

The Effect of Writing Knowledge on EFL Students' Ability in Composing Argumentative Essays

Abdu Alkhalek Mohamed Rubiaee

Centre for Research in Language and Linguistics, Faculty of Social Sciences & Humanities
Universiti Kebangsaan Malaysia

Saadiyah Darus

Centre for Research in Language and Linguistics, Faculty of Social Sciences & Humanities
Universiti Kebangsaan Malaysia

Nadzrah Abu Bakar

Centre for Research in Language and Linguistics, Faculty of Social Sciences & Humanities
Universiti Kebangsaan Malaysia

Abstract

Writing knowledge is the key requirement that students have to possess to compose a good argumentative essay. However, their unawareness affects negatively their writing ability to produce good quality essays. This article examines second year Libyan (EFL) university students' awareness about the types of writing knowledge used in composing an argumentative essay and how it influences their essay quality. A methodological triangulation was employed in this study. Tools for collecting data were focus-group interviews, writing tasks and observations. Thirteen undergraduate female students at Al Asmarya Islamic University, Libya participated in the study. Data was triangulated and analyzed using thematic and content analysis. The findings show that the participants had different levels of awareness about types of writing knowledge while composing an argumentative essay. Most students had novice awareness of writing knowledge. The results also revealed that students' novice awareness forced them to face many problems in writing an argumentative essay which in turn led them to produce very poor-quality essays.

Keywords: Academic essay, argumentation, genre, prior knowledge, writing knowledge

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Introduction

Writing knowledge is the key requirement which EFL students at the university level have to possess, particularly in the field of social science and humanities (Hewings, 2010). Writing knowledge is regarded as the key feature in developing an argument to produce a good quality essay. This is important because it enriches the content of the argumentation and strengthens the critical thinking skills needed for this type of an essay. However, many EFL university students face difficulty to compose good essay because they low understanding about the genre of writing. Thus, having low awareness about the types of writing knowledge associated with this genre forces them to produce poor essay quality. (Boscolo & Mason, 2003; Aldera, 2016).

The Concept of Writing Knowledge

Writing knowledge is the concept that refers to the prior knowledge that already existed in the students' Long-Term Working Memory (LT-WM) (McCutchen, 2000) as a result of their past learning experience (Mufanti & Susilo, 2017). It concerns with the ability of students to transfer their past learning experience from their LT-WM about writing which was gained in academic context and then retrieves it in their Short-Term Working Memory (ST-WM) excluding the rest of unnecessary knowledge stored in their LT-WM (McCutchen, 2000) during constructing the essay (Wingate, 2012). It is also referred to as the kind of learning experience that students apply to help them plan and write their essays. In other words, students can recall that necessary knowledge stored in their LT-WM to bear on new instructional situations (i.e. to write a new essay). Perkins and Salomon (1997) strongly assert that students cannot make any improvement in their writing abilities unless they are aware of different types of writing knowledge and can transfer this knowledge in composing their essays.

Types of Writing Knowledge

The view of argumentative essay writing as an academic task requires students to hold a considerable awareness about writing knowledge. This knowledge has different types of writing tasks that need different types of writing knowledge. These types of writing knowledge are categorized mainly by the issue of whether the knowledge should concern procedures, content or form of the essay. The following section discusses the types of writing knowledge that students should be aware of to compose a successful argumentative essay.

(a) Genre Knowledge

Genre knowledge is defined as schemas for appropriate texts that often have to be reformulated as writers compose texts (Johns, 2008). This schema underlines the process of writing as it involves creating a text by making connections to prior knowledge (Hoey, 2001). Thus, students possess schemas of prior knowledge and can bring to their writing efficiently and effectively. Schemas keep writers on track as they approach to compose a text by following conventions for organizing messages so that their audiences can identify their purpose and follow the presentation of their ideas throughout the text. The concept of genre knowledge is also based on the idea that members of a certain community (i.e. learning context or domain) usually recognize similarities in the texts they are frequently exposed to and are able to draw on their repeated experiences with these texts to read, comprehend and possibly write them easily (Hyland, 2008). Hyland (2011) argues that this is especially true for writing because writing is a practice based on expectations from the past learning experience.

Following this argument, genre study is valuable not because it permits the creation of some kind of taxonomy, but because it emphasizes some social aspects of rhetoric. Rhetorically, defining genre must be centered not on the form of discourse but on the action it is used to accomplish (Miller, 1984). The shift from the traditional focus on genre as a text type (i.e. medical text, newspaper articles, laboratory report or an argumentative essay) governed by specific rhetorical structures in the mid of 1980s to a broader sociological view of genre as social action has received a wide advocate (Gentil, 2011). Responding to this shift has added major inferences for the concept of genre knowledge. Consequently, Tardy (2009) through adaptation of rhetorical view of genre as social action then implies that ones' awareness for genre knowledge should comprise much more than an understanding of text forms. It must integrate all types of knowledge needed to perform the genre (Gentil, 2011). Therefore, Johns et al. (2006) identify four dimensions of genre knowledge. These dimensions are rhetorical, subject-matter, process, and formal knowledge as shown in Figure 1.



Figure 1: Integration of genre knowledge used by Johns et al. (2008, p. 239)

a. Rhetorical knowledge

Booth (1963) states that “Rhetoric is the art of finding and employing the most effective means of persuasion on any subject, considered independently of intellectual mastery of that subject.” (p. 1). It is the comprehensive understanding about the critical thinking skills such as skills for persuading and persuading the reader that represents the writer’s awareness of the dynamics of persuasion within an academic-rhetorical context (Tardy, 2009). This awareness includes students’ ability in utilizing persuading and convincing skills. The implement of these persuasive skills is effective enough to influence successfully their target audiences, specifically those who have a different perspective or stand at the opposite side during the argument (Wingate, 2012). Rhetorical skills will help the text producer to provide short but coherent arguments that make logical claims and try to re-direct the viewers believe of that particular perspective (Wells, 2019). Transforming rhetorical knowledge then requires students to engage in the rhetorical act of persuading audiences of the significance, credibility and value of their work.

b. Subject matter knowledge (Content knowledge)

Another important type of writing knowledge which EFL students must grasp in argumentative academic essay writing is Subject Matter knowledge (Johns et al., 2008). It is also known as content knowledge (Mei, 2006). Students can evaluate and analyze the gathered information in developing the essay (Wingate, 2012). It concerns the interpretation of the selection of relevant information from different sources in developing and supporting the students arguing position in an essay. By applying the writing-related learning material presented for students during a writing

course, they can carry over what they have obtained about writing to write an essay in future. Tardy (2009, p. 21) defines it as the knowledge that “captures an understanding of the genre’s intended purposes and an awareness of the dynamics of persuasion within a socio-rhetorical context” Therefore, students should grasp good content knowledge that is necessary for enhancing their abilities to portray their voice successfully during the argumentation.

c. Process knowledge

Process knowledge is an explicit and tacit knowledge about steps, procedures, strategies, and activities used to accomplish writing a completed text (Johns et al., 2008; Ramesh & Tiwana, 1999). It enables students to organize the essay in an action-oriented manner. Abualoush et al., (2018) describe process knowledge as a sequential and interrelated managing for the prior knowledge in the form of processes that help learners to acquire, generate, test, create, organize, use, and broadcast knowledge. It also underlines students’ ability to manage and apply writing stages and the writing activities relatively required at each writing stage to produce the final essay.

d. Formal knowledge (Task-general knowledge)

Formal knowledge is the term that outlines students’ familiarity with the organizing structure for the essay. It is also known as task-general knowledge (Smagorinsky & Smith, 1992). It is the skill that is being extended to serve as a foundation for text structure. It is also referred to as schemas that build up the essay hierarchy. This type of knowledge describes the ability of the writer to compose each part of the essay hierarchically starting with the introduction, expanding the five body paragraphs and summarizing his/her whole text in conclusion. In other words, task-general knowledge serves as an acknowledge device that functionally facilitates the organizational flow of argument which in turn allows the writer to attract the reader and persuade his/her mind (Mann & Thompson, 1987). In addition to Tardy’s (2009) four dimensions of writing knowledge: rhetorical, subject-matter (content knowledge), process, and formal knowledge (task-general knowledge), Smagorinsky and Smith (1992) also suggest another dimension for writing knowledge. It is Task-specific knowledge.

e. Task-specific knowledge

Transferring all knowledge of the writing process that fit commonly all types of tasks is known as task-specific knowledge (Smagorinsky & Smith, 1992). This notion is workable when it comes to the uni-rhetorical structure that all types of essays share. But since essays differ in their genre and each type of essay requires a different but specific genre awareness that triggers specific knowledge in composing such type, task-specific knowledge is relatively sought. This is true because, for example, argumentative essay in EFL context differs from descriptive, narrative, or expository essay and thus requires specific knowledge. Furthermore, the genre for the same essay differs from context to another (Wingate, 2012). This is because each of these essays, particularly argumentative essay, is used purposively in different ways, with different audiences and different arguments where these differences are diverse based on the writing task (Mitchell et al., 2008) and philosophical construct of premises and conclusions (Toulmin 1958; Wingate, 2012).

f. Topic knowledge

In addition to the four types of writing knowledge mentioned previously by Tardy (2009) and the Task-Specific Knowledge introduced by Smagorinsky and Smith (1992), Mucutchen (2000)

presents another type of writing knowledge that has a wide effect on students' writing (Boscolo & Mason, 2003).

Topic knowledge in academic writing expresses the degree and accessibility of information relevant to a certain topic. It represents students' attempt to write about and which is needed to activate and access the ability of understanding of ideas and events that are described in the text (Horiba & Fukaya, 2015). From the metacognitive perspective, topic knowledge is a student's metacognitive capacity that enables him/her to manage and engage information processing behavior that usually takes place before composing the essay (Cole et al., (2010). Kellogg (1987) describes it as a type of knowledge that is directly associated with gathering, generating and organizing information, sources, and ideas.

The discussion so far shows that types of genre knowledge overlap. Thus, scholars agree that assigning some types of genres and excluding others in investigating students' writing knowledge is somehow difficult but necessary (Johns et al., 2006; Wingate, 2012; Winzenried et al., 2017). This difficulty resulted from whether a researcher should choose to analyze texts based on their textual features, social actions, structures, or the networks and modalities in which they operate. For this reason, Johns et al. (2006, p. 248) suggest that "individual researchers nearly always need to limit themselves to only some of these". Thus, five types of writing knowledge were used examine students' writing knowledge in the present study, namely *Rhetorical knowledge*, *Subject Matter or Content knowledge*, *Process Knowledge*, *Topic Knowledge*, and *Formal or Task-General knowledge*. They were used because they integrally provide a frame for the researcher to analyze to what extent students can organize new essays successfully (Beaufort, 2008).

Table 1. *Summary of types and definitions for writing knowledge used in analyzing students' essay*

Types of Writing Knowledge	Definition
Rhetorical Knowledge	It refers to student's ability in applying the most effective means of persuasion in composing argumentative essay. It is the comprehensive understanding about implementing persuasive critical writing skills to convince her target audience specifically those who stand in the opposite side during the argument.
Subject Matter or Content Knowledge	It refers to student's ability in interpreting the selected topic and relevant information from different sources in developing and supporting her arguing position in the essay.
Process Knowledge	It refers to the writing stages used by the student to draft the available information as well as the type and number of activities and strategies are applied to carry this process forward in order to reach the final essay product.
Topic Knowledge	It refers to student's interest toward the topic, her method in selecting the topic, background information, amount of vocabulary, and the degree of reading practices are done in order to increase her understanding about the topic.
Formal or Task-General Knowledge	It is the term that outlines student's familiarity with the organizing structure for the argumentative essay (i.e. format including five-paragraph structure: introduction, three body paragraphs and conclusion).

They were also used because they contribute effectively to enable writers to draw on for success with writing academic essays as they move from one text to another (Beaufort, 2012). Table 1 summarizes and defines specifically these five types of writing knowledge used for this study.

Research Objectives

The current study examines Libyan EFL university students' awareness about types of writing knowledge that are required to compose argumentative essay successfully. It also aims to examine how a lack of awareness about these five types of writing knowledge will affect students' writing skills and the quality of their essays.

Research questions

The following research questions guide this study:

1. To what extent do Libyan EFL university students are aware of using types of writing knowledge in composing argumentative essays?
2. How does students' lack of awareness about types of writing knowledge impact their writing skills?
3. How does students' lack of awareness about types of writing knowledge influence their essay quality?

Review of literature

Some studies were conducted to examine the effect of writing knowledge on students' writing quality. Therefore, this literature review sheds a brief light on researches carried out in this area to justify the feasibility and validity of the current research. The following are studies that examine the influence of writing knowledge on students' writing ability.

Langer (1984) conducted a study to examine the effect of the topic knowledge (availability of information) on the overall quality of 97 students' coherence, syntax, complexity, audience and function in writing the academic essay. Findings derived from the analysis of students' written essays in this study suggested a strong relationship between students' prior topic knowledge and the quality of their produced essay. The results revealed that students with high topic knowledge produced better essays compared to those who had low topic knowledge. Results justified that having high topic knowledge helped students to master good skills in managing information from different sources and imposing their arguing positions by providing more supporting pieces of evidence.

Chesky and Hiebert (1987) examined the effects of low- and high-prior writing knowledge on 40 high school students' writing quality. This study showed that students with high-prior writing knowledge wrote quantitatively more and qualitatively better. Besides, findings showed that they were more involved in their writing and found the task of writing easier than students who wrote with low-prior knowledge.

In 1996, McNamara and Kintsch (1996) conducted two experiments to investigate the effect of the prior knowledge on students' learning, particularly learning writing, from high- and low-coherence texts. In the first experiment, students' comprehension was examined through multiple-choice questions, keyword sorting task and free recall. In the second experiment, students' comprehension was examined using methods of sorting task and open-ended questions. Both of

these methods were applied immediately and after a 1-week delay. The findings from experiment 1 and 2 indicated that students with high content knowledge performed better than those with low content knowledge.

Webb and Chang (2015) carried out a study to examine the effect of students' prior writing knowledge on their written essay quality. To do so, 60 EFL students were grouped into high-, intermediate-level group and low-level group based on their scores which they achieved on pretests of target vocabulary and Vocabulary Levels Test scores. Before examining the students, students read 10 Level 1 and 10 Level 2 graded readers over 37 weeks during two terms. Findings indicated that students' writing quality has been improved as a result of their improvement in prior vocabulary knowledge. Conclusions in this study further suggested that this was because prior vocabulary knowledge has a large effect on the size of learned words made through extensive reading which in turn will incorporate in enriching the growth of the text.

Alderas' (2016) study analysed the cohesion and coherence in written discourse produced by 8 Arab EFL female M.A student at Najran University, Kingdom of Saudi Arabia. The findings of this study indicated that lack of writing knowledge particularly rhetorical and content knowledge had an impact on the quality of the written texts among the participants in this study. It showed that lack of cohesion and coherence knowledge pose a problem for them in writing even at a relatively higher level of education. Thus, these results showed that students' unawareness about writing knowledge forced them to have weakness in presenting their logical thoughts logically as well as in using organizational patterns. The findings also revealed that because the students in this study were unaware of writing knowledge, they lack the fundamental understanding of syntactical rules, inter-sentence relations, cohesive devices and other advanced methods of composition.

The enhancing effect of content knowledge, as one type of prior writing knowledge on students' writing quality, was the concern of a handful of modern studies. For example, in 2018, Philippakos used task analysis process to investigate the effect of content knowledge on students' writing quality. In this study, Philippakos (2018) strongly suggested that students must have a considerable content knowledge that expose them excessively to a great number of reading activities where these activities will help them acquire the genre needed to construct successful academic essay. Philippakos (2018) further explained that having content knowledge would foster students' understanding about how they carefully analyze a given topic. It also could orient their ideas and overall critical thinking to develop their ideas as well as focusing on the requirements of the writing assignment. This study concluded that content knowledge makes students better understand the function of genre in reading text related to the topic they want to write about and transfer this understanding in writing essays successfully.

The effect of topic knowledge (reading) on students' writing quality was also investigated by other researchers. Graham et al. (2018) examined whether students' writing performance would improve by exposing them to excessive reading exercises or not. Findings from this study showed that teaching reading strengthened students' writing. This was due to the fact that students were able to do excessive reading activities about the topic before they start to write an essay. Graham et al. (2018) added that exposing students to reading activities also enhanced their overall measures

of writing such as writing performance, writing quality and spelling. These findings provide the support that reading interventions can enhance students' writing performance.

Another study by Negretti and McGrath (2018) investigates how genre knowledge and metacognition can scaffold doctoral students' ability in producing high essay quality. The findings of this study showed that the metacognitive tasks elicited an integrated view of genre and encouraged students' conceptualization of this knowledge as a tool for writing.

In conclusion, we argue that using a variety of types of writing knowledge will lead not only to enhance the quality of students' written essays but also develops their metacognition that contributes essentially in developing their critical thinking skills and the writing conventions needed in composing argumentative essays.

Methodology

This study adopted a single-case holistic research design where a qualitative research method was implemented. Data was gathered using a focus group interview (FGI), writing task (WT) and observation. The study was conducted at Al-Asmariya University for Islamic Sciences, Libya. The medium of teaching at this university is Arabic and English.

A purposive sampling procedure was utilized in this study. It allows the researcher to select the sample that represents or possesses the necessary information about the population (Freakel, Wallen & Hyun, 2012). Participants who volunteered, were selected based on their level of academic writing ability. Two criteria were used for the selection of participants which are as follows:

a) Students who had *low writing ability* in the academic writing course. These were participants who scored grades from F to C+ or 0.00 to 64 out of 100% and below including students who failed this course.

b) Students who had *intermediate writing ability* in writing course. These were participants who scored grades from B to B+ or from 65 to 74 out of 100%.

These two selecting criteria were utilized in selecting the sample because they helped the researcher to get participants who have different levels of writing ability. Such a difference would engage the collaborative interaction between novice and good students. By using these criteria, it guaranteed students' novice cognitive development will emerge in social interaction with an abler member of society (Storch, 2005). This will ensure that good students with intermediate level of writing ability will provide the novice students (students who have low writing ability) with the appropriate level of scaffolding in other words, they help them beyond their current level to reach their potential level of improvement (Donato, 1994). These two criteria were used based on the social constructivist perspective where learners with *intermediate writing ability* should possibly encourage *low writing ability* students to participate in learning activities that foster interaction and co-construction of knowledge. Moreover, utilizing these two criteria has a pedagogical perspective too. This is further supported by the communicative approach to language instruction (Brumfit & Johnson, 1979). Based on the communicative approach, involving students from low and intermediate writing ability in collaborative work, provides collaborative learners with

opportunities to use the language where students with low writing ability could get benefit from their peers with intermediate writing ability (Storch, 2013). Thus, based on the collaborative nature of this study, these two criteria were used in selecting the sample for the present study.

Thirteen female Libyan EFL 3rd year university students were chosen based on their final grade points in their final-results transcriptions in the second year at the university. In their third year of study, argumentative essay will be taught. Qualitative data analysis methods were used. Interviews were recorded and participants' responses were transcribed verbatim. Data was labelled and coded using ATLAS.ti7 software. The themes from the participants' perspective were identified. Data were analyzed qualitatively through a systematic process of searching for the meaning of all information obtained from the interview, written texts and observations.

The study used prescribed procedure for performing thematic analysis based on Cohen et al. (2007) and Creswell (2012). These were: data transcription, organizing data, familiarization, coding, themes, ensuring rigor in data analysis, reliability, validity, triangulation, and computer software packages for qualitative analysis.

Data from the interview and observation were analyzed qualitatively using a thematic analysis. Content analysis method was used to analyze the data derived from writing tasks. Two levels of analysis were included for content analysis: micro-level and macro-level analysis. Micro-level analysis was used for measures of fluency, complexity, and accuracy, while the macro-level analysis took into consideration the critical thinking skills to compose and fulfill the writing task. This level of analysis focused on two elements: (a) language-related elements, and (b) non-language related elements.

After analyzing the writing tasks using the micro- and macro-level analysis, a qualitative analysis of the writing tasks was applied based on the results from these two levels. A 5-scale holistic rubric scale based on Facione (1994) was adapted to evaluate the writing tasks qualitatively.

Findings and Discussion

This study presents findings from writing tasks and observation. This analysis was used to support the findings from the FGI and discuss the effect of these writing knowledge and their accompanying skills on the students' ability to compose their argumentative essays.

Students' awareness of writing knowledge used in composing an argumentative essay

The findings from FGI, WT and observation indicated that Libyan EFL university students possessed different levels of awareness of the types of writing knowledge used in composing an argumentative essay. The majority of the students' responses did not reflect a satisfactory awareness of any of the five types of writing knowledge defined in this article.

The data obtained from the primary source (FGI) showed that most of the students had different writing knowledge on how the argumentative essay should be constructed. This data was used to divide the students into three groups based on their writing knowledge. The three types of writing

knowledge were: novice writing knowledge, basic knowledge and well-developed knowledge (see Figure 2).

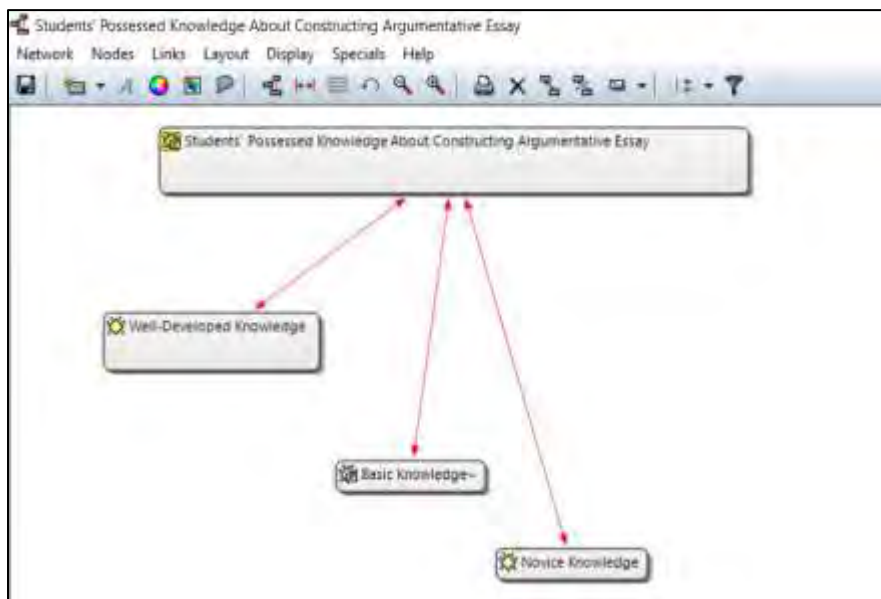


Figure 2: Levels of students' awareness of the writing knowledge

The first level of knowledge was novice writing knowledge, which included students who were unaware of the five types of writing knowledge defined in this article. The basic writing knowledge was the second level, which included students who were only aware of the task-general knowledge of writing (i.e. students who were only familiar with the organizing structure of the essay). The third level was the well-developed knowledge which included students who were aware of most of the five types of writing knowledge defined in this paper. Table 2 explains these three levels of essays, the number of students at each level and the type of writing skills corresponding to each level.

Table 2. Levels of writing knowledge, number of students in each level and type of writing skills corresponding to each level

Level of writing knowledge	No. of Students	Type of writing knowledge included in each level
Novice writing knowledge	S1, S2, S5, S6, S7, S8 & S9	None of the five types of writing knowledge
Basic writing knowledge	S10, S11, S12 & S13	Task-general Knowledge only
Well-developed writing knowledge	S3 & S4	1) Task-general knowledge 2) Topic knowledge 3) Content knowledge 4) Rhetorical knowledge 5) Process knowledge

The findings from the FGI showed that most of the students possessed novice knowledge because they were unaware of the fundamental constructing elements of an essay. Seven out of 13 students were unaware because they had no specific writing genre to follow when composing their argumentative essay. These students (S1, S2, S5, S6, S7, S8 and S9) said that they just used freestyle writing. An example of their responses was, *"I start by composing the essay directly. I don't follow a particular style when writing an essay"*.

These students also possessed a novice writing knowledge because, to the best of their best knowledge, essays were usually constructed with only one or two paragraphs. Such paragraphs were either the body, the introduction and the body or the introduction and the conclusion.

The second group included students who possessed basic writing knowledge because they were aware only of task-general knowledge. The findings indicated that these students were aware of the fundamental constructing elements of an essay and focused on three fundamental paragraphs. For example, three out of 13 students answered that the argumentative essay was basically constructed with three main paragraphs, including the introduction, the body and the conclusion (S10, S11, S12, and S13). An example of their responses was: *"I start the introduction by giving information that identifies the topic...as for the body, I begin to present information on the TOPIC. I support my writing with examples. In the end, [...] I move to the conclusion"*.

Although S10, S11, S12 and S13 possessed basic knowledge, the findings revealed that they still lacked awareness of the other types of writing knowledge. Their responses revealed nothing that might reflect their understanding of process, rhetorical or content knowledge. The response of S11 indicated that she applied a few skills on the topic knowledge. For example, stating the thesis statement in the introduction or providing supporting examples in the body. These examples indicated her minimal awareness of content knowledge and its accompanying skills. S11 said, *"As for writing the introduction, I focus on the thesis statement. In the body, I focus on supporting the ideas"*. Although stating the thesis statement and providing supporting ideas were considered as important critical-thinking skills, these skills still cannot stand alone without the skills from the other types of writing knowledge in writing a satisfactory academic essay.

By contrast, the findings from the FGI revealed that the third group of students had a well-developed writing knowledge because they had a satisfactory awareness of topic, content and rhetorical as well as task-general knowledge (S3 and S4). Their responses showed that they combined more than one type of writing knowledge to compose their essays. For example, they used topic knowledge to gather and manage information on the topic. To do this, S4 said, *"I search as much information as I can,"* and S3 further commented, *"I start to compile my thoughts about the selected topic. I list down my thoughts in another sheet"*. In addition, they used topic knowledge to arrange their ideas and to prepare to compose the text. S3 said, *"I often arrange my thoughts and ideas before I start to compose the essay"*. The two students were also aware of content knowledge. S3 and S4 stated that they interpreted all the gathered information from different sources when composing the text. To do this, S4 stated, *"First, I determine what information I should use for the main idea. Then, I try to create an attractive, strong introduction and thesis statement that I will later develop in the next paragraphs. Then, I move to the body and the"*

conclusion". These students mentioned that they followed this process because it would help them develop their essay and support their arguing positions.

Moreover, S3 had a well-developed writing knowledge because she had a satisfactory understanding of process knowledge. This understanding emerged because S3 composed her essay by sequentially focusing on the three writing stages. Unlike the rest of the students who focused on one stage of writing in composing their essays, S3's responses revealed that she divided her essay composition into three stages. The first stage was the prewriting stage wherein she selected the topic, gathered information, brainstormed and arranged her arguments from the most to the least important. To do this, S3 said, "*I often arrange my thoughts and ideas before I get started on composing the essay*". The next stage for S3 was the actual writing process wherein all of the drafted and arranged ideas and gathered information were written down. S3 explained, "*I look at this gathered information and articulate it in the essay based on the arrangement I did before starting to compose the essay. I repeat this process two or three times in writing one essay*". After S3 completed her essay, she proceeded to the third stage. This stage was the post-writing stage wherein she reread the essay and corrected all her mistakes. To do this, S3 commented, "*...and then I perform an overview as a final step*".

The Effect of Students' Lack of Awareness about Types of Writing Knowledge on their Writing Skills

The Findings from the WT and observations highly supported the results derived from the FGI. The analysis of the students' written essays revealed that the students possessed three different levels of knowledge on the critical-thinking skills related to the five types of writing knowledge in constructing an argumentative essay. These levels were novice, basic and well-developed knowledge. The novice writing level included students who were unaware of any type of writing knowledge and critical-thinking skills. The basic knowledge level included students who were only aware of the critical-thinking skills used with task-general knowledge. On the contrary, the well-developed knowledge level included students who had a broad awareness of the other critical-thinking skills used with content, rhetorical and process knowledge.

The critical-thinking skills, used in this paper, were categorised into two main types, namely, language-related elements (skills) and non-language-related elements (skills). The former concerns skills used to construct the language of the text, develop the writer's argumentation, support the arguing position and persuade the readers' minds. This type of skill can be further divided into two subtypes. The first subtype is linguistic skills that include fluency, complexity, and accuracy. The second subtype is critical-thinking skills that consist the interpretation of ideas, persuasion, and management of information from different sources and coherent and logical flow of ideas in the text (Facione, 1991). The non-language-related skills represent a student's ability to use figures, citations, charts and so on to explain and support certain issues in the essay. These language- and non-language-related elements (skills) are analysed from the micro- and Macro-Levels. The Micro-Level is used to analyse linguistic skills, and the Macro-level is used to analyse critical-thinking skills.

The findings from students' WT indicated that most of the students possessed novice knowledge in constructing an essay because they were unaware of the task-general knowledge.

These students did not compose the three fundamental paragraphs of an essay, and most of their essays consisted of only one or two paragraphs. Furthermore, the findings showed that these paragraphs were also inconsistent among students with novice knowledge. The analysis of their essays showed that the focus might be only on the body, the introduction and the body or on the introduction and the conclusion.

Students, who wrote an essay with one or two paragraphs, showed a very novice writing knowledge on micro- and macro-levels. The results of the micro-level analysis revealed that students with novice writing knowledge were categorised as such because they possessed a very novice topic knowledge (i.e. linguistic skills). The findings derived from the micro-level analysis indicated that these students produced the most novice essays compared with the others in terms of *fluency*, *complexity*, and *accuracy*.

In terms of *fluency*, nearly all participants composed their essays with a very limited number of words and sentences. Although they were instructed to compose a 250- to 300-word essay, the students only managed to write less than 100 words. They were also unable to increase the number of their sentences to more than 15. The words the students used ranged from 31, as with the case of S11, to a maximum of 85, as with the case of S4 (see Table 3). By contrast, students, who possessed a well-developed writing knowledge in the FGI relatively, mastered a satisfactory fluency knowledge compared to their classmates. For example, S9 used the most number of words for her essay and also wrote a high number of sentences. She was able to write a 108-word essay consisting of 13 sentences. Table 3 shows the results of the micro-level analysis for students' awareness of topic knowledge (fluency) in terms of words and sentences produced in the WT.

Table 3. *Micro-level analysis for fluency: Number of words and sentences in students' essays*

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
Words	84	67	109	85	76	39	85	71	108	40	31	38	77
Sentences	12	15	6	11	8	4	9	4	13	7	6	3	4

Students, who possessed a novice understanding of topic knowledge, were also unaware of *complexity*. This finding was reflected in their inability to structure complex sentences. The micro-level analysis indicated that the novice students produced the most novice essays in terms of the number of complex sentences. A total of 10 out of 13 students were unable to structure any complex sentences, and only two students are able to do so (S4 and S9) (see Table 4). For more explanation for low number of words and sentences in the essay, see the essay written by S6 in Appendix C.

Table 4. *Micro-level analysis of complexity: number of complex sentences compared to the number of words and sentences in students' essays in WT*

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
Complex sentences	2	5	0	3	0	0	0	0	5	0	0	0	0
Sentence	12	15	13	11	8	4	9	4	13	7	6	3	4
Word	84	67	109	85	76	39	85	71	108	40	31	38	77

Lack of accuracy was another facet of the students' unawareness of topic knowledge. This facet referred to the errors that the students made in terms of *lexis* (inappropriateness of word choice),

syntax (word order in the sentence) and *morphology* (correct use of verb tenses, articles, prepositions, capitalisation and pluralisation) (Storch 2005; 2013). Regarding lexis, the micro-level analysis of the essays indicated a high reoccurrence of the choice of inappropriate words to denote certain meanings in the text. This high reoccurrence was due to the students' low reading abilities. This trait was strongly demonstrated by S12's response to committing such mistakes because of her lack of reading abilities, "I could not use the right words for certain meanings. It was due to my lack of reading". She believed that her scant reading prevented the semantic knowledge on how different words in passages corresponded to appropriate meanings. S12 reflected, "I need to read about different topics so that I can enrich my vocabulary".

High reoccurrences of lexical errors were detected in the essays which were written by the novice students. For example, S2 made 14 lexical errors in her a 67-word essay (see Table 7.6). She wrote "to **figure out** this problem, parents should control what their children watch". S2 used the verb "**figure out**" instead of "**overcome**" to express how parents should solve a serious problem of keeping their children safe.

By contrast, the student, with few lexical errors, was categorised with those in the FGI who possessed a well-developed writing knowledge. For example, the analysis of S9's essay revealed that she had the least number of lexical errors compared to the high number of words in her essay.

She had only five lexical errors from a total of 108 words. Therefore, S9 was perceived to belong to the group with a well-developed knowledge because she possessed a satisfactory lexical knowledge. The shaded rows in Table 5 show the results from the micro-level analysis.

Table 5. *Lexis errors compared to the number of words in the essay*

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
Number of words in the essay	84	67	109	85	76	39	58	71	108	40	31	38	77
2- Lexical errors (word choice)	12	14	8	3	12	7	12	12	5	10	6	6	10

Students, who were unaware of syntax, were likewise categorised as possessing a novice writing knowledge. The findings from the micro-level analysis showed that most of the students had minimal understanding of the correct structure of words and their sequences within a sentence. Only a few of the students possessed satisfactory syntactic knowledge based on the number of mistakes made in ordering and/or structuring words compared to the number of sentences in their essays. The result showed that S3, S4, S5, S6, S7, S8, S10, S11, S12 and S13 made the most syntactic mistakes. Table 6 shows the number of syntactic errors in the students' WT.

Table 6. *Number of syntactic errors compared to the number of sentences in WT*

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
Number of sentences	12	15	13	11	8	4	9	4	13	7	6	3	4
1-Syntax errors (word order and/or structure)	1	3	13	17	23	21	10	13	1	10	4	8	27

The findings from the micro-level analysis also showed that students had a considerable awareness of morphological knowledge when writing an argumentative essay. This type of knowledge is concerned with students' abilities to use verb tenses, articles and prepositions.

Morphological knowledge was analysed based on the number of morphological mistakes made compared to the number of sentences in the essay. Table 7 shows the number of morphological mistakes compared to the number of sentences composed in the students' essays.

Table 7 *Morphological mistakes compared to the number of sentences composed in students' essays*

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	
Number of sentences	12	15	13	11	8	4	9	4	13	7	6	3	4	
3- Morphological mistakes in:	Verb tense	2	2	15	0	8	5	4	3	0	2	1	4	1
	Articles	0	0	0	0	1	0	1	2	0	0	0	0	
	Prepositions	0	0	0	0	0	2	0	2	0	0	0	0	

The second analysis used for the student's WT was the macro-level analysis. This type of analysis also investigated the students' writing knowledge in composing an argumentative essay. Unlike the micro-level analysis, which focused on analysing task-general, process and topic knowledge, Macro-Level analysis was used to investigate the students' degree of awareness of the content and rhetorical knowledge. Thus, the analysis focused on critical-thinking skills and non-language-related elements within these two types of writing knowledge (Facione 1990; MuCutchen 2000; Liaw 2007; Storch 2013; Wingate 2012; Amrous & Nejmaoui 2016) (see Appendix A).

The findings from the macro-level analysis showed that the majority of the students possessed novice writing knowledge in constructing an argumentative essay, particularly in composing the introduction and the conclusion. Possessing this type of knowledge made it difficult for the students to compose the body of the essay. Such students had a very poor understanding of content and rhetorical knowledge and the critical-thinking skills related to the two types of knowledge (see Appendix A).

The first group of critical-thinking skills that belong to content knowledge are: stating a clear topic sentence and thesis statement, summarising the essay, and restating the thesis statement (Adler-Kassner et al., 2015). The analysis indicated that the inability of the students to master these skills made them unaware of content knowledge, thereby causing them to possess novice writing knowledge.

Starting with the introduction, several students seemed unable to state clear topic sentences and thesis statements. Four students did not state their topic sentences in the introductory paragraph. For example, S5 composed a 5-line introduction in her essay, '*Should people be allowed to sell their body parts?*' Although this introduction consisted of one long sentence, the main idea of the topic was not presented at all. This case was also recursive in essays written by S6, S8 and S11.

Developing and supporting the arguing position are other critical-thinking skills under content knowledge (Wingate, 2012; Liaw, 2007). Most of the students had a very novice content knowledge when developing and supporting their arguing positions in the essay. The students were unaware of the critical-thinking skills used for this purpose. A total of 10 out of 13 students were unable to compose satisfactory essays because they were unable to develop their positions in the

argument. S1, S3, S5, S6, S7, S8, S10, S11, S12 and S13 composed the body of their essays without discussing the different perspectives for the thesis statement. Their essays were merely a narrative that contained a novice description or, in many cases, a meagre explanation of what they understood about the topic.

Another critical-thinking skill under content knowledge, that the students could not master, is the ability to interpret their thoughts (Wingate, 2000). Students, who were unable to develop their arguing positions, also showed very low interpreting skills. The results revealed that such inabilities were due to their unawareness of how to interpret their thoughts, beliefs, and understanding of a topic. As a result, this inability made the students unable to capture their readers' attention.

The findings showed that students, who lacked other critical-thinking skills, also possessed a novice content knowledge. This lack was the students' inability to analyse and evaluate the contents of their essay. The analysis of the essays showed that 11 out of 13 students had a novice content knowledge (see Appendix A). The findings related that this result was due to the students' low understanding of how the information in the body of the essay should be analysed and evaluated. In addition, the findings showed that the students' inability to provide examples, evidence or proof was also a facet which caused them to possess a novice content knowledge. The essays written by S1, S2, S3, S5, S6, S7, S9, S10, S11, S12 and S13 demonstrated a widespread failure to harness sources as evidence to support their arguments. These essays compiled raw data and merely described or listed the information without processing them. These students merely stacked their sources without moulding them into a series of premises.

Coherence is another critical-thinking skill under content knowledge (Aldera, 2016; Boscolo & Mason, 2003). The students' inability to use this type of critical-thinking skill reinforced their novice writing knowledge. The results indicated that most of the students demonstrated a lack of coherence in the sentences of their paragraphs and the paragraphs of their essay. The analysis of the essays revealed that 10 out of 13 students were unaware of the importance of coherence among sentences within the same paragraph (see Appendix A). The sentences constructed by these students did not show any interconnectedness and were assembled in incoherent paragraphs. The findings confirmed that 10 out of 13 students had a minimal or a complete lack of knowledge on how to connect paragraphs (see Appendix A). The students' constructed paragraphs did not reflect any logical flow of meaning and did not have a gradual progression of their arguments. This finding was because the students were not skilful in using cohesive devices for connecting paragraphs that would lead to a meaningful presentation of their positions. Such inability in using cohesive devices was demonstrated by the repetitive use of a few particular cohesive devices. The analysis showed that students used nearly the same cohesive devices to connect the paragraphs in their essay (see Appendix B).

As for composing the conclusion, the findings showed that students, who possessed novice rhetorical and content knowledge when composing the body of their essay, also experienced difficulties in composing their conclusions. Their composed conclusions did not reflect any application of critical-thinking skills, particularly in summarising and restating their thesis statement. Only six out of 13 students were able to summarise their essays (see Appendix A).

Students' unawareness of rhetorical knowledge and its accompanying critical-thinking skills was another reason for their novice writing knowledge. The findings, derived from the Macro-Level analysis of the students' essays, indicated a low understanding of the application of persuasive critical-thinking skills when composing an argumentative essay, particularly for convincing readers. The findings showed that 11 out of 13 students were completely unaware of these types of skills (see Appendix A), forcing them to compose their essays in a freestyle or storytelling narrative, rather than a persuasive form. No clear and sophisticated attempts were made to capture their reader's attention. The essays simply presented the text that bleached out all the effective means of persuasion.

Consequently, students' unawareness of content and rhetorical knowledge also has a widespread negative affect on their non-language-related knowledge. This knowledge is related to their ability to select and administer information from different sources to explain and support their positions (Wingate, 2012). For example, the use of figures, quotations, charts, citations, pictures, and so on. Most of the students' essays did not include any of these elements. Table 8 illustrates the non-language elements used by students to compose their essays.

Among the 13 students, only two were able to use non-language elements in their essays (S3 and S9). Along with the findings derived from the observations, the Macro-Level analysis for S3 and S9's essays indicated that they were able to use only one of the six elements (see Table 8), that is, citation, which was in its simplest form. S3 and S9 only mentioned the name of their source without including any source information, such as the year of publication or edition. Therefore, such widespread unawareness among the students regarding non-language-related elements and their inappropriate use reflected their low understanding of content knowledge, which had generally caused them to possess a novice writing knowledge.

Table 8. *Non-language elements used by students in composing their essay*

Non-language Related Elements	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
Citations	X	X	√	X	X	X	X	X	√	X	X	X	X
Figures	X	X	X	X	X	X	X	X	X	X	X	X	X
Charts	X	X	X	X	X	X	X	X	X	X	X	X	X
Pictures	X	X	X	X	X	X	X	X	X	X	X	X	X
Examples	X	X	X	X	X	X	X	X	X	X	X	X	X
Quotations	X	X	X	X	X	X	X	X	X	X	X	X	X

The Effect of Students' Lack of Awareness about Types of Writing Knowledge on their Essay Quality

The evaluation of the 13 students' essays by using a holistic rubric scale revealed that most were evaluated as 'very poorly written'. As shown in the analyses, having low abilities in producing satisfactory essays was a result of the students' unawareness of critical skills related to each type of writing knowledge. Table 9 shows the students' essay quality.

Table 9. *Relationship between students' critical-thinking skills used in essays and essay quality*

Type of Skills Used by Students	Students												
	S1	S10	S13	S12	S6	S1	S7	S8	S2	S5	S9	S4	S3

Stating the topic sentence	X	√	√	√	√	√	√	√	√	√	√	√	√	
Stating the thesis statement	X	X	X	X	X	√	√	√	√	X	√	√	√	
Arguing/discussing grounds for the thesis statement	X	X	X	X	X	X	X	√	X	X	√	√	√	
Interpreting thoughts on the topic	X	X	X	X	X	X	X	X	√	X	√	√	X	
Analysing different issues on the topic	X	X	X	X	X	X	X	√	√	X	√	√	√	
Evaluating different issues on the topic	X	X	X	X	X	X	X	X	√	X	√	√	√	
Presenting ideas in an orderly and logical manner	X	X	X	X	X	X	X	√	√	X	√	√	√	
Monitoring/convincing readers to find a common ground	X	X	X	X	X	X	X	X	√	X	√	√	√	
Summarising/concluding the essay	X	X	X	X	X	X	X	√	√	X	√	√	√	
Restating the thesis statement	X	X	X	√	√	√	√	√	√	X	√	√	√	
Coherence among sentences in the paragraph	X	X	X	X	X	X	X	X	√	X	√	√	√	
Coherence among paragraphs in the essay	X	X	X	X	X	X	X	√	√	X	√	√	√	
Coherent flow of meanings and ideas throughout the essay	X	X	X	X	X	X	X	X	√	X	√	√	√	
Essay structure/format	X	X	X	X	X	X	X	X	X	X	√		√	
Citations	X	X	X	X	X	X	X	X	X	X	X		X	
Figures	X	X	X	X	X	X	X	X	X	X	X		X	
Charts	X	X	X	X	X	X	X	X	X	X	X		X	
Pictures	X	X	X	X	X	X	X	X	X	X	X		X	
Quotations	X	X	X	X	X	X	X	X	X	X	X		X	
ESSAY QUALITY	(1) This is a poorly written	(1) This is a poorly written text	(1) This is a poorly written text	(1) This is a poorly written text	(1) This is a poorly written text	(1) This is a poorly written text	(1) This is a poorly written text	(1) This is a poorly written text	(3) This is a satisfactory	(4) This is a good text	(1) This is a poorly written	(4) This is a good text	(4) This is a good text	(5) This is a very well-written text

Recommendations of the Study

On the basis of the results of this study, the following recommendations have been made for English writing instructors and pedagogical implications. Since writing a good argumentative essay can be hard to achieve, students may be taught writing knowledge. This will increase their chances for widening their awareness about how the argumentative essay should be composed appropriately. By teaching the formal knowledge, teachers should concentrate on the organizing structure for the argumentative essay. Overcoming the linguistic problems of accuracy, fluency and morphology can also be enhanced successfully by teaching them topic knowledge that will

help in increasing the size of vocabulary. It helps them to gain more awareness about how language should be structured. This is possible because it allows students to do more reading practices more suitably to increase their understanding about the topic. Difficulties resulted from students' lack of critical thinking skills are easily enhanced if students develop their Process Knowledge, Subject Matter or Content Knowledge and Rhetorical Knowledge. If the learners pay attention to these areas of their writing, it is expected that their writing will largely be free from cohesion and coherence errors between sentences in a paragraph and between paragraphs in the essay. If they learn these types of knowledge, they can form paragraphs that are well-structured and well composed with a selection of clear-presented ideas to be expanded. Consequently, it would be easy for students to write five-paragraphs essay maintaining a clear topic and thesis statement, logical development argumentation, and persuading conclusion. Emphasis also should be given on the identification and rectification of mistakes that cause inappropriateness and ambiguity in the essay. This should be carried out by giving the students ample expose to rhetorical knowledge that firstly allow them to recognize and use these cohesive devices isolated and then integrate them into the total composition of the essay. Students should also be provided with more time to practice these types of writing knowledge in form of activities inside and outside the class room while teaching academic essay writing. Finally, it may be emphasized that as the failure in learning argumentative academic essay writing is usually due to an inappropriate learning methods and an inexperienced writing instructors with limited knowledge in teaching essay writing, the educational authorities and academics, who are concerned, should therefore give this matter the priority.

Conclusion

Based on the discussion from the findings in the FGI, the WT and observation, Libyan EFL university students at Al-Asmariya University possessed different levels of awareness of the five types of writing knowledge as defined in this article. The students were divided into three different groups that represented different levels of knowledge. The levels of knowledge were: a) novice knowledge, b) basic knowledge and c) well-developed knowledge. The findings indicated that most of the students belonged to the novice knowledge level. Furthermore, the students' lack of awareness of critical-thinking skills along with the different types of writing knowledge caused them to possess a novice knowledge in composing an argumentative essay. Having such novice knowledge consequently forced the students to produce essays with very poor qualities.

It is clear that Libyan students' awareness of writing knowledge is low therefore most of them can hardly write a good essay quality. When they compose the essay, they merely heap up their sentences and paragraphs in an incoherent structure. This fact has been revealed by analyzing the samples of their composition. The results show the students' novice awareness about the Formal or Task-General Knowledge and Topic Knowledge affected their linguistic skills at the micro level inefficiently. In this aspect, most students faced difficulty in formatting the essay appropriately. It also makes them have very low ability in gathering and managing the needed information about the topic. Results shows that the lack of these two types of writing knowledge disables students to enhance their fluency in increasing the size of the vocabulary and sentences in the essay, their lexical skills in choosing the appropriate words, their syntactical skills in structuring the sentences in the essay and their morphological skills in using the correct tenses, prepositions and articles.

Besides, students' novice awareness about the Process Knowledge, Subject Matter or Content Knowledge and Rhetorical Knowledge of writing makes them face many deterring difficulties on the macro-level related to language aspects of writing. They are critical thinking difficulties. As a result of this type of problems, students cannot compose good essay quality because they are unable to: a) construct the essay as a process, b) state the these statement, c) manage the available information from different sources to develop and support their arguing position in the essay and d) apply the effective means of persuasion and arguing different grounds about the topic, e) presenting the ideas, interpreting their thoughts, evaluating different issues on the topic and f) bind the flow of meaning for ideas coherently through the essay. Therefore, the lack of these types of skills deactivates students' writing ability and produce novice argumentative essay.

Having novice writing knowledge also affects students writing ability inappropriately at the non-language level of writing. Results reveals that students are completely unable to apply skills like using quotations, citations or examples in composing their argumentative essay and support their arguing position or persuading the reader. This makes students compose novice essay that leads to produce very low essay quality. In conclusion, it is clear that most of 2nd year Libyan EFL university students at ALasmarya university can hardly write a good essay quality because they are having novice writing ability and unaware about the types of writing knowledge needed to compose good argumentative essay at university level.

About the authors:

Abdu Alkhalek Mohamed Rubiaee is a lecturer at English Language Department, Al-merqib University, Al-khoms, Libya. He earned his Master degree in linguistics from University of Malaya, Malaysia. Now, he is a PhD candidate at the Centre for Research in Language and Linguistics, Faculty of Social Sciences & Humanities Universiti Kebangsaan Malaysia.

Saadiah Darus, Ph.D. is an Associate Professor at the Centre for Research in Language and Linguistics, Faculty of Social Sciences & Humanities Universiti Kebangsaan Malaysia. She was formerly the Editor-in-Chief of GEMA Online Journal of Language Studies (2006-2011) and AKADEMIKA Journal of Southeast Asia Social Sciences and Humanities (2013-2018).

Nadzrah Abu Bakar, Ph.D. is a retired Associate Professor from Universiti Kebangsaan Malaysia. She was involved in many research projects in e-learning, computer-based learning and teaching and learner autonomy. She also has published research articles related to her research interests

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Appendix A

Critical thinking skills used by students in composing their argumentative essays

Critical Thinking Skills		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
Introduction	To state the topic sentence	√	√	√	√	X	X	√	X	√	√	X	√	√
	To state the thesis statement	√	√	√	√	X	X	√	X	√	√	X	X	√
Body Paragraph	The development of position/ argument	X	√	X	√	X	X	X	X	√	X	X	X	X
	The presentation of the position	√	√	X	√	X	X	X	X	√	X	X	X	X
	To analyze and evaluate the content of the knowledge	X	X	X	√	X	X	X	X	√	X	X	X	X
	To convince and persuade the reader	X	X	X	√	X	X	X	X	√	X	X	X	X
	Coherence among sentences in the paragraph	X	√	X	√	X	X	X	X	√	X	X	X	X
	Coherence among paragraphs in the essay	X	√	X	√	X	X	X	X	√	X	X	X	X
	Presentation of position in a coherent manner	X	X	X	√	X	X	X	X	X	X	X	X	X
Conclusion	To summarize the essay	X	√	√	√	X	X	X	√	√	X	X	X	X

To restate thesis statement	X	√	√	√	X	X	√	√	√	√	X	X	X
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Appendix B

Type and frequency for using cohesive devices used in connecting paragraphs by students with novice writing knowledge

	Cohesive device	Frequency	Example
S1	Furthermore As	1 1	<ul style="list-style-type: none"> • Furthermore, they may keep studying for the sake of passing exams. • As they are being rewarded, they may get encouraged and keep trying to get the best marks.
S3	0	0	0
S5	First thing Second thing In conclusion	1 1 1	<ul style="list-style-type: none"> • The first thing that the government should to do is put the difficult laws for those people who sell their body parts without reasons. • The second thing, people must know that the body parts.... complete with other. • In conclusion, the government must put a big punishment for those who push people to sell their body parts.
S6	Firstly Secondly Finally	1 1 1	<ul style="list-style-type: none"> • Firstly, why women be-not be allowed for driving cars? • Secondly, yes we can women be allowed to drive a car. • Finally, why don't allowed to drive cars?
S7	Firstly Secondly However	1 1 1	<ul style="list-style-type: none"> • Firstly, she can talk with them when the thinks appear on their body. • Secondly, her style of speech should be normal • However, the parents shouldn't talk about that as a group.
S8	0	0	0
S10	0	0	0
S11	Secondly Finally	1 1	<ul style="list-style-type: none"> • Secondly, us this body parts for saves some people their needs them. • Finally, when allowed selling their body parts with these rules are very important.
S12	0	0	0
S13	First Secondly In conclusion	1 1 1	<ul style="list-style-type: none"> • First reason, because when the company advertises its products in schools then, it will take student's attention by put posters on the walls. • Secondly, when pupils see the advertisement in front of them on the walls and doors, then they will tend to buy anything. • In connecting, advertising in schools is unacceptable.

Appendix C

Number of words and sentences in the essay written by S6

Is there a connection between violence
on Tv and on the streets?

Violence on Tv, there big numbers of channels
violence on Tv, and that is ^{very} dangerous on
children ~~pred~~predcunds on case psychological
in the children, cause cases moping in
children, and many of ill, it is ~~nessa~~ necessary
for family is to make children feel save
and love, a connection between violence on Tv
and violence on the streets it is the children
when the watch channels violence do it in
streets, if watch war and, guns and bould
would be plaything in guns, and all violence
on the streets cause channel violence
on Tv, and watch channel violence
~~case~~ causes aggression between the
children.