

Voices Across Borders: Iranian EFL Students' Perspective on Argumentative Writing

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This study focuses on the perspectives of Iranian English as a foreign language (EFL) students studying at Korean universities on argumentative writing. Thematic analysis and MAXQDA2022 software examine data collected via an online open-ended questionnaire and semi-structured interviews. Students' approaches to supporting assertions, preferences for sentence structures and terminology, tactics for answering counterarguments, obstacles in different areas of argumentative writing, and overall impressions of argumentative essays are the focus of the research topics. Several significant themes and patterns emerge from the findings, including the significance of supporting statements with evidence, the preference for simple language structures and terminology, minimal engagement with counterarguments, and the difficulties encountered in the introduction, body, and conclusion parts. The policy and language education implications are examined, emphasizing the importance of instructional assistance, vocabulary-building initiatives, critical thinking integration, scaffolded writing instruction, and the use of technology. These findings contribute to a better understanding of the demands of Iranian EFL students and can help guide the creation of successful argumentative writing instruction. More study is needed to investigate new tactics and interventions to improve argumentative writing skills and boost EFL students' academic achievement.

Keywords: Iranian EFL students, argumentative writing, contextual factors, thematic analysis, semi-structured interview

Introduction

In this age of globalization, effective communication in English has become increasingly important. English is the international language of trade and commerce, as well as international registration and immigration (Tikupasang, Hardiyanti, & Arman, 2022). Learning a second language, however, is the most challenging skill for learners because English is a foreign language (Li & Zhang, 2022). Writing is a multistep, iterative process that requires many cognitive abilities, including idea generation, brainstorming, outlining, drafting, revising, and editing; metacognitive regulation, evaluation, and monitoring; and motivational moderation, which includes attention enhancement and goal-oriented code (Teng & Zhang, 2020). Argumentative writing is regarded as the most challenging activity among various types of writing (Grabe & Kaplan, 1996; Siregar, Syarif, & Amri, 2021); it has long been on the periphery of the discipline of English as a foreign language (EFL) learners' writing (Yang, 2022) and is widely accepted to assess EFL learners' writing proficiency. Indeed, it is an integral part of language competency development because it enables learners to explain and defend their views effectively and eloquently

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in academic and professional settings. Arguments successfully created are utilized in academia to understand, analyze, influence, and assess critical thinking to demonstrate student intelligence, connect with course content, and generate novel research ideas (Marni & Harslati, 2019). In professional situations, argumentative writing tries to persuade the audience and assist them in comprehending the opposing side of the argument by presenting logical grounds for defending an idea or notion and resolving difficulties (Ozfidan & Mitchell, 2020).

EFL students must be taught and supported to develop practical argumentative writing skills. Iranian students are comparable. English has been integrated into the curriculum of Iranian schools and universities. However, more EFL institutions are opening nationwide due to the failure of traditional EFL programs in schools to meet learners' practical demands and their desire to study English to suit their communicative needs. In Iran, English is required in junior and senior high schools. Corporations have begun to teach English in kindergarten and elementary school. Junior high schools start teaching English at age 11 and continue through university. After seven years of education, students require assistance in speaking English. Policymakers and researchers have tried to determine why Iranian students struggle to learn English despite investing money, time, and effort (Akbari, 2015). The Iranian educational system places language and vocabulary above critical thinking, argumentation, idea development, and structure, all of which are required for argumentative writing. Cultural factors, such as indirect communication and Persian rhetoric traditions can influence how Iranian students construct English arguments.

Therefore, understanding students' preferences and obstacles in argumentative writing is critical for improving writing teaching and supporting their academic achievement. This paper evaluates the perspectives of Iranian EFL students studying at Korean universities on argumentative essays, specifically their approaches to supporting claims, preferences for sentence structures and vocabulary, strategies for addressing counterarguments, and difficulties encountered in various sections of argumentative writing.

Even though some research has been conducted on Iranian EFL students' writing abilities, such as Ghanbari and Salari (2022) investigating the challenges faced in writing argumentative essays, Mallahi (2022) studying strategies and problems in writing summarizes, Taheri and Nazmi (2021) explored scaffolding techniques for improving argumentative writing ability. There is a significant gap in the literature regarding the influence of contextual factors on Iranian EFL students. This study intends to close the gap in three ways:

1. Investigating the contextual elements that influence the argumentative writing abilities of Iranian EFL students: This emphasis is critical, because it acknowledges the dynamic interplay between language proficiency, cultural influences, educational institutions, and the special needs of argumentative writing. Understanding will guide the development of specialized instructional techniques, curricular upgrades, and support systems that suit these students' specific situations and needs. Educators and policymakers can improve the academic success and overall writing skills of Iranian EFL students in Korean university settings by matching instructional techniques with their demands.

2. Using a mixed-methods approach incorporating qualitative, quantitative, and thematic methodologies: This study intends to answer six questions as follows:

- (a) How do you support your claims using evidence in the writing part?
- (b) Do you use simple or complex structures?
- (c) Do you try complicated vocabulary while doing an argumentative task?
- (d) How do you conclude?
- (e) How do you use a rebuttal feature (response to the anticipated objections against the arguments)?

(f) What part of an argumentative essay (introduction, body, and conclusion) is the most challenging for you? Why?

A more comprehensive picture of these students' experiences and abilities will be acquired by integrating qualitative data from open-ended questionnaires and semi-structured interviews with quantitative language proficiency measures. Combining many data sources provides a more in-depth examination of the underlying issues influencing individual writing behaviors. It lays a stronger foundation for developing successful interventions and support measures.

3. The study outcomes will add to the knowledge of foreign-language writing and cross-cultural viewpoints. By investigating how contextual factors influence argumentative writing ability, this study adds to our understanding of the complex interplay between language, culture, and academic contexts. It contributes to the current body of knowledge about how students navigate and negotiate writing practices in various educational and linguistic contexts, offering insight into the impact of cultural and institutional elements on their writing development.

The following research sections are summarized below. Section 2 covers the methodology, including research design and approach, participants, data collection process, and data analysis; Section 3 reveals empirical findings; and Section 4 finishes with a discussion and policy implications.

Methodology

Research Design and Approach

To ultimately determine the opinions and perspectives of Iranian EFL students studying at Korean universities on argumentative writing, this study adopts a mixed-methods research design that combines qualitative and quantitative methodologies. Open-ended questionnaires and semi-structured interviews are used in the qualitative component to collect extensive information on participants' perspectives and experiences. The quantitative aspect enhances quantitative measures, such as language competence ratings to provide further insights.

Participants

Purposive (judgemental) sampling, a frequent, non-probability, and concept-driven selection strategy, was used to pick participants based on specified criteria that coincided with research objectives (Farrugia, 2019; Creswell, 2014). Iranian EFL students who took the IELTS in the previous two years and were currently enrolled in Korean universities were included in the sample to ensure that participants met certain levels of English proficiency and were familiar with academic language requirements, which are prerequisites for effective argumentative writing. Initially, 55 students with IELTS scores ranging from 4 to 4.5 (pre-intermediate; A2) to 5 to 5.5 (intermediate; B1) were chosen as potential candidates. The Oxford Quick Placement Test (OQPT) was utilized to further reduce the sample by analyzing the participants' writing skills, followed by Hashemifardnia, Shafiee, Esfahani, and Sepehri (2021). Based on the OQPT writing test results, 45 students were rated as having a B1 proficiency level. These individuals were then harmonized based on their writing abilities, ensuring that those chosen all had the same ability level. Finally, to maintain a manageable sample size and provide a focused study, 25 EFL students were selected from the harmonized group for the survey and assessment of their writing skills. Iranian EFL students studying at Korean universities represent a wide range of fields and academic backgrounds, ensuring the inclusion of diverse experiences and perspectives on argumentative writing.

Data Collection Processes

Online open-ended questionnaire. Followed by Abdollahzadeh, Amini Farsani, and Beikmohammadi (2017), Altınmakas and Bayyurt (2019), and Ghanbari and Salari (2022), participants responded in writing to questions about argumentative writing in online open-ended questionnaires. Before distributing the questionnaires, the researcher solicited the assistance of an expert panel to review the survey for ambiguity and clarity. The expert's feedback was considered, and changes were made to the questionnaire to increase its transparency and applicability. The participants were given thorough instructions that defined the purpose of the study and guided them through the questionnaire. The researcher was also on hand to answer any questions or concerns the participants had while completing the questionnaire. This method ensured that participants understood the instructions and could provide meaningful and complete responses.

Semi-structured interview. In addition to the open-ended online questionnaires, semi-structured interviews were conducted as a secondary data-gathering approach (Rahmatunisa, 2014). By eliciting the participants' experiences and perspectives, the interviews tried to acquire a more profound knowledge of the factors influencing their viewpoints on the argumentative writing challenge. The interviews will be driven by fundamental open-ended questions designed to provide extensive insights into participants' thought processes, decision-making techniques, and personal experiences with argumentative writing. Participants may choose between in-person and video chat interviews based on their schedules and preferences. To ensure accuracy, each interview was audio recorded and transcribed verbatim. Due to the combination of these methodologies, interviews allowed us to collect complete data, including participants' written responses and oral thoughts and experiences.

Data Analysis Processes

MAXQDA 2022, qualitative data analysis software, was used to examine the data acquired from open-ended online surveys and semi-structured interviews using thematic analysis (TA). It is a versatile and extensively used qualitative analysis technique that allows for identifying, organizing, and interpreting patterns and themes in textual data (Clarke & Braun, 2013). The initial information creates codes in the conceptual structure of TA, and codes form themes and thematic maps (Castleberry & Nolen, 2018). More precisely, the analysis commences with extensively familiarizing oneself with the data and reading and re-reading the questionnaire replies to comprehend the participants' thoughts and perspectives. Initially, codes are created by recognizing and labeling relevant text linked to the research questions and objectives. After it was finalized, the researcher meticulously evaluated each theme, seeking connections, trends, and variations in the participants' responses. Similar codes were grouped to generate preliminary themes, and then modified and examined for coherence and relevance to the research objectives.

Empirical Results

This section contains the study's empirical findings, addressing six research questions that sought to investigate various characteristics of argumentative writing among Iranian EFL students enrolled in Koran universities. Each study topic will be examined separately, resulting in a thorough analysis of the data gathered. The research issues included supporting claims, preferences for sentence structures and terminology, usage of rebuttal elements, problems in different sections of argumentative writing, and approaches to counterarguments. The following sections will give the findings and thematic analysis for each research question, allowing for a more in-depth knowledge of the students' perspectives and practices in argumentative writing.

How Do Iranian EFL Students Support Their Claims in Argumentative Writing?

The findings highlight students' approaches to supporting their claims, strengths, and weaknesses, which might form instructional strategies and interventions to improve argumentative writing skills. The thematic analysis uncovered numerous main themes and subthemes regarding the participants' challenges with coherence, organization, and combining pertinent facts to effectively convey and substantiate their assertions (see Figure 1).

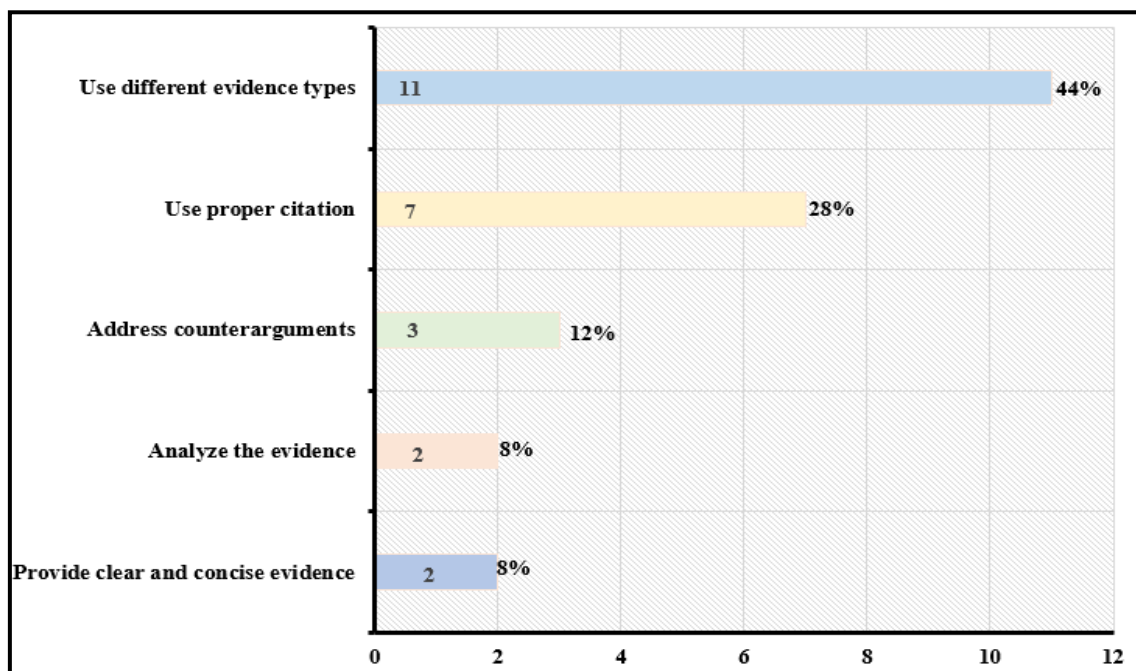


Figure 1. Thematic map of support for claims in argumentative writing.

1. Comprehension of the importance of supporting evidence emerged as a notable theme. It is encouraging that 44% of the students acknowledged the need to present various types of evidence to support their claims, such as examples, logical statements, and personal experiences. However, the analysis revealed room for improvement, as only 8% of students could present information effectively and logically. These findings indicate that some students may benefit from additional support and instruction in enhancing their ability to explain evidence clearly and concisely.

2. Awareness of using proper citations emerged as another promising finding that 28% of the students included appropriate citations, demonstrating an understanding of the importance of giving credit where required and demonstrating engagement with relevant text.

3. Lack of addressing counterarguments: The analysis revealed that only a few students (12%) addressed counterarguments, indicating room for improvement in considering and engaging with alternative viewpoints.

4. Lack of evidence analysis: Argumentative writing requires critical evaluation and interpretation of evidence, which displays the author's critical thinking skills. It is concerning that only a low percentage of students (8%) demonstrated evidence analysis by critically evaluating sources. This finding emphasizes the need for further attention to developing students' skills in analyzing evidence.

These findings are consistent with the findings of Ghanbari and Salari (2022), who studied the challenges Iranian EFL undergraduates confront in writing arguments from the perspectives of educators, faculty members,

and teachers. According to their results, educators have questioned the need for more evidence to support student views, and their writing typically needs more cohesion and structure. As a result of students' failure to communicate their views rationally, structural mistakes occurred. According to the faculty members, there was no evidence to back up the students' statements, so they relied on their ideas. Similarly, the students need assistance in data analysis and include just the most essential details in their writing. According to teachers, students frequently derail their arguments by presenting irrelevant facts.

Do Iranian EFL Students Prefer Simple or Complex Sentence Structures?

The thematic analysis of the findings highlighted patterns and themes related to the student's preferences and sentence structuring tactics, revealing light on their overall English proficiency levels (see Figure 2).

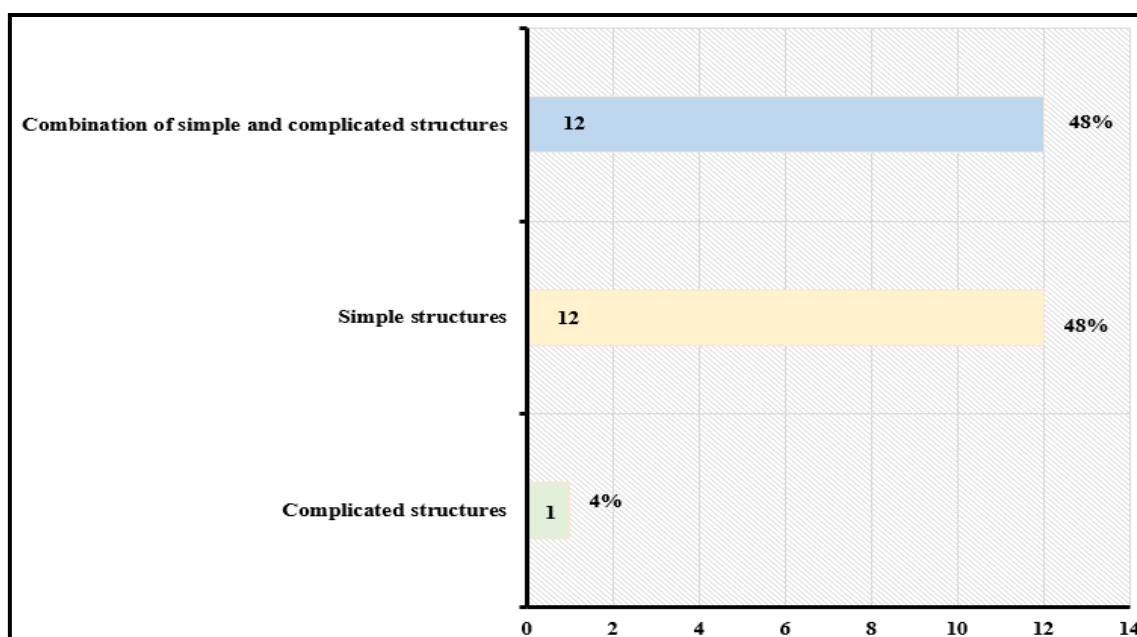


Figure 2. Thematic map of using sentence structures.

1. Emphasizing fast communication over complex structures: The findings indicate that 48% of students prioritize fast communication and use simple structures to convey correct information to readers. These students recognize that the primary goal of writing is to deliver information understandably. Using basic frameworks allows them to accomplish their goal more efficiently. They believe that using basic frameworks allows them to accomplish their goal more efficiently, and they prioritize conveying ideas effectively over the exhibition of linguistic proficiency.

2. Intermediate level of English competency: The analysis showed that 48% of students use sentence structures ranging from simple to somewhat complex, indicating an intermediate level of English competency. While they possess an intermediate comprehension of more complicated grammar, they may require assistance correctly and successfully applying it. These students strive to display command of the language and write clearly and concisely, striking a balance between speech clarity and linguistic fluency.

3. Preference for simple sentence structure: The findings demonstrate that only 4% of students prefer using complicated sentence structures, not primarily to demonstrate linguistic prowess or enhance academic standing, but to convey information effectively.

Nimehchisalem, Abbasi, Ebrahimzadeh, and Kalajahi (2015), in their study on the level of competency in argumentative writing among Iranian EFL students attending private language schools, arrived at similar conclusions. Their findings indicated variations in grammatical structure development, ranging from “Modest” (27.3%) to “Basic” (24.2%) to “Very limited” (19.7%). They reported that some participants made numerous errors that occasionally skewed the meaning. Only 12.1% of participants received the top two possible scores on the argumentative essay, representing “Excellent” and “Competent” performance.

How Common Is Sophisticated Terminology?

The findings indicate that students' vocabulary is as diverse as their interests and experiences. Different patterns of vocabulary usage emerged among the students, reflecting their varying levels of English proficiency and preferences for simplicity or complexity in word choice (see Figure 3).

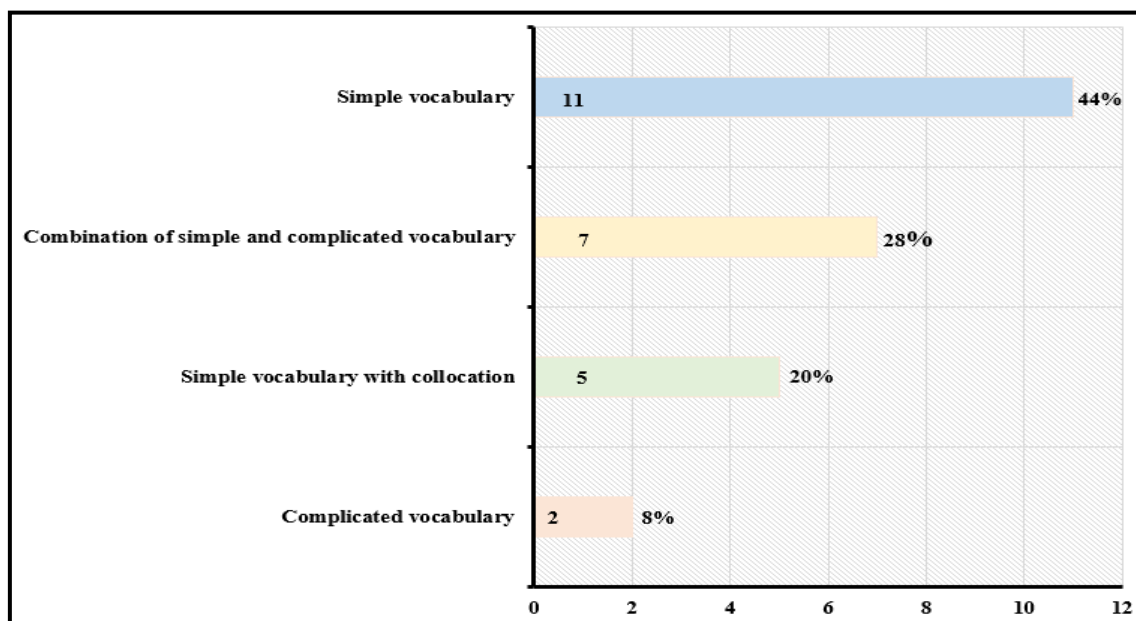


Figure 3. Identified patterns in using vocabulary.

1. Preference for simple vocabulary observed in 44% of students: These groups possess a basic comprehension of English and believe that complicated vocabulary is not essential for conveying meaning. They prioritize text comprehensibility and simplicity, potentially due to limited exposure to academic language or challenges in learning and retaining new vocabulary.

2. Intermediate vocabulary usage: Another theme identified is intermediate-level vocabulary, demonstrated by 28% of the students. They have a grasp of more complicated academic terms but may need additional practice in articulating them effectively. They balance using simple terminology and stretching themselves with more complex words, indicating an intermediate level of English vocabulary.

3. Value of natural-sounding language: Approximately 20% of participants utilize simple vocabulary and collocation, emphasizing combining words naturally and fluently. They recognize that native speakers distinguish themselves through colloquial expressions and consciously select word combinations that make their work appear more natural.

4. Limited use of complex vocabulary: Only 8% of students prefer using complicated vocabulary. Most students need to prioritize expanding their lexicon for communication purposes. However, there may be a need

to incorporate more technical or academic terminology to communicate with specific audiences effectively. The students value precise expression over engaging in word-count competitions.

The findings are consistent with the study conducted by Nimehchisalem et al. (2015), which reported varying levels of vocabulary competency among Iranian EFL students. They found that 47% of respondents had “competent” vocabulary levels, demonstrating the ability to manage occasional incorrect word forms, phrases, or collocations while primarily relying on simple terms and synonyms/antonyms to minimize repetition. Additionally, approximately 16.7% demonstrated “Modest” or “Excellent” levels, showcasing appropriate use of simple-complex/technical words, phrases, collocations, idioms, or figures of speech, as well as strategic utilization of antonyms and synonyms to reduce redundancy. Approximately 6.1% of interviewees indicated “basic” knowledge.

Moreover, the findings reveal a correlation between vocabulary and structure used in argumentative writing (see Figure 4).

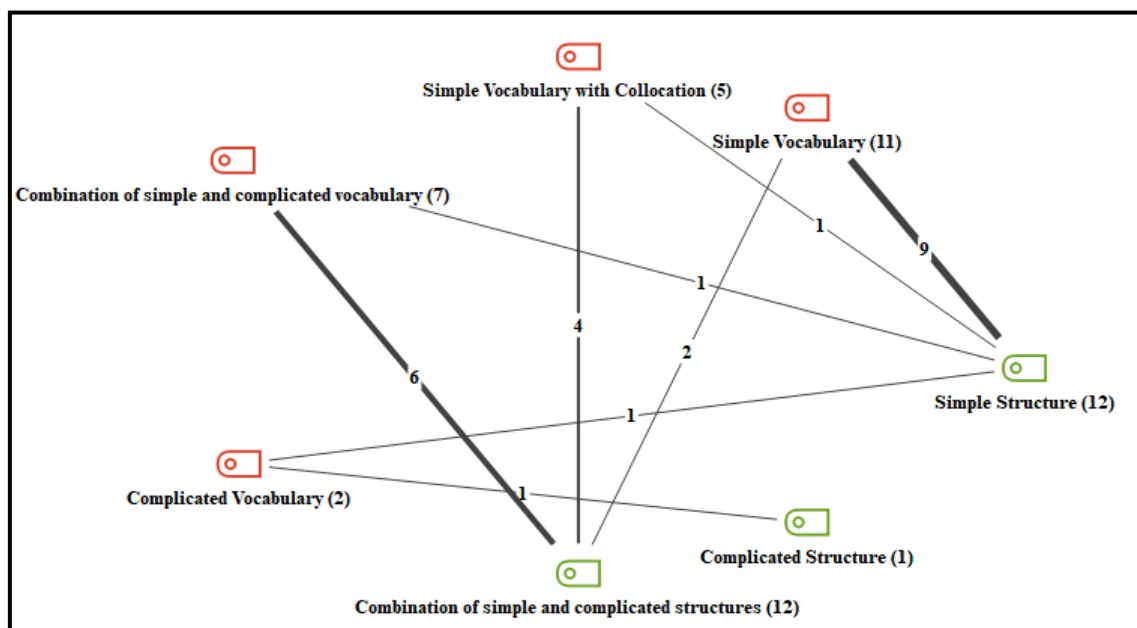


Figure 4. Structure-vocabulary intersections model.

Figure 4 reveals that 36% of the students predominantly used elementary-level vocabulary, corresponding with a tendency to employ more superficial sentence structures in their writing. These students may benefit from further instruction on expressing more complicated ideas or arguments to expand their vocabulary and enhance their ability to use complex language structures effectively, potentially impacting their English performance. Additionally, offering constructive feedback on the persuasiveness of students' writing, as reported by Rezai (2022), can positively impact Iranian EFL learners writing skills, thereby supporting their growth.

In contrast, approximately a quarter of students demonstrated a combination of complicated and simple structures and language in their argumentative writing. This group exhibited a strong command of English vocabulary and syntax, allowing them to utilize more sophisticated language structures effectively. This finding highlights a positive correlation between a higher level of vocabulary knowledge and the ability to use complex structures. These students demonstrated a nuanced understanding of how language conveys meaning and displayed the ability to apply complex grammatical structures in their writing strategically. To assist students in

further improving their language skills, teachers must identify their areas of strength and provide targeted instruction and reinforcement to build upon their existing proficiency.

How Do Iranian EFL Students Write the Conclusion Section?

Thematic analysis revealed fascinating patterns and themes in writing a conclusion in argumentative writing (see Figure 5).

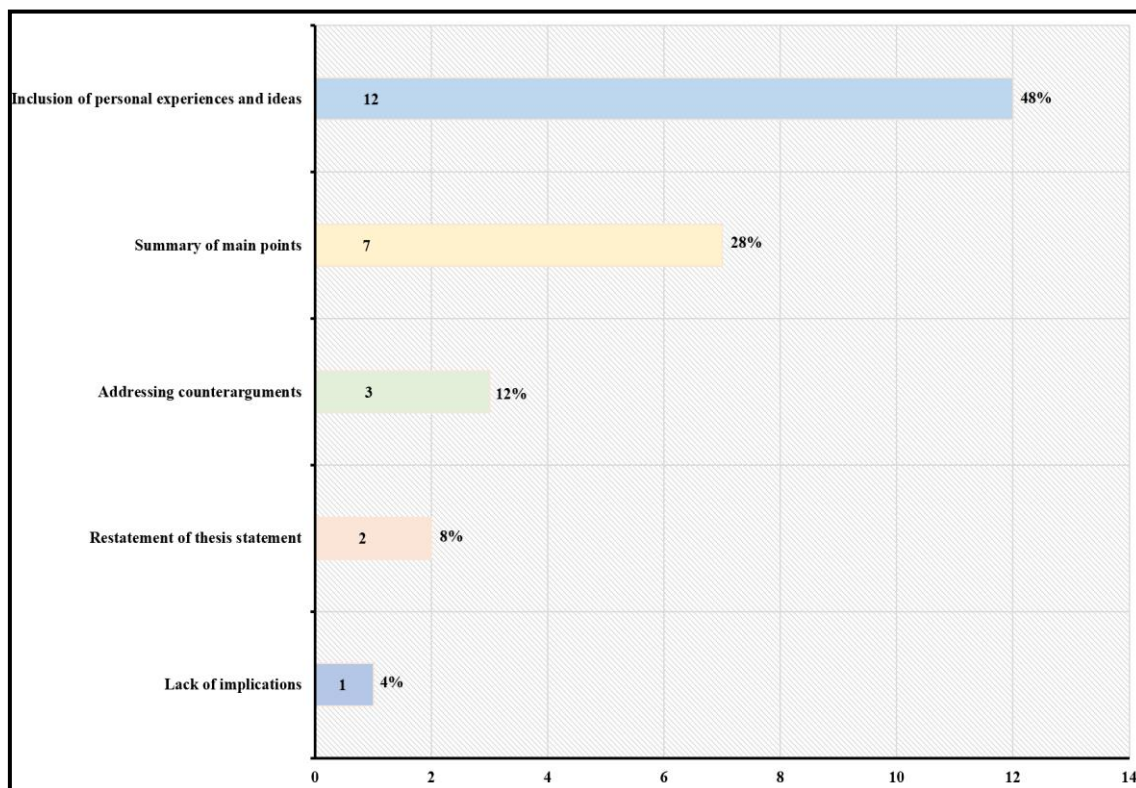


Figure 5. Identified patterns in writing the conclusion section.

1. Inclusion of personal experiences and ideas: Almost half of the students (48%) included personal experiences and ideas in the conclusion. It indicates a tendency to rely on personal anecdotes and opinions, potentially due to the ease of writing about personal experiences and the avoidance of critical text analysis or discussion of potential rebuttals. These students may benefit from more analysis and critical thinking exercises in their language lessons to enhance their ability to engage with the text critically.

2. Summary of main points: Approximately 28% of students summarized the essay's main points in the conclusion, demonstrating their understanding of the content. This strategy may be employed to ensure they have effectively communicated their argument and avoid making mistakes. However, it is essential to note that a concluding statement should encompass more than just a restatement of the key ideas. Students could be encouraged to expand their concluding statements beyond mere summarization.

3. Restatement of thesis statement: A small percentage of students (12%) restated the thesis statement in the final paragraph. It suggests a need for incorporating new material and critically analyzing the text. These students may prioritize form and terminology over the substance of the argument. Building confidence in comprehending and applying new knowledge to the text could benefit these students.

4. Addressing counterarguments: A few students (8%) addressed counterarguments in their final paragraphs, indicating their ability to engage with opposing viewpoints and consider alternative perspectives. However, the number of students engaging with counterarguments could be much higher. Achieving a reasonable conclusion may require more than just disputing objections, indicating the need to develop critical thinking skills and consider multiple perspectives.

5. Lack of implications: Only 2% of students provided implications in their conclusion, indicating a need for improvement in considering the broader implications of their arguments and engaging with the larger societal or academic context.

This finding aligns with Saputra and Jumariati's (2021) statement that students' struggle with perfectionism, low self-confidence, and lack of motivation may have psychological underpinnings, which could hinder their ability to consider the broader implications of their arguments.

How Do Iranian EFL Students Use Rebuttal Features?

The following are the key topics and patterns of using rebuttal features:

1. Using rational arguments: The analysis showed that most students (56%) use rational arguments when countering an argument. It indicates their ability to effectively explain their position and present counterarguments using logic and evidence.

2. Limited engagement with alternative viewpoints: A minority of students (20%) actively seek and engage with alternative viewpoints. Some students may prioritize being heard over engaging in a balanced discussion of different perspectives. It suggests a potential bias towards their viewpoint and limited exploration of opposing arguments.

3. Addressing the weaknesses in the opposing viewpoint: 20% of students counter the weakness of opponents' arguments and use rational arguments to support their case. It demonstrates their ability to identify weaknesses in the arguments of one's opponent and use them strategically to reinforce their position.

4. Limited acceptance of dissident viewpoint: Only one student (4%) believes that it is permissible to express dissident viewpoints as long as they are academically and analytically sound. This finding implies that most students may need to be more aware of the importance of considering and investigating alternative points of view in their research.

These findings are consistent with those of Onoda, Miwa, and Akita (2015), who found that participants viewed counterarguments (other-side information) as unnecessary and emphasized the rebuttal process. The study participants demonstrated and remembered their side's reasons better in the rebuttal phase than in the non-rebuttal condition, indicating that the rebuttal "emphasizes" my side's reasons.

What Is the Most Challenging Component of Writing an Argumentative Essay (Introduction, Body, and Conclusion) for You?

The data revealed that the most challenging part of argumentative writing is divided into three main sections. The introduction is the most challenging part for most students (48%), followed by the body (36%), and the conclusion (8%). Some students perceived the introduction and conclusion as equally tricky (4%), while another student believed all parts were equally challenging (4%). The pattern observed in these results suggests that students face challenges at various stages of the argumentative writing process, indicating a range of complexity and difficulty. Some students require assistance in attracting the reader's attention and delivering a clear and comprehensive outline in the introduction. In contrast, others struggle with organizing ideas, providing evidence,

and presenting rebuttals in the body. Furthermore, some students found summarizing and providing a persuasive explanation the most challenging in the conclusion.

These findings imply that argumentative writing is a complex process encompassing various cognitive and rhetorical tasks. Students must capture the reader's attention, construct a strong argument, structure their ideas, present evidence and rebuttals, and summarize key points. The challenges identified highlight the multifaceted nature of argumentative writing and the diverse skills required to navigate these challenges successfully. The findings align with previous studies by Saputra and Jumariati (2021), which suggested that students often struggle with paragraph-level writing and provide supporting ideas in their argumentative writing. It also supports Ghanbari and Salari's claim that students need assistance building solid arguments. As a result, students must organize their thoughts and evaluate arguments rationally as independent facts (Ghanbari & Salari, 2022). These studies also revealed that students needed to achieve the essential prerequisites of generating an argumentative work, such as gathering enough material from multiple sources, evaluating the quality of that information, and presenting it rationally.

Discussion and Policy Implication

Argumentative writing is the most difficult for university students. Despite its widespread acceptability, this writing style necessitates careful consideration before committing to paper. As a result, students need assistance in honing their essay-writing abilities. The current study was prompted by this concern to discover Iranian EFL students' preferences and obstacles in argumentative writing. A purposive selection of 55 students from "Korean Universities" was used in this regard, with LELTS scores ranging from 4-4.5 (pre-intermediate; A2) to 5-5.5 (intermediate; B1). Forty-five people received a B1 on the OQPT writing test and were harmonized. Twenty-five EFL students' writing abilities and competencies were assessed. Participants respond to an open-ended online quiz about argumentative writing. The survey is proofread by a panel of professionals assembled by the researcher. Expert advice was considered and implemented. Following that, the researcher gives detailed instructions and answers questions. Secondary data were also gathered during the semi-structured interview. Finally, a theme analysis was performed using MAXQDA 2022.

The findings revealed that students confront numerous challenges at various stages of argumentative writing. The introduction was the most difficult for many students, emphasizing the need for instructional support to attract the reader's attention and provide a complete overview. Students also need help organizing their thoughts, providing proof and rebuttals, and summarizing significant arguments in the body section. Many students use personal experiences and struggle with critical text analysis in the conclusion portion. Many EFL students utilize logical statements, facts, and examples in rebuttal features, demonstrating a limited study of opposing arguments and a lack of capacity to spot vulnerabilities in opponents' arguments and strategically use them to bolster their stances. They do rely on "my side reason." Most students prefer transmitting information using simple sentence structures, and many of them have basic or intermediate English vocabulary, with only a few possessing advanced lexicon. Finally, while many students use varied evidence to support their assertions, only a few use correct citations, examine the evidence, and respond to counterarguments.

These findings highlight the complexities of argumentative writing and the multifaceted talents needed to flourish in this genre. It has the following repercussions for policymakers and language educators aiming to improve argumentative writing instruction for EFL students:

1. Improving evidence presentation skills: Policymakers should prioritize the creation of instructional materials and tools that assist students in correctly identifying and presenting evidence. Students can become more convincing writers if they are taught how to present solid and well-supported arguments.

2. Customized instructional assistance: Policymakers and educators should give targeted instructional support to students who face distinct obstacles in each section of argumentative writing. It can be accomplished by creating instructional materials, workshops, and training programs that improve students' abilities to write effective introductions, organize ideas, provide evidence and rebuttals, and write compelling conclusions. By tackling these specific areas of difficulty, students can gain a more comprehensive understanding of argumentative writing.

3. Critical thinking skills integration: Policymakers should stress integrating critical thinking skills into argumentative writing instruction since it is one of the argument's most crucial writing skills. Students should be encouraged to engage with opposing ideas, critically assess arguments, and consider the broader ramifications of their arguments. Argument analysis tasks and critical thinking exercises can be implemented into language education curricula to help students develop their capacity to think critically, assess evidence, and generate persuasive arguments. Moreover, encouraging students to engage with opposing viewpoints and comprehend the underlying ramifications of their arguments may result in more nuanced and balanced perspectives and fruitful and informed conversations.

4. Vocabulary development and integrating technology tools: Policymakers and curriculum architects should prioritize vocabulary-building initiatives that help students extend their English lexicon. Moreover, Flashcards aid EFL learners in remembering new words and their meanings. It aids in the definition of words, synonyms, and antonyms. Students require specialized training and assistance to expand their academic writing vocabulary and natural language. Teachers must plan for students with a wide range of linguistic and cognitive abilities. Integrating technology resources, such as online dictionaries and language learning (writing) platforms (Grammarly and Duolingo), automated feedback systems, and language learning applications, can provide students with additional opportunities for practice, instant feedback, and personalized instruction. Teachers can also promote using natural-sounding language, collocations, and idiomatic expressions to help students articulate ideas effectively.

5. Scaffolded writing instruction: Policymakers and educators should approach argumentative writing instruction in a scaffolded manner. It entails breaking down large writing jobs into minor, manageable phases and providing students with support and advice throughout the writing process. Scaffolded education can assist students in gradually developing their writing skills, gaining confidence, and overcoming problems at various levels of argumentative writing. Teachers can provide feedback, participate in peer reviews, and provide focused support based on individual needs.

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