



Using Dialogic Teaching for Developing EFL Argumentative Writing Skills of English Section Students at Faculty of Education

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Abstract

The present study aimed to investigate the effectiveness of dialogic teaching for developing EFL argumentative writing skills of students at the Faculty of Education. The participants of the study were 45 second-year students enrolled in the English section at the Faculty of Education, Benha University. The study followed the quasi-experimental one-group pre-posttest design. The instruments and materials of the study included an EFL argumentative writing skills checklist, pre and post EFL argumentative writing skills tests (two equivalent forms), and an analytic rubric for scoring and analyzing the participants' performance. The EFL argumentative writing skills pre-test was pre-administered to the study participants. After implementing the intervention (dialogic teaching), the EFL argumentative writing skills post-test was administered to the study participants. The findings revealed that there was a significant difference between the mean scores of the EFL argumentative writing skills tests in favour of the post-administration as a result of using dialogic teaching. Thus, it can be concluded that using dialogic teaching was effective in developing second-year English major students' EFL argumentative writing skills. Consequently, it is recommended that more attention should be paid to the role of dialogic teaching in improving EFL argumentative writing skills for second-year English major students.

Keywords: EFL argumentative writing, dialogic teaching, second-year English major students

استخدام التدريس الحوارى لتنمية مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية لدى طلاب شعبة اللغة الإنجليزية بكلية التربية

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المستخلص

هدفت الدراسة الحالية الي تناول فاعلية استخدام التدريس الحوارى لتنمية مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية لدى طلاب كلية التربية. وتكونت عينة الدراسة من ٤٥ طالب من طلاب الفرقة الثانية شعبة اللغة الإنجليزية بكلية التربية جامعة بنها. واشتملت أدوات الدراسة على قائمة مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية ، واختبارين مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية (قبلي وبعدي)، ومقياس أداء متدرج لتقديرهما. وقد استخدمت الدراسة التصميم التجريبي ذو المجموعة التجريبية الواحدة. وتم تطبيق اختبار مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية القبلي بشكل مسبق للمشاركين في الدراسة. وقد تم تطبيق اختبار مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية البعدي للمشاركين في الدراسة، بعد تنفيذ المعالجة. كشفت النتائج أن استخدام التدريس الحوارى كان فعالاً في تنمية مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية لدى عينة الدراسة. وأشارت نتائج الدراسة الى وجود فروق ذات دلالة أحصائية بين متوسطات درجات طلاب المجموعة التجريبية فى القياس القبلي والبعدي فى مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية ككل لصالح القياس البعدي. وترجع هذه النتائج الى فاعلية استخدام التدريس الحوارى. وبالتالي، ينبغي إيلاء المزيد من الاهتمام لدور التدريس الحوارى فى تحسين مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية لدى طلاب الفرقة الثانية شعبة اللغة الإنجليزية.

الكلمات المفتاحية: مهارات الكتابة الجدلية باللغة الإنجليزية كلغة أجنبية ، التدريس

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Introduction

Writing has many genres. One of these genres is argumentative writing. It is considered one of the most important genres for EFL learners, especially at the university level. It is essential in their academic and personal life as well. It is a challenging task for them as it requires highly cognitive and structural skills. It is the process of making good and well-supported arguments concerning controversial issues. In argumentative writing, the writer attempts to convince the reader that his point of view is correct. He defend his own position, gather relevant data and evidence from reliable sources to support his point of view, and refute others' points of view.

Certain genres are thought to be more difficult to write in than others. For example, argumentative writing calls for a distinct set of structural and cognitive abilities (Dastjerdi & Samian, 2011: 65). Argumentative writing is a specific type of writing that emphasizes a viewpoint on an issue or topic and provides credible evidence to explain and back up that viewpoint. EFL students in higher education frequently utilize it as a genre of writing and as a style of academic writing. Additionally, it is an essential component of English language learning programs since it is seen as an essential component of written discourse (Ozfidan & Mitchell, 2020: 15; Ozfidan & Mitchell, 2022: 123).

Due to its diverse demands, EFL argumentative writing is regarded as one of the most difficult writing genres to master. Argumentative writing is thought to help students strengthen their recall and understanding of the subject matter by forcing them to think critically about the material they are reading and make connections between concepts (Razaghi & Zamanian, 2014:14). Not only does EFL argumentative writing need a high level of knowledge about the topic, but it also requires writers to persuade readers with strong arguments. Assignments must be completed, and students must show that they can think critically (Jumariati et al., 2022:86).

The argumentative essay is considered the most complex genre of writing since it requires a variety of abilities and advanced steps. Firstly, students need to learn about the topic before they can argue for or against it. Second, students must first put in a lot of effort to gather ideas through questionnaires, interviews, and surveys. In addition, they must

provide a precise, comprehensible summary. Moreover, students have to adhere to the introduction, development of the body, and conclusion in a logical order. The argumentative essay is a demanding cognitive exercise requiring students to grasp how to organize ideas logically using facts and reasonable methods, choose appropriate materials for the essay based on its topic, and lastly handle and master writing mechanics like punctuation, sentence structure, and spelling (Elboroloso & Almujaali, 2020:161-162).

The EFL argumentative essay format consists of three parts: the introduction, body, and conclusion paragraphs. An argumentative essay has to start with a thesis statement that is concise and unambiguous. This part describes the topic's relevance and gives a general overview of the context. The body of the essay should then consist of a single main idea in every paragraph, supported by evidence that backs up the thesis statement. Instead of giving misleading information, students should also present some opposing views on this topic. Fourth, the thesis statement of an argumentative essay has to be supported by precise, thorough, and relevant facts. In the final paragraph, students are not allowed to restate their previous opinions or arguments. In this part, students are required to justify the topic's significance and restate the paragraph's key idea (Suhartoyo et al., 2020: 39).

Writing an argumentative essay is a necessary skill for EFL students to acquire in order to strengthen their critical and creative thinking. EFL argumentative essays provide university students with an opportunity to examine, consider, and make logical, critical arguments based on information or facts. Students can utilize arguments and credible, factual information to support or refute a position in an EFL argumentative essay (Warna et al., 2019: 130). Since they share their knowledge with others on a regular basis, EFL tertiary students need to know how to write an effective argumentative essay. They have to express their viewpoint and persuade others that it is the most reasonable one by providing reliable evidence in order to do this (Kusumarasyati, 2017: 125).

In linguistic, social, and educational contexts, argumentative writing is crucial. This is because it fosters critical and creative thinking in addition to enabling learners to communicate their thoughts and opinions via judgment, language, and writing styles. In order for learners

to succeed academically, they need to improve their writing skills. Furthermore, among other circumstances, it is an essential skill for students to have when they are required to write essays, articles, research papers, or even scholarship applications (Winarti et al., 2021:1).

Students find the process of writing argumentative essays difficult since they have no idea what to write or how to write it. Because of this, the majority of what students may produce in writing classes is a duplicate of the sample text that their teacher provides on a relevant topic or subject (Lap & Truc, 2014: 65). Some studies such as (Dang et al., 2020; Ka-kan-dee & Kaur, 2014; Ozfidan & Mitchell, 2020; Peloghitis, 2016; Saprina et al., 2021; Tanjung & Al Hafizh, 2022) have investigated the obstacles faced by EFL learners while writing argumentatively. Examples of these difficulties are organization/structure, incorporating academic sources, gathering evidence, writing topic sentences, grammar, coherence, writing counterclaims, writing refutation paragraphs, punctuation, vocabulary, academic tone, time constraints, organized ideas, fulfilling task requirements, understanding the questions, L1 transferring and translating, writing the thesis statement, interpreting the questions, pacing, evaluating, and topic choice and length

Based on the previous review, argumentative writing is considered crucial for EFL learners for their academic success at the university level. It is also a prerequisite for university students as they are frequently asked to compose argumentative essays during their academic tasks. However, it represents a great challenge for them. The EFL university students should be aware not only of the basic stages, phases, components and skills of writing an essay but also, they should be aware of the main elements and skills required in order to compose an effective and successful argumentative essay. Consequently, there is a need for investigating new interventions that can help EFL learners develop their argumentative writing skills. One of these interventions is dialogic teaching.

Dialogic teaching is an approach to teaching where students utilize conversations to think more deeply, learn more efficiently, and solve issues (Kim & Wilkinson, 2019:70). Dialogic teaching, according to Alexander (2020), is “a pedagogy of the spoken word that harnesses the power of dialogue to stimulate and extend students’ thinking, learning,

knowing and understanding, and to enable them to discuss, reason and argue. It unites the oral, cognitive, social, epistemic and cultural, and therefore manifests frames of mind and value as well as ways of speaking and listening” (p.128). It is an approach to teaching languages that places a strong emphasis on the need for student participation in order to foster critical thinking, speaking, and problem-solving abilities (Barjesteh & Niknezhad, 2020: 92).

Dialogic teaching is an approach that teachers use to help students accomplish activities or meet learning objectives by having conversations with them (Gupta & Lee, 2015: 11). It places a strong emphasis on talks between speakers, including instructors, students, and other participants, to promote learning (Playsted, 2021: 3). It enhances learning through interactive discussions in which students debate, discuss, use critical thinking, and voice their perspectives. Teachers and students collaborate while delegating authority and responsibility to facilitate dialogic exchanges that lead to positive learning outcomes (Yıldırım & Uzun, 2021: 135-136).

It places the responsibility for fostering reciprocal open-ended interaction on the teacher in order to co-create meaning and assist students in learning. This is based on the notion that student contributions to class discussions are just as important as instructor contributions, as all students' perspectives and backgrounds are important for meaning negotiation and target language acquisition (Sybing, 2019:348). Dialogic teaching is used because it encourages students to actively participate in the topics being discussed in the classroom. Dialogic teaching, which is communal, reciprocal, and cumulative, emphasizes the possibilities of cooperation, group work, and peer assistance to create reciprocally responsive learning in the zone of proximal development (Danagul, 2022: 40).

It is important to note that dialogic teaching relies heavily on the concept of repertoire. Teachers who want to use dialogic teaching must be skilled in a range of organizational methods and discussion strategies such as whole class, teacher- or student-directed small groups, and teacher- or student-directed one-on-one work. The types of speech include learning talk, which consists of the discourse skills that students acquire (such as explaining, debating, and narrating), and teaching talk, which includes argument, rote memorization, and recitation. Traditional

discourse modes like rote memorization, repetition, recitation, and exposition are subordinated in favour of dialogue and interaction in dialogic teaching (Kim & Wilkinson, 2019:72).

Alexander's (2020) framework is one of the most well-known frameworks of dialogic teaching. The core of the framework is a set of eight repertoires designed to help teachers address basic classroom culture and organization, acceptable forms of teacher and student discourse, the moves that go along with these, and extra moves in the essential areas of argumentation, questioning, extending, and discussion. The purpose of the framework is to identify and characterize the traits, aspects, and elements of dialogic teaching. The framework functions as a description and a set of guidelines. Rather than being intended as a technique for certain speaking situations, such as group work, it is meant to be an all-encompassing pedagogy. Table (1) summarises the eight repertoires.

Table 1

Repertoires of dialogic teaching (Alexander, 2020: 201-202).

Repertoires	
Interactive Culture	Communicative norms - deliberative norms - epistemic norms
Interactive Settings	Class – Group (teacher-led and student-led) – Individual (teacher/student and student/student)
Learning Talk	Transactional - expository - interrogatory – exploratory - deliberative – imaginative – expressive - evaluative
Teaching Talk	Rote - recitation - instruction - exposition - discussion -deliberation - argumentation - dialogue
Questioning	Management - character - purposes - structure
Extending	Time to think – say more – are you saying? rephrase/repeat evidence of reasoning – challenge/ counter-example agree/disagree – add on – what others mean
Discussing	Discourse norms - organizational frames - learning talk -teaching talk - questioning - extending - arguing - conditions for teacher-led discussion - conditions for student-led discussion
Arguing	Opening – argumentation – closing contestable questions – share responsibilities – discuss alternatives clarify meaning – connect ideas – label processes – track enquiry – evaluate facts – evaluate values – articulate reasons – evaluate inferences

Both teachers and students can benefit from dialogic teaching. For students, it prepares them for lifelong learning and active involvement by using the persuasive power of conversation to stimulate their interest, elicit thought, enhance understanding, widen viewpoints, and construct and evaluate arguments. It also provides social and emotional benefits because of how cooperative and helpful it is. For teachers, dialogic teaching helps them by encouraging students to express their ideas, understand their students' needs, design learning tasks, and evaluate their progress while also helping them overcome obstacles

(Alexander, 2020: 1).

Through dialogic teaching, students are encouraged to explore ideas and viewpoints. Because of this, participants communicate directly with one another about their thoughts, queries, and assertions which promotes mutual understanding and creates an atmosphere free from personal domination or control (Gibbons, 2015: 33). Dialogical thinking also enables EFL students to strengthen their beliefs, present their thoughts in the class, and convince others of their points of view. The eventual creation of distinct voices is the outcome of all these abilities (Divsar & Amirsoleimani, 2020:145).

Dialogic teaching enhances the four core language skills: listening, speaking, reading, and writing (Gupta & Lee, 2015:11). To help students speak more English and build a learning community where they can exchange information and consider the viewpoints of others, the dialogic teaching approach is used. With this approach, students are encouraged to use more language, apply what they have already learned, and acquire new skills from their peers. It promotes more interactions among students and between students and the instructor. The tasks comprised certain queries that necessitated students to develop their critical thinking and English language skills via class discussions (Jocuns, 2021). In addition, students are encouraged to interact with the language in meaningful and real-world situations. Therefore, dialogic teaching in foreign language classes seems to be beneficial in lowering students' anxiety (Soghady et al., 2022).

Dialogic teaching is considered one of the most effective approaches for training students to become aware of and eventually ingrained in the cognitive processes necessary for creating and

evaluating arguments. Higher-order thinking skills in learners are successfully fostered by it, but only when they are engaged in dialogic debates. In dialogic teaching, students frequently use strange word constructions, communicate vague ideas, and make implicit assumptions and inferences. Authentic examples should reflect students' natural speech because they allow beginners to experience identifying, examining, and assessing the motivations that are hidden in students' spontaneous conversations (Sowey, 2018: 54-59).

Dialogic teaching has an essential role in developing and enhancing the EFL students' argumentative writing. There is a link between the use of dialogic teaching and argumentation. In dialogic argumentation, participants debate and defend one another's viewpoints. The three dimensions of dialogicity—the teacher's openness to differing viewpoints, the students' need to engage in dialogic moves to exchange ideas, and the lesson plan's ability to facilitate such exchanges—are critical to the success of dialogic argumentation. Argumentation and dialogicity hence commonly overlap. However, dialogicity without argumentation can occur when several concepts are raised and disputed without any of the ideas being justified, as might happen, for example, when a teacher offers a rationale (Hähkiöniemi et al., 2019: 201).

Dialogic argumentation equips students to take on their dialectical tasks of jointly managing disagreement by having them present valid arguments and engage critically and constructively with the counterclaims made by their peers. Students can create reader-focused arguments by taking part in discussions that reflect the issues in their daily lives, the workplace, the media, and politics. The teacher can first determine what matters most to the students by letting them choose themes that fit their interests. Then, he can ask them to complete an issue analysis form (Sahlane, 2018: 125).

Consequently, since dialogic teaching is critical for improving argumentative writing, some research studies have explored the significance of it for EFL students' development of argumentative writing at the university level. Some of these studies are (Latipah & Gunawan, 2021; Musa, 2019; Wambsganss et al. 2021). Musa (2019) investigated how speaking anxiety and argumentative writing were affected by dialogic and formalist instruction. Participants in the study were third-year English majors enrolled in the College of Education at

Al-Azhar University. This study had two groups: a control group (N = 36) that got formalist instruction, and an experimental group (N = 38) that received dialogic instruction. The results demonstrated that the dialogic teaching group's students did better than the formalist teaching group's. Additionally, compared to students getting formalist instruction, those receiving dialogic training showed much lower levels of speaking anxiety.

Latipah and Gunawan (2021) examined the dialogic interaction process in a Mobile Instant Messaging (MIM) group between a teacher and students as a possible educational practice to aid students in establishing their voice in argumentative writing. Participants of this study were 37 first-year students from a private university located in a mid-sized city in West Java, Indonesia. As a part of the English Education Study Program, they were enrolled in the Writing for General Communication course. The students learned more about the benefits of employing engagement tools that facilitate repertoire building through peer learning, discussion, and problem-solving from the teacher-student exchanges conducted over the instant messaging platform. Over time, the students' employment of diverse engagement strategies has demonstrated an improvement in their argumentative writing.

Wambsganss et al. (2021) explored the impact of an adaptive dialogue-based learning system on the effectiveness of textual arguments. To test the hypothesis that providing students with tailored instruction for their argumentation will help them write more argumentative essays, they developed ArgueTutor, a conversational agent that provides students with adaptive argumentation feedback. The study included 55 students from the University of St. Gallen in Switzerland. As part of their learning process, participants were asked to write a peer review based on an example essay. Randomly selected participants were assigned to the treatment and control groups. While participants in the control group used a different learning resource, individuals in the treatment group completed the writing assignment using ArgueTutor. The results indicated that students' argumentative writing skills might be enhanced by dialogue-based learning resources combined with NLP text feedback.

To sum up, it can be said that dialogic teaching can be effective and beneficial in developing the EFL students' argumentative writing.

Due to its repertoires and the various strategies, methods, techniques, and activities impeded in it, students become encouraged to actively participate in the learning process, express their perspectives without being embarrassed, defend their positions, accept other perspectives, argue, discuss, and interact with others.

Context of the problem

Based on the researcher's experience, EFL second-year students face challenges and difficulties with argumentative writing. They do not have sufficient knowledge of argumentative writing skills. They encounter difficulties in identifying the main claim and using supporting data, rebuttal, qualifiers and warrants in their essay writing.

Despite the importance of EFL argumentative writing among faculty of education students, it has noticed that their level is low, and many studies have indicated that there is such deficiency such as (Al-Kholi, 2017; Ahmad et al, 2021; Ebedy, 2021; Helwa, 2015; Mohammad, 2020; Saleh, 2022). These studies indicated that argumentative essay writing is one of the most complex mode of writing and that EFL learners at the university level often face difficulties in the use of complex and appropriate elements in producing argumentative writing.

Most EFL learners have a partial understanding of arguments; for instance, a for-and-against structure inserted between the introduction and conclusion. Consequently, learners need to develop analytic and evaluative skills to write effective argumentative essays, and learners need to be aware of the appropriate schematic structure, style, and register for effective presentation of their position. In addition, argumentative writing is highly demanded in university assignments, but unfortunately, most EFL students have difficulty arguing for or against an issue, in which they are required to find evidence to back up the claim presented and provide evidence to persuade readers of a controversial issue or adopt a particular action.

To document the problem of the study, the researcher conducted a pilot study on a sample consisting of 20 second-year students enrolled in the English section at the Faculty of Education, Benha University during the first semester of the academic year 2021/2022. The

researcher used an EFL argumentative writing test adopted from Mohammad (2020). The results of the test revealed that the students' level of EFL argumentative writing skills is low.

Statement of the problem

The problem of the present study could be stated as follows:

In spite of the importance of EFL argumentative writing skills among second-year students enrolled in the English section at the Faculty of Education, their level in them is low. Thus, the present study aims at investigating the effectiveness of using dialogic teaching in developing second-year students' EFL argumentative writing skills.

Questions of the study

To overcome this problem, the present research was an attempt to answer the following questions:

1. What are the EFL argumentative writing skills required for second-year English major students at the Faculty of Education?
2. What is the effectiveness of using dialogic teaching in developing EFL argumentative writing of second-year English major students?

Delimitations of the study

The present study will be delimited to the following:

1. Forty-five second-year students enrolled in the English section at the Faculty of Education, Benha University during the first semester of the academic year 2023-2024 .
2. Some EFL argumentative writing skills that are required for second-year students (claim, grounds, warrant, backing, qualifier, rebuttal, organization, unity, accuracy, and mechanics including 23 sub-skills).
3. Alexander's (2020) dialogic teaching framework (interactive setting, culture setting, learning talk, teaching talk, questioning, extending, discussing, and arguing).

Participants of the study

The participants of the study were randomly drawn from second-year students during the first semester of the 2023-2024 academic year.

The study group consisted of 45 students enrolled in the English section at Benha Faculty of Education.

Instruments of the study

To achieve the purpose of the study, the following instruments were developed and used by the researcher: an EFL argumentative writing skills checklist, EFL argumentative writing skills tests (pre and post equivalent forms) for measuring students' EFL argumentative writing skills and an analytical rubric for scoring them.

The EFL argumentative writing skills checklist

The EFL argumentative writing skills checklist was developed by the present study researcher to determine the EFL argumentative writing skills required for second-year English majors at the Faculty of Education, Benha University. It consisted of 10 EFL argumentative writing main skills with 23 sub-skills: 2 for claim, 2 for grounds, 2 for warrant, 2 for backing, 1 for qualifier, 2 for rebuttal, 3 for organization, 2 for unity, 4 for accuracy, and 3 for mechanics.

The EFL argumentative writing skills pre-and post-tests

The EFL argumentative writing skills tests were developed to measure EFL second-year English major students' argumentative writing skills before and after implementing the dialogic teaching. Two tests were developed by the present study researcher: pre-test and post-test (two equivalent forms). The pre-test was used to determine the study participant's level in some EFL argumentative writing skills before the treatment. The post-test was used to investigate the effectiveness of dialogic teaching in developing EFL argumentative writing skills for second-year English majors at the Faculty of Education after the experimental treatment had been carried out. The tests consisted of three parts. Part "I" aimed to measure claim, ground, and rebuttal skills. Part "II" aimed to measure unity, mechanics, organization, and accuracy. Part "III" aimed to measure the ten main skills (claim, grounds, warrant, backing, qualifier, rebuttal, organization, unity, accuracy and mechanics).

Validity of the EFL argumentative writing skills tests

To estimate validity, the EFL argumentative writing skills pre and post tests were submitted to 10 jury members in curriculum and EFL instruction. They were asked to state their opinions regarding the clarity of the test's instructions given to the student, appropriateness of the test for students' level, clarity of the test questions and relatedness of each question to the test objectives. The jury members agreed on the appropriateness of the test items to the skills to be measured. Clarity of the test instructions and questions, appropriateness of the tests for students' level and relatedness of each question to the test objectives were reported. Jury members recommended some modifications which were taken into consideration

Reliability of the EFL argumentative writing skills tests

For estimating the reliability of the argumentative writing skills tests, the researcher used the two following methods:

1. Cronbach's Alpha method:

The Cronbach's alpha coefficient was calculated for the items of the EFL argumentative writing skills test. Its value reached (0.863) which is a high value indicating that the test has a high degree of reliability.

2. Test-retest reliability:

The test was administered to a sample of students, then it was re-administered to the same sample with a two-week interval. The Pearson correlation coefficient was calculated between the students' scores in the two administrations using the SPSS program (V. 18). The value of the correlation coefficient between the two administrations in each skill as well as in the test as a whole was shown in the following table:

Table 2

Reliability coefficient for the EFL argumentative writing skills test using the test re-administration method (N = 30)

Main-skills	Claim	Grounds	Warrant	Backing	Qualifier	All Over the Test
Correlation	0.823**	0.781**	0.839**	0.781**	0.683**	
Main-skills	Rebuttal	Organization	Unity	Accuracy	Mechanics	0.948**
Correlation	0.894**	0.827**	0.628**	0.834**	0.673**	

It can be concluded from the previous table that the correlation coefficient in each of the skills as well as in the test as a whole is high and statistically significant at a significance level of (0.01) which confirms the reliability of the test.

Piloting and test timing

The EFL argumentative writing skills pre-posttests were piloted on (30) second-year students, other than the participants of the study, enrolled in the English section at the Faculty of Education, Benha University, on the 11th of November during the first semester of the academic year 2023-2024. Based on the results of the piloting of the test, it was found that the instructions of the test were clear; no comments from the students were made concerning the instructions, language, or the time allocated for answering the test. Besides, the topics were interesting for them.

Based on the results of piloting the EFL argumentative writing skills test, the time of the test was set. The time required for completing the EFL argumentative writing test was ninety minutes. It was calculated by the mode or median method. A median method is the most frequent number or value. The most frequent minutes were (ninety). Therefore, the overall time of the test was 90 minutes.

The rubric for scoring the EFL argumentative writing skills pre-and post-tests

For analysing and scoring the students' performance in the EFL argumentative writing skills tests, the researcher developed an analytical rubric. The rubric consists of ten main argumentative writing skills:

claim, grounds, warrant, backing, qualifier, rebuttal, organization, unity, accuracy and mechanics. The ten main skills include 23 sub-skills. The argumentative writing skills test was scored on a four-point Likert scale. Each skill in the rubric was rated from "4" to "1". "4" refers to the highest performance level, while "1" indicates the lowest performance level and made no attempt to write. Students were given "4" marks when they produced accurate writing. Students were given "3" marks when making a few mistakes that did not affect the meaning. Students were given "2" marks when making a lot of mistakes that may affect the meaning, and they were given "1" mark when making frequent mistakes causing significant problems.

Aim of the Dialogic Teaching Intervention (DTI)

The study aimed at developing EFL argumentative writing skills for second-year students enrolled in the English Section, Faculty of Education, Benha University. Therefore, by the end of the treatment, the participants would be able to:

1. Define what is dialogic teaching and its importance.
2. Define the EFL argumentative writing and its importance.
3. Express their opinions concerning controversial topics clearly.
4. Discuss and argue with each other.
5. Defend their own point of view and respect the other points of view.
6. Work collaboratively in pairs and groups.
7. Define the main topic and the author's point of view.
8. Recognise and write the claim and its types.
9. Establish reasons and evidence of different types behind the claim and assess their soundness.
10. Demonstrate how the grounds are logically connected to the claim.
11. Clarify the relation between grounds and warrant .
12. Indicate relevancy between grounds and warrant by using words such as most, perhaps, sometimes, usually, or always.
13. Write a well-developed introduction, body, and conclusion.
14. Implement appropriate transitions, logical connectors and adequate coherence markers throughout the essay.
15. Use a variety of vocabulary, the correct word formation, grammatical structures, prepositions, capitalization and appropriate punctuation marks throughout the essay.

Duration of the Dialogic Teaching Intervention (DTI)

The implementation of the DTI lasted for 5 weeks with three sessions per week from November 11 to December 16 during the first semester of the academic year 2023-2024. The duration of each session was ranged from 60 to 90 minutes.

Content of the DTI

The content of the DTI consisted of fourteen sessions. It begins with an orientation session that included an introduction about the intervention and its objectives for the study participants as well as what the EFL argumentative writing skills were going to learn, while the rest of the sessions were instructional sessions through which the EFL argumentative writing skills were developed among the study participants using the dialogic teaching.

The following aids were used in implementing the dialogic teaching: PowerPoint presentations, projector, laptop, handout, worksheets, sticky notes, pictures, and videos.

In addition, the following strategies and techniques were used during the dialogic teaching: group work, pair work, brainstorming, questioning, dialogue, argumentation, discussion, conver-stations strategy, snowball discussion strategy, philosophical chairs strategy, think-pair-square-share strategy , numbered heads strategy, the pyramid strategy, fishbowl strategy, friends without pens strategy, concentric circles strategy, turn and talk strategy, and graffiti wall strategy.

Implementation procedures of the DTI

I. Pre-assessment

Before implementing dialogic teaching, the EFL argumentative writing pre-test was administered to the participants of the study. The participants' answers were scored and analyzed. The results revealed that they have low levels of EFL argumentative writing skills.

II. Implementation of the the DTI

After the study participants were pretested, the experiment was implemented. It lasted for 5 weeks with three sessions per week from November 11 to December 16 during the first semester of the academic

year 2023-2024. The duration of each session was ranged from 60 to 90 minutes. Each session dealt with specific skills. The first session was an orientation session in which participants were supposed to know the definition of dialogic teaching, its objectives, importance, principles, and some of the EFL argumentative writing skills that the study participants were going to learn. While the rest of the sessions were instructional sessions. At the beginning of each session, the study participants were informed about the objectives of the session, the definition of the skill, the instructional materials, the teacher's role, and the student's role. Then, the students practice the specific EFL argumentative writing skills of the session through the use of dialogic teaching strategies and techniques. At the end of each session, the students were given some written activities related to the session to make sure that they achieved their objectives.

III. Post-assessment

At the end of the experiment, the EFL argumentative writing skills post-test was administered to the study participants to investigate the effectiveness of dialogic teaching in developing their EFL argumentative writing skills. The data were statistically analysed and interpreted. The results revealed that dialogic teaching is effective in developing the students' EFL argumentative writing skills

Evaluation techniques used in the study

The evaluation techniques used in the study included two types: formative and summative.

- **Formative evaluation:** It was used for assessing the participants' progress in EFL argumentative writing skills within each session for ensuring that the objectives of the session were achieved and for providing immediate feedback. The handouts and activities used provided the researcher with sufficient information about their progress in EFL argumentative writing skills.
- **Summative evaluation:** It was conducted at the end of the experiment by administering the EFL argumentative writing skills post-test to identify to what extent the program objectives have been achieved and investigate its effectiveness in developing the participants' EFL argumentative writing skills.

Results and Discussion

The overall aim of using dialogic teaching was to develop EFL argumentative writing skills for second-year students, enrolled in the English section at Benha Faculty of Education. To measure the effectiveness of the intervention, an EFL argumentative writing skills pretest was administered to the experimental group. Then the experimental group was post-tested using the EFL argumentative writing skills post-test to find whether there was a significant difference between the mean scores of the participants in the pre and post-assessment of EFL argumentative writing skills tests. Data was collected using the Paired-Samples t-test. The following tables and figures present the mean scores, standard deviations (S.D), t-value and level of significance of the pre-and post-assessment of the experimental group in the EFL argumentative writing skills tests.

Table 3

Findings of the t-test between the participants' mean scores in the pre- and post-assessment of EFL argumentative writing skills as a whole.

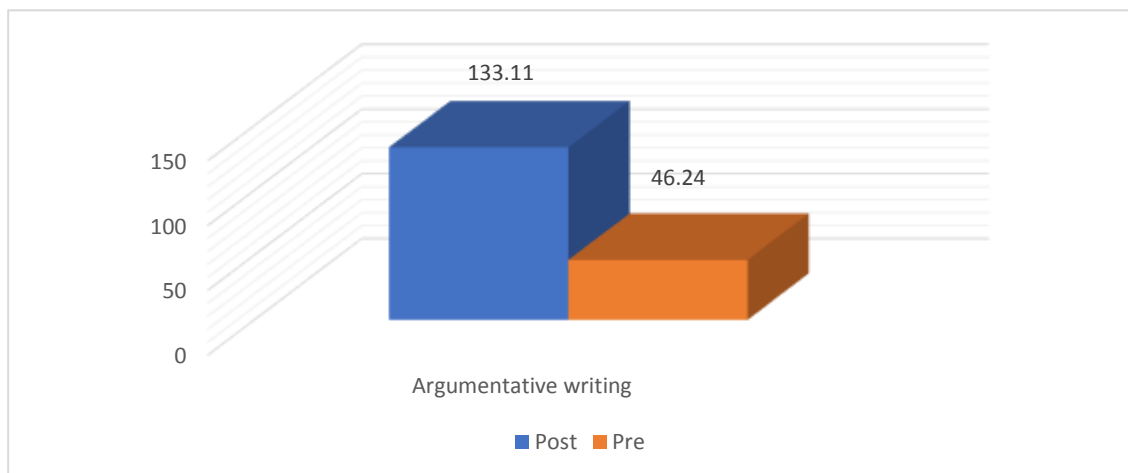
(N = 45) (DF = 44)

Skill	Full Mark	Test	Mean	Std. Deviation	t-value	α Sig	η^2
EFL Argumentative writing as a whole	152	Pre	46.24	4.7	91.279	0.01	0.995
		Post	133.11	5.38			

The following figure shows the difference between the mean scores of the study participants in the pre-and post-assessment of the EFL argumentative writing skills as a whole.

Figure 1

The mean scores of the study participants in the pre- and post-assessment of the EFL argumentative writing skills as a whole.



The above table and figure showed that there is a statistically significant difference at the level ($\alpha \leq 0.01$) between the mean scores of the study participants in the pre-and post-assessment for the EFL argumentative writing skills as a whole in favour of the post-assessment. In addition, the effect size of the experimental treatment η^2 on the aspects of the test was (0.995) which is a high and appropriate value higher than (0.14). This indicates that a large proportion of the difference is due to the experimental treatment. Thus, there is a highly significant effect of the experimental treatment on the EFL argumentative writing skills test as a whole.

Table 4

Findings of the t-test between the participants' mean scores in the pre-and post-assessment of EFL argumentative writing main skills.
(N = 45) (DF = 44)

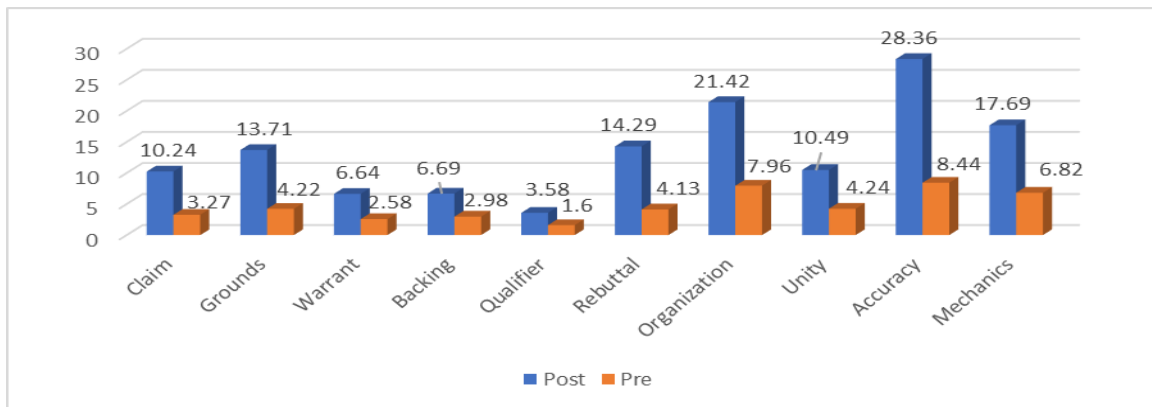
Main Skills	Full Mark	Test	Mean	Std. Deviation	t-value	α Sig	η^2
Claim	12	Pre	3.27	.86	37.385	0.01	0.969
		Post	10.24	1.09			
Grounds	16	Pre	4.22	1.38	34.562	0.01	0.964
		Post	13.71	1.39			
Warrant	8	Pre	2.58	.62	21.816	0.01	0.915
		Post	6.64	.93			
Backing	8	Pre	2.98	.89	19.564	0.01	0.897
		Post	6.69	1.00			
Qualifier	4	Pre	1.60	.75	12.575	0.01	0.782
		Post	3.58	.62			
Rebuttal	16	Pre	4.13	1.46	36.908	0.01	0.969
		Post	14.29	1.25			

Organization	24	Pre	7.96	1.98	37.959	0.01	0.970
		Post	21.42	1.41			
Unity	12	Pre	4.24	1.09	23.799	0.01	0.928
		Post	10.49	1.18			
Accuracy	32	Pre	8.44	1.94	43.458	0.01	0.977
		Post	28.36	2.04			
Mechanics	20	Pre	6.82	1.89	29.471	0.01	0.952
		Post	17.69	1.58			

The following figure shows the difference between the mean scores of the study participants in the pre-and post-assessment of the EFL argumentative writing main skills.

Figure 2

The mean scores of the study participants in the pre- and post-assessment of the EFL argumentative writing main skills.



The above table and figure show that there is a statistically significant difference at the level ($\alpha \leq 0.01$) between the mean scores of the study participants in the pre- and post-assessment for the EFL argumentative writing main skills in favour of the post-assessment. In addition, the effect size of the experimental treatment 2η on the main skills of EFL argumentative writing ranged between (0.782 - 0.977) which is a large value and greater than (0.14). This indicates a large effect of the experimental treatment.

Based on the previously mentioned findings, it can be concluded that the participants' performance in EFL argumentative writing skills has been significantly developed in the post-administration of the study instruments. This result may be attributed to the use of the dialogic teaching repertoires and strategies that the students were exposed to

during the experimental treatment. For example, the interactive culture repertoire of dialogic teaching helps the study participants to listen carefully to each other, encourage others to speak, and respect others' ideas. The interactive setting repertoire helps to encourage them to become active participants in their learning, facilitate a deeper understanding of the content, and express and share their ideas and thoughts.

In addition, in the learning talk repertoire, the students are exposed to different types of talk such as transactional talk, exploratory talk, deliberative talk, and evaluative talk. Furthermore, through using the teaching talk repertoire, the students are exposed to various strategies and techniques of dialogic teaching that entail students' active engagement and participation to complete tasks and achieve the intended learning outcomes. Moreover, one reason that has an evident effect on the students' improvement of the EFL argumentative writing skills is the use of the questioning, extending, discussing and arguing repertoires. The students are exposed to various types of argumentative writing tasks that help them to learn and practice the target skills.

Thus, it is clear that dialogic teaching has a positive effect on developing the EFL argumentative writing skills of the study participants. This result is consistent with the results of other previous studies such as (Divsar & Amirsoleimani, 2020; Fahim & Mirzaii, 2014; Latipah & Gunawan, 2021; Musa, 2019; Sueb et al., 2019; Wambsganss et al. 2021). These studies affirmed that using dialogic teaching can be beneficial for improving the EFL argumentative writing skills of university students. The results of these studies revealed that the teacher-student discussions in the instant messaging space raised the students' awareness of the need for employing engagement resources that allowed the discovery of repertoires through reasoning, problem-solving, and peer learning.

In addition, various uptakes of engagement resources show progressive achievements in the students' argumentative writing. Moreover, using dialogue-based learning applications has a beneficial use in fostering better argumentative writing skills of students such as the argumentative knowledge construction: unsupported claims, supported claims, limited claims, and supported and limited claims. Furthermore, the implementation of dialogues and dialogic interactions

enables regulation among peers for discussion, negotiation, and positioning on a topic, and facilitates the construction of collective knowledge that emerges in argumentative collaborative writing.

Consequently, it could be concluded that using dialogic teaching was effective in developing EFL second-year students' argumentative writing.

Recommendations of the study

Based on the findings of the study, the following recommendations are suggested:

1. More attention should be paid to the importance of EFL argumentative writing skills for second-year English major students.
2. Higher concentration should be paid to dialogic teaching principles and repertoires in designing EFL second-year students' courses .
3. There should be a greater focus on the effectiveness of dialogic teaching in developing the English language in general and EFL argumentative writing skills in particular.
4. Dialogic teaching repertoires, strategies, and techniques should be given more attention to help students express their points of view concerning controversial issues and accept others' perspectives as well.

Suggestions for further research

Based on the results of the present study, the following suggestions can be provided for further research:

1. Using dialogic teaching for developing EFL speaking skills of faculty of education students.
2. The effectiveness of dialogic teaching in developing creative thinking skills of faculty of education students.
3. The effect of dialogic teaching on developing EFL productive skills of faculty of education students.
4. The effect of dialogic teaching on developing EFL persuasive writing skills of pre-service teachers.
5. Using dialogic teaching for developing EFL critical writing skills of faculty of education students.

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