

Writing an argumentative essay: the use of meta-discursive didactic sequences to improve students' skills

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Abstract

The study purpose is to explore how the application of a meta-discursive didactic sequence organizes and schematizes the development and writing of an argumentative essay. In the course of the study, a corpus of argumentative essays (90 works) written in English by 4th-year students of technical specialties of the Technical Institute (branch) of the North-Eastern Federal University named after M.K. Amosov (n = 45), Moscow Polytechnic University (n = 45) and the University of International Business (Almaty, the Republic of Kazakhstan) (n = 45) was considered. The observation lasted 13 weeks and consisted of three stages. According to the research results, 71.1% of students from the Technical Institute (branch) of NEFU correctly used the essay superstructure, 57.7% – macrostructure, and 42.2% – microstructure. It was found that the learning strategies focused on the meta-discursive approach are better developed among bilingual students. At the same time, monolingual students from Moscow Polytechnic University showed the following results: 28.8% – mastered the superstructure of writing an argumentative essay, 35.5% – macrostructure, and 46.6% – microstructure. Further research will be aimed at separating these categories and a step-by-step analysis of the process of argumentative essay writing following a meta-discursive sequence. The study limitations were manifested in the bilingualism of one category of students and the monolingualism of the other, which significantly affects the outcome of the data obtained.

Key words: argumentation, bilingualism, foreign language, macrostructure of an argumentative essay

Introduction

All contexts of everyday life are endowed with argumentation, especially political debates, meetings, the media, the Internet, the education system, science. The study seeks to obtain new experimental data to confirm the potential of a meta-discursive didactic sequence in the development of an argumentative essay in the field of education.

Argumentation is not only an acquired skill, but also a method of developing thought in the learning system (Mahmood et al., 2017). Students need to develop argumentation skills for the correct expression of their thoughts, protection of their ideas, and communication (Barrot & Gabinete, 2019). In this perspective, the theory of argumentation is a line of research that is of growing interest in the 21st century in the educational, linguistic and cognitive sciences, as well as among teachers of foreign languages and researchers in the field of bi-multi-literacy (Zakaria & Malik, 2018). Thus, the purpose of this study is to analyze the implementation of a meta-discursive didactic consistency when writing an argumentative essay in English as a second language.

From the perspective of the introduction of a meta-discursive didactic sequence when writing an argumentative essay, research was based on the method of a literature review. It was revealed that despite its effectiveness, there are concerns about the quality of the introduction of a meta-discursive didactic sequence at the initial stages of learning foreign languages due to the limited knowledge, experience and language abilities of students (Perelman, 1999). The issue of improving the structure of an

argumentative essay written in a second language (Perelman, 1999) paved the way for the study of the concepts of superstructure, macrostructure, and microstructure. In the context of the superstructure of an argumentative essay, Galindo and Larrotta (2018) found that some argumentative essays written in a foreign language lack a thesis that needs to be developed. Among the difficulties of macrostructural construction, the following are emphasized: inconsistency between primary and secondary ideas (Cheung & Low, 2019), lack of arguments in favor of confirming the thesis (Barrot & Gabinete, 2019) and inconsistency between the development of secondary ideas (Mahmood et al., 2017). The following difficulties are observed in microstructural construction:

- misuse of grammatical categories (tenses);
- misuse of the definite article and prepositions;
- the use of linking elements without any logical connection between the combined text parts;
- lack of logical connectors (Barrot & Gabinete, 2019). Bilinguals find it easier to eliminate such gaps as they initially feel “another language” (Guo et al., 2021). Bilingualism is an individual feature and its manifestation varies in accordance with the person, culture, context of acquisition, needs (Grosjean, 2019). In addition, it should be considered that various uses of bilingualism are also areas of specialization. In this regard, the issue of individual and acquired bilingualism can be studied (Grosjean, 2019). Acquired bilingualism is the ability to use learned cultural languages in any act of communication with people of varying degrees of language proficiency in accordance with their individual and contextual characteristics (Grosjean, 2019). In the context of bilingualism, it is worth noting the study by Barrot (2022) about bilingual university training in the field of foreign language teaching and the types of such training. According to García-Barrera (2015), bilingual education is exogenous, sequential, acquired and differentiated. Bilingual learning is exogenous as a second language is not used as a mother tongue in the bilingual community (Grosjean, 2019). It is consistent as the development of a second language occurs after the mastery of the native language (Barrot, 2020). It is acquired as bilingualism is the result of learning a second language in a school environment (Arslan, 2018). Bilingual education is differentiated as everyone has different proficiency in a second language, that is, we are talking about proficiency in two languages in accordance with the requirements of the environment. In this perspective, the research objectives are determined not only by the need to demonstrate the potential for the implementation of a meta-discursive didactic sequence in the development and writing of an argumentative essay but also by the need to show the impact of bilingualism on its implementation in the work.

Literature review

According to the theory of argumentation (Romani, 2021), the nature of language is inherently absurd, and argumentation is viewed as linguistic, discursive and communicative acts in which the interlocutor intends to win the addressee's commitment through the argumentation in defense of their own interests, while convincing argumentation is relevant for a certain audience. On the other hand, according to van Gelder (2015), any argumentation implies a problem. Dialectical argumentation makes it possible to place arguments in favor of and against the thesis under consideration, which entails the use of argumentation methods. In this regard, as noted by Zakaria and Malik (2018), a defensible subject must know the recipient. Therefore, it is necessary to know one's own environment, to know which theses they accept or reject, as well as to be aware of their identity and values. In the process of convincing argumentation, it is necessary to avoid confusing, closed, weak, inaccurate, redundant, repetitive, inappropriate, fixed or coercive arguments and,

therefore, present a clear and precise thesis in a way that emphasizes its advantages (Mahmood et al., 2017). In other words, the arguments of the disputing subject must be relevant to each other and to the position being defended (Aimah et al., 2019; Nisya, 2021).

According to Gezegin and Melike (2020), the argumentative essay assessment model is the perception of an argumentative essay as a written explanatory genre; in this context, the author of the text defends their position on the topic developing one or more arguments that are clearly based on a meta-discursive sequence. In the psychological model of text processing (Grosjean, 2018; Perelman, 1999), the meta-discursive sequence of an argumentative essay in English as a second language is based on three text structures:

- Superstructure is the basic structural scheme of the text that does not depend on its content. The superstructure of an argumentative essay denotes the argumentation nature of a written work. This category, in turn, contains four functional sub-categories: (1) the statement of the thesis or defended position, (2) the logical structure of the text, (3) the presentation of one or more arguments, and (4) the presentation of the complete position.

- Macrostructure refers to the consistent organization of the semantic content of the text at the global level. The macrostructure of an argumentative essay written in English as a second language is assessed taking into account the relevance of the following components: thesis, the development of the main arguments, and conclusion (Hayes, 2000; Oganosova, 2019).

- Microstructure refers to the consistent organization of the semantic content of the text at the local level. The microstructure of an argumentative essay is assessed according to the following mechanisms of the text consistency and coherence: text markers, text correction (accuracy and variety, vocabulary, spelling, punctuation, capital letters, accuracy in the use of tenses and verbs) (Korau & Aliyu, 2020; Sannomiya & Ohtani, 2015).

- Meta-discursive didactic sequence refers to a set of sequential actions of increasing complexity planned by the teacher to help the student improve the oral or written construction of knowledge in the learning process (Logan & Kieffer, 2021).

In this context, the implementation of a meta-discursive didactic sequence requires clarification of the term meta-discourse. In the present paper, meta-discourse is defined as a discourse about discourse that is used by a subject to guide the recipient towards the correct understanding of the language in a certain situation of the discourse use. This is oral or written linguistic material that helps the recipient of the text structure, interpret and evaluate the information obtained (Lo et al., 2020). Thus, the research objectives are as follows:

- the implementation of a meta-discursive didactic sequence in writing an argumentative essay;
- the application of planning, textualization, monitoring and evaluation within the meta-discursive strategy.

These studies show that there is no shortage of research on metadiscourse and the concept of didactic sequence, which has been studied at both theoretical and methodological levels in the field of language teaching and learning, and it remains to be seen how the current research differs from previous research. However, the theme of these studies is inspiring to complement and generalize existing knowledge. Subsequently, a cross-disciplinary study developed teaching strategies and recommended applying the meta-discursive approach in writing an argumentative essay.

Methodology

Research design

The study relied on a qualitative method with planned observation. The observation lasted 13 weeks and consisted of three stages: (1) identification or diagnostic assessment of the situation, (2) planning and action, (3) observation and assessment.

Stage 1: Identification or diagnostic assessment of the situation (three weeks). Description and explanation of the real situation in the selected group of students in terms of their effectiveness in writing an argumentative essay in English. The essay was written collectively based on the self-guided principle. The diagnostic tests were assessed by teachers.

Stage 2: Planning and action (7 weeks). In turn, for the transition to the “action” phase, meta-discursive didactic sequence planning took place in three phases: beginning, development and completion. This indicates a consistent and progressive development of the skill to write a persuasive text, as well as the development of metacognition. Each stage consisted of workshops created within the framework of the educational process model (van Gelder, 2015), as well as in the cognitive writing model (Hyland, 2018). In particular, the workshops included classes and exercises aimed at the gradual study of both the structure of an argumentative essay (superstructure, macrostructure and microstructure) and the processes of metacognitive writing (planning, textualization, monitoring and evaluation).

Sampling

The study was carried out at the Department of Mathematics and Informatics (field of training: Informatics and Computer Engineering) of the Technical Institute (branch) of the North-Eastern Federal University named after M.K. Amosov located in Neryungri (45 fourth-year students) and at the Faculty of Information Technologies (field of training: Cyber Security) of Moscow Polytechnic University (45 fourth-year students) and the University of International Business (Almaty, the Republic of Kazakhstan) (45 fourth-year students). The selected groups were taught with an emphasis on English as a second language. The selection of the research sample was based on psycholinguistic typification (van Gelder, 2015). According to this typology, the optimal age for starting bilingual education is not first-year students, but third- or fourth-year students. Therefore, participants were selected from all fourth-year students using the non-probability sampling method. The average age of students was 19.9 years (the fourth year of study).

The personal data on the linguistic background determined that the majority of students were congenital bilinguals. In addition, the student selection was based on the non-probability sampling method. In particular, the applicants were expected to meet the following characteristics:

1. No experience of residence in an English-speaking country for some time (more than 15 days).
2. Learning English from the beginning of primary school in regular educational institutions where English is the target language of instruction rather than a linguistic environment for academic teaching.
3. Be bilingual in an educational context.

Research procedure

At the three stages, the teachers used meta-discursive teaching and learning strategies, namely:

- Meta-discursive learning strategies and metacognitive practices (guided, collaborative and individual practices). Primary integration of a text into discourse based on meta-discursive features. The pattern of text-utterance-argument. The ability to use different discourses and the inclusion of social interaction in discourse, which ultimately makes it possible to produce and perceive an argumentative essay;

- Metacognitive and meta-discursive learning strategies (use of metalanguage, content analysis, identification and elimination of errors, identification of structures, development of diagrams and checklists, development of self-assessment questionnaires, formulation of questions to the teacher, development of mind maps, definition and implementation of the writing process stages: planning, textualization and regulation). This learning strategy was created at the first stage – presentation and contextualization. The workshop included reflective questions on a topic of interest to students; exercises; identification and arrangement of the superstructure of authentic essays; analysis of the essay parts, correction, and construction of theses. Two categories of work were distinguished: the use of metalanguage in the discourse analysis of the superstructure of the text and the creation of a strategy for writing essays by the students. The guided practice and cognitive modeling of the teachers allowed the students to master the metalanguage required to understand the superstructure of the text.

Data collection techniques

The observation was carried out with the help of the following tools: teacher portfolio and student portfolio. The ATLAS.ti7 software was used in the work. The focus group data were processed in accordance with ethical standards and based on the principles of non-interference with the personality of individuals and the guarantee of anonymity. The didactic approach was chosen to evaluate learning as it evaluates learning outcomes as a developmental and nurturing process; as a means of personal development in accordance with socially determined goals and educational needs of students.

Analytical techniques

At the stage of the implementation of Module I (Presentation and contextualization of persuasive argumentation), the strategy of decoding the supersystem was applied. Students were informed about the purpose of learning and the importance of the subject; argumentation schemes were activated. Subsequently, the workshop began with questions related to the use of argumentation in everyday life. It was followed by the analysis of an authentic argumentative essay, the identification of the essay superstructure (thesis, arguments and conclusion) and the construction of the essay structure.

With regard to the study of macrostructure, the teacher turned to the construction of arguments (basic and dependent) in favor of the essay. For this, exercises asking students to fill in the gaps in the text, determine the type of arguments, correct arguments that do not support the thesis, prepare checklists and self-assessment questionnaires, and formulate questions for the respondent were developed. Finally, a draft argumentation was made. At the final stage, the construction of the conclusion, the microstructure of the text and the regulation or evaluation of argumentative essays were studied.

Stage 3 observation and evaluation (3 weeks). The final workshop began with the content analysis of conclusions. Subsequently, the students were given exercises to fill in the texts without conclusions. In the same way, the student had to choose the final sentence that was best adapted to the presented text from several options. The workshop allowed the microstructure of an argumentative essay to be assessed through the use of the following mechanisms of textual cohesion: text markers, varied vocabulary, use of spelling, punctuation, and capital letters, as well as accurate use of tenses and verb forms. For this, the function of these mechanisms in model texts was analyzed. Sample texts were developed by the students and joint evaluation and revision were requested.

The research limitations are associated with the use of exclusively quantitative analysis of written argumentative essays. Further research should rely on the use of

qualitative methods. Also, the study limitations were manifested in the bilingualism of one category of students and the monolingualism of the other, which significantly affects the outcome of the data obtained.

Results

The results of the study showed the potential and feasibility of introducing a meta-discursive didactic sequence in the development and writing of an argumentative essay.

The results of the use of the superstructure, macrostructure and microstructure when writing an argumentative essay in English at the North-Eastern Federal University named after M.K. Amosov (the city of Neryungri), Moscow Polytechnic University, and the University of International Business (Almaty, the Republic of Kazakhstan) (Figure 1).

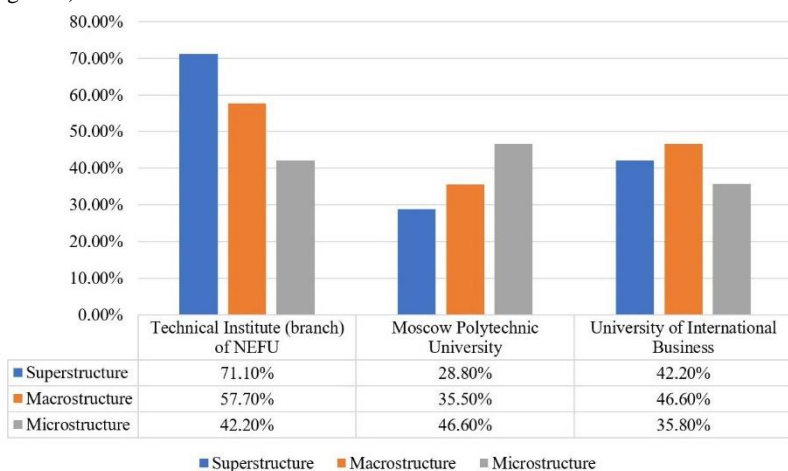


Figure 1: The Use of Meta-Discursive Sequences When Writing an Argumentative Essay
Source: Own Development

Figure 1 makes it possible to draw the following conclusions: 32 out of 45 students from the Technical Institute (branch) of NEFU were competent in the logical organization of the components of the argumentative essay superstructure while 13 students from Moscow Polytechnic University had not yet developed the necessary skills. On the other hand, 21 students of the University of International Business demonstrated good skills in working with the macrostructure of the argumentative essay within the current study. For the development of the logical organization of the superstructure of an argumentative essay, an original model was presented – it asked the students to briefly substantiate their thoughts on a given topic. For this, the students were divided into subgroups of 5 people (cooperative self-regulation). Students were given 30 minutes to read the text and write a counterargument (Table 1). They had to understand that the problem discussed in the class was related to synthesis and the creation of a point of view. They were provided with a text to find a statement of the argument and analyze its characteristics using the formula: SUBJECT / CLAIM / DIRECTION.

Table 1: Exercise for a Counterargument

Read the text	Write a counterargument using the scheme
Educators often discuss whether high school sports have a positive influence on students. Some educators think high school sports do have a positive influence because the lessons learned from athletic competition add to the lessons learned in the classroom. Other educators think high school sports do not have a positive influence because the emphasis on sports often overshadows student achievement in other areas. In your opinion, do high school sports have a positive influence on students?	General reasons you believe your claim is true Teach social skills - Teach time management - Provide exercise and each benefits of hard work

Notes: Own development.

Thus, 26 students from the Technical Institute (branch) of NEFU demonstrated the correct use of macrostructure when writing an argumentative essay, and 19 students out of 45 showed the correct use of microstructure. The students from Moscow Polytechnic University are clearly less proficient in the organization of components when writing an argumentative essay. Thus, the macrostructure and microstructure strategies were correctly used by 16 and 21 students, respectively. The students from the University of International Business demonstrated the following results: 16 students can properly use microstructure and 14 students - macrostructure. Such results are considered in an extralinguistic context:

- pragmatic - it is necessary to more carefully consider the macrostructure of the meta-discursive sequence, namely to pay attention to the thesis thinking skills of students, the development of basic arguments and skills to draw conclusions;

- sociocultural - we adhere to the opinion about bilingual potential when writing an argumentative essay. As in this group there were many monolinguals, they had more problems with the intuitive distribution of the meta-discursive sequence.

Table 2 shows the percentage of students using the meta-discursive sequence requirements when writing an argumentative essay.

Table 2: Percentage of Students Using Meta-Discursive Sequence Requirements

Meta-discursive sequence	Students from the Technical Institute (branch) of NEFU	Students from Moscow Polytechnic University	Students from the University of International Business
Superstructure	71.1%	28.8%	31.5%
Macrostructure	57.7%	35.5%	32.7%
Microstructure	42.2%	46.6%	35.8%

Notes: Own development.

Thus, 57% of students from the Technical Institute (branch) of NEFU followed the requirements of a meta-discursive sequence when writing an argumentative essay while there were only 35.5% of such students at Moscow Polytechnic University. These results suggest that there is a need to polish the meta-discursive sequence skills in the latter group of students. These students had difficulties in mastering essay superstructure, in particular, 16.2% of them did not include arguments in their essays. The students from Moscow Polytechnic University wrote texts without a central idea (thesis) that needs to be developed. Even among 28.8% of students whose essays were

categorized as argumentative, there were gaps in knowledge and the appropriate use of the macrostructure and microstructure essay components. Thus, weak students require more training in the construction of superstructures, macrostructures and microstructures when writing an argumentative essay in English. In this perspective, the implementation of a meta-discursive didactic sequence is feasible. In addition, the study findings show that bilinguals have better results than monolinguals.

Thus, 35.8% of students from the University of International Business demonstrated the most efficient use of the microstructural components of an argumentative essay, and at the same time, the skills of the majority of the participants were distributed fairly evenly. At the same time, meta-discursive sequences and argumentative superstructure among Kazakh students were also poorer compared to the works categorized as those containing good argumentation. It is obvious that the ability to understand and build argumentation at the superstructural and metastructural levels also requires significant improvement and enhancement of students' knowledge and confidence in understanding the language.

Recommended teaching strategies:

1. You must make your voice heard, but that's not all. For this letter, you will need to research the topic thoroughly, and collect, create, and present facts on the specific topic in a concise manner. It will require you to back it up with evidence, persuasive arguments, and proper structure.
2. Thus, students should break down the topic and the available arguments into three elements of the structure (superstructure, macrostructure, and microstructure). Structuring will help identify strong and weak arguments. The components of the meta-discursive didactic series should be studied in detail in the classroom with teachers. It leads to learning strategies focused on a metadiscursive approach.
3. Research is one of the founding pillars of this article. It is because, for an argumentative essay, there must be a set of evidence to demonstrate and defend your argument. You can include all reference sources from industry experts and reliable citations.

Discussion

Thus, Grosjean (2019) identifies three main priorities for bilinguals: receptive (easy perception of the secondary language system - microstructure), reproductive (skills of mimicry and generalization - macrostructure), and productive (the ability to build integral theses, arguments, counterarguments - superstructure). Thus, bilingual students can use self-regulation when writing an argumentative essay. The academic performance of monolinguals depends on the guided practice that reveals a meta-discursive sequence (Kivi et al., 2021). This will emphasize the integration of the sub-processes that make up an advanced writing process: planning, the extraction of information from long-term memory, and overview. Students will be able to develop their own meta-discursive strategies such as meta-understanding and planning. Such strategies should ensure the successful completion of the task given.

The use of a meta-discursive didactic sequence in foreign language learning is a progressive educational strategy for improving the skills of writing strong argumentative essays. Ahmadi et al. (2013) emphasizes that meta-perception of a foreign language can improve the quality of education and skills of students in the subject area. Barrot (2020) argues that didactic sequence refers to a set of actions. This refers to sequential and teacher-planned actions with an increasing degree of complexity aimed at improving the oral or written construction of knowledge in a particular field. The implementation of a meta-didactic sequence is meta-discursive (Grosjean, 2018) and requires clarification of what is meant by meta-discourse. European science defines meta-discourse as a discourse about discourse used by the speaker to guide the recipient towards the correct perception of the language. The

American school considers meta-discourse as oral or written linguistic material that does not add anything from a propositional point of view but helps the recipient of the text to organize, interpret and evaluate the information received (Logan & Kieffer, 2021). We agree with Arslan (2018) that in the meta-discursive didactic sequence, the teacher consciously uses a discourse focused on the scientific content being taught; the purpose of the content is to help students better assimilate the material. Lo et al. (2020) states that the implementation of a meta-discursive didactic sequence will favor the student in the learning process and in the process of writing an argumentative essay; it can contribute to correct planning, textualization, monitoring and evaluation (Logan & Kieffer, 2021). Sannomiya and Ohtani (2015) examines the implementation of metacognitive actions in the context of the dual task paradigm. The author states that an error analysis session at the level of words and at the level of essay structuring with the use of cognitive and metacognitive indicators has a positive effect on the thinking style and creative potential of students (Teng, 2016). In this context, writing can be viewed as a recursive process which involves both cognitive and metacognitive functions; these functions are unique and require an individual approach to their development. In contrast to this thesis, studies of Puente-Díaz et al. (2021) emphasize the importance of metacognition in improving English writing. Also, for those, for example, who use Russian as a second language along with their native language, metacognition turns out to be critical for the formation of competent writing skills (Korneev & Protassova, 2017). According to the author, metacognition is promoted by joint work and activities in the context of cooperative learning (Puente-Díaz et al., 2021). The theses about the advantages of bilingualism in the mastery of a meta-discursive didactic sequence fit into the context of this issue (García-Barrera, 2015). Learning is even more natural when bilingualism has a certain history, for example, the use of the Russian language in the countries of the former USSR (Gorlova, 2021). The author notes that individual bilingualism manifests itself in any subject with a high degree of effectiveness. Family bilingualism is even more effective when bilinguals cover several generations of one family, which can also often be observed in relation to the Russian language (Belobrovseva, 2018). The coexistence of two or more languages in one person in a sociocultural context increases his/her cognitive potential (Grosjean, 2019). In the context of the present study, it was found that bilinguals are more or less involved in two or more cultures and, moreover, better adapt a meta-discursive didactic sequence when developing and writing an argumentative essay in English. These conclusions can be drawn based on the example of the Russian language, the bilingual use of which is widespread in many countries of Central Asia, Transcaucasia, Ukraine, Belarus and other states (Gorlova, 2021). Accordingly, bilinguals easily adapt to the cultural and linguistic context while subconsciously combining and mixing the features of the cultures involved (Guo et al., 2021).

Conclusions

The implementation of the meta-discursive didactic sequence and the assessment of its impact correspond to the influence of the mechanism for organizing the focused content of the task. The results of the study showed the following skills of using the main components of the meta-discursive didactic sequence when writing an argumentative essay: 32 students (71.1%) from the Technical Institute (branch) of NEFU correctly used essay superstructure, 26 (57.7%) – macrostructure and 19 (42.2 %) – microstructure. It was found that teaching strategies focused on the meta-discursive approach turned out to be more effective in the development the following aspects among bilingual students: understanding the nature of the structure of an argumentative essay (superstructure, macrostructure and microstructure); understanding the function and argumentation power of the essay, the ability to develop arguments and use text markers; application of meta-discursive strategies for

planning, textualization and monitoring of theses and arguments, switching from guided work to independent work. The function of an argumentative essay is understood as the ability of a student to convincingly present a case to readers, showing them the full picture. It will also help them resolve the following situations and conflicts that require the use of strong arguments. Independent work is when the skills of writing an argumentative essay are improving so that the student can independently compose a high-quality essay at a high level. It applies to both written and oral formats.

Thus, 13 students (28.8%) from Moscow Polytechnic University mastered the superstructure of writing an argumentative essay, 16 (35.5%) – macrostructure, and 21 (46.6%) – microstructure. This indicates the lack of training aimed at critical thinking, which helps students understand the significance of the conclusion and its role as an argument, which, first of all, should convince the interlocutor; 14 students (31.5%) from the University of International Business demonstrated their understanding of essay superstructure, 15 (32.7%) used the macrostructure well and 16 (35.8%) properly applied the microstructure of the argumentative essay. Despite the uniform manifestations of analytical and argumentation skills and the uniform practice of critical thinking, the microstructure of evidence dominates here. In all the modules implemented, there was no significant use of the assessment strategy by the student, which allowed them to rethink the strategies and procedures implemented during the writing process. Although, constant observation and monitoring were carried out by the teachers, the students had to independently develop an assessment strategy that would allow them to make auto-correction of errors and better understand the use of meta-discursive strategies, as well as deliberately regulate the process of argumentative essay writing. Thus, this would lead to the significant development of their metacognitive self-regulation and good performance indicators. The research limitations are associated with the use of exclusively quantitative analysis of written argumentative essays. Further research should rely on the use of qualitative methods. Also, the study limitations were manifested in the bilingualism of one category of students and the monolingualism of the other, which significantly affects the outcome of the data obtained.

It appears that further research will be aimed at separating these categories and a step-by-step analysis of the process of argumentative essay writing following a meta-discursive sequence.

The importance of this study in the context of available research lies in the introduction of cognitive adherence into linguodidactics and pedagogy, as well as the provision of new opportunities for choosing special programs for teaching foreign languages to bilinguals.

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