



A Comprehensive Exploration of Lecturer's Written Corrective Feedback on Students' Counterargument Paragraphs in Enhancing Argumentative Writing Proficiency

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ABSTRACT

Objective: This study delved into the methods employed by lecturers when offering feedback on argumentative essays authored by students. It particularly emphasized examining the feedback mechanism about counterargument paragraphs within these essays. **Method:** The research utilized a qualitative method to delve into the feedback provided by the lecturer on students' argumentative essays. This involved thoroughly exploring the various types of feedback imparted by the lecturer. Additionally, document analysis served as the primary means of data collection, enabling a comprehensive examination of written feedback and its nuance. **Results:** The results emphasize the importance of feedback in improving writing skills and suggest that lecturers should continue to give clear and direct feedback. **Novelty:** In the context of existing literature on lecturer's written corrective feedback, this study provides valuable insights into students' argumentative writing dynamics. It highlights the significance of using clear feedback to enhance writing skills, benefiting lecturers and students in academic writing. Additionally, feedback on counterarguments could increase writing proficiency since it is usually the weakest point.

INTRODUCTION

Writing instruction for English language learners in non-English-speaking countries has traditionally drawn upon theories and teaching methods from English-speaking nations. Therefore, writing is an essential productive ability for students studying English as a foreign language (EFL), particularly for those pursuing higher education. It is integrated as a primary goal (Al-khazraji, 2019; Filippou et al., 2019) because it enhances students' academic attainment and educational progress. Furthermore, acquiring skills related to strategic planning, self-regulation of writing, revision, and reader engagement has become imperative for creating exemplary written work. As a result, students in higher education are frequently tasked with creating essays, papers, or articles to acquaint them with various writing methodologies. Despite the significance of writing courses for college students, most still perceive it as a challenging skill due to the multitude of writing genres. One type of writing genre that students must master is argumentative writing, where the authors must formulate a position on a particular topic, explicate and elucidate it, and furnish substantiating evidence to buttress their viewpoint (Ozfidan & Mitchell, 2020). Therefore, argumentation is paramount in composing argumentative texts (Valero et al., 2022). Students commonly encounter challenges during the writing process, often making errors related to grammar, cohesion, coherence, paragraph structure, word choice, and spelling (Salaxiddinovna, 2022). These difficulties can stem from various factors, such as a need for grammar proficiency, limited vocabulary, particularly in academic contexts where

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