

الجامعة  
البريطانية في  
دبي



The  
British University  
*in Dubai*

**A study of the rhetorical features and the argument  
structure of EAP essays by L1 & L2 students**

دراسة السمات البلاغية والتركييب الجدلي لمقالات الطلاب الأكاديمية متحدثي الانجليزية كلغة  
أولى وكلغة ثانية

by

**DOAA HAMAM**

**A thesis submitted in fulfilment  
of the requirements of the degree of  
DOCTOR OF PHILOSOPHY IN EDUCATION**

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**Dr. Emad Abu Ayyash**

**April 2019**

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A Study of the rhetorical Features and the argument structure of EAP Essays by L1 & L2 students.

ABSTRACT

The purpose of this study was to identify the differences between L1 and L2 English students' argumentative essays in terms of the rhetorical features and the argument structure. The study also aimed at exploring the current lecturers' practices in argumentative writing classes. The last objective of the study was to explore the students' attitudes, wants and needs in argumentative writing classes. The context of the study is a higher education institution in the UAE. The literature reveals that many studies focused on argumentative writing, but no study was found to focus on the rhetorical features and the argument structure of L2 students' writers. The design of the study depends on mixed methods research. The study was conducted in two stages: a quantitative stage, then a qualitative stage. The quantitative data came from a comparison between L2 students' argumentative essays and L1 students' essays from the LOCNESS corpus for native students' essays. More quantitative data were also extracted from the lecturers' and the students' surveys. The source of the qualitative data was the open-ended questions in the lecturers' and the students' surveys, the interviews with the lecturers, and the classroom observations. The sample size was comprised of 372 students and 49 lecturers for surveys, while three classes were observed, and five lecturers were interviewed by the researcher. In general, the analysis revealed differences in L1 and L2 students' essays and reflected good lecturers' practices in argumentative writing classes. However, students seemed to be intimidated by writing classes, and they needed more rhetoric knowledge. The study aimed at identifying the differences in the rhetorical features and the argument structure in L1 and L2 students' writers and the differences were identified and analyzed. Another aim was to explore the current lecturers' practices, and the findings reflected a high standard of teaching practices. The last aim was to explore the students' attitudes, wants and needs in argumentative writing classes and the perceptions along with the needs were identified. The study concluded with some recommendations for lecturers' professional development and future research.

## دراسة السمات البلاغية والتركييب الجدلي لمقالات الطلاب الأكاديمية متحدثي الانجليزية

### كلغة أولى وكلغة ثانية

#### ملخص الدراسة

هدفت هذه الدراسة الى تحديد الاختلافات بين السمات البلاغية والتركييب الجدلي للمقالات الجدلية لمتحدثي اللغة الإنجليزية كلغه أولى وكلغة ثانية. وهدفت الدراسة أيضًا إلى استكشاف ممارسات المحاضرين الحالية في فصول الكتابة الجدلية. وكان الهدف الأخير من الدراسة هو استكشاف وجهة نظر الطلاب واحتياجاتهم في فصول الكتابة الجدلية. ان سياق الدراسة هو مؤسسة للتعليم العالي في دولة الإمارات العربية المتحدة. تكشف الأبحاث الأكاديمية السابقة أن العديد من الدراسات ركزت على الكتابة الجدلية ولكن لم يتم العثور على أي دراسة تركز على السمات البلاغية والتركييب الجدلي بالنسبة للطلاب العرب متحدثي الانجليزية كلغه ثانية. إن التصميم الذي تم تنفيذه في هذه الدراسة هو بحث مختلط أُجري على مرحلتين: مرحلة كميّة، ثم مرحلة نوعيّة. مصدر البيانات الكميّة هو المقالات الجدلية للطلاب من متحدثي اللغة الانجليزية كلغه أولى ومقالات الطلاب من متحدثي اللغة الانجليزية كلغه ثانية. واستخرجت ايضا بيانات كمية من استبيانات المحاضرين والطلاب. بالإضافة إلى ذلك ، تم جمع البيانات النوعية من خلال الأسئلة المفتوحة من استبيانيين المحاضرين والطلاب، والمقابلات مع المحاضرين ، وحضور الفصول الدراسية. وتألّفت العينة من 372 طالب و49 محاضر للاستبيانات ، في حين حضرت الباحثة محاضرات في الكتابه وقابلت خمسة مدرسين. بشكل عام ، كشف التحليل عن اختلافات في مقالات الطلاب من المجموعتين، وكشفت النتائج أيضا عن ممارسات المحاضرين الإيجابية في فصول الكتابة الجدلية. ومع ذلك ، بدا أن الطلاب يجدون صعوبة في الكتابة بالانجليزية بشكل عام وكانوا بحاجة إلى مزيد من المعرفة البلاغية. هدفت الدراسة إلى التعرف على الاختلافات في الخصائص البلاغية والتركييب الجدلي لمقالات الطلاب ودراسة الاختلافات بين مجموعتين من الطلاب وتم تحديد الاختلافات في المقالات وتحليلها. وكان الهدف الآخر للدراسة هو استكشاف ممارسات المحاضرين الحالية وكشفت النتائج عن ممارسات جيدة ومرتفعة المستوى. وكان الهدف الأخير للدراسة هو استكشاف مواقف الطلاب من الكتابه الجدلية بالانجليزية وتحديد احتياجاتهم بها وحددت دراسه مواقف الطلاب واحتياجاتهم، وخلصت الدراسة إلى بعض الاقتراحات بشأن التطوير المهني للمحاضرين وامكانية البحث المستقبلي.

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## List of Abbreviations

AWE: Automated Writing Evaluation Tools

EAP: English for Academic Purposes

ESL: English as a Second Language

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

GCC: Gulf Cooperation Council

L1: Native Language

L2: Second Language

L1 students: Students whose L1 is English

L2 students: Students whose L2 is English

LMS: Learning Management System

UAE: United Arab Emirates

WCs: Writing centers

## 1. Introduction

The topic of the thesis revolves around writing and rhetoric. Many undergraduates struggle in writing courses especially those whose L1 is Arabic. There are several reasons for this phenomenon. Possibilities can be because Arabic is an entirely different language system with a different orthography; Arab people write from right to left, and unlike English, the letters do not come from Latin origin. In general, non-native speakers struggle in writing English whether it is because of grammar, lexis, discourse, language mechanics (spelling, punctuation, capitalization, and paragraphs division) or because their mother tongue influences their L2 writing production process. Based on the researchers' long experience, it was found that students always struggle in L2 writing especially the argumentative writing genre, and this is what triggered this research study. Therefore, the current study aimed at understanding the essence of this struggle. This was done by comparing argumentative essays of Arab L2 English learners and American L1 English learners.

The medium of instruction in the majority of UAE universities and American universities is English. However, for Arab students, English is not their first language while for Americans English is their native language. In general, it seems reasonable to claim that native speakers of English would have better quality argumentative essays; however, previous research did not give straightforward information on this point. In other words, empirical research had to be conducted to confirm this point. While native speakers of English have the privilege of writing in their L1, also non-native English speakers especially Emiratis have other privileges. Emirati students are bilinguals, and they interact with English in different ways even in their daily life activities, given the nature of their multi-cultural society. So this adds a privilege to them as they practice English most of the time.

However, it is also not clear how well L2 students handle writing regarding the rhetorical appeals and the argument structure in argumentative writing. The assumption that native speakers of English must be better in writing English as it is their native language may not necessarily be correct. Moreover, the assumption that Arab L2 English learners can grasp all aspects of the English language that they acquire during their school study years is also not confirmed. Therefore, there was a need to analyze both L1 and L2 students' essays and compare them in terms of the rhetorical appeals and the argument structure in order to come up with a clear and



logical conclusion of the differences, and hence, address the weak points to improve L2 students' essay writing, and to inform the practice of teaching and learning.

### 1.1 Statement of the problem

In the UAE, Arab students study English because it is the lingua franca of academia (Jenkins & Leung 2014) and most colleges and universities in the UAE use English as the medium of instruction. One of the most important English courses for undergraduates is writing. Some writing courses are basic, and others are rather complex and have rigorous rhetoric content. Furthermore, teaching and learning practices vary in writing classes, and this also leads to variations in students' level. In general, students whose first language is Arabic suffer when they attempt to write in English according to Rass (2015) because of several factors such as the different orthography and the different cultural concepts. For all these reasons, argumentative writing is not a smooth process for Arab learners, especially on the tertiary level. That is why there was a need to bridge the gap in the literature concerning Arab learners and how they are taught in L2 writing classes with a specific focus on argumentative writing in addition to exploring the students' perception and their wants and needs in argumentative writing classes.

In writing classes, students are supposed to write argumentative essays with some basic rhetorical elements. However, the final product is not always satisfying; therefore, there was a need to explore the teaching and learning practice that best suits L2 students, analyze their current essays and explore their point of view and their wants and needs in argumentative writing classes.

### 1.2 The rationale of the study

In fact, argumentative writing is a very important branch of writing. Students usually use argumentative writing at later stages in their lives whether they are trying to convince their managers of their opinions at work or convince them with the importance of something, or whether they use this vital skill in other aspects of life. Besides, mastering persuasion is a cultural issue. In UAE being a multi-cultural community, Arab students should be able to persuade their audience with their point of view to adapt to the culture they are addressing. Therefore, there was a need to have graduates who have good formal/academic writing abilities to be able to utilize these abilities in their future lives. The researcher has spent many years

teaching writing along with other courses in several universities and to students who come from different levels and backgrounds. A common element between most of those students was the fact that their L1 is Arabic and not English. During these teaching years, the researcher noticed several errors regarding the rhetorical appeals and the argument structure in L2 students' essays. The researcher also noticed that not enough attention has been given to rhetoric in writing classes, so it was assumed that sometimes the lecturers might not be aware of the importance of introducing or focusing on rhetoric in their teaching practice. The researcher proposed her study to inspire lecturers to help their students write more effectively and accurately in terms of rhetorical appeals and argument structure. The study also aimed at describing the best practices in writing classes especially those that suit the L2 learners to inform the lecturers, reinforce their practice and to produce graduates who can write proper English and persuade their readers with their opinion. The focus will be on Arab L2 English learners.

### 1.3 Previous work

Many authors conducted similar studies. However, each author focused only on one aspect of the students' writing. For example, some researchers focused on the effect of negative transfer only, and an example of that was found in a study about Japanese learners (Hirose, 2003). Also, another researcher focused on persuasion only, or cohesion and coherence only such as the study of (Connor 1984). It is worth mentioning that in the literature reviewed, the studies on L2 students whose L1 is Arabic are scarce and no studies were found to cover the rhetorical appeals and the argument structure in students' writing. The current thesis aimed at covering the two aspects mentioned in the theoretical framework which are the argument structure and the rhetorical appeals, to come to a comprehensive understanding of the process of L2 undergraduates' writing and their common errors.

#### 1.4 The purpose of the study

The purpose of the study is to check if there are differences in the rhetorical appeals and the argument structure between L2 and L1 students' argumentative essays. The researcher was hoping that identifying these differences would lead to improved writing instruction. Another purpose of the study was to explore the strategies that are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution. The final objective was to explore the students' attitudes towards argumentative writing classes, and their wants and their needs in such courses, and this would contribute to improving the current courses' design in the near future.

Therefore, the study aimed at informing the teaching and learning practice by identifying the issues faced by L2 students and suggesting methods for the lecturers to overcome obstacles in writing courses (Grabe & Kaplan, 2014). If lecturers were able to understand the essence of the problem, their classroom instruction and interaction with the students would significantly become better and improve. To ensure the authenticity of the analysis, the essays of L2 (Arab) students were compared to their L1 (American) peers' essays. To approach this topic, the main theories of writing and rhetoric were consulted and described as well as the concept of the argument structure and the rhetorical appeals. Besides, thorough discourse analysis was conducted on L1 and L2 students' essays to identify the differences between both essays regarding the argument structure and the rhetorical appeals. In addition, both the lecturers and L2 students were surveyed, and five lecturers were interviewed. For lecturers, the purpose of the survey was to explore their current knowledge and practice in argumentative writing classes, and a small sample of the lecturers was interviewed to get in-depth information about their current knowledge and practice. For students, the survey aimed at exploring their perception, wants and needs in the same type of classes. Finally, to validate the interview and the surveys' data, classroom observations were conducted.

#### 1.5 Research questions

In the process of formulating my research questions, I consulted many sources such as "Educational research and inquiry: Qualitative and quantitative approaches" by Hartas (2015) and "Research in education: Evidence-based inquiry" by McMillan and Schumacher (2014) about research in the field of education, and I formulated the following research questions:

1-Are there differences in the rhetorical appeals and the argument's structure found in EAP argumentative essays by L1 writers and L2 writers (Arabic speakers)?

2-What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution?

3-What are the students' perceptions, wants and needs in argumentative writing classes?

### Research Objectives

Based on those three main research questions, the researcher derived a set of objectives:

#### 1.5.1 Discourse analysis

- Analyze the rhetorical appeals and the argument's structure of L2 students' argumentative essays and compare them to their L1 peers'.
- The analysis will focus on two main aspects: the argument's structure, and the use of rhetorical appeals.

#### 1.5.2 Lecturers' views and current practice

- Explore the current practices of teaching and learning lecturers utilize in their argumentative writing instruction.
- Explore the lecturers' knowledge of rhetoric.
- Explore the lecturers' reference to rhetoric in classes.
- Explore the lecturers' approach to teaching the argument's structure.

#### 1.5.3 Students' perception, wants & needs

- Explore students' views of argumentative writing classes.
- Explore students' knowledge of rhetoric.
- Explore students' mastery of argumentative techniques.
- Explore the students' wants and needs.

## 1.6 Conceptual framework

This section will explain the main concepts related to the current thesis. For instance, the concept of English as a lingua franca which is directly related to the topic of the thesis, and the concept of English for academic purposes which is also another focus of the study. There will be a brief explanation for the discourse types and some information about writing studies. In addition to that, the researcher will describe the approaches of writing instruction found in the literature. The last part in this section will refer to rhetoric and rhetorical appeals as well as the difference between argumentation and persuasion.

### 1.6.1 English as lingua franca

Although many languages can be defined as a lingua franca, English is a worldwide language that seems to be dominant in many countries. English now is the native language of more than 400 million people; it is considered a second language to another 400 million people and a foreign language to another 600-700 million people as mentioned by David Chrystal in Hogg and Dension (2008). English is not only the native language for many people; it is also considered the official language for many international and multinational organizations. It is the most important language in medicine, technology, aviation, international relations, and other fields. It is also the language of politics. Therefore, English has a significant effect on the world in our current time, and it can be named “the world’s lingua franca.” According to Seidlhofer (2005), linguists had a controversy on whether to include or not to include people whose mother tongue is English as potential participants to the concept of English being a lingua franca. For her, she always believed that English as a lingua franca meant the language that unites people who come from different contexts. However, Seidlhofer also states that English functions more on the global level uniting people from different parts of the globe. In this case, there is no difference, if English is their mother tongue or not, but the point is they all can understand English and communicate through it (Zikmundová 2016).

In UAE, although the mother tongue of local citizens is Arabic, it is noticed that English is used almost all the time in many contexts. It is very common to see Arab people in the market or at the cafeteria speaking in English to salesmen or women who come from other countries. It is also possible to find Arabs who have discussions among them using English although they have the

same first language. Even when Arabs - especially Emiratis speak in Arabic, they code-switch between Arabic and English most of the time. The reason for that is because, in the UAE, 80% of the population is expatriates who come from different parts of the world; therefore, the universal language that facilitates communication between them is English. English has become the main language even for some Arabic TV channels which broadcast English speaking programs, movies, talk shows, news, and others. In UAE, although there is big respect for the Arabic language as it is the language of the Holy Qur'an and the language of the prophet, as well as the great respect given to the Arabic tradition, customs and heritage, but the use of English is also inevitable. UAE being a contemporary advanced country and a hub for worldwide trade and connections reinforces the importance of English as the language for global communication. The Emirati citizen is usually exposed to English (and other languages) since a very early age.

English is not only crucial in the workplace; it is also very important and essential in schools and universities. To join university, students usually need to undertake an English test to prove their proficiency in the language as English is the medium of instruction in many universities. English is used by Emirati people and Arab people all the time in daily activities like buying something from the market or requesting a service. Emirati students sometimes find it easier to use English when speaking to Arabs from other countries to avoid difficulty in understanding the different Arabic dialects. In general, English plays a significant role in the context of the UAE, and it is the language of academia and academic purposes. Hence, the importance of English as a lingua franca emerged a long time ago in the field of education especially in UAE and most of the Arab countries.

### 1.6.2 English for academic purposes

English for Academic Purposes courses are designed to meet the educational needs of university students. EAP courses address some essential skills to enable students to handle technical or semi-technical vocabulary, read, write and comprehend academic texts. In addition to those skills, there is also an emphasis on listening and speaking. Students use the English language to study, conduct research, analyze, reflect, collaborate on projects and work together on other activities. EAP courses also cover a set of essential skills like note-taking, critical writing, critical reading, understanding academic talks, literacy skills, taking tests and other aspects (Ding & Bruce 2017). Such courses are essential for students to be able to succeed in their study and

get their degree. In universities where English is the medium of instruction –which is the case in most of UAE universities- it is essential for students to master academic English to be able to graduate and get their degree. Hence, EAP courses are very crucial and vital in students' academic years. Writing courses usually constitute an essential part of the EAP courses. Therefore, an emphasis was put on writing courses especially the argumentative genre in this thesis.

### 1.6.3 Discourse types

Discourse is a technical term that refers to spoken and written language. According to Oxford dictionaries, discourse is linguistically defined as “A connected series of utterances; a text or conversation.” Discourse can be described as the transfer of thoughts and ideas into a language (Hassen, 2015). According to Bhatia (2014), there are four main discourse types: descriptive, narrative, argumentative, and expository. Different types of writing are also considered discourse types. Many scholars focus on discourse studies in their research due to its importance. A narrative is defined in Oxford dictionaries (2018) as “The practice or art of telling stories.” In addition, descriptive discourse relies on human senses to feel and visualize something, expository discourse focuses on reporting on a subject or presenting a topic without involving emotions (Woods, 2014). The function of this type of discourse is not to persuade or give evidence on the topic discussed. On the other hand, the argumentative discourse which is the focus of this study is a form of communication through language, and its main target is to address reason and attempt to convince the audience with a particular idea or point of view using a variety of strategies or methods (Van Eemeren & Grootendorst, 2016). In general, all discourse types are related to writing studies.

### 1.6.4 Writing studies

In certain contexts, writing studies are called: composition studies, writing, and rhetoric, or just writing. The terms mainly refer to the same thing which is writing scripts like essays, research projects, articles, and others in a professional way usually for academic purposes and tertiary education. Composition and rhetoric courses are common in North American universities due to their importance. Students are usually introduced to basic writing courses, and in some programs, it is mandatory to have higher level courses in writing. The topics covered in such courses may

include but not limited to argumentative essays, narrative essays, research projects, or other writing genres that are related to other disciplines. There are different methods to write certain types of scripts; however, the nature of writing courses is usually non-fiction or expository. As mentioned earlier, the language and the methods used in writing differ according to the nature of the genre. For examples, some students are required to write historical scripts while others are required to write annual business reports. Writing in such cases must be related to the discipline and include relevant vocabulary (Smalley, Ruetten & Kozyrev 2001). The focus of this thesis was on argumentative writing as it is the type taught in some of the writing courses in UAE universities, and this thesis was meant to produce useful findings for the development of writing courses and the teaching and learning practices through a comparison between L1 and L2 students' essays and exploration of the current lecturers' practices.

#### 1.6.5 Approaches to writing instruction

Writing instruction is a complex topic, and it has to be studied in depth to get effective results. Lecturers and professors should be aware of the best strategies to teach writing, and these strategies should be tailored to the specific needs of the students. Based on Polin's and White's (1985) research, six approaches to writing instruction were described. The first one is the literature approach. In this approach, the main focus is on literature analysis and the emphasis is on using literature material in writing instruction. The second approach is the peer workshop approach where students work with each other in small groups and evaluate the writing of each other. Lecturers using this approach are committed to providing students with pre-writing activities, asking them to write on a topic of their choice and use their writing as material to teach them how to improve and spot errors through peer criticism. The third approach is the individualized workshop approach; in this approach, the element of the workshop activities is still there, but the focus is to get students to write in class time with the help and the support of tutors. The fourth approach is the text-based modes approach. In this approach, students are not asked to write in class time, but they rely heavily on rhetoric textbooks and what publishers call rhetoric readers through models and examples classified according to rhetorical categories. So through providing models of writing and style guidelines, students learn, and these models are also the lead to generate classroom discussions. The focus of this approach is not actually on writing in class time, but it is more on reading to learn from well-written examples. The fifth



approach is called the basic skill approach which focuses mainly on writing proper English with prescribed measures to tell what comprises “good” English through sentence and paragraph construction. The last approach is the service course approach where students are just learning how to focus on a specific research paper, and the course is part of the general education requirements.

#### 1.6.6 Rhetoric

The study of rhetoric commenced several thousand years ago in the ancient Greek culture because people felt the importance of communication and argumentation in several aspects of life such as politics and law (Herrick, 2017). Since that time, the study of rhetoric underwent many changes and developments. Rhetoric can be defined as “the art of speaking or writing effectively” according to Merriam-Webster dictionaries (2018). Therefore, Rhetoric can be a comprehensive term that refers to the use of spoken or written language. Also, writers can refer to concepts using visualization only; they can also refer to concepts using written or spoken discourse. In all cases, the language used should be powerful to convey the intended meaning and to deliver the required message. The science of rhetoric focuses mainly on the use of language to socialize and to add to people’s knowledge. Rhetoricians believe that although people can shape language, they are also shaped by the language. In addition, they refer to the fact that language is very much connected to thoughts as people have words in their minds when they think and they express themselves through spoken or written discourse. Rhetoric is also essential for other social practices like communicating with others and transferring ideas, messages or implied meanings. Therefore, studying rhetoric is an integral component in writing studies.

Many scholars defined rhetoric from several perspectives, but the most important definition from my point of view is the definition of Aristotle. He defined rhetoric as the ability to find means of persuasion in particular cases (Smalley, Ruetten & Kozyrev 2001). Aristotle stated that rhetoric is a general concept, and it is not restricted by a certain subject, like other disciplines. Therefore, it does not refer to the technical knowledge of certain subjects. Aristotle made a distinction between means of persuasion or appeals and he divided them into three concepts *Ethos* which refers to credibility, *Logos* which refers to reason, and *Pathos* which refers to emotions (Garver, 1994).

There have been many discussions about Rhetoric studies that lasted for a long time as such type of studies initially started by dealing with spoken words. However, the science of rhetoric is based on different aspects. The first aspect deals with the creation of ideas while the second element deals with how to arrange those ideas and use them to make readers understand or receive the intended message. The third element is style, which means the way ideas are introduced and presented to readers. Another element is the memory, and this is related to the spoken medium, while the last element is the delivery which refers to many other sub-elements such as tone, lexicon, body gestures and other different features. All these aspects combined constitute the rhetorical theory which leads to language use among people.

Another important aspect of rhetoric is the rhetorical situation. The rhetorical situation is a combination of circumstances that lead to coming up with text. The term refers to the fact that writing is a social activity, and that it is the product of human intellectuality at certain times for specific purposes. Figure (1) shows elements of the rhetorical situation (Jory, 2018):



Figure 1 Elements of the rhetorical situation

There are several elements for the rhetorical situation: first, there is the author who produces the text, then there is the text itself with all its features. The last element is the audience who are the target of the writing and the produced text. The author should put in mind how to present the subject and the aim of introducing this subject; in other words, what does he/she want from their audience. The three elements should be considered when describing the rhetorical situation, and it can help both the writers and the readers. Writers will know how to produce a meaningful message to reach their audience while readers can also benefit from understanding the rhetorical situation because they can offer more insights into the purpose of the text.

### 1.6.7 Rhetorical appeals

In general, argumentative writing is meant to convince or persuade the reader of a specific idea or a particular argument in an attempt to prove its validity, or at least to prove that these ideas are more valid than someone else's ideas or arguments.

*Ethos* refers to persuading through the characteristics of the author. Readers or listeners usually believe respectful characters, experts and trusted persons. In an argument, the writer or the speaker wants people to listen to him/her and be convinced with the proposed view. This can be achieved if the author is worth listening to and has the appropriate tone and style.

*Pathos* refers to the emotional aspect of the argument. Through this aspect, the author tries to evoke the readers' emotions as a technique to persuade him/her with the adapted view or to deliver the intended message. This can be done through the choice of diction and powerful language to affect the reader's opinion. The point is to get an emotional response from the audience and make them feel as the author feels.

*Logos*, on the other hand, is the appeal to reason. In other words, it is trying to validate the author's argument through resorting to logic and reasoning. Therefore, the author, in this case, has an argument that is based on evidence. If the audience were given appropriate reasons and understood the rationale behind a particular argument, and believed that it was logical, most probably they would be persuaded (Garver, 1994).

To sum up, Aristotle's appeals *Ethos*, *Pathos*, and *Logos* represent the essence of writing as they simply make the argument meaningful and effective. Considering these appeals in writing will enhance the quality of writing and help in conveying the intended message. During my years of experience in teaching writing, I always noticed that students use these appeals randomly without actually acknowledging their importance or without being consistent. Therefore, when drawing the students' attention to these appeals and teaching when and where to use each one of them, the students' writing quality will improve, and they will also develop self-awareness of the message they are trying to deliver. As mentioned earlier, students do use these appeals but without being aware of their meanings and not in a consistent manner. Therefore, it is essential for the writing lecturers to spend enough time on teaching the rhetorical appeals as an essential writing skill and train students to the proper use of those appeals. Students are expected to be able to use them

systematically and refrain from using them spontaneously without realizing the appeals' effect and efficiency in delivering the intended message. Based on the importance of the rhetorical appeals, they were the focus of the current study along with the argument structure.

#### 1.6.8 Persuasion vs. argumentation

Persuasion is a technique that aims at persuading the audience with the author's point of view. In the English language, there is a difference between argumentation and persuasion. As defined in Oxford's dictionary, an argument has two meanings: the first meaning, it is a conversation between two angry people who disagree with each other, and the other meaning is when someone is trying to prove his point of view through giving reasons. However, in the same dictionary, the definition of persuasion means the act of convincing someone to believe in something or to take a particular course of action (Oxford Dictionaries 2018). Therefore, if the two definitions are compared, it is evident that argumentation means trying to prove one's opinion and give evidence on its validity, while persuasion means trying to lead someone to do a particular course of action or take a stand and change their original opinion. A clear example of that would be TV commercials. In such commercials, the objective is to change one's mind, change the old product he/she is currently using and use the product or the service advertised. This presents one side of the argument only, and the other side is not mentioned or referred to. While in newspaper articles, for example, the author takes a stand or present an opinion about a particular issue, present the other side of the issue, then keep trying to prove its validity through giving reasons and examples.

In writing classes, students are supposed to write argumentative essays or persuasive essays. However, for many English lecturers the distinction between both genres is not clear; thus they do not transfer the distinction to their students in the correct way. In an argumentative essay, the students are supposed to compare between two opposing opinions and prove the validity of one of them based on logical reasons or factual evidence; therefore, the author here can present the other point of view and prove its invalidity. While in a persuasive essay, the author tries to persuade the readers with the validity of his/her personal opinion. Since the argument here is based on the author's personal opinion, the author resorts to appeals to persuade the readers through appealing to emotions or to reason. It is rare that the author in persuasive writing present

the other side of the issue or talk about it. In addition, usually in persuasive writing, the author tries to persuade readers to take a particular course of action. Therefore, it is evident that there is a clear distinction between argumentative writing and persuasive writing and both the lecturers and the students should be aware of this distinction.

### 1.7 Researcher's background

The researcher is a native Arabic speaker who was born in the Gulf area which has a very powerful educational system. Therefore, the researcher was able to speak Arabic and English fluently at a very young age. In her early years, the researcher was also exposed to several languages and several cultures due to the family's constant travel. Besides, the researcher had obligatory French classes in later school stages, and that led her to master the French language too and to be trilingual. The researcher was always fascinated by languages and their learning mechanisms.

In addition, the researcher was also astonished by the major differences between Arabic and other languages that come from Latin origins. The differences between Arabic and English languages in specific were too many: orthography, pronunciation, text direction, and other aspects. This led the researcher to constantly think about languages and how people learn them. Years later, the researcher decided to major in linguistics, and translation; therefore, she joined one of the top university departments for linguistics, literature, and translation in her home country. She graduated and started teaching in the next year. After gaining some practical experience in the field, the researcher felt the need to integrate teaching and learning methodology to her knowledge of linguistics, literature, and translation. Therefore, she joined a postgraduate diploma for teaching at the tertiary level. At that time, the researcher decided to continue in the world of education, and she discovered her strong passion for teaching English especially to undergraduates and to adults. The researcher then joined the training industry in her home country and was able to get powerful insights into that interesting world, and she worked in several international certificates' preparation programs and high stakes tests like IELTS and TOEFL.

As she learned more about the education world especially English as a second language, she felt the need to do her master's degree in teaching ESL which helped a lot in making her evolve into a successful lecturer and researcher. The researcher then had several successful years of teaching

experience in some major universities. Today, after more than 16 years of teaching experience and many achievements, the researcher is a Ph.D. candidate, a lecturer at the tertiary level in a one of the leading universities in UAE, a team leader of courses, a curriculum designer with focus on technology, a Cambridge OET examiner and a senior fellow of the higher education academy in UK. Therefore, this thesis is considered another milestone in her journey of continuous education and a significant addition to her professional development.

### 1.8 Research approach

The main research approach for this study was based on mixed methods design to obtain triangulated data from lecturers and students in a higher education institution in the UAE. The researcher conducted discourse analysis through analyzing L2 students' essays, then comparing them to their L1 peers'. In addition, the instruments that were used to collect other data in this study were surveys, interviews and classroom observations. Lecturers were given a survey to collect data about their current knowledge and practice in argumentative writing classes, while students' survey focused on their perception, wants and needs in writing classes. The research approach was consistent with previous studies because whenever researchers did error analysis which was a more traditional approach (looking at errors in a contrastive way), it was done by analyzing students' writing samples.

### 1.9 Outline of thesis chapters

The thesis was divided into six chapters. The first chapter was the introduction, which presented background information on the thesis' topic, the problem statement and the rationale behind the study. The second chapter mainly focused on current and relevant studies in the literature review with the purpose of giving background about the previous research done on the subject. Studies with related components in the literature review were discussed based on their themes. An in-depth analysis that was descriptive, as well as reflective, was conducted on previous studies. The section had several subsections which included writing studies, rhetoric, language function and they were subdivided according to each studied category.

The following chapter number three was about the methodology that was used in the study with the aim of describing the theoretical foundations of the selected mixed methods approach. The

researcher depended on triangulation in the study to get the picture from all angles and to validate the collected data. Therefore, the researcher used surveys, observations, and interviews as well as discourse analysis of students' essays. In the fourth chapter which was the data presentation and analysis, the data collected was illustrated and described using visual representations. The fifth chapter presented the discussion where the researcher discussed the findings of the study along with their pedagogical implications. Finally, the last chapter presented the conclusion of the study along with some recommendations.

#### 1.10 Chapter summary

The introduction chapter shed light on the thesis' topic and the first section "introduction" which contained several subsections such as the problem statement where the researcher stated the problem and mentioned what triggered the current research. In the next three subsections, the researcher explained the rationale behind the study, mentioned some previous work on similar topics and stated the study's purpose. The researcher then stated the research questions and gave details about the objectives of each research questions. The next section was the "conceptual framework" which contained several subsections where the researcher gave a brief background of the main concepts/theories that guided the study such as an overview of English as a lingua franca and English for academic purposes. The researcher also discussed the main theories and models used in the study. Also, the researcher reviewed some important and related concepts, highlighted specific differences between common concepts and concluded by important key definitions. The researcher also gave some background information about herself and her teaching experience, then she added a description of the research approach, an overview of the study's chapters and concluded with a chapter summary.

## 2. Literature review

### 2.1 Literature review outline

The purpose of this section was to give foundation knowledge on the topic of the thesis and identify areas of previous research on the topic to critically evaluate previous studies, identify the gap in the literature and examine areas for more investigation. The section started with an outline for the chapter, and the next section focused on the restatement of the problem, and a description of the theoretical framework of the study. The theoretical framework focused on the genre theory, the argumentation theories, Toulmin's measure, and Aristotle's appeals. There was a discussion for the essential composition and rhetoric studies to set foundation knowledge for the thesis' topic. The literature review also focused on native versus non-native speakers of English and the role of writing in L2 development. After getting insights into the composition and rhetoric process and trying to understand the nature of non-native students' augmentative writing and the influences they might get from their native language (Arabic), the researcher attempted to cover the huge role and the undeniable importance of technology in the process of teaching and learning composition. The literature review would not be complete without highlighting multimodal composition which is considered the latest trend in composition studies as it integrates technology into writing scripts which opens a whole new world in methods and techniques used to teach writing. Then there was a section for key studies and another for the theoretical consolidation and conclusion. The last subsection in this chapter was the chapter summary.

### 2.2 Restatement of the problem

The core element of composition instruction is mainly to facilitate writing a full essay or report through guiding the students to the different elements they should include or errors they should avoid when they produce academically written scripts. Students know that the primary purpose of writing is to deliver a specific message to the readers and this message should be written in proper language. Lecturers and professors in teaching writing depend on various techniques/methods to make sure their students can write and convey the message in the correct way and at the same time utilize the rhetorical element. Usually, both Lecturers and students believe that to know how to write; grammar is the most critical language component to know and to master. However, recent studies revealed that mastering English grammar does not necessarily



lead to proper writing. If students only care for correct grammar, they only focus on mechanics, and they do not focus on conveying the message which is the main purpose for any script. Due to this misconception among students and lecturers, in addition to the usual difficulties students whose L1 is Arabic face in writing L2 (English), teaching and learning writing becomes a challenging task. Therefore, there was a need to analyze students' essays whose L1 is Arabic and check their quality in comparison to students' essays whose L1 is English. The purpose is to see the differences in the rhetorical appeals and the argument structure for Arabic speakers' essays. The L1 essays will serve as a point of reference to compare the quality of L2 students' essays. Another issue I noticed through my years of experience in teaching argumentative writing was that most lecturers tend to ignore the rhetorical element in composition classes and focus on the mechanics only. Students end up with good scripts regarding grammar, thesis statements, and other mechanical aspects. However, in most cases, the message delivered is not presented solidly. Students sometimes are not aware of how to prove their point of view or how to express themselves. The previous work of Connor (1988, 1997) is considered central to the study of composition. Her work in composition theory and rhetoric is essential to understand the composition process.

### 2.3 Theoretical framework

The main theories/ models related to the current study were derived from composition studies, rhetoric, and argumentation theories. The genre theory and the rhetorical theory were vital to understanding how the process of writing was facilitated in class, and they were also essential to check the lecturers' and the students' awareness and implementation. In addition, the importance of rhetoric with a specific focus on persuasion as mentioned by Poole (2016) was also utilized in the current study. Therefore, the theoretical framework of the study will focus on two main aspects; on the one hand: the genre theory and the Toulmin's model, and on the other hand: the rhetorical theory and Aristotle's appeals.

#### 2.3.1. The genre theory

According to Blommaert (2005) and Bazerman (1998); writing was always influenced by a political agenda and was used as a way to give power to particular social groups while marginalizing the others. Therefore, most of the writing theories state that writing is a way of

social interaction to a specific message to the reader. However, the most relevant theory for the subject of the current study is the genre theory, which plays a vital role in writing studies because it focuses on the produced text and its analysis. The genre theory shows the importance of writing effective scripts that include ideas consistent with the culture. To utilize the genre theory in the classroom, students are provided with different text types, and they are asked to study the way the texts are constructed as well as their grammatical features. This way, they can write their scripts based on the models they have studied. The genre theory is a way for people to share their knowledge and ideas. Ryan (1981) wrote:

The significance of generic categories thus resides in their cognitive and cultural value, and the purpose of genre theory is to lay out the implicit knowledge of the users of genres. (p.1)

The genre theory represents a suitable framework to explain both text and context in the process of language development. The use of the genre theory to analyze texts especially on the tertiary level helps students improve their writing (Cope & Kalantzis, 2014). On this level, writing is a means of assessing the ability of students to socially communicate and interact with their readers or the intended audience. Genre-based writing is an essential strategy to improve the quality of students' writing. As the genre theory's main focus is to regard writing as a social activity that occurs in response to a certain situation, it is considered a useful tool for teaching students practical skills so that they can write in other contexts outside the classroom. It also paves the way for teachers to address the issues they face in their writing instruction and it helps in showing the link between reading and writing. It also enables students to write about any situation, and it also offers good grounds for multimedia instruction. Several themes might emerge from the genre theory; it is not only the focus about labeling a certain type of writing, but it also draws attention to the quality of the work presented. The genre understudy in the current thesis is the argumentative genre which is chosen because of its importance and because it occurs in several high stakes tests such as TOEFL and IELTS. Besides, students always reported that argumentative writing is the most challenging genre of writing. Furthermore, scholars identified several aspects to identify the quality of the written text, and in the argumentative writing genre, one important aspect was the argument's quality.

### 2.3.2 Theories of argumentation

There are several theories of argumentation. This section highlighted the most prominent theories of argumentations, and it also gave reasons on the rationale of choosing the Toulmin's model as the focus of the first aspect of the study's analysis which was the argument structure.

To begin with, there is Walton's (2007) logical argumentation method. In this method, Walton came up with a theory of logical argumentations based on several practical methods to assist readers in evaluating arguments in spoken discourse especially in structured spoken discourse such as debates, scientific talks, and legal arguments. The method includes four main elements which are argumentation schemes, formal systems, mapping tools, and dialogue structure. The main base for this method is to use the idea of commitment in a dialogue to analyze and evaluate the argument. Based on the commitment model, people interact in dialogue and take turns and pose critical questions. The main aim is to find the weak points in the argument.

Walton's logical argumentation model approaches the argument from a different point of view other than what is always discusses in analytical philosophy which relies on pure belief. This model focuses on spoken discourse; therefore, it was not suitable as a framework for the current study as it focuses on written discourse.

Another important theory of argumentation is the Pragma-dialectics developed by scholars and their students at the University of Amsterdam. The initial idea was to create rules that if accurately followed, would lead to rational discussions and conclusions. This theory is represented in the work of Eemeren, Grootendorst, and Eemeren (2004) and their students. They provided ten clear-cut rules for critical discussions. If rules are violated, this would be lead to a fallacy, and the pragma dialectics theory deals give a systematic way to deal with fallacies. Again, this theory depends on spoken discourse and discussions.

On the other hand, there is the theory of argument fields developed by Stephan Toulmin as cited in (Rowland, 1992, Willard, 1981). Field studies focus on social movements, public relations, politics, and others. They evaluate arguments based on social aspects, and they handle a variety of discourse types.

According to Toulmin, evaluating an argument focuses on several writing elements such as the statement of a person's opinion regarding a specific, debatable issue, reasons to support this opinion, mentioning the other view and reasons for supporting the other view, then mentioning the reasons to rebut the opposing view. Finally, stating the reasons for this rebuttal. These elements are: claim, data, and warrants. These elements were originally derived from Aristotle's concept of reasoning, and Toulmin contributed to their recognition when he first introduced his model. The elements described by Toulmin were sufficient to evaluate the argument's quality in written discourse as they refer to reasoning which is considered the heart of argumentation. Also, other elements are found in the literature, and they are considered useful in evaluating the quality of an argument. An example of these elements can be the idea of persuasiveness, and this element can be measured through Aristotle's work and his description for the rhetorical appeals. Furthermore, according to a study by Connor (1988), Toulmin's measure, credibility appeal and the syntactic factor of abstract versus situated style were considered the best predictors of writing quality. Based on the above literature, the researcher decided to use Toulmin's measure to analyze the students' essays to evaluate the quality of the argument's structure.

### 2.3.3 The rhetorical theory

The second aspect of the analysis' focus of the current study is rhetoric. The word "rhetoric" refers to talking not to actions. According to Foss (2012), rhetoric goes back to the ancient Greeks and Romans who provided a foundation for the communication discipline. Foss (2012) described the rhetorical situation and stated:

At the heart of theorizing about rhetoric, whether for the Greeks or contemporary scholars, is what came to be called by Lloyd Bitzer in 1968 the rhetorical situation. Rhetoric occurs in response to an exigence or some kind of urgency, problem, or something not as it should be. Another characteristic of the situation is the audience—those individuals capable of affecting the exigence in some way. In addition, there are constraints in the situation—positive and negative factors that hinder or enhance the possibility that the audience will be able to affect the exigence. (Foss, 2012, p.1)

Aristotle's definition of rhetoric was "the art of discovering all the available means of persuasion" (Foss, 2012, p.2). This was based on the ancient Greek use of emotions (Pathos), logical argument (Logos) or speaker's credibility (Ethos) to build a persuasive argument.

Rhetoric was the art of discourse, but now it became defined more broadly as “human symbol use.” According to Cole (1991), Corax, the Greek writer was the first to construct a formal rhetorical theory; the rhetorical theory represents the school of thought about symbol use in humans. Corax wrote “The Art of Rhetoric” to help those who had legal court cases about lands. He stressed the importance of creating a probable connection for belief in the event of being unable to provide facts.

Later on, in the time of World War II, propaganda was the main reason for the rise of the contemporary rhetorical theory through media institutions in Europe and USA who were responsible for analyzing and understanding all kinds of communication during the wartime. Several philosophers and critics were interested in language and its function such as Chaim Perelman and Ivor Armstrong Richards (Jones, 2015). After that period, English teachers who were responsible for teaching public speaking skills formed new departments such as speech communication. They focused on the idea of evaluating speech in terms of effectiveness (Foss, 2012). Therefore, and after many developments in the field, the rhetorical theory now is diverse, and it is not confined to studying the effectiveness of speech or discourse, it is actually regarded as the study of any type of symbols. Furthermore, the terms “Rhetoric” and “communication” are also used interchangeably in literature, and both terms can refer to humans’ use of symbols (Foss, 2012).

In the current version of the rhetorical theory which is no longer limited to the essence of its creation in legal cases and classical Greek; it now refers to any use of symbols. This means theorists study all kinds of media, writing, internet, and others, and regards them as rhetorical artifacts. The very vital point is that now rhetorical theory includes the study of non-verbal and visual creations which means almost every part in the human experience (Foss, 2012). This naturally leads to shifting the focus from persuasion only which was the case in the beginning to all other rhetorical aspects created by humans. The idea is that, when humans use symbols, regardless of their intention, they tend to persuade or affect people around them. Therefore, there is a direct relationship between rhetoric and social change. In general, the contemporary rhetorical theory covers all aspects of the rhetorical situation and focuses on the idea that the audience can build the world together and cause change (Crick, 2006).

Therefore, based on the rhetorical theory, the researcher decided that the second part of the theoretical framework will focus on Aristotle’s appeals: *Pathos, Ethos, and Logos*. The choice of those appeals came from the fact that students in writing argumentative or persuasive essays are supposed to utilize rhetorical appeals in their writing to deliver the message efficiently and to prove their point of view. The appeals are essential to the current study because they reflect the quality of the argument proposed by student writers.

The aim of utilizing this theoretical framework is to come to a clear understanding of students’ use of appeals and argument’s structure in comparison to their L1 peers with the general aim of informing the practice of teaching and learning L2 (lecturers improve their teaching and students learn more efficiently). The theoretical framework is illustrated in figure number (2):

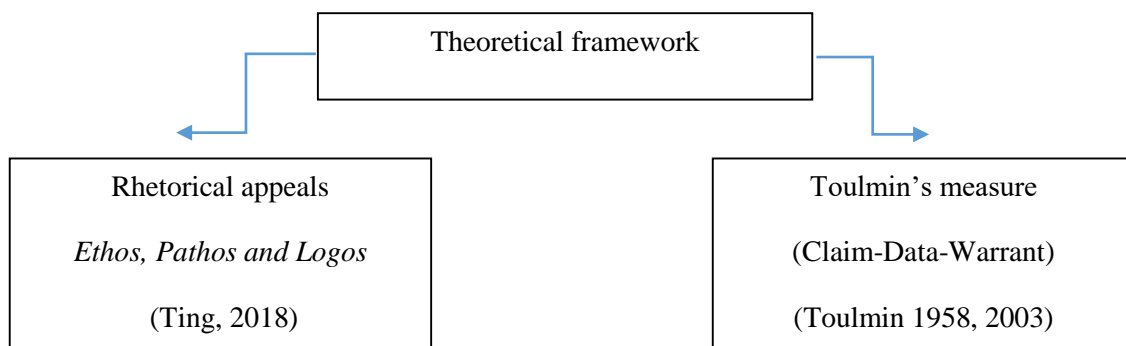


Figure 2 Theoretical framework for the study

#### 2.3.4 Toulmin’s measure

The first model used in the current study as part of the theoretical framework is Toulmin’s measure, which is a model of argumentation (1958, 2003) developed by Stephan Toulmin in 1958. He was a British philosopher and educator, and he focused on the analysis of moral reasoning. He always sought to develop practical arguments that can be used to assess the ethics behind moral issues. He described six interrelated elements to analyze arguments which were described as his most important work in the rhetoric and communication field.

As stated above, several models of argumentation were found in the literature. However, Toulmin’s measure described by Connor (1997) is considered one of the prominent measures to

describe the argument's structure quality in argumentative writing. Toulmin's measure includes three main elements: claim, data and warrants. In addition to these three elements, there are other optional three elements which are backing, rebuttal and qualifier, which might not be needed in some arguments. Figure number (3) describes Toulmin's measure by Toulmin (1958, 2003):

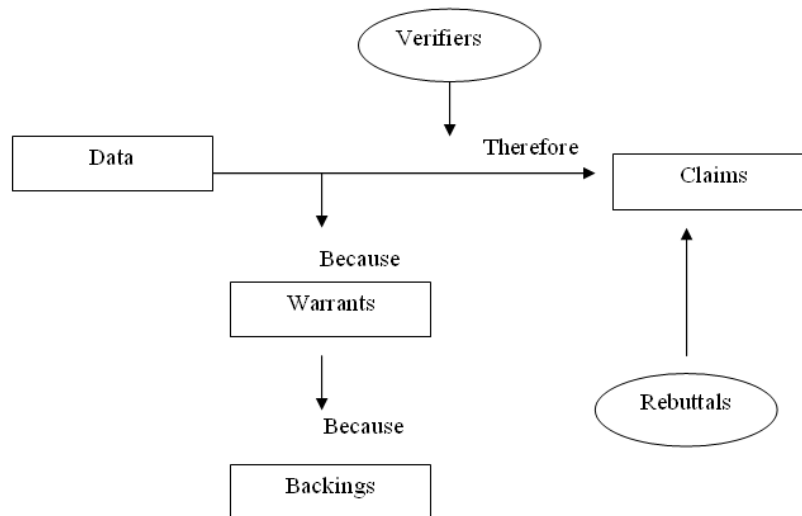


Figure 3 Toulmin's measure

As illustrated in the chart, the claim is the writer's point of view which he or she is trying to persuade the reader to accept. Many students start with the claim, but it is quite challenging to invite others to believe in a certain claim or adopt the proposed point of view; therefore, reasons or data should be provided and described to persuade the reader. At this stage, the role of data becomes essential. Data (or sometimes referred to as "Grounds") always provide facts in addition to the reason behind the claim. The claim is built on the truth which is presented through data. Data can also include the author's credibility or expertise, so the readers can count on these to believe in the claim. However, to connect both the claim and the data, a warrant is needed. Warrants are the statement(s) bridging the claim to the data and showing the logical connection to persuade the audience with the initial claim.

As for the other less common three elements: backing, rebuttal, and qualifier; backing means giving more facts to give credibility to what is stated in the warrant. Backing must be presented when the warrant alone is not enough to make the connection between the claim and the data.

Rebuttal means highlighting the restrictions to the claim or mentioning some conditions that might change the claim.

On the other hand, qualifier refers to words and phrases to ascertain the authors claim. Words like definitely, certainly, and similar words have a better effect on the audience more than words such as might be, can be, and maybe that might express uncertainty.

An example of the argument's structure can be:

Claim: People should buy our multi-vitamin product.

Data: A recent study by the FDA showed that people who take our multi-vitamin on a regular basis are 80% less prone to be sick.

In this case, the warrant would be: People want better health.

Backing, in this case, can be: Athletes and people with good health always use out multi-vitamin.

The rebuttal can be: Unless you do not care about your health.

In this case, a qualifier can be: The product must be used for at least three months to see results.

To elaborate, in trying to persuade the audience with buying the product, the author started by claiming that people should buy the product. The next step was to persuade the audience that this product causes people to remain healthy. In giving the data, the author depended on facts; therefore, he or she mentioned that a study done on the product showed that 80% of people who use the product were less sick. The final step was making a connection between the claim and the data through using a bridge or the warrant. The author mentioned the fact that people want better health, so it is logical that they buy the product, and the product's efficiency was established in a study done by a respected organization. Other options mentioned can be backing the claim through mentioning that healthy people and athletes use the product and rebuttals mentioning restrictions if people did not care about health and the qualifier featured in the use of the word "must" confirming that continuous use of the product is recommended to get satisfying results.

In this model, the most critical element is the warrants as they play a vital role in delivering the message of persuasive scripts and making the argument successful. Warrants are the connection or the bridge to establish a link between claim and data. Toulmin (1958) stated that an argument



is only as strong as its weakest warrant and if a warrant is not valid, then the whole argument is not valid. That is why it is vital to have reliable and valid warrants.

Toulmin’s measure is used in many academic research papers due to its importance. It allows student writers, to understand their scripts as functional ones and allows them to understand how to build the argument. Students should understand the meaning of claim, data, and warrant and they can also be introduced to rebuttal to know how to prove their point of view. Furthermore, if they use the other three optional elements backing, rebuttal, and qualifier, this will also make them own a comprehensive picture of the argument and improve it. In other words, Toulmin’s measure is likely to help student writers build a successful argument through positioning their view and the other view in the correct way.

### 2.3.5 Aristotle’s appeals

Since Toulmin played an essential role in drawing the attention to Aristotle’s concept of reasoning, the link between Aristotle’s work and Toulmin’s interpretation is clear. The second model used in the theoretical framework of this study is Aristotle’s concept of rhetorical appeals. Aristotle classified the appeals used in persuasive writing into three categories: *Pathos* which is the appeal to emotions, *Logos* which is the appeal to logic or facts and *Ethos* which is the appeal to credibility. The appeals are summarised in figure number (4):

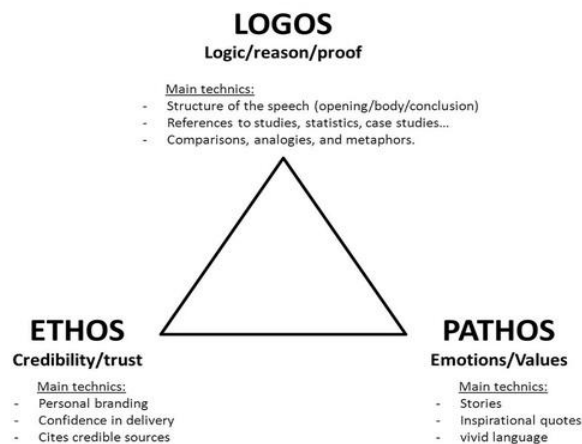


Figure 4 Aristotle rhetorical appeals

While Aristotle did not provide a framework for analyzing rhetorical appeals according to Higgins and Walker (2012), Ting (2018) managed to describe a framework for her analysis

because she believed that researchers who conducted studies in this field had to come up with their analysis procedures based on the topic they were studying or investigating. In the next part of this section, Aristotle's rhetorical appeals will be described in detail.

*Pathos* which is found in the literature to be the most common appeal used in writing means the appeal to emotions or in other words, putting the reader or the listener into a particular frame of mind. *Pathos* uses a variety of emotions such as sympathy, love, guilt, fear, and other emotions. (Ting, 2018). In using emotional appeals, the writer or the speaker appeals to the needs of the audience. Therefore, a good writer or speaker should be aware of the audience's emotional needs to use the rhetorical appeals correctly to get the desired effect. For example, if a student wants to leave the class early and he or she feels the teacher is tired, he or she can say something like: "Mrs., you look so tired, you must have been teaching all day, let's leave early today!" The teacher may sympathize with the fact that she is tired and has been working hard all day and might allow students to leave early. In this case, the student knew exactly how to appeal to her emotions to get what he wants which is the early dismissal of class. So it depends on the audience features to a great extent. Al-Momani (2014) as cited in Ting (2018, p.238) further classified emotional appeals into "confession, regretting, making pleas, promising, praising, and thanking." This classification can help a lot in the process of discourse analysis as it gives direct instructions on what to look for when analyzing the texts.

The second appeal used in writing in terms of frequency is the appeal to logic and facts. This is what Aristotle described as *Logos*. Through *Logos*, persuasion is done by giving the reader or the listener solid evidence to validate the writer's or the speaker's argument. According to Higgins and Walker (2012) when authors or speakers use *Logos*, they appeal to reason, and this adds to the argument clarity and integrity. An example on that can be when a child is trying to persuade his father to stop smoking; he might say something like: "Dad, do you know that the last statistics from the world health organization state that 95% of smokers will get lung cancer at some point of their lives?" Here the son is trying to appeal to reason and give valid statistics from a credible source to show the danger of smoking and its effect on health. The son aims at persuading his father based on solid facts and evidence hoping that his father will be convinced and quit smoking.

The third appeal is the appeal to *Ethos* or in other words, the appeal to credibility. In literature, it was found that this is the least used rhetorical appeal. In this type of appeal, the author tries to persuade the audience based on the credibility of the speaker. An example can be similar to the following “Having more than 20 years of experience as a scientist in the field and having published ten books about the same subject, I can assure you that...”. In this example, the author is trying to build credibility to his persona by stating that he has many years of experience in the field to show that he is qualified to talk about the subject. The current study will count the frequency of the used appeals in students’ essays and compare them to the frequency of the essays of their L1 peers. Although counting frequency does not lead to understanding accuracy; the researcher will select only accurate examples from students’ writing. The purpose is not to measure the accuracy of using the appeals, but to measure the frequency of their appearance in the text to know if students use them from the first place or not. If they use them, then what is the most prevalent appeal and what is the indication of using one type of appeal more than the others.

#### 2.4 Writing role in L2 development

The writing skill plays an important role in L2 development. It is one of the four skills of any language: reading, listening, speaking, and writing. These skills are divided into two categories, productive language, and receptive language skills (Mundhe 2015). Productive skills are speaking and writing, while reading and listening are receptive skills (Mundhe 2015). The four skills are essential to learning any language because they are related to each other. Students should be able to read and understand the texts, listen and understand the message conveyed, speak and express themselves, and write to deliver a message. They should master all the four skills in learning L2. Historically, language teachers used to separate each skill to organize class time and respond to learning objectives. However, it is proven by research that the four language skills cannot be separated from each other (Wringe 2014). The focus of teachers has always been on receptive skills to be able to create classroom activities. Therefore, it is always easier for students to understand and work on receptive skills such as listening or reading while they find challenging to work on writing or speaking skills.

Looking at speaking versus writing, although both are dependent on productive skills; in speaking, students get immediate feedback from their teachers. However, writing seems to be a

more complicated process which includes several elements such as using correct sentence structure, grammar and delivering a message through a particular genre and the readers are not immediately available. The writing process thus is a mental process that involves organizing thoughts into sentences and paragraphs to make meaning. It also involves a set of sub-skills such as editing, revising, drafting and other skills. Also, there is no direct relationship between the writer and reader which makes it essential for the writer to have a clear and organized thought process to be able to deliver the idea in the correct way (Akhter 2014).

Arab learners worry a lot when they start to write in an L2 because they feel they do not have enough ideas and they do not have anything to write. This is in addition to the impact of L1 on L2. For L2 English writers, in particular, students feel disoriented just for the fact that they write from left to right in English while they are used to writing from right to left in Arabic (Naqvi, et al. 2015). Learning writing skills in English classrooms, on the other hand, focuses on two aspects which are: reinforcement and language development. For reinforcement, English teachers ask their students to write a paragraph for instance or a group of sentences to make sure they mastered a particular grammatical rule or something they learned in class like the construction of paragraphs. Therefore, in this case, students write to reinforce what they have already learned. On the other hand, for language development, students are supposed to produce well-written scripts based on different genres and put in mind certain language rules for style, punctuation, and grammar (Akhter 2014).

## 2.5 Composition studies

To begin with, composition is a very creative yet complex skill that includes cognitive processes, organization of thought and language abilities. Many students complain that they lack ideas when they attempt to write. They are lost somehow, and they do not know how to start. They are even intimidated by the idea of writing a text in their second language. The problem escalates when this writing becomes part of their assessed work for their undergraduate degree. The composition process is a scientific process that is based on specific steps to enable learners to produce a proper piece of writing that corresponds to the assignments' description and requirements. For Arab L2 English learners, there are specific issues concerning writing. For example, students tend to think in Arabic to be able to write, or plan in Arabic then translate into English. Sometimes, this is not a big problem except if they transfer cultural concepts while

translating the text. Proverbs and idioms if literary translated can result in errors. Students should be encouraged to think in English then plan in English and refrain from translating cultural concepts without trying to find proper equivalents. Besides, another problem tends to face students when they attempt to write persuasive scripts, and this problem is derived from the fact that Arabs depend on emotions to persuade the readers with their view in everyday life, so this is part of the culture. For British or American writers emotions are not enough to make a point, but writers have to show evidence through giving examples and facts. This is due to the differences in culture. According to the model presented by Lewis (2004), UAE is among the countries that are near to the multi-active cultures type. Figure (5) shows the cultural classification by Lewis (2004):

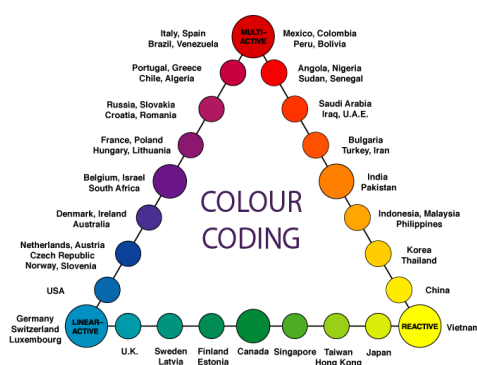


Figure 5: Cultural classification

People from the multi-active cultures are impulsive, and they talk a lot, they value emotions and feelings, and they care a lot about their relationships and families. They tend to be very emotional and care about their feelings and others' feelings. According to Lewis (2004, p.1): in business, multi-active cultured people depend on “charisma, rhetoric, manipulation and negotiated truth... they set great store by compassion and human warmth”. Figure (5) uses color coding to show the characteristics of each type of cultures. For example, the USA and the UK are near to the blue color which indicates calmness and control while Arab countries are near the red color which reflects warmth and emotions. Therefore, it is obvious that there is a direct impact of culture on language. Many studies looked at the link between language and culture, such as the study of Imai, Kanero, and Masuda, (2016, p.73) who stated:

The studies examining the effect of culture and language simultaneously indicate that language and culture-specific cognitive biases/mode of thinking can play an important role

on cognitive processes and knowledge representation independent of each other. (Imai, Kanero, and Masuda 2016, p.73)

This quote demonstrates the link between culture and language. In addition, the study by Saif (2018) examined using cultural elements from the heritage of Bangladesh and introduced those elements in EAP writing courses to grab the students' attention. The study depended on triangulation, and the researcher conducted classroom observations, interviews, and distributed surveys. The study concluded that "curriculum and material designers need to focus on learners' interests and needs while designing materials for tertiary level by adjusting with the local cultural issues for the sake of students' better learning" (Saif 2018, p.38). The findings reflect the significance and importance of the cultural element in EAP courses. Therefore, if we apply the same concept on the current study, it is evident that the cultural effect will undoubtedly extend to reach Arab students' writing.

Regarding the history of composition studies, and according to Jwa and Tardy (2016); in the U.S, composition studies have always been connected to undergraduates' writing instruction. Furthermore, composition studies have the same targets of EAP courses; therefore, they are influential in EAP. A study conducted in the American University in Cairo aimed at measuring the degree of suitability of the US-based curriculum to the lecturers and the students of composition studies (Austin 2017). The study concluded that the US-based curriculum was satisfying to different local needs of the writing faculty and students in the University. This leads to thinking about the importance of composition classes in relation to different contexts.

In general, according to Reid (1988), the composition process starts with pre-writing techniques and brainstorming then writing several drafts of the script and working on it to improve it with the help of teachers' or peers feedback. It is worth mentioning that students cannot progress in their writing or know their mistakes on their own. When they write and revise, they do not discover their mistakes. This is because they get used to their writing and they do not have a critical eye anymore to find their own mistakes or because they do not even know that they made a mistake, so there is a need for tutors' support (Snow, 2016).

Mangelsdorf (1992) stated that peer reviewing means students read each other's work to suggest improvements or draw their peers' attention to errors. This way, writing is dealt with as a communication tool to convey a certain message to the readers. Mangelsdorf's study aimed at

exploring the need for good analytical thinking, from the viewpoint of ESL writing learners who did peer reviewing. Participants in the study revealed that peer review was very useful in guiding them to improve their writing and this emphasizes the value of feedback. This does not mean that all participants benefited from their peers' feedback as some of them reported that their peers' knowledge was limited. The study suggested a systematic way of doing peer reviews to ensure students' success (Mangelsdorf 1992). Many studies also stressed the value of corrective feedback in L2 writing such as the studies of (Liu and Brown, 2015; Erlam, Ellis and Batstone, 2013) about oral feedback and the study of Yu and Lee (2015) about group peer feedback.

Ene and Upton (2014) conducted another study on the same topic which is the value of feedback in composition studies, and the focus was on the feedback done through electronic media in writing. Research is not common in this area, and electronic devices are becoming now an inseparable part of any classroom. The study aimed at identifying types of electronic feedbacks that can be utilized in class and another objective was to identify the relationship between the lecturers' academic advice and the students' level of improvement. Twelve ESL students and three Lecturers participated in a longitudinal study. In this study, the essays covering the entire semester of a writing course were analyzed. The findings of the study revealed that many comments and error identification were electronically done and that this method was even faster and more efficient and suited the students' preference for using electronic devices. Other studies, like the study of Ali (2016) and the study of Elorbany (2014) about a blended learning model in L2 writing, and the study of Wong, Chai, and Aw (2017) about social media use in L2 classes are also very useful to see previous attempts of using blended learning in composition classes.

Another study about feedback in ESL classes was done by MemariHanjani (2015). In this study the researcher targeted investigating the issues students face when they receive feedback from their teachers and their peers in writing courses. The researcher wanted to find out how to address these issues by exploring students' reaction to collaborative revision. The researcher conducted interviews for eight EFL non-native students who were enrolled in a writing course. The analysis of interviews revealed that the students liked collaboration and never referred to any issues that might have faced them during the collaborative revision. The findings reveal that changing teacher's feedback into peers' feedback should occur in stages and collaborative revision can be one of the middle stages in this process. Therefore, it is essential for the feedback process to be systematic and guided in order not to confuse the students or the learners of L2.

In addition to the role of feedback, the role of grammar in composition classes cannot be ignored. It was found that the integration between grammar, formal writing and reading classes is a must but at the same time it can be challenging to ESL Lecturers and this was presented in Padrick's (2014) thesis. The thesis suggested ways to deal with the issue of introducing grammar in the academic setting through the teaching of academic writing and reading. The thesis also suggested a framework which is based on current literature to efficiently integrate teaching grammar in composition courses (Padrick 2014).

All in all, the existing literature discussing the area of composition classes focused on various ways of instruction and highlighted the importance of teaching grammar and language mechanics in general, side by side with the value of feedback from Lecturers and peers. This is not all, as to produce a well-written script that delivers the intended message, learners need to focus on the message and the style of writing. If we look at the argumentative essay which has specific features and these will be discussed later, it is essential to use rhetorical appeals efficiently, so the message makes sense to the reader. Also, knowing that learners take a specific stand or hold a particular opinion; it is essential that they are capable of expressing themselves in order to persuade the reader to take action,

## 2.6 Rhetoric studies

Rhetoric is a critical element in composition teaching and learning. However, it does not seem to be necessarily essential in the process of teaching and learning composition for many teachers and lecturers, especially for non-native students. Lecturers and professors of writing in many institutions in the Middle East find it more important for students to know how to write, especially for those whose English language is not strong enough. Therefore, being very busy with trying to make students produce a good written script, they become very much involved with language mechanics, script format, grammar, and other aspects. The element of rhetoric for many teachers represents a kind of luxury they cannot afford especially for students who have limited L2 writing abilities. However, the researcher believes that writing a script cannot be complete without putting rhetoric into consideration. Rhetoric helps in delivering a powerful message to the reader through the rich rhetorical techniques, and this adds to the meaningfulness and the beauty of the script. Moreover, it is not only about the power of the text and the effectiveness in delivering a message, but it is also about persuading the readers with a particular type of action or proposing a side of the argument and prove it right. It is true that non-native



speakers of English might have difficulties in producing a correctly written script regarding grammar and language mechanics, but at the same time they need to have meaningful and persuasive writing, and this can be achieved through rhetoric and persuasive appeals.

Rhetoric has many types, one of which is the visual rhetoric. This concept appeared as a result of our advanced visually-based literacy. Technology depends on the visual element to attract the audience and to deliver the intended message, now the art of rhetoric is not merely dependent on written discourse but also on the visual element to produce what is called visual literature. This was implemented a long time ago in the study of Kasper (2000) where the researcher included images of rhetoric in a film during teaching academic writing within an ESL course. The study concluded that film imagery helped ESL students to deal successfully with discipline-based courses. Furthermore, more about visual rhetoric will be discussed in the multimodal composition section.

Another type of rhetoric is contrastive rhetoric, which focuses on the effect of the learners' first language on their writing in L2. In that respect, Ting (2017) conducted a study on discourse transfer between Chinese and English under the contrastive rhetoric framework, and the research quoted many aspects of discourse transfer. The study described important pedagogical implications that should be taken into consideration when teaching composition.

Another study was conducted by Zhou (2016) to investigate contrastive rhetoric in writing classes as a pedagogical method. The researcher conducted the experiment on two classes, one of them received contrastive rhetoric comparisons instruction, and the other did not. The study concluded that this method contributed a lot to students' development and awareness. The study revealed that students became aware of the differences between writing in their L1 and writing in English.

Moreover, in an attempt to use contrastive rhetoric as an analysis tool to compare authentic British essay writing and Iranian essay writing, Monfared and Safarzadeh (2015) used the genre analysis method to find the differences in rhetoric in business letters and to compare British speakers and Iranian non-native English speakers' writing. The researchers also conducted interviews with ten British and Iranian participants. The study revealed several differences in the way Iranian write their business letter as there was more stress on rapport building strategies.

The differences revealed in the study might arise from the fact that English produced by L2 learners must have different characteristics, and this is due to the first language impact on culture and style. The conclusion is that contrastive rhetoric is essential to understand the root of differences and the effect of culture on people's writing.

Furthermore, according to Connor (2013), the term contrastive rhetoric should be changed to intercultural rhetoric given the nature of the complexity of our time and the mixture of cultures. Intercultural rhetoric is defined by Connor & Traversa (2014) as cited in (Connor, 2011, p.1): "the study of written discourse between and among individuals with different cultural backgrounds." The focus of this type of rhetoric is on the cultural aspect in relation to the written discourse. This represents a significant element for this thesis as the researcher is aiming to find the differences between L1 and L2 students' essays as culture plays an essential role. McIntosh, Connor, and Gokpinar-Shelton (2017) mentioned that intercultural rhetoric could bring many benefits to EAP and ESP writing. The focus of their study was on cultural rhetoric as they argued that writing is affected by both language and culture. They aimed at introducing English as lingua franca and trans-lingualism to EAP/ESP to benefit from intercultural rhetoric in the current changing world where writing audience because linguistically and culturally diverse and different.

Another study conducted about contrastive rhetoric which has much relevance to the topic of this thesis is the study of Khartite and Zerhouni (2018) who focused on Kaplan's (1966) hypothesis of contrastive rhetoric which assumes most problems that occur in EFL writing are a product of negative transfer from L1. The researchers compared the argumentative essays by Arab learners from Morocco who study EFL to have evidence on the contrastive rhetoric theory. The researchers compared some EFL essays to their equivalents in Arabic to see if the composition language has an impact on the writing quality or not. The study assumed that if Kaplan's theory was correct, then the Arab EFL writers will produce lower quality essays. The findings revealed that there were more similar features in the essays than the different ones and this meant it was not proven that negative transfer was the main reason for lower quality essays.

Another aspect of rhetoric studies is rhetorical appeals. These are described by Aristotle as mentioned in the previous chapter. However, there are very few studies on rhetorical appeals and their relation to composition in the literature. For example, there is the study of Ting (2018) in

which a lecturer in a Malaysian university asked students in the class to write a script to persuade their teacher to let them leave early. In this attempt, the researcher wanted to know what the most used rhetorical appeal in their writing is and whether they will be *Pathos*, *Logos*, *Ethos* or a combination of one or two types. The findings revealed that students used only one type of appeal in their writing and that *Pathos* or emotional appeals were the top used strategy to persuade their teacher. In the second stage, they used *Logos* which is the appeal to logic, and they never used *Ethos* which depends on credibility. The study also investigated the use of personal pronouns in students' writing. When they used *Logos* or appeal to logic, they always used personal pronouns. They justified their request by mentioning their heavy workload and other duties they should do. However, when they used *Pathos* which is the appeal to emotions, they used second person pronouns. The study stressed the importance of teaching rhetorical appeals so students can use them more effectively.

## 2.7 L1 and L2 learners' writing productions

Knowing that the relationship between L1 and L2 can be significantly important whether there are similarities or differences between both languages, studying these similarities and differences has been a very interesting topic for researchers. Through understanding the influence of L1 on writing L2, researchers can inform the practice of teaching and learning on how to utilize this knowledge in improving their practice in the classroom.

Previous work focused on the quality of essay writing for students whose L1 is not English. For example, the study of Ferris (1994) that focused on comparing native and non-native students' argumentative essays in terms of rhetorical strategies. The study concluded that there are clear differences in students' writing. An example of this difference is that native students wrote longer essays and that they were more capable of producing the components of persuasive writing. Those differences had implications for teaching and learning; one of these implications is the fact that non-native students might benefit from specific instruction regarding the use of persuasive techniques. Although this study is not a recent one; it is very similar to my research; therefore, it was important to include it in this section. Based on the findings of this study, students should be taught how to make a valid claim, how to use data to support their claim, how to use the warrant to link the data to the claim, and how to introduce/respond to the counter-argument.

Another study by Khodabandeh, et al. (2013) focused on a comparison between the argumentative essays for two random groups who had similar TOEFL scores. The students in both groups were Persians, so Persian was their L1 while English was their L2. The study aimed at highlighting the differences in the rhetorical structure in students' writing in both their L1 and L2. The study included treatment by dividing the groups into two groups, one received formal instruction (treatment) and the other received no instruction, but both groups were given models to follow. The researchers conducted pre-tests and post-tests to examine the effect of instruction on students' writing quality. The results indicated that instruction served in improving students' writing quality. However, the study did not include the nature of this instruction and details about which would be very beneficial to researchers to model in their studies.

On the other hand, there is the study of Hirose (2003) where the researcher looked at the organizational patterns in the argumentative writing of Japanese EFL students and tried to find the relationship between both languages demonstrated in students' writing. The study examined three aspects: organizational patterns, organization score, and overall quality. The study concluded that students employed deductive patterns in both L1 and L2 (and this is a significant effect of L1 on students' L2 writing). Another important finding was that despite the existence of similarities between the organizational patterns in both languages; the correlation was not significant regarding the organization score. The last finding was that there is a significant difference in L2 composition total and organization scores from L1 totals and scores. This study had limitations though because of the small sample size which leads to issues in generalizability. However, the study had a significant implication for teaching and learning, and this implication was that organizational patterns did not really affect the quality of writing. In other words, even if the students mastered the organizational pattern and used it accurately, this does not necessarily lead to better writing quality.

In another attempt to study the differences between L1 and L2 student writers, Eckstein and Ferris (2018) conducted a mixed method study aiming at identifying language error, lexical and syntactic complexity for two groups of students (native students of English and non-native students) who joined the same mainstream composition course. The researchers analyzed sample argumentative essays (but here the focus was on the linguistic aspect) and conducted both a survey to explore students' views and in-depth interviews. The study concluded that there are

differences between L1 writers and L2 writers as the first group demonstrated awareness of certain language needs. The two groups were different in terms of the diversity of lexis, and linguistic accuracy and the study recommended that L1 students' writers should be taught on how to self-edit and self-correct errors in addition to drawing their attention to the importance of lexical diversity.

In addition, several studies were conducted on Chinese ESL students. A relevant study which discussed argumentative essays was the study of Lee and Deakin (2016) about interactional meta-discourse. In this study, students' essays of two different score categories (As and Bs) and from L1 and L2 scripts were compared based on the model of Hyland's (2005a) for interactional meta-discourse. The focus of the analysis was on hedging devices, boosters, and attitude markers. The study concluded that L2 writers used more hedging devices than their L1 peers while there was no significant difference between L1 and L2 writers in terms of boosters and attitude markers. The study confirmed that there is a strong link between the use of interactional meta-discourse and effective persuasion for L2 writers. The findings of all the studies mentioned above have important pedagogical implications and can be used to enhance composition instruction and students' writing quality given the very different nature of bilingual students whose first language is not English.

Staples and Reppen (2016) mentioned in their study that the literature lacked systematic studies about students L2 writing within the context of their classes. Therefore, the researchers decided to examine the students' writing in the first year for three groups of students who have different L1s. The L1s targeted in this study were English, Chinese and Arabic. The essay type under investigation was the argumentative type. The approach used in this study focused on grammar and lexis to describe students' use of diction and grammatical patterns and to study the relationship between these patterns and the argumentative element. They examined approximately 40 essays for each group and depended on eight measuring criteria. The findings revealed that students from the three different L1s shared common grammatical and lexis features in their writing. However, they demonstrated differences in terms of argumentation techniques. The study showed that there is a significant impact on writing by the genre type chosen and recommended when employing the same approach in L2 writing instruction.

## 2.8 Teaching writing in EAP

EAP courses focus on the four skills reading, writing, listening and speaking. The focus of the context of this thesis is academic writing. Writing is essential to EAP as students are always required to write an academic script with different genres in this skill of learning English. The genres are not limited to writing an essay, but they also go beyond that to cover research articles, research proposals, reports, and other genres. Usually, students learn to write using a formal tone and formal vocabulary, and they are always advised to refrain from using slang or personal language. Besides, they are always required to differentiate between the language of speaking and the language of writing.

Lecturers and professors use different strategies and techniques to teach writing within the EAP context. One of these strategies is feedback. Feedback can take a variety of forms such as written feedback, audio feedback, face to face feedback, screencasts, and feedback through the LMS. According to many studies (e.g. Hyland, 2015), feedback is a valuable tool to enhance students' learning and to help in improving their writing. In Hyland's study, both faculty and students perceived feedback as an inseparable part in the process of learning how to write. However, some students reported that feedback might give them negative messages about their learning. Another finding of the study was that faculty want to see their students writing in disciplinary approved ways, but their feedback did not support that. Therefore, based on the above-mentioned study, it is essential for faculty to give the correct type of feedback, give details and focus on being positive when giving their feedback. In addition, lecturers should not represent the high authority in the classroom, but there should be collaboration in working on the errors or improvements. They should start in a positive, encouraging way, mention the positive sides first, then comment on the errors or areas that need improvements.

Furthermore, a good model is presented in the study of Unlu (2015). In this study, the findings reveal that the nature of feedback interactions in classrooms are very complex. However, the most observed pattern among teachers and students in the feedback process was the collaborative pattern which means that the process takes place according to multi-directional relationships between students and teachers. This means that teachers are not acting as the "all knowing" or the single authority in the classroom. Teachers also did not try to impose their way of writing on students.

Another strategy used by professors and lecturers in teaching writing within the EAP context is modelling or use of models. In this strategy, teachers start by building blocks of knowledge and this can start by giving students a model to follow. Through this model, students start to identify the format and then along with the teacher they go more in-depth in exploring the text through looking at different aspects. According to the study of Wette (2014); modelling does not occur only in the form of giving proper texts and asking the students to follow a good practice, but teachers can also offer defective texts and ask the students to locate the errors or the problems. Another way found by Wette (2014) is to model the cognitive process in constructing a text.

In the process of editing and revising writing, instructors can provide instruction that helps students deal with the common problems they encounter and at the same time add to their knowledge with new concepts. Instructors can pause when they see a common problem in their students' writing and provide a small lesson or overview to address the issue. In addition, the instructor can ask students to correct each other's drafts and to spot errors. By using such strategies, students can also benefit from understanding the importance and relevance of specific skills when they write. Grammar correction or instruction can always come in later stages after students draft their essays and start the revision process, instructors at that time can help their students to be aware of how grammar can contribute to the improvement of their writing. This can be done through several strategies. One of the useful strategies is to ask students to write parts of their script aloud to their colleagues and listen to their feedback. This strategy enables students to discover structural problems or wrong sentence starters.

Another example can be the use of passive versus active voice. In reading students' work aloud, students can point at common words that are used in passive voice structures such as "been." Students can discuss which voice is more appropriate to the nature of the written script. Other strategies can be employed for proofreading, one student in the group can be responsible for grammatical errors, spelling errors, and other language errors. This way it becomes easier for students to spot the errors and decide on the best way to fix them. As time goes, students develop stronger abilities in proofreading, become able to improve their skills and realize the importance of grammar.

In general, it seems that teachers have different views regarding teaching grammar, so they do not commit to one fixed way of introducing or dealing with grammar as per Henderson, et al.

(2018) study on argumentative essays. In their study, Henderson, et al. (2018) claimed that although school teachers were given professional development courses and sessions on writing instruction; the school did not observe a difference in students' performance when it came to their written assignments. The school leadership concluded that to use the resources they already have efficiently, there must be a link between students' learning outcomes and professional development delivered for writing instruction and that was the target of their study. The researchers collected data from three sources to find out about the professional development needs for teachers who are responsible for writing. The study found out that there are many differences in the viewpoints of teachers regarding their own beliefs and their way of instruction in writing classes' especially in teaching grammar and in the way feedback is given. These differences lead to different ways of instruction and the lack of awareness of the best practices in this type of classes. The study concluded with describing a specific professional development program that should be helpful to improve writing instruction in schools. However, this particular study focused on the schools' context and on secondary students, which may lead to not being able to generalize the results in the Higher education context. However, on another thought, secondary schools send their students to colleges and universities, and it might be helpful to start from this stage or even previous stages to account for the reasons behind students' views of grammar or the way teachers handle grammar in writing classes.

## 2.9 Effective teaching and learning in composition

For argumentative scripts, both modelling and instruction have been proven to be effective teaching methods according to Crowhurst (1991). That is something to consider when teaching writing; it is not only about the mechanics, but it is also about cultural thought patterns in language (McCall, 2016). This case, of course, applies in many ways such as transliterating Arabic figures of speech into their equivalent except where there is no such equivalent in the target language.

In addition, the value of corrective feedback cannot be ignored. Several studies were conducted to test the value of feedback and its effect on students' writing. For example, the study of Kang and Han (2015) who studied the efficacy of corrective written feedback on improving L2 writing accuracy, and the study of McMartin-Miller (2014) where the researcher wanted to know how much feedback should be enough through exploring students' attitudes towards error treatment.



In addition to the lecturers' feedback, several studies were also conducted on peers' feedback, such as the study of Noroozi, Biemans, and Mulder (2016) who examined the effect of peers' feedback on the writing quality of argumentative essays and proved that it has a major impact on students' essays. All of these studies give insights into the world of teaching and learning composition and the root of students' errors.

There are several approaches for teaching writing which are historically and traditionally used in the English classroom. These approaches include but are not limited to the product approach, the process approach, and the genre-based approach. While each approach has its strength and weaknesses, most of them are still used in English classrooms till the current date.

In the product approach, the students are given a model script which is studied and analyzed then students are required or write a similar script. This approach focuses on the mechanics of the language and teachers become satisfied when students produce error-free scripts. The product approach follows specific steps: first, students familiarize themselves with the given script, then write in a controlled environment until they master the required skills. The next step is to move to free writing which is the last step to lead to the final product, where they are able to utilize what they have learned to produce the required script (Canagarajah 1999).

On the other hand, there is the process approach for writing. In this approach, the focus is on the process itself not on the final product. Raimes (1998) in her book "*Exploring through writing: A process approach to ESL composition*" introduced several step by step activities to help the readers follow the steps to produce a proper ESL composition text. Her book was brilliant because it focused on the processes involved in writing scripts starting with the cognitive process and all the way to language formalities and mechanics. She wanted to prove to the readers that composition is not only about the final text, but it is actually about the steps leading to the final script with the all the steps involved in the journey where the learners add a lot to their existing knowledge. Students learn several skills and techniques such as pre-writing techniques, brainstorming, editing, drafting, and revising.

Furthermore, there is also the genre-based approach which is described by (Kalantzis & Cope 2014). This approach depends on examples of certain genres that are given to students with some general guiding principles so they can produce meaningful scripts. Each of the genres described

includes specific features in terms of structure, use of diction, and other aspects. Through the introduction to each genre, students gain experience in the different types of texts and understand the characteristics of each type.

In their study, Elashri and Ibrahim (2013) concluded that the most modern approach to writing is actually to combine both the genre-based approach and the process approach to enable the student to benefit from both approaches, and they also mentioned that it depends on the vision of the educator to find the best approach that suits the learners in his/her class.

A useful study by Zhang and Litman (2016) proposed two approaches for identifying the argumentative structure of students' essays and these two approaches depended on using the contextual information and changing the identification issue into a sequence of consecutive tasks. To test these two approaches, the researchers examined a corpus of students' essays and demonstrated how to use them to predict the argumentation revision rationale.

Another important aspect of teaching writing is through depending or starting with reading. Through reading, students understand how authentic texts are written and structured, and they get insights into writing a proper script. Therefore, it was always important to work on reading with students in order to improve writing. Unfortunately, this practice which focuses on developing cognitive processes was always ignored in writing classes, and we always find general reading courses which do not feed into writing classes. To show the reading activities' role in teaching argumentative essays, Brooke (2015) conducted a study where he focused on analyzing persuasive appeals and argument mapping in a text to enhance writing essays. Brooke (2015) mentioned that academic argumentative essays always start by presenting a subject and attempt to persuade the reader through Aristotle's rhetorical appeals, then rebut the opposite point of view. The rationale was to ask students to convert these text features into a visual representation so that they can identify methods, patterns, and logic of writing. They can also assess and evaluate the rhetorical appeals and apply the successful strategies in their writing using *Pathos, Ethos, and Logos*. The researcher demonstrated the finding of his research by presenting samples of students' work after employing this method in the classroom and pointed out its importance.

Another study was conducted by Ramos (2015) with the aim of revealing the importance of reading in the process of L2 writing. The study proposed an intervention using the genre reading approach in a public high school to teach L2 writing with a specific focus on academic essay writing and the genre was persuasion. The findings of the study showed an increase in students' grades in the post-test after the intervention took place and the pedagogical implications refer to the successfulness and importance of this way of teaching L2 argumentative essay writing.

## 2.10 Teaching writing with technology

As the integration of technology into teaching writing and composition classes is inevitable due to the rapid changes in the educational environments, the focus of researchers is to describe principles and guidelines to deal with technology in the educational field to get the best practices and to avoid any disadvantages that might occur (Goldin & Katz, 2018). For many people, technology in education is a double-edged weapon, but no one can deny its importance and impact of teaching and learning in many fields (Chromey, et al., 2016). Teaching writing will always require human intervention to transfer knowledge, correct errors and work on the semantic level, but also technology can help a lot. Currently, writing help depends mainly on the teacher, especially for guidance and feedback. However, there are many steps in the writing process that can be dependent only on technology. For example, students can watch videos explaining the different genres of writing. They can use platforms like Grammarly and Microsoft word to check for grammar errors and spelling mistakes. They can also use the World Wide Web to communicate with their peers around the globe and read authentic texts to improve their writing style. With the huge opportunities offered by the internet; students can have access to any information they want at any time and get it instantly or after a brief search (Lou & Liu, 2017). Therefore, a lot can be done outside the classroom with technology to improve writing. If we look at the classroom, we find that students communicate with each other and learn from each other during class activities through the LMS (Learning management system) used. They can also communicate with their teacher, showcase their work and improve their scripts. Lecturers can also introduce many technological tools that can help students achieve their learning goals. This type of communication and the ongoing conversation also extends beyond the class hours which leads to ongoing learning (Davies, et al. 2017).

Another aspect that cannot be ignored is the appeal of technology and its tools to the young generations. With the introduction with smartphones and mobile learning, students spend a large part of their day using their devices. Students find technology very appealing which creates more chances for learning.

The study of Hardison (2018) sheds light on the world of technology and the importance of integrating technology into the process of teaching writing. The study is about how to come up with a working philosophy of technology when teaching composition and rhetoric classes. The purpose was to examine different topics such as multimodal composition, rhetoric, and language in addition to social factors of learning to provide some guidelines and principles to proceed with integrating technology into teaching, and to lead to an understanding of new changes that occur due to the introduction of technology in many aspects in our lives. The study also highlighted that the role of the instructor should continue to decentralize and change from the only authority in the classroom to act as a facilitator to assist in learning with technology. The study introduced a model that is currently being used by many UAE institutions because policymakers understand the value of technology in teaching and learning.

There are different methods found in the literature for teaching writing to undergraduates. One of these methods is the corpus-aided approach. The rationale behind this approach is to expose the students to authentic texts written by native speakers, so they understand the nature of authentic texts written by native speakers and hopefully model these texts to avoid mistakes and improve their style. Poole (2016) described a corpus-aided approach for L2 writers whose second language is English. In his study, international students were asked to read and analyze texts written by local groups. The corpus aided approach proved to be effective in improving students' writing, and the study described related activities and students' attitudes towards the described approach.

Technology can also play an essential role in the different stages of writing. For example, the revision and editing stage can be done in automated ways using technology. Roscoe (2016) states that revision is essential in the process of L2 writing and therefore, his study was conducted on automated revision systems that are meant to give student writers feedback to explore their feasibility and their efficiency in providing feedback. The study concluded by discussing links between students' revising methods and essays' language features. A similar study was

conducted on a related issue, which is the issue of automated evaluation software. Wilson and Cziki (2016) state that in the US nowadays, there is a trend on depending on automated essay evaluations systems to help in writing classes. The purpose of such systems is to help teachers in giving detailed feedback to their students in a shorter time. The study was conducted to explore whether these systems fulfill their purpose or not. The sample was comprised of two groups of students in eight classes. The first four classes were given feedback on their work through feedback from their teacher and the automated evaluation system. The other four classes were given feedback through their teacher only. The results of the study indicated that students were given more feedback on higher-level writing skills in the first group. Teachers who participated in the study confirmed that the automated evaluation system saved their time in providing feedback and that led to enhanced feedback. Another finding of the study was that students who received the combined feedback were more persistent, but the last finding which was interesting that students' essays writing quality was almost the same which suggest that the burden can be eased on teachers, but there is not much difference in using such systems on the students' essay writing quality.

Another study was conducted by Feng, et al. (2016) about automated grammar, and it focused on a program to detect grammatical errors in students' writing. The program under investigation was CyWrite which was built upon the theories of second language acquisition and aimed at developing students' skills in writing as autonomous learners. The researchers were interested in two aspects: the first one was how to develop the program pedagogically and the second one was to test the performance of the program analyzer aspect. The researchers ran the program on a corpus of 120 essays for ESL undergraduates to check certain writing qualities and the ability of the program was tested against other commercially available programs. The findings reveal that the program's performance is high with room for more improvements. As a teacher/researcher in the field of education, I predict very fruitful future for such learning programs that promote autonomous learning, and I also stress the importance of their role in writing classes.

## 2.11 Multimodal composition

The multimodal composition is a new model of composition that is based on technology. In this type of composition, the writers do not only depend on the written words to write their scripts,

but they also seek to persuade the reader with the validity of their claim using visual rhetoric and technology to strengthen their claim. For example, students include pictures, videos, and other resources to show their case and persuade the audience with their argument or lead them to take a specific course of action. According to Albrecht-Crane (2015), composing texts with graphic elements is more effective than composing regular texts. Therefore, Albrecht-Crane represented her first of the kind composition and rhetoric book in the form of a comic book. The study of Hardison (2018) that was mentioned in the previous section looked at multimodality as one aspect of integrating technology into written scripts and proved that multimodality is now an inseparable part from the process of teaching and learning composition and rhetoric.

According to Gordon (2017), multimodal texts have more than one way to deliver the intended message. The researcher claimed that there is not enough research on the history of multimodality and how students used to write multimodal texts. Therefore, the researcher pointed out that his study is significant as it covered this gap in the literature. Gordon (2017) designed a two-part project to explore the students' approaches to multimodal writing through referring to the methods used by ancient Greek and Roman rhetoric teachers and to analyze the mental and physical images in previous composition practices along with the current practices for the current students. In the first part of the project, the researcher reimagined the history of this type of composition through pedagogies employed by ancient rhetoric teachers. In the second part of the project, the researcher presented a case study where he investigated the current practices of modern students. The findings of the project revealed that composition teachers should be aware of the history of multimodal composition pedagogies employed by ancient rhetoric teachers and their practices to ease the burden on the current composition teachers and to make them more confident when they teach multimodal composition classes.

Multimodal composition courses are vital in many ways. One of the key aspects of such courses is that they help and encourage students to have a "voice." According to Hafner (2015), there is an increasing trend in the TESOL field to practice multimodal composition and use digital media to deliver their intended message. There are many advantages of using the internet and the digital resources to create multimodal texts. Students can express their point of view through texts, images, websites, videos, and others. However, there are also many disadvantages of using the internet or the digital resources to create such types of texts. Students find it easy to cut and paste

or use existing resources in their work. Besides, in multimodal composition, the focus is not only on writing but also on how to utilize the digital resources to reach a bigger audience through the internet. One downfall of this method is the students' tendency to depend on previous creative work and mix the work of others to come up with their unoriginal text. The problem is whether this mixing reveals the students' voice or the voice of the original creators of the creative work. The article shed light on these topics through examining the multimodal texts produced by students in an English for science course in a Hong Kong university. The analysis led to laying the foundation for a theoretical model describing the remix process, and the research claimed that this theoretical model can be applied in teaching and evaluating this type of courses. To make a connection between multimodal composition and the language of persuasion, Zammit, Chatterjee and Gibbs (2016) asked students to analyze different types of persuasive texts. The researchers introduced the topic by pointing out the variety of multimodal texts we as the audience are introduced to, and encounter every day in our daily life. They claimed that persuasion attempts are always there through a variety of channels in our daily life. Each advertisement, commercial or even documentary might be trying to persuade us with certain views or to make specific actions. With the understanding of the importance of the language of persuasion and the other factors used along with it like images, colors, music and so on. The researchers decided to study this kind of language and the extent of its efficiency to deliver the intended message. The focus of this study was on the language of persuasion, the tone, the mode and the images used in multiple printed texts from different genres. Students were asked to study and analyze a selection of different types of texts such as advertisements, printed sources or scripts for T.V commercials. The purpose is to look for ways to persuade the reader or the viewers and to evaluate the effectiveness of the message delivery and whether this mode of persuasion through multimodality led the audience to take action or adopt a certain point of view. The importance of this study derives from the fact that its target is to enable students to critique such advertisements in terms of multiple categories and decide the level of their effectiveness for specific readers or viewers.

Although many would think that it is easy for an experienced teacher to deliver multimodal composition courses; the task might not be easy as it seems to be. According to previous research, it is essential to train teachers on teaching multimodal composition. Bourelle and Hewett (2017) stressed the importance of having practical strategies to train teachers on how to

teach multimodal composition courses. The study states that the teacher trainers should cover four skill sets including how to create assignments for this type of courses, using technology and incorporating technology classes into the course design and adapt reflections to demonstrate the students' progress. It is assumed that teachers benefit from this type of training and they should be able to guide their students to navigate through the course and complete its requirements successfully. The study introduces an online training program on the basis of what is mentioned above which should be useful for online courses and face to face courses. Another study by Flynn & Lewis (2015) showcased the training given on English teaching methodology for teachers in a university setting. The study also confirmed the importance of teacher training so they can deal efficiently with students in multimodal composition courses.

On the other hand, because multimodal composition has become very popular, and now it is taught in a variety of higher education institutions, and because the focus on technology increases every day, DePalma and Alexander (2015) conducted a study to see whether the goals of multimodal composition courses were achieved or not, and to find new ways to improve writing instruction in such courses. The study focused on the multimodal composition product of a group of undergraduate and graduate writers and the instruments used were focus groups and interviews. The finding revealed that students used their background knowledge of printed composition tasks to compose multimodal texts. However, the findings also revealed that students faced several challenges when trying to use their knowledge to address unfamiliar tasks in composing multimodal texts, one difficulty was how to deliver and negotiate the multiple semiotic resources to make meaning or do deliver the intended meaning offered by this type of composition. The study presented conceptual frameworks to face this challenge, and it also offered a valid platform for teachers to support their future students in composing multimodal scripts successfully.

Finally, multimodal composition training for in-service teachers has now become essential to their practice. The study by Grisham and Smetana (2014) also highlighted the importance of learning how to utilize and use technology in the classroom, especially for in-service teachers in multimodal composition classes. The study was conducted by teachers in the education department, and it gave examples on methods of teachers' education that can be used to deliver technology-rich classes. The researchers collected data from their students in real classrooms,



and the findings of the study revealed that although students felt stressed because of the different assignments they had; they were eventually motivated and used a wide range of educational tools in proper alignment with the course learning outcomes. The pedagogical implications were summarized in the fact that in-service teachers should be trained and equipped to utilize technology with their future students in multimodal composition classes.

## 2.12 The argumentative essay versus the persuasive essay

The persuasive essay is a special type of essays where the writer tries to persuade the readers with a certain viewpoint (Stapleton and Wu 2015). The writer usually takes a stand, or a position in the argument then tries his/her best to provide the most reliable evidence to support his/her argument and critique the claims of others. In doing so, the writers usually resort to persuasive appeals to prove their point of view (Clark, 2010). The purpose of the persuasive essay is usually to present a controversial topic, prove its validity and rebut objections. The final stage of the persuasion process is to invite people to endorse the same point of view and/or take action. The persuasive essay is different from the argumentative essay although in both cases the writer has a point to prove (Guillain, 2015). However, in argumentative writing, the writer mainly tries to showcase his/her point of view and provide evidence on its validity (Ananda, Arsyad and Dharmayana 2018). For example, the writer might try to prove that this action is better than the other, but he/she will not require a particular act, or move from the readers. However, in the persuasive essay, the writer usually attempts to lead the readers to move and do a specific action. For example, a writer might describe a particular situation and show how it should stop and that the whole society should work together to stop this phenomenon (Frederick, 2012). There are a variety of methods for the writers in this case to persuade their readers. They can appeal to emotions (Pathos), so the readers sympathize and act according to that, or he/she can try to persuade the readers through appealing to logic and facts (Logos) to give evidence on the validity of his or her argument. The last type of appeal is the appeal to the authors' credibility (Ethos). By appealing to the similarities with the audience or showing deference or respect for the rights or the feelings of the target, the readers should be affected and start to act. According to Duke (1990, p.140) "The pathos appeal is very similar to the ethos appeal in the manner in which it complements the rational appeal."

Many studies focused on the persuasive essay such as the study of Stapleton and Wu (2015). In this study, the researchers attempted to evaluate the quality of arguments in students' persuasive essays with a specific focus on the relation between substance and surface structure. The study aimed to go beyond studying the generic features of a persuasive essay as more emphasis was put on the quality of the argument reasoning. This study is very relevant to the topic of the thesis because it has the same focus which is evaluating the persuasiveness of students' essays. However, the study had major limitations such as the fact doctoral students who assessed the essays had to assess the quality of reason based on "stand-alone support," but when it came to rebuttals and counterarguments, their assessment might not directly refer to the argument strength. Another limitation is that the assessors had to separate both structure and substance, and then reduce the substance of each argument; therefore, all the context and the discourse of the writer were removed, and this might have eliminated what is called the "writer's presence." The researcher of the current study had to learn from the limitations of the above-mentioned study and focus on Toulmin's model with its revised version.

As mentioned in the previous chapter, the terms persuasive and argumentative are used interchangeably in the literature. According to Graham (2018), both types of essays (argumentative and persuasive) focused on persuasive writing, but the only identified difference between both types is the fact that persuasive essays focus on driving the reader to take action, use emotions and seek to change the readers' opinion, while argumentative essays focus on remaining objective and presenting both sides of the argument and persuading the reader with the author's viewpoint. Many research studies were conducted on the argumentative essays, as it is the most famous type used in the IELTS test. A recent study by Ananda, Arsyad, and Dharmayana (2018) which looked at the rhetorical features of IELTS-type essays concluded that certain elements should be taken into consideration to determine the students' essays quality. These elements included the argument and the argument structure. The study concluded that to describe the quality of the IELTS essays' organization, these elements are essential. The study also highlighted the importance of the essay organization to deliver the intended message. However, a limitation for this study was that it looked at the structure only and neglected the meaning aspect. The researcher could have benefited from looking at the type of evidence used to deliver the message.

In another study conducted to obtain a doctoral degree, Jo (2016) studied the quality of adolescents' essays as he noticed that most research on essays was conducted on university students. He aimed at analyzing essays for adolescents who came from three different cultures: Russia, China and USA. Two raters assessed the essays, and the findings revealed that linguistic elements were the most important elements to increase the essays' quality, while other aspects such the rhetorical questions, examples used and appeals did not contribute to a difference in quality. An interesting finding of this study which was also related to the topic of the current thesis was that the researcher was able to identify particular discourse patterns for each culture, which leads to reinforcing the assumption of the researcher of the current thesis about the impact of culture on the writing quality of students' essays.

### 2.13 Writing centers

Writing centers play essential roles in undergraduates' writing skills and development. Through writing centers, the efforts in classroom learning and outside learning are combined for more students' writing improvements. Whether students get feedback on their work through peer tutoring or college or university tutors, they get more exposure to writing, they broaden their horizons and improve the quality of their writing. Writing centers also give the learners the opportunity to ask questions that are within and outside the scope of their writing work (Harrington et al. 2017). Writing centers initially started in western communities, and the idea was adopted later in Arab communities according to Elsheikh and Mascaro (2018) who wrote a critical analysis on writing centers in UAE. Writing centers in UAE are starting now to be common in almost all higher education institutions due to their importance, and the researchers mentioned that many practices are adopted from western universities.

However, most of the time, students are not fully aware of the function of a writing center or how to use it effectively. Students assume that it is the function of a writing center to edit their assignments. These are some of the findings of a study conducted in UAE by Al Murshidi and Al Abd (2014) in UAEU writing center. The researcher surveyed students who come to the writing center and conducted one in-depth interview with the writing center's supervisor. The aim of the study was to examine the effectiveness, and the impact of the writing center in its current role as the researchers understood and believed in a writing centers' important role for second language learning especially in higher education institutions. The writing center in the current study

proposed several services to aid in students' academic writing development. The findings of the study reflected that most students are not using the writing centers services effectively and some percentage of students did not have the motive to visits the writing center but they were encouraged by their teachers. Most of the surveyed students reported that they believe that the function of the writing center was to fix and edit their assignments. The study concluded by stressing the importance of raising students' awareness of the function and the role of the writing center in UAE University and proposed some strategies to raise students' awareness. This study, in particular, is relevant to the topic of the current thesis as it was conducted in the same context which is UAE and in another higher education institution, and this leads to important pedagogical implications on the usefulness of writing centers in improving students' academic writing with specific focus on the argumentative essay which is the topic under examination for the current study.

The next study also sheds light on the importance of writing centers as they play a vital role in L2 language development for Arabic speakers. Tiruchittampalam, et al. (2018) conducted a study in the Gulf region to measure the impact of a university's writing center on the students' academic writing. This study is also relevant to the current study because it is in the same region. The study focused on the idea that writing centers originally started in western universities and in western contexts where the L1 is English. Therefore, the researcher was interested to know whether the same academic support can be provided in contexts where the L1 is Arabic. The students in this study were undergraduates in their first foundation year in a higher education institution in the Gulf. The study wanted to examine the effect of the writing center consultation on their level of wiring in academic essays. The researchers divided students into two groups, one received tutoring from the writing center, and one did not. Using quantitative analysis, the researcher discovered that students in the first group who received tuition in the writing center scored significantly higher in the same type of essays for the holistic scores, the task fulfillment, and essay structure. Another important finding revealed the importance of writing centers in English medium instruction institutions even if their L1 is not English. The researcher concluded by mentioning that such type of studies is limited in literature and that more studies should be conducted in the same field. However, in the meantime, the study supports the initiation of writing centers in higher education institutions.

On the other hand, Arab L2 English learners usually face many difficulties in writing and sometimes they are even intimidated by the idea of writing itself. This is not limited to studying in the Gulf area only, but it was found that students who belong to the Gulf area and whose L1 is Arabic also face challenges and difficulties when they travel to study abroad. Al Murshidi (2014) examined the difficulties faced by Emirati and Saudi students who studied in a US university; the researcher investigated the problems and the challenges in writing for the students through a sample of 219 surveys. The results indicated that a very small percentage of students felt comfortable when they wrote their assignments. In addition, results from the interviews reflected discrepancies between Saudi and Emirati learners as some of them reported that writing was a challenging job while others reported that it was an easy task. The main detail given about the process was mainly focused on grammar and word choice. Based on the findings of the study, the researchers suggested that more visiting hours to the writing center should be available for students to improve their academic writing skills and the researchers also suggested that Arab students need more course work in academic writing and need to cover more genres to be able to write later in their chosen disciplines.

This idea leads to another important aspect of WCs (writing centers) and how they can contribute to students' success in other courses related to their major. Weissbach and Pflueger (2014) stated that for engineers it is essential to have strong writing skills because these are essential in their career development, but they also stated that unfortunately this is not the case and students are not able to acquire these important skills. The researchers worked on developing a process to train non-technical tutors to be able to give useful feedback for engineering students. This process was supposed to help engineering students to improve their writing skills for assignments in their disciplines. The researchers also proposed a partnership between first-year composition instructors to work with the engineering department to enhance knowledge transfer. The study has significant pedagogical implications on the partnership between different departments in the higher education institutions to benefit the students' development, and it can be replicated in the Gulf context. The study is relevant to the current thesis because it revolves around the importance of written assignments and their contribution to the different disciplines.

Moreover, the current literature review referred to the importance of reading in L2 writing, and here in this section about writing centers, the connection between reading and writing is also

confirmed through the study of Carillo (2017). In this study, the researcher tried to highlight the fact that although educators are aware of the importance of reading skills in learning how to write; writing centers' studies were slow in doing this practice. Most written assignments will require responding to a reading text or using specific texts as resources or references for their assignments — the study aimed at highlighting the importance of reading and how to utilize reading in WCs.

Furthermore, with the increase of multimodal composition courses in the field of higher education, bringing such written assignments to writing centers is still not very common. The study about multimodality and writing centers by Grouling & McKinney (2016) is considered the first of its kind to discuss the impact of writing centers on multimodal composition assignments. The researchers stated that they observed that very few students brought multimodal texts into the university writing center. The researchers announced that they offer support for this type of composition courses, but the findings of the study revealed that very few students knew the meaning of the term multimodal, and also very few presented their assignments which focused on a maximum of two modes only. The researchers recommended collaboration between composition instructors and the writing center to support this type of written assignments across the campus.

To sum up, writing centers are very important as they provide academic support for L2 writers in academic settings. Special attention should be given to advertising and explaining the function and the impact of writing centers on the students' development.

#### 2.14 Students centered approaches to teaching writing

Since student-centered approaches are considered a paradigm shift in the education world, a successful teacher nowadays is the one who employs student-centered instructional strategies in the classroom. Described and analyzed by Vygotsky (Daniels 2016) and Piaget (Van Hoorn, et al. 2014), the student-centered approach is known for its benefits in teaching and learning. Students through this approach become independent learners and take ownership of their learning. They also become more engaged in classroom activities.

The essence of the student-centered approach is to let students discover the world around them at their own pace and search for answers. This is opposed to the lecturing model where teachers

present the information to their students and wait until they grasp it. Unfortunately, the old model of lecturing led to very little –if any- students’ engagement. To receive and understand information, students need to exert some effort and search for it. This effort will make information stick to their heads (Weimer, 2008).

In this approach, the teacher is not the primary source of knowledge and authority anymore, on the contrary, there will be balance in the classroom, and this will lead to more benefits with minimal intervention from the part of teachers to let students take ownership of their learning (Cooper, 2011). Another benefit is that the intrinsic motivation to learn will be strengthened and students will start constructing knowledge through strategic thinking. According to McCombs and Miller (2007, p.54) “Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners’ motivation to learn, the willingness to exert this effort is unlikely without coercion.” For English teachers, teaching the four skills of the language is essential, and they find it easy to employ student-centered activities in each of the three skills: reading, listening, speaking but not in writing. The writing skills depend on the interaction between students and teachers or peers because students cannot give corrective feedback to themselves (Hoidn, 2016). Therefore, while it is possible for students to enhance their listening, reading, or speaking skills through self-study and practice, the situation is a bit different for writing because it depends on human interaction. Even with the role of certain technology tools like “Grammarly” for example where students can enter a whole text, and it will be checked for errors automatically, but students always report that they did not understand why their errors were considered errors and what was the rationale behind changing this or that. This needed to be explained by a teacher (O’Neill & Russell, 2019).

Also, although spelling checkers play a vital role in fixing students’ writing; they also stop them from knowing the correct spelling of words. When they use word processing applications, their writing is error free, but when they write in exams, usually through platforms that do not check spelling, their writing quality deteriorates (Lawley, 2016). Moreover, writing skills are not only about checking grammar and spelling. Even if technological tools were very sophisticated, but they will reach a point where they cannot provide explanation and feedback on aspects like rhetoric or style. These require cognitive abilities that exist in humans only. Therefore, depending on the student-centered approach can be quite challenging (Zheng & Yu, 2018).

Looking at the context of the study, in the Gulf, many institutions adopt the student-centered approach and integrate it in teaching and learning for its many benefits and consider it as best practice (Alshahrani & Ally, 2016). Therefore, given the importance of this approach and because it also goes along with the current policies of education, it is essential for lecturers and professors to adopt this approach in the classroom. Now combined with technology, the student-centered approach provides many opportunities for the learners to study anytime and anywhere and improve their writing skills (Navarro, et al., 2016).

It is true that teaching writing depends on the feedback and the help of teachers during classes, but this does not mean that the student-centered approach cannot be applied in teaching this important skill. The flipped classroom model can be a start for implementing this approach to teach writing. Students can study material, watch videos at the comfort of their home and at their own pace and then they can come to class and start useful discussions based on what they have learned. The flipped classroom was successful in writing instruction according to many studies such as the study of (Ahmed, 2016; Chen Hsieh, et al., 2017).

#### 2.15 Discourse analysis

As mentioned previously, an essential part of the current thesis is a comparison between L1 and L2 students' essays to identify the differences in rhetorical features and argument structure. This comparison will be done through analyzing students' essays which is considered discourse analysis. To understand discourse analysis, it is essential to know that it describes the approaches to analyze written texts or talks. Discourse studies pay special attention to any kind of structure. This might include expression structures, movements, and imagery in a written text, this might include lexical items, sentence structure, and word order. It can also include structures of meaning. According to Brown and Yule (1983, p.1). "The analysis of discourse, is necessarily, the analysis of language in use" and this is the aim of the current thesis; to analyze the language currently used by students.

In fact, discourse studies deal with a wide range of phenomena that occur in written texts such as ambiguity, coherence, allusion, description, and many other text features. For the spoken text, hesitations, interruptions, pauses, turn taking, or structures can also be taken into consideration as well as other features such as persuading, and conveying meaning. The structure is important in discourse studies and might be referred to as finding patterns, forms or organization for certain



types of text. This type of structure is important in a text because it will deliver a certain message about the writer or writers of that specific genre (Antaki et al. 2003).

For instance, many studies were conducted on Chinese students' writing to find certain patterns in their writing. By describing the found patterns, researchers usually get useful pedagogical implications. For example, in the study of Huang (2014), the aim was to see whether data-driven activities lead to improving the use of abstract nouns in writing L2 or not. The research compiled a corpus to develop learning activities, and Chinese students who majored in English were assigned to two groups, one experimental and one to be the control group. Each group was assigned a list of abstract nouns, and their writing was analyzed afterwards. The study concluded that the use of abstract nouns was useful in improving the students' writing. However, some problems were reported in the students' learning journals regarding the use of concordance activities. The study used a unique approach to improve students' writing and concluded that using concordance activities can be useful in improving L2 writing.

It is worth mentioning that discourse analysis deploys various methods for text analysis for different reasons. Some of these methods can be very simple, and some can be very complex and full of details. Researchers/educators should be informed about the different patterns of writing texts to be able to help their students improve through structural analysis. This structure analysis is not confined to rigid grammatical or lexical structures. It should also include mental and social processes to get a full picture of the message intended by the text, and one of the vital elements can be credibility or persuasion. These elements can characterize the whole text and can also be broken down into small elements that together can make a difference (Titscher, et al., 2000). So in general, discourse analysis refers to and utilizes different aspects to analyze a certain text and involve multiple complex processes. The focus of this thesis will be on analyzing the *data*, *claim* and *warrants* under the argument structure, as well as *Ethos*, *Pathos* and *Logos* under the rhetorical features.

## 2.16 Conclusion and research questions

To conclude, based on the reviewed literature, the researcher could not find any similar study about composition and rhetoric for L2 students whose first language is Arabic. Therefore, the

proposed thesis covers the related gap in the literature, and the researcher identified three research questions for the current thesis, these questions will be: 1-Are there differences in the rhetorical appeals and the argument's structure found in EAP argumentative essays by L1 writers and L2 writers (Arabic speakers)? To answer this research question, discourse analysis was conducted. Students' essays were analyzed for the different rhetorical appeals and argument structure, and they were also compared to L1 students' essay to see the differences in those features if any. The second research question was 2-What kinds of methods/strategies are currently adopted in the process of teaching and learning composition classes in a UAE higher education institution? The aim of this question was to discover the current methods used in a UAE higher education institution. To answer this research question, the researcher interviewed five lecturers who work in the same institution aiming to be informed about their current practices in writing classes with a specific focus on how they teach the argumentative essay. The third research question was 3-What is the students' perception towards composition classes and what are their wants and needs in composition classes? The aim of this research question was to explore the students' perceptions and to listen to their needs and wants in this type of classes. Also, the researcher wanted to discover the methods by which they learn best from their point of view and the degree of their awareness of the different elements of the argumentative essay. Therefore, the researcher used triangulation to be able to study the issue from different angles, to get a comprehensive idea on the practices currently used in composition classes, and to see if there is room for improvements whether in the classroom or the course design.

## 2.17 Chapter summary

The chapter described different key aspect related to the writing process with a specific focus on the argumentative essay and its rhetorical appeals and argument structure within the EAP context. The focus was on L2 learners whose first language is Arabic and who learn in UAE where the medium of instruction is English. The chapter reviewed recent studies on the different aspects to educate the researcher and the audience on the existing literature. The researcher studied a new and a unique area in her study as she focused on composition and rhetoric courses for Arab L2 English learners with the aim of investigating the current practices, the students' perceptions, and their wants and needs in this type of classes. The review revealed many insights into the world of teaching and learning writing which is an important skill, and it also plays an

important role in the overall development of L2. The review also shed light on the argumentative essay and its core rhetorical appeals and argument structure. The whole review represents a solid base for understanding the topic of the current thesis, and it paves the way to empirical research.

One of the key studies that guided the current research study is the study by Connor (1990). The study aimed at finding out the best measures to examine the writing quality of students' argumentative essays. Initially, Connor described eleven variables to test the writing quality; the study revealed that Toulmin's measure, credibility appeal, and the syntactic factor were the most important predictors for the writing quality. In addition, the study of Hung, Yeh, and Chou (2016) investigated the performance and the perception of students' argumentative essay writing through the Toulmin's model. The study also described how the model was used in teaching composition classes to teach argumentation; therefore, this was also another important study to guide the current thesis on how to use the Toulmin's model for analysis.

The key theoretical aspects that were analyzed in the current thesis included the genre theory, the rhetorical theory with a specific focus on persuasion (Connor 1988) and Aristotle's rhetorical appeals (Ting, 2018). The rationale behind referring to these theories and concepts was to come to a thorough understanding of the nature of the students' errors to be able to guide them and facilitate improvement in their writing.

The research methods of this thesis depended on the mixed method approach and triangulation. The researcher collected qualitative data which was represented in analyzing the open-ended questions in the lecturers' and the students' surveys, the lecturers' interviews, and the classroom observations. In addition, the quantitative aspect of this thesis depended on the students' and lecturers' surveys to come up with useful insights into how the students' struggle within the process of writing L2. Another aim was to get information on the lecturers' teaching practice to facilitate the students' learning in argumentative writing classes. The researcher also analyzed samples of the L2 students' argumentative essays and compared them to their L1 peers'. This was done through a thorough analysis of the rhetorical appeals and the argument structure of L1 and L2 students' essays. All in all, the findings of the thesis should contribute to improving the courses' design through understanding the current practices, the students' perceptions and their wants and needs in this type of classes.

In general, I believe that the proposed study will inform the practice of teaching and learning L2 writing in the Arab world. Research on non-native speakers of English such as Chinese learners or Japanese learners does exist. However, given the fact the Arabic language is entirely different in terms of linguistics and cultural features, the current thesis will be one of its kinds, and it will help the lecturers who work in the GCC to deliver better composition courses. Arab L2 English learners need to be handled in a different way other than the usual way of instruction; lecturers should take into consideration the effect of their students' native language on their writing and their presentation of ideas (Khuwaileh & Shoumali2000).

The current thesis contributes to the field of teaching and learning. Through an in-depth analysis of L2 students' essay and the presentation of the different features of their essays; lecturers will be able to understand the root of the students' errors and know how to deal with them.

This thesis benefited from the traditions of qualitative research through using the different approaches offered by this type of research method, and this depended on certain assumptions and presuppositions about the nature of L2 writing and how to overcome any obstacles encountered. The quantitative aspect also contributed to giving precise numbers that reflect students' attitudes towards their wants and needs in writing classes. The overall aim of the thesis is to provide a deep understanding of the topic, so lecturers become capable of facilitating their students' learning in and out of the classroom.

### 3. Research methodology

The purpose of this thesis was to identify differences between the rhetorical appeals and the argument structure of L2 students' essays and their L1 peers'. Another purpose was to investigate lecturers' knowledge and current practices in argumentative writing classes. The students' point of view was also explored in this study to know about their perceptions, wants and needs in argumentative writing classes with the aim of improving the practice of teaching and learning. Students who were targeted in this study were native speakers of Arabic in UAE who were currently enrolled in or have finished English writing classes in a higher education institution. The students' essays in a writing course were analyzed for the rhetorical appeals, and the arguments' structure, then compared to their peers' essays in USA universities. This comparison aimed to answer the first research question about identifying differences between L1 and L2 students' argumentative essays. Besides, five lecturers were interviewed, and a survey was distributed to the rest of the lecturers to explore their knowledge and current practices in argumentative writing classes, and this is to answer the second research question. Also, another survey was distributed to L2 students to explore their perceptions, wants and needs in argumentative writing classes, and this is to answer the third research question. Finally, to validate the data obtained by surveys and interviews, classroom observations were conducted to contribute to answering the second and the third research question.

#### 3.1 The theoretical foundation of methodology

##### 3.1.1 Research approach and design

This section was meant to shed light on justification and rationale for the type of research design selected to conduct the empirical study of this thesis. The research questions, the theoretical framework and the objectives of the study were introduced earlier. In my research, I am investigating the teaching and learning practices in argumentative writing classes at the tertiary level to explore lecturers' knowledge and their current practices. Another objective is to know more about the students' point of view and their wants and needs in this type of classes. Through the essays' analysis, a comparison between L2 students' essays and their L1 peers was established, and the focus of the comparison was the rhetorical appeals and the argument's structure. The research questions of the study were:

1-Are there differences in the rhetorical appeals and argument's structure found in EAP argumentative essays by L1 writers and L2 writers?

2-What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution?

3-What are the students' perceptions, wants and needs in argumentative writing classes?

The study utilized a mixed method approach to collect data. The rationale behind this research design choice lies in the fact that both qualitative and quantitative analysis was needed to find reliable answers for the study's research questions. Based on the proposed research questions, several objectives emerge. Those objectives were divided into three parts according to the main topics explored in the research questions.

The first topic is L2 students' essays in comparison to their L1 peers'. Through quantitative analysis (discourse analysis), students' essays were analyzed to highlight the differences regarding the rhetorical appeals and the argument's structure. The second topic is about in-service Lecturers'/professors knowledge and their current practices in teaching argumentative writing. Investigating this topic also required qualitative analysis (interviews) and required exploration of lecturers'/professors' knowledge and teaching practices through quantitative methods (surveys). The third topic is students' attitudes, their wants, and needs in argumentative writing classes. The students' perceptions were explored, and this was through quantitative analysis (surveys). Finally, to validate the data obtained by surveys and interviews, classroom observations were conducted. The study aims at gathering reliable information on the current practice for teaching argumentative writing classes through the viewpoint of Lecturers and students. Through data analysis, the researcher was able to present some useful information that can have important pedagogical implications for curriculum designers and educators.

Research methods are built on established research foundations; therefore, after exploring several research foundations, such as post-positivism, emancipatory, interpretivism, constructivism, and pragmatism, the researcher concluded that the most suitable foundation for the current research study is pragmatism as it provides all the possible ways to have a comprehensive view of the issue under investigation. Therefore, as pragmatism leads to the mixed method approach, it is the most suitable foundation for this research study. There was a need to explore the meaning and

the definition for pragmatism and its link to education, to be able to build a robust research study.

Pragmatism is a paradigm that embraces using mixed research methods. It is defined as a deconstructive paradigm that focuses on finding the right answer for the research question(s) introduced in the undergoing research study (Feilzer, 2010; Teddlie & Tashakkori, 2003). Most existing research depended on interpretivism and positivism. Previously, Pragmatism was considered somehow new according to Johnson and Onwuegbuzie (2004). An essential characteristic of pragmatism is that it denies the difference between realism and anti-realism. This distinction has been the main reason for debates about positivism and interpretivism in specific disciplines. Reality is an essential need for pragmatism, but this reality is always changing based on people's actions. Therefore, trying to find sustainable truth still fails. Dewey named these trials to find external reality as the spectator theory of knowledge (Kulp, 1992). In pragmatism, there is particular stress on deeds and their impacts, and this leads to a gap between interpretivism and pragmatism. This gap occurs because interpretivism opposes the idea that we can interpret our actions in the way we deem appropriate, but we are almost always predictable, and our deeds have effects and impacts, as our lives revolve around connecting actions and their consequences (Johnson & Onwuegbuzie 2004).

The link between pragmatism and educational research initially arises from Dewey's view. He is an American philosopher and a psychologist who has contributed to reform and presented new ideas. His ideas were considered influential in the field of education. He is also one of the famous figures in the philosophy field with a particular focus on pragmatism and democracy (Hickman & Alexander, 1998). Therefore, pragmatism and educational research became deeply integrated a long time ago. Based on the work of Dewey as mentioned above, pragmatism focuses mainly on the pragmatic educational theory and research methodology (Biesta, 1994). Besides, according to Biesta and Burbules (2003), pragmatism is a suitable approach for scholarly research, as it allows the researcher to gain real insights into the issue under examination. Since the purpose of pragmatism is to get a comprehensive view, I believe this is the most appropriate method of investigating the efficiency of teaching and learning in the classroom from the viewpoint of students and Lecturers.

Quantitative instruments can be surveys (usually to explore attitudes and opinions), and structured observation lists. Quantitative research requires a hypothesis or an assumption; therefore, the analysis takes place to prove the hypothesis or refute it.

On the other hand, qualitative analysis depends on analyzing data. Instruments used in such method can be discourse analysis, field observations, interviews, focus groups, and others. A mixture of both research methods is referred to as mixed methods or triangulation. Mixed methods employ the qualitative and quantitative methods to get a comprehensive view of the different aspects involved in the study. Creswell and Creswell (2017) mentioned that research methods started with qualitative research, then quantitative research emerged. The last method to develop was the mixed method approach which according to them, is considered a child for those parent methods.

The researcher's choice was due to the complexity of the study and the different aspects involved. Therefore, there was a need to cover the picture from all angles. The researcher found out that triangulation was the best technique to cover several aspects of the study. For example, one aim of the study is to explore students' and lecturers' attitudes towards teaching and learning in argumentative writing classes and lecturers in specific for their knowledge of rhetoric and the process of integrating rhetoric in their argumentative writing classes. Therefore, the researcher used surveys which are considered the best way to explore opinions and attitudes, according to Fraenkel & Wallen (2003). Besides, the researcher conducted discourse analysis which is a proper method to get qualitative and quantitative data according to Bowen (2009). So, the researcher analyzed L2 students' essays to shed light on the rhetorical appeals used along with the argument structure, and compared them to their L1 peers' essays. In addition to that, the researcher interviewed five lecturers to get in-depth information on their current knowledge and practices in argumentative writing classes. Therefore, for the current study, the researcher chose to use mixed methods. Also, according to Creswell and Clark (2007):

“Mixed method research encourages the use of multiple worldviews or paradigms (i.e. beliefs and values) rather than the typical association of certain paradigms with quantitative research and others with qualitative research.” (Creswell & Clark, 2007, p.36).



This type of design was suitable for the study as it targets different aspects. The study targets exploring lecturers' practices and students' attitudes, wants and needs in argumentative writing classes. Therefore, the researcher designed surveys for both the students and the lecturers as this type of instrument is efficient in small scale research and is considered the best way to explore opinions, views, and beliefs (Munn & Drever, 2004).

Moreover, in this study, it was not possible to choose qualitative methods only or depend on students' essays' analysis only in separation from the lecturers' practices. If the researcher chooses quantitative only, this means that certain variables should be described and a hypothesis should be tested. However, in this study, this was not the case. It is true that the researcher has long experience in the field, but she does not have any assumptions regarding the process of teaching and learning in argumentative writing classes. In summary, based on choosing proper research foundations to the study, the researcher decided to utilize the mixed method approach because it fitted the purpose of the study. This helped the researcher to collect appropriate data and perform the analysis that informed the study to answer the proposed research questions.

### 3.2 Site, sampling and subjects selection

#### 3.2.1 Site

The site chosen for the current study is a higher education institution in UAE, which is appropriate because it deals with the age group and the level of students targeted by the study, the same field, and the same context. The students were Arabs only, so their L1 was Arabic. The institution offers a variety of bachelor degree programs, and all students were required to take writing courses. These courses focus on a range of skills such as reading and writing. The lecturers in this institution are qualified and experienced. Besides, the institution is always in search of the best talents and the practices in teaching and learning, and it focusses on staff professional development. Therefore, the environment is dynamic, and changes are continuously made for improvements.

#### 3.2.2 Participants

The participants of the study were students and lecturers. Students came from the undergraduate programs and lecturers were those who teach courses that involve argumentative writing. Students were asked to fill in a survey about writing courses, and their essays' samples were

analyzed. The lecturers were asked to fill in a survey about their current knowledge and practices in argumentative writing classes, and five of them were also interviewed to talk about their practices in argumentative writing classes based on their experience in the field. For the surveys, the sample comprised of 372 students and 49 lecturers. While for the interviews, the sample consisted of five lecturers. Since the study compared students' essays to their native peers' essays, samples of the L1 speakers' essay were taken from the Louvain Corpus of Native English Essays (LOCNESS), and the L2 students' essays were taken from their actual classwork in writing classes. The lecturers' sample was also appropriate as they were experienced native and non-native lecturers who teach similar English courses and have experience in the field.

### 3.2.3 Sampling

The sampling technique used in the current mixed methods study is purposive sampling. According to Teddlie and Tashakkori (2003, p713), "purposive sampling techniques are primarily used in Qual. studies and may be defined as selecting units based on specific purposes associated with answering a research study's questions." In other words, a purposive sample is a sample that is chosen by the population's specific characteristics. The selection of subjects, in this case, is also based on the study's objectives. Another name for purposive sampling is 'judgmental sampling' according to Kumar (2011): the sample is chosen on the basis of the relevant information that can be obtained to achieve the study's objectives.

In the current study, lecturers and students from the same higher education institution were selected to fit the purpose of the study. The first objective was to identify the differences in the rhetorical features and the argument's structure in L2 students' essays, and compare them to their L1 peers'. Therefore, students' essays from the same higher education institution were selected. Furthermore, for the purpose of the comparison between L1 and L2 students, L1 students' essays were selected from the LOCNESS corpus for native English essays. For the second and the third study objectives of the study, lecturers and students were selected to participate in classroom observations, interviews, and surveys. The lecturers were chosen because they teach/taught argumentative writing classes, so they serve the purpose of the study. Access to the students' essays, survey data, interviews and classroom observations were provided by the higher education institution after obtaining the approval for data collection.

The researcher started by analyzing L2 students' essays and compared them to their L1 peers'. The next phase was interviewing the lecturers/professors (n=5) who work in the higher education institution; all the lecturers/professors were experienced and qualified. The age group ranged from 35-57, and they all had more than three years of experience in the same educational institution. The lecturers were chosen on the basis that they teach or have taught argumentative writing classes to the same students' population. After the interviews, a survey was sent to the rest of the lecturers (n=49) in the same institution, and they were encouraged by the researcher to fill it in. The next phase was sending the students' surveys (n=372). Students were chosen from the Bachelor program in the same higher education institution, and their age group was 19-25. All students in the bachelor program take reading and writing mandatory courses; therefore, they fitted the purpose of the study, and they were asked to fill in the survey. Through the survey, the researcher wanted to explore the students' perceptions, wants and needs in argumentative writing classes. The last phase was conducting classroom observations; introductory argumentative writing classes were chosen for observation to serve the purpose of the study.

### 3.3 Data collection instruments

The research study depended on the mixed methods approach and triangulation. Therefore, the researcher designed two versions of the surveys: one for the lecturers, and one for the students, and conducted discourse analysis to cover the quantitative aspect. For the qualitative aspect, the researcher analyzed the open-ended questions from the lecturers' and the students' surveys, conducted interviews, and classroom observations. Further detail about the instruments used is summarised in Table (1):

<b>Questions</b>	<b>Quantitative / Qualitative</b>	<b>Instrument and sample size</b>	<b>Data Analysis</b>	<b>Site</b>
1-Are there differences in the rhetorical features and argument's structure found in EAP argumentative essays by L1 writers and L2 writers (Arabic speakers)?	Quantitative	Discourse analysis (48 students' essays)	Discourse analysis-using Excel to calculate mean and standard deviation	Higher education institution in the UAE
2-What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution?	Quantitative and qualitative	Lecturers' surveys (49)	Quan.:Surveymonkey.com tools. Qual.: Thematic analysis	Higher education institution in the UAE
	Qualitative	Interviews (five interviews)  Classroom observations (Three classes)	Coding, content and thematic analysis	Higher education institution in the UAE
3-What are the students' perceptions, wants and needs in argumentative writing classes?	Quantitative and qualitative	Students' surveys (372)  Classroom observations (Three classes)	Quan.:Surveymonkey.com tools. Qual.: Thematic analysis	Higher education institution in the UAE

Table 1 Research methodology

### 3.4 Data collection procedures

#### Quantitative data collection

##### Students' surveys

The students' survey (See Appendix A) included 17 five-point Likert scale items, the answers on the scale were (Strongly agree-agree-neither agree nor disagree-disagree-strongly disagree). The survey also included one multiple choice question and one open-ended question. There were three sections in the survey: students' General perception, the perception of teaching and learning, and students' wants and needs. The survey aimed at exploring the students' opinions about techniques and strategies they already use in classes when attempting to write argumentative essays in L2, and thus to meet one of the thesis objectives and the third research question aiming at finding out information about students' perceptions, their wants, and needs in argumentative writing classes.

##### Lecturers' surveys

The lecturers' survey (See Appendix B) is comprised of 17 five-point Likert scale items; the answers on the scale were (Strongly agree-agree-neither agree nor disagree-disagree-strongly disagree), and three open-ended questions. The survey was divided into two sections, which were: *teaching and learning*, and *current knowledge*. The survey aimed at exploring the lecturers' knowledge and the current practices used in argumentative writing classes.

The survey was meant to cover the second research question and meet the following objectives:

- Explore the lecturers' knowledge.
- Explore the lecturers' current teaching practices.

#### 3.4.1 Qualitative data collection

##### Lecturers' interviews

Interviews were chosen because they tend to be flexible and focus on people's experience rather than their beliefs (King & Horrocks, 2010). The Lecturers' interview in this study was semi-structured (See Appendix C), and it was comprised of nine open-ended questions to guide the discussion with the target of answering the study's research questions. The semi-structured interviews gave the interviewees the opportunity to elaborate or justify their answers. The

interview aimed at getting in-depth information and insights from the lecturers about their current knowledge and practices in argumentative writing classes. The interview also aimed at meeting the following objectives:

- Lecturers' current knowledge.
- Methods/strategies used by lecturers in argumentative writing classes in teaching and learning.

### Discourse analysis

Another instrument for this study was discourse analysis. The documents under examination were L2 students' essays collected from writing classes in a higher education institution in UAE in comparison to similar essays extracted from the LOCNESS corpus to reflect the L1 students' essays.

L2 students' essays were analyzed in detail based on Toulmin's measure and Aristotle rhetorical appeals, and they were compared to their L1 peers' essays. The essays were analyzed regarding the rhetorical appeals and the argument's structure. Discourse analysis was chosen because according to Rapley (2008), it is an efficient way of getting the exact data the researcher wants. The analysis targeted the following objectives:

- Students' use of rhetorical appeals.
- Quality of the argument's structure.

### Classroom observations

To validate the data obtained from the surveys and the interviews, the researcher conducted classroom observations. The observational sheet was comprised of several sections with spaces to write free notes. The sections were designed to explore the lecturers' practices and the students' perceptions, wants and needs. Classroom observations targeted the following objectives:

- The lecturers' knowledge and practices in argumentative writing classes.
- The students' perceptions, wants and needs in argumentative writing classes.

### 3.5 Validity

The surveys used in the current study were self-developed based on the theoretical framework. Therefore, it was essential to test their validity and reliability to make sure the data collected was valid. According to Joppe (2000), validity shows if the instrument measures what it is intended to measure or not. The validity of each survey was tested using the average congruency percentage method (ACP) by Popham (1978). Two university professors who are experts in the same field were consulted, and they were asked to rate the surveys' and the interview's items regarding their relevance to the research questions. The average rating was calculated, and it was higher than 90% for each item. Therefore, the surveys were considered valid. However, the experts recommended some changes in the order of questions, and some slight changes to the survey's wording which were modified by the researcher to ensure clarity and accuracy.

### 3.6 Pilot study

The pilot study was meant to prepare for the main study. The students' survey was piloted on a small number of students (21) and the researcher with the help of another professor made sure to be around the students and check if any item was unclear or if they have problems of any kind. The pilot went smoothly, and the students did not report any issues. The average time for answering the survey ranged from 6 to 10 minutes. For the lecturers' surveys, five lecturers were asked to take the survey, and the researcher checked with them if there were any issues or misunderstanding and they reported that everything was clear and accurate. The average time for answering the survey ranged from 7 to 9 minutes. For the interviews, the researcher piloted the interview with one university professor from the target sample, and no issues were reported, but more sub-questions were added in some questions.

### 3.7 Reliability

Reliability is essential to make sure the researcher gets the same results when administering the same survey to different groups. Therefore, testing the validity and reliability of the surveys was essential in the current study to get valid results. The researcher conducted Cronbach's alpha coefficient test to ensure the surveys' reliability. This test is the most commonly used test for

assessing reliability according to many scholars such as Brace, Kemp, and Snelgar (2012). The results obtained from IBM SPSS indicated that the Cronbach's alpha for the scale was  $\alpha=0.863$  which was enough to consider the survey reliable since its internal consistency is higher than 0.7 according to Brace, Kemp, and Snelgar (2012). Therefore, the survey was reliable and ready to collect valid data. Another issue was the inter-rater reliability in evaluating students' essays. Two raters who are Ph.D. holders with experience in writing instruction were asked to rate the students' essays based on Connor's (1990) marking criteria for the argument's structure quality. The inter-rater reliability was tested through Cohen's kappa ( $\kappa$ ), which is a statistical measure to determine agreement between two judges, observers or raters (McHugh, 2012). The inter-rater reliability was  $\kappa = .595$  which indicated moderate strength agreement between the two raters.

### 3.8 Alignment of the research questions with instruments

This section was meant to align the study's research questions with the instruments used. There are three research questions in this study, the first research question is "Are there differences in the rhetorical appeals and the argument's structure found in EAP argumentative essays by L1 writers and L2 writers?" The instrument used to answer this research question was discourse analysis. The researcher depended on two models for the analysis: the first model was Toulmin's measure for argument structure. The researcher used the marking criteria created by Connor (1990) to measure the quality of L1 and L2 students' argument's structure. Two raters who are Ph.D. holders with experience in writing instruction were asked to rate the students' essays. The second model used for the discourse analysis was Aristotle's rhetorical appeals. The model used for the interpretation of the persuasive appeals was based on Ting's (2018) description and interpretation of *Ethos, Pathos and Logos*' meaning because it was clear and precise. The frequency of the rhetorical appeals use was counted and revised by the same two raters. The second research question was; What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution?." To answer this research question, the researcher designed a survey for lecturers, conducted semi-structured interviews and classroom observations. The survey was divided into two main parts: teaching and learning practice and lecturer's knowledge.

The survey's items were aligned to the theoretical framework as two aspects were investigated; the practice of teaching the argument structure and the rhetorical appeals in argumentative



writing classes. The second instrument which is the lecturers' interview was designed to cover the practices of teaching argumentative writing classes with a specific focus on the argument structure and the rhetorical appeals. To validate the data of surveys and interviews, the researcher conducted classroom observations and divided the observation into several categories to focus on the practice of teaching the argument structure, the rhetorical appeals, the lecturers' practices, and the students' needs.

The third research question was: "What are the students' perceptions, wants and needs in argumentative writing classes?" To answer this research question, the researcher designed a survey to obtain information about the students' perceptions, wants and needs in argumentative writing classes, then conducted classroom observations to validate the surveys' data. The survey was divided into two parts: the first part was about students' perceptions in argumentative writing classes and the second one was about students' wants and needs in this type of classes.

### 3.9 Data analysis

The data analysis process was different according to each instrument. For the discourse analysis, the author counted the frequency of the rhetorical appeals occurrence in students' essays, the types of appeals used, and rated the argument structure quality. The analysis was done first by highlighting the different types of rhetorical appeals in students' essays then counting their frequency. For the argument structure, two raters rated the quality of the claim, data and warrants and the average Toulmin's score for each essay. The surveys were analyzed using SPSS tools for the quantitative part, while there was a manual analysis for the qualitative part in the open-ended questions. The last two instruments which were classroom observations and interviews were analyzed qualitatively by the researcher.

### 3.10 Ethical considerations

An essential aspect of the current study was the ethical aspect. The researcher was guided by Burgess's (2005) principles to make sure that ethical considerations were taken into account in this study. The researcher sought permission from the higher education institution in the UAE and went through the process to get official approval to conduct the research study. Since the participants were students, it was essential to explain to them that their participation or non-participation in the study would not have any effect on their grades or their status in the course by any means. They were asked to sign a consent form before their participation (See Appendix

B). The same ideas were communicated to lecturers. They were assured that their names will not be revealed to any party and that the data collected will be anonymously reviewed by the researcher and her supervisor only for the sole purpose of writing a Ph.D. thesis. The lecturers were also asked to sign a consent form before participating in the study for both the interviews and the surveys (see Appendix A and C), and they were informed that their data would be kept anonymous and confidential. The participants were also informed that they could withdraw from the study at any point without justification. The transcripts and the audio files of the interviews were kept safe in two hard desks owned by the researcher, and no access was granted to any third party.

## 4 Data presentation and analysis

### 4.1 Introduction

The purpose of the current thesis was to identify the differences in the rhetorical appeals and the argument structure of L1 and L2 students' argumentative essays. Other objectives of the study were to explore the lecturers' knowledge and the current practices used in argumentative writing classes, and to identify the students' wants and needs in this type of classes. The outcomes of data collection and analysis in response to the study's three identified research questions were reported in this chapter. The study was conducted in five phases. In the first phase, the researcher compared L2 students' essays from a UAE higher education institution to their English native L1 peers' from the LOCNESS corpus, and the second phase involved interviewing five lecturers to get insights into their current practices of argumentative writing instruction. The third phase involved surveying the lecturers who taught/currently teach similar courses in the same institution, and the fourth phase involved surveying students who were enrolled in/have finished writing courses. The last phase involved conducting classroom observations to validate data obtained through surveys and interviews.

The thesis was mainly based on the following three research questions:

- 1-Are there differences in the rhetorical appeals, and the argument's structure found in EAP argumentative essays by L1 and L2 writers (Arabic speakers)?
- 2-What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution?
- 3-What are the students' perceptions, wants and needs in argumentative writing classes?

The purpose of the quantitative and the qualitative analysis in the current thesis was to respond to the three research questions mentioned above — The next two sections in this chapter focused on the quantitative/qualitative analysis and the presentation of the collected data.

### 4.2 Quantitative findings

The quantitative findings section focused on three main aspects: the first aspect was the discourse analysis of the students' essays. The second aspect was the analysis of the students' surveys, and the third aspect was the analysis of the lecturers' surveys.

The first aspect included the analysis of L2 students' essays and a comparison of their essays to their L1 peers' to identify the differences in rhetorical appeals and argument structure. Therefore, it was meant to address the first research question. The second aspect in the quantitative findings which was the students' survey, was meant to explore the students' views of argumentative writing courses and to know their wants and needs in those classes. Therefore, it was meant to address the third research question in the current thesis. The third aspect, which was the analysis of lecturers' surveys was meant to explore the current lecturers' knowledge and practices in teaching argumentative writing; therefore, it was meant to address the second research question. The sample of the lecturers and the students were selected from the same higher education institution to ensure accurate/relevant data, and to serve the purpose of the study.

#### 4.2.1 Discourse analysis

In this section, forty-eight L2 and L1 argumentative essays were analyzed. Students' essays were chosen from both groups (L1 and L2). The L2 essays came from the higher education institution in UAE, while the L1 essays came from the LOCNESS corpus of native English essays. The essays were timed and were within the same range of the count which is 350-450 words. Based on the theoretical framework and the objectives of the study, two analyses were required: the analysis of the argument structure's quality, and the use of rhetorical appeals. The first analysis was done through Toulmin's (1958, 2003) measure of argument structure to determine the quality of using the claim, data and warrants, while the second analysis focused on Aristotle's rhetorical appeals and their use through the framework described by Ting (2018).

##### I- Analysis of argument structure

The first type of students' essay analysis depended on the model described by Toulmin (1958, 2003); the three main aspects described in this model were the claim, data, and the warrant. The claim refers to identifying the problem, presenting it, and having a consistent point of view about it. The claim should be mentioned along with sub-claims, and they should be supported. The claim should also be relevant to the task, and the sub-claims should be emerging from the main claim. In the end, the student writer should present a feasible solution which is consistent with the main claim.

The second aspect is the data; the student writer should be able to use the data effectively and provide a variety of types. All data used should be connected and relevant to the main claim. Data examples can be students' personal experience or facts.

The last aspect is the warrant. The warrant is about linking the claim and the data based on valid and rational reasons. In other words, warrants represent the bridge between the claim and the data. Warrants can also be based on logical fallacies (error in reasoning). If the reasons or warrants are not acceptable, then they cannot be efficient. Table (2) shows the criteria used for judging the quality of the different elements described in Toulmin's model adopted from Connor (1990):

<b>Claim</b>
1-No specific problem stated and no consistent point of view. May have one sub-claim. No solution offered, or it offered non-feasible, unoriginal and inconsistent with the claim.
2-Specific, explicitly stated problem. Somewhat consistent point of view. Relevant to the task. Has two or more sub-claims that have been developed. Solutions offered with some feasibility with major claim.
3-Specific, explicitly stated problem with a consistent point of view. Several well-developed sub-claims, explicitly tied to the major claim. Highly relevant to the task. Solution offered that is feasible, original and consistent with major claim.
<b>Data</b>
1-Minimal use of data. Data of the "everyone knows" type, with little reliance on personal experience or authority. Not directly related to major claim.
2-Some use of data with reliance on personal experience or authority. Some variety in use of data. Data generally related to major claim.
3-Extensive use of specific, well-developed data of a variety of types. Data explicitly connected to major claim.
<b>Warrant</b>
1-Minimal use of warrants. Warrants only minimally reliable and relevant to the case. Warrants may include logical fallacies.
2- Some use of warrants. Though warrants allow the writer to make the bridge between data and claim, some distortion and informal fallacies are evident.
3-Extensive use of warrants. Reliable and trustworthy allowing rater to accept the bridge from data to claim. Slightly relevant. Evidence of some backing.

Table 2 Marking criteria adopted from Connor (1990)

Table (2) shows that each aspect was rated according to three sub-criteria. The rationale behind this division was to build reliability to the measure. Based on the same marking criteria, two Ph.D. holders who had several years of teaching experience rated the essays. The two raters

convened to moderate the essays and reached agreement on the given scores. The scores were based on a range from 1-3 for each criterion, three being the highest score and one being the lowest, and the overall score was 1-9 for all criteria, nine being the highest score and one being the lowest score. The scores were meant to judge the quality of the essays' argument structure. However, grammatical errors or other types of errors were not counted in any giving the scores as this was not the focus of the study.

The L2 students' sample was given a topic to write about in 60 minutes. Students had no access to outside resources. Data were collected in the form of students' essays and analyzed using the table mentioned above. The same marking criteria were used, and all the students were undergraduates from the same age group. The purpose was to see the differences in the quality of the essays' argument structure in both groups. The students' essays were given scores for each criterion, and then they were given an overall score for Toulmin's measure. The scores were compared to the scores of the L1 essays from the LOCNESS corpus which were rated in the same way, and the mean was calculated along with the standard deviation. Table (3) shows the scores of L2 students and L1 students based on the Toulmin's score:

Criteria	L2 students		L1 students	
	M	SD	M	SD
Claim (1-3)	<u>1.85</u>	0.28	<u>1.77</u>	0.38
Data (1-3)	<u>1.97</u>	0.46	<u>2.18</u>	0.67
Warrant (1-3)	1.90	0.62	2.47	0.77
Toulmin's score (1-9)	5.72	1.05	6.40	1.24

Table 3 L2 students and L1 students' scores based on Toulmin's measure.

Table (3) shows that the mean for the first category "Claim" is 1.85 with standards deviation 0.28 for L2 students' essays, which is slightly higher than their L1 peers who scored 1.77 for with standards deviation of 0.38. On the other hand, for "Data," L2 students' essays scored 1.97 with standards deviation of 0.46 while L1 students scored slightly higher 2.18 with standards deviation of 0.67. For the last category which is "Warrant," L2 students scored 1.90 with standards deviation of 0.62 and their L1 peers scored significantly higher 2.47 with standards

deviation of 0.77. The overall Toulmin's score was 5.72 for L1 students with standards deviation of 1.05 and scores were higher 6.40 for their L1 peers with standards deviation of 1.24.

In general, the results show that L1 students' scores of Toulmin's measure were slightly higher than L2 students' scores. However, a significant finding was that L2 students' scores were higher (1.85) in one category which is "claim" and lower in the other two categories: Data and warrant. Another finding was that L1 students' scores in data (2.18) were higher than their peers and significantly higher for warrants (2.47) than L2 students. These results show that the quality of L1 students' argument structure is slightly higher than their L2 peers' 'except in one category "claim" where L2 students scored higher.

The following excerpts from students' essays show examples on claim, data, and warrants.

1-L2 students

Claim

The scores were based on the marking criteria illustrated in table (2). There were three scores for the "Claim"; poor (score 1), good (score 2), and excellent (score 3). Score 1 or poor was based on the problem proposed. If the writer did not specify the problem or provided a consistent point of view about it, did not offer a solution or offered a non-feasible solution, then the score would be 1, and this would be a representation of a poor claim. If the writer specified the problem, and offered a somewhat consistent point of view, and offered solutions with a degree of feasibility, then the score would be 2, and this would be a representation of a good claim. Lastly, if the writer specified a problem, presented a consistent point of view tied to the sub-claims, was highly relevant to the task, and offered a feasible solution, then the score would be 3, and this would be a representation of an excellent claim. The following are examples from each group of scores.

Examples of poor claims (score 1):

*"Many people are amazed about how much a football player earns per year or how much does a model earn after posting one picture on Instagram."*

In this claim, no problem was specified, and no solution was offered; therefore, it is a weak claim.

*“In the modern day people use their social media platforms to increase their income with a couple of words, some people claim that it is an injustice to other people who contributed more than them for the society.”*

In this claim, a problem is somewhat specified, but it was vague, and no solution was offered.

*“Celebrities gets monthly paid more than a million dollars, some people disagree with that and saying that is a lot.”*

In this claim, no problem was specified, and no solution was offered; therefore, it is a weak claim.

Examples of good claims (score 2):

*“Celebrities can earn money in one month that is equal or more than a normal person's lifetime salary. However, they do not deserve this high salary for a job that is not beneficial to the community, while other people doing more important work, earn less income. The society has to be fair and appreciate hard workers through several ways.”*

Here in this claim, a problem was specified, and a solution was offered with some feasibility.

*“Nowadays celebrities are getting paid more than doctors and engineers which does not make any sense. The government is responsible for giving people fair salaries. One solution can be imposing high taxes for the benefit of people who have less income.”*

Here in this claim, a problem was specified, and a solution was offered with some feasibility.

Examples of excellent claims (score 3):

*“First, it is unfair for normal people who work very hard to support their families. This type of inequality makes honest and hardworking people feel miserable because of their unfair standard of living and also it can contribute to societal problems. Second, how can we compare productive people to those celebrities who never do anything useful? It is true that entertainment*



*is important but can entertainment feed the hungry?” More Taxes on high earners is the solution.*

Here in this claim, a problem was specified in a clear way, and sub-claims were also mentioned. A practical solution was mentioned.

*“Over the years, people in the show business, sports & even social media celebrities have been getting higher incomes than people with a good effect on the society such as doctors. This essay will be about showing how the spotlights should be concentrated more often on the people with more useful contributions to society through providing solutions to this problem of inequality like appreciation through financial rewards”*

Here in this claim, a problem was specified, and sub-claims were mentioned. A practical solution was mentioned.

Data

Examples of poor data (score 1):

*“The biggest sports stars of today can take home more money from commercial deals than they do from their professions.”*

The student wrote “data” that everyone knows (sports stars earn a lot of money from commercial deals). There is no reliance on personal experience. The connection to the claim is not clear.

*“There are people who are doing more than what they are required to do in order to keep others’ lives safe.”*

The student wrote “data” that everyone knows (some people do more). There is no reliance on personal experience. The connection to the claim is not clear.

Examples of good data (score 2):

*“First, there are many athletes who get a huge amount of money for commercial deals even more than their salary like Neymar.”*

Data here is related to the general claim; the student wrote examples from his/her personal experience.

*“First of all, giving media/social media stars more important than people like engineers, doctors, and even teachers, will show the younger generation that they do not have to go through the long journey of education.”*

The students referred to real-life examples. Data is related to the general claim.

Examples of excellent data (score 3):

*“The pay is not fair. For example, Cristiano Ronaldo makes nearly 304,000 dollars for one tweet, he can make any brand a hot commodity, but how this makes the hardworking feel? This is complete unfairness and will cause problems in society.”*

Data is clearly connected to the major claim; the student used a variety of data and statistics.

*“who is probably the most famous female in the world, she gets paid 25,000 dollars for a single tweet and 100,000 dollars for a 20-minute appearance on TV. This is not fair for people who work hard for significantly lower income.”*

Data is directly connected to the claim. The students relied on authority, and he/she presented real numbers.

Warrant

Examples of poor warrants (score 1):

*“I think we should give our attention to the people who can contribute to our day to day life and focus on what is important in our life.”*

Here the warrant is minimally reliable and relevant to the case.

*“There are people in the world who deserve more help from us, such as poor people or soldiers but rather than helping these people the world gives more help to people who are already rich just because they entertain us.”*

Here is the warrant does not act as a bridge to connect the claim and the data; therefore, it is minimally relevant and minimally reliable.

Examples of good warrants (score 2):

*“It is not fair to the world that hardworking people get way less money than a celebrity because other people's work should be more valuable.”*

In this warrant, there is some connection between the claim and the data.

*“lots of other celebrities do not offer a real contribution to society and earn huge amounts of money for simple actions. This income should be centered on more useful people.”*

In this warrant, there is a slight connection mentioned between the claim and the data.

Examples of excellent warrants (score 3):

*“Altogether, the group that contains celebrities, musicians, actors and sports stars that happen to have high incomes is unjustifiable and exaggerated. The money should be given to those who have important jobs that help the community because their work is more useful.”*

There is a good use of the warrant, the connection between the claim and the data is made clear.

*“Many people believe that paying big salaries to famous people such as TV celebrities, musicians, actors, and sports stars is unfair and has to be reconsidered. The country has to pay more to people who are contributing all the time and strength they have in order to serve society and help develop the country.”*

The warrant here makes a good connection between the data and the claim; therefore, it is logical and reliable.

2-L1 students (Extracted from the LOCNESS corpus)

Claim

Examples of the poor claim (score 1):

*“The value of a human being has become equated with the dollars he or she generates in the marketplace.”*

In this claim, a problem is somewhat specified, but it was still vague, and no solution was offered.

*“I feel it is vital that in today's society men and women should be financially rewarded for their individual efforts”*

Here the problem is not clear, and the student did not propose a feasible solution.

Examples of good claim (score 2):

*“Although it is likely that most Americans, if asked, would profess to the belief that equal work deserves equal pay, equality of work as defined by specific task, physical difficulty, or cognitive difficulty, is not the real issue. The real issue, in a discussion of relative contribution to society, involves our deeper cultural assumptions about values of various societal functions, including non-productive (in financial terms) work.”*

Here in this claim, a problem was clearly specified, and sub-claims were developed. A consistent point of view was expressed, and the claim is relevant to the task.

*“There are many standards by which success and hard work have been measured and rewarded in the past. In earlier times people had the lifestyle of fending for themselves. They were not afforded the many luxuries that have become commonplace in our present society.”*

Here in this claim, a problem was clearly specified, and sub-claims were mentioned. The claim is relevant to the task, and the point of view is consistent.

Examples of excellent claim (score 3):

*“The question of compensation for services rendered is never so simple as remitting a predetermined salary based on qualifications and a person's dedication to the task at hand. If one has preconceived notions concerning one's salary, one will certainly be disappointed since some employers are sure to value their skills and abilities less than others. "Contribution to society" is subjective and therefore impossible to compensate "equally'.”*

Here in this claim, a problem was specified in a clear way, and the sub-claims were relevant to the main claim.

*“We have many machines to help us meet our food, clothing and shelter needs with little or no effort on our part, it would appear. Persons with great technical minds are using their talent on the job and paying someone to do their labor. However, just as in earlier days, the harder you work, the greater the reward.*

Here in this claim, a problem was specified in a clear way, and the sub-claims were relevant to the main claim.

Data

Examples of poor data (score 1):

*“Certainly doctors, lawyers and Indian chiefs contribute invaluable resources to human civilization and deserve to be compensated for their labors.”*

The student relied on data everyone knows; there was no personal experience or authority.

*“A mother nurtures her helpless infant. All of the members of a family will normally protect, provide and nurture its own.”*

The student did not give personal experience or authority. This is minimal use of data which everyone knows.

Examples of good data (score 2):

*“In the 1920s in American, it became very popular to disdain people who did not actually work for a living, but merely lived off the interest of their investments.”*

Good use of data, examples have authority and come from real life experience.

*“People who inherit money or live off the interest of investors often seem to spend their time in search of a new thrill, some sort of excitement that money cannot buy. Having almost unlimited wealth changes people, both those who are born into wealth and those who earn their own money early on. But do they have the right to live this way? What about people who work very hard yet they seem to be paid miserably. A migrant work may slave away in a field all day long and make less money in a day than a wealthy person spends on a tip at lunch.”*

Good use of data, examples come from real life experience. Data is related to the major claim.

Examples of excellent data (score 3):

*“In a society each person has the same basic needs for survival. Long ago the quest for fulfillment of these needs took up of majority of each person's day. In order to feed your family you had to plant. In order to live you had to build. To have clothing, you had to sew. Each hour of each day was devoted to meeting these needs. Even in early times the harder you worked, the more food, shelter or clothing you gained. This is a very simple support of reward equalling effort.”*

The excerpt shows extensive use of specific and well-developed data. Data are explicitly connected to the major claim.

*“But what is "equal work"? It is fairly easy to establish equity between marketplace jobs with duties and responsibilities that are roughly similar. That is, a teacher of sophomore high school English and a teacher of senior high school English perform comparable tasks and therefore should be equally compensated. But how do we compare raising a family of four children over a period of twenty-five years to the job of a neurosurgeon over the same period of time? I know of no culture on this globe that pays a woman (or a man, for that matter) a yearly salary of \$50,000 for nurturing and educating children from the cradle to near-dependence.”*

The excerpt shows extensive use of specific and well-developed data of a variety of types. Data is explicitly connected to the major claim.

## Warrant

Examples of poor warrants (score 1):

*“How about making the paycheck out to the couple, or to the entire family, instead of the individual person (it, of course, the worker is married)? Perhaps this is a solution worth its salt since it communicates physically, materially, that each member of a partnership is an equally worthy contributor.”*

This is an example of a poor warrant that is minimally relevant to the case and includes a logical fallacy.

*“Apparently, most people believe that they are underpaid and that others are overpaid. For instance, everyone seems to think that doctors make much too money for the work they do, yet none of the doctors are lowering their fees (they must think that it is a fair price).”*

The warrant is minimally reliable and minimally relevant to the case; therefore, it is an example of a poor warrant.

Examples of good warrants (score 2):

*“It is tempting to conclude with the proposal that we, as a society, consciously work to raise the status of workers who care for children - but the final irony is that, until the financial status of these workers becomes more equal, they will not be judged as making a valuable "contribution to the society they live in.”*

The warrant slightly connects the data and the major claim.

*“Our choice, then, is to decide whether mothers, or even childless homemakers, for that matter, should be financially rewarded, or whether our society needs to re-examine its notions of worthy societal contributions.*

The warrant slightly connects the data and the major claim.

Examples of excellent warrants (score 3):

*“It is difficult to imagine, however, a society where workers are encouraged to take employment seriously - to say nothing of finding satisfaction from employment - and where the work force is filled with a diversity of willing workers, without considering the fundamental value of child care providers. If we recognize that a work force filled with such diversity of workers will inevitably include women - of all ages - as well as man with family responsibilities, then we see the undeniable economic connection between this "low value" contribution of child care providers, and the economic strength of the nation. It is not difficult to conclude that child care workers are underpaid, and the issue will be difficult to resolve without involving employers or the government in the child care industry - which may not be the ideal solution.”*

Extensive use of warrants. Reliable and trustworthy allowing rater to accept the bridge from data to claim.

*“Life is about rewards. It is about learning where you are and how you can move yourself to the next level. Each of us is measured daily by some scale of achievement. Effort is vital to success, motivation is the key to effort. Some are content with needs, others want more, much more! Our system of rewards is money...but is it really about money? I don't think so. It's about meeting needs (and even wants!) and how much one is willing to give for the opportunity for something better.”*

Reliable warrant allowing rater to accept the bridge from data to claim. There is evidence of some backing.

## II-Analysis of Rhetorical appeals

The third aspect of the essays' analysis focused on the use of rhetorical appeals. The rhetorical appeals targeted were: *Ethos, Pathos, and Logos*. The researcher targeted two types of analysis: 1-counting the frequency of the appeals' appearance in the text, and 2- identifying the types used in students' essays according to the analysis framework described by Ting (2018). Table (4) illustrates the rhetorical appeals types, their meanings, and their examples:



Appeal	Definition	Indicators	Example
Pathos	Appeal to emotions	Talking about feelings, needs, values, and desires for the target or themselves (Higgins & Walker, 2012). Confessing, regretting, making a plea, promising, praising and thanking (Al-Momani, 2014). Using emotive words and adjectives to manipulate feelings. Mentioning values and either their own or the target's emotional state in order to persuade.	Firefighters risk their lives in order to save others who are endangered by the flames or by natural disasters.
Logos	Appeal to reason	Using argumentation, logic, warrants/justifications, claims, data, and evidence/examples. Questioning and wondering (Higgins & Walker, 2012) Using factual language when mentioning behaviours and actions in order to reason. May use linguistic links such as initially, later, and finally for logical reasoning (Mshvenieradze, 2013).	For example, the Portuguese football superstar Cristiano Ronaldo earns 303,900\$ per tweet which is more than what lots of people with real contributions to society earn in a year.
Ethos	Appeal to credibility and trustworthiness of the speaker or the audience	<u>Positive sense:</u> <ul style="list-style-type: none"> <li>• Appealing to their similarities with their audience.</li> <li>• Showing deference or respect for the rights or the feeling of the target.</li> <li>• Using ingratiation, expertise, and self-criticism (Higgins &amp; Walker, 2012).</li> </ul> <u>Negative sense:</u> <ul style="list-style-type: none"> <li>• Using reserve accusation, denying and negation of the credibility and trustworthiness of the target (Al-Momani, 2014)</li> <li>• Using descriptors that highlight positive or negative attributes of the target.</li> </ul>	We all work hard but we are not paid like celebrities. Maybe we should change our way of thinking and stop being ideal.  Humans seem to be very weak and ignorant, that is why they allow this to happen.

Table 4 Framework for analyzing rhetorical appeals' meaning based on Ting's (2018) study

Forty-eight essays were analyzed, and the results were illustrated in the following section which gave examples on appeals to *Ethos*, *Pathos*, and *Logos*, and their frequency in the text. The first focus of the analysis was the appeals' frequency of use in the text. The second focus was the type of appeal used.

For the first focus of the analysis, the researcher analyzed the frequency of appeals used in students' essays and classified the use of appeals into three categories: one, two, or three appeals used in the same essay. The analysis was done through two raters who highlighted *Pathos*, *Logos*, and *Ethos* examples in the essays, counted the frequency of appearance for each appeal

type, then conducted a moderation session to agree on the results. Table (5) shows the frequency of rhetorical appeals used by students:

L2 Students	One type of appeal used frequency	Two types of appeals used frequency	Three types of appeals used frequency	Total
Students' essays	<u>19</u> (79.1%)	4 (16.6%)	1 (4.1%)	24
Appeals produced	19 (63.3%)	8 (26.6%)	3 (10%)	30
L1 students	One type of appeal used frequency	Two types of appeals used frequency	Three types of appeals used frequency	Total
Students' essays	16 (66.6%)	<u>6</u> (25%)	<u>2</u> (8.3%)	24
Appeals produced	16 (47%)	12 (35.2%)	6 (17.6%)	34

Table 5 The frequency of rhetorical appeals' used by students

The results show that in general, L2 students produced fewer appeals than their L1 peers in their essays. L2 students scored higher in using one type of appeals in their essays and scored lower in using two or three types of appeals.

The second focus of the analysis was the type of appeals used in students' essays from both groups. Table (6) shows the frequency of each type of rhetorical appeals used by L1 and L2 students:

L2 Students	Used appeals number	Frequency percentage
Pathos	<u>16</u>	53.3%
Logos	13	43.3%
Ethos	1	3.3%
Total	30	100
L1 Students	Used appeals number	Frequency
Pathos	12	35.2%
Logos	<u>20</u>	58.8%
Ethos	<u>2</u>	5.8%
Total	34	100

Table 6 The frequency of rhetorical appeals types used by students

Table (6) shows that L2 students used *Pathos* (53.3%) more often than *Logos* (43.3%). They used *Ethos* only once (3.3%). The table also shows that L1 students used *Logos* (58.8%) more than *Pathos* (35.2%). The findings reveal that L2 students used more *Pathos* than their L1 peers, while L1 students used *Logos* more than their L2 peers.

The following section will show excerpts from students' essays from both groups. The section is divided into L2 students and L1 students. The analysis criteria for this section was based on the Framework of analyzing rhetorical appeals' meaning shown in table (4). According to the framework, the rhetorical appeal *Pathos* was shown in talking about feelings, needs, values, and desires. *Pathos* was also about using emotional words and adjectives to manipulate feelings. On the other hand, the rhetorical appeal *Logos* meant appealing to reason. In this rhetorical appeal, writers used argumentation, logic, warrants, justifications in addition to questioning and wondering and the overall target was to persuade through reasoning. The last rhetorical appeal was *Ethos*; in which writers appealed to their similarities with the audience in a positive sense, and blamed and accused the audience in a negative sense. The following section shows samples from the three rhetorical appeals extracted from students' writing:

#### 1-L2 students' essays

The students showed somewhat balance between using *Pathos* and *Logos*. However, they rarely used *Ethos* to persuade.

##### *a-Pathos*

The researcher quoted many examples of *Pathos* in L2 students' essays. Students used strong adjectives and appealed to emotions to prove their points. They mentioned feelings, needs, values, and desires in order to persuade. The following excerpts are examples on *Pathos*:

*"People who would give their lives to defend us such as army soldiers do not even earn a quarter of what they earn."*

The excerpt shows the use of emotional words like "give their lives to defend us" so this is an example of *Pathos* or the appeal to emotions.

*"These earnings that these celebrities get are extremely wrong and unfair."*

The excerpt shows the use of emotional adjectives like “wrong and unfair” and strong adverbs like “extremely”.

*“Imagine spending 239 million dirhams on poverty and how does this amount would help poor people that can’t even get a bottle of water.”*

The excerpt shows talking about the needs of the poor and promising of good outcomes if the money was spent on them.

*“Many people are suffering in their life and getting less, and many people are traveling far from their families and getting less for long years compared to celebrities can get in only one month.”*

The excerpt shows the target’s emotional state: “many people are suffering” to prove the writer’s point of view and to persuade.

#### *b-Logos*

The researcher also quoted many examples of *Logos* in students’ essays. Students either addressed the reader or showcased examples to prove their points. They tried to appeal to reason and use logic to persuade their readers. The following excerpts are examples on

*“How someone who entertains us can earn more than someone who is ready to lose his life for us.”*

The excerpt used logic to persuade the reader of the difference between those who merely entertain and those who give their dear lives for the sake of others.

*“Instead of wasting 303,900 \$ on a tweet from Cristiano Ronaldo, we can help poor people.”*

The excerpt shows examples using data and real numbers to prove that the money should be spent on poor people, not on a tweet by a celebrity.

*“Soldiers deserve more than celebrities because they sacrifice their lives for us and for our country”*

The excerpt shows examples of real people like soldiers who sacrifice for others and their country, and logically leads to the fact that they deserve more than celebrities.

*“who would you pick? Poor children, who cannot even drink clean water or a celebrity?”*

The excerpt used questioning to appeal to logic and to persuade the reader to make the correct choice.

*“How about using this money on research that would help make the world be a better place?”*

The excerpt used questioning to persuade the reader with the value of using the money for research to improve the quality of life.

*“Because they could bring more audience to the field which some companies could make more money.”*

The excerpt used argumentation to prove the writer’s point of view and to use reasoning.

*“For example: a doctor could only get the benefit to his society, but the celebrity could get more than those benefits for different fields around the world not only medicine.”*

The excerpt used an example/evidence to persuade through logic.

*“Scientists must deserve more than what these famous people get because they are helping people and working for months or years to cure people or improve their lives.”*

The excerpt used examples and used factual language when mentioning the behaviors and actions of others in order to reason.

*“Because other people can be more useful to our society, they deserve higher salaries than the useful celebrities.”*

The excerpt used justification and examples to persuade.

c-Ethos

The least quoted examples were for *Ethos*. Rarely students used this appeal either positively or negatively. When they used it positively, they tried to show similarities between the target audience and others.

Positive sense

*“Normal people like me and you deserve to live a decent life.”*

The excerpt appealed to similarities between the writer and the audience to persuade.

Negative sense

No excerpt was quoted for using *Ethos* for the negative sense.

2-L1 students' essays (Extracted from the LOCNESS corpus)

a-*Pathos*

*“Americans profess to value children, spending time, money and thought on such concerns as education and child safety laws.”*

The excerpt praised the American parents' efforts in spending time and money to care for their children. Therefore, the writer used *Pathos*.

*“It is difficult to imagine, however, a society where workers are encouraged to take employment seriously - to say nothing of finding satisfaction from employment - and where the workforce is filled with a diversity of willing workers, without considering the fundamental value of child care providers.”*

The excerpt mentioned needs, desires, and values of others to manipulate the readers' emotions and to persuade them.

*“Teachers, engineers, artists, politicians and all those who enrich our lives and our cultures, and on whom we depend, are indispensable to society.”*

The excerpt used emotive words and praise to appeal to the readers' emotions and to persuade them.

b-*Logos*

*“Certainly doctors, lawyers and Indian chiefs contribute invaluable resources to human civilization and deserve to be compensated for their labors.”*

The excerpt used logic, data, and examples to appeal to reason and to persuade the readers.

*“If we consider that our society rewards valuable labor - valuable contributions - with first, economic measures, and, second, measures of status, then the child care worker may reasonably be judged as not providing a “valuable” contribution to society.”*

The excerpt used logic, data, linguistic links, and examples to appeal to reason and persuade the readers.

*“But how do we compare raising a family of four children over a period of twenty-five years to the job of a neurosurgeon over the same period of time?”*

The excerpt used questioning to appeal to reason and to show a logical argument to persuade the readers.

*c-Ethos*

Positive sense

*“I know of no culture on this globe that pays a woman (or a man, for that matter) a yearly salary of \$50,000 for nurturing and educating children from the cradle to near-dependence.”*

The excerpt implied respect for the feelings of others like parents who do a lot for their children but do not gain much money for their noble mission in life.

Negative sense

When students used *Ethos* in a negative sense, they were accusing the readers and showing their denial of their trustworthiness.

*“If I value my own family and I make it my primary goal to raise my children to be productive and good citizens, is that not enough?”*

In this excerpt, the writer used a reserve accusation to persuade the reader.

#### 4.2.2 The students' surveys analysis

Data presented in this section reflect the perception of students, their wants, and needs in argumentative writing classes. The demographic characteristics of the participants were identified; students should belong to the same higher education institution, and they should be enrolled in /finished writing courses. They were asked to fill in the survey to participate in the research study. The collected data shed light on their perceptions, wants and needs in argumentative writing classes.

The students' survey included a total of nineteen questions. Seventeen questions were designed using the Likert scale, in addition to one multiple choice question, and one open-ended question aiming at finding out the priority of needs in argumentative writing classes from students' point of view.

All the questions were designed and carefully revised to investigate three main areas: 1) students' perceptions of argumentative writing classes including what they think, 2) the current practices by their lecturers, and 3) the students' wants and needs in this type of classes. There was a high response rate to the students' survey (n=372). The following tables (7- 24) show the findings of each survey item in the students' survey.



## I-Likert scale questions

Q1 I believe writing an argumentative essay is a difficult task.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	5.21%	16
Agree	42.35%	130
Neither agree nor disagree	36.16%	111
Disagree	12.70%	39
Strongly disagree	3.58%	11
TOTAL		307

Table 7 Students' views of writing classes

Table 7 illustrates students' view of writing classes. It seems that around 50% of students believe that writing an argumentative essay is a difficult task. 42.35 % of the students responded agree, and 5.21% responded strongly agree. On the other hand, 36.16 % of the students chose to neither agree nor disagree. 12.70 % of the students chose to disagree, and 3.58 % chose strongly disagree.

Q2 I think the way my lecturers explain argumentative essay writing could be improved.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	
Strongly agree	14.01%	43
Agree	56.35%	173
Neither agree nor disagree	23.13%	71
Disagree	5.86%	18
Strongly disagree	0.65%	2
TOTAL		307

Table 8 Students' views of lecturers' instruction

Table 8 illustrates the students' view of lecturers' instruction. More than 50% of the students believed that writing instruction could be improved. 56.35% of the students responded agree, and 14.01% responded strongly agree. On the other hand, 23.31% did not seem to either agree or disagree, and 5.86% only disagreed. Only 0.65% mentioned that they strongly disagree.

Q3 To persuade people in my argumentative writing, I need to talk about emotions more than logic and facts.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	6.84%	21
Agree	31.60%	97
Neither agree nor disagree	26.06%	80
Disagree	26.38%	81
Strongly disagree	9.12%	28
TOTAL		307

Table 9 Students' views of appeals to emotions

Table 9 is about appealing to emotions more than logic and facts. Approximately 40% of the students believed that to persuade others; they should resort to emotions more than logic and facts, and 31.6% responded agree, while 6.84% responded strongly agree. On the other hand, 26.38% of the students did not seem either to agree or disagree and 26.38% mentioned that they disagree. A small percentage of students 9.12% only mentioned that they strongly disagree.

Q4 To persuade people in my argumentative writing, it is better to use visuals (photos, videos, etc.) to support the written text.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	26.06%	80
Agree	45.60%	140
Neither agree nor disagree	21.17%	65
Disagree	5.21%	16
Strongly disagree	1.95%	6
TOTAL		307

Table 10 Students' views of using visuals.

Table 10 is about using visuals like videos or photos to persuade in writing. 45.60% of the students agreed that they should use visuals to persuade their readers, and 26.06% of the students strongly agreed, while 21.17 of the students did not seem to either agree or disagree. Only 5.21% of the students chose to disagree, and a smaller percentage of 1.95% chose to strongly disagree.

Q5 I believe that pre-writing techniques will help me write a better argumentative essay.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	33.55%	103
Agree	47.23%	145
Neither agree nor disagree	14.98%	46
Disagree	3.91%	12
Strongly disagree	0.33%	1
TOTAL		307

Table 11 Students' views of pre-writing techniques

Table 11 is about pre-writing techniques. More than 50% of the students believed that prewriting techniques are helpful to improve writing. 47.23 % of the students responded agree, and 33.55 % responded strongly agree. 14.23% of the students chose to neither agree nor disagree. Only 3.91 % of the students chose to disagree, and a smaller percentage of 0.33 % chose to strongly disagree.

Q6 I believe that reading practice will help me improve my argumentative essay writing.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	32.25%	99
Agree	45.28%	139
Neither agree nor disagree	17.59%	54
Disagree	3.58%	11
Strongly disagree	1.30%	4
TOTAL		307

Table 12 Students' views on reading practice importance

Table 12 is about the importance of reading practice to improve writing. More than 50% of students agreed that reading is helpful to improve writing. 45.28 % of the students agreed, and 32.25% strongly disagreed. On the other hand, 17.59% of the students neither agreed nor disagreed, while 3.58% disagreed and a smaller percentage 1.30% disagreed.

Q7 It is essential to follow a specific structure to present my argument in the argumentative essay.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	15.96%	49
Agree	53.75%	165
Neither agree nor disagree	21.17%	65
Disagree	8.47%	26
Strongly disagree	0.65%	2
TOTAL		307

Table 13 Argument structure

Table 13 is about following a specific argument structure. More than 50% of the students agreed that they use a specific argument structure. 53.75 agreed, and 15.96% strongly agreed. On the other hand, 21.17 % of the students mentioned that they neither agree nor disagree. Only 8:47% mentioned that they disagree and 0.65% mentioned that they strongly disagree.

Q8 Writing several drafts of my argumentative essay is helpful to improve the essay's quality.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	29.97%	92
Agree	48.53%	149
Neither agree nor disagree	17.92%	55
Disagree	3.26%	10
Strongly disagree	0.33%	1
TOTAL		307

Table 14 Students' views of writing drafts

Table 14 is about writing drafts. More than 50% of the students agreed that writing several drafts improves the essay's quality. 48.53% agreed, and 29.97 % strongly disagreed. On the other hand, 17.92 of the students neither agreed nor disagreed, a small percentage of 3.26 % disagreed, and only 0.33% strongly disagreed.



Q9 Peer reviewing/tutoring by my classmates is useful for my argumentative writing improvement.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	20.52%	63
Agree	49.19%	151
Neither agree nor disagree	24.76%	76
Disagree	4.23%	13
Strongly disagree	1.30%	4
TOTAL		307

Table 15 Students' views of peer reviewing and/or tutoring

Table 15 is about peer reviewing and/or tutoring. The majority of students agreed that peer reviewing/tutoring could be helpful to improve their writing quality. 49.19 % of the students agreed, and 20.52% strongly agreed. However, 24.76% of the students neither agreed nor disagreed, only 4.23% disagreed, and 1.30% strongly disagreed.

Q10 The writing center's services available at my university, are essential to improve my argumentative writing skills.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	10.10%	31
Agree	36.81%	113
Neither agree nor disagree	39.41%	121
Disagree	12.05%	37
Strongly disagree	1.63%	5
TOTAL		307

Table 16 Students' views of the writing center

Table 16 is about the writing center's services at the university. 36.81% of the students mentioned that they believe that the writing centers' services are helpful to improve argumentative writing, and they responded agree while another 10.10% responded strongly agree. On the other hand, 39.41% responded neither agree nor disagree, 12.05% of the students chose to disagree and 1.63% of the students chose to strongly disagree.

Q11 I like to use technology to improve my argumentative essays (spelling checkers, Grammarly, etc.).

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	39.74%	122
Agree	41.04%	126
Neither agree nor disagree	14.01%	43
Disagree	4.56%	14
Strongly disagree	0.65%	2
TOTAL		307

Table 17 Students' preference for technology use

Table 17 is about students' preference for technology use to improve their writing scripts. The majority of students agreed that using technology helps improve writing. 41.04% of students agreed, and 39.74 % of the students strongly agreed. On the other hand, 14.01% of the students neither agreed nor disagreed. Only 4.56 % of the students chose to disagree, and 0.65 % strongly disagreed.

Q12 The correction code (provided by my lecturer) is an excellent tool to help me improve my argumentative essay writing.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	20.52%	63
Agree	47.56%	146
Neither agree nor disagree	24.76%	76
Disagree	4.89%	15
Strongly disagree	2.28%	7
TOTAL		307

Table 18 Students' views of correction codes

Table 18 is about the correction code usually provided by lecturers. 47.56 % of the students thought it was useful to help improve their essays' writing quality, and 20.52% strongly agreed. About a quarter of the respondents (24.76%) neither agreed nor disagreed. On the other hand, 4.89% of the students chose to disagree, and 2.28% chose to strongly disagree.

Q13 I cannot improve my argumentative essay without my lecturer's feedback

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	17.92%	55
Agree	38.44%	118
Neither agree nor disagree	28.66%	88
Disagree	8.79%	27
Strongly disagree	6.19%	19
TOTAL		307

Table 19 Students' views about the importance of feedback

Table 19 is about whether students can improve or not without their lecturers' feedback. 38.44 % of the students responded agree, and 17.92 % responded strongly agree. Only 28.66 % of the students chose neither agree nor disagree. On the other hand, 8.79% chose to disagree while 6.19 % chose to strongly disagree.

Q14 It is better to focus on the steps of the writing process, more than on the final essay.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	17.26%	53
Agree	44.95%	138
Neither agree nor disagree	24.10%	74
Disagree	11.73%	36
Strongly disagree	1.95%	6
TOTAL		307

Table 20 Students' views on steps of the writing process

Table 20 is about students' views on whether it is better to focus on the steps of the writing process, or the final product. More than 50% of the students mentioned that they agree. 44.95% chose to agree while 17.26% chose strongly agree. 24.10% of students chose neither agree nor disagree. On the other hand, 11.73% disagreed and 1.95% chose strongly disagree.

Q15 Writing reflections on each stage of my argumentative writing process is useful.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	10.75%	33
Agree	54.40%	167
Neither agree nor disagree	28.66%	88
Disagree	4.56%	14
Strongly disagree	1.63%	5
TOTAL		307

Table 21 Writing reflections

Table 21 is about the usefulness of writing reflections on every step in the writing process. More than 50% of the students agreed that they were helpful. 54.40% agreed while 10.75% strongly agreed. On the other hand, 28.66% of the students chose neither agree nor disagree. Moreover, 4.56% disagreed and a smaller percentage of 1.63% strongly disagreed.

Q16 I want to know more about how to persuade people with my point of view to improve my argumentative writing.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	24.43%	75
Agree	49.84%	153
Neither agree nor disagree	21.17%	65
Disagree	3.91%	12
Strongly disagree	0.65%	2
TOTAL		307

Table 22 Students' views of persuasive techniques

Table 22 is about knowing more about persuasive techniques. More than 50% of the students agreed that they want to know more about the persuasive techniques to improve their writing. 49.84% agreed while 24.43% strongly agreed. On the other hand, 21.17% of the students chose neither to agree nor to disagree. Moreover, 3.91% disagreed, and a smaller percentage of 0.65% strongly disagreed.



Q17 I need to work more on my argument's structure and logic to improve my argumentative essay writing.

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Strongly agree	20.85%	64
Agree	57.98%	178
Neither agree nor disagree	17.26%	53
Disagree	2.93%	9
Strongly disagree	0.98%	3
TOTAL		307

Table 23 Students' views of argument structure and logic

Table 23 is about argument structure and logic in argumentative writing. More than 70% of the students agreed that they want to know more about the argument's structure and logic to improve their argumentative writing. 57.98% agreed while 20.85% strongly agreed. On the other hand, 17.26% of the students chose neither agree nor disagree. Moreover, 2.93% disagreed and a smaller percentage of 0.98% strongly disagreed.

Q18 What I need most to improve my argumentative writing is (choose your top three responses):

Answered: 307 Skipped: 65

ANSWER CHOICES	RESPONSES	No
Detailed feedback from my lecturer.	59.93%	184
Work more with my classmates.	40.07%	123
Experience different lecturers' teaching styles.	43.65%	134
Learn how to address the readers' emotions or logic.	41.69%	128
Improve my grammar, punctuation, and spelling.	57.98%	178
Know more about the argument structure.	56.68%	174
<b>TOTAL</b>		<b>307</b>

Table 24 Students' needs in writing classes

Table 24 is about students' needs in writing classes. The highest percentage 59.93 % was for choosing the detailed feedback. The second place was 57.98% for improving grammar, punctuation, and spelling. The third place 56.68% was for knowing more about the argument's structure. The rest of the options were 43.65% for experiencing different lecturers' teaching style, 41.69% for Learning how to address the readers' emotions or logic, then 40.075 working with classmates.

#### 4.2.3 The lecturers' surveys analysis

The data presented in this section reflect the knowledge and the current practices by lecturers in the same higher education institution. The focus is on argumentative writing classes. The demographic characteristics of the participants were identified: lecturers should belong to the higher education institution, they should be experienced, and they should have taught writing classes before. They were asked to fill in the survey to participate in the research study. The collected data shed light on their current practices in classes, and their knowledge of rhetoric and the argumentative writing field.

The lecturers' survey was meant to respond to the second research question: What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution? The survey comprised of a total of twenty questions. Seventeen questions were designed using the Likert scale in addition to three open-ended questions with free space to give freedom to lecturers to elaborate on particular aspects. All the survey items were designed and carefully revised to investigate two main areas: the lecturers' current knowledge, and their current practices, methods, and strategies of argumentative writing instruction. The following tables (25- 41) show the lecturers' answers to the lecturers' survey:

I-Likert scale questions

Q1 Pre-writing techniques are essential in my practice of teaching argumentative essay writing.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	48.48%	16
Agree	30.30%	10
Neither agree nor disagree	12.12%	4
Disagree	6.06%	2
Strongly disagree	3.03%	1
TOTAL		33

Table 25 Lecturers' utilization of pre-writing techniques

Table 25 is about Lecturers' utilization of pre-writing techniques. More than 78% of lecturers agreed that they provide instruction for pre-writing techniques. 48.48 % of the lecturers mentioned that provide instruction for pre-writing techniques and responded strongly agree, while 30.30% responded agree. On the other hand, 12.12% of lecturers neither agreed nor disagreed. 6.06% of the lecturers chose to disagree while 3.03% chose to strongly disagree.

Q2 I ask my students to practice reading because it helps in developing their argumentative writing skills.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	36.36%	12
Agree	51.52%	17
Neither agree nor disagree	6.06%	2
Disagree	6.06%	2
Strongly disagree	0.00%	0
TOTAL		33

Table 26 Lecturers' views of reading practice

Table 26 illustrates Lecturers' view of reading practice and whether it is part of their writing instruction or not. More than 85% of lecturers agreed that they ask their students to practice reading to improve their writing. 35.36% of the lecturers responded strongly agree, while 51.52% responded agree. On the other hand, 06.06% of lecturers neither agreed nor disagreed. 6.06% of the lecturers chose to disagree while no one chose to strongly disagree.

Q3 In argumentative writing classes, I teach my students to use a specific argument structure.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	21.21%	7
Agree	54.55%	18
Neither agree nor disagree	9.09%	3
Disagree	15.15%	5
Strongly disagree	0.00%	0
TOTAL		33

Table 27 Teaching argument structure

Table 27 is about whether lecturers teach specific argument structure or not in their writing classes. More than 70% of lecturers agreed that they teach their students a specific argument structure. 21.21% of the lecturers responded strongly agree, while 54.55% responded agree. On the other hand, 09.09% of lecturers neither agreed nor disagreed. 15.15% of the lecturers chose to disagree while no one chose to strongly disagree.

Q4 I ask my students to write two or three drafts of their argumentative essays.

Answered: 33 Skipped: 16

<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>No</b>
Strongly agree	18.18%	6
Agree	36.36%	12
Neither agree nor disagree	12.12%	4
Disagree	33.33%	11
Strongly disagree	0.00%	0
<b>TOTAL</b>		<b>33</b>

Table 28 Writing drafts

Table 28 is about lecturers advising students to write several drafts of their essays in argumentative writing classes. More than 70% of lecturers agreed that they advise their students to write several essay drafts to improve their writing. 18.18% of the lecturers responded strongly agree, while 36.36% responded agree. On the other hand, 12.12% of lecturers neither agreed nor disagreed. 33.33% of the respondents chose to disagree while no one chose to strongly disagree.

Q5 I prefer that my students engage in peer review and/or peer tutoring to improve their argumentative writing skills.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	30.30%	10
Agree	45.45%	15
Neither agree nor disagree	15.15%	5
Disagree	9.09%	3
Strongly disagree	0.00%	0
TOTAL		33

Table 29 Lecturers' utilization of peer reviewing/tutoring

Table 29 is about whether lecturers prefer their students to engage in peer reviewing or tutoring. More than 75% of lecturers agreed that they prefer their students to engage in peer reviewing or tutoring to improve their writing. 30.30% of the lecturers responded strongly agree, while 45.45% responded agree. On the other hand, 15.15% of lecturers neither agreed nor disagreed. 09.09% of the respondents chose to disagree while no one chose to strongly disagree.



Q6 I advise my students to use the writing center's services available in our university to improve their argumentative writing skills.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	24.24%	8
Agree	24.24%	8
Neither agree nor disagree	24.24%	8
Disagree	27.27%	9
Strongly disagree	0.00%	0
TOTAL		33

Table 30 Lecturers' utilization of writing centers

Table 30 is about using writing centers. Approximately 50% of lecturers agreed that they ask their students to use the writing center services available in their university to improve their writing. 24.24% of the lecturers responded strongly agree, while the same percentage also responded agree. On the other hand, the same percentage of the lecturers 24.24% neither agreed nor disagreed. 27.27% of the respondents chose to disagree while no one chose to strongly disagree.

Q7 I ask my students to use technology to improve their argumentative essay writing. (Spelling checkers, Grammarly, etc.)

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	39.39%	13
Agree	48.48%	16
Neither agree nor disagree	3.03%	1
Disagree	9.09%	3
Strongly disagree	0.00%	0
TOTAL		33

Table 31 Using technology

Table 31 is about lecturers advising students to use technology to improve their writing. More than 80% of lecturers agreed that they advise their students to use technology to improve their writing. 39.39% of the lecturers responded strongly agree, while 48.48% responded agree. On the other hand, 03.03% of lecturers neither agreed nor disagreed. 9.09% of the respondents chose to disagree while no one chose to strongly disagree.

Q8 I use a correction code to mark my students' argumentative essays.

Answered: 33 Skipped: 16

<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>No</b>
Strongly agree	21.21%	17
Agree	42.42%	14
Neither agree nor disagree	15.15%	5
Disagree	18.18%	6
Strongly disagree	3.03%	1
<b>TOTAL</b>		<b>33</b>

Table 32 Using a correction code

Table 32 is about lecturers using a correction code in marking their students' essays. More than 60% of lecturers agreed that they advise their students to use a correction code to mark their students' writing. 21.21% of the lecturers responded strongly agree, while 42.42% responded agree. On the other hand, 15.15% of lecturers neither agreed nor disagreed. 18.18% of the respondents chose to disagree while 3.03% chose to strongly disagree.

Q9 It is essential for me to give detailed written feedback for each argumentative essay draft I mark.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	30.30%	10
Agree	42.42%	14
Neither agree nor disagree	12.12%	4
Disagree	12.12%	4
Strongly disagree	3.03%	1
TOTAL		33

Table 33 Detailed written feedback

Table 33 is about lecturers giving detailed feedback in marking their students' essays. More than 70% of lecturers agreed that they give detailed feedback to their students'. 30.30% of the lecturers responded strongly agree, while 42.42% responded agree. On the other hand, 12.12% of lecturers neither agreed nor disagreed. 12.12% of the respondents chose to disagree while 3.03% chose to strongly disagree.

Q10 In my feedback-whether it is detailed or brief- I comment on language mechanics only (Spelling, grammar, punctuation, etc.).

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	6.06%	2
Agree	30.30%	10
Neither agree nor disagree	9.09%	3
Disagree	30.30%	10
Strongly disagree	24.24%	8
TOTAL		33

Table 34 Commenting on language mechanics

Table 34 is about lecturers commenting on language mechanics in marking their students' essays. Less than 50% of lecturers agreed that they comment on language mechanics only in marking their students' essays. 6.06% of the lecturers responded strongly agree, while 30.30% responded agree. On the other hand, 9.09% of lecturers neither agreed nor disagreed. 30.30% of the respondents chose to disagree while 24.24% chose to strongly disagree.

Q11 I ask my students to focus more on the process of writing not the final product (the essay) itself.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	3.03%	1
Agree	48.48%	16
Neither agree nor disagree	15.15%	5
Disagree	21.21%	7
Strongly disagree	0.00%	0
TOTAL		33

Table 35 Focusing on the process, not the product

Table 35 is about lecturers advising their students to focus on the process of the product, not the process. More than 50% of lecturers agreed that they advise their students to focus on the process of the product, not the process. 03.03% of the lecturers responded strongly agree, while 48.48% responded agree. On the other hand, 15.15% of lecturers neither agreed nor disagreed, and 21.21% of the respondents chose to disagree. None of the respondents chose to strongly disagree.

Q12 I ask my students to write reflections on each stage of their argumentative essays' writing process.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	3.03%	1
Agree	12.12%	4
Neither agree nor disagree	15.15%	5
Disagree	51.52%	17
Strongly disagree	18.18%	6
TOTAL		33

Table 36 Writing reflections

Table 36 is about lecturers advising their students to write reflections on each step in their writing process. Less than 15% of lecturers agreed that they advise their students to write reflections. 3.03% of the lecturers responded strongly agree, while 12.12% responded agree. On the other hand, 15.15% of lecturers neither agreed nor disagreed. 52.52% of the respondents chose to disagree while 18.18% chose to strongly disagree.

Q13 In argumentative writing classes, I teach my students the elements of the rhetorical situation.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	15.15%	5
Agree	27.27%	9
Neither agree nor disagree	30.30%	10
Disagree	9.09%	3
Strongly disagree	18.18%	6
TOTAL		33

Table 37 The rhetorical situation

Table 37 is about teaching the rhetorical situation. Less than 40% of lecturers agreed that they teach the rhetorical situation. 15.15% of the lecturers responded strongly agree, while 27.27% responded agree. On the other hand, 30.30% of lecturers neither agreed nor disagreed. 9.09% of the respondents chose to disagree while 18.18% chose to strongly disagree.



Q14 In argumentative writing classes, I ask my students to persuade their audience through persuasive appeals.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	24.24%	8
Agree	45.45%	15
Neither agree nor disagree	9.09%	3
Disagree	9.09%	3
Strongly disagree	12.12%	4
TOTAL		33

Table 38 Persuasive appeals

Table 38 is about teaching persuasive appeals. More than 60% of lecturers agreed that they teach their students the persuasive appeals. 24.24% of the lecturers responded strongly agree, while 45.45% responded agree. On the other hand, 9.09% of lecturers neither agreed nor disagreed. 9.09% of the respondents chose to disagree while 12.12% chose to strongly disagree.

Q15 In argumentative writing classes, I ask my students to persuade their audience through visual representations of their ideas (like photos, videos, etc.) to support the written text.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	6.06%	2
Agree	18.18%	6
Neither agree nor disagree	21.21%	7
Disagree	18.18%	6
Strongly disagree	36.36%	12
TOTAL		33

Table 39 Using visual representations

Table 39 is about lecturers advising their students to use visual representations for their ideas. Less than 25% of lecturers agreed that they advise their students to use visual representations for their ideas. 6.06% of the lecturers responded strongly agree, while 18.18% responded agree. On the other hand, 21.21% of lecturers neither agreed nor disagreed. 18.18% of the respondents chose to disagree while 36.36% chose to strongly disagree.

Q16 I am aware of the six approaches of composition instruction.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	12.12%	4
Agree	36.36%	12
Neither agree nor disagree	21.21%	7
Disagree	18.18%	6
Strongly disagree	12.12%	4
TOTAL		33

Table 40 Six approaches for composition instruction

Table 40 is about lecturers being aware of the six approaches of composition instruction. Less than 50% of lecturers agreed that they are aware of the six approaches of composition instruction. 12.12% of the lecturers responded strongly agree, while 36.36% responded agree. On the other hand, 21.21% of lecturers neither agreed nor disagreed. 18.18% of the respondents chose to disagree while 12.12% chose to strongly disagree.

Q17 I am aware of the difference between Ethos, Logos, and Pathos.

Answered: 33 Skipped: 16

ANSWER CHOICES	RESPONSES	No
Strongly agree	27.27%	9
Agree	39.39%	13
Neither agree nor disagree	12.12%	4
Disagree	18.18%	6
Strongly disagree	03.03%	1
TOTAL		33

Table 41 Differences between Ethos, Pathos, and Logos.

Table 41 is about lecturers knowing the differences between *Ethos*, *Pathos*, and *Logos*. Less than 15% of lecturers agreed that they know the difference between *Ethos*, *Pathos*, and *Logos*.

27.27% of the lecturers responded strongly agree, while 39.39% responded agree. On the other hand, 12.12% of lecturers neither agreed nor disagreed. 18.18% of the respondents chose to disagree while 03.03% chose to strongly disagree.

#### 4.3 Summary of the quantitative finding

The objectives of the study (covered by quantitative findings) were: 1) to identify the differences between L1 and L2 students' essays in terms of the rhetorical appeals and the argument structure. 2) to explore the current lecturers' practices and knowledge in argumentative writing classes, and 3) to explore the students' perceptions, wants and needs in such classes. The sample size for surveys comprised of 49 lecturers who taught/currently teach EAP writing courses and the sample size for students' surveys was 372 students. The sample was purposively selected to serve the objectives of the study; therefore, both students and lecturers came from the same higher education institution, and the students were enrolled/finished EAP writing courses. Lecturers who teach the same courses with similar content were asked to respond to the survey. Students were also asked to respond to the survey given that they are enrolled or already finished writing courses. The surveys items were revised to make sure they serve the purpose of the study and cover the related research questions. The purpose of the lecturers' survey was to obtain data on the lecturers' current knowledge of rhetoric, argumentation, and their current practices in argumentative writing classes. While the purpose of the students' survey was to get insights into students' perceptions, wants and needs in argumentative writing classes.

The first aspect of the quantitative findings was identifying the differences between L1 and L2 students' essays regarding the argument structure and rhetorical appeals. For the first part which is the argument structure; in general, L1 students scored slightly higher on the quality of their argument structure especially in the two categories 'Data' and 'Warrants' and the overall 'Toulmin's score', while their L2 peers scored slightly lower. However, L2 students scored slightly higher on the quality of the 'Claim.'

For the second part of the first aspect which was identifying the differences in the rhetorical appeals frequency of use and their types. The quantitative analysis of students' essays revealed that most students used at least one rhetorical appeal. The most common rhetorical appeal used by L2 students was '*Pathos*', and the most common appeal used by their L1 peers was '*Logos*'. In general, students whose L2 is English seemed to write in a different way other than their L1 peers when it comes to argumentative writing. L2 students provided a fair argument structure in most cases, while their L1 peers were able to produce slightly better argument quality. Also, L2 students used the rhetorical appeal "*Pathos*" more often than their L1 peers who in turn used

“*Logos*” more. Lastly, data obtained from interviews and classroom observations show that although argumentative writing classes were effective, they could be improved to increase their efficiency and to improve the students’ quality of writing.

The second aspect of the quantitative analysis was the lecturers’ surveys. The analysis of the lecturers’ surveys gave information about the lecturers’ current practices in argumentative writing classes. The findings indicated that most lecturers have good knowledge of argumentation and that they endorse effective approaches and strategies in their argumentative writing classes. Those approaches and strategies can be -but not limited to- using prewriting techniques, reading skills, teaching a specific argument structure, and others. A high percentage of lecturers mentioned that they ask their students to write several drafts of their essays, but a fair percentage also mentioned that they do not. Lecturers preferred that their students engage in peer-review/tutoring and a fair percentage preferred that their students use the writing center’s services in the higher education institution. Technology was also preferred by lecturers, and they mentioned that they ask their students to utilize it to improve their writing. Besides, most of the lecturers mentioned that they use a correction code and that they give detailed written feedback. A fair percentage of the lecturers mentioned that they comment on aspects other than language mechanics in their feedback, but a similar percentage mentioned that they do not. Also, most lecturers agreed that process writing is more effective than product writing. However, the majority of lecturers mentioned that they do not ask their students to reflect on their writing. A good percentage agreed that they teach their students the rhetorical situation, a fair percentage were neutral, and the rest did not teach it. Moreover, most of the lecturers agreed that they ask students to use persuasive appeals in their writing, but they did not like the idea of having visual representations in their students’ essays. Furthermore, most lecturers mentioned that they are aware of the six patterns of composition instruction and the difference between *Ethos*, *Pathos*, and *Logos*; however, the findings also revealed that a fair percentage of lecturers’ do not often refer to persuasive appeals in argumentative writing classes.

The third aspect of the quantitative analysis was the students’ surveys. The analysis revealed that students did not prefer writing classes and believed they were challenging. They also believed that writing classes could be improved. Most of the students thought that it was better to talk about emotions to persuade the readers, and they also liked the idea of using visuals to present

their ideas. A high percentage of students mentioned that they find prewriting techniques and reading useful and helpful in improving their essays, and another high percentage of students thought that a certain argument structure should be followed in argumentative essays. Students also agreed that they should write several drafts. Most of the students mentioned that they benefited from peer review/tutoring and the writing center's services available in their higher education institution. The use of technology was another theme that emerged from the analysis. It seemed that students enjoyed and preferred using technology in writing classes. Students also expressed that their lecturers' feedback is essential and that they preferred to have a correction code. Furthermore, an important finding was that students preferred to focus on the writing process not only the final product, and they also valued reflections. In general, data analysis revealed that students need to know more about the argument structure and the persuasive appeals. The findings also showed the students' need to have different and varied activities in argumentative writing classes to remain engaged.

In general, responses obtained from both surveys (students and lecturers) revealed that the current teaching practices are excellent and up to a high standard. However, students can also benefit from some improvements such as learning more about persuasion and argumentation, getting more/different feedback, using visual representations, writing reflections, getting more time to practice, and using different strategies to improve their writing skills.

#### 4.4 Qualitative findings

The qualitative findings section focused on three main aspects: the first aspect was the open-ended questions from the students' and the lecturers' surveys. Second, the second aspect was the lecturers' interview analysis to explore their knowledge and current practices. The last aspect was the classroom observations to validate the data from both the surveys and the interviews.

The first aspect of the qualitative findings was the open-ended questions in the students' and the lecturers' surveys. The following section focused on the lecturers' surveys.

#### 4.4.1 Open-ended questions in lecturers' survey:

Q18 How do you introduce the argumentative essay to your students? Briefly describe what you do.

Answered: 33      Skipped: 16

Table (42) illustrates the answers extracted from the lecturers' answers to question eighteen:

1.	Understand what the opposition would say. Anticipate it. State their logical premises. Then agree somewhat, or disagree with counter-argument.
2.	Define the word "Argumentative", then introduce the layout of the essay.
3.	I give them a situation, ask for their opinion, and then ask why they feel that way. Sometimes, I then have someone offer an argument against the first person's idea.
4.	Outline
5.	Through examples of situations/stories
6.	explain what needs to be done: have a viewpoint/take a stand be prepared to have reasons together with support and analysis of that support ... to be used to defend that stand review the basic organization start with some controlled practice (e.g. focus on the introduction and after reviewing the basic elements of it, get students to write one of their own, then review some with the class ... and the rest one on one with each student etc.) eventually move on top having them write a full essay
7.	Give the students an outline of an essay; show a written sample; have students identify what is on the outline on the sample; later cut up a sample and have them put it together etc.
8.	I try to simplify and personalize the notion of "argument" and try to illustrate to my students how there are two sides of every coin. I may use some authentic and contemporary examples from my students' culture or experience to make it more interesting and enjoyable. These examples may be simple anecdotes of argument or debates, stories and rhetorical devices found in contemporary news articles, editorials or videos.
9.	I would have decided which side of an argument that they are on. Then have them write an introduction with a hook. a thesis statement and an outline. Next I would have them write claims for the topic and counter claims. Finally they would write a conclusion.
10.	In the form of a debate to brainstorm ideas, then extract various theses. Following that, we develop justifications or evidence for those.
11.	All genres need to have the structure broken down so that the students can see exactly what is expected.



	Modelling the correct format, the types of language are also needed so that the students have something to work from.
12.	For example, ask them to persuade me to remove their absence from the attendance register.
13.	Analyse question, brainstorm arguments (mind map?), challenge views, think of (strong) examples. Review structure to be used.
14.	through context-set up a situation that requires argument have them brainstorm strong points and then support those points with citations then structure them in a framework of 4 paragraph or more essay
15.	I explain that when we use writing to persuade people of an idea that we need to show that we've considered it in terms of clear reasoning 'for', and that we've considered come of the main counter points 'against'. Then we look at how to structure these two elements.
16.	Using models
17.	The key concept I would like my students to understand first is that an argumentative essay heavily relies on evidence generated through research, to prove the point they are arguing. I want them to realize that their position should be based on these, rather than their own feelings and preferences.
18.	I discuss the subject that the argumentative essay is about. Depending on the class, I might do a class brainstorm, a pair brainstorm or the students work individually.
19.	I use techniques that are not necessarily specific to argumentative essay writing but to writing in general like advance organizers, pre writing tasks etc.
20.	I start with a brainstorming session about arguments and debates to test students' knowledge then I ask them to write step by step one paragraph at a time.
21.	I encourage them to think about argumentative essays by showing videos, pictures and discussing them. Then I have them discuss how they can convince their friends of their ideas.
22.	A topic is given and students discuss it.
23.	I introduce the argument essay like any other essay, showing that an essay is a group of paragraphs.
24.	I introduce how to write an essay then give model answer
25.	I introduce the meaning of argument or debate first, then i ask them to have a position.
26.	I ask my students to write freely without a specific argument structure. why limit them?
27.	I have them analyze a model argumentative essay to identify the structure and language strategies used and have them compare these to the other essay types they are already familiar with. I then outline the possible ways to organize this essay type and introduce some useful language strategies and techniques for argumentation.
28.	I start with a definition and then offer examples of topics that might be interesting for them. Then I use strategies that are typical of other written genres like brainstorming, free writing etc.
29.	I ask them to write four paragraphs stating both opinions.

30.	I start by asking them about the meaning of the argument then i ask them to start to write step by step, one paragraph each time.
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Table 42 Lecturers' answers to question no. 18

Based on the lecturers' answers, ten main themes were identified. Table (43) shows the percentage for each theme identified.

Themes identified	Number	Percentage
Model/examples	11	36.6%
Presenting both sides of the argument	7	23.3%
Prewriting techniques	7	23.3%
Meaning of the argument	4	13.3%
Paragraph dependence	3	10%
Argument structure	3	10%
Rhetoric	3	10%
The topic is given then the discussion	2	6.6%
Argumentation techniques/strategies	2	6.6%
No argument structure	1	3.3%

Table 43 Themes identified though lecturers' answers to question no. 18

Table (43) shows that the most used method as stated by lecturers was to give model answers, samples or examples for students to emulate. The second highest percentage was for giving both sides of the argument (23.3%). A similar percentage was given to pre-writing techniques. A large number of lecturers mentioned that they use a variety of prewriting techniques to introduce the argumentative essay. 13.3% of lecturers mentioned that they start by discussing the meaning of argument or debate. On the other hand, 10% of the lecturers mentioned that they focus on paragraph division and layout. Another 10% mentioned that they teach the argument structure. The last 10% mentioned that they teach appeals or rhetorical devices. Only 6.6% mentioned that they give a topic then discuss it and a similar percentage mentioned that they teach argumentative techniques or strategies. Finally, only one lecturer (3.3%) mentioned that there is no need for teaching a specific argument structure.

Q19 How much do you know about the persuasive appeals and the rhetorical situation? Briefly write what you know.

Answered: 33 Skipped: 16

1.	Mark Anthony's funeral oration contains it all. Triplicates...statements of three. Use of closing techniques...getting the participant to agree to obvious statements, before closing logical trap.
2.	Rhetoric refers to the art of persuasion in all its aspects.
3.	I have students use them, but I don't name them. I have students think about what would be the strongest argument in different situations: data, personal experience, etc. This leads toward the 3 forms of appeal.
4.	Null
5.	Use the if/then model Use a hook and continue to engage the reader
6.	persuasive appeals: building an argument that in some way attracts the audience ... done by 'appealing' to something important to them. This could be based on emotion ... and not necessarily logic rhetorical: ask a question in the introduction ... and then answer it in the rest of the essay
7.	Ethos, logos and pathos are the three rhetoric appeals that are used to in the art of persuasion which aims at convincing an audience.
8.	I teach the concepts of persuasive appeals and rhetorical situations in another course, but the indomitable individualist in me does not like to be sold or upsold anything, and confess this to my students in occasional asides of honesty. I recently presented my students an unsolicited "persuasive appeal" from a coffee shop I received on my cell phone, and asked them whether they would respond with a simple click. Of the 125 students, only 19 said they would respond.
9.	Ethos - arguments that appeal to ethics. Pathos - arguments that appeal to passion or emotion and Logos - arguments that appeal to logic.
10.	ethos, pathos and logos...ask Aristotle :)
11.	Not much
12.	The term is not known to me, but the ethos, voice and audience is. These are important aspects of the particular piece of writing and need to be modeled to the students.
13.	One must use language in a way that it appeals either emotionally or logically to the reader while establishing his/her credibility while persuading others to do something for them either verbally or in writing.
14.	I'm not entirely clear what you mean by "rhetorical situation". Persuasive appeals, yes - appealing to better nature, emotions or sense of order etc.
15.	using logic/emotion/character to frame an appeal

16.	From my knowledge of philosophy I'm aware of the Aristotelian concepts of 'ethos', 'pathos', and 'logos': essentially Ethos refers to an appeal the reader to consider the source of information e.g. the character of the writer for example, Pathos is an appeal to emotions, and logos is an appeal to their reason.
17.	I know it.
18.	At the moment, I currently teach these for the purpose of formal proposals and appeals. The students are not exposed to the actual Greek terms. Instead, Logic, Emotion, and Character are used to simplify the concept.
19.	That you should orientate your message to appeal to emotional, logical and character based responses in the reader.
20.	Not sure of what these terms mean. Sorry
21.	My knowledge is a bit limited in this field but i know that these are methods to persuade the readers.
22.	1. ethos is the ethical appeal: it is based on the character or credibility of the author 2. pathos appeals to the readers' emotions, and 3. logos appeals to logic or reason using inductive or deductive writing
23.	A fair amount
24.	nothing
25.	i don't know much
26.	My knowledge is a bit limited but i think they are methods of persuading the target audience of our argument
27.	Methods of persuasion
28.	I am aware of the need to acknowledge both sides of an issue to avoid coming across as one-sided. In addition to this, it is also important to use concession, and to include strong persuasive supporting ideas with solid evidence, in order to persuade the reader that one is open-minded, and that your position is believable, reasonable and logical.
29.	nothing about the rhetorical situation but I know a bit about persuasive appeals
30.	I do not know much
31.	I do not know much, but i think these are ways to persuade readers

Table 44 Lecturers' answers to question no. 19

Based on the lecturers' answers, five main themes were identified. Table (45) shows the percentage for each theme identified.

Themes identified	Number	Percentage
Very good knowledge	16	51.6%
I do not know	11	35.4%
A fair amount/a bit	3	9.6%
Irrelevant answer	1	3.2%
Rhetorical situation	0	0%

Table 45 Themes identified through lecturers' answers to question no. 19

The data analysis illustrated in table (45) show that 51.6% of the lecturers showed very good knowledge of the persuasive appeals. However, 35.4% mentioned that they do not know anything about them and no one was able to describe the rhetorical situation (0%). Only 9.6% mentioned that they know or have fair/limited knowledge of the appeals, and only one lecturer (3.2%) had an irrelevant answer to the question.

Q20 What are the other aspects that you focus on when you give feedback on argumentative essays "other than language mechanics"? Briefly mention other aspects if any.

Answered: 33 Skipped: 16

1.	Weak ideas. Faulty logic. Cultural myopia. Faulty parallelism.
2.	Organization and resources
3.	I don't focus much on language mechanics. I have students use Grammarly and other programs for that. Instead, I work on building their argument and supporting their ideas.
4.	structure, topic sentences, critical thinking
5.	Overall effectiveness of the message and if the task was fulfilled
6.	Are you on topic? Do your arguments convince me? Are your arguments backed up or justified with relevant evidence? Have you cited all sources used? Is your conclusion memorable or run of the mill (basic summary)? etc.
7.	Organization, transition, how to open, how to end etc...

8.	I try to keep my comments positive, personalized and proactive, and give my students opportunities for revision and resubmission, knowing after 20 years of teaching that some students tend to be detail-oriented and enjoy writing (and arguing!) more than others.
9.	Their arguments have to be consistent and logical.
10.	Tone, articulation of argument, emotional pull, logic of argument
11.	None
12.	The structure is important and this will help them to structure the responses they need and thus the language.
13.	on Ethos, pathos and logos.
14.	Strength of arguments / examples. if the finished work seems to suggest a process (or not). How it could move to the next level.
15.	paragraph structure
16.	Introduction and conclusion. Structure - individual paragraph structure, and overall essay structure. Limit points.
17.	The way of giving feedback. Local students react better to verbal feedback. They often do not read the written feedback. I do it, but I know some if not most of it will not be read
18.	The structure, communication flow (cohesion and coherence), and content (evidence and logic) are often the focus of my feedback.
19.	Other aspects include a focus on the subject itself to foster creative thinking.
20.	I try to rely on a 50/50 split between aspects of fluency and accuracy. Both are important in writing instruction and feedback.
21.	Everything else.
22.	Organization, content and depth of writing, effective use of transitions, did the writer persuade me
23.	Expanding ideas
24.	paragraphs
25.	i focus on building paragraphs
26.	the word count, the argument adopted, the handwriting clarity, the paragraph division, etc.
27.	The meaning and the format.
28.	Organization, Style, Vocabulary and Grammatical range, Cohesion, Unity, Referencing, Appropriate use of sourced material to support their ideas
29.	Content and how the text is organized is an important consideration. Basically I use the fluency and accuracy divide in all aspects of productive skills including writing.
30.	The essay's layout
31.	I focus on paragraph division and essay layout

Table 46 Lecturers' answers to question no. 20

Based on the lecturers' answers, thirteen main themes were identified. Table (47) shows the percentage for each theme identified:

Themes identified	Number	Percentage
Paragraph division/structure	12	38.7%
Argument	7	22.5%
Layout/organization	6	19.3%
Logic	5	16.1%
Ideas	4	12.9%
Other aspects	4	12.9%
Content	3	9.6%
Fluency and accuracy	2	6.4%
Transition	2	6.4%
Persuasion	1	3.2%
Meaning	1	3.2%
Word count/handwriting	1	3.2%
None	1	3.2%

Table 47 Themes identified through lecturers' answers to question no. 20

Table (47) show that paragraph division and structure were the top priority of lecturers in their feedback (38.7%). The second top priority was the argument, with the percentage of 22.5%, lecturers mentioned that they focus on the argument. The third position in the themes identified was the layout/organization of the essay (19.3%). In the next three positions, logic, ideas and other aspects (16.1%, 12.9% and 12.9) in order. After that, other categories were identified with lower percentages. Examples of these categories were content, fluency, and accuracy, transition, persuasion, meaning, word count and handwriting. Only one lecturer mentioned that he/she does not comment on any other aspect except the language mechanics. The next section focused on the open-ended questions in the students' surveys.

#### 4.4.2 Open-ended question in students' survey

Q19 Write briefly about any other needs or recommendations you think can improve argumentative writing classes for you as a student.

Answered: 307 Skipped: 65

The following answers were extracted from students' input to the open-ended question in the survey: Table (48) shows the raw data extracted from the students' answers; 195 valid answers (some students left the answer blank/wrote irrelevant things) were extracted from students' input.

2	Work with my classmates to improve my writing and correct my mistakes
3	Practice and review the argumentative writing
4	We can use google
5	We need more visual learning
6	I think research on argument just to know the structure of what's going on and how to write a strong essay with backing up your writing with proof
7	I believe writing requires following hypothetical techniques that could improve your skills.
8	Having a chance to write multiple drafts
10	Practice and training
11	Be creative and allow your mind to enter the war of arguments ;)
13	More examples
14	Try to practice as much as you can on writing skills. .
17	Practice more
20	Listening carefully to the lecturer and follow their instructions.
21	Collaborate with other students
24	I think we need more practice given from teachers as class work to improve in writing
25	By having examples of bad or invalid argument essay and find its weak points and how they would have been avoided
27	Add pictures
28	Class work and good practice
29	I think if a student wants to improve his writing he should read a lot and write a lot.
34	More classes for writing
37	Need help from teacher
38	Tutorials
40	Listen to the teacher
41	Help students with grammar and spelling



42	Time of the writing, place of the writing
43	How to use the structure correctly,
44	Get help
45	Reaching what they want to hear
46	Group activities
47	Give more or extra information
48	Being shown samples of good and bad argumentative essays
50	Collects facts
52	Use argument in class more often and apply them on your writing tasks.
55	More practice
57	Get the reader's attention, first give the reader a summary of what are you writing about motivate the reader.
58	Using examples from real life experiences
62	Learn a stronger vocab
63	Make classes more interesting
64	Reading
65	Daily training on writing
66	Decreasing the lecture time
67	Using other techniques like taking notes.
68	Taking note
69	Taking notes
71	More practice and explain slowly to understand more and more and don't give us a lot of information on one day
72	Know more about the argument structure.
74	As a team i think it's more effective to argue with others.
75	Reading books and see methods
77	How to teach the student in simple way
78	More class work
79	learning different styles and grammar
80	To improve my argumentative writing, training over and over will help me as a writer to improve by learning from our mistakes.
81	Giving us more time
86	More practice
301	I should focus in the class to get higher marks
97	More knowledge about argumentative essay
101	To describe or point out the facts that supports my opinion clearly.

102	Do a lot of writing, then a little bit hard then harder like that to be easier or to understand it better
103	Work more in class
112	Practice more in class
114	Exercises that help us to know how to convince an audience whether through logos or pathos.
116	Read about the topic before writing will be useful
117	Start your introduction with an attractive or interesting sentence.
118	1-top level English 2-focus more on grammar 3- spelling
119	The student who writes the essay must use the clear and correct word choices while writing and don't put too much of his/her emotions into the essay.
120	Look at different opinions from students or other people and compare between them
121	Learn how to address the readers' emotions and know more about the argument structure and experience different lectures teaching styles.
122	Improve my grammar and spelling by reading or watch movies
124	Using online sources that have experience in argumentative writing to get more knowledge and understanding of how an argumentative essay structure is supposed to be and how to bring the reader's attention towards a specific point related to the argument within the topic in the essay.
125	Taking classes
127	Keep practicing
129	Improve your grammar and spelling, improve emotions to be under control
133	Use a computer
134	Make competition even for the weakest
135	I guess getting to see examples of other argumentative essays.
136	Some practice and learn new effective words
138	Creating debates between students about selected topics. A lot of students find speaking better than writing. If one can speak and think quickly (during a debate), then his writing skills will be improved.
140	Asking the instructors
141	Revising more kinds of writing
143	Practice and feedback
145	Experiencing an argument in order to understand how to structure and write from a different view
148	focus and revise more
151	Examples of argumentative essays
153	I think that the argumentative writing course is a good course. However, I think it can be improved by giving the students more of a positive and fun experience as I think this could improve the course over all.
154	Working together with classmates will help us gather more ideas.
159	More practice

162	Playing with people feelings is not the right way to win an argument, the proper way is to have facts and use logic.
164	Develop my usage in different and strong words.
165	Read more to write better
168	More practice with better explanation
170	Get feedback from the teacher
171	Practice
173	To practice more
174	Stand by your point, don't change your point stay with it
175	Teacher give more about the argument structure
176	As long as we practice and get detailed feedback everything should go well
177	Knowing how to grab the reader's attention
178	Knowing exactly what I'm going to write about, and find the right tools to complete this essay in satisfaction.
181	More practice to improve my writing
183	My recommendation is giving the student a detailed briefing about his argumentative writing and how can he improve it, additional classes for those who need help with their essays.
184	By working together in groups we can make a scenario where 2 people try argumentative and persuade the other two
185	More activities
187	Give more writing practices in the class
188	To know who the essay is for. For example the age group and status.
190	Showing us an example of how argumentative essays works and what words are used to persuade readers in the argumentative essay.
191	Teacher detailed explanation of argumentative writing skills.
192	In order to persuade the other party to write dialectically, it is necessary to clarify the evidence and proofs first, and then focus on the facts and reality, and in the end come the emotions and feelings
193	Picking words that have lots of meaning and using emotions to support your speech being honest and clear
196	More writing Training
197	Practice it more with friends and classmates
199	Practice more in reading
200	So far i believe i have enough knowledge and experience on argumentative essays
202	Getting more than one feedback from the teacher
203	Having an argumentative show between students
208	By looking at YouTube videos.

213	Make a Quiz list that says what to do in each sentence and paragraph. Do activities rather than just talking to students. Try to choose fun topics or trending topics. Make the first class fun and enjoyable.
214	Having extra practices from time to time to improve your writing skills.
215	How to let the students see the argument from different points of views
216	Writing more and more argumentative essays is the best way to improve your skill in that specific way of writing.
217	You have to take care about the student emotions, for example if there are some students are not good in your class, you should try to help them by give them some practice or to improve their weaknesses, or give them some more examples
218	Work with my class mates
219	Always try to include real-life examples
220	Set more time for argumentative classes
221	Make the students write more argumentative essay based on their choice, then the lecturer should give a feedback based on each student's essay.
222	Be used to the structure of it. Read argumentative essays for practice.
223	Practice more to improve your writing
224	We need more practice and examples
225	Writing more argumentative essays in the class.
226	Focusing on the argument and the behavior of the person in front of you helps improve one's argumentative essay a lot.
227	More reading
228	Argumentative writing needs enough time to know what to write.
229	Use Videos
230	Everyone should read because it opens your mind and it's the key of success
231	I really like the idea of group work, where each group that supports a part of the argument can join together to brainstorm and generate ideas. This will expose us to a wide variety of ideas.
232	Every one of us must read because it's the key to success
233	Learning how to start with perfect introduction and how to end the writing.
234	Looking at previous examples
235	Common mistakes and their fixes or the correct way of doing them.
236	Try to write an efficient essay rather than many essays
237	Practice more in writing
238	We need more practice writing an argumentative essay, and if we have to write about topics which require research it will be better.
239	Keep writing essay
241	Work as group with the classmate and read what you write for all class to help you to improve.

243	We need to see examples of a good argumentative essay, we need to know dos and don'ts of an argumentative essay
244	Practicing argumentative writings can be helpful before starting one without practicing
245	I think that we need some practice, and just need to revise the structure of the argumentative writing.
246	Getting more examples
247	I think students should be guided clearly step by step since most of them are not English speakers also after guiding you should let them practice a lot and help them with their mistakes so they avoid them
248	Working harder on my English vocabulary.
249	The teachers' feedback, spelling mistakes and grammar. More time.
251	READ MORE
252	More practice to improve it
253	I think improving the grammar would be a very useful thing. Using logic is another important tool other than emotions. If teachers would focus more on how to write a logical essay that would be a big plus.
254	Acceptance of more internet sources and more simple topics to choose from.
255	It may do writing to improve the student because many students don't know how to write
256	Constant feedback from my lecturer and the improvement of my grammar and punctuation to get the best final results without any mistakes.
257	Have more writing activities.
258	I think easy topics then going on step by step is better
259	I need feedback
260	feedback from the teacher working with classmates to find out our mistakes
261	We need feedback
262	I need more help from the teacher and more practices
264	Nothing more to add, just need more practice and work with class mates
265	Reading a lot of argumentative texts
266	I think that the lecturer needs to show a perfect sample of argumentative writing and teach the students how it is done perfectly.
267	Giving an examples of argumentative essay.
268	Need to have time about essay writing and teach us the good technique or style for writing.
269	Writing argumentative essays more often to improve each time.
270	A detailed feedback from the lecturer would be helpful
272	It should be a face to face debate instead of writing
273	Writing argumentative essays with different topics to experience, in addition to reviewing more than one draft before presenting the final essay.
274	Practice
276	To have easy simple steps to learn

277	Taking grammar courses
280	We should have some samples of perfect essays that are written by other students.
281	Example of argumentative and persuasive sentences and how to embed facts and statistics in your argument correctly and persuasively.
282	I think one of the ways to improve argumentative essays is to practice them and getting feedback from the teacher.
283	More studies about argumentative writing. A specific class for argumentative writing.
285	Learn more grammar
301	More practice
291	Do more practice
292	Using new technologies to improve the grammar for E.g.: -Auto Correction -grammar Correction
293	Practice more
294	Online apps
295	Taking a reading and writing course is an essential method of enriching your general knowledge and skills in the English language.
296	Grammar and spelling also punctuation
297	I need to know how to start the essay without hesitation
297	Detailed feedback from my instructor, learn more styles and also improve my writing skills and read more.
299	I need to think outside the box more often than usual.
301	Focus on the ideas that my argument presents.
302	Always get feedbacks and research properly.
303	Work more and have a lot of practice
304	Create a debate to see whether people think it's wrong or right
305	Learn how to build argument
306	I think that if i see the lecturer do it several times, I will be able to know more about the steps and write in the same style that she does, it'll be faster

Table 48 Students' answers to the survey's open-ended question.

To analyze data extracted from the last question in the survey, the researcher excluded irrelevant/blank answers. The remaining answers were 195 answers illustrated in table (48).

Table (49) shows the themes identified based on the analysis of the open-ended question in the students' survey.

Themes identified for students' needs	Frequency of occurrences	Percentage
More practice/training	28	14.35%
Reading	23	11.79%
Modelling	20	10.25%
Feedback	14	7.17%
Grammar	13	6.66%
More about conveying emotions	7	3.5%
Spelling	6	3.07%
Improve/ learn new/effective words or vocabulary	6	3.07%
How to build arguments/structure	4	2.05%
Google, technology, online tools/apps	3	1.5%
More about logic	3	1.5%
Working with classmates	3	1.5%
Punctuation	2	1.02%
Debates	2	1.02%
Other aspects	61	31.55%

Table 49 Themes identified based on the analysis of the open-ended question in the students' survey.

Table (49) shows that the highest percentage was 14.35% for students who mentioned that they need more practice/training to improve their argumentative essays. 11.79% of the students thought that reading is very important to improve their argumentative writing skills. 10.25% of the students stressed the importance of modelling and receiving essay samples. 7.17% of the students mentioned that they need feedback. 6.66% of the students mentioned that they need to improve their grammar. 3.5% of the students wanted to learn more about conveying emotions. 3.07% of the students mentioned that they need to improve their spelling. 3.07% of the students mentioned that they need to learn new/useful words or vocabulary. 2.05% of the students wanted to know how to build arguments or to know more about the argument's structure. 1.5% of students mentioned Google, technology, online tools/apps. 1.5% of students wanted to learn more about logic. 1.5% of students mentioned that they could improve through working with their classmates. 1.02% of students recommended having debates. 1.02% recommended knowing more about punctuation

Students also gave different recommendations in other aspects which constituted 31.55% from the total percentage; few of them mentioned logic, and that they want to know how to construct a logical argument. Two students mentioned that appealing to emotions is not a good idea. Only one student mentioned that he wants to learn about pathos and logos.

The findings of the open-ended questions from the lecturers' survey gave useful information on their current knowledge and practices which responded to the second research question of this study. The open ended question from the students' survey also gave important information about the students' perceptions, wants and needs in argumentative writing classes gave useful insights into the students' way of thinking and their frame of mind. Most of them feel that they need more practice and model essays to improve. The findings contributed to answer the third research question of the current study.

#### 4.4.3 Lecturers' interview analysis

The data presented in this section reflect part of the qualitative findings based on the lecturers' interviews' analysis. The lecturers' interview was designed to get in-depth information about the current writing instruction practices, and the lecturers' knowledge in a higher education institution in the UAE. The focus was on argumentative writing. The demographic characteristics of the participants were identified: lecturers should belong to the higher education institution, they should be experienced, and they should have taught writing classes before. They were asked to be interviewed to participate in the research study by the researcher after the official approval was obtained. The collected data reflect in-depth information regarding their current practices and their knowledge of the argumentative writing field.

The lecturers' interviews were meant to validate the data from the lecturers' surveys in response to the second research question: What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution?

All the questions were designed and carefully revised to get in-depth and detailed information on two main areas: first lecturers' current practices in writing classes, and second their knowledge of methods and strategies of rhetoric and argumentative writing instruction. So the sample used was a purposive sample. The interviews were semi-structured. The researcher designed nine



main questions, but more themes emerged and were discussed during the interviews. Five Lecturers were selected from the same higher education institution due to their experience in teaching several EAP courses. The interview started with a section on demographic information, and this section was filled in by the researcher. The demographic information included information about the lecturer's age group, the number of their years of experience, their qualifications, and the years spent in the current role. The last category was whether the Lecturer is a native or non-native speaker of English. Table (50) shows the lecturers' demographic information:

Interviewees no.	Age group	Years of experience	Qualifications	Years in current role	Native / Bilingual
1	22-30	1-5	Master degree	1-5	Native
	30-40	6-10	<b>PhD</b>	6-10	
	40-50	11-20		<b>11-20</b>	
	<b>50+</b>	<b>21+</b>		21+	
2	22-30	1-5	<b>Master degree</b>	<b>1-5</b>	Native
	30-40	6-10	PhD	6-10	
	<b>40-50</b>	11-20		11-20	
	50+	<b>21+</b>		21+	
3	22-30	1-5	<b>Master degree</b>	<b>1-5</b>	Native
	30-40	6-10	PhD	6-10	
	<b>40-50</b>	<b>11-20</b>		11-20	
	50+	21+		21+	
4	22-30	1-5	Master degree	1-5	Bilingual
	30-40	6-10	<b>PhD</b>	<b>6-10</b>	
	<b>40-50</b>	<b>11-20</b>		11-20	
	50+	21+		21+	
5	22-30	1-5	<b>Master degree</b>	<b>1-5</b>	Native
	<b>30-40</b>	6-10	PhD	6-10	
	40-50	<b>11-20</b>		11-20	
	50+	21+		21+	

Table 50 Interviewees' demographic information

The demographic information of the lecturers as shown in table (50) reflected diversity. The lecturers' ages ranged from 30-55 years old. In addition, three of the lecturers were holders of

masters' degrees and two were the holder of PhDs. Four lecturers were native speakers on English, and only one lecturer was bilingual. The lecturers' years of experience ranged from 11-20 for two lecturers, and they were 21+ for the other three lecturers. Three lecturers spend 1-5 years in their current role, and one lecturer spent 11-20 years. Only one lecturer spent 6-10 years in his/her current role. Through the interviews' findings, the researcher identified several generic themes. The next section shed light on the findings of the lecturers' interview according to each identified theme:

Theme one: Process of teaching the argumentative essay

In responding to a question about this theme, each one of the five lecturers described what they do in class, and each one had a different strategy to approach the topic "writing an argumentative essay" in class. The lecturers mentioned that they use models to present the argumentative essays to students. Three out of five lecturers used model essays to present the argumentative essay and two out of the five mentioned that having an opinion or a stand was essential in their instruction. Only one lecturer mentioned that he asks students to deconstruct the model essays to understand their components. Most lecturers also focused on language mechanics and the essay's layout in their instruction.

The following are examples from each lecturer's answers:

*I start with my definition of what an essay is, then I usually provide students with copies/different types of essays-then ask them to tell me inductively what they think the major characteristics of an essay. I discuss with them the specific genre of the essay like argumentative, cause and effect or other....I generally believe in the Multi draft approach.*

The second Lecturer who seemed to endorse a similar approach responded:

*I have my students report their ideas on the features of argumentative writing and how they perceive it to differ from other types of writing, in terms of organization and language strategies... I then work with my students to deconstruct examples of both effective and ineffective argumentative writing; I then get them to identify the general structure of this type of writing and have them highlight the salient features and techniques used in the examples, which students feel make them effective.*

When asked the same question, the third Lecturer seemed to focus on the idea of having an opinion or a stand in the beginning, then trying to convince the audience with this opinion. Only two lecturers focused on having a stand or opinion in the argument. He said:

*In the first class, I introduce the word “argument,” ... I ask students to look up the word argument. They need to have their own opinion, and to know how to convince the reader with their opinions, then I give feedback, so we reach a definition. After that, I introduce the format, the layout, the introduction having their position and the thesis statement, reasons, evidence, citations for their argument. Then, I give a topic. I use process writing.*

The fourth Lecturer had a different approach; he works with the students to build the argumentative essay one paragraph at a time. He also stressed the importance of having an opinion in favor or against. He also mentioned that he depends on modelling. He said:

*Argumentative writing basically means putting forward an argument in favor or against. I start off at the paragraph level, I go back to basics because I think they need the basic structure of the paragraph..... I elicit answers from the students, I reveal the proper structure that they should use..then I introduce the final template or model answers..*

The fifth Lecturer seemed to rely heavily on technology; he mentioned that technology is essential for him. He also mentioned that he would record the information needed for that particular session and ask students to watch them before coming to class as part of the blended learning approach. He said:

*I use various methods, I try to rely on blended learning as much as I can.*

The findings of this theme revealed that most lecturers depend on presenting a model essay to explain the argumentative essay to their students.

## Theme 2: Instruction of the argument structure

The findings of this theme were extracted from the second interview question which was “How do you teach the argument’s structure in argumentative writing?” The responses to this question revealed that only two lecturers out of the five provided instruction on how to structure the argument in an argumentative essay, while the rest talked about methods of working with the

argumentative essay in general. The findings revealed that the lecturers do not focus much on providing instruction on the argument structure.

The first Lecturer responded to the first question covering the theme of introducing argumentative essays by talking about general ideas:

*I do all kind of free writing activities, brainstorming activities, and advanced organizers...I generally believe in the Multi draft approach because that is how native speakers write. We get second or third chances to write in real life.*

The second Lecturer seemed to have a different approach; he relied on modelling to present the argument structure, he said:

*I provide students with examples of the various methods of organizing argumentative essays, focusing on how the argument is structured. I also have them identify when the different techniques could be used for the best results.*

The third Lecturer mentioned the counter-argument and that it was essential for students to refute the opposing argument, he said:

*They need to have reasons for the argument. They need to refer to the counter argument and refute the other argument.*

The fourth Lecturer said that it is essential for him to ask students to write general background information on the topic, then talk about a possible solution:

*The topic is introduced, so they have an idea about it. Initially, I want to get the students' existing knowledge, views and opinions, I do not impose mine. General background info about the topic, then maybe introducing possible solutions.*

The fifth Lecturer preferred to ask several questions to elicit answers from the students about the argument structure, he said:

*How do you start an argumentative essay? What are they key features of an argumentative essay? Such as the introductory paragraph which is essential because it gives the first impression to the reader. The sequence of presenting their argumentative essay. I don't teach a*

*specific argument structure in argumentative writing, I leave it to the students to write what they want.*

The findings of this theme revealed that the argument structure concept was not essential in the instruction provided by the lecturers. They endorsed various ways and strategies in teaching the argument structure, and some of them did not provide specific instruction for the concept.

Theme 3: Using a correction code

Question three was “Do you use a correction code to comment on students’ essays?”

Four Lecturers mentioned that they used a correction code to give feedback to their students while only one Lecturer mentioned that he does not use one. Three Lecturers said that they do not correct students’ errors, but only one mentioned that he does give the correct answer eventually.

The first Lecturer said that a correction code needs to be pre-taught before using it:

*I give different types of feedback; some with correction code but of course I have to pre-teach it before using it. For advanced students, you can just mark what’s wrong and let them figure it out.*

The second Lecturer said that he always uses a correction code and he also added that it is essential to improve students’ writing, he stated:

*I always use a correction code to highlight recurring errors and to provide suggestions for improvement in my students’ submitted work. I firmly believe that by doing so, I am forcing my students to take greater responsibility for improving their own writing by making them critically analyze their work to identify and correct their individual problem areas.*

The third Lecturer mentioned that he does not provide the students with direct answers or corrections for their errors, but he also mentioned that he uses a correction code, he said:

*This is considered the reflection of the Lecturer on their third draft. The first draft they need to edit it on their own. After the second draft, I give them feedback. I use a correction code, for spelling, I do not give direct answers.*

In responding to the same question about using a correction code, the fourth Lecturer confirmed using one, but he also wondered if students benefit from this correction or not, he said:

*Yes, I do, but one has to be pragmatic when we have a high volume of essays. I wonder if students reflect on the correction I have done. Anonymous error correction after an essay has been written in a follow-up class, Common errors, Students to elicit the correct structure as a class.*

Lastly, the fifth Lecturer denied using a correction code in his feedback to students, and he mentioned that he depends on other methods for feedback such as email or through the LMS. The lecturer confirmed that he gives written feedback, he said:

*No, I do not use a specific correction code, I give one to one feedback through emails or LMS. It is written feedback.*

So the response about this theme concluded that four out of the five teachers use correction code, and one lecturer mentioned that she/he has to teach students first what a correction code is, while the fifth lecturer mentioned that he depended on feedback through emails or the LMS.

#### Theme 4: Peer review/tutoring

The fourth identified them was “Peer review/tutoring” The fourth question was “Do you use peer review/peer tutoring in your classes?” So, it was meant to cover this theme.

All Lecturers agreed that peer reviewing is useful, and one teacher mentioned that she/he uses “teacher-led peer review.” Only one Lecturer said that peer review is not very useful because students are at the same level; therefore, there were different opinions stated by the lecturers about peer reviews among students. The first Lecturer said:

*That a great thing to do but since I taught writing I did not feel peer tutoring would be useful because the students’ level is the same. I think Peer review is better. But usually, I ask one student Permission to put the essay on the screen, and we work on it and review the mistakes together. This can be called peer review, but it is actually teacher-led peer review.*

The second Lecturer stated that he tried to use peer review, but he also questioned its benefit since the students could not identify their peers’ errors sometimes, he said:

*I try to use peer review as much as possible in my writing classes, as I find that students are often not very good at identifying their own errors, but very good at finding those of others. I often use this for first drafts, and then allow students to incorporate their classmates' suggestions into their second draft prior to submitting it to me for correcting and feedback.*

The third Lecturer confirmed that he asks students to peer review their papers in the editing or drafting stage, he also mentioned that students usually focus on pointing out students' spelling and grammar errors, he said:

*Yes, in the editing stage or drafting stage, because after they write their second draft, they go to their peers, they read and comment then talk about spelling, grammar, etc.*

While the fourth Lecturer also confirmed encouraging students to do peer reviews, he said:

*I do, when it is not an assessment, I get students to write-brainstorming together on a particular topic. Write paragraphs which students review for each other.*

The fifth Lecturer mentioned that he asks students to do peer reviews occasionally and he also mentioned that he finds this useful, he said:

*I do some times ask students to do peer reviews. I pair them up the weak with the strong. It is useful for classes with mixed up abilities.*

In responding to the question to explore this theme; all the lecturers mentioned that they use peer-review, but nobody mentioned that they use peer tutoring. Only one lecturer expressed the concerns that it might not be beneficial as students have the same language level. In general, peer reviews were used and encouraged by the lecturers, although some of them questioned their usefulness.

#### Theme 5: Reflection

The theme of reflection was explored through question 5 “Do you ask your students to reflect on their writing? If yes why, if no, why not?” In responding to this question, most Lecturers thought writing reflections was useful except one, and they did reflections in different ways.

The information extracted from the interview shows that all lecturers ask their students to reflect on their work and they seemed to believe in the importance of reflection. One lecturer mentioned that he does not think reflection is very useful.

When asked a question about reflections, the first Lecturer responded that he asks students to reflect on their work, but he does not find that very useful, he said:

*I occasionally ask students to reflect on their work, but it does not really seem useful.*

The second Lecturer seemed to believe in the importance of reflection; he mentioned that lecturers also benefit from reading students' reflections as they know more about the students' level of understanding, he said:

*I regularly require my students to critically reflect on their work, as I find it helps them gain a better understanding of the effective and ineffective aspects of their writing. I may do this through group discussions, where students share their own experiences and ideas..... In addition, reading students' reflective paragraphs also helps me to identify students who may be falling behind and require additional attention, because they may be unclear as to why they are underperforming.*

When responding to a similar question, the third Lecturer said that reflecting is essential for students as it is part of metacognition, he said:

*Of course, they reflect. You raise metacognition here, it is thinking about thinking. I leave it open for them to do what they want. I ask them to reflect in the second stage, in the editing stage.*

The fourth Lecturer stated that he believes that peer reviews are considered a type of reflection. Students know that their work will be read and evaluated by another student, and this is considered reflection, he said:

*Yes, I mean I would say peer review is a kind of reflection. They know that this will be read by a fellow student.*

The fifth Lecturer also said that he asks his students to write two reflections in the process of writing two drafts and he also mentioned that it should be a written reflection, he said:



*Yes, it is important, I always get them to ask about what they can do better if they are marking their essays. I do two reflections in the process of writing two drafts. It is a written reflection. I ask them to keep a journal with the reflections.*

The responses to this question showed that lecturers ask students to reflect either orally or in writing. They also pointed out that they are aware of the importance of reflection, but only one lecturer felt it was not very useful. In general, reflections seemed to take place occasionally in classes.

#### Theme 6: writing centers

Another theme was extracted from the interviews based on the lecturers' answers to the interview questions, the use of writing centers. The sixth question in the interview covered this theme; it was "Do you use the writing center available in your institution to support students? If Yes, how? If not, why not?" Most Lecturers stated that they do not use the writing center services in their institution because of several reasons. One Lecturer expressed the desire to use it in the future. The first Lecturer mentioned that using the writing center was difficult because of time constraints and because the students were usually very busy, he said:

*No, it is difficult because of time constraints and other factors-. They won't go alone because they lack energy as they are tired, they work, and they are busy with projects.*

The second Lecturer said that he does not encourage students to use the writing center, and that he prefers directing students to online resources, he added:

*No. Instead, when I direct students to online resources that they can access independently. Students are then encouraged to submit practice tasks to me for additional feedback and support.*

The third Lecturer said that he does ask students to pay visits to the writing center to benefit from its services, he said:

*Yes to have one to one tutoring or just one to small groups with another teacher. It helps because they listen to another voice. I send my students once a month as a group but as individuals, they can go many times.*

The fourth Lecturer mentioned that he had not tried that yet, but he would like to ask students to use the writing center's services in the future, he said:

*I would like to, but it did not happen yet.*

Finally, the fifth Lecturer did not like the idea of sending the students to the writing center as he believed that students understand more from their teacher; he said:

*No, I prefer to use my own resources, I create my own material. I believe students understand more from their own teacher. If a student is struggling, I give extra attention to him. I believe they engage much more with their own instructor.*

The conclusion of theme number six about the writing center's utilization can be summarized that four lecturers out of the five do not use the writing center services in their institution. The reasons for that varied according to the lecturers; it can be time constraints, relying on online sources, and other reasons.

#### Theme 7: Best techniques in writing

The theme was based on question seven which was: "What is the best technique to help students improve their writing skills?" the researcher aimed at eliciting what the lecturers think the best practices or the best techniques based on their experience to improve their writing skills. The lecturers answered the question based on their beliefs and experience. Lecturers had different views; some stressed the importance of practice and reading; others said process writing or modelling the best technique. In general, the lecturers did not reach a consensus on the best technique or practice. These are samples from the lecturers' answers:

*Write, all the time write. Write different topics.*

*I believe in encouraging the development of good reading habits in my students as a way of improving their writing skills.*

*Process writing is a technique that helps their writing skills to improve.*

*Practice-model answers are very good. Students like that and they do benefit from it...I would say that I have a set of strategies, so I focus on a holistic approach.*

Practice, practice, practice, and reading.

In summary, practice and reading were the main two strategies introduced by lecturers to improve their students' argumentative writing. However, one lecturer mentioned that a good strategy could be modelling, and the other said "process writing." Therefore, the lecturers deployed different methods and strategies in the classroom to help their students improve in writing. However, the lecturers mentioned their point of views without reaching a consensus on the best practices.

Theme 8: Rhetoric

The eighth theme was teaching rhetoric, and it was covered by the following question: "Do you teach rhetoric in writing classes? (By rhetoric I mean the art of effective or persuasive writing through appeals and other compositional techniques) if yes, how do you teach it?" The researcher aimed at exploring the lecturers' practices with regards to rhetoric. The answers revealed that most lecturers understand the importance of rhetoric, but most of them do not provide classroom instruction for it. One of the reasons mentioned was because the lecturer believed that rhetoric should be taught to advanced levels only.

In responding to a question about rhetoric, the first Lecturer said:

*Yes, I do think it is important, but for certain levels. I didn't teach it because I didn't have an advanced group to teach this kind of thing-I did that in another course but it was not specifically about writing.*

The second Lecturer said:

*While I generally do not get the opportunity to teach the finer points of rhetoric to my students due to their limited language ability, I do feel that for higher-level academic writing that this would be important to teach. My approach would again be to provide examples of effective writing containing the compositional techniques I want to work on, and have my students analyze and identify these, and then to have them apply what they have learned through guided practice tasks, before incorporating the techniques into their own writing.*

The third Lecturer said:

*Yes, I teach them convincing people using reasoning or playing on emotions, I suggest websites for students to improve...I do teach the rhetorical situation at the beginning.*

The fourth Lecturer said he did not teach rhetoric:

*I have not used it, I would imagine it is again because of time constraints. I do not teach the rhetorical situation. In reality, students are so assessment focused, you can teach that. I do say later on that your writing skills are going to be needed.*

The fifth Lecturer said he did not teach rhetoric and this was the reason he provided:

*No, I was not asked to teach this.*

In summary, two lecturers out of five mentioned that they taught rhetoric and only one mentioned that he taught the rhetorical situation. Others mentioned that they do not teach rhetoric because they believe it is for advanced students only or because of other reasons. In general, it seemed that rhetoric was not a point of focus for lecturers in argumentative writing classes.

Theme 9: L1 impact on L2

The ninth theme was about L1 (Arabic) impact on the students L2 (English) writing. The question covering this theme was: “Do you think L1 (Arabic) has any effect on students’ argumentative writing?” Most Lecturers felt that student L1 negatively affect students’ writing. Some lecturers did not know if there is an effect for L1 or not as they were not familiar with L1 structures being native speakers of English. One lecturer also mentioned that when they see vague elements in their students’ writing; they assume it was their L1 effect. One bilingual lecturer only believed that L1 (Arabic) leads to negative transfer to L2 (English).

In response to the question about the L1 effect, the first Lecturer said:

*Yes, every time I see a strange way of writing things, I think this must be L1 transfer but now I think it is google translate which is a way of L1 transfer. In general, mechanics’ errors are the most prevalent in students’ writing, spelling-punctuation.*

The second Lecturer believed that L1 affects students' L2 writing, he said:

*I believe that students' L1 will certainly exert some influence on the way in which they will tend to structure this type of writing to a greater or lesser degree. Also, not being an Arabic speaker, my understanding of how argumentative writing is structured in Arabic is very limited.*

The third Lecturer agreed with the first and second Lecturer and said:

*For sure, because L1 can have a negative transfer to the target language and I usually face a lot of problems in their writing due to this phenomena. Also, culture can affect persuasive writing, in Arabic, we do not have the calmness to be logical or give facts, and we just jump to conclusions. I agree that Arabic is a more emotional language than English, it is in our culture. I think argumentative writing can be difficult for students but they are very smart, if you put them on the right track, they will excel.*

The fourth Lecturer also agreed on the same, but he did not think the impact of L1 is very significant, instead he thought other elements affect students' writing such as their young age. He said:

*Yes, it does, but the impact is not great. Word order, L1 features (a false friends) I do not think they do have huge effects. I do not think Arab writers have great difficulties. They do not read enough. They appeal more to emotions because of their young age and because they are not trained in academic skills and research skills, so emotions would be the most used.*

The fifth Lecturer totally disagreed with the other Lecturers and mentioned that he has not observed any influence of L1 on his students' L2 writing. He said:

*I do not think I have observed that I believe it depends more on the individual personality.*

The findings of the last interview question revealed that four out of five teachers believe that L1 has a direct effect on their students' L2 writing. Most of the lecturers also believed that students focus on appealing to emotions because of culture, or L1 influence or because of their young age. In general, the interviews gave important in-depth information about lecturers' current knowledge and practices. The interviews also reflected the lecturers' knowledge, beliefs and their current practices in argumentative writing classes. Most lecturers had very professional

attitudes and used successful methods and strategies in the classroom. The pedagogical foundations of their methods and strategies were correct and effective. However, the methods and strategies varied from one lecturer to the other, and they did not seem to reach a consensus on the best argumentative writing strategies and practices. The overall findings of the interviews show that the current lecturers' knowledge and practices are good, but they also can benefit from some improvements. The findings of the interviews shed light on the lecturers' current knowledge and practices in argumentative writing classes which contributed to answering the second research question of the current study. The next section presented the data and the analysis of classroom observations.

#### 4.4.4 Classroom observations

The researcher conducted classroom observations to validate the data obtained from interviews and surveys. The aim was to explore the actual classroom practices and to identify the students' needs in those classes. Therefore, classroom observations cover data that can be helpful to answer the second and the third research questions of the current study. The sample classes used for classroom observations were introductory writing classes that focus on argumentative writing in the same higher education institution. Therefore, it was a purposive sample to get specific data from the same institution, the same level of students and the same lecturers.

The observation sheet was classified into six sections: the first section was about argument structure. The researcher was interested to see how lecturers introduce the argument structure in argumentative writing classes. The second section was about rhetorical appeals. The researcher wanted to see how lecturers deal with this concept in introducing argumentative writing. The third section was about other aspects taught in classes concerning argumentative writing. Through this section, the researcher wanted to observe any other useful aspects during the argumentative writing classes. The fourth section was about the methods and the strategies used in argumentative writing classes. The researcher wanted to identify the methods and strategies used in such classes. The fifth section was about lecturers' knowledge in the field of argumentative writing and rhetoric. The researcher wanted to investigate lecturers' knowledge in the two mentioned fields. The sixth section was about students' perceptions, wants and needs in argumentative writing classes. The researcher wanted to see students' perceptions and needs in a real classroom environment.

The researcher took free notes during class observations using her laptop to avoid unclear words. The researcher attended two consecutive classes for three lecturers during the beginning of the semester based on an agreement between lecturers and the researcher to attend two classes that start with an introduction to argumentative writing, and the second class was to follow up on the first one or to continue working on the same. The criteria identified by the researcher were presented in the next section, and the collected data were described for each one of them:

a. Argument structure

The first Lecturer spent significant time in class introducing the argument structure and showed students examples on how to structure their essays. The Lecturer also mentioned that students were supposed to divide their essays into four or five paragraphs, and that body paragraphs should link to the central claim of the essay and make sense to prove the students' point of view. The second Lecturer relied on students' previous knowledge of argument structure, and he talked about argumentation in brief. The third Lecturer did not discuss a specific argument structure in class. However, he spent some time asking students about the reasons/rationale for writing an argumentative essay to elicit answers. The data collected from classroom observation about argument structure reflect that the instruction method varies from one lecturer to the other. Some do introduce a specific argument structure, but some do not talk about structure at all.

b. Rhetorical appeals

The first Lecturer discussed persuasive techniques with students in the second class. He did not call them *Ethos*, *Pathos*, and *Logos*, but mentioned strategies depending on logic, facts, emotions to persuade the target audience. He also showed the link between citations and persuading the readers through presenting facts from reliable sources. He elicited examples from students and asked for their contribution. The first Lecturer also gave a brief introduction on the purpose of writing and the audience type, and he asked students to be aware of the purpose of their writing and their audience. The second Lecturer mentioned that the argumentative essay aims to persuade the readers with a particular point of view and refute the counter-argument, but he did not mention details about modes of persuasion. He also gave some general class activities about writing each paragraph. The third Lecturer did not discuss persuasive appeals. He asked students to rely on their personal experience to give examples. In general, classroom observations showed

that some lecturers did not spend time in explaining the persuasive appeals of their usage. Only one lecturer talked about persuasive appeals but he did not call them *Ethos*, *Pathos*, and *Logos*.

c. Other aspects taught

The first Lecturer focused on the argument's logic and how to prove the students' point of view through using external sources and citations to support the writing process and to reinforce the proposed point of view. The Lecturer revised the APA referencing style in the second session and talked about students' repeated grammatical errors in addition to several types of errors in the essay as a whole. The second Lecturer spent some time talking about font colour, size, and pages layout of students' essays, and he also warned students of plagiarism and described a brief correction code. He mentioned that this correction code would be used to give feedback on their work later. The third Lecturer asked students to use Grammarly to check their drafts and submit their answers to the plagiarism checker on the LMS. He promised to give feedback later. The findings of this section also reflect different topics discussed in the classroom like plagiarism and using the LMS.

d. Methods & Strategies used

The first Lecturer spent some time explaining argumentation and asked students to work in groups to brainstorm ideas on how to write the argumentative essay according to the topic they were given. Then there was a whole class discussion on how to persuade the target audience with the students' endorsed point of view. The first Lecturer asked students to plan to write two drafts of the same essay in two stages. They did different group activities. The second Lecturer asked the students to start writing an argumentative essay individually, based on their previous knowledge of the argumentative essay and mentioned that he would give feedback on their work. He asked them to write one paragraph at a time. The third Lecturer asked students to write an argumentative essay and asked students to do peer corrections, and to highlight language errors, then the Lecturer showed samples of students' errors, and explained how to correct them. The findings of this section also reflect different strategies and methods used in classroom instruction.



e. Lecturer's knowledge

The first lecturer spent one hour in explaining argumentative writing. He started by introducing the argument structure and the rationale behind it. He spent the second hour talking about how to persuade the reader and prove your point of view in an argumentative essay using evidence and examples. During his instruction, he had several engaging class activities. The second lecturer never mentioned the argument structure, and he just asked the students to prove their view of the topic. He stressed the importance of the essay's layout, the importance of correct grammar and sentence structure. He also mentioned that students will be graded based on accuracy and their presentations of ideas. The third lecturer seemed to be very knowledgeable about linguistics. He focused on grammar and language mechanics. His focus was on how to spell the words correctly, how to write correct sentences and how to connect them precisely. He also demonstrated powerful knowledge in using technology and introduced several online resources to help the students write. The findings of this section revealed the good knowledge of the lecturers about the argumentative writing field.

f. Students' perceptions and needs

Students were uncomfortable when they knew that the lesson is about writing. They expressed that writing is a challenging task. They did respond several times when they were asked about their knowledge of argumentative essay structure, but most of the answers were not very accurate. They had no idea how to persuade their readers. Their main focus for them was on language mechanics especially tenses. However, when asked, they said that an argumentative essay is about two opposite opinions. Students seemed to need more discussion on the essays' objective. At times, they did not seem to connect the purpose of the essay to what they write. Students seemed to prefer to have engaging activities divided into chunks to grab their attention.

Most students showed good knowledge of the plagiarism concept. Students referred to citing sources as a very challenging task, and they failed to write citations accurately sometimes. Some students did not seem to understand the purpose of citing and quoting. One student expressed that he needs to write in Arabic first then translate his answer. However, the lecturer was not happy about this suggestion and advised the student to brainstorm in English then write.

Moreover, students seemed to rely heavily on computer applications to translate, cite,

paraphrase, check grammar and check spelling. Students seemed to dislike writing in general, and they felt it was a challenging task. They also expressed that time is never enough for them to brainstorm, write and cite. The findings of this section showed that students find argumentative writing challenging and that they were tech-savvy. They could benefit from instruction about the argument structure and the rhetorical appeals.

To sum up, based on classroom observations, the findings revealed that there were various methods used in argumentative writing instruction. The methods used were advanced, valid, and were based on sound pedagogical theories. However, the findings also revealed that not a lot of time was allocated to teaching the argument structure and the rhetorical appeals. Furthermore, during classroom observations, it was clear that students did not prefer writing and believed that it is a long and challenging task. The findings of classroom observations contributed to answering the second and the third research questions of the current study.

#### 4.5 Summary of qualitative findings

The general outcome of qualitative data analysis can be classified into three main aspects. The first aspect was the open-ended questions of the lecturers' and the students' surveys. For students' surveys, the top need as described in the open-ended question was receiving detailed feedback for their essays from their lecturers, and the second need was to know how to improve their language mechanics. The last top need was to know more about the argument's structure. The least three needs were: to experience different teaching styles, know more about appeals, and to work with classmates. Another need identified from the open-ended question in the survey was to have more time allocated for training and practicing writing.

As for the lecturers' survey, the open-ended questions' findings were: that most lecturers use sample/model essays in class, the lecturers have excellent knowledge of the persuasive appeals, and the lecturers mostly focus on paragraph division/structure as a top priority in their feedback to students' essay.

The second aspect was the lecturers' current knowledge and practices in argumentative writing classes. To explore this aspect; in-depth data were extracted from the interviews conducted with five Lecturers from the same higher education institution. The findings of the lecturers' interviews revealed that they have strong knowledge of argumentation and that they were well-

versed with effective approaches and strategies of writing instruction. However, the findings also revealed that although lecturers' had good rhetoric knowledge, they did not provide enough instruction for rhetoric in their classes.

The last aspect was classroom observations. The observations helped validate the data from both the surveys and the interviews regarding current practices in argumentative writing classes, and students' perceptions. The findings gave insights into the current practices that take place inside the classroom. The observations revealed that lecturers do provide effective instruction in argumentative writing classes, but some aspects can be improved/ added. They also revealed that students struggle in argumentative writing classes and that they focus more on fixing errors in language mechanics. The findings also revealed that students rely heavily on technology to help them in writing which can be a double-edged weapon.

## 5. Discussion

This chapter is comprised of four main sections. The first section presented a summary of the thesis and its objectives, the theoretical framework utilized in the study, the methodology used, and the research questions. The second section discussed the sample comprehensiveness, and the third section illustrated a summary of the qualitative and the quantitative findings of the study and drew a comparison between both findings. The fourth section shed light on the study's research questions and the link between the findings and existing literature.

### 5.1 Summary of the study

Although there are several writing genres in EAP courses, argumentative writing is known to be the most challenging genre in comparison to description and narration (Yang & Sun, 2012). Argumentative writing is not limited to EAP courses; in fact, argumentation can be found in bodies of essays, reports, theses, and other written scripts; it can also be found in letters to editors, web articles and other types of documents (Kaewpet, 2018). Besides, argumentation is the focus of high-stakes tests around the world. According to Yang and Sun (2012):

Argumentation has been taught and learned in classrooms around the world. Ability in the skill of argumentation is measured in high-stake English standardized tests including Test of English as a Foreign Language (TOEFL) and The International English Language Testing System (IELTS). In education, argumentation has been identified as the language ability at the B2 level of the Common European Framework of Reference for Languages. (p.1105)

Therefore, argumentative writing was chosen to be the main topic of the current study. Based on the researcher's experience; students, especially those whose L1 is Arabic have always reported that writing is a difficult and challenging task. Students believe that argumentative writing is the most intimidating type of writing. They find it difficult to write and prove their point of view or persuade their audience. They are often confused, and they do not know how to handle or approach a writing prompt properly. Students require intensive training to know how to approach a writing prompt and persuade their audience. This training cannot be done without introducing a specific argument's structure that they follow and be guided with to achieve their writing objectives. Another issue is the issue of rhetorical appeals. Students often use appeals in their writing without being aware that they use them. Students do not know much about rhetorical

appeals, the rhetorical situation, or how to use the appeals effectively. It is essential to provide instruction for persuasive appeals to improve argumentative writing. The purpose of the rhetorical appeals and the rhetorical situation is to make students aware of what they should write, the aim of their writing, and know how to persuade their target audience.

Previously, several studies were conducted on Arab students' argumentative writing, but the focus was on different aspects. An example can be the study of Hamed (2014), who focused on the use of conjunctions in students' argumentative writing, the study of Miller and Pessoa (2016) who focused on thesis statements and topic sentences, and the study of Ngangbam (2016) who discussed syntactic errors, and many other studies who focused on other several aspects. However, no study was found in the literature that focused on L2 students especially Arabic speakers in terms of the argument's structure and the rhetorical appeals within the EAP context. Therefore, the current study aimed at bridging that gap in the literature. The findings of the study will be of paramount importance to the enhancement and improvement of argumentative writing courses targeting L2 students whose L1 is Arabic. The outcomes will be beneficial for lecturers, students, and curriculum designers.

The researcher reviewed the related literature to come up with the study's research questions. The literature review was an essential step after identifying the problem statement. The literature review focused on argumentative writing studies for students whose L1 is different from their L2 target courses. There was a specific focus on studies conducted on students whose L1 is Arabic. The role of writing in L2 development was also discussed as well as the use of technology in writing classes which is inseparable in most tertiary classes nowadays.

A specific section was provided by the researcher to review the studies about multimodal composition due to its importance, and its value as one of the recent trends in composition courses.

Besides, the theoretical framework of the study was identified after extensive research about the subject; Toulmin's measure (1958, 2003) and Aristotle's appeals described by (Ting, 2018) were found to be the most appropriate to utilize as the theoretical framework to guide the study. Rhetorical appeals or sometimes called "ethical strategies" were introduced earlier by Aristotle as modes of persuasion. However, no clear framework was used to describe these appeals.

Therefore, the study depended on Ting's (2018) description for those appeals as grounds for research. On the other hand, several models for argumentation were found in literature, but Toulmin's measure which was the most common model used in literature seemed to be the best measure to guide the study because of its comprehensiveness and clarity. The work of Connor (1990) paved the way through her accurate description and analysis of the claim, data, and warrants. Therefore, both Aristotle's appeals described by Ting (2018), and Toulmin's measure described by Toulmin (1958, 2003) and used by Connor (1990) were used as tools for analysis. L2 students' essays whose L1 is Arabic were analyzed and compared to their L1 American peers. The study revealed some differences in terms of the arguments' structure and the rhetorical appeals, and those differences led to important pedagogical implications. The study also reviewed the current lecturers' knowledge and practices and identified students' wants and needs in argumentative writing classes.

After reviewing the literature, the next step was to design the research methodology of the study, and the researcher chose a mixed-methods design to have comprehensive data that served the purpose of the study. The main aim of the study's mixed method design was to cover three aspects: (1) identifying the differences in the rhetorical appeals and the argument structure between L2 students argumentative essays in comparison to their L1 peers', (2) finding out the current lecturers' knowledge and practice in argumentative writing classes, and finally (3) exploring students' attitudes, wants and needs in this type of classes.

The mixed methods design of the current study focused on conducting discourse analysis for students' essay, and on drawing a comparison between the argumentative essays produced by students whose L1 is Arabic and students whose L1 is English. In addition to the discourse analysis, the researcher designed two surveys: one was for lecturers to explore their current knowledge and practice, and the other was for students to explore their attitudes, wants and needs in argumentative writing classes. Both surveys' questions/items were carefully designed based on the study's framework and objectives. Also, the researcher interviewed five lecturers; the interview questions were meant to get in-depth information on the actual knowledge and practices of lecturers in argumentative writing classes. The interviews were semi-structured to get more information when needed. To validate the surveys' and the interviews' data, the

researcher also conducted classroom observations with a focus on the same criteria described in the survey. Through triangulation, the researcher wanted to validate the obtained data.

During all the study phases, ethical considerations were important for the researcher and for the higher education institution where the study was conducted. First, the researcher applied for approval to have access to the required data; after getting the approval, the researcher obtained signed consent from all participants. Besides, the researcher made sure that the participants and the respondents' identities were anonymous, and that the data collected were confidential.

The study was meant to respond to the following research questions: 1-Are there differences in the rhetorical appeals and argument's structure found in EAP argumentative essays by L1 writers and L2 writers (Arabic speakers)? 2-What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution? 3-What are the students' perceptions, wants and needs in argumentative writing classes?

Relevant data were collected and analyzed in several phases. First, L2 (Arab) students' essays were collected, classified and analyzed. The same process was repeated for the L1 (American) students'; their essays were selected from the LOCNESS corpus. Students' essays from the first group were compared to those of the second group to identify the differences in the argument's structure and the rhetorical appeals. The second phase was to collect data from lecturers; therefore, surveys were distributed, and interviews were conducted. The third phase was to collect data from students. Students were asked to respond to a survey about their attitudes, wants and needs in argumentative writing classes. The last phase was to conduct classroom observations; argumentative writing classes were observed to validate the data collected from surveys and interviews. Data were analyzed qualitatively and quantitatively according to the mixed methods design. After data analysis, the researcher made some important conclusions that have essential pedagogical implications and gave some recommendations for curriculum designers and lecturers.

Through analyzing the essays of L2 students (Arabic speakers), and the writing instruction they received, it was evident that this group of students believed that writing (especially the argumentative genre) was a challenging task. However, when they were asked to write, it turned

out that they are good writers, but they need more guidance. Besides, they did have a different nature from their L1 peers as they were somewhat emotional; this can be due to their culture (Lewis, 2004) or to their young age. However, a good percentage of students also showed their reliance on appealing to reason and facts to persuade their readers and to refute the counter-argument. Furthermore, L1 students were tech-savvy; they knew how to master several technological platforms, and how to use technology to improve some features of their writing. However, the students also showed a lack of motivation sometimes because they believed that writing was a challenging, time-consuming and a lengthy task.

Therefore, the current thesis was essential in order to bridge the gap in the literature concerning L2 students (Arabic speakers) who study in a UAE higher education institution. The researcher aimed to utilize the findings to improve writing classes as well as to improve the level of students. Based on the findings of the current thesis, the researcher believes that it is essential to tailor the writing courses to the students' needs, motivate them with engaging activities, give them detailed feedback, and provide instruction for the argument structure and the persuasive discourse especially the persuasive appeals. The overall aim is to have more engaging classes, to improve the students' argumentative writing skills, and their attitudes towards writing in general.

## 5.2 Sample comprehensiveness

The sample of the study was selected carefully to serve the purpose of the study; therefore, the sampling technique used was purposive sampling. Lecturers were selected based on their experience in teaching EAP writing courses in the same higher education institution. They come from a different age group, both genders, and a range of different years of experience in the higher education institution. The education level was mostly a master's degree in second language teaching related major, except two lecturers who were Ph.D. holders. All lecturers had the same range of contact hours per week, and they all taught similar curricula for the writing. Lecturers selected for the interview were experienced in teaching writing classes. In addition, Forty-nine lecturers responded to the lecturers' survey; therefore, the lecturers' survey response rate was high.

Besides, students who responded to the survey were L2 undergraduates who were enrolled in several bachelor programs. All selected students were within the same age range, their L1 was



Arabic, and English was their medium of instruction. Furthermore, the students were previously/currently enrolled in at least one writing course; therefore, they were able to talk about this type of writing courses, express their needs, and give their opinion.

### 5.3 Quantitative findings

#### 5.3.1 Discourse analysis

The discourse analysis aimed at identifying the differences in the argument structure and the rhetorical appeals in L2 students' essays in comparison to their L1 peers'. The two aspects analyzed were the argument structure using the Toulmin's (1958,2003) measure, based on Connor's (1988) framework for analysis, and Aristotle rhetorical appeals based on Ting's (2018) framework for analysis. For the argument structure, two raters used the framework provided by Connor (1988) to rate the argument structure of the students' essays and compared the two groups; L2 and L1 students. Also, two raters also rated the same students' essays using Ting's (2018) framework for analysis and identified the average number of rhetorical appeals used in students' essays and their types. The analysis first focused on the number of appeals used in each script, then the total average of each type of appeals *Ethos*, *Pathos*, and *Logos* in students' essays.

The findings revealed that L1 students scored higher in their argument structure which contained almost all the required elements while L2 students' essays lacked some elements. This finding concurs with the findings of Lee and Deakin (2016) who stated that several factors may lead to variations in L1 and L2 students' quality of writing, and one of these factors can be the impact of culture on language since L1, and L2 students have completely different cultures which might affect their use of the English language. For the rhetorical appeals' aspect, the findings revealed that L2 students used *Pathos* more frequently than L1 students in their essays, while L1 students used *Logos* more frequently in their essays. The findings also revealed that the appeal *Ethos* was seldom used by students. These findings are similar to the findings of Ting (2018) who calculated the frequency of each rhetorical appeal in her students' writing and she also mentioned that students used *Pathos* more than *Logos*. In the current thesis, other variations were also described such as the number of appeals used in each written script. L2 students seemed to have higher percentages of using one type of appeal, while L1 students seemed to have higher percentages of using two and three types of appeals in one script. This finding is also similar to

Ting's (2018) as she mentioned that the appeal *Ethos* was seldom used and that students seldom used two appeals together in one script. In general, these findings revealed that L1 students' essays were better in quality than their L2 peers' in terms of persuasiveness and argument structure. Therefore, it is essential for the policy makers, curriculum designers and lecturers to address the areas of weaknesses, so the students become capable of producing better quality in their argumentative essays' writing.

### 5.3.2 Lecturers' survey

To collect quantitative data, the researcher designed two surveys: one for the lecturers and one for the students. The lecturers' survey aimed at collecting data about their current knowledge and practices in argumentative writing classes. The total number of items in the survey was 20; 17 Likert scale items and three open-ended questions. The researcher distributed the survey in person and through emails to the target sample of lecturers. The time frame for collecting the survey data was approximately two weeks.

The surveys' results showed that most lecturers have excellent knowledge of argument structure and rhetorical appeals. However, the survey also showed variations in the methods and strategies used in their argumentative writing instruction. Most lecturers did not teach all the elements of the argument structure, and this led the students to have lower Toulmin's scores in their argumentative essays. This finding accords with the findings of Jalilifar, Keyvan, and Don (2017) who stated that in their study, the students did not produce proper warrants because they need to learn more about the argument structure. Jalilifar, Keyvan, and Don (2017, p.71) said: "Students come to university with partial concepts of an argument and inappropriate schemata to write in the expected argumentative genre; therefore, the instruction they receive at university should address argumentation sufficiently. It is likely that writing courses only inadequately stress primary elements of an argument: claim, reasons and grounds." Also, the study of Abdollahzadeh, Farsani, and Beikmohammadi (2017) confirmed the same idea of the findings of this thesis. The researchers stated that the argumentative elements in students' essays contributed to the soundness of the argument of the overall script. Therefore, it was evident that the argumentation elements –represented by the Toulmin's score-had a significant effect on the quality of students' essays. Therefore, exploring the current lecturers' practices will pave the

way to understanding the origin of students' writing level of quality and why it is poor in some areas. Hence, these weak areas can be addressed.

### 5.3.3 Students' survey

The students' survey aimed at collecting data about students' perceptions, wants and needs in argumentative writing classes. The total number of items in the survey was 19; 17 Likert scale items, one multiple choice question, and one open-ended question. The researcher distributed the survey in person to the target sample of students through cooperation with other lecturers. The time frame for collecting the survey data was approximately two weeks.

The surveys' results showed that most students believe that argumentative writing is challenging, and this finding concurs with the findings of Hung, Yeh, and Chou (2016) who also wanted to explore their students' perception about argumentative writing, and discovered that students had negative perceptions towards writing. The findings also revealed that students have fair knowledge of the argument's structure and limited knowledge of the rhetorical appeals.

## 5.4 Qualitative findings

### 5.4.1 Open-ended questions in the surveys

The lecturers' survey had three open-ended questions about the lecturers' current practices. The findings gave information about the way lecturers provide instruction for the argument structure and the rhetorical appeals. Also, the questions reflected the good knowledge of the lecturers in the writing instruction field as they used several methods and strategies in their instruction and this finding agrees with the findings of Kaur (2017) about the efficiency of using different strategies and approaches in writing instruction. On the other hand, the open-ended question in the students' survey reflected that the students needed more practice, and that they preferred modeling and feedback in argumentative writing classes. This finding is in line with the findings of Mehrdad, Alavi and Khatib (2016) who stated that writing practice contributes to the learners' accuracy, complexity and fluency.

### 5.4.2 Interviews

The lecturers' interview aimed at collecting in-depth data about lecturers' knowledge of argument structure and rhetorical appeals as well as their current practices in argumentative writing classes. The total number of questions in the interview was nine questions. The

interviews were semi-structured, so the researcher used the nine questions as a guideline for the discussion, and more themes emerged during the actual interview. The researcher conducted the interviews by herself to make sure the data collected was relevant and served the purpose of the study. The target sample of lecturers was the team of lecturers responsible for teaching writing on campus, and the students' sample comprised of students from the bachelor program enrolled or have finished at least one writing course. The time frame for collecting the interview data was approximately one month. The interview results showed that all lecturers were knowledgeable of the argument's structure and the rhetorical appeals and that they do provide classroom instruction for it. This finding disagrees with the findings of Jwa (2019) who stated that transferring knowledge is an important tool for students' learning. This leads to important pedagogical implications as the researcher is interested to know why the lecturers did not want to provide instruction for these aspects.

The findings also revealed that lecturers use a variety of writing instruction methods and strategies in argumentative writing classes and they were not confined to a specific method or strategy which is a positive point according to Fidalgo, et al. (2015).

#### 5.4.3 Classroom observations

Classroom observations aimed at validating the data collected through lecturers' interviews and surveys. Another aim was also to validate the data from students' surveys. The total number of categories described in the observational sheet were six categories based on the study's framework: (1) Arguments structure, (2) Rhetorical appeals and rhetorical situation, (3) Other aspects taught, (4) Methods/ Strategies used, (5) Lecturer's knowledge, and (6) Students' perceptions and needs. The researcher conducted classroom observations in four weeks for three different classes with different lecturers. Based on an agreement with the researcher, the lecturers first introduced the argumentative essay and then had two follow up sessions on the same topic with their students. The researcher conducted the classroom observations by herself to make sure the data is relevant to the purpose of the study. The target sample of lecturers was three lecturers who taught/currently teach writing classes. The timeframe for collecting the classroom observations data was approximately three weeks. The classroom observations results showed that all lecturers were knowledgeable of the argument's structure, and they provided classroom instruction for it, but they did not provide any instruction for rhetoric in their classes. As

mentioned previously, according to Jwa (2016) transferring the knowledge from lecturers to students should lead to better results and in this case transferring the rhetorical appeals knowledge to students should lead to better essays' quality in terms of persuasiveness.

The findings also revealed that lecturers used a variety of writing instruction methods and strategies in argumentative writing classes as indicated in the interviews and the surveys the lecturers mainly focused on modelling, presenting both sides of the argument, and prewriting techniques through classroom activities. This finding accords with the findings of Kaur (2015) who also explored lecturers' practices in teaching argumentative writing on the tertiary level, and concluded that lecturers used certain strategies like modelling, analysing sample texts and classroom activities. As for the students, observations showed that initially, students did not feel comfortable working on writing, but as the classes progressed, they performed well, and they were engaged in classroom discussions, pair work, and group work. Many of them also had one to one feedback from their lecturers. This finding agrees with the findings of González-Howard and McNeill (2016) who concluded that when students worked tighter in small groups such as pairs, they had a higher level of engagement in argumentation.

### 5.5 Answers to the research questions

This section shed light on the study's research questions and their answers based on the qualitative and quantitative data collected and analyzed.

#### 5.5.1 Research question 1

The first research question was “Are there differences in the rhetorical appeals and the argument's structure found in EAP argumentative essays by L1 writers and L2 writers (Arabic speakers)”? To answer this research question, the researcher conducted discourse analysis for L2 students' essays and compared them to their L1 peers'. Two aspects were targeted through the analysis as mentioned in previous sections: the quality of the argument's structure and the use of rhetorical appeals.

For the first aspect which is the argument's structure; the findings revealed that L2 students scored less in their argument structure. The main reason for that was because students had missing elements in their essays or scored less on the quality of their warrants. This finding concurs with the finding of Ellis (2015, p.207) who stated that it was difficult for students to

produce warrants; Ellis said: “There is also significant confusion about how to help students learn to identify and to invent warrants.” Therefore, it is not only challenging for students to produce successful warrants, but it is also challenging for teachers to provide successful instruction to teach warrants. Moreover, according to Yeh (2016): warrants play a vital role in persuading the audience, and therefore; they represent an essential part of any argument even in other disciplines. This fact helped to justify the slightly lower scores of L2 students.

Another finding of the study emphasized the importance of exerting more effort to produce a sound argument when writing argumentative essays, and this cannot be done through classroom instruction only, but it also needs more cognitive effort by the students. Students usually receive the classroom instruction then they write on their own. When they write, they are supposed to put more efforts and to practice to produce a well-written essay. This finding concurs with the finding of Adelman, et al. (2007, p.344) who mentioned that “more cognitive effort was related to a greater change in argument soundness” based on their study. Another finding of the study is that students generated different types of the Toulmin’s structure, so they were not always consistent in their structure and again this finding is similar to the supported hypothesis of (Adelman, et al., 2007).

Another finding of the study about the argument’s structure was the fact that “data” scores were also lower in L2 students’ essays. The reason behind the lower score was the fact that students did not use sufficient evidence in their data part to support their claim. The first category in the analysis of the “data” part was: “Minimal use of data. Data of the “everyone knows” type, with little reliance on personal experience or authority. Not directly related to major claim” Students mostly used data that is known by everyone or just depended on a shallow logical analysis in their writing. They did not also connect it to the claim in some cases, and this served in lowering their scores. This finding agrees with the finding of Zhang (2018) who stated that in a similar study, students only focused on the logical analysis which was not enough to produce a valid argument. Also, since argumentation had a direct relationship with critical thinking, another finding of this study is that students need to improve their critical thinking skills. In general, students seemed to have weaknesses that need to be addressed so that they can improve the quality of their argumentation, and this finding is similar to the finding of Tankó and Csizér

(2018) who conducted a similar study. Tankó and Csizér (2018) stressed the importance of addressing the weak points in students' writing, so their writing skills are improved.

For the second aspect which is the use of rhetorical appeals; the findings were classified into two categories. The first category was the type of appeals used more frequently in L2 students' essays in comparison to their L1 peers' and the other aspect was the number of appeals used in each script.

For the first category, the analysis revealed that L2 students used *Pathos* more than any other type of appeals, while L1 students used *Logos* more than any other type of appeals. This finding concurs with Lewis' (2004) theory as Arabs belong to the multi-active cultures. One important characteristic of this culture is to value emotions and feelings and to care a lot about relationships and families. This characteristic was shown in the students' essay. Students tried to persuade their readers through appealing more to emotions because they thought this would be more effective and persuasive or because of their nature as they belong to multi-active cultures. In the second position, students used *Logos* which is the appeal to reason to persuade the readers, which also means that they do depend on reasoning to persuade and not only on emotions. This finding agrees with the finding of Ting (2018) who conducted a similar study in Malaysia. According to Ting (2018, p.234): "Emotional appeal (pathos) was the most popular persuasion strategy accounting for over half of the persuasion strategies identified, followed closely by the rational appeal (logos)." It is worth mentioning that L2 students used rhetorical appeals spontaneously in their essay writing without receiving formal instruction. Therefore, to use the rhetorical appeals more effectively, students can benefit from teaching persuasive discourse, and this finding agrees with Ting's (2018) findings again who also concluded that teaching persuasive discourse will improve the students' use of rhetorical appeals and this will lead to a better quality of the argument.

For the second category, data analysis revealed that L2 students used one appeal only more frequently in their scripts, while L1 students used two appeals more frequently. Using more than one appeal can benefit the argument according to Wachsmuth et al., (2018, p.3753), who stated that "Persuasion is rarely achieved through a loose set of arguments alone. Rather, effective delivery of arguments follows a rhetorical strategy, combining logical reasoning with appeals to ethics and emotion." Therefore, using more than one appeal can benefit the quality of the

argument presented. This finding means that students' writing quality can be improved through learning about the persuasive discourse, so they can use the appeals more effectively and improve their writing. This findings also show that L1 students mastered the use of rhetorical appeals and they were able to use it more flexible. The reason behind that can be that they received formal instruction on the persuasive discourse, and this led them to be better in using more than one appeal in their essays. However, since the L1 essays were extracted from the LOCNESS corpus, there was no information on the type of instruction they received. However, in all cases, it is evident that students will be able to increase their essays' persuasiveness through learning how to use the rhetorical appeals.

### 5.5.2 Research question 2

The second research question was "What kinds of methods/strategies are currently adopted in the process of teaching and learning argumentative writing classes in a UAE higher education institution?" This research question was targeted through lecturers' surveys, interviews, and classroom observations. The findings of the lecturers' surveys revealed that lecturers have good knowledge of the argument structure and the rhetorical appeals and that they use a variety of methods in their writing instruction practice. However, the findings also revealed that the lecturers do not focus much on teaching rhetoric, and they do not go into details about the argument structure.

The interviews gave the researcher the opportunity to get more in-depth information on the actual teachers' knowledge and practice in their classes. The interviews showed that lecturers have good knowledge of the argument's structure and the rhetorical appeals, but they did not prefer to provide instruction for rhetoric because some of them thought it is very advanced for their students, or because they were not asked to do so. According to Moss and Bordelon (2007, p.200): "Typically, English teachers have been trained in literature, and the reading of literary texts rather than rhetoric and argumentation and the reading of expository texts", and that also might be one of the reasons that the lecturers did not focus on the area of teaching rhetoric.

In addition, most lecturers did not discuss details about the argument structure in their classroom instruction; they focused more on the argument's definition. According to Botley and Hakim (2014,p.44) "Argumentative essay writing is a powerful pedagogical tool for developing and evaluating the ability of learners to construct sound and persuasive written arguments based on



adequate logical support.” Therefore, lecturers need to be aware of the purpose of the argumentative genre and transfer this awareness to their students. Furthermore, although this type of genre-based teaching should not be prescriptive according to Hyon (2001): lecturers should not also ignore what defines the argumentative writing genre. Lecturers should have a balance between limiting their students to a particular argument’s structure and instilling a deep understanding of the argument’s structure concept so that students become capable of presenting their argument in the best way.

Furthermore, most lecturers mentioned that they do not ask their students to present their argument using visuals in argumentative writing classes. This finding is contradictory with the research in the field. According to Huang and Archer (2017): it is essential to redefine academic literacies in higher education, and to teach students how to use multi-modes to present their argument. The authors of the study added:

In composing multimodal academic texts, students need to persuade readers about the relevance and validity of the argument. This involves encoding conceptual material (through mode, discourse, genre, and medium) and establishing relationships within the discourse community (through citation). We have argued the need to redefine academic literacies in higher education through the development of a framework that facilitates awareness and analysis of multimodal textual construction. (p.70)

Therefore, at the current time and with the rise of technology in the digital age, no one can ignore the many benefits of multimodal composition.

On the other hand, classroom observations highlighted the writing instruction methods used by lecturers: the main methods adopted were: the individualized workshop approach, the text-based mode approach, the basic skills approach, while the method used once was the peer workshop approach. This finding is similar to the findings of Kaur (2015) who stated that two methods were used in argumentative writing classes: classroom activities including pair/group work, debates and analyzing sample texts.

The strategies adopted by lecturers varied between feedback using correction code, multiple drafts, peer review, and peer tutoring, but the most prevalent method used was modelling, and it was also the most preferred method by students. This finding concurs with the findings of (López, et al., 2017; Bacha, 2010; Kaur, 2015) who stressed the importance of modelling and

other strategies to improve writing. Lecturers also used scaffolding in their writing instruction which was helpful and supportive to students' learning. This finding accords with the findings of Howell (2018) who stressed the importance of scaffolding in writing, especially using digital tools and multimodality.

Most lecturers' also reported that they do not ask their students to use the writing center services available in the institution. This can be due to many reasons such as time constraints or students' lack of motivation. According to Pfrenger, Blasiman, and Winter's (2017), when students were required to have frequent visits to the writing center in their university, at the beginning they were not very motivated, but the study's findings revealed a statistically significant positive relationship with the increased passing rate and voluntary use of the university's writing center. Therefore, although students might be reluctant at the beginning to visit the writing center, they will realize its many benefits later; that is why lecturers should encourage their students to use the writing center's services, attend tuition or to volunteer to tutor their peers.

### 5.5.3 Research question 3

The third research question was "What are the students' perceptions, wants and needs in argumentative writing classes?" The answer to this research question was targeted through students' surveys and classroom observations. The findings of the students' surveys revealed that students believed that writing an argumentative essay was a challenging task. This finding concurs with the findings of (Hung, Yeh, and Chou, 2016; Zainuddin and Rafik-Galea, 2016) who stated that students find difficulties when they write argumentative essays, especially in reasoning.

They also mentioned that writing instruction could be improved. According to Wang (2017,p.59): "how students view and take up genre-based instruction and pedagogical tasks in an EAP thesis-writing course is worthy of consideration when designing courses focused on academic genres" therefore, it is essential to consider the students' point of view in such courses to improve instruction and to suit the students' needs.

The students also expressed the need to practice more and to use the reading skills to improve their writing skills. This finding seems logical as students understand that the reading skill is essential in writing and their overall writing success. In the USA, faculty mentioned "that first-

year university students' lack of analytical reading skills contributes to failure in college classes” (Intersegmental Committee of the Academic Senates, 2002, p.4). Therefore, it is essential to focus on the reading skill to contribute to our students’ success.

Most of the students expressed the need to use visuals in their writing. This finding agrees with the findings of Silver (2019) who stated that students had a favorable view of using visuals to present their argument.

Students’ perceptions of different strategies such as prewriting techniques, multi drafts, peer review, correction code, and technology were all found to be positive and useful to improve their writing skills. Students stressed their need for their lecturers’ detailed feedback, and they preferred to focus on the steps of the writing process to improve.

An important finding is that students wanted to know more about persuasion and argument structure. This reflects a vital need from the students’ side, and this need should be addressed by curriculum designers and by the lecturers.

Moreover, students liked to write reflections, but the study findings revealed that they do not write much in class. According to Wang (2017), it is essential for the students in EAP genre-based courses to know how to reflect on their learning. Therefore, reflections are essential in this type of courses, and they should be integrated into classroom instruction.

On the other hand, the classroom observations gave the researcher the opportunity to get information on students’ perceptions through their interaction in the classroom. Many of them seemed to find the task of writing an argumentative essay uncomfortable when the teacher introduced it, and this agrees with the findings of (Yang & Sun, 2012).

Also, it was noticed that lecturers do not provide enough time to discuss appeals as modes of persuasion for several reasons; they might not be an integrated part of the curriculum, or maybe because they believe that the persuasive discourse is challenging for students, and require a high language level. However, Midgette, Haria, and MacArthur (2008) conducted a study on persuasive discourse, and the target population of the study was fifth and eighth graders. The study aimed at measuring the level of persuasiveness in students’ essays and the study concluded that eighth graders were more persuasive than the fifth graders, and that female students wrote

more persuasively than their male peers. Therefore, persuasive discourse can be taught even to young learners who do not have a sophisticated language level yet.

In addition, classroom observations revealed that the targeted lecturers used a variety of whole class led activities, pair work, group work and collaboration in class. This finding concurs with the findings of Kaur's (2015) study as Thai lecturers covered a similar set of activities in class to engage students. Therefore, it is crucial that lecturers are aware of different methods and strategies to address the students' needs. In addition, lecturers need to understand their students' learning styles, so they are able to provide customized instruction. This finding also agrees with the finding of Kaur (2015, p.143) who stated that it is essential for lecturers to have an "understanding of their students' learning styles and to provide what they need to develop their writing skills."

Some teachers tend to focus more on guiding their students to write "proper English" to the extent that students sometimes lose the focus of the argument, so the content becomes inconsistent or lacks accuracy. Teachers' main focus can sometimes be only on how to make the students write correct or (proper) English. Writing proper English on the surface level includes language mechanics such as grammar, spelling, punctuation, and other linguistic aspects. But on the deep level (or the content level), the message intended to the readers should be accurate, logical and consistent. In their book about second language writing and the focus of feedback, Kroll, Long, and Richards (1990) conducted a study in the EFL institute. The authors stated that in analyzing one of the teacher's feedback, it was discovered that the teacher commented only on language mechanics and that she never made any comment on the content of the student's writing. This is a serious matter because it gives students an indirect message that language mechanics is the only aspect that they should focus on to improve their writing, and this will result in an ineffective piece of writing. Although language mechanics are important, the intended message that is supposed to be delivered to the readers through the written script is even more vital and important. The findings also contradict with the findings of a similar study about students' needs conducted by Leki and Carson (1994) who stated that only small percentage of students mentioned that their professors commented on language errors but the majority of comments were on the writing content.

Another issue related to feedback is that it was also noticed that teachers usually comment on the problems in their students' essays only. However, feedback should also include praise and comments on the positive aspects of students' writing and point out their strength to encourage students (Tee, & Cheah, 2016).

## 6. Conclusion, limitations, implications and recommendations

Chapter six represents the conclusion of the study. The first section sheds light on the study's conclusion, and the second section focused on the study's limitations. The third section presented the pedagogical implications of the study, and the fourth section presented the recommendations of the study.

### 6.1 Conclusion

The study's conclusion was divided into three aspects with relevance to the research questions. The first research question covered the first aspect, and it was about identifying the differences between L1 and L2 students' essays in terms of the argument structure and the rhetorical appeals. The second aspect was covered by the second research question which was about the lecturers' knowledge and their current writing instruction practices. The third aspect was the students' perceptions, wants and needs in writing classes, and the third research question covered it.

With regards to the first aspect: the findings of the study indicated that there were differences between L1 and L2 students' writings. As for the argument structure, it was found that L1 students had better argument structure than L2 students with a small difference in the overall scores. It was also found that L2 students scored higher than L1 students in the quality of their claims. However, L1 students scored higher in two categories: "Data" and Warrants" than their L2 peers. The reasons behind this difference in the scores can be too many. For example, it could be the method used in class for writing instruction, or it could be related to the students' culture, or it can be other factors.

As for the second part of the first aspect which was the rhetorical features of L1 and L2 students' essays in comparison to each other; it was found that the percentage of L1 students who used one type of persuasive appeals was lower than L2 students. Also, the percentage of L1 students who used two types of appeals was also higher than L2 students. In the other point which was using the three appeals together, it was found that L1 students percentage was higher than L2 students. In the last point which was the analysis of *Pathos*, *Logos*, and *Ethos*; the findings revealed that L2 students used the appeal *Pathos* more frequently than their peers, while L1 students used the appeal *Logos* more frequently. The findings revealed that if students received more instruction in

the area of rhetoric, this will lead to better use of the rhetorical appeals in their writing and hence improve the overall quality of persuasion.

In addition, the link between the two models of analysis: Toulmin's measure and the rhetorical appeals can be illustrated through the fact that Logos may include (claims, data, and warrants) since they come under the category of logic or appeal to reason. Therefore, the findings were logical since L2 students used less "Logos" in their writing, and scored slightly lower in their argument's structure.

To summarize, the findings of the first research question showed that L2 students' scores were lower than their L1 peers in some aspects of the argument structure, and the findings also showed that the frequency of the rhetorical appeals' use varied reflecting that L1 students mastered the appeals utilization to persuade the reader.

Based on the other aspects studied and the data collected in the current study from classroom observation, surveys, and interviews; it was found that the students' writing could be a reflection of the instruction they receive. Therefore, the findings of the current research study were that the writing instruction for argumentative essays could be improved; more focus should be put on the argument's structure and on teaching rhetoric. Also, students' needs such as more feedback, more practice, and other needs should be addressed.

For the second aspect which is covered by the second research question; the study aimed at finding out the current lecturers' knowledge and their current practices in argumentative writing classes. The investigation of the second research question was done through the lecturers' surveys, interviews and classroom observations.

The findings of classroom observations revealed that most lecturers had very good knowledge in the field of writing instruction and that they deployed different methods/strategies in teaching argumentative writing. However, the results also revealed that they did not focus much on teaching rhetoric. The surveys' results also showed that most lecturers had good knowledge of argumentation and rhetorical appeals. Moreover, the survey also showed variations in the methods and strategies used by lecturers in their argumentative writing classes. Also, the findings of the interviews revealed in-depth information and justifications for the methods used in argumentative writing classes. The results showed that all lecturers were knowledgeable of the

argument structure and that they did provide some instruction for it. However, most of them did not teach or handle the rhetorical appeals in detail. The findings also revealed that the lecturers used a variety of writing instruction methods and strategies in argumentative writing classes, and they were not confined to a specific method or strategy which was a positive point. However, the lecturers should be aware of what works well for their students and tailor their instruction to suit and address the students' needs.

In general, the current lecturers' practice is considered appropriate and reflected the high institution standards, but the lecturers could also benefit from improvements in some areas such as methods used, feedback given, reflections, argument structure, and rhetoric.

For the third aspect which was covered by the third research question; students' surveys and classroom observations' findings revealed that most students believed that argumentative writing was a challenging task, and that argumentative writing classes could be improved. The findings also revealed that students had a fair knowledge of the argument's structure and limited knowledge of the rhetorical appeals. The students revealed that their top three choices for improving writing classes were: detailed feedback from lecturers, improve grammar, punctuation, spelling, and know more about the argument's structure.

To summarize, the findings show that argumentative writing classes could be improved to meet the students' needs and to improve instruction in certain areas. The findings of the study also provided useful insights into the argumentative writing instruction for EAP lecturers/professors.

## 6.2 Limitations of the study

The current study had some limitations. The first limitation was the fact that the targeted writing courses covered reading and writing; however, writing only was considered, although the researcher is aware that the reading skills have a significant impact on the writing skills. The second limitation is that in the current study, the researcher could not analyze all the writing process aspects such as script length, topical structure, textual dimensions, and others because they would be too many to be handled in one study. The researcher focused on the rhetorical appeals and the argument structure only, while it is well-known that many other aspects also contribute to the writing quality and the persuasiveness of the overall script. The third limitation of this study is that the researcher just wanted to focus on students whose L1 is Arabic because



this is the objective of the study. However, Arab students study in different school systems before they reach the university level, and this can be another limitation of the study as the students' English proficiency level can be different. Another limitation is that since the L1 essays were extracted from the LOCNESS corpus, there was no information on the type of course or the type of instruction they received. Therefore, it is difficult to understand the reasons behind their choices and to know what made their writing different from L2 students. Also, the corpus of the essays analyzed in this study is relatively small (48 essays). Although it requires a lot of time and effort to analyze the essays, any replication of the current study in the future should consider a larger corpus. Also, future studies might consider the gender of the students to see if there are differences in argumentative writing skills according to gender.

### 6.3 Pedagogical implications

One aim of the current thesis was to identify the instructional methods and the strategies used in argumentative writing classes. The methods used by lecturers as mentioned previously were: the individualized workshop approach, the text-based mode approach, the basic skills approach, and the only one used once was the peer workshop approach. Although these methods were effective, the students did not receive enough instruction on how to structure a sound argument and on how to utilize the rhetorical appeals to increase their essays' persuasiveness. This finding implies that students can benefit more if they had writing instruction that is focused on the argument's structure using Toulmin's model to improve their critical thinking and higher order skills. According to (Zainuddin & Rafik-Galea, 2016; Suhartoyo, Mukminatien, & Laksmi, 2015); Toulmin's measure represents a very good model to improve higher order thinking skills and critical thinking; therefore, using the Toulmin's model as a guide to help students structure their argument would also lead to better critical thinking skills which are essential for students. Also, learning about the importance of rhetoric and how to utilize rhetorical appeals to increase the script's persuasiveness is essential for L2 students. The difference in Toulmin's scores suggests that students may benefit from more focused instruction on the three main elements of the argument structure. Students can be taught how to improve their claim, how to use the data to support their claim, and eventually how to make the logical connection between the claim the data in writing their warrants.

In general, lecturers also need to be aware of the full repertoire of argumentative teaching strategies to be able to improve their argumentative writing instruction. They need to work closely with the students and use more scaffolding in their writing instruction, and they also need to provide detailed feedback for each script. Furthermore, lecturers need to encourage their students to write multiple drafts of their essays and encourage them to reflect on each step of the writing process. Practice is another crucial aspect, students should have enough time in class to practice writing, and they also should benefit from modelling in improving their persuasive scripts. Also, lecturers should not focus on language mechanics, ready-made words and phrases, and advise students to use them in their writing. According to Bardovi-Harlig (1990) as cited in (Ferris, 1994, p.58): “teachers should rely less on the "quick fix" (the use of set words and phrases) and should instead help students explore a variety of sentential and intra-sentential options to improve cohesion, coherence, and overall topical focus.”

## 6.4 Recommendations

### 6.4.1 Lecturers’ professional development

Several professional development opportunities emerge based on the findings of the current study, and the rationale behind these opportunities is the continual search for the best practices that suit non-native students to improve their argumentative writing skills. Those professional development opportunities can be tailored to Arab students to suit their needs given the effect of their L1 Arabic on their L2 writing. According to Desimone (2009) as cited in (Howell, et al., 2018, p.172) “many reform initiatives rely upon teacher development in order to transform student learning.” Therefore, it is evident that the positive change of the lecturers and the increase in their awareness and knowledge will lead to positive changes in students. The following are examples of professional development areas that can be addressed.

#### a. Using Toulmin’s model as grounds for teachers’ professional development

Although there are several models and theories for the argument structure such as the model of Walton’s (2007) logical argumentation, and the Pragma-dialectics by Eemeren, Grootendorst, and Eemeren (2004); most scholars agreed that the Toulmin’s model is the most common, prominent and comprehensive model in the literature. Also, several studies confirmed that Toulmin’s model could help improve students’ critical thinking and higher order thinking skills such as Tankó and Csizér (2018). Furthermore, the study of Simon (2008) led to a similar

creation of a professional development opportunity by adopting Toulmin's model. The study confirmed that using Toulmin-based material can help lecturers understand the argument's structure and model it for students. Therefore, one important recommendation of the current study is to create a PD course that is based on Toulmin's model and material, to enable the lecturers to obtain a thorough understanding of the argument structure so that they can transfer this knowledge to their students.

b. Using rhetoric in argumentative writing instruction.

Rhetoric refers to several important aspects. One aspect is the rhetorical appeals *Ethos*, *Pathos*, and *Logos* which are means of persuasion, and the second aspect is the rhetorical situation. Students should be aware of these appeals, and they should master them to be able to produce a sound argument. For the second aspect which is the rhetorical situation; it is essential for the lecturers to teach the different elements of the rhetorical situation because this helps students to be aware of the purpose of their writing and to know how to persuade their target audience. The rhetorical situation is also helpful for students as they learn how to make moves VanDerHeide (2018). Therefore, a PD course that is based on the above two mentioned aspects can be beneficial to lecturers and will enable them to provide better rhetoric instruction for their students.

c. Strategies to use in writing classrooms

Professional development courses can be created based on the successful methods and strategies used in the classroom. The most important point is to make the lecturers aware of the importance of using process writing and/or genre-based approach. In process writing, there is a focus on each stage of writing and drafting in the students' scripts. Through these stages, the students should reflect on their learning or in other words, learn about their learning. Also in the genre-based approach, students learn how to write according to the specific features of a specific genre. According to Nordin (2017, p.82): "the proposal to implement a process/ genre-based approach in ESL writing classrooms ensures that the usefulness and power of process writing pedagogy." However, Nordin (2017) also stated that the two approaches are not opposed to each other, but they can complement each other. Therefore, it is useful to provide the lecturers' with more knowledge about both approaches.

Besides, according to López, et al. (2017, p.1) “strategy-focused instruction is one of the most effective approaches to improve writing skills.” The idea of teaching how to write essays, reports or projects should be more systematic, and the lecturers need to reach a consensus on the best practices that should be employed in the writing classes. Drafting, for example, is important, and it should be included in the process of writing. According to Cheung (2016, p.16): “Writing teachers should emphasize to students that a good piece of writing cannot be produced in one draft; it has to go through multiple times of revision.” The writing projects introduced to students should include several systematic stages to enable students to: draft their essays, peer review them, get feedback from the lecturer, reflect on the process of writing the first draft. Then they can move to the next stage; write the second draft, use visualization and technology, reflect on the process of writing the second draft, then move to the final draft, and end up with a successful and persuasive script.

Furthermore, students’ surveys revealed that students needed more practice in the classroom; they also needed to see essay models, and they needed to know more about appealing to reason and emotions. The most important point that students mentioned was that they needed detailed feedback from their lecturers. Therefore, it is essential for the lecturers to provide enough time for their students to practice in class, ask students to write two or three drafts and give detailed feedback. The idea of writing like native-speakers is no longer a valid argument as students should write according to the chosen genre and according to the known conventions of academic writing. They also should refrain from trying to sound native-like in their writing. According to Cheung (2016, p.17) “Teachers need to let students know that there are no ‘native-like’ standards when it comes to academic writing.” Also, lecturers need to understand that helping students generate ideas and plan their essays along with the rhetorical moves of the targeted genre is not enough. Lecturers also need to provide instruction for the socio-cognitive approach to writing which focuses on the socio-cultural context, the readers’ expectations and the frame of mind of planning, drafting, and revising (Cheung, 2016).

#### d. Six patterns of composition instruction and discourse types

An important PD opportunity that emerged from the current study was about the six patterns of composition instruction. Based on Polin’s and White’s (1985) research, six approaches to writing instruction were described. The first one is the literature approach. In this approach, the main

focus is on literature analysis and the emphasis is on using literature material in writing instruction. For the current context in the higher education institution under study, this approach will not be useful as students do not study literature and it is not suitable for argumentative writing. The second approach is the peer workshop approach where students work with each other in small groups and evaluate the writing of each other. This approach can be very useful in argumentative writing. The third approach is the individualized workshop approach; in this approach, the element of the workshop activities is still there, but the focus is to get students to write in class time with the help and the support of tutors. This approach sounds very suitable for students' needs especially because they mentioned they need more practice in class. The fourth approach is the text-based modes approach. In this approach, students are not asked to write in class time, but they rely heavily on rhetoric textbooks. This approach can be useful to generate debates and classroom discussions as well as using the reading skills to improve the writing skills which is another theme identified by students and found to be useful. The fifth approach is called the basic skill approach which focuses mainly on writing proper English with prescribed measures to tell what comprises "good" English through sentence and paragraph construction. This approach can be useful for beginners, but it will not work well in argumentative writing. The last approach is the service course approach where students are just learning how to focus on a specific research paper. Although most of the approaches can be useful in argumentative writing classes, a more successful method for argumentative writing instruction can be a combination of elements from each approach. To sum up, having the teachers informed about these six approaches will lead to their knowledge about the composition field and they will know which approach to use in each course. Therefore, this can be another important PD opportunity for lecturers.

#### e. Improving writing instruction

Another PD opportunity can be about improving writing instruction. It was noticed during classroom observations that some lecturers focus on language mechanics only in their feedback to their students' essays. Focusing on language mechanics in the given feedback or the form of the essay will not produce a better piece of writing. According to Hillocks (2005): teaching the writing courses remained focused on the form more than the content for a long time. Therefore, lecturers can benefit from specific instruction on the writing pedagogies. Currently, there are two

main pedagogies used in composition courses on the tertiary level; both of them focus on the product and the process of writing. For the genre approaches, as stated by Philippakos, MacArthur, and Coker (2015), students learn about their specific genre, so they learn the specific features of the genre such as reports, reviews, and others, then attempt to produce something similar. On the other hand, the rhetorical approaches as mentioned by Nelson (1998) focus on ways to make the text effective for its purpose and the starting point is to make students identify the purpose of the text, then analyze its style, structure, and other features. For example, they decide whether their target is to inform, to persuade, or to do something else. They write for a specific type of audience and specific situations. Both approaches use modelling and readings as examples for students to do something similar. However, a shared important point is guided practice. Students learn writing through actual writing and getting feedback on their work, then they write again and fix their errors. In general, what seems to work well in writing classes based on empirical evidence according to Hesse (2018) can be: first design the writing course carefully, so it includes instruction on all aspects of writing, and it is perfectly acceptable to discuss the form and convention for certain genres. In addition, language mechanics can be included and discussed. However, there should be a specific focus on logic and accuracy and on how to meet and address the needs of different types of audiences. Another important point is to use reading not only for reference purposes but also for modelling. A good strategy is to de-structure a reading text to realize its components. Furthermore, lecturers/professors need to design writing activities carefully to meet the students' needs. The design of the writing activities is vital to ensure proper sequencing to lead the process of learning and to enable students to build on their existing knowledge and experience. In all cases, students should be given opportunities to write in class. Lecturers guide the students through strategies, support, advice, and assessment.

#### 6.4.2 Recommendations for researchers

##### a. Creation of Arab native speakers corpus

Another recommendation is to create a corpus of L2 students' writing scripts. According to Krieger (2003, p.1) "A corpus consists of a databank of natural texts, compiled from writing and/or a transcription of recorded speech." Therefore, collecting L2 students' argumentative written essays (and other discourse types) and compiling them into a corpus of Arabic speakers' essays can be a good step towards more research on this particular students' population. In

addition, this corpus will be the first of its kind in the Middle East, and it can be useful for several purposes. Krieger (2003, p.1) added: “A concordancer is a software program which analyzes corpora and lists the results. The main focus of corpus linguistics is to discover patterns of authentic language use through analysis of actual usage.” Therefore, using concordancy tools, researchers can analyze students’ texts to get useful insights into the process of writing by L2 students, and this can lead to improved instruction and more research findings in the field. This corpus should not be confined to writing; it can also include transcripts of spoken language.

#### 6.4.3 Recommendations for curriculum designers

##### a. Blended learning, Technology & Gamification

Writing instruction can also be provided efficiently through the blended learning model and gamification. The findings of the current thesis revealed that Arab L2 English learners are tech-savvy and that they prefer to use technology in their learning. Therefore, this is another recommendation for curriculum designers and policymakers. Through the blended learning model, students can save travel time and can work at their pace from any place and at any time. Lecturers can provide recorded video lectures and interactive activities for their students, and they can make them available online for easy access. Through the LMS and other technology tools, interactive chats and discussions can be initiated by students or their lecturers about writing topics, strategies, and other aspects. Students can also benefit from the peer-review online tools to exchange their scripts and mark each other’s work.

Furthermore, technology and social media is also another trend in education. Many studies were conducted on the use of technology and social media in writing instruction. One example on that can be the study of Rosa and Vital (2017) who stated that Facebook was useful in teaching argumentative writing. Another aspect is using gamification for writing instruction. There are many benefits of gamification; students will be engaged and interested, they will focus more to win, and they will get the opportunity to think outside the box. In a study conducted about gamification in argumentative writing classes, Lam, Hew, and Chiu (2018) concluded that gamification of writing instruction contributed to improving the students’ argumentative writing.

#### b. Utilization of the writing center

The study revealed that most lecturers do not require their students to utilize the writing center services at the higher education institution where the current study was conducted. The lecturers should be aware of the writing center theory (Barnett & Blumner, 2007) and the importance of peer-tutoring (Goodlad & Hirst, 1989). This awareness can be through professional development courses. They also should be aware of the services offered by the writing center and integrate these into their classes to help students improve their writing abilities and to get the support and help when needed. Through a thorough understanding for the benefits of the writing center services and the importance of peer tutoring for both the tutees and the tutors, lecturers and professors can help students improve, be better writers and more successful in general. Another recommendation can be to create an online writing center. This online writing center will make it easier for students to access the available resources and services anytime from anywhere. This option will also be more useful for tech-savvy students who prefer to use technology in their study.

#### c. Integrating more elements in the writing curriculum.

Based on the findings of the current thesis, it is evident that some lecturers do not teach the rhetorical appeals or the argument structure when they provide argumentative writing instruction. Therefore, it is recommended that the rhetorical elements and the argument structure should be formally integrated into the curriculum. These elements should be essential in the lecturers' teaching practice and more material should be designed to use in these elements' teaching. By having the rhetorical appeals and the argument structure as part of the curriculum, lecturers will provide the needed instructions and this will impact the students' mastery of the appeals and the argument structure.

### 6.4.4 Recommendation for students

#### a. Awareness of the writing center function and benefit

One of the conclusions of the study is that some students did not utilize the writing center in their higher education institution. This might be because they were not aware of its benefits. This unawareness can be because it is a new service introduced lately by the higher education institution, or because there were not enough advertisements about it. Also, students have not



tried to use its services because they are unaware of the many benefits they can get through using those services. Therefore, the researcher suggests a big internal marketing campaign or brief sessions at the beginning of classes to introduce the writing center's services. The campaign should include information on how the writing center works, services offered, benefits student can get when they visit the writing center, opportunities for interaction with other students and with tutors. This campaign can be done electronically through emails or manually by distributing flyers and other advertising methods. The writing center can also be an attractive place for students and promote learning through regular competitions and activities. Teaching staff can also organize at least one visit for each of their classes to the writing center facilities, speak to the director/coordinator and show the services available along with their benefits to the students. Also, students should be aware of and understand the opportunities offered through volunteering to tutor their peers or to attend tutorials if help is needed. Finally, students should be aware that the writing center offers several types of help and support which are not confined to English writing classes, on the contrary students can get help and support in any subject that involves writing.

#### b. Writing activities and competitions

One finding of the current study was that students are intimidated by the writing skill and find it a challenging skill. Therefore, in order to improve the students' attitudes towards writing, the higher education institution can organize several writing activities such as writing workshops, writing competitions or start a writing club. A student can write in English which is the medium of instruction, and their writing can include a variety of genres. Also, since the reading skill is also useful in improving writing, students can also have activities and competitions in reading. Activities can be informal reading/writing assignments, one-minute papers, diaries, scenarios, journals, role-play writing, guided writing, note writing, free writing, poetry, short stories, and others.

These activities should not be done without integrating technology into them as students are fond of technology and they can gain many benefits through using it. The purpose is to make students become better readers and better writers. Through these activities, students will also develop confidence which is a major point to improve their writing. According to the study of Ware,

2004), students also find it difficult to speak the second language; however, they seem to be more comfortable to express themselves in writing. Therefore, improving the students' writing and reading skills can be a starting point for students' overall development in other L2 skills.

c. Awareness of the importance of the writing skill

Students should be aware of the importance of the writing skill. In this context, it is not only about English courses. Students do use the writing skill in most of the other subjects when they produce reports, analysis, and other types of texts. Writing types can vary from persuasive, to formal reports and drafts. Therefore, students should understand that writing to serve a specific purpose is essential not only in their study but also in their careers afterward. People with poor writing skills do not tend to be successful in their study or their careers. Therefore, it is essential for students to understand this importance, so they devote more time and effort to develop their writing. It is also essential to correct the stereotype idea that writing is only about grammar and language mechanics. Students should understand that the purpose of writing is to deliver a particular message to the audience and this message has to be clear and persuasive. Therefore, writing is not only about delivering correct spelling and accurate sentence structure. If students become aware of this point, they will focus more on the logic and accuracy of their writing, and this will lead to better writing quality.

## 6.5 Future research

Based on the current thesis, several new opportunities for future research emerge. For example, one recommendation for research is to analyze and compare the relationship between surface structure and the quality of the argument in L1 and L2 students' essays in EAP courses. According to Stapleton & Wu (2015), the relationship between surface structure and the soundness of the argument in students' essays can be examined to find out the factors affecting this relationship. This kind of research can help researchers understand how students develop their argumentative skills and their critical thinking skills which will lead to improving/modifying writing instruction and the marking criteria used. In addition, finding out the areas of weakness in the students' surface structure and elements used in building the argument can also inform the instruction methods and help the lecturers identify areas for their students' improvement.

Another recommendation for future research is to study the correlation between using the argumentative elements, the quality of the argument and the overall quality of the essay. This can be based on the study of Abdollahzadeh, Farsani, and Beikmohammadi (2017); however, a comparison between L1 and L2 students can also inform the literature to identify the route of the differences and to analyze their pedagogical impact.

Another recommendation is to conduct a study on L2 students' essay writing after an intervention of teaching the rhetorical appeals. The study can be based on Ting's (2018) study about informal requests, to see how efficient can students can use the appeals after they were introduced through formal classroom instruction. This can also lead to some important pedagogical implications that might lead to improving classroom instruction.

Another area for future research could be Automated writing evaluation tools (AWE) and their use by L2 students whose L1 is Arabic. The research might investigate their use and the students' perceptions. Current research shows that AWE tools are favorable among students (Roscoe, et al., 2017); however, no research was conducted on Arab students to investigate this topic.

More research opportunities can also emerge from the limitations of the current study. For example, a study can be done on gender and its relationship to the writing skill. Another area is the relationship between reading and writing skills for L2 students. Finally, more research can be done on other discourse types such as the persuasive essay and other elements that determine the essay's writing quality and its persuasiveness.

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## Appendix A: Lecturers' Interview

### I-Consent form

You are selected to participate in a research study conducted by Doaa Hamam. The purpose of this study is to explore non-native students' writing and current teaching methods. Your participation will involve answering interview questions.

There are no risks for participating in this research. The researcher will ensure that your privacy is protected. Your name, identity, personal data will not be revealed to any party.

Your participation in the study is voluntary and you can withdraw at any time without justification. In addition, your answers will not have any effect on your status in your current job or on your future evaluations.

By signing this form, you consent to participate in the research study to help explore non-native students' writing and current teaching methods. Please answer the questions carefully and precisely.

Lecturer's signature \_\_\_\_\_ Date: \_\_\_\_\_

## II-Interview

### Interviewee Background Information

Interviewees no.	Age group	Years of experience	Qualifications	Years in current role	Native / Bilingual
	22-30	1-5	Master degree	1-5	
	30-40	6-10	PhD	6-10	
	40-50	11-20		11-20	
	50+	21+		21+	

1. Please describe the process you use in class to teach argumentative writing essays.
2. How do you teach the argument's structure in argumentative writing?
3. Do you use a correction code to comment on students' essays?
4. Do you use peer review/peer tutoring in your classes?
5. Do you ask your students to reflect on their writing? If yes why, if no, why not?
6. Do you use the writing center available in your institution to support students? If Yes, how? If not, why not?
7. What is the best technique to help students improve their writing skills?
8. Do you teach rhetoric in writing classes? (By rhetoric I mean the art of effective or persuasive writing through appeals and other compositional techniques) if yes, how do you teach it?
9. Do you think L1 (Arabic) has any effect on students' argumentative writing?

## Appendix B: Lecturers' survey

### I-Consent form

You are selected to participate in a research study conducted by Doaa Hamam. The purpose of this study is to explore current teaching methods in argumentative writing classes. Your participation will involve filling in a survey.

There are no risks for participating in this research. The researcher will ensure that your privacy is protected. Your name, identity, personal data will not be revealed to any party.

Your participation in the study is voluntary, and you can withdraw at any time without justification. Also, your answers will not have any effect on your status in your current job or on your future evaluations.

By checking the "I agree" box below, you consent to participate in the research study to help explore current teaching methods in argumentative writing classes. Please answer the questions carefully and precisely.

## II-The survey

### I-Teaching & Learning practice

1. Pre-writing techniques are essential in my practice of teaching argumentative essay writing.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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2. I ask my students to practice reading because it helps in developing their argumentative essays' writing skills.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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3. In argumentative writing classes, I teach my students to use a specific argument structure.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

4. I ask my students to write two or three drafts of their argumentative essays.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

5. I prefer that my students engage in peer review and/or peer tutoring to improve their argumentative writing skills.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

6. I advise my students to use the writing center's services available in our university to improve their argumentative writing skills.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

7. I ask my students to use technology to improve their argumentative essay writing. (Spelling checkers, Grammarly, etc.)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

8. I use a correction code to mark my students' argumentative essays.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

9. It is essential for me to give detailed written feedback for each argumentative essay draft I mark.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

10. In my feedback-whether it is detailed or brief- I comment on language mechanics only (Spelling, grammar, punctuation).

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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11. I ask my students to focus more on the process of writing not the final product (the essay) itself.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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12. I ask my students to write reflections on each stage of their argumentative essays' writing process.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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13. In argumentative writing classes, I teach my students the elements of the rhetorical situation.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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14. In argumentative writing classes, I ask my students to persuade their audience through persuasive appeals.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

15. In argumentative writing classes, I ask my students to persuade their audience through visual representations of their ideas (like photos, videos, etc.) to support the written text.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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## II-Current Knowledge

16. I am aware of the six approaches of composition instruction.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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17. I am aware of the difference between *Ethos*, *Logos*, and *Pathos*.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

18. How do you introduce the argumentative essay to your students? Briefly describe what you do.



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19. How much do you know about the persuasive appeals and the rhetorical situation? Briefly write what you know.

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20. What are the other aspects that you focus on when you give feedback on argumentative essays “other than language mechanics”? Briefly mention other aspects if any.

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## Appendix C: Students' survey

### I-Consent form

You are selected to participate in a research study conducted by Doaa Hamam. The purpose of this study is to explore students' perceptions and needs in argumentative writing classes. Your participation will involve filling in a survey.

There are no risks for participating in this research. The researcher will ensure that your privacy is protected. Your name, identity, personal data will not be revealed to any party.

Your participation in the study is voluntary, and you can withdraw at any time without justification. Also, your answers will not have any effect on your status in your study or on your grades.

By checking the "I agree" box below, you consent to participate in the research study to help explore students' perceptions and needs in argumentative writing classes. Please answer the questions carefully and precisely.

## II-The survey

### I-Students' General Perceptions

1. I believe writing an argumentative essay is a difficult task.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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2. I think the way my lecturers explain argumentative essay writing could be improved.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

3. To persuade people in my argumentative writing, I need to talk about emotions more than logic and facts.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

4. To persuade people in my argumentative writing, it is better to use visuals (photos, videos, etc.) to support the written text.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

### II-Students' perception of teaching and learning

5. I believe that pre-writing techniques will help me write a better argumentative essay.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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6. I believe that reading practice will help me improve my argumentative essay writing.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

7. It is essential to follow a specific structure to present my argument in the argumentative essay.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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8. Writing several drafts of my argumentative essay is helpful to improve the essay's quality.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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9. Peer reviewing/tutoring by my classmates is useful for my argumentative writing improvement.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

10. The writing center's services available at my university, are essential to improve my argumentative writing skills.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

11. I like to use technology to improve my argumentative essays (spelling checkers, Grammarly, etc.).

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	----------------------------	----------	-------------------

12. The correction code (provided by my lecturer) is an excellent tool to help me improve my argumentative essay writing.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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13. I cannot improve my argumentative essay without my lecturer's feedback

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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14. It is better to focus on the steps of the writing process, more than on the final essay.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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15. Writing reflections on each stage of my argumentative writing process is useful.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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### III-Students' needs

16. I want to know more about how to persuade people with my point of view to improve my argumentative writing.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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17. I need to work more on my argument's structure and logic to improve my argumentative essay writing.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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18. What I need most to improve my argumentative writing is **(choose your top three responses)**:

- Detailed feedback from my lecturer.
- Work more with my classmates.
- Experience different lecturers' teaching styles.
- Learn how to address the readers' emotions or logic.
- Improve my grammar, punctuation, and spelling.
- Know more about the argument structure.

19. Write briefly about any other needs or recommendations you think can improve argumentative writing classes for you as a student.

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## Appendix D: Classroom observation

Lecturer:

<b>Focus on/taught</b>	<b>Notes</b>
Arguments structure	
Rhetorical appeals	
Other aspects taught	
Strategies used	
Lecturer's knowledge	
Students' perceptions and needs	