

**THE EFFECT OF GRAPHIC ORGANIZERS AND INSTRUCTIONAL
SCAFFOLDING ON ARGUMENTATIVE WRITING
PERFORMANCE AMONG TESL
UNDERGRADUATES**

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degree of Doctor of Philosophy (Education)

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DECLARATION

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I hereby declare that this dissertation is the result of my own work, except for quotations and summaries which have been duly acknowledged.

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ABSTRACT

The present study investigated the effect of graphic organizers and instructional scaffolding on argumentative writing performance among TESL undergraduates. The study employed a quasi-experimental research using the pre-test and post-test design involving 90 TESL undergraduates being placed equally in three different groups underwent lessons on argumentative essay writing using different delivery modes, namely 'Graphic Organizer with Instructional Scaffolding' (GOIS), 'Graphic Organizer without Instructional Scaffolding' (GONI) and 'No Graphic Organizer No Instructional Scaffolding' (NGNI). The TESL undergraduates went through the different delivery modes comprising of four stages of learning for a duration of four weeks. During the intervention period, three small groups of TESL undergraduates from the GOIS and GONI delivery modes were video-recorded to investigate on how they communicate in their groups. After the intervention, a semi-structured interview was carried out. A total of 9 students (GOIS, n=3; GONI, n=3; NGNI, n=3) were interviewed and the interviews were audio-recorded. The one-way ANCOVA was used to analyse the argumentative writing performance among the TESL undergraduates. The percentages were used to compare the overall percentages of Communicative Acts (CA's) between the GOIS and GONI delivery modes while the qualitative data from the semi-structured interview of the three delivery modes were analysed using the constant comparative approach. Results showed that the group which underwent the GOIS delivery mode performed significantly better in the overall argumentative essay writing performance ($p < .05$) compared to their counterparts in the GONI and NGNI delivery modes. Additionally, in terms of the overall frequency of conjunctions and overall frequency of argumentative elements, the results indicated that both the GOIS and GONI groups performed significantly better ($p < .05$) than the NGNI group. In terms of overall percentages of Communicative Acts (CA's), the GONI group outperformed the GOIS group. The findings from the semi-structured interview revealed that the GOIS group experienced learning better compared to the GONI and NGNI groups. The research confirmed that the GOIS and GONI delivery modes are effective in enhancing argumentative writing performance among TESL undergraduates. In line with this, the research ends with a recommendation for educators to adopt these delivery modes in the future to ensure that undergraduate students' argumentative writing skills are enhanced.

Keywords: Graphic Organizer, Instructional Scaffolding, Argumentative Essay Writing, Sociocultural Theory

**KESAN PENGANJUR GRAFIK SEBAGAI PERANCAH PENGAJARAN
KE ATAS PRESTASI PENULISAN ARGUMENTATIF
DIKALANGAN SISWA/SISWI TESL**

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ABSTRAK

Kajian ini bertujuan meneroka keberkesanan penganjur grafik sebagai perancah pengajaran ke atas prestasi penulisan argumentatif dalam kalangan siswa/siswi TESL. Kajian ini menggunakan rekabentuk kuasi-experimental berdasarkan teknik praujian dan pascajian melibatkan siswa/siswi TESL seramai 90 orang dari kolej universiti tempatan yang ditempatkan dalam dalam tiga mod pengajaran yang berbeza dan dirujuk sebagai "Perancah Pengajaran Penganjur Grafik" (GOIS), "Penganjur Grafik Tanpa Perantaraan Pengajaran" (GONI) dan kaedah kuliah sebagai keadaan kawalan yang dirujuk sebagai "Tiada Penganjur Grafik Tiada Perancah Pengajaran" (NGNI). Ketiga-tiga mod pengajaran melalui empat tahap pembelajaran selama empat minggu. Sewaktu tempoh pengajian, perbualan tiga kumpulan kecil siswa TESL dari mod penghantaran GOIS dan GONI telah dibuat rakaman video bagi menyiasat bagaimana mereka berkomunikasi sewaktu berada di dalam kumpulan masing-masing. Selepas kajian, temubual separa berstruktur telah dijalankan ke atas 9 siswi TESL (GOIS, n=3; GONI, n=3; NGNI, n= 3) melalui rakaman audio. ANCOVA sehalu telah digunakan bagi menganalisis prestasi penulisan esei argumentatif antara tiga mode penghantaran. Manakala peratusan telah digunakan untuk mengira dan membandingkan keseluruhan Akta Komunikatif (CA) yang digunakan di antara mod penghantaran GOIS dan GONI. Sedangkan data kualitatif dari temubual separuh berstruktur dianalisis menggunakan teknik analisis komparatif konstan. Keputusan pengajian menunjukkan bahawa mod penghantaran GOIS menunjukkan prestasi yang lebih baik dalam keseluruhan penulisan esei argumentatif ($p < .05$) berbanding mod penghantaran GONI dan NGNI. Dari segi kekerapan keseluruhan konjungsi dan kekerapan elemen argumentatif, kedua-dua mod penghantaran GOIS dan GONI telah menunjukkan keputusan yang lebih baik ($p < .05$) berbanding mod penghantaran NGNI. Dari segi peratusan keseluruhan bagi Akta Komunikasi (CA), mod penghantaran GONI telah mengatasi mod penghantaran GOIS. Selanjutnya, penemuan dari temubual separuh berstruktur menunjukkan bahawa kumpulan GOIS mengalami pembelajaran yang lebih baik berbanding dengan kumpulan GONI dan NGNI. Penyelidikan ini mengesahkan bahawa mod penghantaran GOIS dan GONI berkesan dalam meningkatkan prestasi penulisan esei argumentatif dalam kalangan siswa/siswi TESL. Selaras dengan ini, penyelidikan ini berakhir dengan cadangan bagi warga pendidik untuk mengguna pakai mod penghantaran ini pada masa akan datang bagi memastikan kemahiran menulis esei argumentatif bertambah baik dalam kalangan siswa/siswi TESL.

Kata Kunci: Penganjur Grafik Penulisan, Perancah Pengajaran, Esei Argumentatif, Teori Sosiokultural

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LIST OF ABBREVIATIONS

ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
CA	Communicative Act
EFL	English as a Foreign Language
ESL	English as a Second Language
GOIS	Graphic Organizers and Instructional Scaffolding
GONI	Graphic Organizers No Instructional Scaffolding
NGNI	No Graphic Organizer No Instructional Scaffolding
SPM	Sijil Pelajaran Malaysia
SPSS	Statistical Package for Social Sciences
TESL	Teaching English as a Second Language
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Mastering the writing skill is the most challenging and difficult task compared to other language skills (Tayib, 2015). Writing and mastering the argumentative essay although found to be challenging, is a key skill for writing success (Thompson, 2017) and acknowledged as significant for “*general life purposes*” (Dastjerdi & Samian, 2011, p.68). Likewise, presenting arguments from monologic to dialogic cognition of others’ ideas (Egglezou, 2016) as well as in written form is vital as it plays an important role in the social, academic and professional success (NCES, 2012 as cited in Wilson, 2014). The ability to write a quality argumentative essay was noticed to promote the cognitive ability of students to think critically, solve problems, generate and justify solutions, formulate ideas and make decisions (Cho & Jonassen, 2002). Thus, being able to write a good argument is believed to help students to develop their critical thinking and research skills as well as to develop and logically defend a position (Thompson, 2017).

The essay writing assignments (such as the argumentative writing) is central to most English as a Second Language (ESL) courses in tertiary education in Malaysia (De Rycker & Ponnudurai, 2011) and also regarded as an essential form of written discourse specifically in Malaysian University English Test (MUET). The writing component in MUET has been identified as an essential component for undergraduates and contributes as the second highest weighting 30% of the overall test (Kanestion et al., 2016). In the component, students are expected to write an argumentative essay. Thus, it becomes

imperative to provide sufficient mastery of the argumentative skills among students as MUET is a requirement for entry into graduate programmes.

However, argumentative writing is not an easy communicative task because it requires complex cognitive and linguistic skills (Nippold & Ward-Lonergan, 2010) and appropriate use of conjunctions as it connects paragraphs, sentences and clauses (Uzun, 2017). The argument is the essence of critical thinking that entails making a case to sustain a claim, identifying supporting evidence from various sources that connect the claim reasonably, using warrants that support the connections between the claim and the supporting evidence as well as backing the warrants with support (Hillocks, 2011). Thus, undergraduates are urged to master all the above-mentioned skills not only in TESL but also in all other courses to create reliable and persuasively written arguments based on acceptable logical support (Botley & Hakim, 2014). In essence, the ability to write an argumentative essay at the tertiary level does not only assist undergraduates to become critical thinkers, but also reflective thinkers (Ponnudurai, 2011) who are able to convey personal opinions effectively (Ka-kan-Dee & Kaur, 2015).

Despite its importance, the argumentative essay is yet to become a priority in the secondary-school curriculum. Many young adults enter tertiary education without the skills needed to think critically and to construct cogent arguments (Kellogg & Whiteford, 2009). Previous studies have discovered that ESL students at the tertiary level lack proficiency in writing argumentative essays (Spawa & Hassan, 2013). Based on a study conducted by Saadiah Darus (2009 as cited in Mohamed, 2016), Malaysian ESL students are weak in their writing proficiency and encounter many challenges using appropriate words and phrases to convey ideas even though they have been learning the English language for several years. Additionally, Bipinchandra et al. (2014) also discovered that

students are not able to relate their ideas in writing as it focuses more on the product than the process of writing and they are not able to grasp the skills needed due to lack of time, especially during group-based activities. On the other hand, Intaraprawat (2002 as cited in Saito, 2010) asserted that students' inability to compose effective argumentative essays may lie in the difficulties to take a position on controversial issues, provide reasons or supporting evidence to convince or accept their position.

According to Ponnudurai (2011), students at the tertiary level were found to be fluent in their spoken language but unfortunately, they were not able to make discernment, arguments, support or even make reflections in their argumentative writing due to insufficient content. In addition, they were also found to have difficulties in using appropriate vocabulary in their writing. Along with this, students were also found to encounter problems using complex syntactic patterns, choosing suitable elements of arguments in composing argumentative essays or arguing and proposing a convincing thesis statement in their argumentative writing (Ka-kan-Dee & Kaur, 2015). Scholars had also noticed that students lack implicit knowledge about the argumentative conventional pattern, providing clear supporting evidence and refutation (Udomyamokkul, 2004 as cited in Saito, 2010) and have limitations in the use of conjunctions (Mohamed, 2016; Uzun, 2017; Muftah, 2014). As a result, argumentative writing appears as the most challenging type of writing (Ponnudurai, 2011).

One of the reasons for the challenges faced in the argumentative essay writing is the inappropriate teaching methods (Tayib, 2015) and the current instructions used by trainee teachers in argumentative writing was found to be rather instructor-centered and exam-oriented (Bipinchandra et al., 2014). The lecture method which is employed during instruction in higher institutions had failed to provide appropriate support and scaffolding

for the students to write (Hussin, 2008). The lecture method, according to Hussin (2008), requires not only good linguistic competence among educators but also advanced critical thinking skills such as presenting logical and convincing arguments, generating and justifying ideas and evaluating facts to form judgments. Apart from this, although the lecture method has been conceived as a valuable teaching approach for pedagogical reasons, at the same time it is acknowledge that there is a need for the particular method to be improved by incorporating more dialogic and interactive teaching and learning approaches (French & Kennedy, 2016). According to Zakrajsek (2018), the lecture method can have negative on impact students' learning as it is always linked to lecturer's ineffectiveness of delivering the lesson such as monotone deliveries, boring slide presentation and distributing notes that contain old information.

Further, Sandy Mann (2009) also claimed that the lecture method does not offer much room for interaction or active learning environment for students. Sandy Mann's findings were further collaborated by Kelly (2017) who affirmed that most college courses are lecture-based for it is and still known as the dominant time-tested instructional method. The lecture method is straightforward and the instructors are the sole source of information with complete control over the lesson. However, according to Kelly (2017), although the lecture method can be very engaging as many educational institutions offer faculty recorded lectures for students, yet, students may also find lectures boring as they are not able to ask questions, challenge each other's thinking, there is no grouping for differentiation and there is no opportunity for instructors to check for students' understanding. Briefly, the lecture method has been found to be dull and dreary, as evidenced by Berk's (2009,p.3) research that indicated "*about 50% of college students are unmotivated, disinterested and disengaged from classroom instruction*".

Additionally, the way students experience learning (Abdul-Hafid Kamil, 2012; Lap & Truc, 2011), teachers' practice on teaching and delivering their writing instructions as well as failure to employ effective feedback mechanisms were found to be among the reasons that promote writing difficulties among students (Sahin, Bullock & Stables, 2002). Budimlic (2012) asserts that most instructors give feedback as a one-way practice to assess students' achievement, but the type of feedback in the form of dialogic interaction between student-teacher and student-student at the end of a lesson can be valuable for both parties in helping them to improve and refine their learning and teaching process. According to Vacca, Vacca and Mraz (2011), active engagement in social interaction among students enables them to shoulder their responsibility towards learning. However, Mercer (2008) and Harvey (2011) suggested for the use of exploratory talk among students through adult guidance to attain higher-order thinking, improvement of reasoning skills and to become more sophisticated users of the language. But, Zulkurnain and Kaur (2014) pointed out that educators fail to create interactive learning experiences to improve the knowledge of undergraduates in English language (such as the argumentative writing) and this has resulted in poor language proficiency among those groups (Malaysia Today, 2005). Further, Spawa and Hassan (2013) pointed out that undergraduates experience difficulties in getting employment due to their poor English language proficiency.

Moreover, various impressions of learning among students have been linked to educators' qualities such as teaching experiences, the field of expertise, the amount of knowledge, competencies, training, and professional development (Kepol, 2017). But, although these qualities are necessitated for educators, Goh (2008) discovered that educators did not possess the necessary qualities and there is a lack of pedagogical knowledge. They were found to have problems in directing and supporting their students

in comprehending concepts and assisting them to correlate their prior knowledge to new thoughts. Therefore, the problem “*had manifested itself in the absence of expertise in the subject matter, unimaginative teaching, inability to relate concept to real situation and the lack of useful and timely feedback*” (Goh, 2008, p.66). Additionally, Tucker and Storage (2005) also pointed out that the educators’ teaching quality not only has an effect on how much students learn but also has an effect on students’ achievement.

Apart from that, although large classes were found to be challenging and rewarding in terms of teaching writing, large classes can also hinder direct instruction for teaching writing where educators pay limited attention to students (Imtiaz, 2014, p.251). As a result, the educators were not able to convince all the students to take part in the task which caused the sideline to students who are passive (Kiggundu & Nayimuli, 2009; Sosibo & Nomlomo, 2014). According to Fisher (2011), classroom discourse patterns have been accused to be monologic as well as dominated and shaped by the educator, thus it calls for more active participation to develop intersubjective understanding in the classroom. Therefore, to avoid problems faced by instructors in larger classes, overdependence on group work had become a trend in higher education as it was discovered to be helpful for students to apply knowledge and important learning outcomes through interaction with their peers (Elgort, Toland & Smith, 2008). Conversely, Burke (2011) is of the view that believes group work does not really help students to collaborate effectively with their peers unless instructors facilitate effective collaborative learning environments for them. A study conducted by Kwon (2014) on students’ perspectives about group work and academic writing in higher education discovered that group work does not work for students. They found that students had the following problems; Firstly, communicating with peers who are not proficient and secondly, difficulties in accepting ideas from group members. As a result, this has been found to slow down the group work

progress. Therefore “*classroom interaction should fulfill certain prerequisites to support students’ learning and benefit students’ shared knowledge building*” (Muhonen, 2018, p.12). Among these prerequisites include educators’ teaching practices and teacher-student interaction which are believed to enhance students’ motivation (Lerkkanen et al., 2012 as cited in Muhonen, 2018).

Additionally, O’Donnel and Sharp (2012) claim that the use of e-learning tools has totally changed the way educators deliver their coursework materials but Konstantinidis, Tsiatsos, Demetriadis and Pomportsis (2011) claimed that the increasing dependence on e-learning tools in the learning process has restricted the face-to-face interaction between educators and students. Although scholars have claimed social interaction as an important part of authentic activities that improve learning by enhancing knowledge of literacy and teaching as well as critical thinking and problem-solving skills (Hurst, Wallace & Nixon, 2013; Ponnudurai, 2011; Thompson, 2017), social interaction has often been overlooked in the ‘Computer-Supported Collaborative Learning’ (CSCL) (Kreijns, Kirschner & Vermeulen, 2013).

Due to the writing proficiency and pedagogical limitations found in the teaching of writing among TESL undergraduates, there is a need to look for an alternative instructional method that can provide a more conducive and supportive learning environment where the teacher acts as a facilitator and is able to help their students to achieve their goals (Jumaat & Tasir, 2014). Additionally, students must have the opportunity to ask questions and provide feedback as well as get support from their peers and educators in learning new tasks. In order to achieve these, students must have interest in the learning material, educator and teaching methods as they are equally important factors for students’ achievement and understanding in the subject area (Chukwuagu,

2016). This is consistent with Hawkins (2011) who claimed that instructional scaffolding using graphic organizers develops students' learning by offering a supportive environment and at the same time cultivate student independence.

A wide range of studies have looked into instructional scaffolding using various strategies on students' writing. Among those studies were teacher prompting techniques in writing performance (Allenger, 2015); strategies-based instruction on learners' writing quality (Rahimi & Norooziasiam, 2013). Other related studies include; direct instruction and strategy modelling on students' writing development (López, Torrance, Rijlaarsdam & Fidalgo, 2017); scaffolding based instruction in writing performance (Obeiah & Bataineh, 2015); scaffolded instruction to optimize learning (Larkin, 2002) and Toulmin Model of Argument on the problem-solving strategies (Wilson, 2014). Additionally, other scholars had also looked into the efficacy of graphic organizers and instructional scaffolding in writing on various contexts to promote integration of arguments and counterargument (Nussbaum & Schraw, 2007); summary writing (Fergus, 2009); genre-specific writing tasks (Hawkins, 2011); students' revision in the pre-writing stages (Lee, 2007) and teaching writing (Lancaster, 2011).

In line with those studies, various studies had also investigated the use of graphic organizers as a scaffolding tool to enhance the teaching quality of various writing processes in both the ESL and EFL contexts (e.g., Sharrock, 2008; Nussbaum, 2008; Brown, 2011; Miller, 2011; Servati, 2012; Meera and Aiswarya, 2014; Bishop, Sawyer, Alber-Morgan & Boggs, 2015; Gonzalez-Ledo, Barbeta & Unzueta, 2015; Tayib, 2015). Graphic organizers are acknowledged as powerful influential tools when linked with the correct pedagogical scaffold; they not only provide visual support but further aid facilitators to successfully "*plan, develop and finally implement integrated language and*

content instruction” (Cammarata, 2005, p.2). According to Tayib (2015), graphic organizers provide learners with a structural outline of information as well as guide learners concentration towards key concepts and their relationships. In line with those advantages, the graphic organizers also promote understanding and improve the organization as well as the long-term retention of information. In addition, Miller (2011) claims graphic organizers as an instructional scaffolding tool that has the ability to help learners sorting out their thoughts and apply their thinking abilities in a more systematic way. According to Miller (2011), graphic organizers regularly appear in the structure form with keywords that permits students to pay more attention to the meaning compared to organized sentence structure which Bishop et al. (2015) believe may be useful to reduce challenging problems of the less skilled writers.

Likewise, Sharrock (2008) pointed out the importance of graphic organizer as an important scaffolding tool that aid students in visualizing connection to their prior knowledge and newly learned knowledge as well as guiding the stages of the writing process. According to Sharrock (2008), the graphic organizer “...depicts the relationships between facts, terms, and or ideas within a learning task” (p.3). Kohler (2009) asserts that the “*graphic organizers can be constructed for exploring cause and effect, main idea and details, sequences, decision making, making predictions, and almost any other type of thinking and learning*” (p.1). In line with these scholars, Dexter and Hughes (2011) claimed that the graphic organizers are able to improve factual recall of information and students’ higher-order thinking skills. They contended that students who were offered the use of a completed graphic organizers to write their essays have significantly more relational knowledge statements within their writing compared to those without the use of graphic organizers. Therefore, studies done using the graphic organizers were evident to be significant for students to learn within and beyond classrooms and aid students in

their higher-order thinking skills and learning (Sharrock, 2008; Kohler, 2009; Bishop et al., 2015; Miller, 2011) and this can be better accomplished through group work discussions with teachers or facilitators offering extra help.

Studies have mentioned that argumentative essay is important in developing argumentation skills (Thompson, 2017). Meanwhile, graphic organizers were also identified as an important scaffolding tool to enhance the teaching quality of various writing processes (Tayib, 2015; Brown, 2011) as well as provide visual support and help facilitators to effectively plan, improve, and employ integrated language and content instruction (Cammarata, 2005). Additionally, instructional scaffolding has been discovered to provide a supportive environment and assist student independence (Larkin, 2002), lessen the difficulties of doing a complex task as well as assist students to be focused on constructing knowledge and thinking critically (Jumaat & Tasir, 2014, p.74). In line with these, the importance of interaction in learning (Egglezou, 2016 & Reznitskaya et al., 2012), use of conjunctions (Uzun, 2017 & Muftah, 2014) and argumentative elements (Ka-kan-Dee & Kaur, 2015) as well as students' learning experiences on the teaching methods and approaches used for argumentative writing (Abdul-Hafid Kamil, 2012; Lap & Truc, 2011) have also been highlighted by scholars.

Therefore, based on previous studies, the present study aimed to discover the probable positive impact of three different delivery modes namely, "Graphic Organizer with Instructional Scaffolding" (GOIS), "Graphic Organizer without Instructional Scaffolding" (GONI) and "No Graphic Organizer No Instructional Scaffolding" (NGNI) on argumentative writing performance among TESL undergraduates.

1.2 Problem Statement

The ability to argue plays an important role not only in students' academic and social life but their professional life as well. But, undergraduates were found to have difficulties writing an argumentative essay (Ponnudurai, 2011; NCES, 2012 as cited in Wilson, 2014; Ka-kan-Dee & Kaur, 2015; Zainuddin & Rafik-Galea, 2016; Hillocks, 2011). They are found to be weak in their writing proficiency and encounter challenges using appropriate words and phrases to convey their ideas (Saadiyah Darus, 2009 as cited in Mohamed, 2016), provide reasons, support evidence to convey or accept ideas (Saito, 2010; Ponnudurai, 2011), use conjunctions (Mohamed, 2016; Muftah, 2014; Uzun, 2017) and choose suitable argumentative elements, argue or propose convincing thesis statements (Ka-kan-Dee & Kaur, 2015). In line with these difficulties, Ka-kan-Dee and Kaur (2015) identified that argumentative writing was not taught extensively to students at the tertiary level.

Additionally, scholars found that students received minimal instruction from their educators (Zainuddin & Rafik-Galea, 2016; Kelly, 2017; Hussin, 2008; Bipinchandra et al., 2014; Tayib, 2015; Wilson, 2014) and as a result failed to create an interactive learning environment among students to improve knowledge (Zulkarnain & Kaur, 2014). Kozulin et al. (2003) further articulated that educators sometimes failed to aid their students in using the psychological tools (such as the graphic organizers) effectively and as a result students accepted the tools with content and without recognising the influential elements of the studying material. Therefore, failure to explain in great depth regarding the use of graphic organizer certainly leads to failure and inappropriate use of the tools by students who view the graphic organizer as a separate writing piece (Hawkins, 2011). Various studies on how graphic organizers and instructional scaffolding can be helpful to

students' in reading comprehension have been well documented but fewer studies have been done on how to improve students' writing (Unzueta & Barbetta, 2012).

Although the use of graphic organizers have been studied extensively in various contexts and suggested to be used as an instructional method (Hawkins, 2011; Sharrock, 2008), the use of those methods either in a small group or pair work in writing classes were found to be limited (Ghufron & Hawa, 2015). Additionally, when students used the graphic organizers and instructional scaffolding to work independently or collaboratively in small groups, they were found to have less access to their educator (Conley, 2008). As an alternative, scholars use online instruction to teach graphic organizers (Gonzalez-Ledo et al., 2015). However, according to Kreijns, Kirschner and Vermeulen (2013), using this technique could hinder the social interaction between educators and students or among peers. Additionally, Musa, Lie and Azman (2012) seemed to be in consensus with the above statement and pointed out that Asian students (including Malaysians) are in an autocratic educational setting with less involvement in problem-solving or reasoning activities and this could be the root causes for students' difficulties in writing argumentative essays.

Evidence has shown that ESL students were found to have insufficient knowledge in their writing proficiency and vocabulary for presenting arguments in the written form (Bipinchandra et al., 2014; Anwardeen, Luyee, Gabriel & Kalajahi, 2013; Botley & Hakim, 2014) as well as the use of of conjunctions (Muftah, 2014; Mohamed, 2016; Uzun, 2017). Further, they were also found to have difficulties using appropriate argumentative elements in their argumentative writing (Ka-kan-Dee & Kaur, 2015; Hamiche, 2017). In line with these difficulties, students were also found to make errors and mistakes in their writings, show less interest to formulate and express ideas in their

first language (Ghufron & Hawa, 2015). In proportion to these difficulties, scholars asserted that TESL undergraduates as language learners require great attention in their argumentative writing proficiency (Bipinchandra et al., 2014; Botley & Hakim, 2014; Ponnudurai, 2011) and this had inspired the researcher to pay special attention to this group of students.

A vast amount of studies had looked into the effect of graphic organizers in various contexts and aspects and have maintained that the use of graphic organizers is effective in enhancing writing performance among the L1, ESL, and EFL students. The following studies had been carried out successfully by scholars in different contexts and aspects using the graphic organizers in students' narrative writing (Sharrock, 2008), as a strategy to facilitate writing skills (Meera & Aiswarya, 2014), on writing and motivation (Mahmudah, 2016), on the quality and quantity of persuasive writing (Higgins, 2012, Bishop et al., 2015), on the writing process and product in genre-specific writing task (Hawkins, 2011) and as a pre-writing strategy in generating ideas (Maad & Maniam, 2017). Additionally, the role of the Toulmin Model had also been referred to by many scholars in argumentative writing; on overall quality and structure (Qin & Karabacak, 2010), on the quality of reasoning (Stapleton & Wu, 2015), in argument structure (Zainuddin, 2006), argument writing and critical thinking ability (Zainuddin & Rafik-Galea, 2016) and on the problem-solving strategies (Wilson, 2014). Additionally, few studies had also explored students' perceptions of argumentative writing (e.g., Abdul-Hafid Kamil, 2011; Lap & Truc, 2014).

Past studies have looked into the effectiveness of graphic organizers and instructional scaffolding in various contexts and aspects to show how it supports writing especially the argumentative essay writing. Additionally, scholars have also looked at the

use of conjunctions and argumentative elements in argumentative writing among ESL and EFL students. But, the researcher believes that the need should be focused on developing argumentative writing capacity among TESL undergraduates using graphic organizers and instructional scaffolding that includes systematic instruction and guidance from a facilitator and jointly written argumentative tasks in small groups that involve dialogic interaction between both the facilitator and students. The researcher believes by doing so, collaboration could occur and help students to accomplish their argumentative writing task successfully. This is consistent with Storch (2011) who noted that in the language classrooms, very few studies have investigated the nature of collaboration when students produce a jointly written text. According to Blatchford and Kutnick (2003), conducting activities related to dialogic interaction are very rare in classroom settings. Therefore, Mercer and Howe (2012) stressed on the importance and need for educators to conduct rigorous educational dialogues in classrooms for effective learning.

It would, therefore, be useful to find out if the GOIS delivery mode which incorporates these criteria would be an added advantage over the GONI and NGNI delivery modes in the argumentative writing performance among TESL undergraduates in Malaysia as studies have also pointed out for the need to conduct research on the efficacy of graphic organizers and instructional scaffolding in argumentative writing (Hawkins, 2011).

1.3 Objectives of the Study

The objective of this study is to determine the significant difference between ‘Graphic Organizer with Instructional Scaffolding’ (GOIS), ‘Graphic Organizer without Instructional Scaffolding’ (GONI) and ‘No Graphic Organizer No Instructional Scaffolding’ (NGNI) delivery modes on argumentative writing performance among

TESL undergraduates. The second objective is to investigate the differences in the dialogic interaction between the GOIS and GONI groups in terms of Communicative Acts (CA's). The third objective is to explore the learning experience of the TESL undergraduates in GOIS, GONI and NGNI delivery modes.

1.4 Research Questions

In order to accomplish the objectives of this study, the following research questions were formulated:

Research Question 1

Are there any significant differences in the argumentative writing performance between the three delivery modes?

Sub-research Questions 1

- a. Effect of graphic organizers and instructional scaffolding on the overall argumentative essay writing performance among TESL undergraduates.
 - i. Is there any significant difference in the overall argumentative essay writing performance between the three delivery modes?
 - ii. Is there any significant difference in the overall argumentative essay writing performance between the GOIS and NGNI delivery modes?
 - iii. Is there any significant difference in the overall argumentative essay writing performance between the GONI and the NGNI delivery modes?
 - iv. Is there any significant difference in the overall argumentative essay writing performance between the GOIS and the GONI delivery modes?

- b. Effect of graphic organizers and instructional scaffolding on the overall frequency of conjunctions in the argumentative essays among TESL undergraduates.
 - i. Is there any significant difference in the overall frequency of conjunctions between the three delivery modes?
 - ii. Is there any significant difference in the overall frequency of conjunctions between the GOIS and the NGNI delivery modes?
 - iii. Is there any significant difference in the overall frequency of conjunctions between the GONI and the NGNI delivery modes?
 - iv. Is there any significant difference in the overall frequency of conjunctions between GOIS and the GONI delivery modes?
- c. Effect of graphic organizers and instructional scaffolding on the overall frequency of argumentative elements in the argumentative essay writing among TESL undergraduates.
 - i. Is there any significant difference in the overall frequency of argumentative elements between the three delivery modes?
 - ii. Is there any significant difference in the overall frequency of argumentative elements between the GOIS and the NGNI delivery modes?
 - iii. Is there any significant difference in the overall frequency of argumentative elements between the GONI and the NGNI delivery modes?
 - iv. Is there any significant difference in the overall frequency of argumentative elements between the GOIS and the GONI delivery modes.

Research Question 2

How do the GOIS and GONI groups differ in their dialogic interaction in terms of Communicative Acts (CA's)?

Research Question 3

How do the TESL undergraduates experience learning in the GOIS, GONI and NGNI delivery modes?

1.5 Research Hypotheses

To answer the research questions (1a), (1b) and (1c) the following hypotheses were tested:

Hypothesis 1 (a): Difference in the overall argumentative essay writing performance between the three delivery modes.

Null Hypothesis

H₀: There is no significant difference in the overall argumentative essay writing performance between the three delivery modes.

Alternative Hypothesis

H_a: There is a significant difference in the overall argumentative essay writing performance between the three delivery modes.

Hypothesis 1 (b): Difference in the overall frequency of conjunctions between the three delivery modes.

Null Hypothesis

H₀: There is no significant difference in the overall frequency of conjunctions between the three delivery modes.

Alternative Hypothesis

H_a: There is a significant difference in the overall frequency of conjunctions between the three delivery modes.

Hypothesis 1 (c): Difference in the overall frequency of argumentative elements between the three delivery modes.

Null Hypothesis

H₀: There is no significant difference in the overall frequency of argumentative elements between the three delivery modes.

Alternative Hypothesis

H_a: There is a significant difference in the overall frequency of argumentative elements between the three delivery modes.

1.6 Significance of the Study

This study basically contributes to the sociocultural theory (SCT) which focuses on the importance of social interaction and mediation in knowledge construction. Thus, in this study, the researcher has analysed the use of instructional scaffolding through social interaction and mediation. It includes the role of the facilitator, peers and graphic organizers in the learning zone on the knowledge construction of argumentative writing of different groups using different delivery modes. This will enable educators to employ the SCT in the teaching and learning of argumentative academic writing to alleviate the problems experienced and encountered by TESL undergraduates which have been highlighted by past literature.

Additionally, previous studies had employed the ‘Toulmin Model’ in argumentative essay writing among EFL students (Saito, 2010; Qin, 2013) to analyse and compare argumentative writing in various aspects but scant research has compared incorporating the three delivery modes as different conditions in the teaching and learning of argumentative writing among TESL undergraduates. The results of the differential effects of the three delivery modes on argumentative essay writing which is operationalised in terms of overall argumentative essay writing performance, the overall frequency of conjunctions and overall frequency of argumentative elements in this study could help instructors to identify students’ weaknesses and strengths when engaged in the three delivery modes. The findings will provide knowledge to enable ESL instructors to implement suitable delivery modes in teaching argumentative writing to TESL undergraduates.

Further, the effective choice and use of delivery mode by the instructors will help students to make progress as well as be aware of the knowledge of cohesive device in terms of conjunctions and argumentative elements for argumentative writing. Further, it will enable students to think critically while being engaged in argumentative writing. Additionally, the results gathered through the dialogic interaction in terms of the overall percentages of the Communicative Acts (CA’s) provides instructors with information on how students interact when different delivery modes are used. Based on this knowledge, ESL educators can be better equipped with the knowledge of guiding students with appropriate patterns of interaction to be used when they engage in group work activities.

The results gathered through differential effects of the three delivery modes together with students’ learning experiences from the semi-structured interview provides comprehensive knowledge on the challenges and hitches confronted by the TESL

undergraduates. As a whole, with the acquired knowledge, the ESL educators will then be better equipped for teaching argumentative essay writing effectively by understanding their students' needs, as well as creating independent learners at higher tertiary level.

Therefore, the outcomes of the present study provides more details to educators on the comparative effectiveness of the three delivery modes as effective approaches to better guide TESL undergraduates in tertiary education. Additionally, the present study also provides more understanding of the use of graphic organizers and instructional scaffolding and greatly contribute to the educators of TESL undergraduates to apply them in their teaching practices. Thus, the significance of this study can be ascertained from its contribution to research, practice and theory in TESL.

1.7 Limitations of the Study

The present study has a number of limitations and it is with these in mind that the findings of this research should be viewed. First, this study investigated the effect of graphic organizers and instructional scaffolding using three different delivery modes, GOIS, GONI and NGNI on the argumentative writing performance of TESL undergraduates. It is, therefore essential that the three delivery modes have to be homogeneous for comparison to determine the effects. However, due to logistic issues, no randomisation was carried out and the study had resorted to using a quasi-experimental research design using the intact groups. Though attempts had been made to ensure the equivalence of the three groups before the start of the research experiment, the researcher cannot deny that there could be the possibility of some extraneous variables affecting the efficacy of the research treatments.

Further, research question two of this study explored and compared two experimental groups in term of dialogic interaction only. The control group (NGNI delivery mode) was not included. In an experimental study, it is essential to measure the results by making a comparison between the two groups. One way is by comparing the results from the experimental and control groups. However, in this study, two experimental groups had received the variables being tested (graphic organizers with and without instructional scaffolding as part of the group work) and these were compared to the control group that did not receive any of those variables. The effectiveness of the three delivery modes might have been different if the students in all three delivery modes had involved in group work activities. The researcher does not deny that this could have affected the results.

Subsequently, the GOIS and GONI delivery modes were embedded in the lecture method, which is used for a majority of TESL undergraduates' courses. It is assumed that students' reactions might have been different if the entire programme had used the graphic organizers and instructional scaffolding. However, it has to be appreciated that students had to switch from lecture mode to the GOIS and GONI delivery modes on a weekly basis.

Finally, the sample was relatively small encompassing only second-year TESL undergraduates from one university college and the number of TESL undergraduates involved was limited to 30 students in each group. The research sample might not be representative of all TESL undergraduates. Moreover, the research experiment was conducted within a 4-week duration, which could also affect the effectiveness of the delivery modes. As such, the findings of the present study are at best tentative and no

valid generalisation can be made to the whole population of TESL undergraduates in this country.

1.8 Definition of Terms

The following definitions explicitly explain the terms employed in the context of this study.

1.8.1 Graphic Organizers and Instructional Scaffolding

Bishop et al. (2015,p.6) defined graphic organizers as “... *a type of planning tool used with novice writers to help them organize their thoughts and structure their essays correctly*”. Further, Spector, Merrill, Elen and Bishop (2014, p.959) defined instructional scaffolding as “...*support provided by a teacher/parent, peer, or a computer- or paper-based tool that allows students to meaningfully participate in and gain skill at a task that they would be unable to complete unassisted*”.

In this study, the graphic organizers and instructional scaffolding involved guidance and support provided by a knowledgeable person i.e. the facilitator using the graphic organizers in the form of visual as well as paper-based (modelling, questioning and group discussion) during the learning process to assist the students in performing the argumentative writing task in a more structured and efficient way so that they can perform the task in a better way. However, the graphic organizers without instructional scaffolding involved the use of graphic organizers with less guidance and support from the facilitator.

1.8.2 TESL Undergraduates

Teaching English as a Second Language (TESL) is a program that prepares students to be professionally trained teachers of English as a Second Language. The aim of the program is to prepare students to become effective communicators and teachers of English Language as well as work collaboratively within and beyond the academic context. Upon completing the diploma in TESL program, students can opt to pursue their studies to a higher level (Kuala Lumpur Metropolitan University College, 2015).

In this study, the TESL undergraduates involved students who have been offered Teaching English as a Second Language (TESL) as a major program for a duration of three years. The TESL undergraduates are offered four vital language skills; listening, speaking, reading and writing. The writing skill is considered as an important language skill.

1.8.3 Argumentative Essay Writing

Argumentative essay is defined as an “*academic written discourse addressing a controversial issue, in which a position is taken, reasons and supporting ideas are presented, potential counterargument is offered, and refutation is considered* (Tsai, 2006, p.17).

In this study, argumentative essay writing refers to the genre of writing that requires students to make their claim based on the argumentative topic by providing reasons, support and evidence. The argumentative essay is inclusive of seven divisions, which are the introduction, reason, supporting detail, evidence, counterargument claim, rebuttal claim, and conclusion.

1.9 Chapter Organisation

Chapter 1 provides a general orientation to the research work by presenting a general and supporting statement followed by the problems the study would like to solve. Next, this chapter describes the problems to be investigated and includes the objectives of the study. Additionally, the significance of the study was discussed by providing the reasons for conducting the present study as well as the benefits that the study could provide to instructors at the tertiary level. Then, the limitations of the study were discussed followed by a clear and brief definition of the key terms used in the study. The chapter ends with a brief summary of all the chapters in the study.

Next, Chapter 2 presents the literature review. It starts with a short introductory statement followed by a discussion on the sociocultural theory that is linked to the present study. Then, this chapter further discussed previous studies related to the present study. Additionally, methodological issues and issues related to measuring learning achievement were discussed.

Subsequently, Chapter 3 provides a brief introductory paragraph on the methodology followed by the description of the research design which details the type of research employed and procedures adopted to conduct the research. Additionally, information about the population and samples of the study were discussed. Subsequently, the instrument used and a detailed description of the data collection method was discussed. In line with this, a teaching schedule with information on the teaching conditions, grouping and teaching procedure for the experimental and control groups were presented. Further, a proposed framework for data analysis followed by details on quantitative and qualitative analysis were also presented together with a short summary.

Chapter 4 details the data analysis and results of the entire research work. A brief introduction to the chapter with details on preliminary data analysis with normality and homogeneity test are presented. This is followed by a discussion on the quantitative and qualitative data analysis followed by a brief summary.

Finally, the discussion and conclusion make up Chapter 5. This chapter begins with a summary of the main findings followed by a detailed discussion of the findings. Next, the implications, directions for future research and conclusion of the study were discussed.

1.10 Summary

This chapter has presented the background of the study by emphasizing the importance of using graphic organizers and instructional scaffolding in argumentative writing among TESL undergraduates. The rationale of the present study was to determine if TESL undergraduates could perform better in their argumentative writing in terms of the overall argumentative essay writing performance, the overall frequency of conjunctions as well as the overall frequency of argumentative elements when they were placed in different groups using different delivery modes. Further, this study was also to determine if there is any difference between the two experimental groups, namely GOIS and GONI delivery modes in terms of overall percentages of Communicative Acts (CA's). Additionally, a semi-structured interview was carried out to explore the learning experience of TESL undergraduates from the three delivery modes. Argumentative writing is vital as it influences students' grades and overall academic success as well as prepares them for higher education and a chance for employment in the fields related to English proficiency. In sum, in Chapter 1, the background to the study, the research

problems and significance of the study were highlighted together with the objectives, research questions, hypotheses, limitations and definitions of terms.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter introduces the theoretical framework by discussing the various dimensions of Vygotsky's Sociocultural theory (SCT) used in this study. The concept of instructional scaffolding is also discussed through previous studies correlated to scaffolded instruction, argumentative essay writing and the use of graphic organizers in the teaching and learning writing. The discussion includes the Toulmin model as an instructional scaffolding and measurement tool; the use of grammatical cohesion in argumentative writing, dialogic talk and collaborative writing and the students' perception of using the graphic organizers and instructional scaffolding. Finally, the study presents issues related to methodology and the rating of learning achievement.

2.2 Theoretical Framework

The instructional scaffolding of Vygotsky's SCT and the concept of learning in the 'Zone of Proximal Development' (ZPD) emphasises the teaching of new skills to students by engaging them to work collaboratively in tasks that would be too difficult for them to accomplish on their own. The SCT stresses the importance of social interaction in the development of cognition. Vygotsky believes that learning occurs through social interactions in meaningful contexts with more capable learners and not in isolation as the

situation affects the way learners think and interpret their knowledge. The second basis for instructional scaffolding is effectively employing the scaffolds at the ZPD (Chukwuagu, 2016) which makes the concepts underpinning the instructional scaffolding which is closely related to this study and as such, makes it the framework of this research.

2.2.1 Sociocultural Theory

Sociocultural Theory (SCT) originates from the works of Vygotsky, a Russian psychologist (Lantolf & Thorne, 2006). The central tenet underpinning Vygotsky's SCT of language development is that human cognitive activity is a mediated process involving symbolic (e.g., graphic organizers) and socio-cultural artefacts, the most significant of which being language plays an important role in the mental life of the individual (Vygotsky, 1978). Within the SCT, humans are perceived as being able to apply available cultural artefacts as well as create new ones for regulating their behavioural and biological activity including learning (Li, 2007). In practice, the process of development occurs in many contexts such as schools, family, workplaces and activities such as sports, religious ceremonies and many others all of which are influenced by linguistic, cultural and historical factors. Although SCT recognises the role of neurobiology in the development of higher-order thinking, it also emphasises the greater role that social and cultural factors play in the development of the human brain (Lantolf & Thorne, 2006).

Further, SCT claims that knowledge is first acquired through collaboration with people and through this connection, learners assimilate and internalise the knowledge into their personal values (Vygotsky, 1978). In addition, Nerf (2017) explains that SCT encourages learners to learn in a social context, as well as assists teachers and instructors on how to construct active learning opportunities through discussion, collaboration and

feedback. Similar to that, researchers in the education and psychology field recognise SCT as the basis for the use of instructional support techniques which involve interaction between an adult (or a more knowledgeable peer) and the learners (Ferholt & Lecusay, 2010). Therefore, because of its importance and efficacy, Vygotsky's SCT has been broadly referred to in various social learning contexts (e.g., Valsiner, 2005; Uduafemhe, 2015). Additionally, in the ESL learning context, the SCT is regarded "*as a semiotic process where participation in socially mediated activities is essential*" (Turuk, 2008, p.244). According to Turuk, the theory affirms learning as collaborative where the consciousness of the structure and function of language is determined. A more knowledgeable person mediates and assists the learners with the knowledge to be discovered and developed. The theory deems negotiation and creation as a collaborative act which assists learners with their cognitive and linguistic development.

SCT also stresses on the learners' contribution to any learning as an active meaning-maker and problem-solver and rejects the notion of isolated, discrete teaching of teaching skills. It emphasises the 'dynamic nature of the interplay between teachers, learners and tasks' whilst providing a view of learning as arising from interactions with others (Turuk, 2008). According to Ellis (2000), SCT focuses on how learners successfully accomplish a task, communicate and help each other in learning, while the teacher mediates their learning through scaffolded tasks. Clearly, SCT has significant implications for L2 learning and thus has been widely applied in the field of education. According to Dongyu, Fanyu and Wanyi (2013), language-learning classrooms at tertiary level are mainly dominated by lecturers and as a result to this, learners often act passively towards the knowledge transmitted by their lecturers which causes a delay in their cognitive development. On the other hand, the learner-centered classroom was found to be better compared to the teacher-centered setting, as it offers more chances for

scaffolding, obligation for sharing between each other during collaborative learning activities and results in the co-construction of knowledge. Additionally, SCT has a number of positive influences on learners which were highlighted by Dongyu et al. (2013). Dongyu et al. (2013) asserted that the theory helps language lecturers to understand the central concept of mediation as a process mediated by varieties of semiotic sources in the language learning classroom. Besides helping them to understand and comprehend how students develop through interaction, SCT helps lecturers to figure out how learning occurs at different places in various forms.

Apart from that, the concept of ZPD in line with scaffolding assists lecturers to understand the learners' potential development which can be attained through mediating tools and help from teachers and peers. But, when carrying out collaborative learning using mediating tools such as the graphic organizers as instructional scaffolding, Dongyu et al. (2013) stressed that lecturers should have some knowledge and experience in collaborative learning so that they can change the conventional way of teaching. The following section describes in further detail the various dimensions of Vygotsky's SCT of language development that is closely related to the present study.

(a) Mediation

Mediation is the most central notion of Vygotsky's theory related to linguistic processes. Through the concept of mediation, Vygotsky was able to identify how human development occurred. He claimed that humans use the tools to control their surroundings based on their needs and goals. In line with this, the tools became the mediators between the subject and object. Vygotsky categorized "mediation" into three types: mediation over material kinds of tools, psychological tools and human beings. Material kinds of tools are linked to anything humans have invented to master nature. The psychological (or

symbolic) tools which mediate between the mind and the abstract words, are language and graphic organizers. Meanwhile, teachers and a more knowledgeable person serve as human mediators.

Vygotsky discovered these constructs in the attempt to provide a new way of conceptualizing human cognitive development (Nieto, 2007). He rejected earlier works which supported blended scientific and humanistic approaches to understanding mental functioning. Instead, Vygotsky argued that the human mind is capable of controlling its biological component using mediators or higher-order cultural tools and if human beings could use tools to mediate physical activity, then they could use symbolic tools to mediate psychological activity. The difference is that symbolic tools serve cognitive purposes. Physical tools were found to serve as good examples of lower level mediators while the more symbolic tools operate as the higher-order mediators (Nieto, 2007). Through such symbolic tools, human beings are able to control biological processes. Hence, humans construct various mediating tools to enhance their interaction with the social and physical world (Cross, 2010).

(b) Mediation of Graphic Organizers as Symbolic Tools

The “psychological tools” which had evolved into “symbolic tools” to function as mediators in the interactions between humans and their social environment include literacy, arithmetic, language, rationalisation, logic and categorisation in mediating development of cognitive processes needed in constructing meaning (Lantolf & Thorne, 2006). Vygotsky referred to these tools as the transition process that helps in developing cognitive learning. The use of these tools with a range of activities were believed to be able to form complex forms of knowledge and understanding among learners. Vygotsky asserted that the cognitive process is where a child and society work together to construct

knowledge where the social environment not only has effects on attitude and beliefs but also on how and what had been accomplished (Noor, 2014).

Graphic organizer acts as an excellent symbolic and instructional scaffolding tool for educators to model the writing process to their learners while simultaneously assisting them to formulate sentences and writing paragraphs in essays. Further, Corrigan (2017) asserted that a graphic organizer is an excellent tool for building schema and making connections to ideas. Through explicit instructions and repeatedly exposed to the use of graphic organizers, learners are able to write more organized and developed texts, whilst at the same time be able to relieve from their anxiety and become more confident. Further, graphic organizers were also found to be useful in relating vocabulary with text hence enabling learners to understand new words independently (Gill, 2007) as well as compose essays autonomously (Sundeen, 2014).

In line with this, Baxendell (2003) pointed out that the graphic organizers represent important communication tools to be used for learners at all grade levels and abilities. Graphic organizers can be used for expressing thoughts, knowledge and organizing ideas. However, since learners were found to come with varied experience of using graphic organizers, Baxendell (2003) suggested that educators choose for and provide explicit instruction on how to use them best. However, they also commented that some graphic organizers might not maintain learners' attention and focus. Therefore, they suggested a few ideas to keep learners more motivated to use graphic organizers. First, the graphic organizers should be very straight forward and coherent. In line with this, they urged educators to allow learners to add illustrations to their graphic organizers, engage the tool for discussion and allow them to draw and share the graphic organizers with their cooperative groups. Baxendell believed with these suggestions, learners will become

more comfortable using the graphic organizers and be able to share them with other members of their group. Servati (2012) however, said that the effectiveness of using the graphic organizers depends on how the facilitator successfully models the procedure and provides corrective feedback to the students.

(c) Mediation Over Language as a Symbolic Tool

In SCT, spoken language plays a key role in teaching and influencing students' thought processes through social interaction. (Alexander, 2006 as cited in Muhonen, 2018). According to Muhonen (2018), during interaction, the facilitator engages learners in a dialogic exchange where they learn to probe each other, explain their thinking, provide reasons, negotiate, justify as well as evaluate the outcomes of such interaction. Mitchell, Myles and Marsden (2013, p.248) claim that language is a 'tool of thought' in sociocultural theory used in the interaction process of learning and is "*central to the joint construction of knowledge ... which is first mediated inter-mentally and then appropriated and internalized by the individual*". According to Lantolf and Thorne (2006), language is the most powerful cultural artefact that humans use to mediate their relationships and as such according to Eun and Lim (2009), private speech is one of the main ways in which language regulates cognitive functioning.

Vygotsky (1978), meanwhile, says "*every function in the child's cultural development appears twice: first, on the social level and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)*" (p.57). Therefore, educators should first engage learners by using the primary signal system, e.g., graphic organizers as tools and then the second signal system where objects represent words and ideas (e.g., writing and speech). As students interact with the environment, they develop the ability to develop inner speech which helps them to

express their thoughts coherently to others. Thus, in the second-language learning setting, learners' progress is through interacting with others in the target language. As social interaction is gradually internalized, language develops and students will be able to employ the use of forms and functions independently. However, according to Eun and Lim (2009) not all types of oral interaction have equal potential to enhance the second language development process.

English is learned as a subject and as tool for communication, for example TESL undergraduates need to acquire both the curriculum knowledge and communication skills (Gibbons, 2003). Teacher-student communication is successful when students are able to complete a given task independently (Maybin et. al., 1992 as cited in Gibbon, 2003). Therefore, guidance from educators are necessary for students to gain new knowledge by interacting and communicating using effective language (Mercer & Littleton, 2007 as cited in Noor, 2014).

(d) Mediation Over Human Beings

According to Vygotsky, construction of knowledge and understanding are natural social processes, meaning learning and development are both interpersonal and intrapersonal mediated by cultural tools. In other words, learners interact with others daily, they learn and understand from their own experiences and through social interaction with their environment. Vygotsky (1978) asserts that teachers are well-trained adults who teach learners with focus and care to relate to new logical relationships between what is taught and learned. Difficulties in learning are arrested because learners gain new knowledge from what they know (Noor, 2014). It is also believed that the individuals understand better when working jointly with more skilled adults or peers' assistance and throughout these collaborations, they internalise the latest notions, skills

and psychological tools (Shabani, Khatib & Ebadi, 2010). Littlejohn and Foss (2008) reiterate that sociocultural theory places much emphasis on trends of interaction among people for their mental development instead of their individual or biological attributes. In other words, through interaction individuals create meanings, rules, roles and cultural values.

However, Li (2007) argues that sociocultural tradition pays little attention to the individuals' ability to process information by themselves through personal speech or communication. Instead, its concern is to explain how people collaborate in creating knowledge within social groups, cultures and organizations. Kozulin (2003) further asserts that in an instructional condition, not all interactions between an adult and a child produce mediational effects for it depends on who the second language learners are engaged with and the environment of the interaction. Therefore, educators influence the learners' academic success in an educational setting. Thus, they need to interact with learners, facilitate them in their groups by developing interactive tasks and settings as well as provide feedback in order to mediate learning successfully (Hamamorad, 2016). But, at the same time, the educators need to be professional and positive to interact with the learners, despite the inherent challenges in creating a conducive collaborative learning environment (Terpollari, 2014).

In Nieto's (2007) view, a classroom that adapts the SCT is more interactive, dialogic and visible compared to the conventional classroom where learners do not have the chance to probe for questions or even provide a creative answer. In addition to this, Nieto also posits that peer involvement in the learning process is a valuable tool in helping learners to progress in their command of English. Moreover, peer-collaborative writing

activities are no longer seen as an individual activity but involves more than one mind thinking and producing a task.

(e) Group Work as Purposeful Interaction

The sociocultural approach to learning emphasises the significance “of *interaction, collaboration, cooperation and interthinking between the teachers and the children*” (Noor, 2014, p.27). Collaboration alludes to an environment where learners work together in a relaxed and friendly condition and help each other to solve a given task, thereby creating joint understanding among one another. Generally, learners “*share similar goals, mutual understanding and continue to renegotiate opinions and outcomes*” (Noor, 2014, p.27). Similarly, group work was found to enhance learning where learners are able to create an excellent relationship between group members, contribute ideas and exchange viewpoints so that they could move towards higher order thinking such as reasoning and argumentation (Littleton & Mercer, 2013). However, according to Mercer and Littleton (2007 as cited in Noor, 2014), group discussion hinges on speakers understanding and being able to contribute towards the topics of discussion. Further, they claim that the speakers could use their own existing knowledge as a basis to develop the discussion, which in turn can become a tool for creating new shared understanding. Therefore, it is believed that dialogue and group collaboration are able to increase cognitive growth among learners.

Further, Lantolf and Thorne (2006) maintain that SCT stresses on the role of communication and language in the mediating development of cognitive processes necessary in producing meaning. Similarly, Eun and Lim (2009) also assert that “*humans develop the ability to acquire meaningful speech in their interaction with others.*” In addition, peer scaffolding in group work acts as a mediating tool in supporting learners’

in the learning zone (ZPD) which plays an important role in the language learning context (Lin, 2015). In a group work setting, for instance, learners work on the task in small groups as they know that they are responsible for their learning and hence normally emphasise and work cooperatively towards team goals and success (Rezaee & Azizi, 2012). Peer mediators were discovered to play an important role in offering ideas and recognising missing information (Mong Cramer & Mason, 2014 as cited in Harris & Meltzer, 2015). During group work, peers collaborate as authors, supporting each other in generating ideas and clarifying concerns, while the more experienced peers share knowledge by giving support and confidence to lesser experienced peers (Harris & Meltzer, 2015). However, sometimes peers may not have the patience or do not have the expertise and content to be able to engage in active assessment (Belland, 2014) especially when they are at the same grade or level. Consequently, questions might arise on the capability and effectiveness of viable peer scaffolded interactions (Belland, 2017).

Muhonen, Rasku-Puttonen, Pakarinen, Poikkeus & Lerkkanen (2016) identified two types of dialogic patterns. First, the teacher-initiated dialogue which represents high accountability in keeping the interaction flow and the use of various strategies. Next, the learner-initiated interactions which comprises listening and probing in line with the teacher as facilitator of dialogue. According to Ghufon and Hawa (2015), collaborative writing has many benefits compared to direct instruction. They claimed that collaboration promotes effective learning and enhances the cognitive process through a structured approach to teaching and learning in a teaching setting. In addition, they assert that collaboration functions as a bridge joining both the cognitive and motivational process for collaboration to occur. According to them, when students work together, they have a chance to analyse and correct their mistakes. On the contrary, Ghufon and Hawa (2015) claim that direct instruction does not offer enough challenges for learners to develop their

own creativity except on their mechanical skills. Further, they stress that collaboration can be a form of motivation for learners as they became excited about working in a group and learning from each other.

Similarly, collaborative learning in group work conditions are believed to be able to build simultaneous interaction among learners to encourage learning (Mercer, 2008) compared to the lecture method which uses very little interaction (Razaee & Azizi, 2012). Therefore, since the learners' role and commitment in group work are vital, teachers could endorse them by encouraging and supporting their learners to engage in open communication via peer engagement (Webb et al., 2013). This is consistent with the statement made by Sedlacek and Sedova (2015) that with more facilitator's support, more participation will occur among learners and better results will be obtained. However, Storch (2007 & 2011) points out that most second language studies on scaffolding focused on teacher-student collaboration (one-to-one interaction) but the scaffolding instruction can also take place in small groups or pairs. During group discussions, learners have opportunities to learn through dialogue, explaining their thoughts and evaluating the thoughts of others. Those opportunities help learners to achieve higher level thinking and retain information for a longer period, compared to learners who work individually (Clifford, 2012). Additionally, activities related to instructional scaffolding during group work help learners become independent. As asserted by Veronika (2008, p.169), should these criteria be successfully implemented and broadly acknowledged by educators, it *"...can be an effective tool in meeting the Government agendas of nurturing lifelong learners"*.

Along with those views, Kayi-Aydar (2013) claims that misconceptions about the value of group work have an influence on the interaction process among group members.

She pointed out that some group members do not realise the value in communicating with peers who have good English speaking backgrounds and therefore they were found to be not concerned about participating in group work activities. Kayi-Aydar adds that learners pay more attention to finding the right answer for their tasks compared to interacting with peers during group tasks. Therefore, it was suggested that in practice, teachers need to consider these important criteria while implementing instructional scaffolding during group activity. Further, according to Kayi-Aydar, educators could encourage learners to intentionally and actively participate in collaborative activities by teaching them to ask questions as this will motivate learners to interact more, negotiate and provide a scaffold for each other.

Mercer, Dawes, Wegerif and Sams (2004) indicate that providing learners with ground rules for discussion during group work can engage the learners, lead to a more productive group discussion and develop consideration of group mates' contributions to achieve better performance. In line with this, Shabani (2016) also points out that social interactions must be framed along with an activity consisting of a clear purpose to lead to the learners' development. Thus, through various *“scaffolding activities and in the classroom, which suited students' diverse learning styles, interests, needs and abilities”* enable learners *“to be active participants during the experiment.”* (Al-Aila, 2015, p.90)

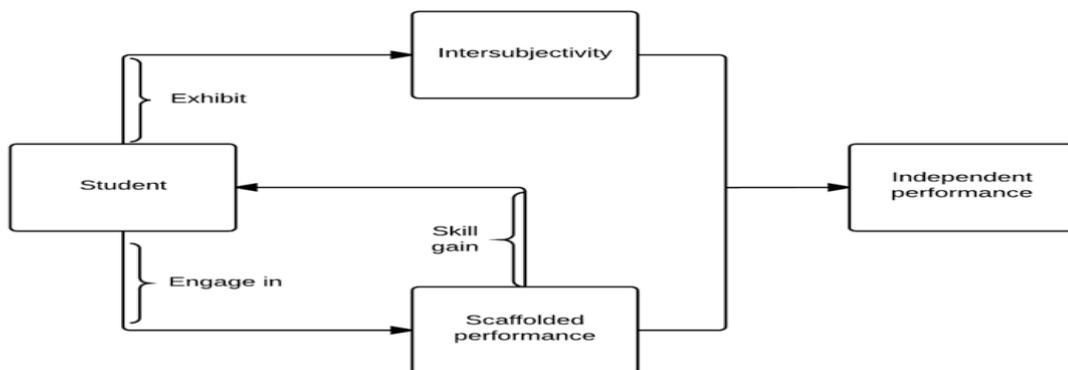
In line with these, Harris and Meltzer (2015) assert that collaboration among learners in SCT allows them to learn from each other; where they contribute as well as value the contributions of others in the group. Thus, learners' personal growth is evident when they become more responsible and autonomous in their learning. Zhang concurs that successful mediation contributes to active and constructive learners (Zhang, 2010). Abbas and Azizi (2012) agree that collaborative learning's emphasise on team goals and

success make learners to take charge of their learning process. It is also evident that in collaborative learning, peer mediators play a vital role in providing ideas and identifying missing information in their language learning context (Mong Cramer & Mason, 2014 as cited in Harris & Meltzer, 2015) while peer scaffolding as a mediating tool supports the learner (Lin, 2015). Therefore, during group discussions, learners learn through dialogue when they explain their thoughts and evaluate the thoughts of other learners. As a result, learners develop higher order thinking skills and retain information better than learners who study on their own (Clifford, 2012).

In addition, SCT is closely related to real setting which allows learners to share their experience with their group members to solve problems (Majid & Stapa, 2017). Implementing instructional scaffolding means time and effort is needed to meet individual needs for learning, however, learners can collaboratively develop their skills by scaffolding learning for each other when they learn in groups. According to Wissinger (2012), group argumentative writing tasks result in portraying learners' content knowledge by their use of evidence as well as rebuttals in their essays. Furthermore, in such a group task, the more competent peers or facilitator act as the experts to guide the less competent learners. These learners are therefore motivated to be responsible to complete their task (Rodrigo, 2012). In conclusion, Vygotsky's SCT portrays that various types of interaction among learners serve as platforms for successful learning to take place in contrast to placing learners among peers with similar competency and interests (Eun & Lim, 2009). In short, Vygotsky (1978) affirms peer interaction is essential for the internalisation and long-term cognitive growth in the learning process.

(f) Intersubjectivity

According to Platt, Mendoza and Lucas (2012 as cited in Govoni, 2014), intersubjectivity occurs when the educator understands learners’ cultural backgrounds, linguistic skills and learning styles. Intersubjectivity is essential for learning to take place as it helps learners to engage in conversations that transcend their own worlds or minds. Peers are more successful in helping learners to partake in dialogues which are beyond their realm because their cultural background, linguistic skills and learning styles are more akin to the learners than the adults. Therefore, intersubjectivity is a very significant step in internalization because the facilitator, teacher or peer slowly reduces assistance and hands over the responsibility of learning to the learner. Belland (2017) asserts that intersubjectivity allows students’ to engage in the independent performance of the aimed skill. Figure 2.1 shows how intersubjectivity in a scaffolded performance leads to the learner’s engagement in an independent performance.



(Source: Belland, 2017)

Figure 2.1: Exhibiting Intersubjectivity

Additionally, in a classroom setting (such as learning the second language), intersubjectivity is important for a shared understanding and implication of how quality learning is constructed and potentially developed through dialogic talk. The most

interesting question is how dialogic talk can be constructed positively in a classroom setting where the teacher–learner relationship and learning styles of the learners are completely different from the conventional classroom setting dominated by teachers (Alanazi & Widin, 2018).

However, Mercer and Littleton (2007 as cited in Noor, 2014, p.27) highlighted that collaborative classroom activities are often not productive unless an atmosphere of trust and respect for learners engaged in a supportive and positive environment by sharing is created “... *similar goals, mutual understanding and continue to renegotiate opinions and outcomes*”. Intersubjectivity although challenging, creates a shared understanding of the purpose, task and relationship between an educator and the learner. Intersubjectivity is attained by selecting tasks which are connected to the learners’ existing skill and creates a relationship between the known and unknown for the learners who are then able to engage and learn from the instruction (McNaughton, 2002 as cited in Brownfield, 2016).

(g) Internalization

Vygotsky (1978) asserts that the internalization process appears twice in the learning process of a child when the cultural artefacts take on a psychological function. The interpsychological plane (social interaction) occurs first and is then internalized to the intrapsychological plane (inside the child). Vygotsky elaborates that a child learns and develops through social interaction with the people around him/her and becomes independent. Similarly, Noor (2014, p.49) also points out that *while* interacting and communicating with others, learners are “*able to think, reflect and reason*”. Thus, both the learning and development are seen as interpersonal and intrapersonal processes which are mediated by cultural tools. Internalisation has important pedagogical implication in increasing interactions among the learners. This is noteworthy as being an expert is not

only applicable for teachers but can be applied to students who have internalized the task and can reflect or act on it (Fahim & Haghani, 2012). Lantolf and Beckett (2009) view internalisation as the process through which learners employ appropriate social tools of mediation, cultural artifacts and language to regulate their cognitive activity. According to Zittoun and Gillespie (2015, p.7), *“internalization is not putting “in” what has been “out”: first, semiotic guidance operates at the boundary of self and the world; and second, it allows guiding one’s inner flow of experience through semiotic configuration now self-initiated”*.

Similarly, Shi (2017) describes internalization as the knowledge or cognitive development of an individual resulting from the interaction between internal and external reasons. Therefore, through internalisation, new psychological tools can be constructed to improve one’s knowledge. Shi (2017) further asserts that the narrative knowledge produced in learning is abstract, subjective knowledge, however, by taking part in various activities, such as exchanging thoughts with their facilitators and peers, learners are able to transform the interpersonal activities into inter-psychological input gradually. Thus, learners change the procedural knowledge by the internalization process in order to progress from the social to the individual level. Additionally, learners also imitate the instructional strategy in their learning and in line with this external knowledge of imitation internalise them as their own activities to enhance their satisfaction and self-confidence.

Additionally, Mercer (2008) explains that internalizing exploratory talk through guidance and structured practice in groups can improve the learners’ reasoning skills and lead to learners becoming more sophisticated users of language which incidentally helps their thinking to become more dialogic. Similar to Mercer (2008), Harvey (2011) points

out that the development of higher order thinking involves internalization of dialogue. Through dialogue, learners are connected to each others' ideas which involve challenges and counter-challenges. This also involves learners learning how to rationalise, offer justification for their opinions and alternative hypotheses. Further, through training using exploratory talk, learners are able to do well when tested on content and reasoning compared to those without experience with exploratory talk.

(h) Importance of Assigning Tasks that Situate Writing in Authentic Contexts

Writing requires improvement of skills and the writer's ability to express an experience. This is considered as situated and authentic as writing takes place at a precise moment in history and at a precise site in a society. As such, argumentative essay writing deals with controversial topics where the writer defends a point of view which is valid. The purpose of the writer is to convince, get a hold on his/her arguments and make a justification, refute or persuade (Diaz', 2002 as cited in Chala & Chapetón, 2012). In order for persuasion to occur, a dialogic basis between interlocutors who have a common reason to communicate their views and to reach an agreement is vital (Ramirez, 2007 as cited in Chala & Chapetón, 2012). Chala and Chapetón (2012) believe nurturing argumentative writing as a situated social practice would involve learners with their writing texts, thinking of their potential readers who are outside the classroom restrictions and that the interaction process may involve dialectic communication between the writer's private voice and that of the audience. They add that although it is not possible to create face-to-face interaction, it is possible for the writer to imagine the audience in order to decide the ideas to be shown.

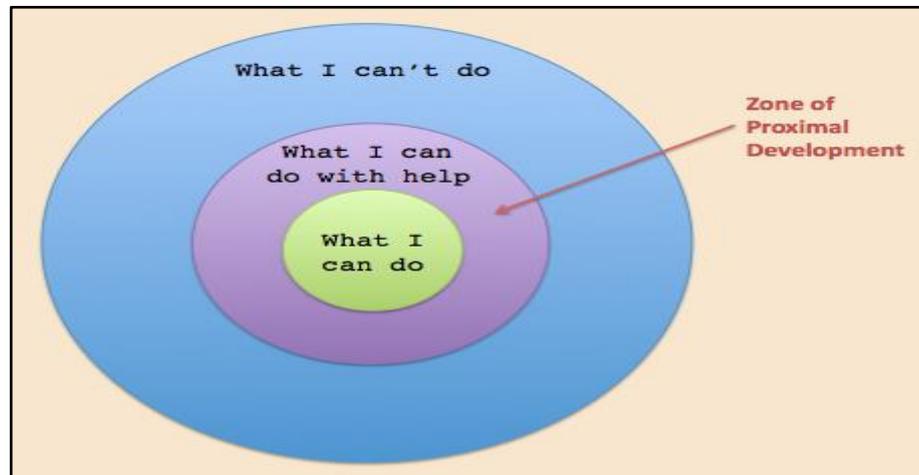
Argumentative essay is a type of essay with the purpose of proving the writer's claim. An argument, according to Ukwuegbu et al. (2004 as cited in Chukwu, 2012),

requires higher order reasoning, deduction, induction and drawing conclusions to be applied in the case of discussion. Overall, a good argumentative essay should have two sides of an argument which are besides proving a point, presenting a viewpoint and balancing the two sides of the argument. Hillocks (2011) affirms that argument is at the heart of critical thinking and academic discourse, yet, undergraduates are unable to write convincing argumentative writing. Since the ability to think critically and write convincingly is crucial for tertiary learners, they need to be taught how to argue through a process of scaffolded learning and given ample opportunities to practice critical reasoning. As pointed out by Cho and Jonassen (2002), teaching learners to write argumentative essays helps them to expand their cognitive skills which will enable them to think critically, solve problems, generate and justify solutions, formulate ideas and make decisions.

(i) Development as Change

The sociocultural approach postulates that learning and cognitive development occurs from the learners' connection with symbols, tools and people around them. This provides a chance for them to learn through sociopsychological processes, for instance, receiving instructions, modelling, supporting, guiding as well as sharing opinions (Shi, 2017). According to Vygotsky (1978 as cited in Verenikina, 2008, p.3) learning and cognitive development occurs in the 'Zone of Proximal Development' (ZPD) which he described as *"the distance between a child's actual developmental level as determined by independent problem-solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer"*. The ZPD consists of two levels, which is the 'actual development' and 'potential development.' It is believed that individuals understand better when working jointly with

a more skilled adult or peers' assistance and throughout those collaborations, they internalize the latest notions, skills and psychological tools. Figure 2.2 elucidates the ZPD.



(Source: Culatts, 2011)

Figure 2.2: Zone of Proximal Development

Vygotsky (1978) claimed that the supported level of performance in the ZPD emphasises the potential for future development and the central aim of education is to maintain the learners in their own ZPD as often as possible. This can be achieved by providing motivation and social discovery opportunities as well as problem-solving assignments that are slightly hard so that the learners can work together with a more knowledgeable peer teacher or an adult to complete the assigned task. Consequently, it is believed that when learners accomplish the assigned task conjointly, they would be able to do similar tasks alone in the future and through this process, the learner's ZPD for that specific task had been developed (Roosevelt, 2008 as cited in Shabani et al., 2010).

Vygotsky asserted that cognitive development results from the interpersonal process which is transformed into intrapersonal functioning that occurs through participating in sociocultural practices. Thus, apart from the use of language, the teacher's

role of providing proper supervision is vital in creating conducive social interaction (Ahmed, 2017). He maintained that learning in the ZPD should not be confined to modelling the process of development instead educators can use it to conceptualize the learners' process of acquiring various cognitive abilities as they progress to maturity. He criticized the traditional way of testing which revealed the existing level of learners' success/failure compared to learners' forthcoming potential development. It is argued that the actual development does not portray improvement, instead it indicates what had already been accomplished by the learners (Shabani et al., 2010). Vygotsky (1978) also alleged that individuals need to be engaged in spoken language to improve their cognitive development and suggested teaching in the ZPD contexts through imitation and guided learning. He believed with guidance learners are able to solve challenging problems independently and thus, termed the ZPD as an approach to enhance learning development. He asserted that individuals learn through 'More Knowledgeable Other' (MKO) by observing and experiencing their surrounding as well as by leveraging on other mediational tools (Vygotsky, 1978 cited in Noor, 2014).

Similarly, Turuk (2008) also agreed that learning takes place through various processes in ZPD which work when learners interact with people in their environment and in cooperation with peers around them. When the learning processes are internalized, the learner is already at the independent level to develop and achieve success. The educator is in charge of offering learning contexts and continues to lead learners through their developmental stages. Providing training, explicit instruction and assistance are fundamental skills in the ZPD and is vital for second language learners. Therefore, there is a necessity for each learning task and each learning phase to be measured in the L2 context so that educators could guide students incrementally to experience different levels of knowledge before learners are left on their own to be independent. On the contrary,

Roth and Radford (2010) criticize the notion in ZPD that the learner constructs and assimilates knowledge through interpersonal activity. They argue that this interpretation of ZPD attempts to separate individual consciousness from collective consciousness. They assert that too much importance is placed upon the institutional status of the participants in determining the course of development. In other words, the ZPD is thought of in terms of transmitting knowledge from the more capable individual (teacher/more knowledgeable peer) to the less capable individual (learner). Roth and Radford (2010) propose that the ZPD should be interpreted in terms of a constitutive interactional process wherein the subjects should not be treated independently.

Lantolf and Thorne (2006) claimed that the ZPD has influenced research in a number of areas including education, linguistics and psychology. They identify two reasons why educators and psychologists have been interested in the ZPD. First, ZPD is related to assisted performance otherwise referred metaphorically as scaffolding in educational research. Second, ZPD enables educators to view development in terms of what the learner is capable of rather than the conventional view that emphasises on what the learner has attained. Similarly, Shi (2017) reiterates that the ZPD has the capability of creating conditions to increase specific forms of development with the function of scaffolding expressed by the facilitator or more capable peers. The process of cooperation between facilitator or more capable peers helps learners to solve difficult problems. The facilitator provides various types of instruction (modelling, questioning), observation, support (motivation) and guides the learning process. These help learners to reach their potential level of development through social interaction. Further, Shi (2017) asserts that in the ZPD, individual learners participate in activities such as group discussion by sharing different opinions with their group members with the guidance of the facilitator or more capable peers. As a result of these processes, learners' psychological mean will

be converted from their social interaction process to internal mental functions achieving the leap in the ZPD and result in learners' cognitive development.

2.2.2 Scaffolding

'Scaffolding' which is closely related to collaboration is the support required by a new learner to learn, grow and develop to become a skilled learner. Scaffolding was initiated by Wood, Bruner and Ross (1976) from a one-to-one problem-solving situation where adults assist children in their learning and has its roots in Vygotsky's theory of the ZPD.

(a) Definition of Scaffolding

Wood et al. (1976) define 'scaffolding' as a process where an expert provides assistance to a novice to solve a problem that is beyond his or her ability. According to Puntambekar and Hübscher (2005), the definition of scaffolding had evolved from the interaction between a tutor (either adult or peer) and student to the design of tools to support student learning in project-based and design-based classrooms. They have also identified critical elements of scaffolding, namely; an ongoing assessment, graduated assistance and fading which are the elements that are important in the classroom environment. The communication between the teacher and the learner enable the teacher to continuously assess the learner's comprehension, provide proper support and slowly withdraw the support so that the learner completes the task on his own.

(b) Scaffolded Instruction in Learning

Scaffolded instruction is an effective teaching strategy derived from Vygotsky's theory of language development and has been employed widely by many teachers in their classrooms. Scaffolding is explained as "*the role of teachers and others in supporting the*

learner's development and providing support structures to get to that next stage or level" (Vygotsky, 1978, p.176). In the beginning stage, Vygotsky asserts that learners receive full assistance from their teachers and as they advance, teachers slowly withdraw support and move the responsibility of learning to learners so that they become independent learners. Jumaat and Tasir (2014) too concur with Vygotsky in their definition of instructional scaffolding.

Scholars like Lantolf and Thorne (2006) as well as Yang and Wilson (2006) too agree that students need to study in a social environment with peer assistance or skilled educators. In tertiary education today, more than 30 students are in a classroom, making it impossible for an educator to ensure learners' learning. The key implication of instructional scaffolding is learners are engaged with their educators, peers and instructional tools with a high quality of support and help from educators who understand the requirement of learners to perform the task. Instructional scaffolding involves active learning where facilitators question and prompt to build on prior knowledge, form new knowledge, give positive feedback and motivate learners by minimizing the level of frustration so that internalisation of learning is ensured for the learners (Rodrigo, 2012; Laksmi, 2006). According to Chukwuagu (2016), without coaching and maintaining learners' interest in learning, their achievement is affected.

Hammond (2001) among one of the few other theorists question the efficacy of scaffolding approach in attaining successful educational outcomes. The efficacy of scaffolding is seen as *"adult-driven in nature and is based on an understanding of teacher-learner interaction as a one-way process"* (Verenikina, 2008, p.162). Learners find this approach to be time consuming and demanding apart from lacking support in the form of prompting according to their needs, interest and abilities; modelling from

teachers; thus, not achieving the expected learning outcomes (Spectrum Newsletter, 2008)

Although scaffolding in teaching and learning is time-consuming and demanding, it “*remains increasingly popular among practitioners and educational researchers*” (Verenika, 2008, p.162). Thus, the guidelines and effectiveness of previous studies can be referred to for planning a suitable scaffolding lesson. Since the sociocultural theory is strongly inspired by social interactions that take place in meaningful contexts (Vygotsky, 1978), teachers need to scaffold for learners to be successful in their learning by planning a step-by-step activity and the ideal amount of assistance needed so that a progressive decline in the level of help happens for them to become independent learners (Obeiah & Bataineh, 2015). This means teachers provide tools for learners to have a better understanding of the task and instruct learners to work independently which results in independent learners. Thus, successful implementation and acknowledgement of this approach by educators make it “*... an effective tool in meeting the Government agendas of nurturing lifelong learners*” (Verenika, 2008, p.169).

The scaffolding metaphor has been acknowledged as an effective learning tool in producing all-time learners (Verenikina, 2008) and enhance writing performance (Barnard & Campbell, 2005; Gibbons, 2003; Obeiah & Bataineh, 2015). Support is offered for learners to partake in collaborative learning in groups where they learn by sharing ideas in real-life situations among peers. Scaffolding, also undoubtedly provides a supportive learning environment for learners to ask questions, offer feedback and assist their peers in learning new subject materials, hence taking a more active role in their own learning. Scaffolding is therefore, seen as a momentary support to assist students in

accomplishing new tasks and understanding concepts which they cannot achieve on their own.

According to Alibali (2006), there is a variety of scaffolding approaches to accommodate learners of different levels of knowledge. For instance, teachers are less active in the teaching and learning because learners are actively involved in the collaborative learning tasks (Gagné & Parks, 2013). Therefore, “*the concept of scaffolding has received a great deal of attention in educational research over the past few decades*” (van de Pol, Volman & Beishuizen, 2010, p.1) and scaffolding approach is indicated as fundamental in L2 as its use of mediators and support from more knowledgeable persons such as educators and peers ensure learners’ potential development is achieved successfully (Dongyu, Fanyu & Wanyi, 2013).

As discussed in the previous section, scaffolding is not used as commonly as the lecture method at the higher tertiary level and therefore its use or lack thereof, varies from different courses or programs offered in the universities. There are views that the lecture method might be suitable as an effective teaching approach for pedagogical reasons (French & Kennedy, 2016; Kelly, 2017). It must be noted that there is scant literature investigating the effect of graphic organizers via group work with or without instructional scaffolding. Thus, any university programs considering adopting the use of graphic organizers and instructional scaffolding in argumentative writing must weigh its benefits and disadvantages. Care should be taken in the implementation for a sudden shift in learning methodology could adversely affect the success rate of instructional scaffolding. Therefore, the implementation of instructional scaffolding should be incremental in order to provide both teacher and learners with enough time to become familiar with the new instructional method.

Presently, behavioural learning theory, which favours the lecture method, governs education, although the method has been found to be passive and lacking in active students' involvement (Carmody & Berge, 2005; Clancy & Hruska, 2005). As a lecturer, the educator's role is focused on being responsible for setting objectives, planning the learning tasks and evaluating what is learned (Harris & Meltzer, 2015). Consequently, the lecture method is an ineffective approach to maintain the learners' attention (Kelly, 2017) where learners passively do what they are told to do, take less initiative to change or improve their thinking, prepare for a recall of basic facts and give an automatic response when performing their tasks. In line with this, the teacher-centered lecturing method was criticized for not providing sufficient practice and interaction between teacher and learner in the language classroom. Moreover, the learner to learner interaction was also found to be minimal, thus resulting in lower communicative competence.

Replacing the behavioural learning theory with SCT in the ESL learning would entail changes in pedagogy. The educator's role would have to move from the conventional teaching approach such as the lecture method (Brandon & All, 2010) to a more social and friendly approach. The educator shifts from "knowledge provider" to "knowledge facilitator" and large classes is changed to small groups to promote social interaction. Implementing the SCT in the ESL learning context would certainly be challenging and time-consuming as educators and learners have to get adapted to a different approach to learning, but it is possible and requires training as the impact is positive and promising.

2.3 Previous Studies

Numerous studies have explored the effect of graphic organizers and instructional scaffolding on the argumentative writing performance conducted in different contexts.

The following sub-sections present a brief summary of the previous studies done in this area. These findings are from the analysis of various sources such as peer-reviewed journals, articles, books, websites, etc.

2.3.1 Scaffolding Instruction in Writing

In terms of scaffolded-based instruction on essay writing, Obeiah and Bataineh (2015) investigated the effectiveness of scaffolding instruction of tenth-grade Jordanian EFL students on their overall writing performance as well as their performance on the five writing sub-skills, that is, focus, development, organization, conventions and word choice. They included two groups of students as the sample of their study, one with scaffolded instruction and another using the conventional method. They employed the descriptive statistics and ANOVA to analyse the pre-test and post-test results. They concluded that the scaffolded instruction group performed better than the control group (at $\alpha \leq 0.05$) in their overall writing performance for four of the writing sub-skills (except for the sub-skill of development).

In another study, Huggins and Edwards (2011) conducted research at the college level on the effects of instructional scaffolding on reading and writing performance. Their instructional scaffolding involved distributing graphic organizers, reading, engaging in dialogue, asking probing questions, making interpretive remarks, re-reading poems, recording facts and drawing conclusions on the provided graphic organizer. Huggins and Edwards uncovered that the graphic organizers as instructional scaffolding not only encouraged students to think about information in new ways and improved their reading comprehension but also provided assistance in many ways when teachers scaffolded the writing process. Thus, they concluded that instructional scaffolding improves student learning even at the college level.

Further, Baradaran and Sarfarazi (2011) employed a total of 60 EFL university students to investigate the impact of scaffolding on academic writing. They assigned the learners into two groups, one as an experimental and another as a control group. They employed various approaches using the scaffolding principles to teach within the ZPD. The independent sample t-test was used to compare the post-test mean score of the two groups. The result of their study indicated that the experimental group outperformed the control group, thereby indicating that scaffolding is effective in improving tertiary students' writing performance.

In another study, Hayati and Ziyaeimehr (2011) observed the effects of scaffolding writing proficiency through joint construction tasks of EFL learners in writing composition. A total of sixty intermediate learners of English were selected and randomly assigned into two groups: an experimental and a control group. The intervention of the study included writing compositions of about 150 words on eight essay topics. The writing performance of the two groups was compared using a pre-test and a post-test. Hayati and Ziyaeimehr's (2011) study revealed that there was a significant difference in the writing proficiency of the learners who received joint construction instruction.

In Schwieter's (2010) study, Vygotsky's SCT framework of the ZPD and scaffolding writing was employed to analyse the development of second language writing. The intervention was to present a course project involving advanced English language learners acting as authors and editors in order to create their own professional magazines for an authentic audience. Each learner was assigned to author four essays which went through four peer and an instructor edited stages of scaffolding writing techniques. Ratings were given after each stage by the editors who had facilitated the feedback debriefing sessions. A statistical analysis was used and the results of the study

revealed significant improvement within the four essays demonstrating the writing development of subsequent revisions of a single essay. Additionally, there was also significant improvement between the four essays revealing a linear, continuous writing development. Schwieter's (2010) study revealed that scaffolding writing techniques and feedback debriefing sessions within the ZPD effectively develop writing skills in second language learning.

(a) Scaffolding and Small Groups

A limited number of studies were found to explore the efficacy of scaffolding in small groups. Gagne and Parks (2013) conducted a study involving 29 ESL sixth grade students to study the way students interact and scaffold each other in activities related to cooperative learning tasks. In their study, learners were instructed to provide scaffold and assist one another using co-construction and other correction strategies. They revealed that students who worked as a group and used different types of scaffolding, worked as a team and actively scaffolded each other's language production. The researchers concluded that peer collaborated scaffolding resulted in success in constructing oral and written language.

The influence of small groups on three dependent variables, namely students' achievement, task effort and appreciation of teacher support was studied by van de Pol, Volman, Oort and Beishuizen (2015). The effect of support quality and independent working time of the groups were examined. A total of 30 social studies teachers and 768 students of pre-vocational education from the age of 12 to 15 were selected as the sample of the study. van de Pol et al. (2015) concluded that the three-way interaction between occasion, contingency and independent working time was significant ($R^2=.30$), compared to the two-way interaction between occasion and contingency which were found to be not

significant. In terms of independent working time, higher levels of contingency were associated with the highest appreciation of support.

In another study, Lange, Costley and Han (2016) conducted a research related to learning in small groups and its impact on learner participation. Two cooperative learning strategies, namely 'Numbered Heads Together' (NH) and 'Think-Pair-Share' (TPS) were examined on the learners' joint levels of participation, learning and satisfaction. They found no significant differences between the techniques used as well as between the total number of words and the type of technique ($p > 0.05$). They indicated that various procedural scaffolding techniques do not significantly differ based on total word count measures. Their next analysis, which focused on the equivalence of participation among group members was determined by measuring the differences in percentage. The T-tests that were carried out showed a significant statistical difference ($p = .016$). Additionally, in terms of the assessment of the average words per turn taken by groups, they found that the TPS groups have a higher average of a word per turn count and the t-test difference between the TPS and NH groups were ($p = .015$). Lange et al. (2016) concluded their study by stating that group tasks which are more developed and organized were able to enhance the whole group work learning experience.

In a very recent study, van de Pol, et al. (2018) employed a mixed-method study to explore to what extent contingent support affects students' learning as mediated by teachers' support in subsequent small-group work. A total of 35 lessons from seven secondary social studies teachers and 7 small groups of students were analysed using the logistic multilevel mediation analyses. The results of van de Pol, et al.'s (2018) study indicated that the students' ability to formulate accurate answers during small-group work was higher when they rehearsed/leveraged on the teacher's support in subsequent small-

group work. However, the contingency of a teacher's support did not influence the accuracy of the students' answers. The qualitative analyses revealed that students' uptake of contingent support was at times obstructed by inappropriate fading of the support. Additionally, van de Pol, et al. (2018) discovered that the contingent support which was gradually lessened was highly successful in fostering students' understanding of a teacher's support.

(b) Teacher-led Whole-class Scaffolding, Small Group Work and Student-led Whole-class Scaffolding for ESL

A more comprehensive study using qualitative analysis was employed by Kayi-Aydar (2013) using three different types of ESL classroom discourse; teacher-led whole-class interaction, small group work and student-led whole class interaction. The aim of her study was to discover how learners in an academic oral skills classroom sought, acted and directed scaffolding across various classroom interactions and how power relations affected scaffolding. In her study, the classroom discourse was identified, analysed recursively and then interpreted within the broader class context using other data sources. Kayi-Aydar discovered that scaffolding using questions between the teacher and learner clearly influenced the students' involvement during teacher-led whole-class interactions. In contrast, the scaffolding was not effective in small group work and student-led collaboration activity for the reason that some learners were found to be so dominant and less responsive towards their more passive peers.

On the whole, these studies affirmed the importance of scaffolded instruction for the learners' cognitive development and plays an important role in learning. Further, scaffolding activities appeared to be in various forms such as small-groups, teacher-led whole-class, student-led whole-class and one-to-one scaffolding. In general, studies

exploring a scaffolding approach have employed either of these approaches. To the researcher's knowledge, only one study by Kayi-Aydar (2013) employed a combination of three different types of scaffolding, namely, small group work, teacher-led whole-class scaffolding and student-led whole-class scaffolding in the ESL context.

2.3.2 Argumentative Writing

Qian (2010) views argumentative writing as the type of writing where the writer takes a stand on a given persuasive topic and provides reasons to support the argument. According to Richards and Schmidt (2010, p.337), "*argumentative writing attempts to support a controversial point or defend a position on which there is a difference of opinion*". Additionally, the argumentative essay is also identified as a powerful pedagogical tool for developing and evaluating the learner's ability to construct a sound and persuasive written argument based on acceptable, logical support (Botley & Hakim, 2014). Overall, the given definitions signify the key elements of an argumentative essay which involve a debatable topic, the writer's position, critical arguments and reasons to support the position. The intention of the writer is to encourage the reader to agree with the writer's proposition. The argumentative essay is an established type of text and thus has been examined by researchers from various disciplines in various contexts.

(a) Argumentative Essay Writing in the EFL Context

A great number of studies have looked at concept mapping (Jafari & Zarei, 2015, Muhammad, 2015, Al-Shaer, 2014), different pre-writing strategies (Mahnam & Nejadansari, 2012), cognitive processes (Ka-kan-Dee & Kaur, 2014), teaching strategies used and difficulties faced by lecturers (Ka-kan-Dee & Kaur, 2015) and comparative genre analysis between English major and non-major students (Qian, 2010)

in the writing of argumentative essays in EFL contexts. A study conducted by Jafari and Zarei (2015) looked at how using the concept mapping instruction affect EFL learners' argumentative essay writing skill. Their study included two experimental and one control group with 15 students in each group who had the same level of language proficiency. The experimental group received concept mapping instruction while the control group had no special treatment. The intervention period was 90 minute-sessions each week for five weeks. A pre-test and post-test argumentative essay writing were used to analyse the learners' progress and scores. The study concluded that concept mapping instruction has significant effects on learners' essay writing skill.

Muhammad (2015) further explored how concept mapping as a prewriting strategy affects argumentative essay writing skill between two groups, an experimental and a control group involving a total of 105 third-year college students. The experiment was conducted for ten weeks using a non-equivalent groups design. The experimental group was given concept mapping as a prewriting strategy while the control group was taught by the lecture method. The students in both groups were given pre-test and post-tests. A t-test was used for the two dependent samples which revealed that there was a significant development in the organization, content, style and quality of expression in the writing among the experimental group of students. In another study, Al-Shaer (2014) similarly looked at the effects of concept mapping on EFL ' learners' ability to write better quality argumentative essays. His study involved 38 students who were randomly selected and divided into two groups. The control group obtained instructions from the textbook while the experimental group was given extra activities of constructing concept maps at the pre-writing stage and composing essays based on the constructed concept maps. Both groups were given a pre-test and post-test essay writing and the scores of the essays were compared. His study's mean scores of the pre-test and post-test results showed a

significant progress in the experimental students' ability to write with a better point of view, coherence, organisation and development of ideas in their argumentative essays. Al-Shaer concluded that concept mapping at the pre-writing stage is an effective instructional approach in developing EFL learners' writing skill.

Further, Mahnam and Nejadansari (2012) probed the impact of different pre-writing strategies on EFL learners' compositions. They randomly assigned a total of 11 learners to the control group while another 12 to the experimental group. The experimental group was given three pre-writing activities, first with a concept map, then, reading relevant texts and finally negotiation. Learners were assigned to write five argumentative essays which were analysed based on Roebucks' analytic scoring rubric while their pre-test and post-test writing scores were measured using the SPSS software. Learners' writing was checked holistically to investigate if different strategies of pre-writing had contributed to the improvement of the students' writing achievement. They found that the pre-writing activities had a significant effect on the learners' writing achievement.

Additionally, Ka-kan-Dee and Kaur (2014) employed the cognitive processes as their method of the study to analyse the difficulties faced by 60 fourth year Thai EFL English major students in writing argumentative essays. They employed the think-aloud protocols (TAs) as a tool to analyse the difficulties faced by the English major students. Besides that, an analysis method was also employed to obtain important information and details to help the teachers understand the students' weaknesses. Their study detected the challenges “...*vocabulary, grammar structure, providing solid evidence, structure of writing argumentative essays, time constraints, organising ideas, fulfilling task demand,*

understanding the questions, L1 transfer and translating and writing thesis statements”
(p. 193).

In another study, Ka-kan-Dee (2015) delved into identifying the argumentative writing difficulties encountered by 16 Thai EFL English major students and the strategies used by two Thai EFL lecturers to improve the students’ argumentative writing competence. Think aloud protocols (TAP) were used as a tool for analysing argumentative writing difficulties encountered by the 16 EFL English major students. A semi-structured interview, stimulated recall interviews and classroom observations were also used to collect detailed information from two EFL lecturers about the problems they had come across while teaching argumentative essays as well as the teaching strategies they had used to help improve their students’ writing skill. Krashen’s (1983) theory of language acquisition and constructivist teaching strategies were engaged to observe the teaching strategies used by the two EFL lecturers to teach argumentative writing essays. The qualitative data was analysed through the grounded theory in which data was transcribed and coded thematically. The outcome of the learners’ think-aloud protocols revealed that they had encountered the following writing difficulties; unfamiliarity with argumentative rhetorical features, insufficient knowledge about grammar rule, insufficient academic vocabulary, difficulty in writing a clear thesis statement, inability to provide solid evidence, generate well organized ideas and write effective conclusions, lack of awareness of audience expectation, motivational elements, planning process of writing and finally the inability to think creatively. The findings revealed that the two lecturers who had employed different types of teaching strategies to teach argumentative writing skill could provide valuable insights to help develop teaching programs and instructions to support EFL students’ argumentative writing development more effectively.

Qian (2010) on the other hand, used the genre analysis to compare English argumentative essays produced by 100 English major and 100 non-English major students in an EFL context. The researcher analysed the move-step structure of the essays and their linguistic features in terms of tense, attitudinal stance, auxiliary verb and markers. Qian carried out the analysis procedure manually using the coding system comparisons using percentages and average count. A semi-structured interview with five teachers and 20 students from different disciplines were also tape-recorded and analysed. The results of Qian's study revealed that there were no significant differences in terms of the move-step structure of the essays between the English major and non-English major students.

(b) Argumentative Essay Writing in the ESL Context

In addition to the studies conducted in L1, a few scholars have also looked into argumentative writing in the ESL context, comparative studies between L1 and L2 students (Ho, 2011) and examining asynchronous peer review with university students (Tsai, 2016). Ho (2011) conducted a comparative study of argumentative writing between the ESL Vietnamese, native Vietnamese and American English students. The three groups of students' essays were coded using the SFL framework by Halliday and Matthiessen (2004) which consists of three types of analysis, namely; 'Thematic Progression' (TP), 'Cohesive Conjunction'(CC) and 'Appraisal'. The TP analysis was done at three different levels, namely; clause, T-unit and orthographic. It identified several key differences between the English and Vietnamese essays in terms of rhetorical features. Observed interactions between the rhetorical features suggest that the variances between L2 and native students' writings may be ascribed to a combined effect of several features of dissimilar meaning types. The outcomes of Ho's (2011) study showed that the

SFL framework can act as an essential theoretical foundation in contrastive analysis of L2 writing.

Next, a within-subject quasi-experimental study was conducted by Tsai (2016) to investigate the effects of asynchronous peer review which was referred to as the APR on the quality and revision of argumentative writing among the university undergraduates. Tsai used a web-based program known as the Calibrated *Peer Review*TM (CPR) to support the peer review process. Two classes of 23 and 16 students respectively participated in the study. The learners were instructed to complete a survey and write three argumentative essays. One class of students wrote their drafts and revised their essays alone without APR. In the other class, the students completed their drafts, participated in the APR activity supported by CPR and then revised their essays. The APR was administered to the two classes in a counterbalanced manner. The quality of the essay was measured using a holistic and primary-trait rubric. The coding scheme for revision was analysed using a product-oriented scheme which was established on the basis of text linguistics and cognitive psychology. Repeated-measure MANOVAs were employed to measure changes over time in the holistic quality but the primary traits were measured by a revised Toulmin model and the revision changes were coded. The research findings were that the APR process seemed to function as a catalyst for producing a great number of surface-based and text-based revisions. The revision frequency appeared to enhance the holistic quality along with the four primary traits of the argumentative writing.

(c) Argumentative Essay Writing in the Malaysian Context

A limited number of studies have also looked at argumentative essay writing involving Malaysian learners. Most of those studies examined argumentative essays written by different populations, namely, upper secondary, diploma, teacher training

institute as well as university ESL and Malay L1 students. These studies focused on a wide range of aspects such as examining rhetorical organization (Husin & Ariffin, 2012), analysis of argument structure (Botley & Hakim, 2014), analysis of user's needs via mobile platform (Bipinchandra et al., 2014), development of self-assessment checklist (Nimehchisalem et al., 2014) and online reading (De Rycker & Ponnudurai, 2011).

Husin and Ariffin (2012) chose a total of 53 second year ESL learners from a local university to examine the discourse organisation used by Malay ESL students in their argumentative essay writing. They referred to the 'Tirkkonen-Condit and Lieflander-Koistinen (1989)' analysis procedures to locate the thesis statement for marking the deductive and inductive rhetorical patterns. Interviews were also carried out on a few learners to gain insights on the motivations for the rhetorical decisions. Additionally, the 'Stimulated Recall Interview Method' was employed to collect the learners' interview data. The researchers concluded that the inductive pattern was more commonly used compared to the deductive method.

Similarly, Botley and Hakim (2014) examined argumentative writing but their study aimed at a bottom-up exploratory study to analyse the argument structure of essays written by Malay L1 students from a public university. Their study focused on the students' critical thinking and argumentation writing abilities. The data from CALES learner corpus (Corpus Archive of Learner English in Sabah/Sarawak) from the year 2005 and 2011 were used as the sample of their study. The "argument mapping" from Horn, (1999) and ter Berg & van Gelder (2007) was employed to study the argumentation strategies, whereas corpus-based linguistics (CBL) was employed to analyse the students' argument structure. Seven research questions were created to guide the analysis and their study showed that students were able to construct arguments and write basic

essays but, the use of argument mapping enhanced the students' ability to produce short, clear and well-supported argumentative paragraphs.

In the same year, Bipinchandra et al. (2014) administered a different type of study, that is, a needs analysis in learning argumentative writing using a mobile platform. Their study involved 168 students from 27 teacher training institutes from five zones, chosen based on stratified random sampling. The questionnaires were adapted from a number of reviews and analysed using the SPSS 20. The results of their study attested to the need for a mobile web-based resource for trainee teachers as it can facilitate deep learning and provide adaptable learning opportunities for the learners.

In line with these studies, a study on the effects of online reading on the argumentative writing quality among Malaysian students was investigated by De Rycker and Ponnudurai (2011). Their study involved a quasi-experimental between-subjects design with two groups of students. One group of students (n=44) were assigned to write the essays by reading the input text online and the other group of students (n=46) were assigned to write the essays by reading the same text on paper. A total of 90 essays was elicited and the quality of essays was analysed using a modified three-way version of Harrell's (2005) coding rubric, that is, the thesis, support and counterarguments. Their comparative study revealed that the interactive online reading condition produces greater argumentative quality and more essays with a 'good' thesis statement. As has been noted thus far, many scholars have explored various contexts of argumentative writing and almost all of these studies have revealed positive outcomes.

2.3.3 Graphic Organizers

Graphic organizer is a planning device used by novice writers to assist them in organizing and structuring their thoughts correctly (Bishop et al., 2015). In addition, Zaini, Mokhtar and Nawawi (2010) view graphic organizers as instruments of representation, illustration and modelling of information in a visual or graphic form to reach meaningful learning as well as a set of learning strategies involving translating words expressed in linear form into visual structures. Graphic organizers are effective scaffolding tools that have been recommended by many scholars. Miller (2011) for instance, stresses that the graphic organizers can aid learners in organizing their thoughts and relating their thinking skills to the content of the subject in a more cohesive manner. This appears in the form of keywords and allows learners to focus more on the meaning compared to a format of complete sentence structures. In line with this, Mcknight (2010) also claims that the graphic organizers are effective teaching and learning tools that can help learners to make connections and clarify the relationship between facts and data.

(a) Graphic Organizer as Instructional Scaffolding

Although graphic organizers have traditionally been used as a tool to engage learners in teaching and learning content knowledge, others also see the value in of using graphic organizers and instructional scaffolding in various contexts. Studies that investigated the graphic organizer as instructional scaffolding examined the following aspects; students' narrative writing (Sharrock, 2008), scaffolding college students' writing using feedback (e.g., Lee & Tan, 2010), observing the writing process and product in genre-specific writing tasks (Hawkins, 2011), use of grammar (Delrose, 2011), improving Connecticut Academic Performance Test (CAPT) interdisciplinary writing assessment scores (Higgins, 2012), students' persuasive composition writing skills

(Unzueta & Barbeta, 2012), the quality and quantity of persuasive writing (Bishop et al., 2015); as a strategy to facilitate writing skills (Meera & Aiswarya, 2014); writing and motivation (Mahmudah, 2016), as a pre-writing strategy in generating ideas (Maad & Maniam, 2017), learners' awareness on the organization patterns and their attitudes (Hamiche, 2017, students' success in language teaching and learning areas (Kansizoğlu, 2017) and improving writing skills (Yavani, 2018).

Sharrock (2008) employed the concept map to examine the learners' narrative writing. A third-grade class was involved in a six-week study and was given two personal narrative writing assignments. The results of the experiment indicated that learners using graphic organizers showed a significant improvement in their creative writing. Sharrock concluded that the graphic organizers help the writers keep to the topic by having their ideas in front of them as they were writing. In addition, the graphic organizers also helped the writers to present things in the correct sequential order.

A few years later, Lee and Tan (2010) scaffolded college students' writing using feedback in the graphic organizer. Data was gathered from the graphic organizer, questionnaires and focus group discussion. Their findings show that the learner' relevance of ideas improved with feedback in their organizers. They suggested that the graphic organizers were useful in clarifying feedback during the pre-writing process and enabled learners to organize ideas more flexibly. They observed that learners require thorough training to enable them to apply graphic organizers more comfortably.

Other researchers such as Hawkins (2011) investigated the effect of graphic organizers and instructional scaffolding on the writing process and product to support primary aged learners in a genre-specific writing task. Hawkin's study took a four-week duration involving three children of diverse backgrounds. The data collection included

observation, interviews as well as samples of students' work. Hawkin's study indicated that the graphic organizer with appropriate teacher scaffolding makes the writing structure more approachable for students and provide the opportunity for real content-area related experiences.

In the same year, Delrose (2011) compared younger and older students ($n=10$) on the efficacy of graphic organizers as an approach to assist with higher complexity of syntactic and discourse structures in sentence and story construction. Delrose's study took seven weeks of intervention and the effect of graphic organizers was assessed by measuring and comparing naturally written stories to scaffolded stories, as well as sentences reflecting skills from the pre-post and post-test. Delrose (2011) concluded that graphic organizers can be an effective tool to generate compound and complex sentences that included relative clauses as well as coordinating, subordinating and correlative conjunctions.

Higgins (2012) in his study, employed a quasi-experimental pre-test and post-test design to analyse the quantitative data collected via practice assessments. Higgins studied the effect of graphic organizers using a critical thinking model on the persuasive writing of 119 ninth grade high school students from three academic levels, namely Academic, College Preparatory and Honors. Students in the 'treatment condition' were given a critical thinking graphic organizer to write persuasive essays for a duration of 12 weeks, compared to students in the 'control condition' who wrote persuasive essays during the same period using a conventional graphic organizer, without much focus on critical thinking. Higgins used the Mann-Whitney analysis to clarify if there was a significant difference in the mean practice Connecticut Academic Performance Test (CAPT) writing across the disciplines of the persuasive essay scores between the treatment and the control

group. Additionally, qualitative coding methods were used to look for themes and patterns linked with learner and teacher perceptions of the critical thinking graphic organizer. The quantitative analysis revealed that there was no significant difference in the persuasive writing scores between the treatment and comparison groups. However, the findings from the qualitative analysis revealed that students were positive towards the use of the critical thinking graphic organizer.

Meanwhile, Unzueta and Barbetta (2012) employed a multiple baseline designs to explore the effect of computer graphic organizers on the persuasive composition writing skills of four Hispanic learners with specific learning abilities. The interventions reviewed the elements of persuasive writing and writing compositions using the word processing program. Although the intervention planning was done using a computer organiser, the baseline planning was completed using paper and pencil. The result of Unzueta and Barbetta's (2012) study indicated an increase in the following; the total number of words written, time spent planning, number of supporting details planned, the percentage of planned supporting details transferred to the composition and syntactical maturity as measured by the number of T-units. In using an analytical scoring rubric, improvement was noticed in terms of the overall organization of the learners' compositions.

Meanwhile, Bishop et al. (2015) investigated the effect of direct instruction and graphic organizer on the quality and quantity of persuasive writing of four middle school learners aged between 12 and 14 with Autism Spectrum Disorder (ASD). These learners' quality of writing was measured using analytical rubric scores and correct word sequences. Besides, the total number of words written was measured as quantity. A multiple-baseline design was employed to evaluate the efficacy of the intervention.

Bishop et al. (2015) concluded that the quality and quantity of the students' persuasive writing improved as a result of the intervention.

Additionally, a study conducted by Meera and Aiswarya (2014) indicated that the graphic organizers developed English writing skills of English language learners. They explored the efficacy of graphic organizers as a strategy to facilitate writing skills of these learners. Their samples consisted of 50 secondary school students. The quasi-experimental design was adopted in which the experimental group was taught by using graphic organizers while the control group used the existing method of teaching. They also administered a pre-test and post-test on the learners. The data was analysed by comparing the difference between the means of the pre- and post tests.

Subsequently, Mahmudah (2016) inspected an action research using the graphic organizers on the writing of thirty-three 9th grade students. Mahmudah included both quantitative and qualitative data collection. The quantitative data involved a pre-test and post-test, while the qualitative data encompassed observations and student interviews. Additionally, the intervention involved using graphic organizers via scaffolded actions such as using the dictionary, giving feedback and scoring the students' writing tasks. Mahmudah concluded that graphic organizers via scaffolded actions improved not only the learners' writing skills, but their motivation as well.

Recently, Maad and Maniam (2017) looked into the effect of graphic organizers as a pre-writing strategy in generating ideas for MUET argumentative writing among matriculation students. Their study involved 30 EFL students who were assigned to two different groups when one received conventional instruction while the experimental group was provided with a tutorial on how to use the graphic organizer. The pre-test and post-test were carried out and the mean score of both tests was compared. Both the

researchers found that there was an improvement in the experimental group compared to the conventional method.

Also in the same year, Hamiche (2017) explored the effect of graphic organizers on learners' awareness on the organization patterns of the argumentative essay and their attitudes toward the use of such a pre-writing technique. Hamiche (2017) employed a quasi-experimental study by selecting a total of 40 third-year students and grouped them into experimental and control groups. A pre-test argumentative essay was carried out to test the students' writing proficiency level. Additionally, a post-test argumentative essay was administered to both groups followed by a survey questionnaire. Hamiche's (2017) study revealed that the graphic organizer is an effective technique for argumentative essay writing especially for enhancing its organization pattern.

In another study, Kansızoğlu (2017) investigated whether graphic organizers have any significant effect on the learners' success in language learning. A total of 70 experimental and quasi-experimental studies done between the years 2000 to 2016 were selected and analysed using the meta-analysis method. The Comprehensive Meta-Analysis v2.0 (CMA) statistics was used to check on the effect size of the studies, the analysis of heterogeneity, publication bias and intervening variable. The data obtained were then interpreted within a random effects model. The results of Kansızoğlu's (2017) study indicated that graphic organizers have a wide effect on academic success compared to the traditional teaching methods. Kansızoğlu's (2017) study was important as it combined experimental studies which explored the effect of graphic organizers on the students' academic success in terms of listening, reading, writing, grammar and concept learning.

More recently, Yavani (2018) employed a collaborative classroom action research (CAR) that was designed in two cycles. The purpose of the Yavani's study was to improve the learners' writing skills using the graphic organizer. A total of 16 students from an English course were selected to participate in the study that involved three meetings with a duration of 100 minutes each. A questionnaire, observation checklist, writing test and field notes were employed as the instruments for data collection. Yavani's study indicated that the graphic organizer strategy improved the learners' ability in writing and there was active participation among students in the writing process. Additionally, students revealed a positive perception of their learning experience. Overall the use of graphic organizers in various contexts have been studied and found to be an effective learning tool.

2.3.4 Toulmin Model of Argument

The Toulmin Model (1958) has been widely referred to by many scholars (Tsai, 2006, Saito, 2010; Zainuddin, 2006). The Toulmin's Model consists of six components. The first three are essential or obligatory components of arguments which include (i) the claim, (ii) the data and (iii) the warrant. The rest are optional, namely (iv) the backing, (v) the qualifiers and (vi) the rebuttal (Tsai, 2006). The following is a brief explanation on these components; (i) The claim category characterizes the central idea of an argument that the writer entreats/appeals to the audience to agree with, (ii) the data category sets up grounds to support a claim. The writer locates evidence for a claim which consists of facts, examples, or statistical numbers and (iii) the warrant, associates data to the claim and connects the statements that the writer believes.

According to Toulmin, Rieke and Janik (1984, p.61), the warrant can vary from one individual to another as everyone possesses different background knowledge and

ideology. In optional category, (iv) the backing explains why the warrant has authority and comprise *generalizations that* make explicit “*the body of experience relied on to establish the trustworthiness*” of the claim. Toulmin (1958 as cited in Tsai, 2006) describes warrants as hypothetical and bridge-like statements whereas backings are categorical facts. Next, (v) the quantifier category encompasses adverbial words or phrases which modify and define the scope of a claim. The functions that the quantifier holds include signifying probability of a claim, narrowing the scope of a claim and indicating potential rebuttals. Finally, (vi) the rebuttal, explains certain conditions under which the string of reasoning is restricted. The rebuttal functions to broaden the scope of the dispute. Moreover, it balances the reasoning process in the argument. Though it represents a potential objection that audiences may raise, presenting two sides of an issue do not weaken the arguer’s point. Instead, it demonstrates an arguer’s overall understanding of the issue in dispute. Thus, making reference to rebuttals turns out to strengthen the overall argument (Tsai, 2006).

(a) Toulmin Model as Instructional Tool in Argumentative Writing

The Toulmin Model (1958) has been widely alluded to as an instructional tool in argumentative writing (Qin & Karabacak, 2010; Qin, 2013; Wilson, 2014; Stapleton & Wu, 2015; Suhartoyo, Mukminatien & Laksmi, 2015). Qin and Karabacak (2010) adapted the Toulmin Model (1958, 2003) to study the overall quality and structure of argumentative essays written by 133 second-year ESL Chinese university students. They instructed students to write an argumentative essay in English after reading two pre-selected English opinion pieces with opposing views on a similar topic. Qin and Karabacak (2010) revealed that an average paper had at least one claim supported by four

pieces of data, compared to the counterargument claim, counterargument data, rebuttal claim and rebuttal data which were used less frequently.

In another study, Qin (2013) explored the efficacy of the Toulmin Model to teach argumentative writing among EFL students. 16 students were assigned to write an argumentative essay before and after the instruction. Qin included varieties of activities during the one hour lesson by incorporating explicit instruction using the Toulmin Model. The learners' overall quality of argumentative writing before and after the instruction was assessed based on a holistic scoring rubric. Based on the study, Qin concluded that the students' argumentative paper improved after the instruction. Moreover, the learners' informal group interviews revealed that the instruction had encouraged the students to write argumentative papers in future.

Wilson (2014) had also conducted a pre-test and post-test to explore the effects of scaffolded instruction using the Toulmin Model of Argument on the problems solving strategies of four to sixth-grade writers; two of whom were identified as "high ability" and another two were classified as "average ability." The learners were given six units of scaffolded instruction in the Toulmin Model for four weeks as intervention. Wilson concluded that students were able to move beyond knowledge telling to engage in knowledge transformation, moving back and forth between problem spaces of content and rhetoric and were found to be capable of handling the audience-related task which required warranting claims and offering convincing supporting data.

Also, Stapleton and Wu (2015) employed a modified Toulmin Model to study the quality of reasoning in argumentative essays involving 125 high school students. Stapleton and Wu selected a total of six excellent essays in terms of their surface structure to analyse. Besides that, they collected a total of 46 questionnaire responses from doctoral

students. Stapleton and Wu's (2015) study revealed quite a number of patterns of inadequacies in the reasoning of the six cases suggesting the need for greater attention to the quality of reasoning in the argumentative essay of high school and doctoral students.

Furthermore, Suhartoyo, et al. (2015) studied undergraduate students from an English department to explore the efficacy of Toulmin's Model within TWPS strategy on the argumentative essay. The quasi-experimental design with a pre- and post-test as well as nonrandomized control group design were employed. A number of 38 fourth semester students from the English Department was selected for the purpose of the study. The experimental groups were treated with the TWPS strategy compared to the control group without the TWPS strategy. The argumentative essay test was used to measure the students' critical thinking ability. The hypotheses of their study were tested using the ANCOVA and the ensuing results indicated no significant difference in the students' critical thinking ability. Nonetheless, Suhartoyo et al. (2015) concluded that the Toulmin's Model of argumentation within TWPS strategy was capable of developing the students' critical thinking. On the whole, the Toulmin Model has been employed by many academics as an effective instructional tool in the language learning contexts.

(b) The Use of Toulmin Model on the Argumentative Essay Writing in the Malaysian Context

The Toulmin Model (1958) has also been referred to by many scholars in the Malaysian context as an instructional tool in the argumentative essay writing (e.g., Zainuddin, 2006; Zainuddin & Rafik-Galea, 2016). Zainuddin (2006) researched the impact of teaching argumentative structure of the ESL learners by studying the Toulmin Model of Argument as well as the contributing factors to the learners' poor performance in argumentative essay writing. She employed three types of instruments namely, pre-test

and post-test composition questions and in-depth interview with the teachers to collect the data. The participants of the study were 21 students and their essays were measured using the 'Holistic Critical Thinking Rubric' and 'SPM Marking Band'. The percentages, mean scores, standard deviation and t-tests of the pre-test and post-test essays were analysed using the SPSS software. Her in-depth interview involved the teacher and learners. She concluded that teachers do not often teach argumentative writing in class. They preferred to get learners to choose the type of essays to write. She found through the brainstorming session and learners' interview that the Toulmin Model provides assistance to learners in developing and organising the content which contributes to better argumentative essays.

More recently, Zainuddin and Rafik-Galea (2016) carried out a quantitative and mixed-methods study for data collection and analysis to investigate the impact of teaching argumentative writing and critical thinking using the Toulmin's Model on ESL learners. A non-randomised, pre-test and post-test, a quasi-experimental, within-subject design was implemented. Their study involved a total of 21 year five rural school students. In Phase One a pre-test was administered as a baseline data collection and followed by a quasi-pre-experiment involving both, the Toulmin model and a post-test in the Phase Two. They employed statistical analysis to compare the pre-test and post-test essays. They noticed that 'The Toulmin Model' helps students to comprehend the task in producing convincing argumentative writing. In short, it can be concluded that previous studies in the Malaysian context revealed a positive effect of the Toulmin model on learners' argumentative essay writing.

(c) Toulmin Model as a Measurement Tool on Argumentative Essay Writing

The Toulmin Model (1958) has also been widely employed as a measurement tool by scholars (Tsai, 2006; Saito, 2010; Qin, 2013). Tsai (2006) for example, adapted the ‘Toulmin Model’ to measure the holistic quality and the primary traits of ESL students. Similarly, Qin (2013) leveraged on the Toulmin Model to analyse and compare argument structures, as well as demonstrate the important elements in argumentation, such as opposing views and rebuttals for EFL Turkish university students.

In another study, Saito (2010) engaged 37 third-year English major students to discover the key features of an argumentative essay. Saito employed the integrated process-genre approach by consigning two selected argumentative topics to be written for the first and second drafts. Both the analytic and holistic scoring guide were used to mark the first and second drafts. The scores and content of both drafts were analysed for the mean scores and further compared using the paired t-test. In addition to that, the Toulmin Model (1958) was retained to analyse the qualitative data. Saito’s study showed an improvement in the quality of writing from the first draft to the second draft. The study revealed that teaching learners to write by integrating the process and genre-based instruction facilitates and helps students to write a successful argumentative essay.

2.3.5 The Use of Conjunctions in Argumentative Essay

A few studies had looked into the use of conjunctions in argumentative essay writing (Tsareva, 2010; Muftah, 2014; Mohamed, 2016; Uzun, 2017) in the argumentative essay writing. Tsareva (2010) explored the use of cohesive devices such as reference, substitution, ellipsis and conjunction. The purpose of Tsareva’s study was to reveal the types of grammatical cohesive relations used in students’ argumentative

essays. The 'International Corpus of Learner English' (ICLE) was chosen by Tsareva (2010) to look into how Norwegian and Russian learners construct their essays in English. The findings of Tsareva's study indicated not much difference in the number of the cohesive devices used by Norwegian and Russian students but the differences observed were in the manner these items were used to indicate the different types of cohesion. Although both groups showed the ability of using cohesive devices connected to sentences and independent clauses, they were not distributed consistently. The results of the findings imply that reference and conjunction were the most frequent types of grammatical cohesion used compared to substitution and ellipsis.

In another study, Muftah (2014) probed into the use of conjunctions in argumentative essays written by EFL undergraduates based on a corpus of 32 argumentative essays collected from a sample of 16 students. Halliday and Hassan's (1976) taxonomy was adopted by Muftah to analyse the conjunctions used. Muftah (2014) discovered that EFL students used the conjunctions inappropriately and the adversative conjunctions were found to be the most difficult for the learners, along with additives and causals. Based on the findings, Muftah (2014) concluded that the difficulties encountered by students could be caused by the following reasons; transfer of the first language, over generalisation in the second language and no subtle difference in the presentation of conjunctions in terms of semantic function in the ESL/EFL textbooks.

Furthermore, Mohamed (2016) explored the use of cohesive devices such as conjunctions in the writing of good argumentative essay among 50 Universiti Teknologi Mara (Uitm) undergraduates. This study was to determine the frequency of conjunctions, semantic and problematic categories in the argumentative writing of the ESL undergraduates. Mohamed studied 50 argumentative essays written by the ESL

undergraduates followed by semi-structured interviews. Mohamed's study affirmed that the undergraduates lacked exposure to the various types of conjunctions and thus, had challenges in using them appropriately in their argumentative essays.

In the following year, a study on the relationship between the use of conjunctions and argumentative writing performance was explored by Uzun (2017). A total of 160 argumentative essays from 40 EFL students were used as the corpus of the study and analysed based on frequencies and percentages by classifying them under the following subtitles; additive, causal and temporal. The relationship between argumentative writing performance and the frequency of conjunctions use was calculated using the Spearman's Rank Correlation Coefficient. The findings from Uzun's (2017) analysis indicated that the additive conjunctions were used most frequently compared to temporal conjunctions in the argumentative essays. However, the total frequency of conjunctions and the frequencies of additive and causal conjunctions appeared to be weak but significantly correlated with writing performance.

2.3.6 Collaborative Learning

Past studies have proposed that collaborative learning can aid learners' academic performance (Mercer, 2008; Storch, 2011). According to Storch (2011), studies related to collaborative writing tasks are rare. In addition to that, he added that research on small group work was found to be more frequently employed to study oral tasks compared to writing tasks. Storch (2011) further claimed that learners stay cautious about how to convey their ideas when they are engaged in writing activities. Conversely, although language can appear within an individual but when collaborative writing occurs either in pairs or small groups, the language is transformed into artefacts. As a result, when those

artefacts are joint together with written texts, they could further encourage the use of language.

A related study on collaborative writing was investigated by Dobao's (2012) to examine the benefits of collaborative writing between groups ($n=15$), pairs ($n=15$) and individual students ($n=21$). Dobao focused on fluency, complexity and accuracy of the written texts produced, in tandem with studying the nature of the oral interaction among the pairs and groups as they collaborated during the writing process. Analysis of the learners' interaction process focused on language-related episodes (LREs) and the findings revealed that although both groups and pairs paid attention to language relatively often, the groups created more LREs and a higher percentage of correctly resolved LREs compared to the pairs. Therefore, Dobao concluded that students in groups write more accurate texts compared to those written individually or in pairs.

Ghufron and Hawa (2015) conducted a study to discover if the collaborative writing technique was more effective compared to direct instruction in teaching argumentative essay writing. A total of 126 students from the English Education Department were involved in their experiments. These students were divided into three classes with 42 students in each group based on cluster random sampling. The experimental group was treated using the 'Collaborative Writing Technique' while the control group used 'Direct Instruction'. Their study showed that the collaborative writing technique was more effective compared to direct instruction in teaching writing. Further, students with high creativity had better writing ability compared to those with low creativity. Additionally, there was marked correlation between teaching techniques and creativity in teaching writing.

Similar to Dobao's (2014) study, Bakhshayesha (2016) investigated the contrary effect of collaborative writing on increasing the students' vocabulary acquisition as well as the challenges they came across during their collaborative writing task. In her study, 14 ESL students were selected to be involved in the writing task. A total of five collocations were selected for each writing task and were taught for a duration of five weeks. The results of Bakhshayesha's study revealed that collaborative writing has no effect on students' vocabulary.

2.3.7 Dialogic Interaction

Past studies have explored dialogic interaction and found that it is highly significant in the classroom learning (Fisher, 2011; Reznitskaya et al., 2012; Sedlacek & Sedova, 2015; Egglezou, 2016; Drummond et al., 2017; Alexander, 2017). Fisher (2011) for instance analysed the perceptions of three successive groups of postgraduates' students' and the role of their teacher in developing interaction. Fisher (2011) adopted collaborative action research using the sociocultural theory (SCT) where data were collected in three cycles over a period of three years. The conceptual and pedagogic understanding of dialogic talk and the ability to promote it was investigated in depth through nine cases. Fisher's findings indicated lack of a commonly agreed definition and readily available theoretical guidance as to the cause of having reduced dialogic talk. In addition, a significant change was urged to be made to the role of teaching practice tutors at the university level.

In another study, Reznitskaya et al. (2012) employed a quasi-experimental research design to discover whether students who engage in inquiry dialogue with others improve their performance on various argumentative writing tasks. The data involves 36 systematically selected discussion transcripts focusing on various features of classroom

discourse. The sample of the study were 12 students from the fifth-grade classrooms who were randomly assigned to two treatment conditions; Philosophy for Children (P4C) and Regular Instruction (REG). Three post-intervention measures including an interview, a persuasive essay, and a recall of argumentative text were used to evaluate transfer performance. The findings of the study revealed important differences in the discourse patterns. P4C students were found to engage in more dialogic interactions compared to the REG students. However, the P4C students were found to perform similarly to the Regular Instruction students on post-intervention measures.

Additionally, Sedlacek and Sedova (2015) selected a total of eight Czech teachers and their classes to study the impact of a teacher development program that was aimed at the implementation of dialogic teaching practice. Video recordings of the classroom teachings for the one-year action research program were studied and the result indicated that the classroom discourse of students had changed after employing the dialogic teaching practice. According to Sedlacek and Sedova (2015), the learners began to take part in a more productive way and an increase was observed in complex student talk characterized by thought and reasoning.

Furthermore, a case study influenced by Bakhtin's theory was conducted by Egglezou (2016) on a group of 24 primary school students. The intervention was carried out for one week and data was gathered from the class recordings of role-playing games, dialogic interactions, pre-test and post-test argumentative tests and an conducted to identify students' attitude towards the topic. Discourse analysis was employed for the qualitative analysis while the software programme SPSS (Statistical Package for the Social Sciences) was employed to analyse the quantitative data of the pre- and post-argumentative tests. The Mc Nemar test was used to investigate if there were significant

changes in the students' attitudes towards the topic. The results from the role-playing games found the use of heteroglossia as well as dialogism between the intention of the speaker and the listener. The dialogic interactions show an increase in students' knowledge and their arguments. In addition, an increase in production of counter-arguments and rebuttals were found in the post-test compared to the pre-test. In line with these results, the Mc Nemar test showed significant changes in the percentage of the students' attitudes. Egglezou's study (2016) uncovered that dialogic activities significantly influence students' argumentative writing, their knowledge about argumentation as a genre and their mode of thinking about reality.

In the following year, Drummond et al. (2017) probed into the interaction between talk, reading and writing in a study on 6th grade Mexican primary school children. The children were instructed to work together in their small groups on a task that required them to read three related texts and write an integrative summary. Drummond et al. (2017) employed collaborative learning to improve the development of children's oral proficiency and literacy. Children's dialogues were analysed using the 'Ethnography of Communication' in combination with the 'Scheme for Educational Dialogue Analysis' (SEDA) from Hennessy et al. (2016). Their study's findings revealed important improvements in effective oral communication accompanied by significantly higher quality integrative summaries, not only when children worked in small groups but also individually.

In the same year, a large-scale dialogic teaching intervention was explored by Alexander (2017) on 76 primary schools in England. Teachers' and students were inspired to increase their knowledge and skills in classroom talk focusing on dialogue and argumentation. The intervention involved the use of printed materials, in-school

mentoring and audio-video analysis which was structured into 11 cycles over two school terms. Through the use of the standardized test, Alexander's (2017) study revealed that the intervention groups were two months ahead in the English, Science and Mathematics; thus, confirming the positive effect of the approach used.

2.3.8 Perceptions towards Teaching and Learning Argumentative Writing

A few studies have explored students' perceptions of argumentative writing (Abdul-Hafid Kamil, 2011 & Lap & Truc, 2014). Abdul-Hafid Kamil (2011) investigated EFL student-teachers' perceptions of the teaching and learning methods of EFL writing. The data for the study was gathered from the questionnaire and interviews. Both quantitative and qualitative methods were employed. To analyse the questionnaire, the Statistical Package for the Social Sciences (SPSS) was used to generate descriptive statistics. In addition, a total of ten student-teachers' interviews on how they perceived EFL writing were analysed qualitatively. The results of Abdul-Hafid Kamil's study suggested a need for change in the pedagogical practices especially in the teaching of EFL writing. Furthermore, students' pre-service training programme and teachers' in-service professional developmental programme were urged to be improved with focus on the social needs of students, society and for developing education internationally. Additionally, the EFL writing was advised to be viewed as an important communicative medium and taught in a way that helps students interact with .

However, Lap & Truc (2014) explored an experimental study on 20 Vietnamese college students using the genre-based approach to investigate their ability in writing argumentative essays. Students were divided into two groups and were taught to write argumentative essays using the genre-based approach at two different points of time. A pre-test, progress-test and post-test were carried out to measure the argumentative essays.

Additionally, the semi-structured interviews were gathered to find out students' perceptions of the genre-based approach in learning argumentative essays. The findings from the study revealed that both groups of students significantly did better in their writing performance after the study. The genre-based approach was discovered to contribute to encourage students' feeling and ability in writing an argumentative essay.

2.4 Methodological Issues

The earlier sections have focused on the effects of scaffolding, The Spectrum Newsletter (2008) summarizes that implementing instructional scaffolding (using a graphic organizer) requires proper planning because it is time-consuming and demanding. Educators need to select appropriate scaffolds that meet the diverse learning and communication styles of learners as well as know when to take off the scaffold to make sure learners do not overly depend on the teacher's assistance. Further, they need to know the students' cognitive and affective abilities well so that appropriate scaffolds can be offered. Spectrum Newsletter (2008) identified two challenges faced by educators seeking to implement instructional scaffolding. First, the ineffectiveness of employing appropriate supports or activities for students because educators often fail to measure individual student's needs, interests and skills. Second, educators failed to know when to remove the scaffold in order for the students to work independently without relying on the support.

Scaffold learning requires educators to be aware of how learners practice the most utilized tools and if they are able to carry out given tasks independently when the tool is taken apart (van de Pol et al. 2010). Amerian, Ahmadian and Mehri (2014) pointed out that analysts and educators must be aware of the shortcoming of scaffolded instruction and declared that more proficient individuals, such as teachers ought to be knowledgeable

about the scaffolding elements, conditions and tools. In line with this, Lantolf and Thorne (2006) expresses that the intellectual elements of the learner should not depend a lot on outer mediation, if the internalisation of the assignment is to be fruitful. McCosker and Diezmann (2009) affirm that educators should be aware of the procedure of connection which makes scaffolding a mindful activity when the student reasons and responds to the give and take during the span of communication. However, according to Land and Zembal-Saul (2001 as cited in Puntambekar & Hübscher, 2005), making learners' thinking explicit does not mean that students use the support expressively. Finally, the experimental, as well as descriptive studies related to instructional scaffolding were found to be limited due to various barriers such as it was time-consuming and expensive in addition to being challenging as it involved a rigorous and systematic approach (van de Pol et al., 2010).

2.4.1 Measuring Learning Achievement

Instructional scaffolding in learning refers to support that educators offer to their learners during problem-solving either in a group or individually to make sure that students are able to complete a task successfully. These completed tasks need to be measured in order to assess the effectiveness of the instruction. Vygotsky (1978) expressed concerns that the conventional approach to check on what learners can do alone without guidance is not sufficient, but instead it is essential to check on what students are able to do through scaffolding because that will reveal what they are able to do when help has been internalized. He introduced the Dynamic Assessment (DA) and asserted that this future-in-the-making model encompassing both the assessment and instruction are dialectically integrated. According to him, the DA which is a chain of *pre-test-teach-post-test* can be an effective interactive approach to psychological assessment, is useful in the

process of writing and can facilitate the cognitive development of students (Vygotsky, 1978 cited in Aimin, 2013).

In spite of this, the summative essay writing test was often found to be very effective for measuring exactly how much knowledge students have gained. In fact, Shepard (2005) argues that scaffolding and formative assessment were the two approaches educators normally employed to advance students' learning in the zone of proximal development. Formative assessment was also utilised by teachers to test their students' understanding and to provide feedback as well as act as a guide for educators to make decisions about their future instruction (Dodge, 2017). In the past, arguments had arisen on formative assessment versus summative assessment where the formative assessment was found to be a better approach to measure students' achievement (Wei, 2010; Hwang & Chang, 2011). Irons (2008 as cited in Murtagh & Webster, 2010) adds that students and educators could not be engaged in the formative assessment due to limited time. However, Young and Kim (2010) find both assessments when combined together provide many function, but they insisted that there should be some similarity or otherwise both assessments could not be distinguished from one another.

However, a scoring rubric details out different levels of proficiency on the scale. Ghalib and Al-Hattami (2015) point out that the holistic scoring consists of general guidelines and defines good performance at each scale compared to the analytic scoring rubric which offers more detailed information about a test taker's writing performance. In addition, according to them poorly designed rubrics could reduce the learning process. They also highlight that choosing the right rubrics actually depends on the purpose and context-specific considerations. However, in terms of choosing the most reliable rubric,

there are still some controversial issues as some researchers assert that the analytic rubric is more reliable than a holistic rubric (Gunning, 2006).

Additionally, researchers argue that assessing achievement via the scaffolding approach is difficult due to its dynamic nature and complexity (Renninger & Granott, 2005). Valsiner (2005) claims that the rating scales are inappropriate to measure scaffolding as it is a dynamic process. Due to the complexity of measuring essay writing through a scaffolding approach, most studies done on a small-scale were case studies or exploratory studies. In line with this, van de Pol et al. (2010) also underscored the inherent challenges regarding rating the scaffolding performance. They claim the measurement does not make use of reliable evidence and valid instruments. Although, there are rich outcomes pertaining to scaffolding in the past research, according to them, the method and research outcome require a more in-depth study and measurement tools.

The measurement of scaffolding, according to van de Pol et al. (2010) appears to be in its infancy stage; thus, they invite researchers to develop an instrument that can facilitate the analysis of scaffolding as a dependent variable. They added further that student measures are needed as these measures provide a clear indication of whether the scaffolding was effective to start with or not. In their latter-day study, van de Pol, Volman, Elbers and Beishuizen (2012) found that there were no instruments to measure scaffolding in the classroom situation and proposed two different instruments to analyse the scaffolding process in teacher and small-group interactions. They presented a total of 29 interaction fragments in their analysis and the model of contingent teaching was found to be useful for teachers' practice and development.

In another study, Brown (2010) proposes strategies to provide learners with examples and comprehensive instructions for essay writing with the aim that students will

be able to comprehend and produce a similar organisational pattern. Brown (2010, p.288), also suggested, “*students create concept maps and permit them to be used in examinations to help their ability to compose written essays under pressure, that more accurately reflect their real learning.*” He went on to add that these suggestions are yet employed in the writing courses. As such, there is a call for “... *further studies into validating examination essay grades, one of our primary means of evaluating student learning*”.

2.5 Summary

Vygotsky’s SCT asserts that human interaction is fundamental to the learning and development of the individual which is the basis for the current day emphasis on collaboration and feedback. The theory emphasizes the role of a teacher in cognitive development and the importance of support from a ‘More Knowledgeable Other’ (MKO) in line with social and cultural tools as an important means of gaining intelligence. In the same way, ‘scaffolding’ is a metaphor for support which requires the novice to learn, grow and develop i.e. in the ‘Zone of Proximal Development’ (ZPD). It purports to change the conventional, teacher-centred classroom “...*which is adult-driven in nature and is based in an understanding of teacher- learner interaction as a one-way process*” (Verenikina, 2008, p.162).

To conclude, instructional scaffolding has been clearly established as an effective approach for promoting the development of cognitive competencies required in performing a wide array of instructional tasks. The concepts of mediation, collaboration, scaffolding and learning in the ZPD offers the basis for using various strategies and tools such as graphic organizers to support classroom instruction. Most of the reviewed studies report positive results pertaining to the use of graphic organizers to scaffold in various contexts such as writing, reading, science studies and web-based learning. There is also

significant evidence of scaffolding strategies that are aligned with the learners' level of cognitive development. The central concepts of Vygotsky's SCT (mediation, social interaction, collaboration, scaffolding and learning in the ZPD) offer an inclusive framework to analyse, interpret and examine the effect of graphic organizers and instructional scaffolding on the argumentative writing performance among TESL undergraduates.

Additionally, previous studies on the use of conjunctions, argumentative elements as well as dialogic interaction offer the opportunity to investigate how students use the conjunctions and argumentative elements in their argumentative writing as well as on how they interact in their groups to construct the argumentative essay. Additionally, studies on students' perceptions offer knowledge on students' experiences using graphic organizers and instructional scaffolding. Therefore, the literature review in this study has been invaluable in reviewing the SCT approach to learning using the graphic organizers and instructional scaffolding as well as the use of conjunctions, argumentative elements, students' dialogic interaction and learning experiences for its possibility in assisting language educators and researchers to enhance their practice.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter illustrates the research design, population, instrumentation, data collection procedure and analysis adopted to answer the research objectives and research questions of this study. In short, this study adopted a quasi-experimental research using a pre-test and post-test design to investigate the effect of graphic organizers on the argumentative writing performance among TESL undergraduates which is operationalised in terms of argumentative essay writing performance, frequency of conjunctions and the frequency of argumentative elements. Additionally, students' dialogic interaction between the two groups which is referred to as 'Graphic Organizers with Instructional Scaffolding' (GOIS) and the 'Graphic Organizers without Instructional Scaffolding' (GONI) was observed and video recorded to compare for the overall percentages of Communicative Acts (CA's).

However, the lecture method as a control condition and referred to as 'No Graphic Organizer No Instructional Scaffolding' (NGNI) was not measured for the overall percentages of Communicative Acts (CA's). The reason for not involving the NGNI group was due to the reason that the particular delivery mode was taught based on the teaching method employed by the university college under study. In addition, the TESL undergraduates in the NGNI group were not involved in any group work. Due to these reasons, the control group is not included in the part where the overall percentages of CA

were measured. A control group can be exempted from an experiment and this is confirmed by Helmenstine (2019) who asserted that although all experiments need to have experimental groups, it is not necessitated to have a control group in all experiments. Additionally, a semi-structured interview of the TESL undergraduates in the three delivery modes, namely; GOIS, GONI and NGNI was observed and audio recorded to capture their learning experiences in detail.

3.2 Research Design

This study was administered as a quasi-experimental research using a pre-test and post-test design with the delivery modes as the between-subjects' variable. This design includes a pre-test measure followed by treatment and a post-test. The pre-test was implemented at the beginning of the research to evaluate prior knowledge of students' in argumentative essay writing. However, towards the end of the intervention, a post-test was carried out to measure the argumentative essay writing performance. This design is suitable and appropriate for investigating the comparative effects of the three delivery modes referred to as GOIS, GONI and NGNI on the argumentative writing performance of the TESL undergraduates.

3.2.1 Conceptual Framework of the Study

A conceptual framework was designed by the researcher and used to guide and keep the present research on track. Figure 3.1 illustrates the conceptual framework used in the present study.

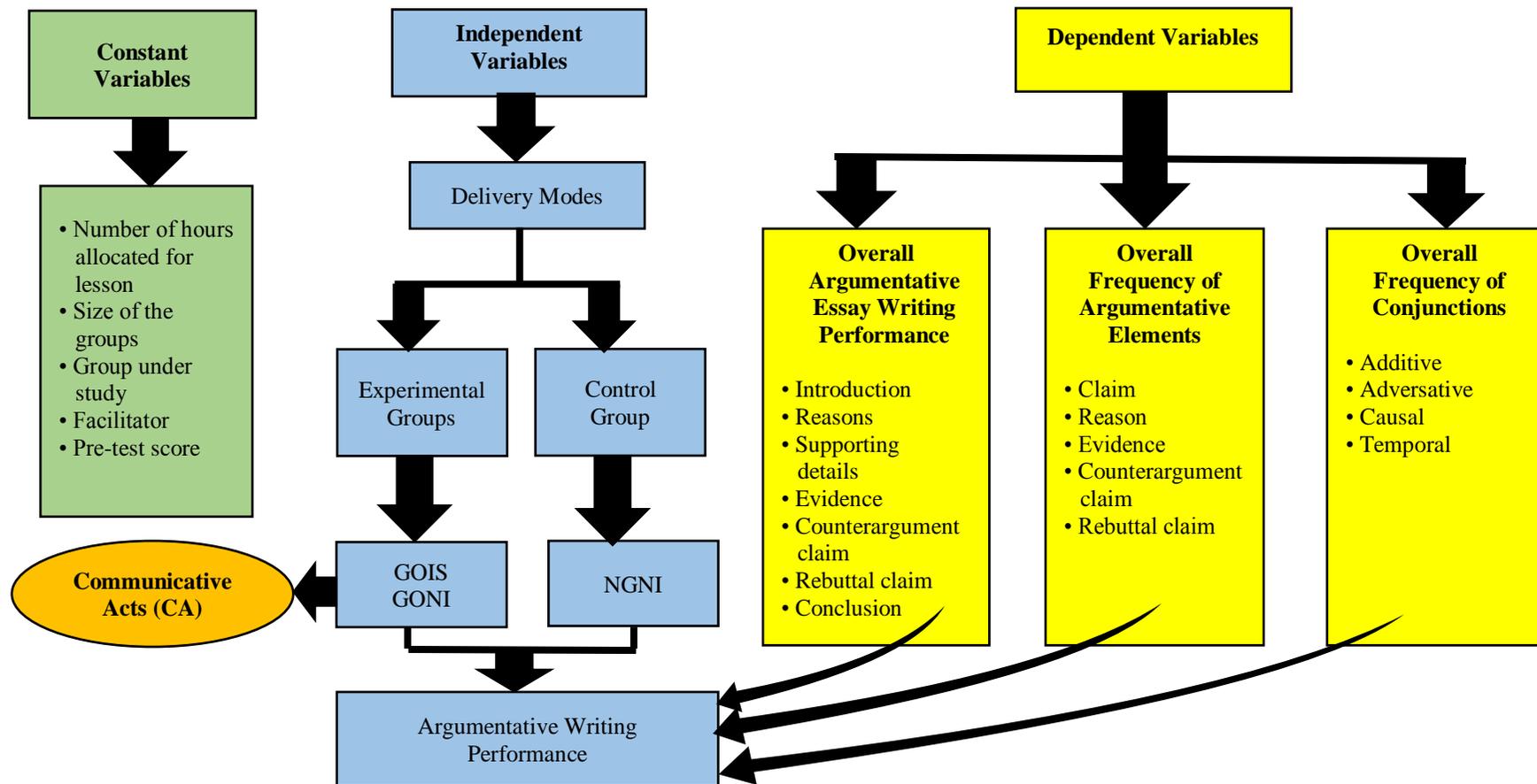


Figure 3.1: Conceptual Framework of the Study

The independent variables of this study are the delivery modes, which were operationalised in three conditions, that is, the GOIS, GONI and NGNI. The GOIS and GONI delivery modes function as the study intervention. The lecture method is included as a control condition, which is referred to as ‘No Graphic Organizer No Instructional Scaffolding’ (NGNI). The rationale for including the lecture method (NGNI delivery mode) as the control group is to enhance our understanding of the effectiveness of the present study intervention.

The dependent variable of this study is the argumentative writing performance and it is operationalised in terms of the overall argumentative essay writing performance, the overall frequency of conjunctions and the overall frequency of argumentative elements displayed in the argumentative essays written by the TESL undergraduates. Additionally, the Communicative Acts (CA’s) were included as a dependent variable to measure the differences in the dialogic interaction between the two experimental groups, that is, the GOIS and GONI.

Additionally, the constant or controlled variables of the study are the number of hours allocated for a lesson, the size and type of student group involved in the study, the facilitator and lastly the pre-test score which acts as the covariate. The following subsections details out on how each dependent variable are designed in the present study.

3.2.2 Argumentative Essay Writing Performance

The argumentative essay writing performance is measured as an overall construct and inclusive of seven categories, that is, the introduction, reason, supporting detail, evidence, counterargument claim, rebuttal claim, and conclusion. The introduction includes the first impression for the readers that describes the writer’s point of view or

claim and acts as a roadmap for the entire essay. The introduction is important as it grabs the readers' attention (Muniandy & Ram, 2011).

Additionally, the body paragraph includes the reason that states the support for the claim and normally answers the question 'why'. Normally an argumentative essay requires three reasons and they justify why the writer's position is better. In addition, the supporting details include additional information to make each of the presented reason stronger. Supporting details are crucial as they support the writer's point of view and make the argument convincing. Additionally, the evidence comes in a paragraph and provides facts, examples, statistics or data connected to the writer's reasons and claim to convince the readers. However, the counter-argument claim presents possible arguments against the writer's claim while the rebuttal claim presents the writer's response to the counter-argument claim. Finally, the conclusion includes the last section of the essay that summarizes the arguments and supporting points which is important to update the readers on its purpose, importance, and features (Muniandy & Ram, 2011).

3.2.3 Overall Frequency of Conjunctions

The overall frequency of conjunctions as indicated in Appendix 13 is inclusive of four categories, that is, additive, adversative, causal and temporal. The additive is important to indicate the semantic comparison of units as well as to stress the key arguments and to increase new information to past expressions. The additive conjunction is subcategorized into four; simple, complex, comparative and appositive. Next, the adversative is used to express contradicting ideas likely to occur in sentences and subcategorized into proper, contrastive, corrective and dismissive. Additionally, the use of causal helps students to introduce their reasons and outcome of any argumentative facts that they intend to present. The causal category consists of four subcategories; general,

specific, conditional and respective. Finally, the temporal assist students to introduce a new idea or to state previous events or to sum up the whole writing and subcategorized into four; ‘simple’, ‘complex’, ‘sequential or conclusive’ as well as ‘here and now or summarizing’ (Haliday & Hasan, 1976).

The rationale for analysing the frequency of conjunctions in argumentative essays is to explore and compare how frequently each of the conjunctions are used among TESL undergraduates in the three different delivery modes. The use of conjunctions in the argumentative essay was found to be beneficial in aiding students in their essay writing to indicate new and diverse ideas in the sentences of a particular paragraph as well as to link ideas to the next paragraph (Haliday & Hasan, 1976). Additionally, the use of conjunctions was found to be vital and necessary in argumentative essay writing for university students to construct a cohesive text (Muftah, 2014) as it connects sentences and paragraphs as well as expresses various conjunctive relations to the grammatical structure of a text. Moreover, the use of conjunctions were able to help students in joining different sentences and connect ideas to form cohesive texts (Mohamed, 2016). Overall, conjunctions were found to be important elements that contribute to the overall quality of writing as they connect paragraphs, sentences and clauses (Uzun, 2017).

3.2.4 Overall Frequency of Argumentative Elements

The overall frequency of argumentative elements displayed in argumentative essays was measured as an overall frequency of argumentative elements and consist of five categories, that is, claim, reason, evidence, counterargument claim and rebuttal claim. The argumentative element of ‘claim’ refers to a statement of asking others to accept the writer’s standpoint related to the topic of discussion. Thus, the following elements of the argument in the essay will be referred to and related to the writers’ claim.

However, the element of ‘reason’ responds to the question ”why” the writer claims a certain standpoint while the ‘evidence’ provides support for the writer’s claim. This evidence includes facts, proof or data which contains important information that is not easy to be challenged. However, ‘counterargument claim’ presents the statements that contradict with the writer’s main claim. Finally, the ‘rebuttal claim’ states the writer’s answer to the counter-claim and to show that the counter-claim statement is wrong. It is the statement to defend the writer’s points of view (Chase, 2011).

Chase (2011) asserted that the argumentative elements are identified as important and essential in argumentative writing as they help to produce a fully developed and structured essay. Further, Qin and Karabacak (2010) also stressed that the argumentative elements are “*pedagogically useful to analyse the organization structures of L2 argumentative writing*” (p.445). Therefore, when students apply appropriate argumentative elements in their writing, they will be able to understand, plan, organise and write their argumentative writing well.

3.2.5 Overall Percentages of Communicative Acts (CA’s)

The dialogic interaction between the GOIS and GONI groups were observed and video recorded to explore how students interact and construct knowledge in different delivery modes. The transcripts of the two groups using different delivery modes were analysed quantitatively based on the ‘Scheme for Educational Dialogue Analysis’ (SEDA) adopted from Hennessy et al. (2016). SEDA was adopted in the present study because the coding scheme emphasizes mainly on the micro-level of analysis that describes a sequence of observable Communicative Acts (CA’s) that are recognized as the main characteristics in the development of teacher-student and peer interactions. This

could definitely help in conducting a systematic analysis of what students actually do and utter in practice during their group work activity.

The SEDA which consists of a total of eight clusters and 33 CA's were used as a guide to score the number of CA's employed by the GOIS and GONI groups. The cluster code 'Build on ideas' (B) consists of two CA's (B1: Build on/clarify others' contributions and B2: Clarify/elaborate own contribution). The cluster code describes the following acts; explaining one's own or other's ideas; make relevant contribution to dialogue by building on, provide examples, adding to, reformulating or clarifying one's own or other's contributions; adding something either in terms of content or in the way ideas are expressed but excludes repetition of one's own or other's ideas.

Next, the cluster code 'Connect' (C) comprises four CA's (C1: Refer back; C2: Make learning trajectory explicit; C3: Link learning to wider contexts and C4: Invite inquiry beyond the lesson). The cluster code (C) as shown in Appendix 12 describes the following acts; the ability to make an explicit connection to ideas/positions/arguments/artefacts/prior contributions and knowledge beyond the immediate dialogue or context by referring back to earlier contributions within the group. In addition, these cluster codes also explain the acts of making trajectories of learning explicit, including referring forward to an activity or contributions to be requested; referring to students' ability of connecting their communication to wider contexts such as the present, past or future, beyond the classroom or to prior knowledge; experiences and inviting inquiry beyond the lesson.

Subsequently, the 'Express or invite ideas' (E) contains two CA's (E1: Invite opinions/beliefs/ideas and E2: Make other relevant contribution). This cluster code describes the following acts: inviting or expressing opinions, ideas, beliefs or perspectives

without specific or explicit reference to prior contributions, ideas or artefacts. This includes open, general questions that do not name ideas or participants but not closed questions that seek yes/no answers and providing contributions that bring something not yet expressed to the discussion, but related to the general subject. Those contributions must be pertinent to the dialogue or task at hand that includes generating ideas during a brainstorm or bringing ideas from a small group discussion into a larger discussion on the same topic without making links to others' contributions. This includes simple feedback such as “I think that's a good point” or “I can see that point” but not simple “yes” or “no” responses.

Next, the ‘Guide direction of dialogue or activity’ (G) consists of six CA’s (G1: Encourage student-student dialogue; G2: Propose action or inquiry activity; G3: Introduce authoritative perspective; G4: Provide informative feedback; G5: Focusing; G6: Allow thinking time). The descriptions of ‘Guide direction of dialogue or activity’ (G) includes feeding in or highlighting salient ideas, introducing an authoritative perspective as part of the dialogue in response to participants' level of understanding, providing informative feedback on which the recipient can build, guiding or focusing the dialogue in a desired direction or towards key aspects of an activity, encouraging student-student dialogue that includes whole class contexts but excluding simply setting group work without an explicit dialogic element, proposing possible courses of action or inquiry and explicitly inviting or proposing thinking time.

In line with this, the ‘Invite elaboration or reasoning’ (I) consists of six CA’s; I1: Ask for explanation or justification of another's contribution, I2: Invite building on/elaboration/(dis)agreement/evaluation of another's contribution or view, I3: Invite possibility of thinking based on another's contribution, I4: Ask for explanation or

justification, I5: Invite possibility thinking or prediction and I6: Ask for elaboration or clarification. This cluster code describes the following acts that invite other to respond critically to ideas, perspectives, problems, situations or artefacts through explanation, justification, argumentation, analogy, categorization, making distinctions, use of evidence as well as an exploration of possibilities, prediction or hypothesizing and speculation. In addition, the invitation has to be explicit through typical keywords or phrases such as 'why?', 'how?', 'what caused...?' for reasoning or conditional phrases such as 'what would/could/might happen if...?', when asking for speculation/prediction. Further, it also includes elaborate, reformulate, provide examples, extend/add to or builds on contributions/ideas/theories and evaluate or (dis)agree with another's contribution/idea/theory.

Further, the 'Positioning and coordinating' (P) comprises of six CA's; P1: Synthesise ideas, P2: Compare/evaluate alternative views, P3: Propose resolution, P4: Acknowledge shift in position, P5: Challenge viewpoint and P6: State (dis)agreement/position. The cluster code 'Positioning and coordinating' (P) describes the following acts; taking a position/stance in the dialogue by evaluating different ideas/perspectives/arguments by comparing/contrasting/critiquing them, offering an opinion on the value or lack of value of an idea/position/argument/artefact in relation to the task at hand, explicitly acknowledging a shift of position, challenging other's arguments, beliefs or assumptions and stating agreement/disagreement/partial (dis)agreement with others. Further, it also includes coordinating ideas by proposing to resolve differences/agreement with a solution; synthesising or bringing together ideas, or generalising.

In terms of 'Make reasoning explicit' (R) comprises of four CA's; R1: Explain or justify another's contribution, R2: Explain or justify own contribution, R3: Speculate or predict on the basis of another's contribution and R4: Speculate or predict. This cluster code describes the acts of making reasoning explicit through explanation, justification, argumentation including providing an argument or a counter-argument, analogy, categorization, making distinctions, using of evidence as well as an exploration of possibilities, prediction, speculation, hypothesizing and extrapolation. In addition, this cluster code also includes explaining or speculating based on one's own or other's ideas.

Finally, the 'Reflect on dialogue or activity' (RD) as indicated in Appendix 12 consists of three CA's; RD1: Talk about talk; RD2: Reflect on learning process/purpose/value and RD3: Invite reflection about process/purpose/ value of learning. This cluster code (RD) as shown describes the following acts; explicit self or group evaluation or metacognitive reflection on purposes/processes/value/outcome of learning or activity, engaging in talk about talk/protocol for dialogue and an invitation to engage in any of the above in greater detail. To compare the overall frequency of CA between the GOIS and GONI delivery modes, the video recording method was employed by the researcher because it has many advantages, for instance, it enables the researcher to focus on the exact words used by the students during their discussion and replay for review at a later date (Reid et al., 2015).

3.2.6 Semi-structured Interview

Semi-structured interviews are in-depth interviews where participants are required to answer pre-set open-ended questions and these have been widely employed by scholars (Jamshed, 2014). Newton (2010) asserted that semi-structured interviews provide opportunities for researchers to generate rich data. Additionally, the language used by

participants was considered important to gain insight into participants' perception and values. Further, the data generated from the interview can be analysed in different ways. According to Laforest (2009), semi-structured interviews are used to collect qualitative information and are useful for studying specific situations. Semi-structured interviews were also found to be suitable for small samples and provide access to participants' perceptions and opinions.

In the present study, the researcher carried out semi-structured interviews with the TESL undergraduates on their learning experiences to investigate if there is a link between the three different delivery modes on the argumentative writing performance among TESL undergraduates. The researcher believes that the qualitative data from the semi-structured interviews in this study can provide meaningful feedback on students' learning experiences in the three delivery modes.

3.3 Population and Sample

The TESL undergraduates identified for the study were from semester four, May intake. The entry requirement for the TESL diploma programme is at least three credits including Bahasa Malaysia and English in the 'Sijil Pelajaran Malaysia' (SPM) or 'Malaysian Certificate of Education' (MCE). Of the seven classes, three intact classes originally with 30 students ($n=30$) were identified and selected by the researcher, two as the experimental groups and another as the control group. The researcher did not involve all the classes in the research as they were not equal in their numbers and had a different timetable for their lessons. According to Statistics Solution (2019), there is no certain rule of thumb to determine the sample size and at the same time it is unethical to choose a very large sample size for a study. Thus, if the study uses three independent variables,

then a minimum sample size of 30 is appropriate. A summary of the number of students involved in the study according to the delivery mode is presented in Table 3.1.

Table 3.1: Number of Students According to Delivery Mode

Delivery mode	Number of Participants
Graphic Organizer Instructional Scaffolding (GOIS)	30
Graphic Organizer No Instructional Scaffolding (GONI)	30
No Graphic Organizer No Instructional Scaffolding (NGNI)	30
Total	90

Cohen, Manion and Morisson (2007) recommended 30 students as the sample size to reach a general conclusion about the population as a whole. In order to determine the equivalence of the experimental and control groups in terms of their argumentative essay writing ability, a one-way ANOVA was employed and students' semester one essay writing test score results were used as a measure to assess the homogeneity of their general writing ability. The following hypotheses were tested:

Null Hypothesis

H₀: There is no significant difference in the essay writing test scores of TESL undergraduates between the GOIS, GONI and NGNI delivery modes.

Alternative Hypothesis

H_a: There is a significant difference in the essay writing test scores of TESL undergraduates between GOIS, GONI and NGNI delivery modes.

The results from the one-way ANOVA indicated that the mean for essay writing test scores of the TESL undergraduates was 51.67 (SD=8.14). There was little

variability in the essay writing test scores between the students. The mean for essay writing test scores of the participants in the GOIS delivery mode ($n=30$) was 51.83 (SD=8.86) compared to GONI delivery mode ($n=30$), their mean was 51.17 (SD=8.88). Meanwhile, the TESL undergraduates in the NGNI delivery mode ($n=30$) had a mean of 52.00 (SD=6.77). Table 3.2 shows the means and standard deviations of the essay writing scores according to the delivery modes.

Table 3.2: Means and Standard Deviations (in parentheses) of the Essay Writing Test Scores According to Delivery Modes

	GOIS ($n = 30$)	GONI ($n = 30$)	NGNI ($n = 30$)
Essay Writing Scores	Mean=51.83 (SD= 8.86)	Mean=51.17 (SD= 8.88)	Mean=52.00 (SD= 6.77)

The test of normality for essay writing test scores using Shapiro-Wilk for all the three delivery modes were found to have significant levels of more than .05, which indicate, that all essay writing test scores were normally distributed. Table 3.3 shows the test of normality for essay writing test scores using Shapiro-Wilk.

Table 3.3: Test of Normality for Essay Writing Test Scores Using Shapiro-Wilk

Groups	Statistics	<i>df</i>	<i>p</i>
GOIS	.954	30	.214
GONI	.950	30	.165
NGNI	.936	30	.071

About the homogeneity of variances for essay writing test scores across the three delivery modes (GOIS, GONI and NGNI), the result indicated that significant levels were more than .05, meaning that the data did not violate the homogeneity of variance. Table 3.4 shows the test of homogeneity of variances for the essay writing test scores.

Table 3.4: Test of Homogeneity of Variances for Essay Writing Test Scores

Levene's statistics			
	<i>df1</i>	<i>df2</i>	<i>p</i>
Essay Writing Test Scores	2	87	.285

Finally, the one-way ANOVA confirmed that there was no significant difference in the essay writing test scores between the three delivery modes at $p > .05$ ($F_{[2,87]} = .086$). Table 3.5 shows the summary of the one-way ANOVA analysis for the essay writing test scores.

Table 3.5: Summary of one-way ANOVA for Essay Writing Test Scores

Source	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig
Between Groups	.667	2	.833	.086	.918
Within Groups	.333	87	.682		
Total	.000	89			

Thus, this confirms the following hypothesis:

H_0 : There was no significant difference in the essay writing test scores of TESL undergraduates between the three delivery modes (GOIS, GONI and NGNI).

Therefore, the TESL undergraduates for this study were considered homogeneous samples in terms of their essay writing ability.

3.3.1 Sample for the Video Recording

The sample for the video recording session only involved the two experimental groups, that is the GOIS and GONI delivery modes as they were found to be homogeneous based on their previous essay writing test score results. The grouping was

done based on the students' preferences. However, the NGNI delivery mode was excluded from the video recording session due to the following reasons. First, the particular delivery mode used the teaching method employed by the university college understudy. Additionally, the teaching method did not involve any group work. Helmenstine (2019) has asserted that the control group can be exempted and not be incorporated in all experiments.

3.4 Instrumentation

In any research, instruments are used for collecting data and the accuracy of the research results depends on those instruments. Four types of instruments were employed in this study. They are the argumentative essay graphic organizer, pre-test and post-test argumentative essays, audio and video recording and the semi-structured interview questionnaire. The following sub-sections describe the instruments in detail.

3.4.1 The Graphic Organizer

Graphic organizers were found to serve as an important instructional tool in helping students in their argumentative essay writing task (Hawkins, 2011; Sharrock, 2008). A standard argumentative graphic organizer was adapted and modified from Novell (2009), which is based on 'Toulmin's Model of Argument Structure'. The 'Toulmin Model of Argument Structure' was proposed by Toulmin (1958) and has been discovered to be effective in various studies related to argumentative essay writing as it enhances students' critical thinking (Suhartoyo et al., 2015) and writing ability in terms of quality (Saito, 2010; Zainuddin & Rafik-Galea, 2016; Qin, 2009, 2013; Qin & Karabacak, 2010; Bacha, 2010).

The graphic organizers were inclusive of argumentative topics (Appendix 14) with three sections, that is, the ‘Introduction’ with a ‘Body Paragraph’ and a ‘Conclusion.’ The ‘Introduction’ section requires students to make a claim and state three reasons why the data supports the claim. Next, in the ‘Body Paragraph’ section, students were again required to state at least three reasons on why and how the data supports the claim based on their knowledge and experience. Then, students were also required to provide at least three supporting details for their reasons. In line with that, students were also required to provide three shreds of evidence gathered including facts, examples, and statistics for their supporting details that are acceptable and relevant. In addition, the students were required to provide a counterargument claim that provides a statement that opposes the writer’s argument and provides a rebuttal claim that negates the counterargument claim. Finally, the students were required to summarize the main topics by providing opinions and suggestions for change in the ‘Conclusion’ section. Refer to Appendix 6 for a sample of the graphic organizer.

3.4.2 Pre-test and Post-test Argumentative Essay

The purpose of the pre-test and post-test in this study was to investigate the argumentative writing ability in terms of the overall argumentative essay writing performance, overall frequency of conjunctions and overall frequency of argumentative elements of the three delivery modes, namely GOIS, GONI and NGNI. The pre-test was administered before the treatments but the post-test was administered after the treatments.

The pre-test and post-test argumentative essay writing booklets consisted of an argumentative essay topic and clear instruction about the tests (Appendix 7 & 8). In line with this, students were also required to fill in the following information; students’ intake year, semester, course and date of the tests. The duration of time suggested for the pre-

test and post-test was an hour. The number of words required for the test was 350 words as that was the word limit required in the TESL Diploma course. Besides, it is also suggested that for writing good essays, students need to practise the basic elements and it is best to practice in short and focused assignments (Yale University, 2016). The argumentative essay topics for the pre-test and post-test were varied and selected based on topics applicable to students' life. This is consistent with the "National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk" (NDTAC) (2006) which stated that administrators should not give the same questions to their students for the pre-test and post-test. The reason for this is to avoid students from producing invalid data as their improvement cannot be accredited to the skills they have developed if they are already familiar with the test questions. Thus, the improved performance cannot be attributed to improvement in skills but rather to their familiarity with the test.

(a) Scoring Procedure for the Pre-test and Post-test Argumentative Essay Writing Performance

The analytical scoring rubric used for scoring the argumentative essay writing performance was the 'Analytic Scoring Rubric for Argumentative Writing' (ASRAW) adapted from Stapleton and Wu (2015) which is based on Toulmin-like elements (indicated in Appendix 10). This was further modified by the researcher to score the pre-test and post-test argumentative writing performance of the TESL undergraduates. Toulmin's model (1958) had been used by many scholars (Zainuddin, 2006; Qin & Karabacak, 2010). The validity of the 'Scoring Guide for Toulmin's Criteria for Argumentation' lies as a basis for argumentative writing assessment where evaluators make assessments "...based on the clarity of the writer's problem statement and claim,

the quality and quantity of data or reasons to support the claim, and the quality and quantity of warrants connecting data to the claim” (Saito, 2013, p.31).

The ASRAW rubric (Stapleton & Wu, 2015) was constructed with the following scales; 0 and 5 for the ‘claim’ category, 0 to 10 for the ‘counterargument claim/alternative points of view’ and ‘rebuttal claim’, and 0, 10, 15, 20 and 25 for the ‘data’, ‘counterargument data/supporting reasons for alternative point(s) of view’ and ‘rebuttal data’ categories. In the present study, the ASRAW rubric was modified by the researcher with the following scales; 0 to 2 for ‘introduction’, ‘counterargument claim’, ‘rebuttal claim’ and ‘conclusion’ categories while 0 to 4 for the ‘reason’, ‘supporting detail’ and ‘evidence’ categories. The ‘claim’ category from the ASRAW rubric was changed to ‘introduction’ and the content was modified. Further, the ‘reason’, ‘supporting detail’ and ‘evident’ categories were added as a new category by the researcher by modifying the content from the category of ‘counterargument data/supporting reasons for alternative point(s) of view’. The ASRAW rubric was modified by the researcher so that it can act as a clear structure for scoring the argumentative essay writing performance for the present study.

The analytical scoring rubric that the researcher adapted is inclusive of seven divisions; introduction, reason, supporting detail, evidence, counterargument claim, rebuttal claim, and conclusion. The scores for the introduction (ranges from 0 to 2), reason, supporting detail and evidence (ranges from 0 to 4) and the counterargument claim, rebuttal claim and rebuttal claim (ranges from 0 to 2). The “*analytical scoring is useful in the classroom since the results can help teachers and students identify students’ strengths and learning need*” (Jonsson & Svingby, 2007, p.132). To ensure the reliability of the scoring criteria for the overall pre-test and post-test argumentative essay writing

performance, an experienced inter-rater was employed. The inter-rater correlation as indicated in Table 3.11 was carried out by the researcher and the inter-rater. To ease the analysis, the 90 argumentative essays were grouped according to the three delivery modes. The experimental group with GOIS was tagged from GOIS01 to GOIS30, the experimental group with GONI was tagged from GONI1 to GONI30 and the control group from NGNI1 to NGNI30.

(b) Scoring Procedure for Frequency of Conjunctions

The scoring procedure for the use of conjunctions in the pre-test and post-test argumentative essays of the three delivery modes was adopted from Halliday and Hasan (1976). A conjunction is referred to “*a specification of the way in which what is to follow is systematically connected to what has gone before*” (Halliday & Hasan, 1976, p.227). Halliday and Hasan’s (1976) taxonomy of cohesive devices is one of the most important models (Karahan, 2015) and has been discovered to be widely employed by scholars in various studies (e.g., McKay, 2007; Crossley, Kyle & McNamara, 2016). Halliday and Hassan (1976) classified the categories of grammatical cohesion into 4 types; reference, substitution, ellipsis and conjunction. Among the four categories of grammatical cohesion, the ‘conjunction’ category was adopted by the researcher as it has the ability to connect sentences as well as clauses in a text and is important for argumentative writing. The other categories were not used as they are not within the ambit of the current research focus.

In this study, the cohesive device in terms of conjunction consists of four categories; additive, adversative, causal and temporal. Each category consists of four subcategories. The additive category consisted of simple, complex, comparative and appositive. Next, the adversative category consisted of proper, contrastive, corrective and

dismissive. Additionally, the causal category consists of general, specific, conditional and respective. Finally, the temporal category with simple, complex, sequential/conclusive and here and now/summarizing. Refer to Appendix 13 for more details.

The frequency of conjunctions that appeared in the pre-test and post-test argumentative essay were coded using the alphabet of ‘C’ followed by the first alphabet according to the categories of conjunctions along with a number. Table 3.6 shows the coding and labelling of conjunctions.

Table 3.6: Coding System for Frequency of Conjunctions

Category	Code
Additive	CA1
Adversative	CA2
Causal	CC3
Temporal	CT4

The recurrence of each conjunction was totalled, averaged and tabulated for further analysis of the overall frequency of conjunctions across the three delivery modes. To assess the reliability of the scoring criteria for the overall frequency of conjunctions in the pre-test and post-test argumentative essays, an experienced inter-rater was employed. The inter-rater correlation was carried out by both the researcher and the inter-rater. Refer to Table 3.12.

(c) Scoring Procedure for Frequency of Argumentative Elements

The scoring procedure for argumentative elements of the pre-test and post-test argumentative essays of the three delivery modes were adapted from Weida and Stolley (2017) by the researcher as it was simple and easy to understand. The argument structure is inclusive of five elements; claim, reason, evidence, counterargument and rebuttal claim. The frequency of argumentative elements that appeared in the pre-test and post-

test argumentative essays were coded with the first alphabet of each word. The coding and labelling of argumentative elements are indicated in Table 3.7.

Table 3.7: Coding System for Frequency of Argumentative Elements

Argumentative Elements	Code
Claim	C
Reason	R
Evidence	E
Counterargument claim	CC
Rebuttal claim	RC

The recurrence of each argument elements was totalled, averaged and tabulated for further analysis of the overall frequency of argumentative elements across the three delivery modes. To assess the reliability of the scoring criteria for the overall frequency of argumentative elements, an experienced inter-rater was employed. The inter-rater correlation was carried out by both the researcher and the inter-rater. Refer to Table 3.13.

3.4.3 Audio and Video Recording

(a) Audio Recording

The Apple's iPhone 8 plus was used to record students' semi-structured interviews from the three delivery modes, namely, GOIS, GONI and NGNI as it comes with native audio recording which is easy to use. Audio recording was found to have many advantages where it was helpful in identifying tones, attitudes and subtleties which cannot be obtained from written evidence and serve as an important tool that can be used at any time and any place. Additionally, the audio recording can be reversed and listened to repeatedly to get the accurate meaning of the speaker (Jain, 2017).

Jamshed (2014) suggested that researchers should record semi-structured interviews conducted because it can be a suitable choice compared to handwritten notes which are found to be unreliable and can cause researchers to miss some important key points. Additionally, the recording provides the opportunity for researchers to pay attention to the content of an interview as well as the verbal prompts and thus helps transcriptionist to produce a “verbatim transcript” of the interview.

(b) Video Recording

A 9.7 inches Apple iPad Pro was employed to video record the learning process of the GOIS and GONI groups. The Apple iPad Pro has the potential for shooting professional and quality videos as the camera is easy to use and is rich with features such as large and bright screen (Harrell, 2018). Further, previous research had also revealed that the digital video recording has the potential of being a powerful and effective technique that teachers can use by observing the recording to analyse, reflect on the content and give explanations related to the recordings (Savas, 2012). An inter-rater correlation was carried out by the researcher with an experienced inter-rater to assess the reliability of the scoring criteria for the overall frequency of CA between the GOIS and GONI delivery modes (Table 3.14).

3.4.4 Semi-structured Interview Questionnaire

A semi-structured interview questionnaire was used to guide the interviews and this is most often used in applied linguistics (Dörnyei, 2007, p.136) as it is flexible and allows the investigation of emergent themes and ideas. The interview questions were open-ended and conducted individually to enable the interviewees to divulge their opinions and beliefs confidentially. According to Newton (2010, p.6), “*This method*

relies on the inter-personal skills of the interviewer, the ability to establish relationships and rapport". The following interview questions were posed to the students:

1. How was your overall learning experience using the delivery mode?
2. How did the delivery mode help you to expand your knowledge of the argumentative writing ability?
3. What were the challenges that you face during the learning process using the delivery mode?
4. How would you describe your participation in the learning process using the delivery mode?
5. What are the benefits that you perceived in the use of the delivery mode?

This phenomenon of using shorter interview questions was also captured by Barbour and Schostak (2005, p.43) who contended, "*the shorter the interviewer's questions and the longer the subject's answers, the better an interview is*". The researcher also prepared refreshment and small tokens as motivation for the interviewees. This is to show gratitude to the respondents for their cooperation. The need to show appreciation was highlighted by Lobe, Livingstone, Olafsson and Simões (2008) who claimed that the researcher can offer interviewees a small gift as a token of gratitude but this should only happen at the end of the interview session. To increase the credibility, an interview dry run was conducted before conducting the real interview. This helped the researcher to check and rectify flaws in the questionnaire used and also to add questions needed to obtain additional information that is crucial.

3.5 Data Collection Procedures

The following sections detail out the data collection procedures for the present research.

3.5.1 Study Approval

Approval for the study was obtained before the implementation of the research. This comprises (a) official permission to conduct the study at the university college (Appendix 1) and (b) approval to conduct the study at the university college (Appendix 2).

3.5.2 Students' Consent Form

The consent form was distributed and collected with the help of the TESL coordinator in the university college. The purpose of getting the students to sign the consent form is to show evidence of the student's voluntary participation in the study. The consent forms were distributed and the students were told to sign two copies of the form where one is for the researcher's filing and one is for the students safe keeping (Appendix 3).

3.5.3 The Interview Dry Run

The semi-structured interview was piloted after obtaining approval from the university college involved in this study. The aim of the pilot test was to check for clarity of the language used in the questionnaire as well as to increase familiarity with the interview questions and recording device. In addition, it was also carried out to provide the researcher with some information and experience in conducting the semi-structured interviews and help in learning the interviewing skills to keep the flow of the conversation. The interview dry run involved three interviewees. The interviewees were contacted via their mobile and the date, venue and time were arranged.

The semi-structured interviews were audio-recorded via mobile phone “*to keep interviewer-related error to a minimum*” (Bryman, 2008, p.213). The researcher also kept an extra backup recorder on standby should anything go wrong. In addition, notes were also taken during the interview. The interview session was carried out for approximately 30 minutes. The three interviewees were asked the same set of questions using the English language but were allowed to use the Malay language to respond if they wished. The researcher started the interview by thanking the interviewees for their participation. Throughout the interview, the researcher discovered different answers from each interviewee although the questions were the same and it was not easy to predict what the interviewees were going to say. Each interviewee also took different time to end their conversation. The pilot study helped the researcher to improve the interview questions by making some modification to the interview questions. Although the interview dry run involved a small number of interviewees, the researcher had gained knowledge and experience in practicing the interviewing technique where some modifications were made to the questions. The interview transcripts of the students who were involved in the dry run were not used in the real analysis.

3.5.4 The Video Recording Dry Run

The pilot run was carried out one week before the real video recording session. The pilot run involved six TESL undergraduates of semester four who did not take part in the intervention. The researcher sought the help of the English coordinator to book a classroom for the pilot run. Upon booking the classroom, the students were contacted and the video recording dry run was carried out with the help of two colleagues. A suitable room was arranged and six chairs were arranged in a half circular pattern so that students can see each other and interact easily. The Apple iPhone 8 plus was placed on a mobile

phone stand holder and the settings for the video recording was adjusted. Additionally, a MacBook Pro was placed on a table facing the students as a backup. Before the video recording session, the researcher briefed the students regarding the purpose of the video recording session. An A4 paper with an argumentative graphic organizer and an argumentative topic were distributed to the students. The researcher asked the students to appoint a leader for their group and requested the students to discuss and write down their points in their argumentative essay graphic organizer. The video recording session lasted for about half an hour. During the video recording session, the researcher noticed the camera was not positioned properly as it did not capture some of the students' faces. Furthermore, some students were noticed to be looking at the computer screen and laughing as they could see their faces. In line with these, some of the students were found to be walking along the corridor, making noise and eagerly looking at the classroom. Further, the video recording process for the mobile phone suddenly stopped as the phone had limited memory and could not capture the full video recording session.

Based on the pilot run a few lessons were learned and adjustments were made by the researcher for the real video recording session. The phone memory was upgraded. A more suitable classroom was selected and extra backup tools were set up. Students sitting position as well as the sound quality and position of the camera were adjusted. This was to make sure the interview sessions run smoothly without any disturbances and to ensure the collection of data is done without hiccups. The pilot run transcripts were not used in real analysis.

3.5.5 Pre-test and Post-test Argumentative Essay

The pre-test of the argumentative essay writing was administered before the intervention period (Appendix 7) while the post-test argumentative essay writing was

administered right after the intervention period (Appendix 8). Both the pre-test and post-test argumentative essays adhered to the university exam rules. Further, the venue and time for conducting both the pre- and post-test were done with the help of the TESL coordinator.

With the help of the coordinator, a notice regarding the tests was also posted on the notice board. Both the pre-test and post-test argumentative essays were supervised by the researcher with the help of the TESL coordinator. Before the tests, the argumentative essay writing test booklets were already placed on students' tables to make sure the tests can be carried out smoothly. A short briefing and instructions regarding the tests were provided by the researcher. Students were allocated an hour to complete their pre-test and post-test and their papers were collected immediately after the tests.

3.5.6 Teaching Schedule

A teaching schedule guided the research for four weeks, with two hours allocated for each lesson (Appendix 14). Both the intervention and control groups took the pre-test before the intervention. During the intervention period, the three groups went through their lessons under the three delivery modes respectively using the same argumentative topics with four stages of learning. The lessons for the three delivery modes were held for a duration of two hours per week. However, the lessons for the experimental and control groups were held on different days each week because the timetable for the NGNI delivery mode clashed with the GOIS and GONI delivery modes. Thus, the lessons for both the GOIS and GONI delivery modes were held on the same day and the NGNI delivery mode were held on a different day. Towards the end of the intervention, students in the three delivery mode that is, the GOIS, GONI and NGNI took a post-test but on a different argumentative topic from the one given during the pre-test.

3.5.7 Teaching Conditions for the GOIS, GONI and NGNI Delivery Modes

The GOIS, GONI and NGNI learning conditions took place in an air-conditioned tutorial room equipped with basic teaching facilities such as the computer connected to the internet, a Liquid Crystal Display (LCD) unit and a whiteboard.

3.5.8 Grouping

Among the seven classes of semester four TESL undergraduates, three classes consisting of a total of 90 TESL undergraduates were assigned equally to three delivery modes consisting of 30 students per group, namely, GOIS, GONI and NGNI as they were found to be homogeneous based on their previous semester writing test score results (Table 3.5). The researcher met the TESL undergraduates one week before the intervention with the help of the TESL coordinator and notified about assigning them to their delivery mode, that is, the GOIS, GONI or NGNI conditions separately. The students' group list form was distributed on the same day to the three groups and the students were given a chance to select their own group members in order to further divide them into five smaller sub-groups consisting of six students per group.

The student-formed group is mostly the preferred method for it has been proven to be effective as the participants know each other and were noticed to have experienced a higher level of satisfaction when they were allowed to form their own group in this manner (Weimer, 2013). According to Chapman et al. (2006), in the student-formed group, students get along well, communicate better and were more excited about working together with their friends. Moreover, their social and academic interactions were found to be better. Similarly, Mushtaq, Murteza, Rashid and Khalid (2012) also revealed that students communicate and get along better by sharing their ideas with the members of the

groups who are their friends and as a result, there was a positive impact on their grades. Additionally, most theorists, researchers and practitioners assert that a total of five to seven members is the best compared to a small group of two or three or a bigger group of eight or more members (Oxford Brookes University, 2011). Therefore, the researcher decided to assign six members to a group for discussion in the current study to facilitate greater participation and sharing of knowledge among each group member.

After assigning the TESL undergraduates according to the three delivery modes and further into five sub-groups, their name list and time table for the intervention study were distributed and displayed on the college notice board with the help of the TESL coordinator (Appendix 15, Appendix 16 and Appendix 17). Throughout the meetings, oral and written explanations were given, in which students had the right to reject or pull out from the study. The students were also briefed in detail regarding the intervention period that took a duration of four weeks. The TESL undergraduates were also given a prompt card for collaborative group roles (i.e. group leader and note taker), group contract cards and language framework (Appendix 14). The facilitator instructed the students to read and understand the prompt card to assist them during their group work discussion.

3.5.9 Preparation of the Facilitator for the Study Intervention

A TESL lecturer with a Bachelor's degree in TESL with teaching experience for more than fifteen years was assigned to handle the students in the three conditions, that is, the GOIS, GONI and NGNI. This is consistent with Silver (2018) who believes an experienced educator is an expert with various skills (e.g., collaborative, interpersonal, technological and presentation) derived from past experiences and practices. The researcher was not involved in any teaching to minimize biasness but however, she was present during the lessons. The intervention period was carried out once a week for four

weeks with a duration of two hours per session. The classes were arranged by identifying common free slots of the students in the respective groups so as not to disrupt ongoing classes.

One week before the intervention, the researcher arranged a meeting with the lecturer to discuss in detail the teaching schedule and procedure for the three delivery modes, that is, the GOIS, GONI and NGNI. The researcher also handed over the facilitator's package for the three delivery modes to assist the lecturer in the teaching (Appendix 16, 22 and 26).

(i) Internal Validity on the Use of Graphic Organizers and Instructional Scaffolding

Ensuring the validity of the instruments used by adopting pre-tested instruments, the researcher also attempted to eradicate possible extraneous variables that could threaten the internal validity of the study. One such variable identified is the prior knowledge/experience of the students in the three groups in relation to the use of graphic organizer and instructional scaffolding in the teaching and learning process. The researcher through the assistance of the facilitator succeeded in confirming that the students had no such knowledge/experience. As such, the possibility of that the extraneous variable threat was eliminated.

3.5.10 Teaching Procedure for GOIS Condition

One way to develop students' argumentation skill is through the implementation of scaffolding using the scaffolded instruction outlined by Ellis and Larkin (1998 as cited in Hasnudidah, Susilo, Irawati & Sutomo, 2015), that is, Facilitator Does It; Facilitator and Class Does It; Group Does It and Student Does It. The framework has been found to be effective in assisting students learning environment where students feel

comfortable in asking questions to their facilitator and peers, providing feedback as well as helping and supporting peers to obtain new knowledge (Larkin, 2002). Here, the tutor becomes more of a facilitator who provides knowledge and creates a more comfortable learning environment for students to take on a more active role in their own learning. In addition to this, the scaffolded instructions were found to be systematic and used in different content areas, age and grades (Chotirat & Teosakul, 2017). The first procedure, the 'Facilitator Does It' describes the situation where the lecturer who acted as the facilitator models the lesson and explains how to perform a task using the graphic organizers. Secondly, 'Facilitator and Class Does It' explains the condition where both the facilitator and students work together to perform the task. However, the 'Group Does It' explains the condition where students work together in small groups to complete the graphic organizer. Finally, the fourth procedure 'Student Does It' is the individual practice stage for students to perform their task individually without any help.

The teaching procedure for the GOIS delivery mode involved four stages of learning using the graphic organizer as instructional scaffolding, Stage 1: The Introduction; Stage 2: Assisted Group Discussion; Stage 3: Writing an Individual Essay, and Stage 4: Peer Review. During the first stage of week one, the facilitator introduced the argumentative graphic organizer as well as the elements of an argumentative essay on the projector. Then, the facilitator modelled the lesson by showing a sample of completed graphic organizer and a sample of a written argumentative essay. The purpose of modelling using the graphic organizers is to provide students with explicit information on the content, organisation, argumentative elements and the use of conjunctions for argumentative writing. Additionally, the facilitator also posed some questions to check on students' understanding as well as to enrich the classroom discourse.

In the second stage of week one, the facilitator allocated students to their respective groups. The facilitator provided students copies of a sample essay and a blank graphic organizer. Students were instructed to read the sample essay, identify and underline the conjunctions used and then, discuss and complete the graphic organizer with appropriate information. The facilitator assisted group members when necessary. Subsequently, in stage three, the facilitator instructed the students to write an individual argumentative essay based on the information gathered in the graphic organizer.

During the second and third week, students were instructed to complete a checklist and reflect on their peers' essay. Then, again back to stage one of the introduction, where students were introduced to the argumentative topic and reminded on the use of argumentative elements. Then, this was followed by questions from the facilitator to check on students' understanding as well as to enrich the classroom discourse. In the second stage, the facilitator allocated them to their respective groups and provided students with copies of sample essays and blank graphic organizers. Students were instructed to read the sample essays, identify and underline the conjunctions used and then, discuss and complete the graphic organizers with appropriate information. The facilitator assisted group members when necessary. Subsequently, in stage three, the facilitator instructed the students to write an individual argumentative essay based on the completed graphic organizer.

During the last week of the intervention, the lesson started with stage four of the peers' review where students were instructed to complete a checklist and reflect on their peer's essay. Then, again back to stage one of the introduction stage, where students were introduced to the argumentative topic and reminded on the use of argumentative elements. This was followed by some questions from the facilitator to check on students'

understanding as well as to enrich the classroom discourse. In the second stage, the students worked in their respective groups. But, for this stage, the facilitator provided students with an A4 paper attached with an argumentative topic. Group members were instructed to draw an argumentative graphic organizer, then discuss and complete the graphic organizer with appropriate information. Subsequently, in the third stage, the facilitator instructed the students to write an individual argumentative essay based on the completed graphic organizers. The facilitator assisted group members when necessary.

In the GOIS condition, the facilitator acted as a skilled person who provided instructional scaffolding using the graphic organizer to students in their argumentative writing. The facilitator promoted independent learning by providing students with chances to self-monitor and develop the reflective aspect of independent learning. This was done by receiving feedback from others as well as by encouraging students to model how to use the graphic organizers to perform argumentative writing using argumentative elements and conjunctions. The facilitator also assisted students in developing their communication skills in using language as a focus during group work activities so that they will be able to share their thinking. Overall, in the GOIS delivery mode, students were provided a more systematic and guided practice using the graphic organizers to handle difficult tasks into a more doable task and to become independent learners. During the group work sessions, students were seated in a circle to ensure eye contact and effective discussion. The facilitator was instructed to follow teaching instructions as detailed in Appendix 16.

(a) Materials for GOIS Condition

The following materials were prepared and used for conducting the research.

(i) The Facilitator's Package

The facilitator's package for the GOIS delivery mode comprised the following materials; argument essay checklist (Appendix 4), pre-test (Appendix 7), post-test (Appendix 8), teaching schedule (Appendix 15), teaching procedure (Appendix 16), information on scaffolding (Appendix 17), students' grouping list (Appendix 18), prompt cards, language framework and group contract card (Appendix 19) and intervention worksheets (Appendix 20).

3.5.11 Teaching Procedure for GONI Condition

The teaching procedure for the GONI delivery mode involved four stages of learning using a graphic organizer, that is; Stage 1: The Introduction, Stage 2: Unassisted Group Discussion, Stage 3: Individual Essay Writing and Stage 4: The Review. The same facilitator who was involved in teaching the GOIS delivery mode participated in teaching the GONI delivery mode.

During the first week of stage one, the instructor introduced the argumentative graphic organizer as well as the elements of an argumentative essay using the projector and PowerPoint slides. Then, the instructor modelled the lesson by showing a sample of the completed graphic organizer and a written argumentative essay. In the second stage, the instructor allocated students to their respective groups. The instructor provided students with copies of blank graphic organizers with an attached argumentative topic. Students were instructed to discuss and complete the graphic organizer with appropriate information without the instructor's help. In the third stage, the instructor instructed the students to write an individual argumentative essay based on the information gathered in

the graphic organizer. Subsequently, in the fourth stage, the instructor collected and reviewed students' work.

In the GONI condition, the instructor provided basic information regarding argumentative writing and the graphic organizer. The instructor was not involved in group work activities but acted as an observer and provided help only when necessary. During the group work sessions, students were seated in the same position as the GOIS group to ensure eye contact and effective discussion. The facilitator was instructed to follow teaching instructions as detailed in Appendix 22.

(a) Materials for GONI Condition

The following materials were prepared and used for implementing the research.

(i) The Instructor's Package

The facilitator's package for GOIS delivery mode comprised the following materials; pre-test (Appendix 7), post-test (Appendix 8), teaching procedure (Appendix 22), students' grouping list (Appendix 23) and intervention worksheets (Appendix 24).

3.5.12 Teaching Procedure for NGNI Condition

In the NGNI delivery mode, the same lecturer who was involved in the GOIS and GONI delivery modes acted as the instructor in delivering the teaching method. The duration of the lessons for the NGNI delivery mode involved two hours per session every Thursday for four weeks. The teaching was implemented in a classroom equipped with teaching facilities similar to the GOIS and GONI delivery modes. The teaching procedure for the NGNI condition involved four stages of learning; Stage 1: The Introduction, Stage 2: Peer Learning, Stage 3: Individual Essay Writing and Stage 4: The Review.

During stage one, the instructor started the lesson by introducing the argumentative topic. After that, the instructor wrote down the following argumentative elements on the whiteboard and explained them verbally; thesis statements, paragraphs, topic sentences and supporting details. Then, the instructor started to ask a few questions related to the argumentative topic. The instructor also introduced and wrote down a few transition signals on the whiteboard and explained them verbally. Next, in the second stage, the lecturer asked the students to sit with their partners. Students were instructed to discuss and list down important points from their discussion. The instructor provided help only when necessary. After that, in stage three, students were instructed to write an individual argumentative essay based on the topic of discussion. In the last stage, the instructor collected and reviewed the students' essay. In the NGNI condition, the instructor provided very basic information and was less involved in the learning process compared to the GOIS condition. During the intervention period of four weeks, students went through lessons based on the lecture mode without the use of graphic organizers and instructional scaffolding (Appendix 26).

(b) Materials for NGNI condition

The following materials were prepared and used for the research.

(i) The lecturer's package

The instructor's package includes the following materials: pre-test (Appendix 7), post-test (Appendix 8), teaching schedule (Appendix 25), teaching procedure (Appendix 26) and students' grouping list (Appendix 27).

3.5.13 Video Recording

The researcher chose a total of three small groups from both the GOIS and GONI delivery modes after seeking the students' approval to participate in the video recording sessions. This was consistent with the principle related to video recording where students have the right to decide whether or not to participate in the video recording (Hackling, 2014). Refer to Table 3.8 for the video recording schedule for GOIS and GONI delivery modes.

Table 3.8: Video Recording Schedule

Week/Date	Time	Duration	Venue	Delivery mode	Group	Argumentative Topic
2 29/06/2018	0800 to 1000 hours	20 minutes	CR5.18	GOIS	1	What is better: A city life or village life?
	1030 to 1230 hours			GONI	1	
3 06/07/2018	0800 to 1000 hours		CR5.18	GOIS	2	Studying at home is better than studying at school. Do you agree?
	1030 to 1230 hours			GONI	2	
4 13/07/2018	0800 to 1000 hours		CR5.18	GOIS	3	Should students be banned from taking mobile phones to school?
	1030 to 1230 hours			GONI	3	

The video recording sessions of the chosen GOIS and GONI groups took place in the same classroom but on different days. A total of six sub-groups, three from the GOIS and another three from the GONI groups were involved in the video recording session. The sub-groups that were not involved in the video recording session were placed in another classroom but alongside with the video recording group so that the facilitator can easily monitor both groups. A notice was also placed outside the classrooms to avoid students from making noise while walking along the corridor. Additionally, the researcher helped the facilitator to monitor the small groups of students who were not involved in the video-recording session especially when the facilitator was in the next class with the

video recording group. This was done to make sure the video recording session runs smoothly without any disturbances.

Two of researcher's course mates were in charge of the video recording sessions. The video recording sessions were set for a duration of 20 minutes as it was considered appropriate and had been used in an earlier study (Alghamdi, 2014). During the group work session, the group of students who were involved in the video recording session were asked to move to another classroom which is the next to the existing classroom. The other groups that were not involved in the video recording session were told to continue with their group discussion. The classroom for the video recording session was already organized accordingly for the video recording by the researcher's colleagues to avoid any disruptions. The video recording session started as soon as the facilitator and students entered the classroom. The facilitator was walking from one classroom to another to facilitate the students. After the video recording session, the students were again told to leave the classroom and join their friends in the other classroom. After each lesson, the researcher immediately transferred the captured video recording sessions into a computer and students' dialogue were transcribed verbatim, using the modified version of an established procedure proposed by Mercer (2000 as cited in Drummond et al., 2017) inclusive of a detailed description of relevant context that includes a specific notation system (Appendix 11).

The 'Scheme for Educational Dialogue Analysis' (SEDA) by Hennessy et al. (2016) which is within the sociocultural paradigm was adopted by the researcher and was used to analyse the video recording transcripts quantitatively (Appendix 12). This framework was chosen because it has been used in the dialogic analysis (Drummond et al., 2017) and "*...across age phase, subject areas and different interactional context*

including whole class, group and paired work” (Hennessy et al., 2016, p.16). The framework consists of 33 Communicative Acts (CA’s) codes and further organized into eight ‘clusters’ that contribute to a dialogic interaction. The transcripts of the recordings were coded based on the CA scheme. “A CA is defined by the minimum number of utterances or actions needed to reflect its function” (Hennessy et al., 2016, p.20). Refer to Table 3.9 for a sample of dialogue analysis.

Table 3.9: Sample of Dialogue Analysis

Line	Agent	CE: Discussing argumentative essay topic: What is better: A city life or village life?	CA Cluster Code
44	Facilitator	Aaa... any other word?	G1
45		Any questions?	G1
46	Misliah	No.	U
47		Alright third paragraph.	U
48		Which one on the line?	G1
49		First, second, third?	G1
50	Eton	Last line.	U

Keys: CE: Communicative Event
U: Uncoded

CA: Communicative Acts (CA)
G1: Encourage student–student dialogue

The recurrence of the Communicative Acts (CA’s) per cluster was totalled, averaged and tabulated to compare the overall percentages of Communicative Acts (CA’s) per cluster between the GOIS and GONI based on SEDA.

(i) Inter-rater Reliability

The inter-rater reliability is “to assess the degree to which different raters/observers give consistent estimates of the same phenomenon” (Trochim, 2006). In this study, the researcher was the first rater while the second-rater was an experienced lecturer with a background in linguistic knowledge. The particular lecturer was engaged to analyse the frequency of conjunctions, argumentative elements and Communicative Acts (CA’s) which appeared in the argumentative essays of the TESL undergraduates. A

total of four argumentative essays were selected randomly from each delivery mode. A total of 12 pre-test and post-test essays from the three delivery modes and two video recording transcripts each from the GOIS and GONI delivery modes were presented to the rater. The researcher and the rater analysed the 12 argumentative essays from the three delivery modes and the video recording transcripts separately. The scores for the argumentative essay writing, identified conjunctions and argumentative elements in both the pre-test and post-test argumentative essays, as well as the Communicative Acts (CA's) from the video recording transcripts of the GOIS and GONI delivery modes were analysed several times over a weekend and they were compared between the rater and the researcher. Any disagreements in the scoring were discussed by the researcher and the rater until a satisfactory level of inter-rater agreement was achieved.

Inter-rater reliability was reported according to Holsti's (1990) coefficient of reliability (C.R.). This has been found to be "*the simplest and most common method of reporting inter-rater reliability*" (Qian, 2010, p.59). Please refer to the following illustration from Holsti's coefficient of reliability (1990 as cited in Qian, 2010) that was used to calculate the percentage of agreement between the two raters in this study.

$$C. R. = 2m / n1 + n2$$

Where: m = the number of coding decisions upon which the two coders agree

n1 = number of coding decisions made by rater 1

n2 = number of coding decisions made by rater 2

(Source: Adopted from Holsti, 1990 as cited in Qian, 2010, p.60)

If the C. R. value is observed to be above 0.75, it shows excellent agreement. If the value is less than 0.75, it shows low reliability.

(i) Internal Validity of the Video-recording

The video-recording posed as a possible extraneous variable as the group of students who were video-recorded could have adjusted their behaviour in the presence of the video-camera. To avoid this, the video camera was placed in full view of the group and they were also briefed regarding the recording activity. This was to ensure the students feel at ease and behave naturally.

3.5.14 Semi-structured Interview

The semi-structured interview was administered using the convenience sampling technique one week after the argumentative essay writing post-test. The researcher sought the help of the subject coordinator to engage the students for the interview based on their interest to take part which is an important ethical procedure to be observed (Palinkas et al., 2015 & Alshenqeeti, 2014). Onwuegbuzie and Leech (2007) recommended that “...when comparing subgroups, at least three cases per subgroup should be selected” (p.245). Laforest (2009) advised, if the research is observed as an addition to other data gathering process, then it is adequate to carry out the interview with a minority of participants compared to if the interview is “... the sole source of information, more interviews should be conducted” (Laforest, 2009, p.2). A total of nine students, three from each delivery mode who volunteered to take part in the semi-structured interview were used as the sample. As Alshenqeeti (2014) pointed out, students should be free and not forced either to refuse or agree in taking part in the semi-structured interview. Further, Dörnyei (2007) also proposed that in an interview study, six to ten interviewees would be adequate. Although this number looks small, in qualitative research, it is more important to get persistent data rather than getting enough data.

The interview took place at the chosen local university college. The researcher reserved a suitable room for the interview with the subject coordinator’s help. The

interview method was one-to-one and on a face-to-face basis. The digital voice recorder was utilized as it *“is highly recommended that interviews be taped”* but *“can only be done with the prior approval of the respondent”* (Laforest, 2009, p.3). The researcher conducted the interview in a classroom during weekdays from Monday to Friday after class hours. The arrangement of students and a suitable time for the interview was scheduled by the subject coordinator. It is recommended that *“the place selected should be neutral, confidential, comfortable, quiet, free of distractions, and easily accessible for the respondent”* (Laforest, 2009, p.3).

The researcher started the interview by greeting and asking some general and open-ended questions, for instance, “Good evening”. “How are you, today?” “Can you tell me about your learning experiences?” The researcher posed a few key questions and made sure the respondents did most of the talking. Further, the researcher avoided asking the respondents leading or close questions. More clear and direct questions were used such as; How? Where? When? What? Why? How much? How many? This was to make sure that the students provide more information and keep the *“interviewee’s motivation by keeping boredom at bay”* (Berg, 2007, p.210). Further, the interview sessions were well focused and tailored with shorter interview questions, so that the respondents were given adequate time to answer the key questions.

The students’ agreement to participate in the interview (Appendix 3) were collected before the interview. According to Cohen et. al (2007), issues such as the respondent’s manner, views and interviewer’s predictions can be a guide to high validity and at the same time possibility for unfairness. Therefore, to avoid these possibilities, the researcher emphasized on the respondents’ honest replies and views related to the

interview questions. The respondents were also allowed to use the language that they were comfortable with and express their views without fear of grammatical errors.

Since it was a semi-structured interview, the researcher ended the conversation when she found that the respondents had nothing more to add. The researcher also asked the respondents if they had anything to add to the conversation. The researcher thanked the respondents for participating in the interview. Right after the interview, the researcher transcribed and analysed the data. The interview took approximately 40 to 60 minutes depending on the flow of the interview. Laforest (2009, p.3) had suggested that “*semi-structured interviews should last from 60 to 90 minutes. Sixty-minute interviews are perfectly acceptable to ensure that neither the interviewer nor the respondent lose their concentration*”.

For the analysis purpose, the interview data were transmitted from the digital voice recorder to the laptop computer. The recorded data were transcribed directly from the computer file verbatim. This was to save more time in the later stage of the analysis. While transcribing, the researcher listened to the data again and each page of the transcription was numbered for fast reference. The transcriptions were verified and compared with the original recording for accurateness, alterations and transcription mistakes. Next, all the transcriptions were saved into the personal computer to be retrieved and analysed for ‘emergent themes’ using the ‘constant comparative method’.

3.6 Framework for Data Analysis

The analytical framework is designed to guide and facilitate an understanding of the research analysis in an organized manner. The analytical framework of the present study has been summarized in five columns, that is the objectives, research questions,

hypothesis, sources of data and techniques of analysis. Table 3.10 shows the summary of the analytical framework used in the study.

Table 3.10: Summary of Analytical Framework

Objectives	Research Questions	Hypotheses	Sources of Data	Types of Data	Technique of Analysis
<p>1. To investigate the significant difference between the GOIS, GONI and NGNI delivery modes on the argumentative writing performance among TESL undergraduates.</p> <p>a. To investigate the significant difference between the GOIS, GONI and NGNI delivery modes on the overall argumentative essay writing performance among TESL undergraduates.</p>	<p>Research Question 1</p> <p>Are there any significant differences in the argumentative writing performance between the three delivery modes?</p> <p>Sub-research questions 1a</p> <p>i. Is there any significant difference in the overall argumentative essay writing performance between the three delivery modes?</p> <p>ii. Is there any significant difference in the overall argumentative essay writing performance between the GOIS and NGNI delivery modes?</p> <p>iii. Is there any significant difference in the overall argumentative essay writing performance between the GONI and the NGNI delivery modes?</p> <p>iv. Is there any significant difference in the overall argumentative essay writing performance between the GOIS and the GONI delivery modes?</p>	<p>Null Hypothesis</p> <p>H₀: There is no significant difference in the overall argumentative essay writing performance between the three delivery modes.</p> <p>Alternative Hypothesis</p> <p>H_a: There is a significant difference in the overall argumentative essay writing performance between the three delivery modes.</p>	<p>Pre-test/ Post-test Argumentative Essay</p>	<p>Quantitative</p>	<p>Descriptive statistics</p> <ul style="list-style-type: none"> • Mean • Standard deviation <p>Inferential statistics:</p> <ul style="list-style-type: none"> • One-way ANCOVA • Bonferroni post hoc test

Table 3.10, continued.

Objective	Research Question	Hypotheses	Sources of Data	Types of Data	Technique of Analysis
<p>b. To investigate the the significant difference between the GOIS, GONI and NGNI delivery modes and the overall frequency of conjunctions among TESL undergraduates.</p>	<p><u>Sub-research questions 1b</u></p> <p>i. Is there any significant difference in the overall frequency of conjunctions between the three delivery modes?</p> <p>ii. Is there any significant difference in the overall frequency of conjunctions between the GOIS and the NGNI delivery modes?</p> <p>iii. Is there any significant difference in the overall frequency of conjunctions between the GONI and the NGNI delivery modes?</p> <p>iv. Is there any significant difference in the overall frequency of conjunctions between GOIS and the GONI delivery modes?</p>	<p>Null Hypothesis</p> <p>H₀: There is no significant difference in the overall frequency of conjunctions between the three delivery modes.</p> <p>Alternative Hypothesis</p> <p>H_a: There is a significant difference in the overall frequency of conjunctions between the three delivery modes.</p>	<p>Pre-test/ Post-test Argumentative Essay</p>	<p>Quantitative</p>	<p>Descriptive statistics</p> <ul style="list-style-type: none"> • Mean • Standard deviation <p>Inferential statistics:</p> <ul style="list-style-type: none"> • One-way ANCOVA • Bonferroni post hoc test

Table 3.10, continued.

Objective	Research Question	Hypotheses	Sources of Data	Types of Data	Technique of Analysis
<p>c. To investigate the significant difference between the GOIS, GONI and NGNI delivery modes and the overall frequency of argumentative elements among TESL undergraduates.</p>	<p>Sub-research questions 1c</p> <p>i. Is there any significant difference in the overall frequency of argumentative elements between the three delivery modes?</p> <p>ii. Is there any significant difference in the overall frequency of argumentative elements between the GOIS and the NGNI delivery modes?</p> <p>iii. Is there any significant difference in the overall frequency of argumentative elements between the GONI and the NGNI delivery modes?</p> <p>iv. Is there any significant difference in the overall frequency of argumentative elements between the GOIS and the GONI delivery modes.</p>	<p>Null Hypothesis</p> <p>H₀: There is no significant difference in the overall frequency of argumentative elements between the three delivery modes.</p> <p>Alternative Hypothesis</p> <p>H_a: There is a significant difference in the overall frequency of argumentative elements between the three delivery modes.</p>	<p>Pre-test/ Post-test Argumentative Essay</p>	<p>Quantitative</p>	<p>Descriptive statistics</p> <ul style="list-style-type: none"> • Mean • Standard deviation <p>Inferential statistics:</p> <ul style="list-style-type: none"> • One-way ANCOVA • Bonferroni post hoc test

Table 3.10, continued.

Objective	Research Question	Hypotheses	Sources of Data	Types of Data	Technique of Analysis
2. To investigate the differences in the dialogic interaction between the GOIS and GONI groups on argumentative writing performance among TESL undergraduates.	2. How do the GOIS and GONI groups differ in their dialogic interaction in terms of Communicative Acts (CA's)?	-	Video Recording Transcript	Quantitative	<ul style="list-style-type: none"> • Frequency • Percentages
3. To explore the learning experiences of TESL undergraduates in the three delivery modes?	3. How do the TESL undergraduates experience learning in the GOIS, GONI and NGNI delivery modes?	-	Semi-Structured Interview	Qualitative	<ul style="list-style-type: none"> • Constant Comparative Method

3.6.1 Analysis of Quantitative Data

The Analysis of Covariance (ANCOVA), descriptive and inferential statistics was utilized as part of the quantitative data analysis (Table 3.10). A guide from Pallant (2016) and the Statistical Package for Social Sciences (SPSS) for Windows, Version 12 was used by the researcher to carry out the analysis. ANCOVA was employed in this study because the study involved three independent variables, namely, GOIS, GONI and NGNI delivery modes, a dependent variable, that is, the post-test scores and a covariate, that is, the pre-test scores. Nworgu (2006 as cited in Uduafemhe, 2015) identified ANCOVA as the most appropriate statistical technique for analysing data from a pre-test and post-test control group design. A preliminary analysis of the data was conducted to ensure compliance of the assumptions for the parametric statistics used in this study which comprised normality (Table 4.1 to 4.4) and homogeneity of variances (Table 4.5 to 4.7).

A test of normality for the argumentative essay writing performance as an overall construct (introduction, reason, supporting detail, evidence, counterargument claim, rebuttal claim and conclusion), overall frequency of conjunctions (additive, adversative, causal and temporal) and overall frequency of argumentative elements (claim, reason, evidence, counter-argument claim and rebuttal claim) of the three delivery modes were conducted using Skewness and Kurtosis which indicated (below ± 3), which means that all data are within the normal range (Coakes and Steed, 2003; Hair Jr, Black, Babin & Anderson, 2010; Sekaran, 2003). Refer to Table 4.4.

Further, homogeneity of variances for the argumentative essay writing performance as an overall construct (introduction, reason, supporting detail, evidence, counter-argument claim, rebuttal claim and conclusion), overall frequency of

conjunctions (additive, adversative, causal, temporal) and overall frequency of argumentative elements (claim, reason, evidence, counter-argument claim, and rebuttal claim) of the three delivery modes were checked using Levene’s statistics. Refer Table 4.5 to Table 4.7. The overall frequency of Communicative Acts (CA’s) between the two delivery modes, GOIS and GONI were also analysed and compared using frequency and percentages. Refer to Table 4.14.

Holsti’s coefficient of reliability (1990 as cited in Qian, 2010) was used to check the inter-rater reliability for the following quantitative data; overall argumentative essay writing performance, the overall frequency of conjunctions, the overall frequency of argumentative elements and overall percentages of Communicative Acts (CA’s).

(i) Inter-rater Reliability for the Overall Argumentative Essay Writing Performance

Table 3.11 indicates the results for the inter-rater reliability for the overall pre-test and post-test argumentative essay writing performance.

Table 3.11: Inter-rater Reliability for the Overall Argumentative Essay Writing Performance (Pre-test/Post-test)

Pre-test				Post-test			
Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)	Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)
12	12	9	0.75	12	12	10	0.83

Keys: m = number of coding decisions agree by two judges
n1 = number of coding decisions made by judge 1
n2 = number of coding decisions made by judge 2

A total of 12 argumentative essays from the three delivery modes were rated by the researcher with another inter-rater and an inter-rater correlation was done between the

two. The result of the C.R. was above 0.75 which indicated excellent agreement from both raters.

(ii) Inter-rater Reliability for the Frequency of Conjunctions

Table 3.12 indicates the results for the inter-rater reliability for the frequency of conjunctions for the pre-test and post-test.

Table 3.12: Inter-rater Reliability for Frequency of Conjunctions (Pre-test/Post-test)

Pre-test				Post-test			
Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)	Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)
12	12	10	0.83	12	12	9	0.75

Keys: m = number of coding decisions agree by two raters
n1 = number of coding decisions made by rater 1
n2 = number of coding decisions made by rater 2

The inter-rater reliability between the inter-raters for the frequency of conjunctions resulted in C.R. value above 0.75 which indicated excellent agreement from both raters.

(iii) Inter-rater Reliability for the Frequency of Argumentative Elements

Table 3.13 indicates the results for the inter-rater reliability for the frequency of argumentative elements for the pre-test and post-test of the three delivery modes.

Table 3.13: Inter-rater Reliability for Frequency of Argumentative Elements (Pre-test/Post-test)

Pre-test				Post-test			
Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)	Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)
12	12	10	0.83	12	12	10	0.83

Keys: m = number of coding decisions agree by two judges
n1 = number of coding decisions made by judge 1
n2 = number of coding decisions made by judge 2

The inter-rater reliability between the inter-raters for the frequency of argumentative elements resulted with C.R. value above 0.75 which indicated excellent agreement from both raters. None of the categories indicated low agreement with C.R. value below 0.75.

(iv) Inter-rater Reliability for Communicative Acts (CA's)

Table 3.14 indicates the results of the inter-rater reliability for Communicative Acts (CA's) between the GOIS and GONI delivery modes.

Table 3.14: Inter-rater Reliability for Communicative Acts (CA's) for the GOIS/GONI Delivery Modes

GOIS (Group 1)				GONI (Group 1)			
Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)	Rater1 (n1)	Rater2 (n2)	Agree (m)	C.R. (2m/n1+n2)
27	27	25	0.93	23	23	21	0.91

The GOIS and GONI groups were rated for the use of Communicative Acts (CA's) by the researcher with another inter-rater and an inter-rater correlation was made between the two. The inter-rater reliability between the inter-raters for the CA for both the GOIS and GONI delivery modes resulted in C.R. value above 0.75 which indicated excellent agreement from both sides.

3.6.2 Analysis of Qualitative Data

(a) Semi-structured Interview

The qualitative data for this study was derived from the semi-structured interview of the students from the three delivery modes, that is, the GOIS, GONI and NGNI. It must be noted that in qualitative research studies where semi-structured interviews are

conducted and analysed, proper research skills are needed for understanding, formatting, categorizing and describing. Therefore, the constant comparative approach was used to analyse the qualitative data of the semi-structured interview transcriptions of this study. The constant comparative approach was employed in this study as “...it generates theory that can be used as a precursor for further investigation of this phenomenon and related issues” (Lawrence & Tar, 2013, p.35). Although, other analysis methods are available, such as the classical content analysis, the constant comparative method was employed by the researcher because it was found to be the most commonly used analysis for qualitative data. Additionally, the researcher was also interested in using the whole dataset to detect the underlying themes shown through the data similar to Leech and Onwuegbuzie’s (2007) research focus. Further, the interview data collected can be analysed in a single round of interviews compared to over a series of interview rounds (Leech & Onwuegbuzie, 2007). Therefore, the researcher felt that the ‘constant comparative method’ is the ideal method to use for the present study.

The analytical framework which is a modified version by Leech and Onwuegbuzie (2007) from Glaser and Strauss (1967 as cited in Leech & Onwuegbuzie, 2007) was employed in the present study. The analysis of the interview transcriptions was done manually and the steps presented in Table 3.15 were adopted.

Table 3.15: Analysis Procedures for Semi-Structured Interview

Step	Procedure
1	The entire set of data is read.
2	The data were chunked into smaller meaningful parts by underlining the chunk in the interview transcript.
3	Each chunk of data is labelled with a code.
4	All new chunks of data are compared with previous code and “ <i>similar chunks will be labelled with the same code</i> ” (Leech & Onwuegbuzie, 2007, p.565)
5	All coded data are grouped by similarity.
6	A theme is then identified and assigned to each group of coded data.

(Source: Leech & Onwuegbuzie, 2007)

Initially, as advocated by Leech and Onwuegbuzie (2007), interviews from each delivery mode which were analysed according to the themes identified were given to the interviewees to confirm whether the themes captured their statements exactly. Once associations were made, the themes within the three delivery modes were confirmed before making a comparison and judging on why one particular delivery mode was better than the other in terms of overall argumentative writing performance. A summary of the complete list of all categories and subcategories as well as their descriptions are presented in Appendix 28.

Two validity checking approaches suggested by Creswell (2014) that is, the ‘external auditor’ and ‘member checking’ were employed by the researcher. First, the researcher requested a colleague who had experience in teaching ESL to analyse the interview transcripts by reading through the three interview transcripts and identify the emergent categories. Then, the emerged categories were discussed by the researcher and her colleague to check if these categories were reasonably accurate. The inaccurate categories were discussed further until both parties came to a consensus. Besides that, the researcher had also requested two interviewees to look through the themes that emerged from the interview for accuracy. No amendments were made as the emergent themes identified in the interview transcripts contained true experience of the interviewees.

(i) Intercoder Reliability

To check for the scoring reliability of the semi-structured interview transcripts, the researcher appointed an experienced intercoder who is conversant and have experience with in-depth semi-structured interviews as this is one of the important criteria and requirement to ensure scoring reliability (Campbell, Quincy, Osserman & Pedersen,

2013, p.297). The researcher used the “*negotiated agreement approach*” as described by Garrison, Cleveland-Innes, Koole and Kappelman (2006, p.3). The researcher and the intercoder operated in isolation from each other to select the code from the semi-structured interview transcripts. When the coding for the transcripts for the semi-structured interview was done, both the researcher and the intercoder met to discuss and compare whatever coding they had. When there was an agreement at the presence of similar codes, they moved to the next transcript. However, when there was a disagreement on the presence of a code, both the researcher and intercoder discussed their reasons for having chosen the category and tried to come to an agreement. The intercoder reliability was set when they reached at least 80% of the agreement. Garrison et al. (2006,p.7) reported that coders in their study reached better intercoder reliability with the “negotiated agreement approach” compared to the “raw agreement approach *It is argued that this approach provides increased rigor in coding the transcript*”.

Table 3.16 below shows a brief summary of agreement rates that were used in this study. The columns and rows denotes individual transcripts of the three delivery modes with varying degrees of agreement. The ‘Agree’ column refers to the same categories agreed by the coders. Subsequently, the ‘Negotiated agreement’ refers to the categories disagreed by the coders but subsequently negotiated to a point of agreement. The ‘Disagreement’ column denotes the number of categories that the coders disagreed. Additionally, the ‘Undecided category’ indicates categories where coders were not sure about the category. The ‘Total category’ refers to the total number of categories excluding the repeated and removed categories. Next, the ‘Negotiated agreement (%)’ indicates the percentage of the agreement reached by the coders after negotiation. Finally, ‘Agreement w/o negotiation (%)’ denotes the percentage of the agreement made by coders without negotiation. Table 3.16 is a sample summary of the negotiated agreement.

Table 3.16: Sample Summary of Negotiated Agreement

Delivery mode	GOIS			GONI			NGNI		
Transcript	1	2	3	1	2	3	1	2	3
Agree	2	3	4	2	2	3	1	2	3
Negotiated agreement	12	17	19	12	15	14	10	13	16
Disagreement	1	0	0	1	1	0	1	0	0
Undecided category	0	1	0	0	0	0	0	1	1
Total category	15	21	23	15	18	17	12	16	20
Negotiated agreement (%)	80%	81%	83%	80%	83%	82%	83%	82%	80%
Agreement w/o negotiation (%)	13%	14%	17%	13%	11%	18%	8%	13%	15%

Summary of the negotiated agreement in Table 3.16 indicates that the GOIS delivery mode had nine agreement rates compared to GONI with seven and NGNI with six agreements. Subsequently, for the negotiated agreement, the GOIS delivery mode has the highest rate with 48 followed by GONI with 41 and NGNI with 39. However, a total of four disagreements and three undecided categories were found between the researcher and the intercoder. Overall, the intercoder reliability result revealed that both the researcher and the coder had reached above 80% of the negotiated agreement in the three delivery modes.

3.7 Summary

This chapter details the description of the methods employed in the study. Both quantitative and qualitative methods were employed to investigate the efficacy of the three delivery modes namely, GOIS, GONI and NGNI on argumentative writing performance among TESL undergraduates. The description consists of sections on research design, population and sample, instrumentation, data collection and data analysis procedures to investigate the three delivery modes. The participants involved in this study

were 90 TESL undergraduates from a university college ($n=90$). Students' argumentative writing was measured in terms of argumentative essay writing performance, the frequency of conjunctions and frequency of argumentative elements via pre-test and post-test argumentative essays. Additionally, the transcripts of students' dialogue via video-recording were analysed using the 'Scheme for Educational Dialogue Analysis' (SEDA) adopted from Hennessy et al. (2016) and the frequency of 'Communication Acts' (CA) was measured and compared between the two delivery modes namely, GOIS and GONI. Finally, descriptive and inferential statistics were employed to analyse the quantitative data. In line with this, the qualitative data was also gathered to investigate the students learning experience in the three delivery modes via semi-structured interviews which were analysed using the constant comparative approach.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

The current study looks at the effect of graphic organizers and instructional scaffolding on the argumentative writing performance among TESL undergraduates. The independent variables of this study are the three delivery modes which are operationalised in three conditions and referred to as “Graphic Organizer Instructional Scaffolding” (GOIS), “Graphic Organizer No Instructional Scaffolding” (GONI), and the lecture method as a control condition and henceforth be referred to as “No Graphic Organizer No Instructional Scaffolding” (NGNI). The dependent variable of this study is the argumentative writing performance and it is operationalised in terms of the argumentative essay writing performance, the frequency of conjunctions and frequency of argumentative elements displayed in the essays written by the TESL undergraduates.

Students argumentative writing performance in terms of the overall argumentative essay writing performance as well as the overall frequency of conjunctions and overall frequency of argumentative elements were measured via pre-test and post-test argumentative essay conducted on 90 TESL undergraduates. From this total, 60 students participated in two delivery modes using graphic organizers ($n= 30$ for GOIS, $n=30$ for GONI) while 30 students from NGNI delivery mode participated in the lecture method. An analysis of covariance (ANCOVA) was carried out to analyse the significant difference in the overall argumentative essay writing performance, overall frequency of

conjunctions and overall argumentative elements among TESL undergraduates.

Additionally, students' dialogic interactions in the GOIS and GONI delivery modes were recorded via video recording and the differences in the overall percentages of Communicative Acts (CA's) between the two delivery modes were measured based on the 'Scheme for Educational Dialogue Analysis' (SEDA) adopted from Hennessy et al. (2016). Further, with the aim to support the quantitative data collection, the semi-structured interview conducted among students from the three delivery modes, that is, the GOIS, GONI and NGNI were recorded via audio recording and analysed using the constant comparative method. The present chapter presents the findings from both the quantitative and qualitative data analyses. The data analyses of the findings are organized by first presenting the quantitative data followed by the qualitative data.

4.2 Testing Assumptions for ANCOVA

A preliminary analysis of the data for argumentative writing performance was performed using the ANCOVA to ensure the conformity of the assumptions in this study. The following subsection details out the outcomes of normality tests done using Skewness and Kurtosis and the homogeneity check implemented on the variances using the Levene's statistics for the overall argumentative essay writing performance, the overall frequency of conjunctions and overall frequency of argumentative elements of the three delivery modes, that is, the GOIS, GONI and NGNI. The testing of those assumptions were obtained and presented in the following subsections.

4.2.1 Normality Test for Argumentative Writing Performance

According to Stevens (2012), before using any statistical method, especially for inferential statistics, it is necessary to determine the normality of all continuous variables.

Normality is described by means of the normal distribution of the value of the variables. Shapiro-Wilk was applied to assess the normality of the study variable. Table 4.1 to 4.3 show the normality test for the argumentative writing performance.

Table 4.1: Tests of Normality Using Shapiro-Wilk for Assessing Normality Test for Overall Argumentative Essay Writing Performance

	Delivery Modes	Shapiro-Wilk		
		Statistic	df	Sig.
Argumentative Essay Writing Performance (Post-test)	GOIS	0.920	30	0.026*
	GONI	0.920	30	0.027*
	NGNI	0.930	30	0.049*

Note: *Significant level at $p > 0.05$

The results in Table 4.1 indicate that the overall argumentative essay writing performance for the three delivery modes, GOIS ($F=0.920$, $p=0.026$); GONI ($F=0.920$, $p=0.027$); NGNI ($F=0.930$, $p=0.049$) were not normally distributed.

Table 4.2: Tests of Normality Using Shapiro-Wilk for Assessing Normality Test for Overall Frequency of Conjunctions

	Delivery Modes	Shapiro-Wilk		
		Statistic	df	Sig.
Frequency of Conjunctions (Post-test)	GOIS	0.964	30	0.401*
	GONI	0.979	30	0.795*
	NGNI	0.967	30	0.457*

Note: *Significant level at $p > 0.05$

The results in Table 4.2 indicate that only overall frequency of conjunctions was normally distributed among the three delivery modes, namely, GOIS ($F=0.964$, $p=0.401$); GONI ($F=0.979$, $p=0.795$); NGNI ($F=0.967$, $p=0.457$).

Table 4.3: Tests of Normality Using Shapiro-Wilk for Assessing Normality Test for Overall Frequency of Argumentative Elements

	Delivery Modes	Shapiro-Wilk		
		Statistic	df	Sig.
Frequency of Argumentative Elements (Post-test)	GOIS	0.897	30	0.007
	GONI	0.934	30	0.064*
	NGNI	0.914	30	0.019

Note: *Significant level at $p > 0.05$

The results in Table 4.3 indicate that the normality for the overall frequency of argumentative elements was normally distributed only for the GONI delivery mode ($F=0.934$, $p=0.064$) compared to GOIS and NGNI delivery modes.

However, according to Coakes and Steed (2003), Hair et al. (2010) and Sekaran (2003), the data is normally distributed if the value of Skewness and Kurtosis is below ± 3 . Table 4.4 shows the test of normality using Skewness and Kurtosis for assessing normality test for research variables.

Table 4.4: Test of Normality Using Skewness and Kurtosis for Assessing Normality Test for Research Variables

Variables	GOIS		GONI		NGNI	
	Skewness	Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis
Post-test: AEW P	-0.115	-1.254	-0.306	2.667	0.542	-0.414
Post-test: FC	0.363	-0.171	0.050	-0.650	0.243	-0.447
Post-test: FAE	-0.743	0.652	-0.228	0.696	0.453	0.300

Note: AEW P: Argumentative Essay Writing Performance
 FC: Frequency of Conjunctions
 FAE: Frequency of Argumentative Elements

The results in Table 4.4 indicate that the skewness and kurtosis value were within the normal range for the argumentative essay writing performance for the GOIS with skewness of -0.115 and kurtosis of -1.254, GONI with skewness of -0.306 and kurtosis of 2.667 as well as NGNI with skewness of 0.542 and kurtosis of -0.414.

The results in Table 4.4 also indicate that skewness and kurtosis were within the normal range for the frequency of conjunctions for the GOIS with skewness of 0.363 and kurtosis of -0.171, GONI with skewness of 0.050 and kurtosis of 0.650 as well as NGNI with skewness of 0.243 and kurtosis of -0.447.

Additionally, skewness and kurtosis were within the normal range for the frequency of argumentative elements for the GOIS with skewness of 0.743 and kurtosis of 0.652; GONI with skewness of -0.228 and kurtosis of 0.696; NGNI with skewness of 0.453 and kurtosis of 0.300.

4.2.2 Homogeneity Test of Variances for the Argumentative Writing Performance

Assumption of homogeneity of the variances was evaluated to ascertain that the variance within each of the groups is equal. Homogeneity of variances for each group is essential. The assumption in SPSS statistics was examined using the Levene's test for homogeneity of variances using the pre-test as the covariate. Table 4.5 to 4.7 summarizes the results of the Levene's test. Table 4.5 shows the homogeneity test of variances for the overall argumentative essay writing performance.

Table 4.5: Homogeneity Test of Variances for the Overall Argumentative Essay Writing Performance

F	df1	df2	Sig.
0.978	2	87	0.380

Note: *Dependent Variable: Argumentative Essay Writing -Performance (Post-test)

*Tests the null hypothesis that the error variance of the dependent variable is equal across groups

a. Design: Intercept + Pre-test + Group

The results in Table 4.5 indicate that the error variance was equal at post-test for overall argumentative essay writing performance. Table 4.6 shows the homogeneity test of variances for the overall frequency of conjunctions.

Table 4.6: Homogeneity Test of Variances for the Overall Frequency of Conjunctions

F	df1	df2	Sig.
3.031	2	87	0.053

Note: *Dependent Variable: Frequency of Conjunctions

*Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreConjunctions + Group

The results in Table 4.6 indicate that the error variance was equal at post-test for overall frequency of conjunctions. Table 4.7 shows the homogeneity of variances for the overall frequency of argumentative elements.

Table 4.7: Homogeneity of Variances for the Overall Frequency of Argumentative Elements

F	df1	df2	Sig.
0.024	2	87	0.976

Note: *Dependent Variable: Frequency of Argumentative Elements (Post-test)

*Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreElements + Group

The results in Table 4.7 indicate that the error variance was equal at post-test for overall frequency of argumentative elements.

4.2.3 Homogeneity Test of Regression Slopes (Linear) for Argumentative Writing Performance

One assumption of ANCOVA is homogeneity of regression lines and a linear relationship between the covariate and dependent variable. Homogeneity of regression slopes is identified by the existence of an interaction between the covariate and the groups. The regression slope of the covariate and dependent variables (outcomes) must be the same if the single pooled regression slope can be used with all groups. A significant

interaction between the covariate and outcomes indicates that differences of the dependent variable among groups vary as a function of the covariate. According to Field (2009), a significant interaction shows that the ANCOVA results are not meaningful and the test should not be used. Table 4.8 indicates homogeneity test of regression slopes for overall argumentative essay writing performance.

Table 4.8: Homogeneity Test of Regression Slopes for Overall Argumentative Essay Writing Performance

Tests of Between-Subjects Effects						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3722.585 ^a	5	744.517	7.093	.000	0.297
Intercept	6511.585	1	6511.585	62.033	.000	0.425
Group	374.332	2	187.166	1.783	.174	0.041
Pre-test	277.888	1	277.888	2.647	.107	0.031
Group * Pre-test	120.475	2	60.237	.574	.566	0.013
Error	8817.415	84	104.969			
Total	281500.000	90				
Corrected Total	12540.000	89				

Note: Dependent Variable: Overall Argumentative Essay Writing Performance (Post-test)
a. R Squared = .297 (Adjusted R Squared = .255)

Table 4.8 indicates that the homogeneity test of regression slopes for overall argumentative essay writing was fulfilled, thus, an ANCOVA test can be applied to analyse the data. Table 4.9 indicates that the homogeneity test of regression slopes for overall frequency of conjunctions.

Table 4.9: Homogeneity Test of Regression Slopes for Overall Frequency of Conjunctions among TESL Undergraduates

Tests of Between-Subjects Effects						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1435.125 ^a	5	287.025	3.515	0.006	.173
Intercept	8280.766	1	8280.766	101.409	0.000	.547
Group	90.958	2	45.479	.557	0.575	.013
PreConjunctions	3.143	1	3.143	.038	0.845	.000
Group * PreConjunctions	11.540	2	5.770	.071	0.932	.002
Error	6859.197	84	81.657			
Total	96717.000	90				
Corrected Total	8294.322	89				

Note: Dependent Variable: Overall Frequency of Conjunctions (Post-test)

a. R Squared = .173 (Adjusted R Squared = .124)

Table 4.9 indicates that the homogeneity test of regression slopes for overall frequency of conjunctions was fulfilled, thus, an ANCOVA test can be applied to analyse the data. Table 4.10 indicates that the homogeneity test of regression slopes for overall frequency of argumentative elements.

Table 4.10: Homogeneity Test of Regression Slopes for Overall Frequency of Argumentative Elements

Tests of Between-Subjects Effects						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38.277 ^a	5	7.655	5.538	.000	.248
Intercept	218.454	1	218.454	158.024	.000	.653
Group	6.497	2	3.249	2.350	.102	.053
PreElements	1.952	1	1.952	1.412	.238	.017
Group * PreElements	3.720	2	1.860	1.346	.266	.031
Error	116.123	84	1.382			
Total	2588.000	90				
Corrected Total	154.400	89				

Note: Dependent Variable: Overall Frequency of Argumentative Elements (Post-test)

a. R Squared = .248 (Adjusted R Squared = .203)

Table 4.10 indicates that the homogeneity test of regression slopes for overall frequency of argumentative elements was fulfilled, thus, an ANCOVA test can be applied to analyse the data.

4.3 Findings based on Statistical Procedures

This section presents the descriptive and inferential statistical findings of the one-way ANCOVA performed on the argumentative writing performance. The statistical differences of the three groups were compared and analysed according to the overall argumentative essay writing performance, overall frequency of conjunctions as well as the overall frequency of argumentative elements. The one-way ANCOVA at first focused on the difference across the three groups and when a significant difference was found, Bonferroni *post hoc* tests were conducted to make pairwise comparisons between the groups. In the present study, the pre-test scores were used as the covariate.

4.3.1 Effect of Graphic Organizers and Instructional Scaffolding on the Overall Argumentative Essay Writing Performance

It was hypothesized (Chapter 3) that there will not be any significant difference in the overall students' argumentative essay writing performance among the three groups. To test this hypothesis, a pre-test and post-test argumentative essay was employed and measured for seven divisions: 'introduction,' 'reason,' 'supporting detail,' 'evidence,' 'counter-argument claim,' 'rebuttal claim,' and 'conclusion.' The scores for the 'introduction' (ranging from 0 to 2), 'reason,' 'supporting detail,' and 'evidence' (ranging from 0 to 4) and the 'counter-argument claim,' 'rebuttal claim,' and 'conclusion' (ranging from 0 to 2) were used as the scale for measurement. The pre-test and post-test argumentative essays were marked to determine if the three delivery methods used for the TESL undergraduates had made any difference to their overall argumentative essay writing performance.

Analysis of the covariate (ANCOVA) was conducted to assess the effect of GOIS, GONI and NGNI delivery modes on the overall argumentative essay writing performance

among TESL undergraduates after controlling the effect of pre-test of argumentative essay writing performance. The two assumptions of ANCOVA which are homogeneity of regression slopes $F_{(2,87)} = 0.574$, $p=0.566$, $\eta^2 =0.013$ (Table 4.8) as well as the homogeneity of variance $F_{(2,87)} = 0.978$, 0.380 were assumed (Table 4.5). Table 4.11 shows the effect of graphic organizers and instructional scaffolding on the overall argumentative essay writing performance among TESL undergraduates.

Table 4.11: Effect of Graphic Organizers and Instructional Scaffolding on the Overall Argumentative Essay Writing Performance among TESL Undergraduates

Delivery Modes	Mean±SD	Adjusted Mean	Mean difference (95% CI)	P-value
GOIS	61.67± 8.938	61.83 ^a ±1.864	Re	Re
GONI	55.50±10.116	55.34 ^a ±1.864	6.489 (.044-12.935)	0.048 ^{b*}
NGNI	46.83±11.633	46.82 ^a ±1.861	15.009 (8.577-21.442)	<0.001 ^{b*}
	F 16.34			
ANCOVA	df 2,86			
	p <0.001*			

Note: * Re = (Reference group for comparison)

SEM= Standard error of the mean

a. Adjusted Mean

*b. Adjusted P value for multiple comparisons, Bonferroni $p<0.05$

The result in Table 4.11 indicates that there is a significant difference between GOIS and GONI delivery modes on the overall argumentative essay writing performance after controlling the pre-test of argumentative essay writing performance $F_{(2, 86)} = 16.34$, $p<0.001$, $\eta^2 =0.275$. The partial Eta Squared (η^2) value indicates the effect size should be compared with Cohen's guidelines (0.2 – small effect, 0.5 – moderate effect, 0.8 – large effect). The result concludes that the treatment groups that is the GOIS and GONI delivery modes have a small effect (0.275). *Post-hoc* testing using pairwise comparisons of the estimated marginal means with Bonferroni adjusted levels revealed that the significant differences existed among the three delivery modes ($p<.05$) that is (1). A significant difference was observed in the overall argumentative essay writing performance between

GOIS group (Mean=61.8, SD=1.864) and the NGNI group (Mean = 46.82, SD=1.861) at $p<0.05$, (2). A significant difference was observed in the overall argumentative essay writing performance between GONI group (55.34 ± 1.864) and the NGNI group (46.82 ± 1.861) at $p<0.05$, and (3). A significant difference was also observed in the overall argumentative essay writing performance between GOIS group (Mean=61.80, SD=1.864) and the GONI group (55.34 ± 1.864) at $p=0.048$.

As noted in Table 4.11, both the GOIS and GONI delivery modes were effective compared to the NGNI delivery mode in improving the overall argumentative essay writing performance among TESL undergraduates. However, when both the delivery modes were compared, the GOIS delivery mode seems to be more effective than the GONI delivery mode. As a result, this study rejects the null hypothesis and accepts the alternative hypothesis and concludes that there is a significant difference in the overall argumentative essay writing performance between the three groups. Therefore, through systematic instructional scaffolding based on Ellis & Lantolf (1998) and learning environment involving interaction between facilitator and students was effective in improving the overall argumentative essay writing performance. Additionally, with facilitative tools such as the graphic organizers and strong mediation skills and guidance provided by the facilitator, a higher level of success in the argumentative essay writing performance had been achieved especially in the GOIS condition

4.3.2 Effect of Graphic Organizers and Instructional Scaffolding on the Overall Frequency of Conjunctions

The present study hypothesized that there would not be any significant difference in the overall frequency of conjunctions among the three groups. To test this hypothesis, the pre-test frequency of conjunctions that served as a covariate, a one-way ANCOVA

followed by Bonferroni's *post hoc* test for multiple comparisons was applied. Preliminary data analysis was conducted to assess the assumption of ANCOVA. Table 4.12 indicates the effect of graphic organizers and instructional scaffolding on the overall frequency of conjunctions in the argumentative essay writing among TESL undergraduates.

Table 4.12: Effect of Graphic Organizers and Instructional Scaffolding on the Overall Frequency of Conjunctions in the Argumentative Essay Writing among TESL Undergraduates

Delivery Modes	Mean±SD	Adjusted Mean ± SEM	Mean difference (95% CI)	P-value
GOIS	34.10 ± 8.12	34.095 ^a ± 1.632	Re	Re
GONI	34.20 ± 10.93	34.198 ^a ± 1.632	-0.103 (-5.738- 5.532)	1.000 ^b
NGNI	25.73 ± 7.19	25.741 ^a ± 1.632	8.354 (2.718-13.990)	<0.001 ^{b*}
F	8.841			
ANCOVA	df 2,86			
	p <0.001*			

Note: * Re = (Reference group for comparison), SEM= Standard error of the mean,

a. Adjusted Mean

*b. Adjusted P value for multiple comparisons: Bonferroni $p < 0.05$

The results in Table 4.12 indicate that there was no significant interaction between the three delivery modes and the pre-test of the frequency of conjunctions, $F(2,87)=0.071$, $p=0.932$, $\eta^2=0.002$. Thus, the assumptions of homogeneity of slopes was met (Table 4.9). Furthermore, the homogeneity of variance was also assumed, ($F(2, 87)=3.031$, $p=0.053$) (Table 4.6). However, the results in Table 4.12 reveal that the GOIS and GONI delivery modes have significant effect on the overall frequency of conjunctions in the argumentative writing among TESL undergraduates, $F(2, 86)=8.841$, $p < .001$, $\eta^2=0.17$.

According to Cohen (1988), effect size 0.2 is a small effect, 0.5 medium effects and ≥ 0.8 is a large effect. Thus, GOIS and GONI also have a very small effect (0.171) on

the overall frequency of conjunctions in the argumentative essay writing. The follow up pairwise comparison applying Bonferroni's *post hoc* test of the estimated marginal means with adjusted levels showed that (1). A significant difference was observed in the overall frequency of conjunctions between the GOIS group (Mean=34.095, SD=1.632) and the NGNI group (Mean=25.741, SD=1.632) at $p<0.05$, (2). A significant difference was observed in the overall frequency of conjunctions between the GONI group (Mean=34.198, SD=1.632) and the NGNI group (Mean=25.741, SD=1.632) at $p=0.001$ (3). No significant difference was observed in the overall frequency of conjunctions between the GOIS group (Mean=34.095, SD=1.632) and the GONI group (Mean=34.198, SD=1.632) at $p>0.05$. This seems to imply that both GOIS and GONI delivery modes had positive effects on the overall frequency of conjunctions compared to the NGNI delivery mode.

4.3.3 Effect of Graphic Organizers and Instructional Scaffolding on the Overall Frequency of Argumentative Elements

It was hypothesized that there would not be any significant difference in the overall frequency of argumentative elements among the three groups. To test the hypothesis, the analysis of ANCOVA and the pre-test frequency of argumentative elements in the argumentative essay writing as a covariate was used to investigate the effect of GOIS, GONI and NGNI delivery modes on the overall frequency of argumentative elements in the argumentative essay writing among TESL undergraduates. Table 4.13 indicates the effect of GOIS, GONI and NGNI delivery modes on the overall frequency of argumentative elements in the argumentative essay writing among TESL undergraduates.

Table 4.13: Effect of GOIS, GONI and NGNI Delivery Modes on the Overall Frequency of Argumentative Elements in the Argumentative Essay Writing among TESL Undergraduates

Delivery Modes	Mean±SD	Adjusted Mean ± SEM	Adjusted Mean difference (95% CI)	P-value
GOIS	5.83±1.177	5.847 ^a ±0.216	Re	Re
GONI	5.33±1.241	5.307 ^a ±0.216	0.540 (-0.206-12.935)	0.242 ^b
NGNI	4.43±1.165	4.447 ^a ±0.216	1.400 (0.656- 2.144)	<0.001 ^{b*}
	F 10.731			
ANCOVA	df 2,86			
	p <0.001*			

Note: * Re = (Reference group for comparison)
SEM= Standard error of the mean,
a. Adjusted Mean
*b. Adjusted P value for multiple comparisons: Bonferroni p<0.05

All the assumptions of ANCOVA analysis were met. The F-statistic of homogeneity of regression slopes was not significant $F(2,87)=1.346$, $p=0.266$, $\eta^2=0.031$ indicating that there was no interaction between pre-test frequency of argumentative elements and the three groups (Table 4.10). Furthermore, homogeneity of variance was assumed $F(2, 87)=0.024$, $p=0.976$ (Table 4.7). The result indicates that both GOIS and GONI have a significant effect on the overall frequency of argumentative elements in the argumentative essay writing whilst adjusting for pre-test frequency of argumentative elements, $F(2, 86)=10.731$, $p < .001$, $\eta=0.200$.

Applying the comparison between the study's effect size and Cohen's (1988) effect size, "0.2 is a small effect, 0.5 medium effects and ≥ 0.8 is the large effect". Thus, the delivery modes have a smaller effect (0.200) on the overall frequency of argumentative elements in the argumentative essay writing. Bonferroni's *post hoc* test comparing the estimated marginal means revealed that (1). A significant difference was observed in the overall frequency of argumentative elements between the GOIS group (Mean=5.847, SD=0.216) and the NGNI group (Mean=4.447, SD=0.216) at ($p<0.001$), (2). A significant difference was observed in the overall frequency of argumentative

elements between the GONI (Mean=5.307, SD=0.216) group and the NGNI group (Mean=4.447, SD=0.216) at $p=0.001$, and (3). No significant difference was observed in the overall frequency of argumentative elements between the GOIS group (Mean=5.847, SD=0.216) and the GONI group (Mean=5.307, SD=0.216) at ($p>0.05$).

The statistical results on the effect of graphic organizers and instructional scaffolding on the overall frequency of argumentative elements among TESL undergraduates were consistent with the overall frequency of conjunctions. Thus, the GOIS and GONI delivery modes that involve interaction through mediators in the form of facilitator or peers and graphic organizers were effective and had positive effects on the overall frequency of conjunctions and argumentative elements compared to the NGNI delivery mode.

4.3.4 Summary of the Statistical Analysis Results

In this study, performance in the overall argumentative essay writing performance, overall frequency of conjunctions as well as overall frequency of argumentative elements among the three delivery modes, namely, GOIS, GONI and NGNI were analysed using the one-way ANCOVA followed by the Bonferroni's *post hoc* test. The results conclude that the overall argumentative essay writing performance was better when the GOIS delivery mode was adopted (61.83 ± 1.864) compared to the GONI delivery mode (55.34 ± 1.864) ($p=0.048$) and NGNI delivery mode (46.82 ± 1.861) ($p<0.001$). However, the GONI delivery mode was better (55.34 ± 1.864) when compared to the NGNI delivery mode (46.82 ± 1.861) ($p=0.05$). As a whole, both the GOIS and GONI delivery modes were better compared to the NGNI delivery mode in the overall argumentative essay writing performance of the groups.

The results of the one-way ANCOVA confirmed by the Bonferroni tests also clearly indicated that the GOIS delivery mode has enhanced the students' overall frequency of conjunctions in the argumentative essay writing (34.095 ± 1.632) compared to NGNI delivery mode (25.741 ± 1.632), $p < 0.05$. However, the frequency of conjunctions in the argumentative essay writing was increased among the students who went through lessons using the GONI delivery mode (34.198 ± 1.632) compared to the NGNI delivery mode (25.741 ± 1.632). However, no significant difference was found between the GOIS and GONI delivery modes in the overall frequency of conjunctions ($p > 0.05$).

Further, the results of the one-way ANCOVA confirmed by the Bonferroni test, likewise indicated that there was an improvement in the overall frequency of argumentative elements in the argumentative essay writing among the students who were taught using the GOIS delivery mode (5.847 ± 0.216) compared to NGNI group (4.447 ± 0.216) ($p < 0.001$). But, the GONI delivery mode has increased the students' frequency of argumentative elements in the argumentative essay writing (5.307 ± 0.216) compared to NGNI group (4.447 ± 0.216), ($p = 0.018$). However, no significant difference was found between the GOIS and GONI delivery modes ($p > 0.05$). The results indicate that the group which underwent the GONI delivery mode employed more Communicative Acts (CA's) compared to the group that underwent the GOIS delivery mode. On the other hand, the Communicative Acts (CA's) used by the two delivery modes were found to be varied in terms of each category.

Based on these analyses, it is thus concluded that both the GOIS and GONI delivery modes were effective in enhancing the argumentative writing performance in terms of overall argumentative essay writing performance, the overall frequency of

conjunctions and overall frequency of argumentative elements among TESL undergraduates compared to the NGNI delivery mode. Further, the GOIS delivery mode was identified as a better delivery mode followed by the GONI and NGNI delivery modes for enhancing the argumentative essay writing performance among TESL undergraduates. Yet, in terms of the overall frequency of conjunctions and overall frequency of argumentative elements, both delivery modes did not differ significantly.

Thus, based on the quantitative results found, transcripts from the dialogic interaction and semi-structured interviews were analysed to explore on how they interact differently using the GOIS and GONI delivery modes and to gain additional insights into their learning experiences under the three delivery modes.

4.4 Findings based on Transcripts

This section presents the analysis of the dialogic interaction between the GOIS and GONI groups followed by a semi-structured interview of students in the three delivery modes. The findings from these two analyses are presented and discussed in the following sections.

4.4.1 Dialogic Interaction Results

To answer research question two, a comparison between GOIS and GONI groups in terms of overall percentages of Communicative Acts (CA's) was analysed using the frequency count and percentages. Table 4.14 represents the overall frequency and percentages of the Communication Acts (CA) in each delivery mode according to eight cluster codes.

Table 4.14: Overall Percentages of Communicative Acts (CA's) According to Cluster Code

Code	Cluster Code	Groups				Total	
		GOIS		GONI		Frequency (GOIS + GONI)	%
		Frequency	%	Frequency	%		
B	Build on Ideas	86	23	119	28	205	26
C	Connect	25	7	49	12	74	9
E	Express or Invite Ideas	110	30	186	44	296	37
G	Guide Direction of Dialogue or Activity	42	11	8	2	50	6
I	Invite Elaboration or Reasoning	17	5	10	2	27	3
P	Positioning and Coordinating	61	16	48	11	109	14
R	Make Reasoning Explicit	17	5	4	1	21	3
RD	Reflecting on Dialogue or Activity	11	3	0	0	11	1
	Total	369	100	424	100	793	100

In terms of the eight cluster codes of the Communicative Acts (CA's), between the GOIS and GONI groups, the result for the overall percentages of CA indicates highest percentages for the following categories: (E) 'express or invite ideas' with 30% for GOIS and 44% for GONI group respectively. The lowest percentages on the other hand, was noticed for the (RD) 'reflecting on dialogue or activity' category with 3% for the GOIS group and zero percent for the GONI group respectively.

Figure 4.1 illustrates the communicative patterns from the GOIS and GONI groups. Capital letters for these CA's refer to initial letter of each of the eight clusters contained in SEDA, namely: (B) 'Build on ideas', (C) 'Connect', (E) 'Express or invite ideas', (G) 'Guide direction of dialogue or activity', (I) 'Invite elaboration or reasoning', (P) 'Positioning and Coordination', (R) 'Make reasoning explicit' and (RD) 'Reflect on dialogue or activity' (Appendix 12). Figure 4.1 shows the percentages of the Communicate Acts (CA).

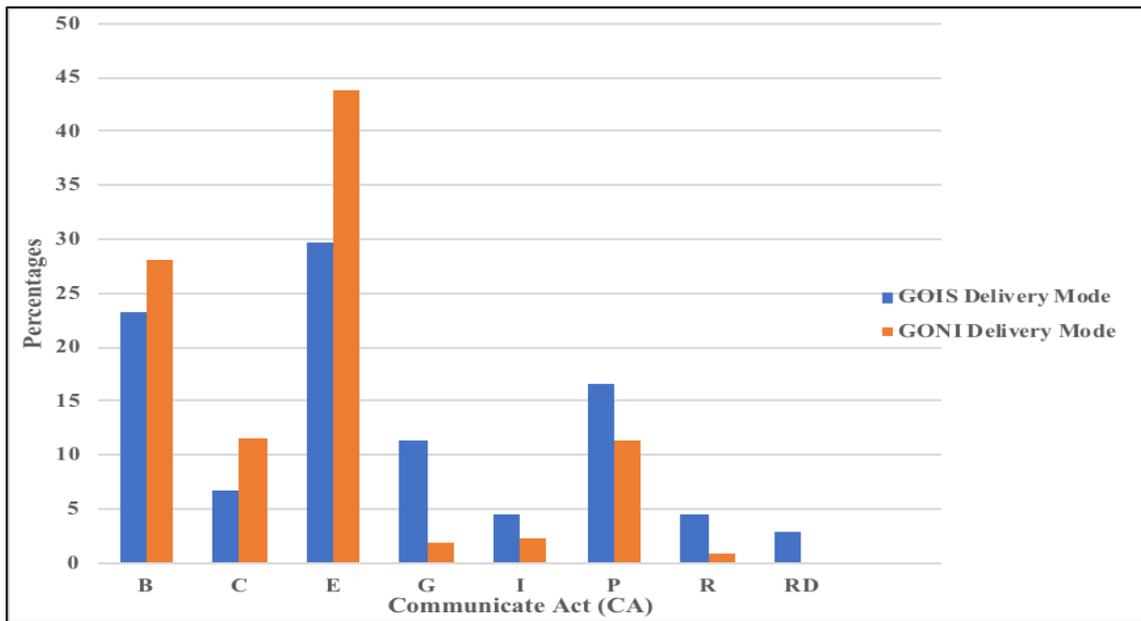


Figure 4.1: Percentages of Communicative Acts

As can be seen in Figure 4.1, the percentages of CA's used by the GOIS and GONI groups revealed how each group uses the cluster codes differently to communicate using different delivery modes. The above findings can be rationalized as follows. The cluster code 'E' was used the most followed by 'B,' 'P,' 'G,' 'C,' 'I,' 'R,' and 'RD.' However, similarly to the GOIS group the cluster code 'E' was found to be used the most by GONI group and followed by 'B','C', 'P', 'G', 'I', and 'R'. The cluster code 'RD' was not used at all by the GONI group. Table 4.15 presents the ranking order for the Communicative Acts (CA's) between the GOIS and GONI groups.

Table 4.15: Ranking Order of the Communicative Acts (CA's) between GOIS and GONI Delivery Modes

Delivery Modes						
GOIS			GONI			
Ranking Order	Cluster Code	Total Percentages (%)	Ranking Order	Cluster Code	Total Percentages (%)	
1	E	30	1	E	44	
2	B	23	2	B	28	
3	P	16	3	C	12	
4	G	11	4	P	11	
5	C	7	5	G	2	
6	I	5	6	I	1	
6	R	5	6	R	1	
7	RD	3	7	RD	0	

The first ranking of cluster code used by the GOIS groups was cluster code 'E' followed by 'B,' 'P,' 'G,' 'C,' 'I,' 'R,' and the last order is the 'RD.' The cluster code 'I' and 'R' has the same ranking for this group which is in the sixth place. On the other hand, the ranking order used by the GONI groups begins from cluster code 'E' followed by 'B,' 'C,' 'P,' 'G,' 'I,' 'R,' and 'RD' as the last ranking. The cluster code 'I,' and 'R' has the same ranking for this group which is at the sixth place. Similarly, the two delivery modes were found to have the same cluster code of 'I,' and 'R.'

The following sub-sections illustrate the mostly presented Communicative Acts (CA's) followed by the rarely presented and then the differences in terms of CA's used between the GOIS and GONI groups in their Communicative Event (CE).

(a) Communicative Acts (CA's) Mostly Present

The cluster code mostly present indicated from the analysis is cluster code (E) 'express or invite ideas.' Many of the CA's within this cluster code derived from situations where students invite or express opinions, provide ideas including open questions. Within the cluster code (E) 'express or invite ideas', the CA's for GOIS (30%)

and GONI (44%) were characterized by feedback, asking for opinions, offer suggestions or ideas. Table 4.16 shows sample dialogues from the GOIS group.

Table 4.16: Sample Cluster Code (E) for GOIS Delivery Mode Group 1

Line	Agent	CE: Discussing an Argumentative Topic: What is better: A city life or village life?	CA Cluster Code
40	GOIS18	"What about city?"	E1
41		"The advantages they have?"	E1
42	GOIS21	"May be can go (...) you know, because of transportation and all..."	E2
43		"Village take time to go to a place."	E2
44	GOIS19	"Save time."	E2
45	GOIS24	"Relationship."	E2

The students' dialogue in Table 4.16 describes the CA's of (E1) 'invite opinions/beliefs/ideas' and (E2) 'make other relevant contribution' by the students in Group 1 of GOIS delivery mode. The excerpt in Table 4.16 describes the situation where GOIS18 invites opinions from the group members regarding the assigned topic while group members (GOIS21, GOIS19, and GOIS24) actively provide their ideas.

On the other hand, within the cluster code (E) 'express or invite ideas', the CA's of GONI delivery modes were also characterized by feedback, asking for opinions, offer suggestions or ideas which is similar to GOIS delivery mode. Table 4.17 shows a sample of dialogue from the GONI group.

Table 4.17: Sample Cluster Code (E) for GONI Delivery Mode Group 1

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster Code
3	GONI21	"What you guys imagine of the village? "	E1
4		"I mean the advantage of village?"	E1
5	GONI19	"Will be calmer, peace, more nature".	E2
6	GONI01	"We can also enter the definition in the introduction, village life or the city life. " (<i>GONI01 refers to the graphic organizer given by the facilitator</i>).	U

The dialogue in Table 4.17 describes the use of CA (E1) ‘invite opinions/beliefs/ideas’ where GONI21 asking her group members’ for opinions. However, the CA (E2) ‘make other relevant contribution’ was used by GONI19 to contribute her idea and provide a suggestion.

(b) Communicative Acts Rarely Present

The cluster code most rarely present as identified in the GOIS group is the (RD) ‘reflecting on dialogue or activity’ (3%). On the other hand, the most rarely present cluster code that appeared in the GONI group is the (R) ‘make reasoning explicit’ (1%). Many of the CA’s within this cluster codes were derived from situations where students explained or justified, speculated or predicted their own thoughts or another’s contribution through providing reasons to questions posed by the facilitator or peers.

(c) Similarities between GOIS and GONI Groups

Based on Table 4.14, the GOIS and GONI groups were found to have more percentages in the following three cluster codes; (B) ‘build on ideas’ with 23% for GOIS and 28% for GONI group, (E) ‘express or invite ideas’ with 30% for GOIS and 44% for GOIS group as well as (P) ‘positioning and coordinating’ with 16% for GOIS and 11% for GONI group. In terms of low percentages of cluster codes used, both groups were found to use lesser of the following five cluster codes; (C) ‘connect’ with 7% for GOIS and 12% for GONI group, (G) ‘guide direction of dialogue or activity’ with 11% for GOIS and 2% for GONI group, (I) ‘invite elaboration or reasoning’ with 5% for GOIS and 2% for GONI group, (R) ‘make reasoning explicit’ with 5% for GOIS and 1% for GONI group as well as (RD) ‘reflecting on dialogue or activity’ with 3% for GOIS and 0% for GONI group (Table 4.4).

(d) Differences between GOIS and GONI Groups

Among the 33 CA's from the eight cluster codes, the result indicated an average of 11 CA's for GOIS group compared to 13 for the GONI group (Table 4.14). Though there is not much difference between the two groups, the existing slight difference is still worth dealing with. The GOIS group was found to use all the following eight cluster codes: (B) 'build on ideas', (C) 'connect', (E) 'express or invite ideas', (G) 'guide direction of dialogue or activity', (I) 'invite elaboration or reasoning', (P) 'positioning and coordination', (R) 'make reasoning explicit' and (RD) 'reflect on dialogue or activity'. However, the GONI group was found to use all the seven cluster codes similar to GOIS group except for (R) 'make reasoning explicit'.

The GOIS group was found to use the following five cluster codes more compared to the GONI group; (G) 'guide direction of dialogue or activity' with 11% and 2% for GONI group, (I) 'invite elaboration or reasoning' with 5% for GOIS and 1% for GONI group, (P) 'positioning and coordinating' with 16% for GOIS and 11% for GONI group, (R) 'make reasoning explicit' with 5% for GOIS and 1% for GONI group as well as (RD) 'reflecting on dialogue or activity' with 3% for GOIS and 0% for the GONI group.

The sample of dialogue in Table 4.18 indicates a potential dialogic moment using the cluster code (G) 'guide direction of dialogue or activity' in Group 3 of GOIS delivery mode.

Table 4.18: Sample Cluster Code (G) for GOIS Delivery Mode Group 3

Line	Agent	CE: Discussing an Argumentative Topic: Should students be banned from taking mobile phones to school?	CA
			Cluster Code
77	GOIS29	"Just write it, right?"	G2
78	GOIS12	"Guys, we should come out with some reasons, another reason."	G2
79	GOIS29	"Ya, we need one more reasons. One more."	G2
80	GOIS04	"Stealing."	
81	GOIS07	"May be, what about the... you know there is a case that students take video?"	

The (G) ‘guide direction of dialogue or activity’ in Table 4.18 explains the communicative situation where GOIS29 was able to guide the group members by asking a question. This was followed by GOIS12 who was able to encourage student-student dialogue by asking group members to focus on the key aspect of the activity and invite the group members to think, respond to questions and talk.

On the other hand, the cluster code (I) ‘invite elaboration or reasoning’ was used to invite group members’ for argumentation related to the topic of discussion. Table 4.19 shows a sample cluster code (I) for GOIS Group 2.

Table 4.19: Sample Cluster Code (I) for GOIS Delivery Mode Group 2

Line	Agent	CE: Discussing an Argumentative Topic: ‘Studying at home is better than studying at school. Do you agree?’	CA
			Cluster Code
84	GOIS09	"You been to school, right?"	
85	GOIS05	"Yes."	
86	GOIS09	"So, do you get all the (...) at school?"	I2
87		"Do you?" (<i>Pointing to GOIS14, GOIS05 and GOIS13 and all the group members giggled.</i>)	I2
88		"Do you think you get everything. (...) right?"	I2

As indicated in Table 4.19, the (I2) ‘invite building on/elaboration/(dis) agreement/evaluation of another’s contribution or view’ was used by GOIS09 to argue and comment as well as to invite ideas from other group members.

Alternatively, the cluster code ‘positioning and coordination’ (P) was used to state agreements with others. Table 4.20 shows a sample cluster code (P) for GOIS Group 3.

Table 4.20: Sample Cluster Code (P) for GOIS Delivery Mode Group 3

Line	Agent	CE: Discussing an Argumentative Topic: Should students be banned from taking mobile phones to school?	CA Cluster Code
113	GOIS07	"Aaaa... ya, yes, yes."	P6
114	GOIS04	"Done."	
115	GOIS27	"Because teacher also distracted by the students."	P6
116	GOIS12	"Another one?"	
117	GOIS27	"Stealing case."	
118	GOIS29	"Stealing case, okay. Yes, aaaa... there will be an issue from their parents, that their kids phone lost."	

The dialogue in Table 4.20 specifies the use of ‘state (dis)agreement/position’ by GOIS07 and GOIS29 where they were able to share and compare their opinions with other group members and state their agreement. Additionally, the cluster code (R) ‘make reasoning explicit’ was used by the Group 2 of GOIS delivery mode. Table 4.21 shows a sample cluster code (R) for GOIS delivery mode Group 2.

Table 4.21: Sample Cluster Code (R) for GOIS Delivery Mode Group 2

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster Code
36	GOIS09	"If you don't mind, what about you, Safwa?"	R2
37	GOIS30	"So, my opinion at school is much better because I think that aaaa... at school we have (...) that we can aaaa... ask them when we want ask them something, aaaa... rather than at internet at home aaaa..."	
38		"We don't have any teachers to give us..."	
39		"You feel you understand we just... just based on aaaa... the internet, which we don't know, which (...) on time."	

The dialogue in Table 4.21 indicates the use of (R2) ‘explain or justify own contribution’ by GOIS30 where she was able to provide reason by stating her opinion regarding the assigned task for discussion.

Additionally, the facilitator’s dialogue was used less in the scope of CA’s and mostly restricted to cluster (RD) ‘reflect on dialogue or activity’. Table 4.22 provides a sample cluster code (RD) for GOIS delivery mode Group 2.

Table 4.22: Sample Cluster Code (RD) for GOIS Delivery Mode Group 2

Line	Agent	CE: Discussing an Argumentative Topic: ‘Studying at home is better than studying at school. Do you agree?’	CA Cluster Code
1	Facilitator	"If you select aaaa... need a volunteer, volunteer... note taker... yeh."	RD1
2		“Alright, you have your favourite person?”	
3	GOIS14	"Husna"	
4	Facilitator	"Husna. Aaaa... okay.”	
5		“You know your task?”	RD3
6		“You don't just have to reflect on people but you have to just prompt them, okay?”	RD1
7		“Ask them, okay? You need a writer, note taker aaaa...”	RD1

Dialogue in Table 4.22 indicates the use of (RD1) ‘talk about talk’ where the facilitator talks about ground rules and provides comments about the activity which clearly indicates steps where scaffolding is taking place. In addition, the (RD3) ‘invite reflection about process/purpose/ value of learning’ was used by the facilitator to invite students’ reflection about the assigned task and this was done by asking questions to students.

However, students in the GOIS group were found to apply less of the following cluster codes compared to the GONI group; (B) ‘build on ideas’ with 23% for GOIS and 28% for GONI group, (C) ‘connect’ with 7% for GOIS and 12% for GONI group as well as (E) ‘express or invite ideas’ with 30% for GOIS and 44% for GONI group. The cluster code (B) ‘build on ideas’ was used to contribute ideas based on another person’s previous explanation or comments, argument or ideas. Table 4.23 shows a sample of students’ dialogue from the GOIS group.

Table 4.23: Sample Cluster Code (B) for GOIS Delivery Mode Group 3

Line	Agent	CE: Discussing an Argumentative Topic: Should students be banned from taking mobile phones to school?	CA Cluster Code
34	GOIS01	"And in... we are in gap, so it is very... you see, most of the bla, bla, bla, right?"	B2
35		"But to reach their children, their children, they have to call..."	B2
36	GOIS12	"To call..."	B1
37	GOIS27	"Ya, to call..."	B1
38	GOIS01	"Yes, their child to call.	B2
39		"May be there are reason that 'the LRT is a bit late today, mama' and things like that, you know?"	B2

The sample dialogue in Table 4.23 indicates the use of (B2) ‘clarify/elaborate own contribution’ by GOIS01 in lines 34 and 35 to make new comments based on the topic of discussion and this was followed by the use of (B1) ‘build on/clarify others’ contributions’ in lines 36 and 37 by GOIS12 and GOIS27 by adding their clarification towards the GOIS01’s idea. Then again, the use of (B2) ‘clarify/elaborate own contribution’ was used by GOIS01 in line 38 and 39 to build on the discussion by adding more information to the topic of discussion. Besides, the cluster code (C) ‘connect’ was used by the GONI group to make explicit links to ideas. Table 4.24 shows a sample cluster code (C) from Group 1 of the GOIS delivery mode.

Table 4.24: Sample Cluster Code (C) for GOIS Delivery Mode Group 1

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster Code
98	GOIS18	" So, for you, Wasiah?"	
99	GOIS24	"I don't know. Maybe I will go with city life because I am from a village."	C1
100		“So, I get bored because... because I tend to do the same thing over and over again.”	
101		"Wake up see the sun and (<i>Group members started to laugh and the facilitator joins in</i>) and go to sleep and see the moon as I repeat the same thing but I have to admit that the village is more comfortable, peaceful and [...] so, I still stick to my choice which is city but village also have the advantage."	C1

The dialogue in Table 4.24 was taken from Group 3 of the GOIS delivery mode. The dialogue indicates the use of (C1) ‘refer back’ by GOIS24 in lines 99 and 101 to link her prior knowledge to the topic of discussion. Additionally, the cluster code (E) ‘express or invite ideas’ was used to suggest and contribute new ideas and information related to the task. Table 4.25 presents a sample cluster code (E) from Group 1 of the GOIS delivery mode.

Table 4.25: Sample Cluster Code (E) for GOIS Delivery Mode Group 1

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster code
12	GOIS10	"Hmmm... because village got more space. Aaaa... got housing."	E2
13	GOIS21	"I would say that village life is better because it's more like calm, lack of condition..."	E2
14		"Ya, we are more safe."	E2
15		"Aaaa... compare to city life, village life is better because of the environment, there is no pollution."	E2

The sample dialogue in Table 4.25 indicates the use of (E2) ‘make other relevant contribution’ by GOIS10 in line 12 and GOIS21 in line 13 to 15 to express their new opinions and ideas related to the topic of discussion.

However, the GONI group was found to use the following three cluster codes more than the GOIS group; (B) ‘build on ideas’ with 28% for GONI and 23% for GOIS group, (C) ‘connect’ with 12% for GONI and 7% for GOIS group as well as (E) ‘express or invite ideas’ with 44% for GONI and 30% for GOIS group. The cluster (B) ‘build on ideas’ was used to make a contribution of ideas and opinions regarding the topic of discussion. Table 4.26 illustrates a sample of cluster code (B) from Group 1 of the GONI delivery mode.

Table 4.26: Sample Cluster Code (B) for GONI Delivery Mode Group 1

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster Code
7	GONI01	So, which one are we going to choose, the village or the city life?	
8	GONI19	"I think village."	B1
9	GONI01	"Village, but aaaa... village. (Giggled).	B1
10		"Emmm... (<i>looks at her friend</i>) but village have low income, environment is better than the city life but the money, we need money, you know to survive."	B2

Students' dialogue in Table 4.26 shows the use of (B1) 'build on/clarify others' contributions' when GONI01 made a contribution based on GONI19's idea. Further, the (B2) 'clarify/elaborate own contribution' was used in the dialogue when GONI01 to made new comments and provided relevant contribution by building on, giving examples and adding to one own contribution. However, the cluster code (C) 'connect' illustrates the dialogue from Group 2 of the GONI delivery mode which was used to make a link to their tasks. Table 4.27 shows a sample cluster code (C) for GONI delivery mode of Group 2.

Table 4.27: Sample Cluster Code (C) for GONI Delivery Mode Group 2

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster Code
62	GONI30	"It just that counter, right?" (<i>Group members try to get ideas by looking at each other</i>).	C1
63	GONI18	"Group discussion (...)"	
64	GONI04	"Rebuttal is counter, right? So, can say that if the student stay at home, aaaa... it's quite impossible for students to do any group discussion."	C1

Dialogue in Table 4.27 indicates the use of (C1) 'refer back' as the CA by GONI30 and GONI04 to refer back their task to their group members for clarification. The following cluster code (E) 'express or invite ideas' was used by group members in

the GONI delivery mode to provide suggestions and ideas. Table 4.28 presents a sample cluster code (E) for GONI delivery mode of Group 2.

Table 4.28: Sample Cluster Code (E) for GONI Delivery Mode Group 2

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster Code
11	GONI17	"I don't agree studying at home because if I don't know the homework the lecturer give, I cannot ask anyone."	E2
12		So, if I study at school, I can ask my friends, so, we can discuss and I can get the idea (...)"	E2
13	GONI30	"But study at home (<i>looks at her paper</i>) means like being ask teacher, ask teacher to come at home, we paid for teachers."	E2

The dialogue in Table 4.28 explains the use of (E2) ‘make other relevant contribution’ as the CA by student GONI17 and GONI30 to accomplish their group work writing task. This was done by providing suggestions to contribute ideas related to their topic of discussion.

However, the GONI group was found to use less percentages in the following five cluster codes compared to GOIS groups: (G) ‘guide direction of dialogue or activity’ with 2% for GONI and 11% for GOIS group; (I) ‘invite elaboration or reasoning’ with 2% for GONI and 5% for GOIS group; (P) ‘positioning and coordination’ with 11% for GONI and 16% for GOIS group; (R) ‘make reasoning explicit’ with 1% for GONI and 5% for GOIS group and (RD) reflecting on dialogue or activity’ with 0% for GONI and 3% for GOIS group. The cluster code (G) ‘guide direction of dialogue or activity’ was used to clarify the task and deepen the discussion. The cluster code (G) describes directing dialogue towards the key aspects of the activity. Table 4.29 presents a sample dialogue from the GONI delivery mode of Group 3.

Table 4.29: Sample Cluster Code (G) for GONI Delivery Mode Group 3

Line	Agent	CE: Discussing an Argumentative Topic: Should students be banned from taking mobile phones to school?	CA Cluster Code
185	GONI13	"You have any points to speak out?"	G5
186		"You guys actually have any other experience with this?"	G5
187		"We taking notes and looking for information."	
188		"You guys have ever (...) for information?"	
189	GONI05	"No." (<i>GONI14 whispers something to GONI07</i>).	

The dialogue in Table 4.29 illustrates the communicative act (G5) ‘focusing’ used by GONI13 to direct the group discussion by narrowing the field of focus and this was done by getting the group members back to the matter at hand. The cluster code (I) ‘invite elaboration or reasoning’ describes students’ dialogue inviting group members to respond to ideas through an explanation. Table 4.30 presents a sample dialogue from the GONI delivery mode of Group 1.

Table 4.30: Sample Cluster Code (I) for GONI Delivery Mode Group 1

Line	Agent	CE: Discussing an Argumentative Topic: Studying at home is better than studying at school. Do you agree?	CA Cluster Code
18	GONI25	"Who will harvest the paddy if not at village?"	
19		"So, people in city will not have food also if we just focus on city."	
20	GONI01	"So, let's ask for the majority."	I3
21		"Who (...)"	I3

As indicated in Table 4.30, the (I3) ‘invite possibility thinking based on another's contribution’ was used by GONI01 to invite the group members to think for ideas related to the topic of discussion and based on another peer’s contribution of ideas. However, the cluster code (P) ‘positioning and coordination’ was used in group discussion for the following reasons; to evaluate, compare, offer an opinion and state agreement. Table 4.31 shows a sample dialogue from the GONI delivery mode of Group 1.

Table 4.31: Sample Cluster Code (P) for GONI Delivery Mode Group 3

Line	Agent	CE: Discussing an Argumentative Topic: Should students be banned from taking mobile phones to school?	CA Cluster Code
141	GONI05	"I am not hundred percent disagree but like we say just now, there is a bad effect of taking the phone, (...) at the school."	P3
142	GONI07	"We should avoid..."	P3
143	GONI13	"Oh. Oh, should avoid. I agree with Anis's statement that it should be avoided and so... what is your conclusion?"	P6
144	GONI14	"I think we should avoid." (<i>Laugh</i>). "Should avoid."	P2/P3

The sample of students' dialogue in Table 4.31 indicates the use of four CA's. The (P2) 'Compare/evaluate alternative views' was used by GONI14 to evaluate suggestions made by GONI13 by providing alternative views. In line with that, (P3) 'Propose resolution' was used by GONI05, GONI14 and GONI07 to provide suggestions to the group members by agreeing with the issue under discussion. Additionally, the (P6) 'state (dis)agreement/position' was used by GONI13 to state her agreement with other group members by providing a solution related to the issue under discussion. The cluster code (R) 'make reasoning explicit' was applied by the GONI group to make reasoning explicit by explaining. Table 4.32 presents a sample dialogue from the GONI delivery mode of Group 3.

Table 4.32: Sample Cluster Code (R) for GONI Delivery Mode Group 3

Line	Agent	CE: Discussing an Argumentative Topic: Should students be banned from taking mobile phones to school?	CA Cluster Code
1	GONI13	"So, I just disagree with this statement because student can look out for information and there is a lot of things that they can do by making for the information. "	R2
2		"Aaaa... for example, mmmm... whenever the teacher says about something that they don't know like the students don't know when they are in schools, so they might share through the phone."	R4
3		"So, they don't have to do their homework because it is so much of time."	
4		How about you guys?"	

Two types of CA's were used by GONI13 in Group 3 as indicated in Table 4.32. The first one, (R2) 'explain or justify own contribution' was used by GONI13 to provide reason for her disagreement with the topic of discussion. Additionally, the (R4) 'speculate or predict' was used to explain other possibilities to the topic of discussion to be able to relate her prior knowledge to the present situation. However, the cluster (RD) 'reflect on dialogue or activity' category was not used at all by the GONI group.

4.4.2 Interview Results

This section presents the analysis of the semi-structured interview data of nine selected students who underwent the three delivery modes, that is the GOIS ($n=3$), the GONI ($n=3$), and the NGNI ($n=3$). The findings from these analyses are presented and discussed according to the categories and subcategories that emerged from the students' learning experiences. Additionally, similarities and differences in students' learning experiences of the three different groups who underwent different delivery modes are presented.

(a) Similarities in Categories and Subcategories of Students' Learning Experiences in the GOIS, GONI and NGNI Delivery Modes

A total of 9 interview transcripts were analysed and compared from the three delivery modes and a total of six similar categories emerged: 'improved knowledge,' 'inspiration for learning,' 'room for collaboration,' 'engage thinking,' 'commitment to accomplish the learning task,' and 'challenges.' Table 4.33 illustrates the similar categories and subcategories that emerged among the interviewees of the three delivery modes.

Table 4.33: Similarities in Categories and Subcategories for GOIS, GONI and NGNI Delivery Modes

No.	Categories	No.	Subcategories	GOIS	GONI	NGNI
(a)	Improved knowledge	(i)	Write a more organized essay	√	√	X
		(ii)	Gain new knowledge	√	√	X
(b)	Inspiration for learning	(i)	Chance to ask questions	√	√	X
		(ii)	Motivated to learn	√	√	X
(c)	Room for collaboration	(i)	Friendly environment	√	√	X
(d)	Engage thinking	(i)	Analytical thinking	√	√	X
(e)	Commitment to accomplish the learning task	(i)	Group discussion	√	√	X
		(ii)	Independent learning	√	√	√
(f)	Challenges	(i)	Language barriers to gain information	√	√	X
		(ii)	Uncooperative group members	√	√	X
		(iii)	Domination over learning	√	√	X
		(iv)	Lack of guidance	X	√	√
		(v)	Lack of knowledge	X	√	√
		(vi)	Time-consuming	X	√	√
		(vii)	Lecturer-student relationship	X	√	√
		(viii)	Uncertainty with information	√	√	√

(a) Improved knowledge

The “improved knowledge” category emerged from the students’ descriptions on how the GOIS and GONI delivery modes had helped students to improved their knowledge in writing the argumentative essay. The following two subcategories emerged from the ‘improved knowledge’ category; ‘write a more organized essay’ and ‘gain new

knowledge.’ The students implied that both delivery modes had helped them to write more organized essays and enabled them to gain new knowledge.

(i) Subcategory 1– Write a more organized essay

The subcategory “write a more organized essay” describes how the GOIS delivery mode had assisted the students to write a more organized essay. One student specified that she was motivated and was able to write a more structured essay.

... I think aaaa... from the delivery mode that I, that I have improved my essay from the unstructured one to the structured one so, so the details of the essay went well because of the delivery mode, yes. (GOIS12)

Another student from the same group also pointed out that the GOIS delivery mode has helped her to organize the content and ideas. The following excerpt explains the situation:

Aaaa... this aaaa... this one aaaa...using the ‘GO’ structural, it helps me to organize my content and ideas. Aaaa... it is because aaaa... the facilitator provides more examples and graphic organizer, and we also aaaa... provide... they also provide aaaa... practice time for us to do, aaaa... to make me ... to make us more comfortable using this ‘GO’. (GOIS14)

Further a student from the GONI delivery mode that she had difficulty in organising the essay due to lack of assistance from the instructor. This is indicated in the following excerpt:

Aaaa... so the graphic organizer aaaa... organize the ideas aaaa... properly, by doing the introduction, the reasons aaaa... they aaaa... actually thought how to do the introduction, how to start with the aaaa... supporting details and aaaa... he also mentions that we should put about three supporting details... and examples, so...yes, help me in organising. (GONI13)

(ii) Subcategory 2 - Gain new knowledge

The subcategory “gain new *knowledge*” describes how the two delivery modes had assisted students to learn and understand new words. Two students from the GOIS delivery mode expressed that the delivery mode supported them to obtain ideas and at the same time they were able to learn new words and write a new essay. These particular students highlighted that they have gained new knowledge through the delivery mode although at first, it was a bit challenging and confusing. The following statements illustrate their experience:

Ya, I also learn new words such as rebuttal and counterclaim. Ya, in writing the essay, ya, rebuttal and counterclaim aaaa... at the end of the essay from our... from.... we agree to disagree we counterclaim the... the certain topic. Ya, aaaa... at first it is aaaa... quite challenging because aaaa... before this... I... I don't know, I seriously don't know the terms of... you know, ya, from the agree and we don't agree, we don't agree. So, the term is rebuttal and counterclaim, so it's quite aaaa... it was a bit confusing. So, now I know that the term is rebuttal and counterclaim. (GOIS12)

This 'GO' helps us, aaaa... with... aaaa... help us to learn new words... aaaa... in the something... in that, ... how to write an essay ... we have given new word such as counterargument, aaaa... and it also help me in the use of conjunctions... a lot ... so, ya. Aaaa... I think it's helpful aaaa... in... you know in our course, TESL course, we also going to teach the students. We are also in learning process to teach the students, so it gives us a lot of idea to do new things, like learn new essay, new word. So, I think this... this one is very good and very helpful for us. (GOIS14)

Similarly, students from the GONI delivery modes also described how the particular delivery mode had helped them to learn and understand as well as use new words. The particular students described the following situation:

Aaaa... first of all, aaaa... I learned the new words like, counterargument and rebuttal. First, I saw that word, I was like “What is that?” I have never aaaa... I have never see that word in my previous aaaa... class, even in my primary school. (GONI14)

Aaaa... mmmm... ya, and also, we can learn new words such as counterargument, rebuttal aaaa... there is this point... 'POI' in argumentating means, point of information. I guess and aaaa... we can point out our view or opinions during that time. Yes, that's all. (GONI28)

(a) Inspiration for learning

The category ‘inspiration for learning’ emerged from students’ descriptions on how they were inspired to learn via GOIS and GONI delivery modes. The students implied that the delivery modes had inspired them to learn as it provided opportunity and chance to ask questions as well as increased their motivation towards learning. Subcategories for ‘inspiration for learning’ that emerged from the interview were ‘chance to ask questions’ and ‘motivated to learn.’

(i) Subcategory 1 – Chance to ask questions

The subcategory ‘chance to ask questions’ describes how the GOIS delivery mode had provided students a chance to ask questions. One of the students claimed that the delivery mode encouraged and provided her a chance to ask questions freely to clear her doubts so she could provide more ideas during the group discussion.

Mmmm... students are also mmmm... are free to ask questions because mmmm... mmmm... the... because with the help of the lecturer or the teacher, mmmm... they can make mmmm... they... mmmm... the ideas mmmm... that they have aaaa... can mmmm... like mmmm... because some students they have lot of questions to ask mmmm... due to the assignment given or essay. (GOIS04)

Similarly, one of the students from the GONI delivery mode also claimed that the delivery mode has encouraged her to ask questions so that she can contribute more ideas to accomplish the given task.

And, it is also encouraging us to ask questions and give opinion. Aaaa... we also in the group work... we also free to ask question because aaaa... we free to ask question because aaaa... our group members need more idea so we can ask if we don't understand. (GONI28)

(ii) Motivated to learn

The subcategory ‘motivated to learn’ describes in what way the delivery modes had motivated the students to learn. The following student admitted that she felt more motivated using the delivery mode and as a result, her writing improved as she was able to write a more structured essay.

Aaaa... my experience using the delivery mode aaaa... including the lecturer's guidance and the feedback and groups also, I can say that aaaa... I'm more ... more motivated and more... you know organized my essay will be aaaa... more organized and.... (GOIS12)

On the other hand, a student discussed the role of group members motivating each other to accomplish the learning task.

Aaaa... other than that, aaaa... it helps me also from peers, by motivating my friends or friends motivating me... For example, like, if we are doing a task, we do need to use the graphic organizer, so sometimes I don't really know about how to aaaa... create table or create mind map using it. So, my friend will help me by aaaa... by looking at her or him to aaaa... settle all the thing, I learn from that. So, so aaaa... I think yes, it is help me very very much using it. (GONI14)

(c) Room for collaboration

The category ‘room for collaboration’ emerged from exactly how the delivery modes of GOIS and GONI had provided a friendly environment for students to collaborate with their peers during group work. The subcategory of ‘room for collaboration’ is ‘friendly environment.

(i) Friendly environment

The subcategory ‘friendly environment’ describes how the delivery mode of GOIS offered students a friendly environment for collaboration among group members

to accomplish the given task. This statement is clearly elaborated by the following student:

Aaaa... this delivery mode also helps me... how to make connections during group works. Because aaaa... the way to make connection and you know and tighten the bond between my group members and me and myself because aaaa... because somehow aaaa... maybe our group members is not... is not like aaaa... you know Malay word "rapat" ["close"]. Aaaa... not really close before, before this but when we are in the group members discussion, we are members aaaa... I can feel that aaaa... our bond and our relations is more... is more close because we... we give our ideas, we... we share our thoughts and statements, so, I think that thing is... that thing is... can make us aaaa... can makes us aaaa... more close than before. (GOIS12)

Additionally, another student describes how the delivery mode of GONI had provided a friendly environment so that she could share her ideas and opinions with the group members.

And then it gave a friendly environment and also we feel togetherness even though we didn't even knew each other. And then, because of that... aaaa... because of that environment, that gave us a much more... togetherness and we could share our own ideas and opinion, because everyone has their own ideas and opinions, right? (GONI13)

Meanwhile, a friendly environment using the delivery mode had also offered students the opportunity to discuss and ask friends for information to understand difficult words. The following excerpt describes the situation.

Mmmm... in the use of difficult words we also can discuss the difficult word among our friends may be... aaaa... aaaa... aaaa... such as mmmm... there is the word that we don't understand so we can ask our friends about the meaning, so it will be in our discussion. (GONI28)

(d) Engage thinking

The category 'engage thinking' emerged from how the GOIS and GONI delivery mode had encouraged students to engage in their thinking. This was achieved when group members kept on questioning as the situation engaged the students to be active

and busy. The subcategory ‘analytical thinking’ emerged from for the ‘engage thinking’ category and was employed by students from both the GOIS and GONI delivery modes.

(i) Analytical thinking

The subcategory of “analytical thinking” describes how the delivery modes had engaged students to think in their group. Two students from the GOIS delivery mode pointed out that they were active and busy during group work as they had to think a lot, explain and give out ideas.

Aaaa... using this delivery mode requires me thinking a lot because aaaa... thinking a lot but talking and questioning with friends and lecturer really helps me a lot. (GOIS12)

Mmmm... they aaaa... when they give their idea, so when we just quiet and think our own idea, suddenly they ask me "How about you?", "What you think?" We... you know, we cannot think at all what our point and my point at that time. Suddenly they ask me like how... everything like that, so... it's make mmmm... giving me active and very busy in that... in that group discussion, because I have to think a lot and force, I had to explain everything and ya, we have you know give an idea, from each other. (GOIS14)

Another student from the GONI delivery mode also pointed out that the delivery mode compelled her to think for ideas.

And... aaaa... it was, it made me think to get ideas because we need to get instant respond, because there were about six people in a group and we have to respond using our own answers aaaa... I disagree with mmmm... I agree that peers' help... peers' help because, everyone have their point of view and opinion and... by that, we share a lot of new info and ideas. So, aaaa... aaaa... it also make me think for ideas, like I say just now because aaaa... a lot of opinions and ideas. (GONI13)

Additionally, another student admitted that the GONI delivery mode has supported her to think out of the box.

By expose, aaaa... to this thing, we can manage to think outside our box like, we can structure the ideas one by one, and we can produce many ideas that actually aaaa... make us like, make me feel like, "Oh, boleh buat rupanya!" ["Oh, looks like I can do it!"] (GONI14)

(e) Commitment to accomplish the learning task

The category ‘commitment to accomplish the learning task’ emerged from students’ involvement in the learning process and commitment to accomplish the written task. Commitment towards the written task is essential as it helps students to construct knowledge through independent learning and contribute ideas during group discussion. The subcategories for ‘commitment to accomplish the learning task’ that emerged similarly for the GOIS and GONI delivery modes was ‘independent learning’ and additionally the subcategory of ‘group discussion’ emerged for three delivery modes.

(i) Group discussion

The subcategory “group discussion” describes how the delivery mode has persuaded students to collaborate during group discussion to accomplish the learning task. The following students from the GOIS delivery mode illustrated on how they had collaborated in their groups to generate more ideas to accomplish the learning task.

Active. Aaaa.... for me mmmm... they will become active mmmm... because they usually... they will mmmm... ask, they will communicate rather than they just sit down and not giving any opinions and so on... I find it aaaa.... very helpful because mmmm... I can communicate with them. I can tell them about my opinions, my ideas. (GOIS04)

Aaaa... I think it's good because, aaaa... all of us can think our own idea because we have our 'GO' you know using the graphic organizer, mmmm... so, aaaa... basically aaaa...about the members, I think all of us is very active in that group discussion, it's like, maybe just like me, I talk a lot compare to the one that... that... particular one just jot down everything in the 'GO'. So, ya everything is good and fine in the discussion. (GOIS14)

This because... because we organize the ideas aaaa... together the structures, the essay, we discuss the structure of the essay, organize the ideas and we aaaa... when we are together in a group discussion, I realised that we generate more ideas aaaa... than we think alone, we think alone that we discuss alone but when we are in friends in group discussion, there are more minds, there are few you know, ideas that we maybe... I don't even think about that but other people think about that, so aaaa... it generates more ideas by discussing and questioning what so, what is this, what so on and so on. (GOIS12)

Compared to GOIS delivery mode, a student from the GONI delivery mode revealed that she was able to get more information and figured out a lot of things during the delivery mode and as a result, the delivery mode helped in her writing ability.

So, aaaa... it is aaaa... by doing this delivery made, it is much better to understand the points and the elements, that is needed to write and argument essay, because when we do... for example me, when I do my argumentative essay, sometimes I do not know how to aaaa... answer... not even more than three, but however when I do this along with more people, I get more information to do it and I can do it easily...because we share the information together and a lot of things could be figured out. So, aaaa... like I say just now, aaaa... the delivery made aaaa... helps us in debating experience so... so... which can lead to helping our writing ability too. (GONI13)

(ii) Independent learning

The subcategory ‘independent learning’ emerged for all the delivery modes and describes how the delivery modes had persuaded individual students to be independent to accomplish the learning task. The following student mentioned that she had to write her own individual essay without referring to any source.

Aaaa... in this delivery mode completing the task when I have to write down my own individually essay, aaaa... normally before this I refer to the samples from the website, from internet to write my essay. Aaaa... so, aaaa... so when I were asked to write my essay mmmm... to my own essay so, it's a bit hard and a bit challenging for me because it... ya, I have to write my essay without referring to website and on another things. (GOIS12)

However, another student mentioned that she had to prepare everything on her own as there was no guidance.

Because, the lecturer didn't give us any guidance, so we need to aaaa... prepare all the things by ourselves. (GONI14)

On the other hand, the following student cited that she had to plan the time for consultation with her lecturer regarding the learning task. She also added that there was a need for her to spend more time to practice writing in L2 so that she can express her feelings.

So, I try to make, to make a time to mmmm... to consult with the lecturer, in the other time like not in the class only but mmmm... mmmm... after the class. So, I think I really need have to spend time more aaaa...spend more time in practicing writing. Besides that aaaa... instead of depending on the teacher. But I always try like aaaa...I try to aaaa... like I want to express my feelings, I write in notes so that I try to write aaaa...I try to write in English. (NGNI04)

(f) Challenges

The ‘challenges’ category emerged in the statements made by students about the challenges that they had experienced using the GOIS, GONI and NGNI delivery modes. Students in GOIS and GONI delivery modes remarked three similar issues under the following subcategories; ‘language barriers to gain information,’ ‘uncooperative group members’ and ‘domination over learning.’

(i) Language barriers to gain information

The subcategory ‘language barriers to gain information’ describes how the GOIS and GONI delivery modes had prevented the students from getting enough information from group members who were not fluent and confident using the L2. The following student from the GOIS delivery mode commented that she was unable to get enough information to accomplish the given task because some of the group members were not confident and were not able to speak the language fluently.

Mmmm... meaning to say they mmmm... some people are very different about their ability. Like some people can speak but they don't know how to write. Some people know how to give ideas but they can't... they cannot speak mmmm... to others and... and... mmmm... the... so, mmmm... when people have different ability to... to do their mmmm... to work aaaa... mmmm... like when people have different ability to mmmm... to sh... mmmm... Oh... okay. Mmmm... it will make the... the task that they need to do mmmm... become hard because you know, so people mmmm... mmmm... know how to mmmm... have a... mmmm... their ideas are very good mmmm... but they are not fluent. They are... they are not confident in speaking with others so.... (GOIS04)

Additionally, another student commented that one of her friends stuttered while talking and used her mother tongue in place of L2 to deliver her ideas. The student went on to add that her friend was also shy. As a result, her group got less information to complete the learning task.

So, mmmm... so... aaaa... some of the group members have shared to give ideas. For example, aaaa... mmmm... one of them actually stuttered while talking because she didn't know her answers were right and she also use another language to deliver her idea, because she was shy. And, when I aaaa... doing this, will decrease the information that we will get. (GONI13)

(ii) Uncooperative group members

The subcategory 'uncooperative group members' describes the difficulties students went through with their uncooperative group members to accomplish the learning task. The following students commented that some of the group members contributed fewer ideas and some did not even try to think and speak out. As a result, it was difficult for the group to come to a conclusion.

Mmmm... so, aaaa... in the learning process in the delivery mode because we have done the delivery aaaa... the group discussion, so some of the group members the other few, very few of us contribute less ideas. They don't really gives ideas and contribute ideas. I don't know maybe just the maybe, they just don't want to think and speak. I don't know mmmm... ya but, but, however aaaa... I noticed that some of the members that they like, they don't talk. (GOIS12)

So... it makes us very... you know, very struggle to think out the any idea, because only us, just ... we have six people, so... such as this three people gave our idea, and other three just keep quiet and say nothing and say "ya I agree and disagree" that's it. (GOIS14)

Furthermore, another student from the GONI delivery mode commented that some of the group members were not friendly and rejected some of the group members' opinion. Further, they only discussed and gave ideas among a few close friends without sharing with the group as a whole.

Oh, the challenges is mmmm... mmmm... different opinions of group members maybe because they feel shy to talk or give opinions because mmmm... maybe

one person is not friendly to the others members group aaaa... and their opinion will not be accepted or maybe in a group there is another group aaaa.... like they only discuss and give idea among their close friends not all of the group members. (GONI28)

Further, another student pointed out that some of the group members disagreed with her ideas and opinion. In addition to this setback, she went on to add that some group members were talking a lot and some were talking less.

Mmmm... this aaaa... delivery mode, we have to communicate a lot and the aaaa... I have my own ideas to clarify and some did not agree with my idea, some did not agree with my opinion. And, that's where I'm getting to use both because... some of the friends talk more, some of the friends talk less... because mmmm... because like I said just now, we had a lot of pauses because... we don't really have much idea together although we had a lot of people in the group but... yeah... it was about... it was actually active and passive at the same time. (GONI13)

(iii) Domination over learning

The subcategory 'domination over learning' explains how students' faced difficulties expressing their ideas as a result of dominating peers. The following student remarked that she was unable to express her views as the group leader dominated the discussion during group work. The following excerpt explains the situation:

Ya, somehow in my group discussion previously, aaaa... the leader give aaaa... idea a lot until some of us can't... cannot give the ideas, just like me, we have aaaa... you know aaaa... she will give her idea, I will give her my idea when... we cannot get aaaa... (GOIS14)

Additionally, students also experienced difficulties when there was an overactive member who tries to dominate and take control over the learning. The following students cited these views:

Do not know when to start because maybe in one group there is one people who is very active so they like... mmmm... aaaa.... feel that they have power to talk all the time so they maybe the other group member do not how to... to... to... to join the discussion. (GONI28)

Mmmm... this aaaa... delivery mode, we have to communicate a lot and the aaaa... I have my own ideas to clarify and some did not agree with my idea, some did not agree with my opinion. And, that's where I'm getting to use both because some of the friends talk more, some of the friends talk less because mmmm... because like I said just now, we had a lot of pauses because...we don't really have much idea together although we had a lot of people in the group but... yeah... it was about... it was actually active and passive at the same time. Mmmm... aaaa... (GONI13)

However, students from the GONI and NGNI delivery modes remarked four similar issues under the following subcategories; 'lack of guidance,' 'lack of knowledge,' 'time-consuming,' and 'lecturer-student relationship.'

(iv) Lack of guidance

The subcategory 'lack of guidance' describes how the following student experienced lesser help during the GONI delivery mode. The following statement revealed that she found it difficult to accomplish the given task without proper guidance from the educator:

Mmmm..., however it felt difficult without proper guidance from the teacher or even the educator. So, mmmm... it's a bit hard without the guidance from the lecturer because, mmmm... aaaa... for example... for a subject, aaaa... we didn't even learn because the... (GONI13)

However, another student from the NGNI delivery mode pointed out on the following situation:

And sometimes we did not gain something because we do not learn. Because, the lecturer will mmmm... sometimes just give the test and they did not aaaa...try to elaborate the... the... things that. Aaaa... the points. But some of them are, they are participating like aaaa... actively. So, aaaa... then, if I did, if I understand the question... aaaa... is easy, but if I don't, then I'm going to puzzle how to begin the essay. Because... I'm a slow learner, so I need the teacher's help and guidance. But the teacher sometimes, focus on mmmm... other students more. Okay, the first one as I told, the less guidance from the lecturer. Okay, of course the lecturer will review our writing. And then aaaa... the lecturer actually didn't give really, didn't really give any exercises or practices aaaa... on argumentative writing. So, I don't take writing seriously sometimes. (NGNI04)

Further, another student from the same delivery mode shared her experience:

Yes. I didn't get much knowledge since the class itself during the class session, the teacher or lecturers not much helped me. (NGNI14)

(v) Lack of knowledge

The subcategory 'lack of knowledge' describes how students experienced difficulties to accomplish the given task due to knowledge deficiency. One student mentioned that the given task was challenging for her as she did not know how to add evidence to the task.

Aaaa... I think mmmm... less knowledge on how to put the evidence also make the... argument essay is challenging. Because, ya, we are not familiar with aaaa...with not familiar with how to write the essay right. So, aaaa... so we don't have the knowledge on how to write it. So, evidence that we write in the essay is not very clear and not really correct. (GONI14)

Likewise, another student listed out the difficulties she had to go through in order to accomplish the given task due to knowledge deficiency. The following excerpts highlight the hitches faced by the particular student. The first extract explains her need to seek the teacher's guide as the student experienced problems in getting out ideas and to start writing because not much of practice had been given.

So that, I need the teacher's guidance to, to guide how to, how to create a first, to start the essay. Because I have no ideas and no much practices. And then, aaaa... I think that's all. (NGNI04)

In addition, in the second extract, the same student had a problem in writing correctly as she did not know how to start and put the right content for her essay because she could not think and come out with ideas.

But, aaaa... I did not know how to write correctly or write aaaa... like aaaa... how to start the essay and what to write in content. So of course, aaaa... it relates to what I have read before, it would be easier. Sometimes, it's quite difficult to think and come up with the ideas. But, maybe I have to read a lot of things. (NGNI04)

In addition, she also stated that she did not get back her written task from her lecturer but only the scores, so she had no opportunity to find out her mistakes. Further, she also faced problems putting in the appropriate words in her writing as she has no idea on which words to choose.

Aaaa... yes. They did not give back our return task. Because they just give our marks and they just want to finish their test maybe. So, we didn't know our mistake. And sometimes, I don't know to put appropriate words in my writing, because aaaa... I have difficulties in understanding words. Like I want to put like the appropriate words but I don't know the words should be put. (NGNI04)

Another issue pointed out by the student is that she has less knowledge on how to put words in her arguments because she always translated from the Malay language to English.

And, the basic structure of course I know but, I don't know what to write, because I'm not so sure and like if we do a pair group, so it will aaaa... and my aaaa... the other challenges is, I have less knowledge on how to put into words, on arguments. Because I always have problem in translating from my Malay to aaaa...to English. (NGNI04)

So, she had to refer to the websites for help either to copy or memorize the sample of essays as she really did not understand what to do. She explained that using the NGNI delivery mode did not provide much help as she had to learn on her own and get new knowledge by depending on websites.

Aaaa... grammar mistake. So, sometimes for aaaa... sometimes I need to refer to the examples from website, because aaaa... for the exam papers, I had to memorize or copy the examples of essays from the website. And sometimes, it's aaaa... I don't really know or understand what to do. Basically, it's like you are on your own. Learning on your own. Getting new knowledge depends on looking at websites. (NGNI04)

Additionally, another student from the NGNI delivery mode cited that she did not know how to begin and write her essay. In line with that, she experienced difficulties to

structure her essay and put down her ideas into words. The following extract from the interview explains the situation.

And even until now I really don't know how to begin my essay writing which is I, find it it's really worst. It's really bad because I don't know how to write my essay. Aaaa... structuring the paragraph, I think that's really hard. I really have minimal knowledge on how to put into words. (NGNI14)

Further, another student from the same delivery mode denoted the following:

Sometimes I can't have the ... I know how to construct the essay but sometimes is that you know, the ideas that... the ideas regarding the topic aaaa... that I find it difficult. For the ideas that for me to write an argumentative essay, but so far construct the essay could be it would not be mmmm... difficulty for me. (NGNI15)

(vi) Time-consuming

The subcategory 'time-consuming' portrays how students spend time using the delivery mode. The following student commented that she had to spend more time to recall back the essay structure and content to accomplish the given task. The following statement illustrates the situation:

And then, aaaa... aaaa... we spend more time to recall back all the structure and content, because aaaa... argument essay, we have the introduction, the main point, the main idea all the thing, right? So, aaaa...at first, we...aaaa... because we are not familiar with the... what we call it? The structure of the essay, right. So, aaaa... it makes us to spend more time to recall every single thing, like how to "Hey, introduction how to write write it?" Like main point "any ideas, what the different all that, the thesis statement and all the thing. Yes, less practise and not familiar with it. (GONI14)

Additionally, the following student (NGNI04) revealed that she had to spend more time to recall back the structure and the content. Hence, it took her more time during the writing test because she did not have any ideas on how to start the essay. Further, she also commented that she was provided with a large amount of knowledge at a short time, and as a result, it was hard for her to remember all the points.

Aaaa... I think the last one is, I spend more time to aaaa...recall back on the structure, and the content. Because I take more time when it comes to writing test, because I don't have any ideas to start the essay.

And we have aaaa...provide large amount of knowledge, at a short time. Where we have to write, and write.

Because, how... because, when we aaaa... have a short time to, to receive our knowledge, so we... like how to remember, like how to remember all of the points that were given. (NGNI04)

Another student also made similar comments as indicated in the following excerpt:

Because sometimes, the time that have been given to write an essay is 1 hour but I can write but I only start to write the essay...aaaa... on 30 minutes before the, the times end. And aaaa... I didn't get to finish the essay. Because sometimes the lecturer itself, themselves aaaa... teach so many thing at the same time and expect us to be good at it in a short time. So, that's really hard for me to catch up with everything that the lecturer have it. Like they are more to like lecturing on the techniques. They didn't give time for us to practise on how to write an essay or arguments. (NGNI14)

(vii) Lecturer-student relationship

The subcategory 'lecturer-student relationship' describes how students felt uncomfortable with the presence of their educator. One student from the GONI group pointed out that the group members felt uncomfortable with the educator's presence and therefore made them stutter during the learning process.

Because mmmm... sometimes, students don't get comfortable around the educators, and that makes them stuttered in the ... in the argumentative essay or something. (GONI28)

Another student from the NGNI group claimed that she found it difficult to communicate with the lecturer and was more comfortable asking her friends. This is indicated in the following excerpt:

I, aaaa... am a shy person, so I not too... too active in the class. So, I'm very passive. I will keep quiet and I will always refer to aaaa... my friends more than the lecturer. Because I feel aaaa... I feel more comfortable because I feel aaaa... I feel more comfortable with the... with my friends rather than my lecturer because, sometime I need more explanation. But they explain aaaa...not my, not

what I want to... not what I'm... yes. Aaaa... so, that's why I prefer my friends because they will explain more than what is the lecturer. (NGNI04)

Only one subcategory seemed to emerge from the 'challenges' category for the three delivery modes and that is 'uncertainty with information.'

(viii) Uncertainty with information

The subcategory 'uncertainty with information' emerged in the three delivery modes and explains students' experience of being uncertain to accomplish the given task. The following excerpt from the GOIS12 explains the situation where some of the group members had something in their minds but they did not know how to explain their points and ideas. As a result, it was difficult for the group members to make decision. The following quote explains the situation:

They have something on their mind but they don't know how to deliver that... how to explain that because some ya, because I don't know, maybe they scared or scared to try to explain the point and the ideas. So, mmmm... so, it was so difficult because aaaa... to decide aaaa... to decide the which ideas is true, which idea is acceptable and so on. (GOIS12)

Additionally, another student from the GONI delivery mode mentioned that there was a lot of pauses because some of the group members did not really have the idea and understand the topic, thus they were all unsure about their own answers:

Aaaa... there were a lot of pauses, because some of us do not really know aaaa... don't really have the idea of the subject, the topic so, it's a bit hard for us and we... we actually doubt our answers, and that means like, we don't really understand the topic. (GONI13)

In line with this, one student from the same delivery mode added that some of the group members did not contribute their ideas because they lack confidence and they felt that their answers were wrong.

Aaaa...with my peers, sometimes my peers they... help aaaa... much by... by giving their ideas, but sometimes they don't because, they feels like their answers is wrong and they feels like aaaa..."betul ke tak ni" [this is right or not?] like...we need to ask most of my friends, they said we need to wait for our lecturer to give us notes. (GONI14)

As for the NGNI delivery mode, the following student revealed that it was hard for her to structure the paragraph for argumentative writing because she obtained very few exercises and guidance from her lecturers. The following excerpt explain the situation:

Aaaa... structuring the paragraph, I think that's really hard. Because, I don't know which is more important and which is not. So, I don't know how can I rearrange the point and aaaa...make it to a paragraph. Which aaaa... I don't know whether it is my fault or the lecturer's fault. Because, sometimes the lecturers give aaaa...less exercises on how to write the writing. (NGNI14)

In sum, based on the analysis, the GOIS and GONI delivery modes were found to have the most similar subcategories. This is followed by the GONI and NGNI which had six similar subcategories. On the other hand the GOIS and NGNI had the least number of similar subcategories (only two). These findings convey the reality of the differences between the delivery modes for the GOIS delivery mode is the most effective while the NGNI was the least effective. Further, as the study has proven, the GOIS and GONI have a lot of similarities with the only difference being in the non use of instructional scaffolding in the latter.

(b) Differences in Categories and Subcategories between the GOIS, GONI and NGNI Groups

The 9 interview transcripts analysed and compared from the three delivery modes revealed a total of seven different categories; 'improved knowledge,' 'inspiration for learning,' 'knowledge construction,' 'proffers support in learning,' 'room for collaboration,' 'commitment to accomplish the learning task,' and 'challenges.' Table

4.34 illustrates the different categories and subcategories that emerged from the interviewees with students from the three delivery modes.

Table 4.34: Differences in Categories and Subcategories for the GOIS, GONI and NGNI Delivery Modes

No.	Categories	No.	Subcategories	GOIS	GONI	NGNI
(a)	Improved knowledge	(i)	Produce a good result	√	X	X
		(ii)	Construct a good essay	√	X	X
		(ii)	Exchange and share ideas	√	X	X
		(iv)	Prevent redundancy of ideas	√	X	X
		(v)	Identify ideas	√	X	X
		(vi)	Expanding knowledge	X	√	X
(b)	Inspiration for learning	(i)	Encourage to give more ideas	X	√	X
		(ii)	Opportunity for feedback	X	√	X
		(iii)	Increase confidence level in learning	X	√	X
I	Knowledge Construction	(i)	Planning the Essay	√	X	X
		(ii)	Create ideas	√	X	X
		(iii)	Construct a more structured essay	X	√	X
		(iv)	Make connection to learning	X	√	X
(d)	Proffers support in learning	(i)	Completing the writing task	√	X	X
		(ii)	Link to prior knowledge	√	X	X
		(iii)	Provides room for understanding	√	X	X
(e)	Room for collaboration	(i)	Chance for interaction	√	X	X
(f)	Commitment to accomplish the learning task	(i)	The need to contribute ideas	√	X	X
		(ii)	Committed to being focused	X	√	X
		(iii)	The need to ask questions	X	X	√
(g)	Challenges	(i)	Prevent from thinking further	√	X	X
		(ii)	Timid group members	X	√	X
		(iii)	Understanding new words	X	√	X
		(iv)	Lesson not interesting	X	X	√
		(v)	Lack of practice	X	X	√
		(vi)	Barriers to thinking	X	X	√

Table 4.34, continued.

(vii)	Unproductive pair discussion	X	X	√
(viii)	Unclear explanation	X	X	√
(ix)	Lack of feedback	X	X	√
(x)	Exam-oriented learning	X	X	√

(a) Improved knowledge

The “improved knowledge” category emerged for the GOIS and GONI delivery modes but not for the NGNI delivery mode (Table 4.33). In terms of subcategories, the following five subcategories were found to emerge for the GOIS delivery mode: ‘produce a good result,’ ‘construct a good essay,’ ‘exchange and share ideas,’ ‘prevent redundancy of ideas’ and ‘identify ideas.’ However, the subcategory ‘expanding knowledge’ was found to emerge only for the GONI delivery mode.

(i) Subcategory 1- Produce a good result

The subcategory ‘produce good result’ describes how the GOIS delivery mode has given the students confidence to produce a good result. The following student expressed that the delivery mode has given students the confidence to produce a good result.

With the help of the lecturer... with help mmmm... of the mmmm... with help of the group of friends mmmm... will... mmmm... will help to mmmm... will help us to create a good result. (GOIS04)

(ii) Subcategory 2- Construct a good essay

The subcategory ‘construct good essay’ describes how the delivery mode has assisted the students to construct a good essay. According to the following student, the

graphic organizer has helped her to write a quality essay because it shows the steps clearly and the part to be corrected.

Mmmm... okay. For me, mmmm... I am not very good in writing abilities so, mmmm... so, for me graphic organizers, mmmm... with help of the teacher, will help me to give a good essay, good writing because they show us steps, they show us mmmm... which aaaa... which part we should correct it. Mmmm... they show us mmmm... how to make a very good quality essays. (GOIS04)

(iii) Subcategory 3 – Exchange and share ideas

Subcategory ‘exchange and share ideas’ describes how the GOIS delivery mode has provided a chance for students to exchange and share ideas. The following student indeed agreed that the delivery mode has provided her a chance to exchange and share her ideas with the group members.

So, I can exchange and share my ideas with them. So that, the result of my essay is aaaa.... is very good. So, mmmm... (GOIS04)

(iv) Subcategory 4 – Prevent redundancy of ideas

The subcategory ‘prevent redundancy of ideas’ describes how the delivery mode has helped students to avoid redundancy of ideas in learning. The following student clearly described her experience.

I think without it... without this, we just always argue, argue, argue ... just like I say, leader, our leader is very active and busy during the group discussion, so using this one we know all that particular idea or aaaa... idea aaaa... have been said before this. So, there is no redundant in that using ideas, so we just oh, we just pass by, pass by just proceed... proceed to the next idea until we get the conclusion. (GOIS14)

(v) Subcategory 5 - Identify ideas

The subcategory ‘identify ideas’ describes how the GOIS delivery mode has assisted students to easily identify ideas for their writing. One of the students stated that

with a step-by-step procedure and guidance as well as practice helped her to identify ideas for writing.

Aaaa... in this delivery mode aaaa... where the facilitators shows me the steps-by-steps of the procedure, guidance and the practice, really improve me identify the ideas in writing. (GOIS12)

(vi) Subcategory 6 - Expanding knowledge

Only one subcategory emerged under ‘improved knowledge’ for the GONI delivery mode. The subcategory “expanding knowledge” describes how the GONI delivery mode has helped to expand students’ knowledge in argumentative writing. Students who experienced the GONI delivery mode found it easier to understand besides getting clear ideas on how to structure the essay writing with the help of the peers in the absence of the help from the facilitator. The following statements illustrate this:

Okay... mmmm... the delivery mode help... aaaa... help us to find... to expand aaaa... our knowledge of the argumentative writing ability. It helps student to get the clear idea on how to structure an essay writing. (GONI13)

Aaaa... anything about that, I think argumentative essay make me aaaa...easier to understand what points and elements that need to be write in argumentative essay. (GONI14)

(b) Inspiration for learning

The category ‘inspiration for learning’ emerged from students’ descriptions on how they were inspired to learn via GONI delivery mode. The students implied that the delivery mode inspired them to learn as it encouraged them to provide more ideas and feedback which in return increased their confidence level towards learning. Three subcategories emerged only for the GONI delivery mode and among these were the following: ‘encourage to give more ideas,’ ‘opportunity for feedback’ and ‘increase confidence level in learning.’

(i) Subcategory 1- Encourage to give more ideas

The subcategory ‘encourage to give more ideas’ describes how the delivery mode of GONI encouraged the students to provide more ideas to accomplish the learning task. One of the students expressed that the delivery mode was fun, therefore, they were able to get more ideas for their task.

Okay, for my experience writing an argumentative essay using the delivery made is quite fun because we get more idea when writing argumentative essay. (GONI28)

(ii) Subcategory 2- Opportunity for feedback

The subcategory ‘opportunity for feedback’ describes how the delivery mode of GONI had offered an opportunity for students to provide feedback in learning. The statement below explains the situation:

Mmmm...we also will have an opportunity to give feedbacks and opinions because we are discussing among our friends. So, aaaa.... it will be easier for us to speak. (GONI28)

(iii) Subcategory 3- Increased confidence in learning

The subcategory ‘increase confidence in learning’ describes how the delivery mode of GONI had increased students’ confidence level in learning. The following student expressed that the delivery mode had provided her confidence to accomplish the given task.

When graphic organizer in group work activities join together it will gain more confidence of myself. Confident... mmmm... mmmm... when discussing and getting more idea and then we have more idea to write the essay and aaaa.... it also give confidence within themselves in communicating with others so... aaaa... maybe... aaaa... (GONI28)

(c) Knowledge Construction

The ‘knowledge construction’ category emerged from how the GOIS and GONI delivery modes assisted students to construct knowledge. This was achieved through students’ participation in the learning where they were able to grasp the learning content. Two subcategories emerged for GOIS delivery mode and they were: ‘planning the essay’ and ‘create ideas.’ In addition, two different subcategories emerged for the GONI delivery mode and they were: ‘construct a more structured essay’ and ‘make connection to learning.’

(i) Subcategory 1 – Planning the Essay

The subcategory ‘planning the essay’ describes how the delivery mode of GOIS had guided students in planning their essay. The following student pointed out that she had learned to use the graphic organizer effectively and as a result, she was able to plan her essay well compared to before.

So, aaaa... basically aaaa... nowadays aaaa... I had learned the delivery mode, I tend when I... before I write the essay, I tend to draw the graphic organizer first because maybe before this I don't draw the step-by-step, the graphic organizer well aaaa... and nowadays after I have learn the graphic organizer with our lecturers and facilitators...so ya, I... I tend to write the, the step-by-step graphic organizers step. So, it will helps me to plan my essay well and it is more structured than, before. (GOIS12)

(ii) Subcategory 2 – Create ideas

The subcategory ‘create ideas’ describes how the delivery mode had facilitated the students to create ideas in argumentative writing. The students agreed that the GOIS delivery mode had helped them to create more new ideas.

Mmmm... aaaa.... in my opinion, the use of graphic organizer... organizers, mmmm... it will help to aaaa.... will help the students to create more new ideas mmmm... more opinion because mmmm... the... because... oh... mmmm... okay. Mmmm... using the

graphic organizer, mmmm... mmmm... by giving more interesting and motivating topics for the students to... to create more ideas and opinions. (GOIS04)

Oh, ya. So, we have just to write we have say and... just like I said, our ideas, our reasons and our supporting details in my group discussion, aaaa... previously...we just do like that, so it helps me a lot to speak and ... give idea more... in the discussion. (GOIS14)

(iii) Subcategory 3 - Construct a more structured essay

The subcategory ‘construct a more structured essay’ describes how the delivery mode of GONI had helped the students to construct a more structured essay. The following student mentioned that the GONI delivery mode has supported her to write a better- structured essay.

Yes. It help me a lot and aaaa... sometimes aaaa...I don't know how to do it and it actually confuses me. Aaaa... and the structure of essay becomes better actually even tough I do not really know how to use the graphic organizer. Aaaa... but I know that the structure of the essay is much more aaaa... properly... mmmm... it's, it's much better. (GONI13)

(iv) Subcategory 4 - Make connection to learning

The subcategory ‘make connection to learning’ describes how the delivery mode of GONI had assisted the students to make connection to learning. Both students (GONI12 and GONI14) mentioned that the delivery mode had assisted them to make connections during writing.

Oh, benefits. Mmmm... it adds my knowledge, we had a lot more ideas, and... mmmm... make, help me in making connection during writing because sometimes you can communicate with others, and they will give us ideas and we can even give them ideas. (GONI2)

I noticed that, delivery mode is aaaa... good for help me in making connection during writing. Because it more organized and clearer. (GONI14)

(d) Proffers support in learning

The category ‘proffers support in learning’ emerged from how the GOIS delivery mode proffered support for students in their learning. The GOIS delivery mode had supported and helped them to complete the argumentative writing task, link their prior knowledge to their argumentative writing and provide room for a better understanding of the writing task. The following three subcategories were found to emerge from the ‘proffers support in learning’ category; ‘completing the writing task,’ ‘link to prior knowledge’ and ‘provides room for understanding.’

(i) Subcategory 1- Completing the writing task

The subcategory ‘completing the writing task’ describes how the GOIS delivery mode had supported students to complete the argumentative writing task. One student stated that the delivery mode had helped her to complete the writing task given by the facilitator.

And also for the group activity... group work activities, mmmm... the involvement of the teacher mmmm... mmmm... help the students more in doing their task because mmmm... the... because... mmmm... the lecturer gives a very clear explanation....
(GOIS04)

(ii) Subcategory 2- Link to prior knowledge

The subcategory ‘link to prior knowledge’ describes how the delivery mode of GOIS had persuaded students to use their prior knowledge to accomplish the learning task. The following statement clearly indicated how students had used their prior knowledge to create more ideas to accomplish the given task.

Aaaa... interesting topic aaaa... such as study at school or study at home...make me involve and mmmm... and produce more ideas relating to my prior knowledge which is, aaaa... before this in our previous group discussion aaaa... some of us choose to be studied at home and some of us choose to study at school. But at the end of the

discussion, we get aaaa... one solid idea or conclusion which is, study at school is more aaaa... it's more... (GOIS14)

(iii) Subcategory 3- Provides room for understanding

The subcategory 'provides room for understanding' describes how the GOIS delivery mode had offered rooms for students to understand the learning better. The two students describe their experiences.

Okay, mmmm... well for me aaaa... graphic organizers as instructional scaff... aaaa... scaffolding, mmmm... it's very easy to understand because mmmm... (GOIS04)

And also, mmmm... the help of the lecturer or teacher mmmm... in writing an argumentative essay mmmm... will make the students mmmm... will make the students... aaaa... yeah, understand better. Aaaa... and somehow, I think that this delivery mode is easier to understand and learn because... ya, you know the step-by-step, so easier for us to... for us like student to understand it and to use it in our writing essay. (GOIS12)

(e) Room for collaboration

The category 'room for collaboration' emerged from how the GOIS delivery provided students with opportunity for collaboration. The delivery mode had provided students a chance for interaction with their peers during group work. Only one subcategory emerged from the "room for collaboration" category and that was the 'chance for interaction'.

(i) Subcategory 1 - Chance for interaction

The subcategory 'chance for interaction' describes how the delivery mode had offered students an opportunity for more interaction. One student indicated that there was a question and answer session which offered more opportunities for interaction and drew her away from being an introvert person.

Aaaa... exchanging ideas mmmm... I could make my essay better and also mmmm... the questions and answer session provides mmmm... mmmm... opportunity... opportunity for more interaction because mmmm... questions aaaa... because

mmmm... the... because mmmm... some students are not... are shy aaaa.... to... to aaaa.... tell about their aaaa... (GOIS04)

(f) Commitment to accomplish the learning task

The category ‘commitment to accomplish the learning task’ emerged from students’ involvement in the learning process and commitment to accomplish the written task. Commitment towards the written task is essential as it helped students to construct knowledge through independent learning and contribute ideas during group discussion. This category was found to emerge in the three delivery modes but different subcategories were found to emerge for the three delivery modes. The subcategory ‘the need to contributes ideas’ emerged for the GOIS delivery mode and the ‘committed to being focused’ was found to emerge for the GONI delivery mode while the need to ask questions emerged for the NGNI delivery mode.

(i) Subcategory 1 - The need to contribute ideas

The subcategory ‘the need to contribute ideas’ describes how the delivery mode had encouraged students to contribute ideas to accomplish the learning task. One of the students stated that she tended to contribute more ideas during the group discussion in order to improve herself.

And aaaa... lectures aaaa... and the facilitators also you know aaaa... give us, encourage us to talk more, to give aaaa... to give more ideas, to give more conclusions aaaa... so that aaaa... ya, you know I tend, I tend, myself tend to aaaa... to contribute more because aaaa... because I know that I have to contribute and give more ideas to the group discussion so that I can improve myself aaaa... using the delivery mode. (GOIS12)

(ii) Subcategory 2 - Committed to being focused

The subcategory of ‘committed to being focused’ describes how the GONI delivery mode had committed the students to be more focus in their learning. The

following student indicated that the delivery mode was challenging because she needed to focused on every single thing that she wrote.

Aaaa... like aaaa...it give us more challenging on using it, because we need to focus on every single things that aaaa... we jot down. (GONI14)

(iii) Subcategory 3 - The need to ask questions

The subcategory ‘the need to ask questions’ emerged in the NGNI delivery mode and explains the necessity for someone to ask questions to students and assist them to accomplish their learning task. The following student pointed out that she required someone to ask her questions so that she could activate her ideas to accomplish the given task.

Somebody need to ask you questions, because the idea will not come easily from you. I need someone to ask me, what is the question aaaa... someone need to push me. (NGNI04)

(g) Challenges

The category ‘challenges’ emerged in the statements made by students about the challenges that they had experienced when they underwent the GOIS, GONI and NGNI delivery modes. Students from the GOIS delivery mode highlighted an issue under the following subcategory: ‘prevent from thinking further’. Similarly, students from the GONI delivery mode identified two challenges under the same category but different subcategories; ‘timid group members’ and ‘understanding new words.’ However, students from the NGNI delivery mode identified the following seven subcategories: ‘lesson not interesting,’ ‘lack of practice,’ ‘barriers to thinking,’ ‘unproductive pair discussion,’ ‘unclear explanation,’ ‘lack of feedback’ and ‘exam-oriented learning.’

(i) Subcategory 1 - Prevent from thinking further

The subcategory 'prevent from thinking further' describes how students experienced difficulties to think further. One student mentioned that she was not able to think further and therefore she was not able to elaborate more on the ideas in learning.

Aaaa... the challengers that aaaa... that I find in graphic organizer is mmmm... the... the chart... mmmm... the chart graphic, the graphic that they shown mmmm... like example mmmm... we writing an argumentative essays, mmmm...they already give us the idea but mmmm... the idea will mmmm... somehow will make the students mmmm... make the students hard to elaborate more about the ideas because they might have another ideas but mmmm... but the graphic organizer mmmm... that they put in the... in writing an essay will stop them from aaaa... thinking further. (GOIS04)

(ii) Subcategory 3 - Timid group members

The subcategory 'timid group members' describes how students faced difficulties to collaborate with timid group members. One student cited that some of the group members were very shy to contribute ideas and always wanted to wait for the lecturer's instruction. Meanwhile, another student commented that there was a passive member who was quiet and did not contribute any opinion or ideas. The following statements show their comments:

So, at first, it's so difficult and it makes us feel burden, by writing using that thing right... and then, aaaa... the other one is, group member shy to give ideas. Because they always think that, we need to wait for the lectures, because... "Dia ni siapa je ah?" [Who is he/she?] aaaa... they always says like that. (GONI14)

Aaaa.... yes... and ... in one big group there is one passive members, they will be more quiet and not giving any opinion or ideas so, aaaa... they will be passive and not... (GONI28)

(iii) Subcategory 4 - Understanding new words

The subcategory 'understanding new words' describes how the delivery mode of GONI was difficult for students to understand and use new words. One particular student

found it difficult to understand and use new words in her learning task because she had never been exposed to them before.

And then aaaa... I think it's difficult to understand and using the counterargument and rebuttal in writing because, we never aaaa...expose to this before. (GONI14)

(iv) Subcategory 5 - Lesson not interesting

The subcategory 'lesson not interesting' describes how students were bored using the NGNI delivery mode. The following extract from one of the student's interview revealed that the delivery mode was boring because the lecturer was teaching the whole time without any discussion in groups.

Aaaa... so, sometimes if everyone is boring because aaaa... the lecturer just explains and sometimes using projector, I feel like using projector is boring. Because, I just look at the slide and sometimes, I just not pay attention to the slide, because sometime the slides is too boring and too, too long and, its not simple and it's like copy paste (giggles) slide. (NGNI04)

Further, the student also revealed that the lecturer did not provide adequate examples and the lesson was boring. Thus, the students tended to lose focus and just sat, listening and taking notes.

Aaaa...not many examples provided. Mmmm... it's not too attractive too. It's boring. Overall, aaaa... I think the students lose focus in the group... in the task. So, we only can ask them question after the class. And I just sit and listen and just take notes. (NGNI04)

Another student from the same group shared her experience using the NGNI delivery mode. According to her, the NGNI delivery mode was not motivating because the lecturer used the same teaching method which she found not helpful. The following extract explains her feelings:

Well, most of the time I find it's not motivating, but the lectures is really... less interesting but they are using the same method which is, may with that have exist long years ago and, it's kind of not helping me at all, because yes, because like

people nowadays or students nowadays wants something that is more helpful, something that is more aaaa...like very simplest way method, and aaaa.... most of the time like I really have aaaa... problems in how to begin my essay writing ever since my high school. (NGNI14)

Additionally, she also found the delivery mode boring because she had to sit in one place and just keep thinking on what to write and that was stressful for her. Furthermore, the lecturer's voice projection was poor and the classroom was dull as everyone was quiet. The following extract from the interview details out the student's experience:

And then, I do feel mad when it comes to essay and I'm not really excited, because, it's boring and also... I have to seat in a place and just keep thinking what, what I have to write and it's really stressful. It's boring so, so it's not very much help since, they also the voice projection is not that loud. And, the classroom start to become very dull, and everyone just keep quiet and just aaaa... sometimes some of them be like "This class is so boring lah, we should go out" something like that. So, I understand because I'm also a passive student, I'm not participate any of the activities in that class. I would rather just keep quiet and do my own things. (NGNI14)

In line with this, the delivery mode was not of much help as the lecturer did not explain well. Further, students had to sit for long hours which made them stressed and sleepy. The following excerpt explains the student's experience:

I find it very less helpful in essay writing, since during the lecture mode aaaa... the lecturer itself is not explaining things very well. Because, we have to seat for long hours and we become stress. So, the students become tend to be tired and the class... also aaaa... start at the evening. So, of course people gets sleepy and hungry, and cause boring. (NGNI14)

Furthermore, the delivery mode was found to be lacking in terms of vigorousness for the students. The following student explains the situation:

Aaaa... the lecture sometimes aaaa... I find it not very lively... maybe the lecturer can have question and answer session, so when the student ask... aaaa... ask any questions, so the lecturer will know the ability of the student, maybe they understand or not understand what the... or... the lecturer also can do more writing activities... (NGNI115)

(v) Subcategory 6 - Lack of practice

The subcategory ‘lack of practice’ describes how students were not offered enough practice using the NGNI delivery mode. The following student pointed out that she had less writing exercises and not much attention was given to her, so she got stuck while writing the essay.

So, now in the college it's the same thing. So, we have less writing exercises and not much attention is given. Plus, aaaa... so many other subjects to catch up, and aaaa... of course I know the basic elements to use, such as introduction, mmmm... mmmm... body paragraph and conclusion.) But, aaaa... sometimes I get stuck to write my essay. (NGNI04)

(vi) Subcategory 7 – Barriers to thinking

The subcategory ‘barriers to thinking’ describes how students experienced difficulties to think using the NGNI delivery mode. One student faced problems to think and come out with ideas. She stated the following:

Sometimes, it's quite difficult to think and come up with the ideas. But, maybe I have to read a lot of things. But, sometimes when I did my test, my writing test or anything, aaaa... I have aaaa... how do you say aaaa... blackout, it's not blackout but...blank. I become blank and I can't think of anything, so it's like even the simplest technique or simplest technique that lecturer say is like, it couldn't cross my mind. (NGNI14)

(vii) Subcategory 8 - Unproductive pair discussion

The subcategory ‘unproductive pair discussion’ describes difficulties students faced during pair discussion in the NGNI delivery mode to produce productive tasks.

The following student explained the situation:

Example, during the pair work, so we ended up discussing something else, instead of giving the aaaa...instead of given the task. Like we, like usual as we are, if we are in the... we are not discussing the task, we are discussing the something else. (NGNI04)

(viii) Subcategory 9 - Unclear explanation

The subcategory ‘unclear explanation’ describes how the two students in the NGNI delivery mode were unclear with the explanation given by their lecturer to accomplish the given task. The following excerpts explain the situation:

And then, sometimes the lecturer’s explanation is not very clear to us because aaaa... Okay. Lecturer explain how to do, but I think that’s not enough as the class is occupied with many aaaa... of the students. Aaaa... because sometimes we want to ask the lecturer, and then they, are aaaa... helping someone else. (NGNI04)

Like I aaaa... it’s hard for me to understand what the lecturer said, it’s hard for me to understand what the lecturers try to teach. Aaaa... the lecturer’s explanation is also is not very clear to me. Like he or she want to say, want to explain something but, it’s like he want to explain but sometime not. It didn’t gets me. (NGNI14)

(ix) Subcategory 10 - Lack of feedback

The subcategory ‘lack of feedback’ describes how in the delivery mode of NGNI, adequate feedback was not provided to the students. One student mentioned that she did not get back her written task and as a result, she could not identify her mistakes.

But not very often because, they have to aaaa... concentrate or focus to others too. But sometimes, the lecturer not enough time and never return back to the... to our writing. Because aaaa... yes. They did not give back our written task. They did not check our mistakes or something. And we don’t know our mistakes. (NGNI04)

(x) Subcategory 11 - Exam-oriented learning

The subcategory ‘exam-oriented learning’ describes how the delivery mode of NGNI has provided students with more exam-oriented learning. One student highlighted the following experience:

Their examples like personal problems, and then aaaa... we... we are, we are tend to more focus on getting good grade. Because sometime lecturer focus more on the exam instead of writing practise. They just want we have...they just want us to have a good grade I think. Because, they did not focus on our writing practise actually. They just want, okay, aaaa... you do this test, and then you have your grade. (NGNI04)

Overall, the similarities (Table 4.33) and differences (Table 4.34) in categories and subcategories of the emerged themes from the semi-structured interview explains how students' experience learning differently in the three delivery modes namely, GOIS, GONI and NGNI. Based on the summary in Table 4.33, the categories for the positive aspect of learning experiences were similar for the GOIS and GONI compared to NGNI delivery modes. The categories that emerged were 'improved knowledge,' 'inspiration for learning,' 'knowledge construction,' 'room for collaboration,' 'engage thinking' and 'commitment to accomplish the learning task.' However, for the subcategories, there were differences between the three delivery modes. As for the 'improved knowledge' category, both the GOIS and GONI have the same subcategories for 'write more organized essay' and 'gain new knowledge' while for the 'inspiration for learning' category, both GOIS and GONI have similar subcategories for 'chance to ask question' and 'motivated to learn.' As for the category of 'room for collaboration', the similar subcategory that emerged for both GOIS and GONI was 'friendly environment.'

Similarly, for the 'engage thinking' category, both the GOIS and GONI had a similar subcategory of 'analytical thinking.' As for the 'commitment to accomplish the learning task' category, the GOIS and GONI delivery modes had the similar subcategory of 'group discussion' but, the three delivery modes had the similar subcategory of 'independent learning.' As for the undesirable aspect of the students' learning experiences, the GOIS and GONI had some similarities in the subcategories, that is, 'language barriers to gain information,' 'uncooperative group members' and 'domination over learning.' However, the GONI and NGNI delivery modes had similarities in the following subcategories: 'lack of guidance,' 'lack of knowledge,' 'time-consuming' and 'lecturer-student relationship.' However, the three delivery modes had a similar subcategory for 'uncertainty with information.'

Based on the summary in Table 4.33, the categories for the positive aspect of learning experiences were similar for the GOIS and GONI in the following categories: 'improved knowledge,' and 'knowledge construction.' Additionally, the three delivery modes had similar categories of 'commitment to accomplish the learning task' and 'challenges' category which is the negative aspect of students' learning experience. However, there were differences in other categories and subcategories for the three delivery modes. As for the 'improved knowledge' category, the GOIS had the following subcategories that are; 'produce a good essay,' 'construct a good essay,' 'exchange and share ideas,' 'prevent redundancy of ideas' and 'identify ideas.' However, the GONI delivery mode had only one subcategory of 'expanding knowledge.' In terms of the 'inspiration for learning' category, the GONI delivery mode had different subcategories for 'encourage to give more ideas,' 'opportunity for feedback,' and 'increase confidence level in learning.' For the category of 'knowledge construction,' the GOIS had different subcategories of the following; 'planning the essay' and 'create ideas' compared to GONI delivery mode: 'construct a more structured essay' and 'make connection to learning.' The positive aspect of 'proffers support in learning' category only emerged for the GOIS delivery mode with three subcategories: 'completing the writing task,' 'link to prior knowledge' and 'provides room for understanding.' As for the category of 'room for collaboration', the subcategory of 'chance for interaction' emerged only for the GOIS delivery mode.

However, the 'commitment to accomplish the learning task' category emerged for all the three delivery modes but with different subcategories. The GOIS delivery mode with 'the need to contribute ideas,' the GONI delivery mode with 'committed to being focused' and NGNI delivery mode with 'the need to ask questions.' The 'commitment to accomplish the learning task' category was the only positive category that emerged from

the NGNI delivery mode. As for the undesirable aspect of the students' learning experiences, the three delivery modes namely GOIS, GONI and NGNI had different subcategories for the 'challenges' category. The GOIS had the subcategories of 'prevent from thinking further' and 'language barriers to communicate' compared to GONI with 'timid group members,' and 'understanding new words,' and the NGNI with 'lesson not interesting,' 'lack of practice,' 'barriers to thinking,' 'unproductive pair discussion,' 'unclear explanation,' 'lack of feedback' and 'exam-oriented learning.'

4.4.3 Summary of Qualitative and Quantitative Results

In terms of dialogic interactions, students in the GONI group were found to have employed more Communicative Acts (CA's) compared to students in the GOIS group, but, each category of the Communicative Acts (CA's) used was found to be varied in terms of percentages between the two groups. But, the GOIS group was found to employ all the eight cluster codes compared to GONI with seven. Additionally, the GOIS group has more percentages in the following five cluster codes; 'G','I','P','R' & 'RD' compared to GONI group with the following three cluster codes; 'B', 'C' & 'E'. The GOIS group was found to rarely use the (RD) code but the GONI group was found to rarely used the (R) code.

However, the findings from the interview data revealed that both the GOIS and GONI groups were found to experience more learning benefits and less learning obstructions compared to the NGNI group. Moreover, in terms of differences between groups, the students in the GOIS group experienced more benefits compared to the GONI and NGNI groups. The interview data revealed one factor that might have significantly influenced the level of TESL undergraduates' argumentative writing performance in this study, which can be related to the 'challenges' category. The findings of the present study

will be discussed in more detailed in Chapter 5 in reference to previous researches, their findings and related theories.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter summarizes the main findings of the present study. Then, the findings are discussed further based on related theory and prior studies done by the scholars in the related field. The findings which failed to support the hypotheses and provided limited support are further investigated and discussed. Finally, the implications of the present study are discussed and directions for future research are highlighted.

5.2 Summary of the Main Findings

The present study investigated the effect of three delivery modes, referred to as “Graphic Organizer Instructional Scaffolding” (GOIS), “Graphic Organizer No Instructional Scaffolding” (GONI) and “No Graphic Organizer No Instructional Scaffolding” (NGNI) on argumentative writing performance among TESL undergraduates. Besides examining the individual effects, this study also looked into the differential effects of the GOIS, GONI and NGNI delivery modes. The dependent variable of this study is the argumentative writing performance and operationalized in terms of the overall argumentative essay writing performance, the overall frequency of conjunctions, the overall frequency of argumentative elements and the overall percentages of Communicative Acts (CA’s). Additionally, with the aim to support the qualitative data

collection, a semi-structured interview was carried among TESL undergraduates from the three different groups namely, GOIS, GONI and NGNI.

An experimental, pre-test and post-test design was employed to achieve the objective of the current study. Three intact classes of the second year TESL undergraduates program in a local university college were identified and selected by the researcher, two as the experimental groups and another as the control group. The experimental groups comprised students who were taught using the GOIS delivery mode ($n=30$) and GONI delivery mode ($n=30$) while the control group was taught using the NGNI delivery mode ($n=30$). The pre-test and post-test argumentative essay were used to measure the argumentative essay writing performance in terms of overall argumentative essay writing performance, the overall frequency of conjunctions and the overall frequency of argumentative elements. Besides, students' dialogic interactions in the GOIS and GONI groups were observed via video recording to explore how knowledge is constructed among TESL undergraduates when they are placed in different delivery modes with different learning conditions. In addition, a semi-structured interview was employed to gain further insights into the effect of the three delivery modes, namely, GOIS, GONI and NGNI on the argumentative writing performance among TESL undergraduates.

Quantitative analysis for the argumentative writing performance was performed using the Analysis of Covariance (ANCOVA) while the dialogic interactions of the GOIS and GONI groups were analysed based on 'Scheme for Educational Dialogue Analysis' (SEDA) and compared using frequency count and percentages of Communicative Acts (CA's). However, for the qualitative analysis, the constant comparative method was used to analyse the gathered data from the semi-structured interviews. Based on these

analyses, some major findings on the effect of graphic organizers and instructional scaffolding were gathered and the summary of the main findings are presented as follows:

1. Argumentative writing performance in terms of the overall argumentative essay writing performance, the overall frequency of conjunctions and the overall frequency of argumentative elements between the GOIS, GONI and NGNI delivery modes.

a. Argumentative Essay Writing Performance between GOIS, GONI and NGNI Groups

It was found that the GOIS group performed significantly better than GONI and NGNI groups.

b. Frequency of Conjunctions between GOIS, GONI and NGNI Groups

It was found that the GOIS and GONI groups performed better than the NGNI group. However, there was no significant difference in the performance between GOIS and GONI delivery groups.

c. Frequency of Argumentative Elements between GOIS, GONI and NGNI Groups

It was found that the GOIS and GONI groups performed better than the NGNI group. However, there was no significant difference in the performance between GOIS and GONI groups.

2. Dialogic Interaction between the GOIS and GONI Groups

It was found that the GONI group performed better than the GOIS group in the dialogic interaction in terms of the overall percentages of Communicative Acts (CA's). In terms of the eight cluster codes of the CA's between the GOIS and GONI groups, the result for the overall frequency of CA indicates the highest percentage for the GOIS group with 30% for 'express or invite ideas' (E) and 44% for the GONI group respectively. On the other hand, the lowest percentage was noticed for the 'reflecting on dialogue or activity' (RD) with 3% for the GOIS group and zero percent for the GONI group

respectively. Additionally, the most rarely appeared cluster code was the ‘‘reflecting on dialogue or activity’ (RD) for the GOIS delivery mode and ‘make reasoning explicit’ (R) for the GONI group. Students in the GOIS group were found to have more percentages in the following five categories when compared to the GONI group; 11% for ‘guide direction of dialogue or activity’ (G), 5% for ‘invite elaboration or reasoning’ (I), 16% for ‘positioning and coordinating’ (P), 5% for ‘make reasoning explicit’ (R) and 3% for ‘reflecting on dialogue or activity,’ (RD).

However, the GONI group was found to have more percentages in the following three categories when compared to the GOIS delivery mode; 28% for ‘build on ideas’ (B), 12% for ‘connect’ (C) and 44% for ‘express or invite ideas’ (E). When the two delivery modes were compared, students in the GOIS group were found to use all the cluster codes during their group work activities but students in the GONI delivery mode were found to use only seven out of eight cluster codes, which is lesser compared to students in the GOIS group (Table 4.14).

3. Students’ Learning Experiences in the GOIS, GONI and NGNI Delivery Modes

In terms of students’ learning experiences, a total of six similar categories and one challenge category were found from the GOIS and GONI groups. Only one similar challenge category was found between the GONI and NGNI groups. However, when compared between the three delivery modes, each group was found to have one benefit and challenge categories. However, in terms of similarities in the subcategories, both the GOIS and GONI groups were found to have 10 similar benefits with 3 challenges. Meanwhile, both the GONI and NGNI groups were found to have 4 challenges subcategories. However, when compared between the three groups, each group was found

to have one similar benefit and challenge categories. These results are discussed in detail below.

5.3 Discussion

The findings of the present study are presented and discussed under the following subheadings; (1) Effect of graphic organizers and instructional scaffolding on the overall argumentative essay writing performance, (2) Effect of graphic organizers and instructional scaffolding on the overall frequency of conjunctions, (3) Effect of graphic organizers and instructional scaffolding on the overall frequency of argumentative elements that support and oppose the hypotheses of the present study between the GOIS, GONI and NGNI groups and (4) Differences in the dialogic interaction between the GOIS and GONI groups.

5.3.1 Effect of Graphic Organizers and Instructional Scaffolding on the Overall Argumentative Essay Writing Performance between the GOIS, GONI and NGNI Groups

The results of the present study implicate that there is a significant difference observed in the overall argumentative essay writing performance between the three groups. The GOIS group has outperformed the GONI and NGNI groups and both the GOIS and GONI groups have outperformed the NGNI group in the overall argumentative essay writing performance. The positive effect of graphic organizers and instructional scaffolding on argumentative essay writing performance as evidenced in this study is in line with findings of previous studies (Sharrock, 2008; Lee & Tan, 2010; Delrose, 2011; Hawkins, 2011; Huggins & Edwards, 2011; Qin, 2013; Bishop et al., 2015; Meera & Aiswarya, 2014; Obeiah & Bataineh, 2015; Tayib, 2015; Tayib, 2015; Mahmudah, 2016).

In review, the researcher believes the GOIS delivery mode had enabled the group to perform exceptionally well in the overall argumentative essay writing performance compared to their counterparts in the GONI and NGNI groups. The GOIS delivery mode had enabled students to experience learning through the following mediation; facilitator and peers as human mediators and graphic organizers and language as symbolic tools. The facilitator in the GOIS group plays an important role as a mediator in giving appropriate support so that students can move towards independent learning (Hartman, 2002; Obeiah & Bataineh, 2015) and this could have helped the students to increase their skill and development (Ahmed, 2017) in their argumentative writing performance. This is consistent with Vygotsky (1978) who asserted that a more experienced person can provide the students with scaffolding to support their evolving understanding of knowledge domains or development of complex skills. This was evident from students learning experiences (Table 4.34) which revealed that the GOIS group had experienced a supportive learning environment with the presence of the facilitator.

In the GOIS group, the facilitator's role was to offer students with explicit instruction and guidance using the graphic organizer that is tailored to their needs and as a result, enables them to construct quality essays. This was consistent with the assertion made by few scholars such as Lantolf and Thorne (2006) and Yang and Wilson (2006) that in a social environment, the help of peers and skilled educators are vital in learning. Additionally, a previous study had also revealed that ESL students who received scaffolded instruction from their facilitators were found to have outperformed in their academic writing performance compared to those without scaffolded instruction (Baradaran & Sarfarazi, 2011). Similar to other studies, Hawkin (2011) had also discovered that through appropriate teacher scaffolding and opportunity for real content

area related experiences were able to make the writing structure more approachable to students.

The GOIS group was found to interact actively by exchanging and sharing their ideas using the graphic organizers with their peers during group work activities and as a result, they were able to exchange and share their ideas and this was evident during their dialogic interactions with group members (Table 4.21). This is consistent with the sociocultural theory which is closely interlaced with collaboration in a real setting that allows students to view and come out with a conclusion through sharing ideas with their peers in the group (Majid & Stapa, 2017). According to Shabani (2016), framing social interaction activities clearly and purposefully can lead to students' development. Therefore, the interaction process experience by the GOIS group could have been the reason why the GOIS group has outperformed their counterparts in the overall argumentative essay writing performance.

Further, the interview results also revealed that the GOIS condition has offered students a situation where they were able to contribute their ideas and as a result, students were able to be committed to accomplishing their learning task (Table 4.34). In line with this, according to scholars, the instructional scaffolding comprises active learning through questioning and prompting so that students can build on their prior knowledge and this was evident from students' dialogue during their group discussion (Table 4.17). Thus, through these collaborations, facilitators have the opportunity to provide positive feedback and motivation to their students for internalization to occur (Rodrigo, 2012 & Laksmi, 2006). These findings are in line with the sociocultural theory that claims knowledge is learned through others and through that connection, students assimilate and internalize the knowledge into their personal values (Vygotsky,1978). Nerf (2017) also

stressed that the sociocultural theory encourages learners to learn in social contexts among students through discussion, collaboration and feedback. Thus, through these approaches mentioned by Nerf (2017) which were experienced by students in the GOIS condition (Table 4.14) could have been the reason for students in the GOIS group to outperform their counterparts in the overall argumentative essay writing performance.

Additionally, other possible reasons for students in the GOIS group to outperformed students in the GONI and NGNI groups can be interconnected to the teaching approach employed by the facilitator. The GOIS group has adapted a simple step-by-step instructional scaffolding approach from Ellis and Larkin (1998) which is inclusive of four learning stages using various approaches (Appendix 16). This is in line with the view of Obeiah and Bataineh (2015) who stressed that a step-by-step approach and the amount of help provided by the facilitator in various stages can help students to become independent learners. In the GOIS condition, the facilitator has employed the modelling and questioning approach at the beginning stage of the lesson to guide the students using the argumentative graphic organizer to write the argumentative essay. Therefore, the modelling and questioning approach could have helped students to stay active, focused and concentrate on their learning throughout the lesson and thus, aided the students to accomplish their argumentative tasks from the actual to potential level through interaction (Shi, 2017). The findings of this study are also congruent with the findings of López et al. (2017) that modelling significantly improves writing skill although employed not for a short duration. According to Spectrum Newsletter (2008), if appropriate modelling according to students' needs, interest and abilities fails to meet the expectations, scaffolds will not help. However, this did not happen to the GOIS group. In line with this, students in the GOIS delivery mode were also instructed to work in small groups with the presence of a facilitator as evident in this study (Table 4.22) who provided

guidance and help for students to work collaboratively in accomplishing the learning task. At the same time, during these collaborations, students could have shared their ideas, renegotiated their opinions and come to a conclusion (Noor, 2014) as evident in this study from students' dialogue (Table 4.20).

Furthermore, students went through various activities throughout their learning sessions, for instance, reading articles related to argumentative topics and completing the graphic organizers, drawing an argumentative essay graphic organizer and finally writing an individual essay (Appendix 16). Thus, the facilitator could have applied his expertise in leading the learning process while students went through various activities and these could have transformed their interpersonal activities into inter-psychological activities gradually (Shi, 2017). Moreover, the role of students who are committed to contributing ideas to learn and the facilitator who provides encouragement and support to engage interaction between peers during group work (Webb et al., 2013) have been evident in this study (Table 4.33). Therefore, these may be the reason for the GOIS group to outperform students in the GONI and NGNI groups in the overall argumentative essay writing performance.

Additionally, the peer-review sessions where students had to exchange their essays with their peers, read and review them could have given the students opportunities to learn from each other and helped them to understand the mistakes that they may have overlooked (Appendix 16). As a result, this would have provided opportunities for students to accommodate with different level of knowledge in order to progress in their learning to write the argumentative essay (Alibali, 2006). Therefore, the researcher believes these activities might have benefitted students in the GOIS group to outperform

students in the GONI and NGNI groups in the overall argumentative essay writing performance.

On the other hand, the effectiveness of the graphic organizer as instructional scaffolding in the argumentative writing has most probably assisted the GOIS group to construct and produce an excellent piece of writing and increased students' overall argumentative essay writing performance. This was evident from the Communicative Acts (CA's) used by the GOIS group (Table 4.18). Previous studies using graphic organizers (Higgins, 2012) had indicated positive perceptions among students using the graphic organizer. This is also consistent with the statement made by Maybin et al. (1992 as cited in Gibbon, 2003) that when there is a sign that students are able to complete the given task independently as a result of the practice, it indicates success. This is also consistent with the assertion made by Miller (2011) who claimed that although the graphic organizers are great tools to assist students in writing, very few of them were proven to increase students' writing skills and guide students towards better writing but when provided with scaffold instruction using a graphic organizer, they actually scaffold students' thoughts into writing a fine piece of writing. In line with these claims, Hawkins (2011) too, asserted that the graphic organizers promote a helpful teacher-student interaction as the structure of the genre allows students to pay attention to communicating their ideas without getting confused in structural procedures.

In line with these reasons, the group work activity using the graphic organizers to accomplish the argumentative tasks might have guided the students to interact and develop their argumentative writing skills (Table 4.14). The findings are constant with Gagne and Parks (2013) who claimed that interaction during group work is capable of fostering learning through shared scaffolding which enables students to accomplish a

given task successfully. Finally, the researcher believes the GOIS group which is supported by the sociocultural theory has outperformed the GONI and NGNI groups as it is strongly inspired by the sociocultural theory which emphasizes on social interactions that take place in meaningful contexts (Vygotsky, 1978).

Additionally, the GOIS and GONI groups have outperformed the NGNI group and the reason could be related to students' experience using these delivery modes in different conditions. Students in both groups had claimed to have experienced similar positive aspects of learning where they were able to write more organized essays, gain new knowledge, had a chance to ask questions and felt motivated to learn. In addition, they also claimed that the GOIS delivery mode had offered them a friendly environment for learning which had helped them to think during their group discussion (Table 4.33). The interview results are consistent with Mahmudah's (2016) findings which indicated improvement in the writing skills as well as the students' motivation when provided scaffolded instruction using graphic organizer.

Furthermore, both groups underwent similar learning experience interacting with their peers in small groups. The 'analytical thinking' subcategory from the 'engage thinking' category emerged from the interview result for both the GOIS and GONI groups (Table 4.33). Both groups were also found to be similar in using the following three cluster codes from SEDA during their group work interaction; (B) 'build on ideas', (E) 'express or invite ideas' and (P) 'positioning and coordinating' (Table 4.14). The findings are consistent with Clifford (2012) who asserted that dialogic interactions provide a chance for students to learn, explain and evaluate their thoughts as well as the thoughts of others. These can help them to achieve higher-level thinking and retain information for a longer period. As a result, these interactions could have most probably encouraged

students to participate more (Sedlacek & Sedova, 2015) and thus, helped them to increase their understanding (Alexander, 2017) and confidence level. These could have helped students in the GOIS and GONI groups to improve the argumentative essay writing performance compared to their counterparts in the NGNI group as evident in this study.

Moreover, both groups were assigned to do their argumentative tasks using the graphic organizers and this could most probably have increased their writing skills and guided them in their argumentative writing as claimed by Miller (2011). Similar to Miller's (2011) claims, Mcknight (2010) also stressed that the graphic organizers as learning tools enable students to become successful and this is consistent with the present study's finding. The researcher believes interactive classrooms such as the conditions in GOIS and GONI delivery modes had motivated students, offered a friendly environment, created interest and excitement among themselves in learning as highlighted by Ahmed (2017) and thus, they outperformed the NGNI group. In addition, social interaction experienced by both groups could have provided the opportunity for students to be able to "*think, reflect and reason*" (Noor, 2014, p.49) as evident in their dialogue during group work (Table 4.21 & Table 4.32).

However, the possible reasons, for the GONI group for not being able to outperform the GOIS group in the overall argumentative essay writing performance could be due to some challenges faced by the students. This was evident in the results from students' interview which were different for the GONI group as compared to the GOIS group. Students in the GONI group indicated that they experienced difficulties with their group members who were timid and had problems in understanding new words (Table 4.34). Further, they received lesser guidance from their instructor where they were unable to complete their argumentative task successfully (Table 4.33). According to Vygotsky's

perception, students' development depends on proper supervision from the facilitator (Ahmed, 2017) and classroom collaboration are often not helpful but can be better if students are engaged in supportive and positive surroundings (Mercer & Littleton, 2007 as cited in Noor, 2014). Additionally, students who work collaboratively in small groups have less access to their educator (Conley, 2008) and sometimes instructors failed to aid their students effectively using the graphic organizers (Kozulin et al., 2003). Therefore, all these factors could have been the reason why the GONI group did not outperform the GOIS group.

Additionally, the result of this study also indicated that the GONI group has outperformed the NGNI group ($p < .05$). The shred of evidence gathered from students' interview data (Table 4.34) and dialogic interaction in terms of CA's (Table 4.14) from the GONI group have revealed that students had the opportunity to expand their knowledge using the graphic organizers although not provided with systematic instructional scaffolding by the instructor. The GONI group was able to give more ideas (Table 4.26) and had the opportunity to provide and accept feedback from their peers during the group work activities (Table 4.31). In line with this, the delivery mode has helped students to make a connection to their learning (Table 4.27). As a result, this may have increased students' confidence level in learning and constructed a more structured essay. However, these improvements were not evident among the NGNI group perhaps because argumentative writing is not a strength for many students (Ponnudurai, 2011). Moreover, the instructor may have failed to create a positive and interactive learning condition for the NGNI group which could have been the reason for their disability to perform better as indicated by Zulkarnain & Kaur (2014). This is evident in this study (Table 4.34).

The findings of this study have indicated that the GONI and NGNI groups have not outperformed the GOIS group. The reason could most probably be linked to similar learning experiences using the delivery modes. In addition, the interview results have indicated that both groups were found to share the same subcategories: ‘lack of guidance,’ ‘lack of knowledge,’ ‘time-consuming,’ and ‘lecturer-student relationship’ (Table 4.33). This revealed that the GONI and NGNI groups need instructional scaffolding involving help and assistance from a facilitator (Jumaat & Tasir, 2014) and without these, students cannot attain their objective in learning and outperform their counterparts as evident in this study.

Overall, the GOIS group has outperformed the GONI and NGNI groups in the overall argumentative essay writing performance and this could be related to Vygotsky’s sociocultural theory where the graphic organizers act as an instructional scaffolding tool and was helpful in students’ argumentative essay writing while the facilitator was more of a mentor compared to being a dominant content expert. Further, students had experienced positive learning where they felt free to ask questions, provide feedback and support their peers in learning and these factors had provided an incentive for the students to take an active role in their own learning. Additionally, students were also able to share their responsibility to teaching and learning through scaffolded instruction in their groups and therefore through these interactions, students were able to take ownership of the learning and outperform their counterparts which was similar to Al-Aila’s (2015) research findings.

5.3.2 Effect of Graphic Organizers and Instructional Scaffolding on the Overall Frequency of Conjunctions between the GOIS, GONI and NGNI Groups

Contrary to earlier expectations, the results indicated that there was no significant difference in terms of the overall frequency of conjunctions between the GOIS and GONI groups but there was a significant difference between the two groups over the NGNI group. The GOIS group had not outperformed the GONI group in terms of the overall frequency of conjunctions and this can be linked to students' interview results. The GOIS group was found to be committed to accomplishing the given task with the amount of information given in the graphic organizers but were not given the opportunity to think further (Table 4.34) than what was provided in the graphic organizers. Thus, students in the GOIS group most probably would not have put much effort to concentrate on the use of conjunctions. Additionally, although the 'proffers support in learning' category emerged only for the GOIS group (Table 4.34) as the facilitator was found to help students to make their thinking explicit but this does not mean that students used the support expressively (Land & Zembal-Saul, 2001 as cited in Puntambekar & Hübscher, 2005) for providing scaffolding to students can be time-consuming and demanding (Spectrum Newsletter, 2008).

The fact that the GONI group has not outperformed the GOIS group in terms of the overall frequency of conjunctions may probably be attributable to students' experience using the delivery mode. This was evident in the students' interview results where they experienced group members who were timid and had difficulties in understanding new words (Table 4.34). In addition, they did not get enough support from their facilitator in accomplishing their argumentative task (Table 4.34). The facilitator plays a vital role in students' learning by providing the necessary support and decreases the amount of support when students are ready or able to complete the task independently.

In line with this, they had to be knowledgeable with the scaffolding components, learning conditions and tools so that scaffolding can be carried out successfully (Amerian et al., 2014). Another factor could be the ineffectiveness of the interaction process between the facilitator and student as highlighted in the literature by Terpollari (2014). Terpollari pointed out that educators need to be professional and positive when interacting with their students because their role as an educator is difficult to accomplish although it is easy to define. The result could have been better if students were given appropriate instructions using the graphic organizers and taught (on the use of conjunctions) in a rich context of experience and understanding as asserted by Hawkins (2011).

Both the GOIS and GONI groups have outperformed the NGNI group. The results from the interview data revealed that the two delivery modes have helped students to engage in their thinking and improve their knowledge in argumentative essay writing in terms of writing a more organized essay and to gain new knowledge (Table 4.33). This was possible as a result of the friendly environment offered by the two delivery modes where students became motivated and got opportunities to communicate by asking questions and interact with their group members (Table 4.14). Moreover, the fact that both delivery modes which have been exposed to the use of graphic organizers in their learning could have been the reason for them to perform better than the NGNI group. This is consistent with the claim made by a few scholars (Miller, 2011; Corrigan, 2017; Baxendell, 2003) that graphic organizers have the strength to foster understanding and increase the organizational skills as well as express thought and knowledge. Additionally, Gill (2007) claimed that the graphic organizers may be useful in relating vocabulary with text hence enable the learner to understand new words independently (Gill, 2007). The finding of this study is also consistent with the findings from a previous study (Delrose, 2011) which found graphic organizers to be an effective tool to generate sentences that

includes conjunctions. Hence, graphic organizers can be an effective learning tool to generate sentences that include the use of conjunctions.

On the other hand, both the GOIS and GONI groups have not outperformed each other in terms of the overall frequency of conjunctions. The interview results from both groups indicated that they shared similar learning experiences in the following subcategories in the ‘challenges’ category: language barriers to gain information; uncooperative group members and domination over learning (Table 4.33). According to Gibbons (2003, p.249) the language “*mediation is central to the study of collaborative interactions*”. In the current study, it is identified as an important medium of communication and necessary for students to develop new skills similar to findings of previous research (Maybin et al, 1992 as cited in Gibbon, 2003) and therefore these challenges experienced by students in the GOIS and GONI groups could have been the reason why both groups did not outperform each other. This is in line with Nieto (2007) who viewed that peer involvement in the learning process as a valuable tool to help students to progress in their command of English and peer-collaborative writing activities, it is no longer seen as an individual activity but involves more than one head thinking and producing a task together which consist various points. Thus, the students in the GOIS and GONI groups most probably lack the requirements mentioned by Nieto (2007).

Additionally, students in the NGNI group were most probably not able to outperform the GOIS and GONI groups in the overall frequency of conjunctions because of the NGNI condition. Moreover, problems faced by students in the NGNI group probably had prevented them from performing better compared to their counterparts in GOIS and GONI groups. Students’ interview result from the NGNI group revealed that students’ experienced different kinds of difficulties compared to the GOIS and GONI

groups in the following subcategories; lack of guidance; lack of knowledge, lesson not interesting, lack of practice, barriers to thinking, unproductive pair discussion, unclear explanation, lack of feedback and exam-oriented learning (Table 4.34). These emerged subcategories could most probably be related to less exploratory talk and guidance between students and instructor in the NGNI condition. This is consistent with the claim made by Harvey (2011) that internalization through dialogue is vital for students' development in content and higher order thinking.

The emerged subcategory of 'lesson not interesting' as indicated in Table 4.34 shows that the lecture method is ineffective to maintain students' attention and therefore their attention waned after a few minutes. Additionally, interest plays an important role as a psychological construct towards the activity, objects and the person who is involved in the teaching and learning. Therefore, it would have been better if educators provide support and sustain students' interest in learning by engaging them to these psychological constructs. As a result, students would be able to move towards their learning goals and cognitive support for better understanding and achievement in particular subjects (Chukwuagu, 2016). That is why Brandon and All (2010) urged that educators had to change their role from the lecture method to a more social and friendly approach such as the GOIS delivery mode.

One thing needs to be highlighted here is that students in the NGNI group obtained knowledge on the same topics as the students in the GOIS and GONI groups but without instructional scaffolding, the use of graphic organizers and group work. They were more towards listening to lectures which promote passive learning similar to the findings of Carmody and Berge (2005) as well as Clancy and Hruska (2005) who claimed that lecture mode is passive and lack active students' involvement. In addition, Zainuddin (2006) also

revealed that teachers do not often teach argumentative writing in class and would rather ask students to choose the type of essays to write as well as no specific methods were used to teach the argumentative essay. In line with this, findings from the present study support the criticism that lecture method governs by the behavioural response where students found the lessons to be more boring without any grouping and opportunity for students to discuss and formulate questions, as proven in past research (Kelly, 2017). Therefore, the absence of these opportunities could have been the reasons why the students in the NGNI group was not able to outperform the GOIS and GONI groups in the overall frequency of conjunctions.

5.3.3 Effect of Graphic Organizers and Instructional Scaffolding on the Overall Frequency of Argumentative Elements between the GOIS, GONI and NGNI Groups

The results of the present study supports the earlier hypothesis that there was no significant difference found in terms of the overall frequency of argumentative elements between the GOIS and GONI groups. However, a significant difference was found between both the GOIS and GONI groups and the NGNI group. The use of graphic organizers have helped the GOIS and GONI groups to perform better than the NGNI group. Prior studies have also shown that graphic organizers are an effective learning tool in argumentative writing in terms of organizing and structure (Zainuddin, 2006; Qin, 2013; Hamiche, 2017) as well as helping students to write more accurate texts (Dabao, 2012). In line with these studies, Sharrock's study (2008) has also revealed that graphic organizer strategy assists students in constructing good topic sentences and supporting ideas and as a result significantly improve students' writing.

Moreover, both groups were also found to be similar in terms of working collaboratively in small groups and therefore this could have assisted and provided

opportunities for students to take part in their discussion, offer support and sharing ideas with their group members as indicated in Yavani's (2018) study. In line with this, the results from the students' interviews indicated that students have experienced similar positive learning experiences in the category 'inspiration to learning' where students have indicated that they had a chance to ask questions and felt motivated to learn (Table 4.33). Therefore, the effective and productive interaction between peers in small groups could have moved students' thinking forward with unlimited possibilities for reasoning and arguing (Littleton & Mercer, 2013). Hence, this could have increased students' understanding, thinking and learning the argumentative writing and could have been the reason for the increase in learning and development in the GOIS and GONI groups as supported by Drummond, et al., (2017). This implied that students in both groups had benefitted from the GOIS and GONI conditions which enabled them to outperform the NGNI group in terms of overall argumentative elements.

However, in terms of challenges, the GOIS and GONI groups were found to share similar subcategory for 'language barriers to communicate' (Table 4.33). According to Alexander (2006 as cited in Muhonen, 2018), the spoken language is believed to have a strong influence on students' thought processes and as claimed by Eun and Lim (2009) to be able to control their cognitive function. Hence, the language barriers experienced by students in the GOIS and GONI groups could have resulted in them not being able to outperform each other. The findings also showed that the students in the GOIS group were not able to outperform students in the GONI group in terms of the overall frequency of argumentative elements although the group received explicit instruction and help from the facilitator and peers using the graphic organizers (Appendix 16). The three groups were also found to share similar subcategory of 'uncertainty with information' as indicated in Table 4.34.

The findings of the present study also found to contradict Zainuddin's (2006) study where she uncovered a significant difference and an increase in the use of argumentative elements after the treatment among ESL students. A study by Qin (2013) also indicated that students' overall quality of argumentative writing improved when compared to before and after explicit instructions were given but in contrast there was no significant difference found between the GOIS and GONI groups in terms of overall frequency of argumentative elements when compared to whether or not explicit instructions using the graphic organizers were given. Therefore, the GOIS group could most probably have not been serious during their lesson. According to van de Pol et al. (2010), instructional scaffolding has barriers and can be challenging for educators and that could have been the reason why the GOIS group could not outperform the GONI group in terms of the overall frequency of argumentative elements. Therefore, when implementing scaffolding via graphic organizer, educators need to be aware of how students practice using the tools and to check if they can accomplish the task when the tools are taken away (van de Pol et al., 2010) as without these, the students will not be able to complete their tasks successfully. Additionally, for scaffolding to be successful, facilitators play a vital role as claimed by the sociocultural theory where a facilitator is required to foster and organise procedures by providing an ideal amount of assistance and gradually removing the help when they are able to accomplish the task independently.

Moreover, the findings of the present study also showed that the NGNI group significantly differed from the GOIS and GONI groups in terms of the overall frequency of argumentative elements (Table 4.13). Both the GOIS and GONI groups have outperformed the NGNI group in terms of the overall frequency of argumentative elements. The possible reasons could be associated with students' learning experiences

using the NGNI delivery mode. The interview results from the NGNI group indicated that students had experienced the following challenges using the NGNI delivery mode; lack of guidance, lesson not interesting, lack of practice, unclear explanation, unproductive pair discussion, lack of feedback and exam-oriented learning (Table 4.34). The list of challenges experienced by students from the NGNI group could be related to the person whom the students were engaged to and the conditions where the learning took place (Hamamorad, 2016) and thus, could have probably prevented students from the NGNI group to perform better than the GOIS and GONI groups. Therefore, significant improvements in argumentative writing could be achieved if more interactive peer-collaborative activities as suggested by Nieto (2007) were employed in the argumentative writing classroom. Noor (2014) also claimed that collaboration in the group is important and is able to create togetherness and a friendly environment among students and thus, students' learning can take place in a successful manner.

5.3.4 Differences in Dialogic Interaction between the GOIS and GONI Groups

The results of the present study have revealed that students in the GONI group have outperformed students in the GOIS group in the dialogic interaction in terms of overall percentages of Communicative Acts (CA's) with an average of 13 and 11 for the GOIS group. The possible reason for CA's to have been used more in GONI group can be related to the different approaches used in the GONI and GOIS groups. Although the GONI group has outperformed students in the GOIS group in the overall percentages of CA's compared to the GOIS group, in contrast the GOIS group has outperformed the GONI group in terms of overall argumentative essay writing performance. But, in terms of the overall frequency of conjunctions and overall frequency of argumentative elements, there was no significant difference found between the two groups. Therefore, it is worth

to discuss the difference in the use of each CA's as the percentages appeared differently between the two groups.

The GOIS group has used all the eight clusters during the interaction process compared to the GONI group who used seven clusters (Table 4.14). The GOIS group had more percentages in the following five categories when compared to the GONI group: 'guide direction of dialogue or activity' (G) with GOIS 11% and GONI 2%, 'invite elaboration or reasoning' (I) with GOIS 5%, and GONI 2%, 'positioning and coordinating' (P) with GOIS 16% and GONI 11%, 'make reasoning explicit' (R) with GOIS 5% and GONI 1% and 'reflecting on dialogue or activity' (RD) with GOIS 3% and GONI with zero percent (Table 4.14). The five cluster codes had occurred more frequently in the GOIS group and this can be linked to the effectiveness of the learning conditions in GOIS delivery mode (Appendix 16) compared to GONI delivery mode (Appendix 22). The increased number of cluster codes in the GOIS group (Table 4.14) can also be seen as evidence of an enhanced and reflective engagement (Drummond, et al., 2017) used by students in the task of argumentative writing. Further, Corrigan (2017, p.27) asserted that when a *“student receives explicit instruction with a particular graphic organizer, is repeatedly exposed to it, and has several successful interactions and results from using it”*, the particular student will be able to not only perform better in her writing assessments by producing a more organized and developed text but also enable the student to face assessments in a more confident manner with lesser anxiety. This was evident from students' argumentative essay writing performance results (Table 4.11)

Additionally, the facilitator's involvement in the discussion by helping and guiding students (Sedlacek & Sedova, 2015) could have offered them a chance to participate actively in an educational classroom discussion which has the strongest means

of influencing their thinking processes (Muhonen, 2018). This is consistent with Hamamrad (2016) who claimed that teachers play an important role in encouraging students to think, help in solving problems, improve quality of talk and influence their academic success. Similar to these claims, Mercer, et al. (2004) also pointed out that facilitators play an important role in engaging students as well as leading them to a more productive group discussion. Therefore, it is evident that knowledge is not constructed individually, but in collaboration with more capable peers (Al-Aila, 2015). The findings also support the view that the facilitator has an important role in facilitating and creating a conducive learning environment and experiences for students which reflect the fact that the facilitator is able to get students to participate more frequently and in a more productive way as stated by (Sedlacek and Sedova, 2015).

Further, the student-initiated and teacher-initiated dialogues (Muhonen, Pakarinen, Poikkeus, Lerkkanen & Rasku-Puttonen, 2016) which occurred in the GOIS condition where the facilitator provided more help, listening to and probe students (Table 4.22) make the learning smooth and interesting with the various activities offered. Further, this was evident from the 'proffers support in learning' category which emerged from the semi-structured interview of the GOIS group (Table 4.33). Additionally, the students were also given prompt cards for collaborative group roles, group contract card and language framework (Appendix 19) to help them realize the importance of talk in their learning for instance, on the type of questions to ask and reply. Therefore, the researcher believes that the facilitator who has offered various activities according to students' needs and abilities through collaboration had supported students to be active participants during the experiment and thus, this could have increased their thinking and knowledge.

Less CA's were used by the GONI group in the following four cluster codes, that is, 'guide direction of dialogue or activity' (G), 'invite elaboration or reasoning' (I), 'positioning and coordination' (P) and 'make reasoning explicit' (R). However, nothing from the cluster code 'reflecting on dialogue or activity' (RD) was used (Table 4.14). This could be linked to the interview results from the subcategory of 'lecturer-student relationship' under 'challenges' category which indicated that students felt shy to take part in the group discussion because they were uncomfortable with the presence of the instructor (Table 4.33). Additionally, the interview results also indicated that the students in the GONI group had experienced challenges differently from GOIS group in the following subcategories; 'timid group members' and 'understanding new words' (Table 4.34). Therefore, these challenges could have resulted in the GONI group using less CA's compared to the GOIS group.

According to Hamamorad (2016), facilitators need to interact, facilitate, provide feedback and develop interactive task condition and the fact that this did not take place in the GONI situation could probably have been the reason why the four clusters were used less frequently during the interaction process. Similarly, Mercer and Littleton (2007 as cited in Noor, 2015, p.27) had also highlighted that classroom activity with collaboration are often not productive unless appropriate attention is given to students by engaging them in a supportive and positive environment. This was evident in this study where the GOIS group experienced a different learning condition (Appendix 22) compared to the GOIS group (Appendix 16) where students were offered graphic organizers with less support and guidance from the instructor. Additionally, students' interview result also indicated that the 'proffers support in learning' category (Table 4.34) did not emerge for the GONI group. This could have been another reason why the GONI

group did not outperform the GOIS group in the overall argumentative essay writing performance.

Although the GONI group had outperformed the GOIS group, the GOIS group was found to have benefitted to use all the eight cluster codes as well as employed more Communicative Acts (CA's) in the five clusters compared to the GONI group with three clusters (Table 4.14). These findings reflect the fact that the facilitator was able to get students to participate more frequently and in a more productive way (Sedlacek & Sedova, 2015). Further, Thompson (2017) signified that interaction between student-teacher and peers are equally vital during group activities as it encourages students to pose questions and provides opportunities to co-construct knowledge and develop their thinking process. Besides that, when students were assigned to their groups, they know that they are responsible to accomplish the given tasks and this could have induced them to work as a team to accomplish the task successfully (Rezaee & Azizi, 2012). Therefore, the learning condition in the GOIS group with the teacher providing systematic scaffolding in small groups was found to be more effective and this contradicts the study conducted by Kayi-Aydar (2013) who discovered that scaffolding was not effective in small group work compared to teacher-led whole-class interaction.

The GONI group was found to have more percentages in the following three cluster codes when compared to the GOIS group; 'build on ideas' (B) with GONI 28% and GOIS 23%, 'connect' (C) with GONI 12% and GOIS 7% and for 'express or invite ideas' (E) with GONI 44% and GOIS 30% (Table 4.14). The reasons for these three clusters to occur more frequently in students' interaction process could probably be linked to students' experiences using the GONI delivery mode. Although the GONI group received less help from the instructor without systematic instructional scaffolding and

instructor's involvement in the group work activities compared to the GOIS group, the GONI group has experienced positive learning environment using the graphic organizers as indicated in students' learning experience (Table 4.34). The three subcategories 'encourage to give more ideas', 'opportunity for feedback' and 'increase confidence level in learning' from the 'inspiration for learning' category seemed to appear only for the GONI group. The reason for this can be related to Storch's (2007) statement that students gain more opportunities to use the second language for a variety of functions when they are involved in small group activities compared to teacher-led classroom activities. Further, peers collaborated scaffolding was also found to be successful in oral and written language (Gagne & Parks, 2013).

According to Gagne and Parks (2013), when students scaffold themselves in a group, they discover each other's strength, experience confidence and depend less on their facilitator. In line with this, peer involvement in the learning process (such as using the GONI delivery mode) was found to help students to progress in their language use and produce learning tasks with various points (Nieto, 2007). Additionally, the fact that peer mediators in the GONI group collaborated as authors, provided support and generated ideas, shared knowledge by providing support and confidence during the interaction process as mentioned by Harris & Meltzer (2015) could probably be the reason for the three CA's to occur more in the GONI group compared to the GOIS group.

(a) Communicative Acts (CA's) Mostly Present in both GOIS and GONI Groups

The cluster code mostly expressed from the analysis was the 'express or invite ideas' (E). Many of the CAs within this cluster emerged from situations where students invite or express opinions, provide ideas including asking open questions. The cluster code of 'express or invite ideas' recorded by GOIS and GONI groups were characterized

by feedback, asking for opinions as well as offering suggestions and ideas. The possible reasons that invited students to use the cluster code ‘express or invite ideas’ (E) more frequently during their interactions could be related to students’ experience using both the delivery modes. This was evident from the students’ interview result which indicated that students from the GOIS and GONI groups had shared similar benefits where they were inspired to learn. The delivery modes had offered them a chance to ask questions. Further, the delivery modes had also created a friendlier environment where they felt motivated to learn.

In addition, the group discussion had offered them a commitment to accomplish the learning task successfully (Table 4.33). The sociocultural theory describes learning as a social process and active participation from students, thus, the GOIS and GONI conditions involving collaboration is believed to have catered for focus on learners cognitive and linguistic development as indicated by Turuk (2008). Further, opportunities to share ideas with peers during group work activities have also been provided (Majid & Stapa, 2017). According to Rodrigo (2012), when students are grouped, they can scaffold each other and develop their skills collaboratively and this could have motivated them to be responsible in order to complete their learning task.

(b) Communicative Acts (CA’s) Rarely Present in GOIS and GONI Groups

The most rarely appeared cluster code for the GOIS group was the ‘reflecting on dialogue or activity’ (RD). The reason for the cluster code (RD) to rarely appear during students’ interactions could be related to the students’ challenges using the delivery modes. The ‘challenges’ category in the interview result of students from the GOIS group indicated that students had problems with the following subcategories; ‘prevent from thinking further’ and ‘language barriers to communicate.’ However, the rarest cluster

code that appeared for the GONI group was the ‘make reasoning explicit’ (R). Vygotsky believes that the reasoning process develops through social relations and interactions. But, the ‘challenges’ category in the interview results of students from the GONI group indicated that students had problems with the following subcategories: ‘timid group members’ and ‘understanding new words’ (Table 4.34). Therefore, the reason for cluster code (R) to rarely appear during the interaction process can be related to students’ challenges using the delivery modes. Challenges can occur because learning collaboratively can sometimes be related to the amount of time allocated for a learning task as well as difficulties meeting with each individual’s need (Rodrigo, 2012). Another reason could be related to the person whom students were engaged with, the condition and place where the interaction process occurs (Kozulin, 2003) and this could also have been the reason why cluster code (R) appeared rarely during the interaction process in both delivery modes.

5.4 Implications

The main objective of the present study was to demonstrate and establish the effect of graphic organizers and instructional scaffolding on the argumentative writing performance of TESL undergraduates. At the time of this research, the lecture method was implemented to TESL undergraduates and the use of graphic organizers and instructional scaffolding had not been implemented in the particular institution. The present study was therefore crucial in that it investigated the potential benefits of the GOIS and GONI delivery modes as compared to the NGNI delivery mode. This information would therefore have strong pedagogical implications for TESL undergraduates.

This study offers several implications for TESL undergraduates. As shown by the quantitative data, the GOIS group indicated a significant gain in the overall argumentative essay writing performance compared to GONI and NGNI groups. The finding of this study is consistent with those of Wilson (2014), Zainuddin and Rafik-Galea (2016) and Maad and Maniam (2017) in that when designing lessons where the central focus is on argumentative essay writing, it is effective to use graphic organizers and instructional scaffolding to produce quality argumentative writing. Therefore, this study suggests that TESL undergraduates in the tertiary level need to be introduced to the GOIS condition to enable them to perform better in their argumentative writing performance. In line with this, educators in higher education institutions also need to be given understanding regarding the GOIS delivery mode and on how to implement it among TESL undergraduates.

Further, this study also indicated that there were no significant differences between GOIS and GONI groups in terms of the overall frequency of conjunctions and overall frequency of argumentative elements. Nevertheless, both methods were found to be more effective than the NGNI method. The finding is consistent with Dabao (2012) in that, when students work in small groups, they perform better compared to being in pairs and individually. Additionally, Egglezou (2016) also signified that dialogic activities influence students argumentative writing and increase their knowledge about argumentation. Furthermore, Wissinger's study (2012) as well indicated that when students were assigned argumentative writing tasks in their groups, their performance increased on the content knowledge especially in terms of argumentative elements such as providing evidence and rebuttals. The results suggest that using a mediating tool such as the graphic organizer to collaborate in groups to accomplish writing tasks such as the argumentative essay writing is effective for TESL undergraduates especially to perform

better in the use of conjunctions and argumentative elements. Thus, educators should encourage students to use graphic organizers to interact and collaborate in small groups to construct knowledge.

To sum up, the current study supports the sociocultural perspective on language learning which sees mediation and social interactions as a significant source for learning to occur. More importantly, it adds to previous attempts to establish the significance of sociocultural instructional scaffolding from an expert/novice relationship to a collaborative relationship.

5.5 Directions for Future Research

Though research on the effect of graphic organizers and instructional scaffolding on argumentative writing in the educational field has been extensive, it is still relatively unexplored among TESL undergraduates, especially in the local context. This is expected as the use of graphic organizers and instructional scaffolding has not been widely adopted in higher education institutions despite having strong theoretical support in the sociocultural learning theory. Any future research that can contribute towards an understanding of this instructional strategy is, therefore, most welcome.

As mentioned earlier, this study had adopted a quasi-experimental research using a pre-test and post-test non-randomization design. Future research should adopt a true experimental research design using a larger sample size to enhance the generalisability of the research findings. Moreover, the treatment sessions should also be increased to ensure that the effectiveness of instructional scaffolding process can be more accurately determined. In terms of quantitative data analysis, this study had used the ‘Analysis of Covariance’ (ANCOVA) to analyse the effect of graphic organizers and instructional

scaffolding on the argumentative writing performance among TESL undergraduates. Future studies might want to use the ANCOVA to analyse the effect of graphic organizers and instructional scaffolding in different contexts. In addition, the quantitative component of the present study lacks depth because the data collected only focused on the interaction process involving Communicative Acts (CA's) of the GOIS and GONI groups. However, to yield rich and solid data that would be useful in revealing uniqueness among the different groups, qualitative analysis can be conducted to obtain an in-depth understanding of the nature of the interaction processes in argumentative writing among the three different groups with the different conditions.

5.6 Conclusion

In sum, the present study had revealed that the GOIS and GONI delivery modes have effectively transformed students' learning to be better than the NGNI delivery mode, which is conventional and still dominates over other methods in disseminating knowledge among TESL undergraduates in the local context. The two delivery modes, GOIS and GONI have been found to be able to engage students in their learning and also promote students' argumentative writing performance better than the lecture mode (NGNI). The GOIS group has outperformed in the argumentative essay writing performance compared to the GONI and NGNI groups and has enabled students in the group work activities to develop competencies such as cooperative learning, cognitive strength and personal skills that are vital for TESL undergraduates. These were possible with the presence of interaction and graphic organizers as facilitative tools as well as strong mediation skills on the part of the facilitator who was able to provide systematic instructional scaffolding during the learning process. The result contradicts the claim made earlier by Verenikina (2008) who was doubtful about the benefits of instructional scaffolding. In fact, the use

of graphic organizers and instruction scaffolding had also proven to be a better approach compared to the presently used lecture method in this institution where the study was conducted.

However, the potentials of graphic organizers and instructional scaffolding to promote higher tertiary level students' argumentative writing performance compared to the lecture method have yet to be adequately proved. Thus, the evidence on which delivery mode is more superior in enhancing argumentative writing performance is still inconclusive and needs to be explored further. As far as this study is concerned, the GOIS group had outperformed the GONI and NGNI groups in terms of overall argumentative essay writing performance. However, in terms of the overall frequency of conjunctions and overall frequency of argumentative elements, no significant difference was found between both the GOIS and GONI groups but both groups have outperformed the NGNI group. Overall, both the GOIS and GONI groups were found to have outperformed the NGNI group in the argumentative writing performance. The role of mediation involving peer mediators, facilitative tools such as language and graphic organizers in interactive group activities in the learning zone was able to help the GOIS and GONI groups to perform better than the NGNI group in the argumentative writing performance.

Further, although students in the GONI group had outperformed students in the GOIS group in the overall frequency of Communicative Acts (CA's), the result indicated that GOIS delivery mode has more potential and effects on Communicative Acts (CA's). Students in the GOIS group have employed all the eight clusters of Communicative Acts (CA's) compared to students in the GONI group with seven clusters and has encouraged real interaction and communication as compared to students in the GONI group. Besides,

students in the GOIS group had outperformed students in the GONI group in five out of eight cluster codes.

The poor performance of the NGNI group is consistent with Ponnudurai (2011) who pointed out that argumentative writing is not a strength for many TESL students. However, one positive learning subcategory ‘the need to contribute ideas’ from the ‘commitment to accomplish the learning task’ emerged for the NGNI group (Table 4.34). This shows that the NGNI group wanted to learn and accomplish the task but it is the instructional climate that determines success. Thus, with the use of graphic organizer (GOIS & GONI) and facilitator’s instructional scaffolding (GOIS), the performance of the group was better with GOIS outperforming the others in the argumentative essay writing performance. Thus, it can be concluded that the use of graphic organizer with the additional scaffolding instruction can help students overcome their weaknesses in argumentative essay writing.

This study has indicated that GOIS and GONI methods have stimulated and harnessed students’ interactions and should be given consideration in the teaching and learning of argumentative writing tasks among TESL undergraduates. Besides, as indicated in the interview results, although students from the NGNI group shared some common challenges, the issues brought up by the GOIS and GONI groups regarding their learning experiences require additional attention from the facilitator. In this respect, a good measure would be to include the use of graphic organizers and instructional scaffolding and group work activities in teaching argumentative writing among TESL undergraduates. Thus, the research ends with a strong recommendation that the use of graphic organizers and instructional scaffolding in groups to cater to students’ interaction process can become an ideal strategy to be adopted by academicians in the process of

teaching argumentative writing among not only for TESL undergraduates but also for all other graduates in higher academic institutions as the benefits would definitely enhance students' writing skills which is crucial for future employment.

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(Official Permission to Conduct the Study)

Date: 19th March, 2018

The Deputy Vice Chancellor
Academic and Internationalization,
Kolej Universiti Poly-Tech MARA Kuala Lumpur,
Jalan 6/91, Taman Shamelin Perkasa,
Cheras, 56100, Kuala Lumpur.
Attention: Prof. Dr. Zubaidah binti Zainal Abidin

via

The Dean,
School of Humanities and Social Science,
Kolej Universiti Poly-Tech MARA Kuala Lumpur.
Attention: Dr. Norehan Binti Hussein

Dear Sir/Madam/Dr.,

REQUEST FOR OFFICIAL PERMISSION TO CONDUCT STUDY AT FACULTY OF ENGLISH STUDIES, KOLEJ UNIVERSITI POLY-TECH MARA KUALA LUMPUR

With reference to the above matter, I would like to conduct my research entitled:

THE EFFECT OF GRAPHIC ORGANISERS AS INSTRUCTIONAL SCAFFOLDING ON ARGUMENTATIVE WRITING PERFORMANCE AMONG TESL UNDERGRADUATES

2. Herewith, I am requesting for your kind permission and approval to conduct my studies at the Faculty of English Studies, Kolej Universiti Poly-Tech MARA Kuala Lumpur.
3. Together with this letter, please find attached an official request from the Open University Malaysia (OUM) to conduct the study. In addition to this, I have also included a detailed content of the study for your reference and kind attention.

Thank you.

“BERKHIDMAT UNTUK NEGARA”

Yours Sincerely,



JAYASRA A/P LINGAIAH
(IC No. 880510015088)
Postgraduate Student
Faculty of Education and Languages
Open University Malaysia (OUM)
Kuala Lumpur Learning Centre

c.c.

The Head of English Studies
Kolej Universiti Poly-Tech MARA Kuala Lumpur

(A detailed content of the study)

DIPLOMA OF TESL

Year: 2 Semester: 4

Academic Session: 2017

Name of the course: Argumentative Essay Writing

Course synopsis

This study introduces students to the use of graphic organizers and instructional scaffolding on the argumentative writing performance by examining the effects of the three delivery modes namely, “Graphic Organizer with Instructional Scaffolding” (GOIS), “Graphic Organizer without Instructional Scaffolding” (GONI) and “Lecture Method” as a control condition and shall henceforth be referred to as “No Graphic Organizer No Instructional Scaffolding” (NGNI).

Objectives of the study

The current study is designed to examine the effects of three delivery modes, namely, “Graphic Organizer with Instructional Scaffolding” (GOIS), “Group Graphic without Instructional Scaffolding” (GONI) and “No Graphic Organizer No Instructional Scaffolding” (NGNI) on the argumentative writing performance among TESL undergraduates. The control condition of “Lecture Method” which is referred to as “No Graphic Organizer No Instructional Scaffolding” (NGNI) is added in the study so that the effects of GOIS and GONI can be better understood. Besides examining the individual effects, this study also looks into the differential effects of the GOIS, GONI and NGNI delivery modes. The variable of students’ argumentative essay writing performance will be measured as an overall construct and inclusive of seven divisions, that is, the introduction, reason, supporting detail, evidence, counterargument claim, rebuttal claim, and conclusion. The frequency of conjunctions will be measured as an overall frequency of conjunctions and inclusive of four divisions, that is, additive, adversative, causal and temporal. Next, the frequency of argumentative elements displayed in the argumentative essays will be measured an overall frequency of argumentative elements and consist of five divisions, that is, claim, reason, evidence, counterargument claim and rebuttal claim.

Additionally, the percentages of the “Communication Acts” (CA) used during students’ interaction in group work will be observed and video recorded to explore on how students communicate when they are in different groups using different delivery mode. This study also included students’ semi-structured interviews as another indicator for our better understanding of the efficacy of graphic organizers and instructional scaffolding on argumentative writing performance among TESL undergraduates.

(Approval Letter to Conduct the Study)



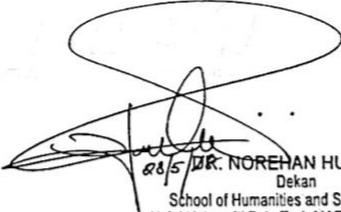
KUPTM
KOLEJ UNIVERSITI POLYTECH MARA KUALA LUMPUR

Rujukan kami: KUPTM/ TNCAP / SHSS/ SURAT/ 2018 (01)
Tarikh : 26 Mac 2018

Kepada:
Puan Jayasri a/p Lingaiah
(IC No. 680510015088)
Postgraduate Student, Faculty of Education and Languages
Open University Malaysia (OUM)
Kuala Lumpur Learning Centre

Daripada:
Prof. Dr. Zubaidah binti Zainal Abidin
Timbalan Naib Canselor (Akademik dan Pengantarabangsaan)
Kolej Universiti Poly-Tech MARA

Melalui:
Dr. Norehan Hussein
Dekan Sekolah Kemanusiaan & Sains Sosial
Kolej Universiti Poly-Tech MARA



DR. NOREHAN HUSSEIN
Dekan
School of Humanities and Social Science
Kolej Universiti Poly-Tech MARA Kuala Lumpur

Puan,

KEBENARAN MENJALANKAN KAJIAN PHD DI KOLEJ UNIVERSITI POLY-TECH MARA

Dengan segalan hormatnya perkara di atas dirujuk.

2. Dengan ini dimaklumkan bahawa Jawatankuasa Akademik Kolej Universiti Poly-Tech MARA (KUPTM) telah bermesyuarat membenarkan Puan Jayasri a/p Lingaiah untuk melakukan penyelidikan di KUPTM. Semoga kebenaran ini dapat membantu puan untuk menyiapkan Phd.

KOLEJ UNIVERSITI POLY-TECH MARA (KUPTM) KUALA LUMPUR (DKU 033 (W))
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3. KUPTM sangat memahami bahawa Phd adalah kajian yang mesti dijalankan secara professional dengan menjaga hak dan kerahsiaan dari hasil kajian. Selain itu, pihak KUPTM meminta puan untuk menyerahkan satu laporan keras dan lembut dari hasil kajian yang telah dilakukan sebagai rujukan.

Sekian, terima kasih.

“Berkhidmat untuk Negara”
‘Membandakan Luar Bandar’



Prof. Dr. Zubaidah binti Zainal Abidin
Timbalan Naib Canselor (Akademik dan Pengantarabangsaan)
Kolej Universiti Poly-Tech MARA (KUPTM) Kuala Lumpur

(Participants' Consent Form)**Research Information**

Research Title: **The Effect of Graphic Organizers and Instructional Scaffolding on Argumentative Writing Performance Among TESL Undergraduates**

Researcher's Name: Mrs. Jayasri a/p Lingaiah

Introduction

You are invited to take part voluntarily in a research study involving three delivery modes, that is, "Graphic Organizer Instructional Scaffolding" (GOIS), "Graphic Organizer No Instructional Scaffolding" (GONI) and "Lecture Method" which is a control condition and referred to as "No Graphic Organizer No Instructional Scaffolding" (NGNI). Before agreeing to participate in this research study, it is important that you read and understand this form. It explains the aim, procedures, benefits, risks, discomforts, and precautions of the study. It also describes the alternative procedures that are available to you and your right to withdraw from the study at anytime. If you agree to take part in this study, you will receive a copy of this form to keep for your records.

Your involvement in either the GOIS, GONI or NGNI delivery modes is expected to be completed within 5 weeks. Approximately 90 TESL undergraduates will be participating in this study.

Purpose of the Study

The aim of this study is to investigate the effectiveness of graphic organizers and instructional scaffolding on argumentative writing performance in terms of the overall argumentative essay writing performance, the overall frequency of conjunctions and the overall frequency of argumentative elements.

Qualification to Participate

The researcher in charge of this study or a member of the study staff had discussed with you the requirements for participation in this study. It is important that you are completely truthful with the researcher and staff about your concern. You should not participate in this study if you do not meet all the qualifications.

Some of the requirements to be in this study is:

Year: 2 Semester: 4 Diploma TESL Student
Enrolled in a related TESL course

You cannot participate in this study if you are in:

Year: 1 and 3 Diploma TESL Student.
Not enrolled in a TESL course

Study Procedures

If you agree to participate in this study, you will take part in one of the delivery mode, that is, that is "Graphic Organizer Instructional Scaffolding" (GOIS), "Graphic Organizer No Instructional Scaffolding" (GONI) or "Lecture Method" as a control condition and referred to as "No Graphic Organizer No Instructional Scaffolding" (NGNI). You will be required to sit for the pre-test and post-test argumentative essay writing and might be called to take part in a semi-structured

interview session which will be audio-taped after the intervention. If you are selected to be in the GOIS or GONI delivery mode, your interaction process during the group work session will be video-taped.

Risks

No risks will be faced by you as this study does not involve you in any danger.

Participation in the Study

Your participation in this study is totally voluntary. You may decline to take part in the study or you may stop participating in the study at anytime, without a penalty or loss of benefits to which you are otherwise entitled.

Possible Benefits

Possible benefits you will obtain as participants of the study would be your enhanced understanding during the learning session which contributed to the overall improvement of the present teaching approach.

Reporting your problems

If you have any problems during this study, make sure that you inform Mrs. Jayasri a/p Lingaiah at 012-2502853 (office hours) immediately.

Questions

If you have any question about this study or your rights, please contact;
Mrs. Jayasri a/p Lingaiah
Open University Malaysia
Kuala Lumpur Campus
No. Tel: 012-2502853

If you have any questions regarding the Ethical Approval, please contact;
The Dean,
School of Humanities and Social Sciences,
Kolej Universiti Poly-Tech MARA Kuala Lumpur.
No. Tel: 03-92069700 (ext. 797)

Confidentiality

Data obtained from this study will be kept confidential by the researcher and staff and will not be revealed to the public except required by the law.
Data obtained from this study that does not identify you individually may be published as an early report pertaining to the effectiveness of the teaching modes.
By signing this consent form, you permit the record review, information storage and data transfer described above.

Signature

To be entered into the study, you or a legal representative must sign and date the signature page (Attachment 1)

Subject Information and Consent Form
(Signature Page)

Research Title: **THE EFFECT OF GRAPHIC ORGANIZERS AND INSTRUCTIONAL SCAFFOLDING ON ARGUMENTATIVE WRITING PERFORMANCE AMONG TESL UNDERGRADUATES**

Researcher's Name: Mrs. Jayasri a/p Lingaiah

To become a part of this study, you and your legal representative must sign this page.

By signing this page, I am confirming the following:

I have read all of the information in this Subject Information and Consent Form including any information regarding the risk in this study and I have had time to think about it.

All of my questions have been answered to my satisfaction.

I voluntarily agree to be part of this research study, to follow the study procedures, and to provide necessary information to the researcher or other staff members, as requested.

I may freely choose to stop being a part of this study at anytime.

I have received a copy of this Subject Information and Consent Form to keep for myself.

Subject Name

Subject Initials and Matric Number

Subject I.C. No. (New)

Subject I.C.No. (Old)

Signature of subject or Legal Representative

Date (ddMMyy) (as time of day if appropriate)

Name of Individual Conducting Informed
Consent Discussion

Signature of Individual Conducting Consent
Discussion

Date (ddMMyy)

Name & Signature of witness

Date (ddMMyy)

Note: All subjects involved in this study will not be covered by insurance

Argument Essay Checklist

		Yes	No
Introduction	Grab readers' attention.		
	Include a thesis statement that strongly and clearly states the point of view?		
Body Paragraph	Provide at least three reasons that support the claim.		
	Provide at least one supporting detail to further explain each of the reason.		
	Provide at least one evidence for each supporting detail and the evidence is well explained.		
	Provide a well explained counterargument claim.		
	Provide rebuttal statement and clearly explains what is wrong with the counterargument claim.		
Conclusion	Remind readers of the main points of the essay, without going into too much detail and repeating everything readers just read.		
	Last sentence leave readers with a strong final impression.		
General	Use conjunctions throughout the writing stages.		
	What are the conjunctions employed throughout the writing stages? List down. 1. 2. 3. 4. 5.		

(Source: Adapted from

<http://bowenpeters.weebly.com/uploads/8/1/1/9/8119969/scopelibraryargumentessaychecklist.pdf>

(Semi-structured Interview Questionnaire)

Date:

Time of interview:

Place:

Interviewer:

Interviewee:

Information of the participant:

Purpose of the study:

Individuals and sources of data being collected:

What will be done with the data to protect the confidentiality of the interviewee:

How long the interview will take:

Have the interviewee read and sign the consent form:

Turn on the audio recorder and test it:

Goal

To explore learning experiences of TESL undergraduates in each delivery mode.

Guiding research questions

How do students experience the delivery mode (specify) context?

What kinds of learning occur in the delivery mode (specify) setting?

Understanding overall students' learning process

1. How was your overall learning experience using the delivery mode?
2. How did the delivery mode help you to expand your knowledge of the argumentative writing ability?
3. What were the challenges that you face during the learning process using the delivery mode?
4. How would you describe your participation in the learning process using the delivery mode?
5. What are the benefits that you perceived in the use of the delivery mode?

Understanding student engagement in the learning process.

Benefits and differences of learning mode.

Benefit

Difficulties

Probes

In what way? ...

(Argumentative Graphic Organizer)

1. State your claim

INTRODUCTION

Claim:



2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
[Empty Box]	[Empty Box]	[Empty Box]	
Supporting details			
[Empty Box]	[Empty Box]	[Empty Box]	
Evidences			
[Empty Box]	[Empty Box]	[Empty Box]	

3. Provide counterargument claim (the other side of the argument).

4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim	Rebuttal
[Empty Box]	[Empty Box]
What others had to say besides your claim?	Why do you disagree with their claim?



5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

[Empty Box]

Rubric for Coding Argumentative Elements

Elements	Definitions with Illustrative Examples
Claim	<p>Definition: The overall thesis the writer will argue for.</p> <p>Example: <i>Hybrid cars are an effective strategy to fight pollution.</i></p>
Reason	<p>Definition: Explanation of why or how the data supports the claim, the underlying assumption that connects your data to your claim.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. <i>Driving a private car is a typical citizen's most air polluting activity.</i> 2. <i>Each vehicle produced is going to stay on the road for roughly 12 to 15 years.</i> 3. <i>Hybrid cars combine a gasoline engine with a battery-powered electric motor.</i>
Evidence	<p>Definition: Evidence gathered to support the claim.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. <i>Because cars are the largest source of private, as opposed to industry produced, air pollution, switching to hybrid cars should have an impact on fighting pollution.</i> 2. <i>Cars generally have a long lifespan, meaning that a decision to switch to a hybrid car will make a long-term impact on pollution levels.</i> 3. <i>This combination of technologies means that less pollution is produced. According to ineedtoknow.org "the hybrid engine of the Prius, made by Toyota, produces 90 percent fewer harmful emissions than a comparable gasoline engine."</i>
Counterargument Claim	<p>Definition: A counterargument claim that negates or disagrees with the claim.</p> <p>Example:</p> <p><i>Instead of focusing on cars, which still encourages a culture of driving even if it cuts down on pollution, the nation should focus on building and encouraging use of mass transit systems.</i></p>
Rebuttal Claim	<p>Definition: Evidence that negates or disagrees with the counterargument claim.</p> <p>Examples:</p> <p><i>While mass transit is an environmentally sound idea that should be encouraged, it is not feasible in many rural and suburban areas, or for people who must commute to work; thus, hybrid cars are a better solution for much of the nation's population.</i></p>

(Source: Adopted from Weida & Stolley, 2017)

Analytic Scoring Rubric for Argumentative Essay Writing Performance

Argumentative Elements	Descriptions	Score
1. Introduction	Well developed introductory and states point(s) of view.	2
	Introduction is not well developed and does not state point(s) of view.	0
2. Reason	Provides at least three reasons or more for the claim and all reasons are sound/acceptable and free of irrelevancies.	4
	Provides at least three reasons or more for the claim and most reasons are sound/acceptable and free of irrelevancies, but one or two are weak.	3
	Provides one to two reasons for the claim, and some reasons are sound/acceptable, but some are weak or irrelevant.	2
	Provides only one reason for the claim, or the reason provided is weak or irrelevant.	1
	No reasons are provided for the claim; or none of the reasons are relevant to/support the claim.	0
3. Supporting Detail	Provides at least three or more supporting details and all supporting details for reason(s) are sound/acceptable and free of irrelevancies.	4
	Provides at least three or more supporting details and most supporting details for reason(s) are sound/acceptable and free of irrelevancies, but one or two are weak.	3
	Provides one to two supporting details for reason(s) and some supporting details for reason(s) are sound/acceptable, but some are weak or irrelevant.	2
	Provides only one supporting detail for reason(s) or the supporting detail for reason(s) is weak or irrelevant.	1
	No supporting detail(s) are provided for the reason(s) or none of the supporting details are relevant to/support the reason(s).	0
4. Evidence	Provides at least three evidences or more for the supporting details(s) and all evidences are sound/acceptable.	4
	Provides at least three evidences or more for the supporting details and most evidences are sound/acceptable and free of irrelevancies, but one or two are weak.	3
	Provides one to two evidence(s) for the supporting detail(s) and some evidence(s) for the supporting detail(s) are sound/acceptable, but some are weak or irrelevant.	2
	Provides only one evident for the supporting detail(s) or the evident for the supporting detail(s) is weak or irrelevant.	1
	No evidence(s) are provided for the supporting detail (s) or none of the evidence(s) are relevant to/support the supporting detail(s).	0
5. Counterargument claim	Provides counterargument claim.	2
	Does not provide counterargument claim.	0
6. Rebuttal Claim	Provides rebuttal claim.	2
	Does not provide rebuttal claim.	0
7. Conclusion	Conclusion summarises the main topics and writer's opinions and suggestions for change are logical and well thought out.	2
	Conclusion does not adequately summarise the main points. No suggestions for change or opinions are included.	0

(Source: Adapted & modified from Stapleton & Wu, 2015, p.20)

Transcript Notation

Symbol	Description	Use
<i>(statement)</i>	Italics between parenthesis	Annotation of non-verbal activity or context.
[utterance]	Brackets	Indicates the start and end points of overlapping speech.
[utterance—]	Brackets and m dash	Indicates an interruption of the utterance (in the context of overlapping speech). The utterance is not taken up later.
“utterance”	Quotation marks	Reading out loud.
(...)	Inaudible	Indicates that part of the dialogue is inaudible or incomprehensible.
[...]	Omission of part of the text when speaker reads out loud	Indicates that some part of the text read out loud was omitted from the transcript.
utterance...	Ellipsis	Indicates an incomplete utterance (which might or might not be taken up again).
A: incomplete utterance... B: utterance (interruption) A: ... taken up utterance	Interrupted utterance	Indicates that an utterance from speaker A is interrupted by speaker B, and then taken up again by speaker A.

(Source: Mercer, 2000 in Drummond et al., 2017)

Scheme for Educational Dialogue Analysis’ (SEDA): Cluster Code and Name

Cluster Code	Cluster Name	Description
B	Build on ideas	<p>Includes explaining or speculating based on one's own or other's ideas. Make a relevant contribution to the dialogue by building on, giving examples, adding to, reformulating or clarifying one's own or other's contributions. Contributions should add something either in terms of content or in the way ideas are expressed; excludes repetition of one's own or other's ideas.</p> <p>Includes judging ideas to be similar or different to each other without evaluating them, and without giving reasons. If reasons are given, use R instead. When referring to comments, ideas or resources from outside the immediate dialogue either in time, place or person, use C instead.</p>
B1	Build on/clarify others' contributions	<p>Make a responsive contribution based on another person's previous comment, argument, idea, opinion or information. This is used when building on, clarifying, reformulating, exemplifying, elaborating or transforming someone else's idea/opinion/suggestion. It goes further than the original contribution did: it may either clarify (to them and/or to others), add something, or change it qualitatively.</p> <p>It includes:</p> <p>Paraphrasing (but not just repeating) another's contribution to emphasise, clarify or make it explicit to others,</p> <ul style="list-style-type: none"> • Explicitly recognising the contribution made by another, but not just by praising. • Completing an idea or comment and chaining ideas between two or more participants; –introducing a different, new idea that is related to a previous contribution. • Rephrasing technical terms used by a previous speaker. <p>Identifying one's own idea(s) as similar or different to another's.</p>
B2	Clarify/elaborate own contribution	<p>1. Applies when the same person makes a new comment/response based on their previous comment or elaborates their own previous question (without a justification). It goes further than the original contribution did: it may either clarify (to them and/or to others), add something, or change it qualitatively. Also consider R2—‘Explain or justify reasoning or solution’ for justification. Also consider E2—‘Make relevant contribution’ for extended contributions including elaboration of a new idea.</p>

C	Connect	<p>Make explicit links to ideas/positions/arguments/artefacts/prior contributions or knowledge beyond the immediate dialogue or context by:</p> <ol style="list-style-type: none"> 1. Referring back to earlier contributions within the group (not immediately preceding). 2. Making trajectories of learning explicit, including referring forward to an activity or contributions to be requested. 3. Referring to wider contexts: present, past or future, beyond the classroom or to prior knowledge and experiences. 4. Inviting inquiry beyond the lesson.
C1	Refer back	<p>This code should be used when explicitly reviewing, referring to or bringing in a specific contribution (by an individual or group; of one's own or another's) or observation, linking prior knowledge, concepts, beliefs, hypotheses, agreements/conclusions reached, opinions, arguments, ideas, learning content to the current topic or activity. Contributions could come from the current or previous lessons</p> <p>Includes reference back to prior learning from interaction with texts including multimedia resources where these are linked to present/future activities</p> <p>This code should be used when explicitly reviewing, referring to or bringing in a specific contribution (by an individual or group; of one's own or another's)</p> <p>Consider E2—'Build on others' contributions' when responding rather than explicitly referring back, even if the contribution responded to was earlier than the preceding turn.</p> <p>Consider C2—Making learning trajectory visible (if reference is to activity or to prior learning from/ interaction with texts including multimedia resources, rather than contributions.</p>
C2	Make learning trajectory explicit	<p>This code should be used when reviewing past activities and linking them to present/future activities, as part of making the trajectory explicit. Includes referring forward to an activity or contributions to be requested and encouraging others to record ideas and/or outcomes of dialogue. May include making explicit goals or purpose of learning trajectory.</p> <p>Also consider C1—'Refer back' for linking to past contributions.</p> <p>Consider B1—'Build on/clarify others' contributions'.</p>

C3	Link learning to wider contexts	<p>Bring knowledge from outside of the classroom or school (i.e. beyond, before or after the current lesson) into the discussion of what is being learned, relating previous experiences within or outside the school, linking given and new information. This relates to the temporal dimension of learning (in different time frames, from very local to very extended in time, and also creation of inter-textual and inter-contextual relations). Includes generalising to other similar instances/contexts. This may include personal experience/memory, analogy or anecdote, especially from younger children and/or when used to justify.</p> <p>Consider C1—Refer back — if the reference is to previous contributions or lesson activities.</p>
C4	Invite inquiry beyond the lesson	<p>Ask others to pursue inquiry prior to teaching a topic or to deepen knowledge afterwards. (This leaves open the possibility for inquiry. It sustains and extends dialogue across time and space).</p> <p>This may include asking others to pursue individual or shared enquiry, withholding information, evaluation and feedback, or ending a lesson in suspense. It may also include inviting individuals or groups to conduct an independent investigation beyond the lesson and bring back results to be collated and/or discussed as a whole class.</p> <p>For enquiry within the lesson consider G2—‘Propose action or inquiry activity’ or I5—Invite possibility thinking.</p>
E	Express or invite ideas	<p>This cluster includes:</p> <ol style="list-style-type: none"> 1. Inviting or expressing opinions, ideas, beliefs or perspectives without specific or explicit reference to prior contributions, ideas or artefacts. Includes open, general questions that do not name ideas or participants, but not closed questions that seek yes/no answers. 2. Providing contributions that bring something not yet expressed to the discussion, but related to the general subject. The contribution must be pertinent to the dialogue or task at hand. Includes generating ideas during a brainstorm or bringing ideas from a small group discussion into a larger discussion on the same topic — without making links to others' contributions. Includes simple feedback such as “I think that's a good point” or “I can see that point”, but not simple “yes” or “no” responses.

E1	Invite opinions/beliefs/ideas	<p>Ask for opinions/ideas/beliefs, without either:</p> <ul style="list-style-type: none"> - an explicit reference to previous speakers, comments or ideas in the dialogue; Or: - an explicit relation to evidence, theories, disciplinary knowledge, support or further argumentation. Emphasis on promoting participation by the collective, but includes asking just one person. - Typically involves asking a question like ‘What do you think?’ Contrasts with invitations to guess the one ‘right’ answer. Excludes just calling on someone in order to invite them to speak (which is uncoded unless another function is explicit) - Includes inviting open-ended creative thinking, but consider I5—‘Invite possibility thinking’, when inviting speculation, hypothesis, conjecture or question posing. Also consider I4—‘Ask for explanation or justification’, which asks for reasoning, not just ideas/views.
E2	Make other relevant contribution	<p>Offer a pertinent, contribution/suggestion/idea/perspective/information that progresses the collective activity at hand. Includes generating ideas during a brainstorm or bringing ideas from a small group discussion into a larger discussion on the same topic — without making links to others’ contributions.</p> <p>To use this code, the contribution has to bring something not yet expressed to the discussion that is related to the general subject, and it must be pertinent to the task at hand. Does not apply when someone repeats or emphasises their own prior contribution, except when doing so to someone not present before.</p> <p>Includes simple feedback such as “I think that’s a good point” or “I can see that point”, but not simple “yes” or “no” responses. Important: Always use a more specific code (only) where one applies.</p>
G	Guide direction of dialogue or activity	<p>Take responsibility for shaping and directing dialogue or activity by:</p> <ol style="list-style-type: none"> 1. Using scaffolding strategies such as: feeding in/highlighting salient ideas; introducing an authoritative perspective as part of the dialogue in response to participants’ level of understanding; providing informative feedback on which the recipient can build; guiding or focusing the dialogue in a desired direction or towards key aspects of an activity (excludes simply reading out a task/question/text). 2. Encouraging student–student dialogue (includes whole class contexts; excludes simply setting group work without an explicit dialogic element).

		3. Proposing possible courses of action or inquiry. Explicitly inviting or proposing thinking time.
G1	Encourage student–student dialogue	Includes allocating responsibility to students, pairs or groups for the dialogue or the activity - whether or not the teacher is moderating the discussion. Not used when simply setting group work or asking pairs to work together; there needs to be some dialogic element in the task.
G2	Propose action or inquiry activity	Propose a course of action in the context of a dialogue or collective activity, or propose an inquiry activity. It may also include inviting individuals or groups to conduct an independent investigation and bring back results to be collated and/or discussed as a whole class within the same lesson This is not applicable to simple instructions which are not of a dialogic nature (such as reading out a task or question, which is uncoded). Consider R2—‘Explain or justify reasoning or solution’ if it includes explanation or justification of reasoning. For inquiry beyond the lesson use C4—‘Invite inquiry beyond the lesson’. Also consider I5—Invite possibility thinking.
G3	Introduce authoritative perspective	Implies invoking voice/perspective of expert from beyond the present dialogue, e.g., to challenge others' thinking or to take on that perspective. This may include authoritative contribution — i.e. making a teaching point — that builds on a learner's contribution or knowledge. Include introducing or bringing in technical terms. NOTE: Determining if it is adjusted to learner's level is difficult and needs to be established through the particular context of the dialogue. In addition, an authoritative explanation deals with reliability and knowledge of the content Act may be accompanied by diagnostic strategies such as closed questions or prompting to confirm that students have understood or learned target concepts, but these strategies are not part of the CA.
G4	Provide informative feedback	This refers to formative or diagnostic feedback instead of simple positive, negative or non-committal judgement, or mere repetition of the respondent's answer. This code may be used alongside others that indicate the form of feedback, e.g., B1—‘Build on/explain/clarify others' contributions’, or it may be accompanied with justification, explanation or elaboration, in which case assign two codes.

G5	Focusing	<p>This may be used when guiding or focusing the dialogue in a certain desired direction or towards certain key aspects of the activity. Involves feeding in/highlighting salient ideas.</p> <p>This act may involve:</p> <ol style="list-style-type: none"> (1) feeding in through questioning or suggesting or pointing out salient information about the task or problem. This includes clarifying the task or problem or deepening the discussion. May help to narrow the field of focus or pre-empt undesirable conclusions. This includes bringing participants back to the matter at hand. Excludes repeating an earlier question. (2) extending the field by stimulating thinking in another direction not yet thought about. (3) encouraging others to ‘discover’ new knowledge (as in scaffolding). <p>Excludes simply reading out or turning to a task or set question (which is uncoded)</p> <p>G5 may be used alongside other codes that indicate the form of focusing, e.g., I6—‘Ask for elaboration or clarification’, I4—‘Ask for explanation or justification’ or R3—‘Speculate on the basis of another's contribution’</p>
G6	Allow thinking time	<p>An explicit invitation or proposal to pause, for example to think or reflect or decide. Optionally: Code when the elicitation is not verbally explicit and there is a pause of at least 3 s after an invitation. Code only pauses within the exchange.</p>
I	Invite elaboration or reasoning	<p>Invite others to:</p> <ol style="list-style-type: none"> 1. Respond critically to ideas, perspectives, problems, situations or artefacts through: explanation, justification, argumentation, analogy, categorisation, making distinction, use of evidence; as well as exploration of possibilities, prediction or hypothesising, speculation. The invitation has to be explicit through typical keywords or phrases such as: ‘why?’, ‘how?’, ‘what caused...?’ for reasoning; or conditional phrases such as ‘what would/could/might happen if...?’, when asking for speculation/ prediction. <p>Elaborate, reformulate, provide examples, extend/add to or builds on contributions/ideas/theories; evaluate or (dis)agree with another's contribution/idea/theory.</p>
II	Ask for explanation or justification of another's contribution	<p>Invite participants to take up someone else's or collective ideas, perspectives, reasoning, position, concept, hypothesis, viewpoint, academic content, or the process of arriving at a solution in order to respond critically to them through explanation, justification or argumentation. Asking someone to ‘put themselves into another's shoes’.</p>

		The invitation has to be explicit through phrases such as: 'explain what Jane meant by...'. 'why do you think Ana said that?'. It does not include simply asking others to repeat someone else's statement.
I2	Invite building on/elaboration/ (dis)agreement/evaluation of another's contribution or view	<ol style="list-style-type: none"> 1. Inviting participants to take up others' contribution(s) in order to promote the clarification, paraphrasing, extension, elaboration, or deepening of ideas. Includes bringing private contributions or knowledge objects (e.g., outcomes from group work) into the public arena, when further responses/ additions are then invited. Reference to specific prior ideas/contributions/views/theories must be explicit (through naming an individual or referring to a specific idea). Excludes ambiguous cases such as "What do you think, Mary?" Consider E1—'Invite opinions/beliefs/ideas' for this. 2. Inviting ideas that are different or similar to others', or inviting others to identify whether ideas are similar or different. 3. Asking participants to evaluate or comment on or compare/agree/disagree with another's argument/ position/conclusion by: <ul style="list-style-type: none"> – Asking participants to take a position in relation to the topic at hand or to agree/disagree with possible courses of action; – Asking for confirmatory or alternative perspectives; <p>Consider additionally coding C1—'Refer back' where positioning is invited in relation to a reference back to an earlier contribution.</p>
I3	Invite possibility thinking based on another's contribution	<p>Invite participants to imagine new scenarios and to wonder, speculate, predict or formulate hypotheses about possibilities connected to previous contributions. Typically this might include a conjunction linking to a previous comment: e.g., 'So, what might happen if...?' or 'Based on Billy's idea, who has a further question?' The important feature of this code is that, whilst it includes invitations to participants to ask open-ended questions, which are typical of creative and divergent thinking, it explicitly links these to ideas already expressed, rather than inviting new ideas (which would be coded as I5—'Invite possibility thinking').</p>

I4	Ask for explanation or justification	<p>Ask others to make their reasoning explicit. Includes asking for: explanation, justification, argumentation, analogy, categorisation, making distinctions, use of evidence, providing the meaning of concepts/ideas.</p> <p>Invitations must explicitly ask for reasoning, typically (but not sufficiently) with the use of key words such as ‘why?’, ‘how?’, ‘what caused...?’. Otherwise, consider E1—‘Invite opinions/beliefs/ideas’ when ideas/views are invited; or I6—‘Ask for elaboration or clarification’ for invitations to add information or clarify previous ideas.</p>
I5	Invite possibility thinking or prediction	<p>Invite participants to imagine new scenarios and to: wonder, speculate, predict, make a conjecture, pose a question, or formulate hypotheses about possibilities and theories to explain a phenomenon based on present information or activity. Often involves extrapolation.</p> <p>Invitations must explicitly ask for possibilities, not just ideas/views; typically (but not sufficiently) identified through use of conditional tenses or thought experiments as in phrases such as ‘what would/could/might happen if...?’ Invitations sometimes use future or conditional tense (e.g., thought experiments; especially use of ‘would’, ‘could’ or ‘might’). Also consider E1—‘Invite the expression of different opinions/ideas/beliefs’, including for open-ended creative thinking; or I4—‘Ask for explanation or justification’ for post-hoc explanations/justifications.</p>
I6	Ask for elaboration or clarification	<p>Ask someone to clarify, paraphrase, extend (say more about), elaborate, deepen or provide an example for their previous response/idea/contribution. It may imply asking someone to add information to the previous idea or changing it qualitatively. Note that a probe is not always an explicit question, an invitation may be implicit. This category does not apply when the participant asks for confirmation.</p> <p>Also consider I4—‘Ask for explanation or justification’, which involves making reasoning explicit.</p>
P	Positioning and Coordinating	<p>This cluster includes:</p> <ol style="list-style-type: none"> 1. Taking a position/stance in the dialogue by: Evaluating different ideas/perspectives/arguments by comparing/contrasting/critiquing them; offering an opinion on the value or lack of value of an idea/position/argument/artefact in relation to the task at hand; explicitly acknowledging a shift of position; challenging other’s arguments, beliefs or assumptions; stating agreement/disagreement/partial (dis)agreement with others. <p>Coordinating ideas by: Proposing to resolve differences/agree with a solution; synthesising or bringing together ideas, or generalising.</p>

P1	Synthesise ideas	<p>Bring multiple perspectives or ideas into inter-relation and draw out or distil a key idea(s)/conclusion/ implication. Must include ideas from more than one person/source (two in total is sufficient), or own ideas in the collective synthesis.</p> <p>May include ideas from immediately preceding discussion or earlier in lesson/lesson sequence; as well as integrating or summarising or recapping, e.g., after class brainstorm or during/at the end of a group discussion.</p>
P2	Compare/evaluate alternative views	<p>Also consider B1—‘Build on/explain/clarify other's contributions’.</p> <p>Compare/evaluate at least two arguments/positions/suggestions (may include own or other's), with explanation or justification.</p> <p>Also consider B1—‘Build on/explain/clarify other's contributions’ for identifying similarity or difference between ideas without judging their value. Also consider R4—‘Speculate, hypothesise or predict’ for speculations, hypotheses and predictions.</p>
P3	Propose resolution	<p>This act includes the result of seeking consensus/agreement, either by suggesting a solution that could be shared by all, or by suggesting that participant should partially agree, or disagree entirely, after discussing a task, issue or problem.</p> <p>Other participants need not agree or share the viewpoint.</p>
P4	Acknowledge shift in position	<p>It includes clarifying a misconception or changing opinions/ideas/beliefs.</p> <p>There has to be evidence of the shift/adjustment in position or change of mind in the dialogue. E.g., change in the argument or idea that the participant was exposing earlier. It requires an explicit statement.</p> <p>Also consider P6- ‘State (dis)agreement/position’.</p>
P5	Challenge viewpoint	<p>Challenge/confront others' view/assumption/argument. The challenge must be evident through verbal (or nonverbal) means, including questioning. This should not be used when a simple ‘no’ response is given. Includes partial agreement.</p> <p>If it is an explicit statement of disagreement use P6—‘State agreement or disagreement’.</p>
P6	State (dis)agreement/position	<p>One or more participants state that they agree or disagree with at least one other. This act includes the result of seeking agreement, either by arriving at a solution or acknowledging participants' differences after discussing a task, issue or problem. For agreement, at least 2 positions must have been expressed previously so that one is chosen over the other. For disagreement or partial agreement, a simple statement is sufficient (since we assume two perspectives have been compared). Includes agreeing a course of action (under above conditions).</p> <p>Positioning in relation to other must be explicit.</p> <p>For a statement of different viewpoint, consider P5—‘Challenge viewpoint’.</p>

		If a reason is given, also code with R2—‘Explain or justify reasoning or solution.’
R	Make Reasoning Explicit	<p>Make reasoning explicit through: explanation, justification, argumentation (providing an argument or a counter-argument), analogy, categorisation, making distinctions, use of evidence; as well as exploration of possibilities, prediction, speculation, hypothesising, and extrapolation.</p> <p>Turns coded R should indicate a clear attempt at reasoning, typically (but not necessarily or sufficiently) through key words such as ‘because’, ‘so’, ‘therefore’, ‘thus,’ ‘if...then’, ‘not...unless’, ‘it's like...’, ‘imagine if...’. The attempt need not be ‘successful’ — that is, reasoning need not be judged good in order to be coded. It should be remembered that when engaging in reasoning speakers will often be tentative and less than clear in their expression.</p> <p>Includes explaining or speculating based on one's own or other's ideas.</p>
R1	Explain or justify another's contribution	<p>Explain or justify someone else's or collective ideas, perspectives, reasoning, position, or the process of arriving at a solution by: providing an argument or a counter-argument, drawing analogies, making distinctions, or breaking down or categorising topics/ideas. It may also include bringing evidence from inside or outside the current context into the dialogue to support an argument, opinion, proposal, prediction or theory.</p> <p>As in ‘stepping into another's shoes’. The reference to another's contribution has to be explicit. It does not include simply repeating someone else's statement.</p>
R2	Explain or justify own contribution	<p>This category encompasses various forms of reasoning, including: providing an argument or counter-argument, explaining, drawing analogies, making distinctions, and breaking down or categorising topics/ ideas, as well as accounting for the process of arriving at a solution. It may also include bringing evidence from inside or outside the current context into the dialogue to support an argument, opinion, proposal, prediction or theory.</p> <p>Also consider B2—‘Clarify/elaborate own contribution’ for clarifications without explicit reasoning.</p>
R3	Speculate or predict on the basis of another's contribution	<p>Speculate, predict, hypothesise, conjecture, imagine or express one or more different possibilities and theories to explain a phenomenon on the basis of another's contribution. Includes thought experiments or more explicit predictions/hypotheses. It also includes the expression of different possibilities based on present information or activity.</p> <p>The reference to another's contribution has to be explicit. Often involves using future or conditional tense (e.g., ‘if... then’, ‘not... unless’, ‘would’, ‘could’ or ‘might’).</p>

R4	Speculate or predict	<p>Speculate, predict, hypothesise, conjecture, imagine or express one or more different possibilities or theories to explain a phenomenon. Includes thought experiments or more explicit predictions/hypotheses. It also includes the expression of different possibilities based on present information or activity.</p> <p>Often involves using future or conditional tense (e.g., if... then', 'not.... unless', 'would', 'could' or 'might').</p> <p>It is different from compare/evaluate alternative views in P2, which requires exploring the difference between at least two possibilities or theories. Also consider R1—'Explain or justify reasoning or solution' for post-hoc explanations/justifications.</p>
RD	Reflect on dialogue or activity	<p>This cluster includes:</p> <ol style="list-style-type: none"> 1. Explicit self or group evaluation or metacognitive reflection on purposes/processes/value/outcome of learning or activity. 2. Engaging in talk about talk/protocol for dialogue. <p>An invitation to engage in any of the above.</p>
RD1	Talk about talk	<p>This includes:</p> <p>– talking about or constructing ground rules for communication. Refers to metacognitive talk about talk rules/protocols, whether rules are established or not. Modelling productive ways of interacting, e.g., by showing how to 'think aloud'; how to explain; how to argue by providing reasons, justifications and evidence; and how to hypothesise. Includes talk about quality or purpose of talk. Does not include reflection on use of language, e.g., technical terminology; consider RD2-'Reflect on learning process/ purpose/value'.</p>
RD2	Reflect on learning process/purpose/value	<p>This includes:</p> <ol style="list-style-type: none"> 1. Analysing the processes involved in the development of the task and/or the effectiveness of their (individual or collective) performance during a collective activity. Participants might reflect on how they are learning/have learned (including from others) or whether they are/were using effective strategies for the task at hand; how well they performed; their level (or lack) of understanding; what they can do to improve their performance; what the next steps are to complete the task; to what extent they have achieved the goals of the activity, etc. Assumes an element of evaluation or reflection. In this act there has to be an explicit statement that refers to the collective activity. Includes affective dialogue: feelings/experiences about working together; e.g., How did I feel when we were doing the task together? What do I feel about my performance? What do I feel about the outcome of the collective activity?

		Analysing, reflecting on or evaluating the importance of learning and/or outcomes. Includes discussing and reflecting on past-present-future trajectory. (e.g., Why do we need to learn x? How/where can we apply what we learned? When will it be useful? Includes talk about the purpose of a shared discussion activity, where there may be no ground rules explicitly operating. Includes reflecting on use of language, eg technical terminology. Also consider RD1—‘Talk about talk’.
RD3	Invite reflection about process/purpose/ value of learning	Encourage others to analyse or evaluate their own learning processes and/or outcomes. There has to be an explicit statement that refers to the collective activity. Includes inviting to reflect on purposes/goals of learning or the activity or on past-present-future trajectory (e.g., Why do you learn x? How/where can you apply what you learned?); and encouraging affective dialogue, such as feelings/experiences about working together (e.g., How did you feel when you were doing the task together? What do you feel about your performance? What do you feel about the outcome of the collective activity?)

(Source: Adopted from Hennessy et al., 2016)

Classification of Conjunctions

Category	Subcategory	Example words	Sample Sentence
Additive	Simple	and, nor, or	<i>From a marketing viewpoint, the popular tabloid encourages the reader to read the whole page instead of choosing stories. And isn't that what any publisher wants?</i>
	Complex	moreover, in addition, besides that, additionally	
	Comparative	likewise, similarly, on the other hand	
	Appositive	I mean, in other words, for example, thus	
Adversative	Proper	yet, but, however	<i>The eldest son works on the farm, the second son worked in the blacksmith's shop, but the youngest son left home to seek his fortune.</i>
	Contrastive	but, on the other hand, actually, in fact, at the same time	
	Corrective	instead, on the contrary, at least	
	Dismissive	in any case, anyhow, at any rate	
Causal	General	so, because of, thus	<i>Chinese tea is becoming increasingly popular in restaurants, and even in coffee shops. This is because of the growing belief that it has several health-giving properties.</i>
	Specific	for this reason, as a result, for this purpose	
	Conditional	then, under the circumstances	
	Respective	in this respect, with regard to this, otherwise	
Temporal	Simple	then, next, afterwards	<i>The weather cleared just as the party approached the summit. Until then they had seen nothing of the panorama around them.</i>
	Complex	at once, this time, the last time, meanwhile, at this moment, until then	
	Sequential/Conclusive	at first, in the end; finally, at last	
	'Here and now'/Summarizing	up to now, up to this point; to sum up, briefly	

(Adapted from Halliday & Hasan, 1976, p.242-243)

Teaching Schedule for GOIS, GONI and NGNI Delivery Modes

Week	Day/ Date	NGNI Delivery Mode Time: 1400 to 1600 hours	Day/ Date	Argumentative Essay Topic	GOIS Delivery Mode Time: 0800 to 1000 hours	GONI Delivery Mode Time: 1030 to 1230 hours
1	Thursday 07/06/18	<p>Stage 1: The Introduction</p> <ul style="list-style-type: none"> • Thesis Statements • Paragraphs • Topic Sentences and Supporting Details • Transition Signals <p>Stage 2: Peer Learning</p> <ul style="list-style-type: none"> • Peer discussion <p>Stage 3: Individual Essay Writing</p> <ul style="list-style-type: none"> • Individual essay writing. <p>Stage 4: The Review</p> <ul style="list-style-type: none"> • Lecturer review on students' work. 	Friday 08/06/18	<ul style="list-style-type: none"> • Consuming too much sugar is bad for health? Do you agree? • Using internet: Good or bad for education? 	<p>Stage 1: The Introduction Facilitator Does It</p> <ul style="list-style-type: none"> • Modelling <p>Facilitator and Class Does It</p> <ul style="list-style-type: none"> • Questioning <p>Stage 2: Assisted Group Discussion Group Does It</p> <ul style="list-style-type: none"> • Group discussion using graphic organizer. <p>Stage 3: Individual Essay Writing Student Does It</p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer. 	<p>Stage 1: The Introduction</p> <ul style="list-style-type: none"> • Introduction to argumentative graphic organizer and argumentative elements. • Modelling using graphic organizer. <p>Stage 2: Unassisted Group Discussion</p> <ul style="list-style-type: none"> • Group Discussion Using Graphic Organizer. <p>Stage 3: Individual Essay Writing</p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer. <p>Stage 4: The Review</p> <ul style="list-style-type: none"> • Lecturer review on students' work.
2	Thursday 28/06/18	<p>Stage 1: The Introduction</p> <ul style="list-style-type: none"> • Thesis Statements • Paragraphs • Topic Sentences and Supporting Details • Transition Signals <p>Stage 2: Peer Learning</p> <ul style="list-style-type: none"> • Peer discussion <p>Stage 3: Individual Essay Writing</p> <ul style="list-style-type: none"> • Individual essay writing. <p>Stage 4: The Review</p> <ul style="list-style-type: none"> • Lecturer review on students' work. 	Friday 29/06/18	<ul style="list-style-type: none"> • What is better: A city life or village life? 	<p>Stage 4: Peer Review Students Does It</p> <ul style="list-style-type: none"> • Peer review on essay writing. <p>Stage 1: Facilitator Does It</p> <ul style="list-style-type: none"> • Modelling <p>Facilitator and Class Does It</p> <ul style="list-style-type: none"> • Questioning <p>Stage 2: Assisted Group Discussion Group Does It</p> <ul style="list-style-type: none"> • Group discussion using graphic organizer. <p>Stage 3: Individual Essay Writing Student Does It</p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer. 	<p>Stage 1: The Introduction</p> <ul style="list-style-type: none"> • Introduction to argumentative topic and argumentative elements. <p>Stage 2: Unassisted Group Discussion</p> <ul style="list-style-type: none"> • Group Discussion Using Graphic Organizer. <p>Stage 3: Individual Essay Writing</p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer <p>Stage 4: The Review</p> <ul style="list-style-type: none"> • Lecturer review on students' work.

Week	Day/Date	NGNI Delivery Mode Time: 1400 to 1600 hours	Day/Date	Argumentative Essay Topic	GOIS Delivery Mode Time: 0800 to 1000 hours	GONI Delivery Mode Time: 1030 to 1230 hours
3	Thursday 05/07/18	<p><u>Stage 1:</u> <u>The Introduction</u></p> <ul style="list-style-type: none"> • Thesis Statements • Paragraphs • Topic Sentences and Supporting Details • Transition Signals <p><u>Stage 2:</u> <u>Peer Learning</u></p> <ul style="list-style-type: none"> • Peer discussion <p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> • Individual essay writing. <p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> • Lecturer review on students' work. 	Friday 06/07/18	<ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree? 	<p><u>Stage 4:</u> <u>Peer Review Students Does It</u></p> <ul style="list-style-type: none"> • Peer review on essay writing. <p><u>Stage 1:</u> <u>Facilitator Does It</u></p> <ul style="list-style-type: none"> • Modelling <p><u>Facilitator and Class Does It</u></p> <ul style="list-style-type: none"> • Questioning <p><u>Stage 2:</u> <u>Assisted Group Discussion Group Does It</u></p> <ul style="list-style-type: none"> • Group discussion using graphic organizer. <p><u>Stage 3:</u> <u>Individual Essay Writing Student Does It</u></p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer. 	<p><u>Stage 1:</u> <u>The Introduction</u></p> <ul style="list-style-type: none"> • Introduction to argumentative topic and argumentative elements. <p><u>Stage 2:</u> <u>Unassisted Group Discussion</u></p> <ul style="list-style-type: none"> • Group Discussion Using Graphic Organizer. <p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer <p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> • Lecturer review on students' work.
4	Thursday 12/07/18	<p><u>Stage 1:</u> <u>The Introduction</u></p> <ul style="list-style-type: none"> • Thesis Statements • Paragraphs • Topic Sentences and Supporting Details • Transition Signals <p><u>Stage 2:</u> <u>Peer Learning</u></p> <ul style="list-style-type: none"> • Peer discussion <p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> • Individual essay writing. <p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> • Lecturer review on students' work. 	Friday 13/07/18	<ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school? 	<p><u>Stage 4:</u> <u>Peer Review Students Does It</u></p> <ul style="list-style-type: none"> • Peer review on essay writing. <p><u>Stage 1:</u> <u>Facilitator Does It</u></p> <ul style="list-style-type: none"> • Modelling <p><u>Facilitator and Class Does It</u></p> <ul style="list-style-type: none"> • Questioning <p><u>Stage 2:</u> <u>Assisted Group Discussion Group Does It</u></p> <ul style="list-style-type: none"> • Discuss and draw the graphic organizer. • Complete the graphic organizer with appropriate information. <p><u>Stage 3:</u> <u>Individual Essay Writing Student Does It</u></p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer 	<p><u>Stage 1:</u> <u>The Introduction</u></p> <ul style="list-style-type: none"> • Introduction to argumentative topic and argumentative elements. <p><u>Stage 2:</u> <u>Unassisted Group Discussion</u></p> <ul style="list-style-type: none"> • Group Discussion Using Graphic Organizer. <p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> • Individual essay writing using graphic organizer. <p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> • Lecturer review on students' work.

Remark: GOIS: Graphic Organizer Instructional Scaffolding
GONI: Graphic Organizer No Instructional Scaffolding
NGNI: No Graphic Organizer No Instructional Scaffolding

Teaching Schedule for GOIS Delivery Mode

Week	Day/Date	Time	Argumentative Essay Topic	Stages
1	08/06/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> • Consuming too much sugar is bad for health? Do you agree? • Using internet: Good or bad for education? 	Stage 1: <u>The Introduction</u> Facilitator Does It Facilitator and Class Does It <ul style="list-style-type: none"> • <u>Modelling</u> • <u>Questioning</u>
2	29/06/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> • What is better: A city life or village life? 	Stage 2: <u>Assisted Group Discussion</u> Group Does It <ul style="list-style-type: none"> • Group discussion using graphic organizer.
3	06/07/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree? 	Stage 3: Individual Essay Writing Student Does It <ul style="list-style-type: none"> • Individual essay writing using graphic organizer
4	13/07/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school? 	Stage 4: Peer Review <u>Students Does It</u> <ul style="list-style-type: none"> • Peer review on essay writing.

Teaching Procedure for GOIS Condition

Week	Time	Facilitator	Students	Teaching Aids
1	(20 minutes)	<p><u>Stage 1:</u> <u>The Introduction</u> <u>Facilitator Does It</u> <u>Modelling</u></p> <ul style="list-style-type: none"> - Facilitator introduces the argumentative topic of the day. - Facilitator displays a blank argumentative graphic organizer from the computer to the projector. - Facilitator explains explicitly on each argumentative element presented on the graphic organizer. - Facilitator displays another argumentative essay graphic organizer with answers and explains verbally and explicitly on each element. - Facilitator presents a sample of an argumentative essay and illustrates the relationships among the information contained on it with all the important elements of an argumentative essay as shown in the graphic organizer. - The facilitator highlights the conjunctions used in the argumentative essay. 	<ul style="list-style-type: none"> - Students listen carefully to the facilitator's explanation. 	<p><u>Liquid Crystal Display (LCD)</u></p> <p><u>Argumentative Essay Topic:</u> Consuming too much sugar is bad for health? Do you agree?</p>

	(20 minutes)	<p><u>Facilitator and Class Does It</u> <u>Questioning</u></p> <ul style="list-style-type: none"> - Facilitator distributes copies of an argumentative essay. - Facilitator instructs the group members to read the sample essay, identify and underline the argumentative elements and conjunctions. - Facilitator asks questions related to the argumentative essay and invites students to involve in the discussion. 	<ul style="list-style-type: none"> - Students read the sample essay, identify and underline the conjunctions used. - Students involve themselves in the discussion by trying to answer the questions. 	<p><u>Argumentative Essay Topic:</u> • Using internet: Good or bad for education?</p>
	(20 minutes)	<p><u>Stage 2:</u> <u>Assisted Group Discussion</u> <u>Group Does It</u></p> <ul style="list-style-type: none"> - Facilitator makes sure students sit in their respective groups. - Facilitator makes sure each group has a leader and note taker and remind them on their role. - Facilitator distributes copies of blank graphic organizers with an attached argumentative topic to each student in the group. - Facilitator instructs the group members to discuss and then complete the graphic organizer. - Facilitator assists students on their tasks. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the facilitator's instruction. - Students try to complete their task and ask questions when necessary. 	<p><u>Worksheets</u> Blank Graphic Organizers Samples of an Argumentative Essay <u>Argumentative Essay Topic:</u> • Using internet: Good or bad for education?</p>
	(60 minutes)	<p><u>Stage 3:</u> <u>Writing an Individual Essay</u> <u>Writing Student Does It</u></p> <ul style="list-style-type: none"> - The facilitator asks the students to write an individual argumentative essay based on the discussed topic. 	<ul style="list-style-type: none"> - Students write an argumentative essay individually based on the given topic. 	<p><u>Argumentative Essay Topic:</u> • Using internet: Good or bad for education?</p>

		<ul style="list-style-type: none"> - The facilitator reminds students to use conjunctions where appropriate. - The facilitator monitors and provides assistance by helping the students in their writing. - The facilitator collects and review students' tasks upon completion. 	<ul style="list-style-type: none"> - Students use conjunctions where appropriate. - Students ask for facilitator's assistance while writing. - Students hand over their tasks upon completion. 	
2	(20 minutes)	<p><u>Stage 4:</u> <u>Peer Review</u> <u>Student Does It</u></p> <ul style="list-style-type: none"> - Facilitator makes sure students sit in their respective groups. - The facilitator provides a checklist to each group member and asks them to exchange their essays written on day one with their peers. Refer Appendix 4). - Facilitator asks the students to provide feedback based on their peer writing including the use of conjunctions. - Facilitator provides help when necessary. 	<ul style="list-style-type: none"> - Students exchange their essays with their peers. - Students listen to the facilitator's instruction and give feedback to their peers based on the checklist. - Students ask for facilitator's help when needed. 	<u>Checklist form</u>
	(10 minutes)	<p><u>Stage 1:</u> <u>The Introduction</u> <u>Facilitator Does It</u> <u>Modelling</u></p> <ul style="list-style-type: none"> - Facilitator introduces the argumentative topic of the day. - Facilitator explains verbally on each argumentative element to be used. 	<ul style="list-style-type: none"> - Students listen carefully to the facilitator's explanation. 	<u>Argumentative Essay Topic:</u> What is better: A city life or village life?

	(10 minutes)	<p><u>Facilitator and Class Does It Questioning</u></p> <ul style="list-style-type: none"> - Facilitator distributes copies of an argumentative essay. - Facilitator instructs the group members to read the sample essay, identify and underline the argumentative elements and conjunctions. - Facilitator asks questions related to the argumentative essay and invites students to involve in the discussion. 	<ul style="list-style-type: none"> - Students read the sample essay, identify and underline the conjunctions used. - Students involve themselves in the discussion by trying to answer the questions. 	<p>Samples of an Argumentative Essay</p> <p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • What is better: A city life or village life?
	(20 minutes)	<p><u>Stage 2: Assisted Group Discussion Group Does It</u></p> <ul style="list-style-type: none"> - Facilitator makes sure students sit in their respective groups. - Facilitator makes sure each group has a leader and note taker and remind them on their role. - Facilitator distributes blank graphic organizers with an attached argumentative topic to each member of the group. - Facilitator instructs the group members to discuss and complete the graphic organizer. - Facilitator assists students on their tasks when necessary. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the facilitator's instruction. - Students try to complete their task and ask questions when necessary. 	<p><u>Worksheets</u></p> <p>Blank Graphic Organizers</p> <p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • What is better: A city life or village life?

	(60 minutes)	<p><u>Stage 3:</u> <u>Writing an Individual Essay</u> <u>Writing Student Does It</u></p> <ul style="list-style-type: none"> - The facilitator asks the students to write an individual argumentative essay based on the discussed topic. - The facilitator reminds students to use conjunctions where appropriate. - The facilitator monitors and provides assistance by helping the students in their writing. - The facilitator collects and review students' tasks upon completion. 	<ul style="list-style-type: none"> - Students write an argumentative essay individually based on the given topic. - Students use conjunctions where appropriate. - Students ask for facilitator's assistance while writing. - Students hand over their tasks upon completion. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • What is better: A city life or village life?
3	(20 minutes)	<p><u>Stage 4:</u> <u>Peer Review</u> <u>Student Does It</u></p> <ul style="list-style-type: none"> - Facilitator makes sure students sit in their respective groups. - The facilitator provides a checklist to each group member and asks them to exchange their essays written on day two with their peers. Refer Appendix 4). - Facilitator asks the students to provide feedback based on their peer writing including the use of conjunctions. - Facilitator provides help when necessary. 	<ul style="list-style-type: none"> - Students exchange their essays with their peers. - Students listen to the facilitator's instruction and give feedback to their peers based on the checklist. - Students ask for facilitator's help when needed. 	<p><u>Checklist form</u></p>

	(10 minutes)	<p><u>Stage 1:</u> <u>The Introduction</u> <u>Facilitator Does It</u> <u>Modelling</u></p> <ul style="list-style-type: none"> - Facilitator introduces the argumentative topic of the day. - Facilitator explains verbally on each argumentative element to be used. 	<ul style="list-style-type: none"> - Students listen carefully to the facilitator's explanation. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree?
	(10 minutes)	<p><u>Facilitator and Class Does It</u> <u>Questioning</u></p> <ul style="list-style-type: none"> - Facilitator distributes copies of an argumentative essay. - Facilitator instructs the group members to read the sample essay, identify and underline the argumentative elements and conjunctions. - Facilitator asks questions related to the argumentative essay and invites students to involve in the discussion. 	<ul style="list-style-type: none"> - Students read the sample essay, identify and underline the conjunctions used. - Students involve themselves in the discussion by trying to answer the questions. 	<p>Samples of an Argumentative Essay <u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree?
	(20 minutes)	<p><u>Stage 2:</u> <u>Assisted Group Discussion</u> <u>Group Does It</u></p> <ul style="list-style-type: none"> - Facilitator makes sure students sit in their respective groups. - Facilitator makes sure each group has a leader and note taker and remind them on their roles. - Facilitator distributes blank graphic organizers with an attached argumentative topic to each member of the group. - Facilitator instructs the group members to discuss and complete the graphic organizer. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the facilitator's instruction. 	<p><u>Worksheets</u> Blank Graphic Organizers <u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree?

		<ul style="list-style-type: none"> - Facilitator assists students on their tasks when necessary. 	<ul style="list-style-type: none"> - Students try to complete their task and ask questions when necessary. 	
	(60 minutes)	<p><u>Stage 3:</u> <u>Writing an Individual Essay</u> <u>Student Does It</u></p> <ul style="list-style-type: none"> - The facilitator asks the students to write an individual argumentative essay based on the discussed topic. - The facilitator reminds students to use conjunctions where appropriate. - The facilitator monitors and provides assistance by helping the students in their writing. - The facilitator collects and review students' tasks upon completion. 	<ul style="list-style-type: none"> - Students write an argumentative essay individually based on the given topic. - Students use conjunctions where appropriate. - Students ask for facilitator's assistance while writing. - Students hand over their tasks upon completion. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree?
4	(20 minutes)	<p><u>Stage 4:</u> <u>Peer Review</u> <u>Student Does It</u></p> <ul style="list-style-type: none"> - Facilitator makes sure students sit in their respective groups. - The facilitator provides a checklist to each group member and asks them to exchange their essays written on three with their peers. Refer Appendix 4. - Facilitator asks the students to provide feedback based on their peer writing including the use of conjunctions. - Facilitator provides help when necessary. 	<ul style="list-style-type: none"> - Students exchange their essays with their peers. - Students listen to the facilitator's instruction and give feedback to their peers based on the checklist. - Students ask for facilitator's help when needed. 	<u>Checklist form</u>

	(5 minutes)	<p><u>Stage 1:</u> <u>The Introduction</u> <u>Facilitator Does It</u> <u>Modelling</u></p> <ul style="list-style-type: none"> - Facilitator introduces the argumentative topic of the day. - Facilitator explains and remind students on each argumentative element to be used. 	<ul style="list-style-type: none"> - Students listen carefully to the facilitator's explanation. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?
	(5 minutes)	<p><u>Facilitator and Class Does It</u> <u>Questioning</u></p> <ul style="list-style-type: none"> - Facilitator asks questions related to the argumentative essay and invites students to involve in the discussion. 	<ul style="list-style-type: none"> - Students involve themselves in the discussion by trying to answer the questions. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?
	(30 minutes)	<p><u>Stage 2:</u> <u>Assisted Group Discussion</u> <u>Group Does It</u></p> <ul style="list-style-type: none"> - Facilitator makes sure students sit in their respective groups. - Facilitator makes sure each group has a leader and note taker and remind them on their role. - Facilitator distributes blank A4 paper attached with an attached argumentative topic to each member of the group. - Facilitator instructs the group members to discuss, draw and complete the graphic organizer. - Facilitator assists students on their tasks when necessary. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the facilitator's instruction. - Students try to complete their task and ask questions when necessary. 	<p><u>Worksheets</u> Blank Graphic Organizers <u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?

	(60 minutes)	<p><u>Stage 3:</u> <u>Writing an Individual Essay</u> <u>Student Does It</u></p> <ul style="list-style-type: none"> - The facilitator asks the students to write an individual argumentative essay based on the discussed topic. - The facilitator reminds students to use conjunctions where appropriate. - The facilitator monitors and provides assistance by helping the students in their writing. - Facilitator collects and review students' tasks upon completion. 	<ul style="list-style-type: none"> - Students write an argumentative essay individually based on the given topic. - Students use conjunctions where appropriate. - Students ask for facilitator's assistance while writing. - Students hand over their tasks upon completion. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?
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Information on Graphic Organizer Instructional Scaffolding (GOIS)

Graphic Organizer as Instructional Scaffolding

- Graphic organizer as instructional scaffolding is an instructional approach, where in the facilitator use the graphic organizers to models the lesson by giving explicit instructions on the task, asking questions and discuss with the students, assigned group work to discuss on the tasks and then gradually shifts responsibility for students to construct their knowledge individually on the tasks.

Goal of Scaffolding

- Develop essay writing skills
- Comprehend or attain a specific stage of understanding.
- Get students nearer to a position of capability which in the end permit them to establish task without any help by achieving the learning goal.
- Develop successful teammate skills

Objectives of Scaffolding

During scaffolding session, the student is presumed to:

- Obtain literary knowledge and skills
- Work together and hold teamwork skills such as planning, organization, leadership and peer support
- Gain confidence and self assurance
- Become independence learner
- Being able to review, reflect and plan for potential learning in future

COURSE OBJECTIVES

At the end of the module, the student will be able to:

- Write arguments to support claims with clear reasons, supporting details and relevant evidence
- Include the acknowledgement of opposing claims, references to credible sources
- Write a concluding statement
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Organize elements of the arguments in correct order
- Cooperate in groups

ROLES OF A FACILITATOR

The facilitators are to:

- Make sure students are working on the same task using same approach
- Ensure that everyone participates in group work
- Make sure and students are kept away from verbal abuse
- Remain neutral on content of task
- Ensure balanced participation among group members
- Listen actively and support different points of opinion
- Note, arrange and sum up group's effort
- Lead the group to construct and execute decisions
- Attain quality outcomes

FACILITATION SKILLS

Facilitation skills are important for guiding and directing group work. Those skills include the following:

- Communication and social skills
 - Able to listen attentively on students' thoughts and feelings.
 - Able to make eye contact
- Knowledge on groups need, their expectation and potential level
- Ability to work with different groups
- Experience of strategies and ways to engage and stimulate the intention group

- Skills in a variety of approaches to assist students to accomplish the desired goal
- Monitoring ability, measure and review the results and effect of the activities

QUESTIONING SKILLS

Questioning skills are important for facilitators in group work activities in order to access student prior knowledge, check for their understanding and share students experiences and ideas.

Helpful questions that can be used include:

- Some Reflective Questions after the objective data has been explored:
 - What does this remind you of?
 - How does this make you feel?
 - What did you find new or refreshing?
 - What surprised or delighted you?
 - What feels most challenging or worries you?
- Some Interpretive Questions to the team for reflection:
 - What have we learned so far?
 - What does this mean for us?
 - How might this affect our work?
 - What more do we need to know or further explore?
 - What insights have you unearthed?
 - If we got a chance to do it again, what would we do differently?
 - What are some of our strengths and weaknesses – how do they help or hinder us with this situation?
 - What are the issues underlying the current challenge?
 - What patterns did you see among similar events?
- Some Decisional Questions to promote conclusion:
 - What do we need to start, stop, or continue doing?
 - How does this fit into our priorities??
 - What is relatively easy to do?
 - What has to happen first, second, third?
 - What skills or resources are we missing- how will we acquire those?
 - What are the next steps – who will do what by when?

Sources

Tai Tsao. (2017). *4 Types of Questions Every Facilitator Should Ask*. Retrieved from <http://blog.meeteor.com/blog/types-of-questions/>

Eichner, Y., Hollander, A., Steffens, S.K., & Krönner, H. (2008). *Learning and Working. Motivating for Skills Development: A Campaign Package*. Retrieved from http://www.unevoc.unesco.org/fileadmin/user_upload/docs/04-facilitator_guide.pdf

Grouping List for GOIS Delivery Mode

No.	Group	Student Code	Venue
1	1	GOIS 01	CR4.8
2		GOIS 02	
3		GOIS 03	
4		GOIS 04	
5		GOIS 05	
6		GOIS 06	
1	2	GOIS 07	
2		GOIS 08	
3		GOIS 09	
4		GOIS 10	
5		GOIS 11	
6		GOIS 12	
1	3	GOIS 13	
2		GOIS 14	
3		GOIS 15	
4		GOIS 16	
5		GOIS 17	
6		GOIS 18	
1	4	GOIS 19	
2		GOIS 20	
3		GOIS 21	
4		GOIS 22	
5		GOIS 23	
6		GOIS 24	
1	5	GOIS 25	
2		GOIS 26	
3		GOIS 27	
4		GOIS 28	
5		GOIS 29	
6		GOIS 30	

Prompt Cards for Collaborative Group Roles, Group Contract Card and Language Framework

(a) Prompt Cards for Collaborative Group Roles

GROUP LEADER	NOTE TAKER
<p>The group leader makes sure everyone knows what to do to complete the task.</p> <p><u>The Group Leader needs to:</u></p> <ul style="list-style-type: none"> - Keep the group on task - Ensure that everyone has a chance to participate - Encourage everyone to listen and consider others views - Summarise the outcome for the group <p>Useful Group Leader cues:</p> <p>“What do you think about?”</p> <p>“That’s interesting, but we need to get back to our original point.”</p> <p>“What’s your opinion/feeling Kate” (etc.)</p>	<p>It is the note taker’s job to make notes for the group.</p> <p><u>The Note Taker will need to:</u></p> <ul style="list-style-type: none"> - Listen carefully - Write clearly - Summarize main points - Check the accuracy of notes with the group <p><u>Useful Note Taker Cues:</u></p> <p>“Could you repeat that point?”</p> <p>“Is that important?”</p> <p>“What is the best way to record that?”</p>

(b) Group Contract Card

Group Contract Card
We agree to:
Take part in a positive and supportive
Be polite and friendly
Trust each other
Take turns to speak and make suggestions
Listen carefully when others are speaking without interrupting
Look at the person who is speaking
Look for the positive
Respect the views of others
Provide a reason if we disagree
Take on a role (e.g., recorder, timekeeper etc.)
Collaborate to complete the task

(Source: Adapted from Steward, 2014)

(c) Language Framework

<p>MAKING SUGGESTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> We need to identify/start the task by ... <input type="checkbox"/> Let's break this into parts and take one each. <input type="checkbox"/> Let's brainstorm our ideas <input type="checkbox"/> I propose/suggest that ... <input type="checkbox"/> It is important to consider/remember that ... <input type="checkbox"/> Does anyone have any comments, questions or suggestions? <input type="checkbox"/> I think we should focus on ... rather than ... <input type="checkbox"/> <p>We should bear in mind that ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have we considered all of the factors? <input type="checkbox"/> Why don't we ...? 	<p>INVITING AN OPINION/RESPONSE</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do you think/feel about ...? <input type="checkbox"/> What is your opinion? <input type="checkbox"/> What are your views on ...? <input type="checkbox"/> Do you agree? <input type="checkbox"/> Have you any comments you wish to make on ...? <input type="checkbox"/> Does anyone else wish to offer an opinion?
<p>CHALLENGING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes/perhaps, but don't you think ...? <input type="checkbox"/> I can see/take your point, but ...? <input type="checkbox"/> I think that's debatable. <input type="checkbox"/> I see what you mean but ...? <input type="checkbox"/> I agree to some extent, but ... <input type="checkbox"/> But the facts suggest that ...? <input type="checkbox"/> I'm not sure about that. <input type="checkbox"/> But what about...? <input type="checkbox"/> It seems to me ... 	<p>EXPRESSING AN OPINION</p> <ul style="list-style-type: none"> <input type="checkbox"/> I think that ... <input type="checkbox"/> In my opinion ... <input type="checkbox"/> I believe this because ... <input type="checkbox"/> The reason(s) why I think/believe this is/are ... <input type="checkbox"/> From my perspective/point of view, I ...
<p>EXPRESSING AGREEMENT OR DISAGREEMENT WITH OTHERS</p> <ul style="list-style-type: none"> <input type="checkbox"/> I agree with (Jonny) that/because ... <input type="checkbox"/> I like (Hilary's) suggestion that ... <input type="checkbox"/> (Jill) and I share the same idea ... <input type="checkbox"/> My explanation/answer is similar to Mark's in that ... <input type="checkbox"/> That supports my argument that ... <input type="checkbox"/> Does anyone disagree with this? <input type="checkbox"/> I don't agree with you because ... <input type="checkbox"/> I take your point but ... <input type="checkbox"/> Yes, but on the other hand ... <input type="checkbox"/> But what about ... 	<p>PARAPHRASING</p> <ul style="list-style-type: none"> <input type="checkbox"/> So, what you are saying is that ...? <input type="checkbox"/> So, you mean that ...? <input type="checkbox"/> In other words, you think that ... <input type="checkbox"/> If I understand you correctly, you think that/your point is ... <input type="checkbox"/> Am I correct in assuming that ...?

SUMMARISING	SEEKING INFORMATION/CLARIFICATION
<ul style="list-style-type: none"> <input type="checkbox"/> First, we looked at ... then we considered ... <input type="checkbox"/> Based on our discussion/ exchange of ideas/evidence we conclude that ... <input type="checkbox"/> Having completed the task, we believe that/our findings are ... <input type="checkbox"/> In conclusion, we feel/believe that ... <input type="checkbox"/> To sum up .../in short ... 	<ul style="list-style-type: none"> <input type="checkbox"/> What did you mean when you said ...? <input type="checkbox"/> What are your reasons? <input type="checkbox"/> Could you explain that again please? <input type="checkbox"/> I'm sorry, I didn't understand what you said about/meant by ... <input type="checkbox"/> Would you mind repeating what you just said about ...? <input type="checkbox"/> Excuse me; I'm not quite clear about ...? <input type="checkbox"/> Could you be more specific about ...? <input type="checkbox"/> Could you give an example of ...? <input type="checkbox"/> Could you expand a little on what you said about ...? <input type="checkbox"/> What happens if ...? <input type="checkbox"/> Where/when/how can I ...?

(Source: Adapted from Stewart, 2014)

Intervention Worksheets for GOIS Delivery Mode

Week 1: Elements of an Argumentative Essay

1. *State your claim*

INTRODUCTION

Claim:

2. *Provide reasons and supporting details. Next, give evidence to support your reasons.*

BODY PARAGRAPHS

Reasons			
[]	[]	[]	
Supporting Details			
[]	[]	[]	
Evidence			
[]	[]	[]	

3. *Provide counterargument claim (the other side of the argument).*

4. *Next, provide facts or examples to refute it (make a rebuttal).*

Counterargument claim	Rebuttal
What others had to say besides your claim?	Why do you disagree with their claim?

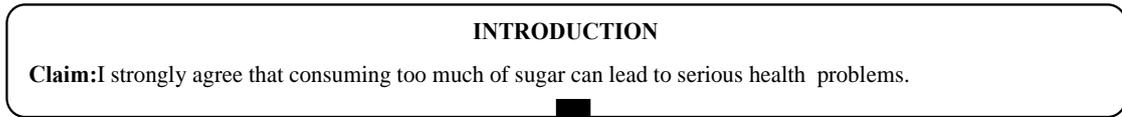
5. *Provide a concluding statement that calls the audience to take action.*

CONCLUSION

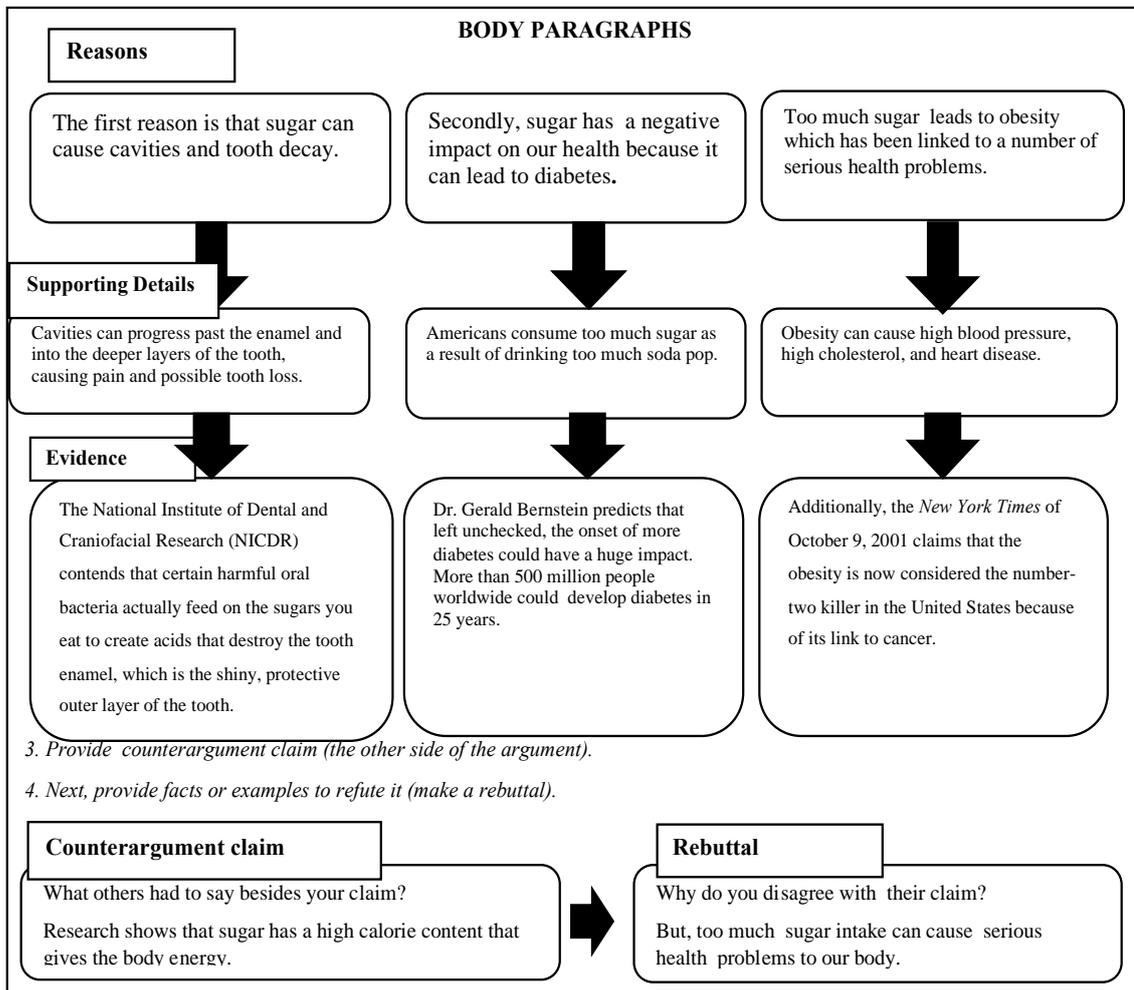
Week 1: Graphic Organiser with Answers

Topic: Consuming too much sugar is bad for health? Do you agree?

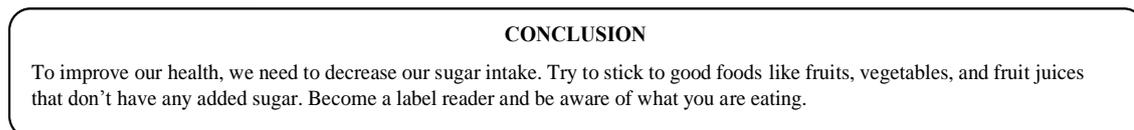
1. State your claim



2. Provide reasons and supporting details. Next, give evidence to support your reasons.



5. Provide a concluding statement that calls the audience to take action.



Using internet: Good or bad for education?

It might seem like a very obvious question – the plethora of resources, information and communication available on the internet has opened up a whole new world of rich possibility for students across the planet. Many people would assert without a second thought that the internet has been a wonderful boost for education. Yet alongside the positives comes a dark underbelly of cheating, plagiarism, bullying and fraud, which many believe to be so deeply damaging that it risks destroying the world of education as we know it.

The Good

Communication

The ability to communicate with other students and teachers across the world has enabled 21st century education to transcend geographical distance and physical boundaries like never before. Suddenly new ideas and theories can be shared across continents, whole new worlds of thought are available to students in far-flung places and teachers across the world are able to use forums to share valuable ideas and techniques.

Resources

From online dictionaries and encyclopaedias to Wikipedia, an abundance of information on every conceivable subject under the sun is now available to students at the touch of a button. The potential for exploiting these resources to learn is enormous and students are now able to study, discover and learn no matter where they are. When you consider how easy it would have been to create a school project on dinosaurs in the 1980s compared to the treasure trove of facts, figures, pictures and more available to today's student, the amount and depth of information they can access has been vastly improved

by the internet.

Education Technology

‘Edtech’ and ‘e-learning’ are popular terms on Twitter and social networking sites, referring to new ways of teaching and learning that use computers, digital devices like iPads and mobile phones and clever programs to teach students in new ways. New and exciting resources like electronic educational games and programs like an online chemistry lab allowing virtual experiments to be realistically carried out are changing the face of education for the better.

Accessibility

The internet allows access to education for anybody who has a computer, meaning that students in isolated and distant geographical locations are able to connect to educators for the first time. Not only does it mean that anybody who wants to can benefit from online lecture series from top universities like Harvard and Cambridge, but it also enables students who would not be able physically to attend university to take courses and achieve qualifications through distance learning programs.

The Bad

Plagiarism

The birth of the internet sadly spawned a new evil in the world of education – the exponentially increased opportunity for students to access the work of academics, writers and other students and to copy and paste it at the click of a button before passing it off as their own work. Whilst measures are slowly coming into force to try to prevent electronic plagiarism, the nature of the internet is such that it will never be possible completely to control the poaching of academic material with the tragic result that many students are able to avoid the experience of learning for themselves. Startling recent statistics have shown that not only do 1 in 3 American students admit having used the internet to

plagiarise work for an assignment, but, perhaps even more worryingly, only 29% viewed copying from the web as “serious cheating”. This suggests that the birth of the internet has not only enabled a new form of cheating, but also created a shift in moral perceptions of what is considered right and wrong in education.

False Information

Many students now growing up with the internet are so used to being able to access answers at the click of a mouse that they forget not all information on the internet is reliable or completely accurate. It is amazing how many students believe that Wikipedia is the ideal go-to resource for any academic question, when in fact the famous online encyclopaedia is quite openly compiled by any anonymous member of the public who chooses to post there and is in no way guaranteed to include only accurate information submitted by academic experts of any kind! The potential for students to become waylaid by false information and misleading statistics is enormous!

The Demise of Books

The internet has heralded an enormous surge towards digitalisation, in books and education as in every other sphere of life. Suddenly sales of books are plummeting, children’s reading levels are decreasing rapidly and that proud bastion of academic greatness, the library, is under serious threat. The irony that this great new resource might eventually herald the end of books and libraries and consequently deal an enormous blow to literacy, has not escaped the notice of critics; with many children’s authors campaigning vociferously for books and libraries to be rescued from the brink of extinction.

Distraction

Whilst the internet presents an enormously rich educational resource to those students who choose to use it for that purpose, it is also the gateway to a world of

distractions and not particularly enriching pastimes for young people! Statistics have revealed that with high numbers of teens having access to computers and the internet in their bedrooms, time spent on homework or reading books has plummeted as hours spent on Facebook and social networking sites have taken over. Many critics warn that any benefit the internet may hold for education will be easily outweighed by its ability to distract and take students away from educational pastimes and endeavour.

And The Ugly

Tragically the transference of so much education to the internet has made this sphere of life vulnerable to the dangers that the internet poses to any user, but particularly to young people. The threat of stalkers, paedophiles and criminals using the internet to contact and exploit young people is of course accentuated by sites, some of them educational, which specifically target young people and act as a forum for them to congregate electronically. In addition, the rise of e-learning and education technology has opened up the new avenue of cyber bullying, allowing vulnerable students to be targeted online as well as in the playground.

Overall it is of course impossible to underestimate the wonderful potential of the internet to enhance and enrich education the world over. But as the internet nears its 20th anniversary it is quite startling to realise that so little has been done to truly tackle the problems and threats it poses to education, from plagiarism and cheating to cyber bullying. If, as the current trend seems to suggest, education is to continue moving towards more and more electronic dissemination, we must ensure that these problems are properly and thoroughly addressed as soon as possible.

(Source: The Oxbridge Research Group Ltd. (2018). *Is the Internet Good or Bad for Education?* Retrieved from <https://www.oxbridgeessays.com/blog/internet-good-bad-education/>)

Week 1: GOIS Delivery Mode

Topic: Using internet: Good or bad for education?

1. State your claim

INTRODUCTION

Claim:



2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
Supporting Details			
Evidence			

3. Provide counterargument claim (the other side of the argument).

4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim		Rebuttal
What others had to say besides your claim?	➔	Why do you disagree with their claim?



5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

Week 2: GOIS Delivery Mode

What is better: A city life or village life?

Everything in this world has its plus points and minus points, its merits and demerits, its advantages and disadvantages. Nothing is perfect, nothing gives complete satisfaction. This is true to life in country and city. Whatever we find in villages is not available to the people living in cities and in the same way what privileges the people of city enjoy are distant dreams for the villagers. Life in cities are quite different from the life in villages. The villagers enjoy fresh air, scenic beauty, a life free from hassle and tension but much more remains to be fulfilled. The people in cities have all the amenities of life available to them; they have to pay heavy price for them.

The first major problem in Delhi is the problem of housing. A middle-class family of four or five members has to accommodate in a box like room in slums. Many underprivileged persons became permanent slum dwellers with no place to call their own. They cannot afford roof above their heads. We do not have to face any such problems in villages. People have sufficient space to live in with proper source of light and sun shine in their houses which is rare for a middle class and lower middle class people in cities.

Pollution is a big challenge in cities. There is environmental pollution, noise pollution, water pollution, etc. in cities while the villagers get fresh vegetables, fresh water, pure milk and fresh air which are good for health and fitness. Again, the villages are free from din and dust, noise and clamour and smoke and heat of cities. A village is very close to nature. Life in villages is laidback and calm. There is no tension or pressure for anything. People have time to meet and greet to each other. Social bonds are stronger in villages. People are innocent and simple. They are not familiar with malpractices which

are rampant in urban society. A village is an embodiment of simplicity, innocence and honesty. Thus, the saying goes rightly that God first made the country and then the city.

Life in city is madly busy. From dawn to dusk, people are chasing after their targets. Nobody has time for others. We do not know about our immediate neighbours. Neither do we have any interest to have any relation with them. Life in cities is utterly materialist completely devoid of emotion and feelings. It would not be wrong to say that life in cities is emotionally sterile. In this respect life in villages is diagonally opposite. There is a bond and relation with all the villagers. If someone has any problem, the whole village is by the side of him. Everyone is so sincere with him that it is difficult to distinguish the relatives and neighbours. In terms of landscape and scenic beauty, our villages are superior to towns. The lush green fields, the vast meadows, the tree groves, the lonely landscapes, the sight of the clamouring birds and farmers working in the fields are really cheerful and charming. These things are completely lacking in cities.

But there are certain things which certainly make the city dwellers feel proud. We cannot find these things of communication and transport in villages such as telephone, television, metros, etc. Life in cities is full of comforts. We have various means of recreation and entertainment like multiplexes, coffee-houses, theatres, restaurants, clubs and other centres of art, culture and civilization in cities. The villagers do not know about many such things. Thus, life in towns and villages is in stark contrast with each other. What is the privilege of one is rare to other. Still life is enjoying both in villages and cities in their own way. That is their distinct identity.

(Source: Smruti (n.d.). *627 words short essay on Country Life and City Life*. Retrieved from <http://www.shareyouressays.com/essay-writing/627-words-short-essay-on-country-life-and-city-life/507>)

Week 2: GOIS Delivery Mode

Topic: What is better: A city life or village life?

1. State your claim

INTRODUCTION

Claim:



2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
Supporting Details			
Evidence			

3. Provide counterargument claim (the other side of the argument).

4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim		Rebuttal
What others had to say besides your claim?	➔	Why do you disagree with their claim?



5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

Topic: Studying at home is better than studying at school. Do you agree?

Most parents think that it is better for their children to study at school, as their children can receive qualified knowledge. However, many parents hold the idea that studying at school is unnecessary and their children can study at home via the Internet, which is still qualified and cheap. Before concluding which type of learning I prefer, I want to list the advantage and disadvantage of each type.

Considering studying at home, I find that this kind of learning can strongly promote children's ability and self-discipline when they choose to study independently. Children have to make their own schedule of learning and follow it. Moreover, children can study at any time that they find comfortable. Their comfort during study can greatly increase their understanding and ability to acquire knowledge. Importantly, studying at home, children can still get the same qualified knowledge as they can get from their teachers at school, because of the development of the Internet. The Internet enables children to get lectures from school and ask for exercises from teachers without having to go to school. However, studying at home cannot provide children with the important interaction and communication with friends and teachers. Importantly, in the world today, sociability and teamwork are all essential to survive and work.

On the side of studying at school, I find that children are provided with a very competitive environment for promoting their learning. Children at school compete with each other to obtain good grades from their teachers and gain respect from their friends. Moreover, studying at school gives children great opportunities to be sociable and promote their communicational skills. Finally, unlike the information and knowledge from the Internet, which can sometimes be confusing due to various sources, the knowledge children get from their teachers at school is often easy to understand and to the point. Children can also ask for explanation or extra exercises at the same time they study in order to deepen their understanding. However, the expense of learning is sometimes too high for some families to afford. Managing to give their children a good education from school can be a great financial burden for the parents.

Overall, the advantage of studying at school outweighs its disadvantage, and, more importantly, studying at school can provides children with the important communicational skills that studying at home cannot provide. Therefore, I prefer to choose studying at school as the better way of learning.

(Source: Kitos (2010). *Studying at school and studying at home. which do you prefer?* Retrieved from <http://www.english-test.net/forum/sutra308143.html>)

Week 3: GOIS Delivery Mode

Topic: Studying at home is better than studying at school. Do you agree?

1. State your claim

INTRODUCTION

Claim:



2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
Supporting Details			
Evidence			

3. Provide counterargument claim (the other side of the argument).
4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim		Rebuttal
What others had to say besides your claim?	➔	Why do you disagree with their claim?



5. Provide a concluding statement that calls the audience to take action.

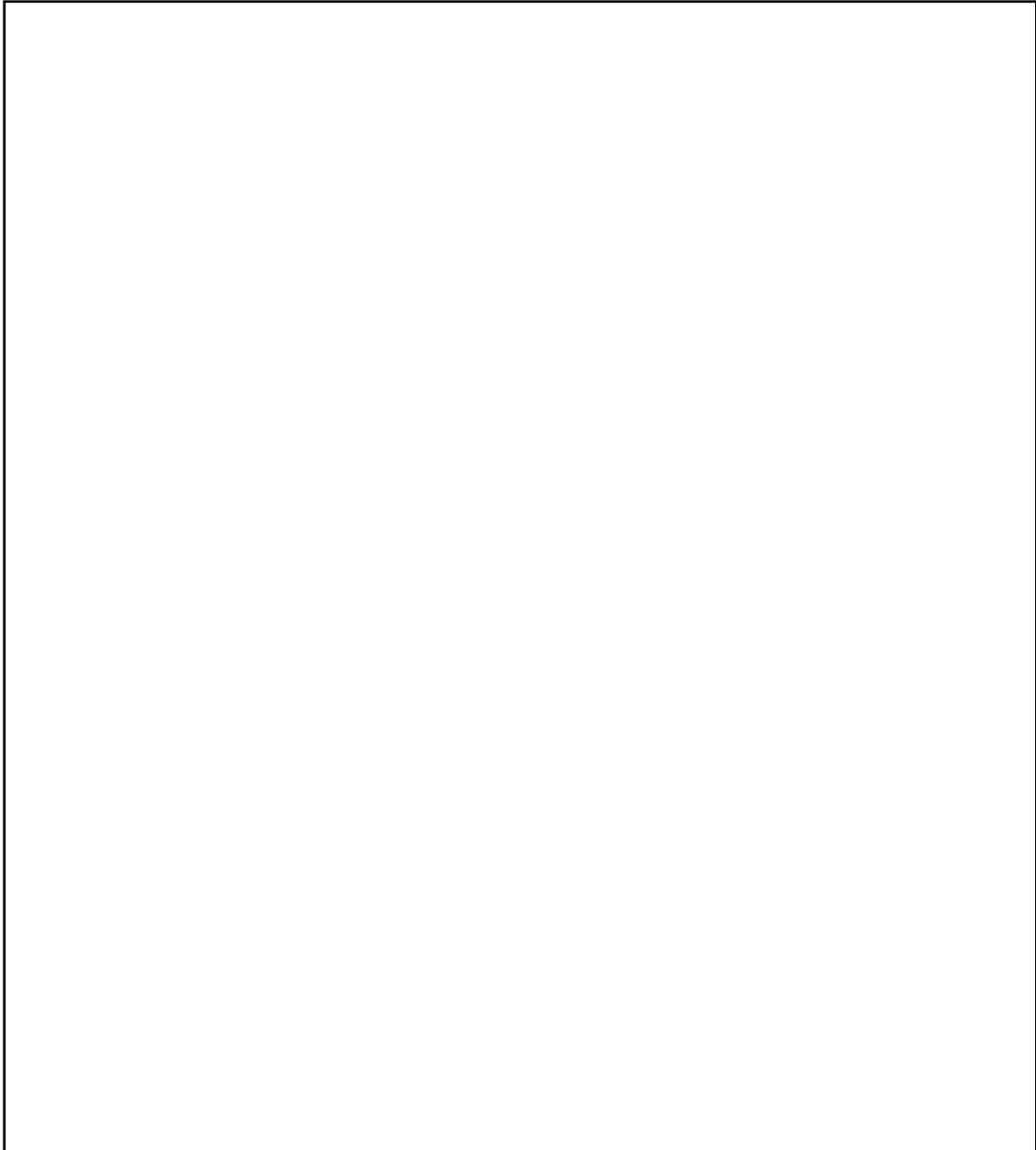
CONCLUSION

Week 4: GOIS Delivery Mode

Group : _____

Instruction: Discuss with your group members and draw an argumentative graphic organizer. Then complete the graphic organizer with appropriate information.

Topic: Should students be banned from taking mobile phones to school?

A large, empty rectangular box with a black border, intended for students to draw an argumentative graphic organizer. The box is currently blank.

Teaching Schedule for GONI Delivery Mode

Week	Day/Date	Time	Argumentative Essay Topic	Stages
1	08/06/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> Consuming too much sugar is bad for health? Do you agree? Using internet: Good or bad for education? 	<p>Stage 1: <u>The Introduction</u></p> <ul style="list-style-type: none"> Introduction to argumentative graphic organizer and argumentative elements. Modelling using graphic organizer.
2	29/06/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> What is better: A city life or village life? 	<p>Stage 2: <u>Unassisted Group Discussion</u></p> <ul style="list-style-type: none"> Group Discussion Using Graphic Organizer.
3	06/07/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> Studying at home is better than studying at school. Do you agree? 	<p>Stage 3: <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> Individual essay writing using graphic organizer
4	13/07/18 (Friday)	1030 – 1230 hours	<ul style="list-style-type: none"> Should students be banned from taking mobile phones to school? 	<p>Stage 4: <u>The Review</u></p> <ul style="list-style-type: none"> Lecturer review on students' work.

Teaching Procedure for GONI Delivery Mode

Week	Duration	Facilitator	Students	Teaching Aids
1	(20 minutes)	<p><u>Stage 1:</u> <u>The Introduction</u></p> <ul style="list-style-type: none"> - The instructor introduces the topic of the day. - The instructor displays a blank graphic organizer from the computer to the projector. - The instructor explains verbally on each argumentative element shown on the graphic organizer. - The instructor displays another graphic organizer with answers and a sample of argumentative essay. - The instructor explains verbally on the presented graphic organizer and the sample essay. 	<ul style="list-style-type: none"> - Students listen to the instructor's explanation. 	<p><u>Liquid Crystal Display (LCD)</u> <u>Argumentative Essay Topic:</u> • Consuming too much sugar is bad for health? Do you agree?</p>
	(20 minutes)	<p><u>Stage 2: Unassisted Group Discussion</u></p> <ul style="list-style-type: none"> - The instructor makes sure students sit in their respective groups. - The instructor distributes a blank graphic organizers attached with an argumentative essay topic to each member of the groups. - The instructor instructs students to discuss and complete the graphic organizer in groups. - Instructor monitors students' work. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the instructor's instruction. - Students discuss and try to complete the graphic organizer. 	<p><u>Worksheets</u> <u>Blank Graphic Organizers</u> attached with an argumentative essay topic. <u>Argumentative Essay Topics:</u> •Using internet: Good or bad for education?</p>

	(60 minutes)	<p><u>Stage 3: Individual Essay Writing</u></p> <ul style="list-style-type: none"> - The instructor instructs the students to write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<ul style="list-style-type: none"> - Students listen to the instructor's instruction and write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> •Using internet: Good or bad for education?
	(20 minutes)	<p><u>Stage 4: The Review</u></p> <ul style="list-style-type: none"> - instructor collects and reviews students' task upon completion. 	<ul style="list-style-type: none"> - Students hand over the completed essay to their instructor. 	
2	(10 minutes)	<p><u>Stage 1: Introduction</u></p> <ul style="list-style-type: none"> - The instructor introduces the topic of the day. - The instructor provides explanation on the task. - instructor provides answers to students' questions if any. 	<ul style="list-style-type: none"> - Students listen to the instructor's explanation and ask questions when necessary. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> •What is better: A city life or village life?
	(20 minutes)	<p><u>Stage 2: Unassisted Group Discussion</u></p> <ul style="list-style-type: none"> - The instructor makes sure students sit in their respective groups. - The instructor distributes a blank graphic organizer attached with an argumentative essay topic to each member of the groups. - The instructor instructs students to discuss and complete the graphic organizer in groups. - Lecturer monitors students' work. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the instructor's instruction. - Students discuss and try to complete the graphic organizer. 	<p><u>Worksheets</u></p> <p>Blank graphic organizers attached with an argumentative essay topic.</p> <p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> •What is better: A city life or village life?

	(60 minutes)	<p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> - The instructor instructs the students to write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<ul style="list-style-type: none"> - Students listen to the instructor's instruction and write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> •What is better: A city life or village life?
	(30 minutes)	<p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> - Instructor collects and reviews students' task upon completion. 	<ul style="list-style-type: none"> - Students hand over the completed essay to their instructor. 	
3	(10 minutes)	<p><u>Stage 1:</u> <u>Introduction</u></p> <ul style="list-style-type: none"> - The instructor introduces the topic of the day. - The instructor discusses with the students on the argumentative topic. 	<ul style="list-style-type: none"> - Students listen to the instructor's explanation and ask questions when necessary. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree?
	(20 minutes)	<p><u>Stage 2:</u> <u>Unassisted Group Discussion</u></p> <ul style="list-style-type: none"> - The instructor makes sure students sit in their respective groups. - The instructor distributes a blank graphic organizer attached with an argumentative essay topic to each member of the groups. - The instructor instructs students to discuss and complete the graphic organizer in groups. - Lecturer monitors students' work. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the instructor's instruction. - Students discuss and try to complete the graphic organizer. 	<p><u>Worksheets</u> Blank Graphic Organizers attached with an argumentative essay topic.</p> <p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree?

	(60 minutes)	<p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> - The instructor instructs the students to write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<ul style="list-style-type: none"> - Students listen to the instructor's instruction and write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree?
	(30 minutes)	<p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> - Instructor collects and reviews students' task upon completion. 	<ul style="list-style-type: none"> - Students hand over the completed essay to their instructor. 	
4	(10 minutes)	<p><u>Stage 1:</u> <u>Introduction</u></p> <ul style="list-style-type: none"> - The instructor introduces the topic of the day. - The instructor discusses with the students on the argumentative topic. 	<ul style="list-style-type: none"> - Students listen to the instructor's explanation and ask questions when necessary. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?
	(20 minutes)	<p><u>Stage 2: Unassisted Group Discussion</u></p> <ul style="list-style-type: none"> - The instructor makes sure students sit in their respective groups. - The instructor distributes a blank graphic organizer attached with an argumentative essay topic to each member of the groups. - The instructor instructs students to discuss and complete the graphic organizer in groups. - Instructor monitors students' work. 	<ul style="list-style-type: none"> - Students sit in their respective groups. - Students listen to the instructor's instruction. - Students discuss and try to complete the graphic organizer. 	<p><u>Worksheets</u> Blank Graphic Organizers attached with an argumentative essay topic.</p> <p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?

	60 minutes)	<p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> - The instructor instructs the students to write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<ul style="list-style-type: none"> - Students listen to the instructor's instruction and write an argumentative essay individually based on the answers gathered in the graphic organizer. 	<p><u>Argumentative Essay Topic:</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?
	(30 minutes)	<p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> - Instructor collects and reviews students' task upon completion. 	<ul style="list-style-type: none"> - Students hand over the completed essay to their instructor. 	

Grouping List for GONI Delivery Mode

No.	Group	Student Code	Venue
1	1	GONI 01	L.R4.7
2		GONI 02	
3		GONI 03	
4		GONI 04	
5		GONI 05	
6		GONI 06	
1	2	GONI 07	
2		GONI 08	
3		GONI 09	
4		GONI 10	
5		GONI 11	
6		GONI 12	
1	3	GONI 13	
2		GONI 14	
3		GONI 15	
4		GONI 16	
5		GONI 17	
6		GONI 18	
1	4	GONI 19	
2		GONI 20	
3		GONI 21	
4		GONI 22	
5		GONI 23	
6		GONI 24	
1	5	GONI 25	
2		GONI 26	
3		GONI 27	
4		GONI 28	
5		GONI 29	
6		GONI 30	

Intervention Worksheets for Group using the GONI Delivery Mode

Week 1: Elements of an Argumentative Essay

1. State your claim

INTRODUCTION

Claim:

2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Reasons</div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Supporting Details</div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Evidence</div> <div style="border: 1px solid black; height: 40px;"></div>	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px;"></div>	<div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px;"></div>
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Counterargument claim

Rebuttal

What others had to say besides your claim?

Why do you disagree with their claim?

5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

Week 1: Graphic Organizer with Answers

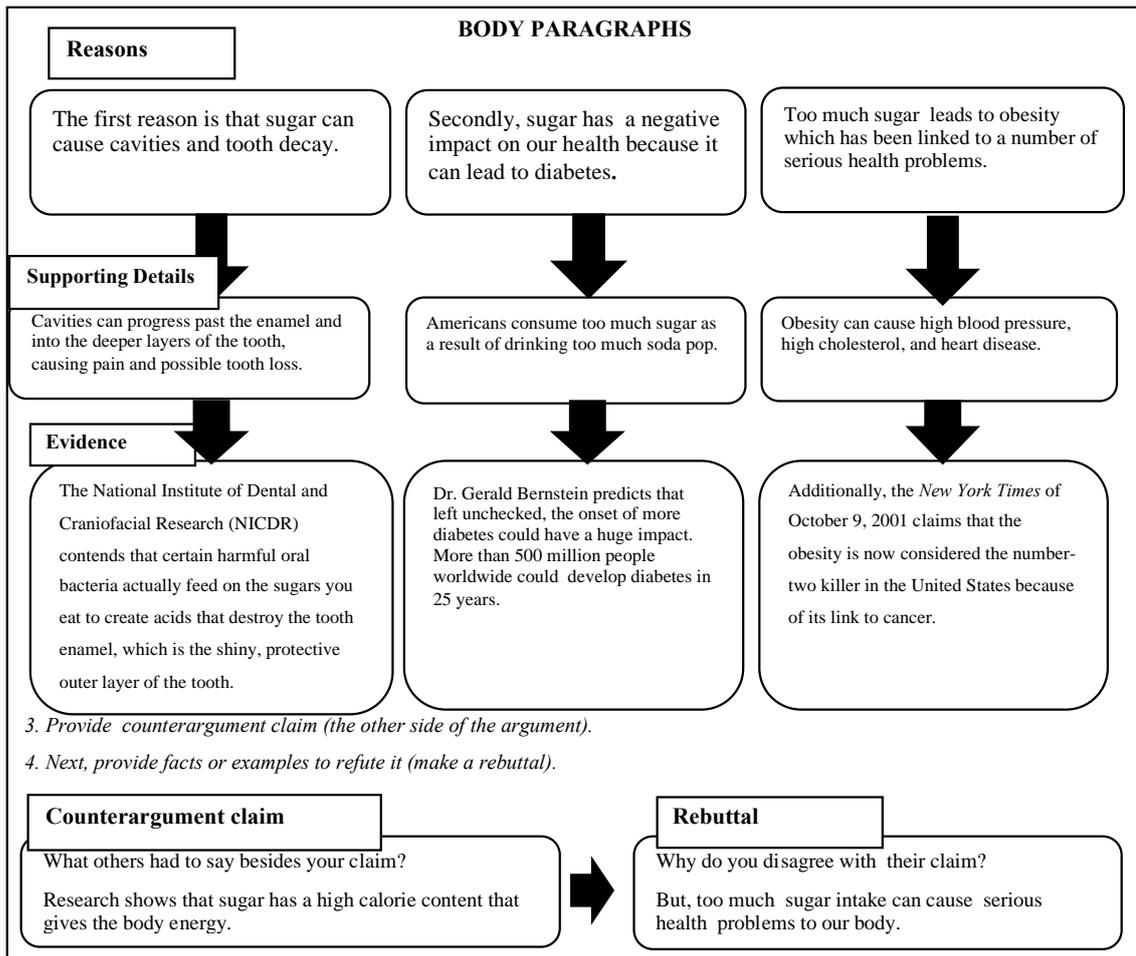
Topic: Consuming too much sugar is bad for health? Do you agree?

1. State your claim

INTRODUCTION

Claim: I strongly agree that consuming too much of sugar can lead to serious health problems.

2. Provide reasons and supporting details. Next, give evidence to support your reasons.



5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

To improve our health, we need to decrease our sugar intake. Try to stick to good foods like fruits, vegetables, and fruit juices that don't have any added sugar. Become a label reader and be aware of what you are eating.

Topic: Consuming too much sugar is bad for health? Do you agree?

I strongly agree that consuming too much of sugar can lead to serious health problems. **(Claim)** The first reason is that sugar can cause cavities and tooth decay. **(Reason 1)** Cavities can progress past the enamel and into the deeper layers of the tooth, causing pain and possible tooth loss. **(Supporting detail)** The National Institute of Dental and Craniofacial Research (NICDR), for example, contends that certain harmful oral bacteria actually feed on the sugars you eat to create acids that destroy the tooth enamel, which is the shiny, protective outer layer of the tooth. **(Evidence)**

In addition, sugar has a negative impact on our health because it can lead to diabetes. **(Reason 2)** Americans consume too much sugar as a result of drinking too much soda pop. **(Supporting detail)** According to the San Jose Mercury News of January 17, 1999, since the mid-80s, U.S. soda pop consumption has increased by 43 percent to more to 85 gallons per American per year. Dr. Gerald Bernstein predicts that left unchecked, the onset of more diabetes could have a huge impact. More than 500 million people worldwide could develop diabetes in 25 years. **(Evidence)**. Besides that, too much sugar also leads to obesity which has been linked to a number of serious health problems. **(Reason 3)** Obesity can cause high blood pressure, high cholesterol, and heart disease. **(Supporting detail)**. Additionally, the New York Times of October 9, 2001 claims that the obesity is now considered the number-two killer in the United States because of its link to cancer. **(Evidence)**

However, although research shows that sugar has a high calorie content that gives the body energy, **(Counterargument-claim)** but, too much sugar intake can cause serious health problems to our body. **(Rebuttal)**

Finally, to improve our health, we need to decrease our sugar intake. Try to stick to good foods like fruits, vegetables, and fruit juices that don't have any added sugar. Become a label reader and be aware of what you are eating. **(Conclusion)**

(Source: Adapted from Stapleton, K. (2017). *What are the Effects of Sugar on Teeth?* Retrieved from <https://www.colgate.com/en-us/oral-health/conditions/cavities/what-are-the-effects-of-sugar-on-teeth-1214> & Erian, H. (n.d). *Sample Speeches and Outlines*. Retrieved from https://www.cengage.com/resource_uploads/downloads/0495565490_119832.pdf)

Package for students

Week 1: GONI Delivery Mode

Topic: Using internet: Good or bad for education?

1. State your claim

INTRODUCTION

Claim:



2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
Supporting Details			
Evidence			

3. Provide counterargument claim (the other side of the argument).
4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim		Rebuttal
What others had to say besides your claim?	➔	Why do you disagree with their claim?



5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

Topic: What is better: A city life or village life?

1. State your claim

INTRODUCTION

Claim:

2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
Supporting Details			
Evidence			

3. Provide counterargument claim (the other side of the argument).
4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim		Rebuttal
What others had to say besides your claim?	➔	Why do you disagree with their claim?

5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

Topic: Studying at home is better than studying at school. Do you agree?

1. State your claim

INTRODUCTION

Claim:

2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
Supporting Details			
Evidence			

3. Provide counterargument claim (the other side of the argument).
4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim		Rebuttal
What others had to say besides your claim?	→	Why do you disagree with their claim?

5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

Topic: Should students be banned from taking mobile phones to school?

1. State your claim

INTRODUCTION

Claim:

2. Provide reasons and supporting details. Next, give evidence to support your reasons.

BODY PARAGRAPHS

Reasons			
Supporting Details			
Evidence			

3. Provide counterargument claim (the other side of the argument).
4. Next, provide facts or examples to refute it (make a rebuttal).

Counterargument claim		Rebuttal
What others had to say besides your claim?	➔	Why do you disagree with their claim?

5. Provide a concluding statement that calls the audience to take action.

CONCLUSION

Teaching Schedule for Group using the NGNI Delivery Mode

Week	Date	Time	Argumentative Essay Topic	Stages
1	07/06/18	0200 – 0400 hours	<ul style="list-style-type: none"> Consuming too much sugar is bad for health? Do you agree? Using internet: Good or bad for education? 	<p>Stage 1: <u>The Introduction</u></p> <ul style="list-style-type: none"> Thesis Statements Paragraphs Topic Sentences and Supporting Details <p>•Transition Signals</p> <p>Stage 2: <u>Peer Learning</u></p> <ul style="list-style-type: none"> Peer discussion. <p>Stage 3: <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> Individual essay writing. <p>Stage 4: <u>The Review</u></p> <ul style="list-style-type: none"> Lecturer review on students' work
2	28/06/18	0200 – 0400 hours	<ul style="list-style-type: none"> What is better: A city life or village life? 	
3	05/07/18	0200 – 0400 hours	<ul style="list-style-type: none"> Studying at home is better than studying at school. Do you agree? 	
4	12/07/18	0200 – 0400 hours	<ul style="list-style-type: none"> Should students be banned from taking mobile phones to school? 	

Teaching Procedure for NGNI Group

Week	Duration	Instructional Activities	Students	Argumentative Essay Topics
1 to 4	(20 minutes)	<p><u>Stage 1:</u> <u>The Introduction</u></p> <ul style="list-style-type: none"> - The instructor introduces the topic of the day. - The instructor explains verbally on each of the following argumentative elements on the white board: thesis statements, paragraphs, topic sentences and supporting details. - The instructor discusses with the students by asking some questions related to the argumentative topic. - The instructor introduces and writes down a few transition signals on the white board and explains verbally. 	<ul style="list-style-type: none"> - Students listen to the instructor's explanation. - Students listen and try to answer the questions. 	<p><u>Week 1</u></p> <ul style="list-style-type: none"> • Consuming too much sugar is bad for health? Do you agree? • Using internet: Good or bad for education? <p><u>Week 2</u></p> <ul style="list-style-type: none"> • What is better: A city life or village life? <p><u>Week 3</u></p> <ul style="list-style-type: none"> • Studying at home is better than studying at school. Do you agree? <p><u>Week 4</u></p> <ul style="list-style-type: none"> • Should students be banned from taking mobile phones to school?
	(20 minutes)	<p><u>Stage 2:</u> <u>Peer Learning</u></p> <ul style="list-style-type: none"> - Instructor asks the students to sit with their partners. - The instructor asks the students to discuss on the argumentative topic and list down important points from the discussion. - The instructor provides help only when necessary. 	<ul style="list-style-type: none"> - Students listen to the instructor's instruction. - Students sit with their partners and discuss on the argumentative topic and jot down their points. - Students ask for instructor's help when necessary. 	

	(60 minutes)	<p><u>Stage 3:</u> <u>Individual Essay Writing</u></p> <ul style="list-style-type: none"> - The instructor instructs the students to write an argumentative essay individually based on the points gathered from the discussion. 	<ul style="list-style-type: none"> - Students listen to the instructor's instruction and write the argumentative essay individually. 	
	(20 minutes)	<p><u>Stage 4:</u> <u>The Review</u></p> <ul style="list-style-type: none"> - Instructor collects and reviews students' task upon completion. 	<ul style="list-style-type: none"> - Students hand over the completed essay to their instructor. 	

Grouping List for NGNI Delivery Mode

No.	Student Code	Venue
1	NGNI01	L.R4.6
2	NGNI02	
3	NGNI03	
4	NGNI04	
5	NGNI05	
6	NGNI06	
7	NGNI07	
8	NGNI08	
9	NGNI09	
10	NGNI10	
11	NGNI11	
12	NGNI12	
13	NGNI13	
14	NGNI14	
15	NGNI15	
16	NGNI16	
17	NGNI17	
18	NGNI18	
19	NGNI19	
20	NGNI20	
21	NGNI21	
22	NGNI22	
23	NGNI23	
24	NGNI24	
25	NGNI25	
26	NGNI26	
27	NGNI27	
28	NGNI28	
29	NGNI29	
30	NGNI30	

Semi Structured Interview: Summary of Categories and Subcategories and Their Descriptions

Category: **Improved knowledge**

Subcategory	Description	Sample of chunk
Produce a good result	Participant considers a particular delivery mode has gave him/her confidence to produce good argumentative essay writing result.	<i>With the help of the lecturer... with help mmmm... of the mmmm... with help of the group of friends mmmm... will... mmmm... will help to mmmm... will help us to create a good result. (GOIS04)</i>
Construct a good essay	Participant considers a particular delivery mode has assisted him/her to construct a good essay.	<i>Mmmm... okay. For me, mmmm... I am not very good in writing abilities so, mmmm... so, for me graphic organizers mmmm... with help of the teacher, will help me to give a good essay, good writing because they show us steps, they show us mmmm... which aaaa... which part we should correct it. Mmmm... they show us mmmm... how to make a very good quality essays. (GOIS04)</i>
Exchange and share ideas	Participant considers a particular delivery mode has provide him/her a chance to exchange and share ideas.	<i>So, I can exchange and share my ideas with them. So that, the result of my essay is aaaa.... is very good. So, mmmm... (GOIS04)</i>
Prevent redundancy of ideas	Participant considers a particular delivery mode has helped to avoid his/her from redundancy of ideas in learning.	<i>I think without it... without this, we just always argue, argue, argue ... just like I say, leader, our leader is very active and busy during the group discussion, so using this one we know all that particular idea or aaaa... idea aaaa... have been said before this. So, there is no redundant in that using ideas, so we just oh, we just pass by, pass by just proceed... proceed to the next idea until we get the conclusion. (GOIS14)</i>
Write a more organized essay	Participant considers a particular delivery mode has assisted him/her to write a more in organized essay.	<i>Aaaa... my experience using the delivery mode aaaa... including the lecturer's guidance and the feedback and groups also, I can say that aaaa... I'm more ... more motivated and more you know organized my essay will be aaaa... more organized and I think aaaa... from the delivery mode that I, that I have improved my essay from the unstructured one to the structured one so, so the details of the essay went well because of the delivery mode, yes. (GOIS12)</i>

Identify ideas	Participant considers how a particular delivery mode has assisted him/her to identify ideas.	<i>Aaaa... in this delivery mode aaaa... where the facilitators shows me the steps-by-steps of the procedure, guidance and the practice, really improve me identify the ideas in writing. (GOIS12)</i>
Gain new knowledge	Participant considers a particular delivery mode has helped him/her to learn and understand new words	<i>Aaaa... I think it's helpful aaaa... in ... you know in our course, TESL course, we also going to teach the students. We are also in learning process to teach the students, so it gives us a lot of idea to do new things, like new essay, new word. So, I think this... this one is very good and very helpful for us. (GOIS14)</i>
Expanding knowledge	Participant considers a particular delivery mode has assisted him/her to expand knowledge in learning.	<i>Okay, for the group work activities, we are getting idea from friend... from friends it can expand our knowledge when we aaaa... when we have more idea it will help us in brainstorming more idea. So, by that we aaaa... by doing this delivery made, we can expand on knowledge, the good and the bad, the benefits of aaa... a lot of things, not only about mobile phones, about schools, about aaaa... about... being in a international school and a lot more. (GONI13)</i>
Write more organized essay	Participant considers how a particular delivery mode has assisted him/her to write an organized essay.	<i>Aaaa... so the graphic organizer aaaa... organize the ideas aaaa... properly, by doing the introduction, the reasons aaa... they aaaa... actually thought how to do the introduction, how to start with the aaaa... supporting details and aaaa... also mention that we should put about three supporting details... and examples, so... yes, help me in organising. (GONI13)</i>
New knowledge gain	Participant considers a particular delivery mode has assisted him/her to gain new knowledge.	<i>Aaaa... first of all, aaaa... I learned the new words like, counterargument and rebuttal. First, I saw that word, I was like "What is that?" I have never aaaa...I have never sees that word in my previous aaaa... class, even in my primary school. (GONI14)</i>

Category: **Inspiration for learning**

Subcategory	Description	Chunks
Chance to ask questions	Participant considers a particular delivery mode has gave him/her a chance to ask questions.	<i>And, it is also encouraging us to ask questions and give opinion. Aaaa... we also in the group work... we also free to ask question because aaaa... we free to ask question because aaaa... our group members need more idea so we can ask if we don't understand. (GONI28)</i>

Motivated to learn	Participant considers a particular delivery mode has motivated him/her to learn.	<i>Yes. Aaaa... my experience using the delivery mode aaaa... including the lecturer's guidance and the feedback and groups also, I can say that aaaa... I'm more ... more motivated and more you know organized my essay will be aaaa... more organized and I think aaaa... from the delivery mode that I, that I have improved my essay from the unstructured one to the structured one so, so the details of the essay went well because of the delivery mode, yes. (GOIS12)</i>
Encourage to give more ideas	Participant considers a particular delivery mode has encouraged him/her to give more ideas.	<i>Okay, for my experience writing an argumentative essay using the delivery made is quite fun because we get more idea when writing argumentative essay. (GONI28)</i>
Motivated to learn	Participant considers a particular delivery mode has motivated him/her to learn.	<i>Okay. My overall learning experience using the de... delivery mode, at first, it was interesting, because we just use our own, aaaa... ideas and opinions during all the task. Aaaa...other than that, aaaa...it help me also from peers, by motivating my friends or friends motivating me... For example, like, if we are doing a task, we do need to use the graphic organizer, so sometimes I don't really know about how to aaaa... create table or create mind map using it. So, my friend will help me by aaaa...by looking at her or him to aaaa... settle all the thing. I learn from that. So, so aaaa... I think yes, it is help me very very much using it. (GONI14).</i>
Opportunity for feedback	Participant considers a particular delivery mode has gave him/her a chance to give feedback.	<i>Mmmm...we also will have an opportunity to give feedbacks and opinions because we are discussing among our friends. So, aaaa.... it will be more easier for us to speak. (GONI28)</i>
Increase confidence level in learning	Participant considers a particular delivery mode has increased his/her confidence in learning.	<i>When graphic organizer in group work activities join together it will gain more confidence of myself. Confident mmmm... mmmm... when discussing and getting more idea and then we have more idea to write the essay and...aaaa.... it also give confidence within themselves in communicating with others so... aaaa.... maybe aaaa... (GONI28)</i>

Category: **Knowledge construction**

Subcategory	Description	Sample of Chunk
Planning the Essay	Participant considers a particular delivery mode has guided him/her to plan the essay.	<i>So, aaaa... basically aaaa... nowadays aaaa... I had learned the delivery mode, I tend when I... before I write the essay, I tend to draw the graphic organizer first because maybe before this I don't draw the step-by-step, the graphic organizer well aaaa... and nowadays after I have learn the graphic organizer with our lecturers and facilitators... so, ya, I... I tend to write the, the step-by-step graphic organizers step. So, it will helps me to plan my essay well and it is more structured than before. (GOIS12)</i>
Create ideas	Participant considers how a particular delivery mode has facilitated him/her to create new ideas.	<i>Mmmm... aaaa.... in my opinion, the use of graphic organizer... organizers mmmm... it will help to aaaa.... will help the students to create more new ideas mmmm... more opinion because mmmm... the... because... oh... mmmm... okay. Mmmm... using the graphic organizer, mmmm... mmmm... by giving more interesting and motivating topics for the students to... to create more ideas and opinions. (GOIS04)</i>
Construct a more structured essay	Participant considers how a particular delivery mode has assisted him/her to write a structured essay.	<i>Yes. It help me a lot and... aaaa... sometimes aaaa... I don't know how to do it and it actually confuses me. Aaaa...and the structure of essay becomes better actually even tough I do not really know how to use the graphic organizer. Aaaa... but I know that... the structure of the essay is much more aaaa... properly mmmm... it's, it's much better. (GONI13)</i>
Make connection to learning	Participant considers how a particular delivery mode has assisted him/her to make connection to learning.	<i>Mmmm... it adds my knowledge, we had a lot more ideas, and... mmmm... make, help me in making connection during writing because sometime you can communicate with others, and they will give us ideas and we can even give them ideas. I noticed that, delivery mode is aaaa... good for help me in making connection during writing. Because it more organized and clearer. (GONI14)</i>

Category: **Proffers support in learning**

Subcategory	Description	Sample of chunk
Completing the learning task	Participant considers how a particular delivery mode has supported him/her to complete the learning task	<i>And also for the group activity... group work activities, mmmm... the involvement of the teacher. mmmm... mmmm... will help the students more in doing their task because mmmm... the... because... mmmm... the lecturer gives a very clear explanation. (GOIS04)</i>

Link to prior knowledge	Participant considers how a particular delivery mode has persuaded him/her to link prior knowledge to learning.	<i>Aaaa... interesting topic aaaa... such as study at school or study at home...make me involve and hmm... and produce more ideas relating to my prior knowledge which is, aaaa... before this in our previous group discussion aaaa... some of us choose to be studied at home and some of us choose to study at school. But at the end of the discussion, we get aaaa... one solid idea or conclusion which is, study at school is more aaaa... it's more... (GOIS14).</i>
Provides room for understanding	Participant considers a particular delivery mode has provide him/her to understand the learning better.	<i>Aaaa... and somehow, I think that this delivery mode is easier to understand and learn because... ya, you know the step-by-step, so easier for us to... for us like student to understand it and to use it in our writing essay. (GOIS12)</i>

Category: **Room for collaboration**

Subcategory	Description	Sample of chunk
Chance for interaction	Participant considers how a particular delivery mode has offered him/her an opportunity for interaction	<i>Aaaa... exchanging ideas mmmm... I could make my essay better and also mmmm... the questions and answer session provides mmmm... mmmm... opportunity... opportunity for more interaction because mmmm... questions aaaa... because mmmm... the... because mmmm... some students are not... are shy aaaa.... to... to aaaa.... tell about their aaaa... (GOIS04)</i>
Friendly environment	Participant considers how a particular delivery mode has provided him/her a friendly environment to collaborate in groups.	<i>And then it gave a friendly environment and also we feel togetherness even though we didn't even knew each other. And then, because of that aaaa... because of that environment, that gave us a much more togetherness and we could share our own ideas and opinion, because everyone has their own ideas and opinions right? (GONI13)</i>

Category: **Engage thinking**

Subcategory	Description	Sample of chunk
Analytical thinking	Participant considers how a particular delivery mode has engaged him/her to think.	<i>Mmmm... they aaaa... when they give their idea, so when we just quiet and think our own idea, suddenly they ask me "How about you?", "What you think?" We... you know, we cannot think at all what our point and my point at that time. Suddenly they ask me like how... everything like that, so...it's make mmmm... giving me active and very busy in that... in that group discussion, because I have to think a lot and force, I had to explain everything and ya, we have you know give an idea, from each other. (GOIS14)</i>

Category: **Commitment to accomplish the learning task**

Subcategory	Description	Chunks
Independent learning	Participant considers how a particular delivery mode has persuaded him/her to independent.	<p><i>Aaaa... in this delivery mode completing the task when I have to write down my own individual essay, aaaa... normally before this I refer to the samples from the website, from internet to write my essay.</i></p> <p><i>Aaaa... so, aaaa... so when I were asked to write my essay mmmm... to my own essay so, it's a bit hard and a bit challenging for me because it... ya, I have to write my essay without referring to website and on another things. (GOIS12)</i></p>
Group discussion	Participant considers a particular delivery mode has persuaded him/her to collaborate with group members to accomplish the learning task.	<p><i>This because... because we organize the ideas aaaa... together the structures, the essay, we discuss the structure of the essay, organize the ideas and we aaaa... when we are together in a group discussion, I realised that we generate more ideas aaaa... then we think alone, we think alone that we discuss alone but when we are in friends in group discussion, there are more minds, there are few you know, ideas that we maybe... I don't even think about that but other people think about that, so aaaa... it generates more ideas by discussing and questioning what so, what is this, what so on and so on. (GOIS12)</i></p>
The need to contribute ideas	Participant considers how a particular delivery mode has encouraged him/her to contribute ideas.	<p><i>And aaaa... lectures aaaa... and the facilitators also you know aaaa... give us, encourage us to talk more, to give aaaa... to give more ideas, to give more conclusions aaaa... so that aaaa... ya, [yes] you know I tend, I tend, myself tend to aaaa... to contribute more because aaaa... because I know that I have to contribute and give more ideas to the group discussion so that I can improve myself aaaa... using the delivery mode. (GOIS12)</i></p>
Committed to being focused	Participant considers a particular delivery mode has committed him/her to be more focus in learning.	<p><i>Aaaa... like aaaa... it give us more challenging on using it, because we need to focus on every single things that aaaa... we jot down. (GONI14)</i></p>
The need to ask questions	Participant considers a particular delivery mode requires someone to ask him/her questions to activate the ideas.	<p><i>Somebody need to ask you questions, because the idea will not come easily from you. I need someone to ask me, what is the question aaaa... someone need to push me. (NGNI04)</i></p>
Recall back information	Participant considers a particular delivery mode has directed him/her to recall back information in learning.	<p><i>Mmmm... in my experience it would be would be I would say that it is tricky or hard aaaa.... but I would apply some of the information, some of the lecture that is given by the lecturer itself aaaa... in doing argumentative essay aaaa... and also correcting some aaaa... some of the aaaa... lacking like aaaa... words. Lacking words or may be mmmm... I would try to recall back the</i></p>

		<i>information that is given and apply it in my essay to make it an improvement. (NGNI15)</i>
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Category: **Challenges**

Subcategory	Description	Sample of chunk
Prevent from thinking further	Participant considers a particular delivery mode has prevented him/her from thinking further.	<i>Aaaa... the challengers that aaaa... that I find in graphic organizer is mmmm... the. the chart... mmmm... the chart graphic, the graphic that they shown mmmm... like example mmmm... we writing an argumentative essays, mmmm...they already give us the idea but mmmm... the idea will mmmm... somehow will make the students mmmm... make the students hard to elaborate more about the ideas because they might have another ideas but mmmm... but the graphic organizer mmmm... that they put in the... in writing an essay will stop them from aaaa... thinking further. (GOIS04)</i>
Language barriers to communicate	Participant considers a particular delivery mode was difficult for him/her to work with uncooperative group members.	<i>Mmmm... the challenges that I have faced, is that mmmm... I don't know how to start mmmm... how to give mmmm... how to communicate aaaa.... with my group members because I... I... am very mmmm... I'm not confident. Abilities in the language, it makes me mmmm... it makes me become...aaaa... become shy, yes. (GOIS04)</i>
Language barriers to gain information	Participant considers a particular delivery mode was difficult for him/her to work with uncooperative group members.	<i>So, mmmm... so... aaaa... some of the group members have shared to give ideas. For example, aaaa... mmmm... one of them actually stuttered while talking because she didn't know her answers were right and she also use another language to deliver her idea, because she was shy. And, when I aaaa... doing this, will decrease the information that we will get. (GONI13)</i>
Uncooperative group members	Participant considers a particular delivery mode was difficult for him/her as the group members were uncooperative.	<i>Mmmm... so, aaaa... in the learning process in the delivery mode because we have done the delivery aaaa... the group discussion, so some of the group members the other few, very few of us contribute less ideas. They don't really gives ideas and contribute ideas. I don't know maybe just the maybe, they just don't want to think and speak. I don't know mmmm... ya [yes] but, but, however aaaa... I noticed that some of the members that they like, they don't talk. (GOIS12)</i>
Domination over learning	Participant considers a particular delivery mode has made him/her difficult to express ideas over dominated peers.	<i>Do not know when to start because maybe in one group there is one people who is very active so they like... mmmm... aaaa.... feel that they have power to talk all the time so they maybe the other group member do not how to... to... to... to join the discussion. (GONI28)</i>

Lack of guidance	Participant considers a particular delivery mode has not provided him/her enough any guidance.	<i>But some of them are, they are participating like aaaa... actively. So, aaaa... then, if I did, if I understand the question... aaaa... is easy, but if I don't, then I'm going to puzzle how to begin the essay. Because... I'm a slow learner, so I need... the teacher's help and guidance. But the teacher sometimes, focus on mmmm... other students more. (NGNI04)</i>
Timid group members	Participant considers a particular delivery mode has made him/her difficult to collaborate with some timid group members.	<i>So, at first, it's so difficult and it makes us feel burden, by writing using that thing right... and then, aaaa... the other one is, group member shy to give ideas. Because they always think that, we need to wait for the lectures, because... "Dia ni siapa je ah" [Who is he/she?] aaaa... they always says like that. (GONI14)</i>
Lack of knowledge	Participant considers a particular delivery mode has provided him/her with less knowledge in learning.	<i>Aaaa... I think mmmm... less knowledge on how to put the evidence also make the... argument essay is challenging. Because, ya, we are not familiar with aaaa...with not familiar with how to write the essay right. So, aaaa... so we don't have the knowledge on how to write it. So, evidence that we write in the essay is not very clear and not really correct. (GONI14)</i>
Time-consuming	Participant considers a particular delivery mode has made him/her spend more time in learning.	<i>Aaaa... I think the last one is, I spend more time to aaaa... recall back on the structure, and the content. Because I take more time when it comes to writing test, because I don't have any ideas to start the essay. (NGNI04)</i>
Uncertainty with information	Participant considers a particular delivery mode has made him/her felt uncertain to complete the task.	<i>Aaaa... structuring the paragraph, I think that's really hard. Because, I don't know which is more important and which is not. So, I don't know how can I rearrange the point and aaaa... make it to a paragraph. (NGNI14)</i>
Lecturer-student relationship	Participant considers a particular delivery mode has made him/her felt uneasy with the educator's presence.	<i>I, aaaa... am a shy person, so I not too... too active in the class. So, I'm very passive. I will keep quiet and I will always refer to aaaa... my friends more than the lecturer. Because I feel aaaa... I feel more comfortable...because I feel aaaa... I feel more comfortable with the... with my friends rather than my lecturer because, sometimes I need more explanation. (NGNI04)</i>
Understanding new words	Participant considers a particular delivery mode was difficult for him/her to understand and use new words.	<i>And then aaaa... I think it's difficult to understand and using the counterargument and rebuttal in writing because, we never aaaa... expose to this before. (NGNI04)</i>
Lesson not interesting	Participant considers a particular delivery mode was not interesting for him/her.	<i>Okay. Aaaa... so my overall learning experience that use in my college, that they use the delivery mode, aaaa... sometimes aaaa... it's quite less interesting like, because the lecture is aaaa... sometime they gave, they give you a group and you have to seat in pairs, and just discuss. (NGNI04)</i>
Lack of practice	Participant considers a particular delivery mode	<i>So, now in the college it's the same thing. So, we have less writing exercises and not much attention is given. Plus, aaaa... so many other</i>

	has not provided him/her with enough practice.	<i>subjects to catch up, and aaaa... of course I know the basic elements to use, such as introduction, mmmm... mmmm... body paragraph and conclusion. But, aaaa... sometimes I get stuck to write my essay. (NGNI04)</i>
Barriers to thinking	Participant considers a particular delivery mode has made him/her difficult to think.	<i>But, sometimes when I did my test, my writing test or anything, aaaa...I have aaaa... how do you say aaaa... blackout, it's not blackout but... blank. I become blank and I can't think of anything, so it's like even the simplest technique or simplest technique that lecturer say is like, it couldn't cross my mind. (NGNI14)</i>
Unproductive pair discussion	Participant considers a particular delivery mode has prevented him/her to produce productive task.	<i>Example, during the pair work, so we ended up discussing something else, instead of giving the aaaa...instead of given the task. Like we, like usual as we are, if we are in the... we are not discussing the task, we are discussing the something else. (NGNI04)</i>
Unclear explanation	Participant considers a particular delivery mode has not offered him/her with clear explanation.	<i>Like I aaaa...it's hard for me to understand what the lecturer said, it's hard for me to understand what the lecturers try to teach. (NGNI14)</i>
Lack of feedback	Participant considers a particular delivery mode has prevented him/her from getting enough feedback.	<i>But not very often because, they have to aaaa... concentrate or focus to others too. But sometimes, the lecturer not enough time and never return back to the... to our writing. Because aaaa... yes. They did not give back our return task. (NGNI04)</i>
Exam-oriented learning	Participant considers a particular delivery mode has guided him/her to a more exam-oriented learning.	<i>Their examples like personal problems, and then aaaa... we... we are, we are tend to more focus on getting good grade. Because sometime lecturer focus more on the exam instead of writing practise. They just want... we have... they just want us to have a good grade I think. Because, they did not focus on our writing practise actually. They just want, okay aaaa... you do this test, and then you have your grade. (NGNI04)</i>
Lack of communication	Participant considers a particular delivery mode has made him/her experienced less communication with the educator during lesson.	<i>I don't communicate with the lecturer during class. After the class finish I like to consult with the lecturer. If I have any questions I would not like to interrupt when the lecturer is teaching. (NGNI15)</i>

Sample of Interview Transcript (GOIS Group)

R	Hi, good morning. I would like to thank you for... coming for this semi-structured interview. Aaaa... so, I will call you GOIS14, is it okay with you?
GOIS14	Ya, [Yes] okay, fine.
R	Alright, shall we start the semi-structured interview?
GOIS14	Sure.
R	Okay. Alright. My first question, how was your overall learning experience using the delivery mode?
GOIS14	<p>Aaaa... basically using this delivery mode, aaaa... it helps me a lot aaaa... because aaaa... using this aaaa..., in the delivery mode we have a graphic organizer and, this graphic organizer actually help me a lot to do my essay which is graphic organizer will show me step by step, what should I write and what I shouldn't write in my essay.</p> <p>Aaaa... this graphic organizer I think aaaa... it's ya, like I said it's really helpful because, aaaa... it will contain aaaa... the idea, the reason and the supporting details what should we put in our essay and we have just put a little more elaboration in our essay.</p> <p>Aaaa... furthermore, the lecturer also help me a lot to do this, because I think aaaa... it's make other work easier using this graphic organizer.</p> <p>So, ya aaaa... I think in my experience in this delivery mode is, very good, besides that, in group work also aaaa... give me a lot of idea, because aaaa... when my friends aaaa... said their ideas, aaaa... in the group discussion such as before this, aaaa... I would put, aaaa... I would jot down what they had say ... and to... aaaa... to... prevent me from say the same thing with my friends, I jot down in that... graphic organizer, so that I can think other new idea for that particular group discussion aaaa... task. Ya.</p>
R	Alright. ...Now, how did the delivery mode...help you to expand your knowledge... of the argumentative writing ability?
GOIS14	Aaaa... this aaaa...this one aaaa...using the 'GO' structural, it helps me to organize my content and ideas. Aaaa... it is because aaaa... the facilitator provides more examples and graphic organizer, and we also aaaa...provide... they also provide aaaa... practice time for us to do, aaaa... to make me ... to make us more comfortable using this 'GO'. So, aaaa... besides that, aaaa... this 'GO' aaaa... aaaa...
R	Yes.
GOIS14	This 'GO' helps us, aaaa... with... aaaa... help us to learn new words... aaaa... in the something... in that, ... how to write an essay ... we have given new word such as counterargument, aaaa... and it also help me in the use of conjunctions... a lot ... so, ya. Aaaa... interesting topic aaaa... such as study at school or study at home, make me involve and mmmm... and produce more ideas relating to my prior knowledge which is, aaaa... before this in our previous group discussion aaaa... some of us choose to be studied at home and some of us choose to study at school. But at the end of the discussion, we get aaaa... one solid idea or conclusion which is, study at school is more aaaa... its more...
R	Better?
GOIS14	Yes, it's more better for students or peoples because, we have to compete have, ya the environment. So, aaaa... that's my experience before this in the discussion. The group work also aaaa... aaaa... in the group discussion also we have to fill in and fill in the aaaa... fill in the blanks, aaaa... to... to make our own discussion.
R	With the right theme and all that?
GOIS14	Oh, ya [yes]. So, we have just to write what we have say and just like I said, our ideas, our reasons and our supporting details in my group discussion, aaaa... previously we just do like that, so it helps me a lot to speak and give idea more in the discussion.

R	Alright. What was the challenges that you come across during the learning process using the delivery mode? Any challenges that you face?
GOIS14	Aaaa... any challenges aaaa... I think some of my group members, contribute very less ideas.
R	Alright.
GOIS14	So, ... it makes us very... you know, very struggle to think out the any idea, because only us, just ... we have six people, so ... such as this three people gave our idea, and other three just keep quiet and and say nothing and say 'ya I agree and disagree' that's it. So...
R	So, how... how did you make them involved?
GOIS14	Pardon?
R	How did you made them involve... in the activities?
GOIS14	Aaaa... so, when just like our leader before this, aaaa... when we... aaaa ... when we were talking about the topic, aaaa... study at home or study at school... aaaa... the leader will ask, 'Oh are you agree or disagree'? What about you? and so on and everything. So, we the one give the idea will just 'Aaaa..., ya we just support them and give an idea how to... aaaa... elaborates that point in the group discussion.
R	Okay... Aaaa... any other challenges that you come across?
GOIS14	Mmmm... any other challenges? Ya, somehow in my group discussion previously, aaaa... the leader give aaaa... idea a lot until some of us can't, cannot give the ideas, just like me, we have aaaa... you know aaaa... she will give her idea, I will give her my idea when... we cannot get a ...
R	Come to an idea?
GOIS14	Ya, Ya... (giggles) we just like aaaa... fight something like that...
R	Argue.
GOIS14	Ya, argue. So, I think that's the challenges... the challenging part when using this because, we... we got an idea very easily because we jot down everything right, so...that's the challenging part for me.
R	How about the other challenges? Any other challenges?
GOIS14	Aaaa... I think that's it, no challenges. Because this... 'GO' is very helpful for me.
R	Alright. Alright now, how was your participation in the learning process... using this delivery mode? Your participation.
GOIS14	Aaaa...my participation aaaa...
R	How you aaaa... you involve?
GOIS14	Emmm...they aaaa... when they give their idea, so when we just quiet and think our own idea, suddenly they ask me "How about you?", "What you think?" We... you know, we cannot think at all what our point and my point at that time. Suddenly they ask me like how... everything like that, so...it's make mmmm...
R	So, your participation...
GOIS14	Giving me active and very busy in that... in that group discussion, because I have to think a lot and force, I had to explain everything and ya, we have you know give an idea, from each other. Aaaa... they also keep on asking me "Why you say this?" " Why you say that?" "Do you have any experience on this?" " Do you have any experience on that?" So, I think in this ... participation, everybody is involved in this group discussion. Aaaa... they also aaaa... ask me by... they also aaaa... involve me by asking questions like I said before this, the leader ask the... the quiet one ... the... the... the...give idea the...
R	Yes?
GOIS14	Ya, so...
R	The students who are not talking?
GOIS14	Aaaa... ya, so the leader will ask, How about that? "How about this?" "What is your experience?" And everything. So, in this group discussion, I think we aaaa... involve equally.
R	I see.
GOIS14	The leader aaaa... make the job ... very good. She asked everything to everybody. So, ya.
R	Okay.
GOIS14	That's the thing.
R	Alright. Now, how do you perceive the benefits of using the delivery mode? Aaaa... how do you see overall the benefits of the...
GOIS14	The benefits for me, it's aaaa... I think it's very helpful and good for students. Aaaa... because aaaa... the facilitator also told me, show us the step-by- step how to do the essay,

	<p>and we understand it very well how to do it. In an appropriate way... to write out the essay. Just like my group discussion before this, aaaa... we know aaaa... from the starting until the end and I think because of this 'GO', we get our conclusion. I think without it... without this, we just always argue, argue, argue just like I say, leader, our leader is very active and busy during the group discussion, so using this one we know all that particular idea or aaaa... idea aaaa... have been said before this.</p> <p>So, there is no redundant in that using ideas, so we just oh, we just pass by, pass by just proceed, proceed to the next idea until we get the conclusion. So, ya.</p>
R	So, the benefits of the delivery mode... in terms of the facilitator... Can you please explain?
GOIS14	Facilitator?
R	Ya.
GOIS14	<p>Aaaa... they guide us, aaaa... very well just like aaaa... my previous discussion, aaaa... within five minutes or ten minutes, aaaa... they will come and you know... aaaa... ask us how about our group discussion, and give an idea on what we should talk and just... aaaa... ask the quiet... the quiet people that doesn't involve very well while doing the group discussion to be involved. The facilitator also ... have a good aaaa... have a good ...</p>
R	Good motivator?
GOIS14	Ya, good motivator for us. Ya. So, it's very helpful for us in our previous group discussion.
R	Alright. In terms of the group members...
GOIS14	Group members ... aaaa...
R	How do you see the benefits of having the...
GOIS14	<p>Oh, aaaa... even though the... quiet one, the less one is not involved in the group discussion, they also actually jot down their mmmm... point and ideas. But somehow maybe, they just aaaa... it's okay, I just jot down my ideas, but I don't... I don't have to speak my idea, because I jot down.</p> <p>Aaaa... I think it's good because, aaaa... all of us can think our own idea because we have our 'GO' you know using the graphic organizer, mmmm... so, aaaa... basically aaaa... about the members, I think all of us is very active in that group discussion, it's like, maybe just like me, I talk a lot compare to the one that... that... particular one just jot down everything in the 'GO'. So, ya... everything is good and fine in the discussion.</p>
R	Aaaa... How about the feedback that given by your friends?
GOIS14	Aaaa... they also said the same thing with me because aaaa... just get the topic and get the 'GO'. We know what to... what we want to say, what we want to write because the idea just like in there... so, just follow the flow and just write down you know, the ideas, the reasons, the supporting details. So, we just have to... we just have to say it in the group discussion.
R	Alright... Do you think the feedback is helpful?
GOIS14	Aaaa... I think it's helpful aaaa... in ... you know in our course, TESL course, we also going to teach the students. We are also in learning process to teach the students, so it gives us a lot of idea to do new things, like new essay, new word. So, I think this... this one is very good and very helpful for us.
R	Alright. Now, mmmm... overall, how do you think the delivery mode can be improved?
GOIS14	<p>Can be improved? Aaaa... Okay. Aaaa... I think... the delivery mode can be improved aaaa... by ... using this one from semester one, I guess from TESL, like me semester 4.</p> <p>Aaaa... so I think this method can be used from the... start from the semester one, which is we provide, we... expose them to the method.</p> <p>So, they can easily and comfortably using this idea, this new pattern of aaaa... writing an essay because aaaa... I think just like us, it's very aaaa... sometime awkward just because, we got idea we say, we got an idea we say, we forget to write down, jot down in the paper. Oh, I think if we provide this... aaaa... we can get this method to the... semester one and explain to them, what have to do...</p>
R	You mean giving them a practice from the beginning?
GOIS14	Yes, yes. Practice from the beginning.
R	Okay. Anything else?

GOIS14	Aaaa... no. I think this one is very helpful for TESL students. I guess the other course also can do this Aaaa... because, aaaa... English is important for al l right, and not just for TESL students. Just like the accountant, computer science... everything using in English. So, I think 'GO' also should give... should start from the beginning, to help, very helpful to each other.
R	Okay. Alright. Now, you would like to add, aaaa... GOIS14?
GOIS14	No. Aaaa... I think that's all from me.
R	Okay. In that case, I think aaaa... I would like to thank you so much for being here today.
GOIS14	So, thank you.

Remarks: R: Researcher

GOIS14: Participant from GOIS delivery mode

Sample of Interview Transcript (GONI Group)

R	Okay, a very good morning. Aaaa... can I call you... GONI13?
GONI13	Yes.
R	Okay. How are you today?
GONI13	I'm feeling good.
R	Okay, today I'm going to interview you regarding the delivery mode, which I had earlier...
GONI13	Yes.
R	So, are you ready for the questions?
GONI13	Of course.
R	Alright. My first question, how was your overall learning experience using the delivery mode?
GONI13	<p>Aaaa... it result to be good, and I learn a lot of things. For example, aaaa... aaaa... while doing the delivery mode, we were involved with a lot of people even strangers that we haven't even know yet... he haven't even meet. And then it gave a friendly environment and also we feel togetherness even though we didn't even knew each other.</p> <p>And then, because of that... aaaa... because of that environment, that gave us a much more... togetherness and we could share our own ideas and opinion, because everyone has their own ideas and opinions right. Mmmm..., however it felt difficult without proper guidance from the teacher or even the educator. Aaaa... we were allowed in doubt for our answers, because we couldn't... we didn't know if we were right or wrong.</p> <p>And... aaaa... it was, it make me think to get ideas because we need to get instant respond, because there were about six people in a group and we have to respond using our own answers... Aaaa... I disagree with... mmmm... I agree that peers' help... peers' help because, everyone have their point of view and opinion and... by that, we share a lot of new info and ideas. Mmmm... and I also discovered, some of the opinions... were... were along with my opinion. But, it gave, it gave me a new information regarding the topic that we were discussing about.</p> <p>Aaaa... also, mmmm... I think we should aaaa... the school, the government should use the delivery mode, the graphic organizer because mmmm... I think it's better because, some of the students, peoples also mmmm... by educating ... we... it should be better when we do it along our group and along our mmmm... the same age people as us. Because mmmm... sometimes, students don't get comfortable around the educators, and that makes them stuttered in the... in the argumentative essay or something. And... mmmm... ya, I think that's all from me.</p>
R	Alright. That's... that was your overall learning experience using the delivery mode?
GONI13	Yes.
R	Alright, the second question. How did the... delivery mode ... help you to expand your knowledge of the argumentative writing ability?
GONI13	<p>Aaaa... mmmm... aaaa... In high school, I was a debater and sometimes when the opposite team ask me questions, I stuttered and I do not know how to answer.</p> <p>Because and... when they ask me questions that I don't really know how to answer, I became silent and I had to ask my teammates, my group mates to help me in... aaaa... answering but the questions.</p> <p>Aaaa... so, I still doing this argumentative essay by doing this delivery mode, mmmm... I increase and gain the way to answer back at this questions and also this opinions from them.</p> <p>So, this also, not only this help aaaa... this help in debating but also mmmm... help in... gaining my knowledge for the argumentative writing.</p>

	<p>So, aaaa... aaaa... it also make me think for ideas, like I say just now because... aaaa... a lot of opinions and ideas.</p> <p>Mmmm...this aaaa...delivery mode, we have to communicate a lot and the...aaaa... I have my own ideas to clarify and some did not agree with my idea, some did not agree with my opinion.</p> <p>And...by that, we could argue, argue and then by doing this essay, that essay writing ability, I get to use their information, I got to use their opinion also in the writing essay.</p> <p>Mmmm...so, there are also interesting topics to argue such as mmmm... for example, the news nowadays about the 'taufir' school to be stopped, so we can argue about the good and the bad of it being aaaa... executed right?</p> <p>Aaaa...some will say it is good because aaaa... for example the... the... the 'bekas menteri' [former minister] said that it's better to stop 'taufir' school because aaaa... they will not have a future.</p> <p>However, some of the citizens of Malaysia disagreed, because they...they also have their own opinions.</p> <p>So, by that we aaaa... by doing this delivery mode, we can expand on knowledge, the good and the bad, the benefits of aaaa... a lot of things, not only about mobile phones, about schools, about aaaa... about... being in a international school and a lot more. So, it also helps us in our daily life and it also support us.</p> <p>So, aaaa... it is aaaa... by doing this delivery mode, it is much better to understand the points and the elements, that is needed to write and argument essay, because when we do... for example me, when I do my argumentative essay, sometimes I do not know how to aaaa... answer... not even more than 3, but however when I do this along with more people, I get more information to do it and I can do it easily...because we share the information together and a lot of things could be figured out. So, aaaa... like I say just now, aaaa... the delivery mode aaaa... helps us in debating experience so... so...which can lead to helping our writing ability too...</p>
R	Is that all?
GONI13	Aaaa... mmmm... ya, and also we can learn new words such as counterargument, rebuttal aaaa... there is this point 'POI' in argumentating means, point of information. I guess and aaaa... we can point out our view or opinions during that time. Yes, that's all.
R	You mean the... group work has aaaa... help you a lot?
GONI13	Yes.
R	How about using the graphic organizers in the group?
GONI13	Mmmm...
R	How did the graphic organizers help you to expand your knowledge?
GONI13	Mmmm... I guess because... everyone needs to be... needs to contribute in this aaaa... in this activity, so it can help many things.
R	Aaaa... alright. In... in using the graphic organizers, how did the graphic organizers help you?
GONI13	Oh, aaaa... mmmm... when we take our notes, some of aaaa... sometimes the, our educators speak fast and we don't really understand. So, we use the graphic organizer to help us. And we copy from that, we learn from that.
R	Aaaa... you mention just now learn. How do you learn? How the graphic organizer assist you?
GONI13	Aaaa... aaaa... we can actually find from the internet, you tube...
R	Yes...
GONI13	Yes, and they do have ways and they teach us and they have... Oh! Oh! Mmmm... Oh!
R	Yes...
GONI13	Aaaa...they makes, they do this and then, they aaaa... they teach us how to argument our ideas, aaaa...fFor example, they will teach us... how to do side indention,... for side indention, reasons and conclusions.

	Yes. Even starting from my diploma, we had to learn it. For 4 th semester, and I'm in my 4 th semester right now, we had to repeat the session again and again, which through that we actually know how to organize these things.
R	Alright. ... Anything else?
GONI13	Nope.
R	Alright. Aaaa... what were the challenges ... that you came across aaaa... during the learning process, using the delivery mode?
GONI13	<p>Aaaa... there were a lot of pauses, because some of us do not really know aaaa... don't really have the idea of the subject, the topic so, it's a bit hard for us and we... we actually doubt our answers, and that means like, we don't really understand the topic. So, mmmm... it's a bit hard without the guidance from the lecturer because, mmmm... aaaa...for example, last semester for a subject, aaaa... we didn't even learn because the... the lecturer help us, told us just to do it and read our own book without her guidance, and we have to do a presentation every week, without her guidance.</p> <p>So, mmmm... while... while... we were doing the presentation, a lot of us got confused and aaaa... a lot of questions was asked, but we didn't really know the answer. So, and... and the lecturer also advise us and also told us that, we took it wrongly... all of the things wrongly. So that means, that's the bad effect without the...less guidance from the lecturer, because sometimes we do not really know the right, the exact topic.</p> <p>So, mmmm... so... aaaa... some of the group members have shared to give ideas. For example, aaaa... mmmm... one of them actually stuttered while talking because she didn't know her answers were right and she also use another language to deliver her idea, because she was shy. And, when I aaaa... doing this, will decrease the information that we will get. So, it will also limit our knowledge on argumentative writing because aaaa... like I said, without the teacher's guidance, aaaa ... and doing it by ourselves, we don't really know the overall opinions are right or not, and scientifically, statistically we don't know if it is right, accurate.</p> <p>And it's difficult to get ideas because ... for students we really have hope that... we have hope and we know that when the lecturer teaches us, it's the right, it is better than when we do it by our ourselves, because when the lecturer teach us, it's... they have a better explanation, and they have the reasons they will state off everything about the topic. And, they will also state the benefits, and the good. So, when we do it, when we do the delivery mode without guidance, some of us will, won't state everything. We will only state like a few words.</p> <p>For example, for the last, last time, we did the delivery mode, without the lecturer. Aaaa... we didn't have any ideas and ... and we pauses a lot because, there were no more ideas to talk about. Aaaa... and I think that is all.</p>
R	Just now you mention the challenges that you faced with your peers, during the group work...and also you face the challenges of not much help.
GONI13	Yes.
R	Aaaa...in the matter of using the graphic organizer, what are the challenges that you faced?
GONI13	Mmmm... so, sometimes... aaaa... because aaaa... sometimes when we use the graphic organizer, we have to mmmm... follow the... follow the... follow ' <i>dia punya aaaa... aturan</i> ' [<i>it's arrangement</i>]
R	Okay, arrangement.
GONI13	<p>Okay yes, yes. Introduction, reasons and conclusion... aaaa... when I use it that, it was very confusing, but by using the graphic organizer aaaa... sometimes it was a bit confusing, because since I was a kid, they don't really teach us properly about doing aaaa... using the graphic organizer.</p> <p>They didn't teach us the introduction, they didn't teach us the reasons... and aaaa... they didn't even ... aaaa... even they didn't do the... they didn't teach us the supporting details aaaa... in our aaaa... in our high school.</p>
R	Previous aaaa... previous school.

GONI13	So, when aaaa...when I learn about the... supporting detail and a lot more...it confused me...it confused me in doing my essay. Because we had to adapt the something that we didn't... we were taught. So, it was very sudden, and aaaa... we had, we aaaa... it was very challenging.
R	Alright. Aaaa... Alright, that was the challenges that you faced for using the delivery mode?
GONI13	Yes.
R	Now... how was your participation in the learning process, using the delivery mode?
GONI13	Mmmm...
R	The participation, how was your participation, active or passive? And please can you explain why?
GONI13	Aaaa... I think it was both... both active and passive.
R	Alright.
GONI13	Because...aaaa... for a while there were answers, for a while we were quiet, and there were a lot of...talking, and we had to like make upon our team pauses, because some of us didn't know, how to get the idea, how to mmmm... split out our idea. And, that's where I'm getting to use both because...some of the friends talk more, some of the friends talk less...because mmmm...because like I said just now, we had a lot of pauses because...we don't really have much idea together although we had a lot of people in the group but...yeah...It was about...it was actually active and passive at the same time. Mmmm... aaaa...
R	Anything else?
GONI13	No.
R	So, aaaa... the participation, you were active and you were also aaaa... passive?
GONI13	Ya.
R	Alright. Now, how do you perceive, aaaa...the benefits of using the delivery mode?
GONI13	Aaaa.. I think it help me making connection during writing and it can also help aaaa...my aaaa...my grades actually, because we can get more information and knowledge in doing this writing. Mmmm... and ...like I say just now, aaaa... I didn't know how to use the graphic organizer before taking my diploma. And...because of that I have to ask help from my friends and it help me in doing argumentative essay, because she had her own opinion, she had her, her own ideas, and it help me in my grades too. Aaaa... so the graphic organizer aaaa... organize the ideas aaaa... properly, by doing the introduction, the reasons aaaa... they aaaa... actually thought how to do the introduction, how to start with the aaaa... supporting details and aaaa... also mention that we should put about three supporting details... and examples, so...
R	You mean aaaa... help you in organising?
GONI13	Yes, help me in organising.
R	Organising an essay?
GONI13	Yes. It help me a lot and...aaaa... sometimes aaaa...I don't know how to do it and it actually confuses me. Aaaa...and the structure of essay becomes better actually even tough I do not really know how to use the graphic organizer. Aaaa..., but I know that...the structure of the essay is much more aaaa...properly...mmm...its, it's much better. Because, aaaa...when we...before doing this diploma, before learning graphic organizer,my essay was quite mmmm... staggered ya...
R	You mean this is the first time you are using it?
GONI13	Yes. Before this, I just aaaa... I just write my essay.
R	Don't your lecturer aaaa... assist you with aaaa... use of a...
GONI13	Lecture yes, but I mean in high school.
R	Now?
GONI13	Ya.
R	But aaaa...how do you find the previous one during the experiment? How do you perceive the benefits?
GONI13	Oh! mmmm...mmm...yes, it much structured. Although it's aaaa...for example, the last time...before doing, before learning the graphic organizer, I didn't even inserted

	examples, I didn't even insert supporting details. I just jump into the.. into the ... into the main point. Yes, without inserting examples.
R	How about other elements in the graphic organizer? Can you remember?
GONI13	Mmmm...
R	Rebuttal, counterargument?
GONI13	Aaaa... ya! Aaaa... rebuttal when you have to repeat...
R	I mean, how... how do you perceive the benefits?
GONI13	Oh, benefits. Mmmm... it adds my knowledge, we had a lot more ideas, and... mmmm...make, help me in making connection during writing because sometime you can communicate with others, and they will give us ideas and we can even give them ideas.
R	So, anything else you would like to add regarding the benefits of using the delivery mode?
GONI13	Mmmm... Oh! yes. Aaaa... so...
R	Yes.
GONI13	Aaaa... so...
R	So, never mind it's okay. Ya, you have anything else to say aaaa...about this aaaa... the delivery mode?
GONI13	Aaaa... I think it's better for aaaa... I think it's better if we use both in this government, right now in the school, in the colleges...
R	So, you are suggesting?
GONI13	Yes. I suggest it. I think it's better because... I think aaaa... I think we should use both of the mode, delivery mode and also with guidance...the guidance from the lecturers.
R	I see. So, you are telling that must add guidance...proper guidance...
GONI13	Yes. Proper guidance also, because it's important to know whether... what we are thought, aaaa... what we are delivering and what we are discussing is accurate.
R	So, not only aaaa... between your peers, but you are also telling that aaaa...the guidance from the lecturer is more appropriate.
GONI13	Yes. Much more appropriate.
R	Alright then, aaaa... anything else you would like to say?
GONI13	I guess no.
R	Okay. If that's all, I think that's all for this session. I would like to thank you so much aaaa...
GONI13	Thank you.
R	For being here today. Thank you.
GONI13	Thank you.

Remarks: R: Researcher

GONI13: Participant from GONI delivery mode

Sample of Interview Transcript (NGNI Group)

R	Hi, good afternoon.
NGNI14	Good afternoon.
R	Aaaa...I would like to thank you for coming for the interview today.
NGNI14	Okay.
R	Aaaa...Shall I call you NGNI14?
NGNI14	Sure.
R	Okay. Shall we start now?
NGNI14	Yes, of course.
R	Alright, my first question, how was your overall learning experience, using the delivery mode? Can you please explain?
NGNI14	<p>Well, most of the time I find it's not motivating, but the lectures is really... less interesting but they are using the same method which is, may with that have exist long years ago and, it's kind of not helping me at all, because yes, because like people nowadays or students nowadays wants something that is more helpful, something that is more aaaaa...like very simplest way method, and aaaaa...most of the time like I really have aaaa...problems in how to begin my essay writing ever since my high school.</p> <p>And even until now I really don't know how to begin my essay writing which is I, find it it's really worst. It's really bad because I don't know how to write my essay. And then, I do feel mad when I comes to essay and I'm not really excited, because, it's boring and also...I have to seat in a place and just keep thinking what, what I have to write and it's really stressful. Because sometimes, the time that have been given to write an essay is one hour but I can write but I only start to write the essay...aaaaa...on 30 minutes before the, the times end. And aaaa...I didn't get to finish the essay.</p>
R	You mean you will be thinking about on how to write and all that?
NGNI14	Yes, on how to start, on what to, what I have to write and it's really bad.
R	Alright. How did the delivery mode aaaa... helps you to expand your knowledge of argumentative writing ability?
NGNI14	I don't know but, I know that I must write content.
R	Alright.
NGNI14	But, I don't know what content to write because, sometimes the content is like aaaa...the topic itself aaaa...is really hard for me to understand and also the...It's hard for me to elaborate, to find the content for the topic. Something is like not aaaa...easy for someone in a age like me to do it.
R	In terms of knowledge, how this delivery mode had expanded your knowledge? So, are you saying that the aaaa...not much that aaaa...knowledge that you get?
NGNI14	<p>Yes. I didn't get much knowledge since the class itself during the class session, the teacher or lecturers not much helped me. Like I aaaaa...it's hard for me to understand what the lecturer said, it's hard for me to understand what the lecturers try to teach.</p> <p>Because sometimes the lecturer itself, themselves aaaaa... teach so many things at the same time and expect us to be good at it in a short time. So, that's really hard for me to catch up with everything that the lecturer have it.</p>
R	So, do you think the delivery mode really helps you to expand your knowledge?
NGNI14	No, I don't think so.
R	Alright. Now, what were the challenges that you come across, during the learning process using the delivery mode?
NGNI14	First thing. First, I really don't know how to start my essay like how I said it earlier.
R	Aaaa...Can you please explain? Why?
NGNI14	Why? Because, the technique that have been given is aaaaa... not easy to memorize.
R	Alright.
NGNI14	And also, it is something that so typical that, couldn't even remember that aaaa...It's really hard for someone to remember that kind of aaaa...technique during aaaa...the writing test or...
R	Can you explain the technique given?

NGNI14	<p>The technique for example like, using aaaaa...using the key words in the question or on the topic that has given.</p> <p>But, sometimes when I did my test, my writing test or anything, aaaa...I have aaaa...How do you say aaaa...blackout, it's not blackout but...blank. I become blank and I can't think of anything, so it's like even the simplest technique or simplest technique that lecturer say is like, it couldn't cross my mind.</p> <p>So, I couldn't answer it, so I want some things like aaaa...really, really simple like aaaa... you know they can give somethings like acronyms or anything that symbolize the techniques. And I also find it the challenge of my is aaaaa...organizing my ideas.</p>
R	Mmmm...mmm...
NGNI14	Aaaa...lecturer always ask the students to aaaa...to organize their ideas by doing the structure like list one by one and then, rearrange to the most important to the least important. But, I always forget about it, so I just write anything that I think. Anything that, I have...
R	Anything comes to you?
NGNI14	Anything that anything comes to me, I just write it. And then...
R	Any other challenges?
NGNI14	Aaaaa...structuring the paragraph, I think that's really hard.
R	Mmmm...mmm...
NGNI14	Because, I don't know which is more important and which is not. So, I don't know how can I rearrange the point and aaaa...make it to a paragraph.
R	Mmmm...mmm...
NGNI14	And then, I just aaaa...write anything and then and end up it looks aaaa...and then it looks so messy, with a lot of information and then it mixed up with something that is not even important at all. So, I think aaaa... that reasons...
R	You mean not organized?
NGNI14	Yes. It's not organized at all.
R	Any other challenges?
NGNI14	Aaaa...the lecturer's explanation is also is not very clear to me. Like he or she want to say, want to explain something but, it's like he want to explain but sometime not. It didn't get me. So, I just find it difficult for me aaaa... so, like...mmm...
R	You mean you can't understand?
NGNI14	Yes, I can't understand.
R	Mmmm...mmm... You mean their explanation?
NGNI14	The explanation...yes, the explanation, so I aaaa...
R	Never mind, it's okay. Any other challenges that you came across?
NGNI14	Aaaa...
R	During the learning process...
NGNI14	I really have minimal knowledge on how to put into words.
R	Okay.
NGNI14	When were the arguments.
R	Mmmm...mmm...
NGNI14	Which aaaaa...I don't know whether it is my fault or the lecturer's fault. Because, sometimes the lecturers give aaaaa...less exercises on how to write the writing. Like they are more to like lecturing on the techniques. They didn't give time for us to practise on how to write an essay or arguments. And then, the topic is just keep recycle. They use the same topic every time we want to write and it's like aaaa...the aaaa...how do you said it aaaa...the essay itself not aaaa...
R	What is it?
NGNI14	It's not...
R	Challenging?
NGNI14	It's not challenging. It's not something aaaa...It's not how it said...
R	It's dull?
NGNI14	Ya, [Yes] very dull of course...
R	You mean aaaa... same topic they were using for weeks?
NGNI14	Yes. Usually it's the same topic... It's very...

R	Mmmm...mmm... alright. Now, how was your participation, in the learning process aaaa...using the...delivery mode?
NGNI14	I'm really passive. I usually just stare at the whiteboard or aaaa...play with my phones and then listen to music. I really a passive student in class. Because, lectures so boring like so, so boring that I think, I don't know whether it's the age of the lecturer that makes it boring...
R	I see...(Giggles). Okay.
NGNI14	But, yes, she is just like the typical aaaa...how do you say it aaaa...It's like principle teacher at school...
R	Mmmm... mmmm...
NGNI14	She is very strict and I don't know, no emotion at all when teaching.
R	Okay.
NGNI14	And then, the slides also very old school, like the one you see in aaaa...motivational sessions or source...
R	(Giggles). Okay.
NGNI14	It's boring so, so it's not very much help since, they also the voice projection is not that loud.
R	Mmmm...mmm...
NGNI14	And, the classroom start to become very dull, and everyone just keep quiet and just aaaa...sometimes some of them be like "This class is so boring lah, we should go out" something like that. So, I understand because I'm also a passive student, I'm not participate any of the activities in that class. I would rather just keep quiet and do my own things.
R	Alright. That's your participation overall. So, are you saying that it's active or passive?
NGNI14	It's passive.
R	Alright. Alright now, how do you perceive the benefits of using the delivery mode? I mean how do you see?
NGNI14	I find it very less helpful in essay writing, since during the lecture mode aaaaa...the lecturer itself is not explaining things very well. And also, the aaaaa...things that they explain is very hard like it's not our standard to learn. I think more like degree or PhD standard, which is not suitable use for us.
R	Alright.
NGNI14	And also, the classroom is quiet, so of course we can easily lose focus...
R	Mmmm...mmm...
NGNI14	Because no one would like to participate in that class, because they find it it's really boring.
R	Mmmm...mmm...
NGNI14	Because, we have to seat for long hours and we become stress. So, the students become tend to be tired and the class...also aaaa...start at the evening...So, of course people gets sleepy and hungry, and cause boring.
R	Okay, anything else?
NGNI14	Aaaa...that's it.
R	Alright now, aaaa...now how do you think aaaa...the delivery mode that you mention just now can be improved?
NGNI14	I think they can...like what I have, what I have learned aaaa...in my diploma...I think the most important thing is, lecturer have to find ways or new techniques to improve aaaa...the students essay writing and make it much more interesting or like aaaa...you can, you can just do games or you know like something that can enhance the student's skills, writing skills not just by sitting on a chair and listening to the lectures. Because, that really not helping at all. Aaaa...and also most importantly, I think the intonation and also the voice projection because sometimes the lecturers speak so slowly like so slow and then so monotone I was like, I don't know whether they never eat or like when the...when the lecturer itself not very excited to teach us, then of course we are not very excited to learn, since their facial expressions that say anything that 'I hate you guys, I don't even wants to teach you' it's like, it's really boring. So...
R	I see...
NGNI14	I feel like it's really boring. It's not like that they hate us, I know they did not hate us but it's like aaaa...they itself look so boring. Like why I have to teach you, because it's really

	boring. So, of course we don't want to learn, like we don't want to aaaa...get into the class, just sit and listen. We are like two hours, without any break or aaaa...ya, [yes] I think that's aaaa...I think there is lots more to improve actually...
R	In terms of technique, aaaa...what technique do you think the...lecturer can use it in argumentative writing especially?
NGNI14	Aaaa...I think the techniques like they need to aaaaa...I think they need to do somethings that simple that the aaaaa...that we have right now. But maybe...
R	I mean, how do you think the lecturer can involve all the students in the class?
NGNI14	Of course, like a game like aaaa...They have this, I have this one lecturer in during my semester one, and that is the best class I went. That's the best class I had ever have aaaa...in my whole life aaaa...where they use this apps or website called 'KOHOD'. I find it really interesting and really fun, I can memorize things very easily and also, it's very aaaa...colourful which can easily attract aaaa...myself and also other students. And aaaa...it's really helps a lot, using that apps, I mean that website.
R	In terms of collaboration among groups members and all that... What do you think?
NGNI14	I think aaaa...
R	Like just now you mention, that the aaaa...delivery mode aaaa...is like boring, you are not involved, yourself aaaa... You are with your own. So, is the aaaa...if there is anything to do with collaboration among the group members, do you think it will be active?
NGNI14	Aaaa...I don't think it would be active even if we, even if I collaborate with any students, it make us aaaa...when it's in group, and then divided by two or anything aaaa...and then aaaa...two games with that lecturer, if that lecturer itself is not even...how do I say this... even helpful...or...
R	Motivating.
NGNI14	I don't think it's helpful because the reason is, it gets boring, so even if you do in group or anything, it stills get boring.
R	You mean the lesson is not lively?
NGNI14	Aaaa... yes. The lessons are not lively.
R	Alright. Okay now, before we end our interview question, anything would you like to say about the delivery mode? Your experience? Overall...
NGNI14	I just think that, lecturers nowadays really need to improve a lot and they shouldn't stick with delivery mode old style lecturing. Because, students nowadays are not like students back then. Students are nowadays are, you know exposed to telephones to aaaa...you know telephones that has Instagram, and apps that really interesting, so they need to find ways that aaaa...that can, that include using smartphone, or apps... like that is very interesting like games, not only just stick to that boring lecturers, lecturer like the slide, you know the slide...
R	Projector?
NGNI14	Yes, the projector. That is really boring.
R	Mmmm...mmmm...Alright. Is that all, or you would like to add anything?
NGNI14	No, that's all.
R	Alright, NGNI14 aaaa... I think that's all for our interview session today. I would like to thank you very much for coming for the interview.
NGNI14	Most welcome.

Remarks: R: Researcher

NGNI14: Participant from NGNI delivery mode

APPENDIX 32

Sample of Video Recording Transcript (Group 2 of the GOIS Delivery Mode)

Agent	Line	CE: Discussing an Argumentative Topic: 'Studying at home is better than studying at school. Do you agree?' CS: Group Discussion Using Graphic Organizer
Facilitator	1	"If you select aaaa... need a volunteer, volunteer... note taker... yeh..."
	2	Alright, you have your favourite person?
GOIS14	3	"Husna"
Facilitator	4	"Husna. Aaaa... okay."
	5	"You know your task?"
	6	"You don't just have to reflect on people but you have to prompt them, okay?"
	7	Ask them, okay. You need a writer, note taker... aaaa..."
GOIS09	8	"Alia... aaaa... Alia."
Facilitator	9	"You? Alright."
GOIS02	10	"Aliah."
GOIS14	11	"And..."
Facilitator	12	"And Natasha. (<i>Pointing towards GOIS02</i>).
	13	It's easier, okay
	14	"Next, to it's easier, so that they can communicate easier but although you are a note taker, you still have to give your opinion."
	15	"So, aaaa... and when you are talking, please make sure that you are properly pronounce or well pronounce or what you are saying. You don't want to mumbling in your pocket, ya." (<i>Looks inside his pocket</i>).
	16	"Alright, talk to your friends and this are the notes that you are going to do. So, you pass the tasks." (<i>Distribute the tasks to each group member</i>).
	17	"Okay, aaaa... before you begin, I would like to brief you on the aaaa... all these three boxes and also all these reasons."
	18	"So, I mean you need need to transferring your idea into it and you know what is actually you are doing."
	19	"So, if you look from the top, so, aaaa... so this is actually a bit aaaa... your thesis space on your opinions, right?"
	20	"Alright, what do you think about okay... aaaa... your essay aaaa... mmmm... you have to write about the 'home schooling' and also this school, evidence, and so, it's actually need a few ideas from that. Alright."
	21	"You may need those ideas, so, you got six, okay, or six more ideas, but none the less, okay, aaaa... from all of this, but listen to your friends, okay?"
	22	"Then try to confirm it then, alright?"
	23	"Aaaa... alright, as we go on perhaps you see some of the difference you realise, this is your idea you can collect it but you have not taken and what is actually need from majority, but something which is very much formal, okay, what is yours from the thesis, alright."
	24	"So, I will leave you, i will be in another room for group discussion for ten to fifteen minutes and I will be back to check on you."
	25	"So, can start now."
GOIS09	26	"So, okay. What you guys think about the topic?"
	27	Studying at home is better than studying at school? What do you think about it?"

GOIS30	28	"Mmmm..."
GOIS14	29	"Studying at school is better."
GOIS09	30	"Why? Why, do you think studying at school?"
GOIS14	31	"Aaaa... I think the students..."
GOIS09	32	"The environment?"
GOIS14	33	"Ya, [Yes] the environment can emmm... compete with each other, so, they have their spirit because the environment, once they commit to each other, maybe she get aaaa... 'A-', so I want the 'A+' so, we have that feelings to complete each other to show that we are good where..."
GOIS09	34	"(...)."
GOIS14	35	"Yea."
GOIS09	36	"If you don't mind, what about you, Safwa?"
GOIS30	37	"So, my opinion at school is much better because I think that aaaa... at school we have (...) that we can aaaa... ask them when we want ask them something, aaaa... Rather than at internet home aaaa..."
	38	"We don't have any teachers to give us..."
	1	"You feel you understand we just... just based on aaaa... the internet, which we don't know, which (...) on time."
	2	"And we are easily gets bored. That's my opinion."
GOIS09	3	"Aaaa Syasss..." (<i>Group members giggles</i>).
GOIS05	4	"Aaaa... perhaps for me, I think aaaa... Studying at school is better because aaaa... Because school got friend, okay
	5	"So, we can ask aaaa... (...) we don't know aaaa...but doing aaaa..."
	6	"Doing the group discussion, so they can exchange their opinion and ideas and we can..."
GOIS09	7	"So, for me, I prefer studying at home..."
GOIS05	8	"Why?"
GOIS09	9	"Because, you know, aaaa... for study at school because you have to go to school in the morning, because you want to learn something that is enjoyable."
GOIS14	10	"Aaaa... ha."
GOIS05	11	"Yea... yea"
GOIS09	12	"You know, what I am telling, right?" (<i>Looking at the group members</i>).
	13	"So, I want, I prefer studying at home."
	14	"So, what does both of you think about it?"
GOIS13	15	"I prefer free. I..."
GOIS09	16	"(...)."
GOIS30	17	"Yea."
GOIS09	18	"Why? Why do you think it's (...)"
GOIS13	19	"Because let's say if you are studying at home and you seem to think that Aaaa... It's because not all of the internet can be trust because with this something that and but still there are lots of (...) we search for game and instead there are lot of like in (...) the appropriate aaaa...advertisement."
GOIS09	20	"Okay. Let see, let's say studying at home is like more comfortable."
GOIS14	21	"Ya." [Yes]

GOIS09	22	"So, if you say (...) I don't think studying at home, because we have our own (...) we can do anything, if you in class, you still see share ... But (...) shows that (...) sometimes you want to trust them, right?"
	23	"You agree with that."
	24	"You agree with me? Okay."
	25	"Let's see, let's say home school you have certain game (...)"
GOIS14	26	"Aaaa... but... aaaa..."
GOIS30	27	"We studying at school, we have friends and our...aaaa...social skill will (<i>Looking at GOIS14</i>) will be better because at home, we have our (...) our siblings just that by emmm... school, we have new environment which we need."
	28	"So, many people, just that so many people, friends like good friends and just change your opinions like what I said just now and aaaa... at school you can get friends but at home you just stay by your window and (...) or siblings, so the school aaaa... at school much... much... (<i>put her both hand together</i>) more bigger than at home."
GOIS14	29	"And at that point also, like I said just now, aaaa..."
GOIS09	30	"Which point?"
GOIS14	31	"The teacher didn't notice (...) aaaa... I think the students also can meet personally to teachers to ...their teachers, it is actually better to make the students (...) and smile aaaa... Personally need to...because..."
GOIS09	32	"You know that not all are like that because aaaa... We all have this school right? Not all of you would like to personally. So, if you want to ask (...) in the class, so you know what I mean, right?"
	33	"So, if I still... I still want to stay on my opinion that because you say about environment, you feel you really need to (...) we have our neighbours, even if they (...) in flat or an apartment, (<i>touching GOIS02</i>) sorry about that..."
GOIS02	34	"It's okay, okay."
GOIS09	35	"Even tough (<i>laughing and giggling</i>) even the apartment or flat, so you have your neighbour, right?"
	36	"So, what? It's the same."
	37	"You know, you also have the envi...environment, you know but you have...let's say..."
GOIS14	38	"The environment, you know..."
GOIS09	39	"And environment also...wait, wait." (<i>Waving her hands and showing sign asking GOIS14 to stop because interrupting her speech.</i>)
	40	"It is also that you know read essay, your friends may never from school and (...) so... you feel I was there (...) but sometime studying at home even more knowledge but they say because (...) ask many thing."
	41	"So, you get more knowledge than in school. You are with me, right?" (<i>Looks at GOIS14</i>)
GOIS14	42	"But, when environment, you group up, and that environment from kids until you are adult, so the environment is still the same."
	43	"Right? Ten years before and even still the same"
	44	"Ten years after and still the same."
	45	"Your... social, yes, social is still in this particular situation which is you don't have any... you know, Aaaa... you... you... new environment, meet at new people, meet at new, you know?"
GOIS09	46	"You have, okay."
	47	"You are very kind (...) study at home is not about your environment but it is about study."
	48	"You tend to do is think about environment. So, do you have ...?"
GOIS14	49	"Do you have any experience study at home?"

GOIS09	50	"I not (...) a few friends..." (<i>giggled</i>).
GOIS14	51	"A few friends?"
GOIS09	52	"Few friends their level is higher than me because sometime I was be here, but sometime at some point, we don't really understand the just say because we...we don't like, you know we are like...let's say something on something must have (...)."
GOIS14	53	"(...)."
GOIS09	54	"Aaaa... ya." [yes]
Facilitator	55	(<i>Facilitator joins in</i>). "Okay, guys. Okay, aaaa... So far aaaa... what have you discussed?"
Group members	56	"Aaaa..."
GOIS02	57	"From what I..."
Facilitator	58	"No, no, no, I seen you are talking about the environment thing and stuff...alright, okay."
	59	"So, aaaa... home school? Aaaa... okay, home school has the environment, is it?"
GOIS02	60	"Ya." [Yes]
Facilitator	61	"So, home schooling, home school may be has the environment but what about the facilities?"
	62	"Aaaa... You should find the thinking to as aaaa... facilities, alright. Maybe the needs to be aaaa... (...) what type of student more suitable, okay?"
	63	"Home schooling, (...) get students okay, (...) alright, so maybe you may use your experience also, alright?"
	64	"So, as you listen to your friends, you need to include the points that you have listed, file your own copy, okay?"
	64	"For the group copy, you just listen, okay."
	66	"And I please (...) to me, okay, but also some part, okay."
	67	You, (pointing at GOIS14) if you are willing talking too much, okay, and the..." (<i>smile</i>).
	68	"It's okay to talk but you can ask your friend, ask your friends to join okay. Okay"
	69	"You can ask her or she about or... share in your group."
	70	"Okay, guys, I have to check on another group now and I will be back."
GOIS09	71	"So, guys (...) right?"
GOIS05	72	"It's like actually, I think aaaa... both studying at school and your practice at home aaaa...have the more pros and cons, okay"
	73	"Aaaa... like studying in school have aaaa...I feel don't understand certain subjects, then ask your friends, ask your teachers, ya and ask for guidance from the teachers aaaa... and then at home they can ask about what the teachers have (...) in school, aaaa...and your practice at home the same, internet at home... or ask your siblings." (<i>GOIS09 whispering to GOIS02</i>).
GOIS02	74	"Aaaa... (<i>looking at group members</i>) in my opinion, I prefer studying at home." (<i>Giggled</i>).
GOIS09	75	"(...)."
GOIS02	76	"Because, aaaa... like I have being with friends I study at school aaaa... my teacher often ignore me, like I see that but and my teacher, ya [yes] does not notice me when I want to ask her question."

	77	"So, aaaa... I think when we study at home, we have aaaa...the teacher which...home only focus on us and when we ask question aaaa... she or he can answer us like personally..." (<i>Looking down trying to recall more ideas</i>).
GOIS09	78	"What about Alia?"
GOIS13	79	(<i>Looking at GOIS09</i>). "Feel that studying at school."
GOIS09	80	"Studying at school, aaaa... I don't know, I still...I still...I still stick to studying at home because you know like (...) okay, that's school, you have time but you have some test and you know but at home sometime when you have so many students, so many like you have (...) may be like geography or what, so sometime you know like you're (...) cannot take anymore."
	81	"So, you need break. When you go to school, sometime the teacher just came in and then ne... ne ... ne... sometimes you don't really get anything about that, right?"
	82	"Anyone?"
	83	"Ayu, do you think... okay."
	84	"You been to school, right?"
GOIS05	85	"Yes."
GOIS09	86	"So, do you get all the (...) at school?"
	87	"Do you?" (<i>Pointing to GOIS14, GOIS05 and GOIS13 and all the group members giggled</i>).
	88	"Do you think you get everything. (...) right?"
	89	"So, you don't go to school, you get everything because... sorry because aaaa..."(<i>looking whether the facilitator around</i>) and because when you stay at home, (...) nobody support them, they have (...)"
GOIS30	90	"But, aaaa... there is someone my 'kampung' [<i>village</i>] mate aaaa...without that one person have so called (...) show that mastered subject that you have to (...) right?" (<i>Facilitator joins in</i>).
	91	"So, the one year cost is higher."
	92	"Rather than at school, you have all have to master the particular subject, you have ask directly at that teacher without aaaa... without having to pay them with any higher price."
Facilitator	93	"Ya, [Yes] that's the cost. Aaaa..."
GOIS14	94	"You just have to pay the 'PIBG'." [<i>parent teacher committee</i> .] (<i>All the group members laugh including the facilitator</i>).
Facilitator	95	"Okay, ya [yes] I like the idea too."
	96	"Think about how much you have to pay if you (...) in again in many people and then maybe on how much money you get and... Alright."
	97	"Have you got all the three reasons?" (<i>Facilitator starts asking questions, discussed with the group members on the task and instructs them to write down their answers to the space provided in the graphic organizer. Then, the facilitator walks away to check on another group</i>).

Remark: CE: Communicative Event

CS: Communicative Situation

Sample of Video Recording Transcript (Group 3 of the GONI Delivery Mode)

Agent	Line	CE: Discussing an Argumentative Topic: 'Should students be banned from taking mobile phones to school?' CS: Group Discussion Using Graphic Organizer
GONI13	1	"So, I just disagree with this statement because student can look out for information and there is a lot of things that they can do by making for the information. "
	2	"Aaaa... for example, mmmm... whenever the teacher says about something that they don't know like the students don't know when they are in schools, so they might share through the phone."
	3	"So, they don't have to do their homework because it is so much of time."
	4	How about you guys?"
GONI14	5	"But, if they bring their phone, the student, they might focus on their skill, they need to search based on the teacher ask them to do, they, they look out for the book because that are they need, feel... I mean like..."(<i>asks GONI07 for help</i>).
	6	"Concentrate. While, when they use phone they may not search on the thing teacher ask."
GONI07	7	"How about you guys?"
GONI05	8	"I think the students will be distracted because (...) because of the reason."
	9	"Sometimes students lost their focus, right?"
	10	When they are not search for the example...that yes."
GONI08	11	"It's my turn."
	12	I think, okay lah.
	13	Because it is the student kan, sebab [right, because] public phone kita macam rosak sebab [our public phone is spoil because] aaaa... vandalism aaaa..."
GONI14	14	"But, now days in school they not, they not really provide public phone <i>tau</i> [you know], sometimes at the discipline room, they have the phone for student to contact their parents or they may call someone that for existing call."
	15	"How about you?" (<i>Looks at GONI07</i>).
GONI13	16	"So, I think that will also maybe (...) for the students to call.
	17	May be for example (...) students emmm...trying to call their parents and then, or call for emergency because here are lot more students who are (...)."
GONI14	18	"But, they can ask (...).
GONI05	19	"If the students have (...) they can use their teacher's phones or someone else..."
GONI14	20	"And get the (...)."
	21	"How about you?" (<i>GONI14 looks at GONI07</i>).
GONI07	22	"Students may take their phone, but they show off (...) emergency..."
GONI13	23	"Right. I agree with that."

GONI14	24	"Maybe they can bring the curriculum session and not the lecture."
GONI13	25	"Aaaa... don't you guys think that it will be better if students re allowed to take their phone to school but the teacher will gather up all the phones and (...) whenever they are needed, when they need to search something they are allowed to use it."
	26	"But, after the searching is done, the teacher can collect the phone back."
GONI14	27	"It's okay. But, I prefer students searching for their things from the book, so they develop aaaa... more..."
GONI05	28	"Knowledge."
GONI14	29	"Aaaa, knowledge. So, sometimes they searching it always, time is delay, so, based on their ideas." <i>(Group members start to write their points).</i>
GONI13	30	"Maybe, maybe, I guess aaaa... may be just like aaaa... Fifty, fifty percent of chances that students can (...) can take it negatively and also positively. Based on their selves."
	31	"Then mmmm... acknowledge aaaa... and that it's good or bad?"
	32	So, anyone else want to say anything?" <i>(Group members giggled among themselves).</i>
GONI14	33	"Some of... some of your points (...)"
GONI07	34	"(...) next the smart phone."
GONI13	35	"Aaaa... high school, library (...) if you got card, when you go to school..."
GONI07	36	"Prepaid card."
GONI14	37	"Never."
GONI13	38	Aaaa... You never?
	39	"You never (...) got phone when you go to school."
GONI14	40	"Only (...) yes, but during lecture time, no."
GONI13	41	"I always brought my phone to school and I got caught."
GONI07	42	"Really?"
GONI13	43	"That's why, that's why I disagree very much with this, [...]"
GONI02	44	"I once get caught by a teacher." <i>(Group members laugh loudly).</i>
GONI14	45	"That is nice."
GONI02	46	"He asks me, how about open (...), but, but I don't like because I don't know how to lie."
	47	"I don't know."
	48	"He said hantar kat warden." [send to the warden.]
GONI08	49	"Aaaa... (...). Itu yang main kelakar juga, and then rasa macam tak puas hati sebab aaaa... Cikgu disiplin tu, buka apa yang ada dalam phone tu..." [That was funny too, and felt not satisfied because aaaa... the discipline teacher will open what is inside the phone] "No privacy, ya." [yes]
GONI14	50	<i>(Repeat after GONI08).</i> "Ya, [Yes] no privacy, ya." [yes]
GONI07	51	"That's why..."
GONI13	52	"That's why you should disagree with this..."
GONI08	53	"Yes."

GONI05	54	"The main reason."
GONI07	55	"(...)"
GONI13	56	"For the first, when I step into the school, I wanted to buy phone, in order to get the information you know, (...) but then after being caught a lot of time, I insaf. [realise]. I don't want to do that again."
GONI14	57	So, I think the reason is they always want to get advantage of the information but they are not."
GONI05	58	"They will lose their trend, right?"
GONI14	59	"Yes." That's right." Now, we have to got (...)."
GONI05	60	"Ambil selfie." [Take selfie.]
GONI14	61	"Take selfie on that."
GONI13	62	"But if mmmm... for me, aaaa... You guys aaaa... semester two and three, you guys learn languages, right?"
	63	"Like Arabic, Chinese or French, so what if you guys don't know the answer and then may be err...as you guys know emmm...for some students they ignore when ask questions and some of their friends also even don't even answer their questions."
	64	"So, what if they want to look for the meanings of the language, you know some of the students as you guys see, whenever they don't know the direct translation of the languages, the word, look out for the....have you all done that"
	65	Aaaa... that what I want to.... But, emmm...some of the students emmm... who go to Chinese school or other schools that have their other languages, most of them will search (...)."
GONI07	66	"Maybe they will ask their friends..."
GONI14	67	"Use the old method, old methods like how our teacher doing, right? Before use the manual."
	68	"That is more effective learning actually. "
	69	"Sometimes the internet not everything is correct." <i>(Group members node their head and laugh).</i>
GONI13	70	"What if flow chart?"
	71	"Class flow chart?"
	72	"Ya, [Yes] (...)."
GONI05	73	"I think actually the school will not give task like that."
GONI14	74	"Normally flow chart..."
GONI07	75	"(...)"
GONI13	76	Ah, yes. That's what I mean aaaaa"
GONI14	77	"Right now they have 'PIBG' [parent-teacher committee] group, right?"
	78	"Aaaa... direct to parents."
	79	"More effective than student." <i>(Group members laugh).</i>
GONI14	80	"How about the case the student... taking picture of the teacher and then they thought (...)"
GONI13	81	"How about whenever they want to, want to answer they have searching you got ...?"
GONI05	82	(...)
GONI14	83	"Wow! we have (...)"
GONI13	84	"We have the teacher or mother." <i>(Group members laugh).</i>

GONI14	85	"That really, really effective, they don't understand whether (...) because sometimes always got (...)".
GONI13	86	"Okay, what?"
GONI14	87	"May be ask their friends that (...)"
GONI05	88	"Sure."
GONI13	89	"They will do it themselves, mmmm... if they are more mmmm... if they more (...) subject without teachers mmmm... introduce... for example, that the question they don't know, they will do that alone (...)"
GONI14	90	"Yes, it depends on that (...) give that self, they want to increase their skill, they will put so much of opinion."
GONI13	91	"Do you still agree (...) to this, still got ..."
GONI14	92	"May be."
GONI13	93	"Is anyone else like one hundred percent confident that..."
GONI05	94	"Because that is bad and good side." <i>(Group members nod their heads and start writing down their points and whisper among themselves).</i>
GONI13	95	"Anis, how about you?" <i>(GONI07 whisper to GONI14 and smile).</i>
GONI13	96	"Annisa, how about you?" <i>(GONI08 scratch her head).</i>
GONI14	97	"Is there, is there any? "Tak ada." [Don't have].
GONI05	98	"Any experience or...?"
GONI13	99	"What your... What your..." <i>(Looks at GONI08).</i>
GONI08	100	"Okay, the phone macam masuk universiti kan, phone boleh bawa tapi student macam andai nak bezakan [it's like entering the university, you can take the phone but they some sought of want to compare] you know, that's why".
GONI14	101	"That's why we need to bending [avoid] that from (...)."
GONI13	102	"Ah, do you think students are allowed if they bring their phone while ..." <i>(GONI14 whisper something to the group members).</i>
GONI13	103	"Okay."
GONI14	104	"Why you bring the phone to school?"
	105	"You want to play?"
GONI13	106	"Aaaa..."
GONI14	107	"Want to play, don't come school."
	108	"Do you have any experience of your friends taking picture of your teacher and then they post it?"
GONI13	109	"(...)"
GONI14	110	"Yes, in the <i>Media sosial.</i> " <i>[Social media]</i>
GONI08	111	"Ya" <i>[Yes]</i>
GONI05	112	"No. Because my school is good people."
GONI13	113	"I most probably with her." <i>(Group members laugh).</i>
GONI07	114	"So, did your school allow you to bring phone?"
GONI05	115	"No, because soon going to..."
GONI14	116	"(...)"
GONI07	117	"You need to bring..."
GONI13	118	"No, that's why I disagree with the topic."

GONI14	119	"Some government schools they allow, right?"
GONI05	120	"In my school, the student wants to bring their phone, they need to give but some of the boys do not want... they susuk aaaa..."
GONI14	121	"Susuk?"
GONI05	122	"Sorok" [hide]. (<i>Group members laugh loudly</i>).
GONI05	123	"So, so sometime they, they caught by warden so, sometimes they success."
GONI14	124	"Regret of bring the phone."
GONI05	125	"No, no. They (...)."
GONI14	126	"Everything (...)."
GONI05	127	"They always bring."
GONI14	128	"But, (<i>starts laughing again</i>).
GONI08	129	"Kalau kat sekolah, kalau cikgu cikgu rampas pun, cikgu dia akan bagi balik." [At school if the teacher take away the phone, they will return back]
GONI13	130	"Ah, yes. Aaaa...after one month."
GONI08	131	"I (...) for seven months."
GONI13	132	"Oh..."
GONI05	133	"I have two years." (<i>Group members laugh</i>).
GONI05	134	"Lepas tu beli phone baru." [After that buy new phone.]
GONI08	135	"Kalau kita orang tak ambil dia orang akan jual." [If we did not take it back they will sell it.]
GONI07	136	"Di mana ya?" [Where was it?]
GONI08	137	"In my school." (<i>Group members whisper something among themselves</i>).
GONI13	138	"So, what you guys think about, aaaa...I mean, why do you disagree with my claim?"
	139	I disagree... [...]" (<i>GONI13 reads aloud the argumentative topic</i>).
	140	"Why do you disagree with my claim?"
GONI05	141	"I am not hundred percent disagree but like we say just now, there is a bad effect of taking the phone, (...) at the school."
GONI07	142	"We should avoid..."
GONI13	143	"Oh, oh, should avoid. I agree with Anis's statement that it should be avoided and so... what is your conclusion?"
GONI14	144	"I think we should avoid." (<i>Laugh</i>). "Should avoid."
GONI05	145	"Better situation like that. Better right."
GONI07	146	"(...)"
GONI14	147	"They have, what do you say, (...)."
GONI05	148	"Even for school, not much of mobile phone use because ..."
GONI14	149	"Their syllabus very systematic, they don't need..."
GONI05	150	"They all better (...) just like that."
GONI14	151	"(...)"
GONI05	152	"You are right."
GONI08	153	"Bilik ICT tu selalu tak (...) macam choosy sikit lah." [The ICT room not always (...) like choosy a bit]
GONI13	154	"Aaaa... ya." [yes]

GONI05	155	"(...) the lab is always open for student, I guess. Depend on the school."
GONI14	156	"(...)."
GONI08	157	"Kalau macam tu, selalu kena minta permission untuk masuk dalam lab tu a day before." [If like that had to seek permission in order to get inside, a day before]
GONI13	158	"You know, library they have (...)"(<i>Group members speak slowly in Malay relating to their previous experience in the library and starts writing</i>).
GONI13	159	"Have you ever seen that somebody in the school that they move around aaaa... (...) wonder and go?"
GONI05	160	"Sometime."
GONI13	161	"Sometimes you feel awkward not doing anything."
	162	"Do you know what I am trying to say?"
	163	"The student can pretend like you are looking for something and then wonder and go while they are walking because these students are isolated, may or may not have been bullied and (...) that will increase people bullying them and they are weak and...so, make them look busy they can (...)."
GONI14	164	"Is that you?"
GONI13	165	"Aaaa...yes, not (...) yes." (<i>Group members laugh</i>).
GONI14	166	"During my time, when I am alone, always use mobile phone, I try to look out the environment, so that (...)."
GONI05	167	"Enjoy the scenery?" (<i>Group members laugh and whispered among each other</i>).
GONI13	168	"One more. One more. You have anything to say?"
GONI14	169	(<i>Looks at GONI02</i>). "You have anything to say?" (<i>whisper slowly to GONI02</i>).
	170	You are a technique student, so...
GONI13	171	"Ah, how is it there?"
	172	"If I am not mistaken, my sister is also in the technique school and you can use cell phones, right?" (<i>Seeking answer from GONI02</i>).
GONI02	173	"(...)"
GONI13	174	"Is it up to the school?" (<i>Group members whisper among themselves</i>).
GONI13	175	"Aaaa... once even I was caught aaaa... gantung sekolah, gantung asrama [suspended from school, suspended from hostel] because there is at (...) it was night and at 3 o'clock me and my friends went to, what, the (...) room to study, then we were watching the aaaa..."
	176	"The Sentence of the Book" aaaa..."
GONI05	177	"The Sentence of the Strength." (<i>GONI05 corrects GONI13</i>).
GONI13	178	"The Sentence of the Strength." I was watching and my friends were watching and then on that day, the higher people, I mean like... like the (...) they came and the kids were watching on phone and in the middle of the night, so the next day, our names were announced and we were all tergantung." [suspended]
	179	"And so, I disagree with people but needs phone. We don't want to be bored." (<i>Group members laugh</i>).
GONI13	180	"Watch movies."
GONI14	181	"They should (...) rather than..."
GONI13	182	"Ah, ya [yes]. They should (...)."
GONI05	183	"Not just like that."

GONI13	184	"Yes, but sometimes students do search for (...) so, I think... I just disagree with this." (<i>Group members start to whisper among each other</i>).
GONI13	185	"You have any points to speak out?"
	186	You guys actually have any other experience with this?
	187	"We taking notes and looking for information."
	188	You guys have ever (...) for information?
GONI05	189	"No." (<i>GONI14 whispers something to GONI07</i>).
GONI13	190	"So, you have no experience?"
GONI08	191	"My friend dulu pernah bawa phone, tapi tengok exam dia pakai phone. Dia cari google untuk jawapan masa exam." [Last time my friend brought the phone, but looks like he/she use it for exam. He/she search google for answers during the examination]
Group members	192	"Oh..."
GONI08	193	"Tapi..." [But...] (<i>GONI08 stop talking when saw the facilitator walking towards their group</i>).
GONI13	194	"So, in conclusion, most of you guys agree that [...] because it will cause distraction and also ... (...) students get lower marks and lower grades. So..." (<i>Some of the group members start to whisper among themselves and some look at their notes. Facilitator drops by to check on the group</i>).
GONI13	195	"So?"
GONI02	196	"The student grades?"
GONI13	197	"Aaaa... yes. (...) I got a very very important thing (...) not sure, you know (...)"
GONI07	198	"It is very appropriate (...) but affect student..." (<i>GONI07 stares at GONI13</i>).
GONI13	199	"Oh, ya.[yes] I can't really mention that because I think it will go bad for the student for..." (<i>Facilitator drops by the group again</i>).
Facilitator	200	"Alright guys, okay? Aaaa...So far, aaaa... I think we have to wrap up aaaa... so... okay (...) never mind."
	201	"You just keep to your own, okay, flow charts and then okay, you can continue with the essay writing, okay?"
	202	"You are going to write an essay after this." (<i>Facilitator left the group to check on other groups</i>).

Remark: CE: Communicative Event

CS: Communicative Situation