



عنوان البحث:
Using shared reading for developing some EFL
argumentative writing skills among secondary schoolers

الباحثة:
Basema Fawzy El Sayed Ibrahim



University of Sadat City
Faculty of Education
Dept. of Curriculum & Instruction

**Using shared reading for developing some EFL argumentative
writing skills among secondary schoolers**

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By

Basema Fawzy El-Sayed Ibrahim

Supervisors

Prof. Dr

Taher Mohammad AL-Hadi

Professor of Curriculum & EFL Instruction

Faculty of Education, Suez Canal
University.

Prof. Dr

Khamis Mohammed Khamis

Professor of Curriculum & Instruction

Dean of Faculty of Education
Sadat City University.

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ABSTRACT

Title: Using shared reading for developing some EFL argumentative writing skills among secondary schoolers.

Author: Basema Fawzy El Sayed Ibrahim

Supervisors: 1. Prof. Taher M. Al-Hadi 2. Prof. Khamis M. Khamis

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The present study aimed at investigating the effect of using shared reading on developing argumentative writing skills among secondary schoolers. 50 students from first year at Badr secondary school for girls, El -Tahrir Educational directorate, El Beheira governorate were the participants of the study. They were randomly selected and divided into two groups: experimental group (25) and a control one (25) during the first semester 2022- 2023. The study adopted the quasi experimental pre/ posttest design. While the experimental group received argumentative writing skills through shared reading reading based program, the control group received traditional instruction. An EFL argumentative writing skills test was the main tool of the study. Quantitative data were analyzed via SPSS program. The results of the study revealed that experimental group students' argumentative writing skills were noticeably improved and enhanced as a result of using shared reading based program. Therefore, the results showed that shared reading has a positive effect on developing secondary schoolers' argumentative writing skills.

Key words: Reading, shared reading, argumentative writing.

مستخلص البحث باللغة العربية

عنوان البحث: استخدام القراءة التشاركية في تنمية بعض مهارات الكتابة الجدلية لدي طلاب المرحلة الثانوية

اسم الباحثة: باسمة فوزي السيد ابراهيم

اشراف: أ.د. طاهر محمد الهادي

أ.د. خميس محمد

خميس

هدفت الدراسة الحالية الي التحقق من أثر استخدام القراءة التشاركية في تنمية مهارات الكتابة الجدلية لدي طلاب المرحلة الثانوية. و لهذا الغرض فقد تم اختيار (٥٠) طالبة من طالبات الصف الاول الثانوي بمدرسة بدر الثانوية بنات بادارة التحرير التعليمية - محافظة البحيرة وتم تقسيمهم عشوائيا الي مجموعتين احدهما تجريبية (٢٥) و الاخرى ضابطة (٢٥) و ذلك خلال الفصل الدراسي الاول من العام الدراسي ٢٠٢٢-٢٠٢٣. استخدمت الدراسة المنهج شبه التجريبي ذي التصميم القبلي/ البعدي. حيث تلقت المجموعة التجريبية مهارات الكتابة الجدلية من خلال برنامج قائم علي استراتيجيات القراءة التشاركية بينما تلقت المجموعة الضابطة تعليمها بالطريقة التقليدية. استخدمت الدراسة اختبار مهارات الكتابة الجدلية كأداة الدراسة الرئيسية. و لقد تم تحليل البيانات تحليلاً احصائياً باستخدام برنامج SPSS . أظهرت النتائج تحسناً ملحوظاً في مهارات الكتابة الجدلية لدي طالبات المجموعة التجريبية نتيجة لاستخدام البرنامج القائم علي استراتيجيات القراءة التشاركية و بالتالي فقد أظهرت النتائج الأثر الايجابي لاستخدام القراءة التشاركية في تنمية مهارات الكتابة الجدلية.

الكلمات المفتاحية: القراءة، القراءة التشاركية، الكتابة الجدلية.



Introduction

Reading is one of the receptive skills (reading and listening) that enables us to acquire a huge amount of information and take us around different worlds as well. Reading can be used to do different jobs (e.g. reading to critique; reading to evaluate and reading to construct new knowledge). It is a crucial skill in expanding people's minds and opening wide horizons in front of them.

Reading is a significant skill that should be mastered by all students, regardless of their school grade. This is because reading plays a crucial role as an essential activity in life, enabling individuals to continually update and expand their knowledge base (Brown, 2001). It is considered to be an interactive process in which readers have a conversation with the writer even though the writer is not present in the immediate environment. In that sense, teachers should be aware of that particular process and pay attention to incorporate related reading activities adopted or adapted to their own teaching practices accordingly, so that they can ensure students' interaction with the texts effectively.

According to Dorn and Soffos (2005), shared reading is an excellent complement to guide reading and comprehending strategies to be needed for independent reading. They claimed that shared reading strategy helps students in comprehending the text when they are reading. Once happened, they will be able to read independently.

On the other hand, Moss and Loh-Hagan (2016) defined shared reading as a strategy aimed at providing support for students who may not yet have developed independent reading skills. Shared reading serves as a method to initiate students into effective reading practices and to instruct them in strategies for extracting profound comprehension from their reading materials.



According to Gusneli et al. (2016), shared reading is a strategy used to help students when they find reading difficult, or when they are not able to read, or when they want to increase their ability in reading. This strategy makes reading process easier for students to get the point from the text and get new words or new vocabulary. Zhu (2011) describes argumentative writing as the act of forming reasons, making inductions, drawing conclusions, and applying them to the case in discussion; the operation of inferring propositions, not known or admitted as true, from facts or principles known, admitted, or proved to be true.

As an attempt to highlight the importance of persuasion in argumentative writing, Howell and Kemp (2002) define argumentative writing as an attempt to persuade by giving good reasons the students are typically asked to take a position on an issue or topic, explain and support the position with research from reliable and credible sources. Engaging into argumentative writing requires EFL learners to be equipped with deep information about the issue under question. When they are involved in shared reading, they may read about what is related to the current text and predict what is there.

1. Context of the problem

In the realm of English as a Foreign Language (EFL) education, the development of effective writing skills, particularly in the domain of argumentative writing, remains a significant challenge. The ability to construct coherent and persuasive arguments is not only essential for academic success but also crucial for fostering critical thinking and communication skills among secondary school students. Argumentative writing requires a nuanced understanding of language structure, vocabulary, rhetoric, and logical reasoning. However, the conventional methods of writing instruction often focus heavily on grammatical correctness and vocabulary acquisition, sometimes neglecting the holistic development of argumentative skills. Consequently, many EFL



secondary schoolers struggle to convey their ideas persuasively and coherently, hindering their ability to communicate effectively and engage in meaningful discourse.

Shared reading, a pedagogical strategy in which students and teachers read a text collaboratively, offers a potentially effective approach to address this challenge. Shared reading not only exposes students to a variety of texts but also provides a scaffolded environment where they can analyze, discuss, and interpret complex ideas within a supportive group setting. However, despite the potential benefits of shared reading, its impact on enhancing argumentative writing skills among EFL secondary school students has not been extensively explored.

This study seeks to bridge this gap in the literature by investigating the impact of the shared reading strategy on the development of argumentative writing skills among EFL secondary schoolers. By implementing shared reading sessions that focus on argumentative texts and engaging students in discussions that foster critical thinking and perspective analysis, this research aims to uncover whether shared reading can effectively enhance the students' ability to construct coherent, well-structured, and persuasive arguments.

2. Statement of the problem

The problem of the current study is stated as thus:

There is a research gap – to the best knowledge of the researcher –that handles developing EFL secondary schoolers' argumentative writing skills through shared reading strategy. Therefore, the researcher proposed that the current study might fill in that gap.

3. Questions of the Study

The current study attempts to answer the following main question:

What is the effect of shared reading strategy on developing argumentative writing skills among EFL secondary schoolers?



From this main question, the following sub-questions are derived:

1. What are the argumentative writing skills that can be acquired by EFL secondary schoolers?
2. To what extent do EFL secondary schoolers master the argumentative writing skills?
3. What are the features of a shared reading strategy for developing argumentative writing skills among EFL secondary schoolers?
4. How far is shared reading effective in developing argumentative writing skills among EFL secondary schoolers?

4. Hypotheses of the study

The following hypotheses were tested:

1. There is a statistically significant difference at 0.05 level between the mean scores of the shared reading group's argumentative writing skills pre-test and post-test in favor of the posttest.
2. There is a statistically significant difference at 0.05 level between the mean scores of the experimental group and the control group in the post administration of the argumentative writing skills test in favor of the experimental group.

5. Objectives of the study

This study aimed at:

1. Determining the features of a shared reading strategy for developing argumentative writing skills among EFL secondary schoolers.
2. Developing some argumentative writing skills among EFL secondary schoolers.
3. Assessing how far the shared reading strategy is more effective in developing argumentative writing skills among EFL secondary schoolers.

6. Significance of the study

The current study may be significant for pupils, teachers and curriculum designers. For EFL pupils; it is important to overcome the difficulties they face during learning EFL argumentative writing skills. It helps to provide students with opportunities of cooperation, interaction and communication between students themselves and between them and their teachers.

It is essential for EFL teachers to emphasize the significance of the shared reading strategy in EFL writing instruction and learning. They should encourage the utilization of innovative, nontraditional methods and foster supportive relationships with their students.

For EFL curriculum designers, this approach offers novel teaching methods for enhancing EFL argumentative writing skills, thereby fostering the motivation and proficiency of secondary school students in writing. Additionally, it equips them with comprehensive guidelines and procedures to effectively integrate the shared reading strategy into the instruction of EFL argumentative writing skills and other language competencies.

7. Delimitations of the study

This study was delimited to:

1. A sample of (50) EFL secondary schoolers randomly drawn from Badr secondary school for girls, El Tahrir Educational directorate in Markaz Badr, El Behira Governorate. They were divided into two groups: a shared reading group (n=25) and a control group (n=25).
2. The first term of the academic year 2022- 2023.
3. Some argumentative writing skills.
4. A program based on shared reading strategy.

8. Study Instruments

In order to achieve the study objectives, the following instruments were developed and used by the researcher:



1. An argumentative writing skills pre/posttest (DUST).
2. An argumentative writing skills checklist.
3. A rubric for argumentative writing skills test.

9. Definition of terms

Shared Reading can be operationally defined as an interactive pedagogical strategy in which a teacher and a group of students collaboratively read a selected text together. During these sessions, the teacher takes on the role of a facilitator, guiding students through the text, promoting active engagement, and fostering discussions to enhance comprehension and critical thinking. Shared Reading involves open conversations about the text's content, structure, vocabulary, and underlying ideas, aiming to promote a deeper understanding of the material and to develop students' reading and analytical skills. This approach often encourages students to participate actively, ask questions, share interpretations, and connect the text to their own experiences, ultimately promoting meaningful language learning and literacy development.

Argumentative writing

EFL (English as a Foreign Language) Argumentative writing can be operationally defined as the process of composing written texts in English, primarily within educational settings, where students construct coherent and structured pieces that present a well-defined standpoint on a specific topic. This form of writing entails systematically formulating and supporting arguments using relevant evidence, logical reasoning, and persuasive language. Operationally, EFL Argumentative writing involves students selecting a clear thesis statement, organizing content into introductory, body, and concluding paragraphs, and employing appropriate transitions and cohesive devices to ensure the logical flow of ideas. Furthermore, students engage critically with potential counterarguments and integrate them thoughtfully to strengthen their



own position. EFL Argumentative writing is characterized by its emphasis on effective communication, critical thinking, vocabulary usage, grammar accuracy, and the utilization of rhetorical strategies to convince readers of the validity of the presented viewpoint.

Review of literature

The concept of shared reading

Shared reading is defined as a strategy that scaffold student reading the textbooks they may not read themselves. Shared reading is not only a way to introduce for students how to read well, but also teach them the way to gain the deep understanding from what they read (Moss and Loh 2010, pp.18). Kristiaw (2016) stated that shared reading strategy is a strategy used to help students when they find difficulty or not able to read and increases the ability of students in reading. This strategy makes reading process much easier for the students to get the gist from the text and get new words or new vocabulary. According to the reading resource book (2013) shared reading is “A teacher-managed blend of modelling, choral reading, echo reading, and focused discussion”.

Theories behind shared reading

Theoretical foundations of shared reading are varied and overlapping as it is mentioned below. Knowledge is a human product that is socially constructed through interaction with others. According to this viewpoint, knowledge cannot be constructed without the process of interaction (Ernest, 1999). This perspective asserted that shared reading which based on interaction emerged out of the principles of vygotsky’s constructivism. Vighnarajah et al. (2008) suggest that the social constructivist concept of interaction plays an essential role in helping students to be more active participants in the classroom. When students become involved in discussions with their teachers as well as one another, learning shifts from being teacher centered to student centered. Knowledge and



understanding are not received from others so much as actively constructed by the learner is the main idea of constructivism. The active role of the learners means that language should be used by them socially to make meanings understood.

Rationales for using shared reading

As a collaborative learning style, shared reading can be used with small groups or a whole class group. It provides an unstressed context in which the reading process can be modelled and the use of effective reading strategies can be encouraged. Enlarged texts such as big books or texts on an overhead transparency are used so that all students are able to see the text being read. The focus is on meaning as the teacher does most of the reading and encourages students to read along at different points over a period of time, providing the opportunity to use the text for different teaching purposes and for the students to engage with the text on multiple occasions.

The teacher's role during shared reading

In the classroom, the teacher, as stated by Heller (1999, p. 14), plays the role of providing supportive tools to each learner, enabling them to successfully accomplish tasks. Teacher's modelling, positive responses to work in progress, and illustrations are various forms of teacher's scaffolding. Moreover, students may improve their language in collaborative environment with peers as they interact in settings formed by cooperative learning groups.

The student's role during shared reading session

During shared reading, students have a great role as they get rid of being negative learners. In traditional leaning, they used to listen to their teachers negatively without any participation which makes the learning process boring



and discouraging. However, in shared reading students should share, collaborate, discuss, do activities, tasks and so on.

Relationship between shared reading and argumentative writing

The interaction between the teacher and students, as well as the collaboration among students themselves during shared reading, encompasses more than simply reading the text. It also involves discussions about the text, which is regarded as the foundation of the teaching-learning process. These discussions aid students in enhancing their cognitive and metacognitive skills, subsequently influencing their writing, comprehension, and overall thinking abilities. It is important to emphasize that the ultimate objective of the teaching-learning process is to cultivate adept readers and writers. Proficient readers often excel in writing, and vice versa. Reading and writing are not separate entities, but rather integral components of a communicative process.

Conception of argumentative writing

Argumentative writing is one of the most complex writing genres which secondary schoolers find it difficult to master. Connor (1996), Hinkel (2002) and Baker, et al. (2013) define argumentative essay as a writing genre which requires the learner to examine a topic; collect, generate, and assess evidence; and establish a position on the topic in a brief manner. Additionally, the writer becomes a critical thinker so as to justify his point of view. This type of writing appeals to the reasoning and the logic. When the writer tries to persuade his audience that his opinion is valid, he has to do a lot of research and gather facts and evidence besides his personal idea. While the writer must acknowledge opposing views on the subject, an argumentative essay is inherently biased and subjective.



Argumentative writing significance

Argumentation is the process in which a person provides evidence and explains reasoning to support her/ his claims when he/ she makes a claim about specific issues (Fan, et al., 2019). In this study, argumentative writing is the writing genre in which the writer mentions his/ her point of view on a controversial issue and strengthens his/her point of view with arguments in order to make the audience change their mind on the controversial issue to reflect his standpoint. Hence, the purpose of argumentative writing is to the opinions of those readers who may not agree with the writer's view.

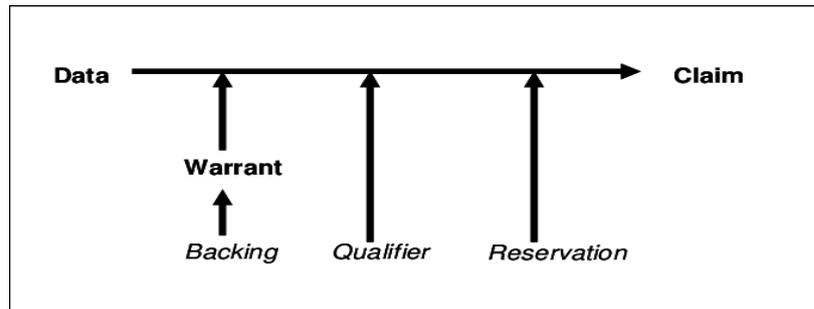
Argumentative writing is undeniably significant to language users. Additionally, it is important as it enables students become reflective and critical thinkers. It helps learners organize their ideas and stimulate thinking. Moreover, it reinforces learners' ability to analyze, criticize and summarize. As a result, it provides students with a democratic atmosphere to engage in and allows them to take part in a positive discussion in the classroom. Argumentative writing is an essential skill which students need for faculty and career.

Components of argumentative writing

Developing a position or a standpoint is considered the main component of argumentation. Moreover, the second component is how to present that position through backing it with essential data and evidence. Thirdly, the counterclaim should be presented with appropriate rebuttals (Wingate, 2012).

Toulmin proposed a model of argumentation which has been extensively adopted in research on both L1 and L2 argumentative writing and used as a framework for analysis (Hitchcock, 2005; Voss, 2005; Davies, 2008; Qin and Karabacak, 2010; Liu and Stapleton, 2014; Stapleton and Wu, 2015; Abdollahzadeh et al., 2017).

Figure 8. Toulmin's model of argumentation



Source: Jorgensen et al (2005).

This figure graphically shows the components of Toulmin's model. The components which are written in bold are the prime elements while those in italic are the secondary ones. This model of argumentation can be stated as a layout of argument. It is noteworthy that when evaluating and/or constructing arguments, this layout of argument is useful for the students as a mental model.

Argumentative writing purpose

Argumentative writing aims to present a stand point to the reader; explain and clarify it to convince the reader to accept this point of view. The major aim of AW is to influence the reader by presenting facts and reasons in such a way they are accepted. Indrilla & Ciptaningrum, (2018) and Setyowati et al. (2017) state that the reasons which convince readers to believe the writers and accept their conclusion can vary in their content and structure. However, they always have a set of claims presented as reasons for accepting some further claims and intended to persuade their audience. Therefore, the purpose of AW according to Schneer (2014) is to persuade the reader of the central proposition.



Assessing argumentative writing

Measuring the quality of argumentation is always the concern of students, teachers and researchers for it can check the outcomes so as to give drawbacks to argumentative teaching and learning and help students know how they can develop. Consequently, different rubrics are applied to testing argumentative writing proficiency. Traditionally, three approaches have been employed to assess students' writing: holistic, analytic, and objective scoring. This study will specifically concentrate on the analytic scoring rubric

Design and variables of the study

In this research, the quasi- experimental design was used in order to identify the effectiveness of the suggested strategy (shared reading) on developing argumentative writing skills. Also, it was used to measure the effect size of the independent variables (shared reading) on the dependent variables (argumentative writing skills).

Participants

The sample of the study was selected randomly from the EFL first year general secondary students of Badr Secondary School for Girls, El Tahrir Educational Directorate, El Beheira Governorate. The participants of the study consisted of (50) students distributed into two groups, an experimental group (shared Reading group) and a control one of (25) students.

Instruments

In order to test the hypotheses of the study, the researcher developed a number of instruments for her study. The instruments included: 1) an argumentative writing skills checklist, 2) a pre/post argumentative writing skills test and 3) a rubric for argumentative writing skills test.

The argumentative writing checklist

After reviewing literature and related studies in argumentative writing, the researcher found that the relevant literature has a large number of skills and every researcher is able to divide them according to the nature of his/ her research (participants and variables). Hence, the researcher prepared a list of argumentative writing skills that could be used in the field of TEFL at the secondary level. The initial form of checklist consisted of 25 skills, thought to be suitable for the first year EFL secondary students, was constructed (see Appendix A). Those skills were logically organized so as to suit the students' stage and the nature of the topics they were asked to write in.

Checklist validity

In order to validate the argumentative writing checklist, it was submitted to a panel of jury members at some faculties of Education in Egypt. The jury members were asked to determine the degree of importance, relevance and suitability of each skill to the first year secondary students.

An argumentative Writing Skills Checklist (Final form)

No	Argumentative writing skills
1	Writing a well- organized argument.
2	Providing varied and relevant examples.
3	Giving detailed reasons with powerful evidence and adequate data.
4	Evaluating other's opinions.
5	Refuting others' fallacies.
6	Using inductive reasoning.



7	Using deductive reasoning.
8	Using causal reasoning.
9	Appealing to different relevant authorities.
10	Reaching sound and reliable conclusions.

a. The Argumentative Writing Skills Test (AWST)

Purpose of AWST

This test was primarily constructed in order to measure the participants' level on the predetermined ten argumentative writing skills before and after implementing the suggested strategies.

AWST description

Based on the predetermined argumentative writing skills, the final version of the argumentative writing skills test (AWST) was built. The test was an argumentative essay writing. The test consisted of two parts; the first part contains the purpose of the test and test instructions. The second part of the test consisted of three argumentative topics; students had to select one topic of them to write about.

Test validity

In order to validate the test, the researcher used different aspects of validity: a) content validity and b) face validity.

Test reliability

The researcher used Cronbach's Alpha method by (SPSS) program in order to calculate the reliability of the argumentative writing skills test.



Material

Shared reading strategy

Aims of shared reading strategy

These suggested strategy (shared reading) aims at developing some argumentative writing skills necessary for first year EFL secondary students.

The objectives of the shared reading strategy

The initial leading aim of the suggested strategy was identifying and developing argumentative writing skills required for the first year EFL secondary students.

Simply, the suggested strategy aims at developing:

1. Writing a well- organized argument
2. Providing varied and relevant examples
3. Giving detailed reasons with powerful evidence and adequate data
4. Evaluating others' opinions
5. Refuting others' fallacies
6. Using inductive reasoning
7. Using deductive reasoning
8. Using causal reasoning
9. Appealing to different relevant authorities
10. Reaching sound and reliable conclusion

Description of shared reading Strategy based Program

The program consists of 11 sessions including an introductory session and a thank- you one. Each session deals with a number of skills that covers the dependent variable of the study.

The units are given the titles of the reading passages. Each unit is divided into three lessons: Lesson one (reading comprehension), lesson two (parallel



reading in focus (PRIF)), and Lesson three (deep understanding oral and written activities).

In Lesson 1, reading topics are varied and different especially in the level of complexity and length, some of the readings are complex but others are not, and some are long but others are not. All the topics are controversial so as to provide students with the opportunity to compare and contrast between different points of view and discuss the topic from different aspects. Additionally, they develop and deepen comprehension which, in turn, leads to creativity.

Lesson 2 includes a theoretical background of deep understanding, a content analysis of the reading done by the students in the light of the theoretical background which introduced at the beginning of the lesson.

Lesson 3 consists of different kinds of activities (oral and written). Their aim is to strengthen discussion, and deepen understanding.

Findings and the results of the study

Results related to the first Hypothesis

“There is a statistically significant difference between the mean scores of the shared reading group’s argumentative writing skills pre-test and post-test” is the first hypothesis of the study. Paired samples t- test and effect size were used as statistical procedures in order to verify this hypothesis. The results of the t- test and the effect size were shown in the following table.

Table 1. The differences between the mean scores of the shared reading group students on the pre and post administration of argumentative writing skills test.

Measures	N	M	Std	t-value	Df	Sig.	Effect size
Pre-test	25	5.56	5.065	20.36	24	.000*	.945
Post-test	25	17.88	6.02			Sig.	High



*Significant at 0.05

Table (1) indicates that the students' mean score in the pre administration of the argumentative writing skills test is (5.56), whereas the students' mean scores in the post administration of the argumentative writing skills test is (17.88). Thus, the shared reading group students' mean score in the post administration of argumentative writing skills test was higher than their mean score in the pre administration of the argumentative writing skills test.

Additionally, the above table shows that the calculated t-value, which reached (20.36), indicates a high significant statistical difference between the students' mean scores in the pre and post- administration of the argumentative writing skills test in favor of the post one. Thus, it was concluded that using shared reading strategy enhanced students' argumentative writing skills.

Moreover, the effect size of the independent variable (Shared reading) was calculated so as to measure the size of practical effect caused by shared reading strategy on argumentative writing skills developed among the shared reading group students. According to the table above, the shared reading strategy yielded high and substantial effect size (.945). Consequently, the first hypothesis was justified and accepted. The following figure illustrates these results.

Figure 1. The difference between the mean scores of the shared reading group on the pre and post administration of argumentative writing skills test.



Results related to the second hypothesis

The researcher justified the following hypothesis which states that “There is a statistically significant difference at 0.05level between the mean scores of the experimental group and the control group in the post administration of the argumentative writing skills test in favor of the experimental group”. The descriptive statistics of the three groups in the argumentation writing skills as the following:

Table 2. The difference between the mean scores of the experimental group (shared reading group) and the control one in the post administration of the argumentative writing skills test.

Group	N	Mean	Std.	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Control	25	6.64	5.52	4.36	8.91
Shared reading group	25	17.88	6.02	15.39	20.36



It is obvious that the mean score of the control group is less than the mean score of the shared reading group. In addition, The descriptive table above shows some very useful descriptive statistics, including, standard deviation and 95% confidence intervals for the dependent variable (argumentative writing) for each individual group (control group and shared reading group. The results explained by the descriptive analysis verified the second hypothesis and confirmed the statistical difference between the experimental group and the control group in favor of the experimental group.

Discussion

The purpose of the current study was to develop EFL argumentative writing skills through using a shared reading strategy. Results indicated that shared reading is effective in developing students' EFL argumentative writing skills. It was obvious that the experimental group outperformed the control group in the argumentative writing test. It is apparent that shared reading provided students with a supportive and secure learning atmosphere which helped them (especially those who were reluctant and shy) participate in discussions, conversations, debates and many other oral and written activities before, during and after the reading process. In general, the atmosphere of the shared reading class encouraged students to participate, think and enjoy what they are doing. As a result of prevailing nonthreatening atmosphere, students became more confident, and they could organize their writing, utilize appropriate vocabulary and expressions. Therefore, their writing apprehension started to reduce and they felt that their EFL writing abilities enhanced.

Conclusions

Based on the previous results, it can be ensured that the shared reading strategy was effective in developing first year secondary school students' EFL argumentative writing skills.



Recommendations

1. More emphasis should be given to shared reading strategy as an interactive strategy which can support students' language acquisition.
2. EFL teachers need to utilize motivating strategies so as to enhance their ability to write argumentatively and express their thoughts and feelings freely.

Suggestions for further research

1. The effectiveness of shared reading strategy in improving EFL secondary school students' reflective thinking.
2. The effect of shared reading strategy on developing EFL prep stage students' reading comprehension.



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