



DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**EFFECTS OF QUESTIONING ON STUDENTS' ARGUMENTATIVE ESSAY WRITING
SKILLS AND CRITICAL THINKING**

BY

WUBANTE MEKONNEN

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE DEPARTMENT IN PARTIAL FULFILLMENTS OF THE REQUIREMENT
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE (TEFL)

DMU, ETHIOPIA

DECEMBER 2023

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DECLARATION

This PhD dissertation is the result of original research conducted by the author and includes no material accepted for any other academic award at any university. To the best of my knowledge, it does not include any material authorized by another person, except when duly referenced.

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Date of Submission: December 10, 2023

DEDICATION

This dissertation is dedicated to my supervisors, who have been a constant source of support and encouragement during my journey. This work is also dedicated to my family and many friends, who have been wonderful supporters until my dissertation was completed.

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This is to certify that the study prepared by Wubante Mekonnen entitled "Effects of Questioning on Students' Argumentative Essay Writing Skills and Critical Thinking" and submitted in fulfillment of the requirements for the degree of Doctor of Philosophy in Teaching English as a Foreign Language (TEFL), complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Supervisors:

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Examiners:

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ABSTRACT

The aim of this study was to investigate the effects of questioning on students' argumentative essay writing skills and critical thinking at Debre Markos University, Ethiopia. To this effect, a quasi-experimental two-group pre-post-test design was employed. Data were obtained through tests, text analysis, student's self-report journal, and focus group discussion. Sixty management students participated in the study. While the treatment group received the questioning method, the comparison group learned through the conventional method. The quantitative data were analyzed using independent t-test while the qualitative data were analyzed thematically. The findings revealed that there was a significant means score difference between the comparison and treatment groups in their argumentative essay writing skills and critical thinking. Hence, students who participated in the questioning method improved their argumentative essay writing skills and critical thinking. As a result, questioning was taken as a facilitative and important strategy in developing students' writing skills and critical thinking in foreign language learners.

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CHAPTER ONE: INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the research questions, the objectives of the study, the significance of the study, the scope of the study, the list of abbreviations and acronyms, and the definition of terms.

1.1 Background of the Study

In Ethiopia, English is one of the compulsory subjects taught at all levels (elementary, secondary, and tertiary). In line with English in the education system, Nunan (1989) states that there are four basic competencies (listening, reading, speaking, and writing) students should master in learning English. Each language skill has its own advantage in EFL classrooms, but writing skill has a role beyond that. For instance, Andrea and Cynthia (2014) claim that well writing affects hiring and promotion. Moreover, Naila (2006), Don (2007), and Eman (2014) state that students' success in their academics greatly depends on their writing skills and thinking abilities.

As Harmer (2004, p.31) states, writing has always been a part of the syllabus in English teaching. As a part of English skill, writing is very urgent to be mastered because it helps the people communicate with others more efficiently and practically. Giving information through written form is more effective than spoken form because the reader has the time to think for what he read. Furthermore, writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper.

Writing is important for everyone especially high level in making communication or giving approach to other people. The importance of writing can be seen from the fact that scientific books, novels, reports, letters, newspapers, magazines, brochures, and commercial advertisements are writing products. Most of those products are very important for human beings in their daily activities. For example, we write to fulfill many purposes in life: to create, amuse, inform, stay in touch, explain, understand, persuade, remember, learn, report, influence or discover new insights. Writing records our thinking, reaches through the mists of time and leaves our unique imprint (print or digital) on the world for generations to come (Kennedy, 2019). Writing plays a fundamental role, be it major or minor, in whatever career path we choose in life. The capacity to write well is also fundamental to success in school, which in turn supports

individuals in discovering and reaching their potential in life. In 2003, the US National Commission on Writing (p.11) argued: ‘disciplined writing is the most valuable job attribute of all: a mind equipped to think. Writing today is not a frill for the few but an essential skill for the many’.

Although writing becomes one of the most important communication skills for everyone, it is considered the most difficult skill to be mastered (Richard, 2002). The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second/foreign language writers have to pay attention to higher-level skills of planning and organizing and lower-level skills of spelling, punctuation, word choice, and so on. Lack of mastering those techniques will make the students felt difficult to master writing.

To a large extent, writing, particularly argumentative writing is crucial because it is mostly used in higher education and the workplace (Weigle, 2002; Oshima & Hogue, 2007; Bassham et al., 2011). Precisely, the main purpose of an argumentative essay is to define arguments about a topic that occurs and to decide in which position writers are going to approach. However, argumentative essay writing is recognized as the most difficult and challenging skill since it requires strict lexical and grammatical features and requires a lot of effort. In line with this, Negari and Rezaabadi (2012) believe that writing is a demanding job that takes a lot of time to master. As a result, university students find it very difficult to write an argumentative essay. The difficulties mostly lie in how the students generate and construct ideas using appropriate vocabulary and sentence and paragraph organization (Richard & Renandya, 2002). Laksmi (2006) and Manphonsri (2013) also pronounce that the students suffer from difficulties due to a lack of background knowledge for writing. The challenges also arise when the students do not have enough knowledge about mechanics, style, content, and writing strategy. In line with the above ideas, Vygotsky (1986) notes that learning to write involves a series of commitments, and writers have to follow a process. To put it another way, argumentative essay writing is a complex activity that should be mastered if students are required to succeed in their academic studies.

According to Putri and Reay (2018), CT is an essential skill for EFL learners at all levels while writing argumentative essays. They also consider CT a tool that helps students perform good argumentative writing supported by logical thinking. In addition, CT is considered a process of

creating a clear argument that will affect the writing's clarity. CT is also considered one of the most important requirements for good argumentative essay writing. Therefore, the CT skill must be implemented in the argumentative essay writing classroom. Since the necessity of CT is equal to that of argumentative essay writing skill, it plays a big role in helping students create good argumentative essays. As a result, in relation to argumentative writing, the six core elements of CT (interpretation, analysis, explanation, evaluation, inference, and self-regulation) must be stressed (Facione, 2011).

In the case of argumentative writing, CT assists the student writer to use actual and relevant ideas based on facts, data, and expert theories that will powerfully affect readers. In addition, CT helps writers perform clear argument writing. It also encourages writers to present a piece of valid information and forces them to use their logical thoughts related to the core elements of CT to produce good argumentative writing (Cottrell, 2005; Oshima & Hogue, 2007; Bailey, 2011). However, one of the challenges for language teachers when working with English language learners is to engage them in argumentative essay writing with better CT by asking higher-level questions (Sun, 2014).

As happened in DMU, based on the researcher's early observation in a preliminary study, he found that most of the students could not produce a good argumentative essay. In this case, the students were challenging in gathering the ideas to be written. Furthermore, they did not know how to organize their ideas in an essay. They did not know how to start the essay and how to organize the sentence coherently and chronologically. The most serious problem was that the teacher did not use various teaching strategies, especially in teaching argumentative essay writing. When the teacher taught argumentative essay writing by applying a monotonous strategy, the boring atmosphere caused the students to feel bored in writing activities.

Therefore, to solve those problems, the teacher is responsible for improving students' achievement in mastering writing. The teacher should change the strategy and create exciting activities in the classroom to develop their interest in writing activities and develop their ideas in writing. Questioning (i.e. asking a question – generating ideas – organizing ideas- writing an essay), therefore, allows teachers to encourage their students to be more creative and analytical in their writing skills and thinking abilities. Unfortunately, observations of classroom-based instructors have repeatedly shown that lower-level questions are far more frequently used

(Wilén, 1991; Lee, 2015). Perhaps teachers do not value higher-level questions and feel they are not effective, or perhaps a lack of formal training on how to formulate questions to stimulate learning is the root cause (Lee, 2015). Therefore, the way to make writing and CT easier for students in university is to employ higher-level questions presented by Bloom et al. (1956) and the Socratic Questioning Method (SQM) that is adapted and used by Paul and Elder (2008).

Higher-level questions from Bloom's Taxonomy (for example, analysis, synthesis, and evaluation) require students to use higher-order thinking or reasoning skills. By using these skills, students do not remember only factual knowledge. Instead, they use their knowledge to generate, solve, analyze, and evaluate ideas. This reveals that the level of teachers' questions determines the level of students' thinking.

SQM is considered one of the most familiar teaching techniques in which teachers are expected to abandon their roles as deliverers of the course content and engage the students with the material (Paul & Elder, 2008). The role of the teacher in applying the Socrates Method is not to impart information but to engage students in critical discussion, encouraging them to inquire into the issues for themselves in order to generate ideas critically while writing argumentative essays on the given topics (issues). In line with this, Paul and Elder (2008) identify three broad categories of SQM (spontaneous, exploratory, and focused), which can be used to support active classroom discussion.

According to the suggestion of Paul and Elder (2008), spontaneous Socratic questions are useful when students become interested in a topic. Exploratory Socratic questioning is also used to identify where students are (clear or fuzzy) in their thinking and can be useful for introducing a topic or reviewing content. Focused questioning also presents opportunities for students to use, explore, manipulate, and share ideas in a group setting. While there is no best question that can be used in any given situation, there is consensus among educators (for example, Paul & Elder, 2008; Kelley, 2013; Walsh, Sattes & Jensen, 2015) that effective questioning helps students be critical in doing various writing tasks.

From the facts described above, the researcher considers questioning as a helpful tool for the improvement of English language learning in general and argumentative writing skills and CT abilities in particular, since the method follows a discovery approach in which students

themselves discover various skills. Particularly, the instruction helps students get engaged in argumentative tasks through generating ideas, discovering and clarifying a writing topic, exploring information on their writing topics from various sources, explaining their discoveries or concepts gained from the exploration, and elaborating their thinking through transforming their understanding into their real-world situation (Marshall, 2013; Wale & Bogale, 2021). When students come up through distinct writing processes in manipulating various writing tasks, their ability to analyze, synthesize, and evaluate issues can be empowered.

In the context of this study at the DMU, Basic Writing Skills is being offered to second-year students. However, based on the preliminary assessment of the course overview, the contents, especially argumentative writing skills, do not appear to promote argumentation skills or CT. Therefore, the problem can be alleviated through question-based instruction, and the effect of question-based English writing instruction on students' argumentative essay writing skills and CT should be researched in the Ethiopian context in general and in the setting of this study in particular.

At this point, as far as the present researcher knows, no research data are locally available that would allow an analysis of the university undergraduate students' writing skills and CT through the questioning method in the Ethiopian EFL context. Thus, in this study, the researcher intends to investigate whether or not question-based instruction improves students' argumentative essay writing skills and critical thinking of undergraduate management students at DMU, in Ethiopia, with the title of the research being "Effects of Questioning on Students' Argumentative Essay Writing Skills and Critical Thinking".

1.2 Statement of the Problem

Questioning is an important and effective pedagogical tool for generating, organizing, and developing ideas and facilitating learners' ideas (Jensen, 2015). Currently, questioning is widely incorporated in teaching writing. This tool is claimed to provide learners with a concrete structural framework of information and to help on focusing the learners' attention on critical ideas and the conceptual relations between these ideas rather than the isolated facts such as a stray piece of a puzzle, an object, an article, a fragment of information, and a bit of trivia. In fact, Paul and Elder (2008) argue that the use of questioning enhances the understanding, organizing

and meaningful learning, and in this way facilitates the complex task of learning writing while serving to prevent boredom by offering the opportunity to practice writing under stress-free conditions, engaging and helping them to organize their thoughts, and allowing them to express their own experiences. With questioning, students will be able to organize their ideas with a beginning, middle, and end and learn to select words for their chosen topic. Questioning provides a fun way for students to learn about the writing process.

Scholars (for example, Zemach, 2005; Oshima & Hogue, 2007; Bailey, 2011; Bassham et al., 2011) argue that essay writing (particularly argumentative) constitutes a problem for many ESL/EFL students worldwide. In connection with this, Badger and White (2000) claim that the only reason to practice argumentative essay writing for many students is to pass tests or examinations. They further explain that this focus on writing to pass examinations reduces writing to producing a product and receiving a grade from the teacher, and this is not likely to make students interested in writing. Argumentative essay writing is the least developed skill, and teachers spend less time on it as compared to other language skills. This is true for the following reasons: For one thing, writing is often limited to making sentences. Another reason is that composing requires students to have abilities in argumentative expression.

Research (for example, Lailiyah & Wediyantoro, 2021) in the educational context proved that teachers have to prepare students for their successful lives; thus, they have to develop the students' writing skills and CT abilities. In language learning, researchers (for example, Asgharheidari & Tahriri, 2015) agree that the role of a teacher in developing students' CT skills is decisive. Thus, it is necessary to set the goal in their class, i.e., promoting CT skills while teaching students argumentative essay writing skills in EFL classrooms.

Despite the importance of CT skills in the process of argumentative essay writing construction, they are still largely ignored in the writing classroom, which primarily focuses on the teaching of grammar or structure and hampers students from composing effective essays (Lee, 2008; Zhang, 2017). This implies that university students have faced problems while being asked to write good argumentative essays due to their limited CT abilities. In line with this, studies made by Jensen (2015) on developing students' CT through the Socratic Method and Talal and Salem (2014) on the effect of using the process approach to writing in university students showed that students in universities faced difficulties while giving responses through writing.

In EFL writing contexts, most EFL classrooms are also constrained by the contents of the module, which leads to a scenario where teachers dominate the classroom and provide limited space for students' development of CT (DeWaelsche, 2015; Zhang, 2017). In other words, there is a lack of effective learning materials and teaching strategies in EFL contexts that can cement CT with writing construction and help students compose effective argumentative essay writing (Rose & Martin, 2012; Jensen, 2015) through questioning.

Although effective questioning is one of the methods that facilitate students' writing skills and CT abilities in the classroom, it is not seen in reality even among teachers with considerable experience in teaching. For example, Zerihun (1995) conducted a study in English classrooms in four secondary schools in Addis Ababa to find out the kinds of questions asked by teachers and students, and he came up with the findings that only knowledge and comprehension questions are asked by the teachers and most of the soliciting is directed to volunteers. Tamen (2000) has also made a study on general classroom verbal behavior in one secondary school in Addis Ababa. He has concluded that teachers' questions cover a large portion of classroom interaction. The findings of Zerihun's and Tamen's studies here indicate that either type of teacher question did not initiate communication. Therefore, understanding the various types of questions and their role in lesson objectives will help teachers become skilled in preparing good questions that are more appropriate for promoting students' overall academic practices, particularly their writing skills and CT abilities.

Previous studies (for example, Kebede, 1999; Kifle, 2008; Ferede, Melese, & Tefera, 2012) mostly explored teachers' questioning behaviors and presented valuable results for language teaching and learning. These studies mainly focused on the influence of teachers' questions on classroom interaction, question types, learners' oral output, or teachers' beliefs towards writing as case studies or survey types. Some other studies have also been conducted on university students' argumentative essay writing and CT abilities. For instance, Wen and Liu (2006), Su (2011), Ivkovic (2016), and Jiang (2020) surveyed teacher questioning types, strategies, and other features of CT, including argumentative essay writing, separately on university and high school students. In addition, few scholars have stressed the connection between argumentative writing and CT in books (for example, Zhang, 2011). However, those studies mainly focused on the influence of teachers' questions on classroom interaction or students' oral output.

What is more, in the context of the above setbacks, the experience of the researcher, who offered the course to different batches of second-year management students in the target university, revealed that students' writing skills were below expectations. The majority of the students, although they could understand the contents, faced difficulties in expressing, arguing, organizing, and presenting their ideas in writing. Similarly, the course's Basic Writing Skills module does not treat management students' argumentation skills or CT. Appropriate approaches to teaching writing have also been given less attention, which results in students having poor argumentative English writing skills and decreasing engagement in CT (Ivkovil, 2016; Jiang, 2020; Wale & Bogale, 2021). This shows that students do not get opportunities and supports in the instructional processes (Ferede, Melese, & Tefera, 2012), so their argumentative writing performance and CT are low, possibly because the material does not give attention to question-based instruction in teaching argumentative essay writing skills.

The researcher has also faced difficulties in argumentative essay instruction with the students at DMU who have taken Basic Writing Skills. He has found that students could not maintain good organization in their essays. It was because they did not know how to prepare an outline for their thoughts about a topic prior to writing an argumentative essay. They could somehow write the introduction, supporting the paragraphs and conclusion, but the content in them, in many cases, did not go with the criteria of a good essay. They had great difficulties in forming an appropriate thesis statement, supporting the claim with sufficient arguments and providing evidence, finding counterarguments, and refuting them. In addition, the students at DMU are ineffective at sharing ideas in argumentative essay writing because of their limited CT abilities and lack of meaningful activities.

In line with the scholars' ideas and the researcher's experiences above, it is possible to understand that writing does not only require the mastery of linguistic elements such as grammar, vocabulary, pronunciation, intonation, etc. but also requires CT abilities and positive attitudes. Other problems come if the writers cannot think properly, since writing needs a systematic process of thinking (Murtadho, 2013). If the writers do not have a good quality of thinking, they will find it hard to construct their ideas, thoughts, or arguments into a quality written form. These problems commonly appear in DMU undergraduate management students.

Therefore, as far as the importance of writing and CT is concerned, views of learning and teaching regarding such skills need to be focused and handled in different pedagogical practices.

As it has been noted, the effect of using the questioning method on students' argumentative essay writing skills and CT requires an investigation. There are limited studies in this area, and no local research has been conducted on the effects of employing the questioning method on students' argumentative essay writing skills and CT in the Ethiopian EFL context. As far as the importance of English writing for EFL learners at DMU is concerned, it is assumed that undergraduate students at university level should have basic knowledge of English in general and writing and CT in particular. Below is a specific description of the research gaps by comparing what has been done and what needs to be done in this field.

The research niche of the study lies in two aspects. First, in the FL context, research is needed with regard to the effects of using the questioning method on students' argumentative essay writing skills and CT. Second, in the Ethiopian context, there is a scarcity of empirical studies on the effects of using the questioning method on university students' writing skills and CT. Nevertheless, the following research gaps exist: First, none of the aforementioned researchers or scholars has studied the effects of questioning on students' argumentative essay writing skills and CT. Second, the literature shows there is little or no empirical study investigating the effects of questioning on students' argumentative essay writing skills and CT in the Ethiopian EFL context. This study is, therefore, designed to fill these gaps.

1.3 Research Questions

This study answered the following questions:

1. Is there a significant difference in argumentative essay writing skills of students who learn writing through questioning method and those who learn through the conventional method?
2. Is there a significant difference in critical thinking of students who learn writing through questioning method and those who learn through the conventional method?

1.4 Objectives of the Study

The main purpose of this study was to investigate whether or not the questioning method enhances university students' argumentative essay writing skills and CT in an EFL context. Specifically, this study tried to:

1. examine the difference in argumentative writing skills between students who learn writing through questioning method and those who learn writing through the conventional method.
2. examine the difference in critical thinking between students who learn writing through questioning method and those who learn writing through the conventional method.

1.5 Significance of the Study

Educational research findings must solve problems in a given discipline and contribute to the development of the teaching (learning) activities at any level. This study is imagined primarily to help writing instructors, specifically at the university level, assess their approach to question-based instruction to improve the standard of their teaching. The results of this study will be an added contribution to research on how students improve their writing skills and CT abilities. The findings of this study may also give a hint to material developers on the development of teaching materials, especially for the purposes of teaching argumentative essay writing through question-based instruction. In addition, the study can contribute a lot to the field of English language learning by possibly leading teachers and learners into a discovery learning method. Consequently, the study has applicable significance for argumentative writing teachers to understand the nature and application of the instruction. Finally, this study may serve as a springboard for other researchers in the field to examine the findings more accurately and conduct further investigations in other academic settings.

1.6 Scope of the Study

This study is mainly concerned with the investigation of the effects of question-based English writing instruction on second-year undergraduate students' argumentative writing skills and CT at Debre Markos University (DMU) in the Business and Economics College, specifically at the Management Department (section A and B).

In this study context, a quasi-experimental design was employed by taking two intact classes, TG and CG. Question-based English writing instruction is also limited to the Questioning Method, which enables learners to work in small groups in order to develop their argumentative writing skills and CT. To do this, the instructor provided students with engaging topics (issues) that are already guided by questions, so that students find themselves trying to come up with ideas that are relevant to the given topic or issue dealing with questions. Thus, this study was confined to

examining students' argumentative writing skills among second-year management students who took Basic Writing Skills. Students were made to produce argumentative writing with a view to persuading others by raising constructive and sound arguments on the given topic (issue). In addition, in this study, the students' CT (i.e. with its core components, including interpretation, analysis, evaluation, inference, explanation, and self-regulation) are examined.

1.7 List of Abbreviations and Acronyms

CG - Comparison Group

CT - Critical Thinking

DMU - Debre Markos University

(E)FL- (English) as a Foreign Language

ESL- English as a Second Language

FGD - Focus Group Discussion

SQM - Socratic Questioning Method

SPSS - Statistical Packages for Social Sciences

TEFL - Teaching English as a Foreign Language

TG - Treatment Group

1.8 Definition of Terms

a. Questioning: It is defined as the action of asking questions, a survey, or an inquiry for helping students generate and gather ideas that are relevant while writing argumentative essays.

b. Higher Level Questions from Bloom's Taxonomy

Higher-level questions require more thinking. They may ask the students to generate appropriate ideas while writing argumentative essays on the given topic(s). They also help students support an argument in a logical manner. Higher-order questions are often more open-ended. They are usually appropriate to encourage learners to think critically and deeply, to encourage students to write good argumentative essays, and to promote learners' independence in seeking information (Goodwin et al, 1983). Higher-level questions, those requiring complex application, are analysis, synthesis, and evaluation skills.

c. Socratic Questioning Method (SQM): It is one of the most popular teaching methods (Wiggins & Wilber, 2015). This method uses a form of inquiry that promotes open discussion in which one viewpoint is compared to another. Instead of providing information to students

directly, the writing lesson is taught through probing and thought-provoking questions in an effort to stimulate original thought from the students in order to help them enhance their writing skills and critical thinking (CT).

d. Critical Thinking (CT): It is a skill that encourages students to think independently. CT means when students are able to go beyond what's on the surface and really dig deep in order to answer a given question by generating, analyzing, and evaluating relevant ideas while writing argumentative essays.

The next chapter presents a review of related literature on questioning, writing skills, and CT supporting various theories and findings.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Teacher Questioning

A question is any sentence in the interrogative form that can arouse learners' interest in the content elements to be learned and create knowledge for them. Cotton (2003) defines a question as any sentence that has an interrogative form or function. In brief, questioning is defined as the instructional cue or stimulus that conveys to students the directions for what they do and how they do it.

It is undeniable that questioning has existed within education for a long time, and of course, questioning has a long history in the field of education. According to Paul and Elder (2008) and Tienken (2010), Socrates was a philosopher who introduced the question-answer method of teaching and learning in the educational process. Also, the earliest evidence of using questions in education was found in the time of Socrates (2,500 years ago). Socrates used searching questions to teach his students, and his aim was to make them think, understand, and justify their assertions (Newton, 2002; Harrop & Swinson, 2003). In line with this, Blosser (2000) claims that teachers use questions to help students stimulate CT, encourage creativity, emphasize a point, to control classroom activities, and for other reasons and purposes. This shows that the role of questioning as an instructional tool has not diminished with the passage of time. In addition, questioning is one basic tool for teachers to achieve either of these classroom objectives.

Questioning is a good technique to use in teaching. A good question is both answerable and challenging. It will inspire analysis, synthesis, interpretation, and CT. The students will feel more respected by the teachers. In connection with this, Elder and Paul (2003) assert that effective questioning is one of the most important things in the classroom because questions motivate students, focus their attention, elicit deeper processing of information, tell students how well they are mastering content, give them an opportunity for practice, and encourage students to become actively involved in lessons, develop CT skills, and stimulate students to pursue knowledge on their own. However, as Nasreen (2003) claims, most classrooms are full of lower-level cognitive questions. Therefore, one strategy for writing teachers is to carefully plan questions that are at higher cognitive levels. By incorporating higher-level questions into the classroom, students

would be encouraged to effectively develop their writing skills and CT. Higher-level questions give students a license to explore many possibilities (Atika & Samira, 2012; Rodger, 2015).

2.1.1 Question Taxonomies

Benjamin Bloom (1956) developed a classification of levels of intellectual behavior in learning. This taxonomy contained three overlapping domains: cognitive, psychomotor, and affective. Within the cognitive domain, he identified six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Such a hierarchy of Bloom's Taxonomy is the widely accepted framework through which all teachers should guide their students through the cognitive learning process. In other words, teachers use this framework to focus on higher-order thinking skills. By asking higher-order questions, we can develop higher levels of thinking through various writing tasks. These domains and levels are still useful today as teachers develop the writing skills and CT of their students.

2.1.2 What is Higher Level Questioning?

The function of questioning can be classified into two broad categories: intellectual tool and instructional tool. Aschner (1961) and Cotton (2003) suggest that questioning is one of the basic ways in which the teacher stimulates student thinking and learning. Questioning is also viewed as a valuable instructional tool (Jensen, 2015; Jiang, 2020). Teachers can use questions to channel students into specific modes of participation, for example, to guide students to reproduce information or to explore the subject and think aloud (Barnes, 1986).

Questions can be ordered according to the level of thought required to answer them, for instance, lower order and higher order, low-cognitive and high-cognitive, convergent and divergent questions. Higher-order questions are those that require learners to manipulate information with high-level cognitive processes such as analysis, synthesis, and evaluation, while lower-order questions are those that ask for knowledge and comprehension (Winne, 1979). Higher-order questions can be referred to as high-level cognitive or divergent questions. Lower-order questions are sometimes referred to as low-level cognitive or convergent questions. Moreover, there are different hierarchies for ranking the cognitive level of questions (for example, Bloom et al., 1956; Wilen, 1987; Marzano, 1988; Costa, 2001). The most common hierarchy for ranking the cognitive level of questions is Bloom's Taxonomy (1956). It consists of six categories of

cognitive levels, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. See figure 2.1 below.

Figure 2.1: Bloom's Taxonomy



Knowledge is defined as the mere rote recall of previously learned material, from specific facts to a definition or a complete theory, and the thinking skills used at this level are remembering and recalling. Comprehension describes the ability to make sense of the material, and thinking skills used at this level are summarizing, explaining, etc. Application refers to the ability to use learned material in new situations with a minimum of direction, and the thinking skills used here are transfer, classification, etc. Analysis is the ability to break material into its component parts so that its structure may be understood and to distinguish between facts and inferences, and the thinking skills used here are reasoning and referring, etc. Synthesis refers to the ability to put parts together to form a plan that is new to the learner, and originating and creating are used at this level. Evaluation is concerned with the ability to judge the value of material based on specific criteria, and the thinking skills used at this level are judging, assessing, etc.

On the whole, knowledge, comprehension, and application are categorized as convergent thinking (lower order thinking), while analysis, synthesis, and evaluation are classified as divergent thinking (higher order thinking). The current study basically focuses on investigating the effects of using the questioning method, particularly higher-level questions,

on students' argumentative essay writing skills and CT. The examples of questions in higher levels of the taxonomy are displayed in Table 2.1 below.

Table 2.1: Examples of Questions in the Taxonomy

Analysis		
Useful Verbs	Sample Questions	Potential Activities and Products
<ul style="list-style-type: none"> • Analyse • Compare • Contrast • Investigate • Identify • Explain • Separate 	<ul style="list-style-type: none"> • Which events could have happened...? • What do you see as other possible outcomes? • How is ... similar to...? • What was the problem with...? 	<ul style="list-style-type: none"> • Design a questionnaire to gather information. • Conduct an investigation to produce information to support a view. • Write an essay. • Arrange a/an ...
Synthesis		
Useful Verbs	Sample Questions	Potential Activities and Products
<ul style="list-style-type: none"> • Create • Compose • Predict • Construct • Design • Propose 	<ul style="list-style-type: none"> • Why don't you devise your own way • To deal with...? • What would happen if...? • Can you write a new ...? 	<ul style="list-style-type: none"> • Write about your feelings in relation to... • Write a TV show, play, role play ... about...? • Make up a new language code and write material using • Devise a way to...
Evaluation		
Useful Verbs	Sample Questions	Potential Activities and Products
<ul style="list-style-type: none"> • Judge • Select • Choose • Decide • Justify • Debate • Argue • Assess • Prioritise 	<ul style="list-style-type: none"> • Judge the value of... • Can you defend your position about...? • Do you think ... is a good or a bad thing? • What changes to ... would you recommend? • Do you believe ...? • How effective are...? 	<ul style="list-style-type: none"> • Prepare a list of criteria to judge a ... • Indicate priority and ratings. • Conduct a debate about an issue of special interest. • Convince others. • Form a panel to discuss views, e.g. "Learning at School." • Prepare a case to present your view about...

Adapted from Dalton & Smith (1986)

2.1.3 The Effect of Higher Order Questioning

Higher-order questions have a positive effect on student achievement in ESL (EFL) classrooms. For example, Alcon (1993) conducted research by using high-level cognitive questions in EFL classroom discussion to determine if a higher frequency of high-level cognitive questions in EFL classroom discussion had an effect on FL learning. After the treatment, the results showed that the TG students who received the high-level cognitive questioning training asked more high-level cognitive questions than those who were untrained. Understanding and written production of the foreign language were also higher in the TG. One of the results indicated that the difference in oral participation, in terms of taking turns, was not significant between the two groups. However, the difference in the number of words and ideas was statistically significant. Students in the TG produced far more words and ideas than the CG.

Ayaduray and Jacobs (1997) used higher-order questions in ESL classrooms to examine the types of questions students asked and their elaborated responses. After the instruction of higher-order questions, the treatment class asked significantly higher-order questions and provided significantly more elaborated responses, which consisted of explanations and descriptions of how to solve part of the problem. Ali and Daud (2003) also used high-cognitive questions in an ESL classroom to investigate whether high-cognitive questions could develop students' CT skills. Overall, the findings showed that the test group demonstrated better performance in their CT abilities compared to the CG. The results of the study, on the other hand, provide evidence for question-based writing instruction as a facilitative and important strategy in developing thinking skills in second language learners. Godfrey's (2001) study also looked at the length, syntactic complexity, and cognitive level of student responses. The finding also indicated that higher-order questions triggered longer and more complex responses from EFL students.

To summarize, in ESL (EFL) classrooms, the findings of empirical research on student question-answer behavior disclosed that higher-order questioning elicits far more elaborate responses, better idea generation, and longer utterances, and enables students to ask more higher-order questions. In addition, higher-order questions have the power to improve students' writing skills and thinking abilities.

2.1.4 Socratic Questioning Method (SQM)

The SQM is another popular teaching method (Wiggins & Wilber, 2015). This method uses a form of inquiry that promotes open discussion in which one viewpoint is compared to another. Instead of providing information to students directly, the lesson is taught through probing and thought-provoking questions in an effort to stimulate original thought from the students in order to help them enhance their writing skills and CT. SQM involves using questions to review one's thinking overall. The questions are designed to look at the quality of the answer that is given. This type of questioning should be used to see the interpretation, analysis, evaluation, inference, explanation, and self-regulation of the arguments made by the student (Facione, 1990, 2011).

An instructor using the Socratic Method is not looking for a specific correct answer; its aim is to inspire students to reflect on their thinking. Socrates respected the experiences, understandings, and knowledge that individuals had gained through life experiences and believed that through questioning previously attained knowledge, one could develop thinking supported by rationales and logic (Byrne, 2011). There are three types of questions used in SQM: spontaneous, exploratory, and focused (Paul & Elder, 2008).

Spontaneous: This type of Socratic questioning can be thought of as unplanned. A teacher asking questions to provoke deeper knowledge about the concept or idea being taught that were not planned demonstrates spontaneity (Paul & Elder, 2008). These types of questions are not developed ahead of time by the teacher, but rather are questions that emerge during instruction to explore the deeper meaning of an answer given by a student or an objective discussed during instruction.

Although by definition there can be no preplanning for a particular spontaneous discussion, becoming familiar and comfortable with generic Socratic questions, developing the art of probing with follow-up questions, and responding in encouraging and helpful ways all assist preparation. The potential “moves” include: (1) Ask for an example of a point a student has made or of a point you have made; (2) Ask for evidence or reasons for a position; (3) Propose a counter-example or two; (4) Ask the group whether they agree. (Does everyone agree with this point? Is there anyone who does not agree?) (5) Suggest parallel or similar examples; (6) Provide

evidence that illuminates a particular position; (7) Ask for a paraphrase of an opposing view; and (7) Rephrase student responses clearly and accurately.

Spontaneous questioning is best used when students are naturally curious about the topic or when an ongoing discussion slows. Spontaneous questions are used to probe students' thoughts in an effort to get them to explore their beliefs and assumptions. This type of question prompts students to self-correct rather than be corrected by the instructor through reflection on the question being asked. Spontaneous questioning can also be used when an important issue is raised, when students are on the edge of a breakthrough in learning, or when discussion requires clarification (Paul & Elder, 2008).

Exploratory: This type of questioning involves activating students' prior knowledge and previous connections (Paul & Elder, 2008). The purpose is to explore the learner's mind to find out what he may already know about the concept. This type of questioning is to be planned ahead by the teacher. In all areas of instruction, activating prior knowledge is essential during instruction. Exploratory questions allow teachers to ask specific questions to determine the relationships students have formed between content objectives and concepts. This type of Socratic questioning raises and explores a broad range of interrelated issues and concepts, not just one. However, for the greatest success, some preplanning or pre-thinking is helpful. For example, one could construct a list of possible questions to ask at some point in the discussion. Another preparation technique is to predict students' likeliest responses and frame some follow-up questions. Remember, once students' thinking is stimulated, there is no predicting exactly where the discussion might go. Skilled Socratic questioners should make sure that wherever the discussion goes, it gets there in an intellectually disciplined way. For example, the following exploratory questions may be asked as what is democracy? What does the concept imply for people living within the democracy? (Paul & Elder, 2008)

Exploratory questioning is used to find out how much students know about the issue under discussion. This type of question may be implemented to introduce a new topic to the audience, review past discussions of a topic, or determine how much students have retained from the previous learning sessions. A broad range of related issues and topics can be evaluated through this method of questioning. To ensure that the conversation is guided in an intellectual manner, it is best to plan exploratory questions and topics in advance.

Focused: This type of questioning is one that looks specifically at a concept or topic and investigates it (Paul & Elder, 2008). Focused questions are planned ahead by the teacher and challenge students to think about the concept at a higher level. The points of asking focused questions are not just to have students understand what the concept is but to use, explore, and manipulate the concept.

Much of the time, instruction is focused on specific topics, specific issues, and specific content, all part of the curriculum. At any point in that curriculum, one might use focused Socratic questioning. Here are some possibilities: probe an issue or concept in depth; clarify, sort, analyze, and evaluate thoughts and perspectives; distinguish the known from the unknown; synthesize relevant factors; and construct knowledge (Paul & Elder, 2008).

Socratic discussion intellectually stimulates students to think through a variety of perspectives. It can stimulate them to explicitly express their most basic assumptions. It can encourage them to consider the implications and consequences. Focused Socratic discussion gives students experience engaging in an extended, ordered, and integrated dialogue in which they discover, develop, and share ideas and insights. It requires preplanning; therefore, instructors need to do some pre-thinking about what they want students to think through: possible perspectives on an issue, grounds for conclusions, problematic concepts, implications, consequences, and so forth. It may be important for students to reflect on facts relevant to an issue, relevant intellectual standards, basic distinctions and concepts, or points of overlap or possible conflict. Insofar as it is possible, it is useful to anticipate student responses to questions.

A noted benefit of the Socratic Method is that students often uncover personal knowledge deficits about the subject matter. This can be a difficult realization for students striving for success in the classroom. This is not necessarily a negative consequence and is often an important step in the learning process. When students recognize their knowledge gaps, it can spur them to clarify ideas and seek to better understand the concepts (Paul & Elder, 2008). Therefore, when teachers plan their lessons, they must carefully consider the purpose of the questions they intend to pose. One level or type of question will be more appropriate than another. We must remember, however, that no matter what the age or ability of our students, all of them need experience with higher level questioning. This experience can be provided through appropriately designed questions generated by the teacher.

In general, this study employed higher-level questions (analysis, synthesis, and evaluation) from the works of Bloom (1956) and SQM from Paul and Elder (2008). Here, the researcher believes that students' writing skills and CT can be improved when higher-level questions are practiced appropriately in real EFL classrooms. In addition, asking SQM question types (spontaneous, exploratory, and focused) also helps students generate, organize, and develop ideas in order to provide logical evidence while writing essays at any level through active discussions. SQM also provides opportunities for students to apply, explain, analyze, synthesize, and evaluate ideas while writing argumentative essays after having active discussions. In short, the question types from Bloom et al (1956) and SQM are useful in that they help students to organize their ideas systematically in a text, to develop their writing skills and CT well, and to have motivation in argumentative essay writing.

2.1.5 Socratic Seminar

Socratic seminars are types of assessment also known as Socratic circles. This is, in one way, a dialogue or discussion between students about the concept at hand (Kenney, 2013). Depending on the size of the class, this can be done with two groups of students. Using two groups, a small circle of students would group inside a larger circle of students, which represents the second group. The teacher would pose the initial topic and questions, and each circle of students would dialogue about the topic. As each group takes a turn discussing, students focus on their own ideas and then respond to the talking points of the other group.

It is important that students be previously knowledgeable about the content that will be discussed in the Socratic Circles. The teacher then presents the first question. Students in the smaller group discuss the questions and form new ones. Then the larger group discusses the topic and questions from the smaller group and creates its own questions for the smaller group to answer. This process is repeated, creating a dialogue between the two groups. The teacher, after presenting the opening question, acts as the facilitator of the seminar (Kenney, 2013). This technique also helps EFL learners generate, organize, and develop ideas while writing essays on the given topic (issue). It also enhances students' CT abilities for analyzing, synthesizing, and evaluating while providing logical evidence. This implies that the exploration of teaching-learning methodologies has revealed that almost in each teaching method, questioning occupies an important place in enhancing the students' writing skills and CT.

2.2 The Concept of Writing

Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written form to readers. It is a process of thinking in which the writer discovers, organizes, and communicates his or her thoughts to the reader (Wingersky, 1999). Moreover, it is about conveying meaning by using words that have been chosen and put together in written or printed form (Farbrain & Whinch, 1996). All in all, writing means sending information and expressing ideas through written forms.

Learning to write either in the first or second language is one of the most difficult tasks a learner encounters (Richard, 1990). Not only is it difficult for those learning English as a foreign or second language, but it is also difficult for native speakers as well (Esmeralda, 2013). In fact, a good writer has to consider some aspects of writing: grammar, vocabulary, mechanics, content, and organization (Hartfiel, Hughey, Wormuth, & Jacobs, 1985). Grammar is a set of rules that helps students construct sentences that make sense and are in acceptable English (Farbrain & Whinch, 1996). Vocabulary has something to do with the English words learners choose to express their ideas in their writing. Moreover, organization is learners' ability to arrange their ideas into logical coherence and cohesion to make a unified paragraph (Hartfiel, Hughey, Wormuth & Jacobs, 1985). In short, writing is a tool of communication in written form.

2.2.1 Importance of EFL/L2 Writing

Students write for a number of reasons, including the following: to be assessed; to improve their CT skills; to assist their understanding and memory; to broaden their learning beyond the classroom; to enhance their communication skills; and to be prepared as future professionals in different spheres of knowledge (Coffin, 2003). In relation to Ethiopian teachers of English, they mostly write for summative assessment purposes in the form of end-of-course tests. This might be attributed to a variety of reasons. First, most of the approaches taken by essay writing teachers at universities do not focus on asking students to practice writing in the classroom. Second, students perceive EFL essay writing as a difficult skill that they have not mastered, which justifies their low scores in the essay writing exam. Moreover, students are not in the habit of writing for pleasure. Culturally, most students are not encouraged, whether prior to joining

university or at university, to write for any other reason except for study and assessment purposes.

As an important tool, writing also has so many benefits. As stated by Mandal (2009), students who are good at writing will reap many benefits. Firstly, writing is a good way to help develop students' ability to use vocabulary and grammar, increasing their ability to use language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, he or she can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as human knowledge. Rao (2007) adds the importance of writing in two respects: First, it motivates students' thinking, organizes ideas, and develops their ability to summarize, analyze, and criticize. Second, it strengthens students' learning, thinking, and reflecting on the English language. Therefore, one form of writing that is emphasized in this study for fulfilling the above purposes is argumentative essay writing.

2.2.2 The Concept of Argumentative Writing Skill

Argumentative writing is a kind of writing to present an argument with the pros (supporting ideas) and cons (opposing ideas) of an argumentative issue. In terms of construction, argumentative writing has a deep relationship with descriptive writing. Although the purpose, method, and strategy of both pieces of writing may be different somehow, the thinking processes of both share great similarity. Both kinds of writing would like to achieve a larger purpose, which is the explanation of an idea. However, the writer of argumentative writing should clearly take a certain position and write to persuade the other side and provide a conclusion or solution for a problem or controversial issue (Dubler & Zarin, 1967; Oshima & Hogue, 2007; Bailey, 2011).

Hogins and Lillard (1972) assert that an argumentative essay may be organized into three sections: an introductory section, a middle section, and a final section. An introductory section outlines the general controversy. It shows that the topic be rationally argued, states the primary issues, judges their relative importance, and explains how the writer has organized the rest of the essay. A middle section presents the primary issues one by one in the most efficient order, summarizing the best argument on each side impartially and offering descriptive commentary

when needed but making no judgments or evaluations. A final section states and defends a conclusion on the issues and the writer's position on the larger controversy.

Sweat (2012) states that argumentative writing is a genre of writing that allows writers to express their opinion on a topic and support that opinion with strong logic and evidence. The main purpose of argumentative writing is to convince the readers that the writer's particular view or opinion on a controversial issue is correct and to persuade the audience to take some sort of action (Langan, 2008). In argumentative writing, a writer attempts to support or defend a position or point of view with logical arguments, ideas, and opinions. In argumentative writing, some data, examples, and other people's opinions are needed to support the argument. Good argumentation is required because it can help the writer easily convince and persuade the reader. Therefore, the writer should truly know the issue, his or her position, and knowledge in order to give a good argument.

Argumentative writing is not an easy communication task because it requires complex cognitive and linguistic skills (Mary, 2015). Argument is the essence of CT and entails making a case to sustain a claim, identifying supporting evidence from multiple sources that connects the claim logically, using warrants that support the link between the claim and the supporting evidence, and backing the warrants with support (Hillocks, 2011). For students to demonstrate proficiency in argumentative reading and writing, they should master all these skills. Analytic text-based writing involves both reading and writing. In line with these ideas, Newell, Beach, Smith, and Vanderheide (2011, p. 274–775) defined argumentative reading and writing as follows:

Argumentative reading and writing both involve identification of a thesis (also called a claim), supportive evidence (empirical or experiential), and assessment of warrants connecting the thesis, evidence, and situation constituting an argument. In contrast to simply attempting to persuade someone to believe or do something, evidence-based argumentation involves making a claim supported by reasons or evidence from multiple sources that connects to the claim in a principled way.

The above definitions demonstrate the multifaceted nature of argumentative essay writing. Argumentative writing, in fact, is not an easy task. It is supported by Amalia (2016), who says that all language skills are useful for students; however, the ability to write argumentatively seems to be the most crucial one. It is because the ability to write argumentatively is used more in the fields of education and the workplace than others.

In the L1 context, Crowhurst (1991) reviews the previous studies on argumentative writing and finds that even native English speakers have poor performance in writing an argumentative discourse throughout the school system. The problems in argumentative writing identified in those studies are: writing shorter texts than narration; insufficient content and ideas; failure to support the point of view; poor organization due to a lack of knowledge concerning argumentative structure; and stylistic inappropriateness.

Chin and Osborne (2010) sought to explore the interrelationship of questioning for learning and argumentation. They hypothesized that supporting students in questioning could stimulate their engagement with productive argumentation. Four science classes, consisting of students aged 12 to 14, were used for the study. Two of the classes were from Singapore, and two were from London, England (all girls). Following instruction on argumentation and question development, participants were assigned to groups to discuss which of two graphs represented temperature change the best. One group from each class was audiotaped. The number of questions written, the concepts addressed, and the quality of the written arguments were then scored. A positive correlation between these factors was found. Discourse analysis revealed a focus on questions that prompted students to articulate more specifically in regards to claims, key concepts, explanations, and even when considering alternatives. Their study suggested that the use of questions and the development of an argument were interrelated.

In addition, Klein and Rose (2010) proposed that if students are taught argumentative writing, they will be better able to use it to learn about content area concepts in their quasi-experimental research. The 34 participants, consisting of 19 girls and 15 boys in grades 5 and 6, were drawn from two urban schools. Intact classes, one from each school, were randomly assigned to the treatment or CG. Two independent raters holistically assessed students' written work, including noting all rhetorical moves. A multivariate analysis of variance (MANOVA) was conducted with the treatment group as the independent variable and the posttest measures as the dependent variables. The responses between the two groups distinctly varied in that those in the control group primarily addressed what occurred, while those in the treatment group extended their observations to include why it occurred, making inferences about causal relationships, thereby extending their thinking. From this, it is possible to say that writing an argumentative text about

a piece of literature requires a very high level of abstraction (Moffett, 1983). Therefore, the questioning method helps students move from a fact-seeking premise to an explanatory one.

In conclusion, argumentative writing is the kind of writing that consists of some argument and the opinion of the writer. In argumentative writing, some data, examples, and other people's opinions are needed to support the argument. Good argumentation is required because it can help the writer easily convince and persuade the reader. Therefore, the writer should truly know the issue, his or her position, and knowledge in order to give a good argument.

2.2.3 Elements of Argumentative Essay

Argumentative writing is different from other genres of writing such as narrative, descriptive, and exposition because it has different requirements and a different format for conducting the writing. In argumentative writing, there are some elements that must be included in the text. Thus, understanding the crucial elements in argument essays will enable the writer to construct arguments that are more logical and ultimately write more persuasively (Jordan, 2003; Zemach, 2005; Cottrell, 2005; Oshima & Hogue, 2007; Bailey, 2011; Bassham et al., 2011).

Basically, there are 3 elements of argumentative writing that should not be ignored, namely:

1. Thesis Statement: It is the most important part in argumentative writing. Thesis statement is usually in one sentence at the end of the introductory paragraph that summarizes our argument. A thesis statement should be clear, direct, arguing for a specific action or point of view and presenting clear reasons to support the argument. An effective thesis statement is an important foundational element of any essay, but it is of even greater importance in an argument essay. The reader needs to know exactly what the argument is and why it is important; there can be no confusion.

2. Organization: It is a crucial component in argumentative writing. The organization of argumentative writing includes introduction with a thesis statement, body paragraphs and a conclusion. Argument essays can be organized in a variety of ways. Regardless of the order in which it is organized, all argument essays should explain and support several reasons why the argument is valid, as well as explain and refute several opposing arguments offered by the other

side. All writers will benefit from creating an outline to organize all of the information that will be presented, and this benefit becomes even greater with longer argument essays.

3. Transition: It is important to connect and to oppose the arguments that appear in argumentative writing. Effective transitions connect ideas and evidence without simply stating the contents of each paragraph. While transitions are important in any type of essay, they are particularly important in an argument essay. This is because the argument essay involves multiple reasons and evidence to support the overall thesis, and counter arguments are often discussed and refuted as well.

Those elements mentioned above are not the whole elements of argumentative writing, but those are the main elements that cannot be disregarded. Thesis statement, organization and transition are needed in order to build good argumentative writing.

2.2.4 The Specificity of Argumentative Writing

Argumentative writing is considered the most difficult genre for learners to master. Oral argumentation comes naturally as a daily form of communication; however, developing an elaborated argument that is justified in written form proves problematic, especially amongst younger children as their frame of reference (schemata) and organization skills are not fully developed (Elson, 2011).

A prerequisite for argumentation is that a disagreement over the chosen topic is recognized (Elson, 2011). Furthermore, it requires the participant to consider opposing beliefs on the topic. From age 5 onwards, children are able to take other people's opinions into consideration as they develop the ability to make moral justifications. Their reasoning abilities at this age are in fact similar to adults. In light of this, it seems that the difficulties in writing arguments experienced by older children cannot be attributed to undeveloped reasoning processes.

Debatable topics are another prerequisite for argumentation. This is dependent partially on cognitive and partially on social development. In some societies, some topics are non-debatable in that the societies have very strict moral codes in place that are accepted as the norm, so the success of an argument can depend on the context in which it is presented (Stein & Miller, 1993).

Lastly, in order for a learner to present a sound argument, the instructions need to be clearly explained to them. They need to know explicitly what is required of them. The teacher needs to ensure that the way in which the topic is presented is age-appropriate. For example, the following topic and level of wording would be more suited to second-year undergraduate students in university, as being asked to discuss a statement is a relatively advanced instruction that requires the participant to choose an opinion and support his or her claim:

Religion is one of the most controversial issues that still divide people's opinions. While some believe that religion should be taught in universities, others believe that religion should not be taught in universities.

Write an argumentative essay of five paragraphs in which you defend your opinion with specific reasons and examples that support your point of view. Explain why. You are given 90 minutes.

In order for learners to produce elaborated argumentative texts, there are eight constraints that need to be considered for the planning and production of such an argument. They are as follows (Elson, 2011, p.28-30): (1) The topic must be controversial (Stein, 1993b; van Eemeren, 1984); (2) The topic must be debatable (Charolles, 1980; Golder, 1996); (3) Learners must perceive possible solutions for conflict surrounding the topic (Stein et. al, 1995); (4) They must be able to use language to solve this conflict (Charolles, 1980; Perelman et. al., 1988); (5) Thereafter, they must assert an opinion (Stein et. al., 1993); (6) Their claims need to be supported with evidence (Adam, 1992); (7) They must attribute some credibility to opposing arguments (Grize, 1992); and (8) They must rebut arguments/counterarguments (Adam, 1992).

After these steps have been undertaken, the learner can embark on the writing process of an elaborate argumentative text. This marks the transition from conceptualization to linearization (the ordering of ideas to achieve coherence). Firstly, learners need to generate ideas, drawing upon their schemata as well as from other resources (readings, peer/teacher discussions), and negotiate these ideas. They then need to express these ideas with appropriate wording. For this, they need to employ certain strategies and adhere to conventions pertaining to the nature of the topic. Basically, they need to understand what they are doing with the topic, which in the case of argumentation is defending a position. Thus, the use of connectives to link paragraphs (to achieve coherence) is vital to master. The reasoning processes have to be guided and backed up by structural guidance for the learner to effectively express these reasons. It is important to

realize that it is not so much the amount of information the learner has to bring to the table that determines the success of his or her argument as the quality of the information and how he or she presents it (Hayes, 1996).

Secondly, it has been found that learners respond best to reasoning in favor of the chosen topic (Vos, Perkins, & Segal, 1991). Learners also tend to make moral justifications surrounding topics in terms of the repercussions of holding such a belief (as proposed in the topic) (Stein, 1995). If learners argue about a well-known topic, they are more inclined to structure their argument appropriately (Elson, 2011). Taking this research into consideration, the teacher has to think carefully about the topics chosen at the early stages of learning to write argumentative texts so as to ease learners into the process.

2.2.5 The Writing Process

The process writing approach treats writing not as a completed product but as a process. Writing studies are carried out as a part of the process before the written text is completed. This approach focuses on the student in writing lessons, and the teacher only acts as a guide (Hayat, 2014). The process writing approach involves activities occurring during the production of a written text (i.e. argumentative essay).

According to Richards and Renandya (2002) and Oshima and Hogue (2007), process writing as a classroom activity incorporates four basic writing stages (steps) such as planning, drafting (writing), revising (redrafting) and editing, and three other stages externally imposed on students that can be done by the teacher, namely responding (sharing), evaluating and post-writing. Teachers often teach appropriate classroom activities that support the learning of specific writing skills at every stage (step).

Ploeger (2000), in line with Renandya (2002) and Oshima and Hogue's (2007) ideas above reveals that the writing skill covers five processes as: **Planning:** To think and contemplate about what to write by determining a topic and gathering some information related to the purpose, audience, topic, and main idea of the writing. **Drafting:** It is the process in which a writer pours his/her outline or idea into a text. **Simmering:** This is the incubation time on which the writer takes a break or keeps away from the writing activity for a few moments. In case there are any ideas come into the writer's mind, the ideas will be saved into a folder to be used later. **Revising:**

To reconsider and focus on different aspects of the essay, for instance the organization of the ideas and the sentence structure. **Editing:** To have any correction of the shortcomings or errors of the writing found such as punctuation, spelling, and grammar.

Moreover, Rutten and Pavlik (2012) state that there are four steps of the writing process as: **Prewriting:** This step which is commonly conducted in the initial process of writing before the writer writes his (her) thought into a piece of paper. It comprises the activity of considering audience or the readers, getting ideas, narrowing the topic through brainstorming, deciding a controlling idea, choosing support of the idea, and organizing the idea logically. **Drafting:** This is the step in which a writer writes any ideas that come into his (her) mind into a paragraph. **Editing:** this is the step in which a writer makes any warranted changes of his (her) work and makes sure that the ideas will be understandable and able to be followed by the reader. In this step, the writer also rechecks his (her) essay, particularly in terms of grammar, punctuation and spelling.

To sum up based on the explanations above, the writing process respectively comprises: (a) making a preparation, planning and creating the ideas about what to write; (b) transferring the thought (ideas) into text; (c) making sure whether or not the ideas are developed well; and (d) Rechecking the writing again if there are still some errors on its punctuation, spelling, grammar, and so on.

Nevertheless, Harmer (2007) argues that to get a real final version of writing, a writer frequently needs to repeat some stages (steps) as described in figure 2.2 below.

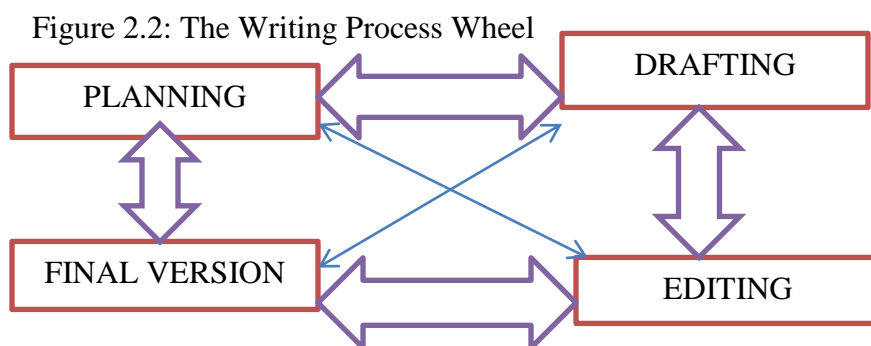


Figure 2.2 above reveals that the writing processes which lead to the last real final version of writing are a recursive process. A writer needs to do some stages, processes or steps to finish his

(her) final draft. Although it seems that the writer has attained his (her) final draft version, he (she) should recheck his (her) writing through re-planning, re-drafting, and re-editing to get his/her final draft version. In addition, figure 2.2 above indicates that among one stage and other stages might be overlapping during the writing process. For instance, as a writer is in the planning process, he (she) can do the editing process while he (she) is also trying to do a drafting process, and vice versa.

Therefore, product-based evaluation does not improve students' writing skills (Murray, 1972) since it lacks the stages (steps) described in section 2.2.5 above. However, this problem disappears in the process writing approach. This is because the process writing approach gives students the opportunity to work in steps in order to improve their argumentative essay writing and CT through teacher questioning. The writer both improves himself (herself) and communicates with the reader through language. This approach does not mean that the student writes about a topic determined beforehand in a limited period of time (Hayat, 2014). The teacher only facilitates the student's act of writing instead of presenting information or motivating (Badger & White, 2000).

In conclusion, the writing process which consists of some stages (steps) depends upon the writer's views whether he (she) has already obtained the goal of his (her) writing. It is feasible for him (her) to do some recursive stages (steps) until he (she) feels that the final version of his (her) writing has been obtained.

2.2.6 The Purpose of Using Questioning Method in Writing

The questioning method can help the students learn more easily, and the teacher can teach more easily in the writing process. The technique must be used in an integrated way in teaching and learning. It can also help the students make their ideas more realistic, both in understanding and in constructing them. The method can also help students explore their ideas on paper. This is in line with what Raymond (1980) says: "Asking questions can be a way to help explore a topic." Questioning also helps the students generate ideas and details by asking questions about the subject of their writing. Such questions include why, when, where, who, and how. White (1986) also explains that someone who needs to know the topic might consider using the questions.

Questions, particularly higher-level questions (analysis, synthesis, and evaluation), can help students provide a wraparound understanding of the topic.

2.2.7 Effectiveness Indicators of Questioning Technique in Writing

According to Fraser (1994), effectiveness is a measure of the match between stated goals and the achievement. It is always possible to achieve easy and low-standard goals. In other words, quality in higher education cannot only be a question of achievements “outputs” but also involve judgments about the goals. In this research, the researcher uses indicators as the requirement that questioning technique in teaching writing is successful. The indicators are: (1) The students can organize their ideas systematically in a text, (2) the students can develop their writing well, and (3) The students have motivation in argumentative essay writing.

2.2.8 Writing Argumentative Essay through Questioning

Questioning method should be written in a systematical way, especially in writing argumentative essay. Most of students think that writing is difficult thing to do. They have no idea what they want to write. This is because the topic that is given by the teacher may be less interesting for them. They are also confused how to begin and organize their ideas. To overcome that problem, the researcher tried to use questioning method in teaching writing argumentative essay to improve the students’ writing skill.

There are some steps that can be used by the students in writing argumentative essay through questioning method. In pursuance to Axelrod and Cooper (1985), there are several steps that can be used in using questioning method. They are: (1) Think about the subject (subject means any event, idea, or issue related to the topic. In other words the subject can be anything that might write about). (2) Start with the first question and move right through the list. Try to answer each question at least briefly with a word or phrase. (3) Write the responses quickly without much planning.

2.2.9 Writing Assessment

Assessment is important in writing. Writing assessment refers to the assessment conducted toward writing product. In other word, assessment means making judgment toward writing

product whether it is good or not, corrects or wrong. It evaluates or judges the quality of writing by using assessment methods and appropriate criteria.

There are several ways to assess writing. The most common method is to use some sort of rubric. Items on the rubric range from the contents, organization of idea until the mechanical aspect. Other forms of writing assessment include checklists or rating scale.

In assessing writing, there are several criteria that can be evaluated. For instance, content, organization of idea, usage, punctuation, as well as language used in writing. Weigle (2002, p.116) in her book “Assessing Writing” wrote 5 criteria of writing assessment, namely: **(1) Content:** The content of writing should be relevant with the topic of writing. Most importantly, the idea must be clear and understandable. **(2) Vocabulary:** To be a writer, he/she is able to use the vocabulary correctly. The vocabulary chosen should be appropriate and easy to understand by the reader. **(3) Usage:** Grammar is one of the essential parts in writing because the grammar error can cause the reader misunderstanding of the content and the meaning of the text. Therefore, good grammar is obviously important to be assessed. **(4) Organization:** Well-organized (idea, coherence, cohesive) is essential in writing. Ideas must be clear, supported and organized. **(5) Mechanics:** Punctuation, capitalization, spelling and paragraphing are the criteria in mechanics of writing.

The criteria mentioned above are important in writing that should not be ignored in assessing writing. Those criteria have their own sub-categories to be assessed.

To sum up, many ways and methods that can be used to assess writing such as using assessment rubric, rating scale, checklist, etc. These instruments can be modified with the criteria of assessment based on the rater wants and what aspect wants to be assessed. The instrument chosen should be evaluated and assess the writing correctly, reliably and responsibly. More importantly, credible and reliable results must be judged in writing assessment.

2.3 The Concept of Critical Thinking (CT)

Many scholars have explained CT in different ways. For example, to Sumner (1906), CT means the examination and test of propositions of any kind that are offered for acceptance in order to find out whether they correspond to reality or not. Paul (1989) also defines CT as the mode of

thinking about any subject, content, or program in which a thinker improves the quality of his or her thinking. On the other hand, Chane (1986) views CT as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems.

For some authors (for example, Facione, 2011; Watson & Glaser, 2012), CT refers to the ability to interpret, analyze, and evaluate ideas and arguments. As Fisher (2011) notes, this kind of thinking refers to the attitudes to consider a problem in different, thoughtful ways within an experience. Some others (for example, Kuhn, 1999; Awatef, Weam, & Eman, 2019) define CT as reasonable and reflective thinking, the act of thinking about thinking, thinking moved by reasons, and the development of metacognitive understandings, among others. A good conclusion can be reached by identifying, analyzing, and evaluating the issues. CT is also called "reasonable thinking." It means that having a good and logical reason is the major characteristic of the CT skill needed when drawing a conclusion or making a decision.

Paul and Elder (2008) define CT as the art of analyzing and evaluating thinking with a view to improving it. In line with Paul's and Elder's opinion, Freeley and Steinberg (2007) describe CT as the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. CT is about analyzing, evaluating, and criticizing something (knowledge, information, problem, or issue) in order to reach a good conclusion and make a good judgment. Ennis (1987) also claimed that CT is logical, reasonable, and reflective in order to decide what to believe or do.

CT is generally considered to be an "umbrella concept" that encompasses many specific skills. Descriptions of these underlying skills, however, vary among authors, often depending on the disciplinary perspective from which CT is approached (Sweet & Michaelsen, 2012; Nilson, 2014). In line with this idea, Paul and Elder (2008) from philosophy and educational psychology describes the critical thinker as someone who raises vital questions and problems, formulates vital questions clearly and precisely, gathers and assesses relevant information, uses abstract ideas to interpret that information, draws well-reasoned conclusions, tests those conclusions against relevant criteria, thinks open-mindedly within alternative systems of thought, recognizes

assumptions as well as implications and consequences, and communicates effectively with others.

Halpern (2003), a cognitive psychologist, also defines CT as including (1) deductive inference, (2) argument analysis, (3) hypothesis testing, (4) understanding probability, (5) decision making, (6) problem solving and (7) creative thinking. Despite the differences in the definitions, commonalities can be found. In her blog *Unlocking the Mysteries of CT* (Faculty Focus, 2014), Nilson identifies the following as common to all definitions of CT: (1) It involves interpretation or analysis, usually followed by evaluation or judgment; (2) It requires that learners have mastered some subject matter to think about, so it cannot be done in a knowledge vacuum; and (3) It involves not only cognition but also character and metacognition/self-regulated learning.

From the explanations above, it shows that CT ability is a process of evaluating and analyzing the problems or some issues with logical and reasonable thinking. It means that before making decision or judgment, a thinker has to think critically about what should do or believe in order to make a good and reasonable judgment and decision. Considering the array of scholars who have been included above, for this study is considered that CT is a process that implies reasoning and reflecting thoughtfully.

To sum up, CT is the ability to think critically, reasonably and analytically about the problem or the matter issue. Understanding cause and effect as well as evaluating information is required in order to reach good and logical interpretation from the problem or the matter issue. Such thinking is needed in every aspect of people's life as making decision and having problem are the part of life.

2.3.1 Core CT Skills and Questioning Behavior

Browne and Keeley (2001) compare CT to the act of panning for gold. When a person plans for gold, he (she) first grabs the big batch of material. Then the person sorts through all the material to find the precious gold. The same can be said of critical thinkers. These people take all the information that is given to them, and sort through it looking for answers to the entire "why" questions and for the importance and meaning that can be taken from it (Browne & Keeley, 2001).

A variety of definitions of CT have been provided by theorists and educators (Facione, 1998) across disciplines putting a slightly different emphasis on its components. In fact, it is an umbrella term that comprises many complex processes. Four domains of CT have been identified, namely elements of thought, abilities, affective dimensions, and intellectual standards (Benjamin, Klein, Steedle, Zahner, Scott & Patterson, 2013). Due to the large number of definitions of CT, a defensible conception of CT it is worth considering. The concern is what really counts as CT in academic writing settings where undergraduate students have to produce written essays. Despite variation in definitions of CT, there is significant agreement on its core cognitive process components. Facione (1990 & 2011) identifies six skills essential to CT. These core skills of CT are interpretation, analysis, evaluation, inference, explanation and self-regulation. Each core CT skill as updated by Facione (2011) is described as follows.

Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning. It is the ability to understand and express the meaning associated with information, experiences, and beliefs. An example of interpretation is recognizing a problem and describing it without bias.

Analysis includes examining ideas, detecting arguments, and analyzing arguments as sub-skills of analysis. It is the ability to identify relationships, intended and inferential, among representations of information, experiences, and beliefs. An example of analysis is identifying the similarities and differences between two arguments in an essay.

Evaluation is the way of evaluating the credibility of claims and to assess their logical strengths and weaknesses. In other words, evaluation is a meaning given while assessing the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.

Inference identifies elements needed to draw reasonable conclusions, to form conjectures or hypotheses, to consider relevant information, and then to deduce the consequences from the selected relevant information, data or facts.

Explanation also states the results of the reasoning and to justify it in terms of the evidential, conceptual, methodological, and contextual considerations or bases upon which the results are based. The sub-skills under explanation are stating results, justifying procedures, and presenting arguments.

Self-regulation means self-consciousness to monitor cognitive or thinking activities, the elements used and the results deduced. It is the ability to evaluate one's own process of reasoning, utilizing analysis skills, and through questioning, correcting and validating one's results. The two sub-skills under self-regulation are self-examination and self-correction.

However, in this study no hierarchy is intended. Moreover, the conception of CT seems to draw on elaborated versions of Bloom's Taxonomy of levels of learning, while it implicitly alludes to other higher levels such as the ability to analyze, synthesize and evaluative knowledge. In connection with this, Facione (2011) thinks that good critical thinkers are able to interpret, analyze, evaluate, infer and explain what they think and how they come out with their judgments. The core CT skills and their useful expressions as well as their sample questions that help students to fire up CT in their argumentative essay writing classrooms are summarized in the following table.

Table 2.2: Questions to Fire up Students' CT skills

No.	Core CT Skills	Useful Expressions	Sample Questions
1	Interpretation	<ul style="list-style-type: none"> • Categorize • Decode significance • Clarify meaning 	<ul style="list-style-type: none"> • What does it mean? • How can we make sense out of this idea?
2	Analysis	<ul style="list-style-type: none"> • Examine ideas • Identify arguments, reasons, and claims 	<ul style="list-style-type: none"> • Why do you think that? • What is that you are claiming? • What are the arguments pro and con?
3	Inference	<ul style="list-style-type: none"> • Query evidence • Conjecture alternatives • Draw conclusions 	<ul style="list-style-type: none"> • What does this evidence imply? • What other alternatives do you have? • What conclusion can you draw?
4	Evaluation	<ul style="list-style-type: none"> • Assess the credibility of the claim • Assess argument quality 	<ul style="list-style-type: none"> • Do you have your facts right? • How strong are those arguments?
5	Explanation	<ul style="list-style-type: none"> • State results • Present arguments 	<ul style="list-style-type: none"> • How would you explain that idea? • What are your specific arguments?
6	Self-regulation	<ul style="list-style-type: none"> • Self-monitor • Self-correct 	<ul style="list-style-type: none"> • How good is your evidence? • What are you missing in your essay? • Can you make your ideas clearer?

Adapted from Facione, P.A. (2011). "Critical Thinking:"What It Is and Why It Counts (pp. 5-8)

The development of CT skills and questions asked by teachers are closely related. There have been a number of attempts to integrate thinking skills across curriculum (Jacobs & Ferrell, 2001). For example, materials designed to teach higher order thinking skills are utilized. Group activities are also utilized as a venue through which second (foreign) language learner gains and uses thinking skills because group work requires students to teach other classmates and provide constructive criticism for other learners (Jacobs & Ferrell, 2001). Among a variety of strategies for teaching CT skills, teachers' questioning is one of the most influential on learners' thinking (Seker & Komur, 2008).

Questioning plays an important role in developing CT skills (Seker & Kumur, 2008; Awatef, Weam & Eman, 2019). Including Bloom (1956), researchers (for example, King, 1995 & Savage, 1998) contend that CT skills can be taught through questioning. The levels of learners' thinking are proportional to the levels of questions asked by teachers (Seker & Komur, 2008). Once CT skills are taught, students can maintain and use the skills in other situations (Facione, 1998). Asking higher order questions is therefore an effective means of developing learners' CT skills because in the process of responding to such cognitively demanding questions, learners are encouraged to think at a cognitively higher level (Bloom, 1956; McNeil, 2010).

Although there are a variety of types of questions that teachers could ask, learners are more likely to develop their CT skills when teachers ask questions that are cognitively more demanding (Natthanan, 2009). Asking learners more cognitively challenging questions can help them to improve their thinking skills, specifically CT skills. For example, Cole and Williams (1973) investigated whether there is any relationship between the cognitive levels of questions teachers ask and those of learner responses in English classrooms. This study showed that the more cognitive demanding questions teachers asked, the higher the cognitive levels of responses learners provided.

One of the studies by Wilen (2001) has addressed the effects of the cognitive levels of teacher questions in language classrooms. This implies that higher order questions have been seen as effective in language learning situations, contributing to various aspects of language learning. Similarly, other researchers such as Wilson (1973), Long and Sato (1983), Brock (1986), Farooq (2007) and McNeil (2010) commonly found that higher order questions resulted in longer answers from learners. In addition to the length of learner response, the study results showed that

higher order questions also contribute to the complexity in syntax and grammar of learner responses. These results of higher order questions might occur because more cognitively demanding questions from teachers need more reasoning and explanation rather than simple presentation of factual knowledge. Asking higher order questions should be encouraged because such questions can provide more opportunities where learners can produce their target language (Natthanan, 2009).

2.3.2 Fostering CT and Teacher Education

In the CT literature, various instructional strategies are suggested with the aim of developing students' CT. Paul (1995) suggests four main strategies for the purpose of enhancing students' CT, namely, Socratic questioning, role-playing, analyzing experiences, and distinguishing fact, opinion, and reasoned judgment.

As it is claimed by Villaverde (2004), students are encouraged to think aloud and synthesize their thoughts and beliefs into a more coherent and better-developed perspective by Socratic questioning. It also helps to encourage students to enhance their thinking and elaborate on it. Similarly, Socratic discussion gives students an opportunity to improve and evaluate their own thoughts. In fact, questioning is the fundamental method used in teaching for CT as it serves the purpose of deepening knowledge, critiquing different perspectives, and transforming ideas and actions rather than to acquire the right answers.

Role-playing or drama helps students to understand others who think differently, by playing the reasoning of others (Paul, 1995) and to explore habits of mind and dispositions of others that they will play the role of (Andersen, 2002). This way, students reconstruct opposing views and can gain insights into others' perspectives. Paul (1995) suggests that role-play can be followed by Socratic questioning, discussion, or writing dialogues. Moreover, it is stated that including cognitive processes such as meta-cognition (thinking about his/her own thinking while thinking about the role) or decision-making, drama as skits or scripts has a potential to improve thinking skills (Ranger, 1995; Andersen, 2002, 2004).

Paul (1995) also asserts that students should learn to analyze experience that they lived or the others lived. This helps them to improve their ability to empathize, gain insights and develop intellectual virtues such as intellectual empathy, intellectual courage, intellectual integrity, and

confidence in reason. While analyzing the experiences, they better understand the situations, people's behaviors, and their reasons and realize their own reasoning because even the same experiences can be interpreted differently due to differences in personal interests, goals, and desires. Paul (1995) also argues that analyzing one's and others' experiences in light of the following questions would feed the development of their intellectual virtues: (1) what are the raw facts, the most neutral description, of the situation? (2) What interests, attitudes, desires, or concerns am I bringing to the situation? (3) How am I conceptualizing or interpreting the situation in light of my point of view? To Paul, arguments on different analysis of experiences will also foster insights into objectivity and biasness.

What is more, Paul (1995) argues against taxonomy that divides all beliefs into either facts or opinions and leaves out reasoned judgment. He says, "Most important issues are not simply matters of fact, nor are they essentially matters of faith, taste, or preference. They are matters that call for reasoned reflection, and they can be understood from different points of view" (p. 295). Thus, he suggests that students definitely need to learn procedures for gathering facts, and they need to have opportunities to express their preferences, but their most important need is to develop their capacities for reasoned judgment. On the other hand, he emphasizes that before doing this, students should learn the distinction between fact, opinion, and reasoned judgment in the first place.

In addition to these, Potts (1994) suggests three strategies for teaching CT skills, one of which is building categories by which students categorize information by finding out the rules. Then, students are asked to evaluate if their categorization rules can be generalized by transferring the rules into different instances. Finding problems and solutions is conceived as another CT skill which is also required in real life. This strategy provides an opportunity for students to improve their ability to identify the problem in a case and generate solutions to it and to use this skill in tackling real life problems as well. Lastly, enhancing environment, which means the arrangement of seating and visual aids in a classroom, is perceived to be very important in enhancing CT. Seating of students should be arranged so effectively that students can interact with their peers and teacher.

2.3.3 Importance of CT in Education

CT skills are important to ensure students achieve success inside and outside the classroom. Students are not only working with concepts and ideas, but also manipulating the concepts, and trying to see how well the concepts can be understood. By working with concepts and being “hands on” with them, students are grasping it all more deeply. According to Colley, Bilics and Lerch (2012), the ability to think critically is an important trait for all members of society. With today’s multinational, multicultural, and complex issues, citizens must be able to sift through large amounts of data to make intelligent decisions. Another reason for the need to develop CT skills is that many employers are looking for candidates who exhibit CT skills. Butler (2012) indicated that eighty one percent of the employers surveyed requested more CT instruction for their current and prospective workforce. This call for a change in the way students are educated has been heard around the world.

Beyer (1995) sees the teaching of CT as important to the very state of our nation. He argues that to live successfully in a democracy, people must be able to think critically in order to make sound decisions about personal and civic affairs. If students learn to think critically, then they can use good thinking as the guide by which they live their lives. For example, when the society becomes more complex due to a rapid change of technology, students should get appropriate training in universities in order to solve such challenges. Taking CT training through various courses in universities and colleges helps students to utilize disciplined reasoning in their lives and working environments. It also helps them to direct and redirect their thinking.

2.3.4 Assessment of CT

There is a wide variety of theories in the literature on how to teach and assess CT skills. The most prominent studies use Socratic questioning along with other teaching strategies for CT skill development (Paul & Elder, 2008). Similarly, Socratic seminars in conjunction with other strategies have been researched and recommended for assessing and fostering CT skill development (Kenney, 2013). What needs exploration is using Socratic Questioning as a teaching method and the Socratic Seminars to assess the acquisition or improvement of CT skills. It is important to determine the effectiveness of these strategies.

The research into CT has focused not only on the cultivation of reasoning in all subjects but also on the assessment of CT. As Paul (1995) points out, the concepts and distinctions embedded in CT research are, therefore, well-suited for the design of a process to assess higher-order thinking. In an attempt to develop a process to assess CT, Paul (1995) started with determining what should be the main objectives of a process to assess CT. He put forward 21 criteria for that purpose. Of the 21 objectives, the researcher selected those that are most appropriately related to this study: (1) it should assess students' skills and abilities in analyzing, synthesizing, applying, and evaluating information; (2) it should make clear the inter-connectedness of our knowledge and abilities, and why expertise in one area cannot be divorced either from findings in other areas or from sensitivity to the need for interdisciplinary integration; (3) It should account for the integration of communication skills, problem-solving, and CT and it should assess all of them without compromising essential features of any of them; (4) It should test for thinking that is empowering and that, when incorporated into instruction, promotes the active involvement of students of students in their own learning process; (5) It should be of a kind that will assess valuable skills applied to genuine problems as seen by a large body of the populace, both inside and outside of the educational community; and (6) It should contain items that, as much as possible, are examples of the real-life problems and issues that people will have to think out and act upon.

These objectives for assessment are extremely important in deciding how to evaluate CT. When it comes to actual CT tests, there is a surprisingly large number and variety of tests already established. For example, Bloom's taxonomy of higher order thinking is often used as an assessment of CT. Ennis (1987) noted that "in the elementary and secondary schools we find heavy current emphasis on the upper three levels of Bloom's taxonomy" (p. 9). Most tests, however, are more structured and objective than Bloom's taxonomy. Ennis (1993) and Norris and Ennis (1989) described several standardized tests with the following being a few of the more popular.

1. Watson-Glaser CT Appraisal: A multiple choice test, this assessment tool is geared towards high school and college students. It includes "sections on induction, assumption identification, deduction, judging whether a conclusion follows beyond a reasonable doubt, and argument evaluation" (Ennis, 1993, p.183).

2. Cornell CT Tests: These tests have two levels, X and Z, which are geared towards different age groups. There are multiple choice questions examining “induction, credibility, prediction and experimental planning, fallacies (especially equivocation), deduction, definition, and assumption identification” (Ennis, 1993, p.183).

3. Ross Test of Higher Cognitive Processes: Containing 105 multiple-choice questions, this test assesses the upper three levels of Bloom’s Taxonomy, focusing on the “students’ ability to analyze, synthesize, and evaluate” (Norris & Ennis, 1989, p.68).

4. The Ennis-Weir CT Essay Test: This test is similar to the Cornell test, but is designed in essay format and aimed at high school students, college students, and other adults.

When using such tests, Ennis (1993) warned against “traps for the unwary” one can easily fall into when assessing CT. He felt that “Test results may be compared with norms, and the claim made that the difference, or similarity, is the result of instruction” (p. 181). He also raised the concern that “Most CT tests are not comprehensive especially those that are easiest to use, the multiple choice tests, and significant results may be expected in too short a time period” (p. 181). Other traps include pre-testing and post-testing without a control group, differences in background beliefs when using multiple choice tests, using the same test for the pre-test and post-test, test validity because of “high-stakes purposes” (p. 181), and scarce resources. We also acknowledge the traps of testing, and these traps which are taken into consideration in the assessment tool.

In contrast to the standardized tests just mentioned, Ennis and Norris suggested that “a combination of a standardized test and open-ended assessment tests should be used to measure CT” (Spicer & Hanks, 1995). They also offered the opinion that “Evaluations of CT are usually artificial in comparison to the life situations in which the researcher hopes students will eventually be able and disposed to think critically” (Norris & Ennis, 1989, p.41). The present researcher therefore agreed with this statement and with Paul (1995) and Halpern (2006) who state that a true measure of CT can be obtained only by including in the assessment generative as well as selective dimensions.

In reality, however, most assessment comes in the form of standard multiple choice tests, open-ended questions, and an essay section, which asks the student to do something specific. Tests are

not provided, however, to assess how a student can critically reflect on an issue (topic) of an argumentative essay in her or his life and apply classroom concepts to that issue (topic), evaluating how the two (or more) elements fit together and allow them to make sense of what goes on outside the classroom. This study supports the idea that having students generate their own ideas using CT skills is a much more meaningful way to assess CT as compared to circling answers on a multiple choice test.

Having said all of this, it is time to introduce an alternative form of CT assessment which the researcher feels to provide rich descriptions of CT using a rubric in order to assess the students' CT while writing an argumentative essay on the given topics (issues). It should be noted that this is one of several assessment approaches to measuring CT. As a result, when viewing students as active agents in the learning process (i.e. writing argumentative essays), this assessment tool allows for the interpretation, explanation, analysis, inference, self-regulation and evaluation of information gathered through argumentative essay writing and experience on the part of the student, in accordance to his (the researcher's) accepted definition of CT.

2.4 Framework of the Study

2.4.1 Theoretical Framework of the Study

The theoretical framework simply states the theory aspect of the researcher's work—the existing, tested, and viable theories backing up his current research. So to speak, a theoretical framework is a collection of interrelated theories that guides the researcher's work.

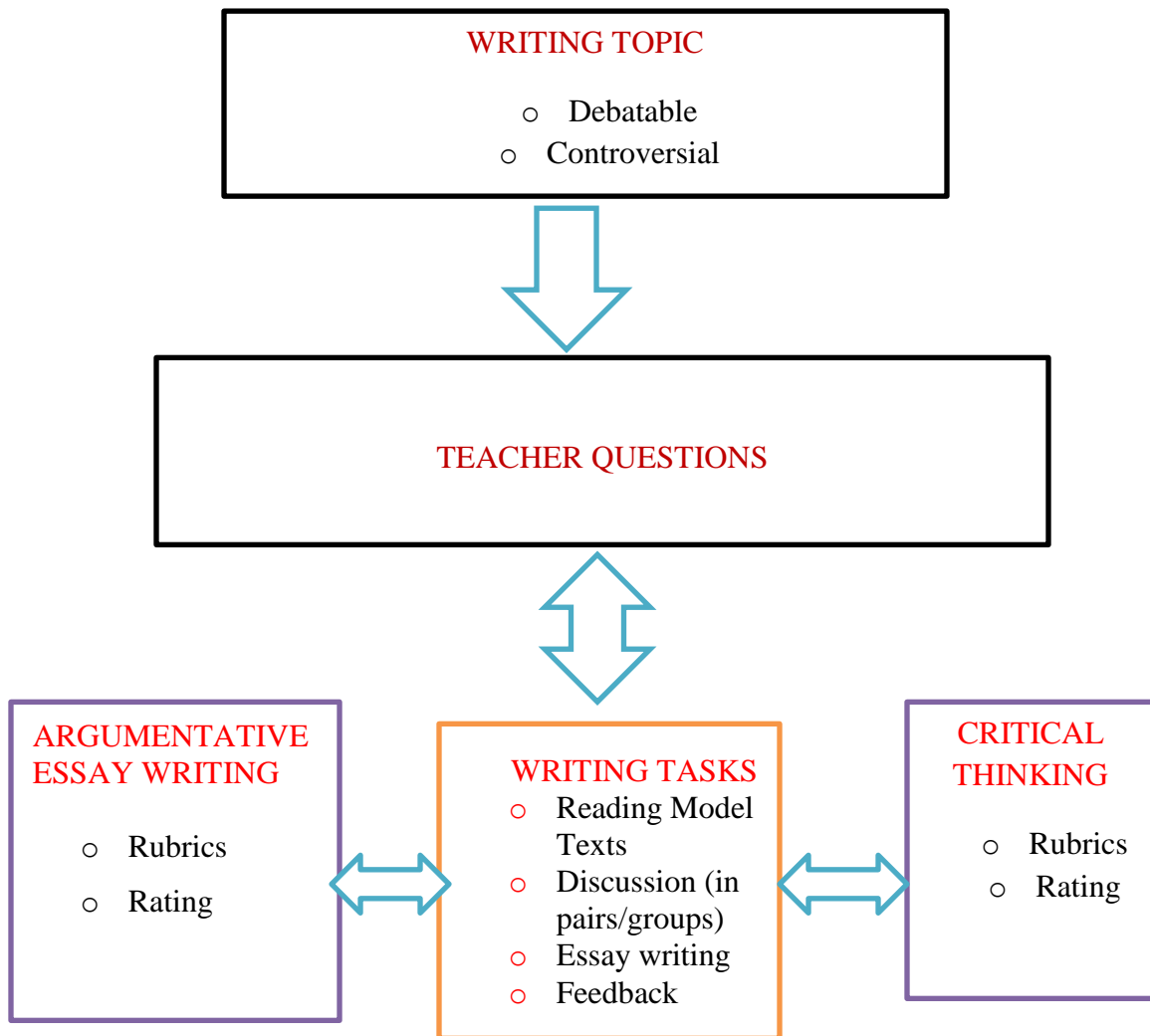
Teacher's questioning is regarded as one of the most important activities in the EFL classroom. Based on the theory of the cognitive domain, the most important thing is that higher cognitive levels can promote students' higher-order thinking because higher-level questions can require students to engage in independent thinking such as problem solving and analyzing and evaluating information. Questioning is an integral part of meaningful learning and scientific inquiry. The formulation of a good question is a creative act, and it is at the heart of every teaching and learning process. As CuccioSchirripa and Steiner (2000) have stated, "questioning is one of the thinking processing skills that is structurally embedded in the thinking operations of creative thinking and problem solving" (p. 210).

Questioning is an important cognitive activity that enhances teaching and learning. The quality of the questions that teachers ask plays an important role in promoting or hindering students' writing skills and thinking abilities. Asking good questions is an art that requires the teacher's creative intervention to facilitate students' writing skills and CT abilities. The ability to ask questions leads to the creation of new ideas, new inventions, and better solutions (Ritchhart, 2012; Rothstein & Santana, 2017) on the topic given in the writing classroom. Additionally, questions challenge students to reflect on their theories and take different perspectives while doing various writing tasks. Questions also have powers for creating zones of proximal development when teachers are able to grasp their students' prior knowledge, thinking, and inquiries to scaffold them to the next level. Moreover, effective questioning in teaching marks the difference between being a facilitator of learning opportunities or a consumer of someone else's ideas.

The theoretical framework of the study is intended to provide educators with a clear pedagogic tool to lead students towards understanding and then achieving higher-level language skills while practicing various activities (for example, argumentative essay writing and CT) in EFL classrooms. From a social constructionist perspective, the L2 (FL) question plays the following roles in this framework: First, questions are used initially as a means of written communication between teachers and students and among students. Second, a question is considered a psychological tool or a tool for thought while generating appropriate ideas on the given writing topic (issue). Third, in a second language (FL) classroom, the question is taken as the target of learning. Question also functions as a communication tool, a medium for cognitive activity, and the learning objective.

To improve students' writing skills and CT abilities, educators can develop instructional pedagogy with purposeful learning activities that encourage writing skills and CT abilities. In this study, therefore, the researcher used higher-level questions from Bloom (1956) and SQM, which was adapted and developed by Paul and Elder (2008). The theoretical framework of the study is indicated in figure 2.3 below.

Figure 2.3: Theoretical Framework of the Study



Adapted from Bloom et al (1956) and Paul and Elder (2008)

The theoretical framework for this study (figure 2.3), therefore, is rooted in Bloom's Taxonomy and Socratic epistemology and utilizes question-based argumentative essay writing instruction as a means of bolstering prospective teachers' questioning skills for effective classroom writing and CT. The instruction concentrates on the following three types of questions at the higher levels of Bloom's taxonomy: analysis, synthesis, and evaluation. The feature of the analysis question is that this form of question works to separate ideas. At a higher level, students will be presented with analytical questions, and teachers need to be careful so that students can follow the content of the subject (i.e., argumentative essay writing) and apply all the skills to them. Synthesis questions are questions that can help students come up with a new idea based on the initial

information they are exposed to. These skills also require high skills, in which teachers need to guide students until they can synthesize information in their writing and thinking. At the highest level, evaluation-based questions will be given to students. Evaluation means students should be able to make and maintain their justifications.

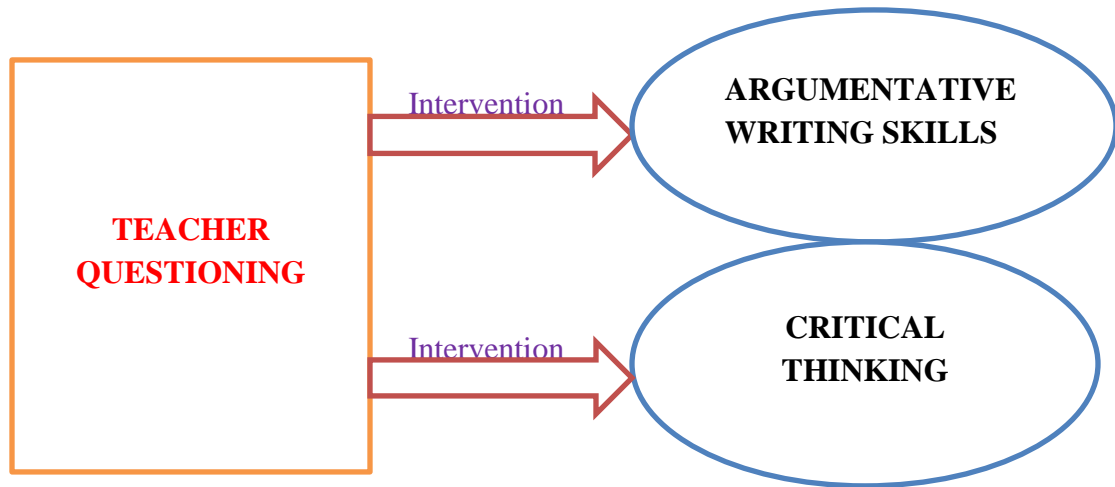
The SQM developed and used by Paul and Elder (2008) focuses on three types of questions: spontaneous, exploratory, and focused. Spontaneous Socratic discussions are useful when students become interested in a topic, when they raise an important issue, or when they are on the brink of grasping or integrating something new in sight at any stage of their writing classrooms. Exploratory Socratic questioning is used to identify where students are clear or fuzzy in their thinking and can be useful for introducing a topic or reviewing content. Focused questioning presents opportunities for students to engage in extended discussion where they discover, develop, and share ideas in a group setting. These question types are used to support students and facilitate their discussion and CT while writing argumentative essays on the given debatable topics (issues). Using such questioning techniques in an EFL writing classroom also helps students become engaged in the task through active participation.

Through the literature cited above, the researcher tries to show the relevant theories and other necessary discussions on the important aspects of the current study. Therefore, the practices of questioning and their effects on students' writing and CT in EFL contexts should be studied through research. Based on this, the conceptual framework of the study is described in the following section (2.4.2).

2.4.2 Conceptual Framework of the Study

The conceptual framework in Figure 2.4 below indicates question-based argumentative essay writing instruction could be beneficial for improving students' writing skills and CT.

Figure 2.4: Conceptual Framework of the Study



The teacher questioning, which is illustrated in the above conceptual framework (figure 2.4) in a rectangle, is the independent variable (i.e., question-based argumentative essay writing instruction). The two oval-shaped circles also represent dependent variables (argumentative essay writing skills and CT). In between, there are arrows that represent the effects of question-based argumentative essay writing instruction (the intervention) on the two dependent variables. The diagram also shows the relationship existing between the two dependent variables, which are connected to one another.

With regard to the variables and the theories in this study, there are relationships among one another. The cognitive theory, which posits that learning, is a mental process that focuses on question-based writing. This kind of instruction helps students generate, develop, organize, and evaluate ideas while writing argumentative essays through planning, drafting, revising, and editing. For example, the connection between CT and argumentative essay writing can be seen in terms of planning. Good writing involves proper planning. This planning involves reading for information. This reading stage uses CT skills to make decisions on the content of the essay, the usefulness of the content, and how the content fits into the writer's needs. The writer knows that the first draft is not the final stage. He (or she) needs to evaluate his or her draft by reading critically to improve the final product.

The other relationship between argumentative essay writing and CT is seen through the editing process. The editing process is one way to show that CT is related to writing. During this period of writing, a writer has to think about what data is most important, isolating the most important elements in order to make cuts. Sometimes editing creates a need for new transitions or connections, so the writer has to brainstorm about ways to make one section flow easily into another once cuts are made.

The integration of CT into argumentative essay writing can also be premised on the tenets that, firstly, CT is an integral part of argumentative writing in combination with other important language aspects of writing. To write is to argue, and to argue is to think. Argumentative writing thus requires a complex skill involving not only practical but also cognitive and social aspects, and thus requires students to have sufficient background knowledge of the issue being written about. Secondly, writing can significantly help students develop both their CT skills and language competence. Writing is the verbal manifestation of CT. Critical thinkers need to master multiple writing skills and abilities, i.e., to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems (Chance, 1986).

The facts above show that argumentative writing skills and CT are related to cognitive theory. When students are engaged in question-based argumentative essay writing instruction, they can build their self-confidence to generate new and appropriate ideas while writing argumentative essays. The instruction also helps students to promote their CT by analyzing, synthesizing, and evaluating the appropriateness of their ideas while writing argumentative essays. Based on the process approaches, the teaching of writing model was developed to improve students' argumentative writing skills and CT.

The next chapter is devoted to the methodology of the study.

CHAPTER THREE: METHODOLOGY OF THE STUDY

This chapter gives a brief account of the research paradigm, the design of the study, the study variables, the participants of the study, the data gathering instruments, the procedures of the research, and the methods employed in the data analyses. In addition, it discusses the ethical considerations of the research. Following this, the chapter presents the pilot study with its objectives, setting, experimental procedures, and the lessons learned from it.

3.1 Research Paradigm

The present researcher chose the pragmatic approach in the current study for the following reasons: (1) the approach allowed him to utilize more than one research method or technique simultaneously. An example would be the methods used during data collection. Data could be gathered through tests, and the findings could assist in the development of text analysis, student self-report journals and FGD. The student self-report journals could be used to derive data from a certain sample size to carry out a qualitative investigation. The analysis of the data that has been collected through quantitative means was highly dependent on the qualitative data. (2) The researcher believes that the appropriate data analysis method would depend on the research method used. In certain instances, data might need to be converted from qualitative to quantitative or vice versa. (3) The researcher also believes that, through a mixed approach, triangulation could be enabled. Triangulation allowed him to use a mixture of methods to carry out a successful study. (4) The present study was not supported by fixed models and theories.

As a result, this study utilized the pragmatic paradigm for quantitative data through an independent samples t-test using argumentative essay writing tests. The quantification is applied in computing the results of the students' tests through an independent samples t-test. The purpose of explaining the results of tests through statistical data was to give a further and deeper explanation of the data. On the other hand, the data that were collected through the qualitative pragmatic paradigm, which utilized text analysis, student self-report journals, and FGD for the course Basic Writing Skills, Thus, it is possible to say that the data from tests were analyzed quantitatively, while the data from text analysis, student-reflective journals, and FGD required qualitative analysis.

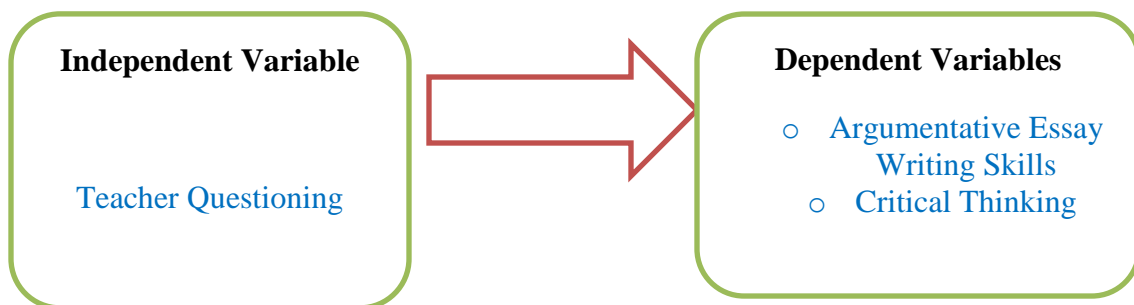
3.2 Design of the Study

The design of the study was quasi-experimental and employed a pre-post-test two-group design. This design was chosen because conducting treatment means that at least one independent variable is manipulated and its effect is measured by some dependent variables while other factors are controlled in various ways (Seliger & Shohamy, 1989). For the purpose of this study, two intact sections of management students who were enrolled in the Basic Writing Skills course were assigned as TG and CG. Both groups received pre- and post-intervention, question-based argumentative essay writing instruction. The TG received question-based argumentative essay writing instruction, whereas the CG learned through the conventional method. (See the sample guideline for conventional and the TG writing teaching in [Appendices 6 and 7](#)).

3.3 The Study Variables

In this study, the independent variable is the questioning method. The treatment teaching strategy was designed for the undergraduate students taking the Basic Writing Skills course for academic purposes. There are, thus, two dependent variables (to be caused or influenced by the independent treatment), namely, the students' argumentative essay writing skills and their CT. Argumentative writing skills and CT were assessed using tests. In measuring students' CT, students were expected to use interpretation, explanation, analysis, evaluation, inference, and self-regulation skills during the writing of argumentative essays accordingly. In addition, the opinion of students in the TG was assessed through student self-report journals and FGD. The following figure illustrates how the concepts of the independent variable (question-based argumentative essay writing instruction) operationally measured the dependent variables (argumentative essay writing skills and CT).

Figure 3.1: Independent and Dependent Variables of the Study



3.4 Research Site and Participants of the Study

3.4.1 The Research Site

This study was conducted at Debre Markos University (DMU). This university, particularly the management department, was selected for the following two reasons: First, a Basic Writing Skills course was offered in the Management Department of the university with easier access to the participants of the study, so the researcher did not have to go to other universities. Secondly, the researcher had the chance to teach the course in two consecutive batches, and it was easy for him to train the assigned instructor who taught both the TG and the CG. (See the training manual in [Appendix 2](#)). This is because the researcher adapted the teaching guide based on question-based argumentative essay writing instruction that was implemented by the instructor. (See the adapted question-based argumentative essay writing instructional teaching guide in [Appendix 6](#)).

3.4.2 Participants of the Study

This study, as mentioned in Section 3.2, employed a quasi-experimental research design and focused at DMU in East Gojjam Zone, Ethiopia. Therefore, the participants of the study were second-year students who took the Basic Writing Skills course in the Department of Management in the 2021 academic year. The experiment was conducted when the course, i.e., Basic Writing Skills, was offered. The Department of Management admits two sections of second-year students in each of the years mentioned above. Since these two sections were taken as treatment and CG, all students were included in the study. Besides, the selected two sections were coded as "A" for the TG (i.e., $n = 30$, $F = 12$, $M = 18$) and "B" for the CG (i.e., $n = 30$, $F = 14$, $M = 16$).

3.5 Data Gathering Instruments

For the purpose of this study, the major research tool used to gather data was an argumentative essay writing test conducted in Basic Writing Skills classes at DMU. The second tool was text analysis conducted with the students' post-tests. The third one was student self-report journals, which have been filled by randomly selected students from the TG at each writing session. The fourth tool was FGD conducted with students who were taking the same course (i.e., basic writing skills) at the same university. A detailed description of each instrument is provided in the following sub-sections (3.5.1-3.5.4).

3.5.1 Argumentative Essay Writing Tests

In this study, argumentative essay writing tests were used as the main tool to gather the required data from the students. Tests that consisted of an argumentative essay were administered to the comparison and TG before and after the intervention. The main purpose of the tests was to assess students' argumentative essay writing skills and CT abilities in the pre-test and post-test. The other purpose was to analyze the students' sample essays in the post-test against the adapted criteria in order to show improvements or progresses.

In the pre-test, an argumentative topic, "Is social media good (not good) for society?" was given to the two intact groups. With regard to the argumentative essay test, student writers should present their counterargument with examples and relevant evidence to persuade readers after stating the introductory part of the essay with a thesis statement. The writing should also consist of a clear and effective organizational structure that creates unity, completeness, and a logical progression of ideas from beginning to end. Sentence structure, grammar, punctuation, capitalization, and spelling errors were also considered in the test.

The argumentative essay test that was given to students was centered on three basic components. The first one was the introductory paragraph. In this paragraph, the students' writing was assessed to see whether or not it dealt with an issue that was controversial or debatable and included a thesis statement. Concerning the body paragraph, the test consisted of how well the student writer dealt with two different viewpoints. In other words, the student writer was supposed to present the opponents' views and the counterarguments (his or her views) with facts and evidence to persuade the reader. The third was the conclusion paragraph. In this section, the student writer was assessed on whether or not there were concluding sentences, restating ideas by underscoring the writer's viewpoint, and providing recommendations on the topic. Therefore, the TG received writing instruction through question-based argumentative essay writing instruction, while the CG received it through the conventional method.

Upon the completion of the treatment, the post-test was administered to the comparison and TG. The argumentative writing test consisted of an essay on the topic "Internet access should (shouldn't) be free for everyone." The purpose of the post-test was to examine the difference between the CG and TG students' argumentative writing skills and CT abilities. Similar to the

pre-test procedures, the students' argumentative essay test was done in the post-test. Since the writing topics were prepared by the researcher, the content and face validity of the pre-test and post-test were checked. In doing so, the writing topics were given to EFL instructors, PhD colleagues, and supervisors to check the appropriateness of the tests. As soon as the comments and feedback were gained from professional judgment about the appropriateness of the writing test items, the researcher administered them to students. Thus, students wrote argumentative essays in the pre-test and post-test. (See the pre-test and the post-test in [Appendix 3](#) and [Appendix 8](#), respectively).

The scoring sheet (checklist) was adapted from Oshima and Hogue (2007). The three raters, who were more experienced in teaching writing courses for more than ten years, used the adapted rubric to evaluate the students' academic essays. The adapted rubric ([Appendix 4](#)) consisted of different items with different values ranging from 30 (students with the highest argumentative essay writing skills) to 1 (students with the least writing skills) on the basis of their pre-test and post-test results. Finally, the given scores of students' argumentative essay writing skills on the basis of the holistic rubric were added and put in percent by three raters in order to make the analysis easier.

What is more, the students' CT was evaluated on the basis of the holistic CT rubric adapted from Facione (2011). It was noted that this was one of several assessment approaches for measuring CT. However, when viewing students as active agents in the learning process, this assessment tool allowed for explanation, analysis, inference, synthesis, evaluation, and self-regulation of information gathered through argumentative essay writing and experience on the part of the student, in accordance with my accepted definition of CT. The adapted rubric ([Appendix 5](#)) consisted of different items with different values ranging from 17–14 (students with highest CT) to 1-4 (students with least CT) on the basis of their CT abilities while writing argumentative essays in the pre-test and post-test. Finally, the given scores of students' CT on the basis of the holistic rubric were added and put in percent by three raters in order to make the analysis easier. The students' written argumentative essays were also used to analyze the randomly selected sample essays from the treatment and CG against the adapted criteria ([Appendix 5](#)).

In order to assure the validity of the argumentative essay tests, the tests were submitted to three raters and other colleagues and specialists in the field of testing and measurement. The

acceptable range of inter-rater value estimates is 0.7–0.8 (Nunnally & Bernstein, 1994; Taber, 2017) in the social sciences. Based on the presented study, it can be concluded that the developed instruments have good inter-rater reliabilities (i.e., .80).

3.5.2 Text Analysis

The main purpose of text analysis was to see whether or not the TG students showed changes in their argumentative writing skills and CT due to the treatment they received. Also, it was helpful to substantiate the students' written texts with data gained through quantitative data. As Graham (2003) notes, "text analysis" is the term used to describe the process of examining a writer's argument. An effective argument communicates the writer's position on a particular topic, explains existing objections to the writer's position, details the logic of the writer's position, proves the writer's research is thorough, and concludes with summative statements pertaining to the relevance, logic, and confidence of the writer's position. As a result, text analysis is becoming so important that it can be applied to the written texts (i.e., argumentative essays) of the students. This was done based on the elements of structure in the argumentative essay.

By taking the facts above into consideration, the researcher adapted the argumentative essay analysis criteria from Oshima and Hogue (2007). (See the text analysis criteria in [Appendix 9](#)). Therefore, 4 sample texts from the pre-post-tests (i.e., 2 from the CG and the other 2 from the TG) were chosen from the two groups of students in the study and analyzed. It was also checked whether or not the TG students showed any changes in their post-test writings. This was helpful in observing the students' evident improvement in their writing skills. Therefore, qualitative data were produced to examine students' written texts. In the same way, the students' CT ability was analyzed qualitatively from the same argumentative essays written by the students on the basis of the adapted text analysis criteria ([Appendix 9](#)) from Cottrell (2005).

In constructing the adapted criteria for text analysis, the researcher tried to ensure that the criteria were related to the objectives of the study. The adapted criteria were also supported by the available and relevant literature. Additionally, the adapted text analysis criteria were given to some colleagues and experts in the fields of teaching English who have done a critical assessment to validate the instrument. It was after their comments were taken care of that the reconstructed text analysis criteria were passed for face and content validity. Lastly, an inter-

rater reliability agreement of 0.84 was also established for the adapted text analysis criteria by three raters. Therefore, the adapted criteria were valid to examine the students' improvement towards their argumentative essay writing skills and CT through question-based writing instruction.

3.5.3 Student's Self-report Journal

The other data gathering method that was used in this study was student's self-report journals. Reflective journals were helpful to get necessary information from selected second-year management students. The findings of the student self-report journals were used to get the qualitative data. In this regard, Graham (2003) asserts that a student self-report journal is the written record of a person's observations, thoughts, reactions, or opinions. Supporting this idea, Estrada and Rahman (2014) elucidate that reflective journal writing is used as a common approach for improving learners' learning experiences in professional courses, promoting higher-order thinking skills, and increasing students' motivation (Farabaugh, 2007). Therefore, the reflective journal items were designed in such a way that they could generate responses that addressed the issues raised in the students' opinions towards writing and CT through the context of question-based argumentative essay writing instruction.

The main purpose of using the student self-report journals in this study was to get deeper information from the target students on the overall implementation of question-based instruction on their argumentative writing skills and CT abilities. The contents of the learning journals focused on the major themes such as the importance of questioning, the relevance of the writing task, and core CT skills (interpretation, analysis, evaluation, self-regulation, explanation, and inference). These major themes were synthesized into different statements to be analyzed thematically. In short, the contents of the learning logs included major themes as well as detail elements on students' argumentative writing skills and CT. The self-reflections touched upon students' opinions or feelings towards the overall situation of the sessions during the intervention.

In order to accomplish the aforementioned student self-report journals, the following things were done: Prior to the student-reflective journals, 6 students (4 males and 2 females) were selected randomly from the TG to write their reflections on the sessions. To do this, students were

instructed to write their self-reflections based on the reflective journals' guided questions (see [Appendix 11](#)). This is because, as stated by Henter and Indreica (2014), students do not sufficiently engage in writing their reflective journals without instructional support. For the sake of the analysis, sample students' self-reflections were chosen from the ten (10) writing sessions randomly. Lastly, the data obtained from self-reports (6) were analyzed thematically.

In constructing the student-reflective journals ([Appendix 18](#)), the researcher tried to ensure that the items were related to the objectives of the study. Additionally, the student-reflective journal items (questions) were given to some colleagues and experts in the fields of teaching English who have done a critical assessment to validate the instrument. It was after their comments were taken care of that the reflective journal items were passed on for face and content validity. Lastly, an inter-rater reliability agreement of 0.82 was established by three raters for the student-reflective journal items. Therefore, the items in the student-reflective journals were found valid to examine students' opinions about the effects of questioning on their writing skills and CT.

3.5.4 Focus Group Discussion (FGD)

FGD was employed with eight students who were in the TG. The participants were selected through a snowball sampling technique. The participant group included male (six) and female (two) students of almost similar ages with the same background and learning experience. The discussions were audio-recorded, independently coded, and transcribed. Transcripts were coded for themes and categories created. As themes emerged, they were compared to existing categories to look for common relationships. New categories were created for distinct themes that did not fit existing categories. The FGD took 40–50 minutes, and it took place at the end of the intervention. To establish credibility, the three raters and other colleagues were provided with raw data and my lead analysis to corroborate findings. The FGD participants' feedback was also elicited at the end of the session to confirm the accuracy of the main points. An audit containing all the data in raw form and clear notes of the analysis was kept for conformability and dependability. It should be noted that FGD were conducted to provide in-depth examinations of the topics of interest.

3.6 Experimental Procedure of the Main Study

The data collection was undertaken in the first semester from February 22, 2021, to April 22, 2021, by management undergraduate students at DMU, and the intervention was carried out for two months. The students in the two intact classes did not show differences in their pre-test results. As a result, the two classes were assigned randomly to treatment and CG.

The TG was taught using eight (8) instructional steps. Here it is important to remind that the eight (8) steps that were implemented with the TG students were: warm up; presentation of the writing topic; brainstorm; self-directed task; inter-group sharing; writing assignment; teacher's feedback; and class summary. By using these eight (8) steps, the 10 writing sessions were presented to students. (See section 3.8 for the details of the instructional steps).

The instructional steps above were applied through the following steps: In the first step, the students in the TG were made to hold a meeting with their instructor to explain things and to answer any questions related to the material, procedure, or responsibilities of the treatment. Then, the lists of topics that mostly focused on the students' familiarities were given to the two groups of students to choose and prioritize. Next to that, students were made to select their interests in which they enjoyed writing (on the second week of February 2021). By considering their selections or preferences, the prepared procedural guidelines were presented to students in each writing session. After that, more self-directed writing exercises were developed and provided to the students. Based on this, the TG was taught through question-based argumentative essay writing instruction, which consisted of 10 topics (issues). (See Section 3.7 for argumentative essay writing topics.) The activities in these steps were basically aimed at introducing and preparing students to the major elements of an argumentative essay, eliciting or providing appropriate background knowledge, activating themselves with necessary schema, and providing future direction.

In the next step, the instructor started administering the writing lessons as planned. For this, the instructor provided the students with texts supported by questions. He then made students answer the provided questions and read a short text on the topic given to them. Following this, the teacher got the students to discuss in pairs. After that, the students were asked to prepare outlines. Each stage of writing on how to prepare outlines was supported with appropriate

questions. As soon as students finish generating, organizing, and developing ideas on the basis of their outlines, they are encouraged to write five-paragraph argumentative essays on the selected debatable issues (topics). In addition, important discussions on the basics of essay writing were given to students as necessary.

What is more, the teacher on the treatment side used the Socratic seminar at any stage of writing in his actual writing classroom. This seminar helped students have more discussions in order to help them generate, organize, and develop ideas while preparing themselves for writing argumentative essays. It also helped them analyze, synthesize, and evaluate the new and most appropriate ideas in order to provide logical arguments to their essays. Moreover, the seminar gave students a chance to integrate various language skills while writing argumentative essays on the given issues (topics).

The students in the TG then used checklists while evaluating their friends' essays and their own. The function of the checklist was to remind the participants of what to do at each stage and how to evaluate others' essays as well as their own. Four students took part in each group. Group members decided on the topics of essays, plans, and conclusions to be drawn by discussing them with each other and then proceeded to write individually. The topics comprised general concepts that were identified through question-based instruction, and argumentative essays defending a specific argument were limited to these topics (issues). Participants had 90 minutes to complete the essays on specified topics. The written texts were supposed to demonstrate the basic characteristics of argumentative writing, such as an argument, organization, including an introduction, body, and conclusion, and standard language use. In addition, students' core CT skills were demonstrated through checklists in terms of interpretation, analysis, evaluation, explanation, inference, and self-regulation. Throughout all the experimental procedures, the instructor guided the students in the areas in which they needed help.

As soon as the students in the TG completed their argumentative essays on the given topics (issues) during the pre-test, the written essays were collected. Then the collected essays were given to three raters. After that, the raters marked the essays and returned a copy of them to the students with comments. This formative assessment technique was used to assess the students' progress in their argumentative essay writing skills and provide CT with feedback. More importantly, students expect feedback from their instructor every time they produce their essays.

Right after completing the training sessions, all participants were given the post-test. During the post-test, the students from the TG were also asked to write an argumentative essay on another topic (issue), i.e., whether internet access should (or shouldn't) be free for everyone. This testing lasted approximately 90 minutes. In this test, the same tasks that were done during the pre-test were replicated for the TG. These phases could make the implementation more effective, including time management.

On the other hand, the CG was taught through the module-based (conventional) way of teaching writing skills. Similar materials (10 topics) were used for both the comparison and the TG. The difference was in the way the lessons were presented. For this, the participants in the CG were provided with an argumentative essay writing topic (issue) in each lesson, and they were asked to choose one of the topics (issues) and write a five-paragraph argumentative essay. During the process of writing, the instructor and the students in the CG were not heavily engaged in question-based instruction supported by Socratic seminars.

After the essays were completed (in both the pre-test and the post-test), the students in the CG were examined separately by three expert evaluators in the same way as the students in the TG. The participants were also given feedback. The feedback covered general problems encountered in the essays. The written essays (post-test) from the two groups were collected for analysis purposes.

What is more, student's self-report journals were administered and collected from ten (10) randomly selected TG students in each writing session in order to get information about essay writing and CT through question-based writing instruction. Finally, FGD was conducted with students in the TG to gain information about the effectiveness of using question-based argumentative essay writing instruction in Basic Writing Skills classes.

3.7 Selection of Writing Topics Used in the Study

A student was often encountered one of these two situations when it came to choosing a topic for writing argumentative essays. The first situation occurred when the instructor provided a list of topics from which the student chose. These topics have been deemed worthy by the instructor; therefore, the student should be confident in the topic he or she chose from the list. Many first-time writers appreciated such an arrangement by the instructor because it eliminated the stress of

having to decide on a topic on their own. It was clear that selections of argumentative essay topics were essential to address the intended goals of the course through writing skills and CT through the questioning method. In this regard, the argumentative essay topics (issues) were chosen on the basis of the criteria: (1) Topics should be related to current events; (2) Topics should be debatable in that they help writers to make an argument; (3) Topics should be grounded in reality; (4) Topics should not be too broad; and (5) Topics should catch the reader's attention.

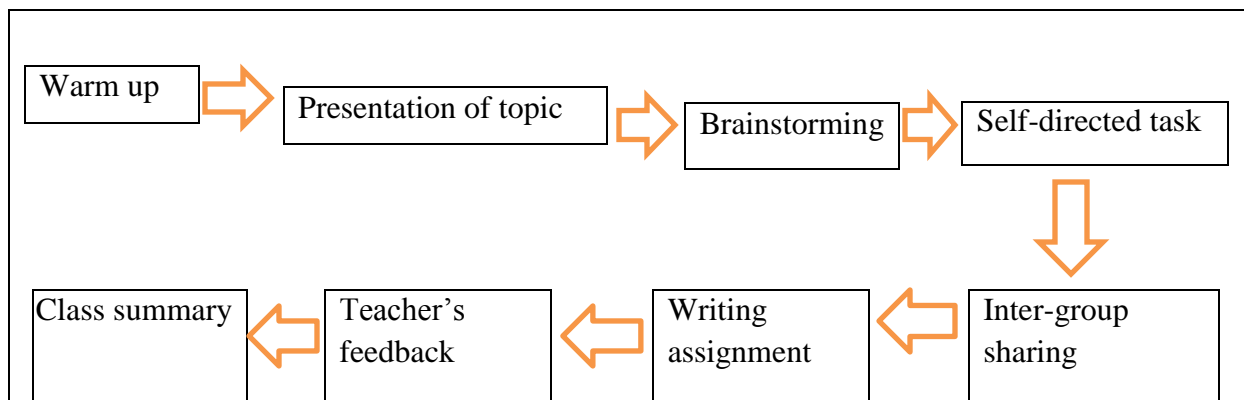
Based on the above selection criteria, more lists of topics were given to the students to choose from by prioritizing the topics they were interested in. The ten (10) topics for argumentative essays were chosen. These were: (1) Is social media good (not good) for society?; (2) Fashion symbolizes (doesn't symbolize) one's identity; (3) Education should (shouldn't) be free for all citizens; (4) Religion should (shouldn't) be taught in university; (5) Cheating should (shouldn't) be allowed for students in all universities; (6) Indigenous knowledge is more useful than scientific knowledge vs. scientific knowledge is more useful than indigenous knowledge; (7) Is global warming really affecting (not affecting) our world?; (8) Student attendance should (or shouldn't) be compulsory in all universities; (9) chat chewing has positive (or negative) impacts on the chewer's mind; and (10) marriage rights in one's family should (or shouldn't) be decided by males.

Each writing topic ([section 3.7](#)) was supported with question-based writing instruction. In line with the ten (10) writing topics, the teacher would also consider the six (6) core CT skills (i.e., interpretation, explanation, analysis, evaluation, inference, and self-regulation) by combining them with the question-based argumentative essay writing instructional process. This was done because the researcher had to know which topics students would enjoy writing on. Finally, the majority of the students' choices of the ten topics mentioned in [section 3.7](#) above were used to teach both the comparison and the TG.

3.8 The Question-Based English Writing Instruction

The TG proceeded through eight (8) instructional steps that centered on question-based English writing instruction. During the treatment, the instructor adhered to question-based writing instruction, whose steps are explained in the figure below.

Figure 3.2: Question-based Argumentative Essay Writing Instruction



The above figure shows the eight (8) steps of question-based argumentative essay writing instructions, which are dealt with as follows:

1. Warm up

The teacher began his lesson plan with a five-minute warm-up or icebreaker that could lead his students onto a new topic, open up creative thinking, and help them apply new ways of learning. Icebreakers were one form of warm-up that could help students interact and talk to each other about the writing topic and other related writing tasks. They were useful at the beginning of the lesson. For example, asking students to introduce themselves to each other and what they would like to learn in the course might be one of the teacher's warm-up activities. This kind of warm-up at the beginning of the writing session increased the participation of each student on the writing topic. It also gave an opportunity to students by giving attention to the daily writing task that would be covered during the class period.

2. Presentation of a Writing Topic

Following the first step (warming up), the teacher tried to introduce his students to the daily argumentative essay topic. The major elements that constitute the writing process (i.e., planning, drafting, revising and editing) and other necessary strategies while teaching writing argumentative essays on the given topics should be emphasized by the teacher.

3. Brainstorming

Brainstorming was the third question-based instruction in which the teacher might ask his students to generate ideas for writing an essay. In this step, the teacher prompted his students to tap into their curiosities or prior knowledge of a topic or subject and then write down their thoughts. It was a very quick, spontaneous, and unrestricted writing exercise. The teacher

allowed his students to have creative license to write whatever they wanted without worrying about organization, spelling, or how their ideas would eventually fit together. The purpose of brainstorming was to prepare the student for writing by engaging and focusing on a topic, allowing him or her to write freely without judgment, and eliminating his or her fear of failure because there were no right or wrong answers (Fleming, 2014). The teacher in his writing lesson considered the following steps in the brainstorming process:

a. Brainstorm List: In this step, the teacher told to students to make lists of every word, every phrase, and every idea that came into the writer’s mind about the topic. He also encouraged them to write every thought down. He might also advise his students not to worry if any of their idea was correct or not.

b. Edit Brainstorming List. The second step was to edit the brainstorming list. In this step, the teacher informed his students to include ideas in the final paragraph and what he (she) wanted to omit by combining ideas that belong together.

c. Organize the List. In this step, the teacher asked his students to put the list of ideas in order.

d. Making an Outline. In this step, the teacher asked students to add title and give a thesis statement and a topic sentence. Here, the title was centered at the top. The thesis statement and the topic sentence were placed below the title.

e. Writing the Paragraph/Essay. The teacher asked the students to write the paragraph (essay) based on the outline made in this step. In addition, the brainstorming could be applied in the teacher’s classroom through questions. For example, if the topic for an argumentative essay was “Cheating in exam”, the teacher might ask his students to help them generate and organize their ideas as follows:

1. What is cheating? What experiences do you have about cheating?
2. Is cheating a good (bad) habit? Why do you say so?
3. What logical evidences do you have towards cheating in an exam? Etc.

4. Self-directed Writing Task

The self–directed method was widely used in various areas of writing and could be defined as a student’s responsibility to search for and accept their own knowledge and experience; likewise, students needed to control the freedom for learning themselves. In addition, self–directed writing was a process of directed learning without the help of others (Fisher, King & Tauge, 2001). When students were given opportunities to write about their own topics and to write for different

purposes and audiences, they learned that language need not be as rigid as they might have thought. Self-directed writing was the way of engaging students in a relatively long-term writing process involving multiple drafts, rounds of peer or teacher feedback, and a finalized product. It was also helpful to have students explain why they made their edits by taking their own responsibility.

5. Inter-group Sharing

In his writing instruction, the teacher might have the idea of having peers provide ongoing feedback to one another on multiple drafts of their work. Not only did peer response free an overworked teacher from the task of providing such detailed feedback personally, but it also emphasized and broadened the student writer's sense of audience and the role of talk during writing.

6. Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing. Good writing assignments encourage students' engagement with course material, promoting CT, and helping students learn ways of asking questions, analyzing information, and making arguments on a given topic. No matter what type of writing the teacher assigns, how he presents the assignments to his students could affect their success.

7. Teacher's Feedback

Feedback is most effective when used step-by-step as part of an ongoing process. The teacher's feedback in his writing classroom was particularly expected to be effective in supporting learning when students actively participated in the process. The teacher's feedback should be designed in a way that students understand it and perceive it as both urgent and relevant for taking the next steps, thus encouraging them to respond to it. Therefore, the teacher should try to use feedback to facilitate, motivate, and encourage students throughout their writing process.

Teacher's written feedback was still considered pivotal for improving students' writing in an EFL classroom. Teachers and students recognized the importance of teacher written feedback; thus, the teacher felt that he was compelled to comment on students' paper, justify their grades, and so forth (Hyland, 2003). Similarly, Hyland (2003) also states that second language students

exceedingly value their teacher's written feedback and try to make use of it. Supporting with this fact, the researcher believes that the following kinds of teacher's feedback help students to improve their writing skills and CT abilities: (1) **Selective Feedback:** The teacher might focus his feedback on a few elements of a text, which students could act on easily and therefore allowed them to continue their work; (2) **Specific Feedback:** The teacher pointed to the exact place in the paper that his feedback addressed; (3) **Timely Feedback:** If the teacher liked his students to implement feedback in their subsequent drafts, he would give them enough time to do so; (4) **Contextualized Feedback:** The teacher should relate his feedback to intended learning outcomes and assessment criteria; (5) **Balanced Feedback:** The teacher did not focus exclusively on parts of a paper needing improvement, but made sure to also point out the successful parts; and (6) **Process-orientated Feedback:** The teacher should suggest what his students can do to perform better in future writing tasks.

8. Class Summary

At the end of the writing lesson, the classroom teacher summarized in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that was not essential. Summarizing is more than retelling; it involves analyzing information, distinguishing important from unimportant elements, and translating large chunks of information into a few short, cohesive sentences. The teacher also passed judgment on the writings and the problem by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any improvements on their idea selection and CT were given value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

In general, the classroom teacher should start the argumentative lesson by asking his students higher-order questions as necessary (application, analysis, and evaluation from Bloom's Taxonomy and spontaneous, exploratory, or focused questions from SQM). (See the question types in Chapter Two in section 2.1 for details.) The teacher also tried to assess the students' core CT skills in terms of interpretation, explanation, analysis, evaluation, inference, and self-regulation.

3.9 Data Organization

In this study, quantitative data were gathered through two instruments. To make the data analyses easier, a data summary sheet was used to organize the quantitative data that was gathered through testing. The data were then organized by carefully editing, classifying, and tabulating the quantitative information. While editing the data, the researcher checked the data for accuracy, usefulness, and completeness. Then, the data were classified into different categories. Finally, the data were tabulated and systematically examined. For instance, the data that were gathered from tests were organized by tabulating and arranging the raw scores in a statistical table. In addition, the data found from text analysis, student's self-report journal and focus group discussions were also analyzed qualitatively using themes and verbatim.

3.10 Data Analysis Methods

The data that were gathered through tests were analyzed using an independent samples t-test in the SPSS version 20 software program. The independent samples t-test was used to examine whether there were differences between the treatment and CG students' argumentative essay writing skills and CT scores. On the other hand, the qualitative data were analysed thematically. In other words, the text analysis, student's self-report journals and FGD transcripts were closely examined to identify common themes or topics, ideas, and patterns of meaning. Accordingly, the collected data on the students' argumentative essay writing skills and CT abilities was examined and identified into common themes. Thus, the qualitative data were coherently presented based on these specific themes, which are the features of argumentative essay writing skills and CT abilities.

3.11 Ethical Considerations

Since this study focused on human participants, the researcher was ethically responsible for safeguarding their rights and welfare. Therefore, to protect respondents from unnecessary mental pressure, the researcher obtained informed consent from the participants, who were informed of their rights to confidentiality and anonymity. Respondents were also informed about their rights to withdraw their participation at any time. The researcher also gave participants the opportunity to receive the results of the study where necessary.

3.12 The Pilot study

The pilot study was conducted from December 1, 2020, to January 15, 2021, for 45 days, on second-year management undergraduate students at Gabst College, in Debre Markos Town. In the following sections (3.12.1–3.12.4), therefore, objectives, setting, experimental procedures, and lessons learned from the pilot are reported.

3.12.1 Objectives of the Pilot Study

The primary purpose of the pilot study was to check the feasibility of the study. Specifically, the pilot study had two basic objectives. Firstly, the study aimed at testing the validity and reliability of the data collection instruments regarding time, clarity of the items, clarity of instruction, appropriateness of the instruments, and language complexity. Secondly, the purpose of the pilot study was to appraise the 10 selected writing topics ([section 3.7](#)), which were presented using question-based English writing instruction. In line with this, the suitability of question-based English writing skills and CT for management students, the time needed for implementation, the class size, and classroom organization were also checked.

3.12.2 Setting of the Pilot Study

As mentioned earlier, the pilot study was conducted with second-year management undergraduate students who took the Basic Writing Skills (EnLa 1012) course at Gabst College in Debre Markos. The main reason why these students were selected was that a Basic Writing Skills course was offered to all second-year management students in the college's second semester. For this, two intact classes of management students (Section A and B) were taken as samples for the pilot study. The total number of participants involved in the pilot study was 60 (i.e., 30 students in the CG and 30 in the TG). Therefore, 60 students from two groups who attended the first class were chosen to take part in the pilot study.

3.12.3 Experimental Procedures of the Pilot Study

The data collection was undertaken in the first semester from December 1, 2020, to January 15, 2021, and the intervention was carried out for forty-five (45) days. Since students in the two sections did not show differences in the pre-test results, the two intact classes were assigned randomly as CG and TG. Before starting the intervention, students from the two sections were

given some kinds of discussions on the basic concepts and elements of essay writing, particularly about how to write an argumentative essay. On the following days, the lists of topics were given to the students (in the two groups) to choose and prioritize. Then, students selected their interests in which they enjoyed writing (on the second week of December 2020). By considering their selections or preferences, the prepared procedural guidelines were presented to them in each session. Based on this, the TG was taught through question-based argumentative essay writing instruction, which consisted of 10 topics (section 3.7). In addition to this, important discussions on the basics of essay writing were given to students as necessary.

The students in the CG were taught through the module-based (conventional) way of teaching writing skills. Similar materials (10 topics) were used for both the comparison and the TG. The difference was in the way the lessons were presented. Put differently, the TG was taught using eight (8) instructional steps (section 3.8). By using the eight (8) steps, the 10 writing sessions were supported with question-based writing instruction. In line with the eight steps, the teacher also considered the six (6) core CT skills (i.e., interpretation, explanation, analysis, evaluation, inference, and self-regulation) by combining them with the question-based argumentative essay writing instructional process.

On the other hand, the CG students were taught writing skills using the module-based (conventional method) of teaching writing skills. The instructional process was applied in the following way: First, the instructor provided the students with texts supported by questions. He then made students answer the provided questions and read a short text on the topic given to them. After that, the teacher got the students to discuss in pairs. Finally, the students were let to write an argumentative essay on the given topic. These steps can make the implementation more effective, including time management.

3.12.4 Lessons Learnt from the Pilot

A pilot study assisted the researcher in figuring out how to work out the procedures of the main data collection and look at anything that needs to be modified or changed. It also helped him create new and important ideas for the tools of data collection. The following points were his initial concerns and problems that he has faced during the pilot study: (See insights 1–6 for details below.)

1. Two students in one section refused to participate in the study unless they would be given bonus marks. These students were excluded from the study. The other students who asked for bonus marks to participate in the study were accepted to participate in the study without getting any bonus marks when their instructor explained the importance of the study.
2. It had been noticed that few students could write an argumentative essay on the given topic in at least five paragraphs, while others were unable to reach two paragraphs. Therefore, the students were encouraged to write at least 5-paragraph argumentative essays on either of the given topics with the basic parts of an essay (i.e., one paragraph for the introduction, three paragraphs for the body, and one paragraph for the conclusion). From this, the researcher has learned that telling students in the main study what things are basically required while writing an argumentative essay is very essential.
3. Some students (between 2 and 5) were unable to finish their essays within 60 minutes, and they asked for extra time. The researcher discussed the issue with their instructor, and we agreed that 30 minutes be given as additional time. As a result, those students who were unable to write the essay had written more than three paragraphs in total, so 90 minutes was enough. Finally, it was suggested that 90 minutes was adequate and fair enough for low-level students to write their essays in class sessions.
4. Few students in two groups showed no interest while writing their essays, as they wrote only a few lines. Therefore, the instructor as well as the researcher suggested that the final essay draft should be assessed based on the students' efforts towards the quality of their writing in the main study.
5. After pilot testing the pre- and post-tests, the researcher decided to use the writing topics ([section 3.7](#)) in the main study as they were used in the pilot. For this, "Is social media good (not good) for society?" and "Internet access should (shouldn't) be free for everyone" were used as pre- and post-tests in the pilot study, respectively. Since asking students to write argumentative essays by giving them two different topics did not make the comparison very challenging, the same writing topics were also used in the main study.
6. The researcher has learned a relevant lesson regarding time management. As it was explained in the methodology part (Chapter 3), the treatment had eight steps, which were implemented

in the TG. Each step has its own timetable for implementation. Nonetheless, one of the problems encountered during the implementation of these steps was a failure to stick to the timetable. When students were involved in the inter-group sharing while generating new ideas by answering higher-level questions that were appropriate to the selected topics, they tried to defend their positions and refute others, which took much time. This indicated that too much time is required in order to perform such tasks in the writing classroom. Moreover, the other step that required extra time in the writing classroom was the feedback exchange. Therefore, the time given for the inter-group sharing step and feedback exchange during the main study had to be reconsidered.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

In this chapter, the data gained through the writing tests, text analysis, student's self-report journal and FGD in the main study are analyzed and discussed. Accordingly, the data gathered via the argumentative essay writing tests was analyzed using an independent t-test. The data found from text analysis, student self-report journals and FGD were analyzed thematically. Based on the findings of the data, discussions are made to address the research questions stated in the first chapter.

4.1 Analyses of Argumentative Writing Skills and CT in the Pre-intervention

4.1.1 Analyses of Argumentative Writing Skills in the Pre-intervention

In order to address the research questions stated in Chapter One, analyses and findings of pre-intervention comparisons between the comparison and the TG on their argumentative essay writing skills were carefully scored by three raters using the rubric for evaluating written argumentation, which was adapted from Oshima and Hogue (2007). The participants' scores were computed using an independent samples t-test. An independent t-test is generally used for comparing groups of subjects (Siegle, 2004). The test in this study evaluates whether the mean value of the test variable for one group differs significantly from the mean value of the test variable for the other group. Thus, the students' (i.e., treatment and CG) argumentative essay writing skills pre-test results through question-based argumentative essay writing instruction are displayed in Table 4.1 below.

Table 4.1: Students' Argumentative Essay Writing Pre-test Scores

Groups	N	M	SD	DF	T-value	Significance
Treatment Group (TG)	30	46.46	2.40	29	.812	.423
Comparison Group (CG)	30	46.03	2.91	29		

P < .05

The data in table 4.1 revealed that the TG and CG students were not statistically significant ($p > 0.05$) in terms of their argumentative essay writing skills.

4.1.2 Analysis of CT Skills in the Pre-intervention

In order to investigate the effect of teacher questioning on students' CT, an argumentative essay pre-test was administered to the CG and the TG. The participants' essays were carefully scored by three raters using the rubric for evaluating CT developed by Cottrell (2005). The participants' scores were processed through the independent t-test. The students' CT pre-test results through question-based argumentative essay writing instruction are shown in Table 4.2 below.

Table 4.2: Pre-test Results of Mean Scores of the Two Groups on Students' CT

Groups	N	M	SD	DF	T-value	Significance
TG	30	47.37	3.51	29	1.264	.216
CG	30	46.49	2.98	29		

P < .05

The data in table 4.2 revealed that the TG and CG students were not statistically significant ($p > 0.05$) in terms of their CT while writing argumentative essay.

4.2 Data Analyses and Findings of Text Analysis of Students' Written Texts

With regard to the qualitative data, in this study, text analysis of students' written texts was analyzed to see if there were differences or similarities with the results of the quantitative data in their pre-interventions. The comparison was made after students were given two different topics to write argumentative essays on two topics "Is social media good (not good) for society?" as pre-test and "Internet access should (shouldn't) be free for everyone" as post-test. To this end, the following 4 sample essays (i.e. 2 from CG and the other 2 from TG) written by the students from the two groups were randomly chosen and the analyses were made textually against the adapted criteria. (See the adapted criteria in [Appendix 9](#)).

4.2.1 Sample Students' Written Texts of the CG in the Pre-test

Sample Essay 1

Code: S-500

Is social media good (not good) for the society?

Social media plays a very important role in today into life. Social media are we based on line tools that enable people discover and learn new information, share ideas, interact with new people and or gan a term used to describe the Interaction b/n groups and individuals.

Social media which used by d/t things in those are: Twitter, Facebook, google. You tube, and the internet and invirtual commonities social media. It also advantage and disadvantage of human life.

Social media for humans' life positive and negative affects. The positive affects of social media better communication, stay up to date with family and family and friends around the world, find new frinds and commonities, raise awareness, timely information.

The negative effects of social media on people's life reduced learning and research capabilities, time wastage, reduction real human contact, low grades, loss of motivation in students, effect on health, etc.

Generally social media on people's life more essential and huge important for people's life and societies to learned thecnological method for social media which property used for life.

Note: All sample essays are typed as they are written by participants.

1. Text Analysis on Students' Argumentative Sample Essay 1

Essay	Code	Criteria	Argumentative Essay Analysis
1	S-500	Organization	<p>The writer (S-500) began her writing by stating the role of social media to the people. However, the thesis statement was not clearly stated in the paragraph. Even if the writer tried to divide her essay into five paragraphs, they were not putting in interesting way. They did not grab the reader's attention. The conclusion of the writer was also weak that could not contain ideas that support the thesis statement.</p> <p>The writer's (S-500) essay was also full of grammar problems. There is fragment (incomplete) sentence in the second paragraph of the essay. For example, the last sentence of the second paragraph written as "It also advantage and disadvantage of human life" is not grammatically correct. The sentence lacks subject and verb agreement. Similarly, the first sentence in the third paragraph begins with "Social media for humans' life positive and negative affects." This sentence lacks some kind of subject-verb agreement. It also requires revision in its overall construction.</p> <p>Moreover, the writer's essay was full of spelling problems. For example, the writer misspelt the word "gain" as "gan", "communities" as "commonities", "friends" as "frinds", "society" as "socity" and "technological" as "thecnological". In case, the essay was full of grammar and spelling errors.</p>
		Argument Development	<p>The writer (S-500) did not support her essay with specific and logical reasons. The details which were given in each paragraph do not support each topic sentence. This implies that the essay was not adequately developed with appropriate supporting ideas. For example, the fourth paragraph of the writer saying 'the negative effects of social media on people's life reduced learning and research capabilities, time wastage, reduction real human contact, low grades, loss of motivation in students, effect on health, etc.' was not supported with appropriate ideas. It is impossible to say the paragraph was supported with enough and concrete examples.</p>
		Transition	<p>The writer (S-500) did not relate sentences with appropriate transitional marker. For example, the first sentence of the second paragraph written as 'Social media which used by d/t things in those are: Twitter, Facebook, google'. This sentence requires at least one marker as a transition. There are also sentences in each paragraph that lack transitional marker.</p>

The argumentative essay written by S-500 from the CG was analyzed for CT on the basis of the adapted criteria (i.e. in terms of self-position of the writer, the ability in providing evidence and the ability to synthesize ideas) textually as follows.

2. Student's Critical Thinking Analysis on Sample Essay 1

Essay	Code	Criteria	Critical Thinking (CT) Analysis
1	S-500	Self-position of the writer	The writer (S-500) did not show her stand by opposing or supporting the issue “is social media good for society?” She simply begins her argumentative essay by stating the importance of social media in general. There was no any indicator for self-position in the essay. In order to say she has shown her stand towards her essay, there should be controversial issue in either of sentence in the introductory part of the essay. Therefore, the writer could not specify her self-position while writing her essay.
		Logical evidence	The writer (S-500) did not provide logical evidences in order to develop her essay in convincing manner. For example, the three paragraphs at the body parts of her essay, all information were written without considering the topic sentences. Each idea was mismatched with related topic sentence. The argument of the writer in the body part of the essay was not even well-structured and easy to follow. In addition, the writer did not use logical evidences to support each body paragraph. She did not also provide related examples in order to support her arguments in each paragraph.
		Synthesis of ideas	The writer did not connect ideas or concepts logically. The connection of ideas or concepts in the writer's (S-500) essay was not convincing. In short, it is better to say the writer did not simply understand the logical connections of ideas in her essay. In general, the writer's (S-500) CT towards her argumentative essay writing was weak. For one thing, she did not show her stand in her writing. The other one is that her essay was not supported with logical evidences. In addition, the ideas of the concepts in the writer's essay were not synthesized logically.

The other writer's (S-510) argumentative essay from the CG was analyzed against the adapted criteria thematically as follows.

Sample Essay 2

Code: S-510

Is social media good (not good) for society?

Social media is not only giving a positive impact but also a critical role in the liver of teenagers, high technology, gives literacy, skills, development growth and information management to the teenagers, but they are not readily accessed. One of the problems is that anybody can share anything.

Social media is a part of today's modern life, but it has many adverse impacts on the youth, which have to be changed. The adverse influence is that through social media, communication skills.

they become better without actions. many of them are using social media to hide their identities. There are hidings for the mischievour reasons so that habitual trolls and pranksters are founding in the platform.

Social media can immediately to spread or access to information among people in quickly because facebook, twitter and pinterest. Those situations are obviously seen in our society.

Without social media, social political ethical and environmental ills would have minimal visibility. Social media will further continue us to facilitate & get sometimes harmful if s/thing is not done for it.

The above argumentative essay written by the student (S-510) during the pre-test from the CG is analyzed thematically as follows:

3. Text Analysis on CG Students' Sample Essay 2

Essay	Code	Criteria	Argumentative Essay Analysis
2	S-510	Organization	<p>The writer (S-510) tried to begin his essay by providing the fact that shows the good impact of social media to teenagers, technology and other areas. However, the writer did not introduce and explain the introductory part very well.</p> <p>The writer's essay (S-510) was full of grammar errors. For example, the writer begins with "they become better without actions". Here, the word 'they' refers to indefinite thing. It is used by the writer unnecessarily. In addition, the same paragraph of the essay contains "many of them are using social media to hide their identities". This sentence begins with indefinite pronoun 'many'. Therefore, the words 'they' and 'many' in the third paragraph were used unnecessarily by the writer. They did not refer specific person, thing or action.</p> <p>The writer used words that do not have clear meanings. For example, the word 'mischievous' in the third paragraph and the word 'pinterest' in the fourth paragraph are meaningless. They are chosen and used unnecessarily. This implies that the writer chose words without considering the given topic/issue.</p>
		Argument Development	<p>The writer's essay also lacked good supporting ideas. For example, the second, third and fourth paragraphs lack reasons and details in order to develop each topic sentence. Even if there are ideas that can be considered as supporting the writer's main point, those ideas are not specific and logical. Therefore, the way the writer used to develop the argument was not reasonable.</p>
		Transition	<p>The writer (S-510) does not relate sentences with appropriate transitional marker. For example, the first sentence in the fourth paragraph which begins with "Social media can immediately to spread or access to information among people in quickly because facebook, twitter and pinterest". This sentence uses the word 'because' in its wrong position. The writer should reconsider how and when to use transitions while relating ideas in the phrases and sentences of each paragraph.</p>

The argumentative essay written by the same writer (S-510) was also used for CT analysis. The thematic analysis is presented against the three criteria as follows.

4. Critical Thinking Analysis on Sample Essay 2

Essay	Code	Criteria	CT Analysis
2	S-510	Self-position of the writer	The writer (S-510) did not show his stand in supporting or opposing the given issue at the beginning of his essay. The writer simply began the introductory part of the essay by providing general ideas about social media. It did not receive one's attention. It lacked attention.
		Logical evidence	The writer (S-500) did not provide logical evidences in order to develop her essay in convincing manner. For example, the three paragraphs at the body parts of her essay, all information were written without considering the topic sentences. Each idea was mismatched with related topic sentence. In short, the argument of the writer in the body part of the essay was not well-structured and easy to follow. In addition, the writer did not use logical evidences to support each body paragraph. She did not also provide related examples in order to support her arguments in each paragraph.
		Synthesis of ideas	Many of the writer's (S-510) ideas in each paragraph require appropriate markers that connect them logically. The writer did not connect ideas or concepts logically. In addition, the connection of ideas or concepts in the writer's (S-510) essay was not convincing.

4.2.2 Sample Students' Written Texts of the TG in the Pre-test

Similar to the CG, the TG was given similar topic to write argumentative essay on “Is social media good (not good) for society?” in the pre-test. So, two sample written texts (essays) which were chosen randomly from the TG (S-600 and S-620) are presented and textually analyzed as follows:

Code: S-600

Is social media good (not good) for Society?

The negative impact of social media on people's life for example reduced learning and research capabilities reduced in real human contact time wastage, effect of on health.

Reduced learning and research capabilities students depending more on the information reachable easily. On these social networking sites and the web, this reduce their learning and research capabilities.

Reduced in real human contact the additional time the students spend on these online networking destinations, the less time they will go through associating face to face with other.

Students while seeking and concentrate on the web, get pulled into utilizing online networking lokaler and once in a while they over look. Why they are using internet?

The unnecessary use of these sites has an effect on the mental as well as physical health. It has many adverse impact on the physical and psychological wellness of students marking them lazy and unmotivated to make works.

1. Text Analysis on Students' Argumentative Sample Essay 1

Essay	Code	Criteria	Argumentative Essay Analysis
1	S-600	Organization	Although the writer tries to introduce his essay by dividing the essay into paragraphs, it lacks many of essential elements similar to the essays written by CG students. For example, the writer begins his writing using “the negative impact of social media on people’s life reduced learning” is not good. Such beginning cannot attract the reader’s attention. It is also considered as fragment in that most words and phrases in each paragraph are incomplete in that they do not contain complete ideas, and they still require revision. Moreover, the writer’s beginning is vague in that the controversial ideas are not clearly stated. The writer’s conclusion is still incomplete in that the ideas require further discussion. Therefore, the writer’s conclusion is not complete and cannot fulfill the requirements of an argumentative essay. In general, this essay shows that it did not incorporate most of the necessary components of argumentative essay.
		Argument Development	The writer’s (S-600) specific and logical reasons to support his claims were weak. For example, the second paragraph of the writer’s essay was written as “On these social networking sites and the web, this reduce their learning and research capabilities”. This paragraph was not supported by concrete and logical evidences by the writer. Similarly, the other paragraphs of the writer (S-600) were not supported with relevant ideas and evidences. Therefore, the essay development of the writer was weak that could not convince others.
		Transition	The essay lacked appropriate markers to join ideas together and signal a claim to relate ideas to the essay. For example, the first and the second sentences in the fourth paragraph was written as “Students while seeking and concentrate on the web, get pulled into utilizing online networking lokaler and once in a while they over look” should require at least one or two marker as conjunction/transition. The same problem appeared in all paragraphs of the essay. Thus, the writer lacked words/phrases that link ideas in paragraphs or sentences of the essay. In general, the writer’s argumentative essay writing skill was weak in that ideas in each paragraphs of the essay were not clear. In addition, the body paragraphs were not supported with logical and relevant ideas.

2. Students' Critical Thinking Analysis on Sample 1

Essay	Code	Criteria	CT Analysis
1	S-600	Self-position of the writer	The writer's (S-600) essay did not contain ideas that are controversial. In addition, the introductory paragraph has less power in order to catch others' attention. The writer begins the essay as "The negative impact of social media on people's life for example reduced learning and research capabilities reduced in real human contact time wastage, effet of on health". This beginning does not contain ideas that are controversy to each other. The writer did not show his stand at the beginning of the essay. As a result, the writer's own position on the topic/issue was not clear.
		Logical evidence	Although the writer tried to divide the essay into paragraphs, he could not develop each paragraph with specific examples and logical evidences. For example, the fourth paragraph of the essay was written as "Students while seeking and concentrate on the web, get pulled into utiliving online networking lokaler and once in a while they over look. Why they are using internet?" This paragraph was not supported with concrete and logical evidences. In the same way, other paragraphs of the writer (S-600) were weak in that most his ideas did not support and develop each paragraph properly.
		Synthesis of ideas	The writer (S-600) did not clearly connect ideas/concepts. For example, all sentences in the third and the fourth paragraphs are not connected to each other. The writer's skill in connecting ideas in each paragraph is still in question. Many of sentences in the writer's essay require revision and modification. In general, the writer's CT in showing his position was not clear. In addition, the body paragraphs were not supported with logical and relevant ideas. Moreover, the writer's essay was not structured well. Therefore, it is possible to say that the writer's (S-600) CT was limited in that he could not analyze and synthesize various ideas/information while writing argumentative essay. What is more, the essay missed coherence which could show the flow of ideas in logical manner. Therefore, it can be possibly said that the pretest results of the writer's essay was similar with that of the previous students' sample essays from the CG.

In the TG, additional sample student's essay was taken for textual analysis from another student (S-620) in the pre-test. In the textual analysis, the writer's essay was analyzed on the basis of the established criteria in section 4.2.1. In doing so, the written text is presented followed by the textual analysis as follows.

Code: S-620

Is social media good (not good) for Society?

Human beings are social creatures, we need the companionship of other to thrive in life and the strength of our connections has a huge impact on our mental health happiness. Being socially connected to other can ease stress, anxiety depression and boost self worth.

Provide comfort and joy prevent loneliness and even add years to your life. On the side lacking strong social connections can pose serious risk to your mental and emotions health. Many of us rely on social media play forms such as twitter, you tube and connect each other.

The positive aspects of social media are communicate and stay up to date with family and friends around the world, seek or offer emotional support during learning, find new friends and communicates, etc.

The negative aspects of social media are inadequacy about your life of appearance, fear of missing out, isolation, cyber bullying, depression and anxiety, self-absorption, unrealistic expectations, using electronic like cellphone or video game before bedtime to sleep problem.

Everyone is d/f and there is no specific amount of time spent on social media or the frequency you check for updates or the number of posts you make. The indicates your use is becoming unhealthy. Rather, it has to do with the impact time spent on social media has on your mood and other aspects of your life.

3. Text Analysis on Students' Argumentative Sample Essay 2

Essay	Code	Criteria	Argumentative Essay Analysis
2	S-620	Organization	The writer (S-620) in the TG wrote argumentative essay in the pre-test. In the essay, she tried to divide the essay into five paragraphs with basic parts (introduction, body and conclusion). It seems that she took into account the basic structure of the argumentative essay. However, the essay missed many things that are important for the development of good essay. For example, the ideas that are used by the writer in the first paragraph cannot give sense. They are not related to each other. They do not also have powers to attract others' attention. In addition, the beginning sentences in all paragraphs of her essay still require revision. Like to that of the students in the CG, the writer (S-620) was not free from grammatical and spelling errors.
		Argument Development	The writer (S-620) had similar problems in his argumentative essay development as the students in the comparison group. For this, the writer's (S-620) specific and logical reasons to support his body paragraphs were weak. For example, the third paragraph in the writer's essay saying "The positive aspects of social media are communicate and stay up to date with family and friends around the world, seek or offer emotional support during learning, find new friends and communicates, etc." was not supported by concrete and logical evidences by the writer. The paragraph stated as an example above was also put by the writer as if it was requiring further ideas.
		Transition	The ideas that were provided by the writer as conclusion paragraph is not really looking conclusion. The writer (S-620) concludes his essay as "Everyone is d/f and there is no specific amount of time spent on social media or the frequency you check for updates or the number of posts you make. The indicates your use is becoming unhealthy. Rather, it has to do with the impact time spent on social media has no your mood and other aspects of your life." The conclusion has no connection with the ideas in the body paragraphs of the essay. Thus, this essay did not meet most of the features of textual analysis.

In general, the text analysis results above showed that the writers (S-600 & S-620) have argumentative essay writing skill problems in organizing, developing and selecting appropriate words and phrases.

4. Critical Thinking Analysis on Sample 2

Essay	Code	Criteria	CT Analysis
1	S-620	Self-position of the writer	The writer's (S-620) essay did not contain ideas that are controversial. In addition, the introductory paragraph has less power in order to catch others' attention. The writer begins the essay as "Human beings are social creatures, we need the companionship of other to thrive in life and the strength of our connections has a huge impact on our mental health happiness". This beginning does not contain ideas that are controversy to each other. The writer did not show his stand at the beginning of the essay. As a result, the writer's own position on the topic/issue was not clear.
		Logical evidence	Each paragraph of the writer's (S-620) essay was not supported with specific examples and logical evidences. For this, the body parts of the essay were not sufficiently developed. The writer did not also separate what is important and what is irrelevant information while developing his essay.
		Synthesis of ideas	The writer (S-620) did not clearly connect ideas (concepts). For example, all sentences in the third and the fourth paragraphs are not connected to each other. The writer's skill in connecting ideas in each paragraph is still in question. Many of sentences in the writer's essay require revision and modification. As a result, the writer's essay lacks consistencies in his thinking.

Overall, both the quantitative and qualitative findings show that there were no differences between the CG and the TG in the pre-intervention. For this, students in both groups (i.e. comparison and treatment) had different problems in constructing their writing such as making grammatical errors, finding the right topic, looking for more evidences, and providing and refuting opposing arguments. In addition, the students' CT was weak in that the writers did not show their stands clearly. The ideas and information provided by the writers were not also convincing and logical. In short, the students' pre-test results in comparison and the TG indicated that students had similar argumentative writing skills and CT. Therefore, it can be possibly said that the pre-test results of the writers' essays were similar with that of the previous students' sample essays from the CG. Thus, the testimony in Sections 4.1 and 4.2 above from argumentative essay writing and CT was enough to demonstrate the equality of groups before intervention.

4.3 Post-intervention Findings and Analyses of Argumentative Writing Skills and CT

4.3.1 Post-intervention Analyses of Argumentative Writing Skills

In order to investigate the potential effects of question-based instruction on students' argumentative essay writing skills, an argumentative essay post-test was administered to the TG and the CG. The participants' essays were carefully scored by three raters using the rubric for evaluating written argumentative essays adapted from Oshima and Hogue (2007). The participants' scores were computed through the independent samples t-test to test the aforementioned objective (i.e., in Chapter One). The result is displayed in table 4.3 below.

Table 4.3: Effects of Questioning on Students' Argumentative Essay Writing Post-test Scores

Groups	N	M	SD	DF	T-value	Significance
TG	30	63.40	5.042	29	15.384	.000
CG	30	46.61	2.990	29		

P < .05

The data in table 4.3 revealed that there was a significant difference (P < .05) between the CG and the TG on their argumentative essay writing skills. The difference between the two scores was found to be statistically significant, indicating that the TG made a significant improvement in its post-test compared to that of the CG. The findings of the tests thus seem to indicate that the question-based argumentative essay writing instruction has a considerable contribution to enhancing students' writing skills.

4.3.2 Data Analyses and Findings of CT in the Post-intervention

In order to investigate the effects of question-based instruction on students' CT, an argumentative essay post-test was administered to the TG and CG. The participants' scores were processed through the independent samples t-test. The independent samples t-test evaluates whether the mean value of the test variable for one group differs significantly from the mean value of the test result for the other group. The students' CT results through question-based instruction while writing argumentative essays on their post-test are shown in Table 4.4 below.

Table 4.4: Effects of Questioning on Students' CT Post-test Scores

Groups	N	M	SD	DF	T-value	Significance
TG	30	61.48	5.01	29	12.200	.000
CG	30	46.29	2.99	29		

P < .05

As displayed in table 4.4 above, the students in the TG exhibited a significant improvement (P < .05) in their CT skills through question-based writing instruction while writing an argumentative essay. Therefore, students' progress in CT is in general due to the use of the teacher's higher-level questioning activities as a teaching method.

4.4 Sample Students' Written Texts in the Post-test

4.4.1 Sample Students' Written Texts of the Comparison Group in the Post-test

Similar to the pre-test, students' written texts on the topic "Internet access should (shouldn't) be free for everyone" were also selected in the post-test for text analysis with the view to observing students' argumentative writing skills and CT development in both groups after the end of the course. The analysis was made by considering the adapted criteria in [Appendix 9](#). Therefore, the two (2) sample students' written texts from the CG (S-500 and S-510) are presented below.

Argumentative Essay Sample 1

Code: S-500

Internet access should (shouldn't) be free for everyone.

Internet access be seen or fundamental human as to exercise other fundamental rights, such as the right to free, right are not taking rise by not calling it a right at all.

Free internet access must be considered as a human right it since citizen have access to the internet and other do not; human right and every one should have unmonitored.

The internet should be limited to the student. it is already in terms of restriction student from being able to view websites that promote a conservative point of view and restrict from on illegal activities. On an example of negative access to take internet have violence.

May be internet access should not limities. i do not feel that it is so terrible that students see about current via internet service, obviously, a student be restricted from viewing such as materials, classrooms unless he/she is workers on project.

The internet access is already restricted in college campus. There restriction should be extended and strengthened to ensure, no student is every expored to the right point of view, otherwise, student will be brainwashed into voting for right.

1. Text Analysis on Students' Argumentative Sample Essay 1

Essay	Code	Criteria	Argumentative Essay Analysis
1	S-500	Organization	In the above essay, the student (S-500) wrote an argumentative essay by supporting internet access. The essay consisted of a thesis statement. Nevertheless, this essay missed one of the essential components of an argumentative essay (i.e., organization). For example, the beginning of the essay, written as "Internet access be seen or fundamental human as to exercise other fundamental rights," was not good. It couldn't show the writer's direction on what to do. It also lacked clarity. In addition, the essay was also suffering from grammar problems. For example, the fourth paragraph of the essay began, "Maybe internet access should not be limited." The sentence lacked a subject. Therefore, the essay missed one essential element of text analysis (i.e., organization).
		Argument Development	The essay lacked supporting sentences, which could strengthen the development of the essay. For example, in the third paragraph of the essay, the last sentence was written as an example (i.e., On an example, the negative access to take the internet has violence). However, the provided example was not convincing enough to develop the body of the essay. In other words, appropriate evidence and facts showing the writer's stand should have been clearly presented to persuade the reader, yet the writer (S-500) failed to do so.
		Transition	The ideas in the essay were not related to each other. Although an argumentative essay requires multiple reasons and evidence to support the overall thesis, the writer failed to do so. The main reason for the writer's failure was the absence of transitions while writing an argumentative essay. Thus, the writer did not meet one of the essential text analysis criteria (i.e., transition).

The results of the text analysis on the sample essay (S-500) showed that the writer had problems in organizing ideas, developing supporting details, and using appropriate words or phrases as transitions while writing an argumentative essay. Thus, the writer did not meet the text analysis criteria (i.e., organization, argument development, and transition). From this, it is possible to conclude that the student who was taught through the conventional method did not show any improvement from pre-test to post-test in writing an argumentative essay on the given topic (issue).

2. Student's Critical Thinking Analysis on Sample Essay 1

Essay	Code	Criteria	CT Analysis
1	S-500	Self-position of the writer	The writer's (S-500) own position on the given topic (issue) was not clear. There was no indication whether the writer supports or opposes the given issue (topic). For example, the writer may be arguing that internet access should (or shouldn't) be free for everyone. It was better to make a point by expressing an initial position. However, the writer failed to do so.
		Logical evidence	The writer's (S-500) ideas in each paragraph of the essay lacked specific examples and logical reasons. In other words, the thesis statement and other body parts of the essay were not supported with logical evidence to convince others. Therefore, the writer could not support the essay with exact and logical examples and facts while writing an argumentative essay without internet access. Thus, the writer's CT was limited in order to develop the argumentative essay supporting it with logical evidence.
		Synthesis of ideas	The writer (S-500) did not connect concepts (ideas) clearly. For this reason, every sentence in the paragraphs of the essay was not synthesized to each other. For example, the ideas in the first, second, third, fourth, and fifth paragraphs of the essay talked about different things. Some paragraphs focus on the necessity of internet access for students (i.e., paragraphs 3 and 4), whereas others emphasize the importance of internet access on college campuses. This showed that the ideas in each phrase or sentence in each paragraph of the essay were not clearly synthesized. Therefore, the writer's CT skill in synthesizing ideas was limited.

The text analysis results on the writer's S-510 CT skills showed that the writer did not meet the analysis criteria ([Appendix 9](#)). For this reason, the writer's position on the writing issue was not clear. In addition, the supporting details were not convincing. The ideas of the writer in the essay were not connected comprehensively.

In sum, the essay writer's (S-500) post-test text analysis result from the CG indicated that the essay lacked the basic components of an argumentative essay. Similarly, the writer's CT in the CG in showing own positions towards the topic (issue) was not clear. In addition, the body paragraphs of the writer in the CG were not supported with convincing and relevant ideas. Moreover, the conclusions of the writer in the post-test text analysis showed that there were no convincing ideas while concluding the essay. On the basis of these facts, it is possible to

conclude that the writer in the CG had poor argumentative essay writing skills and CT abilities in order to generate, organize, analyze, synthesize, and evaluate relevant ideas.

Argumentative Essay Sample 2

Code: S-510

Internet access should (shouldn't) be free for everyone.

Online basic freedom that many take for granted include free expression. Freedom of information and freedom of assembly are undermined if some citizens have access to the internet other do not.

Internet access is not luxury but instead human moral human right and every one should have unmonitored and uncensored access to global medium.

Web-capable phone allow people to access these service and public internet provisions such as public libraries can help get people on line where individual domestic, access is essentially to expensive.

He added that the human right to internet access was similar to the global right to health which cannot require globally the highest possible medical treatment as many state are too poor to provide such service and thus would face impossible demand.

He added that exercising free speech and obtaining information was now heavily dependent on having internet access, too much of today's political debate took place online and political meaning that relative value these freedoms held for people of line had decreases.

3. Text Analysis on Students' Argumentative Sample Essay 2

Essay	Code	Criteria	Argumentative Essay Analysis
2	S-510	Organization	In the above essay, the student (S-510) wrote her argumentative essay by supporting the idea that internet access should be free for everyone. The essay consisted of a thesis statement. Nevertheless, it missed a number of essential components of an argumentative essay. For example, the essay suffered from grammar and spelling errors. The writer's last paragraph began, "He added that exercising free speech and obtaining information were now heavily dependent on having internet access." This sentence has a grammar problem and carries ideas that are not completed. It required a subject and verb to make the writer's ideas meaningful. Moreover, the essay was also full of spelling errors. For example, the word "impossible" was spelled "inpossible" in the fourth paragraph. In addition, the word "values" in the last paragraph was spelled "value." Therefore, the writer missed one essential text analysis criteria (i.e., organization).
		Argument Development	Although the writer (S-510) tried to divide her essay into paragraphs with three basic parts (introduction, body, and conclusion), the ideas in each sentence of the paragraphs were not related to each other. For example, the essay lacked supporting sentences in that the writer could not strengthen the development of the essay. In other words, appropriate evidence and facts showing the writer's stand should have been clearly presented to persuade the reader, yet she failed to do so. Thus, the writer's skill in developing the body part of the essay was limited.
		Transition	The writer (S-510) did not use various transitions properly. For example, the last sentence in the first paragraph of the writer's essay was written as "Freedom of information and freedom of assembly are undermined if some citizens have access to the internet and others do not." The sentence was put together without an appropriate linking word or phrase. The rest sentences in each paragraph of the writer's essay also showed the same problem in that all sentences were not linked to each other. As a result, it can be concluded that the essay did not meet one of the basic features of text analysis (i.e., transition).

4. Critical Thinking Analysis on Sample 2

This section presents the text analysis results of the writer's (S-510) CT skills on the sample essay (4.3.1).

Essay	Code	Criteria	CT Analysis
2	S-510	Self-position of the writer	The writer's (S-510) own position on the given topic (issue) was not clear. There was no indication whether the writer supported or opposed the given issue (topic). For example, the writer should show their initial position about the argumentative essay on internet access by expressing a certain point. However, the writer failed to do so. Therefore, the writer's CT was limited in order to show his or her position towards the argumentative essay on internet access.
		Logical evidence	The arguments of the writer (S-510) were not well-structured and easy to follow. The writer did not also use logical evidence for the body paragraphs. In addition, she could not use valid assumptions and relevant examples to support the body paragraphs.
		Synthesis of ideas	The writer (S-510) did not clearly connect concepts (ideas). For example, sentences that were written as "internet access is not a luxury but instead a human right," in the second paragraph, were not connected to each other using appropriate conjunctions or transitional markers in a convincing way. Thus, the writer's CT was limited in connecting ideas while writing an argumentative essay.

The text analysis results from the CG writers' (S-500 and S-510) above revealed that the students did not show any changes in the post-test. For this reason, the writer's essay was full of grammar errors. It also suffered from spelling problems. The organization of the essay was poor. The body parts of the essay were not supported with relevant details. Moreover, the writer did not show relationships between ideas in the essay using appropriate transitions. Thus, it is possible to say that the students who were taught through the conventional method (i.e., asking students to write argumentative essays on the given topic or issue) did not show progress on their post-test argumentative essay writing sessions. Overall, the above text analysis of the sample essays (S-500 and S-510) showed that the essays did not incorporate most of the text analysis criteria ([Appendix 9](#)).

4.4.2 Sample Students' Written Texts of the TG in the Post-test

As mentioned in the earlier section, in the post-test, students in the TG were given the topic "Internet access should (or shouldn't) be free for everyone" to write an argumentative essay. Based on this, sample essays of the TG students (S-600 and S-620) were taken randomly, and the texts were analyzed using the adapted criteria. (See the criteria in [Appendix 9](#)).

Argumentative Essay Sample 1 (*Code: S-600*)

Internet access should (shouldn't) be free for everyone.

Internet is one of the ways people communicate and share ideas with each other. In order to communicate and share ideas through the internet, the internet needs to be accessible to everyone. With no access there will be no communication or no sharing of ideas. People need to easily and freely access the internet whenever they want.

If the internet is not freely accessible it will be difficult to interact with people especially in between two individuals and both individuals are in different countries. It is hard to communicate and get in touch with each other.

Internet is all over the world every nation and every citizen is interconnected with each other through an internet access. So, it is very difficult no to allow to everyone to access the internet. Everything is run by the internet we have reached to a time where we do not have to be physically be present to do things.

Nowadays it is getting difficult to think of everyday life without the accessibility of the internet whether we like it or not our everyday routine is somehow directly or indirectly attached with the internet which in turn makes it hard to not allow internet access to everyone freely.

If a research was made majority of people would agree that internet access should be free because every step of their life is connected with internet's accessibility.

1. Text Analysis on Students' Argumentative Sample Essay 1

Essay	Code	Criteria	Argumentative Essay Analysis
1	S-600	Organization	In her (S-600) text, the writer presented how essential the issue (i.e., the internet) was for different people all over the world. At the beginning, she stated her strong view by supporting the importance of the internet, and then she forwarded her views about the difficulty of living without the internet in the current situation. The writer (S-600) also began her argumentative essay with a thesis statement. This text clearly stated the thesis statement as "internet is one way for communication." In addition, the writer's thesis is easily understandable. Thus, the writer met one of the most essential text analysis criteria (i.e., organization).
		Argument Development	The writer (S-600) tried to support her topic sentences in each paragraph with appropriate evidence. The writer also showed the difficulty of people's lives if there is no internet access in their current situation in the middle parts of the essay, supporting this with evidence. Thus, the essay was developed very well as compared to the essays written by the students from the CG. Therefore, it is possible to conclude that the essay met one of the essential elements of text analysis (i.e., argument development).
		Transition	The writer (S-600) wrote each paragraph in such a way that it showed a clear flow of ideas because appropriate transitional words and phrases were used. In other words, the essay included markers to join ideas together and signal a claim to relate ideas to the text as possible. For example, the sentence in the third paragraph was written as "At this moment in history, there is no conceivable way for free internet to exist universally, but there are many places where people are going online." The sentence used at least one contrast marker. As compared to the essays from the CG, the present writer's (S-600) was relatively better. Therefore, the writer met one of the essential text analysis criteria (i.e., transition).

Overall, the argumentative essay text analysis on the writer's (S-600) sample essay from the TG revealed that she was able to organize ideas very well. The writer also supported each sentence and paragraph with appropriate ideas. In addition, she used transitions to relate ideas in a good way. The positive results from the text analysis support the possibility of introducing question-based writing instruction in foreign writing classes. Thus, it can be claimed that the practice of

instructing EFL learner on how to write argumentatively through teacher’s question-based writing instruction had a positive effect on the students’ argumentative essay writing skills.

2. Analysis of Student’s Critical Thinking Abilities on Sample Essay 1

Essay	Code	Criteria	CT Analysis
1	S-600	Self-position of the writer	The writer’s (S-600) own position on the given topic was clear. There was an indication that shows the writer’s position clearly. For this reason, the writer began her essay by giving an indication that the topic was debatable.
		Logical evidence	The arguments of the writer (S-600) were appropriate. The writer also used convincing ideas for the body parts of the essay. In addition, she used valid assumptions and relevant examples to support and develop the essay.
		Synthesis of ideas	The writer (S-600) connected concepts (ideas) clearly. For example, sentences that were written in each paragraph in the writer’s essay were related to each other using appropriate conjunctions or transitional markers.

The results of text analysis above (4.4.2) showed that the writer (S-600) met the CT analysis criteria (i.e., self-position of the writer, logical evidence, and synthesis of ideas). The writer also used better ideas in the introduction, body, and conclusion parts of the essay. In addition, the writer used transitional markers in a good way. Thus, the writer’s self-position in showing her stand on the issue, the way she provided ideas as an argument, and the connection of ideas in each sentence of the essay were good.

Argumentative Essay Sample 2 (Code: S-620)

Internet access should (shouldn't) be free for everyone.

Internet access is one of the most controversial issue that still divide people's opinion. Some people believe that internet access should be free for everyone, but others believe that should not be free for everyone. On the internet access people may develop some skills but some people believes that internet is not good.

When internet access is free for everyone, everybody might have full of access to information about anything they likes and they develops the skill of using internet access that means people they gains internet access have full of confidence.

Somebody who uses internet access may serve as a primary source of information for others they do not use internet access. When we use internet access freely we may develop the habit of transferring or sharing of information.

On the contrary to that when somebody might be concentrated on the internet access he/she losts a lot of time means that he/she may be addicted on the internet access and may loss his attitude do not work freely without the internet.

In general the internet access that is free for everyone has many advantages like intelligence or may gain information but there may be other disadvantages.

3. Text Analysis on Students' Argumentative Sample Essay 2

This section presents the results of text analysis on another writer's (S-620) argumentative essay writing skills from the TG.

Essay	Code	Criteria	Argumentative Essay Analysis
2	S-620	Organization	As shown in the above argumentative essay, the writer (S-620) began the essay with the introductory paragraph, in which she clearly introduced the topic as one of the debatable issues in our country. In addition to the controversy surrounding the issue, she explained the thesis statement, which asserted two different viewpoints. In the concluding paragraph, she recapitulated the two opposite views by emphasizing his stand. Thus, the essay was well-structured.
		Argument Development	Regarding the body paragraphs of the essay, the writer (S-620) first showed the opposite views, claiming internet access should be free for everyone, in the first paragraph of the body paragraphs. Then, she explained the reasons why internet access should be free for everyone and why she supports this idea. In the next paragraph, she presented her contention that internet access should not be free for everyone. The writer also attempted to refute the opponents' claim by pinpointing some evidence to support her views. Evidently, she substantiated her counterarguments by mentioning users spending their time searching for the Internet. This showed that the writer used better arguments and evidence.
		Transition	The writer also tried to link ideas relatively well. Both sides of the argument were well-developed, with multiple reasons why people agreed with each side. It allowed readers to get a full view of the argument.

Overall, the argumentative essay text analysis of students' sample essays from the TG (S-600 and S-620) revealed that both of them were able to organize ideas very well. The writers also supported each sentence and paragraph in their essays with appropriate ideas. In addition, they used transitions to relate ideas in a better way. As compared to the essays written by students from the CG, the students in the TG did very well. The essays were well-structured, supported by convincing ideas, and used better transition markers. From this, it can be claimed that the practice of instructing EFL learners on how to write argumentatively through teacher's question-based writing instruction had a positive effect on the students' argumentative essay writing skills. The accompanying instruction in students' writing classrooms proved to have great potential for improving and composing argumentative essays in terms of organization, argument development, and transition. Thus, the essays in the post-test from the TG met most of the text analysis criteria.

4. Analysis of Student’s Critical Thinking Abilities on Sample Essay 2

The sample argumentative essays that were randomly taken from the TG students were also used for CT text analysis. The main purpose of this text analysis was to see the student’s CT development after the intervention. Therefore, the result of the students’ CT text analysis of the second sample essay presented above (section 4.4.2) is as follows:

Essay	Code	Criteria	CT Analysis
2	S-620	Self-position of the writer	The writer’s (S-620) essay contained ideas that were controversial. In addition, the writer began the essay with a good introductory paragraph. Thus, the writer’s own position on the topic was clear.
		Logical evidence	The writer used logical evidence for developing the body paragraphs of the essay. The body parts of the writer’s essay were also supported with relevant ideas.
		Synthesis of ideas	The writer’s (S-620) CT skill in connecting ideas in each paragraph was found to be in a better position. Many of the sentences in the writer’s essay were a little bit good and require little revision and modification. Thus, the writers’ approach to synthesizing ideas was relatively clear.

Overall, the results of the text analysis of the two sample essays (S-600 and S-620) showed that both writers organized their essays very well. The writers also gave themselves enough space to develop the topic. They also gave at least two reasons to accept their argument and incorporated some examples in order to give those reasons more validity. Thus, the writers’ essays in the post-test from the TG met the text analysis criteria (i.e., organization, argument development, and transition).

4.5 Data Analyses and Findings of Student’s Self-report Journals

Regarding the qualitative data, student self-report journals were analyzed to examine students’ attitudes and opinions towards argumentative essay writing skills and CT abilities through question-based instruction. In reporting student self-report journals, ten (6) students’ (S-600, S-606, S-610, S-615, S-620 and S-625) sample argumentative essays (i.e., from the overall ten writing sessions) were randomly selected for data analysis. (See the sample self-reprt journals in

Appendix 18). Then, the findings were analyzed corresponding to the two dependent variables (i.e. argumentative essay writing skills and CT) thematically as follows.

4.5.1 Students' Reactions towards Writing Topic Selection

The students (6) who were randomly taken from the TG were asked to give their ideas towards the topics designed for argumentative essay writing sessions. One of the respondents (S-620) said, "All of the topics that were given in my writing sessions were interesting." He also added that all the topics (issues) that were given in the writing sessions were familiar and debatable in their nature. This shows that the student has chosen topics that was easy to understand. The student also added that all the writing topics caught his attention for searching and gathering ideas as a result of their familiarity to him. In addition, the student's report showed that the debatable nature of the topics enabled him to generate appropriate ideas while he was asked to write an argumentative essay.

4.5.2 The Usefulness of Question-based Writing Instruction

The data gained from student-reflective journals in the TG indicated that the students' argumentative essay writing skills and CT have improved due to question-based instruction intervention. In their reflective journals, the students state that the method of instruction was indispensable as it enabled them to be better academic writers and critical thinkers because the method provided them with the responsibility to do writing tasks and guided them on how to produce argumentative texts using rich data. For instance, the students (S-606) mentioned:

This method of learning writing skills that I used is effective because it gave me good opportunity to discover my own new ideas and to search for appropriate information while writing an argumentative essay.

The responses from the TG indicated that the student enjoyed the experience of reflective journal writing and thus did not consider it to be a waste of time (S-606). Also, the reports from his reflective journal showed that question-based argumentative essay writing instruction was a good way to improve his writing skills. This is because reflection is a meaning-making process that moves a learner from one experience into the next with a deeper understanding of its relationships with and connections to other experiences and ideas. The other student (S-610) from the TG reported through reflective journals that asking questions in the writing classroom

ensures progress in her writing skills and CT. What is more, a student (S-620) shared her experiences about the benefit of questioning through her reflective journals as follows:

I think questioning is really useful for me, I can review what I've learned before, which helps me to reflect my ideas towards the daily writing lesson. Besides, it gave me lots of opportunities to express my ideas freely towards on what is happening on my daily essay writing.” In general, I viewed the questioning technique as very worthwhile thing and thus it should be continued throughout my essay writing classrooms.

The students (S-610, S-615, and S-625) additionally viewed that their argumentative writing skills and CT were developed due to the use of the question-based writing instruction. They also reported that their competence to accomplish argumentative writing tasks has improved because they were learning argumentative essay writing skills differently compared to their prior experience. Similarly, one student (S-625) in his learning journal reported:

Before using the question-based writing instruction, I tried to write essays simply with no techniques, but currently I used various argumentative essay writing techniques. Thus, the question-based writing instruction that I used in the teaching learning process were effective to develop my argumentative writing skills and CT since the method gave me lots of useful chances in my teaching and learning process.

The data gained through the students' reflective journals (6) also indicated that the students' argumentative writing skills and CT have improved due to the question-based writing instruction intervention. In the student-reflective journals, the students stated that the method of instruction was indispensable as it enabled them to be better academic writers because the method provided them with the responsibility to do writing tasks and guided them on how to produce argumentative texts using rich data.

One of the students (S-610) mentioned, "This method of learning writing skills that I used is effective because it gave me lots of opportunities to discover my own questions through searching for information." The other students (S-610, S-615, and S-620) felt that their skills in writing argumentative essays were developed due to the use of question-based instruction. The students also added that their competence to accomplish argumentative writing tasks has improved because they were learning argumentative writing skills differently compared to their prior experience. Similarly, another student (S-600) reported:

Before using the question-based writing instruction, I tried to write essays simply with no techniques, but currently I used various argumentative writing techniques. Thus, the question-based writing techniques that I used in the teaching learning process were effective to develop not only my argumentative writing skills but also my CT. All in all, it is better to say the instruction helps me to get many things that are useful in the teaching learning process.

The responses of the students (6) on reflective journals additionally indicated that all of them had gotten chances to reflect on their opinions in each of their ten writing sessions. In addition, the results obtained from the student-reflective journals revealed that students in the TG have positive attitudes towards the instruction employed in their classroom. In general, the reports found in the students' reflective journals showed that all of them benefited from question-based English writing instruction to build their argumentative essay writing skills and CT abilities.

4.5.3 Students' Reflections towards the Importance of Writing Tasks

As the students reported in their reflective journals, the writing tasks given to them were relevant. The students also reported that the writing activities were familiar to them and that they could generate and develop ideas. The students also confirmed that the writing activities given in the teaching and learning process encouraged them because the activities led them to discover ideas, gather and organize information, discuss with colleagues and experts, and produce effective essays. The students (6) also added that the writing tasks were more appropriate for them to provide relevant and convincing ideas while writing argumentative essays. For example, the writers from the TG had good chances to generate new ideas through questioning while writing argumentative essays on the given topics (issues).

4.5.4 Students' Self-reports on Writing Experiences

The students (6) who were randomly chosen from the TG were also asked to share ideas about their past and present writing experiences through reflective journals. The majority of them reported: "When we were in preparatory school, our teachers did not give writing tasks." "The writing tasks were simply ignored, and we learned grammar instead." This shows that the students at the secondary and preparatory levels did not get opportunities to practice writing, particularly argumentative writing. As a result, in the first writing sessions, the students were unable to produce good ideas for their essays. The students' reports in their reflective journals also indicated that there were problems about what was going to be done at the beginning, in the

middle, and at the end of an argumentative essay. Finally, students who participated in filling out the learning journals from the TG witnessed that there was a good opportunity to practice argumentative writing in a better way throughout the overall writing sessions in their Basic Writing Skills classrooms.

In sum, the findings obtained from the TG students' reflective journals revealed that they produced effective argumentative texts in terms of searching for ideas, providing reasonable arguments, using correct grammar and spelling in order to develop good topic sentences, thesis statements, and supportive ideas when they developed essays through question-based instruction. Therefore, from the qualitative data, it can be understood that the students have improved their writing skills and CT abilities using the question-based writing instruction because such a method provided them with an active role to discover their own writing topics, investigate necessary information, and produce sound texts based on appropriate feedback.

4.6 Students' Focus Group Discussion (FGD) Results

Eight students who participated in the FGD in the TG were asked to express their opinions towards argumentative essay writing and CT in the context of question-based writing instruction. The result is presented as follows:

4.6.1 Students' Opinions towards Question-based Writing Instruction

The data from the students' (S-600, S-604, S-610, S-614, S-616, S-620, S-625, and S-629) FGD revealed that using question-based writing instruction helped them develop students' argumentative essay writing skills and CT. The students in their FGD replied that they had developed their argumentative writing skills and CT when they used the question-based writing instruction in their argumentative writing lessons. The students also reported, "We have written various essays before using the question-based writing instruction, but the essays were not that convincing." However, when we used the question-based writing instruction, we became better academic writers due to the techniques we used in the learning process.

The students (8) also viewed that question-based argumentative essay writing instruction helped them to understand the ways to discover writing topics, gather relevant data on their topics, evaluate the collected data, and write up essays as it provided them opportunities to incorporate

feedback from colleagues and writing experts. Thus, the results gained from the FGD revealed that using question-based writing instruction in writing classes could help students develop their argumentative essay writing skills. This is because the method developed the students' performance in discovering writing topics, generating ideas, gathering and evaluating information from different sources, writing up drafts with evidence, discussing with colleagues and experts, and thereby writing up effective essays. They also claim that the instruction helped them to improve their CT in searching for and choosing the most relevant ideas while writing argumentative essays on the given topic (issue).

As part of the question-based argumentative essay writing instruction, the students have continuously assessed their learning and reflected on it in the classroom. In the learning process, the teacher provided scaffolding by observing, questioning, and guiding. In addition, the teacher also introduced relevant concepts, principles, and theories to help students develop a deeper understanding of their argumentative essay writing skills and CT through the questioning method. Hence, with the support of the teachers, the engagement, exploration, explanation, extension, assessment, and reflection processes could help students improve their argumentative writing skills and CT.

4.6.2 Students' Responses on Writing Experiences

During the FGD, the students (S-600, S-604, S-610, S-614, S-616, S-620, S-625, and S-629) were asked to express their past and present experiences towards their argumentative essay writing and CT through question-based instruction. One of the group participants (S-600) said:

I did not have any such experiences towards using question-based instruction while writing argumentative essays. Before this, my English teacher simply give me some highlight about writing tasks and simply pass to other language items. I could not generate new ideas. In addition, I could not support my essay with relevant information.

From the above response, it is possible to understand that the student had no writing experiences in his secondary and preparatory schools. However, after the student came to university, he got good exposure to the positive impacts of question-based instruction on his argumentative essay writing skills.

The students' FGD results also revealed that the use of question-based instruction in argumentative essay writing classes can enhance their CT skills. All of the FGD participants reported that they had not written effective argumentative essays before they used the questioning method. However, after using this method of learning, they have developed their CT skills, including interpretation, analysis, evaluation, inference, explanation, and self-regulation. For instance, one of the participants (S-614) reported that his CT skills have been enhanced after learning argumentative essay writing through the questioning method because he has developed the ability to interpret, analyze, and evaluate information. As he stated, questioning in his argumentative essay writing classroom helped him generate ideas to persuade his audiences, and it also enabled him to write essays without emotional feelings.

The other FGD participant (S-620) voiced that the learning method empowered her CT skills because before using question-based instruction, her writings were not appropriate for an audience. However, after taking the lessons in the intervention, she knows what to write by considering her purpose and audience, how to analyze information, how to connect ideas, and how to produce reasonable argumentative essays.

The other student (S-610) also mentioned his performance on the CT as follows:

My core CT skills in terms of interpretation, analysis, evaluation, inference, explanation, and self-regulation are very good now. Specially, when I pick two points from these, analysis and evaluation, I can analyze and evaluate written arguments because of the question-based essay writing instruction. So now, I can easily interpret, analyze, and evaluate data, and even regulate myself to write my argumentative essay to persuade my audience.

In a similar manner, another participant (S-616) reported that in question-based argumentative essay writing instruction, she discovered her writing topic, searched for information, evaluated, criticized, and analyzed the collected data, wrote drafts, incorporated necessary feedback, and produced effective essays in contrast to the previous methods. She further explained that during her essay-writing process, her CT skills were enhanced due to the instruction given through question-based writing instruction. Similarly, another respondent (S-625) also said that after learning through question-based writing instruction, his CT skills were enhanced. As he further elaborated, he could become more adept at analyzing and evaluating information while writing argumentative essays using this method.

In addition, the students (8) reported that the CT skills that they enhanced in the teaching and learning process were relevant to their real-life situations. One of them (S-629) stated:

Every manager and CT towards writing dependently go together. I am going to do two things in the future as a graduate man. These are critically writing texts and critically evaluating what another person has written. So, I think, the CT skills that I developed through question-based argumentative essay writing instruction are helpful to the rest of my life.

The students (8) additionally mentioned that CT helps in their work life as university graduate students because it has a lot of things for them. According to their speech, they should be competitive enough to become successful in their work lives. So, being a good critical thinker helps you think differently and be successful. They further expressed that their CT skills can also help them make good decisions in their real-life situations apart from their work environment.

The students' FGD results (section 4.6) indicated that the students' argumentative essay writing skills and core CT skills, including interpretation, analysis, evaluation, inference, explanation, and self-regulation, were enhanced due to the question-based argumentative essay writing instruction. Therefore, it is worth mentioning that there should be opportunities for students to have enough exposure to question-based argumentative essay writing instruction. Moreover, the instruction could be used to improve students' writing skills and CT in that it enables them to discover new ideas beyond the classroom and makes them active, problem-solving, autonomous, and lifelong learners.

In sum, after analyzing the data both quantitatively and qualitatively (section 4.1-4.6), the following findings were obtained:

- ❖ There was a significant mean score difference in the students' writing skills and CT among the students taught by using the questioning method.
- ❖ The use of the instruction on TG was more effective than that of the conventional (common) method.
- ❖ The result of students' FGD and self-report journals in the TG revealed that question-based writing instruction has brought positive changes (improvements) on their argumentative essay writing skills and CT.

4.7 Discussions of Results

This section presents and discusses the major findings that have already been obtained from the study on the basis of the research questions stated in Chapter One.

4.7.1 Effects of Questioning on Students' Argumentative Essay Writing Skills

The students' argumentative essay writing skills in Basic Writing Skills classrooms can be improved through question-based instruction. Questioning is also considered a tool for learning that indicates students' thinking and reasoning skills. Therefore, question-based argumentative essay writing instruction is one basic clue or stimulus for improving students' thinking systems while writing argumentative essays (Aldersen & Bachman, 2002; Cotton, 2003).

In order to help students practice their argumentative essay writing skills successfully in the class, they need to acquire the questioning method as a prerequisite. This shows that the questioning method has power and encourages students to produce a response that is unique to their thinking and interpretation of the text (Tienken, 2010; Peterson & Taylor, 2012).

The findings of the present study showed that EFL learners' argumentative writing skills in basic writing classrooms were poor. For instance, the students' argumentative essay writing level is relatively low, as the participants' scores in the pretest did not reach the average (= 50). However, as indicated in the results of the post-tests, students who were taught through question-based instruction showed better improvements in their argumentative writing skills. This finding is related to Norris's (1985) study, which claimed that learning through question-based argumentative essay writing instruction leads students to use reasoning abilities in real-world situations and to exercise various CT skills in order to perform argumentative writing tasks well. Questioning is also believed to have the power to bring more changes to the learners' writing tasks while generating ideas, providing logical arguments, and evaluating the ideas that have already been used to develop argumentative essays.

Although some scholars (for example, Elder & Paul, 2008; Lee, 2015) have argued that argumentative essay writing is not an easy task, employing question-based argumentative essay writing instruction in EFL writing classrooms helps students compose ideas that are relevant to their argument development while writing argumentative essays. Using well-sequenced

questions also encourages students to use argumentative expressions when they are asked to write and develop argumentative essays on the given debatable issues (topics) in writing classrooms. This shows that teaching conditions with question-based argumentative essay writing instruction in the students' Basic Writing classrooms leads to more fruitful results. Therefore, by incorporating higher-level questions into the classroom (Atika & Samira, 2012; Rodger, 2015), students would be encouraged to effectively develop their writing skills. Therefore, higher-level questions have the power to give students a license to explore many possibilities in their EFL classrooms.

Questions can open doors at every stage of the learning experience by inviting students into activities and ideas by creating interest in a new topic, helping guide students' active explorations, stimulating reasoning and sense-making of new concepts, and encouraging students to apply their ideas to different situations. According to Vogler (2005) and Almeida (2010), well-sequenced questions can initiate the sharing of ideas, encourage the development of multiple hypotheses or alternative explanations, allow them to synthesize new information, and help guide logical thinking. The current study found that the significant improvement in the use of question-based argumentative essay writing instruction exhibited after the treatment in writing was effective. The students' ability to use clearer and more credible evidence, address alternative positions and arguments, support conclusions, and maintain the logical flow of ideas in their essays was good in the posttest. Thus, integrating question-based argumentative essay writing instruction in the Basic Writing Skills course brings positive and encouraging outcomes.

The researcher focused more on investigating the students' written argumentative essays. For this, the researcher took and analyzed the sample argumentative essays. (See sections 4.2 and 4.3 for sample essays). The argumentative essays were analyzed using text analysis criteria that were adapted from Oshima and Hogue (2007). The analysis criteria contained three aspects, such as organization, argument development, and transitions.

In terms of organization, students from the TG did better in post-intervention in that they used better ideas in the introduction, body, and conclusion parts. In the writers' essay organization, the introduction (or introductory paragraph) of the argumentative essay introduced the topic of the essay and aroused the reader's interest. For this reason, the introductory part of the essay contained one sentence that clearly stated the main idea of the whole essay. This sentence was

called the thesis statement. The body of the students' argumentative essay was made up of one or more paragraphs. Each body paragraph explained or developed one part of the essay topic. The conclusion was the last paragraph of the essay. It signaled the end of the essay. It also reminded the reader of the writer's main points. As Oshima and Hogue (2007) note, an essay's introduction stimulates the reader's interest and tells what the essay is about. The last sentence of an introduction was the thesis statement. Like the topic sentence of a paragraph, a thesis statement names the specific topic of the essay. The body consisted of one or more paragraphs. Each paragraph developed a subdivision of the topic. The concluding sentence in a paragraph was a summary or review of the main points discussed in the body. For each thesis statement, the students wrote topic sentences for three supporting body paragraphs.

The students in the TG also used transitions more or less well as compared to the students in the CG. This finding is directly in line with Oshima and Hogue's (2007) ideas that transition signals link the paragraphs into a cohesive whole. The students used transitions to show how one body paragraph is related to the preceding one. Just as it is important to use transition signals to show the connection between ideas within a paragraph, it is also important to use transition signals between paragraphs to show how one paragraph is related to another. Transition signals can tell the reader if the topic of the next paragraph follows the same line of thought or reverses direction.

In general, the writers from the TG showed in their post-test argumentative essay writing that their positions towards the topic were clear. The arguments of the writers were well-structured and easy to follow. They also used logical evidence and relevant ideas to support the body parts of their essays. The students also provided ideas and information that were appropriate to the given writing topics (issues).

4.7.2 Effects of Questioning on Students' CT

It is worth mentioning that the previous results of the study are in line with those of the findings confirmed by the findings of other studies (Gall, 1970; Wragg, 1984; Dillon, 1987; Lightbown & Spada, 2013; Jiang, 2020), as they all stated that teachers' higher-level questioning is an effective method in developing students' CT skills. In addition, in the language classroom, where language learning is a key goal, teacher questions serve as a means to stimulate student thinking

(Chaudron, 1988). Similarly, the comparisons between the treatment and the CG students' mean scores on the post-administration of the CT skills test revealed that the estimated value of t (30.86) was highly significant at the 0.000 level. Thus, the TG students who used question-based argumentative essay writing instruction outperformed the CG students on the post-administration of the CT test, despite being at the same level on the pre-administration of the CT skill test.

The data analysis has also revealed that teachers' higher-level questioning activities proved effective in developing the TG students' CT skills. This was clear in verifying the objectives of the research. The result of this study proved the positive effectiveness for developing CT skills and sub-skills, which was confirmed by Awatef, Weam, and Eman (2019). In the same manner, Nuru and Halim (2018) confirm that the students who participated in the study through questioning techniques showed positive changes in their CT abilities while doing argument-based writing tasks.

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In the writer's position, it was found that most students in the TG (post-test) clearly stated their positions. It has a clearly stated thesis statement, which indicates that the writers agreed or disagreed with the issue. Therefore, it is in line with Cottrell's (2005) and Bassham et al. (2011) theories, which state that one of the CT characteristics of writing is that the writer's position must be clear. It means the writer must have a standpoint in making decisions, whether the writer stands for one side or against it.

In the writer's reasoning, it was found that most of the students from the TG clearly stated the reasons for their points of view. It was shown that the reasons were provided to support and strengthen the writers' point of view. This is related to Bassham et al. and Cottrell's theory that the writer's reasons are supposed to clearly reflect the writer's points of view. In line with this,

the reasons were provided by the writers in the TG to support their point of view. It was also found that most of the students presented the reasons in a logical order as a line of reasoning. It is related to Cottrell's theory that the reasons must be provided in a logical order as a line of reasoning. It means that the reasons are arranged in a way that the readers could find what they needed to read first in order to become acquainted with the writer's point of view. However, it was also found that most of the students did not link the reasons clearly to one another. It is not in line with Cottrell's theory that the reasons must be linked to one another and to the conclusion. It means that the writer should use any correlative words or conjunctions to correlate the reasons. Therefore, the readers can easily be engaged with the writer's position.

In the writers' main reasons and key points, it was found that most of the students stood out their main reasons and key points clearly to the reader. It is related to Cottrell's theory that the main reason and key points should stand out clearly to the reader, which requires that the writer give more space to information on the core and most important reasons in supporting the writer's argument.

In the writers' evidence, it was revealed that most of the students used evidence to strengthen the arguments very well. It is related to Cottrell's theory, which states that CT characteristics in writing also require the writer to use evidence to strengthen the arguments very well. Therefore, the writer should give enough information, data, examples, or an expert's opinion to strengthen their point of view.

In the writers' opposing arguments, it was shown that most of the students did not provide any opposing arguments. It is not in line with the theory of Cottrell that there should be a reasonable evaluation of other people's views that contradict the writer's point of view.

In the writers' conclusions, it was revealed that three students in the TG stated clear conclusions, while the other three students did not state clear conclusions. A clear conclusion is in line with Cottrell's (2005) and Bassham et al.'s (2011) theories, which state that the conclusion should clearly restate the thesis statement and briefly summarize all the reasons and evidences to settle the writer's point of view.

In relation to the essays' content, it was presented that most of the students' essay content was consistent. It is in line with Cottrell's theory that the essay's content must be consistent. It means that the writing has to be coherent with the writer's first argument.

In the writers' beliefs, it was shown that most of the students' beliefs or self-interest distorted the arguments. The students were not objective in positioning their arguments. It is not related to Cottrell's theory that the writer's self-interest or beliefs should not distort the arguments. It means that the writer has to be objective in positioning his or her argument in the writing.

As the students reported in their reflective journals, the argumentative essay writing tasks given to them were relevant to them because the tasks were helpful in understanding more about argumentative writing skills and CT. The students confirmed that the writing activities given in the teaching and learning process encouraged them because the activities led them to discover ideas, gather and organize information, discuss with colleagues and experts, and produce effective essays.

The data found in the student-reflective journals revealed that their CT skills in EFL classrooms were improved through the questioning method while writing argumentative essays. Therefore, questioning is one basic clue or stimulus for improving students' thinking systems while writing argumentative essays. In addition, the data obtained from the reflective journals showed that higher-level questions encourage students to produce a response that is unique to their thinking and interpretation of the text (Tienken, 2010; Peterson & Taylor, 2012). This implies that higher-level questions help students by giving them the opportunity to produce the expected outcome, especially with the high requirement to perform writing skills in a better way. In other words, to successfully practice writing and CT skills in the class, students need to acquire the questioning method as a prerequisite.

In the next chapter, the summary of the main findings, the conclusion, the limitation, and the recommendations of the study are provided.

CHAPTER FIVE: SUMMARY, CONCLUSION, LIMITATION AND RECOMMENDATIONS

5.1 Summary

This study was conducted to investigate the effects of questioning on students' argumentative essay writing skills and CT at DMU, in Ethiopia. The study employed a pragmatic approach within a quantitative and qualitative research paradigm. A two-group quasi-experimental pre-post-test design was employed for 30 students in a TG who were explicitly taught through question-based argumentative essay writing instruction, and the other 30 students in a CG were taught in the conventional method (i.e., asking students to write essays on the given topic). Prior to the design, the implementation, and the evaluation of the experiment, a literature review was carried out. The literature review examined the theory and practices of questioning, writing, and CT.

The researcher used tests, text analysis, student self-report journals and FGD to collect data. Here, the data gathered through tests were analysed quantitatively, whereas the data obtained through text analysis, student self-report journals, and FGD were analysed qualitatively.

The major findings of this study were:

- ❖ The pre-test mean scores in the current study revealed that the TG and CG students were not statistically significant ($p > 0.05$) in terms of their argumentative essay writing skills and CT abilities. However, the post-test results in the study from the TG showed a significant improvement ($P < .05$) in their writing skills and CT through question-based instruction while writing an argumentative essay.
- ❖ The results of the qualitative analysis of the TG students' text revealed that question-based writing instruction is one basic method that facilitates students' essay-writing skills. In the same way, the results of the text analysis on students' CT showed that the instruction helped them facilitate their core CT skills in terms of analysis, interpretation, evaluation, explanation, inference, and self-regulation.

- ❖ In addition to the positive findings in the TG through the quantitative data, the results of student self-report journals supported the view that question-based argumentative essay writing instruction helped students enhance their writing skills and CT abilities in the Basic Writing Skills classroom. As the results shown in the reflective journals show, the instruction contributed to enhancing students' skills in generating, organizing, and using sufficient ideas while writing argumentative essays. Moreover, the instruction improved the students' core CT skills while writing argumentative essays. As shown in the reflective journals, most of the students in the TG were happy to do various writing tasks by contributing their ideas and helping one another in the group. Besides, as it was seen from the reflective journals, the instruction helped students remain on task in the group.
- ❖ What is more, the results of the TG students' FGD supported that question-based argumentative essay writing instruction helped them improve their writing skills and CT abilities even if they were taught in this method for almost two months. The findings from the students' FGD indicated that the instruction helped students share what they knew and helped most students be motivated. In addition, the students in the FGD replied that questioning is a good technique that makes the argumentative essay writing tasks more enjoyable and attractive. The results of the FGD also showed that students have many opportunities to think critically about ideas that are appropriate and most relevant to their argumentative essays.

5.2 Conclusion

Based on the findings of the argumentative essay writing tests, text analysis, student's self-report journals and FGD, therefore, it may be possible to conclude that the overall effects of question-based English writing instruction brought significant positive changes between the comparison and the TG with regard to argumentative writing skills and CT in the post-intervention at DMU. The result also indicates that a statistically significant (.000) change was found between the two groups, favoring the TG. Therefore, it is possible to conclude that question-based writing instruction is an effective means of improving students' argumentative writing skills and CT abilities.

The results gained from text analysis showed that question-based argumentative essay writing instruction improved the TG students' argumentative essay writing skills. In other words, the

students in the TG post-test used good organization, argument development, and transitions, and they were also able to develop good topic sentences, thesis statements, and relevant supportive ideas when they wrote argumentative essays. Therefore, from the text analysis data, it can be understood that the students have improved their argumentative essay writing skills and CT abilities. The method also provided them with an active role to discover their own writing topics, investigate necessary information, and produce sound texts based on appropriate feedback.

The data obtained from text analysis, student-reflective journals and FGD also revealed that students in the TG produced effective argumentative texts in terms of searching ideas, providing reasonable arguments, correct grammar and spelling in order to develop good topic sentences, thesis statements, and supportive ideas when they write and develop essays through questions. Thus, it can be concluded that question-based argumentative essay writing instruction helped students in the TG improve their argumentative writing skills.

Concerning the effects of question-based writing instruction on students' CT, the findings of student self-report journals, and FGD revealed that question-based argumentative essay writing instruction helped students improve their CT abilities. In line with this, it was found that the instruction addressed the six basic components of core CT skills (such as interpretation, explanation, analysis, evaluation, inference, and self-regulation) in the instructional process. Thus, this study reveals that question-based argumentative essay writing instruction could be used to improve students' CT since using the method enables them to discover new ideas beyond the classroom and makes them active, problem-solving, autonomous, and lifelong learners. Generally, it can be possibly concluded that question-based argumentative essay writing instruction brought a significant positive effect on students' writing skills and CT abilities.

5.3 Limitation of the Study

In the current study, it is believed that the following might be taken as limitation:

Some respondents were careless about reading carefully and responding, especially to the open-ended items of the student-reflective journals, properly. Some responses given to the open-ended items were written in scribbled handwriting and consisted of lots of deletions and vaguely written words and sentences that the researcher could not easily figure out what they meant. In

order to tackle the problem, the researcher advised the respondents to care about their words and sentences while writing responses to open-ended items as possible.

5.4 Recommendations

Based on the findings, the following recommendations have been forwarded:

1. From his experiences, the present researcher believes that an EFL writing instructor and his students at DMU are already introduced to facilitating the writing of argumentative essays in small groups. However, they are not well familiar with what is involved in the question-based writing instruction. Therefore, the stakeholders in the university are recommended to organize seminars, workshops, refreshers, and further teacher trainings in the art of questioning, especially for teachers and students.
2. Scholars define CT in a variety of ways, which makes it a difficult concept to study. The assessment tool presented in the current study may not be a good measure for a definition focusing mostly on logic or on developing arguments. Therefore, it would be worthwhile to conduct further studies on this topic using other definitions in order to obtain a greater understanding of the issue.
3. Students in their Basic Writing Skills classes had faced problems such as low language competence, poor CT skills, a shortage of time, and a loss of interest. Therefore, students should be encouraged to apply the question-based writing instruction in their writing classrooms.
4. Future researchers are recommended to look into other factors that may affect students' argumentative writing skills and CT abilities and the effects of teachers' questioning technique. They may also consider other taxonomies of questioning in the different writing forms (expository, narrative and descriptive) and other basic skills such as listening, speaking, and reading along with students' CT abilities.

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APPENDICES

Appendix 1: Letter of Information and Administrative Consent (for College Dean/Heads)

Dear Mr. /Mrs. /Dr. _____

I am a graduate student in the department of English at Debre Markos University (DMU). I am planning to conduct a research study under the supervision of Professor Abiy Yigzaw and Haile Kassahun (Associate Professor) in partial fulfillment for the Degree of Doctor of Philosophy in Teaching English as a Foreign Language (TEFL) at DMU. The research is entitled “Effects of Questioning on Students’ Argumentative Essay Writing Skills and Critical Thinking.” In order to begin this study, I request your approval and written consent.

The design of the study will involve one English teacher and two intact class students in DMU at Social Sciences and Humanities College for intervention and self-reflections. The findings of this study will provide field recommendations for the improvement of English language teaching in Ethiopia. Therefore, I plan to contact the dean and the corresponding heads at your College to invite their participation after obtaining their administrative consent to approach the teacher and students for the purpose of this study. Participation in this study is completely voluntary; the teacher and students are under no obligation to participate. They may withdraw at any time, for any reason. I will keep all information about individuals fully confidential.

Please contact Wubante Mekonnen at 0914139142 and e-mail: wubantemekonnen6@gmail.com, or the two professors Abiy Yigzaw and Haile Kassahun, with questions on concerns about this study.

Thank you in advance for your assistance with this study!

I have read Wubante’s letter requesting approval to conduct his study entitled as *Effects of Questioning on Students’ Argumentative Essay Writing Skills and Critical Thinking* at DMU.

I, _____ agree to allow the teacher and the students to participate in the study.

Signed: Date:

Appendix 2: A Manual for Training on Questioning, Argumentative Essay Writing and Critical Thinking

Introduction

This training manual was prepared to train an EFL teacher who was selected to participate in the study. There was one EFL teacher who participated in the training. One teacher was selected from Debre Markos University (DMU) to teach students who was participated in the study. As the purpose of the research was to investigate the effects of questioning on students' argumentative essay writing skills and critical thinking (CT), it was quite relevant to train the selected EFL teacher on how to implement questioning in EFL classroom. Hence, this training manual aimed to give information about the concept of question-based argumentative essay writing instruction, why it was used in the EFL classroom, and how it could be used effectively and successfully in classrooms. It was hoped that the EFL teacher would understand the strengths and weaknesses of this method and improve his thinking on the implementation of it.

Training Content Description

This training manual on using questioning method was designed to help an EFL teacher to teach students who were participated in the study to promote students' writing skills and CT. Besides, it was to enable the teacher to make students achieve subject matter mastery and develop writing skills and CT abilities. Using the principles of questioning theory as a foundation, the participant would help his students to learn on how to generate, develop, organize and evaluate writing skills and CT throughout the class day. In addition, he would guide his students using questioning method not only to academic success in the short term but also to long term success through the development of writing skills and CT for their communication and future life.

Training Content

This training manual comprised the following basic points:

- ❖ Definition of Questioning
- ❖ Levels and Types of Questions
- ❖ Teaching to Writing Argumentative Essay
- ❖ Major Elements in Argumentative Essay Writing

- ❖ Effective Essays and the Writing Process
- ❖ Writing a Five paragraph Argumentative Essay
- ❖ The Socratic Questioning Method
- ❖ Socratic Seminar
- ❖ Core CT Skills
- ❖ Sample Questions that Fire up Students' CT
- ❖ Implementation of Questioning Method in EFL classroom

Training Objectives

Up on completion of the training, the participant of the study was expected to:

- understand what teacher questioning is and why it is used in EFL classroom
- learn how to structure relevant questions
- identify the basic elements that make questioning work
- apply the various questioning methods in his writing classroom
- understand the core elements of CT
- understand the roles of questioning
- identify the question types that fire up students' writing skills and CT
- assess the students' performances through questioning
- know ways on how to implement questioning method
- find out the strengths and drawbacks of questioning teaching method

1. Teacher Questioning

In classroom settings, teacher question is defined as instructional cue or stimuli that convey to students the content elements to be learned and provide directions for what they do and how they do it (Cotton, 2000).

1.1 Levels and Types of Questions

Questioning should be used purposefully to achieve well-defined goals. An instructor should ask questions which will require students to use the thinking skills which he/she is trying to develop. A system exists for organizing those thinking skills. Bloom's Taxonomy (1956) is a hierarchical system of ordering thinking skills from lower to higher.

Questions can be categorized in many ways. According to Bloom (1956), we have low level questions that emphasize memory and recall of information. High level questions call for

complex and abstract thinking. Low level and high level questions form the cognitive domain questions concerned with intellectual understanding, which forms the basis on which oral questions will be analyzed in this paper. Oral questions are statements which elicit obligatory verbal and non-verbal responses from a learner through teacher-led drills or one-to-one, small-group, and large group discussion to help students generate, organize and develop ideas while writing good argumentative essays in an EFL context.

At times instead of referring to a specific level of the taxonomy people refer to "lower level" and "higher level" questions or behaviors. Lower level questions are those at the knowledge, comprehension, and simple application levels of the taxonomy.

Usually questions at the lower levels are appropriate for:

- ✓ Evaluating students' preparation and comprehension.
- ✓ Diagnosing students' strengths and weaknesses.
- ✓ Reviewing and/or summarizing content.

The major categories of lower level questions in Bloom's Taxonomy (Bloom, 1956) are:

1. Knowledge: Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.

□ Defines; describes; enumerates; identifies; labels; lists; matches; names; reads.

2. Comprehension: Grasping (understanding) the meaning of informational materials.

□ Classifies; cites; converts; describes; discusses; estimates; explains; generalizes.

3. Application: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.

□ Acts; administers; articulates; assesses; charts; collects; computes; constructs.

Higher level questions are those requiring complex application (e.g., analysis, synthesis, and evaluation skills). The major categories of higher level questions in Bloom's Taxonomy (Bloom, 1956) are:

1. Analysis: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.

□ Breaks down; correlates; diagrams; differentiates; discriminates; distinguishes, etc.

2. Synthesis: Creatively or divergently applying prior knowledge and skills to produce a new or original whole.

□ Adapts; anticipates; categorizes; collaborates; combines; communicates, etc.

3. Evaluation: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.

□ Appraises; compares and contrasts; concludes; criticizes; critiques; decides, etc.

Questions at higher levels of the taxonomy are usually most appropriate for:

- ✓ Encouraging students to think more deeply and critically.
- ✓ Problem solving.
- ✓ Encouraging discussions.
- ✓ Stimulating students to seek information on their own.

Typically an instructor would vary the level of questions even within a single class period. For example, an instructor might ask the synthesis question, "How can the style of writing and the thesis of a given essay be related?" If he gets inadequate or incorrect student response to that question, he might move to questions at a lower level of the taxonomy to check whether students know and understand material. For example, the instructor might ask, "What is the definition of 'thesis statement'?" or "What are the major elements of argumentative essay?" If students cannot answer those questions, the instructor might have to temporarily change his teaching strategy, e.g., briefly review the material. If students can answer lower level questions, the teacher must choose a teaching strategy to help students with the more complex synthesis which the original question requires. The following table summarizes the sample questions from higher level questions.

Analysis		
Useful Verbs	Sample Questions	Potential Activities and Products
<ul style="list-style-type: none"> • Analyse • Compare • Contrast • Investigate • Identify • Explain 	<ul style="list-style-type: none"> • Which events could have happened...? • What do you see as other possible outcomes? • How is ... similar to...? • What was the problem with...? 	<ul style="list-style-type: none"> • Design a questionnaire to gather information. • Conduct an investigation to produce information to support a view. • Construct a graph to illustrate selected information. • Write an essay.
Synthesis		
Useful Verbs	Sample Questions	Potential Activities and Products
<ul style="list-style-type: none"> • Create • Compose • Predict • Plan • Construct • Propose 	<ul style="list-style-type: none"> • Why don't you devise your own way • To deal with...? • What would happen if...? • How many ways can you...? • Can you write a new ...? 	<ul style="list-style-type: none"> • Write about your feelings in relation to... • Write a TV show, play, role play ... about...? • Make up a new language code and write material using ... • Devise a way to...
Evaluation		
Useful Verbs	Sample Questions	Potential Activities and Products
<ul style="list-style-type: none"> • Judge • Choose • Decide • Justify • Debate • Argue • Assess • Prioritise 	<ul style="list-style-type: none"> • Judge the value of... • Can you defend your position about...? • Do you think ... is a good or a bad thing? • Do you believe ...? • How effective are...? 	<ul style="list-style-type: none"> • Prepare a list of criteria to judge a ... • Indicate priority and ratings. • Conduct a debate about an issue of special interest. • Convince others. • Prepare a case to present your view about...

Examples of Questions in the Taxonomy (Adapted from Dalton & Smith, 1986)

1.2 The Socratic Questioning Method

The Socratic Method is made up of a teaching and assessment strategy. When both are used together, CT skills are developed. This method involves using questions to review one's thinking overall. The questions are designed to look at the quality of an answer that is given. There are three types of questions used in Socratic Questioning: spontaneous, exploratory, and focused (Paul and Elder, 2008).

Socratic Questioning	Purpose	Type of Thinking it Develops
Spontaneous (unplanned)	Purpose is to go beyond the basic understanding of the topic or concept	Freedom to be flexible and to explore where students are wanting to use the concept or topic
Exploratory (planned)	Purpose is to probe for ideas and background knowledge about the topic or concept	Gives a baseline for what students already know
Focused (planned)	Purpose is to create a dialogue with students that explores the topic or concept beyond basic understanding	Allows students to see the concept in ways it can be manipulated, used, & connected to previous topics discussed

1.3 Steps to Utilizing Socratic Method

1. Start with a good open-ended question.
2. Ask follow-up and probing questions.
3. Summarize everything together at the end.

1.4 Socratic Seminars

Socratic seminars are a type of assessment also known as Socratic Circles. This is, in one way, a dialogue or discussion between students about the concept at hand (Kenney, 2013). Depending on the size of the class, this can be done with two groups of students. Using two groups, a small circle of students would group inside a larger circle of students, which represents the second group. The teacher would pose the initial topic and questions and each circle of students would dialogue about the topic. As each group takes a turn discussing, students focus on their own ideas, and then respond to the talking points of the other group.

It is important that students are first previously knowledgeable about the content that will be discussed in the Socratic Circles. The teacher then presents the first question on the topic in

which students are going to write an essay. Students in the smaller group discuss the questions and generate ideas. Then the larger group discusses the topic and questions from the smaller group and creates their essay. This process is repeated, creating a dialogue between the two groups go on until the students get rich ideas for their essays on the given topic/issue. The teacher, after presenting the opening question, acts as the facilitator of the seminar (Kenney, 2013).

2. Teaching Argumentative Writing

Argumentative writing is a piece of writing which is often written from an author's personal point of view. In addition, this kind of writing is written to present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. The writer of argumentative writing should clearly take certain position and write to persuade the other side and provide a conclusion or solution for a problem or controversial issue. Therefore, the writer should truly know the issue and his (her) position in order to give good argumentation.

Richards and Schmidt (2010) further define argumentative writing as composition which attempts to support a controversial point or defend a position on which there is a difference of opinion (p.337). As such, the ability to write argumentatively crucially depends on EFL/ESL learners are equipped with an intellectual capacity for thinking in a critical manner. Therefore, the most significant prerequisite for the proper teaching of argumentative writing is that of fostering higher order questions.

2.1 Steps to Teaching Argumentative Writing

Teaching students how to write arguments is both fun and challenging. Students have opinions, they want to be heard, but they need to learn how to make well-reasoned arguments that are supported with strong evidence. The following steps can be serving as guides for teachers to teach students how to write credible arguments. During the experiment, the instructor adhered to question-based writing instruction whose steps are explained as follows.

Step 1: Warm up

The teacher begins his lesson plans with a five-minute warm up or icebreaker can serve to focus his students on a new topic, open up creative thinking, and help them to apply the learning in new ways. Icebreakers are one form of warm ups that can help students to interact and talk to

each other about the writing topic and other related writing tasks. They can be useful at the beginning of the lesson: for example, asking students to introduce themselves to each other and what they would like to learn in the course may be one of the teacher’s warm up activity. This kind of warm up at the beginning of the writing session is used to increase the participation of each student on the writing topic. It also gives an opportunity to students by giving attention on the daily writing task that will be covered during the class period.

Step 2: Presentation of a Topic

When teaching argumentative writing, the topics the teacher chooses should be familiar and interesting to his (her) students. Consider the list below.

1. Student attendance should (shouldn’t) be compulsory in all universities.
2. Is social media good (not good) for society.
3. Religion should (shouldn’t) be taught in university. etc.

It is important to acknowledge that not all writing tasks have high interest topics. High interest topics should have a great place to start when teaching students how to write arguments. It might be a good idea to let students talk about the topic in small groups before the teacher moves to the next step. Students will have lots to say about the above topics and will most likely list opinions. We (teachers) want students to get their thoughts out so that they are ready to listen and learn.

Step 3: Brainstorming

Now that students have a better understanding of claims, it is very essential to guide them through developing arguments with claims, evidence, and warrants. A warrant is an explanation that connects the evidence to the claims. To get started, the teacher creates a three column chart. The first chart will focus on the proponent’s argument. The teacher also encourages his students to start with a claim. Then, he may ask his students for reasonable evidence that directly supports the claim. Students may need to do some research based on the claims that are made. Next, the teacher may help his students to brainstorm ideas that can connect the evidence back to the claim.

(+) Claims (position)	Evidence & Reasons	Warrant (Connection)
1.	1.	1.
2.	2.	2.

The students are considered working under a piece of white paper or on the whiteboard as they complete the table. Students will benefit from seeing how the ideas build and connect. When they are becoming ready, students may tackle a claim on their own or in small groups. When the proponent’s argument is outlined, the teacher may ask students to build a second organizer. This time, the class will work together to build an argument for the opposing side.

(-) Claims (position)	Evidence & Reasons	Warrant (connection)
1.	1.	1.
2.	2.	2.

Step 4: Writing Task

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing. Good writing assignments encourage students’ engagement with course material, promote CT, and help students learn characteristic ways of asking questions, analyzing information, and making arguments in a given topic. No matter what type of writing the teacher assigns, how he presents the assignments to his students can affect their success. For example, the teacher may write the model of an argument essay which includes the required parts in front of his students, talk out loud about each part, and then label those parts with color coding and labels as necessary. The major parts include introduction, body (with arguments and evidence) and conclusion (See section 2.2 for detail).

Step 5: Teacher’s Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher’s feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. The teacher’s feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing. The following kinds of feedback may help students to accept and implement the teacher’s feedback:

Selective Feedback: The teacher may focus his feedback on a few elements of a text, which students can act on easily and therefore allow them to continue their work.

Specific Feedback: The teacher points to the exact place in the paper that his feedback addresses.

Timely Feedback: If the teacher would like his students to implement feedback in their subsequent drafts, he must give them enough time to do so.

Contextualized Feedback: The teacher should relate his feedback to intended learning outcomes and assessment criteria.

Balanced Feedback: The teacher does not focus exclusively on parts of a paper needing improvement, but make sure to also point out the successful parts.

Process-orientated Feedback: The teacher should suggest what his students can do to perform better in future writing tasks.

Step 6: Class Summary

At the end of the writing lesson, the classroom teacher may put a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential using own words. Summarizing is more than retelling; it involves analyzing information, distinguishing important from unimportant elements and translating large chunks of information into a few short cohesive sentences. The teacher also passes his judgment on the writings and the problem by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

In general, the classroom teacher should start his argumentative lesson by asking his students higher order questions as necessary (application, analysis and evaluation from the Bloom's Taxonomy and spontaneous, exploratory or focused questions from SQM. He also tries to see the students' CT skills in terms of their interpretation, explanation, analysis, evaluation, inference and self-regulation abilities.

2.2 Sample Questions to Ask

Questions that help students to say more in their writing and CT:

- “Could you say more about that?”
- “What do you mean by....?”
- “Could you explain what you mean by...?”

Questions to help with organization:

- “What do you want to say first, next, last?”
 - “How would you like to begin/end?”
 - “I am wondering if you could begin/end/continue with _____?”
- “What do you think about that?”

Questions to help with punctuation:

- “Listen to this...,” (read the section aloud). “Where do you hear the end of that sentence?”
- Ask students to add punctuation as they listen to you read their piece.

Questions to help with spelling:

- Circle the words that don’t look right. Ask, “Can you think of a way to help yourself with the spelling of that word?”
- Write the words they need and ask students to transfer those to their pieces after the discussion. Ask them to add them to their personal word wall/dictionary too.

Questions to wrap up the essay:

- “What are you going to do next?”
- “How will you finish this piece?”
- “What are you going to work on next?”

2.3 Cues, Sequences, and Transition Words

Important Sequence: When some details are more important than others.

the best the most important the first interesting the best the next best the next most important more interesting the next best the least best the least important the most interesting the worst

Chain-link Sequence: When details are not uniquely related; they can be chained together any way that you want them to be.

one example of	in addition	on the one hand	also	is another
example	in the same way	on the other hand	so	because
a further example	in fact	again	since	still
furthermore	a similarity	besides	yet	although
the latest example	still	another	nevertheless	as well
while	moreover	in spite of	consequently	except

Transitional Sequence: When ideas (details) are being integrated; they can be linked using transitional words.

and	also	in addition	furthermore	besides	moreover
not only	likewise	another	similarly	at the same time	however
for example	instead	otherwise	therefore	thus	when

Final Sequence: When ideas are being concluded.

Finally	therefore	consequently	in conclusion	then	by now	for this reason
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Contrast Cues: When words are needed to indicate relations of degree.

only	many	most	more	least	little	some
worst	all	fewer	fewest	almost	best	

Cause/Effect Cues: When words are needed to signal cause and/or effect.

by	because	since	as a result	as a consequence	then	unless	therefore	so
that	this is the reason							

2.4 How Do We Construct an Argument?

- Gather information about the topic that is truthful and relevant.
- Use this to build a sound argument. This means that the main points must be of importance and must lead to a strong conclusion.

The way in which we present our points is crucial. "Start with the most convincing point. This must be fully developed:

- Make a claim.
- Support the claim with evidence.

*State the next point.

- Provide support.

Remember that each point must be contained in a separate paragraph. These paragraphs must flow logically into one another. Use connectives / link your ideas: however, in light the above, furthermore, in addition to, it is also a fact that, relating to the above argument, it is therefore clear that ... (these are just a few examples).

2.5 Opinion (Argument) Essay Planning Guide

1. Clarify the topic.
2. Brainstorm both sides of the topic.

3. Develop a thesis statement for your side of the argument – What do you believe to be true for your side of the argument?

4. What is the evidence that supports your thesis statement? This should include references to researched information when possible.

5. Identify counter-arguments

What might the other side say about your arguments?

6. Provide an organized reaction to counterarguments. Why is your argument stronger?

7. Summarize why the thesis statement is correct based on your arguments. What are the most important points you can make to convince others to support your arguments? How does your side “outweigh” the other side?

While taking a stand, the instructor should help his students in labeling the writing issues (topics) as *strongly agree* (*strongly disagree*).

1. Children should not be able to eat sugary breakfast cereals.
2. People should not be allowed to own guns.
3. If you get caught cheating on a test, you should fail the class.
4. If you misbehave in university, your parent should have to attend class with you.
5. Children should get paid for doing chores at home.
6. In order to reduce air pollution, people should ride buses rather than driving cars.

2. After you read the statement, have students SILENTLY move their positions along a line in the classroom to show where they stand on the issue. Students may strongly agree/disagree and be at either side of the room, or may have more neutral or contradictory feelings about the statement.

3. Supply students with language frames to state their position such as:

- I strongly agree/disagree with the statement because I think....
- I agree/disagree somewhat with the statement because I feel.... On the other hand I also know....
- I want to convince you to agree/disagree with the statement because I think....
- An important reason to consider my point of view is....

4. Have students take turns orally explaining their position out loud to the class. After each student makes a statement, others may move to join or move away from that student based on their argument.

5. Continue this process until you think that as many of the arguments have been heard as possible. Chart these as the students share them on the white board for reference.
6. Use this activity as a pre-writing warm-up for any Opinion/Argument writing piece.

2.6 Effective Essays and the Writing Process

Experienced writers know that good writing doesn't happen all at once. Rather, it develops in stages. That's because writing is a process, not just a product. And it's difficult to get a good product without going through each step in the writing process. The writing process can be divided into three basic steps: Planning, Drafting, Revising and editing

When writing an argumentative essay it is important that you should follow:

1. Brainstorm ideas (mind-map/spider diagram)
2. Write a rough draft of your essay (this is the basic framework of your essay that need not include all the details, but at least should offer the main points of each paragraph so the 'issue can begin to be pieced together').
3. Edit your rough draft (correct mistakes, re-structure your points if necessary, 'polish up' on your style of writing and get a friend to double check for errors or confusions in your writing.)
4. Once you are happy with the new and improved version of your essay, rewrite it in neat for your final draft (the one which will be handed in.)

2.7 Writing a Five Paragraph Argumentative Essay

An argumentative essay is a formal piece of writing that aims to persuade the reader to a particular point of view.

An argumentative piece **MUST** have the following:


- An **introduction** to the topic at hand in which you indicate your approach to it.
- A **body** of a number of paragraphs (the number depends on how many key points you have and the length of your piece). Each new point on the subject should start a new paragraph and have a few supporting sentences.

You may even research statistics and use them to corroborate your views.

- A **conclusion**, in which you sum up your view of the topic at hand.

In general, this is the five paragraph essay format used to remind students of essay structure at the beginning questioning technique of instruction.

Five Paragraph Essay

Introduction paragraph, General  Specific

1. Topic sentence with the topic of the essay.
2. Four or more sentences about the topic.
3. Thesis statement including the three main ideas in the essay.

Body Paragraphs

Paragraph 1

1. Topic sentence with the first main idea from the thesis statement.
2. Five or more sentences about the first main idea.

Paragraph 2

1. Topic sentence with the second main idea from the thesis statement.
2. Five or more sentences about the second main idea.

Paragraph 3

1. Topics sentence with third the main idea from the thesis statement.
2. Five or more sentences about the third main idea.

Conclusion Paragraph

1. Restate the topic of the essay.
2. Summarize the main ideas in the essay.
3. Give advice, give your opinion, or make a recommendation.

3. What are CT Skills?

CT is a deliberative thought process in which one uses a set of meta-cognitive or higher cognitive or higher level thinking skills to consider the issue and at conclusion make a judgment on what to believe or decision about what to do. CT could simply be stated as good thinking or correct thinking (Facione, 1990 & 2011). Facione describes it as, “judging in a reflective way what to do or what to believe while writing argumentative essays. CT is judgment, reflective, and purposive” (Facione, 2000: 61-62). The six core CT skills (interpretation, analysis, evaluation, inference, explanation and self-regulation) are shown below.

<p>Interpretation</p> <ul style="list-style-type: none"> • comprehending information • reproducing it 	<p>Analysis</p> <ul style="list-style-type: none"> • inferential relationships • making judgments 	<p>Evaluation</p> <ul style="list-style-type: none"> • finding relevance • determine creditability
<p>Self-Regulation</p> <ul style="list-style-type: none"> • monitoring oneself cognitively • self-correction and editing 	<p>Explanation</p> <ul style="list-style-type: none"> • stating the reasoning behind a decision 	<p>Inference</p> <ul style="list-style-type: none"> • drawing conclusions • predicting • making new ideas

Facione (1990 & 2011) thinks that good critical thinkers are able to interpret, analyze, evaluate, infer and explain what they think and how they come out with their judgments. The core CT skills and their useful expressions as well as their sample questions that help students to fire up CT in their writing classrooms are summarized as follows.

3.1 Questions that Fire up Students' Critical Thinking

No.	Core CT Skills	Useful Expressions	Sample Questions
1	Interpretation	<ul style="list-style-type: none"> • Categorize • Decode significance • Clarify meaning 	<ul style="list-style-type: none"> • What does it mean? • How can we make sense out of this statement? • What is the best way to classify this?
2	Analysis	<ul style="list-style-type: none"> • Examine ideas • Identify arguments, reasons, and claims 	<ul style="list-style-type: none"> • Why do you think that? • What is that you are claiming? • What are the arguments pro and con?
3	Inference	<ul style="list-style-type: none"> • Query evidence • Conjecture alternatives • Draw conclusions 	<ul style="list-style-type: none"> • What does this evidence imply? • What other alternatives do you have for your information? • What conclusion can you draw?
4	Evaluation	<ul style="list-style-type: none"> • Assess claim credibility • Assess argument quality 	<ul style="list-style-type: none"> • Do you have your facts right? • How strong are those arguments?
5	Explanation	<ul style="list-style-type: none"> • State results • Present arguments 	<ul style="list-style-type: none"> • How did you come to that interpretation? • How would you explain that idea? • What are your specific results?
6	Self-regulation	<ul style="list-style-type: none"> • Self-monitor • Self-correct 	<ul style="list-style-type: none"> • How good is your evidence? • What are you missing in your essay? • Can you make your ideas more precise?

Although there are a variety of types of questions that the teacher could ask, learners are more likely to develop their idea generation in their essay writing as well as their CT abilities when the teacher asks questions that are cognitively more demanding (Natthanan, 2009). Asking learners more cognitively challenging questions can help them to improve their thinking skills, specifically in argumentative essay writing skills and CT abilities.

Time Required: 6 hours (2 hours on seven days and additional 2 hours for general reflection).

4. Implementation Programme

No.	Day	Time	Main Activities
1	Day 1	1 hour	<ul style="list-style-type: none"> ○ Giving orientation to the participant about the purpose of the research ○ Reaching at a consensus on the purpose of the training ○ Introducing the participant about the importance of questioning ○ Informing a teacher about the basic aspects of questioning
2	Day 2	1 hour	<ul style="list-style-type: none"> ○ Orienting the teacher about the benefits of teacher questioning as: <ol style="list-style-type: none"> 1. It improves students' argumentative essay skills. 2. It promotes students' CT abilities.
3	Day 3	1 hour	<ul style="list-style-type: none"> ○ Orienting the teacher how to utilize Socratic Seminar ○ The participant was also oriented on the levels and types of questions in his writing classroom ○ Discussing with the teacher about the types of tasks and activities through questioning technique
4	Day 4	1 hour	<ul style="list-style-type: none"> ○ The training participant would be oriented about the main areas of consensus and controversies on questioning method. For instance, he was informed the fact that some people think that questioning does not help in promoting students' writing skills and CT. On the contrary, questioning technique has been shown to increase academic achievement of students of all ability levels. Based on the controversies raised, the teacher would be made to express his views.
5	Day 5	1 hour	<ul style="list-style-type: none"> ○ The participant was oriented well on how to implement the various higher level questions including SQM. ○ Discussing the goal of the EFL teacher should focus on how to ask questions to students for achieving their academic goals. ○ Discussing about the roles of the questioning teacher and students ○ In the questioning classroom, the roles of the teacher are for instance as a consultant, facilitator, an observer, a change agent, a model, an inquirer, etc. ○ During the last day of the training, the participant was oriented about the assessment and evaluation methods.

In general, it was hoped that the participant of the study would get the necessary information about questioning method.

Appendix 4: Scoring Rubric for Students' Argumentative Essay Writing (CG & TG)

Participant:		Topic: _____	Date:
			Group:
Aspect	Scale Score	Criteria	Score
Argument	30-26	EXCELLENT: Clear, convincing and thought provoking	
	25-20	VERY GOOD: Appropriate argument is provided	
	19-11	FAIR: Fair attempt made but not very convincing	
	10-1	POOR: Misunderstood purpose of essay, no argument	
Organization	30-26	EXCELLENT: Ideas clearly stated/supported, well-organized, logical sequencing, cohesive logic that exceeds expectation, fluent expression	
	25-20	VERY GOOD: Good, logical essay, viewpoint makes sense	
	19-11	FAIR: Evidence of planning, but lack clear thought progression	
	10-1	POOR: Poor thought progression, no evidence of planning	
Evidence	30-26	EXCELLENT: The essay offers concrete examples that logically support the general points of the essay.	
	25-20	VERY GOOD: The essay offers concrete evidence that adequately support the main points of the essay.	
	19-11	FAIR: The essay offers very little concrete examples to support the main points of the essay	
	10-1	POOR: The essay offers no concrete evidence.	
Grammar and Spelling	10-8	EXCELLENT: Almost flawless (clear, precise and most acceptable)	
	7-5	VERY GOOD: Errors few and of minor consequence	
	4-2	FAIR: Numerous careless errors	
	1	POOR: Largely unintelligible	
		Total Score	
Comment(s):			Rater:

Adapted from Oshima & Hogue (2007)

Appendix 5: Holistic CT Scoring Rubric (for CG and TG)

Participant:		Topic: _____	Group: _____	Date
Aspect	Scale	Criteria	Score	
Interpretation	17-14	EXCELLENT: Accurately interprets evidence, statements, questions, etc. and determines significance in most interesting way		
	13-11	VERY GOOD: Accurately interprets evidence, statements, questions, etc. and determines significance in interesting way		
	10-7	FAIR: Misinterprets evidence, statements, graphics, questions, etc.		
	6-1	POOR: Offers biased interpretations of evidence, statements, questions, information, or the points of view of others		
Analysis	17-14	EXCELLENT: Identifies the salient arguments (reasons and claims)		
	13-11	VERY GOOD: Identifies relevant arguments (reasons and claims)		
	10-7	FAIR: Fails to identify strong, relevant counter-arguments		
	6-1	POOR: Fails to identify or hastily dismisses strong, relevant counter-arguments		
Evaluation	17-14	EXCELLENT: Thoughtfully analyzes and evaluates major alternative points of view		
	13-11	VERY GOOD: Offers analyses and evaluations of obvious alternative points of view		
	10-7	FAIR: Ignores or superficially evaluates obvious alternative points of view		
	6-1	POOR: Ignores or superficially evaluates obvious alternative points of view in an unacceptable manner		
Inference	17-14	EXCELLENT: Draws warranted, judicious, non-fallacious conclusions		
	13-11	VERY GOOD: Draws warranted, non-fallacious conclusions by querying evidence		
	10-7	FAIR: Draws unwarranted or fallacious conclusions		
	6-1	POOR: Argues using fallacious or irrelevant reasons, and unwarranted claims		
Explanation	16-13	EXCELLENT: Justifies key results and procedures, explains assumptions		
	12-9	VERY GOOD: Justifies some results or procedures, explains reasons		
	8-5	FAIR: Justifies few results or procedures, seldom explains reasons		
	4-1	POOR: Does not justify results or procedures, nor explain reasons		
Self-Regulation	16-13	EXCELLENT: Fair-mindedly follows where evidence and reasons lead in a better way		
	12-9	VERY GOOD: Fair-mindedly follows where evidence and reasons lead in a good way		
	8-5	FAIR: Regardless of the evidence or reasons, maintains or defends views based on evidences and reasons partially		
	4-1	POOR: Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions		
		Total Score		
Comment(s):			Rater:	

Adapted from Facione and the Californian Academic Press (2011)

Appendix 6: Question-based Argumentative Essay Writing Instruction Lesson Plan and its Implementation Procedures for the TG (Pilot and Main Study)

Section I: Lesson Plan

Subject: Basic Writing Skills

Topic: Argumentative Essay Writing

Lessons: 11

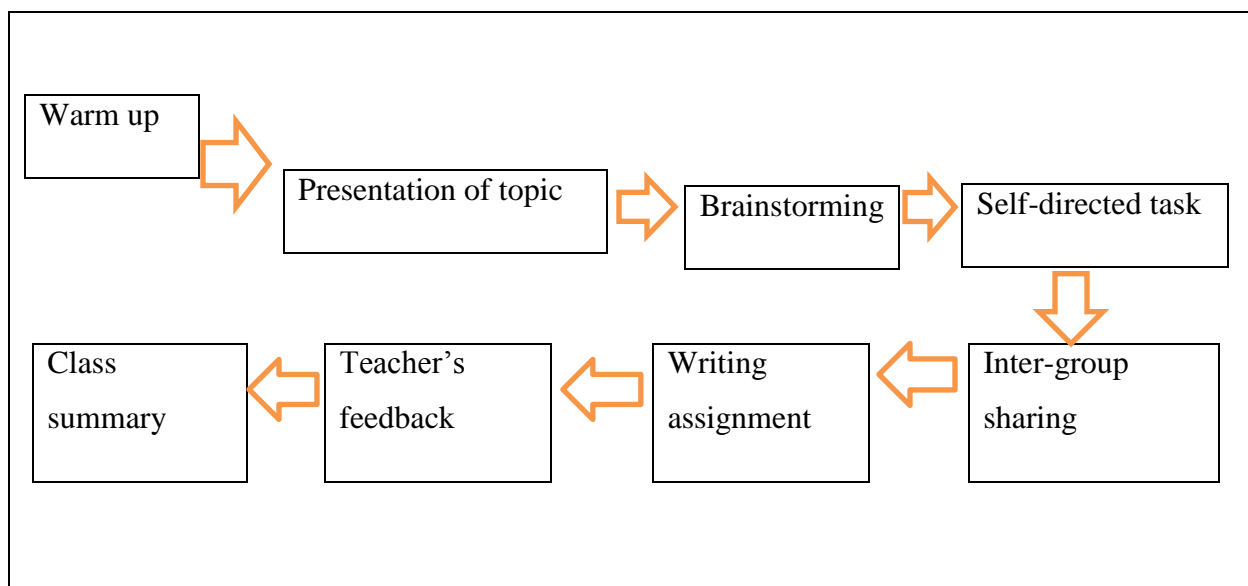
No.	Lesson Title	Time	Active Learning Methods	Assessment Methods
1	What is Argumentative Essay?	Week 1 (3 hrs.)	Brainstorming Pair work Group work	Asking questions Reflection
2	Basic Elements in Argumentative Essay Writing	Week 1 (3 hrs.)	Brainstorming Pair work Group work	Asking questions Reflection
3	Is social media good (not good) for society?	Week 2 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
4	Religion should (shouldn't) be taught in university.	Week 3 (3 hrs.)	Brainstorming Individual work Group work	Asking questions Arguing or supporting Reflection
5	Fashion expresses (doesn't express) one's identity.	Week 4 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
6	Education should (shouldn't) be free for all citizens.	Week 5 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
7	Indigenous knowledge vs. Scientific knowledge	Week 6 (3 hrs.)	Brainstorming Pair work Individual work	Asking questions Arguing or supporting Reflection
8	Is global warming really affecting (not affecting) our entire world?	Week 7 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
9	Marriage rights should (shouldn't) be decided by males.	Week 8 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
10	Chat chewing provides positive (negative) effects on the chewer's mind.	Week 9 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
11	Student attendance should (shouldn't) be compulsory in university.	Week 10 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
12	All university students should (shouldn't) have rights for cheating.	Week 11 (3 hrs.)	Brainstorming Pair work	Asking questions Arguing or supporting Reflection

Section II: Question-Based Argumentative Essay Writing Instruction and its Implementation Procedures

Introduction

The overall sessions which were designed for second year management students who took Basic Writing Skills course consisted of 11 weeks of sessions. The first lesson consisted of some important concepts and elements about argumentative essay writing and served as introductory parts. The other 10 week lessons (2-11) focused on argumentative essay writing. The main aim of the sessions was to help the TG students understand the basic elements of argumentative writing and to enhance their argumentation skills. Furthermore, students were able to improve their critical thinking (CT). At the end, students could write five paragraph argumentative essays.

After getting some important points from the introductory parts of the lesson (basic concepts and key elements from the first two lessons) about argumentative essay writing, students are getting ready for starting their argumentative essay writing. In the TG, therefore, the instructor followed and implemented the following eight (8) question-based English writing instructional processes for each lesson (lesson 2-11) before students began the actual argumentative writing. On the basis of the eight (8) steps, students were told to write argumentative essays. The following figure depicts the eight (8) steps of question-based argumentative essay writing instruction implemented during the treatment for 10 lessons (lessons 2-11).



Lesson 1: What is Argumentative Essay?

Definition of Argumentative Essay

- ❖ An argumentative essay is a formal piece of writing that aims to persuade the reader to a particular point of view.
- ❖ An argumentative essay is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side he/she supports the most.

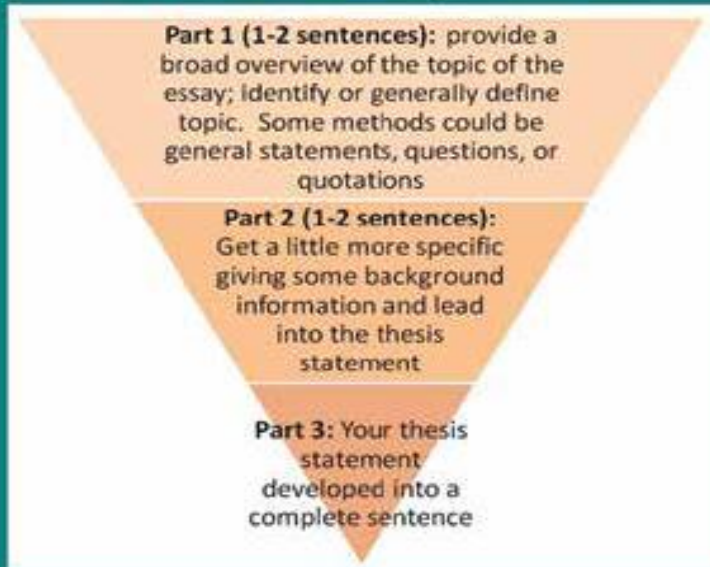
The general structure of an argumentative essay follows this format:

- 1) Introduction:** Attention Grabber (hook), Background Information, Thesis Statement
- 2) Body:** Three body paragraphs (three major arguments)
- 3) Counterargument:** An argument to refute earlier arguments and give weight to the actual position
- 4) Conclusion:** Rephrasing the thesis statement, major points, call to attention, or concluding remarks.

The Introduction

This is the first paragraph of an argumentative essay that attempts to arouse the reader's interest by providing background information on the topic, stressing the significance of the topic, or presenting one or more startling facts. Introductory paragraph should lead logically to the thesis, which usually appears at or near the end of the introductory paragraph.

Introductory Paragraph – Inverted Pyramid



The Body

If, in your introduction, you say what you are going to say, then the body of your essay is where you actually say it. Each paragraph of the body of your essay should contain a topic sentence. Often the main point can be found in a topic sentence, which may appear anywhere in the paragraph or be implied. Of course, all the middle paragraphs must ultimately explain and support the essay's thesis statement and come between the introduction and the conclusion.

The Conclusion

The conclusion is the last paragraph of an essay. It summarizes or restates the thesis and the supporting ideas of the essay. In other words, the conclusion briefly sums up the points and evidences provided to support the thesis statement. It signals the readers that the discussion has come to an end or makes a recommendation or prediction for the future.

In summary, argumentative essay is an extended writing in which we try to convince others to agree with our facts, share our values, and accept our argument and conclusions.

Basic Elements of Argumentative Essay

An argumentative essay is one of the most important requirements of the academics, for the high school, college level, and university students. The purpose of an argumentative essay is to get the reader to your side of the argument. An argumentative essay is not just a presentation of facts but an attempt to convince the reader of the writer's point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer's argument carries more weight.

What elements of argumentative essay do you know? Discuss in group on the question and present your report to the class.

There are three big ideas to remember when teaching/learning argumentative writing: *claim*, *evidence*, and *counterclaim*.

1. Claim: Your basic belief about a particular topic, issue, event, or idea. This is the main argument of the essay. It might also be called a thesis or thesis statement. A claim is an arguable statement.

Examples of claims that highlight an opposing argument:

1. Although some feel that preparing students for standardized testing is “teaching to the test,” one can argue that teaching to the test is beneficial when the test focuses on essential content and skills as expected by the standards.
2. While some US officials feel that gray wolves no longer need to be included on the endangered species list, conservationists argue that in reality it is too soon.
3. Despite the fact that the production of pesticides provides jobs, the health dangers associated with pesticide use actually illustrate that the benefits of producing pesticides are not greater than the risk.

2. What is an Argument?

An argument is a claim supported by evidence. Arguments are used for many purposes— to change the reader's point of view, to bring about some action of the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or

conclusion is valid. Writers defend their interpretations or judgments with evidence from the text(s) they are reading about.

Sentence frames to assist students when writing claims are the following:

Although some feel _____, one can argue that _____.

While some believe _____, in reality _____.

Despite the fact _____, _____ actually illustrates that _____.

Even though _____, it can be argued that _____.

3. Counterclaim: A solid and reasonable argument that opposes or disagrees with your claim. This is the other side of the issue. Addressing a counterclaim makes the student's argument writing stronger. Students can address counterclaims in a number of ways in argument writing.

Here are some common approaches:

While it may be true that _____; nevertheless, it turns out that _____.

A common argument against this is _____, but _____.

Skeptics may think that _____, but _____.

The qualities of an argumentative essay include:

- Factual evidence
- Valid reasoning
- Sustaining the reader's interest
- A natural progression from one idea to the next - a forceful and convincing conclusion

Writing a Strong Thesis Statement

One of the best approaches of how to write a good argumentative essay is formulating a thesis statement at the initial stage of writing would make sense. A **thesis** is a general idea of your essay, which expresses your attitude towards what you are writing about. A thesis statement can be expressed in 1-2 sentences in the introduction.

A thesis statement typically makes up the last sentence of your introduction paragraph and provides a **roadmap** to your essay. In an argumentative essay, the thesis statement should clearly state your position on the topic and give a reason for your stance.

Example of a Thesis

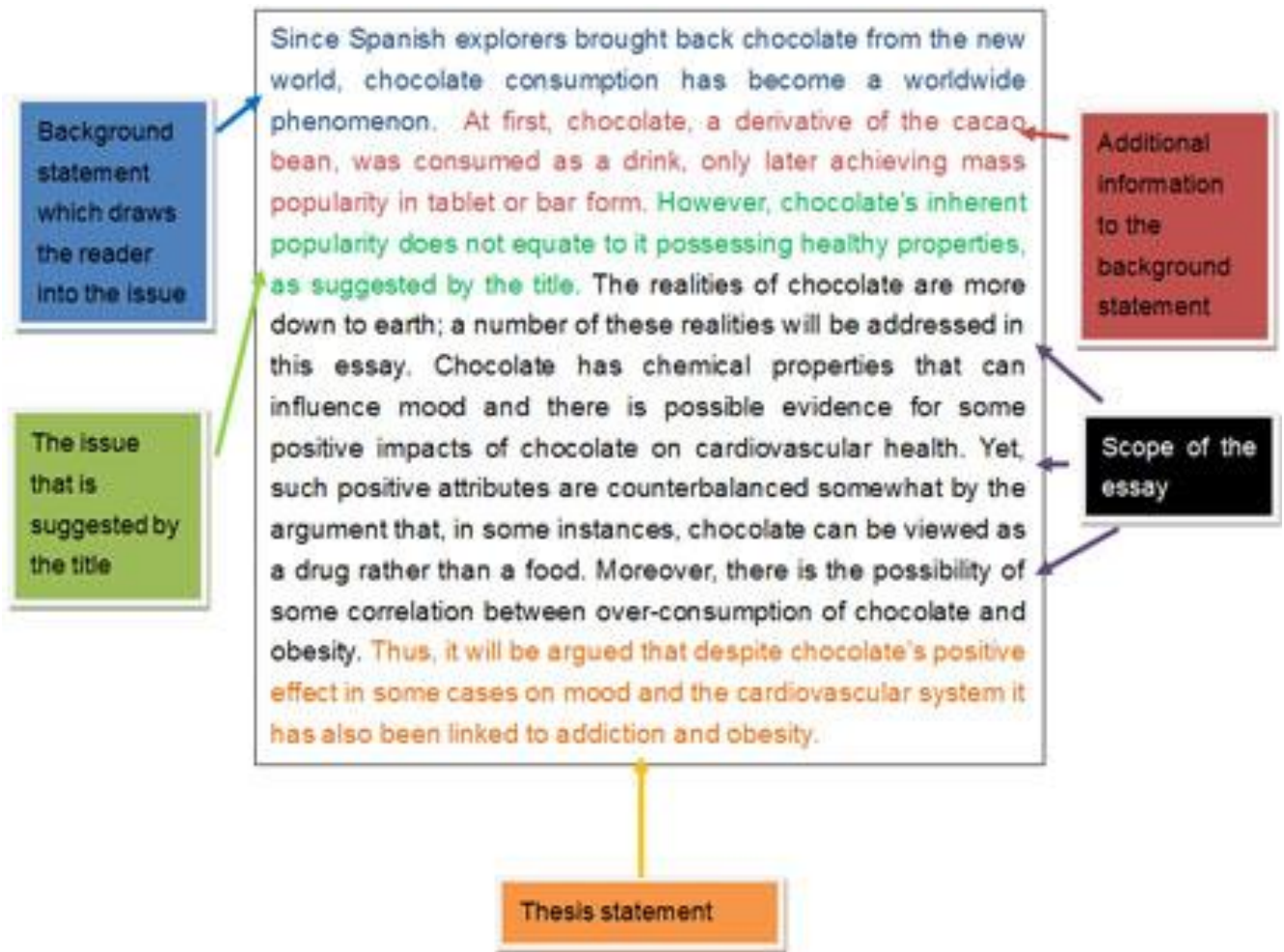
The decision to use the atomic bomb had the greatest impact of any decision on the American government made during the 20th century. This is a thesis statement because its assertion about the level of impact of the decision to use the atomic bomb requires supporting evidence and interpretation. It also sets the stage for presenting a conclusion and lays the foundation for the topic's significance.

Thesis statement gives the author's opinion or states an important idea about a topic. It should give an idea that can be discussed and explained with supporting ideas.

These are examples of strong thesis statements because they can be discussed or explained.

- 1) *The qualifications for entering a university in my country are unreasonable.*
- 2) *When studying a foreign language, there are several ways to improve your use of the language.*
 - A thesis statement should not be a sentence that only gives a fact about the topic:
 - ✓ *In the northern hemisphere, the summer months are warmer than the winter months.*
This is not a strong thesis statement because it cannot be discussed or argued about.
 - A thesis statement should not state two sides of an argument equally:
 - ✓ *There are advantages and disadvantages to using nuclear power.* This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:
 - ✓ *Although there are some advantages, using nuclear power has many disadvantages and should not be part of our countries energy plan.* This is a strong thesis statement because it clearly gives the writer's opinion about nuclear power.

The following sample also shows the way how to develop the background statement and thesis statement.



Sample Argumentative Essay

1) Introducing Your Argument

Like other academic essays, an argumentative essay begins with an introduction. The introduction serves to capture the reader's interest, provide background information, present your thesis statement, and (in longer essays) to summarize the structure of the body. The example below helps you to see how a typical introduction works.

Introduction

The spread of the internet has had a world-changing effect, not least on the world of education. The use of the internet in academic contexts is on the rise, and its role in learning is hotly debated. For many teachers who did not grow up with this technology, its effects seem alarming and potentially harmful. This concern, while understandable, is misguided. The negatives of internet use are outweighed by its critical benefits for students and educators—as a

uniquely comprehensive and accessible information source; a means of exposure to and engagement with different perspectives; and a highly flexible learning environment.

2) The Body: Developing Your Argument

The body of an argumentative essay is where you develop your arguments in detail. Here you will present evidence, analysis, and reasoning to convince the reader that your thesis statement is true. In the standard five-paragraph format for short essays, the body takes up three of your five paragraphs. In longer essays, it will be more paragraphs, and might be divided into sections with headings. Each paragraph covers its own topic, introduced with a topic sentence. Each of these topics must contribute to your overall argument; however, they do not include irrelevant information.

Look the example below to see how a body paragraph is constructed.

Body

A common frustration for teachers is students' use of Wikipedia as a source in their writing. Its prevalence among students is not exaggerated; a survey found that the vast majority of the students surveyed used Wikipedia (Head & Eisenberg, 2010). An article in *The Guardian* stresses a common objection to its use: "a reliance on Wikipedia can discourage students from engaging with genuine academic writing" (Coomer, 2013). Teachers are clearly not mistaken in viewing Wikipedia usage as ubiquitous among their students; but the claim that it discourages engagement with academic sources requires further investigation. This point is treated as self-evident by many teachers, but Wikipedia itself explicitly encourages students to look into other sources. Its articles often provide references to academic publications and include warning notes where citations are missing; the site's own guidelines for research make clear that it should be used as a starting point, emphasizing that users should always "read the references and check whether they really do support what the article says" ("Wikipedia: Researching with Wikipedia," 2020). Indeed, for many students, Wikipedia is their first encounter with the concepts of citation and referencing. The use of Wikipedia therefore has a positive side that merits deeper consideration than it often receives.

3) Concluding Your Argument

An argumentative essay ends with a conclusion that summarizes and reflects on the arguments made in the body. No new arguments or evidence appear here, but in longer essays you may discuss the strengths and weaknesses of your argument and suggest topics for future research. In all conclusions, you should stress the relevance and importance of your argument.

The following example helps you to see the typical elements of a conclusion.

Conclusion

The internet has had a major positive impact on the world of education; occasional pitfalls aside, its value is evident in numerous applications. The future of teaching lies in the possibilities the internet opens up for communication, research, and interactivity. As the popularity of distance learning shows, students value the flexibility and accessibility offered by digital education, and educators should fully embrace these advantages. The internet's dangers, real and imaginary, have been documented exhaustively by skeptics, but the internet is here to stay; it is time to focus seriously on its potential for good.

Lesson 2: Social Media

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **social media** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

1. Do you know what social media is?
2. Is social media good (not good) for society?
3. What evidences do you have for the second question?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected on the good/bad features of social media. This step is a phase wherein students' CT is given a certain attention in such situation. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic with the reading text as follows.

Reading Task: Read the text given below critically before proceeding to the writing task. Use your thoughts about this text to help you think critically about the writing task.

Social Media means websites and applications that enable users to create and share content or to participate in social networking. It is a new forum that brings people to exchange ideas, connect with, relate to, and mobilize for a cause, seek advice, and offer guidance. Social media has removed communication barriers and created decentralized communication channel and open the door for all to have a voice and participate. It enables common interest based groups such as students to work in a collaborative group projects outside of their class. It encourages creativity and collaboration with a wide range of commentators on a number of issues such as education, the economy, politics, race, health, relationships, etc. Although social media has brought about many benefits in allowing us to easily connect with friends and family around the globe, it also breaks down international borders and cultural barriers.

Having finished reading the above argumentative issue, the instructor also asks students a few more questions related to the social media as listed below.

1. What is social media?
2. Can you state the good/bad sides of social media?

The instructor creates conducive environment for students to work on the writing topic (social media) they are assigned to. Students are supposed to focus on CT skills related to the topic. In addition, he enables students to consider different views when it comes to looking at a topic from different angles. The major elements that are constituted in the above step, the writing process should be emphasized by the teacher (i.e. planning, drafting, revising and editing) and any of necessary strategies for developing and organizing while writing argumentative essays on the given topics. The writing in this step can also be categorized as the pre-writing stage in which the instructor familiarizes students with the questions the way for them to think critically about the nature of the controversial ideas on the given writing topic. As students are proceeding through this step, they are provided with an opportunity to have the best possible understanding of the topic and to consider different views expressed while a controversy surrounding an idea is presented.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very

quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together. The teacher should also consider brainstorming stretches students' thinking and question-based writing activity by allowing them to generate lists, phrases, thoughts, words, ideas, or questions about a topic without the fear of being "wrong." The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him (her) to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers. The goal is to pour writers' thoughts onto paper without worrying about whether they make sense or how they fit together.

The teacher in his writing lesson is expected to consider the following steps of brainstorming process: **(a) Brainstorm List:** In this step, the teacher tells to students to make lists of every word, every phrase, and every idea that comes into the writer's mind about the topic. He also encourages them to write every thought down. He may also advise his students not to worry if any of their idea is correct or not. **(b) Edit Brainstorming List:** The second step is to edit the brainstorming list. In this step, the teacher informs his students to include ideas in the final paragraph and what he/she want to omit by combining ideas that belong together, crossing out words that repeat the same ideas, and crossing out that are not directly related to the main ideas. **(c) Organize the List:** In this step, the teacher asks his students to put the list of ideas in order. **(d) Making an Outline:** In this step, the teacher asks students to add title and give a thesis statement and the topic sentences. Here, the title is centered at the top. The thesis statement and the topic sentence are placed below the title. **(e) Writing the Essay:** The teacher asks the students to write the essay based on the outline made in this step.

Step 4: Self-directed Writing Task

Self-directed method is widely used in various areas of writing that can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. In addition, self – directed writing is a process of oriented learning without the help of others. When students are given opportunities to write about their own topics and to write for different purposes and audiences,

they learn that language need not be as rigid as they might have thought. Finally, the instructor provides a writing task as follows.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Social Media is one of the most controversial issues that still divide people's opinions. While some believe that social media is good for the society, others believe that social media has bad consequences on the society.

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work. Not only does peer response free overworked teachers from the task of providing such detailed feedback personally, but it also emphasizes and broadens the student writer's sense of audience and the role of talk during writing.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing. Good writing assignments encourage students' engagement with course material, promote CT, and help students learn characteristic ways of asking questions, analyzing information, and making arguments in a given topic. No matter what type of writing the teacher assigns, how he present the assignments to his students can affect their success.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. The teacher's feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing. The following kinds of feedback help students to accept and implement the teacher's feedback (selective feedback,

specific feedback; timely feedback; contextualized feedback; balanced feedback, and process-orientated Feedback).

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings and the problem by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

In general, the classroom teacher should start his argumentative lesson by asking his/her students higher order questions (application, analysis and evaluation from the Bloom's Taxonomy and spontaneous, exploratory or focused questions from SQM as necessary). He also tries to see the students' CT skills in terms of their interpretation, explanation, analysis, evaluation, inference and self-regulation abilities while they write argumentative essay on the given writing topic or issue in all lessons (10).

Lesson 3: Teaching Religion in University

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **the teaching of religion in university** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

1. Do you believe that religion education in university is important?
2. What experiences you have towards teaching religion in your university context?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on teaching religion in university. This step is a phase wherein students' CT is given

situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic with a reading task in the following way.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

The times when education was religious are in the past. As a result, today, we have a selfish and individualized society, where everyone protects himself. Religion should be taught in school, as this is the only way to return to society the forgotten moral standards and true values. Whereas, in most countries, religion is separated from education. This is a balanced decision, as a civilized society implies the ability of each person to make an individual choice and believe in their values. Religion should not be studied in school because it is contrary to the views of most modern societies and can lead to enmity between young people and their groups.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him/ her to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers.

Step 4: Self-directed Writing Task

Self-directed method is widely used in various areas of writing that can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. In addition, self – directed writing is a process of oriented learning without the help of others. When students are given opportunities to write about their own topics and to write for different purposes and audiences, they learn that language need not be as rigid as they might have thought. Then, the teacher provides the writing task by instructing as follows.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

*One of the controversial issues in university is **religion**. Some students believe that religion should be taught in university. Others also believe religion should not be taught in university.*

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work. Not only does peer response free overworked teachers from the task of providing such detailed feedback personally, but it also emphasizes and broadens the student writer's sense of audience and the role of talk during writing.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. The teacher's feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings and the problem by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this

process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

Lesson 4: Fashion

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **fashion** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Do you believe that fashion helps to express one's personality?
2. What experience you have towards fashion?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on the advantages or disadvantages of teaching religion in university. This step is a phase wherein students' CT is given situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic.

The Reading Task: Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

Fashion is one of the most critical industries in our world today. Style has become one of the primary ways in which people express their personality and in which they distinguish themselves from those around them. With every New

Year which comes and goes new fashions arrive on the scene and they all endeavor to be more colorful and fashionable than those which saw last days or years. People of all ages are addicted to new trends in the world of fashion. There is a tremendous amount of competition within the industry and also among consumers. The style is also different among different cultures and nationalities, and this is why it's so exciting when one travels to various parts of the planet to observe firsthand how people dress in those countries. The clothes we wear has become more than merely a way to cover our nakedness instead it has also become one of the primary ways in which people express themselves. On the other hand, others also argued that fashion changed and lost their past culture and all norms. When time goes, the new generation considers that dramatic change. As a result, either of past good habits and cultures is totally ignored.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together. The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him/ her to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers.

Step 4: Self-directed Writing Task

Self-directed method is widely used in various areas of writing that can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. In addition, self-directed writing is a process of oriented learning without the help of others. When students are given opportunities to write about their own topics and to write for different purposes and audiences, they learn that language need not be as rigid as they might have thought. Then, the teacher provides the writing task in the following way.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Fashion is one of the most controversial issues that still divide people's opinions. While some believe that fashion has a great value for expressing the self, others believe that fashion will lead us to exercise new and strange customs.

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work. Not only does peer response free overworked teachers from the task of providing such detailed feedback personally, but it also emphasizes and broadens the student writer's sense of audience and the role of talk during writing.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

Lesson 5: Education

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **education** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Do you think that education should be free for everyone?
2. What experiences do you have towards education?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on the advantages or disadvantages of teaching religion in university. This step is a phase wherein students' CT in given situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic as follows.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

Whether or not university education should be free is a controversial issue. Some may say that because more people would go to university, there may be economic dilemmas; however, this argument is erroneous because it must be understood that the pros counterbalance the cons. University education is exceedingly expensive, but it provides a plentiful amount of enriching education. University education should be free because it will eliminate student debt, it will provide the opportunity for students who cannot incur it, and it will annihilate stress that is caused by the high expenditure involved with it. One reason that college education should be free is because it will eradicate student debt. Many students are going into a tremendous amount of debt, and they are having a bothersome situation paying

it off. However, others also argued that university education should not be free for personal, economic and political reasons.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together. The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him (her) to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers.

Step 4: Self-directed Writing Task

Self-directed method is widely used in various areas of writing that can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. In addition, self – directed writing is a process of oriented learning without the help of others. When students are given opportunities to write about their own topics and to write for different purposes and audiences, they learn that language need not be as rigid as they might have thought. Then, the teacher provides the writing task in the following way.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

*One of the controversial issues in university is **education**. Some people believe that education in universities should be free for all citizens. Others also believe that university education should not be free for all citizens.*

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work. Not only does peer response free overworked teachers from the task of providing such detailed feedback personally, but it also

emphasizes and broadens the student writer's sense of audience and the role of talk during writing.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing. Good writing assignments encourage students' engagement with course material, promote CT, and help students learn characteristic ways of asking questions, analyzing information, and making arguments in a given topic. No matter what type of writing the teacher assigns, how he present the assignments to his students can affect their success.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. The teacher's feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

Lesson 6: Indigenous knowledge vs. scientific knowledge

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **indigenous knowledge and scientific knowledge** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Which one do you think provides more benefits to humans, indigenous knowledge or scientific knowledge?
2. What experiences do you have towards the knowledge types above?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on their opinions and experiences towards internet access. This step is a phase wherein students' CT is given situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic as follows.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

There are people who support traditional knowledge is part of the heritage of humankind. These people consider indigenous knowledge as a library of knowledge in one's environment he/she lives in. They also believe in that future generations will need the indigenous knowledge to survive. Indigenous knowledge is broadly speaking, the knowledge used by local people to make a living in a particular environment. It is regarded as the sum of experience and knowledge for the given ethnic group on specific aspects, which form the basis for decision making. This indigenous knowledge is learnt from nature. Human beings make use of their own sagacity and accumulated

knowledge from their forerunners. One of the salient features of indigenous knowledge is that it is highly adaptable. This implies that local humans hold good knowledge base regarding changing scenario and adopt suitable strategies to cope with it. Indigenous knowledge is therefore believed as a vital one for the sustainability of natural resources including water, soil, forests, etc. On the other hand, some people who support scientific knowledge paid little attention to indigenous knowledge. They consider indigenous knowledge as ‘old-fashioned,’ ‘backwards,’ ‘static’ or ‘unchanging’.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him/ her to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers.

Step 4: Self-directed Writing Task

Self-directed writing is a process of oriented learning without the help of others. When students are given opportunities to write about their own topics and to write for different purposes and audiences, they learn that language need not be as rigid as they might have thought. Then, the teacher provides the writing task as follows.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Indigenous knowledge and scientific knowledge are controversial issues that still divide people’s opinions. While some believe that indigenous knowledge is more useful than scientific knowledge, others believe that scientific knowledge is more useful than indigenous knowledge.

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work. Not only does peer response free overworked teachers from the task of providing such detailed feedback personally, but it also emphasizes and broadens the student writer's sense of audience and the role of talk during writing.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing. Good writing assignments encourage students' engagement with course material, promote CT, and help students learn characteristic ways of asking questions, analyzing information, and making arguments in a given topic.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. The teacher's feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

Lesson 7: Global Warming

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **global warming** are first introduced. Then he has to provide students

with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Do you think that global warming is a real serious problem in our country?
2. Why global warming is becoming a real and serious problem?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on the advantages or disadvantages of teaching religion in university. This step is a phase wherein students' CT is given situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic as follows.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

Global warming is a real and present danger to the earth as we know it. If we do not deal with global warming now with the technology we have today, we will not be able to maintain the world's population and our standard of living. As a result, global warming has become a hot issue in our world. Global warming is also expected to have far-reaching, long-lasting, and in many cases devastating consequences (e.g. increasing death rate, change our environment, influences of species, etc.) on our planet (the earth). Despite political controversy about global warming, scientists are more certain than ever of the link between human activities and global warming.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to

have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together. The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him/ her to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers.

Step 4: Self-directed Writing Task

Self-directed writing can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. For this, the teacher provides the daily writing task as follows.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 1:30 hours.

Global Warming is affecting the entire world. The issue of global warming is important because it is affecting everyone. This problem is controversial because some people believe that global warming is not real and others believe it is.

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work. Not only does peer response free overworked teachers from the task of providing such detailed feedback personally, but it also emphasizes and broadens the student writer's sense of audience and the role of talk during writing.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning

when students actively participate in the process. The teacher's feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

Lesson 8: Marriage Right

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **marriage right** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Do males and females have equal rights to marriage?
2. What is your experience towards marriage right?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on the advantages or disadvantages of teaching religion in university. This step is a phase wherein students' CT is given situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic as follows.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

Marriage has been a cornerstone of societal structures around the world for many centuries. It is a timeless institution that remains a centerpiece of the society in the world. While marriage is an age-old practice, the institution has evolved as the needs of society have shifted. For example, the future of marriage looks, in one way, a lot like its past. People will continue to unite, form families, have children, and, sometimes, split up. What the Constitution dictates, however, is that whatever the state decides to do in this area will be done on a basis of equality. Government cannot exclude any group of citizens from the civil benefits or the expressive dignities of marriage without a compelling public interest.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together.

Step 4: Self-directed Writing Task

Self-directed writing can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. When students are given opportunities to write about their own topics and to write for different purposes and audiences, they learn that language need not be as rigid as they might have thought. To do this, the teacher provides the daily writing task as follows.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Marriage right is one of the most controversial issues that still divide people's opinions. While some believe that marriage right should be decided by public interest, others believe that marriage right should be decided by the government.

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. The teacher's feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

Lesson 9: ‘Chewing Chat’

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to ‘**chat chewing**’ are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Why people ‘chew chat’?
2. Is ‘chat chewing’ a good (bad) traditional custom?
3. What experiences do you have towards chat chewing?

Based on the instructor’s warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three (four) and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on the advantages or disadvantages of teaching religion in university. This step is a phase wherein students’ CT is given situation is set in motion.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic as follows.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

‘**Chat chewing**’ is an important social ritual among Somali, Yemeni and Ethiopian cultures. ‘Chat chewing’ is tied to social and cultural traditions dating back thousands of years. While it has traditionally been a custom associated with older Muslim, ‘chat’ has expanded to include women and younger people. In Ethiopia, both adolescent boys and adolescent girls ‘chew’. People who use ‘chat’ may become talkative, alert, elated and experience many things. Others also report feeling increased self-esteem. Others still describe increased imagination and ideas. In addition, most people argued that ‘chat’ is thriving business in Ethiopia and other parts of the world through exportation.

Although ‘chat’ is relatively low-risk drug, it is associated with an increased rate of a variety of medical complications including dental disease, weight loss, dizziness and headaches.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together. The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him/ her to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers.

Step 4: Self-directed Writing Task

Self-directed writing can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. When students are given opportunities to write about their own topics and to write for different purposes and audiences, they learn that language need not be as rigid as they might have thought. For this, the teacher provides the daily writing in the following way.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

*Chat chewing is one of the most controversial issues that still divide people’s opinions. While some people believe that **chat** has positive impacts on human’s mind, others believe that **chat** has negative impacts on human’s mind.*

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning when students actively participate in the process. The teacher's feedback should be designed in a way that students understand it, and perceive it as both urgent and relevant for taking the next steps, thus encouraging students to respond to it. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class.

Lesson 10: Compulsory Attendance in University

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **compulsory attendance in university** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Should attendance in university classes be compulsory?
2. Is compulsory attendance really needed in university?

3. What experience do you have towards university attendance?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on the various aspects on compulsory attendance in university. This step is a phase wherein students' CT is given situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work.

Step 2: Presentation of a Writing Topic

Following the first step (warm up), the teacher tries to introduce his students the daily argumentative essay topic as follows.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

Some people argued that universities should make attendance voluntary because students are not comfortable with strict attendance policy and they have to forcefully attend the school. If students are provided with the option of voluntary school attendance then they would not be pressurized to attend the school. Sometimes, students are bullied at school and also they have not inclined towards academics that much as they are towards others activities like sports, arts, dance and music, etc. So if school attendance is made voluntary then students will be able to take part in activities of their interest. According to those peoples' views, everything has good and bad sides. They think the students those who are only entertainment-oriented and don't have any interest to do anything, for them it should be compulsory. Anyway most people argued that attendance plays a very vital role in a students' life. It is a good sign. It makes them obedient, discipline and honest. So, it should be compulsory for every student. On the other hand, it should not be mandatory for those who have already set their goals and have a proper idea to achieve this. They don't think it necessary to come to college because sometimes we came to college and then the class is suspended that is the waste of time for those students.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to

have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together. The purpose of brainstorming is to prepare the student for writing by engaging and focusing the brain on one topic, allowing him/ her to write freely without judgment, and eliminating his/her fear of failure because there are no wrong answers.

Step 4: Self-directed Writing Task

Self-directed method is widely used in various areas of writing that can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. For this, the teacher provides the daily writing in the following way.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

*One of the controversial issues in university is **compulsory attendance**. Some students believe that there must be compulsory attendance in university. Others also believe that attendance should not be compulsory in university.*

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work. Not only does peer response free overworked teachers from the task of providing such detailed feedback personally, but it also emphasizes and broadens the student writer's sense of audience and the role of talk during writing.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing.

Step 7: Teacher's Feedback

Feedback is most effective when used step-by-step, as part of an ongoing process. The teacher's feedback in his writing classroom is particularly expected to be effective in supporting learning

when students actively participate in the process. Therefore, the teacher tries to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT abilities showed steady improvements. This step was categorized as part of the post-writing stage.

Lesson 11: Cheating

Step 1: Warm up

The instructor introduces the topic to motivate and prepare students for the actual teaching. A few questions related to **cheating** are first introduced. Then he has to provide students with questions based on the writing topic so that students get chances to think critically about the questions. For example, the following questions are asked.

The teacher begins his writing class by asking the following warm up questions:

1. Is cheating always wrong?
2. Is cheating really needed in university?
3. What is your experience towards cheating?

Based on the instructor's warm up activities, students are supposed to answer or express their opinions to the questions. To do this, they form groups of three/four and discuss in their groups and later write down their answer about the topic. In the above example, they reflected their experiences on the various aspects on compulsory attendance in university. This step is a phase wherein students' CT is given situation is set in motion. In other words, this step has to take place during the pre-writing stage as it enables the instructor to arouse students' interests and get them to think critically before they go about doing the actual work. Following the first step

(warm up), the teacher tries to introduce his students the daily argumentative essay topic as follows.

Read the text given below critically before proceeding to the writing task. Use your thoughts about the text to help you think critically about the writing task.

Cheating is a serious problem that has negative educational, social and psychological effects. Educationally, cheating is contrary to the spirit of higher education, especially in developing and promoting moral values and attitudes of young individuals (as the future generation). Moreover, it violates institutional regulations, and it is an indicator of a school-inability to provide an educational-process that offers equal opportunities for all students to learn. In addition, cheating negatively affects the accuracy of the evaluation process, by adding more-sources of errors, which decreases exams validity and reliability. Socially, cheating is unacceptable behavior to get something with no right. Cheating not only affects students who cheated but also other (“clean”/innocent) students, as it forces them to endure in an unfair-system. Possibly, cheating behavior may carry over, even after the graduation. Cheating on exams can result in serious consequences for the student who cheats. If you are caught cheating, you may be banned from the university for a year, you may be denied the right to take the exam at other universities and university colleges, and your exam from the course in which you cheated will be annulled. On the other hand, there are students who consider cheating as a good job. They say cheating help them effective and productive in their learning and even in their job areas in future.

Step 3: Brainstorming

Brainstorming is the third question-based instruction in which the teacher may ask his students to generate ideas for writing an essay. In this step the teacher prompts his students to tap into their curiosities or prior knowledge of a topic or subject then write their thoughts on paper. It is a very quick, spontaneous, and unrestricted writing exercise. The teacher is expected his students to have creative license to write whatever they want without worrying about organization, spelling, or how their ideas will eventually fit together.

Step 4: Self-directed Writing Task

Self-directed method is widely used in various areas of writing that can be defined as a responsibility of students to search and accept their own knowledge and experience; likewise, students need to control the freedom for learning themselves. For this, the teacher provides the daily writing in the following way.

Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Cheating is one of the most controversial issues that still divide students' opinions. While some students believe that students should be given rights for cheating in university, others believe that students should not have any rights for cheating in university.

Step 5: Inter-group Sharing

The teacher in his writing instruction may have the idea of having peers provide ongoing response to one another on multiple drafts of their work.

Step 6: Writing Assignment

The teacher should consider this step in that writing assignments provide an opportunity to teach students to organize ideas, develop points logically, make explicit connections, elaborate ideas, argue points, and situate an argument in the context of their writing.

Step 7: Teacher's Feedback

The teacher tried to use feedback to facilitate, motivate and encourage students throughout their process writing.

Step 8: Class Summary

At the end of the writing lesson, the classroom teacher put in his own words a shortened version of the daily lesson by stating the main points and leaving out everything that is not essential. The teacher also passed his judgment on the writings by pointing out the mistakes based on the argumentative writing rubrics. In the process of students' writing, any of improvements on their idea selection and CT is given a value in the summary class. Through this process, the students' argumentative writing skills and CT showed steady improvements. This step was categorized as part of the post-writing stage.

Appendix 7: Conventional Method of Teaching Argumentative Writing Lesson Plan and its Implementation Procedures for CG (Pilot and Main Study)

Section I: Lesson Plan

Subject: Basic Writing Skills

Topic: Argumentative Essay Writing

Lessons: 11

No.	Lesson Title	Time	Active Learning Methods	Assessment Methods
1	What is Argumentative Essay?	Week 1 (3 hrs.)	Brainstorming Pair work Group work	Asking questions Reflection
2	Basic Elements in Argumentative Essay Writing	Week 1 (3 hrs.)	Brainstorming Pair work Group work	Asking questions Reflection
3	Is social media good (not good) for society?	Week 2 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
4	Religion should (shouldn't) be taught in university.	Week 3 (3 hrs.)	Brainstorming Individual work Group work	Asking questions Arguing or supporting Reflection
5	Fashion expresses (doesn't express) one's identity.	Week 4 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
6	Education should (shouldn't) be free for all citizens.	Week 5 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
7	Indigenous knowledge vs. Scientific knowledge	Week 6 (3 hrs.)	Brainstorming Pair work Individual work	Asking questions Arguing or supporting Reflection
8	Is global warming really affecting (not affecting) our entire world?	Week 7 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
9	Marriage rights should (shouldn't) be decided by males.	Week 8 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
10	Chat chewing provides positive (negative) effects on the chewer's mind.	Week 9 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
11	Student attendance should (shouldn't) be compulsory in university.	Week 10 (3 hrs.)	Brainstorming Pair work Individual work Group work	Asking questions Arguing or supporting Reflection
12	All university students should (shouldn't) have rights for cheating.	Week 11 (3 hrs.)	Brainstorming Pair work	Asking questions Arguing or supporting Reflection

Section II: Conventional Method of Teaching Argumentative Essay Writing and its Implementation Procedures

Introduction

The overall sessions which were designed for second year management students who took Basic Writing Skills course consisted of 11 weeks of sessions. The first lesson consisted of some important concepts and elements about argumentative essay writing and served as introductory parts. The other 10 week lessons (2-11) focused on argumentative essay writing.

Similar with the treatment group (TG), the instructor made similar provision of materials for the CG. However, those steps applied to the TG were not given to the comparison group (CG). Instead, those groups of students were taught the writing skills using conventional method (module-based) way of teaching argumentative writing skills. The instructional process was applied in the following way:

- The instructor presented the writing task to students using texts.
- The instructor let students discuss in pairs.
- The instructor made students write an argumentative writing essay.
- The instructor gave feedback to students' work.
- The instructor gave further writing assignments where necessary.

Lesson 1: What is Argumentative Essay?

Definition of Argumentative Essay

- ❖ An argumentative essay is a formal piece of writing that aims to persuade the reader to a particular point of view.
- ❖ An argumentative essay is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side he supports the most. The general structure of an argumentative essay follows this format:

1) Introduction: Attention Grabber / hook, Background Information, Thesis Statement

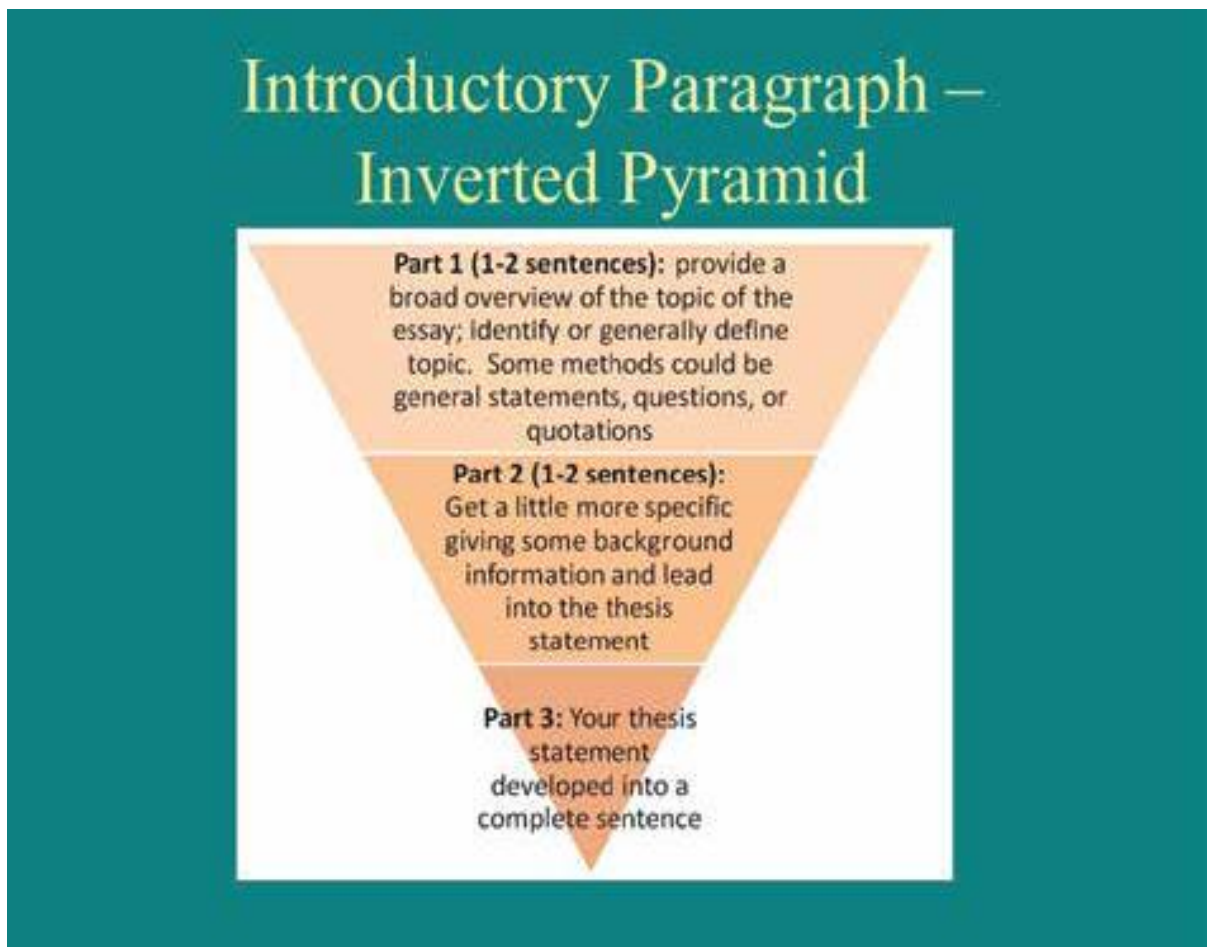
2) Body: Three body paragraphs (three major arguments)

3) Counterargument: An argument to refute earlier arguments and give weight to the actual position

4) Conclusion: Rephrasing the thesis statement, major points, call to attention, or concluding remarks.

The Introduction

This is the first paragraph of an essay that attempts to arouse the reader's interest by providing background information on the topic, stressing the significance of the topic, or presenting one or more startling facts. Introductory paragraph should lead logically to the thesis, which usually appears at or near the end of the introductory paragraph.



The Body

If, in your introduction, you say what you are going to say, then the body of your essay is where you actually say it. Each paragraph of the body of your essay should contain a topic sentence. Often the main point can be found in a topic sentence, which may appear anywhere in the

paragraph or be implied. Of course, all the middle paragraphs must ultimately explain and support the essay's thesis statement and come between the introduction and the conclusion.

The Conclusion

The conclusion is the last paragraph of an essay. It summarizes or restates the thesis and the supporting ideas of the essay. In other words, the conclusion briefly sums up the points and evidences provided to support the thesis statement. It signals the readers that the discussion has come to an end or makes a recommendation or prediction for the future.

In summary, argumentative essay is an extended writing in which we try to convince others to agree with our facts, share our values, and accept our argument and conclusions.

Basic Elements of Argumentative Essay

An argumentative essay is one of the most important requirements of the academics, for the high school, college level, and university students. The purpose of an argumentative essay is to get the reader to your side of the argument. An argumentative essay is not just a presentation of facts but an attempt to convince the reader of the writer's point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer's argument carries more weight.

What elements of argumentative essay do you know? Discuss in group on the question and present your report to the class.

There are three big ideas to remember when teaching argumentative writing: *claim*, *evidence*, and *counterclaim*.

1. Claim: Your basic belief about a particular topic, issue, event, or idea. This is the main argument of the essay. It might also be called a thesis or thesis statement. A claim is an arguable statement.

Examples of claims that highlight an opposing argument:

1. Although some feel that preparing students for standardized testing is "teaching to the test," one can argue that teaching to the test is beneficial when the test focuses on essential content and skills as expected by the standards.
2. While some US officials feel that gray wolves no longer need to be included on the endangered species list, conservationists argue that in reality it is too soon.

3. Despite the fact that the production of pesticides provides jobs, the health dangers associated with pesticide use actually illustrates that the benefits of producing pesticides are not greater than the risk.

2. What is an Argument?

An argument is a claim supported by evidence. Arguments are used for many purposes— to change the reader’s point of view, to bring about some action of the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English/Language Arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are reading about. Sentence frames to assist students when writing claims are the following:

Although some feel _____, one can argue that _____.

While some believe _____, in reality _____.

Despite the fact _____, _____ actually illustrates that _____.

Even though _____, it can be argued that _____.

3. Counterclaim: A solid and reasonable argument that opposes or disagrees with your claim. This is the other side of the issue. Addressing a counterclaim makes the student’s argument writing stronger. Students can address counterclaims in a number of ways in argument writing. Here are some common approaches:

While it may be true that _____; nevertheless, it turns out that _____.

A common argument against this is _____, but _____.

Skeptics may think that _____, but _____.

The qualities of an argumentative essay include:

- Factual evidence
- Valid reasoning
- Sustaining the reader’s interest
- A natural progression from one idea to the next - a forceful and convincing conclusion

Writing a Strong Thesis Statement

One of the best approaches of how to write a good argumentative essay, formulating a thesis statement at the initial stage of writing would make sense. A thesis is a general idea of your essay, which expresses your attitude towards what you are writing about. A thesis statement can be expressed in 1-2 sentences in the introduction.

A thesis statement typically makes up the last sentence of your introduction paragraph and provides a **roadmap** to your paper. In an argumentative essay, the thesis statement should clearly state your position on the topic and give a reason for your stance.

Example of a Thesis

The decision to use the atomic bomb had the greatest impact of any decision on the American government made during the 20th century. This is a thesis statement because its assertion about the level of impact of the decision to use the atomic bomb requires supporting evidence and interpretation. It also sets the stage for presenting a conclusion and lays the foundation for the topic's significance.

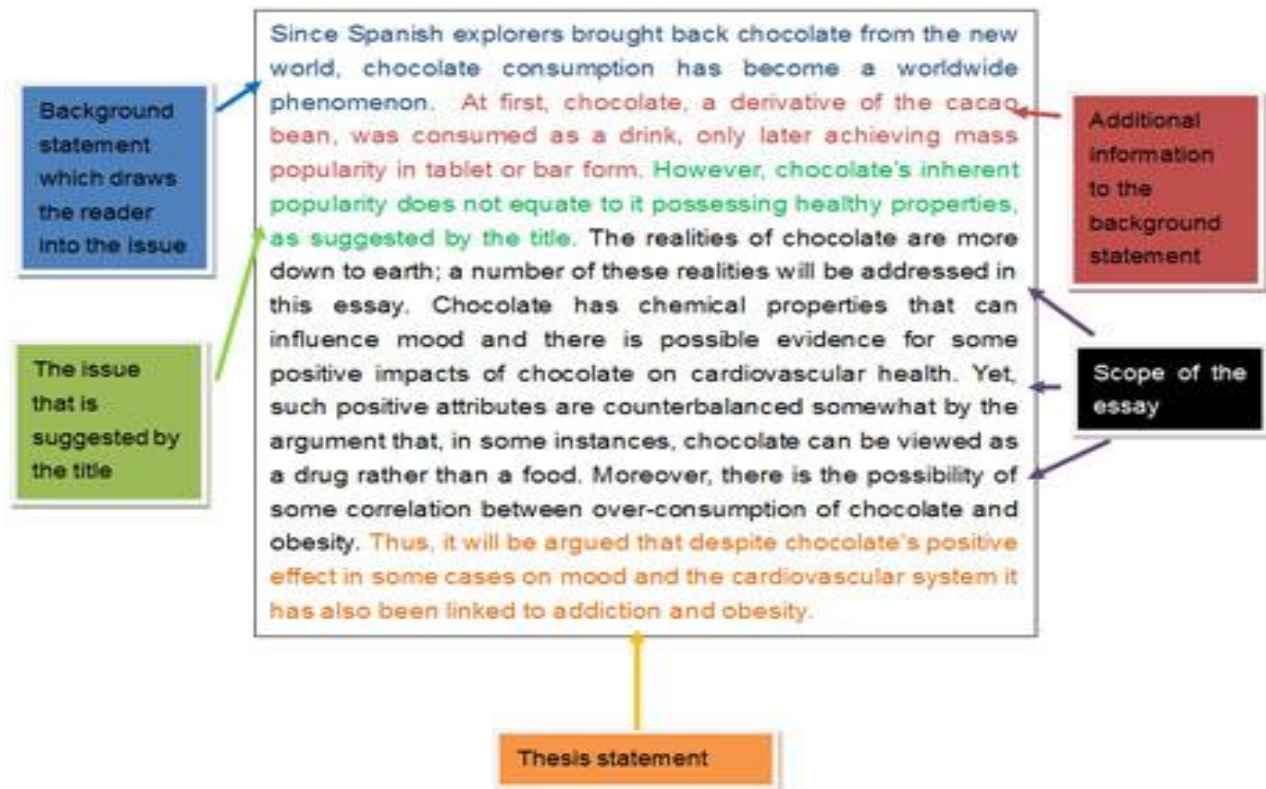
Thesis statement gives the author's opinion or states an important idea about a topic. It should give an idea that can be discussed and explained with supporting ideas.

These are examples of strong thesis statements because they can be discussed or explained.

- 3) *The qualifications for entering a university in my country are unreasonable.*
- 4) *When studying a foreign language, there are several ways to improve your use of the language.*
 - A thesis statement should not be a sentence that only gives a fact about the topic:
 - ✓ *In the northern hemisphere, the summer months are warmer than the winter months.* This is not a strong thesis statement because it cannot be discussed or argued about.
 - A thesis statement should not state two sides of an argument equally:
 - ✓ *There are advantages and disadvantages to using nuclear power.* This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

- ✓ *Although there are some advantages, using nuclear power has many disadvantages and should not be part of our countries energy plan.* This is a strong thesis statement because it clearly gives the writer’s opinion about nuclear power.

The following sample also shows the way how to develop the background statement and thesis statement.



Sample Argumentative Essay

1) Introducing Your Argument

Like other academic essays, an argumentative essay begins with an introduction. The introduction serves to capture the reader’s interest, provide background information, present your thesis statement, and (in longer essays) to summarize the structure of the body. The example below helps you to see how a typical introduction works.

Introduction

The spread of the internet has had a world-changing effect, not least on the world of education. The use of the internet in academic contexts is on the rise, and its role in learning is hotly debated. For many teachers who did not

grow up with this technology, its effects seem alarming and potentially harmful. This concern, while understandable, is misguided. The negatives of internet use are outweighed by its critical benefits for students and educators—as a uniquely comprehensive and accessible information source; a means of exposure to and engagement with different perspectives; and a highly flexible learning environment.

2) The Body: Developing Your Argument

The body of an argumentative essay is where you develop your arguments in detail. Here you'll present evidence, analysis, and reasoning to convince the reader that your thesis statement is true. In the standard five-paragraph format for short essays, the body takes up three of your five paragraphs. In longer essays, it will be more paragraphs, and might be divided into sections with headings. Each paragraph covers its own topic, introduced with a topic sentence. Each of these topics must contribute to your overall argument; however, they do not include irrelevant information. Look the example below to see how a body paragraph is constructed.

Body

A common frustration for teachers is students' use of Wikipedia as a source in their writing. Its prevalence among students is not exaggerated; a survey found that the vast majority of the students surveyed used Wikipedia (Head & Eisenberg, 2010). An article in *The Guardian* stresses a common objection to its use: “a reliance on Wikipedia can discourage students from engaging with genuine academic writing” (Coomer, 2013). Teachers are clearly not mistaken in viewing Wikipedia usage as ubiquitous among their students; but the claim that it discourages engagement with academic sources requires further investigation. This point is treated as self-evident by many teachers, but Wikipedia itself explicitly encourages students to look into other sources. Its articles often provide references to academic publications and include warning notes where citations are missing; the site's own guidelines for research make clear that it should be used as a starting point, emphasizing that users should always “read the references and check whether they really do support what the article says” (“Wikipedia: Researching with Wikipedia,” 2020). Indeed, for many students, Wikipedia is their first encounter with the concepts of citation and referencing. The use of Wikipedia therefore has a positive side that merits deeper consideration than it often receives.

3) Concluding Your Argument

An argumentative essay ends with a conclusion that summarizes and reflects on the arguments made in the body. No new arguments or evidence appear here, but in longer essays you may discuss the strengths and weaknesses of your argument and suggest topics for future research. In all conclusions, you should stress the relevance and importance of your argument.

The following example helps you to see the typical elements of a conclusion.

Conclusion

The internet has had a major positive impact on the world of education; occasional pitfalls aside, its value is evident in numerous applications. The future of teaching lies in the possibilities the internet opens up for communication, research, and interactivity. As the popularity of distance learning shows, students value the flexibility and accessibility offered by digital education, and educators should fully embrace these advantages. The internet's dangers, real and imaginary, have been documented exhaustively by skeptics, but the internet is here to stay; it is time to focus seriously on its potential for good.

Lesson 2: Social Media

The instructor presented the writing lesson to students using short text.

Social Media means websites and applications that enable users to create and share content or to participate in social networking. It is a new forum that brings people to exchange ideas, connect with, relate to, and mobilize for a cause, seek advice, and offer guidance. Social media has removed communication barriers and created decentralized communication channel and open the door for all to have a voice and participate. It enables common interest based groups such as students to work in a collaborative group projects outside of their class. It encourages creativity and collaboration with a wide range of commentators on a number of issues such as education, the economy, politics, race, health, relationships, etc. Although social media has brought about many benefits in allowing us to connect with friends and family around the globe, it also breaks down international borders and cultural barriers.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Social Media is one of the most controversial issues that still divide people's opinions. While some believe that social media is good for society for several reasons, others believe that social media has bad consequences on society.

Lesson 3: Teaching Religion in University

The instructor presented the writing lesson to students using short text.

The times when education was religious are in the past. As a result, today, we have a selfish and individualized society, where everyone protects himself. Religion should be taught in school, as this is the only way to return to society the forgotten moral standards and true values. Whereas, in most countries, religion is separated from education. This is a balanced decision, as a civilized society implies the ability of each person to make an individual choice and believe in their values. Religion should not be studied in school because it is contrary to the views of most modern societies and can lead to enmity between young people and their groups.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

*One of the controversial issues in university is **religion**. Some students believe that religion should be taught in university. Others also believe that religion should not be taught in university.*

Lesson 4: Fashion

The instructor presented the writing lesson to students using short text.

Fashion is one of the most critical industries in our world today. Style has become one of the primary ways in which people express their personality and in which they distinguish themselves from those around them. With every New Year which comes and goes new fashions arrive on the scene and they all endeavor to be more colorful and fashionable than those which saw last days or years. People of all ages are addicted to new trends in the world of fashion. There is a tremendous amount of competition within the industry and also among consumers. The style is also different among different cultures and nationalities, and this is why it's so exciting when one travels to various parts of the planet to observe firsthand how people dress in those countries. The clothes we wear has become more than merely a way to cover our nakedness instead it has also become one of the primary ways in which people express themselves. On the other hand, others also argued that fashion changed and lost their past culture and all norms. When time goes, the new generation considers that dramatic change. As a result, either of past good habits and cultures is totally ignored.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.

- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Fashion is one of the most controversial issues that still divide people's opinions. While some people believe that fashion has a great value for expressing the self, others believe that fashion will lead us to exercise new and strange customs.

Lesson 5: Education

The instructor presented the writing lesson to students using short text.

Whether or not university education should be free is a controversial issue. Some may say that because more people would go to university, there may be economic dilemmas; however, this argument is erroneous because it must be understood that the pros countervail the cons. University education is exceedingly expensive, but it provides a plentiful amount of enriching education. University education should be free because it will eliminate student debt, it will provide the opportunity for students who cannot incur it, and it will annihilate stress that is caused by the high expenditure involved with it. One reason that college education should be free is because it will eradicate student debt. Many students are going into a tremendous amount of debt, and they are having a bothersome situation paying it off. However, others also argued that university education should not be free for personal, economic and political reasons.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

*One of the controversial issues in university is **education**. Some people believe that education in universities should be free for all citizens. Others also believe that university education should not be free for all citizens.*

Lesson 6: Indigenous knowledge vs. scientific knowledge

The instructor presented the writing lesson to students using short text.

There are people who support traditional knowledge is part of the heritage of humankind. These people consider indigenous knowledge as a library of knowledge in one's environment he/she lives in. They also believe in that future generations will need the indigenous knowledge to survive. Indigenous knowledge is broadly speaking, the knowledge used by local people to make a living in a particular environment. It is regarded as the sum of experience and knowledge for the given ethnic group on specific aspects, which form the basis for decision making. This indigenous knowledge is learnt from nature. Human beings make use of their own sagacity and accumulated knowledge from their forerunners. One of the salient features of indigenous knowledge is that it is highly adaptable. This implies that local humans hold good knowledge base regarding changing scenario and adopt suitable strategies to cope with it. Indigenous knowledge is therefore believed as a vital one for the sustainability of natural resources including water, soil, forests, etc. On the other hand, some people who support scientific knowledge paid little attention to indigenous knowledge. They consider indigenous knowledge as 'old-fashioned,' 'backwards,' 'static' or 'unchanging'.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Indigenous knowledge and scientific knowledge are controversial issues that still divide people's opinions. While some believe that indigenous knowledge is more useful than scientific knowledge, others believe that scientific knowledge is more useful than indigenous knowledge.

Lesson 7: Global Warming

The instructor presented the writing lesson to students using short text.

Global warming is a real and present danger to the earth as we know it. If we do not deal with global warming now with the technology we have today, we will not be able to maintain the world's population and our standard of living. As a result, global warming has become a hot issue in our world. Global warming is also expected to have far-reaching, long-lasting, and in many cases devastating consequences (e.g. increasing death rate, change our environment, influences of species, etc.) on our planet (the earth). Despite political controversy about global warming, scientists are more certain than ever of the link between human activities and global warming.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Global Warming is affecting the entire world. The issue of global warming is important because it is affecting everyone. This problem is controversial because some people believe that global warming is not real and others believe it is.

Lesson 8: Marriage Right

The instructor presented the writing lesson to students using short text.

Marriage has been a cornerstone of societal structures around the world for many centuries. It is a timeless institution that remains a centerpiece of the society in the world. While marriage is an age-old practice, the institution has evolved as the needs of society have shifted. For example, the future of marriage looks, in one way, a lot like its past. People will continue to unite, form families, have children, and, sometimes, split up. What the Constitution dictates, however, is that whatever the state decides to do in this area will be done on a basis of equality. Government cannot exclude any group of citizens from the civil benefits or the expressive dignities of marriage without a compelling public interest.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Marriage right is one of the most controversial issues that still divide people's opinions. While some people believe that there should be equal marriage right for males and females, others believe that marriage right should be decided by males.

Lesson 9: ‘Chewing Chat’

The instructor presented the writing lesson to students using short text.

‘**Chat chewing**’ is an important social ritual among Somali, Yemeni and Ethiopian cultures. It is tied to social and cultural traditions dating back thousands of years. While it has traditionally been a custom associated with older Muslim, ‘chat’ has expanded to include women and younger people. In Ethiopia, both adolescent boys and adolescent girls ‘chew’. People who use ‘chat’ may become talkative, alert, elated and experience many things. Others also report feeling increased self-esteem. Others still describe increased imagination and ideas. In addition, most people argued that ‘chat’ is thriving business in Ethiopia and other parts of the world through exportation. Although ‘chat’ is relatively low-risk drug, it is associated with an increased rate of a variety of medical complications including dental disease, weight loss, dizziness and headaches.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students’ work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Chat chewing is one of the most controversial issues that still divide people’s opinions. While some people believe that chat has positive impacts on the chewer’s mind, others believe that chat has negative impacts on the chewer’s mind.

Lesson 10: Compulsory Attendance in University

The instructor presented the writing lesson to students using short text.

Some people argued that universities should make attendance voluntary because students are not comfortable with strict attendance policy and they have to forcefully attend the school. If students are provided with the option of voluntary school attendance then they would not be pressurized to attend the school. Sometimes, students are bullied at school and also they have not inclined towards academics that much as they are towards others activities like sports, arts, dance and music etc. So if school attendance is made voluntary then students will be able to take part in activities of their interest. According to those peoples’ views, everything has good and bad sides. They think the students those who are only entertainment-oriented and don’t have any interest to do anything, for them it should be compulsory. Anyway most people argued that attendance plays a very vital role in a students’ life. It is a good sign. It makes them obedient, discipline and honest. So, it should be compulsory for every student. On the other hand, it

should not be mandatory for those who have already set their goals and have a proper idea to achieve this. They don't think it necessary to come to college because sometimes we came to college and then the class is suspended that is the waste of time for those students.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.
- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

*One of the controversial issues in university is students' **compulsory attendance**. Some students believe that there must be compulsory attendance in university. Others also believe that attendance should not be compulsory in university.*

Lesson 11: Cheating

The instructor presented the writing lesson to students using short text.

Cheating is a serious problem that has negative educational, social and psychological effects. Educationally, cheating is contrary to the spirit of higher education, especially in developing and promoting moral values and attitudes of young individuals (as the future generation). Moreover, it violates institutional regulations, and it is an indicator of a school-inability to provide an educational process that offers equal opportunities for all students to learn. In addition, cheating negatively affects the accuracy of the evaluation process, by adding more sources of errors, which decreases exams validity and reliability. Socially, cheating is unacceptable behavior to get something with no right. Cheating not only affects students who cheated but also other (“clean”/innocent) students, as it forces them to endure in an unfair system. Possibly, cheating behavior may carry over, even after the graduation. Cheating on exams can result in serious consequences for the student who cheats. If you are caught cheating, you may be banned from the university for a year, you may be denied the right to take the exam at other universities and university colleges, and your exam from the course in which you cheated will be annulled. On the other hand, there are students who consider cheating as a good job. They say cheating help them effective and productive in their learning and even in their job areas in future.

Based on the controversial ideas, the instructor made students read the short text critically. Then, he did the following things.

- The instructor let students discuss in pairs.

- The instructor made students write an argumentative essay.
- The instructor gave feedback to students' work.

Writing Task: Write an argumentative essay of 5 paragraphs (not more than a page) arguing for or against on the topic given below. You are given 90 minutes.

Cheating is one of the most controversial issues that still divide students' opinions. While some believe that students should have rights for cheating in university, others believe that students should not be given any rights for cheating in university.

Appendix 9: Text Analysis Criteria for Students' Writing Skills and CT Abilities

I. Argumentative Essay Writing Analysis Criteria				
No.	Aspect	Yes	No	Comment(s)
1	Organization <ul style="list-style-type: none"> ○ Is the introduction interesting? ○ Does the essay contain a definitive beginning, middle and end? ○ Does the conclusion rephrase the essay? ○ Does the writer use correct grammar? ○ Does the writer use proper tense? ○ Do parts of speech agree? ○ Are words and phrases correctly spelt and properly applied? ○ Does the writer avoid wordiness? 			
2	Argument Development <ul style="list-style-type: none"> ○ Are topic sentences in each body paragraph obvious and well-supported? ○ Are the arguments logical? ○ Are the details supported with concrete examples? ○ Are opposing views addressed? 			
3	Transitions <ul style="list-style-type: none"> ○ Does the writer use transitions between sentences and paragraphs? ○ Does the writer logically and easily move the reader from one place to the next? 			
II. CT Analysis Criteria				
No.	Aspect	Yes	No	Comment(s)
1	Self-position of the Writer <ul style="list-style-type: none"> ○ Is the writer's own position on the topic (issue) clear? 			
2	Evidence (Supportive) Information <ul style="list-style-type: none"> ○ Is the argument well-structured and easy to follow? ○ Does the writer use logical evidences for body paragraphs? ○ Does the writer provide valid assumptions? ○ Does the writer provide relevant examples? 			
3	Synthesis of Ideas <ul style="list-style-type: none"> ○ Does the writer clearly connect concepts? 			

The argumentative essay text analysis criteria is adapted from Oshima & Hogue (2007), and the CT text analysis criteria is adapted from Cottrell (2005)

Appendix 10: Student’s Self-report Journal (Self-reflection on the Lesson)

Code: _____ Date: _____

1. The content of the session _____.

2. How did you find the topic of your writing? _____.

3. Which part of the instructional process/session did you find more interesting/enjoyable?

- 1. Warm up activity 2. Brainstorming 3. Presentation of the topic 4. Drafting
- 5. Revising 6. Teacher’s feedback 7. Group work 8. Class summary

4. What are your reasons for your response(s) in 3 above?

5. Which part(s) of the instructional process do you think should be improved?

6. How did you see the importance of the session in improving your argumentative essay?

7. How did the instructional process help you improve your critical thinking?

7.1 *Interpretation* _____

7.2 *Analysis* _____

7.3 *Evaluation* _____

7.4 *Self-regulation* _____

7.5 *Explanation* _____

7.6 *Inference* _____

8. What do you think are the advantages and disadvantages of learning English writing using such kind of question-based argumentative essay writing instruction?

8.1 Advantages

8.2 Disadvantages

9. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?

10. How did you see the overall situation of the session?

Appendix 11: Students' FGD Guide (Pilot Study + Main Study)

The FGD guide aims to investigate the TG students' opinions and experiences about the effects of questioning on their argumentative essay writing skills and CT.

1. What is your understanding of questioning method?
2. Is question-based argumentative essay writing instruction beneficial at this level? Why do you say so?
3. Does question-based argumentative essay writing instruction help you to improve your writing skills and CT? Why do you say so?
4. What benefits you get while practicing writing and CT through question-based argumentative essay writing instruction?
5. How do you get the participation of students in writing and CT tasks? To what extent do they share roles and try to help one another?
6. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?
7. What kind of problems do you face while learning through question-based argumentative essay writing instruction? What solutions do you take?
8. What comments do you have on question-based argumentative essay writing instruction?

Thank you!

Appendix 12: Validation Scheme of Data Gathering Instruments

This study was basically aiming at investigating the Effects of Questioning on Students' Argumentative Essay Writing Skills and CT. In order to achieve this objective, the researcher employed four instruments. Therefore, the validation scheme of each instrument is summarized as follows.

No.	Instrument	Validity Scheme	Due Date	Reliability Scheme	Due Date	Remark
1	Argumentative Essay Writing Test	<ol style="list-style-type: none"> 1. To establish face validity <ol style="list-style-type: none"> i) To have experts' comments ii) To check my test for common errors 2. To establish content validity <ul style="list-style-type: none"> o To have subject matter expert review 3. To pilot test the survey on a subset of my intended population 4. Revise the items (if needed) 	September 1, 2020- January 10, 2021	Inter-rater	September 1, 2020- January 10, 2021	
2	Text Analysis	<ol style="list-style-type: none"> 1. To establish face validity <ol style="list-style-type: none"> i) To get comments from experts ii) To check my errors and confusions 2. To establish content validity <ul style="list-style-type: none"> o To have expert review 3. To pilot test the survey 4. Revise the items (if needed) 	September January 1, 2020- 10, 2021	Inter-rater	September January 10, 1, 2020- 2021	
3	Student-reflective journals	<ul style="list-style-type: none"> o Comments on experts o Error correction o Pilot test o Revision 	September 1, 2020- January 10, 2021	Inter-rater	September 1, 2020- January 10, 2021	
4	Students' FGD Guide	<ol style="list-style-type: none"> 1. To establish face validity <ol style="list-style-type: none"> i) To get comments from experts ii) To check errors 2. To establish content validity <ul style="list-style-type: none"> o To have subject matter expert review 3. To pilot test the survey 4. Revise the items (if needed) 	January 10, 2021-January 10, 2021	Inter-rater	September 1, 2020- January 10, 2021	

Appendix 13: Raw Data of Argumentative Essay Pre-test Results of Treatment and CG (Main Study)

TG Pre-test Results (100%)					CG Pre-test Results (100%)				
S	R1	R2	R3	AVE	S	R1	R2	R3	AVE
600	45	48	44	45.6	500	50	45	43	46
601	43	47	46	45.3	501	42	41	40	41
602	46	49	45	46.6	502	44	45	47	45.3
603	50	45	48	47.6	503	40	42	44	42
604	49	43	45	45.6	504	45	41	46	44
605	47	41	42	43.3	505	46	45	48	46.3
606	50	45	47	47.3	506	50	48	47	48.3
607	40	43	46	43	507	45	42	40	42.3
608	45	47	48	46.6	508	45	46	49	46.6
609	47	49	50	48.6	509	50	52	53	51.6
610	46	48	45	46.3	510	46	45	42	44.3
611	40	44	42	42	511	43	45	47	45
612	48	46	50	48	512	46	48	50	48
613	46	48	45	46.3	513	49	51	43	47.6
614	45	47	46	46	514	51	49	48	49.3
615	43	45	47	45	515	45	47	43	45
616	50	52	49	50.3	516	42	45	47	44.6
617	49	51	50	50	517	40	46	47	44.3
618	44	48	50	47.3	518	50	53	51	51.3
619	41	46	49	45.3	519	48	50	47	48.3
620	43	45	46	44.6	520	45	47	49	47
621	47	43	41	43.6	521	41	44	42	42.3
622	48	50	52	50	522	49	51	53	51
623	46	49	50	48.3	523	44	46	49	46.3
624	40	42	44	42	524	45	42	40	42.3
625	49	51	53	51	525	53	51	49	51
626	49	46	45	46.6	526	42	45	48	45
427	44	45	47	45.3	527	45	47	49	47
628	48	50	52	50	528	47	45	42	44.6
629	46	48	45	46.3	529	43	46	41	43.3

S= Student; R1= First Rater; R2= Second Rater; R3= Third Rater; AVE= Average

Appendix 14: Raw Data of Argumentative Essay Post-test Results of treatment and CG (Main Study)

TG Post-test Results (100%)					CG Post-test Results (100%)				
S	R1	R2	R3	AVE	S	R1	R2	R3	AVE
600	60	64	66	63.3	500	44	46	42	44
601	60	58	54	57.3	501	40	45	46	43.6
602	56	54	52	54	502	43	46	48	45.6
603	70	68	72	70	503	40	45	46	43.6
604	72	67	69	69.3	504	45	47	48	46.6
605	64	62	64	63.3	505	47	49	51	49
606	62	64	66	64	506	43	45	48	45.3
607	58	56	54	56	507	45	44	46	45
608	62	64	66	64	508	47	49	46	47.3
609	64	66	68	66	509	45	42	48	45
610	60	65	63	62.6	510	47	49	51	49
611	70	67	68	68.3	511	48	46	45	46.3
612	67	65	61	64.3	512	40	44	41	41.6
613	58	56	54	56	513	46	48	49	47.6
614	56	59	62	59	514	50	44	48	47.3
615	56	60	58	58	515	48	45	47	46.6
616	54	57	52	54.3	516	49	50	52	50.3
617	62	65	67	64.6	517	51	54	51	52
618	60	64	66	63.3	518	52	54	56	54
619	71	74	76	73.6	519	45	48	46	46.3
620	70	67	69	68.6	520	44	47	49	46.6
621	65	64	66	65	521	42	46	48	45.3
622	62	65	67	64.6	522	53	49	48	50
623	65	62	66	64.3	523	47	49	45	47
624	62	60	64	62	524	50	52	54	52
625	70	72	75	72.3	525	45	46	48	46.3
626	65	60	67	64	526	41	45	47	44.3
427	65	60	64	63	527	42	40	44	42
628	70	68	66	68	528	45	47	49	47
629	60	58	59	59	529	40	42	44	42

S= Student; R1= First Rater; R2= Second Rater; R3= Third Rater; AVE= Average

Appendix 15: Raw Data of CT Pre-test Results of Treatment and CG (Main Study)

TG Pre-test Results (100%)					CG Pre-test Results (100%)				
S	R1	R2	R3	AVE	S	R1	R2	R3	AVE
600	42	40	44	42	500	45	46	47	46
601	48	46	49	47.6	501	43	44	45	44
602	45	43	46	44.6	502	41	46	42	43
603	43	45	47	45	503	45	47	49	47
604	45	47	49	47	504	46	48	45	46.3
605	46	43	41	43.3	505	48	46	49	47.6
606	50	52	54	52	506	50	53	51	51.3
607	52	55	57	54.6	507	47	48	49	48
608	51	53	55	53	508	50	53	55	52.6
609	43	45	47	45	509	46	43	47	45.3
610	42	44	48	44.6	510	48	47	49	48
611	40	43	45	42.6	511	45	48	46	46.3
612	45	47	49	47	512	44	46	48	46
613	50	54	53	52.3	513	43	45	41	43
614	52	55	52	53	514	50	52	54	52
615	44	46	48	46	515	52	54	56	52
616	46	48	50	48	516	48	46	44	46
617	43	45	47	45	517	44	47	49	46.6
618	42	45	48	45	518	43	45	47	45
619	48	50	51	49.6	519	42	45	47	44.6
620	49	51	53	51	520	51	53	55	53
621	46	47	49	47.3	521	47	43	48	46
622	45	44	47	45.3	522	48	45	49	47.3
623	49	51	53	51	523	43	42	45	43.3
624	50	51	53	51.3	524	41	45	44	43.3
625	47	46	48	47	525	42	46	43	43.6
626	43	45	41	43	526	45	42	46	44.3
427	46	40	44	43.3	527	46	41	45	44
628	50	48	44	47.3	528	45	40	47	44
629	50	46	46	47.3	529	42	46	48	45.3

S= Student; R1= First Rater; R2= Second Rater; R3= Third Rater; AVE= Average

Appendix 16: Raw Data of CT Post-test Results of Treatment and CG (Main Study)

TG Post-test Results (100%)					CG Post-test Results (100%)				
S	R1	R2	R3	AVE	S	R1	R2	R3	AVE
600	70	67	68	68.3	500	40	45	42	42.3
601	65	62	64	63.6	501	47	49	50	48.6
602	66	58	54	59.3	502	44	43	46	44.3
603	65	62	65	64	503	40	42	43	41.6
604	67	64	62	64.3	504	45	47	48	46.6
605	70	72	75	72.3	505	44	42	47	44.3
606	63	60	61	61.3	506	47	49	48	48
607	65	61	62	62.6	507	49	50	52	50.3
608	58	60	61	59.6	508	40	43	46	43
609	56	58	60	58	509	45	47	49	47
610	54	56	52	54	510	42	45	47	44.6
611	53	56	54	54.3	511	46	48	51	48.3
612	57	54	55	55.3	512	48	46	49	47.6
613	55	54	58	55.6	513	42	45	43	43.3
614	53	57	60	56.6	514	49	47	44	46.6
615	52	58	56	55.3	515	50	52	49	50.3
616	51	54	58	54.3	516	52	56	54	54
617	50	58	54	54	517	45	47	49	47
618	60	64	62	62	518	47	48	50	48.3
619	65	70	68	67.6	519	42	44	41	42.3
620	64	67	69	66.6	520	40	43	45	42.6
621	63	65	66	64.6	521	48	50	44	47.3
622	62	65	67	64.6	522	49	42	45	45.3
623	70	68	64	67.3	523	40	43	46	43
624	62	66	65	64.3	524	52	45	47	48
625	62	64	66	64	525	50	52	48	50
626	56	58	60	58	526	48	49	50	49
427	60	62	63	61.6	527	46	40	42	42.6
628	68	64	66	66	528	45	44	49	46
629	60	65	70	65	529	48	47	45	46.6

S= Student; R1= First Rater; R2= Second Rater; R3= Third Rater; AVE= Average

Appendix 17: Sample FGD Transcript

Time: 40-60 minutes

Date: April 22, 2021

Sex: M

Group: Treatment

“T” is short for interviewer and “S” is short for interviewee.

I: Good morning.

S: Good morning.

I: Thank you for attending the FGD today. As far as you are informed, my name is Wubante, PhD Post Graduate student, College of Humanities and Social Sciences, Debre Markos University. I am doing research on Effects of Questioning on Students’ Argumentative Essay Writing Skills and Critical Thinking at undergraduate students at DMU, in Ethiopia. I would like to seek your opinion on this issue. Hope to have your cooperation. And please feel free to share the information as it will be kept in secret under any circumstances.

S: Ok, Sure! You are welcome.

I: The first question: What is your understanding of question-based argumentative essay writing instruction?

S: As to me questioning is one method in the teaching and learning process.

I: Is question-based argumentative essay writing instruction useful at this level? Why do you say so?

S: I like questions at any level. This is because questions at any grade level have their own contributions in helping students to understand the lesson, to think more ideas about the lesson, to get main points of the lesson, and so on.

I: Is there any benefit to learn writing and CT lessons through question-based argumentative essay writing instruction?

S: When the teacher asked me different questions in my writing class for example, I not only write but also it invites me to think ideas critically. Therefore, questioning is a good technique in order to promote students’ writing skills and CT.

I: Does questioning method help students improve their writing skills and CT?

S: Absolutely.

I: How do you get the participation of students in writing and CT tasks? To what extent do they share roles and try to help one another?

S: The students’ participation in the writing tasks was good.

I: What kind of problems do you face while learning writing through question-based argumentative essay writing instruction? What solutions do you take?

S: Inappropriate teaching method, language problem, shortage of time, lack of resources, and others.

I: What advantages do you get from learning through question-based argumentative essay writing instruction?

S: It gave me a chance how to generate, organize and develop ideas while writing essays. Moreover, it helps me to think ideas critically. It has advantages in many ways.

I: What comments do you have towards question-based argumentative essay writing instruction?

S: It was totally interesting to me.

I: Thank you for your cooperation in giving such relevant information for the questions rose above.

S: Thank you.

Appendix 18: Student's Self-report on Question-based Writing Instruction (Samples)

Student-reflective Journal (Self-reflection on the Lesson)

Code: 600
Date: 04/06/2013. EG

1. The content of the session IS Social media good/not good for society?
2. How did you find the topic of your writing? It was very interesting
3. Which part of the instructional process/session did you find more interesting/enjoyable?

1. Warm up activity	<input checked="" type="radio"/> 2. Brainstorming	3. Presentation of the topic
4. Drafting	5. Revising	<input checked="" type="radio"/> 6. Teacher's feedback
7. Group work	<input checked="" type="radio"/> 8. Class summary	

4. What are your reasons for your response(s) in 3 above?
All instructional processes help me in order to generate and organise ideas for my essay.

5. Which part(s) of the instructional process do you think should be improved?
more time and attention should be given warm up activity, drafting group work, revising & presentation of the topic

6. How did you see the importance of the session in improving your argumentative essay?
It is very crucial/important to me

7. How did the instructional process help you improve your critical thinking?
 - 7.1 Interpretation It helps me to understand information in addition to interpret ideas.
 - 7.2 Analysis It helps me to identify the main arguments.
 - 7.3 Evaluation It helps me to choose the most relevant ideas.
 - 7.4 Self-regulation It helps me to correct/ to edit my thinking or my lesson.
 - 7.5 Explanation to communicate with others using ideas/ to explain ideas.
 - 7.6 Inference to give reason for any beliefs.

8. What do you think are the advantages and disadvantages of learning English writing using such kind of question-based argumentative essay writing instruction?

8.1 Advantages It helps writing instruction in my class helps me to improve my writing skill & thinking ability.

8.2 Disadvantages

No.

9. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?

In preparatory schools writing class ^{is exercise} ~~gave~~ ^{not} ~~gave~~ to ~~the~~ ^{us} ~~in~~ but in university it has its own class & test.

10. How did you see the overall situation of the session?

It was good.

Student-reflective Journal (Self-reflection on the Lesson)

Code: 606
Date: 10/06/2013
EG

1. The content of the session Fashion expresses / doesn't express one's identity.
2. How did you find the topic of your writing? It was very interesting.
3. Which part of the instructional process/session did you find more interesting/enjoyable?
- ① Warm up activity
 - ② Brainstorming
 - ③ Presentation of the topic
 - 4. Drafting
 - ④ Revising
 - 6. Teacher's feedback
 - 7. Group work
 - 8. Class summary
4. What are your reasons for your response(s) in 3 above?
All instructions practices help me in order to generate and organize ideas for my essay.
5. Which part(s) of the instructional process do you think should be improved?
More time & attention should be given: Drafting, Groupwork, Class Summary and Teacher's feedback.
6. How did you see the importance of the session in improving your argumentative essay?
More time on it is very important for me.
7. How did the instructional process help you improve your critical thinking?
- 7.1 Interpretation It helps me to understand information. In addition, to interpret ideas.
 - 7.2 Analysis It helps me to identify the main arguments.
 - 7.3 Evaluation It helps me to choose the most relevant ideas.
 - 7.4 Self-regulation It helps me to correct or to edit my writing or my essay.
 - 7.5 Explanation To communicate with others using ideas or to explain ideas.
 - 7.6 Inference To give reason for any believes.
8. What do you think are the advantages and disadvantages of learning English writing using such kind of question-based argumentative essay writing instruction?
- 8.1 Advantages
It helps me to write my essay comprehensively and attractively, which is followed by elevation of our basic understanding skill.
- 8.2 Disadvantages
NO
9. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?
This instruction is mainly different from the former one in that, in high school, the main target of writings was to fulfil grammars only. However, this comprehensively includes all basic skills needed for an effective essay.
10. How did you see the overall situation of the session?
It was splendid and astonishing
including brainstorming ideas, checking grammar fulfillments & adjusting effective understanding skills.

Code: 610
Date: 14/06/2013

EG

Student-reflective Journal (Self-reflection on the Lesson)

1. The content of the session Education should/shouldn't be free for all citizens.

2. How did you find the topic of your writing? It was very interesting

3. Which part of the instructional process/session did you find more interesting/enjoyable?

- 1. Warm up activity
- 2. Brainstorming
- 3. Presentation of the topic
- 4. Drafting
- 5. Revising
- 6. Teacher's feedback
- 7. Group work
- 8. Class summary

4. What are your reasons for your response(s) in 3 above?
All instructional processes help me in order to generate and organize ideas for my essay

5. Which part(s) of the instructional process do you think should be improved?
More time and attention should be given, warm up activity, drafting, group work, revising and class summary

6. How did you see the importance of the session in improving your argumentative essay?
It is very important to me because

7. How did the instructional process help you improve your critical thinking?
to improve ideas

7.1 Interpretation It helps me to understand information in addition

7.2 Analysis It helps me to identify the main argument

7.3 Evaluation It helps to choose the most relevant ideas

7.4 Self-regulation It helps me to correct or edit my writing

7.5 Explanation To communicate with other using ideas or to explain ideas

7.6 Inference To give reason for any beliefs

8. What do you think are the advantages and disadvantages of learning English writing using such kind of question-based argumentative essay writing instruction?

8.1 Advantages
The advantage that given form writing an essay is to help understand the types of essay

8.2 Disadvantages
NO

9. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?

It was amazing!! There is no testes and action for writing but in high school but there is most attractive and attention to University I am think you University

10. How did you see the overall situation of the session?
It was amazing!!

Code: 615
Date: 22/06/2013

Student-reflective Journal (Self-reflection on the Lesson)

1. The content of the session Is global warming really affecting/not affecting our entire world?

2. How did you find the topic of your writing? It was ^{not} interesting

3. Which part of the instructional process/session did you find more interesting/enjoyable?

- | | | |
|--|---|------------------------------|
| 1. Warm up activity | <input checked="" type="radio"/> 2. Brainstorming | 3. Presentation of the topic |
| 4. Drafting | 5. Revising | 6. Teacher's feedback |
| <input checked="" type="radio"/> 7. Group work | <input checked="" type="radio"/> 8. Class summary | |

4. What are your reasons for your response(s) in 3 above?

All instructional process help me to penetrate and organize

5. Which part(s) of the instructional process do you think should be improved?

more time & attention should be given brainstorming, revising, warming up activity

6. How did you see the importance of the session in improving your argumentative essay?

It is very important to me because it increase ability

7. How did the instructional process help you improve your critical thinking?

7.1 Interpretation It helps me to understand information. In addition to interpret ideas

7.2 Analysis It helps me to identify the main arguments

7.3 Evaluation It helps me to choose the most relevant ideas.

7.4 Self-regulation It helps me to correct or to edit my writing or my essay.

7.5 Explanation It helps me to communicate with others using ideas, or to explain ideas

7.6 Inference To give reason for any beliefs

8. What do you think are the advantages and disadvantages of learning English writing using such kind of question-based argumentative essay writing instruction?

8.1 Advantages

The instruction helps me to improve my writing skill on essay and increase my thinking power.

8.2 Disadvantages

NO

9. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?

I think the writing instruction in the secondary and preparatory school is better than here in the universities since we have no time here so that we can't

10. How did you see the overall situation of the session? Be successfully prepared for the writing session.

It was very nice and interesting

Code: 620
Date: 01/07/2013 EG

Student-reflective Journal (Self-reflection on the Lesson)

1. The content of the session Marriage rights should/shouldn't be decided by males.

2. How did you find the topic of your writing? It was very interesting.

3. Which part of the instructional process/session did you find more interesting/enjoyable?

- ① Warm up activity
- ② Brainstorming
- ③ Presentation of the topic
- ④ Drafting
- ⑤ Revising
- ⑥ Teacher's feedback
- ⑦ Group work
- ⑧ Class summary

4. What are your reasons for your response(s) in 3 above?
because all instructional processes help me to generate and organize ideas for my essay.

5. Which part(s) of the instructional process do you think should be improved?
more time and attention should be given to group works, class summary, presentation of the topic, teacher's feedback.

6. How did you see the importance of the session in improving your argumentative essay?
It is important for me because it helps me to improve my skills.

7. How did the instructional process help you improve your critical thinking?

- 7.1 Interpretation It helps me to understand information in addition to interpretation.
- 7.2 Analysis It helps me to identify the main argument.
- 7.3 Evaluation It helps me to choose the most relevant ideas.
- 7.4 Self-regulation It helps me to correct or to edit my essay.
- 7.5 Explanation to communicate with others using ideas to express ideas.
- 7.6 Inference to give reason for any belief.

8. What do you think are the advantages and disadvantages of learning English writing using such kind of question-based argumentative essay writing instruction?

8.1 Advantages
It helps me to develop my essay writing & helps me to improve writing skills.

8.2 Disadvantages
No.

9. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?

When I was in preparatory school, I did not know about writing skills due to many reasons. But when I came to university I know about that.

10. How did you see the overall situation of the session?
It was good.

Code: 625
Date: 12/07/2013 EG

Student-reflective Journal (Self-reflection on the Lesson)

1. The content of the session Student attendance should/shouldn't be compulsory in all universities.

2. How did you find the topic of your writing? It was very interesting.

3. Which part of the instructional process/session did you find more interesting/enjoyable?

① Warm up activity

2. Brainstorming

③ Presentation of the topic

4. Drafting

⑤ Revising

6. Teacher's feedback

⑦ Group work

8. Class summary

4. What are your reasons for your response(s) in 3 above?

All instructional processes help me in order to generate and organize ideas for my essay

5. Which part(s) of the instructional process do you think should be improved?

More time and attention should be given to Drafting, Brainstorming, class summary and Teacher's feedback

6. How did you see the importance of the session in improving your argumentative essay?

Because it's very important to me.

7. How did the instructional process help you improve your critical thinking?

7.1 Interpretation It helps me to understand information in addition to interpret ideas

7.2 Analysis It helps me to identify the main arguments

7.3 Evaluation It helps me to choose the most relevant ideas

7.4 Self-regulation It helps me to correct or to edit my writing or my essay

7.5 Explanation To communicate with others using ideas or to explain ideas.

7.6 Inference To give reason for any beliefs.

8. What do you think are the advantages and disadvantages of learning English writing using such kind of question-based argumentative essay writing instruction?

8.1 Advantages

The instruction is advantageous because it helps me to improve my thinking ability.

8.2 Disadvantages

NO

9. How do you compare English writing learning experience to this kind of question-based argumentative essay writing instruction?

It was very good. It wasn't given that much attention in secondary school but in university it has its own value and rules.

10. How did you see the overall situation of the session?

It was very good