

Teaching Writing as Genre at Tertiary Level in the Middle East and North Africa

El-Sadig Ezza¹

Abstract

This paper investigates some challenges in writing English as a foreign language in the Arab world, and proposes genre-based solutions to them. For the most part, these challenges are given impetus by the use of a writing syllabus that does not reflect recent developments into the linguistic theory such as contrastive rhetoric, discourse analysis, genre analysis, etc. In this connection, the paper advocates the view that learners' writing problems can best be addressed by the adoption of the genre approach to writing because, unlike the existing structure-oriented curriculum, it introduces writing as a communicative activity rather than an exercise in the English grammar. An examination of the writing courses in four Arab universities has revealed that most of these courses are a mere exercise in the lexico-grammatical structure of English; which is argued to provide lip service to writing education at tertiary level.

Keywords: writing, syllabus, genre, context, discourse, communication, challenges

1. Introduction

Writing is a challenging skill for both professional writers and students. To substantiate this claim, consider the statements made by two scholars concerning their own writing obsession and the writing difficulties experienced by their students respectively. According to Widdowson (1983:35) "writing is an irksome activity and an ordeal to be avoided whenever possible". Raimes (1983:258), on the other hand, observes that when writing, her English students "...chew their pencils, shuffle their feet, sigh, groan, and stretch..." - all are symptoms of the difficulties they experience when they are required to perform a writing assignment.

It is unfortunate that many tertiary institutions in the Arab world neglect communication skills. A close examination of the English curriculum in many universities would reveal that English departments concentrate more on content or knowledge courses and less on skills courses as if curriculum developers are of the Chomskyan view reported in Widdowson (1979:44) that "... once competence is acquired, performance will take care of itself", bearing in mind that "competence" itself might not be acquired.

Most writing courses in a number of Arab universities seem to advocate writing practices characteristic of the 1950s and 1960s; namely, controlled composition and current-traditional rhetoric respectively, where manipulation of the lexico-grammatical information takes precedence over demonstration of writing skills. Such writing focus has for a long time been criticized for being pedagogically weak owing to the insufficient attention it paid to the writing stages (Freedman et al, 1983). Moreover, Raimes (1983:261) argues that when the student-writer manipulates the linguistic components of writing, they do no more than "lock themselves into a semantic and rhetorical prison" – as "grammatical accuracy and rhetorical formulae", the argument goes, "have little force if the piece of writing is not expressing the writers clearly and forcefully with no involved imagination". Even the more recent process approach to writing has been argued to operate "in a socio-cultural vacuum" since it neglects the "socio-cultural context" of writing (Horowitz, 1986:144)

¹ Professor of English at the Faculty of Arts, University of Khartoum, elsadigezza@gmail.com

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press

Cite this article as: Ezza, E. (2021). Teaching Writing as Genre at Tertiary Level in the Middle East and North Africa. *ESPMENA*, 33, 10-17

The significance of writing emanates from the fact that it is a major and sometimes the only means to assess the students' performance in other academic areas. But it is generally observed that English teachers in Arab secondary and tertiary institutions readily conceive of students' (written examination) answers as poor, unintelligible, ungrammatical, lacking in proper paragraphing, etc. Such comments, among others, have persuaded researchers to pay more attention to the writing problems experienced by Arabic-speaking English as a foreign language learners (e.g. Al-Khuweileh and Al-Shoumali, 2000; Al-Hazmi and Schofield, 2007; Fitze and Glasgow, 2009). However, it seems that neither teachers' comments on the students' writing nor writing-related research have addressed the relevance of the writing syllabus to the immediate academic needs of the students. English Departments have taken such writing forms as the paragraph and essay for granted, paying no attention to two legitimate questions:

- i. Why should Arabic-speaking learners of English be trained to write paragraphs and essays?
- ii. Do these writing forms have anything to do with the immediate and future needs of the students?

2. Conceptual background

Writing education has greatly benefited from Hymes' theory of communicative competence. Theorists are particularly concerned about the role of "context" in writing. In principle, the term "context" is conceived to be the aggregate of linguistic, situational, social and cultural variables that surround linguistic units such as the text, discourse, utterances, etc. (Enkvist, 1974). Context is also akin to what Halliday (1979:34) calls the social aspects of language use which comprises the establishment of familiarity and distance, boundary maintenance, personal interaction and settings of language use. A writing concept that has been given impetus by the general context theory is "writing genres." Since this paper contends that the "genre" concept provides solutions to the writing problems at tertiary level in the Arab universities, this section will attempt a detailed review of its defining features.

Generally speaking, the term "genre" is defined as a social, dynamic and interactive process that emphasizes the nature of language as a social action (Mauranen, 1998). Berkenkotter (1995), as cited in Mauranen, 1998), associates genre with five defining features. First, it is conceived to be dynamic in that it changes over time in line with its users' socio-cognitive needs. Second, genre is situational; viz. its driving force is embedded in the language users' participation in the communicative activities of daily professional life. Third, it is dually-structured in the sense that as language users get involved in professional activities, they constitute and at the same time reproduce social structures in professional, institutional and organizational contexts. Fourth, genre is community-specific, i.e. it establishes disciplinary conventions employed by a given discourse community. Finally, genre is both form- and content-sensitive. In other words, genre knowledge includes a content appropriate to a specific purpose in a certain situation at a particular time.

Where writing is concerned, there does not seem to be consensus among theorists concerning the number and types of writing genres. Table (1) below illustrates writing genres as prescribed by two different researchers:

Table 1. Writing Genres

| Mauranen (1998) | Massi (2001) |
|--------------------|---|
| Press reportage | A letter to the English teacher |
| Editorials | Sending a letter abroad |
| Reviews | Writing a letter to the author of a story |
| Religion | Email writing |
| Skills and hobbies | Film |
| Biographies | Providing an alternative ending |
| Official documents | An introduction to the anthology of short stories |
| Academic prose | Journal writing |

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press

| | |
|----------------------|-----------------------|
| Fiction | Personal anthology |
| Humor | The writing portfolio |
| Professional letters | |

Regardless of the differences between these two models, they have the potential to provide a solid basis for successful writing programs. Such genres as academic prose, fiction, letter writing, email writing, review writing, journal writing in both columns can be incorporated into the English writing syllabus. The rationale for so doing emanates from the fact that they empower the students to write with a purpose. Also, the students realize that they are acquiring the disciplinary discourse associated with their subject fields. This type of language awareness is proposed to inform of who the language users are "... and whom they want to be identified with and, importantly, who they don't want to be identified with" (Hewings et al, 2007: 243). Thus, the students will eventually realize that academic writing does not always function as a tool that teachers employ to assess their performance. (Curry and Hewings, 2003).

Moreover, Sanders et al (1985) list five reasons for the need for both academic and non-academic writing genres as summarized in table (2) below:

Table 2. Reasons for writing

| Reasons for Writing | Examples |
|--|---|
| Writing to make life easier | To organize thoughts, to remember ideas, communicate with immediate family members who are not available at the moment, budgets, lists and lesson plans |
| Writing to fulfill obligations | Response to notes, task-delegating memos, and long-overdue letters. |
| Communication with others outside of the immediate environment | Letters to parents, extended family and friends, letters to insurance company, doctors and hotels. |
| Writing to gain access to services, institutions and jobs. | Participants fill out forms. |

In the light of their own ethnographic study alongside many other studies that led to the classification of writing reasons just quoted, Sanders et al (1985) were able to report four implications for writing instruction. First, in order for teachers to motivate their students to write, they should provide students with real authentic writing experiences which speak to their social background, interest, and level of expertise. Of course, this implication can be addressed to course designers and English departments as well. Second, writing assignments should not be restricted to few genres; viz. they can cover a wide range of writing activities, from diaries and journals to letters and memos". Third, approaching writing from a variety of perspectives frees the students from considering it an assessment tool. Fourth, students should be encouraged to address their writing to audience other than the language teacher, e.g. Friends, parents, newspapers, etc.

3. Writing pedagogy in Arab Universities

This section examines the existing writing syllabus in some Arab Universities in the light of the literature reviewed above. In so doing, only the top twenty-five Arab universities (according to the Spanish Webometrics of classifying world universities in 2012 have been included in the investigation, provided that they have posted at least short descriptions of the writing courses on their websites. This procedure has eliminated twenty-one universities from the survey, leaving four universities only to provide data for the study. Table (3) below illustrates the writing courses in the four universities (detailed description of each course is available on the websites provided in the appendix):

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press

Table 3. Writing Course in Some Arab Universities

| Universities | King Saud University (Saudi Arabia) | Birzeit University (Palestine) | Qatar University (Qatar) | An-Najah National University (Palestine) |
|-----------------|--|--------------------------------|--|--|
| Colleges | Arts | Arts | Arts and Sciences | Arts |
| Writing courses | Basic Language Skills Composition (1) Composition (2) Essay Writing Advanced Writing | Writing (1) Writing (2) | Essay Writing (1) Essay Writing (2) Expository Writing Professional Writing | Writing and research Advanced Writing |

All of the writing courses reported in table (3) above are offered to the English majors (mainly between the first and the third years). As the titles indicate, the vast majority of the these courses focus on paragraph and essay writing that basically introduce the students to such concepts as the topic, thesis statement, supporting sentences, the concluding sentences and transitions. This fact is to some extent true even in the case of the course "Writing and research" offered by the Department of English of An-Najah National University (Palestine) as evidenced by the description below:

This course begins with a review of the paragraph before it focuses on the expository essay.

Students will read different kinds of expository essays (description, comparison/contrast, process, classification, definition, persuasion) and will learn how to write them. Emphasis will be put on writing effective thesis statements, introductions, and conclusions, and on developing generally unified and coherent essays. Students will also be taught how to edit their work. They will practice answering essay questions and writing about literature. The course will briefly introduce the research paper.

It could be anticipated from the course title that it intends to acquaint the students with more advanced research skills but apparently it centres upon writing components that can be encountered in an introductory writing course. The English Department at King Saud University devotes a whole writing course, e.g. "Basic Language skills" to teaching grammatical structures as a basic requirement for successful training in English writing. The only course that introduces the students to writing as communication is "Professional Writing" offered by the Department of English at Qatar University as shown by its description below:

This course teaches key rhetorical concepts that help students shape their professional writing ethically, appropriately for audiences, and in a variety of professional contexts. Students will learn to plan, organize, and deliver effective business communications, including formal letters, memos, proposals, reports, presentations, and resumes. Students are encouraged to focus coursework and projects on prospective careers. Through both collaborative and individual projects, students will engage with practical and theoretical problems of communicating in the complex professional environments of the global, 21st century workplace.

Indeed, this course trains the students to practice writing with a communicative intent, e.g. write formal letters, memos, proposals, reports, etc. mastery of these writing activities enable the students to appropriately perform a variety of

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press

Cite this article as: Ezza, E. (2021). Teaching Writing as Genre at Tertiary Level in the Middle East and North Africa. *ESPMENA*, 33, 10-17

academic and non-academic tasks unlike paragraph and essay writing that at best prepares them to answer exam questions.

The fact that these courses focus on paragraph or essay writing is conceived (by this paper) to provide only lip service to the students writing needs since a close examination would show that they reduce writing to a mere exercise in the English grammar. In their daily academic and non-academic routines, students can be perceived to write short messages, emails, curriculum vitae, notices, lecture notes, responses to online interlocutors in chat rooms, business letters of all types, answers to exam questions, etc. These writing routines are not directly related to the writing training that the students receive in the classroom based on the writing syllabus in table (3). This paper argues particularly that “paragraph writing” should not be emphasized as an end in itself. In other words, paragraphing is a writing strategy that writers employ to organize their message. In this sense, the paragraph is not, nor can it be, a natural mode of communication, i.e. even when a writer understands that a single paragraph suffices to enquire about, say, certain conference information, they would never put it as “*I would like to write a paragraph to the conference committee”. Emphatically, it is not the intention of this paper to detract from paragraph writing; rather, it supports an initiative to incorporate it into the teaching of the specific writing genre.

Despite the paragraphing competence of some graduates, it is generally observed that they could not write curriculum vitae, application letters, etc., not even in a least professional way. What is more, it is generally the case that faculty laments the poor written examination answers not in terms of content but rather in terms of textual organization. Sure enough, the students have not been trained in this form of academic writing; they could not, therefore, be expected to master these “writing conventions as part of learning their subject knowledge” (Curry and Lillis, 2003:3).

It is reported in (1) above that to date researchers have investigated learners’ writing competence (and incompetence) but that these research attempts could not decide if paragraph writing best serves the students’ immediate or future writing needs. It is uncertain whether the teachers, students and writing researchers are aware of the writing reasons summarized in table (2) above. It seems to be the case that writing courses are incorporated into the syllabus because they are part of the requirements needed to earn a degree.

Advocates of the dominating writing instruction trends as shown in table (2) above might wish to argue that the sentence and paragraph writing would provide the student-writer with a variety of organizational skills that they could employ in, say, writing coherent examination answers. While there is some logic in this argument, it can still be defective in at least two ways. First, the student-writer is not clear about the communicative value of the writing tasks he/she is required to perform. In most cases the writing themes, e.g., *private and public schools in California, American social security system*, etc., could not sensibly be expected to enrich the students’ academic writing skills in the Arabian context. Second, implicit teaching of academic writing, would render the students accountable for writing tasks that they have not been sufficiently trained to perform. Indeed, it is universally acknowledged that “... academic writing is often invisible dimension of the curriculum; i.e., the rules or conventions governing what counts as academic writing are often assumed to be part of the common sense knowledge students have...”(Curry and Lillis, 2003: 2). This state of affairs can be argued to put English language students at disadvantage since the little input they received during pre-college stage could not help them build sufficient common sense knowledge to deal with the functions of academic writing at college level.

It is unfortunate that English departments in the Arab world irrationally copy British and American universities concerning what to appear in the curriculum. In other words, they accumulate their programs with linguistics and literature courses, leaving little room for skills courses in general and writing courses in particular. Thus, despite their attempt to model themselves on the American and British systems, the Arab universities failed to incorporate the new

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press

Cite this article as: Ezza, E. (2021). Teaching Writing as Genre at Tertiary Level in the Middle East and North Africa. *ESPMENA*, 33, 10-17

developments into the linguistic theory, i.e., genre theory, in their writing curriculum. What is more, the few writing courses summarized in table (3) indicate that Arab universities do not treat writing as a matter of considerable importance as the British and American universities do despite the fact that English is taught as a first language in the latters.

4. Conclusion

Research into the writing of Arabic-speaking learners of English language indicates that it suffers from a variety of lexico-grammatical and rhetorical problems. Such findings reveal two facts about writing education in the Arab universities. First, it assumes a bottom-up approach to writing in that for the most part it focuses on the manipulation of linguistic information as a necessary component of effective writing. Second, the existing writing syllabus does not treat writing as a communicative event. In other words, it reduces writing to a mere exercise in the English vocabulary and grammar. Both aspects of writing syllabus can be argued to jeopardize the acquisition of composing competence in a number of respects. First, such linguistic information as vocabulary and grammar are open-ended phenomenon. So, it is unlikely that learners reach the end of the continuum to be able to compose satisfactorily, and even when they succeed in acquiring enough vocabulary and grammar, they cannot be expected to excel in writing because the writing skills exceed learners linguistic competence. Krashen (1984:25) maintains that if the student-writer is “able to master all the rules of punctuation, spelling, grammar, and style that linguists have discovered and described”, their reward would be a doctorate of Philosophy (Ph.D.) in linguistics but they would never be competent in writing. Second, by focusing on paragraph writing, English departments ignore the students’ need for writing as a communicative event. Learners do not normally communicate in “paragraphs” even when their written product consists of a single paragraph. Instead, they communicate using various genres in which the paragraph is simply a component. In conclusion, if these developments are not incorporated into the writing syllabus, writing will continue to be a challenging skill for Arab learners of English.

References

Al-Hazmi, S. (2006). Writing Reflection: Perceptions of Arab EFL Learners. *South Asian Language Review*; 26(2), 36-52.

Al-Khuweileh, A. A. & A. Al-Shoumali (2000). Writing Errors: A study of the Writing Ability of Arab Learners of Academic English and Arabic at University. *Language, Culture and Curriculum*, 13(2), 174-183.

Curry, M. J. & A. Hewings (2003). Approaches to Writing. In C. Coffin, S. Goodman, A. Hewings, Joan Swan and T. Lillis (eds.): *Teaching Academic Writing: A Toolkit for Higher Education*. London: Routledge, 9-44.

Curry, M. J. & T. M. Lillis, (2003). Issues in Academic Writing in Higher Education. In". *Teaching Academic Writing: A Toolkit for Higher Education*. C. Coffin, S. Goodman, A. Hewings and J. Swan, and T. Lillis (eds.): *Teaching Academic Writing: A Toolkit for Higher Education*, London: Routledge, 1-18.

Enkvist, N. E. (1974). Style and Types of Context. Reports on Text Linguistics: Four Papers on Text, Style and Syntax. *ERIC database*, Document No. ED15737; 31-48.

Fitze, M. & R. Glasgow (2009). Input Enhancement and Tense Formation in Arab EFL Writing. Accessed from http://www.tesoljournal.com/Articles/Example_Article.doc

Freedman, A., I., I. Pringle & Y. Yalden (1983). *Learning to Write: First Language/Second Language*. New York: Longman. 179-189.

Halliday, M. A. K. (1979). Towards a Sociological Semantics: The Communicative Approach to Language Teaching. In: C. J. Brumfit and K. Johnson (eds.), *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press; 27-45.

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press

Cite this article as: Ezza, E. (2021). Teaching Writing as Genre at Tertiary Level in the Middle East and North Africa. *ESPMENA*, 33, 10-17

Hewings, A., T. Lillis & B. Mayer (2007). Academic Writing in English. In: N. Mercer, J. Swan and B. Mayer (eds.), *Learning English*. New York: Routledge; 227-256.

Horowitz, D. (1986). Process not Product Less Than Meet the Eye. *TESOL Quarterly*; 20(1): 141-144.

Krashen, S. D., (1984). *Writing Research: Theory and Applications*. Oxford: Pergamum Press.

Massi, M. P. (2001). Interactive Writing in the EFL Class: a Repertoire of Tasks. Internet TESL Journal; 7(6). Accessed from <http://iteslj.org/Techniques/Massi.html>

Mauranen, A. (1998). Another Look at Genre: Corpus Linguistics vs. Genre Analysis. *Studia Anglica Posnaniensia: International Review of English Studies*. Accessed from <http://www.highbeam.com/doc/1G1-93027792.html>

Raiimes, A. (1983). Anguish as Second Language? Remedies for Composition Teachers. In: A. Freedman, I. Pringle & J. Yalden (eds.), *and Learning to Write: First Language/ Second Language*. New York: Longman; 258-272.

Sanders, T. R., Freeman, E. B. & Samuelson, J. (1985). Why People Write: Ethnographies of Writing and Implications for Instruction. ERIC Database. Document No. ED263590; 1-16.

Widdowson, H. (1979). Directions in the Teaching of Discourse. In: C. J. Brumfit & K. Johnson (eds.), *the Communicative Approach to Language Teaching*. Oxford: Oxford University; 49-60.

Widdowson, H. (1983). New Starts and Different Kinds of Failure. In: A. Freedman, I. Pringle and J. Yalden (eds.), *Learning to Write: First Language/Second Language*. New York: Longman; 34-37.

Acknowledgement

This is a revised version of Ezza (2014), which appeared in the **British Journal of Education, Society and Behavioural Science**. However, I realized that the Journal has been published in India. Thus, I have used my copyright close to republish the article in another Journal.

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press

Appendix

Links to English Courses in Some Arab Universities

King Saud University

College of Arts

<http://colleges.ksu.edu.sa/Arabic%20Colleges/Arts/English/englishdepartment1/Pages/BAinarts.aspx>

An-Najah University

Faculty of Arts

<http://www.najah.edu/page/557>

Qatar University

Faculty of Arts and Science

<http://www.qu.edu.qa/artssciences/english/courses.php>

Birzeit University

Faculty of Arts

<http://www.birzeit.edu/academics/arts/english/p/dept-courses>

English for Specific Purposes in the Middle East and North Africa

Issued by the Faculty of Arts

Published by Khartoum University Press