

Insights into Discourse Problems Foreign Language Undergraduates Encounter in Argumentative Writing

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Abstract

Scholarly investigation efforts have attempted to elucidate the characteristics of argumentative writing, emphasising the instructed structures to utilise in developing the substance. The discourse patterns and strategies utilised in the development of argumentative writing have posed significant challenges for undergraduate students. The objective of this research is to examine prevalent challenges in discourse that impede the progress of argumentative writing among undergraduate foreign language learners. This study investigated the challenges encountered by undergraduate students who are culturally and linguistically diverse in composing argumentative essays. The objective was to gain a deeper understanding of these difficulties and to offer recommendations that can enhance teaching and learning outcomes. The research utilised quantitative methodologies to reveal the difficulties. A total of 294 undergraduate students, comprising 108 males and 186 females, were selected from various universities and administered structured questionnaires. The study community was provided with a questionnaire through a digital system utilising Google Forms, and the sample size was determined through a randomised approach. The projected outcomes of the research contributed to the enhancement of the writing curriculum. The outcome of the research demonstrated statistically significant evidence of the various challenges in written discourse that undergraduate students encounter when composing argumentative essays. The discourse issues that are most prominent are the utilisation of sufficient vocabulary (14%), the establishment of appropriate grammatical structure (13%), the implementation of coherent patterns (35%), the organisation and development of discourse patterns (13%), the exercise of critical thinking (15%), and the creation of focused essay content (10%). Instructors of subjects focused on argumentative writing, or those related to it, may find it beneficial to modify their curriculum approach, teaching methodologies, and instructional materials in order to enhance the effectiveness of their courses.

Keywords: effectiveness, investigation, teaching methodologies, courses, argumentative writing.

1. Introduction

According to Alexander et al. (2023), developing writing skills is deemed crucial for undergraduate learners. The acquisition of this skill holds significance not only in the academic pursuits of undergraduates, but also in their potential for securing employment

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and achieving success in their chosen career paths. Enhancing one's capacity to articulate personal viewpoints and concepts is a hallmark of proficient writing (Ferrati and Lewi, 2013; Bucha, 2010; Butler and Britt, 2011). An argumentative essay is a prevalent writing model that is frequently demonstrated in institutions of higher learning (Liu, 2013; Luna et al., 2020). Diverse ideologies have emerged in the existing literature on the subject of writing argumentative essays in a foreign language.

In the academic setting, students are presented with diverse forms of written communication such as narrative, descriptive, expository, and argumentative, as noted by Alexander et al. (2023), Khonke and Har (2021), and Kaur (2015). In a nutshell, the argumentative essay is a significant genre within academic writing, particularly within the context of higher education. Argumentation is a crucial aspect of our lives as it constitutes one of the essential interpersonal skills. Possessing strong argumentative skills confers numerous benefits upon individuals. Within academic contexts, the practice of argumentative writing serves as a crucial mechanism for students to effectively persuade others to adopt their perspective on a given subject matter. Within a professional setting, it is not uncommon for individuals to engage in persuasive communication in order to garner support for their thoughts or perspectives. Proficiency in the art of argumentative writing is of paramount importance for individuals pursuing higher learning. According to research conducted by Uba and Souidi (2020), Schneer (2014), and yang (2022), argumentative writing is frequently identified as the most challenging writing style.

Several previous investigations have explored the challenges that students face when composing argumentative essays. These difficulties have been identified by scholars such as Xinghua and Thompson (2009), Zhu (2001), Luna et al. (2020), and others. Nonetheless, limited research has been conducted on discourse difficulties experienced by undergraduate foreign language students in diverse universities, who are studying various foreign languages. The study conducted by Al-Haq and Ahmed (1994) appears to be the sole existing investigation on discourse difficulties encountered in composing argumentative essays, thus serving as fundamental research in this area. This study aims to expand upon existing literature by investigating the primary discourse barriers encountered by undergraduate students of foreign languages when composing argumentative essays.

2. Literature Review

2.1 Argumentative Essay: An Overview

A number of scholars have presented multiple explanations of argumentative essays, including Abbas and Herder (2008), Alexander et al. (2023), and Ghanbari and Salari (2022). According to Suhartoyo et al. (2020, p.63), an argument is a type of discourse that involves the presentation of a sequence of reasoning, supported by comprehensive evidence and a disputation of opposing assertions, with the aim of convincing an audience to accept a specific argument. According to Hirvela (2013), effective argumentation necessitates adopting a clear position, anticipating potential counterarguments from the audience, skilfully refuting those counterarguments, and persuading the reader to accept the stance through the provision of substantial substantiating evidence.

Elborolosky and Almujali (2020) assert that an argumentative essay is characterized by the writer's expression of agreement or disagreement with a specific issue, followed by the provision of justifications that back up their stance. According to Luna et al. (2020), in order for learners to effectively compose an argumentative essay, it is imperative that they furnish a lucid and coherent exposition of factual information (premises) that leads to sound and well-founded conclusions. According to Zhu (2001), an argumentative writing is a type of written work that relies on plausible and organized evidence to

persuade the audience to endorse a particular viewpoint, take action, or both. Uba and Souidi (2020) posit that the argumentative essay is a multifaceted cognitive undertaking that is contingent upon the writer's intentions, the potential reception of the readership, the contextual framework, and the foreseeable rhetorical conventions.

The production of an argumentative paper is deemed more demanding due to the higher cognitive demands required to generate an argument than a narrative. Argumentative writing involves taking a stance on a contentious topic, presenting justifications and viewpoints, and elucidating and exemplifying those viewpoints, to convince the readers to either support or oppose the issue (Ozfidan et al., 2014; Bailey, 2013; Schmied, 2011). This type of writing necessitates using critical arguments systematically supported throughout the text. Alexander et al. (2023) provided an extensive characterization of argumentative writing, stating that it is a form of written persuasive discourse that incorporates rational and affective appeals and appeals to credibility. According to Schmeer (2014, p.59), argumentative writing aims to convince the reader to adopt the writer's perspective or viewpoint.

According to the aforementioned definitions, it can be inferred that an argumentative essay is a type of composition that is structured around a well-defined thesis statement. The primary objective of written communication is to present a persuasive argument on a contentious topic or matter in order to sway the audience towards the author's perspective or stance. In order to attain the objective of argumentative texts, the author formulates a stance or assertion (thesis) and furnishes rationales and substantiation to corroborate their claim/perspective or position through rational arguments, while also discrediting potential opposing viewpoints.

2.2 Difficulties Associated with Argumentative Essay

Alexander et al. (2023) posits that argumentative writing is a challenging writing genre for students who are studying second languages in universities, primarily due to their lack of experience in composing educational papers in their primary language. Drawing on earlier studies in the domain of second language writing, it has been observed that there exist certain recurrent challenges that foreign language learners typically encounter when composing an argumentative essay (Bucha, 2020; Uba and Souidi, 2020; Yang, 2022). According to previous research, prevalent issues in academic writing include challenges related to the organization of written work, the incorporation of scholarly sources, source identification, the formulation of topic sentences, grammatical accuracy, the inclusion of counterarguments and rebuttals, proper punctuation, maintaining an appropriate academic tone, and avoiding the inclusion of extraneous information (Al-Haq & Ahmed, 1994; Ozfidan & Burlbaw, 2019; Ghanbari and Salari, 2022; Liu, 2013; Schmied, 2011). The acquisition of writing skills in language learning is a challenging process. In accordance with the findings of Umar and Rathakrishnan (2012), the acquisition of writing proficiency is a challenging task for both native and non-native language learners. Composing an argumentative essay is a prevalent academic task assigned in universities, which poses a significant difficulty for students. Numerous challenges are encountered by students when composing argumentative essays. Consequently, the subsequent segments will outline challenges encountered when composing persuasive essays grounded on prior scholarly works.

Different researchers gave proposed various specific challenges. Important research on discourse issues in argumentative essays is Al-Haq and Ahmed (1994). Three major issues were raised by the study, as follows:

1. Volume (fullness and balance in the arguments and refutations),
2. Argumentativeness (conceptualization, justification, arrangement, and persuasion of the argument), and
3. Thesis (explain and qualify the thesis, as well as the guidance it offers the reader)

According to Al-Haq and Ahmed (1994), these were the aspects of argumentative essay writing Saudi students found the most challenging.

Another study from Yang (2022) proposed four main types of discourse problems undergraduate students encounter when they write argumentative essay. They include:

1. **Critical Thinking:** To think critically a crucial element in crafting persuasive essays. Ferrreti et al. (2009) assert that argumentative essays are the most effective means of assessing students' critical thinking skills. The skills encompassed in critical thinking include the analysis of arguments, the utilization of deductive or inductive thinking to make inferences, the assessment or evaluation of information, and the ability to make decisions or solve problems (Liu, 2013).
2. **Organization and Essay Development:** Butler and Britt (2011) assert that argumentative writing is an intricate form of writing. The organization and development of an essay in this genre requires careful consideration. The lack of comprehension of the argumentative essay's structure and the role of each component therein by students leads to incoherent and disorganized writing in their argumentative essays. Numerous students encounter challenges in generating concepts for their essays. The individual in question exhibits a deficiency in the ability to generate and structure ideas effectively.
3. **Background Knowledge:** According to Zhu (2001), background knowledge pertains to the concepts, experiences, information, and text structures that are pertinent to a particular text being examined. Consequently, possessing a solid foundation of knowledge is a crucial factor for students when composing persuasive essays. Insufficient knowledge among students can impede their ability to articulate their perspectives or viewpoints on novel subjects or concerns.
4. **Coherence:** The issue of coherence poses a significant challenge in student writing, as the ability to connect ideas within sentences and paragraphs is often lacking. According to Kelly et al. (2007), students frequently need help with incoherence in their written work, which may hinder their success in writing classes. The writer must use transitions to achieve consistency, especially while developing a solid argument. According to Bucha (2010), using appropriate transitions makes it easier for thoughts to flow naturally from one to the next.
5. **Grammar Structure:** The role of grammar is essential for students who are learning foreign languages and writing in various subjects. Insufficient knowledge of grammar and a lack of understanding of its rules may lead to difficulties in constructing appropriate sentences, potentially resulting in reader misinterpretation. According to Luna et al. (2020), grammatical errors are a significant factor in students' mistakes.
6. **Vocabulary:** The acquisition of vocabulary is considered a fundamental component in achieving proficiency in any language, as it plays a crucial role in comprehending both written and oral communication. Developing a comprehensive and extensive vocabulary repertoire can enhance students' ability to effectively communicate their ideas. The deficiency in vocabulary proficiency poses a significant impediment for students.

2.3 Findings of Previous Studies

The study conducted by Yang (2022) aimed to examine the engagement characteristics inherent in the argumentative genre. The researchers employed Hyland's engagement framework to investigate the implementation of five distinct engagement markers among English as a Foreign Language (EFL) learners. According to Uba and Souidi (2020), it is possible to argue that the English as a Foreign Language (EFL) learners did not utilize engagement markers in their writing in a systematic manner. Furthermore, the study revealed that there were no significant differences in the use of these features as the quality of argumentative essays improved. (p. 105). Moreover, it was suggested that

educators ought to assist their pupils in considering the utilization of diverse forms of engagement markers within their written work, particularly in the context of argumentative essays where the skill of persuasion holds significant importance. The study conducted by Schneer (2014) examined the utilization of moves in 50 argumentative opinion blog posts. The researcher discovered that there was no correlation between the caliber of written work and the utilization of engagement markers. Schneer (2014) asserted that incorporating rubrics that consider the various sub-registers of academic writing could potentially yield a more meticulous and authentic evaluation of students' argumentation.

The study conducted by Alexander et al. (2023) aimed to identify the challenges encountered by Indonesian English as a Second Language (ESL) learners when composing an argumentative essay. The research focused on exploring the difficulties experienced by Indonesian EFL learners in this particular type of writing. The study's participants consisted of second-year students from the English Department at the University of Indonesia. The researcher employed a qualitative methodology, utilizing interviews and writing tasks completed by university students. The findings indicate that a significant proportion of students encounter challenges in the field of linguistics, particularly in relation to grammatical structure (23.2%), word formatting (30.2%), word classes (16.3%), word usage errors (9.3%), and article usage (21%). Secondly, cognitive difficulties are associated with the organization of paragraphs, challenges in maintaining word classes, losing track of the generic structure, formulating a conclusion, and applying appropriate punctuation. Lastly, Indonesian EFL learners have been observed to encounter psychological challenges such as lethargy, self-centeredness, negative affect, and challenges with initiating writing tasks. The findings of the data analysis suggest that problem-solving skills may have potential benefits for English as a Foreign Language (EFL) teachers in the context of writing instruction.

Furthermore, Zhu (2001) investigated the challenges faced by a cohort of Mexican postgraduate students during the completion of an argumentative writing assignment, alongside their writing methods and tactics. The study utilized a combination of individual interviews and written essays from participants as the primary sources of data collection. The individual disclosed that the structuring and formulation of arguments pose significant obstacles for students when composing their argumentative written assignments. In a study conducted by AI-Abed-AI-Haq and Ahmed (1994), it was discovered that Saudi students encountered challenges in the areas of quantity (pertaining to the completeness and balance of arguments and counterarguments), argumentativeness (referring to the development, support, organization, and persuasiveness of arguments), and thesis (involving the clarification and qualification of the thesis and the direction it provides for the reader).

The findings of these studies indicate that composing argumentative essays poses a significant difficulty for students engaged in academic writing. According to the results of the previous research, students face various difficulties when writing persuasive essays, including linguistic proficiency, prior knowledge, and the skilful organization and elaboration of arguments. Consequently, students are able to identify their areas of weakness and minimize errors when composing argumentative essays.

2.4 Aim and Objectives of the Study

The primary goal of this research is to identify the challenges encountered by undergraduate students who are foreign language learners in composing argumentative essays. The study encompasses a range of universities. The present study intends to pursue specific objectives.

1. To analyse and evaluate the distinctive characteristics of discourse issues in the context of argumentative writing.

2. To determine the frequency and percentile values of the challenges, with the aim of discerning the relative levels of difficulty among them.

3. To offer a thorough recommendation that will guide students on how to address the difficulties.

Furthermore, this research is anticipated to assist students in mitigating their challenges and enhancing their writing proficiency in a constructive manner.

2.5 Rationale of the Study

It is evident from the literature that previous studies have focused more on examining academic essays written by students as the basis for assessing the problem they encounter in argumentative writing. Enough studies have been conducted in this direction. It is therefore necessary to take a step further and recruit students directly, get their perspectives on the challenges and analyse their views in synthesizing how they can overcome the challenges. Also, most studies focused on undergraduates from a particular university, but this study gathers students in foreign language studies across different universities.

3. Research Methodology

3.1 Study Design

This study is quantitative research, aimed at evaluating the perspectives of undergraduate students on the discourse problems in writing argumentative essay. The study employed survey strategy to gather a substantial number of undergraduates as study participants in exploring their views on the nature of challenges they encounter when they write argumentative essay. The survey was focused only on the views of the undergraduate foreign language learners, without examining any argumentative data.

3.2 Study Community

The study community is made up of 294 undergraduate students drawn from five different universities. The sample include 108 male undergraduate students and 189 female undergraduate students. The participants are drawn from different departments in the five universities, including students from English language and Literature, Linguistics and Cultural Studies, and Translation Studies.

3.3 Sample Technique

A simple randomized sampling technique was implemented in the selection of the study participants. An initial letter of consent was forwarded to the students who were consulted using social media platforms. Those that gave their consent to participate in the study sent a response to the researchers via their social media handles, or their email addresses. Using the random sampling, the 294 undergraduate students were considered eligible to participate in the research.

3.4 Instrument and Method of Administration

As a survey study, a questionnaire was developed using Google Form which was shared across to the study participants to fill in their views. The choice of questionnaire was motivated by the desire to allow the participants to provide their views in an unbiased manner. Although they are constraint to certain response options, but they are also at liberty to send personal emails in cases where they have additional information.

3.5 Structure of Questionnaire

The questionnaire is widely regarded as a valuable tool for gathering data. Consequently, the questionnaire was employed as a research tool. The survey participants were instructed to carefully peruse the provided options and indicate their corresponding

viewpoints by means of selecting the appropriate response. The questionnaire is structured as follows:

Table 1: Structure of Questionnaire

Questionnaire components	Question structure	Direction of Question Inputs
Part 1:	Question 1-3	assessment of Grammar structure challenges
Part 2:	Question 4-6	evaluation of coherence pattern challenges
Part 3:	Question 7-9	evaluating organization and discourse pattern problems

The questions on vocabulary are assessed using the five-scale rating system. Questions in part 1-5 are also assessed based on Likert Scale, on five values.

3.6 Procedure for Analysis

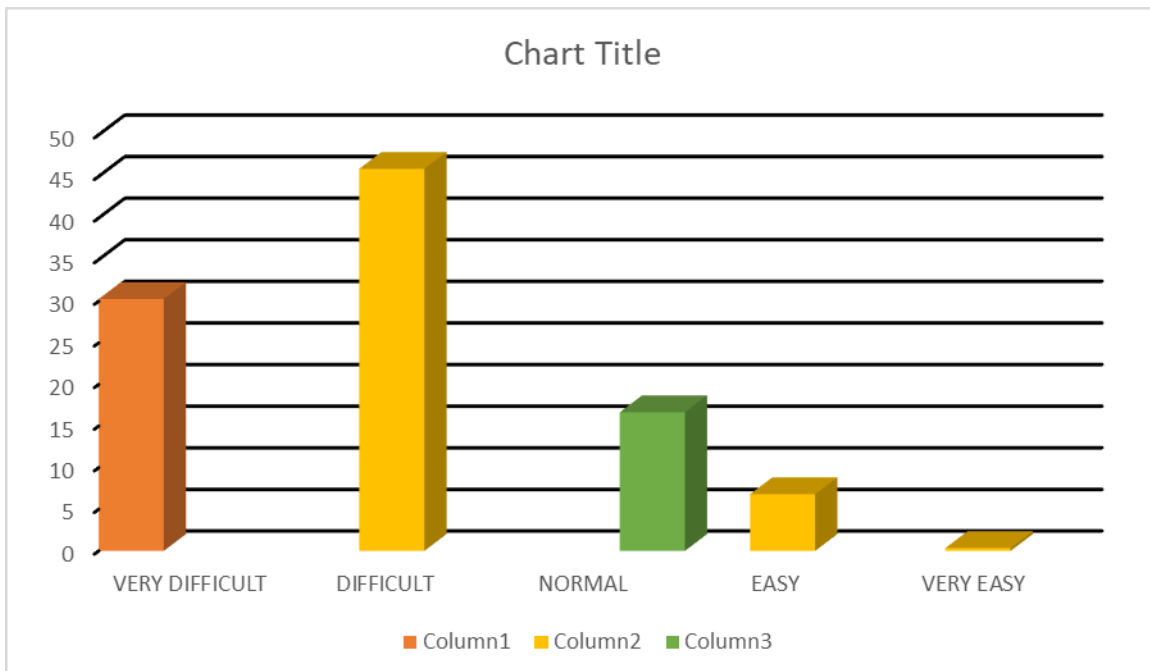
The views of the undergraduate students were presented in tables and a pie chart is used to summarize the percentile value of each discourse problem. Frequency, percentile value, mean and standard deviation were also calculated in each table. Each of the tables contains three questions on the specific discourse problem, and the outcome is evaluated.

4. Result and Discussion

4.1 Result

The outcome of the questions in the challenges of vocabulary by the undergraduate students are assessed using the chart below:

Figure 1: Result of the rating of Students Views on Vocabulary



To understand the extent to which the learning and usage of vocabulary has been a challenge to the undergraduate students, they were asked to rate their views on the discourse difficult in the use of vocabulary in argumentative essay. The data suggests that a greater percentage of the respondents (45.91%) thinks that vocabulary is difficult to handle when writing argumentative essay. This is closely followed by the participants that think that vocabulary is very difficult (30.27%), in other words, over 75% of the study

sample affirm that vocabulary create discourse problem in the writing of argumentative essays. Just 16.66% of the sample thinks that the use is normal in argumentative writing as it is in other genres of academic writing. Interestingly, only 6.81% and 0.35% things that vocabulary is easy and very easy respectively when they use them in argumentative writing. The conclusion here is that a greater number of the study population (76%) accepted that vocabulary remains a huge discourse problem in writing argumentative essay by foreign language undergraduate students.

Table 2: Result of the Students' Views on

Question Items	SA	A	N	D	SD	Mean
1. Frequent errors in grammatical usage are observed in your composition of argumentative essays.	24.14	45.91	5.10	15.30	9.55	4.07
2. Your reliance on literal translation techniques may result in frequent grammatical errors.	31.30	40.48	8.84	13.60	5.78	3.23
3. You use Google Translate tools frequently due to your insufficient proficiency in grammar.	23.13	34.36	11.22	17.00	14.29	4.16

For clarity, in table 2, SA stands strongly agree, A is Agree, N is neutral, D is disagreed and SD is strongly disagreed. The range is 0.93, which is computed from the highest and lowest mean. The data in table 2 further indicates that the students generally have challenges with the grammatical structure of the foreign language when they write argumentative essays. Over 69% of the study population accepted that they see frequent grammatical errors in their argumentative essays. The indication is that while the participants are targeting native-like competence in the foreign language, they must take cognizance of the errors in their grammatical structure, especially when they write argumentative essays. Furthermore, many studies have established that foreign language students usually rely on their Google translation tools when they encounter grammatical challenge (Al-Awawdeh and Alshtaiwi, 2020; Alexander et al. 2023). Over 71% of the sample affirm that their reliance on Google translation tool may amount to different grammatical and mechanical errors in their argumentative essay. Similarly, over 53% of the sample accept that the reason they use Google translate in argumentative essay writing is due to inadequate proficiency in the grammar of the foreign language. This finding supports the views of Yang (2022) on the implication of usage of digital tools to facilitate argumentative essay writing by foreign language students.

Table 3: Result of the Students' Views on Coherence Patterns

Question Items	SA	A	N	D	SD	Mean
4. Frequently, your argumentative essay lacks coherence due to a lack of adherence to the central theme.	24.16	42.86	9.52	13.94	9.52	3.42
5. You rely on the use of transition items to infer coherence in your argumentative essay	17.69	43.54	10.54	16.32	11.90	4.31
6. The coherence of your argumentative essays is compromised due to the lack of linkage between ideas within sentences and paragraphs.	28.58	44.56	6.12	13.26	7.48	3.28

Table 3 above indicates that coherence and maintaining cohesion remains a huge discourse challenge for undergraduate foreign learners when they write argumentative essay. Result of question 4 indicates that over 60% of the sample affirm that their argumentative essay mainly lack cohesion as a result of lack of their ability to remain focused on the theme of the topic. In other words, the students usually deviate from the topic of persuasion, which leads them to develop content that lacks cohesion. Only 27% of the participants reject with this projection. This finding is in agreement with the finding of the study conducted by Alexander et al. (2023) and the study conducted by Yang (2022) which maintain that deviation in the theme of the argumentative essay is the major source of lack of coherence in the essay written by undergraduate students. However, the finding is in contradiction with Liu (2013), when they posit that cohesion is motivated by lack of knowledge of discussion instead of shift in the theme.

Also, the lack of adequate use of linkage expressions cause compromise in the coherence of students' argumentative essay. Over 70% of the study sample accept that the coherence of their argumentative essays is compromised due to the lack of linkage between ideas within sentences and paragraphs. According to Al-Haq and Ahmed (1994) a major cause of discourse problems in argumentative essay is when writers are unable to link sentences and paragraphs.

Table 4: Organization and Development of Discourse Patterns

Question Items	A	SA	N	D	SD	Mean
7. Insufficient provision of evidence or proof to explicate arguments is a recurring issue in your discourse.	47.96	30.41	8.85	14.28	8.85	3.51
8. You exhibit a deficiency in the ability to generate and structure concepts effectively.	47.27	23.81	12.93	9.19	6.80	3.10
9. Generating ideas for writing poses a challenge for you.	54.09	22.44	7.15	10.20	6.12	4.31

Table 4 indicates that organization and development of discourse patterns in argumentative writing remains a huge challenge. With a range of 1.21, it is seen that the students presented diverse but connected views on the discourse problems in argumentative essay. Due to lack of evidence, the students it difficult to develop their argumentative essay. This statement is accepted by over 78% of the study population, and it is line with the findings of the study conducted by Kohnke and Har (2021). Also, the students find it difficult to develop the structure of different ideas, as supported by the views of over 73% of the study population. Finally, over 76% of the undergraduates affirm that generating ideas, which help them in developing different structures of an argumentative essay remains a huge challenge to them. These findings are in order with the findings of the research conducted by Wind and Walker (2019), Suhartoyo et al. (2020), Schneer (2014) among others. These studies affirm that when undergraduate students are unable to generate ideas, they find it difficult to create discourse structure of their argumentative essay, mainly the inability to structure the contents of each segment.

Figure 2: Result of the rating of the undergraduate students' critical thinking

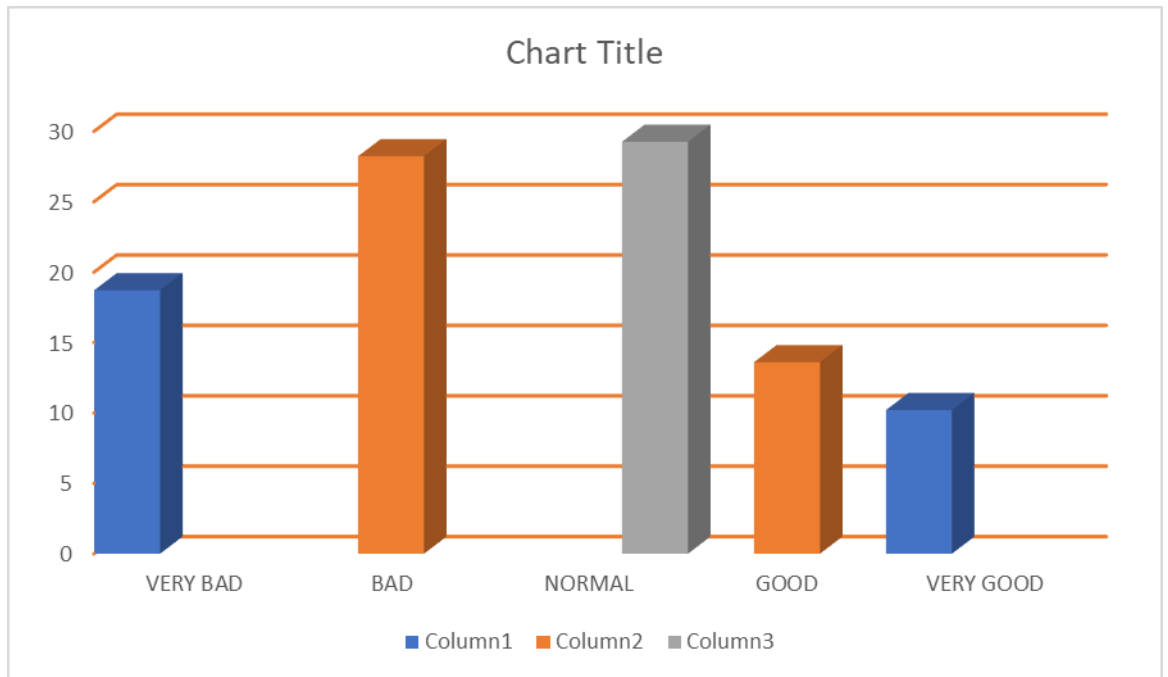
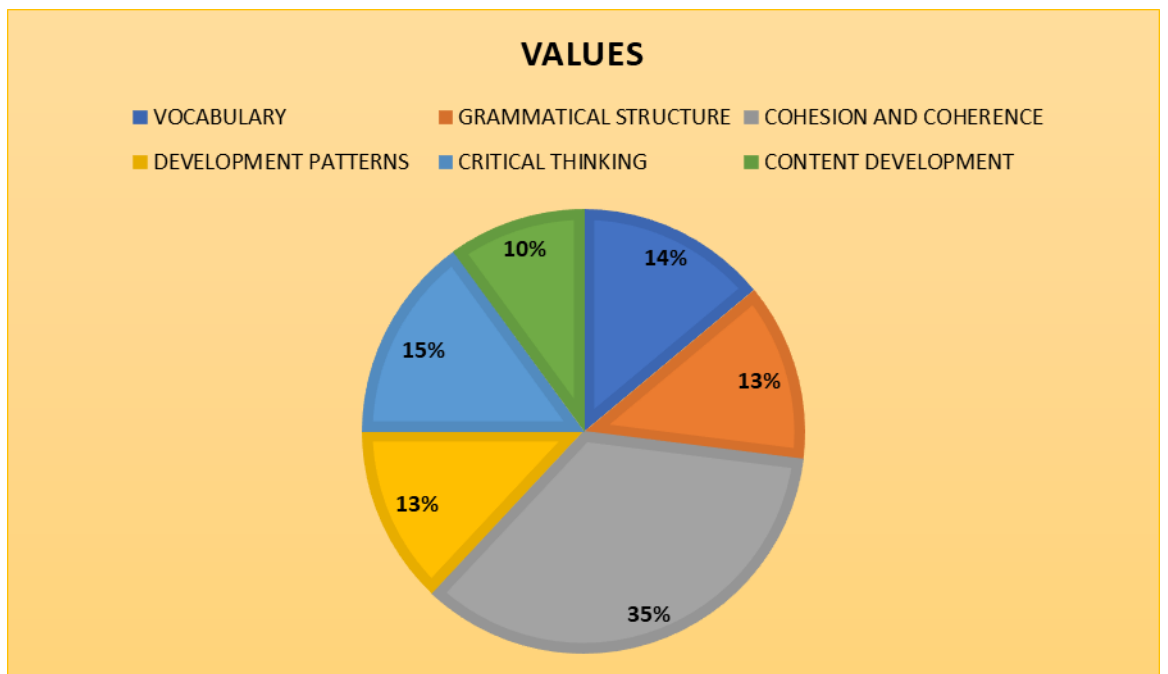


Figure 2 above indicates that a greater percentile of the undergraduate students views their critical thinking capacity in writing argumentative writing as normal. However, over 46% of the students think that their critical thinking capacity is bad and very bad respectively. This finding, which is similar to the findings of the study conducted by Luna et al. (2020), implies that critical thinking remains a huge challenge to the undergraduate students.

Figure 3: Comparison of the Discourse Problems in Writing Argumentative Essay



the data in figure 3 above indicates that maintaining cohesion and coherence remains a huge problem for the students when they write argumentative essay. As already discussed, one of the challenges of writing argumentative essay is the ability to keep to the topic of the essay, wherein a little deviation will amount to lack of coherence.

4.2 Discussion

The results obtained from scrutinising the requisite data of the survey indicated that composing argumentative essays posed a challenge for students, as it was a task that was not easily accomplished.

The inadequacy of vocabulary skills was identified as the third most significant challenge faced by students, as a considerable number of them lacked proficiency in this area. Consequently, they encountered difficulties in articulating their thoughts and viewpoints due to the dearth of appropriate vocabulary. Furthermore, their proficiency in contextual usage of vocabulary was inadequate. One of the primary concerns of the learners was grammar. The arrangement and progression of a persuasive essay pose a challenge during the composition phase. Certain students encountered challenges in constructing individual components of an essay that presents a persuasive argument. The root cause of this issue was a lack of comprehensive understanding among students regarding the fundamental nature of argumentative essays. Based on the data presented and analysed, it appears that the primary challenge encountered by students is the matter of cohesion, stemming from their difficulty in sustaining the central theme of their discourse. They have concerns regarding critical thinking.

5. Conclusions

The primary challenges encountered by students in composing argumentative essays were identified as linguistic proficiency and prior knowledge limitations. In order to address these challenges, it is recommended that students engage in reading news articles, books, and literature reviews in their target language, as well as accessing relevant information on the internet. This approach not only serves to expand their general knowledge, but also enhances their proficiency in vocabulary and grammar. The manner in which an argumentative essay is structured and presented has been shown to have a significant impact on students' ability to compose effective argumentative essays. It is imperative that individuals comprehend the framework of an argumentative essay. Furthermore, it is recommended that students utilise various techniques such as mind-mapping, tree diagramming, and linear outlining to effectively analyse, develop, and organise their ideas. The role of critical thinking in the writing process of students is undeniable, as it has a significant impact on the success of their written work. Consequently, it is imperative that students engage in critical thinking when approaching a given topic and provide well-reasoned justifications for the arguments they put forth. In addition, it is recommended that individuals allocate a greater amount of time towards honing their writing abilities in a domestic setting, as this practise has been shown to facilitate the cultivation of essential cognitive faculties.

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