



A number of measures for applying the OREO model to enhance high school students' competence in constructing social argumentative essays

Một số biện pháp vận dụng mô hình OREO nhằm nâng cao năng lực tạo lập văn bản nghị luận xã hội cho học sinh trung học phổ thông

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Abstract

In the context of educational innovation, enhancing students' ability to write social argumentative essays is an important requirement for developing critical thinking, logical reasoning, and the ability to express personal viewpoints. However, in practice, many students still face difficulties in creating outlines, selecting appropriate evidence, developing in-depth arguments, and linking different parts of their essays. This paper examines the application of the OREO model (Opinion – Reason – Example – Opinion) to support students in the process of constructing social argumentative essays. The study proposes and implements a set of measures, including guiding students to master the basic OREO structure in each paragraph, training the articulation of sharp opinions, developing persuasive reasons and evidence, and constructing a complete essay outline based on OREO. Results indicate that these measures help students organize ideas systematically, develop clear arguments, enhance the persuasiveness of reasoning, and overcome common limitations such as emotional writing or weak evidence. Consequently, the study provides a scientific basis for innovating the teaching of writing social argumentative essays while promoting students' critical thinking and personal expression skills.

Keywords: competence; OREO; measures; writing social argumentative essays; text construction.

Tóm tắt

Trong bối cảnh đổi mới giáo dục, việc nâng cao năng lực viết văn nghị luận xã hội là một yêu cầu quan trọng nhằm phát triển tư duy phản biện, khả năng lập luận logic và bày tỏ quan điểm cá nhân của học sinh. Tuy nhiên, thực tế cho thấy nhiều học sinh vẫn gặp khó khăn trong việc lập dàn ý, lựa chọn dẫn chứng phù hợp, phát triển luận điểm sâu sắc và liên kết các phần trong bài viết. Bài báo này, sẽ đi vào nghiên cứu việc vận dụng mô hình OREO (Opinion – Reason – Example – Opinion) để hỗ trợ học sinh trong quá trình tạo lập văn bản nghị luận xã hội. Nghiên cứu đề xuất và triển khai hệ thống biện pháp gồm: hướng dẫn học sinh nắm vững cấu trúc OREO trong từng đoạn văn; rèn luyện luận điểm sắc bén; phát triển lý do và dẫn chứng thuyết phục; xây dựng dàn ý toàn bài dựa trên OREO. Kết quả cho thấy các biện pháp này giúp học sinh tổ chức ý tưởng có hệ thống, phát triển luận điểm rõ ràng, nâng cao sức thuyết phục của lập luận và khắc phục các hạn chế thường gặp như viết theo cảm tính hay dẫn chứng thiếu tính thuyết phục. Qua đó, nghiên cứu góp phần cung cấp cơ sở khoa học cho việc đổi mới phương pháp dạy học nghị luận xã hội, đồng thời thúc đẩy năng lực tư duy phản biện và khả năng biểu đạt ý kiến cá nhân của học sinh.

Từ khóa: Năng lực, biện pháp, OREO, nghị luận xã hội, tạo lập văn bản.

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1. Introduction

In the context of fundamental and comprehensive renovation of education, the ability to write social argumentative essays is increasingly recognized as an important indicator of critical thinking and civic awareness in high school students. The 2018 General Education Curriculum for Language Arts have clearly defined the requirements: Students need to "write proficiently in argumentative texts... following the proper process, with clear viewpoints, logical coherence, and persuasive power" [1-2]. This not only emphasizes the development of standard writing skills but also aims to nurture the ability to think independently, creativity, and social responsibility for learners. However, the current teaching practice shows a large distance between the requirements of the program and the actual ability of students. Many students still struggle with constructing arguments, providing unconvincing evidence, and organizing their essays in a fragmented way, failing to achieve the intended communicative effect. This situation shows the need for new methods and teaching tools that are both close and intuitive and capable of orienting students to develop their ability to develop coherent argumentative essays.

The OREO model (Opinion - Reason - Explanation/Example - Opinion) has been applied in writing instruction and has proven effective at various educational levels. Research by Samosa et al. (2021) in the Philippines shows that, when using Oreo as a graphic tool to support ideas, fourth-grade students have made significant progress in writing written responses to stories, especially in key criteria, content, viewpoints, organizations, style, and conventions, with a clear difference between pretest results and posttest [3]. Meanwhile, Bidari's exploratory research (2024) at a university in Japan has expanded this model

into Oreeeo (supplementing Evidence, Example, and Explanation) to teach academic research, help students progress from basic essays to stronger arguments, and promote active participation and develop self-assessment skills through rubrics [4].

Overall, studies show that the OREO model not only simplifies the writing process but also promotes critical thinking, which is especially useful in the context of teaching English as a foreign language (EFL). However, most of these studies have been conducted in international contexts, while in Vietnam, the application of the OREO model in teaching high school students to write social argumentative essays has not received sufficient attention. This study therefore addresses the following research questions: (1) How can the OREO model be applied to enhance high school students' competence in constructing social argumentative essays? (2) What specific measures can be implemented to help students overcome common difficulties in this area? Stemming from this gap, the present study proposes several ways of applying the OREO model in teaching social argumentative essay writing, aiming to improve students' writing ability, foster critical thinking, and meet the requirements of current educational innovation.

2. Research methods

In order to research and propose pedagogical measures for implementing the Oreo model to improve the ability to write social argumentative essays for high school students, we applied a combination of theoretical research and practical surveys. First, we analyzed the body of scientific literature on the Oreo model, both domestic and international, in order to summarize its theoretical basis, advantages, and applications in writing instruction. At the same time, we surveyed the current state of high school students' skills in writing social argumentative essays in order to identify the advantages,

limitations, and difficulties in the writing process. Then, based on the analysis results (with the survey data processed and verified using SPSS software to ensure objectivity and reliability), we built a system of specific measures, focusing on training each component of Oreo, instructing students to form and develop a complete outline for the whole text, and designing diverse and engaging learning activities to encourage students' initiative and foster diversification. Thereby, research is aimed not only at proposing theoretical solutions but also at ensuring practical applicability, contributing to improving the effectiveness of teaching and learning how to write social argumentative essays in high schools.

3. Results and discussion

3.1. Theoretical basis

3.1.1. Overview of the OREO model

The OREO model, standing for Opinion, Reason, Explanation/Example, and Opinion, is a structured writing strategy designed to assist students in organizing their ideas logically, coherently, and persuasively, particularly in argumentative essays. The acronym draws inspiration from the popular Oreo biscuit, where the creamy filling sandwiched between two cookies symbolizes the model's layered structure, making it memorable and easy to apply for learners [4]. This approach serves as an effective "scaffolding" tool in educational settings worldwide, helping students build critical thinking and writing skills. As Samosa et al. (2021) noted in their study on elementary learners, "The Opinion, Reason, Explanation, and Opinion (OREO) method is a very helpful strategy to develop their writing skills" [3], emphasizing its role in improving comprehension and expression through a clear framework.

The OREO acronym has been applied across various disciplines beyond education,

demonstrating its adaptability as a mnemonic framework. In 2018, Saini et al. used "Oreo" to describe a machine learning-based tool for detecting code clones in software engineering, integrating multiple layers of analysis from textual to semantic similarities [5]. Later, in 2024, Mungari et al. introduced "OREO" as an O-RAN intelligence orchestration framework to optimize resource allocation for xApp-based services [6]. In 2025, Li & Ramakrishnan proposed "Oreo" as a plug-in context reconstructor for enhancing retrieval-augmented generation in artificial intelligence, where it reorganizes retrieved information into concise, query-specific formats [7]. These diverse applications highlight OREO's conceptual flexibility in structuring complex systems; however, within writing pedagogy, OREO remains a focused instructional model that supports the development of logical and persuasive argumentative writing.

Breaking down the OREO structure into its four components.

Opinion (Initial Statement – Main Point): This opening element requires students to clearly articulate their personal viewpoint or thesis on a given issue, setting the foundation for the argument. Samosa et al. (2021) highlighted that "O (opinion)... makes the discussion more logical (or generally called 'make sense'), argumentative, and credible" [3], ensuring the text gains immediate clarity and persuasive power. Bidari (2024) further describes it as the "Opinion" layer that helps students "construct and substantiate opinions with reasons" [4], aligning with the model's goal of fostering logical discourse from the outset.

Reason (Justification – Defense of the Thesis): Here, students provide foundational arguments to explain why their opinion holds merit. This component builds critical thinking by encouraging evidence-based reasoning. As

Bidari (2024) observed in her exploratory action research, the "Reason" part addresses students' struggles in substantiating arguments, enabling them to "transition from freestyle writing to research paper writing" [4]. Samosa et al. (2021) reinforced this by stating that "R (reason)... [contributes to] the classic logical paragraph structure of OREO" [3], promoting skills essential for academic writing.

Explanation/Example (Evidence – Illustration): This enriching layer involves presenting specific examples, evidence from real life, literature, history, or reliable sources to make the reason more vivid and convincing. Samosa et al. (2021) described "E (example)... as part of the OREO structure that makes the text argumentative and credible" [3], while Bidari (2024) adapted it to "Evidence" in her OREO variant (Opinion, Reason, Evidence), emphasizing the "three 'E's: Evidence, Example, and Explanation (EEE)" [4] to robustly support arguments. This component bridges abstract reasoning with concrete support, enhancing the overall persuasiveness.

Opinion (Restatement – Conclusion): The closing element not only reiterates but also reinforces and expands the initial viewpoint, often with a stronger emphasis or broader implications. Samosa et al. (2021) noted that "O (opinion)... helps students organize their writing" [3], while Bidari (2024) added that it completes the process by enabling students to "substantiate opinions" [4], ensuring coherent closure. This cyclical return to the opinion creates a sense of progression and unity in the text.

The OREO model's key advantages lie in its memorable, age-appropriate structure, which acts as scaffolding to overcome challenges in idea organization and sequential argumentation. Samosa et al. (2021) affirmed that "O.R.E.O. is not only useful for organizing students' written work but also for helping students structure their

verbal participation in the assessment" [3], and it "demonstrates a clear sense of progression... adapted and integrated within a wider repertoire of practice." Bidari (2024) echoed this, stating that the model "empowers learners to transition from freestyle writing to research paper writing" [4], aligning with the development of academic discourse skills. Empirical evidence from Samosa et al. (2021) showed significant improvements in writing skills among grade four learners, with posttest scores revealing progress in focus, content, viewpoint, organization, style, and convention [3].

In summary, the OREO model is a writing strategy where students present an opinion, provide reasons, illustrate with explanations or examples, and reaffirm the opinion. It serves as a coherent, mnemonic tool for logical thinking and reasoning, particularly beneficial for high school students in crafting social argumentative essays. However, potential limitations include the risk of mechanical writing if over-relied upon, stifling creativity [4]. Additionally, while effective in EFL contexts, adaptations may be needed for native languages like Vietnamese due to cultural differences in argumentation styles [3]. Cross-disciplinary insights from Saini et al. (2018), Li & Ramakrishnan (2025), and Mungari et al. (2024) suggest OREO's mnemonic could inspire further innovations in structured problem-solving.

3.1.2. *Characteristics of social argumentative essays*

Social argumentative essays are a genre of writing that analyze, evaluate, and express perspectives on social issues, aiming to persuade readers while fostering civic awareness and responsible behavior. This type of essay is distinguished by its unique characteristics, which set it apart from other forms of writing and align with the objectives of the 2018 General Education Curriculum for Language Arts.

First, topicality and educational value: Social argumentative essays address pressing contemporary issues, such as environmental challenges, social ethics, gender equality, or digital behavior. Beyond mere discussion, they serve an educational purpose, shaping students' awareness, attitudes, and sense of social responsibility. According to the 2018 General Education Curriculum for Language Arts, these essays should "master the type of essay and general explanation, ensuring logic and persuasiveness" [2], highlighting their role in connecting academic writing with real-world issues and fostering civic consciousness.

Second, rigorous argumentation: The core of a social argumentative essay lies in its structured argumentative system, comprising a clear thesis, logical reasoning, and compelling evidence. The thesis must be concise and orient the essay, supported by arguments grounded in scientific, logical, or ethical principles. Evidence, drawn from real-life examples, statistics, or credible sources, enhances persuasiveness. For instance, an essay on environmental protection might argue for civic responsibility, supported by specific cases of pollution to strengthen both theoretical and practical impact.

Third, orientation toward action: Unlike other essay types, social argumentative essays often aim to inspire action or shift societal perspectives. They conclude not only by summarizing arguments but also by calling for practical steps or heightened awareness, such as advocating for sustainable practices or ethical behavior. This characteristic distinguishes them as a tool for both intellectual engagement and social change.

In summary, social argumentative essays are defined by their topicality, educational value, rigorous argumentation, and action-oriented focus. These characteristics make them a vital tool for developing students' critical thinking

and civic engagement. The OREO model, with its structured approach, effectively supports students in mastering these characteristics, enabling them to craft coherent and persuasive essays.

3.1.3. Competence in composing social argumentative essays

The competence in composing social argumentative essays refers to high school students' integrated ability to analyze, evaluate, and express perspectives on social issues in a logical and persuasive manner. This competence is not limited to technical writing skills but extends to the cognitive, affective, and motivational dimensions that shape students' capacity for critical thinking and civic engagement. In alignment with the 2018 General Education Curriculum for Language Arts, this competence develops progressively through high school, where students are expected to craft essays that present clear viewpoints, coherent reasoning, and arguments grounded in real-life contexts.

From an international perspective, this competence can be examined through the Iceberg Model of Competence (Spencer & Spencer, 1993), which distinguishes between surface and deep levels of ability. The surface level encompasses observable writing behaviors—such as identifying problems, constructing arguments, using evidence, organizing ideas, and employing appropriate language—while the deep level involves the underlying motives, values, and self-regulatory capacities that sustain effective performance. The absence of deep competencies often results in superficial or mechanical writing, lacking genuine engagement or originality.

At the *surface level*, students demonstrate the ability to:

- *Identify social issues* relevant to real life, ensuring topicality and focus.

- *Construct logical arguments* through a well-defined thesis and supporting points.

- *Select and analyze evidence* from credible sources to substantiate reasoning.

- *Organize essays coherently*, maintaining clarity and logical flow.

- *Use language effectively*, demonstrating accuracy, expressiveness, and stylistic appropriateness.

These skills form the structural foundation of writing, yet they only represent the visible tip of competence.

At the deep level, students require more intrinsic capacities that are not immediately observable but are critical to long-term writing development. These include:

- *Critical and reflective thinking*, allowing students to evaluate multiple perspectives and formulate reasoned judgments.

- *Civic motivation*, which reflects an inner drive to engage with social issues and contribute responsibly to community well-being.

- *Self-regulation and persistence*, enabling students to plan, revise, and refine their work independently.

- *Empathy and ethical awareness*, fostering the emotional depth needed to approach social topics with humanity and authenticity.

Without these deeper attributes, writing remains formulaic, even if structurally correct. Therefore, nurturing deep competencies is essential to transforming argumentative writing from a mechanical exercise into a meaningful act of thought and citizenship.

The OREO model (Opinion–Reason–Example–Opinion) provides an effective pedagogical scaffold for developing both surface and deep competencies. It helps students structure ideas coherently while encouraging reflective engagement with their own reasoning and evidence. As Samosa et al. (2021) affirm,

writing competence improves not only in “focus, organization, and style” but also in the development of “personal voice and viewpoint” when guided through structured yet reflective practice [3].

Thus, competence in composing social argumentative essays should be understood as a dynamic integration of skills and dispositions—balancing visible proficiency with invisible motivation. This synthesis allows high school students to write persuasively, think critically, and act responsibly, aligning with the broader aims of the 2018 General Education Curriculum for Language Arts: to form literate, reflective, and engaged citizens.

3.2. The current situation of teaching writing social argumentative essays

In the high school literature program, the type of writing social argumentative essays holds an important position in training students with logical thinking ability, cognitive ability, and critical thinking about life issues. In fact, students have had certain advantages when approaching this type of lesson, but at the same time there are still many difficulties and limitations that need to be addressed.

One favorable condition is that high school students have developed logical thinking and social awareness ability. They can identify the problem, give their views, and initially form arguments to support their views. This is an important foundation for students to access writing social argumentative essays. Besides, the Oreo model with an intuitive structure (Opinion - Reason - Example - Opinion) is like a multi-layer biscuit, making it easy for students to visualize how to present their points in logical order. Thanks to that, they can gradually get used to the systematic method of writing, instead of just writing based on spontaneous emotions.

To better understand students’ actual difficulties, the author conducted a survey of 98

students at Lap Vo 1 High School. The survey was implemented through structured questionnaires combined with short individual

interviews and direct classroom observation to ensure objectivity and reliability of the data collected.

Table 1. Survey results on students' difficulties in writing social argumentative essays

Difficulty aspect	Number of students facing difficulties	Ratio (%)
The habit of writing according to emotion, lack of clear outline	73	74,5%
Search skills and selection of weak evidence	64	65,3%
Simple argument, lack of depth and criticism	81	82,7%
Connect the parts in the loose essay	74	75,5%

The survey results show that up to 74,5% of students still maintain the habit of writing based on emotions but do not make an outline before writing. This is a major challenge, because the outline serves as the blueprint of the essay. When the outline is lacking, the essay is often fragmented, lacking in coherence, leading to the argument that is arranged in a messy way, hard to follow, and lacking persuasiveness. The underlying cause of this situation is that at earlier levels of schooling, students have not been regularly trained in outline skills, or the outlines they make are only superficial/formal and have not really become a mandatory step in the writing process.

In addition, 65,3% of students reported having difficulty finding and choosing evidence. Instead of giving specific, typical, and reliable evidence from books, essays, or practical life, many students only use general evidence, lacking direct relevance to the thesis. This makes the argument weaker, making it difficult to persuade the reader. The cause of this situation is that students are limited in searching and selecting information, while teachers have limited opportunities to give detailed instructions on how to analyze and evaluate the authenticity and appropriateness of evidence.

More concerning, up to 82,7% of students think that their essays often have simple arguments and lack depth and criticism. In fact,

many exercises only stop at the opinion and give basic reasons, while the example is superficial or even omitted. As a result, the essay becomes monotonous and lifeless, failing to show the depth of thinking as well as the analytical ability of the student. The main cause comes from the habit of superficial thinking, which has not been regularly trained in critical and expansive or critical thinking skills. This directly affects the ability to persuade and the ideological value of the essay.

In addition, 75,5% of students acknowledged the parts of their essay lacking close connections. The paragraphs according to the Oreo model are often written separately, lacking links or arguments throughout, leading to a loss of coherence in the essay. Many students only focus on completing each individual paragraph according to the Oreo pattern but are not interested in linking the paragraphs into a unified whole. The reason is that they have not mastered the skill of building the overall layout of writing social argumentative essays and have not been clearly guided on how to use links and develop arguments throughout.

Thus, although high school students have basic advantages in logical thinking and access to social issues, limiting the outline, searching and selecting evidence, developing in-depth arguments, and building an overall link in the essay remain common problems. If not

overcome, these limitations will hinder the process of training critical thinking and the ability to develop students' skills in writing social argumentative essays. Therefore, the innovation of teaching methods, especially using the Oreo model, is an urgent requirement to improve the effectiveness of teaching writing social argumentative essays in the current period.

3.3. Some measures to apply the OREO model to teaching writing social argumentative essays

3.3.1. Guiding students to master the basic OREO structure in each paragraph

This activity aims to help students master and practice skills to build a brief, tight discourse, ensuring logic and persuasion. On that basis, students gradually form the habit of organizing ideas in a standard structure, easy to remember and easy to apply in many different situations. Once students master the OREO structure (Opinion – Reason – Example – Opinion), they have a solid foundation to develop writing social argumentative essays with greater depth and complexity, in accordance with the orientation of the 2018 General Education Curriculum for Language Arts.

In the process of organizing teaching, teachers can start by introducing the image of the familiar Oreo biscuits to illustrate the discourse paragraph structure. On the board or through slides, this image is presented in three layers: the top layer is the opening opinion (stating the main view), the middle layer contains the reason and example (evidence), and the bottom layer presents the concluding opinion (reaffirming the viewpoint). This intuitive approach is both close and lively, thereby helping students easily imagine the relationship between the components in the paragraph.

After introducing the theoretical framework, the teacher can conduct an analysis of a specific example right in the essay "Write a text on a social issue" (Literature 10, Creative Horizon

Book). For example, with the theme "The harmful effects of social networks on young people," the paragraph of discourse can be deployed as follows: Opinion opening—"Social networks are causing serious harm to young people"; Reason—"Because it leads to addiction and affects psychological health"; Example—"According to the WHO survey, more than 30% of teenagers have depression problems due to excessive use of social networks"; And the opinion ends—"Therefore, it is necessary to control the use of social networks to protect the younger generation." Through this analysis, students are encouraged to discuss and identify the role of each component and, at the same time, assess the reasonableness and persuasion of the entire paragraph.

Based on theoretical and illustrative examples, teachers can guide students to practice writing short paragraphs (10–12 sentences) on familiar topics, such as "environmental protection" or "the importance of lifelong learning." This activity can be deployed in small groups, in which each group writes a paragraph, presents products in front of the class, and receives feedback from classmates and teachers. At the same time, students are instructed to use the OREO checklist to evaluate their own paragraphs and focus on the criteria: whether the view is clear or not, whether the reason is reasonable, whether the evidence is relevant and convincing, and whether the conclusion has confirmed the view or not. This writing-response-editing process creates opportunities for students to gradually improve the ability to argue and form confidence when writing independent paragraphs. Depending on the classroom situation, this activity can extend from 2 to 3 periods to ensure that students are practicing and strengthening knowledge.

Guiding students to master the OREO structure in each paragraph not only aligns with the objectives of the grade 10 writing task

"Writing an essay on a social issue" but can also be expanded and flexibly applied in higher grades throughout the high school curriculum. In grades 11 and 12, as social argumentative essays become more sophisticated, the OREO model continues to function as an effective scaffolding tool, helping students maintain logical coherence while developing multi-dimensional arguments supported by various types of evidence and discourse strategies. Thus, the OREO model not only assists students in forming a solid foundation for paragraph organization but also serves as an essential framework for advancing higher-level writing skills in social argumentative essays, in line with the 2018 General Education Curriculum for Language Arts, which emphasizes essay composition, critical thinking, and civic awareness. Nevertheless, teachers should guide students to avoid excessive dependence on the OREO structure, which may lead to formulaic writing, by encouraging creativity and flexible expression within the model.

3.3.2. *Practicing the skill of identifying and expressing sharp, clear opinions*

One common limitation among students in writing argumentative essays is that their identification and expression of the thesis remain vague, overly general, or lacking in debate. This makes the paragraph and the essay lack orientation and persuasion. Therefore, training students to express clear and sharp opinions is crucial, as the thesis acts as the backbone of the paragraph as well as the foundation to deploy the next elements in the Oreo structure. This activity aims to help students form a habit of expressing personal opinions in a coherent, persuasive manner, thereby improving the ability to argue and personalize the viewpoint.

In the process of teaching the lesson "Writing a discussion on a social issue" (Literature 10,

Creative Horizon Book), teachers can design warm-up activities through the game "Giving Comments in a Sentence." Students are assigned familiar topics, close to the content in textbooks, such as "The meaning of kindness in social life," "The responsibility of the youth in community building," or "The impact of social networks on the lifestyle of young people." Within a minute, each student needs to express a brief, clear point on the assigned issue. For example: With the theme "The meaning of kindness in social life," students may state, "It is undeniable that kindness is the foundation of human connection, helping society become more humane and sustainable." After that, the class then votes for the clearest and sharpest idea, and the teacher provides additional orientation language samples such as "Obviously ...," "I believe ...," and "It is undeniable that ..." in order to help students avoid giving vague or neutral opinions.

Next, students practice the skills of analyzing and converting a wide social theme into specific arguments associated with the requirements of the lesson in textbooks. For example, with the theme "The responsibility of young people in building the community," students can identify the thesis as "Young people need to pioneer volunteer activities for the community" or "Young people must promote their creativity to solve current social issues." The teacher instructs how to express points in a strong way, for example: "It is clear that the younger generation, especially young people, must play a pioneering role in spreading the spirit of beautiful life and responsibility to the community."

In addition, teachers can conduct quick writing exercises and ask students to write the opening opinion and opinion ends for an argumentative paragraph on social issues, then develop a reason and example to complete the Oreo structure. For example, with the theme

"The impact of social networks on young people's lifestyles," a student may write, "I believe that social networks are negatively affecting the lifestyle of many young people" (opinion opening), then after deploying reason and example, ending with, "Therefore, each person needs to know how to use social networks to avoid unpredictable consequences." The teacher responds directly and encourages students to use personalized language, such as "I thought ..." and "from my point of view ...," thereby making the argument more precise and persuasive.

These activities can be conducted in 2–3 lessons, combined with supporting tools such as interactive tables or online applications, allowing students to share and edit products. The process of training, feedback, and editing will help students gradually form the habit of identifying and expressing points clearly and strongly and create a solid foundation for developing and writing social argumentative essays with greater sophistication and complexity in the high school program.

3.3.3. Developing the skill of providing convincing reasons and examples

In the Oreo structure, the construction of reasons and the selection of examples play a crucial role in clarifying and strengthening the thesis. However, the reality shows that many high school students still face difficulties in these two stages: Their reasons are often too general and lack logical coherence, while their evidence is vague, fragmented, not analyzed, and sometimes even unrelated to the argument. As a result, their argumentative paragraphs often sound forced and unconvincing. Therefore, training students in the skill of providing strong reasons, selecting relevant evidence, and analyzing it effectively is an urgent requirement in teaching writing social argumentative essays.

In the course of teaching, teachers can integrate this skill when teaching the lesson "Write a text on a social issue" (Literature 11, Creative Horizon Book). An effective approach is to first help students distinguish "reason" and "evidence." For example, with the theme "Meaning of kindness in modern society," the reason may be "kindness helps to connect people, creating community strength to overcome difficulties." Meanwhile, evidence may be specific, such as "During the Covid-19 epidemic, thousands of volunteers participated in health support and provided food to people in the isolation area, showing the spirit of strong solidarity." The illustration with this specific example helps students understand that the reason is generalized and provides evidence that has an illustration, clarifying and increasing weight for the argument.

Next, teachers can organize practice refining evidence. Students are required to turn common evidence into concrete and persuasive evidence. For example, instead of just saying "many young people agree to study for social networks," students can make it more specific: "According to the survey of the Ministry of Education and Training in 2022, up to 40% of high school students admit to using social networks for more than three hours a day, leading to a decline in academic results." The teacher instructs students to analyze this data, indicating the direct relationship with the reason stated, thereby forming a skill to associate evidence with the argument.

In order to increase the initiative, teachers can assign tasks to students to build an "evidence bank" that cites the common social proposals such as "the meaning of dedication," "the responsibility of young people to the country," or "the impact of technology on spiritual life." Each student needs to collect at least 5–10 pieces of evidence from books, online articles, or

practical experiences, accompanied by a specific origin to ensure authenticity. In group discussions, students compare and evaluate the relevance and persuasiveness of each piece of evidence. The teacher encourages students to ask the questions, "Is this evidence really associated with the thesis?" "How do I analyze how to highlight the value of evidence?" and "Is this evidence convincing?" Thereby, students gradually form the selective ability and analyze systemic evidence.

The process of training this skill can be held in two to three lessons. In the early stages, students practice distinguishing reasons and evidence; in the next stage, students write short paragraphs with logical reasons and specific evidence, clearly analyzed; finally, the product is presented, criticized, self-evaluated, and edited based on the criteria learned. Thus, the activity not only contributes to perfecting the "Reason" and "Example" elements in the Oreo structure but also directly improves the ability to write social argumentative essays for high school students, in accordance with the orientation of developing the ability of the 2018 high school education program.

3.3.4. Applying the OREO model to construct an outline for the entire essay

In teaching social argumentation, instructing students to apply the OREO model should not be confined to paragraph writing but needs to be expanded to structure the entire essay outline. This is an important development step, because the ability to engage in students' writing of social argumentative essays is not only shown in the ability to create individual paragraphs but also in the ability to connect, organize, and deploy the thesis system in the entire text. A coherent outline based on the Oreo structure will help students ensure logic and persuasion as well as the balance between the parts of the essay (opening, body, and conclusion).

When teaching the essay "Writing a discussion on a social issue" (Literature 11, Creative Horizon book), teachers can illustrate specifically by the topic "The meaning of dedication in life." In the first step, students need to be instructed to determine the main argument (overall opinion) as the central axis throughout the whole lesson, for example, "The dedication brings value to society and affirms the true meaning of human life." This is the "O" center, playing an orienting role for the entire outline construction process. Next, students are guided to develop the body by identifying subpoints. Each sub-score is considered a "big O" and deployed into a complete Oreo passage. For example:

- Thesis 1:

O: Dedication creates practical and sustainable values for the community.

R: Because the contribution of each individual, though small, can contribute to social changes in a positive way.

E: Many young doctors volunteered for the front line against the Covid-19 epidemic, contributing to protecting the people's health in the toughest period.

O: Therefore, the dedication of each individual is the factor that makes collective strength.

- Thesis 2:

O: Dedication helps each person find the meaning, ideal, and joy in life.

R: Because through the dedication, individuals affirm their values and feel the spiritual happiness.

E: Scientist Tran Dai Nghia has abandoned favorable living conditions abroad to return to the homeland, dedicating intelligence to Vietnam's defense science.

O: Therefore, dedication not only benefits society but also nurtures personal happiness.

- Thesis 3:

O: Dedication is the driving force to promote the overall development of the nation and humanity.

R: Because when many individuals act together for common interests, society will achieve sustainable steps.

E: Voluntary youth movements for the community, such as "Green Summer" or "Humanitarian Blood Donation," have brought many human values and encouraged solidarity.

O: Therefore, dedication is the foundation for creating a civilized and kind society.

Besides the body, the teacher also needs to guide students to build and open the lesson in association with the Oreo model. In the opening of the lesson, students are encouraged to lead the issue in an exciting way by citing practical evidence or suggestive questions. For example: "In modern society, when the personal lifestyle is increasingly appreciated, many people forget that the new contribution is the factor that makes the true value of life. I think that dedication is a measure of the meaning of life for every human being." The conclusion should emphasize the main argument (overall opinion) and expand the problem towards a call to action: "In short, the dedication not only contributes to a good society but also brings happiness to the people. The young generation today needs to turn to life to build a sustainable future."

In order to train this skill, teachers can organize group activities in the classroom: Each group of OREO models for another topic in textbooks (for example: "The meaning of the spirit of cooperation in modern society"), presenting the outline in front of the class and participating in criticism. Through this activity, students not only master the skill of outlining the whole lesson but also learn how to protect and adjust their ideas through peer interaction.

The application of the OREO model in constructing outlines for social argumentative essays helps establish a close connection between individual paragraphs and the overall text. This approach not only enables students to avoid incoherent or fragmented writing but also fosters systematic thinking habits and the development of writing skills based on scientific principles. It is consistent with the orientation of enhancing writing competence and critical thinking as emphasized in the 2018 General Education Curriculum for Language Arts. To minimize the risk of rigid or mechanical writing, teachers should encourage students to apply the OREO structure flexibly, integrating personal insights and context-specific arguments to enrich the depth and authenticity of their essays.

4. Conclusion

This study has examined the application of the OREO model (Opinion – Reason – Example – Opinion) in teaching social argumentative essay writing to high school students and proposed a set of specific measures to enhance their writing competence. The measures implemented focus on developing students' ability to identify and articulate clear viewpoints (Opinion); strengthen their skills in reasoning and providing persuasive evidence (Reason – Example); guide them in applying the OREO model to construct outlines and organize essay structures; and engage them in diverse, active learning activities that help internalize the OREO structure both at the paragraph and essay levels.

The findings indicate that the OREO model helps students organize ideas systematically, improve the logical and persuasive quality of their arguments, and overcome common limitations such as emotional or unstructured writing, inappropriate evidence, superficial reasoning, and weak coherence between essay parts. Moreover, to optimize the effectiveness of

the OREO model, collaboration among teachers, schools, and students is essential. Teachers should flexibly and creatively apply the model, select suitable topics, and create positive learning environments through group work, discussions, and peer feedback. Schools need to ensure adequate facilities and provide opportunities for professional sharing among teachers. Students, in turn, should actively employ the OREO model as a tool for developing logical thinking, critical reasoning, and writing confidence.

However, this study also recognizes several limitations. First, the OREO model, while effective in shaping fundamental argumentative structures, remains relatively simple and formulaic; it should be integrated with other frameworks (such as Toulmin, PEEL, or 3C) to foster higher-order critical thinking and advanced reasoning. Second, the scope of this study is limited, as the application of the model was conducted on a small scale without large-scale experimental validation. Future research should extend to broader contexts and diverse student groups to further verify the model's effectiveness and refine pedagogical strategies for teaching social argumentative writing.

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