

# Improving Student Engagement, Referencing Skills, and Argument Quality via Panel Discussions in the Prewriting Phase: A Case Study

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**Abstract**—The prewriting phase is essential for academic writing since it sets a foundation for quality research and effective writing. This study aims to boost student engagement and improve academic writing skills through the panel discussion strategy. Traditional instructional methods and specific prewriting techniques appear insufficient for capturing students' attention. Furthermore, lecturing frequently appears didactic, leading to limited constructive feedback because of large class sizes, with activities typically perceived as passive. This study explores students' focus and responses during discussions and writing research papers to improve their referencing skills and the quality of their arguments. It also assesses the participants' preferences and interactions in panel discussions during prewriting activities. The sample for this study consisted of 73 students enrolled in the ENG 102 course at General Education Department, the Modern College of Business and Science, utilizing the convenience sampling technique. The data collection tools included presentations, observation checklists, and surveys. The findings highlight the effectiveness of panel discussions as an innovative instructional strategy, fostering a more supportive environment among peers that encourages students to build confidence as researchers while adhering to academic standards. However, the variability in the sources consulted and the overall referencing quality indicate a need for further guidance. This research further confirms that panel discussions enhance students' abilities, particularly in citing and producing more organized work, ensuring better feedback, exploring additional sources, assisting with citations, and conducting peer reviews.

**Index Terms**—prewriting phase, panel discussions, student engagement, referencing skills, collaborative learning

## I. INTRODUCTION

In the evolving landscape of higher education, particularly within the current research environment, the significance of feedback in academic writing is increasingly recognized. Alawad (2025) emphasizes that effective feedback is crucial for helping students grasp complex texts, which often involve multiple cognitive processes. Moreover, without the prewriting phase, writing in an academic context becomes extremely difficult (Alawad, 2025). This phase allows students to conduct thorough research and systematically compose their work. This investigates how feedback during panel discussions can boost student engagement and enhance their referencing and citing skills during prewriting.

Traditional methods of delivering curriculum and prewriting tasks often do not resonate with students, resulting in feelings of alienation personally. These methods typically require students to take a passive role in their learning, provide minimal feedback on their understanding, and actively involve only a limited number of participants.

This paper mainly intends to evaluate how panel discussions can improve student participation and research skills during the prewriting phase of argumentative writing. It also examines students' engagement and referencing strategies during this phase, using panel discussions to assess their preferences and interactions. To achieve this intent, the study has outlined the following specific objectives:

1] To explore the effectiveness of panel discussions in enhancing student engagement during the prewriting of a research paper.

2] To assess the impact of panel discussions on students' referencing competencies and their ability to cite sources accurately in their academic writing.

### A. Problem Statement

The academic writing genre poses a significant challenge for EFL students, who often struggle to understand the purposes and structures of different genres and appropriate formats. Traditional prewriting techniques, which focus on passive information intake and limit learner participation, do not effectively address this challenge. This lack of learner engagement and interaction leads to inadequate referencing skills and weak argumentation. More approaches to teaching English as a foreign or second language are increasingly centered on student involvement. It is essential to explore strategies that enhance the quality and frequency of student interactions to improve their intellectual skills. This study investigates how panel discussions can promote new pre-writing engagement techniques, better referencing, and enhanced argumentation quality.

### *B. Research Contribution*

The study examines how innovative teaching practices, such as panel discussions, can enhance student learning outcomes while addressing gaps in existing research. Consequently, it informs educators about the practical implications of the findings by broadening their understanding of innovative teaching strategies and their significance for student learning and engagement. The investigation reveals that, besides boosting student interactivity and referencing skills, there is potential for developing a curriculum that effectively integrates panel discussions as a teaching practice. The instructional focus on referencing skills in academic writing tasks aims to improve motivation by fostering student engagement and addressing interaction challenges during the prewriting phase. Panel discussions are considered particularly effective within the framework of English writing instruction. However, understanding students' preferences and attitudes toward engagement is essential for proposing more effective integration strategies. This paper aims to explore these dynamics. Furthermore, it provides a real-world context and a multi-perspective analysis by synthesizing empirical data and comprehensively engaging with educational pedagogy.

## II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### *A. Active Learning Engagement Methods*

Active learning directly engages students in the educational process and uses various teaching methods to achieve this goal. Prince (2004) notes that it involves engaging students in activities that require them to think critically and apply concepts. Common techniques include group work, problem-based learning, case studies, role-playing, educational games, and interactive discussions, requiring students to engage with concepts rather than passively listen to lectures (McConnell et al., 2017). This method promotes knowledge building, inquiry, real-life application, and reflection (Niemiec & Ryan, 2009). Carr et al. (2015) describe active learning as an inclusive term encompassing many learning types and their corresponding strategies. Educators can employ these interactive learning engagement methods to enhance students' understanding of the subject matter and boost retention. Constructivist Learning Theory, proposed by Piaget and other scholars, posits that learning is an active process where new knowledge is constructed by connecting it to previously acquired information (Bransford et al., 1999). Knowledge may be reconciled with or adjusted based on newly acquired information, allowing multiple frameworks to coexist. Teachers facilitate connections between concepts and ideas by encouraging students to be active and take ownership of their learning. Often, teachers will create experiences that require students to uncover and revise inaccurate beliefs and reasoning, as authentic learning cannot occur without this process. This approach to learning frequently entails collaborating in cooperative learning groups where interaction with peers is emphasized. According to Vygotsky's Sociocultural Theory, such learning can happen when students attempt to tackle challenges beyond their capability with guidance from an instructor or fellow students (Vygotsky, 1978). This theory offers a framework for understanding active learning methods, which utilize student interaction to modify and enhance mental models.

### *B. Prewriting Strategies*

Before starting the writing process, a writer should brainstorm ideas, consider the prompt, and reflect. This prewriting stage is crucial because it impacts the quality of the final work. Strategies such as brainstorming, free writing, and outlining help organize and refine ideas, which, in turn, stimulate creativity (Becze, 2024). Outlining enhances writing fluency and improves the quality of essays, while clustering generates new ideas but may not elevate the overall quality of a document (Kellogg, 1990). Discussions before writing have positively impacted the quality of work produced by ESL students, even though the roles of teacher-student and peer interactions remain unclear (Hayes & Flower, 1983; Kallenbach, 1999; Kennedy, 1983; Meyer, 1980). Pre-writing activities combined with strategy teaching have enhanced a student's voice, organization, and content, increasing motivation and fostering creativity as their focus shifts to the writing stage (O'Mealia, 2011). A shift in cognition regarding text production has occurred; for example, writing was once seen as the result of completing a fixed number of tasks. However, this limited perspective has evolved, placing the ideation process at the forefront, which can happen at any moment. This theory enables a detailed analysis of writing strategies by contrasting proficient writers with less skilled ones. Modeling the writing process reflects its active nature, emphasizing planning over the writer's activity (Flower & Hayes, 1981).

### *C. Panel Discussions in Education*

The panel discussion method is among the most effective strategies for boosting learners' engagement and developing critical communication skills in structured settings scenarios. In ESL contexts, Korean students have been identified as improving their speaking abilities and actively participating during lessons (Marimuthu, 2024). This approach aligns with Vygotsky's Zone of Proximal Development, which asserts that learners need to socialize to learn effectively (Marimuthu, 2024). Kempthorne et al. (1991) highlighted the significance of discussions with experts in any academic setting. For example, panel discussions have increased student participation rates and interest in English learning in distance courses during technology-supported classes (Paredes et al., 2023). While panel discussions are commonly utilized for educational purposes, certain factors, such as academic workload, have occasionally hindered their effectiveness (Nasiri & Khojasteh, 2024). As shown in the literature mentioned above, panel discussions significantly impact knowledge acquisition, application, self-efficacy, and knowledge exchange at a higher level (Abo et al., 2024). Panel discussions provide a comprehensive and collaborative learning experience while enhancing learners' ability to articulate thoughts and ideas from various perspectives. This model reflects a real professional environment, helping learners achieve and retain a deeper understanding of concepts.

#### *D. Student Interaction and Engagement*

Active student interaction regarding the course and its completion is essential for students' engagement. Various categories of interaction can be developed to enhance engagement and promote student success. Instructors and students need to communicate with each other to offer assistance and feedback encouragement. This is necessary because understanding students' motivation requires effective interaction, which helps ensure that their learning objectives are on track. The significance of student interaction, especially when students engage with their teachers, is that a student's behavioral engagement, which can vary within the classroom and is linked to these interactions, is amplified, as noted by Nguyen et al. (2016). Interaction with peers helps in community building and collaboration. Such interactions enable students to enhance their social and communicative skills, gain new insights, and deepen their understanding of academic content. A substantial body of evidence indicates that peer interactions are a critical factor for the engagement and success of students in both traditional and online classrooms (Purarjomandlangrudi et al., 2016). Engaging with course material is one of the few ways students can acquire the knowledge they seek about a specific topic. Conducting readings, solving problems, or merging theoretical issues with practical, real-world matters aids in acquiring knowledge. Some researchers have emphasized the significance of student engagement with instructional content, such as writing, which strongly correlates with other measures of academic achievement (Zhang & Hyland, 2018). Engagement Theory posits that learning is an active, social, and contextual process, making engagement central to effective learning. It identifies three types of engagement: behavioral (actions like attending class), emotional (feelings like interest), and cognitive (mental effort like critical thinking). These dimensions are interconnected, meaning enhancing one can positively influence others: instructional methods, contextual factors, and motivation shape engagement. Active learning, supportive classroom conditions, and intrinsic motivation boost engagement. By increasing cognitive, emotional, and behavioral engagement, teachers can offer students appropriate experiences that lead to more profound and lasting meaningful learning (Ebraldze, 2024). In summary, student engagement comprises cognitive, social, and affective dimensions. Well-structured engagement plans can positively impact students' performance on learning tasks. For instance, Rahimi and Zhang (2021) observed that students who engaged rigorously through a process-genre approach tend to be more involved while achieving higher writing performance. Concurrently, Zhang et al. (2023) demonstrated that peer feedback enhanced engagement in EAP writing courses. According to Ranalli (2021), trust in automated feedback systems is crucial for students to engage with the system.

#### *E. Related Previous Studies*

The previous relevant studies can offer a solid foundation for further exploration of panel discussions in the prewriting phase or for evaluating this strategy within the broader framework of the research process. In reviewing studies that examine the prewriting stage related to student engagement, Rosenblatt and Ross (1972) investigated the effectiveness of various instructional strategies for enhancing student interaction, referencing skills, and research. Ramirez et al. (2006) emphasize two critical questions: how to assist students in writing extensive academic projects and how students strive to attain this. Among the proposed steps was utilizing group sessions to embody the expected report structure. Ms. Rivera's approach was practical as it enabled students to understand the concept of writing through active engagement in the process. This is relevant to our research as it highlights the significance of structured, interactive activities in enhancing writing skills. In the study by Linton et al. (2017), efforts were made to evaluate various active learning methods in a university classroom setting. The treatments included discussions, writing, and combinations of both. Their research showed that active learning was beneficial and practical for both instructors and students, concluding that combining discussions and writing activities and training for instructors is vital for implementing active learning in the classroom. This study informs our research by addressing collaborative discussions and writing activities and their effectiveness in the classroom. According to Ping and Maniam (2015), Facebook group discussions enhanced students' writing performance in a matriculation college. They claimed that discussions on Facebook improved students' writing skills and were helpful for learning and teaching. This study highlights the benefits of discussion platforms on writing performance and suggests that participation in panel discussions may similarly enhance students' referencing and citing skills. Neumann and McDonough (2014) examined how students participated in collaborative prewriting discussions in an

English for Academic Purposes course. They found that motivation through structure increased reflective content and organizational elements, but the strength of its association with text quality was moderate. This indicates that conversational enhancement of prewriting brainstorming can effectively aid in organizing content. However, other interventions may be necessary to improve text quality, as this deficiency could be what we seek to address. Mattanah et al. (2024) explored the correlations among faculty-student rapport, student engagement, and their learning approaches in colleges and universities. The study's conclusions revealed a positive link between engagement and deep learning while identifying a negative relationship between surface learning and rapport. Engagement may mediate how rapport influences learning outcomes, suggesting that fostering rapport can lead to greater engagement and improved learning results. This research reinforces the importance of interaction and engagement, a key focus of our study on panel discussions. Lim (2023) examined the relationship between interaction measures and students' performance on online discussion boards, emphasizing social presence as a variable to regard. The data analysis indicates that social presence was a significant predictor of learning outcomes; hence, it supports the significance of fostering a strong social presence in the course. This is vital to our investigations as it suggests that panels could enhance students' engagement and the quality of research through social presence. Green and de Bodisco (2020) explored the effects of team-based learning (TBL) in economics courses, focusing on writing and discussion. Their investigation shows that TBL improved preparation, engagement, critical thinking, and writing skills, particularly among lower SAT scorers. This research reinforces the finding that structured team tasks can promote equity and performance, aligning with our emphasis on the benefits of panel discussions.

#### *F. Research Gap*

Despite the extensive knowledge and investigations conducted by relevant studies, significant questions remain regarding the role of panel discussions in the prewriting phase of research paper writing. These studies provide valuable insights into how structured activities can transition into interactive phases, improving engagement and learning outcomes (Thow & Murray, 2001; Linton et al., 2017), the effectiveness of discussion-based platforms (Ping & Maniam, 2015), and collaborative prewriting tasks (Neumann & McDonough, 2014). However, few studies focus on the impact of panel discussions on student participation and the development of skills for referencing and citing sources in research papers. Additionally, while the importance of teacher-student interaction and social presence in a virtual classroom is already established (Mattanah et al., 2024; Lim, 2023), the effects of interventions on the panel discussions of students' research papers have not been thoroughly evaluated.

### III. METHODOLOGY

#### *A. Research Questions*

To address the gaps identified in the literature, the following methodology has been designed to explore these research questions:

- [1] In what ways do panel discussions encourage students to engage more and enhance their referencing and citing skills in the prewriting stage of a research paper?
- [2] What influence do panel discussions have over the quality of the students' research papers?

#### *B. Research Sample and Selection Method*

The study involved 73 students from General Education Department at the Modern College of Business and Science enrolled in the ENG 102 course during the fall semester of 2024. This sample included participants from three sections, all taught by the researchers. The sample was obtained through a convenience sampling technique, which involves selecting participants based on their accessibility in terms of physical proximity to the researchers. This approach offers advantages in education, particularly with established groups like a class. In this instance, the researchers gathered participants from classes they had previously taught, facilitating the process of obtaining subjects without requiring additional recruitment. Golzar et al. (2022) argued that convenience sampling is economical, less time-consuming, and straightforward, making it a viable method for researching the impact of panel sessions on students' engagement and reference skills.

#### *C. Instruments and Methodological Approach*

This study employed various instruments, including presentations, observation checklists, and surveys, to investigate students' engagement in the prewriting stage of writing research papers. During feedback sessions, students presented their work, which fostered meaningful contributions and collaborative discussions. Observation checklists were used to supplement the presenters' subjective assessments of communication. Additionally, surveys were conducted to gather students' opinions on using panel discussions during the prewriting stage, adding depth to the study, as reported by Alawad (2024). A detailed rubric was used to evaluate the competency level of the submitted research papers in citations and references.

#### *D. Research Procedures*

The research process began with students selecting a topic for this activity, presenting it to their classmates and teachers, and receiving feedback. This approach encouraged engagement and discussion, enhancing their research capabilities. Next, students' participation in the discussions was assessed using observation checklists. Additionally, students completed a questionnaire regarding their preference for using panel discussions when planning for prewriting. The calculated results were used to determine the means and standard deviations of the variables in the panel discussion, providing insights into the students' tendencies and interactions. The final output of this research consisted of the completed papers, which were evaluated using a comprehensive rubric designed for argumentative research papers. This rubric also encourages students to enhance their prewriting skills regarding referencing and citing, which is its primary focus. It is a general example based on standard academic criteria and best practices. This strategy fosters a supportive environment for teaching and learning, leading to higher-quality and well-researched academic papers. Figure 1 illustrates the research procedures used in this case to demonstrate further the strategies employed in this study.

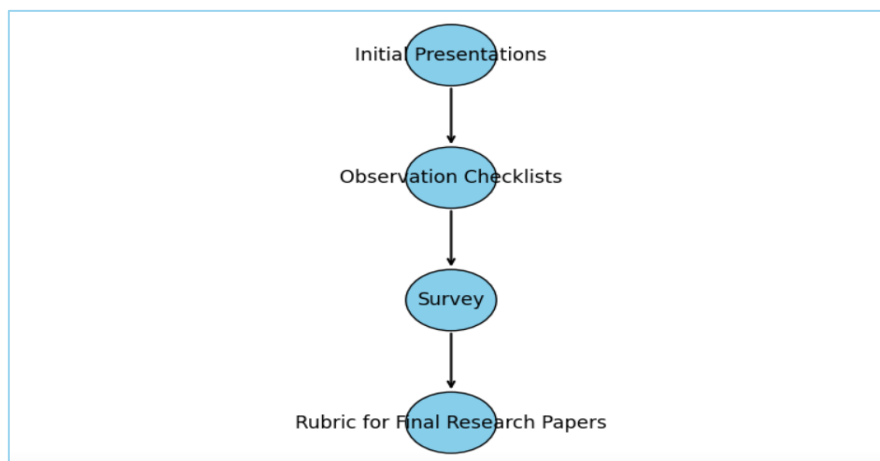


Figure 1. Research Procedure Flowchart Findings and Discussions

#### IV. FINDINGS AND DISCUSSIONS

This section presents the findings of data analysis to answer the two research questions:

##### A. Research Question One: How do Panel Discussions Encourage Students to Engage More and Enhance Their Referencing and Citing Skills in the Prewriting Stage of a Research Paper?

To address the question, the researchers utilized checklists of observations along with students' questionnaires. The findings in Tables 1 and 2 provide a detailed analysis of how the panel discussion influenced students' prewriting skills.

TABLE 1  
STATISTICAL ANALYSIS OF OBSERVATION ITEMS

Observation Item	Mean	Standard Deviation	Frequency (Yes)	Frequency (No)
Students actively participated in discussions	36.5	8.5	45	28
Students asked questions during the panel discussions.	36.5	10.5	47	26
Students provided feedback to peers.	36.5	0.5	37	36
Quality of student interactions (e.g., relevance, depth)	37.5	0.5	38	37
Students demonstrated an improved understanding of topics	38.5	7.5	46	31
Students incorporated feedback into their research.	36.5	13.5	50	23
Overall engagement level	37.5	4.5	42	33

##### (a). Discussion of Observation Results

Table 1 shows that the participants demonstrate significant engagement in panel discussions, achieving a mean score of 36.5 for active participation and question-asking. This suggests that students primarily engage in an active and constructive environment that emphasizes learning. While the low mean scores and standard deviations in feedback generation ( $\bar{x} = 36.5$ ,  $SD = 0.5$ ) and interaction quality ( $\bar{x} = 37.5$ ,  $SD = 0.5$ ) indicate the need for further investigations, students benefit from meaningful conversations that enhance their understanding of the topics. The participants demonstrated a better understanding of topics ( $\bar{x} = 38.5$ ,  $SD = 7.5$ ) and were more proficient in applying the feedback from their research ( $\bar{x} = 36.5$ ,  $SD = 13.5$ ). The more significant standard deviation in feedback application indicates that some students faced challenges effectively integrating the feedback, highlighting a potential area for further support and development. Engagement levels across all groups remained steady, with an overall mean ( $\bar{x} = 37.5$ ,  $SD = 4.5$ ) indicating

that students were highly engaged. This consistent engagement may suggest that the discussions motivated students, which is crucial for enhancing argumentation and referencing skills.

In conclusion, panel discussions significantly boost student engagement and enhance students' referencing skills in a creative environment. These exercises recorded high attendance and received positive feedback from students, indicating that the format employed for these activities was effective.

TABLE 2  
STATISTICAL ANALYSIS OF STUDENTS' SURVEY ITEMS

Survey Statement	Mean	Standard Deviation	Response Range
I found panel discussions helpful for the prewriting process.	4.32	0.58	2 to 4 (55 respondents)
Panel discussions improved my referencing skills.	4.03	0.79	3 to 5 (60 respondents)
I felt more confident in my research after participating in panel discussions.	4.32	0.56	3 to 5 (49 respondents)
The feedback received during panel discussions was valuable.	4.57	0.47	2 to 4 (48 respondents)
I prefer using panel discussions over other prewriting strategies.	4.02	0.93	2 to 4 (51 respondents)
Panel discussions helped me engage more with my peers.	4.12	0.68	3 to 4 (53 respondents)
Overall, I am satisfied with the panel discussion format.	4.37	0.51	2 to 4 (64 respondents)

(b). *Discussion of Survey Results*

According to the questionnaire responses, the prewriting help sessions were the most popular, as shown in Table 2. All 55 students found the discussions beneficial, giving an average score of 4.32 with a standard deviation of 0.58. This rating is slightly higher than the other means, particularly concerning pre-discussions on writing. Additionally, students preferred the panel discussions, which effectively assisted in organizing and developing their ideas. The higher mean limit reflects overall positive feedback, supporting the idea that students gain from panel discussions when participating in the prewriting process. Once again, a score of 4.03 (SD=0.79) indicates that among 60 students, about 36 made significant improvements in their referencing skills. This highlights the importance of developing these skills for academic writing while affirming the value of such discussions. Collaborative efforts during these discussions may have improved their reporting skills, as they received immediate feedback from their peers. Forty-nine students noted that the panel discussions boosted their confidence in conducting their research. A mean score of 4.32 with a standard deviation of 0.56 suggests that students should be encouraged to express their ideas more, significantly enhancing their ability to provide constructive feedback. The relatively low standard deviation implies that this could be a common experience among students. This low standard deviation reflects the students' opinions, indicating a strong belief in the significance of constructive feedback for effective learning. The mean scores for panels following this feedback were even higher at 4.57, with a standard deviation of 0.47, demonstrating that the feedback was meaningful to the students. The limited variance in these scores indicates that this sentiment is widespread among the students and emphasizes the essential role of constructive feedback in their academic writing enhancement. A mean score of 4.02 with a standard deviation of 0.93 demonstrates that students favor attending panel discussions, highlighting the necessity of employing various strategies. This underscores the value of adaptable teaching techniques in enhancing learning. Students' strong preference for this instructional method suggests its effectiveness within this demographic. Additionally, 53 students positively rated their participation with peers ( $\bar{x}$ = 4.12, SD = 0.68), indicating that panel discussions promote collaboration and foster a socially engaged learning environment. The low standard deviation signifies that increased student participation is a common trend. The overall evaluation of the format by students was high ( $\bar{x}$ = 4.37, SD = 0.51) based on feedback from 64 students. This shows that students appreciate the panel discussion format and consider it valuable for learning. The standard deviation further implies that this satisfaction is widespread among many students. The data obtained through the survey aligns well with the observations collected, showcasing a high level of student participation and interaction. The consistency of students' attitudes with observed behaviors confirms that panel discussions are an effective teaching tool. The engagement levels, development of referencing skills, and student feedback collectively demonstrate the effectiveness of this innovative approach in enhancing students' prewriting abilities. Most students found this approach beneficial, asserting that panel discussions encourage interaction, boost their confidence, and facilitate more effective skill development during prewriting activities. All this data suggests that innovative teaching methods should be embraced. Integrating panel discussions into the curriculum would make the learning process more supportive and interactive. Providing students with such opportunities fosters improvisation and peer-assisted academic skill development in a constructive environment.

*B. Research Question Two: What Influence do Panel Discussions Have Over the Quality of the Students' Research Papers?*

To address this question, the researchers utilized a comprehensive rubric to evaluate the quality of the final research papers concerning references and citations. Table 3 displays the results of the panel discussions about the aspects of research paper quality.

TABLE 3  
EVALUATION OF REFERENCING AND CITING SKILLS IN FINAL RESEARCH PAPERS

Criterion	Mean Score	Median Score	Standard Deviation	Range	Comments
Accuracy of Citations	7.29	7.24	1.58	5-10 (40 students)	Generally high accuracy, but some variability
Variety of Sources	7.25	7.40	1.69	4-10 (39 students)	There is a good variety, but some papers lack diversity
Adherence to Citation Style	8.34	8.28	0.80	7-10 (41 students)	Strong adherence to style guidelines
Overall Referencing Quality	7.35	7.08	1.50	5-10 (57 students)	Consistent quality across papers

### C. Findings Discussion

Table 3 provides a comprehensive analysis of how panel discussions influence the quality of students' research papers, particularly in referencing and citing skills. The mean score shows that citation accuracy is 7.29, with a median of 7.24, indicating generally high accuracy. However, a standard deviation of 1.58 suggests students' variability, likely linked to their interest in citation resources and knowledge of citation practices. An average score of 7.25 and a median of 7.40 from the sources utilized in the papers reflect a satisfactory assessment of the diversity of sources. Nevertheless, a standard deviation of 1.69 indicates the degree of variability concerning the prevalence of a one-dimensional approach in certain academic papers. This observation implies that, despite many students utilizing various sources to construct their papers, several students lacked sufficient guidance in broadening their range of references. This deficiency may elucidate the limited effectiveness observed during panel discussions. The mean score for citation style is relatively low, recorded at 8.34, with a median of 8.28 juxtaposed against a standard deviation of approximately 0.80. Such consistency indicates that students have assimilated most of the information regarding citations during the panels. Furthermore, the structured nature of these presentations likely underscores the significance of adhering to specific citation formats, fostering a degree of standardization within this aspect of academic writing. The discrepancies in standards may arise from multifaceted factors, such as variations in feedback provided during group discussions compared to instantaneous feedback. While this content holds substantial importance for facilitating peer learning and self-assessment, it adversely affects the overall referencing capabilities of students due to the inconsistency inherent in this type of feedback. Upon reflection, it is pertinent to acknowledge that the standard evaluation of referencing yields a mean of 7.35 and a median of 7.08, reflecting generally commendable performance by students; however, a one-and-a-half standard deviation raises concerns regarding the consistency of student performance. There exists a notable lack of cohesiveness in the discussion, which indicates a suppressed understanding of problems. While this allows students greater freedom to explore their ideas and receive real-time feedback, more substantial guidance is necessary—this is crucial for assessing how effectively the pupils are utilizing the tools provided to them. Panel debates have emerged as a powerful means for developing students' citation and referencing skills. In summary, although there is some integration of citation and style rules into student exploration, it can also be argued that panel discussions need further enhancement. This approach continues to narrow the gap between teacher feedback and analysis as feedback becomes more profound. By doing so, students could leverage the full potential of panel discussions in this area. This review outlines the benefits of panel discussions for the curriculum by making it more adaptable on the one hand and more supportive of students who need fundamental academic skills standards on the other.

### V. CONCLUSIONS

These findings have significant implications for writing research papers, as students become more engaged when panel discussions are incorporated. With the established goals and pedagogical strategies, this setting promotes students' consistent awareness of citations and builds their confidence in conducting research. The structured and interactive nature of panel discussions enhances the opportunities for student participation, allowing them to receive feedback and refine their skills. This collaborative environment is crucial for developing referencing skills, as it helps students engage with and master citation rules. The research findings illustrate students' citation accuracy and strict adherence to citation styles, confirming that such discussions positively impact students. However, the variety of sources and overall referencing raise concerns about the quality of references and the need for more focused guidance. While there is a strong emphasis on panel discussions that utilize various sources, some students may not reference adequately in certain instances. This suggests that other discussion formats or additional support could enhance the effectiveness of discussions for all students. These challenges can be addressed to ensure that different forms of panel discussions contribute effectively and help all students achieve high standards of academic writing. Furthermore, students' interest in and approval of panel discussion activities underscore their effectiveness as a learning strategy. Additionally, as widely observed in this format, satisfaction and preference indicate that panel discussion methods can provide a broader range of learning opportunities and are essential for the curriculum. By incorporating panel discussions into teaching practices, educators can create a more dynamic and supportive environment for students to improve the core academic skills required continuously. Ultimately, panel discussion methods offer significant value in acquiring various academic skills, particularly referencing and citing others' work. Moreover, these interactive and collaborative approaches foster an environment conducive to students

spending ample time on self-research, receiving feedback, and enhancing their citation practices. Without strategically targeting refinements, these tactics might not fully benefit students who find only the basic standards of academic writing accessible. This argument and structure, combined with additional panels, support the inclusion of inclusive discussions in the curriculum to boost students' engagement and mutual support in learning activities within the classroom. Considering these conclusions, the study suggests four innovative and valuable strategies:

[1] To address discrepancies in students' use of feedback, more organized feedback sessions should be included in the panel discussions. These sessions should clarify what students need to do and outline steps to make it practical for everyone to utilize the takeaways from the discussions.

[2] Activities and assignments should be integrated into the lessons. The requirements encourage using a wider range of references to enhance the sources of research papers. Workshops or mini-lessons on locating and assessing various sources can guide students in recognizing the value of their research.

[3] Since there is a standard citation style, students should be reminded to adhere to this requirement and to provide support for those facing citation challenges. This could include appointment-based tutorials, citation manuals, and citation systems to reinforce the application of these requirements.

[4] Peer review enhances the effectiveness of panel discussions. It is also essential to encourage students to review their peers' submissions both before the formal submission and after the essays are turned in, fostering the development of the material and promoting engagement with it.

These suggestions aim to improve the positive aspects of panel discussions and enhance the quality of students' academic writing.

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