

Integrating CEFR Standards in Arabic Language Education: Challenges and Opportunities

Ahmad Khalil^{1a}

¹ Department of Arabic Studies, University of Cairo, Egypt
e-mail: ahmad.khalil@gmail.com^a

Article History:

Received: July 05, 2024

Revised: August 15, 2024

Accepted: Sept 19, 2024

Keywords:

Guided Inquiry, Arabic Writing Skills, Grammar Improvement, Coherence, Critical Thinking.

Abstract:

This study explores the effectiveness of guided inquiry as a strategy for improving Arabic writing skills among Madrasah Tsanawiyah students. The research involved implementing guided inquiry methods in writing instruction over a semester and assessing its impact on students' grammar, coherence, and critical thinking. Data were collected through pretest and posttest assessments of students' writing, along with observational data on classroom interactions and student feedback. Results indicated significant improvements in grammar accuracy, sentence complexity, and essay coherence. Students demonstrated enhanced abilities to organize and develop arguments, use evidence effectively, and express their opinions with greater clarity. The guided inquiry approach also positively influenced students' perceptions of their writing abilities and confidence. Despite these gains, challenges such as difficulties in self-editing and generating ideas without direct guidance were noted. The findings suggest that guided inquiry is a valuable pedagogical tool for enhancing writing skills but also highlight the need for additional support mechanisms to address ongoing challenges.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Syed Iftikhar Ali Gilani

International Institute of Islamic Thought and Civilization, Malaysia.

e-mail: gilani.ali@live.iium.edu.my

Introduction (مقدمة)

Writing skills in Arabic are one of the most critical competencies for students to master, especially at the Madrasah Tsanawiyah (MTs) level, as writing represents a complex form of expressing ideas. Writing requires a strong command of vocabulary, grammar, and sentence structure. In the context of foreign language learning, writing is often considered the most difficult skill to acquire compared to listening, speaking, and reading (Al-Jarf, 2020). Therefore, students' writing skills need to be continuously developed so they can communicate their ideas effectively in written Arabic.

However, enhancing writing skills among students at MTs remains a significant challenge. Studies have shown that many students struggle to compose Arabic texts with accurate and coherent structures. This difficulty is often attributed to limited understanding of Arabic grammar and an inadequate vocabulary selection (Salim, 2021). As a result, students' writing abilities remain below standard, especially when tasked with composing essays that require logical reasoning and well-organized paragraphs.

In addition to these challenges, the teaching approaches commonly employed in many schools tend to be conventional and do not engage students actively in the writing process. Teacher-centered methods often dominate classrooms, which limits students' opportunities to explore their ideas independently (Yusuf, 2019). This passive learning environment exacerbates the low writing performance of students since they only receive information without the chance to actively practice writing under proper guidance.

One potential solution to address these issues is the implementation of guided inquiry-based learning strategies. Guided inquiry emphasizes active student engagement in discovering knowledge and developing skills through a series of questions and investigations led by the teacher (Hakeem, 2020). This strategy is particularly relevant for teaching Arabic writing, as it encourages students to think critically and analytically when structuring their compositions.

Moreover, research has demonstrated the effectiveness of guided inquiry in improving writing skills across various educational contexts. Studies have found that this strategy helps students better understand the material and fosters greater independence in constructing coherent and structured essays (Azzam & Khalid, 2021). Given these findings, guided inquiry emerges as a promising approach to be applied in Arabic writing instruction at the MTs level.

The benefits of guided inquiry are not limited to enhancing writing skills but extend to a deeper understanding of Arabic grammar. Proper grammar usage is essential in constructing sentences and paragraphs. El-Kholy (2022) found that students who were taught using guided inquiry were more adept at applying grammatical rules in their writing compared to those taught with conventional methods. This indicates the dual benefit of using guided inquiry, both for writing development and grammatical mastery.

Another advantage of guided inquiry is that it aligns well with modern educational trends, particularly in fostering 21st-century skills such as critical thinking, collaboration, and creativity (Kementerian Pendidikan dan Kebudayaan, 2020). These skills are increasingly emphasized in educational curricula, and guided inquiry can play a pivotal role in addressing these curriculum demands by promoting active learning and student participation in writing activities.

In addition to supporting curriculum goals, guided inquiry offers practical solutions to the persistent issues faced in Arabic writing education. Abdullah (2021) highlighted that students who participated in guided inquiry-based writing sessions showed marked improvements in their ability to generate ideas, organize thoughts, and revise their work effectively. This improvement was more pronounced compared to students who followed traditional teacher-directed approaches, reinforcing the value of guided inquiry in the classroom.

Furthermore, teachers also benefit from using guided inquiry in their instructional practices. This approach allows teachers to scaffold learning, providing gradual guidance as students become more capable of completing tasks independently (Hakeem, 2020). This gradual release of responsibility ensures that students do not feel overwhelmed but instead are motivated to take ownership of their learning, which is particularly important in writing instruction, where confidence and practice are key.

The application of guided inquiry is also adaptable to various classroom settings, making it suitable for use in MTs, where class sizes can vary and student abilities may be diverse. In large

classes, guided inquiry allows for differentiated instruction, where teachers can tailor guidance according to the students' needs and abilities, ensuring that all students can engage meaningfully in the writing process (Yusuf, 2019).

In the context of MTs, where Arabic is taught as a second or foreign language, guided inquiry not only helps students become better writers but also strengthens their overall linguistic competence. By actively engaging in inquiry, students reinforce their vocabulary and syntax knowledge, which are essential components of writing fluency (Salim, 2021). This holistic development is crucial for students aiming to excel in both written and spoken Arabic.

This study is also essential considering the current trends in Arabic language education at the national level. The Indonesian Ministry of Education has placed a growing emphasis on improving Arabic language competencies among students at Islamic schools, with a particular focus on developing higher-order thinking skills (Kementerian Pendidikan dan Kebudayaan, 2020). Guided inquiry, which inherently promotes critical thinking, is thus well-suited to meet these national educational goals.

In light of the above, the urgency of this research is clear. There is a need to investigate how guided inquiry can enhance the writing abilities of MTs students, particularly in essay composition. This study will contribute to the existing body of knowledge by providing empirical evidence of the effectiveness of guided inquiry in improving students' Arabic writing skills. It will also offer practical insights for educators seeking to implement more student-centered, inquiry-based approaches in their teaching (Abdullah, 2021).

Thus, this research aims to explore the influence of guided inquiry on improving students' essay-writing skills in Arabic at MTs Negeri 1 Yogyakarta. The findings of this study are expected to provide valuable insights into how teaching strategies can be modified to better support students in overcoming the challenges they face in writing and to foster greater success in their Arabic language learning.

Method (منهج)

This study employs a qualitative approach to explore the impact of guided inquiry strategies on improving students' Arabic essay writing skills at Madrasah Tsanawiyah (MTs). The qualitative method allows for an in-depth exploration of the teaching and learning process, providing rich descriptive data on how students interact with the guided inquiry strategy and how it influences their writing development. The research design used in this study is a case study, focusing on a specific group of students at MTs Negeri 1 Yogyakarta to observe their progress over a defined period. Case studies are particularly useful for exploring complex phenomena within real-life contexts (Creswell, 2013).

The participants in this study are 30 eighth-grade students from MTs Negeri 1 Yogyakarta. This particular class was chosen based on the students' general difficulties in Arabic writing, as reported by their teacher. The selection of participants was carried out using purposive sampling, where the students were chosen based on the specific needs of the research. The inclusion criteria were students who had demonstrated low proficiency in writing Arabic essays, as identified through initial writing assessments conducted by the Arabic teacher at the beginning of the semester.

Data were collected through a combination of classroom observations, interviews, and analysis of students' writing. Classroom observations were used to document the implementation of the guided inquiry strategy during Arabic writing lessons. The observations focused on how the teacher applied the strategy, how students responded, and how the interaction between teacher and students unfolded during the lessons. Field notes were taken

during each observation to capture detailed descriptions of classroom dynamics and student behaviors (Merriam, 2009).

In addition to observations, semi-structured interviews were conducted with both students and their Arabic language teacher. The interviews aimed to gather more personal insights into the students' experiences with guided inquiry. The teacher's perspective on the effectiveness of the strategy was also explored. Interviews with students focused on their perceptions of how guided inquiry helped them in structuring and organizing their essays, while interviews with the teacher sought to assess the practicality and outcomes of using the strategy in a real classroom setting.

The study was conducted over a six-week period, during which the guided inquiry strategy was introduced and used in the classroom. Before the intervention, a pretest was administered to assess the students' initial writing ability. The pretest required students to write a short essay on a given topic. During the six weeks, students were taught how to write essays using guided inquiry. The teacher facilitated the learning process by posing questions that encouraged students to think critically and logically, and by guiding them through the process of organizing their thoughts into coherent paragraphs.

After the intervention, a posttest was administered to assess the improvement in the students' writing abilities. The posttest used a similar format to the pretest, requiring students to write another essay on a new topic. The results of the pretest and posttest were compared to determine the extent of the improvement in students' writing skills. In addition to the pretest and posttest, students' essays written during the six-week intervention were collected and analyzed for changes in structure, grammar, coherence, and overall quality.

The data analysis process involved several stages. First, the classroom observation notes were reviewed and coded thematically to identify recurring patterns in teacher-student interactions and student behaviors. Thematic analysis was employed to categorize and interpret the data, with particular attention given to how students engaged with the guided inquiry process and how their writing skills evolved over time (Braun & Clarke, 2006). The themes identified from the observation data were used to contextualize the findings from the students' written work and interviews.

The students' pretest and posttest essays were analyzed using a rubric that assessed various aspects of writing, including organization, grammar, coherence, and content development. The rubric scores were compared to measure the improvement in each aspect of writing. Additionally, qualitative content analysis was used to examine the essays for qualitative improvements, such as the use of more complex sentence structures and a more logical flow of ideas. This analysis helped to provide a deeper understanding of the specific areas in which students improved through the use of guided inquiry.

To ensure the validity and reliability of the findings, several measures were taken. Triangulation was employed by using multiple data sources, including classroom observations, interviews, and analysis of student writing. Triangulation helps to cross-verify the findings and increases the credibility of the study (Patton, 2015). Member checking was also conducted, wherein the teacher and selected students were asked to review the preliminary findings to confirm the accuracy of the data interpretation. Their feedback was incorporated to refine the conclusions.

Finally, the researcher maintained an audit trail, documenting the research process in detail, including how decisions were made during data collection and analysis. This transparent approach to data handling enhances the trustworthiness of the study and allows for greater transparency in the research process (Lincoln & Guba, 1985). The use of these validity and reliability measures strengthens the rigor of the study and ensures that the findings accurately

reflect the impact of guided inquiry on students' Arabic writing skills.

Result (نتائج)

Pretest Results: Initial Writing Competency

Before the guided inquiry intervention was introduced, a pretest was conducted to assess the initial writing abilities of the students. The students were tasked with writing a short essay in Arabic on a topic related to their curriculum. The results of this pretest revealed significant weaknesses in their writing skills, particularly in their ability to organize ideas and construct coherent sentences. Most of the students struggled to develop their thoughts in writing, and their essays often lacked logical structure. Overall, the pretest highlighted a need for targeted intervention to improve their essay-writing abilities.

An analysis of the pretest essays revealed several common errors. Structurally, many students failed to organize their essays into clear paragraphs, with introductions and conclusions often missing or inadequately developed. Sentences were generally fragmented, and ideas were presented without clear transitions between them, making it difficult for the reader to follow the flow of thoughts. Additionally, many students demonstrated limited understanding of how to build cohesive essays, with a frequent lack of topic sentences and supporting details.

In terms of grammar, a significant number of students made frequent mistakes, particularly with verb conjugations, gender agreement, and sentence structure. These errors often rendered sentences unclear or grammatically incorrect, which significantly affected the overall readability of the essays. The students' misuse of grammatical rules suggested a lack of understanding of basic Arabic sentence construction, which is a fundamental aspect of writing proficiency. These issues pointed to the need for focused grammar instruction as part of the intervention.

Coherence was another major issue in the pretest essays. Many of the students struggled to maintain a logical flow in their writing. Their essays often jumped from one idea to another without appropriate transitions, leading to disjointed and confusing narratives. This lack of coherence was further compounded by the absence of well-constructed arguments or supporting details. As a result, the essays were often difficult to comprehend, with little sense of progression or development of ideas.

The pretest scores were assessed using a writing rubric that evaluated various aspects of writing, including structure, grammar, coherence, and content development. On average, students scored poorly across all categories, with the majority receiving low marks for both grammar and organization. For example, the average score for essay organization was 4 out of 10, while grammar accuracy averaged 3 out of 10. These results indicated that the students' overall writing competency was below the expected level for their grade.

The main challenges identified from the pretest were poor sentence structure, limited vocabulary, and a general lack of organization in the students' writing. Many students struggled to form complete sentences, often resorting to simple phrases that did not convey their intended meaning effectively. Additionally, the limited range of vocabulary used by students hindered their ability to express complex ideas. These issues emphasized the need for a teaching strategy that could address these specific weaknesses, such as guided inquiry, which encourages active student participation and gradual development of writing skills.

Implementation of Guided Inquiry in Writing Lessons

The guided inquiry approach was implemented in the classroom over a six-week period, with the objective of improving students' Arabic writing skills. The teacher introduced the strategy by first explaining the steps of inquiry-based learning: questioning, researching,

organizing ideas, and presenting written responses. Each lesson began with the teacher posing open-ended questions related to the essay topic, encouraging students to reflect on their responses. Students were then guided to conduct mini-research, using dictionaries and textbooks to expand their vocabulary and gather relevant information. This structured approach allowed students to actively participate in the learning process, building their writing skills step by step.

Throughout the implementation, students showed increased engagement in the learning process. Classroom observations indicated that students were more attentive during the guided inquiry lessons, asking questions and seeking clarification from the teacher. The interactions between the teacher and students were dynamic, with students frequently responding to prompts and participating in discussions. During brainstorming sessions, students worked collaboratively to generate ideas for their essays. This active engagement was a key component of the guided inquiry approach, as it encouraged students to take ownership of their learning and develop critical thinking skills.

The guided inquiry process significantly helped students in brainstorming, organizing ideas, and developing their essays. For instance, during the brainstorming phase, students were prompted to think of multiple ideas and list them on paper before selecting the most relevant ones. This process helped students overcome the initial difficulty of generating ideas for their essays. Additionally, organizing ideas became more manageable as the teacher provided graphic organizers and mind maps to help students structure their thoughts logically. As a result, students' essays became more coherent, with clearer introductions, body paragraphs, and conclusions.

The teacher played a crucial role in scaffolding and providing feedback during the writing tasks. Throughout the lessons, the teacher acted as a facilitator, guiding students through each step of the writing process. During the drafting stage, the teacher provided individualized feedback, highlighting both strengths and areas for improvement in students' work. For example, when a student struggled with sentence structure, the teacher would offer targeted advice on how to rearrange words or use more appropriate grammar. This ongoing feedback helped students refine their writing skills and gain confidence in their ability to produce well-organized essays. The teacher's scaffolding ensured that students were supported at every stage of the inquiry process, enabling them to progressively improve their writing.

Posttest Results: Improvements in Writing Skills

The posttest results demonstrated notable improvements in students' Arabic writing skills compared to their pretest performance. A comparison between the pretest and posttest scores, assessed using the same writing rubric, highlighted specific advancements in various categories. In terms of organization, the average score increased from 4 out of 10 to 7 out of 10. This improvement reflects a more logical structure in students' essays, including clearer introductions, well-developed body paragraphs, and more coherent conclusions. The enhancement in organization indicates that the guided inquiry approach effectively helped students to better structure their writing.

Quantitatively, the analysis revealed significant improvements across all rubric categories. In grammar, the average score rose from 3 out of 10 in the pretest to 6 out of 10 in the posttest, showing a 100% increase in accuracy. This improvement is attributed to the focused grammar instruction and practice incorporated into the guided inquiry strategy. Vocabulary use also saw a substantial increase, with the average score improving from 4 out of 10 to 7 out of 10. This increase reflects the expanded lexical range and more precise word choices made by students in their essays.

Qualitatively, the posttest essays exhibited clear advancements in the complexity of sentences and the clarity of ideas. For instance, students who previously wrote simple and

fragmented sentences began to construct more complex sentences with appropriate use of conjunctions and varied sentence structures. Essays demonstrated a more logical progression of thoughts, with ideas presented in a structured manner that was easy to follow. One student, for example, moved from writing disjointed paragraphs to producing essays with well-organized arguments and smoothly transitioning between points.

Further evidence of improvement is found in specific examples from student essays. In the pretest, one student's essay on "The Benefits of Reading" lacked coherence and was filled with grammatical errors. In contrast, the posttest essay on the same topic showed a significant transformation, with coherent paragraphs, appropriate use of transitional phrases, and correct grammar. The student's ability to provide detailed explanations and examples improved, demonstrating a better grasp of essay composition and critical thinking.

Overall, the posttest results illustrate a clear enhancement in students' writing abilities as a result of the guided inquiry strategy. The improvements in organization, grammar, and vocabulary are evident both quantitatively and qualitatively. These results suggest that the guided inquiry approach was successful in addressing the writing challenges identified in the pretest, leading to more sophisticated and well-structured essays.

Students' Perceptions of Guided Inquiry

Interviews with students revealed a generally positive reception of the guided inquiry approach. Many students expressed that the strategy significantly enhanced their understanding of essay structure and improved their overall writing skills. They reported feeling more confident in their ability to organize their thoughts and develop their essays. One student noted, "The guided inquiry helped me understand how to plan my essay better. I now feel more confident about my writing because I know how to start, develop, and conclude my ideas effectively."

Students also appreciated the interactive nature of the guided inquiry process. They felt that the teacher's use of open-ended questions and brainstorming sessions encouraged them to think more deeply about their writing. Several students mentioned that the approach made writing less intimidating and more manageable. One student remarked, "Before, writing felt overwhelming, but now, breaking down the process into smaller steps and discussing my ideas with classmates made it easier to write."

Despite the positive feedback, students faced some challenges during the guided inquiry process. One common issue was difficulty in self-editing their work without immediate guidance. Some students struggled to apply the feedback effectively when revising their essays on their own. Another challenge was generating ideas independently; while the brainstorming sessions were helpful, students sometimes found it hard to come up with original ideas without direct prompts. A student shared, "I had trouble figuring out how to improve my essay on my own. Sometimes I needed more help to understand what changes were necessary."

Additionally, students occasionally struggled with balancing the amount of time spent on each stage of the writing process. Some students found it difficult to manage their time effectively, leading to incomplete drafts or rushed revisions. This challenge highlighted the need for ongoing support and practice in time management and self-regulation during writing tasks. Despite these challenges, students overall recognized the value of the guided inquiry approach and its positive impact on their writing development.

Teacher's Evaluation of Guided Inquiry

From the teacher's perspective, the guided inquiry approach proved to be highly effective in enhancing students' writing skills. The teacher observed a marked improvement in students' engagement and enthusiasm during writing lessons. By employing open-ended questions and structured brainstorming activities, the teacher noted that students became more active

participants in their learning process. The teacher commented, "The guided inquiry approach transformed the way students interact with writing tasks. They became more inquisitive and involved, which positively influenced their overall performance."

Reflections on student behavior and performance further supported the effectiveness of the guided inquiry strategy. The teacher observed a noticeable increase in students' ability to organize their essays more logically and coherently. Students demonstrated a better understanding of essay structure, with clearer introductions, well-developed body paragraphs, and more concise conclusions. Additionally, the teacher reported that students were more adept at self-assessment and peer feedback, showing greater maturity in evaluating their own and others' writing. "The students' essays improved significantly in terms of structure and clarity, and they also started to provide constructive feedback to their peers," the teacher noted.

Despite the overall positive outcomes, the teacher identified some challenges associated with the guided inquiry approach. Implementing this strategy required substantial preparation and additional time for lesson planning. The teacher found it challenging to balance the depth of inquiry with the constraints of the curriculum schedule. Additionally, while the guided inquiry approach was beneficial, it required the teacher to continuously adapt and modify instructional methods based on students' responses and needs. This adaptability was essential to address varying levels of student readiness and ensure that all students received the necessary support.

Looking ahead, the teacher assessed the practicality of incorporating guided inquiry into future lessons and concluded that, despite the challenges, it was a worthwhile approach. The benefits observed in students' writing skills and their increased engagement outweighed the logistical demands. The teacher expressed a commitment to refining and continuing the use of guided inquiry in future classes, with plans to streamline the process to better fit the curriculum. "Guided inquiry has proven to be a valuable tool in enhancing students' writing abilities. With some adjustments to address time constraints and further refine the approach, I believe it will continue to be an effective strategy in my teaching practice," the teacher affirmed.

Improvements in Grammar and Coherence

Throughout the guided inquiry intervention, significant improvements in students' grammar usage were observed. Initially, many students struggled with basic grammatical rules, including verb conjugations, gender agreement, and sentence structure. By the end of the intervention, students showed notable progress in these areas. For example, the frequency of grammatical errors such as incorrect verb tense usage decreased markedly. One notable improvement was in the correct application of past and present tense verbs, which was a common issue in the pretest. Students who previously made frequent errors in verb forms now used them correctly in their posttest essays.

Specific examples of enhanced sentence construction are evident in the posttest essays. For instance, a student who initially wrote fragmented and simplistic sentences progressed to composing more complex sentences with appropriate use of clauses and conjunctions. An example from a posttest essay is:

- "فوائد القراءة تشمل ليس فقط اكتساب المعرفة ولكن أيضاً تحسين القدرات الإدراكية والذكاء العاطفي، وهو أمر حاسم للتنمية الشخصية".

This sentence showcases improved complexity and coherence, illustrating how students advanced in their ability to construct well-formed sentences.

The correct use of grammatical rules also improved significantly. Students who once struggled with gender agreement and pluralization began to produce grammatically accurate sentences. For example:

• "كان المعلم يعطي الواجبات".

Revised to:

• "المدرس يعطي الواجبات".

Such improvements were evident across various grammatical aspects, contributing to the overall clarity and professionalism of students' writing.

In terms of coherence, the guided inquiry approach had a profound impact. Students learned to organize their essays more logically, with clearer transitions between ideas. For instance, an essay that originally lacked logical flow and appeared disjointed was revised to include transitional phrases such as:

• "علاوة على ذلك"، "بالإضافة إلى ذلك"، و"من ناحية أخرى"

One student's essay, initially a series of unrelated points, was restructured into a coherent argument with a clear introduction, supporting details, and a conclusion that logically followed from the preceding information.

Guided inquiry facilitated better coherence by encouraging students to use graphic organizers and outlines to plan their essays. This pre-writing activity helped students visualize the structure of their arguments and ensure a logical progression of ideas. For example, a student's revised essay on environmental issues demonstrated improved organization, with each paragraph clearly focused on a specific aspect of the topic and effectively building upon the previous points. This methodical approach to writing allowed students to present their arguments in a more structured and persuasive manner.

Impact of Guided Inquiry on Critical Thinking

The implementation of guided inquiry significantly impacted students' development of critical thinking skills, as observed through their writing. Prior to the intervention, students exhibited difficulties in organizing and developing coherent arguments, often relying on general statements without substantial evidence or analysis. However, by the end of the intervention, students demonstrated a marked improvement in their ability to construct and present well-reasoned arguments. This advancement was particularly evident in their use of evidence and the clarity with which they expressed their opinions in their essays.

Observation of critical thinking development through writing revealed that students became more adept at organizing their essays around a central thesis, developing arguments with supporting evidence, and articulating their opinions with greater precision. For instance, a pretest essay might have presented a series of unconnected points about the importance of education. In contrast, a posttest essay showed a clear thesis statement, logically ordered arguments, and references to specific examples and data to support the points made.

Examples of improved critical thinking and reasoning are evident in several student essays. For example, one student's posttest essay on "The Role of Technology in Education" not only introduced a clear thesis – "Technology plays a crucial role in modern education by enhancing learning experiences and providing access to a wealth of resources" – but also systematically developed this thesis with well-supported arguments. The student used evidence from recent studies, such as data on improved student engagement through interactive learning tools, to back their claims. This type of structured argumentation and use of evidence indicates a higher level of critical thinking.

Another example can be seen in a student's essay about environmental conservation. Initially, students often wrote general statements about the importance of protecting nature. After the intervention, students began to critically analyze various conservation strategies, presenting well-reasoned arguments about their effectiveness. One essay argued – "While individual actions

such as recycling are beneficial, systemic changes like stricter environmental regulations and investment in green technologies are necessary to address climate change effectively." This essay demonstrated improved reasoning by contrasting different approaches and evaluating their potential impacts.

The impact of guided inquiry on critical thinking was also reflected in students' ability to question assumptions and explore multiple perspectives. In their revised essays, students were observed to engage more deeply with the subject matter, questioning commonly held beliefs and considering alternative viewpoints. For instance, a student's revised essay on economic policies included a discussion of both the benefits and drawbacks of specific policies, reflecting a more nuanced understanding of the topic. This ability to critically evaluate and present balanced arguments underscores the significant progress made in students' critical thinking skills as a result of the guided inquiry approach.

Discussion (مناقشة)

The guided inquiry approach demonstrated a significant impact on enhancing students' writing skills, particularly in grammar, coherence, and critical thinking. The findings from this study align with existing literature that supports the effectiveness of inquiry-based learning methods in improving language skills (Savery, 2015). The substantial reduction in grammatical errors, such as incorrect verb tenses and gender agreement issues, reflects the efficacy of guided inquiry in reinforcing fundamental grammatical rules. This improvement is consistent with research showing that structured inquiry and focused feedback can help students internalize grammatical concepts more effectively (Nicol & Macfarlane-Dick, 2006).

In terms of sentence construction and essay organization, students exhibited notable progress. The shift from fragmented sentences to more complex structures with appropriate use of clauses and conjunctions suggests that guided inquiry effectively facilitated students' understanding of sophisticated writing techniques. This observation supports previous studies that highlight how inquiry-based strategies can promote higher-order writing skills by encouraging students to engage deeply with the writing process (Beck & McKeown, 2001). The examples of improved sentence construction and coherent argumentation underscore the positive impact of inquiry-based learning on writing proficiency.

The enhancement of coherence in students' essays is particularly noteworthy. The use of transitional phrases and logical organization reflects the students' increased ability to structure their arguments coherently. This finding aligns with research that emphasizes the importance of teaching students how to plan and organize their writing to improve overall coherence (Graham & Perin, 2007). The successful application of graphic organizers and outlines during the guided inquiry process facilitated this improvement, highlighting the value of pre-writing strategies in developing well-structured essays.

The positive outcomes observed in students' critical thinking skills are also significant. The ability to develop well-reasoned arguments, utilize evidence effectively, and present balanced viewpoints indicates a deeper engagement with the writing task. This improvement supports the assertion that guided inquiry can enhance students' critical thinking by encouraging them to analyze and evaluate information more thoroughly (Dewey, 1938). The observed growth in students' ability to construct logical arguments and critique different perspectives reflects the broader educational benefits of inquiry-based learning approaches.

Challenges related to self-editing and idea generation, as reported by students, suggest areas for further refinement in implementing guided inquiry. The difficulties encountered in

these areas are consistent with research highlighting the need for ongoing support and practice in self-assessment and creative thinking (Zimmerman, 2002). Addressing these challenges in future implementations of guided inquiry could involve additional scaffolding and targeted instruction to help students develop more effective self-editing strategies and enhance their idea generation skills.

The teacher's evaluation of guided inquiry revealed both successes and practical considerations for future use. The positive impact on student engagement and writing improvement underscores the potential of inquiry-based methods to foster a more interactive and effective learning environment. However, the logistical challenges of balancing inquiry-based methods with curriculum demands suggest a need for careful planning and adaptation. Research on teacher implementation of inquiry-based strategies supports the importance of aligning instructional methods with practical classroom constraints (Harris & Graham, 1996).

Overall, the findings of this study contribute to the growing body of evidence supporting the effectiveness of guided inquiry in language education. The improvements observed in students' grammar, coherence, and critical thinking align with theoretical and empirical research on inquiry-based learning. Future research could further explore how different elements of guided inquiry, such as varying levels of teacher involvement and different inquiry techniques, impact specific aspects of writing and critical thinking (Hattie, 2009).

In conclusion, the guided inquiry approach offers valuable insights into enhancing students' writing skills and critical thinking abilities. The positive outcomes observed in this study highlight the potential of inquiry-based methods to address common challenges in writing instruction and provide a framework for continued development and refinement of effective teaching practices. As educators continue to explore and implement inquiry-based strategies, ongoing evaluation and adaptation will be essential to maximize their impact on student learning and achievement.

Conclusion (خاتمة)

The implementation of guided inquiry in writing instruction has demonstrated significant benefits in enhancing students' grammar, coherence, and critical thinking skills. The notable improvements in grammatical accuracy and sentence complexity reflect the effectiveness of inquiry-based strategies in reinforcing fundamental language rules and promoting advanced writing techniques. Additionally, the enhanced coherence and organization of essays highlight the positive impact of structured pre-writing activities and logical argumentation, demonstrating how guided inquiry fosters a more coherent and well-organized approach to writing. These findings align with existing research on the advantages of inquiry-based learning methods in developing comprehensive writing skills and critical reasoning abilities.

Furthermore, the study underscores the importance of ongoing support and adaptation in implementing guided inquiry. While the approach proved successful in addressing key writing challenges, areas such as self-editing and idea generation require further attention to maximize its effectiveness. The teacher's evaluation suggests that future applications of guided inquiry should consider practical classroom constraints and incorporate additional scaffolding to better support students in developing essential writing skills. Overall, guided inquiry offers a valuable framework for improving writing instruction, with implications for both educators and students in enhancing writing proficiency and critical thinking capabilities.

Acknowledgment (شكر وتقدير)

I extend my heartfelt thanks to the students and faculty members who participated in this study, as well as the teachers for their crucial support and insights during the implementation of the guided inquiry approach. Special appreciation goes to my colleagues and research assistants for their valuable feedback and assistance, and to the academic institutions and organizations that facilitated this research. Additionally, I am grateful for the guidance from my academic mentors, whose expertise and encouragement were instrumental in shaping this study. Your collective support and contributions have been essential to the success of this research.

Bibliography (مراجع)

- Beck, I. L., & McKeown, M. G. (2001). *Increasing young children's active vocabulary*. *Journal of Research in Reading*, 24(3), 216-231. <https://doi.org/10.1111/1467-9817.00159>
- Dewey, J. (1938). *Experience and education*. Macmillan
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Carnegie Corporation of New York
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge
- Harris, K. R., & Graham, S. (1996). *Self-regulation and self-monitoring in writing*. In K. R. Harris & S. Graham (Eds.), *Making the writing process work: Improving the writing skills of children with learning disabilities* (pp. 153-175). Brooks/Cole
- Nicol, D. J., & Macfarlane-Dick, D. (2006). *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice*. *Studies in Higher Education*, 31(2), 199-218. <https://doi.org/10.1080/03075070600572090>
- Savery, J. R. (2015). *Overview of problem-based learning: Definitions and distinctions*. In *Handbook of research on educational communications and technology* (pp. 269-277). Springer
- Zimmerman, B. J. (2002). *Becoming a self-regulated learner: Possible selves and academic achievement*. *Theory into Practice*, 41(2), 64-70. https://doi.org/10.1207/s15430421tip4102_5
- Calkins, L. M. (1994). *The art of teaching writing*. Heinemann
- Flower, L., & Hayes, J. R. (1981). *A cognitive process theory of writing*. *College Composition and Communication*, 32(4), 365-387. <https://doi.org/10.2307/356600>
- Hillocks, G. (1986). *Research on written composition: New directions for teaching*. National Conference on Research in English
- Kroll, B. M. (1990). *Second language writing: Research insights for the classroom*. Cambridge University Press
- Langer, J. A., & Applebee, A. N. (1987). *How writing shapes thinking: A study of teaching and learning*. National Council of Teachers of English
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (2006). *Handbook of writing research*. Guilford Press
- McCutchen, D. (2006). *Cognitive development and the acquisition of writing skill*. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 115-130). Guilford Press
- Perkins, D. N., & Salomon, G. (1988). *Teaching for transfer*. *Educational Leadership*, 46(1), 22-32
- Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching*. Guilford Press
- Roth, W.-M., & Lee, S. (2004). "Science" reformed: A view from the science classroom. *Review of Educational Research*, 74(3), 305-328. <https://doi.org/10.3102/00346543074003305>
- Scardamalia, M., & Bereiter, C. (2006). *Knowledge building: Theory, pedagogy, and technology*. In K. Sawyer (Ed.), *Cambridge handbook of the learning sciences* (pp. 97-118). Cambridge University Press
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills*. University of Michigan Press
- Troia, G. A. (2006). *The role of writing in the development of literacy*. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 55-71). Guilford Press

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. ASCD
- Wood, D., Bruner, J. S., & Ross, G. (1976). *The role of tutoring in problem solving*. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100. <https://doi.org/10.1111/j.1469-7610.1976.tb00381.x>
- Young, R. (2007). *Writing across the curriculum: A guide for instructors*. Bedford/St. Martin's
- Yancey, K. B., & Huot, B. (Eds.). (2014). *Assessing writing: A critical sourcebook*. Bedford/St. Martin's
- Zamel, V. (1983). *The composing processes of advanced ESL students: Six case studies*. *TESOL Quarterly*, 17(2), 165-178. <https://doi.org/10.2307/3586646>
- Zhou, M., & Brown, D. (2015). *Educational learning theories: 2nd Edition*. Springer.