluation tool across the curriculum –a central issue in the present study.

Section Two/Compatibility between Writing Teachers' Teaching Approaches and Methods

Here, the author sought to investigate the teachers' approaches and classroom practices in teaching writing as well as the consistency of their methodological choices in relation to their views about writing.

5. Please rank order from 1 to 6 the following items according to their importance to the objectives of the writing course?

a. Because students have future professional need to write (Business purposes)

b. Because students have to write in examinations

c. Because students have to write research papers

d. To give opportunities for creative/imaginative language use

e. Because it has a general educational benefit; it can help students become better writers in their first language.

f. Other: Please specify...

	1st	2nd	3rd	4th	5th	6th	Total
a	3	1	3	3	2	0	12
b	5	4	1	2	0	1	13
c	0	4	4	3	2	0	13
d	4	2	2	3	1	0	12
e	0	1	2	2	8	0	13
f	1	0	0	0	0	0	1
Total	13	12	12	13	13	1	

Percentages :

	1st	2nd	3rd	4th	5ht	6th	Total
a	23.07%	6%	18%	23.07%	15.38%	0%	71%
b	38.46%	24%	6%	15.38%	0%	07.69%	100%
c	0%	24%	24%	23.07%	15.38%	0%	100%
d	30.76%	12%	12%	23.07%	07.69%	0%	71%
e	0%	6%	12%	15.38%	61.53%	0%	100%
f	07.69%	0%	0%	0%	0%	0%	6%
Total	100%	71%	71%	100%	100%	7.69 %	

Table 4.6: the Objectives of the Writing Course
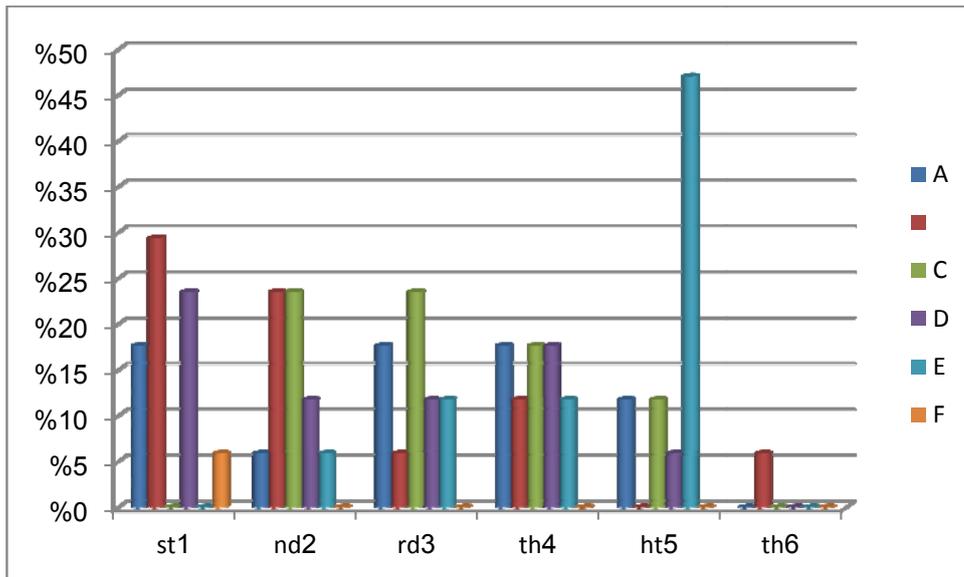
Graph 4.1: the Objectives of the Writing Course

As graph (4.1.) shows, the respondents gave the following order to above cited objectives

1. Because students have to write in examinations
2. Because students have to write research papers.
3. Because students have future professional need to write.
4. To give opportunities creative/ imaginative language use
5. Because it has a general educational benefit, it can help students become better writers in their first language.
6. Other: Please specify...

Although the quantification of the responses to this section yielded the above rough classification, a definitely more important observation one can make about these figures is that they highlight the alarming division in teachers' views concerning the overall objectives of the writing course, a basic and central course in the curriculum.

6. Please rank order the following aspects according to their importance to the focus of the writing course.

a	Composing processes	
b	Content	
c	Genre and contexts of writing	
d	Text functions	
e	Language structures	
f	Creative expression	
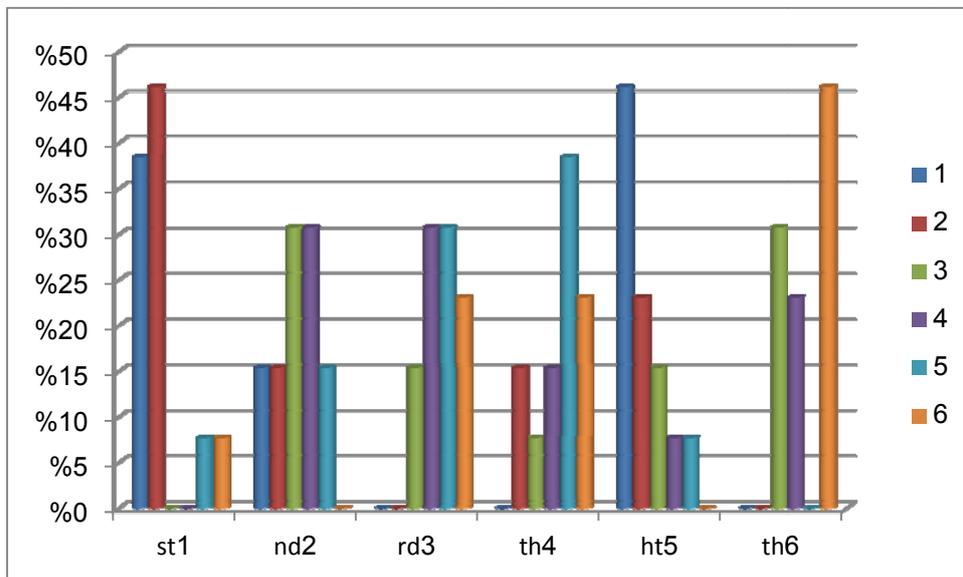
Graph 4.2: Approaches to Writing

The following order roughly emerged:

1. Content
2. Genre and contexts of writing
3. Text functions
4. Language structures
5. Composing process
6. Creative expression

The opinions also differed greatly with regard to the focus or the approach to writing that governs teachers 'choices of the different aspects of the writing course. This divergence of opinions is illustrative of the lack of a unified and consensual view towards the approach

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that should be followed. This state of things can only be detrimental to the way writing is taught. The results also reveal that the composing process (the first choice that was given in the question list) which is in line with the focus of process writing, the approach around which the different elements of the official syllabus presented above are articulated, is not subject to agreement among the writing teachers.

7. The lessons of the writing course have been adapted from a...

a. A textbook

b. A variety of textbooks

c. A teachers' resources website

d. Other:Please, specify…..

Options	N	%
a	03	18
b	09	59
c	08	47
d	00	00
Total	21	100

Table 4.7: Writing Resources in the Writing Course

It should be noted here that some respondents put a circle around more than one item in answering this question item which explains the total number of responses appearing above. As outlined in table 4.7., 18% of the respondents said that they adapt their writing course lessons from a text book; 59% said that they use a variety of text books, while 47% of them said that they use teacher's resources website. Interestingly enough, the respondents did not suggest any other resources than the three appearing the list. The observed division with regard to the resources used in addition to the absence of an official or locally developed textbook are all symptoms of the great deal of improvisation characterizing the choices concerning the different aspects of the writing course including the primordial issue of writing resources.

8. Whom these textbooks or resources are intended for?

a. ESL students

b. EFL students

c. Algerian learners of English

d. Native speakers

Options	N	%
a	05	29
b	09	53
c	00	00
d	03	18
Total	17	100

Table 4.8: The Audience of Writing Resources

As for the previous question, some respondents have circled more than one choice. The most important remark that should be made about these results is the fact that no one among the respondents has claimed to use writing resources intended primarily for Algerian learners. Although a slight majority of the responses 53% pointed towards the use of resources intended for EFL students, 29% of the respondents said that the material they use is intended for ESL students while 18% indicated that they used material intended for native speakers.

9. Please, order from 1 to 9 the goals of the writing course in the order of their importance.

N°	Item	N°
a	Grammar accuracy	
b	Vocabulary building	
c	L2 proficiency	
d	Paragraph and text organization patterns	
e	Individual creativity	
f	Self-discovery	
g	Control of techniques	
h	Writing through relevant content and reading	
i	Control of rhetorical structure of specific text-types	

Graph 4.3: the Goals of the Writing Course

As shown above the respondents gave the following order to the above cited goals.

1. L2 proficiency

2. Writing through relevant content and reading

3. Individual creativity

4. Paragraph and text organization patterns

5. Self -discovery

6. Control of technique

7. Vocabulary building

8. Control of rhetorical structure of specific text type

9. Grammatical accuracy

It should be highlighted here that the different choices offered in the formulation of this question item reflect different writing approaches. The observed division with regard to the answers to this question item where the majority of the answers deviated from principles of the approach guiding the official syllabus is therefore additional evidence of how diverse is the context of writing teaching in a single department-a real hindrance for the development of

consensual and sound teaching practice and a serious threat to the effectiveness of potential teachers 'cooperation.

The results of this section demonstrate the existence of divergent views among the ENS teachers of writing concerning the objectives of the writing course. Moreover, teachers' responses concerning the grading of the aspects of the writing course varied and most of these views were not compatible with the official process syllabus presented in table (4.1). Hyland (2003) holds that the process orientation to second language teaching of writing, which is the orientation normally reflected in the ENS English department syllabus, 'emphasizes the writer as an independent producer of texts ' and has as a main teaching goal to enable learners to control certain writing techniques such as brain-storming, planning, writing, viewing and editing etc…(Hyland (2003: 10). The divergence over the issue of the resources used to design lessons all these answers indicate that the teachers do not refer themselves to the official syllabus, lack of coordination among teachers in designing the writing course, and a great deal of improvisation. The fact that the textbooks used are not designed for Algerian learners and the division over the use of EFL textbooks ESL textbooks further corroborates this view. Furthermore, the observed inconsistency in the questioned 'answers especially with their responses to question 6 support the view that the teachers each on their own develop their own course with little regard, if any, to the official syllabus, without coordinating with colleagues, without any clear choice of approach method, objectives,and goals. Another evidence external to the scope of this research, but which might be used to support the diagnosis presented above, is that the writing course offered in the distance program for each level has been developed by only two teachers.

Teachers generally defend the inconsistencies in their methodological choices in the classroom by the claim that they are practicing eclecticism. Hyland (op. cit) stressed that 'L2 writing classrooms are typically a mixture of more than one approach and that teachers frequently combine these orientations in imaginative and effective ways ', but added that 'most commonly these favor either a process or genre orientation' (op. cit. 23). However, a distinction should be made between what Manning (2008) calls 'informed eclecticism' and 'the use of unconstrained pluralism' in the choice of language-teaching approaches. (Manning, 2008: 49). Clare Nukui, a tutor at the university of Reading, cited by Manning (op. cit.) warns against the danger of 'the eclectic use of activities, without reference to ELT theory or contextual considerations 'because, according to him 'principled eclecticism requires a great deal of knowledge of language teaching methodology in order to ensure that

students 'needs are being adequately addressed' (op. cit.) . Manning (op. cit.) added that 'random unprincipled teaching …. has been criticized because it may be atheoretical, subjective and unsystematic. 'This view, according to him, is supported even by the most ardent advocates of eclecticism in ELT. Manning advises newly qualified English language teachers to 'practice teaching which is rooted in one or two tried and tested theories before they try their hand at eclecticism. ' Martin (2000) waged one of the most articulate attacks against eclecticism. As he so eloquently puts it, 'this catholic approach' is fraught with damaging effects on applied linguists because it renders them 'pidgin speakers of a range of theories, with theory so divorced from practice that any possibility of creolization is pretty much foreclosed.' (Martin, 2000: 123). Warning against the danger of this widespread practice, Martin (op. cit.) further adds that 'ultimately, this approach de-professionalizes the applied linguistics community as a whole. '

In addition to its negative effects on the quality of teaching /learning, the division and the lack of a clear and consistent view about the teaching objectives, approaches and methods have certainly negative repercussions on evaluation because evaluation is normally carried out with reference to the objectives and the extent to which they have been achieved.

This alarming situation, however, is not only detrimental to writing education provided for students, but it bears negative repercussions over the course of teachers 'careers as well. Johnstone (2004: 664) depicts ELT language teachers' careers as 'a staged 'evolutionary of self-discovery and self-renewal'. The data generated in section I of this questionnaire revealed that the teachers' experience in teaching writing varied from one to seven years which demonstrates the respondents are at the initial stages of the professionalization process. This process is conceived by Richards (1998) (cited by Johnstone, 2004: 664) as a continuum consisting of three stages: 'First, inexperienced teachers require the technical competence of proven principles (a science-research conception); second, with more experience they can begin to interpret their classroom practice and shape it to fit certain theories (a theory-philosophy conception); third, they construct their own personal theories and progress to an art-craft approach, matching their teaching to the demands of their learners and the particular classroom situations in which they find themselves. ' Following this view, the adoption of a unified approach to teaching writing is a necessary and beneficial asset for forging teachers professional identity especially in the initial stages. Hence, the urgent need to reform the prevailing anomalous situation in most, if not all, English departments.

Section Three/Compatibility between the Writing Course and Writing in the content modules

This section investigates the writing teachers' evaluation of the degree of compatibility between the different aspects of writing course (prompts, topics, objectives, goals, and feedback) with students' writing needs in the content modules.

10. Do you think that the objectives of the writing course are compatible with the students' writing needs in the content courses?

Yes ☐

No ☐

If "No", please explain why?...

Options	N	%
Yes	09	52.94
No	04	23.52
No answer	04	23.52
Total	17	100

Table 4.9: Compatibility between the Writing Course and Writing in the Content Modules.

As shown in table 4.9., (52.94%), i.e., the majority of the respondents, stated that the objectives of the writing course are compatible with the students writing needs in the content courses, while 23.52 % of them think that it is not the case. the respondents gave some explanations like « the objectives are not stated at all », 'the teachers who set the programs did not think of the objective first ', ' In the writing course the focus is on essay organization which is in harmony with students needs (writing needs), in content modules students do not care and cannot apply what they have learned and forget about writing rules in exams '. This registered overall satisfaction with regard to the compatibility between the objectives of the writing course and the students' writing needs in content modules when correlated with the illustrated alarming state of division concerning the objectives, goals, and the approach of the writing course discussed above can only result in institutional inertia that might stifle any attempt for finding workable solutions.

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11. Do you use in the writing course prompts that are related to particular content courses?

Yes ☐

No ☐

If "Yes", please specify...

Options	N	%
Yes	02	11.76
No	11	64.71
No answer	04	23.53
Total	17	100

Table 4.10: Relevance of the Writing Prompts in the Writing Course to The Content Modules.

In response to this question item, 11.76 % of the respondents said that they use prompts that are related to particular content courses consisting mainly of 'literary texts', 'psychological texts' and' historical texts', while the clear majority (64.76%) of them said that they don't use such prompts. It is thus legitimate to say that the writing prompts used in the writing course are completely irrelevant in their content to the content of some modules of the English course such as the modules of linguistics, to state just one example. It can also be added that the use of the examples of writing prompts that have been indicated is the result of chance because they happened to be part of the writing resources used, and not the result of a deliberate effort from the part of the teachers to use prompts that are relevant across the curriculum.

12. In what ways does writing in the writing course differ from writing in the content courses?

a. Content

b. Vocabulary

c. Grammar

d. Organisation

Options	N	%
a	12	70.58
b	03	17.66
c	00	00
d	02	11.76
Total	17	100

Table 4.11: Differences between Writing in the Writing Course and Writing in the Content Modules.

Twenty responses to this question were counted because some respondents circled more than one choice in the given list. As outlined in the above table, 70.58 % of the respondents think that is content that makes the difference, 17.66 % of them think that it is vocabulary, and 29% said that it is organization. Grammar, however, was not selected by any of the respondents. In the light of these figures, one can discern that the clear majority of the respondents believe all aspects of the writing course are generic and equally transferable to all the content modules of the curriculum; they additionally suggest that the only specificity of these modules lies in content. It is on the basis of this prevailing view that the content modules are denied the status of representing different academic disciplines with different epistemological roots and fully-fledged specific academic styles as argued by the proponents of the different schools of genre pedagogy.

13. Please, order from 1 to 5 the aspects of feedback on students' essays according to their importance.

a. Rhetorical skills (organization, transitions, coherence, introductions, conclusions)

b. Language proficiency (the importance of grammar appropriate vocabulary)

c. Thinking skills (developing and expanding ideas, arguing logically, analyzing, critiquing)

d. Managing sources (summarizing, synthesizing, using quotes)
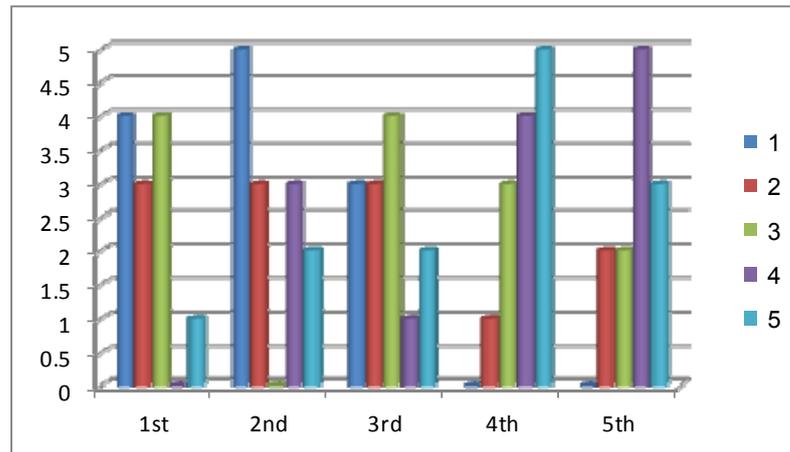
e. Content

Graph 4.4: Types of Essay Writing Feedback

As the graph above shows, the respondents gave the following order to the above cited feedback items:

1. Thinking skills

2. Rhetorical skills

3. Language proficiency

4. Managing sources

5. Content.

This rough order should not, however, deter our attention from the fact that the respondents held highly divergent views with regard to their essay writing feedback in the writing the course. Interestingly enough, it should be added, content appears last in the list which adds to the evidence that writing teachers consider matters of content to be the sole responsibility of content teachers.

14. Do the topics you assign relate in any way to their content modules study themes?

Yes ☐

If "Yes", please give an example:…...

No ☐

If "No", please specify..

Options	N	%
Yes	06	35.29
No	07	41.18
No answer	04	23.53
Total	17	100

Table 4.12: Relevance of Writing Topics to Writing in the Content Modules

As shown in Table 4.12, **35.29** %of the respondents said that the topic that they assign somehow relate to their content module study themes while **41.18** % of them said that it is not the case for them. This state of things further illustrates the discrepancy between writing in the writing course in terms of the topics of writing assignments this time.

Although the responses to item 9 show that the majority of the respondents think that the writing course is compatible with the students' writing needs in the content modules, the responses to items, 10, 11, 12, 13 indicate that the writing prompts, assignments, content, and feedback in the writing course do neither include nor take into consideration in their design and implementation the corresponding aspects of the subject area modules. Some responses to item 9, despite the fact that they represent only a minority are quite suggestive. For instance, the remark made by some that' the objectives are not stated at all' or that 'the teachers in their design of their lessons do not think of objectives first' give further support to the conclusion drawn from the analysis of the previous section in that the writing course teachers in the English departments across the country find themselves obliged to design their own courses using the resources and the textbooks available to them with a great deal of improvisation as a result. The fact that a tiny minority of respondents to item 10 have stated that some prompts they use in the writing course are related to some subject area modules is not most probably the result of a deliberate theory-informed choice from their part, but may be due to the existence of such prompts in the textbooks or internet sites they use. Another interesting remark that deserve being paid attention to is the observation that 'students seem to forget about the rules in the exam'. This leads us to raise the question of whether this intriguing phenomenon is due to the fact that these rules have not reached the phase of 'automaticity' in Anderson (1980)'s cognitive modal terminology, or is the result of the fact that the students consciously or unconsciously perceive that the examination writing context especially in the

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subject area modules is different from that of the writing course and hence judge that the rules acquired in the writing course are not applicable to this new environment. If the latter reason is the case then this leads us naturally to another legitimate question: to what extent is the articulation of the different aspects of the writing course around the prompts, topics, and content in general may compel learners to transfer the skills and rules thus acquired to their writing performance in the content modules examinations?

Section Four/ the Specific vs. Generic Language Debate in Subject Areas

The question items in this section probed the teachers' general expertise and degree of specialisation in teaching one or more content modules, their views about the responsibility in developing students' writing competence across the curriculum in addition to these Teachers' awareness about the aspects of essay writing that are specific to the subject area they are teaching. It should be noted here that from this section onwards, all the question items concern both categories of the respondents in this study: content modules teachers and writing teachers that teach content modules as well.

15. What are the content modules that require essay writing or research papers that you have taught?

Module	Level	Teaching experience
……………… .	1st 2nd 3rd 4th 5th	. … years
……………… .	1st 2nd 3rd 4th 5th	. …years
……………… .	1st 2nd 3rd 4th 5th	. …years
……………… .	1st 2nd 3rd 4th 5th	. …years

This question item sought to know the content modules that require essay writing or research papers that the respondents have taught. The respondents' answers varied; almost all the content modules of the curriculum were indicated: T. E. F. L, psychology, communication attitudes and preoccupation, text book evaluation, syllabus design, literature, civilization, psycho – pedagogy. As far as the issue of the teaching experience in the these modules is concerned, the respondents 'experience varied between 1 year to 20 years. The overriding majority of the respondents can fall into two major categories: those with less than 5 years experience, and those with approximately ten years experience. This situation is typical of

most English language departments especially recently opened ones which will certainly add to the validity and reliability of the responses.

16. Do you consider yourself specialised in teaching a specific content course?

Yes ☐

No ☐

If "Yes", please specify which course it is:..

Options	N	%
Yes	05	29
No	12	71
Total	17	100

Table 4.13: The Degree of Specialization in Teaching Content Area Modules.

As shown in table 4.13., less than half of the respondents (29%) consider themselves specialized in teaching a specific content course while the majority (71%) think that they are not.

17. Teaching students to write is the responsibility of.................

a. The writing teacher.

b. The content modules teachers.

c. A shared responsibility among the writing teacher and the subject area teachers.

Options	N	%
a	12	70. 59
b	00	00
c	05	29. 41
Total	17	100

Table 4.14: Responsibility for Teaching Writing Across the Curriculum

As table 4.14. shows, a slight majority of the respondents (70.59 %) think that teaching students to write is the responsibility of the writing teacher while 29.41 % of them think that it should be a shared responsibility among the writing teacher and the subject area teachers. No

respondents indicated that teaching writing should be the responsibility of content area teachers.

A correlation of the data generated in response to this question item with those obtained through question item 16 leads to the contention that the low level of specialization among content area teachers coupled with the prevailing assumption among the majority of the teachers that teaching writing should be the sole responsibility of the writing teachers form as matter of fact a real hindrance to embracing the research-based view defended especially by the proponents of genre-based writing pedagogy. This view, as has been explained in chapter three of the literature survey, conceives the teaching of writing as a shared responsibility among the teaching staff across the curriculum. According to this view, forging an authorial voice in specific disciplines of the academy, which must be considered the ultimate goal of any academic training, is approached as a lengthy and gradual apprenticeship process whereby the learner is initiated to the generic features of writing in the writing course and the discipline-specific features of academic writing in the corresponding disciplinary modules. Hence, the responsibility of teaching writing shifts gradually from the writing course to the specific disciplines in which learners eventually specialize.

18. Writing essays in my module differs in some aspects from writing essays in other modules?

Yes ☐

No ☐

If "Yes", please specify...

Options	N	%
Yes	04	23.52
No	13	76.48
Total	17	100

Table 4.15: Differences in Essay Writing across the Curriculum.

In answering this question item, only a minority of the respondents(23.52%) considered that essay writing in the content module (s) they teach differ(s) from essay writing in other modules, whereas the majority (76.48 %) answered negatively. As far as those who believe that writing essays in their subject area module differs in some aspects from writing in other

modules, they provide the following reasons: ' ideas and the order of ideas are subject specific', and ' there is more focus on content than on writing mechanics', or 'the writing objectives differ'. Two cases are especially interesting because both of them have more than fifteen years experience and have never taught the writing course. The first case concerns a respondent with more than 15 years experience in teaching T. E. F. L and related subjects adheres to the view that '' ideas and the order of ideas are subject specific'. The second case is that of a respondent with more than 20 years experience in teaching literature who considers that he is specialized in teaching this module, but he believes that there is no difference between writing in this subject area and writing in other modules.

Although the responses to item 15 show that all the content modules of the curriculum that they have taught require essay writing or research papers, the overriding majority do not adhere to the idea that teaching students to write is a shared responsibility among the writing teacher and the subject area teachers. The responses in this section also show that only few teachers consider themselves specialized in teaching one or more subject area modules, but, even those who do not think that there are certain aspects of essay writing that are specific to the content modules they teach. In the cases that divert from this general view the perceived difference is not clearly put. As regards this point, Hu (2007) holds that 'some research (e. g. Bartels 2003) suggests that even people with extensive academic preparation may have little acceptance or understanding of the discourse practice that prevails in their field of study. ' (Hu, 2007: 68).

Section Five/The Role of the Essay as an Assessment Tool in the Content Modules

This section investigated the teachers' views about evaluation techniques in the content courses with a specific focus on the place, goal, role, and types of the essay genre as well as reasons that deter content area teachers from using this genre as an examination assessment tool.

19. I assign at least one essay exam question in my content course during the academic year.

Yes ☐

No ☐

If "No", please explain why…………………………….......................

Options	N	%
Yes	14	82
No	03	18
Total	17	100

Table 4.16: the Essay Genre as an Assessment Tool in the Content Modules.

The results displayed in table 4.16 demonstrate that the majority of the respondents (82%) approved that they assign at least one essay exam question in their content course during the academic year. Interestingly, however, three of the respondents said that they do not use at all the essay genre as an assessment tool, but unfortunately, they did not specify the reasons. What can be retained from this state of things is that in spite of the positive impression one can get from the fact that the majority use the essay genre at least once a year, the fact some teachers at least stated they do not suggests that the issue of whether to use or not to use the essay is left to teachers' personal preferences and does not emanate from a clear and unified pedagogic orientation.

20. What are the essay writing tasks that you usually assign in your module?

Exam essays
Research papers
Reports

Options	N	%
a	10	58.82
b	03	17.65
c	04	23.53
Total	17	100

Table 4.17: Types of Writing' Assignments in the Content Modules.

Here also the responses differed manifestly. As table 4.17. reveals, 58.82% of the respondents said that they assign exam essays, 17.65% said that they assign research papers, and 23.53% said that they do assign reports. The same remark made above concerning the lack of a unified theoretical framework that informs the teachers' decisions can also be rightfully advanced here.

21. According to you, what is the most effective instrument to measure the students' grasp of the content in your module?

a. MCQ

b. Essay questions

c. Paragraph questions

d. Other: please specify..

Options	N	%
a	02	11.76
b	10	58.82
c	03	17.65
d	02	11.77
Total	17	100

Table 4.18: Content Modules Teachers' Evaluation Techniques

Noticeably, in spite of the fact that almost half of the responses indicated a certain bias towards essay questions, a state of great division is also registered here which yields even more support to the remark made above. As table 4.18. Reveals, 11.76% of the respondents said that the best instrument, according to them, is the MCQ, 58.82% of them said it is the essay questions, 17. 65% of the respondents said it is the paragraph question, while 11.77% gave other answers like short definition, true or false with justification, etc.

22. I do not usually assign essay questions in my exams because essay questions are:

a. Subjective

b. Difficult to rate

c. Do not adequately sample the content

d. Beyond the students' level of proficiency

Options	N	%
a	00	00
b	01	5.88
c	00	00
d	01	5.88
No answer	15	88.24
Total	17	100

Table 4.19: Reasons for the Non- use of the Essay in Assessment across the Curriculum.

Surprisingly enough, only two teachers responded to this question. As shown in table 4.19., one evoked reason for not assigning essay exams the issue of subjectivity, whereas the other opted for reason c, namely this type of questions do not adequately sample the content.

23. The types of essays I usually assign mostly are:

a. Expository essays

b. Argumentative

c. Narrative

d. Other: Please, specify..

Options	N	%
a	06	35.30
b	10	58.82
c	00	00
d	01	5.88
Total	17	100

Table 4.20: Essay Writing Assignments Genres

The responses differed also here. Noticeable also in the data is the fact that the most assigned essay types are expository and argumentative essay types. As shown in table 4.20.,

35.30% of the respondents said that they assign expository essays, 58. 82% of the respondents said that they mostly assign argumentative essays, and 5.88% of them opted for the option: other. No answers indicated the use of the narrative essay. Although the types of essays that the respondents indicated to use are really the most appropriate and the most useful for fostering learners academic writing competence, still the great deal of division observed suggests that both types occupy equal importance or that one type might serve as an alternative to the other. More importantly, the observed division is evidence of the lack of a unified approach to the assessment of learners' discipline-specific writing competence which in turn illustrates the absence of a conception of an overarching goal of developing learners' specific writing competence.

Hence, the relevance of adopting a genre-based that aims to equip learners via their teachers 'assistance with the capacity 'to deconstruct, examine, and practice salient discourse features, and to reconstruct discourses within their own particular disciplines' in both linguistically correct and socially appropriate ways so as to foster in novice writers a discursive competence that allows them to successfully forge 'their own authorial voice within the disciplinary community to which they are bidding for entry' (Bruce, 2008:169)

As far as the essay genre types as well as their sequencing in the curriculum are concerned, Drawing on the richness of the different views to genre, Bruce (2008) proposes a dual social genre/cognitive genre modal as a comprehensive way of operationalizing the elements of genre knowledge that accounts for elements of both text-the overt linguistic trace of a discourse process-and discourse-the combination of the written record and the social and cognitive operations surrounding its creation and interpretation. In sequencing the essay genre types in the writing course syllabus design, Bruce (op cit) suggests a gradual shift from a focus on cognitive genres in the initial levels of competence to more emphasis on social genres in the more advanced level. Emphasizing the importance of the argumentative essay genre type, Hamp-Lyons and Mathias (1994) point out that 'Naturally flowing from the basic assumptions that public and argumentative writing are more difficult to learn than personal and expository writing, is the assumption that tasks involving the former merit more pedagogical attention and require more practice in order for students to master them. ' Hamp-Lyons and Mathias (1994: 62) Indeed, in their survey of textbooks on preparation for formal, academic writing, the authors that these textbooks 'focus overwhelmingly on public rather than personal writing, and in general, more space is devoted to argumentative than to expository writing. '(op. cit.)

24. I assign exam essays to see how much information from textbooks, lectures and class discussions my students knew and could reproduce.

a–Strongly agree ☐

b. Agree ☐

c. Undecided ☐

d. Disagree ☐

e. Strongly disagree ☐

Options	N	%
a	07	41.17
b	09	52.94
c	00	00
d	00	00
e	01	5.89
Total	17	100

Table 4.21: the Goals of Essay Examinations across the Curriculum

As outlined in table 4.21., 41.17% of the respondents stated that they strongly agree, 52.94% of them said that they agree, and a tiny minority (5.89%) of them informed that they strongly disagree. A lickert scale was used in this question so as to gauge teachers 'degree of agreement or disagreement to this item. In spite of the fact that the proposition advanced in this question item did not won unanimity and in spite also of the fact most responses were divided on almost equal basis between those who strongly agreed and those who agreed, broadly speaking, when taken together, the results indicate that the overriding majority of the respondents supported the view that exam essays are used to see how much information from textbooks, lectures, and class discussions my students knew and could reproduce. This view is in line with the findings of Popken (1989) concerning the function of exam essays in the American tertiary level context. On the basis of the same finding, Popken (1989) argued that essay examinations have their distinctive prompts, pedagogical and rhetorical function, style, and organization which make them fit the definition of a genre: "typical rhetorical actions based on recurrent situations". In other words, essay examinations following this view should

be considered as distinctive academic genres. Therefore, as Popken (1989: 63), challenging the assumption that students automatically learn how to write exam essays while mastering other kinds of writing tasks in freshmen composition, and drawing from data emanating from his field research, put it, 'learning to write essays [in the writing course] will not automatically equip students to write exam essays.'

The responses to the question items in this section show that although the majority of the respondents informed that they assign at least one essay examination in the content modules they teach, the respondents were divided over the issue of the most effective instrument to measure the students 'grasp of the content in their modules; while slightly more than half of the questioned pointed out that the best instrument according to them is the essay, almost half of them prefer other measures. The lack of consensus among content modules 'teachers over the evaluation method bear witness to the state of division raised above in the first part concerning the writing teachers, which accentuates the need, we believe, for the adoption of a unified theoretically-oriented and research informed solution. It is also important to note that all the respondents agreed or strongly agreed with the idea that they assign exam essays to see how much information from textbook, lectures, and class discussion their students knew and could reproduce. The fact that the reproduction of information learned in the content module as the main aim of essay-based examinations is, on one hand, discrepant with the aim of essay examinations in the writing course as has been shown earlier where content is given the least importance. On the other hand, the fact that students are expected to regurgitate the content they have learned leaves little room for students to manifest and develop their critical thinking, a fundamental key to success in academic life especially in advanced levels when writing term papers, for example. This skill is an essential pre-requisite for both the recognition and the production of strong arguments in academic texts. The analyses of the responses also shows that the two major reasons that dissuade content teachers from assigning essay-based examinations is to a great extent the consideration that they are beyond the students' level of competency and to a lesser extent the view that they are subjective. As far as the first reason is concerned, and taking into consideration the fact that developing essay writing skills is the main goal of instruction in the writing course along with the great amount of satisfaction among writing teachers that the compatibility of the course with writing in the content modules, two explanations are possible. The first possible explanation is that producing factual essay genres such as exposition and argument, the main essay genres required in the subject area modules as the results of item 25 show, are more difficult to the

students compared to personal genres such as recount, narrative, moral tales, myths often emphasized by the process writing approach which is the prevailing approach in the writing course. The second explanation, which does not exclude the first, but on the contrary it corroborates it, is that the non-inclusion of the content of subject area modules in the writing course, as has been stated by the writing teachers themselves above, following a well-defined theoretical and methodological framework deprive learners of the opportunity to develop an adequate level of academic writing competence in the subject area modules that satisfies the content module teachers. Concerning the second reason advanced by the respondents, namely the issue of the subjectivity of the essay as an evaluation instrument, this choice is closely related to another choice given to the respondents in the same item (c-do not adequately sample the content). Subjectivity here most probably means that the essay is not considered a valid evaluation instrument because it does not allow the content modules teachers to adequately measure the students' grasp of the different aspects of the content taught. If this is the case, then this is another evidence of the discrepancy between the evaluation criteria in the writing course and those in the content modules; whereas the former focus on rhetorical skills and language elements, the latter grant more importance to the content taught. Hence, the need for an approach that bridges this discrepancy through the provision of a more balanced evaluation framework that does justice to all the essential components of academic writing competence.

Section Six/ Areas of Difficulty and Feedback Efficiency

This section sought to probe teachers 'judgements of students' areas of difficulty with regard to essay writing, evaluation criteria, essay evaluation prompts, types of feedback as well as teachers evaluation about the effectiveness of this feedback.

25. Rank from 1 to 5the aspects of essay writing according to their importance in your evaluation criteria.

a. Content ☐

b. Organisation ☐

c. Grammar ☐

d. Vocabulary ☐

e. Mechanics ☐

	1st	2nd	3rd	4th	5th	Total
a	7	6	1	0	3	17
b	3	5	5	2	2	17
c	3	2	5	4	3	17
d	0	3	6	4	4	17
e	4	1	0	7	5	17
Total	17	17	17	17	17	

Percentage :

	1st	2nd	3rd	4th	5ht	Total
a	41%	35, 29%	6%	0%	18%	100%
b	18%	29%	29%	12%	12%	100%
c	18%	12%	29%	24%	18%	100%
d	0%	18%	35%	24%	24%	100%
e	24%	6%	0%	41%	29%	100%
Total	100%	100%	100%	100%	100%	

Table 4.22: Evaluation Criteria of Essay Writing
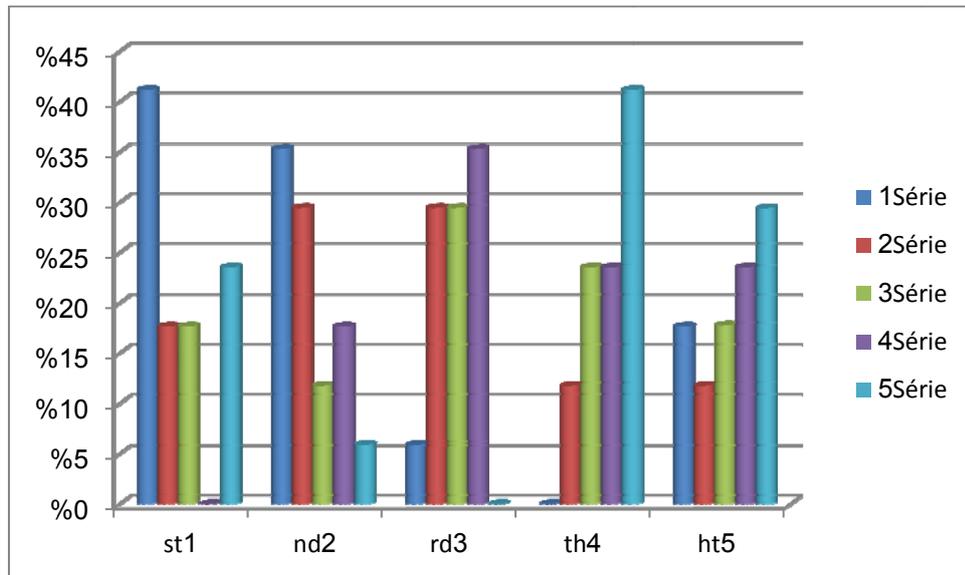
Graph 4.5: Evaluation Criteria of Essay Writing

One cannot but observe the great division observed over this issue as well As shown above, the analysis of the data generated by this question item gave the following rough order:

a. Content

b. Organization

d. Vocabulary

e. Mechanics

c. Grammar

Interestingly enough, content which appeared as the last item in the ranking list concerning the evaluation criteria of students 'writing in the writing course in question item 13 is given as the most important aspect in evaluation criteria in content modules. This illustrates the divergence between writing teachers and content area teachers with regard to focus of their evaluation criteria

26. Which aspects do you consider most problematic to students?

a. Content ☐

b. Organisation ☐

c. Grammar ☐

d. Vocabulary ☐

e. Other :Please specify …... ………

Options	N	%
a	04	23.52
b	10	58.82
c	10	58.82
d	08	47.05
e	04	23.52
Total	17	100

Table 4.23: Students' Areas of Difficulty in Examination Essays Writing

A great deal of division is also observed in the responses generated by this question item. As shown in table 4.23., 23.52% of the respondents think that content is the most problematic aspect, 58.82% of them, think that it is organization, 58.82% think that it is grammar, 47.05% said that it is vocabulary, and 23.52% of the respondents gave other reasons like coherence, word choice, use of transitions, etc

27. Which parts of the essay that is/are most problematic to the students in your course?

    a. The introduction   ☐

    b. The conclusion   ☐

    c. The body paragraphs   ☐

Options	N	%
a	08	47.06
b	03	17.65
c	06	35.29
Total	17	100

Table 4.24: Students' Areas of Difficulty in Writing the Essay Sub-genres

As table 4.24. reveals, 47.06 % of the respondents think that the introduction sub-genre is the most problematic part for their students, 35.29% of them said it is the conclusion, while 17.65% of them think that writing the body paragraphs is the most problematic part.

28. Do you think that the students take into consideration the feedback you give them on their papers?

Yes ☐

No ☐

Options	N	%
Yes	07	41.18
No	10	58.82
Total	17	100

Table 4.25: Perceptions of the Effectiveness of Written Feedback

As far perceptions of the effectiveness of feedback are concerned, 41.18% of the respondents said that their students take into account the feedback given, while 58.82% of them suggested otherwise. The observed division with regard to the effectiveness of feedback should raise concern over the type of feedback as well as the method through which this feedback is provided for learners. Hyland and Hyland (2006) indicate that feedback plays a central role in developing learners' writing proficiency due to at least two reasons: its potential for learning and its motivating effect on learners.

Leki (2006, cited in Hyland and Hyland, 2006:87) examined feedback provided by faculty to L2 graduate students in a US university, analyzing the written comments made by disciplinary faculty on student assignments and interviewing students to probe their views about the value of written feedback in their development of disciplinary literacy. Most subjects expressed a need for a type of feedback that has a 'dual content/language focus'

On the basis of this study and similar studies, Hyland and Hyland (2006: 86) stressed the 'need for more investigations to address questions on how L2 instructors and disciplinary faculty can work together more closely to meet students' needs. '

29. What is your primary focus when you give feedback in the content module(s)?

a. Organisation ☐

b. Grammar ☐

c. Vocabulary ☐

d. Mechanics ☐

e. Content ☐

Options	N	%
a	11	64.70
b	05	29.41
c	05	29.41
d	06	35.29
e	09	52.94
Total	17	100

Table 4.26: Aspects of Writing Corrective Feedback

As shown above 64.70% of the respondents said that their primary focus when they give feedback in content modules is organization, 29.41% of them said it is grammar, 29.41% said that it is vocabulary, 35.29% said mechanics, and 52.94% said content

The analysis of the results of this section shows that the content modules teachers perceive organization, grammar, to a lesser extent, vocabulary, and, to a much lesser extent, content to be the most problematic aspects of essay writing to the students. This order in the perception of areas of difficulty, however, is not reflected in exactly the same way in the order of the most important aspects of essay writing in relation to evaluation criteria. In this regard, content is given the most importance before organisation and vocabulary. It is also noticeable that grammar occupies the last position as far as evaluation criteria are concerned. On the basis of these results, we can say that perhaps the only valid explanation for giving content utmost importance in their evaluation criteria is that the content module teachers consider that their primary teaching goal is the students' assimilation of content material in their teaching

subject area. Accordingly, organization, grammar, and to a lesser extent vocabulary, which are felt to be the most problematic areas, are considered to be fall under the responsibility of the writing teachers. If we draw a comparison between the evaluation criteria of writing teachers(item. . . section 3) and those of content modules, we find that content is given utmost importance by the latter whereas it is given the least importance by the former; hence, our earlier claim supported. In addition to that, the fact that organisation is felt to be the most problematic area in essay 'writing by content teachers, on one hand, and the most important criterion of evaluation along with thinking skills by writing teachers, on the other, raises questions concerning the effectiveness of writing instruction and the transferability of learners' essay organisation skills to essay writing in the content modules. As far as the part /parts of the essay that is/are felt to be the most problematic to the students are concerned, the results show that the most problematic part is the introduction. It should be born in mind that the introduction and the conclusion are highly interrelated especially in argumentative essay types, which explains may be why the conclusion is not equally felt to be problematic since succeeding in writing the introduction leads naturally and easily to success in writing the essay conclusion.

Section Seven/**The Transferability of Essay Writing Skills to Research Papers**.

This section sought to draw a comparison of teachers' expectations with regard to exam essays and research papers to determine the extent to which essay writing skills are transferable to other types of writing in the content modules.

30. Tick off √ the THREE most important points you require in the introductions of good research essays.

a. Trying to get the reader interested ☐

b. Saying what the topic of the paper is ☐

c. Saying what the main points of the paper are ☐

d. Presenting some of the background of the topic ☐

e. Apologising for any limitations of the paper ☐

f. Showing the relevance of the topic ☐

g. Saying what the structure of the paper is ☐

h. Trying to amuse the reader

i. Linking the topic to other disciplines

j. Others: Please specify..
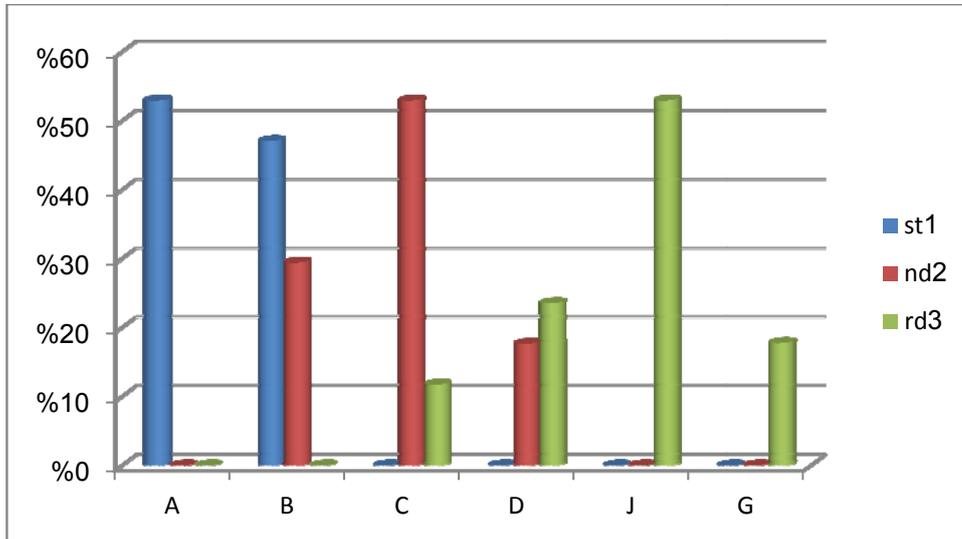
Graph 4.6: The Three most Important Aspects of Effective Research Essays Introductions

As shown above the three most important aspects that the respondents require in the introductions of good research essays are

1. Trying to get the reader interested
2. Saying what the main points of the paper are
3. Linking the topic to other disciplines

31**.** Tick off √ the THREE most important points you require in the conclusions of good research essays.

a. Saying what the main points of the paper were

b. Continuing with some aspect raised earlier in the paper

c. Presenting some of the background of the topic

d. Apologising for any limitations of the paper

e. Saying what actions should be taken regarding the topic I presented

f. Showing the relevance of the topic

g. Trying to amuse the reader

h. Linking the topic to other disciplines

i. Others: please specify..

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As shown above, the most important points they require in the conclusions of good research essays are:

- Saying what the main points of the paper were
- Presenting some of the background of my topic
- showing the relevance of my topic

This information about content module teachers' expectations concerning research essays conclusions and introductions will discussed further when we will deal with the last section of the students 'questionnaire.

32. When I assign exam essays, I already have concepts in mind which I expect students' papers to contain.

Yes ☐

No ☐

Options	N	%
yes	16	94.11
no	01	5.89
Total	17	100

Table 4.27: Conceptual Requirements in Examination Essays

As shown above, the respondents were almost unanimous in approving the proposition advanced in this question: 94.11% said of the respondents said that they do have some concepts in mind said that they do have some concepts in mind which they expect students exam papers to contain, whereas only one respondent (5.89%) rejected the proposition.

33. When I assign research essays, I already have concepts in mind which I expect students' papers to contain.

Yes ☐

No ☐

If "No", please specify...

Options	N	%
yes	14	82.35
no	03	17.64
Total	17	100

Table 4.28: Conceptual Requirements in Research Essays

Despite the fact that this question item had provided room for the respondents to express a different opinion than the one contained in the above proposition if they wished to through the rubric (If no, please specify:. . . .), almost the same pattern observed in the data generated by the previous question(question item 32) is also confirmed with this question; the overriding majority of the respondents (82.35%) said that they do have some concepts in mind which they expect students research papers to contain, while only three responses (17.64%) suggested the contrary. Accordingly, the respondents suggest that they have the same requirements and expectations for both genres (exam essays and research essays) in terms of functions and relation to course concepts as well as the margin of reflection and the degree of inventiveness. This view is contested by evidence emanating from research carried out in the American context of higher education. On the one hand, Popken (1989: 53), for example, points out that 'instructors [in his study] used paper assignments to get their students to apply course concepts to events, situations, or texts that had not been discussed in class. Some tasks required broadly-defined "original research, " while others required students to work with one or more "outside readings "-scholarly books or articles. On the other hand, Popken (op cit) notes that 'instructors normally assigned essay exams more frequently and for a narrower pedagogical function: to see how much information from textbooks, lectures, and class discussions their students knew and could reproduce. ' According to the same source, these differences in pedagogical function between exams and papers resulted in 'differences in sources of content and perhaps even differences in means of invention'

> 'On the exams, the source of content was largely memorized information; prompts usually directed students towards generalizations, which the students formed using memorized supporting facts. By contrasts, the paper assignments forced writers to come up with their own generalizations, searching beyond their own memories into old notes, previously-read texts, and, in some cases, researched material. ' Popken (1989:

The content' teachers choices of the most important points required in the introductions and conclusions of research essays reflect a preference for those aspects that much emphasized in factual academic genres especially the argumentative genre. It follows that, in order to ensure that essay writing in the writing course and in the content modules serves as a stepping stone towards writing other types of academic writing such as research papers through ensuring a higher transferability of writing skills to these pieces of writing, the writing course should therefore focus on the generic aspects of factual essay genres.

The fact that the majority of the respondents supported the propositions that they have aspects in mind they expect students' papers to contain both in examinations and in research papers bears two important significations. The first one is that since the expectations are a priori clear in the minds of teachers, the demystification of the evaluation process becomes easier and more practical because all what is required from the teachers in this case is to render these expectations transparent to the students; one effective way for doing so is through the analytical evaluation procedures proposed by the proponents of the genre-based approach to academic writing evaluation. The second significance is somehow negative because examinations essays and research essays supposedly differ from each other in terms of many essential aspects such as goals, length, perspectives, and degree of academic knowledge contained in them; as a result, less constraint in terms of expectations should be imposed on learners in the production of this type of essays.

Section Eight: Further Suggestions.

34. Please, add any comment or suggestion.

....

No teacher deemed it necessary to provide any additional information.

The major findings obtained through the implementation of the Teachers' Questionnaire are summarized as follows:

Although writing teachers were intrinsically motivated to teach this skill, the fact that no respondent pointed out that they are teaching writing on the basis of their basic training raises legitimate concerns over the degree of professionalization and expertise in teaching this pivotal and demanding module. The teachers' survey data distinctly indicate that there is little appreciation of the importance and centrality of the writing skill in general and essay writing in particular to students' academic success. The great deal of division observed among

teachers and confirmed by students about the objectives, approaches, assessment tools, the writing resources as well as the focus of feedback in the teaching and evaluation of writing across the curriculum is a proof of the prevalence of non-theory based eclecticism which is detrimental to the development of students' academic writing competence and the professionalization process of teachers. Moreover, the respondents, in spite of having the potential of developing a writing across the curriculum perspective because most of them teach writing alongside other content modules, hold a deceiving sense of overall satisfaction with regard to the compatibility between the objectives of the writing course and the students' writing needs in content modules which is when correlated with the illustrated alarming state of division concerning the objectives, goals, and the approach of the writing course discussed above can only result in institutional inertia that might stifle any attempt for finding workable solutions. Furthermore, the development of students' writing competence is assumed to be the responsibility of the writing teachers and few teachers consider themselves specialized in teaching a specific content modules, which suggests that there is little acceptance of the idea that content modules or categories of content modules represent distinctive academic disciplines requiring specific discourse practice. As far as the essay genre is concerned, and in spite of the fact that the majority content area teachers indicate that their modules require essay writing at least once a year, there was a great deal of division concerning the best method for measuring of the students' apprehension of content in their modules. Concerning essay cognitive genre types (narrative, expository, argumentative, etc.) used in content area modules assessments are concerned, the data suggest that also there is a great deal of division with regard to the types that they use as well as the role and place that each type should occupy. More importantly, the expository and the far more important argumentative type are perceived to be mere alternatives to each other.

4. 2 The Students' Questionnaire

This section seeks to gauge the students' attitudes, perceptions, and the degree of their awareness of the different aspects and problems they face when they write in the different genres required in the subject area modules. This questionnaire also seeks to answer the major question stated above for the Teachers' Questionnaire:

–Does the writing course address specifically and adequately in terms of teaching methodology and evaluation criteria the students' writing needs across the curriculum?

In our analysis of the data of the Students' Questionnaires, we will seek to compare ENS students' responses with LMD students 'responses in an attempt to spot any potentially interesting similarities and differences.

4. 2. 1. The Sample

The students' questionnaire was administered to a total of 53 students third year L. M. D students majoring in English (option: science du language) at the University Mohammed Seddik Benyahia, Jijel. The age of the respondents was between 21 and 25. The responses of these students will be compared to another sample of students in the ENS of Constantine aged between 21 and 25. The ENS sample was stratified: it was administered to three groups of teachers-in-training students belonging to three different levels, 27 third year students, 26 fourth year students, and a total of 21 fifth year students. The choice of such a stratified sample concerning ENS students was aimed to explore the following subsidiary question:

–Is there any significant evolution in learners' awareness about their writing problems and needs in consistence with their growing experience with the language and the increase in the writing demands across the curriculum?

This choice was based on the premise that students' primary concern at the time of the study is more focused on the immediate writing challenges that face them across the curriculum. Moreover, while the fourth year and fifth year students of the ENS sub-category evaluation of the writing course is retrospective because writing course ends in the third year of the license curriculum, these students meet normally increasing disciplinary writing challenges. Fifth year students, for example, are required to write a dissertation in applied linguistics which is subsequently evaluated by a jury in a public viva voce.

The questionnaire was administered to the third year L. M. D. students in the departments of English at university M. S. Benyahia, Jijel by the author of this thesis. The same questionnaire was piloted and, then, administered in the same period to the ENS students by the head of the department and the deputy head of the department of the ENS of Constantine.

4. 2. 2. Description of the Students' Questionnaire

The Students' Questionnaire consists of 35 questions organized into five sections, and was designed to investigate students' evaluations and perceptions of the following issues:

Section I –Probing the students 'general evaluation of the writing course

Questions 1 to 3

Section Two –Students' awareness of the generic structure of the essay genre and their **Questions 4 to 8** transferability to other text types in the content modules.

Section Three –Students 'judgements of the efficiency and transparency of the types of

Questions 9 to16 –feedback in the content modules

 Section Four

 Questions 17 to 23-Students 'judgements of the efficiency and transparency of the types of feedback in the content modules ()

Section Five

Questions 24 to 33 Comparison between the students' views concerning the requirements of essay writing and the requirements of writing research papers in the content modules in order to determine the degree of their awareness of the generic and specific features of each type.

Section Six: Further Suggestions.

Question 34.

4. 2. 3 Analysis of the Results of the Students' Questionnaire

Section One/General Evaluation of the Writing Course

1. The most important skill to academic success is:

 a. Listening

 b. Speaking

 c. Writing

 d. Reading

Options	N	%
a	01	1.88
b	25	47.17
c	23	43.40
d	04	07.55
Total	53	100

Table 4.29: The most Important skill to Academic Success (Third Year L.M.D Students)

The data generated by third year L.M.D. students in response to this question item showed a great deal of division. Roughly speaking, the same pattern was observed for the sub-categories of the ENS sample except for the fifth year sub-category, the members of which have shown a clear inclination towards "writing" as being the most important skill to academic success. 43.40% of them have chosen option (c) i, e, writing, while 07.55% of them have chosen "reading". 47.17% of them opted for speaking, but only 1.88 % of the questioned have chosen "listening".

Options	N	%
a	01	3.70
b	07	25.93
c	11	40.74
d	08	29.63
Total	27	100

Table 4.30: The most Important Skill to Academic Success (Third year ENS Students)

The answers to this question, as shown in the above table, revealed that 40.74% of the respondents have chosen option (c) i, e, writing. While 29.63% of them have chosen "reading", 25.93% opted for "speaking". Only a tiny minority (3.70 %) have chosen "listening".

Options	N	%
a	03	11.54
b	11	42.31
c	08	30.77
d	04	15.38
Total	26	100

Table 4.31: The Most Important Skill to Academic Success (Fourth Year ENS Students)

The analysis of the answers to this question, as shown in the above table, revealed that 30.77% have chosen option (c) i.e., "writing", while **15.38** % have chosen reading, **42.31**% opted for speaking, and only **11.54**% have chosen "listening".

Options	N	%
a	01	4.76
b	02	9.52
c	15	71.43
d	03	14.29
Total	21	100

Table 4.32: The most Important Skill to Academic Success (Fifth Year ENS Students)

In a marked departure from the pattern observed with the other sub-categories, the analysis of the answers of this sub-category have shown a clear leaning towards "writing" as being the most important skill for academic success. This is may be due to the fact that these students are required to write a term paper in the final year of their training. As the above table shows, 4.76% the respondents have chosen option (a), i.e., listening, while 9.52% have chosen option (b), i.e., "speaking". 71.43% have chosen option (c), i.e., "writing". 14.29% of them have chosen "reading" as being the most important skill to academic success.

2. How often do you practise writing?

Occasionally

Weekly

Not at all

Daily

Monthly

Options	N	%
a	34	64.15
b	08	15.10
c	03	5.66
d	08	15.09
e	00	00
Total	53	100

Table 4.33: Time devoted to Practising Writing (Third Year L.M.D Students)

The analysis of the answers generated by this questioned has revealed a resemblance in the answers pattern observed for third year L.M.D. students and third year ENS students in that a slight majority of them indicated that they practise writing occasionally; This is may be due to the fact that the students of these two sub-categories still study writing as a module in their course. The answers of the other E.N.S. sub-categories have demonstrated the existence of a great deal of division, which signifies that, for the majority of them, writing has not become an integral part of the routine of their students 'lives.

As shown in table 4.33., the answer to this question revealed that the majority of the questioned (64.15%)practise writing occasionally; while 15.10 % practise it weekly, an equal percentage (15.09 %) practise it daily.

Options	N	%
a	18	66.67
b	08	29.63
c	01	3.7
d	00	00
e	00	00
Total	27	100

Table 4.34: Time Devoted to Practising Writing (Third Year ENS Students)

The answer to this question revealed that the majority of the questioned (66.67%) practise writing occasionally, while 29.63% practice it on a weekly basis. Only 3.7% said that they do not practise writing at all.

Options	N	%
a	14	53.85
b	07	26.92
c	02	7.69
d	03	11.54
e	00	00
Total	26	100

Table 4.35: Time Devoted to Practising Writing (Fourth Year ENS Students)

The answer to this question revealed a great deal of division with regard to the degree of the integration of writing in their daily routines. The majority of the questioned (53.85**%**)said that they practise writing occasionally, while 26.92% do it weekly. 11.54% practise it daily and only 7.69% said that they do not practise writing at all.

Options	N	%
a	10	47.62
b	03	14.29
c	03	14.29
d	05	23.80
e	00	00
Total	21	100

Table 4.36: Time Devoted to Practicing Writing (Fifth Year ENS Students)

The answers to this question revealed a great deal of division concerning the degree of integration of the act of writing in their lives routine. **47.62** % said that they practise writing occasionally, while **14.29** of them said that they practise it weekly. **23.80**% practise it daily, and **14.29**% said that they do not practise writing at all.

3. The essays I have to read before writing in the writing course helped me to write better.

a. Strongly agree

b. Agree

c. Undecided

d. Disagree

e. Strongly disagree

Options	N	%
a	25	47.17
b	20	37.74
c	07	13.20
d	01	1.89
e	00	00
Total	53	100

Table 4.37: The Utility of Pre-writing Reading Models (Third Year L.M.D Students)

The same pattern emerged in the analysis of the answers generated by this question by all sub-categories. If the choices made for option "a" and "b" are taken together, i.e., strongly agree and agree together, then it can be safely said that the majority of the students questioned said that they consider the use of models as a pre-writing stimulus was beneficial to them in their writing activities.

As the table above shows, **47. 17**% said that they "strongly agree", and **37.74**% said that they "agree". **13.20**% were undecided, while a negligible number of the questioned (**1.89**%) said that they "disagree".

Options	N	%
a	12	44.45
b	14	51.85
c	01	3.7
d	00	00
e	00	00
Total	27	100

Table 4.38: The utility of Pre-writing Reading Models (Third Year ENS Students)

As table 4.38. shows, 44.45% opted for "strongly agree", and 51.85% opted for "agree". Only 3.7% of the respondents were undecided, while no one opted for both options " j ", i.e., disagree, and, " e", i.e., strongly disagree.

Options	N	%
a	17	65.38
b	08	30.77
c	00	00
d	01	3.85
e	00	00
Total	26	100

Table 4.39: The utility of Pre-writing Reading Models (Fourth Year ENS Students)

As table 4.39. shows, almost all the respondents considered that pre-writing reading models were very useful to the production of their own writings. **65.38**% said that they strongly agree, and **30.77**% said that they agree.

Options	N	%
a	08	38.10
b	12	57.14
c	00	00
d	01	4.76
e	00	00
Total	21	100

Table 4.40: The Utility of Pre-writing Reading Models (Fifth Year ENS Students)

As the table above shows, **38.10**% opted for "strongly agree", and **57.14**% opted for "agree". While only **4.76**% opted for disagree.

The results of this section show that there was a great deal of division among the third year L.M.D. students questioned with regard to the language skill that they consider to be the most important to their academic success. The same pattern is observed with third year and

fourth year students in the ENS; the fifth year students' sub-category formed an exception in that these students considered writing to be the most important skill. As has been said earlier, this is may be due to the fact that these students are required to write a term paper in the final year of their training The majority of the participants said that they practice writing only occasionally. The majority of them also demonstrated satisfaction with the utility of the reading prompts used in the writing course.

Section Two/Compatibility between the Writing Course and Writing in the Content Modules

-Investigating the students ' evaluation of the degree of compatibility between the different aspects of writing course (prompts, topics, objectives, goals, and feedback) with their writing needs in the content modules.

4. When writing exam or research essays in the content modules, I take into consideration what I have learned about essay writing in the writing course.

a. Strongly agree

 b. Agree

c. Undecided

d. Disagree

e. Strongly disagree

Options	N	%
a	24	45.28
b	20	37.74
c	5	9.43
d	03	5.66
e	01	1.89
Total	53	100

Table 4.41: Transferability of Writing Skills (Third Year L.M.D Students)

The analysis of the answers generated by this question showed that when the choices for options (a) and (b) are taken together, then it can be safely said that the overriding majority of

the respondents indicated that they consider that what they have learned in the writing module was transferable to writing in the content modules.

As shown in the above table, when the choices for option (a) and (b) are taken together, then one can say that the vast majority said that they agreed to the proposition made in the item: knowledge acquired in the writing course was transferable to writing in the content modules.

Options	N	%
a	07	25.93
b	17	62.96
c	01	3.70
d	00	00
e	02	7.41
Total	27	100

Table 4.42: Transferability of Writing Skills (Third Year ENS Students)

What has been said about third year L.M.D. students also applies to third year ENS students: the vast majority indicated that they agreed to the proposition made in the question item.

As shown in the above table, the vast majority 62.96% have chosen option " b", i.e. , (agree), and 25.93% said that they strongly agree. No respondent opted for "disagree", but 7. 41 % said that they strongly disagree.

Options	N	%
a	10	38.46
b	08	30.76
c	06	23.08
d	01	3.85
e	01	3.85
Total	26	100

Table 4.43: Transferability of Writing Skills (Fourth Year ENS Students)

As shown in the above table, if the answers to option (a) are added to those made for (b), then it can be said that the majority have agreed to the proposition advanced in the question item. Compared to the answers generated by the other sub-categories of the sample, a relatively significant minority (23.08**%**) indicated that they are undecided.

Options	N	%
a	10	47.62
b	11	52.38
c	00	00
d	00	00
e	00	00
Total	21	100

Table 4.44: Transferability of Writing Skills (Fifth Year ENS Students)

As shown in the above table, the vast majority have chosen either option (a), i.e. "strongly agree", or option (b), i.e. , agree(**47.62**% and **52.38**% respectively). This signifies that the overriding majority of the respondents considered that the knowledge and skills acquired in the writing course are transferable to writing in the content modules.

5. The writing course prepared me to write essays in the content course

a. Well

b. Very well

c. Adequately well

d. Not well

e. Not well at all

Options	N	%
a	22	41.51
b	11	20.76
c	13	24.53
d	07	13.20
e	00	00
Total	53	100

Table 4.45: Evaluation of Preparation to Essay Writing in the Content Courses (Third Year L.M.D. Students)

The analysis of the results generated by this question shows that roughly the same pattern has emerged for the sub-categories constituting the sample: the overriding majority have opted for either option (a), i.e., well, or option (b), i.e., very well. This means that the overriding majority of the respondents considered that the writing course has prepared them well to write essays in the content modules.

As shown in the above table, **41.51**% have chosen option (a), i.e., "well", and **20.76**% have chosen option " b", i.e., "very well". **24.53** % opted for option **(c)**, i.e., adequately well, while only **13.20**% have chosen option (d), i.e., not well.

Options	N	%
a	05	18.52
b	03	11.11
c	10	37.03
d	05	18.52
e	04	14.82
Total	27	100

Table 4.46: Evaluation of Preparation to Essay Writing in the Content Courses (Third Year ENS Students)

As table 4.46. shows, 37.03% of the respondents said that the writing course prepared them adequately well to write in the content courses. 18.52% have chosen option (a), i.e.,

well, and 11.11% have chosen option (b), i.e., very well. Only 18.52% have chosen option (d), i.e., not well.

Options	N	%
a	10	38.46
b	07	26.92
c	06	23.08
d	02	7.70
e	01	3.84
Total	26	100

Table 4.47: Evaluation of Preparation to Essay Writing in the Content Courses (Fourth Year ENS Students)

As the above table above shows, **38.46**% have chosen option (a), i.e., well, and **26.92**% have chosen option (b), i.e., very well. A significant minority of the respondents (**23.08**%) have chosen option (c).

Options	N	%
a	14	66.67
b	01	4.76
c	06	28.57
d	00	00
e	00	00
Total	21	100

Table 4.48: Evaluation of Preparation to Essay Writing in the Content Courses (Fifth Year ENS Students)

As shown in the above table, **66.67**% have chosen option (a), i.e., well, while **4.76**% have chosen option (b), i.e., very well. 3.84% have chosen option (d), i.e., not well. **28.57**% have chosen options (c), i.e., adequately well.

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6. If you think that you are not well prepared, whom do you blame for being so?

a. The course

b. The method employed

c. Insufficient practice

e. Other: Please, specify:..

Options	N	%
a	02	3.77
b	08	15.09
c	36	67.93
d	00	00
e	07	13.21
Total	53	100

Table 4.49: Weaknesses of the Writing Course (Third Year L.M.D. Students)

The same pattern emerged from the analysis of the answers generated by this question for all the sub-categories of the sample; lack of practice has been advanced by the majority of the respondents as being the major weakness of the writing course.

As shown in table 4.49., the vast majority (**67.93%**) said that the reason behind being not well prepared is that they lack practice. **15.09**% of the respondents that this is due to the method employed, while **13.21**% gave other reasons like interest in the subject matter or the topic chosen for writing are not motivating, etc.

Options	N	%
a	00	00
b	04	14.81
c	22	81.48
d	00	00
e	01	3.71
Total	27	100

Table 4.50: Weaknesses of the Writing Course (Third Year ENS Students)

As table 4.50. shows, the vast majority (81.48%) said that the reason behind being not well prepared is that they lack practice. 14.81% of the respondents said that this is due to the method employed, while 3.71% gave other reasons like interest in the subject matter. , the topic chosen for writing are not motivating, etc. .

Options	N	%
a	02	7.70
b	02	7.70
c	18	69.23
d	00	00
e	04	15.38
Total	26	100

Table 4.51: Weaknesses of the Writing Course (Fourth Year ENS Students)

As shown in table 4.51., the majority (**69.23**%) said that the reason behind being not well prepared is that they lack practice. **7.70**% of the respondents informed that this is due to the method employed, while **15.38**% gave other reasons like interest in the subject matter or the topic chosen for writing are not motivating, etc. Only **7.70**% said that the course is to blame for not being well prepared to write in the content modules.

Options	N	N
a	01	4.76
b	06	28.57
c	13	61.90
d	00	00
e	01	4.77
Total	21	100

Table 4.52: Weaknesses of the Writing Course (Fifth Year ENS Students)

As shown in table 4.52. , the vast majority **61.90**% said the reason behind being not well prepared is that they lack practice. **28.57**% of the respondents said that this is due to the method employed, while **4.76**% gave other reasons like interest in the subject matter or the topic chosen for writing are not motivating, etc. Only **4.76** % blamed the course as being the reason for not being well prepared to write in the content modules.

7.Were there any classes and assignments in the writing course that were particularly useful for you in writing in the content modules?

Yes ☐

No ☐

If "Yes", please specify: ………………………………………………………………

Options	N	N
a	43	81.13
b	10	18.87
Total	53	100

Table 4.53: Specifically Transferable Aspects of the Writing Course (Third Year L.M.D. Students)

The analysis of the answers generated by this question demonstrated the existence of roughly the same pattern for all the sub-categories in the sample of respondents; the majority of students questioned showed approval to the proposition that specific aspects of the writing

course were transferable to their writings in the content modules. Moreover, these students have shown a great deal of agreement over these specific aspects.

As shown by table 4.53, **81.13**% said yes, while **18.87**% said no. respondents who have chosen option (a), i, e, yes, said that the writing course class helped them especially in choosing the suitable type of essay, how to write argumentative essays, how to write good introductions and conclusion, how to express ideas in coherent way. Besides, some of the respondents said the assignments of the writing course helped them a lot in writing good essay especially in modules like linguistics, civilization, etc.

Options	N	%
a	14	51.85
b	13	48.15
Total	27	100

Table 4.54: Specifically Transferable Aspects of the Writing Course (Third Year ENS Students)

As shown by the table above, 51.85% said yes, while 48.15% said no. respondents who have chosen option (a), i, e, yes, said that the writing course class helped them especially in choosing the suitable type of essay, how to write argumentative essays, how to write good introductions and conclusion, how to express ideas in coherent way. Besides, some of the respondents said the assignments of the writing course helped them a lot in writing good essay especially in modules like linguistics, civilisation, literature, pedagogical trends and educational system (p.t.e.s) and communicative attitudes and preoccupations (c.a.p).

Options	N	%
a	16	61.54
b	10	34.46
Total	26	100

Table 4.55: Specifically Transferable Aspects of the Writing Course (Fourth Year ENS Students)

As shown in the above table, 61.54 % said yes, while **34.46**% said no. Respondents who have chosen « a », i, e, yes said that the writing course class helped them especially in

choosing the suitable type of essay, how to write argumentative essays, how to write good introductions and conclusion, how to express ideas in coherent way. Besides, some of the respondents said the assignments of the writing course helped them a lot in writing good essay especially in modules like linguistics, civilisation, literature, pedagogical trends and educational system (p.t.e.s) and communicative attitudes and preoccupations (c.a.p).

Options	N	%
a	12	57.14
b	09	42.85
Total	21	100

Table 4.56: Specifically Transferable Aspects of the Writing Course (Fifth Year ENS Students)

As revealed by table 4.56, **57, 14**% said yes, while **42.85**% said no. respondents who have chosen option (a) , i, e, yes, said that the writing course class helped them especially in choosing the suitable type of essay, how to write argumentative essays, how to write good introductions and conclusion, how to express ideas in coherent way. Besides, some of the respondents said the assignments of the writing course helped them a lot in writing good essay especially in modules like civilization, literature, pedagogical trends and educational system (p.t.e.s) and communicative attitudes and preoccupations (c.a.p).

8. Were there any classes and assignments in the writing course that were not particularly useful for you?

Yes ☐

No ☐

If "Yes", please explain why?: ……………………………………………

Options	N	%
a	24	45.28
b	29	54.72
Total	53	100

Table 4.57: Specifically Non -transferable Aspects of the Writing Course (Third Year L.M.D. Students)

The same pattern also emerged in the analysis of the answers generated by this question. The majority and, sometimes, the overriding majority of the respondents belonging to the different sub-categories rejected the idea that certain aspects of the writing course are not transferable to writing in the content modules.

As shown in table 4.57. , **54.72**% of the respondents said no, while **45.28**% of them said yes. Respondents, who have said "yes", said that the topics chosen in the writing class were not motivating at all, and the choice of the suitable essay type is very difficult for them.

Options	N	%
a	08	29.63
b	19	70.37
Total	27	100

Table 4.58: Specifically Non -transferable Aspects of the Writing Course (Third Year ENS Students)

As shown in table 4.58. , 70.37 % of the respondents said no to the proposition made in the question item, while only 29.63% of them said yes. Respondent, who have chosen option (a), i.e. , "yes", said that the topics chosen in the writing class were not motivating at all. In addition, the choice of the suitable essay type is very difficult for them.

Options	N	%
a	03	11.54
b	23	88.46
Total	26	100

Table 4.59: Specifically Non -transferable Aspects of the Writing Course (Fourth Year ENS Students)

As shown in table 4.59., **88.46**% of the respondents said "no", while only **11.54**% of them said "yes". Respondents, who have chosen option (a), i.e., "yes", said that the topics chosen in the writing class were not motivating at all, and the choice of the suitable essay type is very difficult for them

Options	N	%
a	03	14.29
b	18	85.71
Total	21	100

Table 4.60: Specifically Non -transferable Aspects of the Writing Course (Fifth Year ENS Students)

As shown in table 4.60., **85.71**% of the respondents said "no", while only **14.29**% of them said "yes". The respondent, who have chosen option (a) , i.e. , "yes", said that the topics chosen in the writing class were not motivating at all and the choice of the essay type is very difficult for them.

The results of this section demonstrate that the majority of the respondents to this questionnaire are generally satisfied with the prompts, and the correspondence between their writing needs in the content modules and the quality of preparation they received in the writing course to meet those needs. However, there are two sources of dissatisfaction with regard to the writing course: the lack of sufficient time for practice and the topics largely considered as being demotivating.

The students' satisfaction with their writing in the content modules is not shared by their teachers as has been shown by the analysis of teachers' questionnaire. This large satisfaction on the part of students and the dissatisfaction on the part of the teachers especially those of the content modules who generally consider essay writing to be beyond the students 'level of proficiency illustrate an important point of discrepancy. The content teachers' reliance on holistic scoring and their emphasis on content in assigning high scores to the students' examination performances give the students a false picture of their real writing competence level which impedes their progress and results in the fossilization of their writing problems. An effective way of reversing this sorry situation is the adoption of genre-based analytical scoring procedures that depict in a balanced manner and with higher degrees of transparency and precision the different aspects of students' writing competence.

As far as the issue of the topics used in the writing course are concerned, these are generally topics of personal genres that are most emphasized by the process approach; they are felt to be demotivating most probably because students do not find them to be relevant to

their writing needs in the content modules. If this is the case, then these topics should be replaced by topics of factual genres that are related to the topics they usually encounter in their subject area modules as advocated by the proponents of the genre-based approach. It should be noted here that our analysis of the examination copies of the 3rd year L.M.D students in the first semester examination in the modules of linguistics further corroborates the evidence that the students 'satisfaction with the quality of their writing in the content modules is only a lure due to their ability to regurgitate aspects of content in a form that resembles the form of an essay.

Section Three/**Generic Aspects** of **Essay Writing**

Students' awareness of the generic structure of the essay genre and their transferability to other text types in the content modules.

9. Order from 1 to 4 the aspects of the essay that you wished the writing course had given greater importance?

Item	N°
the content	
the vocabulary	
grammar	
organisation	

	1st	2nd	3rd	4th	Total
1	13	4	12	24	53
2	15	8	16	14	53
3	14	14	18	7	53
4	10	28	7	8	53
Total	52	54	53	53	

Percentage :

	1st	2nd	3rd	4th	Total
1	25%	7, 51%	23%	45%	100%
2	28%	15%	30%	26%	100%
3	26%	26%	34%	13%	100%
4	19%	53%	13%	15%	100%
Total	98%	102%	100%	100%	

Table 4.61: Focus of the Writing Course (third Year L.M.D. Students)
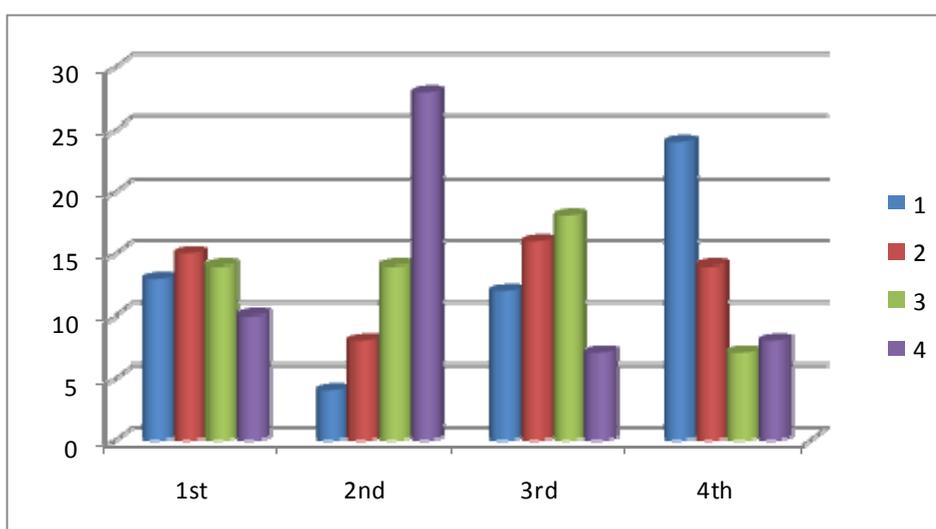
Graph 4.7: Focus of the Writing Course (third Year L.M.D. Students)

The analysis of the results generated by this question showed that the respondents belonging to the different sub-categories included in our sample indicated that the order of focus of the writing course with regard to the aspects proposed in the question item should have been as follows: content, then organization, then grammar, and finally vocabulary.

	1st	2nd	3rd	4th	Total
1	13	4	12	24	53
2	15	8	16	14	53
3	14	14	18	7	53
4	10	28	7	8	53
Total	52	54	53	53	

Percentage :

	1st	2nd	3rd	4th	Total
1	25%	7, 51%	23%	45%	100%
2	28%	15%	30%	26%	100%
3	26%	26%	34%	13%	100%
4	19%	53%	13%	15%	100%
Total	98%	102%	100%	100%	

Table 4.62: Focus of the Writing Course (Third Year ENS Students)
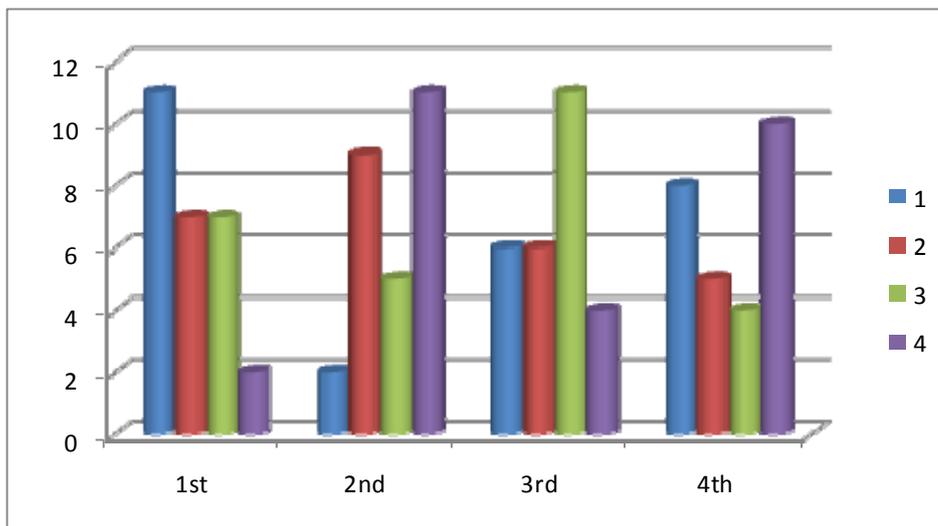
Graph 4.8: Focus of the Writing Course (Third Year ENS Students)

	1st	2nd	3rd	4th	Total
1	8	8	0	10	26
2	5	2	16	3	26
3	6	8	8	4	26
4	7	8	2	9	26
Total	26	26	26	26	

Percentage :

	1st	2nd	3rd	4th	Total
1	31%	30, 76%	0%	38%	100%
2	19%	8%	62%	12%	100%
3	23%	31%	31%	15%	100%
4	27%	31%	8%	35%	100%
Total	100%	100%	100%	100%	

Table 4.63:Focus of the Writing Course (Fourth Year ENS Students)
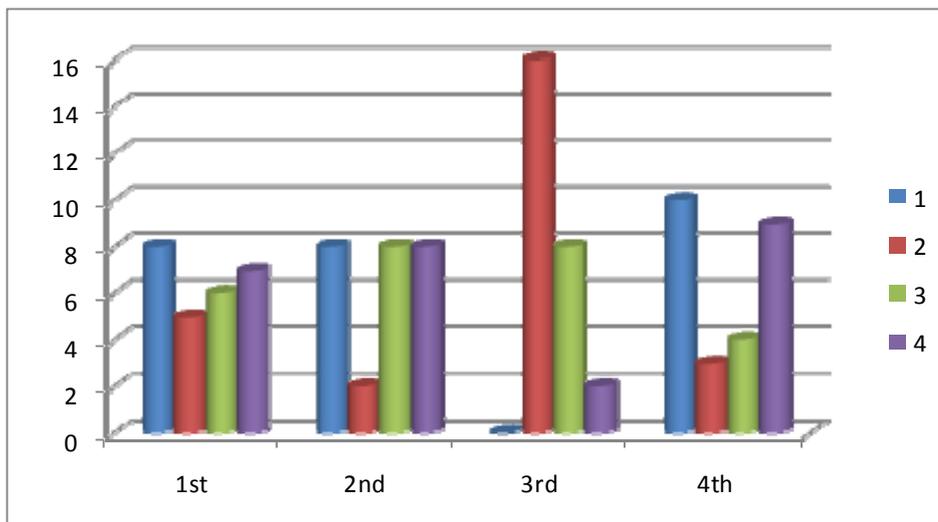
Graph 4.9: Focus of the Writing Course (Fourth Year ENS Students)

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	1st	2nd	3rd	4th	Total
1	09	03	05	04	21
2	05	06	06	06	23
3	04	05	08	04	21
4	05	07	02	07	21
Total					

Percentage :

	1st	2nd	3rd	4th	Total
1	25%	14, 28%	24%	19%	82%
2	22%	26%	26%	26%	100%
3	19%	24%	38%	19%	100%
4	24%	33%	10%	33%	100%
Total	89%	97%	97%	97%	

Table 4.64: Focus of the Writing Course (Fifth Year ENS Students)
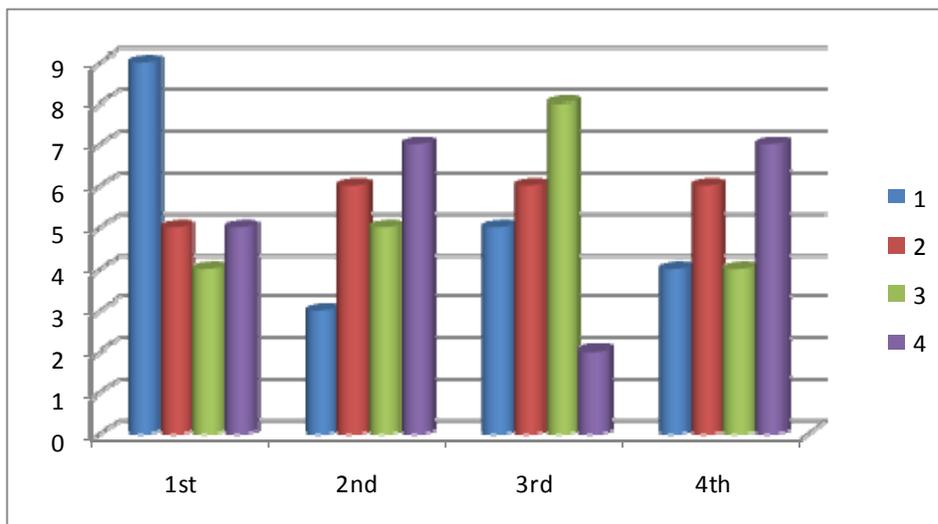
Graph 4.10: Focus of the Writing Course (Fifth Year ENS Students)

10. Order from 1 to 4 the aspects of the essay that you pay primary attention to when writing in the writing course.

Item	N°
the content	
the vocabulary	
grammar	
organisation	

	1st	2nd	3rd	4th	Total
1	17	5	12	19	53
2	17	8	14	14	53
3	9	17	16	11	53
4	10	23	11	9	53
Total	53	53	53	53	

Percentage :

	1st	2nd	3rd	4th	Total
1	32%	9, 43%	23%	36%	100%
2	32%	15%	26%	26%	100%
3	17%	32%	30%	21%	100%
4	19%	43%	21%	17%	100%
Total	100%	100%	100%	100%	

Table 4.65: Essay Writing Focus in the Writing Course ((Third Year L.M.D. Students)
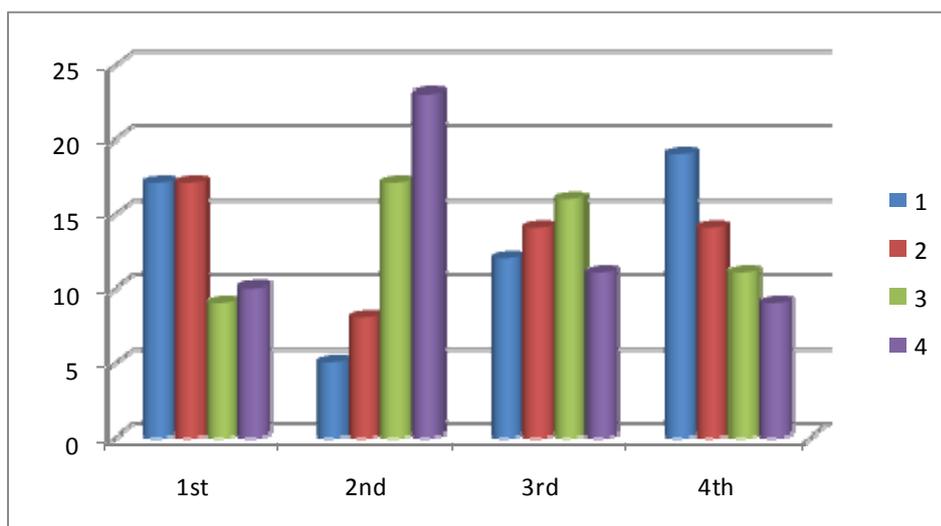
Graph 4.11: Essay Writing Focus in the Writing Course ((Third Year L.M.D. Students)

The same pattern emerged in the analysis of the answers generated by this question item. Most of the respondents, belonging to the different sub-categories of the sample, considered that their focus on the different aspects of essay writing in the writing course, suggested in the question item, follows the following order: content, then organization, then grammar, and vocabulary comes last.

	1st	2nd	3rd	4th	Total
1	17	5	12	19	53
2	17	8	14	14	53
3	9	17	16	11	53
4	10	23	11	9	53
Total	53	53	53	53	

Percentage :

	1st	2nd	3rd	4th	Total
1	32%	9, 43%	23%	36%	100%
2	32%	15%	26%	26%	100%
3	17%	32%	30%	21%	100%
4	19%	43%	21%	17%	100%
Total	100%	100%	100%	100%	

Table 4.66: Essay Writing Focus in the Writing Course (Third Year ENS Students)
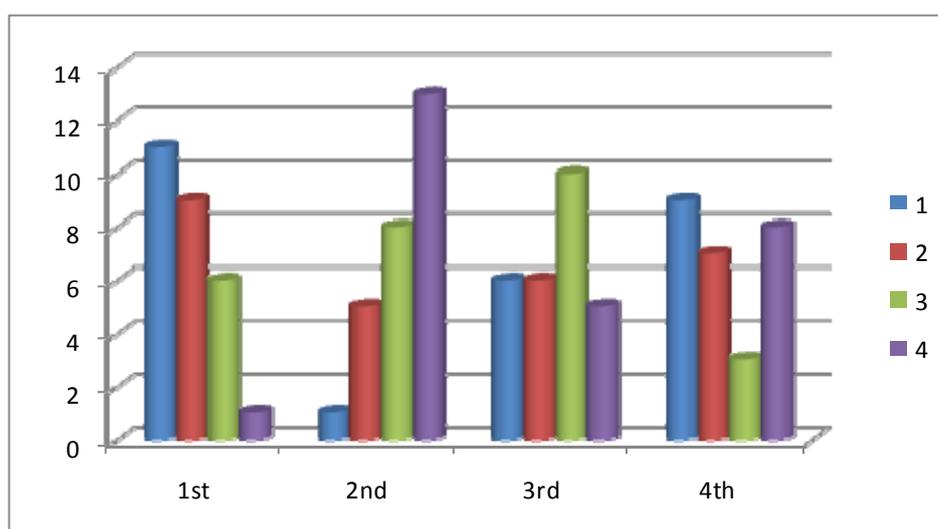
Graph 4.12: Essay Writing Focus in the Writing Course (Third Year ENS Students)

	1st	2nd	3rd	4th	Total
1	6	9	3	8	26
2	7	6	11	2	26
3	9	3	10	4	26
4	4	8	2	12	26
Total	26	26	26	26	

Percentage :

	1st	2nd	3rd	4th	Total
1	23%	34, 61%	12%	31%	100%
2	27%	23%	42%	8%	100%
3	35%	12%	38%	15%	100%
4	15%	31%	8%	46%	100%
Total	100%	100%	100%	100%	

Table 4.67: Essay Writing Focus in the Writing Course (Fourth Year ENS Students)
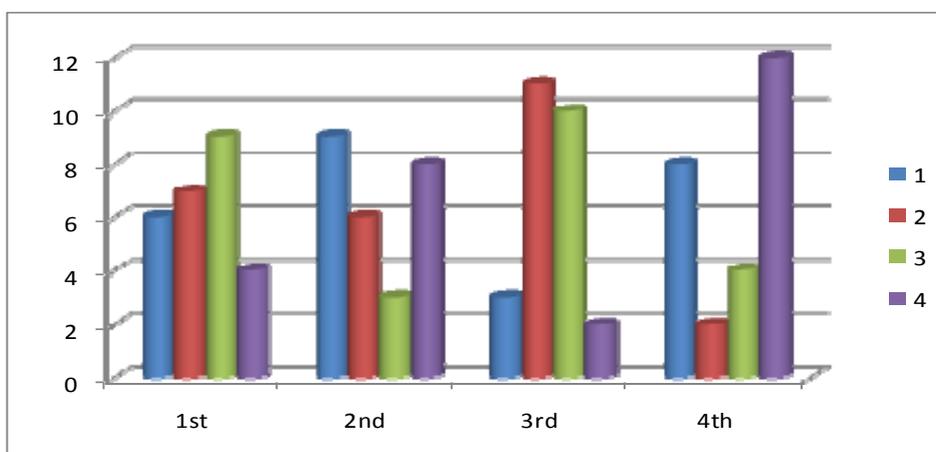
Graph 4.13: Essay Writing Focus in the Writing Course (Fourth Year ENS Students)

	1st	2nd	3rd	4th	Total
1	13	0	2	7	22
2	3	7	4	7	21
3	4	8	6	4	22
4	2	7	10	10	29
Total	22	22	22	28	

Percentage :

	1st	2nd	3rd	4th	Total
1	59%	0, 00%	9%	32%	82%
2	14%	33%	17%	33%	100%
3	18%	36%	27%	18%	100%
4	7%	24%	34%	34%	100%
Total	98%	94%	88%	118%	

Table 4.68 :The Focus of Essay Writing in the Writing Course (Fifth Year ENS Students)
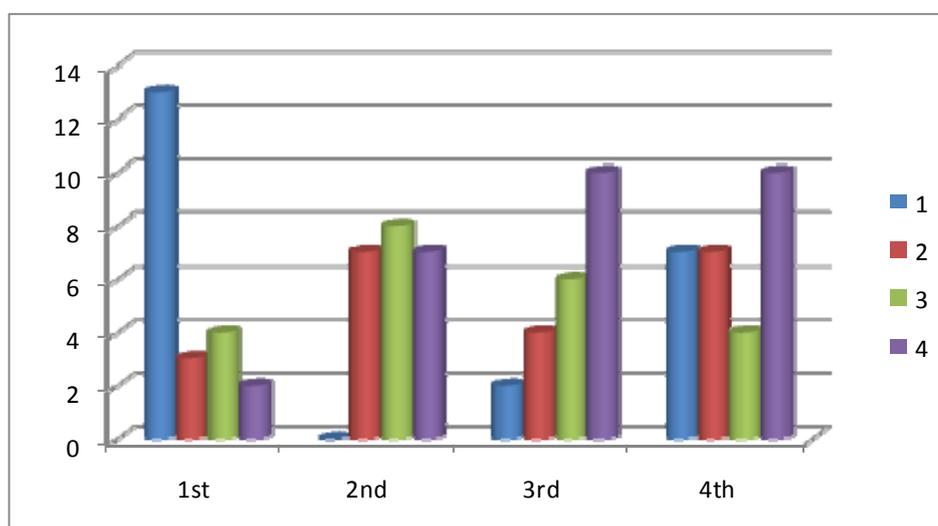
Graph 4.14: The Focus of Essay Writing in the Writing Course (Fifth Year ENS Students)

11. Order from 1 to 4 the aspects of the essay that you pay primary attention to when writing in the content modules?

Item	N°
the content	
the vocabulary	
grammar	
organisation	

	1st	2nd	3rd	4th	Total
1	45	2	2	4	53
2	7	14	9	23	53
3	0	19	21	13	53
4	0	18	21	13	52
Total	52	53	53	53	

Percentage :

	1st	2nd	3rd	4th	Total
1	85%	4, 00%	4%	8%	100%
2	13%	26%	17%	43%	100%
3	0%	36%	40%	25%	100%
4	0%	34%	40%	25%	98%
Total	98%	100%	100%	100%	

Table 4.69 : The Focus of Essay-based Evaluation in Content Modules (third Year L.M.D. Students)
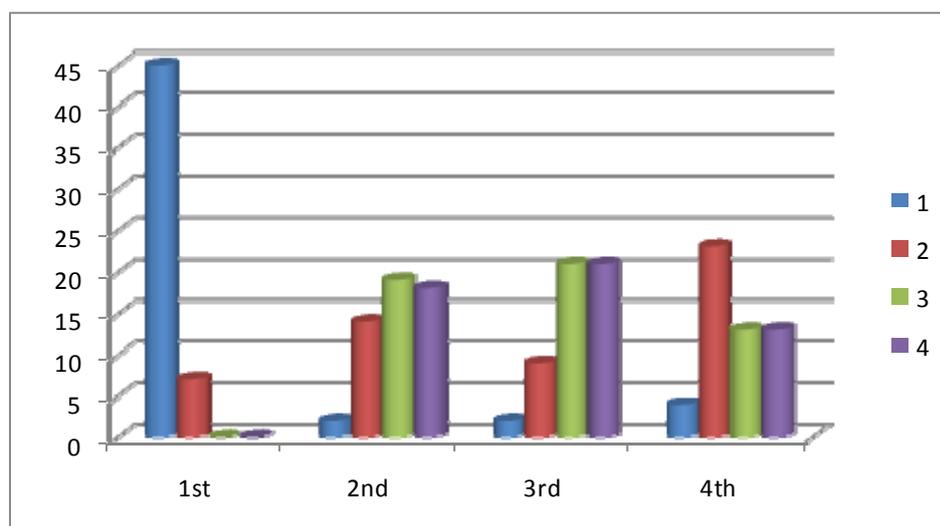
Graph 4.15: The focus of Essay-based Evaluation in Content Modules (third Year L.M.D. Students)

While the same pattern also emerged from the analysis of the answers of the all the constituents of the sample, a slight change has been observed compared to the order that

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emerged in the previous question. Although "content" has remained as the most important aspect that they pay attention to when writing essays in the content modules,"organization" which occupied the second place in their previous ranking has been relegated to the last place, preceded by "grammar " and "vocabulary" respectively.

	1st	2nd	3rd	4th	Total
1	45	2	2	4	53
2	7	14	9	23	53
3	0	19	21	13	53
4	0	18	21	13	52
Total	52	53	53	53	

Percentage :

	1st	2nd	3rd	4th	Total
1	85%	4, 00%	4%	8%	100%
2	13%	26%	17%	43%	100%
3	0%	36%	40%	25%	100%
4	0%	34%	40%	25%	98%
Total	98%	100%	100%	100%	

Table 4.70: The Focus of Essay-based Evaluation in Content Modules (Third Year ENS Students)
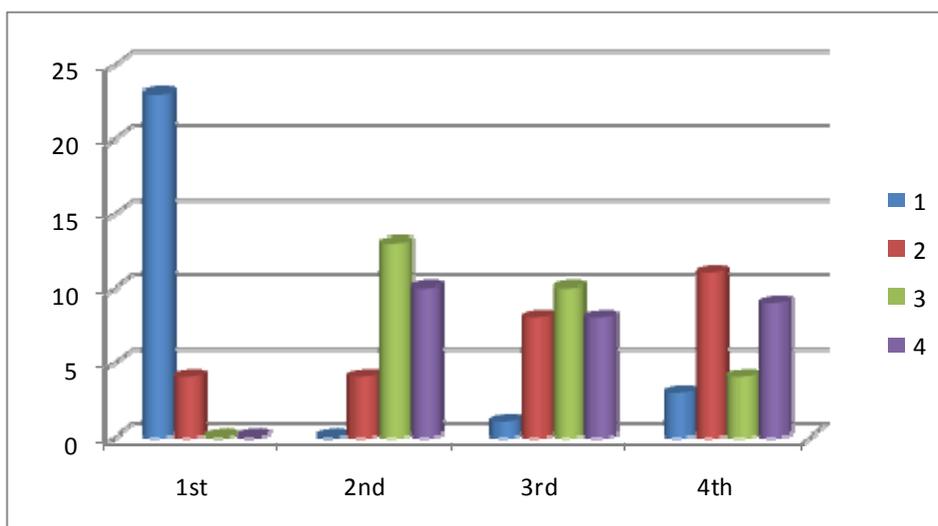
Graph 4.16: The Focus of Essay-based Evaluation in Content Modules (Third Year ENS Students)

	1st	2nd	3rd	4th	Total
1	13	4	1	8	26
2	6	9	8	3	26
3	4	7	13	2	26
4	3	6	4	13	26
Total	26	26	26	26	

Percentage :

	1st	2nd	3rd	4th	Total
1	50%	15, 38%	4%	31%	100%
2	23%	35%	31%	12%	100%
3	15%	27%	50%	8%	100%
4	12%	23%	15%	50%	100%
Total	100%	100%	100%	100%	

Table 4.71: The Focus of Essay-based Evaluation in Content Modules (Fourth Year ENS Students)
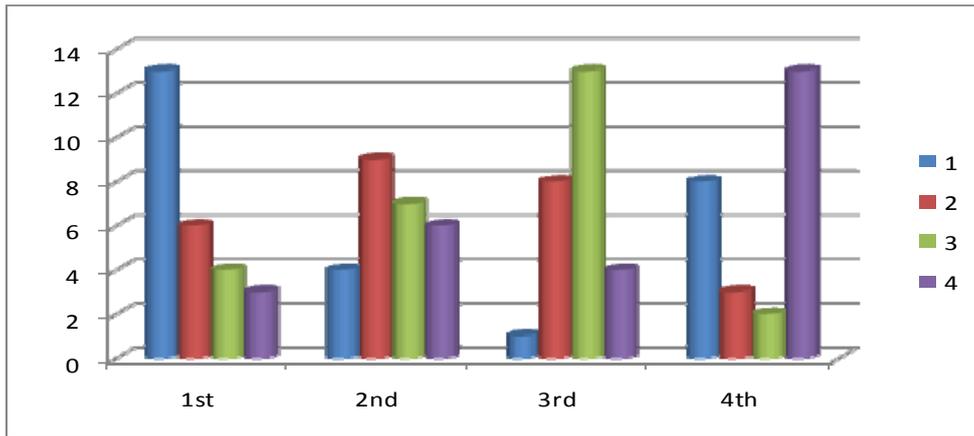
Graph 4.17: The Focus of Essay-based Evaluation in Content Modules (Fourth Year ENS Students)

	1st	2nd	3rd	4th	Total
1	15	0	3	3	21
2	2	5	4	10	21
3	0	8	10	3	21
4	4	8	4	5	21
Total	21	21	21	21	

Percentage :

	1st	2nd	3rd	4th	Total
1	71%	0, 00%	14%	14%	100%
2	10%	24%	19%	48%	100%
3	0%	38%	48%	14%	100%
4	19%	38%	19%	24%	100%
Total	100%	100%	100%	100%	

Table 4.72: The Focus of Essay-based Evaluation in Content Modules (Fifth Year ENS Students)
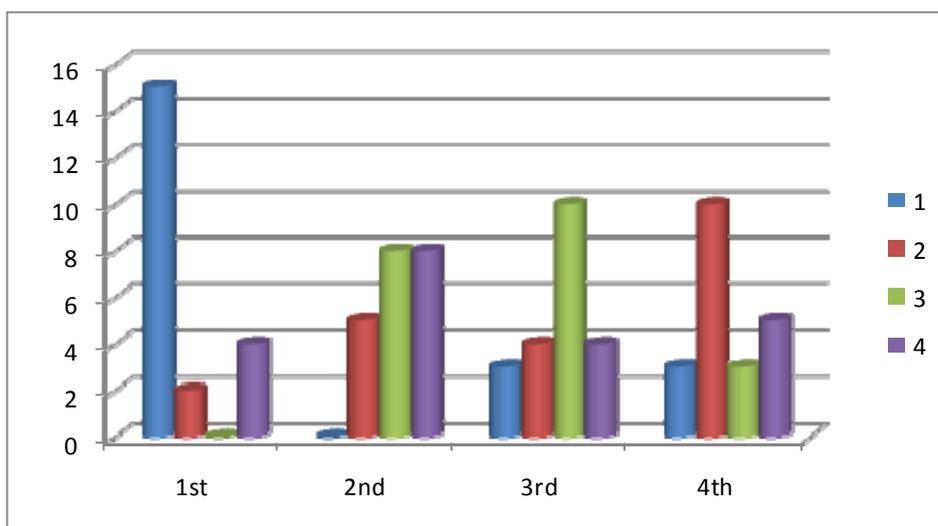
Graph 4.18: The Focus of Essay-based Evaluation in Content Modules (Fifth Year ENS Students)

12. What kind of essay writing in the content modules have you done besides for exams?

a. Short reports

b. Long reports

c. Research papers

Options	N	%
a	36	67.92
b	04	7.55
c	13	24.53
Total	53	100

Table 4.73: Non-exam Essay Writing Assignments in Content Modules (Third Year L.M.D. Students)

The analysis of the answers generated by this question has shown the existence of common general trend among the answers of the respondents: the majority informed that they are usually required to write short reports besides essay exams; a minority of respondents said that they are required to write research papers.

As table 4.73 shows, the vast majority of the respondents (**67.92**%)have chosen option (a), i.e., "short reports", while **24.53**% have chosen option (c), i.e., "research papers". Only **7.54**% opted for option (b), i.e.," long reports".

Options	N	%
a	17	62.96
b	01	3.70
c	09	33.34
Total	27	100

Table 4.74: Non-exam Essay Writing Assignments in Content Modules (Third Year ENS Students)

As the table 4.74 reveals, the vast majority of the respondents (**62.96**)have chosen option (a), i.e., "short reports", while **33.34**% have chosen option (c), i.e., 'research papers'. Only **3.7**% opted for, option (b), i.e., long reports.

Option	N	%
a	14	53.85
b	05	19.23
c	07	26.92
Total	26	100

Table 4.75: Non-exam Essay Writing Assignments in Content Modules (Fourth Year ENS Students)

As table 4.75 shows, the vast majority of the respondents (**53.85**%) have chosen option (a), i.e, short reports, while **26.92** % have chosen option (c), i.e., "research papers". Only **19.23**% opted for, option (b), i.e., long reports.

Options	N	%
a	09	42.86
b	04	19.04
c	08	38.10
Total	21	100

Table 4.76: Non-exam Essay Writing Assignments in Content Modules (Fifth Year ENS Students)

As table 4.76 shows, the majority of the respondents(**42.86%**) have chosen option (a), i.e., short reports, while (**38.10**)% have chosen option (c), i.e., " research papers". Only **19.04**% opted for option (b), i.e., "long reports".

13. Writing essays in the content modules is different from writing essays in the writing course.

a. Strongly agree

b. Agree

c. Undecided d. Disagree

e. Strongly disagree

Options	N	%
a	15	28.30
b	22	41.51
c	01	1.89
d	15	28.30
e	00	00
Total	53	100

Table 4.77: Differences between Writing Essays in the Content Modules and Writing Essays in the Writing Course. (Third Year L.M.D. students)

In the analysis of the answers to question also the same pattern emerged: if the choices for a, i.e. , "strongly agree", and b, i.e. , "agree", are taken together, then it can be said that the overriding majority of the respondents consider that writing essays in the content modules is different from writing essays in the writing course.

As shown in table 4.77, **28.30**% said that they strongly agree, and **41.51**% said that they agree. While **28.30**% of the respondents said that they disagree, only **1.88**% said that they are undecided.

Options	N	%
a	08	29.63
b	15	55.55
c	02	7.41
d	02	7.41
e	00	00
Total	27	100

Table 4.78: Differences between Writing Essays in the Content Modules and Writing Essays in the Writing Course. (Third Year ENS Students)

As shown in table 4.78, 29.63% said that they strongly agree, and 55.55% said that they agree. A tiny minority (7.41%) said that they are undecided and 7.41% said that they disagree.

Options	N	%
a	04	15.38
b	16	61.54
c	03	11.54
d	02	7.69
e	01	3.85
Total	26	100

Table 4.79: Differences between Writing Essays in the Content Modules and Writing Essays in the Writing Course. (Fourth Year ENS Students)

As shown in table 4.79, **15.38** % said that they strongly agree, and 61.54 % said that they agree. 7.4% were undecided and 7.4% disagreed to the proposition.

Options	N	%
a	12	57.15
b	04	19.05
c	03	14.28
d	02	9.52
e	00	00
Total	21	100

Table 4.80: Differences between Writing Essays in the Content Modules and Writing Essays in the Writing Course. (Fifth Year ENS students)

As shown in table 4.80, **57.15**% said that they strongly agree, and **19.05** said that they agree. **14.28**% said that they are undecided and only **9.52**% disagreed.

14. The content of the modal essays in the writing course is not related to any of the content modules.

Yes [＿＿＿]

No [＿＿＿]

If "No", please specify which module (s): ………………………………….

Options	N	%
a	37	69.82
b	16	30.18
Total	53	100

Table 4.81: Relevance of Content in the Writing Course across the Curriculum (Third Year L.M.D. Students)

The same pattern emerged in the analysis of the answers to this question as well; the vast majority of the respondents informed that the content of the modal essays used in the

writing course is not related to the content of any of the content modules across the curriculum.

As shown in the table 4.81. , the vast majority (**69.82**%) agree with the fact that the content of the modal essays in the writing course is not related to any of the content modules, while only **30.18**% disagreed.

Options	N	%
a	20	74.08
b	07	25.92
Total	53	100

Table 4.82: Relevance of Content in the Writing Course across the Curriculum (Third Year ENS Students)

As shown in table 4.82, the vast majority (74.08%) agreed with the fact that the content of the modal essays in the writing course is not related to any of the content modules, while only 25.92% disagreed.

Options	N	%
a	22	84.62
b	04	15.38
Total	26	100

Table 4.83: Relevance of Content in the Writing Course across the Curriculum (Fourth Year ENS Students)

As shown in table 4.83, the vast majority (**84.62**%) agreed with the fact that the content of the modal essays in that the writing course is not related to any of the content modules, while only **15.38**% disagreed.

Options	N	%
a	14	66.66
b	07	33.34
Total	21	100

Table 4.84: Relevance of Content in the Writing Course across the Curriculum (Fifth Year ENS Students)

As shown in table 4.84, the vast majority (**66.66**%) agreed with the fact that the content of the modal essays in that writing course is not related to any of the content modules, while only **33.34**% of the respondents disagreed.

15. I write better essays in the writing module than in the content courses.

Yes ☐

No ☐

Please, explain why?………………………………………………………………

Options	N	%
a	28	52.84
b	25	47.16
Total	53	100

Table 4.85: Differences in students' Essay Writing Self-evaluation across the Curriculum (Third Year L.M.D. Students)

The general pattern that emerged from the analysis of the answers to this question indicate that a slight majority considers that they write better essays in the writing course than in the content modules mainly because they have more freedom, because topics are generally limited and generally not difficult, the content is already given and question just direct students

As shown in table 4.85. , **52.84** % said that they write better essays in the writing module than in the content courses, while 47.16% of them said that it was not the case for them.

Options	N	%
a	14	51.85
b	13	48.15
Total	27	100

Table 4.86: Differences in Students' Essay Writing self-evaluation across the Curriculum (Third Year ENS Students)

As shown in table 4.86, 51.85% said that they write better essays in the writing module than in the content courses, while 48.15% of them said that it was not the case for them.

Options	N	%
a	14	53.85
b	12	46.15
Total	26	100

Table 4.87: Differences in Students' Essay Writing self-evaluation across the Curriculum (Fourth Year ENS Students)

As shown in table 4.87, **53.85**% said that they write better essays in the writing module than in the content courses, while **46.15**% of them said that it was not the case for them.

Options	N	%
a	15	71.43
b	06	28.57
Total	21	100

Table 4.88: Differences in students' Essay Writing Self-evaluation across the Curriculum (Fifth Year ENS Students)

As shown in table 4.88. , **71.43**% said that they write better essays in the writing module than in the content courses, while only **28.57**% of them said that it was not the case for them.

16. I write better essays in the content modules than in the writing course.

Yes ☐

No ☐

Please explain why ?…………………………………………………………………..

Options	N	%
a	20	37.74
b	33	62.26
Total	53	100

Table 4.89: Differences in Students' Essay Writing Self-evaluation across the Curriculum (Third Year L.M.D. Students)

The pattern that emerged from the analysis of the answers generated by this question confirmed the one that has emerged in the analysis of the previous question: the overriding majority of the respondents belonging to the different sub-categories of the sample considered that they not write better essays in the content modules compared to those they write in the writing course because of time limits, unclear exam questions, the need to focus on both form and content, and the great difficulties in expressing themselves clearly.

As shown in table 4.89, only **37.74**% of the respondents said that they write better essays in the content module than in the writing course, while the majority (**62.26**%) said that it was not the case for them.

Options	N	%
a	10	37.04
b	17	62.96
Total	27	100

Table 4.90: Differences in Students' Essay Writing self-evaluation across the Curriculum (Third Year ENS Students)

As shown in table 4.90, only 37.04% of the respondents said that they write better essays in the content module than in the writing course, while 62.96% said that it was not the case for them.

Options	N	%
a	13	50
b	13	50
Total	26	100

Table 4.91: Differences in students' Essay Writing self-evaluation across the Curriculum (Fourth Year ENS Students)

As shown in table 4.91, **50**% of the respondents said that they write better essays in the content module than in the writing course, while **50**% said that it was not the case for them mainly because of time limits, unclear exam question, because they have to focus on both form and content and because they have great difficulties in expressing themselves clearly.

Options	N	%
a	05	23.81
b	16	76.19
Total	21	100

Table 4.92: Differences in students' Essay Writing self-evaluation across the Curriculum (Fifth Year ENS Students)

As shown in table 4.92, **23.81**% of the respondents said that they write better essays in the content module than in the writing course, while the overriding majority (**76.19**%) said that it was not the case for them.

As the results of this section show, the same pattern is observed in all the questioned responses to the questions of this section. The majority of the respondents agreed that writing in the content modules differs from writing in the writing course, that the content of their writing in the writing course differs from the content in the subject area modules, and that their writing teacher did not inform them about the writing requirements in the content modules. The majority of the respondents feel that they write better essays in the writing course than in the content modules. As far as the difficulties they taught responsible for this are concerned, the questioned evoked time pressure and the difficulty of focusing on form and content at the same time. In the same vein, they added that the examination question prompts are also a source of dissatisfaction for them because they are generally short. Another

interesting observation about the students' responses to this section is that their primary focus in the writing course and in the subject area modules is content which may explain the reason why the majority of them felt that the writing course should have given more importance to this aspect.

These observations further prove the existence of a discrepancy between writing in the content modules and writing in the writing course chiefly in terms of content and evaluation criteria. The teachers' feedback that generally focuses on the elements of sentence structure is most probably responsible for the students feeling of inadequacy with regard to this aspect.

Section Four/Efficiency of Feedback in the Content Modules

-Students 'judgements of the efficiency and transparency of the types of feedback in the content modules

17. When you write report essays in the content modules who is the reader you have in mind? (You can choose more than one answer.)

a. The teacher

b. Your classmates

c. Other: please specify ……………...

Options	N	%
a	32	60.38
b	17	32.08
c	04	7.54
Total	53	100

Table 4.93: Audience in students'Non-exam Essay Writing Assignments across the Curriculum (Third Year L.M.D. Students)

The analysis of the results generated by this question has shown that the overriding majority of the students questioned consider the teacher as their sole audience when they write non-exam essays.

Table 4.93 shows that the vast majority (**60.38**%) have their teachers as the sole reader in mind, while **32.08**% said that the reader that they have in mind is their class mates. Only, **7.54**% of the respondents have other readers in mind such as the authors themselves.

Options	N	%
a	20	74.08
b	05	18.52
c	02	7.4
Total	27	100

Table 4.94: Audience in Students'Non-exam Essay Writing Assignments across the Curriculum (Third Year ENS Students)

The above table shows that the vast majority (74.08%) have their teachers as the sole reader in mind, while 18.52% said that the reader that they have in mind is their class mates. Only 7.4% of the respondents have other readers in mind such as themselves.

Options	N	%
a	23	88.46
b	02	7.69
c	01	3.85
Total	26	100

Table 4.95: Audience in students'Non-exam Essay Writing Assignments across the Curriculum (Fourth Year ENS Students)

Table 4.95 shows that the vast majority (**88.46**%) have their teachers as the sole reader in mind, while **7.69** % said that the reader that they have in mind is their class mates. **3.85** % of the respondents have other readers in mind such as themselves.

Options	N	%
a	18	85.71
b	01	4.76
c	02	9.53
Total	21	100

Table 4.96: Audience in Students'Non-exam Essay Writing Assignments across the Curriculum (Fifth Year ENS Students)

Table 4.96 shows that the vast majority (**85.71**%) have their teachers as the sole reader in mind, while **4.76**% said that the reader that they have in mind is their class mates. **9.53**% of the respondents have other readers in mind such as themselves.

18. Do you agree with the comments given by your content teachers?

Yes [ ]

No [ ]

Options	N	%
a	41	77.36
b	12	22.64
Total	53	100

Table 4.97: Perceptions of Writing Feedback across the Curriculum (Third Year L.M.D. Students)

Table 4.97 shows that 77.36 % agree with the comment given by their content modules teachers, while only 22.64 disagree.

Options	N	%
a	23	85.19
b	04	14.81
Total	27	100

Table 4.98: Perceptions of Writing Feedback across the Curriculum (Third Year ENS Students)

The same pattern emerged in the analysis of the answers generated by this question as well : the overriding majority of the questioned said that they agree with the feedback provided by their content module teachers concerning their written productions.

Table 4.98 shows that 85.19% said that they agree with the comment given by their content modules teachers, while only 14.81% said that they disagree.

Options	N	%
a	24	92.31
b	02	7.69
Total	26	100

Table 4.99: Perceptions of Writing Feedback across the Curriculum (Fourth year ENS students)

The above table shows that **92.31**% said that they agree with the comment given by their content modules teachers, while only 7.69 % said that they disagree.

Options	N	%
A	17	80.96
B	04	19.04
Total	21	100

Table 4.100: Perceptions of Writing Feedback across the Curriculum (Fifth Year ENS Students)

The above table shows that **80.96**% said that they agree with the comment given by their content modules teachers, while only **19.04**% said that they disagree.

19. The comments on your essays given by your content teachers mostly concern:

a– Rhetorical skills (for example, organization, transitions, coherence, introductions, conclusions)

b–Language proficiency (for example, the importance of grammar, appropriate vocabulary)

c–Thinking skills (developing and expanding ideas, arguing logically, analyzing, critiquing)

d–Managing sources (for example, summarizing, synthesizing, using quotes)

e–Content

Options	N	%
a	11	20.76
b	25	47.16
c	11	20.76
d	02	3.77
e	04	07.55
Total	53	100

Table 4.101: The Focus of Essay Writing Feedback across the Curriculum (Third Year L.M.D. Students)

The analysis of the results generated by this question has shown the existence of a great deal of division among the respondents belong to the different sub-categories of the sample with regard to the focus of essay writing feedback in the content modules. However, the general pattern that emerged across the results of the different constituents of the sample revealed a slight tendency towards choosing language proficiency as one of the most important aspects of feedback in the content modules.

As the above table shows, **47.16**% of the respondents said that the comments on their essays given by content teachers mostly concern language proficiency. **20.76**% of them said that the comments are mostly related to thinking skills. **07.55**% said it is about the content. **20.76**% have chosen rhetorical skills, while **3.77**% said that the remarks concerned managing sources.

Options	N	%
a	03	11.11
b	10	37.04
c	07	25.93
d	02	7.40
e	05	18.52
Total	27	100

Table 4.102: The Focus of Essay Writing Feedback across the Curriculum (Third Year ENS Students)

As table 4.102 shows, 37.04% of the respondents said that the comments on their essays given by content teachers mostly concern "language proficiency ". 25.93% of them said that the comments are mostly related to "thinking skills". 18.52% said that the feedback they receive concerns content, and 11.11% have chosen rhetorical skills. 7.40 % said that the feedback remarks concerned managing sources.

Options	N	%
a	10	38.46
b	11	42.30
c	03	11.54
d	01	3.85
e	01	3.85
Total	26	100

Table 4.103: The Focus of Essay Writing Feedback across the Curriculum (Fourth Year ENS Students)

As table 4.103 shows, **42.30** % of the respondents said that the comments on their essays given by content teachers mostly concern language proficiency. **11.54**% of them said that the comments are mostly related to thinking skills. **3.85**% said the feedback they receive concerns

content, and **38.46**% have chosen rhetorical skills. **3.85**% said that the feedback remarks they receive concern managing sources.

Options	N	%
a	06	28.57
b	08	38.10
c	05	23.81
d	01	4.76
e	01	4.76
Total	21	100

Table 4.104: The Focus of Essay Writing Feedback across the Curriculum (Fifth Year ENS Students)

As table 4.104 shows, **38.10**% of the respondents said that the comments on their essays given by content teachers mostly concern language proficiency. **23.81**% of them said that the comments are mostly related to thinking skills. **4.76**% said it is about the content and **28.57**% have chosen rhetorical skills, while **4.76**% said that the remarks concerned managing sources.

20. Has your writing teacher ever told you about the specific requirements of writing in the content modules?

Yes [ ]

No [ ]

Options	N	%
a	24	45.28
b	29	54.72
Total	53	100

Table 4.105: The Transparency of Essay Writing Evaluation across the Curriculum (Third Year L.M.D. Students)

The analysis of the results generated by this question has shown that the majority of the respondents are satisfied with the degree of transparency of the evaluation criteria of essay writing across the curriculum.

As table 4.105 shows, **45.28**% said that their writing teachers did tell them about the specific requirements of writing in the content modules, while **54.72**% said that their teachers did not.

Options	N	%
a	11	40.74
b	16	59.26
Total	27	100

Table 4.106: The Transparency of Essay Writing Evaluation across the Curriculum (Third Year ENS Students)

As table 4.106 shows, 40.74% said that their writing teachers did tell them about the specific requirements of writing in the content modules, while 59.26% said that their teachers did not.

Options	N	%
a	16	61.54
b	10	38.46
Total	26	100

Table 4.107: The Transparency of Essay Writing Evaluation across the Curriculum (Fourth Year ENS Students)

As table 4.107 shows, **61.54**% said that their writing teachers did tell them about the specific requirements of writing in the content modules, while **38.46**% said that their teachers did not.

Options	N	%
a	15	71.43
b	06	28.57
Total	21	100

Table 4.108: The Transparency of Essay Writing Evaluation across the Curriculum (Fifth Year ENS Students)

As table 4.108 shows, **71.43**% said that their writing teachers did tell them about the specific requirements of writing in the content modules, while **28.57**% said that their teachers did not.

21. Have your content module teachers told you about what they expect in your essays?

Yes

No

Options	N	%
a	19	64.15
b	34	35.85
Total	53	100

Table 4.109 : The Transparency of Essay Writing Evaluation across the Curriculum (Third Year L.M.D. Students)

The analysis of the results generated by this question revealed that the majority of the respondents demonstrated satisfaction with the degree of the transparency of the essay writing evaluation criteria in the content modules.

As shown in table 4.109, **64.15**% said that their content module teachers specify what they expect from them explicitly in exam questions, while **35.84**% said that their teachers did not.

Options	N	%
a	20	74.07
b	07	25.93
Total	27	100

Table 4.110: The Transparency of Essay Writing Evaluation across the Curriculum (Third Year ENS students)

As table 4.110 reveals, 74.07 % of the respondents said that their content module teachers told them about what they expect in their essays, while 25.29% said that their teachers did not.

Options	N	%
a	20	76.92
b	06	23.08
Total	26	100

Table 4.111: The Transparency of Essay Writing Evaluation across the Curriculum (Fourth Year ENS students)

As table 4.111 reveals, **76.92**% of the respondents said that their content module teachers told them about what they expect in their essays, while **23.08**% said that their teachers did not.

Options	N	%
a	11	52.38
b	10	47.62
Total	21	100

Table 4.112: The Transparency of Essay Writing Evaluation across the Curriculum (Fifth Year ENS Students)

As table 4.112 reveals, **52.38**% of the respondents said that their content module teachers told them about what they expect in their essays, while **47.62**% said that their teachers did not.

22. Did they specify this explicitly in the exam questions?

Yes ☐

No ☐

Options	N	%
a	19	35.85
b	34	64.15
Total	53	100

Table 4.113 : The Transparency of Essay Writing Evaluation in Exam Questions across the Curriculum (Third Year L.M.D. Students)

The analysis of the results generated by this question has shown that all the majority of the respondents belonging to the different levels covered in our sample said that the evaluation criteria are not transparent.

As shown in the above table, **64.15**% said that their content module teachers specified what they expect from them explicitly in exam questions, while **35.85**% said that their teachers did not.

Options	N	%
a	06	22.22
b	21	77.78
Total	27	100

Table 4.114: The Transparency of Essay Writing Evaluation in Exam Questions across the Curriculum (Third Year ENS students)

As shown in the above table, 22.22% said that their content module teachers specified what they expect from them explicitly in exam questions, while 77.78% said that their teachers did not.

Options	N	%
a	12	46.15
b	14	53.85
Total	26	100

Table 4.115: The Transparency of Essay Writing Evaluation in Exam Questions across the Curriculum (Fourth Year ENS students)

As shown in the above table, only a minority of the questioned (**46.15**%) said that their content module teachers specify what they expect from them explicitly in exam questions, while the overriding majority of them (**53.85**%) informed that their teachers did not.

Options	N	%
a	07	33.33
b	14	66.67
Total	21	100

Table 4.116: The Transparency of Essay Writing Evaluation in Exam Questions across the Curriculum (Fifth Year ENS students)

As shown in table 4.116, **33.33**% said that their content module teachers specify what they expect from them explicitly in exam questions while **66.67**% said that their teachers did not.

23. Do you think that the feedback you receive in your papers is sufficient for you to do better in the coming exams and research papers?

Yes

No

Options	N	%
a	29	54.72
b	24	45.28
Total	53	100

Table 4.117: Perceptions of the Efficiency of Written Feedback across the Curriculum (Third Year L.M.D. Students)

The analysis of the results generated by this question revealed the existence of great deal of division among the respondents with regard to their perception of the effectiveness of feedback to scaffold their writing performance. This state of division put into question their state of satisfaction with the degree of transparency of the evaluation criteria declared above.

As table 4.117 shows, **54.72**% of the respondents said that the feedback they receive in their papers is sufficient for them to do better in the coming exams and research papers, while **45.28**% of them think it was not the case.

Options	N	%
a	15	55.56
b	12	44.44
Total	27	100

Table 4.118: Perceptions of the Efficiency of Written Feedback Across the Curriculum(Third Year ENS Students)

As table 4.118 reveals, 55.56% of the respondents said that the feedback they receive in their papers is sufficient for them to do better in the coming exams and research papers, while 44.44% of them think it was not the case.

Options	N	%
a	11	42.31
b	15	57.69
Total	26	100

Table 4.119: Perceptions of the Efficiency of Written Feedback across the Curriculum (Fourth Year ENS Students)

As table 4.119 shows, **42.31**% of the respondents said that the feedback they receive in their papers is sufficient for them to do better in the coming exams and research papers, while **57.69** % of them think it was not the case.

Options	N	%
a	11	52.38
b	10	47.62
Total	21	100

Table 4.120: Perceptions of the Efficiency of Written Feedback across the Curriculum (Fifth Year ENS Students)

As table 4.120 reveals, **52.38**% of the respondents said that the feedback they receive in their papers is sufficient for them to do better in the coming exams and research papers while **47.62**% of them think it was not the case.

The results of this section show that the vast majority of the respondents informed that the audience they have in mind when writing research papers consist in only the teacher. The majority of them also showed satisfaction concerning the comments they receive from their teachers. Moreover, the majority of the participants think that language proficiency and to, a lesser extent, thinking skills are the most problematic aspects in their writing in the content modules.

However, the results show that the respondents were divided over the issue of whether their writing teachers were helpful in rendering the specific requirements of writing in the content modules transparent to them. The same picture also emerges with regard to content teachers concerning this issue as well as the efficiency of the feedback they receive from them. Interestingly enough, the vast majority of the participants showed discontent vis-a-vis the degree of explicitness of exam questions.

Section Five/ Generic vs. Specific Aspects of Essay Writing.

This section sought to draw a comparison between the students' views concerning the requirements of essay writing and the requirements of writing research papers in the content modules in order to determine the degree of their awareness of the generic and specific features of each type.

24. The reports and research papers required in content modules are usually joint papers (i. e. written by two or more students).

. Yes ☐

. No ☐

Options	N	%
a	28	52.83
b	25	47.17
Total	53	100

Table 4.121: Collaboration in Non-exam Essay Writing Assignments across the Curriculum (Third Year L.M.D. Students)

The analysis of the results generated by this question has shown that the majority of the respondents included in our sample said that the research papers and reports that they write are usually joint papers. This situation, which is largely due to the prevalence of overcrowded classes, is detrimental to the development of students' writing proficiency. The genre-based approach to writing provides a means for accommodating in-class co-operation as a means for scaffolding learners' writing proficiency so as to enable learners ultimately to produce their own examples of the genre under study.

As table 4.121 reveals, a slight majority of the respondents (52.83%) said that report and research papers required in content modules are usually joint papers, while (47.17%) of them said that it was not.

Options	N	%
a	20	74.07
b	07	25.93
Total	27	100

Table 4.122: Collaboration in Non-exam Essay Writing Assignments across the Curriculum (Third Year ENS Students)

As table 4.122 shows, 74.07 % of the respondents said that report and research papers required in content modules are usually joint papers, while only 25.93%said that it was not.

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Options	N	%
a	16	61.54
b	10	38.46
Total	26	100

Table 4.123: Collaboration in Non-exam Essay Writing Assignments across the Curriculum (Fourth Year ENS Students)

As table 4.123 shows, the overriding majority of the respondents (61.54 %) said that report and research papers required in content modules are usually joint papers, while only 38.46%said that they are not.

Options	N	%
a	14	66.67
b	07	33.33
Total	21	100

Table 4.124: Collaboration in Non-exam Essay Writing Assignments across the Curriculum (Fifth Year ENS Students)

As table 4.124 shows, the majority of the respondents (66.67 %) said that report and research papers required in content modules are usually joint papers while only a minority of them (33.33%) said that they are not.

25. Did each of you write specific sections of the paper on his/her own?

. Yes

. No

Options	N	%
a	31	58.49
b	22	41.51
Total	53	100

Table 4.125: Writing Preferences of Research Essays Sub-genres (Third Year L.M.D. Students)

The analysis of the answers generated by this question revealed that whereas third year L.M.D. and third year E.N.S. respondents were divided with regard to the issue of whether they write specific sections of research papers when the latter are done jointly, the majority of fourth year and fifth year E.N.S. students said that they do. The difference in the level of writing proficiency is may be the sole explanation for this difference.

As shown in table 4.125, 58.49% said that they do write specific section of the joint-paper on their own, while 41.51% said that they do not.

Options	N	%
a	13	48.15
b	14	51.85
Total	27	100

Table 4.126: Writing Preferences of Research Essays Sub-genres (Third Year ENS Students)

As show in table 4.126, the 48.14% said they do write specific section of the joint paper on their while 51.85% said that they did not.

Options	N	%
a	21	80.77
b	05	19.23
Total	26	100

Table 4.127: Writing Preferences of Research Essays Sub-genres (Fourth Year ENS Students)

As show in table 4.127, **80.77**% said they do write specific section of the joint paper on their while **19.23**% said that they did not.

Options	N	%
a	12	57.14
b	09	42.86
Total	21	100

Table 4.128: Writing Preferences of Research Essays Sub-genres (Fifth Year ENS Students)

As show in table 4.128, **57.14** % said they do write specific section of the joint paper on their own, while 42.86 % said that they did not.

26. Did you as an individual write the introduction of the paper?

a. Yes

b. No, another student in my group wrote it

c. No, we wrote it as a group

Options	N	%
a	28	52.83
b	07	13.21
c	18	33.96
Total	53	100

Table 4.129: Writing Preferences of the Research Essay Introduction Sub-genre (Third Year L.M.D. Students)

The analysis of the results generated by this question has shown the existence of a great deal of division among the respondents with regard to this issue, which suggests that these students in spite of their supposedly advanced level have not reached an adequate level of autonomy in writing the introduction, one of the most important part in any research paper.

As table 4.129 reveals, 52.83% said yes, and 13.21% opted for option " b", i.e., another student in my group wrote it, while, 33.96% said that they wrote it as a group.

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Options	N	%
a	20	74.07
b	00	00
c	07	25.93
Total	27	100

Table 4.130: Writing Preferences of the Research Essay Introduction Sub-genre (Third Year ENS Students)

The majority of the respondents in this sub-category said that they have written the introduction part individually. As the above table shows, 74.07 % said "yes", while, 25.93% said that they wrote it as a group.

Options	N	%
a	21	80.77
b	00	00
c	05	19.23
Total	26	100

Table 4.131: Writing Preferences of the Research Essay Introduction Sub-genre (Fourth Year ENS Students)

The same pattern was observed with this sub-category. As table 4.131 reveals, **80.77**% said yes, while **19.23**% said that they wrote it as a group.

Options	N	%
a	14	66.67
b	00	00
c	07	33.33
Total	21	100

Table 4.132: Writing Preferences of the Research Essay Introduction Sub-genre (Fifth Year ENS Students)

As table 4.132 reveals, the majority said that they write the introduction part individually. 66.**67**% said yes, , while 33.33% said that they wrote it as a group.

27. Did you as an individual write the conclusion of the paper?

a. Yes

b. No, another student in my group wrote it.

c. No, we wrote it as a group.

Options	N	%
a	25	41.17
b	03	5.66
c	25	41.17
Total	53	100

Table 4.133: Writing Preferences of the Research Essay Sub-genre (the Conclusion) (Third Year L.M.D. Students)

The analysis of the results generated by this question has also shown the existence of a great deal of division among the respondents with regard to this issue, which adds to the evidence that these students in spite of their supposedly advanced level have not reached an adequate level of autonomy in writing the conclusion, one of the most important part in any research paper.

As shown in table 4.133, 41.17% said that they did write the conclusion of the paper on their own, 3.7 % said that another student in the group wrote it while 41.17% said that they wrote it as a group.

Options	N	%
a	10	37.04
b	01	3.7
c	16	59.25
Total	27	100

Table 4.134: Writing Preferences of the Research Essay Sub-genre (the Conclusion) (Third Year ENS Students)

As shown in table 4.134, 37.04% said that they did write the conclusion of the paper on their own, 3.7 % said that another student in the group wrote it while 59.25% said that they wrote it as a group.

Options	N	%
a	16	61.54
b	00	00
c	10	38.46
Total	26	100

Table 4.135: Writing Preferences of the Research Essay Sub-genre (the Conclusion) (Fourth Year ENS Students)

As shown in table 4.135, 61.54% said that they did write the conclusion of the paper on their own, while 38.46 % said that they wrote it as a group.

Options	N	%
a	10	47.62
b	00	00
c	11	52.38
Total	21	100

Table 4.136: Writing Preferences of the Research Essay Sub-genre (the Conclusion) (Fifth Year ENS Students)

The responses of the respondents belonging to this sub-category were divided. As shown in table 4.136, 47.62% said that they did write the conclusion of the paper on their own, while 52.38 % said that they wrote it as a group.

28. Did you make use of any of the following while writing your paper?

a–Proofreading by follow students

b–Proofreading by teachers

Options	N	%
a	23	43.40
b	30	56.60
Total	53	100

Table 4.137: Proof Reading Needs in Research Essay Writing (Third Year L.M.D. Students)

The analysis of the results generated by this question has also shown the existence of a great deal of division among the respondents with regard to the issue of the type of proof reading that they usually resort to before submitting their research papers. This also adds to the growing evidence about the lack of well established routines in dealing with students' writings, which certainly hinders their development as academic writers.

As shown in table 4.137, **43.40**% of the respondents did proofreading by follow students while **56.60** % said that they did it by teachers.

Total	N	%
a	19	70.37
b	08	29.63
Total	27	100

Table 4.138: Proof Reading Needs in Research Essay Writing (Third Year ENS Students)

As shown in table 4.138, the majority of the respondents (70.37 %) informed that they sought proofreading from follow students, while only a minority (**29.63**%) of them informed that they sought it from teachers.

Options	N	%
a	15	57.69
b	11	42.31
Total	26	100

Table 4.139: Proof Reading Needs in Research Essay Writing (Fourth Year ENS Students)

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As shown in table 4.139, **57.69**% of the respondents did proofreading by follow students while **42.31**% said that they did it by teachers.

Options	N	%
a	13	61.90
b	08	38.10
Total	21	100

Table 4.140: Proof Reading Needs in Research Essay Writing (Fifth Year ENS Students)

As shown in table 4.140, the majority of the respondents (**61.90**%) sought proofreading from follow students, while only (**38.10** %) of them sought from teachers.

29. Did you write the introduction before completing the body of your paper?

Yes   ☐

No   ☐

Options	N	%
a	33	62.26
b	20	37.74
Total	53	100

Table 4.141: Sequence of Research Essay sub-genres (the Introduction) (Third Year L.M.D.

The analysis of the results generated by this question shows that the majority of the respondents said that they write the introduction before completing the body of the paper. This may be interpreted as a failure of these students to grasp an essential difference between exam essays and research papers; while it is absolutely normal to depart in writing exam essays with pre-determined concepts in mind, which allow the students to write the introductory paragraph before the body parts, writing research papers entails the discovery and addition of new knowledge, and hence the need to relegate writing the introduction till the end.

As the statistics above reveal, the vast majority of the respondents (62. 26%) informed that they write the introduction before completing the body of the paper, while a minority (37. **74**%) said that they do not write the introduction until they finish writing the body of the paper.

Options	N	%
a	17	62.96
b	10	37.04
Total	27	100

Table 4.142: Sequence of Research Essay sub-genres (the Introduction) (Third Year ENS Students)

As table above reveals, the vast majority of the respondents 62.96% wrote the introduction before completing the body of the paper, while 37.04% said that they do not write the introduction until they finish writing the body of the paper.

Options	N	%
a	21	80.77
b	05	19.23
Total	26	100

Table 4.143: Sequence of Research Essay Sub-genres (the Introduction) (Fourth Year ENS students)

As the statistics above reveal, the vast majority of the respondents (**80.77**%) write the introduction before completing the body of the paper, while **19.23**% said that they do not write the introduction until they finish writing the body of the paper.

Options	N	%
a	13	61.90
b	08	38.10
Total	21	100

Table 4.144: Sequence of Research Essay sub-genres (the Introduction) (Fifth Year ENS Students)

As the statistics above reveal, the vast majority of the respondents (**61.90**%) informed that they write the introduction before completing the body of the paper, while a minority of them (**38.10**%) said that they do not write the introduction until they finish writing the body of the paper.

30. Did you try to copy a modal (for example, published paper, materials on academic writing) when writing your introduction?

No ☐

Yes ☐

If "Yes", please specify: ……………………………………………………………………..

Options	N	%
a	32	60.38
b	21	39.62
Total	53	100

Table 4.145: the Need for Models in Writing the Research Essay Introduction Sub-genre (Third Year L.M.D. Students)

The analysis of the results generated by this question has shown that the majority expressed the need to copy models to produce the introductory paragraphs of their research papers; when they did, they usually copy modals from the net or take some expressions to render their introductions more authentic and attractive. As opposed to the process approach, this expressed need for the use of models is well catered for by the genre-based approach. In this approach, the initial tasks are always devoted to the analysis of models of the genre under study.

As table 4.145 shows, **60.38**% said that they tried to copy a model when writing their introduction, while **39.62**% of them said that they did not.

Options	N	%
a	21	77.77
b	06	22.23
Total	27	100

Table 4.146: the Need for Models in Writing the Research Essay Introduction Sub-genre(Third Year ENS students)

As table 4.146 shows, 77.77% of the respondents said that they tried to copy a model when writing their introduction, while 22.23 % said that they did not.

Options	N	%
a	16	61.54
b	10	38.46
Total	26	100

Table 4.147: the Need for Models in Writing the Research Essay Introduction Sub-genre(Fourth Year ENS Students)

As table 4.147 shows, **61.54**% of the respondents said that they tried to copy a model when writing their introduction, while **38.46**% said that they did not.

Options	N	%
a	17	80.95
b	04	19.05
Total	21	100

Table 4.148: the Need for Models in Writing the Research Essay Introduction Sub-genre(Fifth Year ENS Students)

As table 4.148 shows, **80.95**% of the respondents said that they tried to copy a model when writing their introduction, n while **19.05**% said that they did not.

31. Did you try to copy a model (for example, published paper, materials on academic writing) when writing your conclusion?

No ☐

Yes ☐

If "Yes", please specify……………………………………………………………………

Options	N	%
a	41	77.35
b	12	22.65
Total	53	100

Table 4.149: the Need for Models in Writing the Research Essay Conclusions Sub-genre(Third Year L.M.D. Students)

The analysis of the results generated by this question has also shown that the majority of respondents constituting our sample expressed a need to use models in order to write the concluding paragraphs of their research papers; this expressed need for the use of models by students of English as a foreign language is compatible with the principles of the genre-based approach, a key distinguishing feature of which is the provision of such models. copy from the net some models and try to take the most interesting parts from each model to have their own model at the end, others said that they took the model as it is.

As the above table shows, 77.35% of the respondents said that they tried to copy a model when writing their conclusions, while 22.65% of them said that they did not.

Options	N	%
a	24	88.89
b	03	11.11
Total	27	100

Table 4.150: the Need for Models in Writing the Research Essay Conclusions Sub-genre (Third Year ENS Students)

As table 4.150 shows, 88.89% of the respondent said that they have tried to copy a model when writing their conclusion while 11.11% of them said that they did not.

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Options	N	%
a	20	76.92
b	06	23.08
Total	26	100

Table 4.151: the Need for Models in Writing the Research Essay Conclusions Sub-genre (Fourth Year ENS Students)

As table 4.151 shows, the overriding majority of the respondents (76.92%) said that they have tried to copy a model when writing their conclusions, while a minority of them (23.08%) informed that they did not.

Options	N	%
a	15	71.43
b	06	28.57
Total	21	100

Table 4.152: the Need for Models in Writing the Research Essay Conclusions Sub-genre (Fifth Year ENS Students)

As table 4.152 shows, 71.43. % of the respondent said that they have never tried to copy a model when writing their conclusion, while 28.57. % of them said that they did not.

32. Order from 1 to 5 the Aspects of essay writing you would have liked to learn in the writing course in order to perform better in the content modules.

Item	N°
Vocabulary	
Grammar	
Greater challenge	
Organization	
Greater speed	

	1st	2nd	3rd	4th	5th	Total
1	9	12	6	16	10	53
2	15	12	10	9	6	52
3	12	8	10	17	5	52
4	7	12	15	11	7	52
5	10	7	11	0	22	50
Total	53	51	52	53	50	

Percentage :

	1st	2nd	3rd	4th	4th	Total
1	17%	22, 64%	11%	30%	19%	100%
2	29%	23%	19%	17%	12%	100%
3	23%	15%	19%	33%	10%	100%
4	13%	23%	29%	21%	13%	100%
5	20%	14%	22%	0%	44%	100%
Total	102%	98%	101%	101%	97%	

Table 4.153: Essay Writing Weaknesses of the Writing Course (Third Year L.M.D. Students)
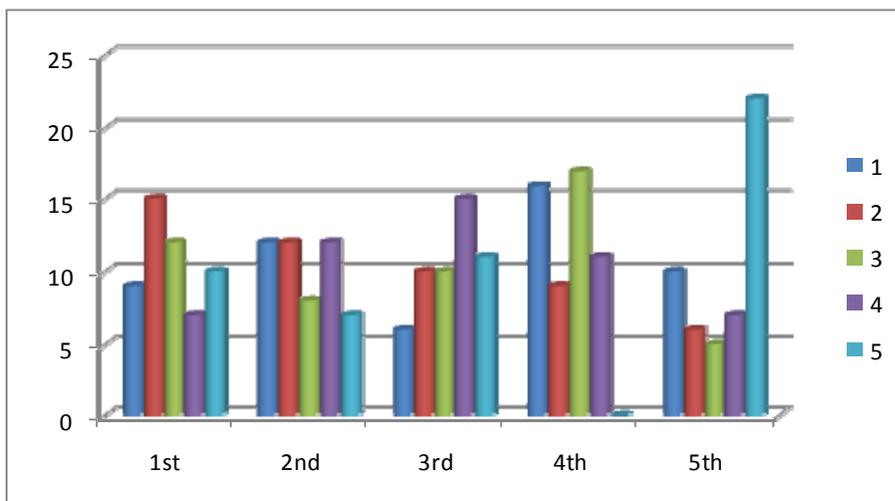
Graph 4.19: Essay Writing Weaknesses of the Writing Course (Third Year L.M.D. Students)

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The analysis of the results generated by this question has shown that the following rough order emerged for all the constituents of the sample; the respondents wished that the essay writing preparation in the writing course would have been as follows: 1–Greater challenge, 2–greater speed, 3–vocabulary, 4–organization, and 5–grammar. According to this classification, the lack of greater challenge and the inability to write with greater speed are the two major weaknesses that essay writing preparation in the writing course can be reproached for. This suggests that the topics generally treated in the writing course as well as the lack of sufficient time for practice are the two major weaknesses of the process oriented writing course currently in use. The genre-based approach through its focus on discipline –specific factual genres and its articulation around the modern pedagogy of the teaching/learning cycle offers real solutions for these very two weaknesses'.

	1st	2nd	3rd	4th	5th	Total
1	6	4	9	4	4	27
2	5	6	2	6	8	27
3	6	5	6	8	2	27
4	6	5	6	7	3	27
5	3	7	5	2	10	27
Total	26	27	28	27	27	

Percentage :

	1st	2nd	3rd	4th	5th	Total
1	22%	14, 81%	33%	15%	15%	100%
2	19%	22%	7%	22%	30%	100%
3	22%	19%	22%	30%	7%	100%
4	22%	19%	22%	26%	11%	100%
5	11%	26%	19%	7%	37%	100%
Total	96%	100%	104%	100%	100%	

Table 4.154 : Essay Writing Weaknesses of the Writing Course (Third Year E.N.S. Students)
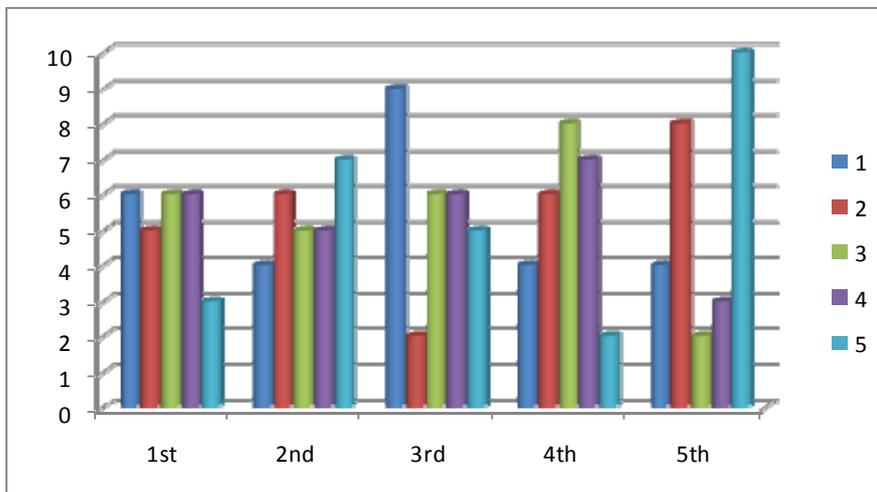
Graph 4.20 : Essay Writing Weaknesses of the Writing Course (Third Year ENS Students)

	1st	2nd	3rd	4th	5th	Total
1	9	1	9	3	4	26
2	3	10	5	3	5	26
3	7	3	3	10	3	26
4	4	8	4	5	5	26
5	3	4	5	5	9	26
Total	26	26	26	26	26	

Percentage :

	1st	2nd	3rd	4th	4th	Total
1	35%	3, 84%	35%	12%	15%	100%
2	12%	38%	19%	12%	19%	100%
3	27%	12%	12%	38%	12%	100%
4	15%	31%	15%	19%	19%	100%
5	12%	15%	19%	19%	35%	
Total	100%	100%	100%	100%	100%	

Table 4.155: Essay Writing Weaknesses of the Writing Course (Fourth Year E.N.S. Students)
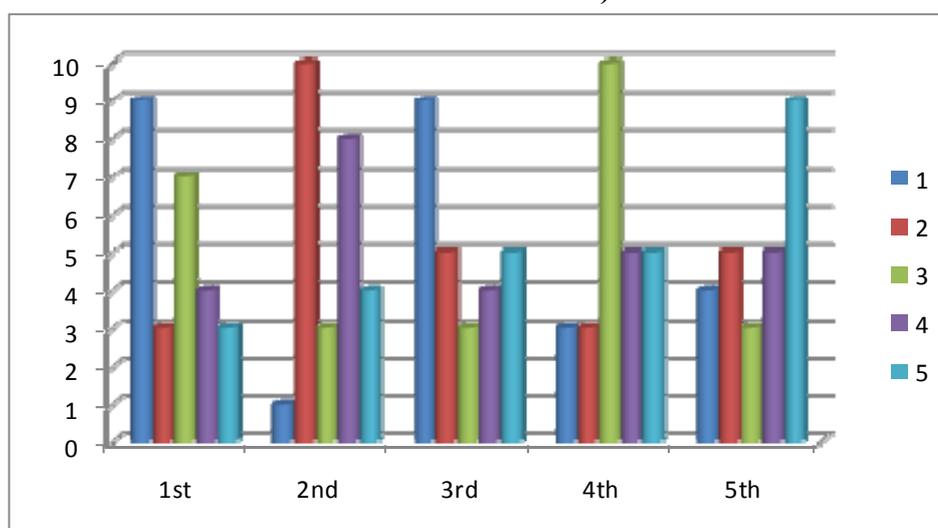
Graph 4.21: Essay Writing Weaknesses of the Writing Course (Fourth Year ENS Students)

	1st	2nd	3rd	4th	5th	Total
1	2	4	9	5	1	21
2	5	4	1	6	5	21
3	6	3	3	8	1	21
4	5	1	5	1	9	21
5	3	9	3	1	5	21
Total	21	21	21	21	21	

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Percentage :

	1st	2nd	3rd	4th	5th	Total
1	10%	19, 04%	43%	24%	5%	100%
2	24%	19%	5%	29%	24%	100%
3	29%	14%	14%	38%	5%	100%
4	24%	5%	24%	5%	43%	
5	14%	43%	14%	5%	24%	100%
Total	100%	100%	100%	100%	100%	

Table 4.156: Essay Writing Weaknesses of the Writing Course (Fifth Year ENS Students)
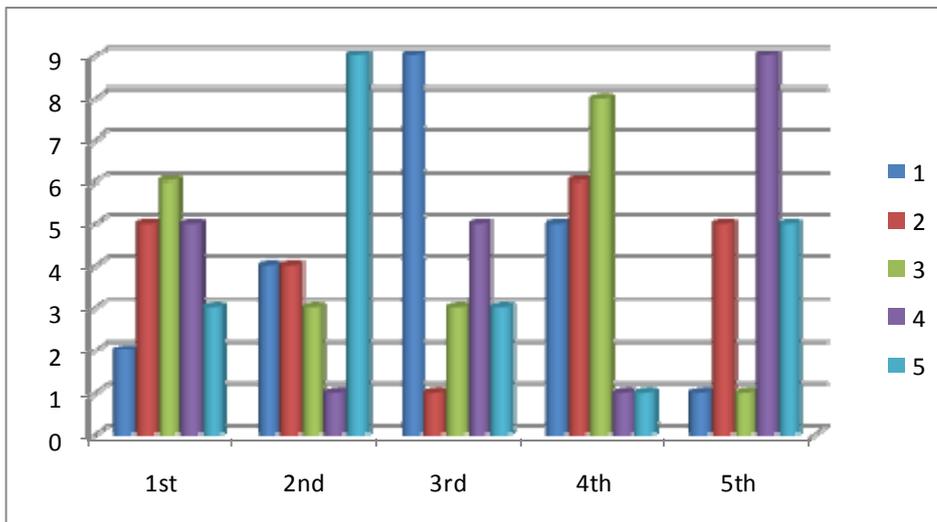
Graph 4.22: Essay Writing Weaknesses of the Writing Course (Fifth Year ENS Students)

33. The essay questions in content module exams are often short and insufficiently clear.

a. Strongly agree

 b. Agree

c. Undecided

d. Disagree

e. Strongly disagree

253

Options	N	%
a	13	24.53
b	23	43.40
c	05	9.43
d	09	16.98
e	03	5.66
Total	53	100

Table 4.157: Transparency of Essay Writing Exam Questions in Content Modules (Third Year L.M.D. Students)

The results generated by this question has shown that the overriding majority of the respondents constituting our sample have said the essay prompts used in content modules exams are short and insufficiently clear.

As table 4.157 shows, **24.52**% of the respondents said that they strongly agree with the fact that essay questions in content module exams are short and insufficiently clear, and **43.39**% said that they agree. **9.43**% were undecided, **5.66**% opted for strongly disagree, and **5.66**% opted for disagree.

Options	N	%
a	07	25.93
b	11	40.74
c	04	14.81
d	00	00
e	05	18.52
Total	27	100

Table 4.158: Transparency of Essay Writing Exam Questions in Content Modules (Third Year ENS Students)

As table 4.158 shows, 25.93% of the respondents said that they strongly agree with the fact that essay questions in content module exams are short and insufficiently clear, and 55.55% said that they agree. 14.81 % were undecided, 18.52% strongly disagree, and 00% opted for disagree.

Options	N	%
a	06	23.08
b	10	38.46
c	05	19.23
d	05	19.23
e	00	00
Total	26	100

Table 4.159: Transparency of Essay Writing Exam Questions in Content Modules (Fourth Year ENS Students)

As table 4.159 shows, **23.08**% of the respondents strongly agree with the fact that essay question in content module exams are short and insufficiently clear **38.46**% agree **19.23**% were undecided, **19.23**% strongly disagree and 00% for disagree.

Options	N	%
a	08	38.10
b	05	23.80
c	02	9.52
d	03	14.29
e	03	14.29
Total	21	100

Table 4.160: Transparency of Essay Writing Exam Questions in Content Modules(Third year ENS students) (Fifth Year ENS Students)

As table 4.160 shows, **38.10**% of the respondents said that they strongly agree with the fact that essay question in content module exams are short and insufficiently clear, and **23.80**% said that they agree. **9.52**% were undecided, **14.29**% opted for strongly disagree and **14.29**% opted for disagree.

The results of this section show that the overriding majority of the respondents informed that they usually write research papers and reports jointly. The subjects, however, were divided over the issue of whether or not they write specific sections as their own. These subjects division of whether or not they specifically write the introductions and conclusions of their research papers and reports bears witness to the difficulties they experience when writing these important sections. In writing these parts, the majority of the respondents informed that they emulate modals available to them. The majority also said that the proofreading of their papers is usually carried out by their classmates. An interesting remark that can be made here is that the majority of the students participating in this study said that they write the introductory parts of their papers before the body part, which suggests, as been said above, that these students have been trained to treat exam essays and research papers as if the are the same in terms of the type of knowledge required.

Section Eight: Further Suggestions.

34. Please, add any comment or suggestion.

....

All the subjects did not add any additional information.

4. 3 Overall Analysis

The most important findings of the Teachers' Questionnaire can be summarized as follows:

1. Although the results showed that the majority of those teaching writing indicated that they were intrinsically motivated to teach this skill, the division among the respondents over the reasons for choosing to teach writing, and the fact that no respondent pointed out that they are teaching writing on the basis of their basic training may be strong causes of continuous instability in the writing teaching staff in the English language departments, and raise legitimate concerns over the degree of professionalization and expertise in teaching this pivotal and demanding module.

2. The teachers' survey data distinctly indicate that writing teachers, in addition to their apparent departure from the objectives and the principles of the writing process approach around which the official syllabus is articulated, do not uniformly agree on neither the objectives of the writing course nor on a unified approach in developing and teaching the writing course.

3. The data also demonstrated the existence of a great deal of division among writing teachers with regard to the resources used in the development of their own writing courses in addition to the absence of an official or locally developed textbook that caters specifically the writing needs of Algerian learners which illustrates the great deal of improvisation characterizing the choices concerning the different aspects of the writing course.

4. The data thus demonstrated the prevalence of 'non-theory'- informed eclecticism in the development and in the provision of writing instruction. This state of things cannot be but detrimental to the development of learners' writing competence as well as to the writing teachers' professionalization process.

5. The respondents, in spite of having the potential of developing a writing across the curriculum perspective because most of them teach writing alongside other content modules, hold a deceiving sense of overall satisfaction with regard to the compatibility between the objectives of the writing course and the students' writing needs in content modules which is when correlated with the illustrated alarming state of division concerning the objectives, goals, and the approach of the writing course discussed above can only result in institutional inertia that might stifle any attempt for finding workable solutions.

6. The writing prompts used in the writing course are largely irrelevant to writing in the content modules.

7. Although the writing teachers have shown a great deal of division on the issue of the focus of their feedback, surprisingly enough, content appears to be the aspect that receives the least focus.

8. The data of the Teachers' Questionnaire demonstrate that outside the writing classroom, feedback is less concerned with the development of writing proficiency and more with appraising how students have processed content: writing is merely a medium by which student are evaluated on what they know of a content.

9. A great deal of division was observed with regard to the teachers' perceptions of effectiveness of their feedback, which should legitimately raise concern over the type of feedback as well as the method through which this feedback is provided for learners

10. The development of students' writing competence is assumed to be the responsibility of the writing teachers.

11. Few teachers consider themselves specialized in teaching a specific content modules, there is little acceptance of the idea that content modules or categories of content modules represent distinctive academic disciplines requiring specific discourse practice.

12. In spite of the fact that the majority content area teachers indicate that their modules require essay writing at least once a year, there was a great deal of division concerning the best method for measuring of the students' apprehension of content in their modules.

13. As far as essay cognitive genre types (narrative, expository, argumentative, etc.) used in content area modules assessments are concerned, the data suggest that also there is a great deal of division with regard to the types that they use as well as the role and place that each type should occupy. Moreover, the expository and the far more important argumentative type are perceived to be mere alternatives to each other.

14. The data indicate that there is little appreciation among the teachers of the distinctive functions that essay exams and research essays serve in relation to course concepts.

The most important findings of the Students' Questionnaire can be summarized as follows:

1. The great deal of division among the students over the language skill that is most important to academic success, and the fact that most students practice writing only 'occasionally ' are all evidence of a little appreciation of the centrality of learning to write to academic success.

2. The respondents hold a deceiving sense of satisfaction about the degree of compatibility between the writing course and writing in the content modules as well as their degree of preparedness to write essays across the curriculum that they have received in the writing course, something that is strongly put into question by the evidence emanating from students real essay exam performances that are presented in chapter six. This is most probably due the prevalence of holistic scoring procedures in content area modules where marks are allotted on the basis of the students' degree of apprehension of content.

3. The results of this section show that the vast majority of the respondents informed that the audience they have in mind when writing research papers consist in only the teacher. The majority of them also showed satisfaction concerning the comments they receive from their teachers. Moreover, the majority of the participants think that language proficiency and to, a lesser extent, thinking skills are the most problematic aspects in their writing in the content modules.

4. A great deal of division among students was observed with regard to the difference between essay writing in the writing course and essay writing in content area modules. This is evidence of a low level of awareness among the learners about the generic and specific requirements of essay writing across the curriculum. This low awareness is due to the prevailing practice in teaching and assessing writing both in the writing course and content area modules.

5. There is large agreement on the irrelevance of content in the writing course to content in content area modules.

6. The data suggest that the students wanted the writing course to have a dual content /language focus.

7. The data indicates that short reports are the most assigned writing types in content area modules.

8. Students believe that they write better essays in the writing course than in the content area modules. This suggests that, given the emphasis of the writing course on personal genres as opposed to the content-based factual genres required across the curriculum, the students felt that the writing course prepares them to write better only in the writing course itself. In other words, the demonstrated feeling of relative inadequacy in essay writing in the content modules may be interpreted as an expression of need for the writing course to adjust to the essay writing needs across the curriculum.

9. The teacher is largely perceived as the sole audience of students 'writing. This confirms the idea that the students' real writing needs are to be found in the modules of the curriculum itself, which certainly renders the type of feedback and the degree of transparency about the writing expectations across the curriculum primordial to the development of learners 'writing competence.

10. In spite of the fact that most students reported that they found the feedback in content modules to be very useful, they showed a great deal of division over the focus of this feedback.

11. A great deal of division over the degree of transparency of the writing module about the essay writing requirements in the content modules.

12. A great deal of division over the effectiveness of feedback to improving students 'writing skills.

13. The data suggest that non-exam research assignments are mostly joint papers. The subjects, however, were divided over the issue of whether or not they write specific sections as their own. These subjects division of whether or not they specifically write the introductions and conclusions of their research papers and reports bears witness to the difficulties they experience when writing these important sections. In writing these parts, the majority of the respondents informed that they emulate modals available to them. This positive attitude towards the use of modals in order to be able to produce writing assignments is evidence of the relevance of teaching/learning cycle methodology used in genre-based teaching where modelling tasks, consisting of analyzing sub-genres models prior to any production of those genres by students, replaces the pre-writing techniques characteristic of process-oriented syllabi. Another interesting conclusion one can draw from this state of things is that assigning joint research papers may result in stifling student's autonomy, which is one of the main objectives of genre-based writing pedagogy decisive element in forging learners' identities as academic writers. This pedagogy encourages collaboration inside the classroom in the initial stages of learning to write a particular genre before giving way gradually to greater autonomy in the subsequent stages of the teaching learning cycle.

14. In spite of the great of division among students concerning the issue of the aspects that the writing course should have focused on, the data suggests a slight inclination towards greater speed and greater challenge. This can be interpreted as an expression of a need for the writing course to devote more time for practice in producing discipline-specific factual genres that are similar to writing tasks the students are likely to write in content area modules, an essential objective of genre-based writing pedagogy.

15. As far as the stratified sample of the Ecole Normale Superieure(E. N. S.) students is concerned, the data suggest that there are certain differences concerning some aspects, but in general there was no significant evolution in learners' awareness about their writing problems

and needs in consistence with their growing experience with the language and the increase in the writing demands across the curriculum. This can be due to the prevailing holistic scoring procedures in the assessment of writing generally followed in the curriculum which does not encourage the emergence of such awareness.

In the light of what has been said above, we can say that there is little appreciation of the importance and centrality of the writing skill in general and essay writing in particular to students' academic success. The great deal of division observed among teachers and confirmed by students about objectives, the approaches, the assessment tools, the writing resources as well as the focus of feedback in the teaching and evaluation of writing across the curriculum is a proof of the prevalence of non-theory based eclecticism. This anomalous state of things is detrimental to both the development of students' academic writing competence and the professionalization process of teachers. In addition to that, there is no uniform agreement on the place and role of the essay in general and the argumentative genre in particular as a teaching and assessment tool across the curriculum. In the same vein, there is no clear conception of the chain of writing genres required in the English curriculum coupled with a little appreciation among the teachers as the students at different levels about the generic aspects and the discipline-specific aspects of essay writing across the curriculum. Even worse, both teachers and students hold a deceiving feeling of satisfaction about the degree of compatibility between the teaching and assessment of writing in the writing course and writing in the content modules of the curriculum which can only lead to the perpetuation of the observed problems and hinders attempts to reform this alarming situation. The students expressed needs for the use of writing models, content and form focused feedback as well as greater writing challenges and more time for practice fit well the elements of strength of the teaching /learning cycle which form the bulk of genre-based writing methodology.

Conclusion

While our analysis represents the comments of only a small sample of teachers and students compared to the ever growing population of teachers and students in different English language departments across the country, and should, therefore, be treated cautiously, we believe these practice patterns are used more widely and, thus, our findings have potential implication for writing pedagogy in the Algerian context of higher education. These results demonstrate the existence of great deal of discrepancy between the writing course in terms of objectives, approaches, genres as well as the type and focus of feedback. Hence, the relevance

of the theory and research based pedagogic solution suggested to bridge the existing gap; Developing learners 'discipline-specific academic writing competence necessitates the adoption of a unified genre-based approach that emphasizes the cognitive, social, and linguistic demands of the specific academic subjects in the English curriculum. The essay being a well established academic genre should serve as the only writing teaching and evaluation measure in all the language-based modules of the curriculum with a specific focus on the argumentative type. Equally important is the necessity to demystify the writing evaluation process so as to render the content module teachers' expectations and feedback more transparent to the students through replacing the currently widely used holistic correction and feedback by genre-based analytical criterion-referenced procedures.

5. Chapter Five

A Genre-based Teaching Sequence of the Argumentative Essay in the Subject Area of Linguistics

Introduction

5. 1. Setting and Participants

5. 2. Instruction in the Pedagogic Sequence

5. 3. Data, Methods of Analysis, and Discussion

5. 3. 1. The Rhetorical Structure of the Students' Essays Introductions

5.3.2. The Rhetorical Structure of the Students' Essays Argument Stage

5. 3. 3. The Rhetorical Structure of the Students 'Essays Conclusions

5.3.4. The Students' Academic Stance

Conclusion

Introduction

Having diagnosed the nature of the gap that exists between the writing course and writing in the content modules of the curriculum, we will now turn to the evaluation of the relevance of the proposed solution to bridge this gap.

As far as accomplishing the interrelated second and third aims of the present research is concerned, a unit of work for teaching the argumentative essay was designed following the principles of the genre-based approach to present, deconstruct, and scaffold students' reconstruction of examples of the same genre in the subject area of linguistics.

5. 1. Setting and Participants

During a six week period on the basis of two working sessions a week these two groups of third year L.M.D. students specializing in language science were guided through the process of producing an argumentative essay in the module of linguistics. The process genre-based approach applied the three concepts of scaffolding, mediation and collaborative learning to the academic writing process throughout the writing of their argumentative essays linked to the study themes of the module of linguistics.

The participants in this pre-experiment were all students at the department of Foreign Languages, option: English, at University Mohammed Seddik Benyahia in Jijel. The sample consisted of third year mostly female students aged between 21and 24. The subjects have been introduced to the basic notions and the major schools in linguistics in their first two years. In the third year, the subjects have specialized in the domain of language science the syllabus of which consists of specific area modules of the field of linguistics such as Process of Acquisition, pragmatics, Sociolinguistics.

5. 2. Instruction in the Pedagogic Sequence

We will now turn to presenting an outline of a unit of work designed following the principles of the proposed solution.

Objectives:

1. To equip students with specialist language and the key linguistic vocabulary that students will need along with words and phrases commonly used in the field of linguistics.

2. To make students familiar with how experts in the field of linguistics perceive and use scientific knowledge and how this influence communication forms (the essay in our case)

3. To raise students 'awareness about the lexico-grammar features that enable them to analyze the textual trace of writer stance and to express their own stances.

4. To activate schemata to write arguments steps and moves in Hyland's (1990) model.

5. To demystify the argumentative essay assessment process through the use of analytic procedures.

Level: Students who have started specializing in language science and applied linguistics.

Duration: About six weeks period on a basis of two sessions per week.

This unit of work for teaching the argumentative essay in the subject area of linguistics uses the genre-description of the argumentative essay provided by Hyland (1990), in which the schematic structure of the argumentative essay genre is expressed in terms of *moves* and *steps,* to present, deconstruct, and scaffold students 'reconstruction of examples of the same genre in the subject area of linguistics. In this unit of work which can be implemented in several sessions, the students should be guided through the process of producing an argumentative essay in the module of linguistics. The scaffolding in the unit of work should aim to articulate the following features:

–Topics linked to controversial issues in the subject area of linguistics (such as empiricism vs. nativism in the field of language acquisition viewed from the different existing theoretical perspectives).

–A predetermined argumentative essay structure using the schematic structure of the argumentative essay proposed by Hyland (1990) and expressed in terms of steps and moves.

–The pre-writing stage of each section should involve students' analysis of the move structure on the basis of Hyland's modal of selected argumentative essays produced by the same students or their mates who have a similar level of writing proficiency and subject area knowledge in the field of linguistics so that instruction takes place within these students' zone of proximal development.

–Staged instruction, focusing on one section of the essay each week with special emphasis on the introduction and conclusion, and in line with the pedagogy of the teaching/learning cycle.

– Extensive modelling of the composition process

–Focus on developing a metalanguage for arguments and the use of the notions of theme, modality and nominalisation to reposition them as authoritative writers in the subject area in question.

–Regular mostly oral feedback from peers and the tutor.

In order to raise students' genre awareness of the rhetorical structure of the argumentative essay in linguistics, the initial tasks should aim to raise the learners' awareness to the issue of writer's stance addressing a disciplinary audience. Given the importance of audience to the formulation of a stance, students should be given tasks that raise their awareness of audience analysis. To streamline the analysis of the audience, a handout containing the questions on Bruce (2008) can be used.

The introductory lessons should also aim to explain the schematic structure of the argumentative essay proposed by Hyland (1990), the metalanguage and jargon used in it. In addition to that, the objectives and the methodology routine of the teaching sequence should be explained to the students. In this regard, the genre-based methodology aims at 'destabilizing' their theories about the rhetorical structure of the factual argumentative essay genre within their zone of proximal development where each writing session starts with an analysis of texts and ends with production of texts.

Concerning apprenticeship in forging an authorial voice in the field of linguistics, the instructor can provide a gist of advice on writing essays in linguistics based especially on Finch (1999: 224) who argues that

> …linguistics is one subject where it's possible to make your own contribution…no one is expecting you to invent a new theory, but there are always fresh usages, and new bits of linguistic structure, which are continually emerging. In contrast with literary texts, the 'text' of linguistics is continuously evolving. It's not fixed and finite but endlessly fertile and self-renewing. In studying it you are studying not only something you possess, but something you are possessed by…

In the field of linguistics, students can debate topics and to be free to choose to take a stance instead of the reconciliatory position that the majority of them have the habit of adopting in their exam. The most important thing is that this stance reflects their conviction, and that they are able to search in the literature for relevant examples and evidence to support this stance and to persuade their readers. The reader, in this case, should not be just the subject area module teacher, but a wider imaginary audience within the discipline. The schism

between the rationalist and empiricist, for example, can serve as a model for stimulating arguments in the writing classroom. The stance adopted by each of these major schools has had direct repercussions on their view towards what constitutes scientific knowledge and evidence, and has been reflected in their differences about research methodology. Whereas the innatists believe that linguistics should focus on the description of the competence of an ideal speaker hearer using introspection. The behaviourists take into consideration only the observable behavior that they study using the principles of the scientific method.

In the pedagogy of the teaching learning/cycle , setting up the context of the genre and building field-knowledge are generalized across all stages of the model (Deconstruction, Joint construction, and Independent Construction) 'Martin (2000: 118). Following this sequence, the essay genre in question should be broken down into its sub-genre parts (the thesis stage, the argument, and the conclusion. Then, each sub-genre should be broken down into the constituent features of move structure. The cycle of teaching and learning activities would include the following steps:

Deconstruction:

– Distribute typed samples of sub-parts of the students sample exam essays along side with the corresponding part of Hyland's model and an authentic paragraph. The students analyse, compare, and discuss the structure with the instructor

Joint construction:

– Ask students to aggregate into groups of four or five. Encourage them to collaborate to write an example of the text and to give relevant feedback to improve the text. Ask each group to produce jointly an improved example of the text, and encourage them to seek assistance from the teacher.

– Ask volunteer students to board in order to write jointly a common sample of the text. Provide online feedback on different aspects of academic style especially theme, modality, nominalization and discipline-specific lexis to scaffold the students 'text. The aim is to enable students to structure argument with conviction, purpose and point of view.

– Ask the students to write down the sample part of the essay written jointly and to keep it for the subsequent lessons.

Independent Construction:

– Ask each student to write his own example of the text and to keep a portfolio of his different performances in the classroom so as to submit them subsequently for correction. Each week should be devoted to each stage of the argumentative essay genre (thesis stage, argument stage, conclusion stage).

Concerning the issue of assessment, in order to situate the instruction within the students zone of proximal development, the exam copies in the module of linguistics belonging to the same group of students should be analysed so as to get an overall impression about the students writing problems in the genre under study. In the light of this, sample stuents'essays should be selected. These essays, then, should be typed and the identities of their authors should be kept unanimous. Each essay should be broken into its major constituent parts (Introduction, Argument, and Conclusion). Hyland (2004: 176) provides an example of an analytic scoring rubric for the argumentative essay that can be used by the students in the evaluation of their writing as well as by both the writing and the content area teachers to standardize and demystify the evaluation process.

5. 3. Data, Methods of Analysis and Discussion

This sequence was instructed by the author of this thesis in pre-experimental conditions to two groups of third year (L.M.D.) students specialising in "language sciences" in the University of Jijel. The pre-experimental design adopted in this study is a methodology that can be situated along a continuum of several research designs that approximate to true experiments, but this design does not meet an essential criterion which is the lack of a control group hence the researcher is prohibited from making unequivocal statements based on significant quantitative differences between the results of pre-test and those of the post test about the existence of a cause and effect relationship between the teaching method and the potential positive improvement in students 'writing. At the qualitative level, however, the two designs can be judged to be equally valid and reliable. If the criticism of validity and reliability of quantitative analysis in the field of applied linguistics is taken into consideration, the lack of comparison of the results of this part of research to the results of a control group becomes less constraining. Although a test-instruction-test approach was used in this study, we judged more appropriate for the sake of evaluation of the internal validity of the proposed pedagogic solution to use a pre-test and a post test in the form of real-essay exams in the module of Process of Acquisition (P. A.) , in addition to another real-exam essay in the

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module of written expression. This exam essay task was administered following six weeks of instruction on the basis of two sessions of one hour and half time each per week. In the exam the students were given two questions of choice:

The behaviourist model of first language acquisition claims that "the child comes into the world with a tabula-rasa, a clean slate bearing no preconceived notions about environment, slowly conditioned through schedules of reinforcement. "Assume you agree or disagree with the nativists' approach and write an argument for or against the behaviorist approach.

Sapir and Whorf proposed the well-known hypothesis of linguistic relativity or linguistic determinism. The hypothesis is: language determines thought or culture to a very great extent and in many ways. Do you agree or disagree with this hypothesis? If you agree, expand the argument citing evidence. If you disagree, develop a counter-argument.

The essay question prompt in the second semester exam of the subject area of process of acquisition was, Is the process of learning a first language, and that of the second or foreign language the same or different?

The data for this study were forty essays in each exam concerned in this study (40 essays in the exam of the module of Process of Acquisition in the first semester, 40 essays in the second semester of the same module, and forty essays in the exam of written expression). Since the main purpose of the study is to help the students to write argumentative texts on the tasks they may really have to write in the subject area module of Process of Acquisiton, some restrictions were inevitable in the selection of the topics and consequently the number of subjects' exam copies; we selected only forty copies per exam for the sake of comparability because the rest of the students in the two groups who received the instruction have chosen the second topic in the written expression exam,i.e, the Sapir-Whorf hypothesis. Performances in this topic were judged to be difficult to compare to the first and second semester copies in the module of Process of Acquisition.

All students involved in the project (a total of 62 students) received the same instruction. There was no control group as the participants in the study were given the same instruction in preparation for a common third year end-of-the-sixth semester exam leading to the license graduation. The analysis of the students' exam copies in the three exams mentioned above

aimed at answering the following research questions mentioned in the introduction of this thesis:

–Does a process-genre-based teaching of the argumentative essay in a specific content module (linguistics) lead to a positive change in argument moves in students' exam essays of that module?

–Does a process-genre-based teaching of the argumentative essay in a specific content module (linguistics) lead to a positive change in the academic and discipline-specific lexical features in their exam essays texts?

The methodology for establishing the structures of the genre constituents of the different stages of the students' argumentative essays followed the same schematic structure of the argumentative essay proposed by Hyland (1990), and used in scaffolding their performances during the teaching of the pedagogic sequence.

The text analysis in this study compares the frequencies of the discourse structure and organisation of students' essays written in real exam conditions. The move structures of the genre constituents of the students' texts in three exams were established by analysing the genre texts and identifying communicative intentions in individual parts. Classifying these intentions involved firstly grouping them into strategies or steps and then deciding whether any of these strategies could be considered as fulfilling the same communicative purpose or move. The status of moves as essential or optional was considered on the basis of the afore-mentioned model. The effects of the pedagogic sequence were analysed by comparing results of the exam essay genre produced by the sample prior and after the instruction.

5. 3. 1. The Rhetorical Structure of the Students' Essays Introductions

As genre constituents, students' essays introductions share some of their overarching communicative purposes with the entire student paper. A student essay incorporates a twofold communicative purpose: displaying the student's state of knowledge about the topic, and to adopt a stance and to support it using relevant examples reflecting this knowledge. The introductions and conclusions serve as a framing device with regard to the student's argumentative essay. The link between the introduction and conclusion in the argumentative essay is established especially through the proposition move and the affirmation move respectively; the affirmation move is a re-iteration of the stance expressed in the proposition move.

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Stage	Move	Semester 1 (P. A)*	Semester 2 (P. A)*	Semester 2(W. E)*
thesis	gambit	07	20	18
	information	35	36	38
	proposition	28	31	35
	evaluation	03	12	17
	marker	4	05	07

Table 5.1: Frequency of Move Realizations in the Students' Essays Introductions

It is apparent from the results presented in the above table that in the students' schematic knowledge, the information move and the proposition moves are the essential or core moves, whereas the gambit, evaluation as well as the marker moves are optional moves. It is worth noting here that these moves were realized by the majority of writers and thus will be tentatively considered core moves. It has also been observed that the textualization of these moves in terms of sentences is still a major problem for these students; these sentences contain a lot of elementary grammatical mistakes as shown in the students' paragraphs used in this presentation, which is far below the advanced level.

Apart from these core moves, there are two fully optional moves, established as such through frequencies of occurrence in three exams. These are:

–evaluation

–marker

The table above shows that there is a slight improvement in the rhetorical structure of the students' introductions in both post-instruction tests. This improvement was more apparent in the written expression exam. It should be noted that, except for the information move, the moves in the introductions were realized through one sentence in the overriding majority of students' papers. Some improvement as far as this aspect is concerned was observed especially in the written expression exam.

Example of students Introductions that have not improved in the three exams:

S1

Mastering a language is submitted to many factors and for the sake we realize that the first language is easily to be mastered rather than a foreign language.

S2

P. A.

Language acquisition is much concerned how children acquire their first language or their mother tongue. The question is which factors interfere in acquiring a language? Are they social factors or innate factors?

W. E

Unlike the innatists' view who looked at language as universal, Sapir and Whorf argues that, languages are different from one to another in terms of grammar, vocabulary, colour, for the sake Sapir and Whorf combine between determinism and relativity.

Example of three students Introductions that have shown relative improvement in the three exams:

Student1:

S1/

For ordinary people language acquisition and language learning is used to mean the same thing they used these terms interchangeably, the (thing) same thing with second language and foreign language. But when we ask a specialists or psychologists they would say:

S2

P. A.

All specialists are agreed that there are differences between the process whereby the child acquires his first language or mother tongue and the process whereby he learns the second language or even the foreign language. In fact there are many theories tried to explain each process based on the characteristics and nature of each language from those. Language acquisition is much about the first language, on other hand language learning is much concerned with second and foreign language but with slight

differences. Thus, there are many reasons argued or stated why these languages are not mastered in the same way and manner and also period.

W. E.

The first word that a child utters make his parents happy because this indicates that their children have embarked on language acquisition process. Language acquisition is the process whereby children acquire their mother tongue. It seems to be very simple for it is much about something that every one has gone through; however, explaining this process is very difficult. In fact several theories had been put to explain it. In order to make this process to succeed one and only one factor is crucial. language acquisition relates to the involvement of the brain.

During the tasks devoted to the thesis stage, the learners were taught and repeatedly received feedback on the deterministic relationship between the rhetorical function of the proposition move and the structural textualization of this move. In this regard, the learners were told that the proposition move expresses the writer's stance which is the main idea of the writer to which all other ideas should be subordinate (Neman, 1995). This rhetorical function of the proposition move determines the structural form in which it should be formulated. Taken into consideration that in an argumentative essay, we are supposed to take a position on a controversial issue against other possible point of views, thus the most appropriate sentence type to fit this purpose is a cleft sentence; A cleft sentence is a complex sentence, consisting of a main clause and a dependent clause, and has a meaning that could be expressed by a simple sentence. The importance of this type, however, lies in the fact that it put a particular constituent into focus. Following Neman (1995), the learners were also told that the subordinate part of the cleft sentence should be better expressed using the "although clause". The "although clause" is a syntactic device that allows writers 'to get a handle on opposition arguments by phrasing them as a subordinate clause attached to the main statement. '(Neman, 1995: 51) as for example in

– Although behaviorists emphasize environment, they almost always deny the influence of biological variables on development.

In this example, the addition of an "although clause" serves not only to sharpen the point of contention, but also to clarify the issues upon which the argument will depend. The same instruction has been given concerning the realization of the claim move in the paragraphs of the argument stage.

Our analysis of the textualization of the proposition move has shown that students even at this supposedly advanced level still have a number serious problems in its realization. The total absence of this move in some essays is a proof that for some of these students the communicative purpose of the move has not been assimilated yet. Some students content themselves with mentioning the two opposing point of views without taking any stance as in the following example:

Some say that language acquisition is a matter of innateness, and others say that it is a matter of exposure to the society. Other examples illustrate a tendency among an important number of students to use question forms such as the following,

–These languages are classified into first language, second language and foreign language; the latter is often not mastered as the first and second. So why is the foreign language often not mastered as the first and second?

–The question that we want to ask is whether language acquisition is related to the role of environment in facilitating the process of children's language acquisition or something else?

–Does he is qualified for acquiring language innate or does the environment have a role in language acquisition?

In addition to the fact that many student especially in the first semester exam used a question rather than a statement in an attempt perhaps to express the main objective of writing the essay, a general tendency among the majority of the students in the three exams to express the proposition move in terms of the last sentence in the paragraph as shown in the example below taken from a student's essay in the second semester exam in the module of Process of Acquisition:

There is a major differences between foreign language and the first language in which the former involves schooling to be acquired and it play no role in the speaker society when as the later is the native language. It is the natural and innate language. Children acquire their language through interaction with their parents and the environment that surrounds them. Their need to communicate make the language acquisition to take place. Foreign language need to be taught in schools unlike the first language which is innate. Therefore, the foreign language can't be mastered the same way as the first one.

Examples of this type abound in students 'performances. As in the example given here, the proposition move is often expressed in terms of a simple sentence, and expresses generally a concluding statement of a preceding argument as opposed to a stance that should be supported by arguments in a typical argumentative genre. Apart from this problem, there are serious problems with regard to sentence grammar. Although some students have attempted the above mentioned instructions concerning the realization of the proposition move in the post-instruction essay exam of written expression as in this example:

Although behaviourists claim that language acquisition results from exposure to the environment, this process is in fact a by-product of innate predispositions.

The observed problems in the realization of the proposition move as far as sentence grammar is concerned is most probably due these students' failure to establish a clear form-function relationship at the sentence level. The focus on form to the detriment of function and communicative purpose in the structural approaches used both in teaching grammar and writing where students are generally exposed to a wide range of structural options of the language without articulating the intricacies of their functional differences is most probably the major source for the proliferation of all types of grammatical errors in this regard. On the basis of their personal experience with learning grammar, some colleagues in informal discussions point to the usefulness of exercises types that ask students to justify their answers to raising students' awareness to the fact that grammar is a means for creating meaning. Halliday's systemic functional grammar appears to be a powerful analytical tool that allows teachers to articulate form-function relationships in their grammar and writing courses especially in relation to the important aspects of theme, modality, and nominalization.

5. 3. 2. The Rhetorical Structure of the Students' Essays Argument Stage

Students' ability to take a stand and put forward a point of view with strength and clarity in an academic text does not involve only a rhetorical stance but a scientific stance, an ability to mature a position and to support it with valid scientific evidence.

The students have shown a slight improvement in the formal properties of their essays in the written expression exam. In this exam essays, the claim move is always present in all the paragraphs and is easy to locate as it always occupies initial position in the paragraphs of the body of the text following a marker. The thesis stage in students' essays in the three exams follows a general two paragraphs pattern. These paragraphs are developed by the same type of examples learnt by heart from the subject area modules lessons. The few students who have

attempted to use examples of their own have examples taken from their daily lives which are most often than not sophisticated enough to be used to support an academic stance. In a few the two content area module essays prior and post instruction the claim move was either difficult to locate or totally absent in a many instances. It has been observed that in this stage an over use of lengthy sentence-stretches with no use of full stops or punctuation marks.

In developing the paragraphs of the argument stage, the most recurrent feedback used to scaffold students' performances consisted of advising them to strive for a straightforward, uncomplicated sentence style so as to fix the problem of long awkward stretches of what can hardly be considered sentences that have been found to be frequent in their first semester exam essays.

In P. A both exams prior and post instruction the thesis statement is very difficult to locate. For example,

–tendency to write very long paragraph-length sentences containing few if any coordinating or subordinating sentences that are difficult to assign to any English sentence types (simple, complex or compound)

For example,

–phrases to introduce example are usually : **eg.** or **(ex)**

–over use of abbreviations as if the students are relying on the reader's efforts (the teacher) to decode what they mean. For example**, lge** instead of the full form (**language)**

As has been said earlier, the same examples used by all the students (taken from the lessons). An example of an exception where the student has used examples from her personal life is given below,

 Personally, I know a girl who lived in a wealthy family and her parents and brothers are all the time teaching her to say things, at least their names unfortunately, she only produce some sounds which are produced during the bubbling stage of the child (0-6) months even she is twelve years old. Another example, there is a person who is twenty one years old and he could produce only some sounds at six years he had a surgery operation on his brain after that he started producing some other sounds and words, he calls names but can't produce function words and sentences…

Pattern generally found in the majority of students' essays (introduction +two developing paragraphs +conclusion)

In written expression, there was an observed tendency to write clearly stated topic sentences, more respect of punctuation and more academic style features compared to the other subject area module exams.

The students at this stage appear to be more concerned with the amount of information they have memorized and are able to regurgitate within the time limits of the exam and the space limits of the answer sheet than any other matter of rhetorical language form; the teacher-readers who are implicitly supposed to make concessions on theses formal aspects are expected to fill in such gaps.

5. 3. 3. The Rhetorical Structure of the Students' Essays Conclusions

Conclusions like introductions can be considered as a means of framing the body of the essay, and so the main information provided in it. While the introductions mainly serves to prepare and inform the reader of what is to come, the conclusion round off the information by providing a summary or closure, and partly also evaluates the argument and sets it in a wider frame. As far as argumentative writing is concerned, the conclusion can by no means viewed as a mere summary or review; the main function of this indispensible constituent of the genre is both to consolidate the discourse and to establish a link between the themes of the argument stage and the proposition. The central move in this stage is the consolidation move which serves the purpose of highlighting the significance of the argument stage to the proposition.

The data in the two subject area module exams, however, show that not all the students appear to consider conclusions as obligatory elements, which is shown in the fact that many essays were submitted without a conclusion at all. Despite some students' problems in fulfilling the genre requirements of an introduction, all but one student had at least sufficient awareness of the status of introductions as an obligatory element to formally designate the first sections of their papers as introductions. This behavior runs counter to observation made by Hyland (1990) which points out that the omission of at least the affirmation move in native speakers 'exam essays is unusual behavior. The main reason behind such a behavior might be the fact that students consciously or unconsciously feel that as long as the results were presented there is no reason to draw any conclusions or give summary statements. Another possible reason might have been less certain of the communicative purpose of a conclusion. There is indeed sufficient evidence that shows that students were less sure which objectives a conclusion should fulfil in an argumentative essay when compared to the introductions.

Stage	Move	S.1 (P. A)*		S.2 (P. A)*		S.2(W. E)*		
Conclusion	Marker	20		24		36		
	consolidation	02		04		06		
	affirmation	24		31		35		
	close	00		00		02		

Table 5.2: Rhetorical Moves in the Students' Conclusions

The analysis of all the students essays yielded the following structure of the students' conclusions moves which can be considered by virtue of their frequency can possibly be considered core moves. The data in the table above show that the essential moves in this genre constituent from the students 'perspective are the marker and the affirmation move; Additionally, there consolidation and the close moves were clearly optional regarding their frequencies of occurrence in the data. As far as the marker is concerned, the essay samples contained if there were any a very restricted range of options as most student used nearly the same markers such as "finally", "to sum up", "in the end". There was an observed striking pattern of one sentence paragraph conclusions in the majority of essays as in the following examples,

1–To sum up, foreign lge can't be mastered in much the same way as the first lge because they differ in their or origins as well as their ways of being taught.

2– Finally, it is obviously that foreign language is not often mastered as a first or even as a second language because of the previous reasons which makes every language different from the other one.

The data of the students' productions in this stage were characterized by an overwhelming number of brief short abrupt conclusions that do reflect an involvement with the argument that they are supposed to develop. The conclusions always result in one direction : the adoption of a reconciliatory position between the controversial views of the debate. For example:

–At the end, language acquisition is related to two main things, the exposure of society or the surrounding world and the brain and without this two factors, or without one of this factors the child will fail in acquiring his first language which take from one year until five or six years and through stages.

– This is not an indication that the brain alone is needed, the child needs also the society and environment to acquire his native lge –like we said before-the scientist Skinner proved that.

The most serious problem that the analysis of the students' conclusions has demonstrated is the almost total absence of the consolidation move; this move is the only obligatory move in the argumentative essay according to Hyland's model. Not using it provides enough strong evidence that the students are unable to understand the communicative purpose of the conclusion constituent in the argumentative genre.

Another defining characteristic of students' performances in this stage was the over use of I and We with a greater density in the conclusions but without reflecting a sense of assertiveness with regard to the re-iteration of the adopted stance. For example,

1–

From the above discussion, we found that the child through his devices of language acquisition, the child depend on his own inner ability and he depend on modelling the behavior of adults in some aspects.

2–

To sum up all of this, I think that language acquisition is innate in humans at least in part. The safety of the brain and the cognitive abilities are the most two factors that play a crucial role in a child's acquisition of language.

Although the strategy of presenting one's own opinion can take up considerable space in the conclusions of the genre of argumentative essays, the analysis of the instances of the use of 'I' and 'we' show that these are only a negative transfer from students' habituation with personal emotionally loaded topics such as violence, delinquency, and immigration characteristic of the process-oriented tasks of the writing course. This feature is generally considered inappropriate, even though it seems to be in line with some of the learner-specific communicative objectives of this genre-constituent, like displaying learning. In students' essays in the content module it is apparent that the aim was knowledge- telling or displaying knowledge and not taking a stance. It should be noted here that students proved to be more daring in taking a stance which was more apparent in the students' essays in written expression

5.3.4. The Students' Academic Stance

The sample of the students' essays that served as data for this study contained a large number of incoherent, ungrammatical and poorly constructed features of sentences. Academic English style which relies on precision, objectivity, formality and impersonality have not been sufficiently understood and mastered by these students. This type of writing is normally characterized by passivation, impersonalisation, use of third person singular, and sufficient use of supporting evidence. These features, however, were not reflected in an acceptable level in these students' writings.

As has been mentioned in chapter two, Hyland (2005), following Bakhtin's conception of writing as a dialogue between the writer and the reader, proposed the term metadiscourse to operationalize the set of language devices that are used to enable the writer to signal his attitude towards both the content and the reader of the text. These language devices, according to Hyland (2005), reflect the textual trace of writer stance, and thus, are crucial to the construction of effective arguments. As Hyland (2005: 4) puts it,

> with the judicious addition of metadiscourse, a writer is able not only to transform what might otherwise be a dry or difficult text into coherent, reader-friendly prose, but also to relate it to a given context and convey his or her personality, credibility, audience-sensitivity and relationship to the message...

Based on the interpersonal model of metadiscourse proposed by Hyland (2005: 49), the metadiscourse in a sample student's essay presented in appendix (3) can be analyzed as follows:

Category	Function	Examples from sample student's essay (appendix 3)
Interactive	Interactional **Help to guide the reader through the text.**	
Transitions	Express relations between main clauses	-And;then;hence;in addition;moreover;furthermore;
Frame markers	Refer to discourse acts, sequences or stages	–
Endophoric markers	Refer to information in other parts of the text	–
Evidentials	Refer to information from other texts	
Code glosses	Elaborate propositional meanings	–Let's consider this example, Consider this example
Interactional	**Involve the reader with the text**	
Hedges	Withhold commitment and open dialogue	_ Could be [sic]
Boosters	Emphasize certainty or cloze dialogue	–
Attitude markers	Express's writer's attitude to proposition	–
Self mentions	Explicit reference to author(s)	– us(let consider [sic])
Engagement markers	Explicitly build relationship with reader	–

Table 5.3: An Analysis of metadiscourse features in Sample Student's Essay (based on Hyland's Interpersonal Model, 2005: 49)

As shown in table 5.3., the total absence of many metadiscourse features in the students' text have prevented him from expressing his stance effectively.

The transfer of metadiscourse which is common in informal conversational settings to academic writing through the heavy use of certain features like self mention may give the wrong impression that students' writings are dialogic. As Hyland (2005: 177) puts it,

> The heavy use of self mention, boosters (*no doubt, many, easily see, will see, everywhere*), and engagement markers (particularly rhetorical questions, inclusive *we*, and reader pronouns) all suggest the personal, direct and involved communication of face-to-face conversation. This is often seen as inappropriately informal and colloquial for academic arguments....

Morover, the overuse of the (I) and the inclusive (we) pronouns does not reflect assertiveness in taking an original personal stance with regard to the issue under debate. Most often than not, these students tend to adopt a reconciliatory vis-à-vis the two sides of the issue, something that is perhaps encouraged by subject area modules. These students also, and in spite of their specialization in language science appear to adopt an outsider's position towards the basic debates in their discipline; this reflected in the use of lexical items such as "scientists", "specialists ", "common people", and so in an attempt perhaps to impress the reader. This feature only shows that the students do not consider themselves as part of the disciplinary community of their domain of specialization.

The results of this small scale preliminary study of the effects of disciplinary genre-based instruction implemented within the time span of about a month period indicate a slight positive change in students' discipline-specific argumentative writing especially in the written expression exam. The author's of this study experience in designing, implementing, and the slight positive improvement in the quality of students 'arguments in real-time exam indicate provide ground for belief in the value of articulating the writing instruction and evaluation in the English curriculum around the notion of genre through the pedagogy of teaching /learning cycle. As far as the essay genre is concerned, highlighting the generic and specific features of the genre essay type in the teaching and evaluation of writing will have certainly positive effects in fostering students 'rhetorical flexibility and ensures a better transferability of writing skills to the chain of curricular genres.

Developing an authorial voice in the disciplines depends certainly on students' ability to adopt a stance and defend it in an academic context. Developing this challenging, but certainly rewarding skill depends on securing an important space for a cognitive-social genre approach of teaching and evaluating argumentative essays. The sequence presented in this chapter may prove useful in achieving this purpose, but future more rigorous larger scale research is needed to appropriate and implement genre pedagogy in our context. The analysis of the data of this section can be added to the results of the Teachers and Students' Questionnaires to serve as a valuable source for a needs' analysis procedure to provide some insights for developing writing teaching and evaluation in the English licence curriculum. The potential of functional pedagogic grammar should be considered in order to fix our students' grammar problems at the text and the sentence levels.

Conclusion

In spite of the many limitations both in the design and implementation that renders the results of the study indicative rather than conclusive, this experience in teaching a factual genre using a genre-based methodology has allowed us to observe certain advantages of this approach, and outstanding element of which is the pedagogy of the teaching-learning cycle. This pedagogy establishes a clear routine in the writing classroom which starts with texts and ends with texts. Starting lessons with texts comparison and analysis provides the students with valuable input to their subsequent writing tasks, which was observed to be more motivating to the students than the typical techniques of the pre-writing stage in the process approach. The learning /teaching cycle as an interventionist form of teaching gives the students the opportunity to the students to benefit from a greater amount of online feedback both from the teacher and their classmates than in the traditional approaches. The analysis of these errors provides further evidence that the process approach following which these students were taught writing in the writing course during three years of study at the university is deficient. In addition, to faculty staff' assessment practice in the subject area modules is not contributing much to developing these academic writing competence.

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6. Chapter six

Pedagogical Recommendations

Introduction

6. 1. Language Policy and Foreign Language Teaching at the Tertiary Level

6. 2. The Writing Syllabus and Course Design

6. 3. Writing Assessment across the Curriculum

6. 4. The Role and Place of the Argumentative Essay

6. 5. English for Specific Purposes Practice in the Algerian System of Higher Education

6. 6. New Technologies in Writing Instruction and Research

6. 7. Some Suggestions for Future Research

Conclusion

Introduction

Given the importance of writing competence to students' progress and evaluation across the curriculum, the writing problems of Algerian university students of English at the university level have always been a source of much concern among subject area faculty staff. Despite their importance, those problems, however, constitute only one component, but not the whole jigsaw puzzle of the plethora of problems that English language teaching at the tertiary level in Algeria is suffering from. Catering for Algerian university students of English real writing needs across the curriculum through gearing the teaching and evaluation of this skill towards the development of discipline-specific discourse competence requires a far deeper reflection and solution so as to ensure a radical departure from the current course design practices and a sustainable success of the integration of the genre-based innovation.

In line with Martin (2000), the author of this thesis argues in favour of the development and implementation of a national language policy the aim of which is to live up to the challenge of abandoning eclecticism and the eternal crave to keep pace with the frequent shifts in language teaching in favour of the adoption of the genre-based approach. This unified, flexible, and adaptive paradigm will eventually lead to the institution of a common theoretical lingua franca shared across the national language teaching community so as achieve a synergy that will allow the teachers of both national and foreign languages in the Algerian context to work together on common problems and to feed practice back into theory.

6. 1. Language Policy and Foreign Language Teaching at the Tertiary Level

'Future belongs to those who believe in the beauty of their dreams' so said Eleanor Roosevelt. In English language teaching as well as in other sectors, and in spite of its great potential, Algeria gives the impression of a country that has lost the power to dream. Ironically, in the 1970's, the then newly independent republic, in spite of its limited means, little educational experience and the acute shortage of qualified professionals was so overambitious that it has pursued the policy of the Algerianization which consisted in developing an Algerian character of all teaching programs including English. In the present, this situation is turned up-side down. Although there has been a great surge in the number of English university graduates and a proliferation of English departments in the teachers training schools and universities, the lack of a central policy in English language teaching

course design, textbooks development, methodology and evaluation has resulted in a largely ad-hoc practice where catering for these issues is left to the individual initiative of teachers who learn to develop and implement them on the go. As has been said in the introduction, the implementation of the L. M. D. system has been less effective than expected because this reform has been reduced to a conversion of the content of the modules of the old curriculum into LMD architecture. After more than a decade of its introduction, this reform has shown its weaknesses and limitations. The introduction of the common core curriculum is a form of recognition, at least, of the existence of shortcomings in the implementation of the reform. As far as foreign language teaching at the tertiary level is concerned, one apparent positive aspect of the common core curriculum is that it does not only unify the modules and the units of English Licence curriculum at the national level, but also unifies the architecture for all foreign languages including the French language. This in my view renders the accomplishment of a national synthesis in the domain of foreign language teaching a practically achievable goal though the institution of a synergy among all the experts of the field irrespective of their language backgrounds. The diversity in the theoretical frameworks and teaching practices should be viewed as a source of richness and definitely not a hindrance. As for the English language teaching situation in the secondary and the middle school levels, the situation is totally different. English language teaching at this level is tightly controlled at the central level, but also is characterized by frequent shifts in the pendulum in a continuous search to keep pace with the teaching fashions around the world without dispensing the adequate means for the persuasion and the training of teachers on the implementation of these innovations. As result, the teachers in the field are often caught resisting the unfamiliar innovations through backsliding to the teaching methods and practices that they are more at ease with, but at the same time incompatible with the textbooks and materials used. In the light of this diagnosis, the adoption of genre as a flexible and adaptive framework capable of subsuming the previous approaches and methods and providing all the stakeholders with a lingua franca to develop theoretically informed and informing local practice appears to be more than justified. This policy should result in the design of unified national courses and textbooks for all the modules of the common core curriculum. In addition to that, the policy should devise ways of setting up standard levels in terms of required competencies in the licence curriculum and threshold levels in a national standardized test like TOEFL, IELTS, or the common European framework of reference.

In a language situation characterized currently by the appeasement and moderation in the old debate pro and against the policy of Arabization, the story of task-based language teaching and the genre-based approach should serve as a source of inspiration for the foreign language teaching policy makers in the Algerian context and should add to the conviction that achieving this goal is practical and beneficial.

Traditionally, English language teaching methods were developed in the developed core Anglo-Saxon countries (U. K. and U. S.) and then promoted and exported to developing countries. However, designing a language syllabus around tasks rather than on some linguistic elements as has traditionally been done by predominant form-focused syllabi appeared almost thirty years ago as a very new and quite unusual innovation in a remarkably unexpected setting-state secondary school classes in Bangalore, India. But surprisingly enough, the task-based syllabus has not fallen off grace as did the earlier SLA models that have motivated and justified it in the first place, but continued instead to find justification in the new SLA models that have appeared ever since. TBL along with the concept on which it is based 'task' attracted and is till attracting the interest of many language teachers and Second Language Acquisition researchers around the world.

The story of the development of the genre-based approach is another even more pertinent case in point. This approach has been developed in Australia by local practitioners and for purely local needs consisting of addressing the needs of marginalized groups in society such as immigrants through teaching them the empowering factual genres of the language. This innovation then has migrated to the U. S where it has led to the maturation of the powerful and influential school of the Rhetoric Genre Studies. But, perhaps, more importantly, this innovation has been appropriated by the English language teaching practitioners in Brazil, an emerging country and one of the leading countries in the world as far as the ESP profession is concerned. Being the only Portuguese speaking country in Latin America, this country thus suffers from a language handicap that is more serious than ours. This handicap, however, has not prevented the practitioners in this country from developing what has come to be known in the genre-based literature as the Brazilian approach to genre that we have already briefly presented in the second chapter of this thesis.

The much sought national policy or synthesis should set a clear distinction between the mission of teaching English in universities and the teaching of English in Teachers training schools. Given the scarcity of the teaching jobs in the educational system compared to the

number of graduates in English every year due the massification of education, on one hand, and the proliferation of English departments in Algerian universities, on the other, there is an urgent need for a tertiary level language policy that sets an unequivocal definition of the vocation of the university and the teachers training institutions of higher education in order to set a clear distinction between the mission of each type of these institutions. While the mission of English departments in the ENS institutions will naturally continue to be the training of qualified teachers in the middle and secondary schools, language departments at the university should be geared towards developing and implementing a language policy at the university aiming to increase the nations' language capital at the academic level and the appropriating and spreading the literacy in academic culture in all academic fields where English plays the role of a lingua franca. This proposition makes the articulation of the license curriculum at the university level around an ESP orientation looks inevitable.

An essential measure of success and sustainability of this national policy depends on setting the foundations of national institutions specialized in the development of the above mentioned programs. All languages in the Algerian linguistic landscape may benefit from the adoption of a unified theoretical framework in the development of language competence including Arabic. As has been hinted to in the introduction, in the emerging multi-polar world, only a synergy of effort may secure a brighter future for Arabic where it can share with other languages the honor of lifting high the beacon of human civilization as no civilization in the foreseeable future can monopolize the leadership of human civilization. In pursuit of this long range goal, language planning for Arabic and Tamazight should not be confined to just enlarging registers in certain domains but to the construction of disciplinary discourses and genres pertaining to different domains. In this regard, these languages have much to learn from English as a lingua franca and also must find inspiration from the historical development of English which was largely an oral language in the middle ages to the world's lingua franca in science and communication. This much aspired for change in orientation should bring about a change in the conception of language planning bodies which were built around the modal of the Académie Française, which was referred to in the introduction of chapter one of this thesis, to fit the nineteenth century modal of the nation state of one nation, one language. This archaic modal should be replaced by a modern modal where there is an articulation of the foreign languages especially English synergy of efforts, an osmosis of linguistic knowledge and savoir faire shared among specialists of the different languages forming the

national linguistic landscape (Arabic, French, English, Tamazight) geared towards increasing what Bourdieu (1991) calls the nation's linguistic capital.

6. 2. The Writing Syllabus and Course Design

In the introduction of the first chapter of this thesis, we have talked about the way the unprecedented status of English as a lingua franca has both increased interest in English and is changing the nature of the English language teaching profession itself. In this regard, the English for Specific Purposes movement in general, and EAP, in particular is leading this change. The branches of ESP are developing a pragmatic pedagogy that orientates students to issues of content. This pedagogy is based on the explicit teaching of the knowledge constructs, discourse conventions, and registers of the specific disciplines in order to enable students to write effectively in their academic assignments. Many innovations that have been sharpened in EAP: needs analysis, genre approaches, critical pedagogy are now crossing over to ELT in general and ESL/EFL writing in particular (McDonough, 2005).

As far as writing syllabus and course design are concerned, the overarching goal of writing instruction and evaluation across the curriculum should be conceived of as the gradual development of students' discipline-specific discourse competence that will enable them to acquire an authorial voice in their future discipline of specialization. Moreover, the writing requirements across the curriculum should be mapped in terms of a chain of genres sequenced in terms of difficulty. In addition to that, the similarities and the differences between the different writing requirements should be clearly and explicitly stated in terms of genre schematic and social descriptions. In this regard, the adoption of the essay as the sole teaching and evaluation measure across the curriculum should serve as a stepping stone towards writing the other pieces of writing. The modern pedagogy of the teaching/learning cycle should serve as the vehicle for scaffolding learners' performances so as to ensure a principled gradual move from teacher's intervention towards learner autonomy. In this model, setting up the social context of the genre and building field-knowledge are generalized across all stages of the model (Deconstruction, Joint Construction, and Independent Construction). The point of this cycle is to emphasize the instrumentality of shared understandings about disciplines /institutions in their cultural contexts for scaffolding to proceed effectively. The adoption of the genre –based approach to the teaching and evaluation of writing across the curriculum should be accompanied by a change in the whole social and educational environment informed by critical pedagogy so as to bring about a change towards the learner who should

considered as a future intellectual and member of a discipline. As far as this aspect is concerned, developing critical thinking through fostering learners' discipline-specific argumentative competence should occupy an important place especially at the more advanced levels of the curriculum. The teaching of a discourse writing curriculum necessitates also the appropriation of the metalanguage descriptions of Systemic Functional Linguistics, as developed by Halliday and his colleagues.

Equally important is the need for setting a clear and explicit distinction between the vocations of the existing institutions which offer training in English as a foreign language curricula. This distinction should be reflected in terms of the overarching goal of the different curricula offered by these institutions. In an era in English language teaching marked by a growing influence of the English for Specific purposes movement , and, thus, a general inclination towards increasing specialization in language teaching curricula, there is little room left for such a thing as a general language or general writing course. Hence, the English curriculum offered at an English department should have a clear academic orientation where the development of a discipline-specific writing competence occupies central stage in the language curriculum. This goal should be naturally different from the one pursued in an English department in an Ecole Normale Superieur with a vocation of training future teachers rather than specialized academics.

Additionally, operating with a only one unified paradigm by the English language teaching community should lead to overcoming the negative effects of the prevailing non-theory informed eclecticism leading thus to higher levels of professionalization among the English language teaching practitioners. Such a unified paradigm should assist also in guarding against the unnecessary swings of the pendulum in language teaching methodology, a factor contributing greatly, we suppose, to the state of great instability that has become characteristic especially of the foreign language teaching landscape. The implementation of a unified paradigm should be insured by the centralization of the design of all the courses offered at the level of the common core curriculum.

6. 3. Writing Assessment across the Curriculum

One plausible reason of opposition to the adoption of the analytic criterion-referenced procedure of assessment in the Algerian context of higher education is that it is time-consuming and thus not practical given the large number of students' copies that teachers are supposed to correct in each exam. As far as the solution that we are proposing here is

concerned, this argument is, in our view, no longer valid for the following reasons. The articulation of the writing course around the factual essay writing genres in the subject area modules as well as the adoption of the essay genre as the sole criterion-referenced assessment tool across the curriculum will render it possible for all the teachers who share the same disciplinary culture-bound norms to collaborate in the correction of the same copies and to assign different grades depending on each teacher's interest be it subject area or writing skill, which may lead even to the reduction in the number of exams especially at the most advanced levels of the curriculum. This proposition is much akin to the correction procedure followed usually in pre-entrance tests for magistère and L. M. D. doctorate courses. In addition to serving as a good occasion for the disciplinary social and cultural exchanges, this solution may contribute to establish an egalitarian system among faculty staff in terms of exam copies each teacher depending on his rank has to correct per semester because responsibility for teaching one module and not another will no longer be accepted as a valid excuse for not participating on equal footing in the correction endeavour. In addition to this, the teachers will share a common view about the diagnosis the students' current level which will certainly contribute to a greater levels of synergy and co-ordination in the levelling up of students' discourse competence.

6. 4. The Role and Place of the Argumentative Essay

Developing a discipline-specific argumentative competence should be a must for forging an authorial voice in any academic discipline. In order to make it possible for the novice to become eventually expert and well-established members of a scientific community, learners should go through a lengthy apprenticeship where critical thinking and argumentation should play a far greater role and a far more important space than it is the case in the present course. Bruce's (2008, 2013) proposals for sequencing cognitive and social academic genres presented in chapter 2 of this thesis should serve as a model for designing academic writing syllabi that aim to achieve this long range goal.

6. 5. English for Specific Purposes Practice in the Algerian System of Higher Education

In addition to traditional diagnosis of the Algerian students' weaknesses in foreign languages as demonstrated year after year by the results of baccalaureate exam, and blamed generally on the policy of Arabization pursued by successive post independence governments, we witnessed also a growing discontent about the failure of Algerian universities to occupy a

respectable place in the international ranking of universities and higher education institutions. The insurance of a high quality foreign language teaching in general and English for specific purposes in particular will certainly lead to a better visibility of Algerian universities in terms of international publications and conferences. Policy and planning commitments therefore are needed to overcome the so many problems that the LSP practice is still struggling with in our universities. Articulating the English L. M. D curriculum at the university around the appropriation, the development, and the proliferation of a genre-based ESP culture will certainly contribute to the development of the Algerian university and will secure a respectable place for it at the international level.

In order to achieve this goal, a tight collaboration between the English language department and the language centre is needed. While the role of the English language department should be the training of a qualified teaching staff and the development of needs 'based syllabi specific to all the disciplines of the university, the language centres should serve as the hub for the implementation of an ESP policy at the university. In this regard, the teaching and evaluation of English in all the departments should be put under the responsibility of the language centres where in turn this teaching and evaluation practice is supervised by specialists appointed by the English department. These measures should be accompanied by an increase in the time of instruction, assigning a stable status to ESP teachers at the university, the use of electronic assessment software, and setting up a standard minimum score in English for specific purposes in each discipline as a requirement for obtaining diplomas offered in the different departments.

6. 6. New Technologies in Writing Instruction and Research

The rise in the role and influence of the ESP movement on English teaching in general and the teaching of writing in particular has been accompanied by the tremendous rise in the field of corpus linguistics. This field of linguistics involves the collection of electronically stored texts using computer software. According to Baker (2010:94),

> Corpus linguistics is firmly rooted in empirical, inductive forms of analysis, relying on real-world instances of language use in order to derive rules or explore trends about the ways in which people actually produce language (as opposed to models of language that rely on made-up examples or introspection) …computers can calculate frequencies and carry out statistical tests quickly and accurately, giving researchers access to linguistic patterns and trends- such as collocational information (e. g.

instances where two words tend to co-occur such as tell and story)-that were previously inaccessible.

At the centre of corpus linguistics is the concept of the corpus. A distinction is generally made between a general corpus, one which aims to be representative of a particular language, and a specialized corpus, which can be smaller and contains a more restricted set of texts such as that of a genre or a specific discipline. A growing area of corpus linguistics involves the comparison of different languages, which is useful in fields such as language teaching, language testing, and translation.

In line with the thesis defended along the pages of this thesis, all the modules of the curriculum should converge to form a synergy the aim of which is developing a discipline specific discourse competence. In this regard, instead of being devoted entirely to teaching basic computational skills which can be acquired elsewhere, the module of ICT (information and communication technology) should be devoted to acquainting learners with the necessary skills that enable them to exploit the great potential of corpus linguistics software to the analysis of the set of texts constituting the different genres in their disciplines. Literacy in the use in the use of this type of software will certainly lead to raise the awareness of the faculty staff to the specifities and subtleties of their discipline's discourse.

6. 7. Some Suggestions for Future Research

The pedagogical unit outlined in chapter five of this thesis can serve as basis for future more rigorous experimental research. Moreover, all the variables that have been evoked in the first part of the practical part of this thesis as having a significant effect in academic writing instruction like feedback, essay writing prompts, the teaching-learning cycle, the acquisition of discipline-specific registers, group interaction in academic writing classes, etc., can all be studied either ethnographically using a socio-cultural framework or as independent variables in tightly controlled experimental conditions.

Corpus studies using specialized ICT software as well as survey studies using questionnaires and semi-directed interviews can be conducted in order to shed light on discipline-specific registers and writing practices in view of rendering academic writing instruction more effective, and thus, more conducive to developing discipline-specific authorial voices.

Conclusion

As a good alternative to the prevailing eclectic practices that are detrimental to both the professionalization process of novice teachers and the forging of students' discipline-specific authorial voices, if adopted as a unifying paradigm and a guard against the excessive shifts in the pendulum, this approach based on an effective technology for the analysis and the teaching of discipline-specific academic texts is relevant to addressing Algerian university students of English real writing needs across the curriculum. At the more advanced levels of the curriculum, these students need especially gene-based instruction in learning the discipline-specific socio-cognitive norms of the argumentative essay if they are to gradually forge an authorial voice as future established members in the specific academic disciplines in which they intend to specialize. Using this technology of texts in the construction of disciplinary discourses should also be beneficial to local languages (Arabic and Tamazight) if they are to assert an academic voice in the emerging multi-cultural world.

GENERAL CONCLUSION

The most perceived and perhaps unique "real world" need for almost all the students of English to use their writing skills beyond the writing classroom in the Algerian context is in the Content subjects within the English curriculum itself. In these Content subjects, some form of written text (for example, essay exams, short-answer essays and research papers) is used as the only measure by which these students' academic progress is evaluated. The main role of the writing course should be, therefore, to prepare students to perform in those subjects by focusing specifically on the tasks and genres assigned in content courses. However, the observed failure of most students to demonstrate an adequate level of writing competence in the Content modules is due to the gap that exists between the writing course currently in use and the writing requirements in the Content modules. The aims of the present study were three-fold. Firstly, we aimed to investigate the teaching/learning of the different aspects of writing in the writing course, and the evaluation of writing in both the writing course and the content subjects of the curriculum from both the faculty staff's and students' perspectives in the departments of English at the Higher School of Education (Ecole Normale Supérieure) of Constantine and the University Mohammed Seddik Benyahia in Jijel, so as to gauge the degree to which the writing course addresses students' writing needs across the curriculum. Based on the diagnosis of the nature of the existing gap between the writing course and writing in the Content modules, this thesis explores the relevance of a three-fold genre-based solution to bridging this gap in order to enable Algerian students of English to ultimately assert an authorial voice in the specific academic disciplines in which they bid entry. The second aim was to design a unit of work for teaching the argumentative essay in the subject of Linguistics following the principles of the genre-based approach, as an important subordinate to this generic approach proposed solution, and the third one was to implement it so as to evaluate its effects on the argument moves in students' real exam essays in the subject area in question.

Two hypotheses guided the design and the interpretation of the results of the two practical parts of this study. The first hypothesis stipulates that the teaching and evaluation practice in the writing course currently in use is discrepant with the writing demands and needs in the Content modules of the curriculum. The second hypothesis maintains that the genre-based teaching of the argumentative essay in a specific Content module, Linguistics,

leads to a positive change in argument moves in students' real exam essays in this subject area.

To achieve the first aim of the present study, the literature related to English as a foreign language writing instruction was explored so as to assess the theoretical relevance of the existing approaches to bridging the gap between the writing course and writing in the Content modules of the curriculum. The review of the literature has revealed that bridging the existing gap requires the conception of the overarching aim of writing instruction as being the development of a discipline-specific academic writing competence. Following this conception, learning to write in academic settings should be conceived of as a long process of apprenticeship during which the novice academic writers socialize with the expert members in a same intellectual milieu so as to acculturate to the generic and specific culture-bound norms of the community of practice for which they bid entry. This empowering conception can only thrive in a departmental environment where there is a convergence of efforts and views of teaching methods and assessment measures of writing teachers as well as of Content module teachers across the curriculum geared towards equipping learners with the necessary knowledge, tools, and strategies that allow them eventually to acquire authorial membership in the academic field in which they intend to specialize. It has been argued that the success of this synergy depends upon the adoption of threefold solution: the implementation of the genre-based approach as a unifying paradigm in writing instruction, the use of the essay genre as the sole teaching and evaluation measure across the curriculum, and the replacement of currently widely used holistic correction procedures by genre-based analytical criterion-referenced procedures.

Drawing on the richness of the different views to genre, a dual social genre/cognitive genre-based syllabus modal was proposed as an operational definition of the elements of genre knowledge that accounts for elements of both text — the overt linguistic trace of a discourse process — and the social and cognitive operations surrounding its creation and interpretation. As far as the writing course syllabus design is concerned, it has been suggested that a gradual shift from a focus on cognitive genres in the initial levels of competence to more emphasis on social genres in the more advanced level. The top-down character of the model provides for cycles of synthesis and analysis by means of a mediated task-based approach in which the moves, the steps, and linguistic elements of discourse are identified by analysis and reconstituted. Genre-based writing instruction begins with the purposes of communication before moving to the stages of the texts that express these purposes following

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the teaching/learning cycle. The acquisition of an established membership in academic disciplines requires the forging of an authorial voice, which depends, in turn, on the fostering of critical thinking. An essential tool for developing critical thinking is the socio-cognitive argumentative genre. This genre, hence, should be allotted an important place in writing instruction and assessment.

The first hypothesis was investigated through the use of two questionnaires, one destined for the students and the other for domain experts (teachers of writing and Content modules) in the Higher School of Education (Ecole Normale Superieure) of Constantine and in the Mohammed Seddik Benyahia University in Jijel so as to gauge the degree to which the writing course addresses students' writing needs across the curriculum.

The comparative analysis of the data generated by the two questionnaires has shown that there is little appreciation of the importance and centrality of the writing skill in general and essay writing in particular to students' academic success. In addition, the data have demonstrated the existence of a great deal of division among teachers and confirmed by students about the essential aspects writing instruction: the objectives, approaches, assessment tools, the writing resources as well as the focus of feedback in the teaching and evaluation of writing across the curriculum. The sole explanation for such great deal of division is the prevalence of non-theory based eclecticism. The present thesis argued that, although the adoption of this pragmatic solution allows novice teachers to survive in their every day practice of their profession, such a choice is, in the long run, detrimental to both the development of students' academic writing competence and the professionalization process of these teachers. In the same vein, the data revealed that there is no clear conception of the chain of writing genres required in the English curriculum coupled with a little appreciation among the teachers as well as the students at different levels of the essential difference between the generic aspects and the discipline-specific aspects of essay writing across the curriculum. Furthermore, both teachers and students hold a deceiving feeling of satisfaction about the degree of compatibility between the teaching and assessment of writing in the writing course and writing in the Content modules of the curriculum which can only lead to the perpetuation of the observed problems and hinders attempts to reform this alarming situation. The students expressed needs for the use of writing models, content and form-focused feedback, greater writing challenges, and more time for practice match precisely the elements of strength of the pedagogy of the teaching/learning cycle. Therefore, the results obtained from the analysis of the data have clearly confirmed our first hypothesis: the

teaching and evaluation practice in the writing course currently in use in the Higher School of Education (Ecole Normale Superieure) of Constantine and the University Mohammed Seddik Benyahia in Jijel is discrepant with the writing demands and needs in the Content modules of the curriculum.

As far as the second aim of this study is concerned, the author of this thesis attempted to design a pedagogic sequence for teaching the argumentative essay in the module of Linguistics. This sequence was then implemented in the form of a pre-experiment with two groups of third year students of English at the University Mohammed Seddik Benyahia, Jijel, over a period of six weeks, using real exam essays as a tool for measuring students' progress. As far as our second hypothesis is concerned, the comparative analysis of the students' exam essays in the pre-test and the post-test did not reveal any significant quantitative improvement in argumentative moves in students' essays. Notwithstanding, this experience in teaching a factual genre using a genre-based methodology has allowed us to observe certain advantages of this approach, an outstanding element of which is the pedagogy of the teaching-learning cycle. This pedagogy establishes a clear routine in the writing classroom which starts with texts and ends with texts.

In spite of the many limitations, if the present study has only one definite pedagogical implication, it is certainly the fact that the proposed approach is relevant to addressing Algerian university students of English real writing needs across the curriculum. Future more rigorous and larger scale research concerning the different variables involved in genre-based teaching and assessment of writing should render a rational appropriation of the essential elements of this modern pedagogy possible.

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APPENDICES

Appendix I: The Teachers' Questionnaire

Appendix II: The Students' Questionnaire

Appendix III: Sample Student's Essay in the Pre-test (1)

Appendix IV: Sample Student's Essay in the Pre-test (2)

Appendix V: Sample Student's Copy in the First Semester Exam of Process of Acquisition.

Appendix VI: Sample Student's Copy in the Second Semester Exam of Process of Acquisition.

Appendix VII: Sample Student's Copy in the Second Semester Exam of Written Expression.

APPENDIX I:

The Teachers' Questionnaire

Dear colleagues,

This questionnaire is part of a research work. It is conducted as part of a needs analysis procedure. It aims at studying university students' writing needs across the English curriculum.

Please, circle or tick the appropriate answer or use Arabic numbers when required.

Thank you very much for your help.

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Section One /Motivations and Expertise in Teaching Writing

1. Have you ever taught writing?

Yes ☐

No ☐

 If "No", please go to question number **15**)

If "yes", please specify...

Level	Teaching experience
1st 2nd 3rd 4th 5th	… years
1st 2nd 3rd 4th 5th	… years
1st 2nd 3rd 4th 5th	… years
1st 2nd 3rd 4th 5th	… years

2. Do you teach writing this year?

Yes ☐

No ☐

3. Why did you choose to teach writing?

a. To master writing
b. The administration assigned you the module
c. Other: Please specify……...
4. Are you teaching the writing course in addition to other content courses that require writing essays and /or research papers?
Yes ☐

No ☐

Section Two/Approaches and Methods to Teaching Writing

5. Please rank order from 1 to 6 the following items according to their importance to the objectives of the writing course?
☐ **a**. Because students have a future professional need to write (business or academic purposes).

☐ **b**. Because students have to write in examinations.

□ **c**. Because students have to write research papers.

□ **d**. To give opportunities for creative/imaginative language use.

□ **e**. Because it has a general educational benefit; it can help students become better writers in their first language.

□ **f**. Other: Please specify...

6. Please rank order the following aspects according to their importance to the focus of the writing course.

a	Composing processes	
b	content	
c	genre and contexts of writing	
d	text functions	
e	language structures	
f	creative expression	

7-The lessons of the writing course have been adapted from a :
a. A textbook
b. A variety of textbooks **c**
c. A teachers' resources website
d. Other: Please,
specify…..

8. Whom this (ese) textbook(s) or resources is/are intended for?
a. ESL students
b. EFL students
c. Algerian learners of English
d. Native speakers

9. Please, order from 1 to 9 the goals of the writing course in the order of their importance.

	Item	N°
a	Grammar accuracy	
b	Vocabulary building	
c	L2 proficiency	
d	Paragraph and text organization patterns	
e	Individual creativity	
f	Self-discovery	
g	Control of techniques	
h	Writing through relevant content and reading	
i	Control of rhetorical structure of specific text-types	

Section Three/ Compatibility between the Writing Course and Writing in the content modules

10. Do you think that the objectives of the writing course are compatible with the students' writing needs in the content courses?

Yes ☐

No ☐

If "No", please explain why?

....

11. Do you use in the writing course prompts that are related to particular content courses?
Yes ☐
No ☐

If "Yes", please specify...
12. In what ways does writing in the writing course differ from writing in the content courses?
 a. Content
 b. Vocabulary
 c. Grammar
 d. Organisation

13. Please, order from 1 to 5 the aspects of feedback on students' essays according to their importance.

a. Rhetorical skills (organization, transitions, coherence, introductions, conclusions)

b. Language proficiency (the importance of grammar appropriate vocabulary)

c. Thinking skills (developing and expanding ideas, arguing logically, analyzing, critiquing)

d. Managing sources (summarizing, synthesizing, using quotes)

e. Content

14. Do the topics you assign relate in any way to their content modules study themes?

 Yes ☐
 If "Yes", please give an example:…...
No ☐
If "No", please specify.. …................

Section Four/ the Specific vs. Generic Language Debate in Subject Areas

15. What are the content modules that require essay writing or research papers that you have taught?

Module	Level	Teaching experience
. . . .	1st 2nd 3rd 4th 5th	. . . . years
. . . .	1st 2nd 3rd 4th 5th	. . . .years
. . . .	1st 2nd 3rd 4th 5th	. . . .years
. . . .	1st 2nd 3rd 4th 5th	. . . .years

16. Do you consider yourself specialised in teaching a specific content course?

Yes ☐
No ☐

If "Yes", please specify which course it is:..

17. Teaching students to write is the responsibility of.................

a. The writing teacher.

b. The content modules teachers.

c. A shared responsibility among the writing teacher and the subject area teachers.

18. Writing essays in my module differs in some aspects from writing essays in other modules?
Yes ☐
No ☐

If "Yes", please specify...

Section Five/The Role of the Essay as an Assessment Tool in the Content Modules

19. I assign at least one essay exam question in my content course during the academic year.
Yes ☐
No ☐

If "No", please explain why……………………………...

20. What are the essay writing tasks that you usually assign in your module?

a. Exam essays

b. Research papers

c. Reports

21. According to you, what is the most effective instrument to measure the students' grasp of the content in your module?

a. MCQ

b. Essay questions

c-Paragraph questions

d. Other: please specify...

22. I do not usually assign essay questions in my exams because essay questions are:

 a. Subjective

 b. Difficult to rate

 c. Do not adequately sample the content

 d. Beyond the students' level of proficiency

23. The types of essays I usually assign mostly are:

 a. Expository essays

 b. Argumentative

 c. Narrative

 d. Other :Please, specify..

…………………………………………………………………………………………………

. . . .

24. I assign exam essays to see how much information from textbooks, lectures and class discussions my students knew and could reproduce.

 a. Strongly agree ☐

 b. Agree ☐

 c. Undecided ☐

 d. Disagree ☐

 e. Strongly disagree ☐

 Section Six/ Areas of Difficulty and Feedback Efficiency

25. Rank from 1 to 5the aspects of essay writing according to their importance in your evaluation criteria.

 a. Content ☐

 b. Organisation ☐

c. Grammar ☐

d. Vocabulary ☐

e. Mechanics ☐

26. Which aspects do you consider most problematic to students?

a. Content ☐

b. Organisation ☐

c. Grammar ☐

d. Vocabulary ☐

e. Other :Please specify …….......………………………………… ………

27. Which parts of the essay that is/are most problematic to the students in your course?

a. The introduction ☐

b. The conclusion ☐

c. The body paragraphs ☐

28. Do you think that the students take into consideration the feedback you give them on their papers?

Yes ☐

No ☐

29. What is your primary focus when you give feedback in the content module(s)?

a. Organisation ☐

b. Grammar ☐

c. Vocabulary ☐

d.Mechanics ☐

e. Content ☐

Section Seven/The Transferability of Essay Writing Skills to Research Papers

30. Tick off √ the THREE most important points you require in the introductions of good research essays.

a. Trying to get the reader interested ☐

b. Saying what the topic of the paper is ☐

c. Saying what the main points of the paper are ☐

d. Presenting some of the background of the topic ☐

e. Apologising for any limitations of the paper ☐

f. Showing the relevance of the topic ☐

g. Saying what the structure of the paper is ☐

h. Trying to amuse the reader ☐

i. Linking the topic to other disciplines ☐

. Others:Please specify..

31. Tick off √ the THREE most important points you require in the conclusions of good research essays.

. Saying what the main points of the paper were ☐

. Continuing with some aspect raised earlier in the paper ☐

. Presenting some of the background of the topic ☐

. Apologising for any limitations of the paper ☐

. Saying what actions should be taken regarding the topic I presented ☐

. Showing the relevance of the topic ☐

. Trying to amuse the reader ☐

. Linking the topic to other disciplines ☐

. Others: please specify...☐.......................

32. When I assign exam essays, I already have concepts in mind which I expect students 'papers to contain.

Yes ☐

No ☐

33–When I assign research essays, I already have concepts in mind which I expect students' papers to contain.

Yes ☐

No ☐

If "No", please specify..

Section Eight: Further Suggestions.

34. Please, add any comment or suggestion.

....

....

....

....

....

....

The Students' Questionnaire

Dear students,

This questionnaire is part of a research work. It is conducted as part of a needs analysis procedure. It aims at studying university students' writing needs across the English curriculum.

Please, circle or tick the appropriate answer or use Arabic numbers when required.

Thank you very much for your help.

Mr. BOUKEZZOULA Mohammed

Department of Foreign Languages (English)

Faculty of Letters, Languages, and Social Sciences

University Mohammed Seddik Benyahia, Jijel

Section I: General Evaluation of the Writing Course

1. The most important skill to academic success is:

a. Listening
b. Speaking
c. Writing
d. Reading

2. How often do you practise writing?

 a. Occasionally
 b. Weekly
c. Not at all
d. Daily
c. Monthly

3. The essays I have to read before writing in the writing course helped me to write better.

 a. Strongly agree
 b. Agree
c. Undecided
d. Disagree
e. Strongly disagree

SECTION II: Compatibility between the Writing Course and Writing in Content Modules

4. When writing exam or research essays in the content modules, I take into consideration what I have learned about essay writing in the writing course

a. Strongly agree
 b. Agree
c. Undecided
d. Disagree
e. Strongly disagree

5. The writing course prepared me to write essays in the content course

a. Well
b. Very well
c. Adequately well
d. Not well
e. Not well at all

6. If you think that you are not well prepared, whom do you blame for being so?

a. The course
b. The method employed

c. Insufficient practice

e. Other: Please, specify..

7. Were there any classes and assignments in the writing course that were particularly useful for you in writing in the content modules?

Yes ☐
No ☐

If "Yes", please specify:

....

8. Were there any classes and assignments in the writing course that were not particularly useful for you?

Yes ☐
No ☐

If "Yes", please explain why…………………………………………………………

SECTION III/ Generic Aspects of Essay Writing

9. Order from 1 to 4 the aspects of the essay that you wished the writing course had given greater importance?

	Item	N°
a.	the content	
b.	the vocabulary	
c.	grammar	
d.	organisation	

10. Order from 1 to 4 the aspects of the essay that you pay primary attention to when writing in the writing course.

	Item	N°
a.	the content	
b.	the vocabulary	
c.	grammar	
d.	organisation	

11. Order from 1 to 4 the aspects of the essay that you pay primary attention to when writing in the content modules?

	Item	N°
a.	the content	
b.	the vocabulary	
c.	grammar	
d.	organisation	

12. What kind of essay writing in the content modules have you done besides for exams?

a. Short reports
b. Long reports
c. Research papers

13. Writing essays in the content modules is different from writing essays in the writing course.

a. Strongly agree
 b. Agree
c. Undecided
d. Disagree
e. Strongly disagree

14. **The content of the modal essays in the writing course is not related to any of the content modules**

Yes ☐

No ☐

If No, please specify which module (s)…..

15. I write better essays in the writing module than in the content courses

 Yes ☐

 No ☐

Please, explain why……………….…..

16. I write better essays in the content modules than in the writing course

 Yes ☐

 No ☐

Why ?…………………………………………………………………………........ ………….

SECTION IV: Efficiency of Feedback in the Content Modules:

17. When you write report essays in the content modules who is the reader you have in mind? (You can choose more than one answer.)

 a. The teacher
 b. Your classmates
 c. Other (please specify):
……………………… ·
· …………….

18. Do you agree with the comments given by your content teachers?

Yes ☐

No ☐

19. The comments on your essays given by your content teachers mostly concern:

a. Rhetorical skills (organization, transitions, coherence, introductions, conclusions,)

b. Language proficiency (the importance of grammar appropriate vocabulary)

c. Thinking skills (developing and expanding ideas, arguing logically, analyzing, critiquing)

d. Managing sources (summarizing, synthesizing, using quotes)

e. Content

20. Has your writing teacher ever told you about the specific requirements of writing in the content modules ?
Yes ☐
No ☐

21. Have your content module teachers told you about what they expect in your essays?
Yes ☐
No ☐

22. Did they specify this explicitly in the exam questions?

Yes ☐
No ☐

23. Do you think that the feedback you receive in your papers is sufficient for you to do better in the coming exams and research papers?
Yes ☐
No ☐

Section Five/ Generic Vs. Specific Aspects of Essay Writing.

24. The reports and research papers required in content modules are usually joint papers (i. e. written by two or more students).

Yes ☐

No ☐

25. Did each of you write specific sections of the paper on his/her own?
Yes ☐

No ☐

26. Did you as an individual write the introduction of the paper?

a. Yes

b. No, another student in my group wrote it

c. No, we wrote it as a group

27. Did you as an individual write the conclusion of the paper?

a. Yes
 b. No, another student in my group wrote it.
 c. No, we wrote it as a group.

28. Did you make use of any of the following while writing your paper?

a. Proofreading by follow students

b. Proofreading by teachers

29. Did you write the introduction before completing the body of your paper?

Yes [　　]
No [　　]

30. Did you try to copy a model (for example, published paper, materials on academic writing) when writing your introduction?

No [　　]

Yes [　　]
 If "Yes", please specify …………… ………. . . . .
………………………….

31. Did you try to copy a model (for example, published paper, materials on academic writing) when writing your conclusion?

No [　　]

Yes, [　　]
If "Yes", please specify.. ……………………………………

32. Order from 1 to 5 the Aspects of essay writing you would have liked to learn in the writing course in order to perform better in the content modules.

	N°	N°
a.	Vocabulary	
b.	Grammar	
c.	Greater challenge	
d.	Organization	
e.	Greater speed	

33. The essay questions in content module exams are often short and insufficiently clear.

a. Strongly agree
b. Agree
c. undecided
d. Disagree
e. strongly disagree

Section Six/Further Suggestions
   34. Please, add any suggestions.

. . . .
. . . .

APPENDIX III:

Sample Student's Essay in the Pre-test (1)

Genie's and Alex's cases however conflicting they seem converge towards a balanced in serve to the question of language acquisition.

Genie's case which served as an evidence who link language acquisition to exposure such as the proponents of the behaviourist theory. Behaviourists, of course, think that language acquisition is a matter of habit formation. by means of stimulus and response and driven by reward 'correction'/punishment along with reinforcement. Imitation, instruction, repetition and memorization are then the for factors that make up exposure and which were lacking in the case of Genie. Genie is of course that girl who lived for 13 up to the age of 13 in isolation deprived of any contact or interaction and as a matter of fact remained speechless except from some limited words related to food (drink) that she produced. Apart from those words such as drink-eat. . directly related to her biological need Genie couldn't produce anything, and in spite of the intensive reading that she underwent she remained unable to produce normal speech except for some content words such as nouns and verbs. This was directly linked to the lack of exposure to the linguistic data, lack of imitation, instruction, etc.

Apart from exposure the case of Genie served as an evidence of the so called critical period that extends up to the age 7, 8, 9 and beyond which language acquisition becomes no easy matter because the brain is no longer soft to handle this process. This critical period was also proved and by the case of Alex that 9-year old boy who lived in a rich family and had access to everything still he had problems in terms of language. At the age of 7 his parents realized that Alex had problems and by the age of 9 he underwent a surgery fortunately the operation proved successful and Alex could speak relatively well in 4 months. Why did Alex manage to speak? It is because he was still within the critical period and his brain was still soft.

However Alex's case is going to put in question the assumption that exposure is the most important factor of language acquisition. It is going to be an evidence backing Chomsky's and other cognitive view which says that language acquisition is not a matter of exposue, but it rather a matter of innate α inner ability to acquire language which Chomsky calls competence/universal grammar. The case of Alex is brought about as an evidence of the predisposition of the human being to acquire language, i. e, the most important role is attributed the mind.

Ill formed language, non standard linguistic forms, such as "writed" proves that language is not a matter of imitation, because no one would say it in the child's environment. Let consider this example

Child: I taked a cookie

Mother/father: you mean you took a cookie

Child : yes, that right I taked it.

Hence the child uses a non standard linguistic form "taked" while he is aware of the standard one which is not produced. This on the one hand on the other hand the child aware of the fact that his parents correct him and this in turn excludes the idea of instruction and correction.

An other evidence that exposure does not play a major role in language acquisition. Conside this example.

The child: nobody don't like me.

Mother: say Nobody likes me.

Child: nobody don't likes me.

This example show that the child is not able to use a structure he has not acquired.

The following example would clarify further the fact that language is a matter of inner ability (competence) and thus no one or even mislead a child in terms of language acquisition.

Dad: what do you want to be in the future?

Boy: A dowboy.

Dad: So you want to be a dowboy, eh?

Boy: No, a dowboy not a dowboy. A dowboy!

In addition, neuroscience proves that language function is attributed to some area in the mind Broca's and Wevneckere's and cave of strokes prove that. Moreover the formation of creole varieties from pidgins relate language acquisition to an inner ability not to exposure because the subsequent generation could have their own relatively formal language without any exposure to perfect form. The idea of instruction, imitation is to be excluded because adults do not use pure or formal language thet use distorted non standard forms in everyday life. Besides all this parents are usually interested in politeness and truthfulness rather than correctnessof what children say. Experience can't be the major fact of language acquisition because children are exposed to just a part of linguistic data. Furthermore "the anatomy" science of the brain brought about evidence of why Genie could only produce some isolated words (vocabulary) with any structure and why Alex could not speak. It is because the left hemisphere of the brain in Genie's case was already hard and in Alex's case it was still soft.

In light of these apparition there appeared an other view which could still a balance between the two views and related language acquisition to both exposure and innateness relying on both Genie's case and Alex's case to prove each of which on the one hand and relate language acquisition to both of them on the other hand.

Sample Student's Essay in the Pre-test (2)

Language Acquisition is the study of the process through which humans acquire and learn language, and language acquisition by itself refers to the first language acquisition which deals with the infants language acquisition to their native lge. The study of how language is acquired has led to a long standing debates whether the child's language acquisition is a "special "gift" or this acquisition itself related to "some social conventions"? In otherwords wether the language acquisition is a matter of society or a matter of "innateness (god given)"?

The period of studying language acquisition is known as "the critical period", because of the deferent views towards "how the child acquire his first language. Some views say that language acquisition is a question of behaviour, interaction with the "environment", and Skinner was who felt this, because the child has no idea, no intellectual ability pre-disposed in his mind, and acquisition to lge is done only because of his existence and interaction in the society. Moreover, there are some aspects and principles which belonging to that such : "imitating"and "instructing", because the child imitates his parents first and then the other member of his society, and instruction means that the parents are under "controling' their "child's behaviour", they rewarded him, when he is right and correcting him when he is wrong, and this is known as "reinforcement", as an eg: the mother to her child: " who took the cookie. "The child replies "I taked it". The behaviourist Skinner proofs his view with the "case of Genie", because Genie is a 13 years old girl her parents isolated her in a cave, when she was found, she was speechless, her words were limited only to; fear "hungry" to mean 'I m afraid "or "I m very hungry" and all this because she didn't interact with the outside world. She couldn't speak in a "good manner". So "the society" play " a major role" in language acquisition.

These views were attacked by "Chomsky "and " his followers" because according to them, lge is acquired because the child is "pre-desposed to his first lge", so their views were that language acquisition is a matter of "innateness".

According to Chomsky and his followers, the child is pre-desposed to language acquisition and language acquisition itself is a matter of "a system" the child has in his mind, as Chomsky said "the child is predisposed to acquire his first language". If the child has a non damaged mind he can produce only the correct words and sentences, but if the child has a damaged mind, he couldn't speak at all although he is in a "good conditions" and in a "good society"and the case of Alex proofs that. Alex is a boy, he lives with a "wealthy family", he has verything he wants, but his problem is that he has "a damaged brain", the left "hemisphere" which deals with the "complex parts of language" is totally damage because of this he can't produce "well-formed sentences". And also as it is known the right hemisphere deals only with

"vocabulary terms" and "learning by heart" whereas the left hemisphere is the one which is related to complex language parts.

This approach mainly depends on the belief that "the child may produce ill-formed sentences"

Another proof is that during "the early stage" of child acquisition to his language, he produce some "isolated words " (individual words) and this during the "building stage ", so the child is pre-desposed to his language acquisition.

The last example is the plato views that" the meaning of the words is innate". The Chomesky's view and his followers also attacked by another views, that lge acquisition is not only the matter of innateness.

To conclude with, the matter of language acquisition is the integration and the combination of both cognition and exposure. That is to say "innateness and "social conventions, " so the child can't learn the language without his interaction with the society without correcting his mistakes without interact with the others. The samething that he can't learn any language if he has "a damaged brain", so, an efficient brain with a society and an efficient society with a damaged brain the result is that "no good acquisition of lge " and Language Acquisition Device proofs that through the different stages of language acquisition of the child.

Appendix V: Sample Student's Copy in the First Semester Exam of Process of Acquisition.

Language Acquisition is the study of the processes through which human acquire and learn language, and lge acquisition by it self refers to the first lge acquisition which deals with the infants lge acquisition to their native lge. The study of how language is acquired has led to a long standing debate whether the child's language acquisition is a "special gift" or this acquisition it self related to "some social conventions? In other words wether the language acquisition is a matter of society of a matter of "innateness (god Given)"?!

The period of studying language acquisition is known as "The critical period", because of the deferent views towards how the child acquire his first language". Some views say that the language acquisition is a question of behaviour, "interraction with the "Environment," and skinner was who felt this, because the child has no idea, no intellectual ability pre-desposed in his mind, and acquisition to lge is done only because of his esistence and interaction in the society, more over, there are some aspects and principles which is belonging to that such; "immitating and "instructing", because the child immitates his parents first ones than the other member of his society, and instruction means that the parents are under "Controling their "child's behaviour", they rewarded him when he is right and correcting him when he is wrong, and this is known as "reinforcement", as an eg: the mother to her child" who tock the cookie "the child replies" I tacked it". The behaviourist skinner proofs his view with the "Case of Genie", because Genie is a 13 years old girl her parents isolated her in a cave, so when she was found, she was speechless, her words were limited only to; fear "hungry" to mean "I'm afraid" or "I'm very hungry" and all this because she didn't interract with the outside world, she couldn't speech in a "good manner". So the society" play a major role" in language acquisition.

This views were attacked by "chomsky" and "his followers" because accoding to them, lge is acquired because the child is "pre-desposed to his first lge", so their views were that language acquisition is a matter of "innateness".

According to choomesky and his followers, The child is pre-desposed to lge acquisition and lge acquisition it self is a matter of "a system" The child has in his mind, as choomesky Said "The child is pre-desposed to acquire his first lge". if The child has a non damaged mind he can produce only The correct words and sentences, but if he child has a damaged mind he couldn't speak at all although he is in a "good conditions" and in a good society" and The case of "Alex" proofs That. Alex is a boy, he lives with a "wealthy family", he has every thing he wants to, but his problem is That he has "a damaged brain", The left "himisphere" which deals with The "Complex ponts of language" is totally dammage because of this he can't produce "well formed sentences" and also as it is known That The right himisphere deals only with "vocabulary terms" and "learning by heart" whereas The left himisphere is The one which is related to Complex lge ponts.

This approach mainly depends on The believe That "The child may produce ill-formed sentences"

Another proof is That during "The early stage" of a child acquisition to his language, he produce some "isolated words" (individual words) and This during The "bubling stage", so The child is pre-desposed to his language acquisition.

The last escample is The plate views That "The meaning of The words is innate"

. The chomesky's view and his followers also atacked by another views, That The lge aquisition is not only The matter of innateness.

To concluded with, The matter of language Acquisition is The integration and The combination of both Cognition and exposure That is to say "innateness and social conventions", So The child Can't learn The language without his interation with The society without Correcting his mistakes without interact with The others, The same thing That he can't learn any language if he has "a damaged brain", So, An efficient brain with tha society and an efficient society with a "damaged brain The result is that "no good acquisition of lge" and language Acquisition Device proofs That Through The different stages of language acquisition of The child.

Appendix VI: Sample Student's Copy in the Second Semester Exam of Process of Acquisition.

Learning is an individual activity. It is a permanent change in the individual behaviour in order to master, to learn different things from the out side world. Language learning is one of what the individual does in order to support his knowledge and also to grasp new information into his repertoir of style. Language learning is mainly interested in the teaching of different languages either the second or the foreign language. Of course the way of learning or mastering a particular language such as "foreign language" is totally different form teaching the first or even a second language. So, how can the learner achieve a foreign language? and what is the different strategies use in order to master a foreign language?!

// foreign language is any language other than the first or the second language the learner has to master. It plays no functional role in the society. Learning a foreign language was done on the basic of many approaches and methods which used to apply in the past and until now. This methods and methods and approaches were also supported by different materials and media.

The teaching of foreign languages for eg example in the past use to apply the traditional methods, such as "Grammar translation Method", in which language was taught by giving literary texts and asking students to translate some passages from their native language into the foreign lge. This literary texts includes "death languages" (Latin & Greek). learners used to master grammatical rules by reading and translating at the same time. This one proof that mastering of a foreign language is different from mastering of a first or a second language. Another proof is that mastering a foreign language provides trial and repetition, in the sense that learner in the class has to follow his instructors, he has to repeat many times in order to access unlike mastering a first language, the first language doesn't require a hard effort. Mastering a foreign language takes a long time, for example in our class, as we are the 3th year students, we make a great effort with our teachers to master different aspects of language. In doing this, our teachers present first the lesson and than give us time to interact with them (our participation), than moving to the practical side (solve exercises ...). learning a foreing language also provides correction of errors. Teachers are required to help learners by guiding them and by correcting their errors.

As Another proof, in our class, we are mastering a foreign language by using what is known by "ICT", which is stands for information communication technologies, such as Computer, internet, overhead projectors...

Learning a foreign language is a hard task, a learner of a foreign language has to respect many aspects of language such as, stress intonation) intonation, the pitch of the sound and other aspects.

To sum up, we say that mastering the different aspects of a foreign language is differents from mastering of a first language or even a second language, because the first language is acquired by a systematic stage of the child's life (the babling stage, the one word stage, the two word stage and the telegraphy to infinity stage) while learning a foreing language has to be accompined by different materials, approches, by an available time because it is a time consuming. Although learning a foreign language will be achried, but it is imposible to reach the way native speakers speak. Learning a foreign language is a never ending process.

Appendix VII: Sample Student's Copy in the Second Semester Exam of Written Expression.

Language aquisition is a matter of innateness or a matter of exposure? Language is a process by which a child acquires and learns his first language, and language acquisition by itself refers to the first language aquisition which deals with infants aquisition of their native language. Language acquisition is a matter of innateness. Choomsky said:" The child is pre-disposed to aquire his language." Based on This, I'm going to give and to illustrate a number of arguments That stand for The idea that language acquisition is innate.

Language aquisition is a matter of innateness, the child has a pre-disposed to aquire in aquiring his first language. In his earlier age (6 month - 1 year) the child can percieve or understand and deferenciate between different sounds. He can realize that This sound is a sound of his mother, his father or a sound of a stanger. When he heard a sound of a stanger he becomes to cry, but when he heard a voice of one of his parents he becomes to smile. So, this is one proof that language is innate and That The child has some elementary functions pre-disposed in his mind.

Many theories and views argue that language acquisition is a special gift. The advocates of This idea ",choomsky and his followers"

felt that the child is born with some elementary functions in his mind. The Language Acquisition Devise (LAD) is another strong argument that choomsky used to illustrate innateness. This concept studies the three stages by which a child acquires his first language (mother tongue): the babling stage, the one word stage and the two words stage. chomesky defended his view by saying that "what a child can create by him self is totally different from what a child can do with the aide of adults". for example in the publing stage, the child has pre-disposed to acquire some phonological rules before he knows the out side world. The child acquires some sound's, some functions. This stage is characterised by substitutional process, as a good proof, the child substitute one sound by another sound, for example instead of saying (knife - mipe)(pig-gig)(room, woom), (book - gog).

The last argumentative example, a normal child who has no damaged brain, simply has a power of elements in his mind. The case of "Alex" is a good example, Alex is a boy who lives with a a wealthy familly, he has every thing (a good condioned life, a big care from his familly), but the problem is that he has a dammaged brain which stands as an abstracle in acquire his lge.

So, it is clearly to say that the existence of these elementary functions based on a healthy brain or normal child. The cognitivists who are interested in studying the learning process proof that any normal child has to go through different stages to learn language

To sum up, based on all of this arguments, language acquisition is a special gift, it is a matter of innateness, and the child has pre disposed by some elementary functions in his mind. As plato says "language acquisition is innate".

ملخص

تبحث هذه الرسالة في مختلف الجوانب المتعلقة بتدريس/تعلم التعبير الكتابي في مادة التعبير الكتابي، وكذا تقييم مستوى الكفاءة في مجال التعبير الكتابي في كل من مادتي التعبير الكتابي ومواد المحتوى في المنهاج من وجهة نظر الأساتذة والطلبة في قسمي اللغة الإنجليزية التابعين للمدرسة العليا للأساتذة ـ قسنطينة، وجامعة محمد الصديق بن يحي ـجيجل، من خلال استبيانين صمما لهذا الغرض وهذا بهدف سبر مدى استجابة مادة التعبير الكتابي لحاجيات الطلبة في مجال الكتابة الأكاديمية في مواد المنهاج الدراسي. وقد أظهر التحليل المقارن لوجهات النظر المختلفة بأن هناك القليل من التقدير لأهمية و مركزية الكفاءة في مجال الكتابة الأكاديمية ـعموما، والمقال ـ خصوصا، في تحديد نجاح الطلبة في المجال الأكاديمي. إن الانقسام الكبير في وجهات نظر الأساتذة، والذي أكدته وجهات نظر الطلبة فيما يخص الأهداف، المقاربات، وسائل التقييم،وموارد الكتابة وكذا مجالات تركيزا لتغذية الراجعة في تدريس وتقييم الكتابة الأكاديمية عبر مواد المنهاج لهو دليل على شيوع المنهج الانتقائي غير المستند إلى أي نظرية مما يضر بتطور كفاءة الطلبة في مجال الكتابة الأكاديمية وكذا عملية الرفع من مستوى احترافية الأساتذة على حد سواء. وقد أظهرت هذه النتائج الحاجة إلى حل ثلاثي الأبعاد مستوحى من المقاربة بالنوع من شأنه جعل تدريس وتقييم مادة الكتابة الأكاديمية تفضي بشكل أفضل إلى التطور التدريجي لكفاءة خطابية متخصصة لدى الطلاب تمكنهم في النهاية من فرض أصواتهم كمؤلفين وباحثين وكتاب في مجالات التخصص التي يرغبون دخولها في النظام الجديد المبني على أساس التخصص التدريجي. وعلى قدر المستوى نفسه من الأهمية، سيمكن اعتماد هذا الحل من الرفع من المستوى الاحترافي للأساتذة. كما تشير هذه الرسالة ، و كتفصيل مهم للمقاربة العامة المقترحة كحل، إلى أن المقال الحجاجي باعتباره مقوما قويا يؤهل الطلاب للدخول في حوار نقدي مع النظريات و الموضوعات العلمية في مجال تخصصهم ؛ فإنه يجب أن يخص بمكانة مركزية في تدريس و تقييم الكتابة الأكاديمية خاصة في المراحل المتقدمة للمنهاج. في هذا الصدد، تم تصميم وحدة عمل قصد تدريس المقال الحجاجي في مادة اللسانيات مصممة حسب مبادئ المقاربة بالنوع، تم تدريس هذه الوحدة في ظروف شبه تجريبية لطلبة السنة الثالثة بقسم الإنجليزية بجامعة محمد الصديق بن يحي، جيجل، حيث اعتمدت المقالات التي كتبها الطلبة في ظروف مراقبة فعلية كاختبارات قبلية وبعدية. وبالرغم من أن التحليل الكمي والنوعي لم يظهر أي تحسن محسوس في بنية المقالات الحجاجية إلا أن هذه التجربة في تدريس الطلبة النوع الحجاجي باعتماد المقاربة بالنوع قد سمحت بملاحظة بعض الميزات الإيجابية لهذه الطريقة. إن عملية تدريس وتقييم كفاءة الكتابة الأكاديمية لدى الطلبة في حاجة ماسة إلى تحسين مستوى التعبير الكتابي، وفي هذا المجال يبدو أن المقاربة بالنوع هي المنهج الأنسب لتحسين المستوى التعبيري للطالب في الكتابة البحثية والأكاديمية.

الكلمات المفتاحية: الكفاءة في مجال الكتابة الأكاديمية، مادة التعبير الكتابي، مواد المنهاج الدراسي ،المقال، المقاربة بالنوع ،مادة اللسانيات، المقال الحجاجي.

Résumé

Cette étude vise à examiner d'un côté l'écart entre l'enseignement/apprentissage de l'écrit et son évaluation dans le module d'expression écrite et de l'autre l'évaluation de l'écrit dans les modules de contenus dans le cursus de la licence d'Anglais, et ce, du point de vue des enseignants et des étudiants dans les départements d'anglais de l'ENS de Constantine et de l'université M. S. Benyahia de Jijel. Deux questionnaires, dont l'un est destiné aux enseignants et l'autre a été administré aux étudiants, ont été conçus afin de diagnostiquer le rapport entre le cours d'écriture et les besoins des étudiants relatifs à l'écrit à travers les modules de contenus du cursus. L'analyse comparative de ces différentes perspectives a montré qu'il existe peu d'appréciations de l'importance et la centralité de la compétence écrite en générale et le genre dissertatoire, en particulier, à la réussite académique des étudiants. De grandes disparités ont été cernées chez les enseignants et confirmées par les étudiants sur les objectifs, les approches, les outils d'évaluation, les ressources de l'écrit ainsi que la dans la focalisation du feedback dans l'enseignement et l'évaluation de l'écrit à travers le cursus. Ceci prouve la prééminence d'un éclecticisme manquant à tout ancrage théorique, ce qui est préjudiciable au développement de la compétence discursive académique chez les étudiants ainsi qu'au processus de professionnalisation des enseignants. Ces résultats ont démontré qu'une solution basée sur le genre est nécessaire afin de rendre l'enseignement et d'évaluation de l'écrit à travers ce programme plus propices au développement progressive d'une compétence discursive chez les étudiants leur permettant éventuellement de faire valoir une voix d'auteur dans leurs spécialités académiques. De plus, l'adoption d'une telle approche unifiée à l'enseignement et à l'évaluation de l'écrit permettra d'améliorer le niveau de professionnalisation des enseignants. Concernant la deuxième hypothèse avancé dans cette thèse, une unité de travail pour l'enseignement de la dissertation dans le module de la linguistique a été conçue suivant les principes de l'approche fondée sur le genre. Cette unité a ensuite été mise en œuvre suivant une conception pré-expérimentale. Bien que l'analyse quantitative et qualitative n'a révélé aucune amélioration significative en termes de structure discursive de leurs essais argumentatifs spécifiques à la discipline en question, cette expérience dans l'enseignement d'un genre factuel en utilisant une méthodologie basée sur le genre nous a permis d'observer certains avantages de cette approche. S'il n'y a qu'une seule conclusion qu'on peut tirer de cette étude c'est bien qu'aux niveaux les plus avancés du cursus, les étudiants ont surtout besoin d'un enseignement basé sur le genre dans l'apprentissage des normes sociocognitives de l'écrit relatif à leur domaine de spécialité afin de développer progressivement une voix d'auteur dans leurs spécialités académiques.

Mots clés : compétence en écrit académique, le cours de l'expression écrite, les modules de contenu, l'essai, l'approche par le genre, la linguistique, la dissertation.