Investigating the Effect of Mentor Texts on EFL Undergraduates' Organization in Writing

Malakeh Itani
Dar Al Hekma University
Jeddah, **Kingdom of Saudi Arabia**

ABSTRACT

Knowing that writing is a crucial but challenging language skill in both academic and career lives, researchers have continually explored ways to facilitate learning and teaching of writing at different educational levels. This experimental study investigates the impact of using mentor texts in undergraduate writing classes on the students' writing proficiency. A quantitative, pre-posttest experimental design was used to achieve this purpose. Based on the strong relationship between reading and writing, and stemming from the modeling approach to learning, mentor texts are tested as potential tools in teaching word choice, sentence structure, and organization for Arab university undergraduates studying English as a foreign language. This is done by examining expository essays written by 128 female students before, during, and after the fifteen-week study period. The subjects are divided into control and experimental groups. A non-parametric Friedman test of differences among repeated measures is conducted and rendered a Chi-square value of 125.242 which is significant (p<.01). Comparing the scores of the three components of the essays, which are word choice, sentence structure, and organization, resulted in the finding that mentor texts could be an effective strategy to teach these three writing traits to undergraduate students.

1. Introduction

Language teaching requires teaching instructors and curricula writers to approach all four language skills: listening, speaking, reading, and writing. The emphasis on sustained productive skills, one of which is writing, enhances youth's communicative abilities, improves their chance of employability, and equips them with the necessary tools to become effective citizens in society (Andrews & Smith, 2011). Because mastering writing skills is paramount to university education and career success, over the years, many teaching strategies have been devised to create an ideal environment to teach academic writing at the undergraduate level.

In discussing the issues involved in teaching writing, it is important to consider the effect of Arabic as a first language on learning to write in English as a foreign language. Arab students have characteristics and problems in writing that are distinguished from other learners. Ezza (2010) finds that the syllabus used by some Arab universities reveals the use of the bottom-up approach in teaching writing. This means sentence structure skills are learned at the expense of the paragraph coherence skill, which cannot improve learners' writing proficiency at the textual level (Ezza, 2010). Academic writing constitutes a challenge for students in their first university students, but this challenge is even more serious when the students are Arabs studying English as a foreign language. Students especially find it difficult to write thesis statements, for they tend to transfer from Arabic the characteristic of being indirect and subjective in writing, which explains the need for writing teachers to consciously keep reminding their students to reduce the personal pronouns in their compositions (Rass, 2015). Similarly, teachers should constantly ask their students to improve their concluding sentences by comparing them to those in the book samples (Rass, 2015). Rubiaee et al. (2020) examined Libyan university students' writing. They concluded that EFL students' poor awareness of five types of writing knowledge led to poor argumentative essays. In addition, Arab students find it difficult to write three kinds of sentences, simple, compound and complex, in their supporting details (Rass, 2015). Generally, it is
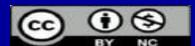
important for researchers and educators to take into consideration the students' first language as a significant factor influencing their writing performance.

According to Al-Mukdad (2018), writing is the most important skill that is required to know any foreign language because it is an evident proof of mastering the language, but it is the most confusing, too. Academic writing, in particular, constitutes a major challenge even to native speakers of English (Al Fadda, 2012), which explains why poor writing proficiency should be recognized as an intrinsic part of what Graham and Perin (2007) call a literacy crisis. English language learners of all levels of education struggle in completing academic writing tasks in all school subjects even after joining the university, where the content demand increases in academic writing assignments (Ángel, Lucía, & Martínez García, 2017). "From a process perspective, then, writing is a complex, recursive, and creative process or set of behaviors that is very similar in its broad outlines for first and second language writers" (Kroll, 1990, pp. 15, 16).

Students learn to find ideas and strategies that they can use in their writing (Turner, 2015). Observing good writing techniques in reading selections helps students "infuse them [techniques] into their own compositions" (Gallagher, 2014, p. 29). With time, students learn how to infer the characteristics of exemplary writing. They do this inference by analyzing the text. "Mentor texts gradually move students from structured guidance to independence when reading, allowing them to analyze text" (Owles & Herman, 2014, p. 56). Students who learn writing from mentor texts are like beginner musicians who try copying the sounds of their favorite musicians' music (Berg & Ellsworth, 2017). Sudhoff (2019) compares her primary grade students to "detectives" when describing how they break down the elements of the author's writing and use their notes to develop their own writing. Gallagher (2014) suggests teaching students how to imitate mentor texts before, during, and after they write; that is to say, to have the writing models ready to use throughout the writing process. This strategy, as Gallagher puts it, is what people actually do when they learn any new skill. They analyze how someone does something well and then copy his or her actions as closely as possible. Similarly, "If we want our students to write persuasive arguments, interesting explanatory pieces, or captivating narratives, we need to have them read, analyze, and emulate persuasive arguments, interesting explanatory pieces, or captivating narratives" (Gallagher, 2014, p. 29). Newman and Fink (2012), too, think that writers learn to write by "emulating and adapting what their favorite authors do—this is the crux of the mentor text approach" (p. 25). It may not seem sensible to ask students to become independent writers when they are trained to imitate others, but that is only a step in the developmental stage of becoming independent writers (Gallagher, 2011). In fact, as they are being trained to think about the strategies that authors of mentor texts used, students also practice reflecting upon their own writing strategies. The reason is that learning to write "involves the learner's active engagement in her thinking and writing processes on a metacognitive level" (Ofte, 2014, p. 3). The use of mentor texts in the writing class helps student writers become independent writers and communicators by learning different traits from reliable authors (Sudhoff, 2019)

The practice of using mentor texts is common in lower grades, but it disappears in high school and university classes (Berg & Ellsworth, 2017). That is why Lacina and Block emphasize that several educational practices that are implemented at the elementary level continue to be implemented at the secondary level (as cited in Berg & Ellsworth, 2017) and even at the university level. Recent studies have addressed the importance and success of using mentor texts to teach school students genres of writings such as narratives or to teach them certain writing aspects such as characterization or setting. No research, to the best of the researcher's knowledge, has been conducted to observe the impact of using mentor texts on improving undergraduates' writing competence.

This study investigates the effect of using mentor texts in undergraduate university writing classes. Both reading and writing are a predictor of academic success (Graham & Perin, 2007), but the latter constitutes a major challenge to many Arab students. Researchers have constantly attempted to devise teaching strategies that help these students. The most prominent problem that seems to hinder students from achieving their goal in writing is that they cannot visualize what exactly is required from them in their writing assignments. Teachers need to move their focus from abstract teachings about coherence, for example, to a more concrete materialization

of these teachings by seeing how cohesive devices work in writing. Hence, the problem is not meant to be solved by merely showing students samples of good writing. Instead, there is a call for a more complex solution, and that is by exploiting exemplary texts, analyzing them, and imitating their high quality whether in terms of style or correct language. When nurtured correctly, all students have the potential to be successful writers (Newman & Fink, 2012).

This study seeks to investigate the importance of mentor texts in teaching writing to EFL undergraduate students and provide insight for language teachers as to how to implement the mentor text strategy when teaching writing. It also intends to emphasize the importance of discussing mentor texts and the impact of this discussion on the quality of EFL writing. Academic writing is achieved in many forms, such as literary analysis, research papers, and dissertations, but the focus of this study is on essays in particular. This study has the potential to improve the writing proficiency of undergraduates if mentor texts prove to have a positive impact on students' writing.

The study is intended to answer the following question.
How effective is the use of mentor texts in improving organization in writing?

2. Literature Review

Mentor texts are defined as works of literature that are meant to be studied and imitated by students and for a variety of purposes (Dorfman & Cappelli, 2009). Different teachers and researchers employed mentor texts for different purposes. Mentor texts could be used at the macro-level to teach elements of genre and at the micro-level to teach specific writing elements (Crawford, Sobolak, & Foster, 2017). Before 2010, when mentor texts were not as popular in pedagogy as they are now, teachers mainly used them in order to introduce a genre of writing. With time, teachers saw more opportunities in mentor texts and started using them for more and more purposes. For example, Mielke (2016) uses Judith Viorst's picture book *Rosie and Michael* with her students in year two to teach them writing about the topic of friendship, a key issue in their lives. Also in year two, Mielke used Shaun Tan's *The Arrival* as a mentor text to teach visual literacy. Using this illustrated book, the students cooperated to write narratives about diversity, the main theme of what they read in the book. Not only did her students

become confident and creative writers, but they also became more involved in stories about people from their community. Teachers of different subjects require students to submit writings of genres that are important to the subject, but mentor texts constitute a framework for teachers to teach writing that is specific to the content area (Pytash & Morgan, 2014). A particular advantage of using mentor texts is that it can be done across disciplines and in a variety of discourses.

Taylor (2016) presents a teacher's experience of using a mentor text to help students prepare a persuasive research-based writing project, which lasted for a year and which came as a step of moving from writing to five-paragraph into a more advanced and college-like kind of writing. Throughout the research, the aim was to teach students to reach a balance between opinion and research and to avoid either making claims or giving up their voices while writing, but the mentor text used gave clear examples of that balance. Taylor (2016) closes her article and study with some tips. First, mentor texts work best if they were considered for the reading of their content before approaching the writing crafts or style. The more familiar students get with the content, the better they can learn about the writing style. Second, "broad questions about major writing techniques (using research, building ethos, etc.) allow students to practice reading with a critical eye" (p. 54). Taylor's (2016) last recommendation is to give students specific reflection questions that help them focus on particular goals in small passages.

After having used mentor texts to teach student writers how authors choose their words, Berg and Ellsworth (2017) describe ways of using mentor texts with seventh graders to teach them basic writing conventions such as punctuation. The authors explain that by scrutinizing professional engaging texts, students can be taught to identify when and eventually how the commas are used in those texts. Dorfman and Cappelli (2017) used Roald Dahl's *The Witches* to teach building content by showing, not telling. The first step after reading the book was to select certain chapters that highlight a certain character's emotions. The students were asked to chart the words that the author used to show the character's emotions. Next, the students were told of the purpose of the lesson, which is to learn how to show, not tell, something like emotions. They then brainstormed ideas
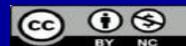
of other random emotions and described how they could be expressed without literally saying them. Last, they tried to find their own ways to show the character's emotions, which Dahl could have alternatively used. The same exercise could be repeated with other emotions from other scenes and chapters until students have more mastery over the craft. The same work of literature can serve as a mentor text to teach several lessons. The options are wide. Dorfman and Cappelli (2017) provide more examples of using mentor texts to teach other writing lessons such as building content with dialogue. All these teaching experiences with using mentor texts to teach content prove that Christner's (2018) assumption about mentor texts being successful with structure rather than content teaching to be a wrong assumption.

Wagstaff (2017) explains how she used mentor texts with learners between kindergarten and grade two levels to teach them text organization, the writing process phases such as drafting and editing, craft elements such as word choice and sentence structure, and conventions. Wagstaff advises starting by identifying the need or objective, after which a mentor text that contains the targeted skill is shared with the learners and the class discusses how the author used the skill. Then Wagstaff advises learners to try using the new skill in their own writing. Finally, Wagstaff encourages celebrating student writers' achievements.

In her action research, Sudhoff (2019) explored the types of mentor texts that could best support writing instructions in the primary grades. The researcher also examined the interaction of primary students with the process of using mentor texts. The qualitative study involved 22 students (males and females)and lasted for 12 weeks, during which the researcher compiled notes, observations, questionnaires, conferences, and samples of student work. The results of Sudhoff's (2019) study showed that the students learned to resort to experts (authors of mentor texts) when they were struggling with their writing tasks. By using mentor texts, these primary graders could visualize the writing process and were motivated to produce their own work.

In her study, Christofferson (2019) had her elementary students read quality texts and emulate them when they write their own texts. Christofferson (2019) reports that by using mentor texts, students in her study started being engaged in the composition process and stopped writing as a task that merely tackles a checklist. She asked her subjects to underline the elements they achieved and they find in the rubric. However, the way that the researcher checks the subjects' writings encourages students to adhere closely to the teacher's rubric, something that the author had previously opposed.

Spence (2020) explains that mentor texts are examined to learn how authors craft their writings. Her research study explores the benefits of using everyday texts such as newspapers and internet articles as mentor texts for sixth graders in Japan. The researcher lists the genres given to this grade, which are poetry, informative articles, persuasive essays, advertisements, pamphlets, literary essays and stories. She then reports examples of all these genres from everyday texts, and these were used in the study as mentor texts. In this way, students develop a more complex understanding of the genres by studying the organizational features found in the mentor texts.

Organization is an important element in writing. As writing is about clearly communicating ideas to readers, it is essential to present the right information in the right order to ensure that the writing is clear and persuasive. The used order at the written texts can radically affect the understanding of the reader. Organization in writing reflects the professionalism of the writer. Moreover, good organization prevents missing details and important elements in the text. Redundancy can occur if the document is not well organized and planned.

3. Methodology
3.1 Participants

The subjects of the study were female undergraduate students enrolled in English as a foreign language (EFL) course called Communication Skills I (COMM 1301) in Jeddah, Saudi Arabia at a private, all-female university. The participants studied different majors given at the university.

Communication Skills I is a course on how to give presentations and write different types of compositions, the most common of which is the essay, and which is the most common assignment in traditional composition courses. The participants were assumed to have a similar English level since their TOEFL scores are very close with a short range of 540-570.

A total of 128 students were included in the study, and they were divided

randomly and equally between the experimental and control groups. All the participants were taking the course as a prerequisite in their freshman year. Their ages ranged from 18 to 20.

3.2 Procedure

The study lasted for 15 weeks. It took place from September 2018 to December 2018. The students met for their COMM 1301 class three times per week. Each class lasted for sixty minutes.

In the experimental group, students examined mentor texts with the guidance of the teacher, who had a set of questions prepared beforehand. In the control group, students learned about word choice, sentence structure, and organization in the traditional way with a variety of strategies such as online exercises, videos, and group work activities.

The rubric used in this study was adopted from the one that is used in checking essays that are submitted in the Communication Skills I (COMM 1301) course at the university where the study took place. The rubric was prepared by the university professors who teach the English courses offered by the General Education Program. The essays that were written in this study were expository essays, which means they were informative and mainly analyzed a topic without expressing personal feelings.

The dependent variable of this study was the organization score. This trait mainly reflects the unity in the essay and the organization in the introduction and conclusion. For the experimental group, the mentor text that taught organization was based on *Four Types of Courage* by Karen Castellucci Cox. Through continuous questioning of the researcher during class discussions, participants were taught how to effectively use mentor texts in improving organization in their writing.

As detailed in Table 1, a score of 4 indicates that paragraphs are unified and closely related to each other and to the main idea. The introduction is inviting and ends with an effective thesis statement. Additionally, the conclusion is thought-provoking and leaves the reader with a high sense of satisfaction. A score of 3 points indicates that there is a logical organization of paragraphs and ideas. The introduction and conclusion are well developed. A score of 2 points indicates that the introduction is vague and that the thesis statement does not reflect the whole essay. Additionally, the topic sentences do not clearly reflect the

main idea in the paragraphs. The conclusion is present but needs more development. A score of 1 point indicates the introduction lacks a thesis statement. Many details are random and more logical organization is needed. The essay structure is not clear. The conclusion does not summarize the main ideas of the essay.

Table 1: Writing Organization Rubric

| Components	4 Exemplary	3 Proficient	2 Developing	1 Unsatisfactory
Organization	Paragraphs are unified and closely related to each other and to the main idea. The introduction is inviting and ends with an effective thesis statement. The conclusion is thought-provoking and leaves the reader with a high sense of satisfaction.	A logical organization of paragraphs and ideas is exhibited. The introduction and conclusion are well developed.	The introduction is vague and the thesis statement does not reflect the whole essay. Topic sentences do not clearly reflect the main idea in the paragraphs. The conclusion is present but needs more development.	The introduction lacks a thesis statement. Many details are random. More logical organization is needed. The essay structure is not clear. The conclusion does not summarize the main ideas of the essay.

3.3 Data Analysis

A quantitative, pre-posttest experimental design was used to determine the effect of mentor texts on undergraduate EFL students' organization in writing. In order to measure the effect of using mentor texts, scores of students' essays were examined. Subjects in both the experimental and the control groups wrote three essays during the fifteen-week semester apart from the pretest and the posttest essays.

The students wrote five essays throughout the study. The scores were used to judge the improvement in the students' organization in writing. The improvement (or lack of improvement) in organization in each group was compared in order to quantify the effect of using mentor texts in the experimental group. Independent samples t-tests were conducted to determine whether there are significant differences between the two groups.

The SPSS software generated the statistical values necessary to conduct the data analysis including the means and the standard deviation for the independent variables. The Kolmogorov-Smirnov test was used to study the normality of the writing organization scores. For this test, the degree of significance must be greater than Alpha ($\alpha = 0.05$) to consider the scores as normally distributed.

The Wilcoxon signed-ranks test was used to compare test scores between groups, and the Friedman test was used to compare scores over time. The Spearman rho
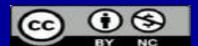
correlation test was used to examine relationships between the rubrics and total scores. SPSS was used to conduct all analysis. The significance level was set at p < .05.

3.4 Ethical Considerations

Upon obtaining Institutional Review Board's (IRB) approval, the researcher arranges for participants to read and sign an informed consent form to ensure that they agree to participate in the study. The informed consent form provided information to participants on the confidentiality measures taken for the study.

4. Results

4.1 Results of the Control Group

4.1.1 Comparison between the Pretest and Posttest (Paired comparison)

Students did not have any significant improvement between the pretest (Mean = 2.55) and posttest (Mean = 2.63). The percentage of improvement was weak and positive and it was equal to 3.07%, 55 students obtained the same score in the pretest and posttest, while 7 students had a higher score in the posttest compared to their scores in the pretest, and only 2 students had a higher score in the pretest compared to their scores in the posttest $(Z = -1.667, Sig. = 0.096 > \alpha)$.

Table 2: *Comparison between the Pretest and Posttest for the Control Group*

	Means			Ranks			
	Pre test	Post test	% of change	Nega tive	Posi tive	Z	Sig
Organi zation	2.55	2.63	3.07%	2	7	-1.667	0.096

Note. % = Percentage, Z = Zed Score for Non-Normal Data, **. Significant at the 0.01 level

4.1.2 Comparison between the 5-time points for organization (Multiple comparisons using Friedman test)

The results in Figure 1 for the control group indicate that for word choice, the students had significant improvement through the 5-time points. At the beginning of the study, the average score of organization was equal to 2.55 (Mean = 2.55, Mean Rank = 2.91) while at the end of the study the average score of word choice improved and was equal to 2.63 (Mean = 2.63, Mean Rank = 3.10). This advancement in scores was significant *(Chi-square = 10.080, Sig = 0.039 < α).*
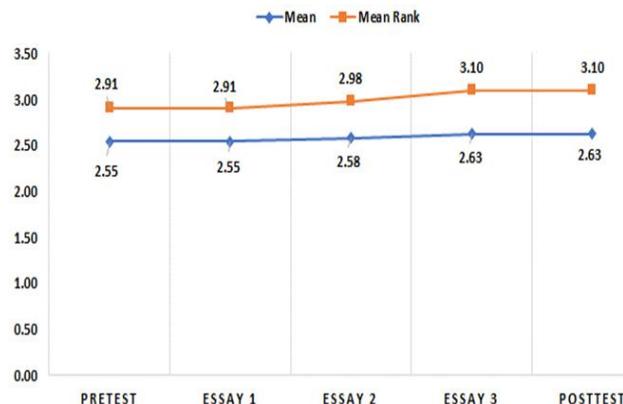

Figure 1: Comparison between the 5-time points for organization (control group)

4.2 Results of the experimental group

4.2.1 Comparison between the Pretest and Posttest of the Experimental Group (Paired comparison)

Students had significant improvement between the pretest (Mean = 2.39) and the posttest (Mean = 3.06). The percentage of improvement was equal to 28.11%; 22 students obtained the same score in the pretest and posttest while 42 students had a higher score in the posttest compared to their scores in the pretest, $(Z = -6.410, Sig. = 0.000 < \alpha)$.

Table 3: *Comparison between the Pretest and Posttest for the Experimental Group*

	Means			Ranks				
	Pre test	Post test	% of change	Negat ive	Posi tive	Ties	Z	Sig
Organ ization	2.39	3.06	28.11%	0	42	22	-6.410	0.000**

Note. % = Percentage, Z = Zed Score for Non-Normal Data, **. Significant at the 0.01 level

4.2.2 Comparison between the 5-time points for organization (Multiple comparisons using Friedman test)

The results in Figure 2 for the experimental group indicate that for organization, the students had significant improvement through the 5-time points, at the beginning of the study, the average score of organization was equal to 2.39 (Mean = 2.39, Mean Rank = 2.20) while at the end of the study the average score of word choice improved and became equal to 3.06 (Mean = 3.06, Mean Rank = 3.85). This advancement in scores was significant *(Chi-square = 123.706, Sig = 0.000 < α).*
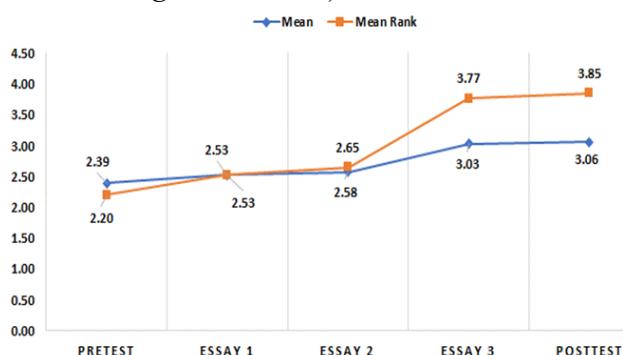
Figure 2: Comparison between the 5-time points for organization (experimental group)

4.3 *Comparison between control and experimental groups*

To evaluate the difference between the control and experimental groups, a Mann Whitley U test was used to compare the scores of traits between these two groups. Mann-Whitney U test replaces the paired sample t-test as an alternative test when data are not normally distributed.

Table 4: Comparison of the Scores between the Control and the Experimental Groups in the Pretest

	Means			Mean Ranks		Z	Sig
	Control	Experi mental	% of Diff	Control	Experi mental		
Organi zation	2.55	2.39	-6.14%	68.65	60.35	-1.450	0.147

*. Significant at the 0.05 level

Table 5: Comparison of the Scores between Control and Experimental Groups in Essay 1

	Means			Mean Ranks		Z	Sig
	Control	Experi mental	% of Diff.	Control	Experi mental		
Organi zation	2.55	2.53	-0.61%	64.53	64.47	-0.011	0.991

*. Significant at the 0.05 level, **. Significant at the 0.01 level

Table 6: Comparison of the Scores between the Control and Experimental Groups in Essay 2

	Means			Mean Ranks		Z	Sig
	Control	Experi mental	% of Diff.	Control	Experi mental		
Organi zation	2.58	2.58	0.00%	64.08	64.92	-0.148	0.882

*. Significant at the 0.05 level

Table 7: Comparison of the Scores between Control and Experimental Groups in Essay 3

	Mean			Mean Ranks		Z	Sig
	Control	Experi mental	% of Diff.	Control	Experi mental		
Organi zation	2.63	3.03	15.48%	51.91	77.09	-5.213	0.000**

*. Significant at the 0.05 level,

**. Significant at the 0.01 level

Table 8: Comparison of the Posttest Scores between Control and Experimental Groups

	Mean			Mean Ranks		Z	Sig
	Control	Experi mental	% of Diff.	Control	Experi mental		
Organiz ation	2.63	3.06	16.67%	51.31	77.69	-5.329	0.000**

*. Significant at the 0.05 level,
**. Significant at the 0.01 level

5. Findings and Discussion

The study explores the effect of using mentor texts on undergraduates' organization of an essay. In order to achieve the study's purpose, a quantitative, pre-posttest experimental design was used to determine the effect of mentor texts on undergraduate EFL students' organization.

This experimental study involved the use of an intervention in the form of introducing mentor texts to an experimental group whereas the control group did not have any intervention. In order to measure the effect of implementing mentor texts (the independent variable) on students' organization in writing (the dependent variable), scores of their essays were examined at five- time points. To be able to answer the research question, the researcher examined the scores of both control and experimental groups.

How Effective Is the Use of Mentor Texts in Improving Organization in Writing?

In this study, the effect of mentor texts on the organization in writing is examined, where a group of students is taught using mentor texts and another group is taught in a traditional way.

The control group was slightly ahead on the pre-test, but the experimental group showed greater improvement on the post-test and had higher post-test scores. These results show the significant and great of the experimental group's improvements led by mentor texts. The experimental group shows great progress in organization in writing to the extent that almost all of them become proficient in organization. They even surpassed the scores of the control group although the scores of the latter in the pretests indicate that the control group has initially better organization. This proves that mentor texts significantly improve students' organization in writing.

The control group shows insignificant improvement in organizational features of writing, whereby the only slight and insignificant improvement is found in the third essay, and then the scores remained the same in the posttest. The control group has only a 0.03% increase in scores from pretests to posttests.

On the other hand, the experimental group shows significant improvement in scores, especially shown in the third essay. In fact, there is a 23.3% improvement in the experimental group's scores after being exposed to mentor texts.

Therefore, it can be concluded that mentor texts have a significant impact on organization in writing and have shown to be more significantly effective in this writing determinant, i.e., mentor texts
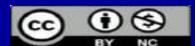
significantly improve students' organization of writing.

The study proves that using mentor texts improves university students' organization in writing. These outcomes confirm the findings of studies conducted by Holland (2013), Culham (2016), Nicolazzo and Noella (2017), and Dorfman and Cappelli (2017) who advocate that the mentor texts are powerful tools for teachers to use in teaching writing at school.

The outcomes also support the findings of Liaghat and Biria (2018) who studied the impact of using mentor texts on fluency in writing and concluded that the mentor text approach resulted in more writing fluency.

Moreover, it is recommended that the teachers select texts that match the targeted skill such as organization, the narrative genre, descriptive words, or paragraph beginnings, and it would be helpful that such texts could be shared by colleagues. Such collaboration would help in finding the required mentor texts in an easier and faster way.

Recommendations for further studies include involving a larger number of students in the study to examine the impact of mentor texts on English learners. Further studies could engage both genders. All the subjects of this study are female students, so it would be useful for future researchers to consider applying the same study in coeducational environments and analyze any potential differences between the two kinds of environments, coeducational and single-gender. Since this study did not examine the impact of the demographic information (gender, age, nationality, etc..) on the results, it is recommended that further studies would consider studying whether demographic characteristics can affect the results.

References

Al Fadda, H. (2012). Difficulties in academic writing: From the perspective of King Saud University postgraduate students. *English Language Teaching, 5* (3), 123-130. Retrieved June 22, 2017, from www.ccsenet.org/elt.

Al-Mukdad, S. (2019). Investigating English academic writing problems encountered by Arab international university students. *Theory & Practice in Language Studies,* 9(3), 300–306. https://doi.org/10.17507/tpls.0903.07

Andrews, R., & Smith, A. (2011). *Developing writers: Teaching and learning in the digital age.* Maidenhead: Mcgraw Hill, Open University Press.

Ángel, M., Lucía, N., & Martínez García, J. M. (2017). Improving English Language Learners' Academic Writing: A Multi-Strategy Approach to a Multi-Dimensional Challenge. GIST Education and Learning Research Journal, 14, 49-67.

Berg, T., & Ellsworth, A. M. (2017). Teaching punctuation: Seventh graders, mentor texts, and commas. *The Montana English Journal*, *40*(1), 8.

Christofferson, K. (2019). Utilizing Mentor Texts in Informational Writing Instruction in an Elementary Classroom.

Christner, A. (2018). Utilizing Imitation to Jumpstart Creation in Writing. *Kansas English*, *99*(1).

Crawford, P. A., Sobolak, M. J., & Foster, A. M. (2017). Focus on elementary: Knowing and growing with mentor texts. *Childhood Education*, *93*(1), 82-86.

Dorfman, L. R., & Cappelli, R. (2009). *Nonfiction mentor texts: Teaching informational writing through children's literature, K-8.* Portland, Maine: Stenhouse Publishers.

Dorfman, L. R., & Cappelli, R. (2017). *Mentor Texts: Teaching Writing Through Children's Literature, K-6*. Portland, Maine: Stenhouse Publishers.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts*. Portland, Me.: Stenhouse.

Gallagher, K. (2014). Making the Most of Mentor Texts. *Educational Leadership*, *71*(7), 28- 33.

Graham, S., & Perin, D. (2007). *Writing next-effective strategies to improve writing of adolescents in middle and high schools.* New York: The Alliance for Excellent Education.

Kroll, B. (Ed.). (1990). Second Language Writing: Research Insights for the Classroom. Cambridge University Press: Cambridge.

Cite this article as: Itani, M. (2020). Investigating the Effect of Mentor Texts on EFL Undergraduates' Organization in Writing. *International Journal of English Language & Translation Studies*. 8*(3). 79-87.*

Page | 86

Mielke, T. t. (2016). Revisiting Classic Mentor Texts: Establishing a Community of

Writers. *Practical Literacy: The Early & Primary Years*, *21*(3), 24-26.

Newman, B. M., & Fink, L. (2012). Mentor texts and funds of knowledge: Situating writing within our students' worlds. *Voices from the Middle*, *20*(1), 25.

Ofte, I. (2014). English academic writing proficiency in higher education: Facilitating the

transition from metalinguistic awareness to metalinguistic competence. *Acta Didactica Norge*, *8*(2), Art-17.

Owles, C., & Herman, D. (2014). Terrific Teaching Tips: Using Mentor Texts to Develop

Our Readers and Writers. *Illinois Reading Council Journal*, *42*(4), 51-58. Oxford Dictionaries. (2019). Retrieved from

https://en.oxforddictionaries.com/grammar/dash-and-em-dash

Pytash, K. E., & Morgan, D. N. (2014). Using mentor texts to teach writing in science and

social studies. *The Reading Teacher*, *68*(2), 93-102.

Research Guides: Organizing Your Social Sciences Research Paper: Academic Writing Style. (2018). Retrieved from
http://libguides.usc.edu/writingguide/academicwriting

Sudhoff, D. (2019). Spotlight on Using Mentor Texts in Writing Instruction: Turning to Books   for Ideas.

Taylor, L. (2016). More than a reading assignment: Using nonfiction texts as mentor texts.

English Journal, 105(4), 49-54. Retrieved from   https://search-proquest-com.sdl.idm.oclc.org/docview/1774318962?accountid=142908

Turner, K. (2015). The impact of using mentor texts and the writing workshop with first

grade writers. *Theses and Dissertations*. 388. Retrieved from
https://rdw.rowan.edu/etd/388

Spence, L. K. (2020). An Exploration of the Affordances of Mentor Texts: Everyday Texts and Japanese Sixth Grade Writing Curriculum. Writing and Pedagogy.

Wagstaff, J. M. (2017). *We Can Do This!: Student Mentor Texts that Teach and Inspire*.

Stenhouse Publishers.

What is academic writing? - OWLL - Massey University. (2018). Retrieved from

http://owll.massey.ac.nz/academic-writing/what-is-academic-writing.php