# Investigating the Relationship between EFL Persuasive Writing and Critical Thinking Skills among Student Teachers at the Faculty of Education

**Shimaa K. A. Ibrahim, Fatma Sadek Mohamed, Eman Mohamed Abd ElHack and Randa M. S. Eldin Kharboush**
Department of Curriculum& Instruction, Faculty of Education, Benha University

**Abstract:**

The present study was an attempt to investigate the relationship between EFL persuasive writing and critical thinking skills among student teachers at the Faculty of Education. The study investigated the relationship between EFL persuasive writing and the development of EFL critical thinking pre – posttest. The participants of the study consisted of 30 students of one group and was selected randomly from third year English department student teachers at the Faculty of Education. The instruments and materials of the study were: An EFL persuasive writing skills checklist which was divided into 7 main skills, 25 sub skills, an EFL persuasive writing test which were designed and validated to be used as a pre posttest, a rubric for assessing EFL persuasive writing skills, and critical thinking skills checklist which was divided into 6 main skills, 19 sub skills, a critical thinking test which was designed and validated to as a pre-posttest. The EFL persuasive writing and critical thinking were administered to the participants. The findings confirmed that there is positive relationship between the development of EFL persuasive writing and critical thinking skills among student teachers at the Faculty of Education.

**Key words:** EFL persuasive writing skills -critical thinking skills- student teachers.

## 1. Introduction and Review of Literature:

The most practical form of writing is persuasive writing because it gets the reader recognize what the writer wants. EFL Persuasive writing is defined as a form of written communication where the student makes a claim about a particular topic and provides support for the claim with various forms of evidence. This evidence could be in the form of facts (appealing to logos), personal experiences that are relevant (appealing to ethos), statement of how the writer will feel if the reader does not agree (appealing to pathos), or some combination of all three. The intent of EFL persuasive writing is to persuade the reader to agree with the writer' claim (Baird, 2006; McCraw, 2011).

Critical thinking(CT) is the ability to generate and organize ideas , define opinions, analyze facts , draw inferences and evaluate arguments as well as solve problems(Thomson ,2011).Critical thinking is purposeful , self–regulatory judgment and disciplined process whose results appear in interpretation , analysis , synthesizing, evaluation information gathered or generated by experience, observation , reflection ,reasoning or communication as a guide to belief and action, understanding situation, coming to conclusion , taking an action on what conclusion , asking group of questions, looking up information and inference as well as explanation of the evidential (Scriven & paul ,1987; Kallet , 2014; Rumfugaporn , 2007).

## 1A  Definition of  EFL Persuasive Writing:

Persuasive writing is  a type of writing in which the authors takes an opinion, provides reasons for that opinion, elaborates on those reasons with examples, and provides a cohesive summary of the opinion Good(2019).Hitchcock and Verheij (2006) assured that persuasive writing is  a genre of writing wherein the author makes a claim, develops the argument through the warrant, evidence, rebuttal to alternative opinions, and draws a conclusion.

Persuasive writing is the process of stating a claim clearly, developing an effective argument with data, elaboration, and backing, rebutting counterclaims, and drawing a conclusion from all of the evidence. Anderson's study assured that persuasive writing related to gifted students' ability to expand their learning opportunities by effectively communicating their needs for meaningful content and challenging learning options Anderson(2010).

Nippold (2000) added that Persuasive writing is one of the most difficult genres of written expression, which is highly cognitively and linguistically demanding. Rouhani et al., (2016) added that Persuasive writing  is  known as creative writing and  a piece of writing in which the writer uses words to convince the reader that the writer's opinion is correct with regard to an issue, on the other hand it supports and offers opinions. Lenox(2015) mentioned that persuasive writing is frequently used in many aspects of life beyond high school and college.

## 1.B  Importance of  EFL Persuasive Writing

The intent of  persuasive writing for the writer is to persuade the reader to agree with his or her claim. There are different ways that persuasive writing might be used in schools including persuading a teacher to extend the amount of time for recess, persuading community members to contribute funds for school events, or even persuading other students to read a particular book(McCraw, 2011).

A significant importance in persuasive writing is that writing persuasively essays involve developing a stance, include supporting ideas,and potentially affect the overall persuasiveness of their compositions. Missing this step in essays hinders ELLs from arguing their point of views (Novero, 2015).So, the current study focused on assisting ELLs throughout the persuasive writing process and explored the positive effects that planning and collaboration have on persuasive writing (Novero,2015).

Consequently, effective persuasive writing states a clear opinion that uses reasons and examples to support the argument. Persuasive writing presents the author  with a clear opinion about an issue. The purpose is to win the reader's agreement and convince his/her audience, the writer provides clear evidence and support for this opinion. an opinion   statement has two parts:
• A sentence that states the issue or concern, and
• A sentence that tells exactly what the author is arguing for or against.
So, students   try to convince their audience to agree and take action in writing persuasive   (Gardner,2015) .Persuasive writing  is  important for both teachers and

students in planning , implementing writing lessons and understanding the vocabulary(The National Center and State Collaborative (NCSC), 2013).

## 1.C  Components and Sub skills of Persuasive Writing Skills

Gardner(2015) stated that persuasive writing has some components in persuasive essays as follows:  An introduction that provides an opinion statement and gets the audience interested. • A body that contains reasons and supporting evidence and a conclusion that restates the opinion and urges the reader to take action**.**

According to, there are components included in persuasive writing: Claim. The "claim" states whether or not the writer agrees or disagrees with the change in the printing policy. In order to receive credit for writing a claim, the writer must have explicitly stated his/her position. Implicit statements of the claim do not receive credit. Reason(s) for. The "reason(s) for" provide reasons for the writer's claim. The writer can restate the reason(s) given in the prompt and provide reason(s) or to receive credit for "reason(s)**.** Reason(s) against. The "reason(s) against" provide reasons against the writer's claim, or acknowledges the feelings of the writer's opponents  and  include detailed description of reasons or receive credit for reasons. Solution(s)/Suggestion(s). The" solution(s)/ suggestion(s)" require the writer to offer at least one alternative solution or more than one solutions(Richards,2015).

Persuasion is trying to convince somebody about something by considering the following components  argument – a reason for or against something reason – a statement given to explain a belief or act evidence something that gives a sign or proof of the truth or helps someone come to a particular conclusion, support  to promote interest or cause, claim: an assertion that something is true. Before you can begin teaching your students about persuasive writing, it is important that you first have a deep understanding of the information. Some of the concepts may be familiar to learner ( The National Center and State Collaborative (NCSC), 2013).

Writing persuasive essays or arguments might  follow  steps  to support claims with clear reasons and relevant evidence: Introduce claim(s) and organize the reasons and evidence clearly, Support claim(s) with clear reasons and relevant evidence, using credible  sources and demonstrating an understanding of the topic or text, Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, Establish and maintain a formal style.
Provide a concluding statement or section that follows from the argument presented (Schulze,2013).

The content of  persuasive essays include the  introduction of topic; audience awareness; organizational structure; development of and focus on the topic; and conclusion(Gardner,2015). Moreover, Hitchcock and Verheij (2006) assured that persuasive writing includes *Opinion*: An opinion is a statement in which the author clarifies the issue and clearly states the intended outcome the author wishes to achieve. *Claim*: the claim is the overall thesis the author is arguing for. The claim should be clearly stated within the first paragraph of a persuasive essay.

Leighton (2011) explained persuasive writing sub skills: thesis statement: The writer includes a thesis statement that presents the writer's position on the topic and previews the reasons for his/her position. Supporting evidence: The writer supports his/her position with three or more pieces of evidence (facts, examples, real life experiences).

All of the examples are specific, relevant and explain how they support the position. conclusion: The writer reiterates his/her position in a compelling concluding statement that indicates what he/she hopes the reader will do. Voice attention to audience: The writer's style, tone, and language are engaging and appropriate for the audience . Coherence: clear shifts in topic and smooth transitions that make it easy for the reader to understand the letter.

## 1. D  Difficulties in Writing Persuasively

Despite persuasive writing is very important genre of writing, Beyreli and Konuk(2018)stated that there are difficulties in students' writing persuasively. The students' opinions about persuasion before the education . Opinions about the definition of persuasion. The words that evoke the persuasion. Environments met with persuasion process.The purpose of using persuasion. Persuasive writing knowledge of students. All opinions on the definition of persuasion are consistent and overlap with the meaning of the word.

Gardner (2015) explained that the complexity of the persuasive writing requires that learners must be able to introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are divided logically to support the writer's purpose. In addition to,learners  must provide ordered reasons that are supported by details and facts as well as link opinion and reasons  by using words, phrases, and clauses; and finally, provide a concluding statement related to the opinion presented. Gardner added that  persuasive writing is a sophisticated task that students show how to convince their audience to agree and take action.

One of EFL persuasive writing skills ' difficulties  indicated in this study that students require further guidance in writing a strong and valid persuasive essay. As the students learn to identify the persuasive elements within writing persuasive essay, students should  learn how to properly organize the elements to develop their persuasive writing skills and consequently  serves as a good exercise to improve their critical thinking  skills. Students must be able to properly apply the persuasive elements, including the optional elements, to complement their persuasive ideas, thus strengthening and improving their persuasive writing skills. The students will be able to win their audience over with a fortified persuasion that is more effective than what they could initially compose. So, the lack of proper exposure to the persuasive writing genre would also make composing a persuasive essay very difficult (AbdulAziz & Ahmad,2017).

Leighton(2011)mentioned that unfamiliarity with the persuasive  writing genre may have created too great an obstacle for students to allow students to demonstrate their typical writing persuasive essays. students had little instruction in this writing genre.

The study assured that the results may have been different if the students had been asked to write in a genre with which they had greater familiarity with.

Hyland(2009)stated that persuasive essays can be known as argumentative essays, they are genres of writing that require students to inspect a topic to accumulate, produce, assess evidence as well as establish a stance on the topic in a concise manner. Persuasive essays are one of the common writing genres that students are tasked to produce as classroom writing activities.

The ability to persuade others is critical to professional and personal success in writing persuasively as crafting persuasive messages is demanding and poses various challenges. identify adaptations that professional and nonprofessional writers make in written scenarios in essays persuasively, to increase their subjective persuasiveness. Furthermore, challenges that those writers faced and identified strategies to resolve them with persuasive natural language generation, i.e., artificial intelligence . Consequently, the findings of this study shows that humans can achieve high degrees of persuasiveness (more so for professional level writers), and artificial intelligence which can complement writers to achieve increased celerity and alignment in the process (Duerr et al.,2021) .

## 2.1 Definition of Critical Thinking Skills

Critical thinking(CT) is the ability to generate and organize ideas , defined opinions, analyze facts , draw inferences and evaluate arguments as well as solve problems(Thomson,2011). Critical thinking is purposeful , self–regulatory judgment and disciplined process which results appear in interpretation , analysis , synthesizing, evaluation information gathered or generated by experience, observation, reflection , reasoning or communication as a guide to belief and action, understanding situation, coming to conclusion , taking an action on what conclusion , asking group of questions, looking up information and inference as well as explanation of the evidential (Scriven & Paul ,1987; Kallet , 2014; Rumfugaporn , 2007).

Critical thinking is the ability to recognize texts that have been constructed to position the reader in a particular way for a reason or to inform or entertain, believe thought , asking their students to see what is in fact and to analyze a text with a viewpoint that had not initial impact on the production of the text (Lioyd & Bahr, 2010). critical thinking is the ability to look at a situation logically and clearly understand it from multiple perspectives while separating facts from opinions, prejudices, intuition and assumptions (Davies & Stevens, 2019). So, critical thinking is used both for an individual attribute and beneficial to society ( Davies, 2015).

Critical thinking is reflective reasonable process of thinking focused on decision what to do or believe and an explicit behavior of thinking as evidenced in a student's written response (AlMubaid, 2014; Vancil, 2009). Critical thinking is a sophisticated mental process that involves a high level of mental activity and extensive thinking to reach a reasonable solution,decision and convergence acceptable to the mind (AlMubaid,2014).

## 2.2  Importance of Critical Thinking Skills

The most desirable important factors in teaching  critical thinking  are promoting students' participation , teacher, student interaction (e.g., eye contact, developing listening, attitude of mutual respect (e.g., language, interaction tone), responsiveness to students' concerns(e.g., clarifying a concept),identifying a resource. Finally , encouragement given to students for asking questions (e.g., acknowledgement, appreciation), and dictation of notes to students(Gul et al.,2014).

Cottrell(2005) observed in his study that critical thinking plays a vital role in improved attention and observation, Achieve More focused reading, Improved ability to identify the key points in a text or other messages rather than becoming distracted by less important material, improve the  ability to respond to the appropriate points in a message, Knowledge of how to get your own point across more easily in addition to Providing learners Skills of analysis that learners can choose to apply in a variety of situations.

Husband(2006) assured the importance of CT in this study that  critical thinking skills are in high demand in teaching English language. Even though students are not necessarily conscious of their critical thinking skills development and instructors may have differing approaches to teach critical thinking methodologies, critical thinking in general will always be an essential cognitive prerequisite for a student to be successful in career. Consequently, the assessment of institutional critical thinking teaching methodologies is an essential element to the continuous improvement efforts that most institutions practice.

Lioyd and Bahr(2010) maintained that critical thinking promotes recognize of texts that have been constructed to position the reader in a particular way for a reason , to inform or entertain what teachers take this too far in teaching process by asking their students to see what is in fact, as well asking students to analyze a text with a viewpoint which do not  have initial impact on the production of the text. AlMubaid (2014) maintained that the application of critical thinking in any learning task will lead to effective mental activity and high quality learning by following all the concepts of information conceptualization to synthesizing and evaluations.

Critical thinking  produces development of certain sorts of skills These skills include argumentation, making sound judgments,  evidence and use dispositions. Learners  should be assumed to  possess all previous skills. So critical thinking is about dispositions is mainly achieve the development of the *individual*. All  these make results of all *individual dimension* of critical thinking(Davies & Stevens,2019).

Critical thinking skills relate to production of learning outcomes, such as metacognition(or thinking about thinking), motivation which are more likely concentrate on learning to persist at tasks that call for critical thinking. CT sparks learning activities and assessment tasks,       collaboration, and creativity. Thus, CT can monitor students and evaluate their own thought processes and likely to demonstrate high quality thinking (Lai et al., 2011).

## 2.3 Challenges in Developing Critical Thinking Skills:

Although CT skills are important, CT skills are one of the most difficult skills in English language. So, there are challenges and difficulties in assessing, acquiring, performing and practicing critical thinking skills.

Sünbül and Kurnaz(2016) explained that the teachers should be well trained about teaching critical thinking skills, CT requires a good planning. This planning should be composed of a yearly plan that covers a whole educational year and daily plans that show how to get students attain critical thinking skill in each lesson. These plans may require to be prepared by people having specialized in critical thinking especially in our country until teaching critical thinking becomes widespread, CT requires stationery expense activities is more than usual activities, Critical thinking activities take longer time, Teaching critical thinking should be planned with a spiral sense that is distributed to all levels of education starting from preschool period instead of teaching in one or a few years.

Sünbül and Kurnaz(2016)  added that CT requires all the students to participate, teaching activities take much time, The attitudes and tendencies of students at the beginning of teaching critical thinking are important. So, before teaching critical thinking, some activities of critical thinking should be done first which will enable students to gain positive attitudes in terms. Critical thinking strategies and skills are more suitable for each subject but it should be chosen carefully, It can be taught at all ages and levels but the teacher should be careful about which critical thinking strategies and skills should be taught at which level and age. CT depends on students' activities.so, the students should definitely be active about learning.

Lai et al., (2011) assured that there are various challenges in CT which are related to teaching and learning process in the class(context and knowledge and assessment : background knowledge is not sufficient for enabling critical thinking  within a given subject though background knowledge is a necessary in CT, assessment of CT skills in other measurement contexts as well standardized instruments that use multiple choice items to measure limited aspects of critical thinking may meet reliability standards, but these standardized instruments are vulnerable, Performance based assessments (PBAs) which are seen as more valid representations of the construct, are susceptible to low reliability and a lack of generalizability across tasks.

In fact, there are troubles in accepting CT skills: there is difficulty in applying critical thinking terms in practice, learners should  become very concerned with how concepts overlap, learners may be confused about things that seemed clear before, persistently doubting that learners' s  performance will ever improve , Learners do not have initial confidence in an answer, so, learners feel nagging doubt, Learners should feel that teachers are not teaching enough because teachers generate more questions than answers (Kallet,2007).

In other terms, the teaching of CT faces difficulties   in the way that enabling the students in making observations, pose questions, examine sources, gather, analyze, interpret, and synthesize data; propose answers of questions, explain and predict; communicate findings through

discussion and reflection; apply their findings to the real situation, and follow up new questions that arise in the process. In sum, the teaching material was prepared considering the components of critical thinking skills (Wale & Bishaw, 2020).

### 3. Problem of the Study

To document the problem of the study, the researcher conducted a pilot study to investigate there is relationship between  EFL persuasive writing and critical thinking skills among student teachers' at the Faculty of Education, Benha University. The researcher used an EFL persuasive writing test, a rubric to score the test and critical thinking test. The EFL persuasive writing test and critical thinking skills test were administrated at the first term 20202021.The participants consisted of 20 third year student teachers. The findings of the study showed that there is a lack in students' EFL persuasive writing and critical thinking skills.

Based on the findings of the pilot study, the researcher can say that EFL third year student teachers at the Faculty of Education lack EFL persuasive writing skills and critical thinking skills. Hence, The current study attempted to develop EFL persuasive writing and critical thinking skills.

### The study tried to answer the following questions:

1. What are persuasive writing skills required for EFL student teachers at the Faculty of Education?
2. What are critical thinking skills required for EFL student teachers at the Faculty of Education?
3. What is the relationship between  persuasive writing skills and critical thinking skills among EFL student teachers at the Faculty of Education?

### 4.  Hypotheses of the Study

The research hypotheses have been formulated as follows:

1 -There is a statistically significance difference between the mean scores of the participants in the pre post assessment of EFL persuasive writing skills in favor of post assessment.

2 -There is a statistically significance difference between the mean scores of the participants in the pre post assessment of EFL critical thinking skills in favor of post assessment.

3- There is a statistically significant positive relationship between the mean scores of the participants in the post assessment of EFL persuasive writing and critical thinking skills at the level(0.01).

### 5.  Design

To fulfill the objectives of the study, Investigating the relationship between development of  EFL persuasive writing  and critical thinking skills at the Faculty of Education. The participants were (n=30), they were one group. The researcher used

EFL persuasive writing and critical thinking checklist. The researcher used EFL persuasive writing and critical thinking tests. The EFL persuasive writing and critical thinking' checklist and test were validated by specialist jury members in curriculum and methods of teaching English. The tests were administered as pretest and posttest to the participants.

## 6. Study Findings

In order to test the hypotheses of the study, data were collected from pretest and posttest and were treated statistically using standard deviations and t-test. The findings are shown as follows:

➢ **Finding (1):**

The first main hypothesis states that " there is a statistically significance difference between the mean scores of the participants in the pre post assessment of EFL persuasive writing skills in favor of the post assessment:

To test the first main hypothesis, paired t-test sample was used for the participants' mean scores, standard deviations (S.D), t-value, and level of significance in the pre-post assessment of the EFL persuasive writing skills. The Eta square formula ($\eta2$)  was calculated to estimate the effect size of the experimental treatment in the overall EFL persuasive writing skills.

**Table (1)** The Findings of the t-test and ($\eta2$)differences between the Mean Scores of the Study Participants in the Pre-post Assessment of the overall EFL Persuasive Writing Skills.

| Test | No. | Mean | Std. Deviation | t-value | DF | α Sig | $\eta2$ |
|------|-----|------|----------------|---------|-----|-------|-----|
| Pre | 30 | 40.87 | 9.55 | 37.329 | 29 | 0.01 | 0.980 |
| Post | 30 | 128.43 | 6.28 | | | | |

Table (1) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL persuasive writing skills test in favor of the post assessment. The t-value was(37.329) which is significant at the (0.01) level of significance. The effect size of the treatment($\eta2$) on the  overall EFL persuasive writing skills was (0.980). Consequently, the first hypothesis was accepted.

## Finding (2)

There is a statistically significance difference between the mean scores of the participants in the pre post assessment of critical thinking skills in favor of post assessment:

To test the first main hypothesis, paired t-test sample was used for the participants' mean scores , standard deviations (S.D), t-value, and level of significance in the pre-post assessment of the critical thinking skills.

**Table (2)** The Findings of the t-test and (η2)differences between the Mean Scores of the Study Participants in the pre-post Assessment of the overall Critical Thinking Skills.

| Test | No. | Mean | Std. Deviation | t-value | DF | α Sig | η2 |
|------|-----|------|---------------|---------|-----|-------|-----|
| Pre  | 30  | 4.93 | 1.89 | 31.674 | 29 | 0.01 | 0.972 |
| Post | 30  | 15.60 | 1.25 | | | | |

Table (2) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL critical thinking skills test in favor of the post assessment.

➤ **Finding (3)**

There is a statistically significant positive relationship between the mean scores of the participants in the post assessment of EFL persuasive writing and critical thinking skills at the level(0.01).

To test this hypothesis, the Pearson Correlation Coefficient between the mean scores of the participants in the post application of the EFL persuasive writing and critical thinking skills test was used.

**Table (3)** shows the Pearson Correlation Coefficient between the Mean Scores of the Participants in the Post application of the  EFL Persuasive Writing and Critical Thinking Skills test.

| Dependent | Pearson coefficient | Significance |
|-----------|--------------------|--------------|
| **Critical thinking** | 0.841 | 0.01 |
| **Persuasive writing** | 0.841 | 0.01 |

Table(3) shows that there is a statistically significant positive relationship between the mean scores of the participants in the post assessment of EFL persuasive writing and critical thinking skills at the level(0.01).

### 7- Conclusion

Based on the findings of the study, it can be concluded that:

There is a positive relationship between EFL persuasive writing skills and developing critical thinking skills among students at the faculty of Education.

There is an important role for teacher as a guide, facilitator and monitor.

The relationship between persuasive activities and critical thinking activities is strong.

### Recommendation for Further Research

The present study can offer the following recommendation based on the findings**:**

-  EFL  student teachers should be provided with tasks and activities to develop EFL persuasive writing and critical thinking skills.
-  EFL  student teachers should learn all genres of thinking skills (creative, critical and reflective).
-  More attention should be paid to all genres of writing especially (creative, argumentative, narrative and descriptive)

## References

[1] AbdulAziz, F., I & Ahmad, U, K.(2017).Persuasive writing: How students argue? Sains Humanika,9 (42),19:32

[2] AlMubaid, H. (2014). A New Method for Promoting Critical Thinking in Online Education. IJAC,7(4),34:37.

[3] Anderson,S.,C.(2010). Gifted voices: A study of high school students' proficiency in persuasive writing and their perceptions of personal agency(Unpublished doctoral dissertation). University of Denver.

[4] Baird, R. (2006). A BareBones guide to persuasive writing. Writing, 29(3), 1:3.

[5] Beyreli , L.& Konuk, S.(2018) A research on the improvement of persuasive writing skill of sixth grade students in secondary school .Education and Science,43(193),181:215

[6] Cottrell,S.(2005). What is critical thinking?. critical thinking skills

[7] developing effective analysis and argument. Macmillan(pp1:16).

[8] Davies, M. (2015). A Model of Critical Thinking in Higher Education. In M.,B., Paulsen (Ed). Higher Education: Handbook of Theory and Research. Springer.pp:41:92.

[9] Davies, w.& Stevens, M.(2019). The Importance of critical thinking and how to measure it.Pearson ,Talent Lens(pp 717).

[10] Duerr, S., Lange,K., T. & Gloor, P., A.(2021)What makes a message persuasive? Identifying adaptations towards persuasiveness in nine exploratory case studies. Computer Science,2104, 1:10

[11] Gardner,M., E.(2015). Concept mapping: Effects on content knowledge and engagement with content in elementary students' persuasive writing. (Unpublished doctoral dissertation). university of Kentucky.

[12] Good, K.,E.(2019). The pen or the cursor: A single Subject comparison of a paper based graphic organizer and a computer based graphic organizer to support the persuasive writing of students with emotional and behavioral disorders or mild Autism(Unpublished master thesis). George Mason University, Fairfax: VA

[13] Gul,R., B., Khan , S., Ahmed, A. &Cassum, S.(2014). Enhancing educators' skills for promoting critical thinking in their classroom discourses: A randomized control trial. International Journal of Teaching and Learning in Higher Education, 26(1),3754.

[14] Hitchcock, D. & Verheij, B., Eds. (2006). Arguing on the Toulmin Model: New essays in Argument Analysis and Evaluation Dordrecht, Netherlands: Springer

[15] Husband, G. (2006). An Analysis of critical thinking skills in computer information technology using the California Critical Thinking Skills Test(Un Published Master Thesis). University of Wisconsin Stout, Menomonie, WI

[16] Hyland, K. (2009). Academic discourse: English in a global context. pp(215). London: Continuum

[17] Kallet, M.(2007). Get Think Smarter: Critical Thinking to Improve Problem Solving and Decision Making Skills now with O'Reilly online learning: What Is Critical Thinking?. USA: O'Reilly

[18] Kallet , M. (2014) . Think smarter Critical Thinking to improve problem – solving and decision – making skills. NY: Wiley Hoboken.

[19] Lai, E., R. Bay Borelli, M., Kirkaptrick, R., Lin, A &Wang, C.(2011). Critical Thinking: A Literature Review Research report.  London ,Pearson.

[20] Leighton, C., M.(2011). The cognitive  processes of 6thegrade students  of varying  Spanish and  English proficiencies while writing persuasive letters(Unpublished doctoral dissertation). Boston university, USA

[21] Lenox, J., A.(2015). Effects of Collaborative Learning on Persuasive Writing in 11th Grade Inclusive Classrooms. (Unpublished Master Thesis). Caldwell University.

[22] Lioyd, M. &Bahr, N.(2010). Thinking Critically about critical thinking in Higher Education. International Journal for the Scholarship of Teaching and Learning,4(2),1:15.

[23] Lioyd, M. &Bahr, N.(2010). Thinking Critically about critical thinking in Higher Education. International Journal for the Scholarship of Teaching and Learning,4(2),1:15.

[24] McCraw,S., B.(2011). Little Writers – Big Opinions: The Impact Of Exposing First Graders to Persuasive Writing(Un Published Doctoral dissertation), University of Delaware, United States.

[25] National Center for Educational Statistics NAEP (2003). Report card to the nation and the states. Retrieved From: http://www.nces.ed.gov/nationsreportcard/reading.

[26] Nippold, M. (2000). Language development during the adolescent years: Pragmatics, syntax, and semantics. Topics in Language Disorder, 1528 Retrieved from:from MasterFILE Premier database.

[27] Novero, R., P.(2015). Persuasive writing and English language learners in middle school(Unpublished master thesis). Saint Mary's College of California, California

[28] Richards, S., A.(2015). Measurement and features of persuasive writing in undergraduate students with and without written language disorders (Unpublished doctoral dissertation). Bowling Green State University.

[29] Rouhani, Y., Nafchi,A., M.& Ziaee,S.,M.(2016). Applying different interventions to teach writing to students with disabilities: A review study. Theory and Practice in Language Studies,6(4),733:741

[30] Rumfugapon , M. , W. (2007). Students Critical Thinking Skills, Attitudes to ICT and perceptions  Of ICT classroom learning environments under the ICT schools pilot project in Thailand ( Un Published Doctoral dissertation). university of Adelaide , Thailand.

[31] Schulze,J.(2013). Supporting the persuasive writing practices of English language learners through culturally responsive systemic functional linguistic pedagogy(Unpublished doctoral dissertation). The University of Massachusetts Amherst.

[32] Scriven, M. & Paul, R.(1987). Defining Critical Thinking. New york, NY: The Foundation for Critical Thinking.

[33] Sunbul , A. , M., & Kurnaz , A. (2016). Critical thinking and how to teach critical thinking skills. In  Z. kaya & S. Akdemir (Eds). Learning and teaching : theories ,Approaches and Models. Ankara , Turkey:  Cozum.

[34] Thomson , C.(2011) . critical thinking across the curriculum process over output .International journal of Humanities and social science. , 1(9),1:7

[35] Vancil, K.(2009).Transfer of  critical thinking: Literacy from reading art  to reading text(Un published doctoral dissertation). Seattle University.

[36] Wale, B., D.  &Bishaw, K., S. (2020). Effects of using inquirybased learning on EFL students' critical thinking skills.  AsianPacific Journal of Second and Foreign Language Education,5,1:14.