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Lecturers' Perspectives on Enhancing Student Proficiency through Academic Integrity in Logic and Writing Strategies

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Abstract

Developing critical thinking and effective communication skills through argumentative essays is crucial to the success of university students. This study aims to identify the most engaging strategies used in teaching writing argumentative essays for university students. In spite of this, identifying the most engaging strategies to teach this skill remains a challenge. To this end, three focus group discussions were conducted with 30 English-language lecturers and professors in Amman, Jordan. Additionally, an online survey was distributed among 30 English-language lecturers and professors in Amman, Jordan, and 50 students to rank the identified strategies. Semi-structured interviews were also conducted with English language professors and students. The rankings' mean scores and frequency counts were calculated for each strategy. The findings of this study indicate similarities and differences between the two groups' preferences for prewriting and post-writing strategies. Both groups agreed on the importance of prewriting and post-writing strategies in writing instruction. Nevertheless, lecturers favored brainstorming and outlining as a prewriting strategy and teacher feedback as a post-writing strategy. At the same time, students preferred the read-write model as a prewriting strategy and peer review as a post-writing strategy. These findings have significant implications for both educators and students. Using the read-write model and peer review as part of the curriculum can enhance engagement and learning outcomes by incorporating students' preferences

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into teaching methods. Exposure to various strategies helps students identify the most effective approaches for themselves, fostering adaptability and proficiency in writing argumentative essays.

Keywords: Academic writing, argumentative essay, English, writing teaching strategies.

1. INTRODUCTION

In today's globalized world, English language proficiency is becoming increasingly important. English is the language of international communication, making it essential for students to master all four language skills, i.e., reading, writing, listening, and speaking, to communicate effectively in academic and professional settings (Latifi et al., 2021). Among these skills, writing is particularly challenging as it requires significant time and effort to develop. According to Abas and Abd Aziz (2016), effective writing depends on proficiency in both the language abilities of L2 learners and their writing skills, which work together to support one another.

In Jordanian classrooms, writing lessons are typically led by teachers who guide students through the learning process. There is a growing recognition of the benefits of student autonomy and collaborative learning. In particular, it is advantageous for students to have more say in their learning and to work together (Bacha, 2010). With technology becoming more straightforward to use, teachers are considering using computers and the internet to improve writing lessons. Digital tools and online platforms facilitate collaboration and peer feedback in ways that traditional methods may not. For instance, online documents and collaborative platforms allow multiple students to work on the same piece of writing simultaneously, provide real-time feedback, and track changes. These tools can also provide access to a broader range of resources and feedback from peers who might not be physically present, enhancing the overall learning experience. This digital collaboration can be more dynamic and interactive than traditional methods, where feedback and collaboration are often limited to face-to-face interactions and written comments on paper (Jamjoom et al., 2023).

This study focuses on a specific type of essay that students write for academic purposes: the argumentative essay. Hirvela (2017) posits that engaging in arguments fosters a deeper understanding of the subject matter through analytical reasoning. The components of an argument provide writers with the tools to engage in discourse and examine the topic critically. According to Noroozi et al. (2016), a well-structured and excellent argumentative essay comprises a clear assertion supported by logical reasoning and evidence. It should also address opposing viewpoints and synthesize arguments and counter-arguments to reach a conclusive stance.

Despite the recognized importance of writing skills, there is a noticeable gap in the literature regarding effective pedagogical strategies for teaching argumentative writing in Jordanian higher education. Previous studies, such as those by Al-Jarrah and Al-Ahmad (2013) and Jamjoom et al. (2023), have highlighted the structured and formal approach to writing instruction in Jordan, emphasizing grammar, vocabulary, and sentence construction. However, these studies often fail to evaluate how these

methods impact students' ability to construct well-argued essays, particularly in preparation for international assessments like the IELTS.

Existing research underscores the challenges faced by students in writing argumentative essays. [Bacha \(2010\)](#) and [Haro et al. \(2019\)](#) found that many students struggle with the fundamental components of argumentative writing. Different fields have different principles of argumentation, further complicating the learning process for students ([Andrews, 1995](#); [Wingate, 2012](#)). Despite these realizations, relatively little research has been done on effective strategies to minimize student ability disparities. Therefore, this study aims to uncover engaging strategies, identify potential similarities and differences between these strategies, and explore why certain strategies are considered more engaging than others. This research examines practices, techniques, and methods employed by students and lecturers to enhance argumentative writing skills, aiming to improve argumentative writing instruction and outcomes within the Jordanian context.

2. LITERATURE REVIEW

2.1 Argumentative Writing

Argumentative writing is a distinct genre that establishes a stance regarding a particular issue or subject. This stance is then elucidated and upheld with trustworthy evidence ([Wang & Chiu, 2023](#)). In English language learning programs, argumentative writing is significant due to its crucial role in written communication. As stated by [Allen et al. \(2019\)](#), argumentative writing is a multifaceted cognitive process intertwined with the author's intent, the audience's expectations, the contextual setting, and the foreseeable patterns of rhetoric.

Argumentative writing constitutes a significant facet of academic discourse and is frequently employed by university-level students. Its primary objective is to convince others of your point of view on the topic ([Wolfe et al., 2009](#)). This genre of writing requires thinking carefully and organizing the writer's thoughts before he/she starts writing ([Vögelin et al., 2019](#)). Argumentative writing is therefore acknowledged as one of the most challenging genres that second language (L2) learners encounter during their university studies, mainly because a significant number of them lack prior experience in crafting academic compositions in their native language (L1) ([Zhao, 2017](#)).

2.2 Cognitive and Metacognitive Writing Strategies

Effective writing is a complex process that requires multiple skills and strategies. Writing strategies are essential for developing and organizing ideas and communicating them clearly and coherently. Writing strategies can be divided into two categories: metacognitive and cognitive. Metacognitive strategies refer to the deliberate actions taken by writers to manage the writing process ([Mu & Carrington, 2007](#)). According to [Oxford \(1990\)](#), the term 'metacognitive' suggests a level of cognitive processing that goes beyond the typical thought processes. Metacognitive strategies are accordingly classified as the most critical sets of strategies because they help guide learners to focus on what is deemed essential. These strategies encompass

higher-order cognitive operations, including planning, evaluating, and monitoring, ultimately fostering independence and self-regulation in EFL writing (Goctu, 2017).

Regarding cognitive strategies, writers take practical measures during the writing process, such as generating ideas, summarizing, revising, retrieving, clarifying, elaborating, and rehearsing (Mu & Carrington, 2007). Such strategies are intended to assist writers in overcoming writing-related challenges (Wenden, 1991). While cognitive strategies and metacognitive strategies work together, Cook (2008) mentioned that they differ in that cognitive strategies encompass the actual writing actions. In contrast, metacognitive strategies are employed to monitor and guide writing. Thus, it can be proposed that cognitive strategies are used to create and organize ideas, while metacognitive strategies are used to monitor and evaluate the writing process.

Atkinson (2018) emphasized the various theoretical influences that impact second language (L2) writing, whether through approaches like focusing on specific types of writing or contrasting how rhetoric works in different languages. About argumentative essays, Hyland (1990) put forward a descriptive structure for understanding the genre in addition to the way these essays are written. He proposed that students be taught these structures to help them compose their essays in the assigned style. His framework comprised three main sections: 1. the thesis, where the main idea to be argued is introduced; 2. the argument, where reasons that support the thesis are presented; and 3. the conclusion, which brings everything together and highlights the strength of the argument (Hyland, 1990). The key to writing successful argumentative essays lies in grasping the structure of a well-constructed argument, knowing its key components, and discerning which elements are necessary for a strong argument.

2.3 Previous Studies

Argumentative writing has been the focus of research in second-language writing. Several studies have examined engaging strategies for teaching argumentative writing to students. Ahmad and Harun (2015) conducted a study in Malaysia to investigate teachers' practices and students' writing experiences in teaching argumentative writing. The researchers gathered data from 10 teachers and 84 students through interviews, classroom observations, and students' writing samples. The results showed that teachers used traditional approaches to teaching argumentative writing, such as lecturing and providing essay models. As a result, students faced difficulties developing arguments and structuring their essays. Based on their findings, the researchers in the present study propose that teachers adopt more student-centered approaches, such as providing feedback and collaboration opportunities, to enhance students' argumentative writing skills.

Peer feedback is another strategy that has shown promise. Choi and Lee (2015) examined the effects of peer feedback on students' perception and essay performance in learning argumentative writing. The researchers gathered data from 52 Korean high school students assigned to a peer feedback or control group. The results showed that the peer feedback group reported higher levels of satisfaction with their writing experience and demonstrated more significant improvement in their argumentative writing skills than the control group. Similarly, Muamaroh and Dwiastuti (2022) found that peer feedback positively impacted students' writing performance in an essay

writing class at Muhammadiyah University of Surakarta, leading to more accurate essays and increased attention to grammar.

Social media has also been explored as a tool for teaching writing mechanics. [Altakhaineh and Al-Jallad \(2018\)](#) examined the effectiveness of Twitter and Facebook in teaching writing mechanics to 20 Arabic-speaking EFL learners. The study used a pre- and post-test to measure participants' writing abilities before and after using either platform. Participants were divided into two groups, one using Twitter and the other using Facebook for writing practice. Both groups improved their English writing skills; however, the Facebook group showed more significant progress than the Twitter group. Although the difference in the number of errors produced by the two groups was not statistically significant, the Facebook group produced fewer mistakes. Writing software programs played a crucial role in both groups' success. The frequency of Facebook use and its interactive nature contributed to the student's engagement and enjoyment, resulting in better performance. On the other hand, the participants had a negative perception of Twitter as they viewed it as a platform for politicians to share news and ideas, which affected their post-test results.

Scaffolded writing instruction is another effective strategy. [Burrell and Kelly \(2020\)](#) investigated its effects on the quality and quantity of argumentative writing among secondary science students. The intervention consisted of scaffolded writing tasks designed to help students develop their argumentative writing skills. The study employed a quasi-experimental design, with two groups of students (experimental and control) from two secondary science classes in a high school in the southeastern United States. The experimental group received scaffolded instruction on argumentative writing, while the control group received traditional writing instruction. Both groups completed pre- and post-tests consisting of argumentative essays on a scientific topic. The essays were scored using a rubric that measured the quality and length of the essays. The results indicated that students who received the scaffolded instruction wrote significantly longer and higher quality argumentative essays than those who received traditional writing instruction. The study supports the use of scaffolded writing instruction as an effective strategy for teaching argumentative writing.

Self-Regulated Strategy Development (SRSD) instruction has also been found effective. [Ji and Cho \(2020\)](#) examined its effects on Korean EFL learners' argumentative writing. The intervention consisted of SRSD lessons designed to teach students how to plan, draft, and revise argumentative essays. The study used a pretest-posttest control group design, with two groups of Korean EFL learners (experimental and control) from two high schools in South Korea. The experimental group received self-regulated strategy development (SRSD) instruction on argumentative writing, while the control group received traditional writing instruction. Both groups completed pre- and post-tests consisting of argumentative essays on a controversial topic. The essays were scored using a rubric that measured the quality of the essays in terms of argumentation, organization, and language use. The results showed that students who received SRSD instruction produced higher-quality argumentative essays than those who received traditional writing instruction. The study supports the use of SRSD instruction as an engaging strategy for teaching argumentative writing to EFL learners.

[Al-Otaibe \(2021\)](#) used the Theme-Rheme approach to assess the argumentative essays written by 14 Saudi students. This study, which employed the theme-rheme method, resolved several issues that Saudi students had with their writing because they had misapplied the theme and rheme. These issues included the following: the issue of

a novel theme, the issue of an empty theme, the issue of a perplexing textual theme selection, and the issue of an empty rheme. However, in addition to those issues, the researcher states that, to the best of her knowledge, the analysis also highlighted issues that had yet to be discovered in other studies. These issues were referred to as the following: the issue of an incomplete theme because of a thematic equative or improper use of nominalization, the issue of an empty exemplificative device, the issue of a double theme, and the issue of organizing the theme.

Despite these advancements, there is a noticeable gap in the literature regarding the integration of technology in teaching argumentative writing, especially in Jordan. Most studies have focused on traditional methods or peer feedback but have yet to thoroughly explore how modern technological frameworks, such as the TPACK (Technological Pedagogical Content Knowledge) framework, can enhance writing instruction. TPACK emphasizes the integration of technology into pedagogy and content knowledge, which can significantly improve the teaching and learning process in argumentative writing. Based on the literature above, it seems that limited research has been conducted specifically on the effective strategies for writing argumentative essays in the context of Jordan. Although some studies have explored writing strategies in general or other contexts, there is a lack of research focusing specifically on argumentative essay writing in Jordan. Thus, there is a need to explore the perspectives of both students and teachers, as they may have different perceptions and experiences of effective writing strategies. Understanding their perspectives can provide valuable insights for improving writing instruction and student support. Therefore, the present study aims to fill this gap by investigating the engaging strategies for writing argumentative essays from Jordanian students' and lecturers' perspectives. In particular, the present study aims to answer the following research questions:

1. What strategies are used for writing argumentative essays from Jordanian lecturers' perspectives?
2. What engaging strategies are used in writing argumentative essays from Jordanian lecturers' perspectives?
3. What engaging strategies are used in writing argumentative essays from Jordanian students' perspectives?
4. What are the similarities and differences concerning the engaging strategies of writing argumentative essays from Jordanian students' and lecturers' perspectives?

3. METHODS

3.1 Participants

To comprehensively investigate the most engaging writing strategies for teaching the mechanics of argumentative essay writing, this study engaged two distinct participant groups: English language professors and lecturers and university/college students. A total of 30 English professors and lecturers participated, representing a diverse range of teaching backgrounds, academic fields, and specializations. Of these participants, 16 were male and 14 were female, aged between 34 and 45. To ensure their suitability for this study, the selection criteria included recent experience teaching advanced writing courses within the last two years and a minimum of two years of instructional experience.

A purposive sampling method was used to ensure a diverse group of participants with varying levels of academic expertise. The participants were selected from two local colleges and four universities in Jordan, making various educational backgrounds and teaching approaches available. The professors and lecturers came from different fields, such as literature and linguistics, which brought different perspectives on engaging writing strategies. This mix of backgrounds enriched the variety of insights available for the study.

Moreover, a group of 50 students was purposefully chosen to take part in the study, with an even distribution of genders and age groups ranging from 18 to 24. All student participants had completed an advanced writing course and were in their second or third year of study. To be eligible, students needed a Grade Point Average (GPA) of 3.00 or higher; additionally, first-year students were excluded to ensure a foundational level of writing skills. The sampling process employed a combination of purposive and convenience sampling methodologies. This matter facilitates the inclusion of a comprehensive spectrum of students from various universities and colleges across Jordan. Participant recruitment engaged professional associations, online teaching communities, and personal connections to ensure a diverse and robust group of participants.

3.2 Ethical Consideration

Ethical considerations were central to the recruitment and research process. All potential participants were provided a comprehensive briefing about the study before participating. This briefing included information about the purpose of the study, procedures, potential risks, and benefits, as well as the participants' expectations. They were also informed about their rights, including the right to withdraw from the study at any time without any negative consequences.

Informed consent was obtained from all participants before the commencement of the study. For focus groups and semi-structured interviews, oral consents were obtained to ensure participants were comfortable and informed about the process. For the questionnaires, written informed consents were incorporated to ensure that participants fully understood the study's purpose and their involvement. Confidentiality was maintained throughout the study, with all personal information securely stored and anonymized in the final report.

3.3 Data Collection Procedure

Data collection involved three phases. First, the study used a qualitative method to answer the first research question. Three focus group discussions (FGDs) were conducted with the selected English professors and lecturers to elicit their strategies for teaching argumentative writing (Caillaud & Flick, 2017). Two focus group discussions were conducted face-to-face in a quiet room with a moderator guiding the discussion. In contrast, one of them was conducted online to accommodate their schedules. Each focus group discussion session lasted from 40 minutes to an hour, allowing sufficient time for the participants to actively partake in substantial conversations, exchange their personal experiences, and elaborate on their perspectives. The focus-group discussion was audio-recorded and transcribed for analysis. Different questions were asked of the English professors and lecturers (see

Appendix 1). The FGDs were structured around key topics such as effective strategies for teaching argumentative writing, challenges faced by students, and innovations in teaching methodologies. Specific questions included:

1. What writing strategies are most engaging in teaching/learning argumentative writing?
2. Why do you think that these strategies enhance the teaching/learning process, and how?
3. What are the major challenges you encounter when implementing these strategies?

Second, to answer the second and third research questions, the study used a quantitative method where a survey was administered online using a platform called Google Forms (see Appendix 3). The survey in the study serves as a quantitative tool to gather rankings and ratings of various teaching strategies from English professors/lecturers and students. By administering the same survey to the two groups, the study aims to compare their perceptions and preferences regarding these strategies. The survey data and the qualitative insights from focus group discussions and interviews contribute to a comprehensive understanding of engaging teaching strategies for argumentative writing. The survey was administered electronically to the English professors and lecturers to rank the strategies they used to teach argumentative writing. The survey included a list of strategies suggested in the focus group discussions. The survey asked the English professors and lecturers to rate the most engaging strategies on a scale of 1 to 5 (1 = not engaging, 2 = slightly engaging, 3 = moderately engaging, 4 = quite engaging, and 5 = very engaging). The same survey was distributed electronically to 50 students who had taken a writing course. The students were also asked to rate the same writing strategies on the same scale.

Third, to answer the last research question, the study used another qualitative method: semi-structured interviews were conducted with the English professors, lecturers, and students after completing the survey. In the interview part of this study, a smaller group of participants was carefully chosen from both students and English professors/lecturers. This selection was conducted to make sure a wide range of viewpoints and experiences about teaching and learning how to write argumentative essays were included.

For the students, specific individuals were chosen using a purposive sampling method. They were selected based on different academic backgrounds, their answers in the survey, and their writing experiences. Similarly, among the English professors and lecturers, a particular subgroup was chosen considering their expertise, teaching backgrounds, and survey responses. This group included a variety of teaching styles and methods, which allowed the study to look into the different ways educators teach argumentative writing.

By getting insights from both students and educators, the interviews gave a complete view of how engaging the strategies were. These interviews helped to understand where opinions matched or differed, both between teachers and learners and among themselves. The student interviews aimed to discover their experiences, difficulties, and what they thought were the results of using the strategies. These interviews added more depth to the survey results by providing personal stories.

At the same time, the interviews with English professors and lecturers went deeper into their teaching choices, which strategies they liked, and what they learned from teaching argumentative writing. Talking to this subgroup helped the study better understand how these educators use different strategies to improve their students'

writing abilities. The interviews were conducted online or face-to-face, depending on the participants' preferences, and were audio-recorded and transcribed for analysis. Semi-structured interviews are selected since they can provide insights into the participants' answers and allow the researchers to explore specific issues (Creswell & Creswell, 2017). The interviews were audio-recorded and transcribed for analysis. Different questions were asked to the participants (see Appendix 2).

3.4 Data Analysis Technique

The qualitative data collected underwent a systematic thematic analysis, as outlined by Braun and Clarke (2006). This process integrated several stages, beginning with researchers becoming acquainted with the data derived from focus group discussions, surveys, and interviews. Subsequently, the data was subdivided into smaller segments, with initial codes assigned to capture fundamental concepts, patterns, and ideas. These codes were then organized into potential themes, seeking recurring patterns and perspectives. The identified themes underwent a rigorous review and refinement process to ensure their accurate data representation. Each theme was then given a clear and meaningful name to encapsulate its essence. The subsequent steps involved crafting a comprehensive analysis, incorporating excerpts and examples from the data to bolster the recognized themes. This approach facilitated the extraction of insightful conclusions regarding engaging writing strategies. The claim that “I don’t think the Read-Write model is appropriate for all types of essays” is one example. For some genres, it may be helpful, but not for others. The statement “Students need to learn how to adapt their writing process to fit the specific requirements of the assignment” was coded for such themes as ‘Adapting writing process’ and ‘Read-Write model appropriateness’. After that, these codes were arranged into prospective topics, such as ‘Adaptability of Teaching Strategies’, which were checked and improved for accuracy. A distinct name was assigned to each topic to convey the essence of each topic. The last stage was creating a thorough study and using data extracts to support the themes found, which allowed for the derivation of insightful conclusions regarding effective writing techniques. This rigorous procedure guaranteed that our analysis was accurate. The figure below explains the steps:

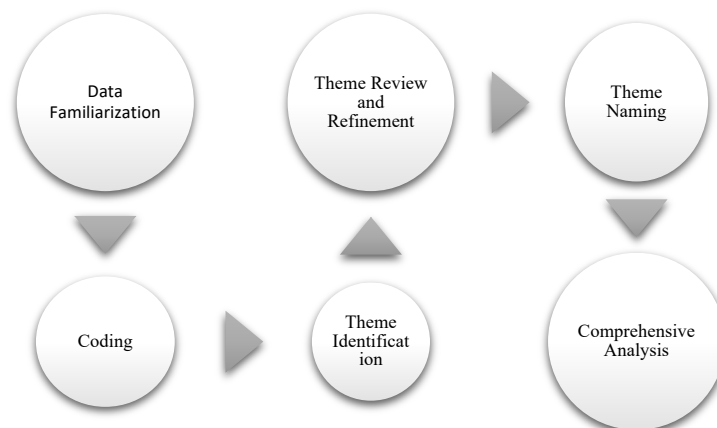


Figure 1. Thematic analysis steps

The analysis was also extended to the rankings offered by English professors/lecturers and students, pinpointing the strategies that received the highest rankings. Frequencies of these rankings were calculated to assess each strategy's prevalence across the participant groups.

3.5 Defining and Coding Teaching Strategies

This study examined several distinct teaching strategies to ascertain their effectiveness in teaching argumentative essay writing. The following strategies were identified and investigated: brainstorming/outlining, read-write models, peer review, and teacher feedback. Brainstorming and outlining are the first steps in planning an argumentative essay. We found parts in interviews and discussions where people talked about using these methods. We put these parts in the 'Brainstorming/Outlining' group. People talked about how these strategies help them develop ideas, organize their thoughts, and clarify their writing.

Read-write models mean looking at existing argumentative essays to understand their structure before writing your own. When we reviewed the data, we found places where people talked about their experiences, problems, or benefits of using read-write models. We grouped these parts under 'Read-Write Models'. Grouping these parts helped us see how reading strong essays influences students' writing.

Peer review is when students review and give feedback on each other's essays. When we reviewed the data, we marked where people talked about peer review, what is good about it, what is hard, and what comes out. We grouped these parts under 'Peer Review'. This allowed us to explore how students view working together and analyzing each other's work.

Teacher feedback is initiated when instructors give advice and assess students' essays. In our data analysis, we identified parts where people discussed how teacher feedback shapes their writing, how they react to it, and what it does to their essays. We labeled these parts under 'Teacher Feedback'. This labeling helped us understand how teacher guidance affects students' writing skills.

Coding these specific teaching strategies made our analysis better represented. Each code helped us focus on what participants said, their experiences, and opinions. From these codes, we found themes and patterns that better understood how these strategies are seen, their challenges, and their results in teaching and learning argumentative essay writing. This coding process helped us closely investigate what participants said about each strategy and made our study better at finding important conclusions about how engaging these strategies are and how they work in teaching argumentative writing.

4. RESULTS

4.1 English Lecturers' and Students' Results

To answer the first research question, the study employed a qualitative method, conducting three focus group discussions (FGDs) with selected English professors and lecturers to elicit the strategies they used to teach argumentative writing. Initially, we familiarized ourselves with the data by reading the transcripts multiple times and

noting key observations. Next, by segmenting sentences like ‘Brainstorming is crucial because it helps students organize their thoughts before they start writing’ and ‘Teacher feedback is essential because it helps improve writing skills’, we produced initial codes like ‘Brainstorming/Outlining’ and ‘Teacher Feedback’. These codes were categorized under such themes as ‘Effective Post-writing Strategies’ and ‘Engaging Prewriting Strategies’, and their correctness was checked and improved. Each subject was given a precise definition and name to make sure it conveyed its main ideas. For instance, quotations from the subject ‘Engaging Prewriting Strategies’ contained the following: “Outlining provides a clear structure, making it easier for students to follow their arguments.”

Examples of quotations from the ‘Engaging Prewriting Strategies’ subject included ‘Outlining provides a clear structure, making it easier for students to follow their arguments’. The most often cited prewriting technique was brainstorming, which was mentioned 15 times. Teacher feedback, on the other hand, was emphasized 12 times, indicating its significance in the post-writing phase. These frequencies were determined by counting the number of times every technique was mentioned. These FGDs revealed two main categories of writing strategies: prewriting and post-writing strategies. Prewriting strategies included brainstorming/outlining and the read-write model, while post-writing strategies comprised peer review and teacher feedback.

To complement these qualitative findings and to answer the second and third research questions, quantitative data were collected through surveys where participants ranked the engagement of various teaching strategies. When lecturers were asked to rank the engagement of these strategies, they preferred brainstorming/outlining as the most engaging prewriting strategy and teacher feedback as the most engaging post-writing strategy. In contrast, students showed different preferences for writing strategies for argumentative essay writing. They preferred the read-write model as a prewriting strategy and peer review as a post-writing strategy. The frequencies of each preference were calculated based on the survey responses. Table 1 presents the results for lecturers’ preferences, answering research question 2, while Table 2 displays the results for students’ preferences, answering research question 3. These tables compare the preferred teaching strategies between lecturers and students, highlighting the differing perceptions of what constitutes effective engagement in argumentative writing.

Table 1. Lecturers’ preferred writing strategies.

Writing Strategies	Frequency	Percentage
Prewriting strategies		
Brainstorming/Outlining	24	80%
Read-Write models	6	20%
Post-writing strategies		
Peer review	8	27%
Teacher feedback	22	73%

Regarding the second research question, based on Table 1, the results from the lecturers’ perspectives reveal that most (80%) prefer brainstorming or outlining as a prewriting strategy for argumentative essay writing. This finding indicates that these lecturers place high importance on planning and organizing the content of their essays before starting to write. Additionally, 73% of the lecturers preferred receiving

feedback from the teacher as a post-writing strategy, which suggests that they value their expertise in evaluating and assessing their students' writing skills.

Furthermore, only a small percentage of lecturers (20%) reported using Read-Write models as a prewriting strategy. This finding may indicate that lecturers in Jordan may not emphasize the importance of modeling or imitation as a learning strategy for writing. Additionally, only 27% of the lecturers reported using peer review as a post-writing strategy. This finding suggests that lecturers may not encourage their students to actively evaluate and provide feedback on their peers' writing.

Table 2. Students' Preferred Writing Strategies

Writing Strategies	Frequency	Percentage
Prewriting strategies		
Brainstorming/Outlining	6	12%
Read-write models	44	88%
Post-writing strategies		
Peer review	41	82%
Teacher feedback	9	18%

Regarding the third question, based on Table 2, the results from the students' perspectives show that the majority (88%) prefer to use read-write models as a prewriting strategy for argumentative essay writing. This finding suggests that students in Jordan value learning from examples and imitating good writing to improve their writing skills. Additionally, 82% of the students preferred to receive feedback from their peers as a post-writing strategy. This number may indicate that students feel more comfortable and less intimidated receiving feedback from their peers compared to feedback from their teachers.

Moreover, only a small percentage of students (12%) reported using brainstorming or outlining as a prewriting strategy. This finding suggests that Jordan students might not emphasize planning and organizing their essays before writing. Additionally, only 18% of the students reported receiving teacher feedback as a post-writing strategy. This number may indicate that students in Jordan may not value their teachers' feedback as much as they value feedback from their peers.

Overall, the results from the students' perspectives indicate a preference for collaborative learning and a focus on learning from examples. In contrast, the results from the lecturers' perspectives emphasize planning and organization and the importance of teachers' feedback in the writing process.

4.2 The Results of the Interviews

The study's semi-structured interviews with English professors, lecturers, and students offered significant insights into their perspectives on the effectiveness of various instructional techniques for argumentative essay writing. Thematic analysis was used to systematically find patterns, recurrent themes, and essential insights in the interview data. The interviews provided insight into various complex viewpoints about the preferences related to different teaching strategies. The analysis revealed themes that were firmed up by quotes and examples from the transcripts of the interviews. These themes included 'Teacher Feedback', 'Perceived Effectiveness of Peer Review', 'Student Engagement and Participation in Read-Write Model Approach', and 'Brainstorming/Outlining'. These themes were then utilized to answer research

question 4, which aimed to explore the similarities and differences with respect to the engaging strategies of writing argumentative essays from Jordanian students' and lecturers' perspectives.

4.2.1 *Brainstorming/outlining*

When the researchers asked about engaging prewriting strategies, English lecturers overwhelmingly preferred brainstorming and outlining. They felt that these strategies helped students organize their ideas and thoughts and develop a clear structure for their writing. For instance, one lecturer stated, "I always tell my students to brainstorm before they start writing. It helps them generate ideas and get a sense of what they want to say. Once they have a plan, it is easier to start writing". Another lecturer emphasized the importance of outlining, saying that "it helps students organize their thoughts and make sure their writing has a clear structure. It is one of the most important things they can do before they start writing". However, not all lecturers agreed that outlining was always necessary. As one lecturer pointed out, "I do not think outlining is always necessary. Sometimes students can get stuck in the planning process and lose sight of the overall goal of their essay".

Most students in the study did not consider brainstorming or outlining to be engaging prewriting strategies, describing them as rigid and boring. As one student explained, "I do not like to brainstorm too much because I feel like I'm just wasting time. I would rather just start writing and see where it takes me". Another student found outlining too inflexible, saying, "It feels like I am stuck following a set plan. I prefer to be more flexible in my writing process". However, some students found brainstorming and outlining helpful in organizing their ideas. One student said, "I like to brainstorm my ideas first; it helps me organize my thoughts and figure out what I want to say in my essay".

4.2.2 *Student engagement and participation in the read-write model approach*

Based on the interviews conducted, students showed a preference for the Read-Write model as a prewriting strategy. They felt it allowed them to express their ideas more freely and quickly write their thoughts down on paper. Some of them highlighted that following this strategy might depend on the type of essay they are writing. For example, one student stated, "I prefer the Read-Write model because it gives me a chance to express my ideas without worrying too much about grammar or structure. Once I have everything down, I can worry about fixing it up". Other students mentioned that they like to use the Read-Write model because it helps them build on the ideas of others. They said, "I can see what other scholars have said about my topic and then add my perspective". However, some students argued that the Read-Write model is not always appropriate. They stated, "It really depends on the type of essay you are writing and the kind of research you are doing".

For lecturers, most of them argued that the Read-Write model is not an engaging strategy. They proposed that this strategy prevents students from adapting their writing process to fit the assignment's specific requirements. One lecturer stated:

- (1) I do not think the Read-Write model is appropriate for all types of essays. It can be helpful in certain genres but not for others. Students need to learn how to adapt their writing process to fit the specific requirements of the assignment. (Lecturer 4)

Another lecturer stated, "I think the Read-Write model can be confusing for some students. They might struggle to distinguish between their ideas and those of the authors they are reading".

However, some of them find it an active method to engage students with the material. One lecturer said:

- (2) I think the Read-Write model is really helpful because it helps students engage with the material more actively. They are not just passively reading; they are thinking critically about what they're reading and developing their ideas.

4.2.3 Teachers' feedback

Regarding post-writing strategies, most lecturers prefer to provide feedback to their students as it is the most engaging way for them to help students improve their writing skills. One lecturer stated, "I always make sure to give my students detailed feedback on their writing; I usually point out areas where they can improve and provide specific suggestions for improvements." Another lecturer emphasized, "Feedback is key to helping students improve their writing skills, and we always make sure to give our students plenty of feedback." However, some lecturers disagreed with this approach, mentioning that teacher feedback is not always helpful. According to one of them, "Sometimes students get too focused on pleasing the teacher and do not develop their voice."

Although most students believe teachers' feedback is critical and harsh, some find it helpful. For instance, a student stated, "I do not really like getting feedback from my teacher. I feel like they are always looking for mistakes instead of focusing on what I did well." Another student mentioned, "Sometimes I feel like my teacher does not understand my writing style, so their feedback is not that helpful to me." However, some students disagreed with them. One stated, "I really appreciate it when my teacher gives me any feedback on my writing. It helps me see where I need improvement".

4.2.4 Perceived effectiveness of peer review

When it came to post-writing strategies, students overwhelmingly preferred peer review. They felt that feedback from their peers was less harsh and more constructive than teacher feedback. One student mentioned, "I think peer review is more helpful because my classmates can give me suggestions without being too critical. They understand what I am going through and can give me advice that is more relevant to my writing". Another student also agreed with this idea, mentioning that "I do not like getting feedback from my teacher because it is always so critical. With my classmates, I feel like they are attempting to help me improve, not tear me down". However, some students point out that their peers can provide them with wrong advice. For example, one student stated, "I do not like peer review because sometimes my peers do not really know what they are talking about. They simply give me wrong advice that I should skip".

Furthermore, most teachers agreed that this strategy is not engaging as students do not give each other honest feedback. A lecturer mentioned that "Sometimes students are too nice to each other; therefore, they do not give honest feedback". This strategy is deemed not engaging for other lecturers because students have different abilities and writing skills. A lecturer stated, "Peer review can be unreliable because

students have different levels of writing abilities. Some students might not be qualified enough to give feedback on others' writing". Some stated that this strategy allows students to express their ideas freely and think out of the box. For instance, a lecturer argued that "Peer review can be really engaging because it helps students think out of the box and articulate their ideas clearly".

5. DISCUSSION

The present study investigated the engaging strategies for writing argumentative essays from Jordanian students' and lecturers' perspectives. Concerning the first question, the FGDs revealed two main categories of writing strategies, namely prewriting and post-writing strategies. Prewriting strategies included brainstorming/outlining and the read-write model, while post-writing strategies comprised peer review and teacher feedback. These insights shed light on the various approaches valued by both students and educators in enhancing argumentative writing skills.

Addressing the second and third research questions, the results indicated that both groups agreed on the importance of pre- and post-writing strategies in writing instruction. However, there were also notable differences in the specific strategies they found most engaging. Regarding similarities, both students and lecturers agree that prewriting strategies such as brainstorming and outlining engage in organizing thoughts and ideas before writing. Additionally, both groups agreed that post-writing strategies such as peer review and teacher feedback are essential for providing constructive criticism and improving writing quality.

However, regarding the last research question, notable differences between the perspectives of students and lecturers were found. Lecturers favored brainstorming as a prewriting strategy, while students preferred the read-write model. This finding is consistent with Bereiter and Scardamalia's (1987) findings, which found that students' preferences for prewriting strategies may differ from those of their teachers. This difference may reflect that students may be more comfortable with a freer writing approach that allows them to start writing but worry about organization and revision later.

Another difference was found concerning the preferred post-writing strategies. While lecturers preferred teacher feedback, students preferred peer review. The students in the study cited less anxiety and a more comfortable environment for feedback as reasons for their preference. This finding is consistent with those reported by Muamaroh and Dwiastuti (2022) and Choi and Lee (2015), who emphasized that peer feedback positively affected students' writing experience. With this being the case, peer feedback provides a less threatening environment for students to receive feedback on their writing. In fact, Wu et al. (2023) found that students who received peer feedback showed a significant improvement in their argumentative essay writing compared to those who did not. Moreover, Wigglesworth and Storch (2012) argued that collaboration can positively impact writing, particularly in providing opportunities for students to learn from each other and accept different perspectives on their writing. This is consistent with the importance of peer review and feedback highlighted in the present study's findings.

These findings have noteworthy implications for teaching writing in Jordanian schools. Recognizing students' diverse preferences for writing strategies, educators must adopt a student-centered approach to instruction that accommodates varying learning styles and preferences. By incorporating various engaging strategies into the curriculum, educators can create dynamic learning environments that foster student engagement and promote meaningful learning experiences. For example, lecturers might consider incorporating the Read-Write model into their writing instruction as a prewriting strategy, as noticed by Pessoa et al. (2017), who found that students often struggle with the argument genre due to challenges with the prewriting stage. This model involves reading and analyzing a text before beginning to write, which can help students develop a deeper understanding of the writing process and improve the quality of their writing.

Moreover, lecturers should encourage more peer review as a post-writing strategy to make students more comfortable with receiving feedback. Additionally, lecturers should use various feedback strategies to best support their students' needs. For example, some students prefer written feedback, while others prefer verbal feedback. Therefore, it is essential to be flexible and adaptable in one's approach to feedback to ensure that students receive the support they need to improve their writing skills. It is important to recognize that writing is a complex and challenging skill that requires ongoing support and guidance. Educators should provide students various resources and support, including writing centers, online tutorials, and workshops. By providing these resources, educators can help students develop the skills and confidence needed to succeed in their academic and professional writing. Consequently, it can be suggested that Jordanian lecturers take into account the teaching writing model Diagram 1 in the following ways:

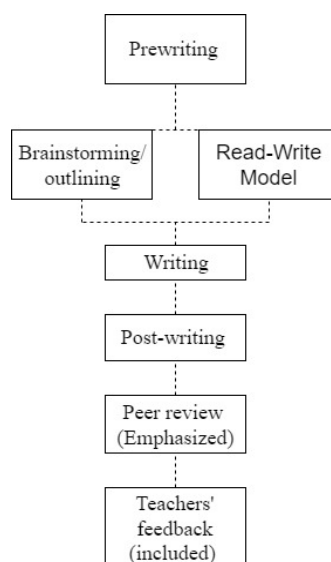


Figure 2. Writing model.

Educators must also attend to various students' requirements, including students with different learning styles and competence levels. In Jordanian classrooms, where students come from a variety of language and cultural backgrounds, teachers must use differentiated teaching techniques to guarantee that every student has fair access to excellent writing instruction. Teachers may establish inclusive learning environments

where students feel valued and supported in their writing development journey by customizing instruction to fit their needs and skills.

The results of this study also emphasize how crucial it is for educators to continue their professional development to improve their pedagogical expertise and writing instruction. Teachers can remain updated on the latest research and best practices in writing instruction through workshops, seminars, and collaborative learning communities. They can then adjust their teaching strategies accordingly. Educational institutions can foster a culture of creativity and continual improvement in teaching and learning by providing professional development opportunities. This will eventually benefit both teachers and students.

6. CONCLUSION

The present study investigated the engaging strategies for writing argumentative essays from the perspectives of Jordanian students and lecturers. To collect the data, the study used focus group discussions with lecturers, a survey, and interviews with English lecturers and students. Three focus group discussions were conducted with 30 English-language lecturers and professors in Amman, Jordan, to elicit their strategies for teaching argumentative writing. Then, an online survey was distributed among 30 English-language lecturers and professors in Amman, Jordan, and 50 students to rank these suggested strategies. Afterward, semi-structured interviews were conducted with the English professors, lecturers, and students after they had completed the survey to gain a deeper understanding of their perspectives on the strategies of writing argumentative essays. The qualitative data from focus group discussions and interviews were analyzed using thematic analysis, while quantitative data from the survey were analyzed using descriptive statistics. This study's findings indicated similarities and differences between the two groups' preferences for prewriting and post-writing strategies. Both groups agreed on the importance of prewriting and post-writing strategies in writing instruction; nonetheless, lecturers favored brainstorming or outlining as a prewriting strategy and teacher feedback as a post-writing strategy, while students preferred the read-write model as a prewriting strategy and peer review as a post writing strategy.

The findings of this paper contribute to improving the pedagogical practices of instructors, which can positively impact students' learning outcomes. They also contribute to developing a comprehensive framework for teaching argumentative writing that can be applicable in various academic contexts. Additionally, it is important to acknowledge several limitations of this study. Firstly, the research was conducted in a specific context: Jordanian English language classrooms. Secondly, the sample size was relatively small, which may limit the generalizability of the results. Future research could explore the effectiveness of different teaching strategies in improving students' argumentative writing skills over time. Additionally, investigating the role of cultural factors in shaping students' and lecturers' preferences for writing strategies could provide a deeper understanding of these dynamics.

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APPENDICES

Appendix A

Focused groups' questions:

1. What writing strategies do you find most engaging in teaching/learning argumentative writing?
2. Why do you think that these strategies enhance the teaching/learning process and how?
3. What are the major challenges you encounter when implementing these strategies?
4. What the major differences in strategy effectiveness between educators and students from your own perspective?
5. Can you share instances where certain strategies had notable impacts on the quality of argumentative essays?

Appendix B

Semi-structured interview questions:

1. Can you share your experiences with specific writing strategies that you find particularly engaging? Why do you believe these strategies are impactful?
2. Are there any strategies that you have observed to yield different outcomes for educators and students? If so, can you elaborate on these differences?
3. How do you perceive the role of strategies like peer review and revision in enhancing argumentative writing quality?
4. Could you discuss any challenges or barriers you encounter while implementing or utilizing certain writing strategies?
5. Based on your experience, what strategies do you believe are indispensable for effectively teaching or learning argumentative writing?

Appendix C

Participation in this study involves completing a survey and potentially a semi-structured interview, aimed at exploring engaging writing strategies in argumentative essay writing. By proceeding, you indicate your understanding and voluntary consent.

Table C.1. Exploring engaging writing strategies in argumentative essay writing					
Writing Strategy	Not Engaging (1)	Slightly Engaging (2)	Moderately Engaging (3)	Quite Engaging (4)	Very Engaging (5)
Prewriting Techniques (e.g., brainstorming, outlining)					
Read-Write models					
Peer review					
Teacher feedback					
Other (please specify):					