





Applying rhetorical methods to teach writing techniques to pre-service teachers

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ABSTRACT

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This study explores the impact of rhetorical strategies on the writing techniques of pre-service teachers. It specifically examines how process-based writing instruction, rooted in Systemic Functional Linguistics (SFL), enhances the ability of student teachers to employ effective writing methods in crafting argumentative essays. Utilizing a sample of 98 student teachers from Greece, the research was conducted through a performance-based essay task, supported by two think-aloud protocols. This approach allowed for a detailed examination of the writing techniques used by pre-service teachers, both before and after receiving process-based writing instruction. The study focuses on the application and improvement of writing methods through the use of a rhetorical process approach. The results highlight the significance of rhetorical strategies, such as idea generation and rewriting, in the development of effective writing skills. The study reveals a clear improvement in the ability of students to choose and integrate relevant ideas into their essays after mastering these techniques. Additionally, the findings suggest the frequent use of translation strategies from native to foreign languages in concluding an article. This research underscores the importance of teaching rhetorical strategies in pre-service teacher training programs. By focusing on these techniques, educators can better equip student teachers with the skills necessary to become proficient writers, capable of addressing various audiences effectively. The study advocates for a greater emphasis on process-based instruction to enhance writing competencies in educational settings.

Contribution/Originality: This study contributes to the field by emphasizing the practical application of rhetorical strategies in teaching writing to pre-service teachers. Its originality lies in addressing the gap in existing methodologies and highlighting the importance of mastering rhetorical techniques in the writing process.

1. INTRODUCTION

Students cannot avoid developing writing skills when studying English (Connor & Traversa, 2014; Hosseini, 2016). Connor and Traversa (2014) found writing skills to be demanding and difficult to develop since there are many factors to take into account while producing an effective essay, including syntax, semantics, and pragmatics. Because students have a limited command of English, they have trouble mastering writing skills. Khairuddin, Rahmat, Noor, and Khairuddin (2021) contend that pupils with limited English competence will struggle to write well. In terms of

the techniques used, poor writers and excellent writers can be distinguished. A bad writer produces low-quality documents because they are unable to see faults, while a skilled writer employs their understanding of rhetoric and linguistics to produce better texts. According to Jan, Aziz, Jan, and Aziz (2022) bad writers are also defined as having lower levels of awareness, self-belief, and competence compared to excellent writers, who have superior language learning goals, motivation, awareness levels, and learning styles.

Learning to write includes making judgments that will effectively convey meaning, respond to a communication, and consider the audience. According to Sinaga, Hutabarat, Panjaitan, and Saragih (2022) writing calls for a certain form of mental activity, one that involves thinking, planning, contemplating, practicing, making mistakes, and coming up with alternative solutions. Since writers must spend time reflecting on and revising their work, writing is often thought of as a cyclical process. Reconsidering all writing processes is possible with recursive writing. Proof that the sociocultural element is significant while writing is shown by the model created by Coffin et al. (2003). A sociocultural perspective contends that writing is not just a cognitive activity but is also a talent that integrates complex linguistic, social, cultural, and cognitive processes. A paradigm shift, known as a process-based approach, views writing as a method of organization that requires strategies, frequent revisions, and formative feedback. This research adopts a process-oriented method of writing, which involves numerous processes, including prewriting, planning, drafting, reflection, feedback from peers or an instructor, proofreading, and editing. This approach sees writing as a creative process that takes time and supportive critique to succeed (Jan et al., 2022). Assigning subjects to students and getting their final drafts for critique without engaging in the writing process is not recommended when teaching process writing. Research on process writing has shed light on different strategies for teaching writing and has helped develop tools and resources to help students overcome writing obstacles (Jan et al., 2022). As a result, researching writing-related topics is a challenging undertaking that requires careful consideration.

1.1. Problem Statement

Effective writing skills are crucial for students' academic and professional success, yet many students struggle to develop these skills. While various teaching methods and strategies exist, there is a need to explore and identify more effective approaches that can enhance students' writing abilities (Sinaga et al., 2022). Rhetorical strategies, which focus on the art of persuasion and communication, have shown potential in improving writing instruction. However, there is a lack of comprehensive research that systematically investigates the impact of specific rhetorical strategies for teaching writing and how the challenges that students face in this area can be addressed (Jan et al., 2022). Additionally, while there might be studies that touch on rhetoric and writing, they lack a cohesive framework that comprehensively addresses which rhetorical strategies are most effective for various writing tasks, genres, and skill levels. This research gap highlights the need for a study that examines the different rhetorical strategies for teaching writing.

1.2. Objective of the Study

The main aim of the study is to assess the different rhetorical strategies for teaching writing. The study's specific research aims are:

1. To determine the writing techniques that student teachers employ to complete an argumentative essay.
2. To find out how much pre-service teachers' usage of writing methods is improved by using a rhetorical process approach to writing.

1.3. Research Questions

1. What are the writing techniques that student teachers employ to complete an argumentative essay?
2. To what extent is pre-service teachers' usage of writing methods improved by using a rhetorical process approach to writing?

1.4. Hypotheses

Hypothesis 1: Strategies used to draft an essay positively affect the teaching of writing by student teachers.

Hypothesis 2: Strategies for writing a complete essay have a positive relationship with the effective teaching of writing.

1.5. Significance of the Study

The results of this particular study will help to shift the emphasis of writing instruction from what students write to how they write. This study adds to the body of knowledge on writing tactics in a university setting for English language learners.

The study's findings can influence curriculum development by emphasizing the importance of teaching students not just the mechanics of writing, but also how to effectively convey their thoughts and ideas. Policymakers might consider integrating rhetorical strategies into writing curricula to equip students with essential communication skills.

Many educational systems rely on standardized writing tests to assess students' proficiency. Policy decisions regarding test formats and scoring rubrics could be informed by the study's insights. If rhetorical strategies are deemed crucial, tests can be designed to evaluate students' ability to use these strategies effectively.

Policymakers could emphasize the inclusion of rhetorical strategy instruction in teacher training programs and ongoing professional development. This could better prepare educators to teach writing in a more comprehensive and impactful manner.

2. LITERATURE REVIEW

2.1. Writing Strategies

These days, learning and teaching to write is thought of as a process with many phases, as shown in [Figure 1](#).



Figure 1. Steps for preparing a written draft.

Source: Sarzhoska-Georgievska (2016).

In addition to refining and amending this content, these steps often entail preparing a written draft, as seen in [Figure 1](#). As this procedure is cyclical, shifts back to the reviewing and editing processes must constantly occur. According to [Yang \(2019\)](#), for students to write well, they must demonstrate their prior understanding of the linguistic content (conceptual knowledge) and the broad application of various activities to overcome a variety of writing issues. These two types of information are presented through a variety of writing techniques ([Huh, 2022](#)).

The employment of writing methods by students is another significant factor examined in this research. According to [Sinaga et al. \(2022\)](#) a strategy is any tool, particular action, or behavior used to address a problem. Therefore, we assume that writers use techniques to finish the job when they write ([Huh, 2022](#); [Khairuddin et al., 2021](#)). According to [Connor and Traversa \(2014\)](#) effective authors use rhetorical devices in their writing. While

metacognitive strategies are linked to authors' self-regulation related to cognitive processes when generating a text, rhetorical strategies deal with different types of text and their structure (Huh, 2022; Sarzhoska-Georgievska, 2016).

2.1.1. Stages and Activities Characterizing the Writing Process

The initial steps of the writing process that L2 writing instructors acknowledged are planning, writing, and rewriting (Jan et al., 2022). The approach to the writing process is concerned with meaning as well as growth and structure. Pre-writing exercises (invention tactics), the drafting and redrafting processes, and feedback from professors or peers are crucial elements of writing activities in many L2 writing courses (Huh, 2022). Students in L1 and ESL (English as a Second Language) classrooms continue to prepare, brainstorm, organize, write, re-read, edit, and revise their writing as they go along. To successfully use the process-based method, authors should participate in the phases of writing, including creation (discussion, brainstorming, outlining, etc.), planning, drafting, rewriting, editing and publishing, according to Cruz-Garza, Sujatha Ravindran, Kopteva, Rivera Garza, and Contreras-Vidal (2020). Prewriting, composition or drafting, revising, and editing are the four key phases of the process.

2.1.1.1. Planning/Prewriting

Cruz-Garza et al. (2020) noted that the capacity of students to create and arrange their ideas before putting pen to paper is one of the most crucial elements of the writing process. Students may obtain ideas and facts by using prewriting strategies, including brainstorming and conversation. Sarzhoska-Georgievska (2016) emphasized the significance of discussion at the beginning of each subject and how these talks may successfully assist students grow and produce their thoughts. One of the prewriting strategies that aids students in establishing and successfully tackling their writing is planning. Students may devote as much time as they want to it when writing since it is a thinking exercise, according to Cruz-Garza et al. (2020). On the other hand, the method of outlining is seen to be the structure of the writing activity. When utilized properly, outlining may be a highly effective tactic. By starting with basic ideas and moving on to more particular ones, authors may incorporate the most crucial concepts and points in their outlines (Dragsted, 2010; Faraj, 2015).

2.1.1.2. Writing and Drafting

Abas and Abd Aziz (2016) noted that one of the most challenging jobs is starting a piece of writing. After establishing the subject, creating a strategy, and acquiring information, students start writing and composing. As a result, a variety of educational strategies, including working in pairs to comprehend the subject by asking each other questions and sharing the first draft of the writing, may help students get started (Sarrafzadeh, Jauhar, Gamon, Lank, & White, 2021). Another strategy is to urge students to write a full essay in one sitting, from start to finish, known as one-sitting writing. Because spelling and mechanics can be reviewed later in the writing process, students should concentrate on the content and structure at this point. Additionally, this approach may help students to keep their thoughts on track and avoid halting (Faraj, 2015).

2.1.1.3. A Revision

Abas and Abd Aziz (2016) stated that revising is considered by many rhetorical writers to be the most crucial step of the writing process because it enables writers to concentrate on certain elements such as sentence level, removing improper terminology, and reordering sentences. Writers at the revision stage must be prepared to make major edits, such as removing pointless paragraphs and phrases and transferring certain portions of text or paragraphs from one area to another, in order to structure the writing properly. Revisions can be divided into two categories: Internal revision, when the author concentrates on carefully examining what has been written on the page and then revises the topic, data, arguments, and structure until they are certain that the meaning has been effectively

expressed; and external revision, in which style, tone, language, and mechanics are all addressed. This is the final step in getting the article ready for publication (Sarrafzadeh et al., 2021).

2.1.1.4. Editing

All authors, whether they are native or non-native speakers, specialists or amateurs, must have editing skills. In this stage, attention is given to writing mechanics, such as references and formatting, as well as linguistic precision, such as syntax, punctuation and spelling (Abas & Abd Aziz, 2016; Faraj, 2015). Students in this stage might work alone, with classmates, or in small groups to identify and fix flaws. They can verify and amend their mistakes using any tools at their disposal, including dictionaries, computers, and books (Sarrafzadeh et al., 2021).

The process approach to writing helps ESL learners overcome writing challenges and issues, including a lack of general order and structure, by developing their skill competence, thinking abilities, and writing techniques. Helping ESL students to produce essays properly and efficiently is one of the main reasons why the process approach to writing was chosen. Additionally, it has instructions and exercises that teaches pupils how to write by systematically describing people, places, objects, and processes (Cruz-Garza et al., 2020).

2.2. Rhetorical Strategies

Rhetorical strategies, as defined by Jan et al. (2022), are "the methods the writer arranges to express his thoughts in a manner that is acceptable to the audience." According to the author, some examples of rhetorical tactics include organizing an essay, using the native tongue to order paragraphs and sentences, and presenting ideas using writing norms that are acceptable to native speakers of that language (Hosseini, 2016; Jan et al., 2022; Sarzhoska-Georgievska, 2016). Rhetorical methods are defined as "tools that authors employ to organize and express their thoughts in writing norms acceptable to native speakers of that language." Rhetorical techniques have been around for centuries. In the context of students of other languages, Moon (2012) called for a variety of approaches to essay writing. The majority of these studies came to the conclusion that language learners used a variety of writing approaches, each of which was placed in a unique category, with the exception of Hosseini (2016) who categorized the various writing techniques from a theoretical vantage point. However, Connor and Traversa (2014) warned that multiple categories may be perplexing, particularly for those who are still learning the language. Connor and Traversa (2014) also recommended that effective writers should make use of the taxonomy of ESL writing approaches, which includes rhetorical, meta-cognitive, cognitive, communicative, and social/affective strategies. For the purpose of emphasis, students need to acquire proper writing abilities that are suitable for a variety of forms of writing (Connor & Traversa, 2014; Hosseini, 2016).

According to Aristotle, the notions of logos, ethos, and pathos are connected to different tactics that are used in rhetoric. According to Berger (1996) the emphasis of these three parts is often on how a speech should be delivered. When giving a speech, the focus should be placed on the message that the speaker intends to communicate, in accordance with Aristotle's differentiation between logos, ethos, and pathos. The message that the speaker is trying to convey should be easy for the audience to grasp. When giving presentations, it is crucial for the speaker to establish their position and authority as the source of the facts or knowledge (Jan et al., 2022). Ethos plays an equally significant role in these situations. It is the responsibility of the speakers to ensure that their audience believes the assertions that they make. They need to establish a connection with the audience and win the audience's trust. According to Berger (1996) in order for the audience to take in the information being delivered, the presenter must first succeed in capturing their attention.

According to Huh (2022) there are four different sub-strategies for rhetorical devices. These include organizing, the use of an L1, formatting/modeling, and comparison. Despite the fact that L1 is defined as "translating a produced concept into ESL," Mu continues by defining an organization as being in a variety of phases of development. The concept of comparison refers to a number of different rhetorical conventions and is referred to as "genre

consideration" when modeling is being discussed. Concepción (2017) considers the sub-strategies of structuring ideas, code-switching, and translating to be part of the overall strategy. In addition, they found that the participants in the research employed a variety of strategies both before and after undergoing the process-based writing intervention (thinking aloud protocol). When it comes to creating argumentative essays, one can make use of all three of the aforementioned rhetorical aspects (logos, ethos, and pathos). According to Yang (2019) an emotional appeal is referred to as pathos, an ethical appeal is referred to as ethos, and a logical argument is referred to as logos. Because of the way in which the triangle's three fundamental components are interwoven with one another, the triangle may not be complete if one of these components is missing.

According to Dunn (2022) the ability of writers to persuade and convince readers would increase if they had a better understanding of rhetorical tactics. The selection of material for argumentative discourse units, the establishment of the structure, and the formulation of authorial style are the three components that are used by writers in the process of synthesizing the text (Dunn, 2022). Khairuddin et al. (2021) highlighted the value of knowing and implementing rhetorical methods in the composition of academic research, since academic research has a structure that is similar to that of argumentative essays. Despite the fact that they did not utilize the aspects of logos, ethos, and pathos, they demonstrated the significance of learning and applying rhetorical techniques. If a writer focuses excessively on a single strategy, they run the risk of being distracted or losing sight of the purpose for writing an argumentative essay (Jensen & Dean, 2022; Kuzborska, 2019). Therefore, in order to effectively compose argumentative essays, students need to make use of all three of the aforementioned crucial components and strategies (Fife, 2010; Moon, 2012).

According to Ramage, Bean, and Johnson (2016), in order for a writer to effectively explain their work, the "logos," also known as the message, has to be coherent and well thought out. It is essential that the ideas are supported by considerable evidence; doing so will make it possible for the concepts to respond in a roundabout way to the readers' requirements. According to Jan et al. (2022) in order to ensure that the objective of writing an essay is accomplished, the majority of statements need to be articulated in a clear manner, elaborated upon, and supported by credible evidence. Students should support the arguments that they make in their writing with evidence and persuading arguments, as recommended by Kuzborska (2019). For example, Cerku (2013) found that authors who cite their sources more often also utilize a greater variety of rhetorical techniques than authors who mention their sources less frequently. When writers incorporate more citations in their work, they increase the likelihood that readers will be persuaded to agree with the author's viewpoints and arguments. By doing so, they may be inadvertently using the rhetorical technique known as logos to appeal to the comprehension and agreement of the target audience with the arguments that are presented (Hussain, Towndrow, Hogan, Kwek, & Rahim, 2011; Jan et al., 2022). Since writers want readers to be pulled in and agree with the arguments presented, they suggest that the logos rhetorical device is applied in the composition of argumentative essays.

Barton (2020) discovered that students were unable to apply the concepts of coherence and cohesiveness because they were unable to appreciate the logical development in argumentative writings. As a result, they suggested that teachers assign their pupils some homework, especially in the area of integrating ideas so that they can employ the concepts of coherence and cohesion. According to Sinaga et al. (2022), the message is the most important part of the process of constructing an argumentative essay; as a result, writers should apply the logos rhetorical method seventy percent of the time. They are required to communicate the knowledge in a manner that is consistent with logic and that employs rational thinking strategies (Kalogiannidis, Kontsas, Konteos, & Chatzitheodoridis, 2022; Papaevangelou, Syndoukas, Kalogiannidis, & Kontsas, 2023).

2.3. Research Gap

The existing literature on teaching writing often emphasizes general pedagogical approaches or focuses on specific aspects such as grammar and structure. A notable gap exists in research that delves deep into the application

of rhetorical strategies for teaching writing. While rhetoric has been traditionally associated with oral communication, its adaptation and integration into writing instruction remains underexplored. Addressing this research gap can lead to the development of more nuanced and effective writing instruction methods, benefiting both educators and students. By investigating the relationship between rhetorical strategies and writing outcomes, educators can gain insights into how to tailor their teaching approaches to better meet the diverse needs of students and equip them with valuable communication skills.

3. METHODOLOGY

3.1. Research Approach

A process-based writing intervention was used as the main writing intervention in this qualitative and descriptive research study, and the goal was to elicit participants' writing techniques at two distinct times. This study's main objective is to utilize the think-aloud methodology to track the tactics that teacher candidates use while actually writing an essay.

3.2. Sample Size

The study sample comprised 98 pre-service teachers who were enrolled in an EFL teacher education program and were in the final year of their studies at university. The number of respondents was determined using the Kish Leslie formula of 1965.

$$n = \frac{Z^2 pq}{d^2}$$

Where:

n = the required sample size.

d = the maximum likely error (taken as 0.05).

z = the standard normal deviation of 1.96 and confidence interval level of 95%.

p = the proportion of compliance (90%).

q = 1-p.

$$\text{thus; } n = \frac{(1.96)^2 (0.9)(0.1)}{0.05^2}$$

Therefore, n = 98 respondents

3.3. Data Collection

A think-aloud approach was utilized to examine students' writing techniques while they created an essay-like piece. The think-aloud methodology was developed by Ericsson and Simon (1993) as a method to document the rhetorical processes that participants go through when they complete a task. Using this method, the participants must speak their ideas out loud while creating a text without the researcher's assistance. Students were recruited into different sessions of an academic training and writing course that is a component of the curriculum for EFL teacher preparation. Throughout these sessions, they produced four essays using a process-based approach and went through numerous versions. The writings addressed a variety of subjects, including athletics, technology, and campus life. Students composed essays that were audiotaped using the think-aloud methodology before the first session, or before the intervention. Students produced another essay just after session 16, which marked the conclusion of the intervention. The same think-aloud approach was used to assess how the participants used their writing techniques. While the two argumentative essays covered distinct subjects, they adhered to the standard format of an introduction, a body, and a conclusion. Researchers analyzed the number of writing methods that were evident before, during and after the intervention think-aloud procedures.

3.4. Data Analysis

The data was analyzed and presented in the form of figures and tables, and the interpretation was made based on the calculated frequencies and percentages. Regression analysis was also undertaken in order to establish how different rhetorical strategies influence the teaching of writing. In this case a multiple regression model was used to establish the different predictive values.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon \quad (1)$$

Where:

Y = effective teaching of writing.

β_0 = constant (coefficient of intercept).

X_1 = strategies used in writing a draft essay.

X_2 = techniques in writing a complete essay.

ε = error term in the multiple regression model.

The hypothesis of the study was tested at the 0.05 level of significance, and all research ethics, especially confidentiality and anonymity, were considered to ensure a smooth research process.

4. RESULTS

4.1. Demographic Information

Results concerning key demographic characteristics of the selected respondents are presented in Table 1.

Table 1. Participants' demographic information.

Characteristic	Frequency	Percentage (%)
Gender		
Male	62	63.3
Female	36	36.7
Age bracket		
25 years and younger	9	9.2
25–30 years	14	14.3
31–35 years	46	46.9
35 years and older	29	29.6
Years spent in teaching		
Less than 5 years	19	19.4
5–10 years	12	12.2
11–15 years	38	38.8
More than 15 years	29	29.6
Total	98	100

Source: Survey (2023).

The majority of the selected study participants were male (63.3%) and 36.7% were female. Most teachers (46.9%) were 31–35 years old, and only 9.2% were younger than 25. The majority of the teachers (38.8%) had spent 11–15 years teaching, and only 19.4% had spent less than five years teaching. This indicates that the participants had a wealth of experience in school and knowledge on the different rhetorical strategies for teaching writing.

4.2. Descriptive Analysis

The participants were requested to provide their opinions on the common strategies utilized in writing a draft of an essay, and the results are shown in Figure 2.

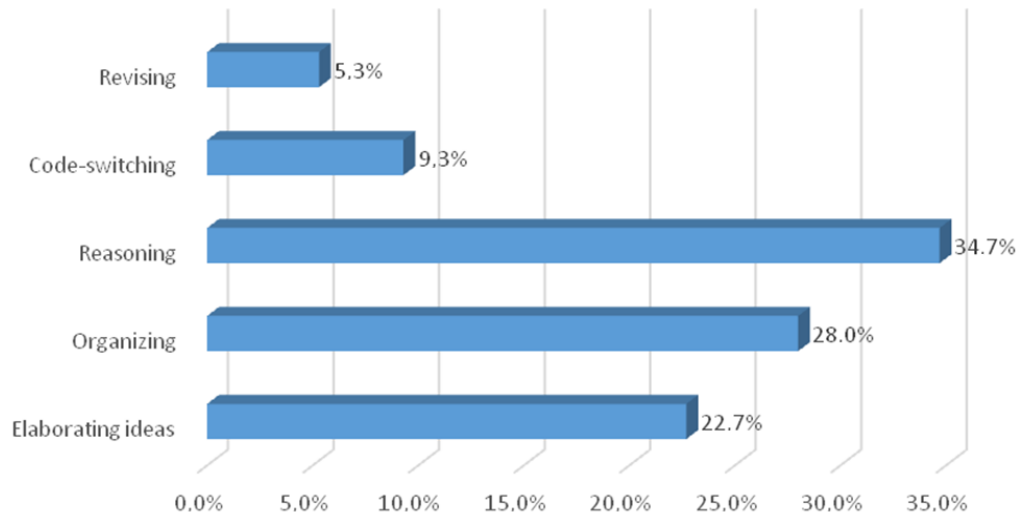


Figure 2. Strategies used in writing a draft essay.

Source: Primary data (2023).

Results in Figure 2 show that the most used strategy in writing a draft is reasoning (34.7%), followed by organizing (28%), elaborating ideas (22.7%), code switching (9.3%) and revising (5.3%).

The participants were requested to provide their opinions on the common strategies utilized in finalizing the writing of a complete essay, and the results are shown in Figure 3.

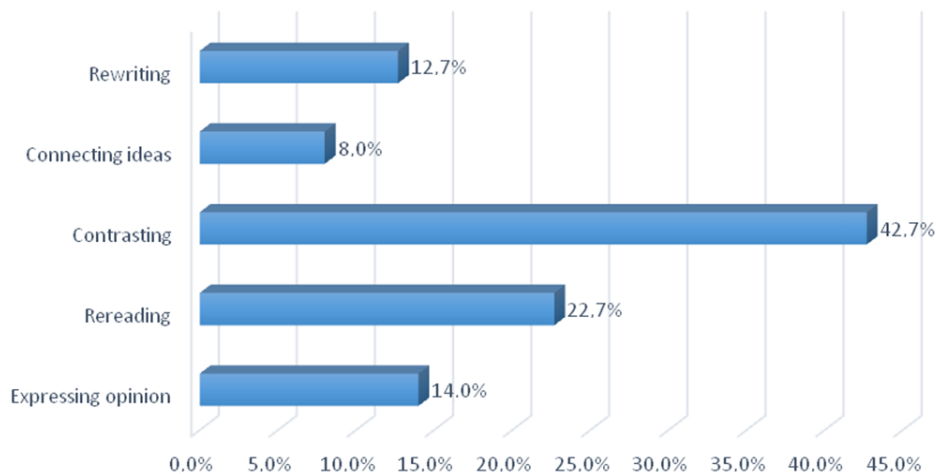


Figure 3. Common strategies utilized in finalizing writing of a complete essay.

Source: Primary data (2023).

The results in Figure 3 show that the most used rhetorical strategy in finalizing essay is contrasting (42.7%), followed by rereading (22.7%), expressing opinion (14%), rewriting (12.7%) and connecting ideas (8%).

The participants were requested to provide their opinions on the main categories of rhetorical strategy utilized in writing, and the results are in Figure 4.

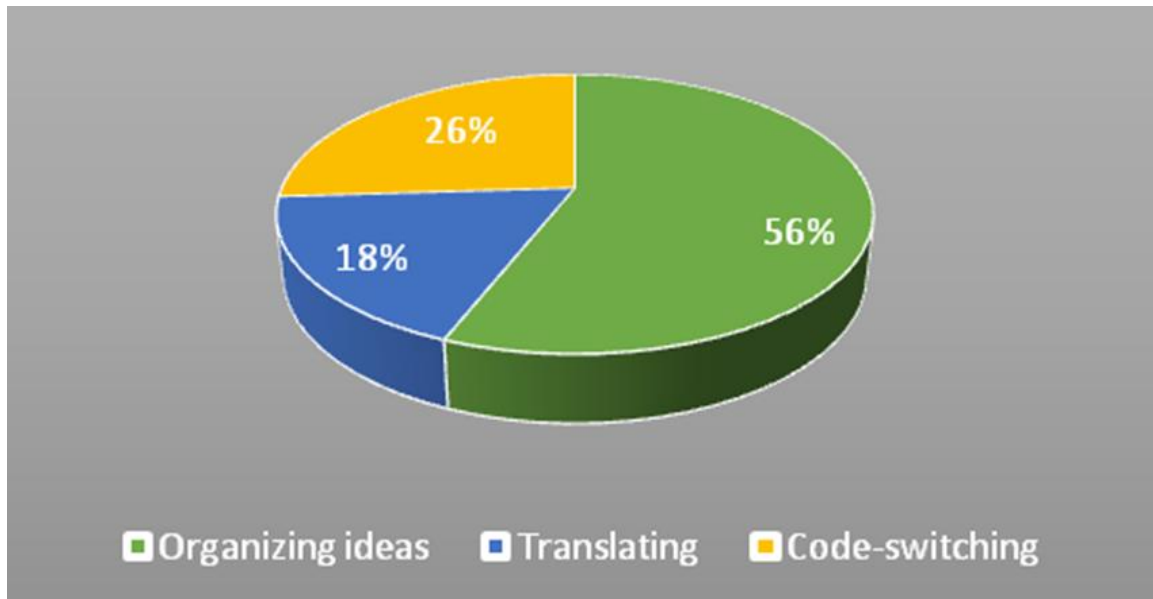


Figure 4. Main categories of rhetorical strategy utilized in writing.

Source: Primary data (2023).

The participants revealed that the first major category of rhetorical strategy utilized in writing is organizing ideas (56%), followed by code-switching (26%) and translating (18%).

4.3. Regression Analysis Results

Regression analysis was conducted to establish the how different rhetorical strategies influence the teaching of writing, and the results are presented in Table 2. There was a positive multiple correlation coefficient (R), given by the value of 0.813, which means that the two independent variables positively correlate to the effective teaching of writing. Also, the value of R-square confirms that the two independent variables bring a 75.2% change in the teaching of writing.

Table 2. Model summary.

Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	0.813 ^a	0.752	0.748	0.240

Note: a. Predictors: (Constant) Strategies used in writing a draft essay, techniques in writing a complete essay

Table 3 presents the results of the one-way ANOVA analysis, which was conducted to assess the goodness of fit of the linear regression model and determine whether the two independent variables (strategies used in writing a draft essay and techniques in writing a complete essay) effectively predict the dependent variable (effective teaching of writing). In Table 3, the key value to focus on is the F-statistic, which is 221.137. This indicates that the regression model is associated with a high F-statistic, suggesting that there are significant differences in the teaching of writing based on the rhetorical strategy employed. The p-value (Sig.) of 0.026 is less than 0.05, indicating that the model's results are statistically significant. Therefore, the model is considered a satisfactory fit for the data, and the independent variables (rhetorical strategies) are deemed to be good predictors of the dependent variable (teaching of writing).

Table 3. ANOVA analysis.

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	31.240	2	16.082	221.137	0.026
	Residual	3.108	96	0.036		
	Total	61.178	98			

Note: Dependent variable: Effective teaching of writing
Predictors: (Constant) Strategies used in writing a draft essay, techniques in writing a complete essay

The unstandardized coefficients of the model, which were analyzed to see how various rhetorical techniques affect writing instruction, are presented in Table 3. The coefficient of intercept (0.892) shows that if student instructors used the various rhetorical methods of writing in both draft and final essay writing, the efficacy of their writing instruction would alter by 89.2%.

Table 4. Regression coefficients.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	0.318	0.136		2.438	0.026
Strategies used in writing a draft essay	0.218	0.057	0.397	3.736	0.003
Techniques in writing a complete essay	0.276	0.067	0.213	3.195	0.021

Note: Dependent variable: Effective teaching of writing.

Predictors: (Constant) Strategies used in writing a draft essay, techniques in writing a complete essay.

Table 4 presents the beta coefficient (β_1) as 0.397, with a p-value of 0.003, which is statistically significant at the 0.05 level. Therefore, we accept Hypothesis 1, that strategies used in writing a draft essay positively affect the effectiveness of the teaching of writing by student teachers. The beta coefficient (β_2) is 0.213, and the p-value (0.021) was more significant than the significance level (0.05). We also accept Hypothesis 2, that strategies in writing a complete essay have a positive relationship with the effective teaching of writing.

5. DISCUSSION

According to the findings, the approaches to writing that were used the most often before the intervention were not the same approaches that were utilized the most frequently after the intervention. Following the intervention, some methods of writing were used far less, while others were utilized significantly more. The best authors devote a greater amount of time to planning, developing, and revising their work. On the other hand, writers with less experience tend to spend less time preparing and revising their work (Kalogiannidis, Loizou, Melfou, & Papaevangelou, 2022; Mu, 2005; Sinaga et al., 2022). However, after the participants underwent the writing-oriented intervention, they focused on actually writing an argumentative essay, connecting ideas, rereading, and rewriting as they wrote (Concepción, 2017; Hosseini, 2016). Rhetorical writing strategies were helpful in organizing the essay; however, after the intervention, the participants concentrated on actually writing the argumentative essay. Connor and Traversa (2014) and Jan et al. (2022) found that after the writing intervention, students spent more time finishing their essays and used a broader variety of strategies to develop a quality piece of writing, including connecting and comparing their ideas. During the course of the intervention, some participants made use of strategies, such as summarizing, translating, and reinforcing, that had not been seen before. This may be interpreted to mean that the students' mental activity throughout the process of essay writing became much more productive and they focused on producing a higher quality piece of work. If students are making use of these innovative strategies, it is possible that they are more aware of the requirement to use these strategies while producing essays or other academic material. When writing four essays in a row, using a process-based approach encouraged the employment of additional tactics that hadn't been employed in the past. This is something that was deduced from the results of the experiment. This 16-session intervention promoted the use of a larger range of writing approaches, as shown in the data analysis section above with the strategies of choosing topics, summarizing, and reinforcing, which participants first started to employ in the post-intervention argumentative essay. This resulted in a greater variety of writing styles being utilized by the participants. This result may have been affected by the fact that respondents were required to work on many versions of the questionnaire and make significant modifications. It's probable that the two stages of the writing process—drafting and editing—need a range of approaches that, in a domino effect, motivate participants to use even more techniques (Huh, 2022). The procedure of choosing ideas was one of the writing approaches that was carried out

before the actual drafting of the final article. No matter what language they use, choosing ideas is a challenging strategy because students need to learn how to ignore information that is not significant. It is possible that selecting ideas will be challenging in both the original language as well as the second language. After they have become proficient at utilizing the choosing ideas approach, students have the opportunity to include concepts that are relevant to the text. It is important for teachers to spend time teaching students how to utilize this technique of approach since it will help them become better method users and writers overall, regardless of the audience they are writing for. Toward the end of the process of producing an essay, it seemed that the strategy of translating from the individual's first language into the target language was being used. Because the mother language does not play a substantial part in the majority of instructional methodologies, the use of this strategy has been a subject of contention in EFL training programs. According to Van Dijk, Van Gelderen, and Kuiken (2022) and Roach-freiman (2021), translating is considered as a characteristic of less experienced writers, who tend to focus on individual words in their writing (Roach-freiman, 2021). As a consequence of this, the majority of the strategies and processes that are used in the classroom do not include speaking in the student's mother tongue. This leads one to believe that students, and in particular those with a high level of English proficiency, did not use this strategy, or at least did not use it very often. In contrast to this conclusion, research suggests that "mother language is the key resource when pupils write in L2," which is an opinion that contradicts the findings shown here. Since the intervention led the students to use translation as they were completing their essay, it ended up being a tool that they used when they were writing in their second language. On the other hand, there may be various grounds for using or forgoing the utilization of a strategy (Khairuddin et al., 2021). When faced with the challenge of producing a document within a limited period of time, some strategies may seem simpler to implement than others. When the two think-aloud approaches were utilized, rhetorical strategies were the only ones that were found. This may explain why this was the case, among other reasons. There was no evidence of communicative or socio-affective strategies among the participants (Hussain et al., 2011; Sinaga et al., 2022) since they only had a short amount of time to finish the task. Some of the writing strategies that were used by the participants could involve more cognitive work, which might ultimately lead some of the students to be hesitant to use some of the strategies (Huh, 2022; Jan et al., 2022). When writing an essay, for instance, it is evident that putting thoughts together demands a higher cognitive load than just assessing what is being written. An important point is that the participants were required to provide their honest thoughts while being confronted with a situation they were not acquainted with. Additionally, the necessity of verbalizing opinions is important since not everyone is capable of concentrating on the task at hand without being distracted (Hussain et al., 2011; Sinaga et al., 2022). This makes a difference. Children may be able to make effective use of many writing strategies, but they may not always be able to articulate how these strategies are used (Kalogiannidis, Savvidou, Papaevangelou, & Pakaki, 2022; Khairuddin et al., 2021; Korshunova, Batrikova, Zharkynbekova, Urazaeva, & Abylkhassova, 2019). The fact that the scenario is forced rather than natural or spontaneous adds another layer to the discussion. It is vital to keep in mind the strategies that students need to use in order to write well, regardless of the audience that they may be writing to (Connor and Traversa, 2014; Moon, 2012). Because of this, it is difficult to demand that students be exposed to established pedagogic sequences of writing approaches. Because the participants' use of strategies is a personal and subjective effort, it is impossible to mandate that students be exposed to these methods. It is the role of the teacher to create language activities that may strengthen the rhetorical writing processes of the students and promote the employment of a wide variety of communication styles (Sarzhoska-Georgievska, 2016). Students who are equipped with a toolbox full of different writing strategies are better able to move between those strategies in the event of a communication breakdown (Concepción, 2017). This allows them to become good English writers.

6. CONCLUSION

This research contributes new information to the body of knowledge on writing strategies appropriate for English language learners to use in a university environment. In this respect, it can be claimed that the think-aloud

protocol facilitated the observation of numerous mental processes that take place when a writer writes a text for an examination. This observation was made possible by the fact that the think-aloud protocol was implemented. If the various writing processes are seen more often, it may be possible to determine how students approach a writing task, especially when they are under a tremendous deal of pressure to perform well. In light of this knowledge, teachers need to be able to provide assistance to students while they work on their writing by using a variety of approaches and conveying the essential concepts that should be followed when producing academic works. Additionally, the findings of this study provided us with the opportunity to compare the writing strategies used by students before and after receiving instruction. The findings of this research should be taken into consideration by EFL education programs, not just in Saudi Arabia but globally. Teaching English as a second language needs a lot of practice, and in-service teachers need a lot of experience. Therefore, aspiring instructors of English need to have a grasp of how the teaching and learning of writing are created, as well as which additional writing techniques (such as cognitive) in addition to the rhetorical processes are involved in it. This is necessary in order for them to be able to teach English effectively. In order for teachers to be successful, they need to have an understanding of writing as a process that has several stages and ultimately culminates in the use of a variety of writing methods.

6.1. Limitations and Future Implications

The study's results are limited by the size and diversity of the sample. Since the sample is small, it may not be representative of a broader population of pre-service teachers, and this is why extensive discussion of the results was carried out to further paint a clear picture of the rhetorical.

The study has several implications whereby it could provide valuable insights into effective instructional methods for teaching writing. Teachers could use these insights to adapt their strategies and improve their teaching practices.

The research findings could contribute to the development of writing curricula that are more aligned with effective rhetorical strategies. This could enhance writing education at various levels.

Finally, as technology evolves, the study's findings could be adapted to incorporate digital tools and platforms, expanding the ways in which writing is taught and practiced.

6.2. Policy Suggestions

1. Integrate rhetorical strategies into the writing curriculum at an early stage, possibly even at the primary education level. This would help students build a strong foundation in effective communication from the beginning.
2. Encourage educational institutions to provide professional development opportunities for teachers to enhance their understanding of rhetorical strategies and how to effectively teach them. Workshops, seminars, and online courses could be offered.
3. Teachers should adopt flexible teaching approaches that cater to diverse learning styles. This might include incorporating visual aids, interactive activities, and real-world examples to demonstrate different rhetorical strategies.

6.3. Suggestions for Future Research

It is necessary to investigate which different rhetorical techniques have the most effect on raising writing abilities among various student groups. The results of numerous approaches should be compared to determine which ones are more successful in diverse situations, such as those involving various age groups, skill levels, or cultural backgrounds.

It is also important to investigate how rhetorical techniques could be modified to meet the demands of students who are learning to write in a language other than their mother tongue or in a classroom that is multicultural.

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