Improving Iraqi English Learners' Ability to Develop and Support Claims in Argumentative Writing

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Abstract: Writing logical arguments and providing factual evidence is a challenge for many students. This study examines the argumentative essays written by Mustansiriyah University students.The study uses the Toulmin Model to investigate the following quetions: what is the most frequent element of argument structure in the essays of second and third –stages students? , what is the least occurring type of *data* in both essays of the second- and third -stages students? , and finally, what is the most dominant transition device in the essays of second and third -stage students. This study concludes that results that the fundamental structural components used by Iraqi EFL students in their argumentative essays are *claims, data* and *warrants. Claim* and *data* are the most common components of argument structures in the second and third stage essays. Finally, the study ends with some recommendations and suggestions for further studies.

Keywords: argumentative essays, Toulmin model, argument structures, EFL Students

تنمية مهارات الطلاب العراقيين في تطوير ودعم الادعاءات في كتابة المقالات الجدلية

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المستخلص: إن كتابة الحجج المنطقية وتقديم الأدلة الواقعية يشكل تحديًا لكثير من الطلاب. تدرس هذه الدراسة المقالات الجدلية التي كتبها طلاب الجامعة المستنصرية. تستخدم الدراسة نموذج تولمين للتحقيق في الأسئلة التالية: ما هو العنصر الأكثر شيوعًا في بنية الحجة في مقالات طلاب المرحلتين الثانية والثالثة؟ وما هو أقل نوع من البيانات حدوثًا في كل من مقالات طلاب المرحلتين الثانية والثالثة ما هو النوع الأقل ظهوراً من البيانات في كل من المقالات الخاصة بطلاب المرحلتين الثانية والثالثة؟ وأخيراً، ما هي أكثر الكلمات الانتقالية هيمنة في مقالات طلاب المرحلتين الثانية والثالثة. تخلص هذه الدراسة إلى أن المكونات البنيوية الأساسية التي يستخدمها طلاب اللغة الإنجليزية كلغة أجنبية العراقيون في مقالاتهم الحجاجية هي الادعاءات والبيانات والضمانات. الادعاء والبيانات هي المكونات الأكثر شيوعًا لهياكل الحجة في مقالات المرحلتين الثانية والثالثة. وأخيراً، تنتهي الدراسة ببعض التوصيات والاقتراحات للدراسات الإضافية.

الكلمات المفتاحية: المقالات الجدلية، نمط تولمين، هياكل الحجة، طلاب اللغة الإنجليزية كلغة أجنبية.

1- Literature Review

Language is the best method of communication and it is used to achieve a variety of functions. It is used effectively as a way of expressing ideas and emotions, giving information, and showing attitudes. Writing and reading are like the shadows of language. Therefore, writing is one of the manifestations of language . Different types of writing have been discussed by many linguists to convey specific idea such as expository, descriptive, narrative, and argumentative writing. Each one of them has characteristics that differentiate it from other types. Hence, one of the most common types of essay writing is the argumentative essays. So Many linguists have dealt with this kind of writing. For example, Crowhurst (1990, p. 349) defines an argumentative essay as the type of writing in which the writers take a point of view and support it with either emotional or logical appeals.

According to Hyland (2009, p. 30), a text's success depends on the author's capacity to meet readers' rhetorical needs. Therefore teachers must assist students throughout the entire process, not just with the text but also with the meta-text: writing-teachers need to be knowledgeable about how to employ writing techniques, how to visualize a reader in the writer's head, and how to comprehend the writer's identity. The aim of writing -teacher, according to (Hyland, p. 37), is to assist students in learning how valued text forms and practices are socially produced in response to the shared goals of target communities.

2- Argumentation Theory

Argumentation theory contains two main dimensions: argumentation as process and argumentation as product with the product a type, referred to as an "argument". To better understand argumentation theory, it is helpful to begin by differentiating two ideas as follows: argument and argumentation.

2-1-Argument and Argumentation

Khine (2012, p. 19) states that an argument consists of a number of propositions. Whereas, argumentation is the social process by which two or more people formulate and evaluate arguments. Reasons, evidence, and justifications are the materials that support an argument, which is typically thought of as a product. That output could be a conference paper, technical report, or journal article   Khine (119). Similar to this, Tindale (1999) and Wenzel (1990) further divide the idea of argumentation to encompass both procedure and process (i.e., the process of presenting an argument as it develops over time). The argumentation process is described by them as follows:

...a discursive structure that normatively guides a process, determining (in part) the order in which participants speak or communicate, the allowable or relevant content at each stage, role divisions, and the like (e.g., trial procedures... (Tindale 1999 and Wenzel 1990, p. 213).

Thus, writing that adopts a stance on a subject and provides evidence to support it is known as argument. The goal is to convince the reader to agree with the position or at the very least take it into consideration. Additionally, the argument can be utilized to persuade someone to act (or not) (Anker, 2010, p. 258).A contention is composed of the supporting claims and the upheld claim. An individual offers a contention when he or she tries to legitimize a claim by advertising reasons for it (Govier, 2010 p.20).

Scholars consider a claim to be an enthymemic strategy designed to provide confirmation. The most significant sense of philosophy, according to Honderich (1995) in the *Oxford Guide to Philosophy*, is as a collection of propositions (referred to as premises) and a proposition (referred to as conclusion) (Andrews, 2010, p.39).

Honderich (1995, p.48) asserts that an argument is sound if its premises and conclusion are consistent. If the premises of an argument provide non-deductive support for the conclusion, it may still be a strong argument even if it is invalid. Argumentation supports a position by demonstrating and encouraging people to agree with the writer's perspective and observations (Lauri & Mandell, 2018, p. 736). They remark that

In an argument, a writer connects a series of statements so that they lead logically to a conclusion. Argumentation is different from persuasion in that it does not try to move an audience to action; its primary purpose is to demonstrate that certain ideas are valid and others are not. Moreover, unlike persuasion, argumentation has a formal structure: an argument makes points, supplies evidence, establishes a logical chain of reasoning, refutes opposing arguments, and accommodates the audience's views.

A crucial component of learning is argumentation. If someone shares logical beliefs and behaves well within a framework for thinking and problem-solving, they are deemed rational. However, this soundness remains accidental on the off chance that it is not

coupled with the capacity to memorize from botches, the negation of theories, and the disappointment of intercessions (Andrews, 2010, p. 18).

Argumentation could be a verbal and social movement pointed at persuading a sensible faultfinder of the worthiness of a certain conclusion by progressing one or more suggestions outlined to legitimize that angle (Van Eemeren & Henkemans 2017,p.1).

Argumentation is a crucial skill to learn for a variety of reasons, including life law, science, legislative issues, and commerce. It may be uniquely defined as the interaction of several arguments for and against a few conclusions. It may be a rich, multidisciplinary field of study that crosses communication theories, philosophy, etymology, brain research, and false insights to produce context-sensitive commonsense techniques to help a client identify, evaluate, and analyze arguments (Walton, 2013, p. 1). Argumentation is assessed by shaping a grouping in which a moment contention assaults the primary one and after that a third contention assaults the moment one, and so forward (Walton, p. 33).

Additionally, Van Eemeren and Henkemans (2017, p. 56) point out that argumentation can be of more prominent or lesser complexity, depending on the number of single contentions it comprises and the connection between these contentions. Several factors influence the arguments that must be advanced and, consequently, the structure of the argument. One of these factors is the type of conclusion that the argument is intended to resolve. Settling numerous contrast of opinion will ,as a rule, require more than one single contention. Many people associate the word "argument' with hatred and wrath, as when we say. However, Ramage et al (2010, p. 2) point out that

But to our way of thinking, the argument doesn't imply anger. In fact, arguing is often pleasurable. It is a creative and productive activity that engages us at high levels of inquiry and critical thinking, often in conversation with people we like and respect. For your primary image of argument, we invite you to think not of a shouting match on cable news but of a small group of reasonable people seeking the best solution to a problem.

The argumentation can be exceptionally brief and basic, comprising of, as it were , one contention, complex, and comprising numerous contentions (van Eemeren & Grootendorst, 1992, p. 14).

3- Types of Argument

a. According to Walton (2006, p. 49), arguments can be classified as *deductive, inductive, or abductive*. He notes that they are all different from each other since they have different categories. In a deductively true argument, the *conclusion* must logically follow from the *premises* if they are true. In a *deductive* argument, the connection between the *premises* and *the conclusion*. The first premise of the argument that follows is taken to be a comprehensive or universal generalization:

b. **Premise**: *All police chiefs are honest.*

c. **Premise:** *John is a police chief.*

d. **Conclusion**: *John is honest* Walton (2006, pp. 1; 10; 12))

Once the premises have been acknowledged as *honest*, there is no space for dispute that the conclusion is correct. The word *'all'* in the first premise of the inference is the reason for this. *'All'* most likely implies *'all without exception'*. If this is the case, the first premise's statement is an absolute universal generalization. Hence, the conclusion follows logically from the premises. In case both premises are *honest*. At that point, the conclusion must to be correct. In the following subsections, the types of arguments will be presented (with examples).

3-1-The Deductive Argument

It is possible to classify a deductive argument that offers a more useful model to identify it in dispute. It is logically absurd to claim that a disagreement is deductively substantial if all of the premises are true and the conclusion is incorrect. Stated otherwise, the assertion that the premises are true and the conclusion is false is contradictory in a deductively substantial argument. In this instance, let's present the three types:

a. **First statement**: All police chiefs are honest.

b. **Second statement**: John is a police chief.

c. **Third statement**: John is not honest.

This set of three articulations is collectively conflicting. One cannot keep up all three at the same time without being conflicting. This perception leads to the finest test to distinguish deductive legitimacy in a contention. If the premises are conflicting with the invalidation of the conclusion, the contention is deductively substantial.

3-2-The Inductive Argument

The link between the premises and the conclusion is less rigid in an inductive argument, which advances from specific situations to generalizations. The conclusion should be supported by the premises, which should provide that evidence. Even though all of the premises are true, the conclusion of the inductive argument does not logically flow from the premises because none of the premises already include the conclusion. As a result, unlike deductive reasoning, inductive reasoning does not require that the premises and conclusion be true (Damer, 2009:21). If the premises are accurate, the conclusion is likely to be accurate accurate but not necessarily. The type of connection between the premises and the conclusion is the most helpful criterion for determining if an argument is deductive or inductive, even though it is not a simple task to do so. Probability is the foundation of inductive arguments. The following argument is one instance.

 a.   **Premise:** Most swans are white.

 b.   **Premise:** This bird is a swan.

 c.   **Conclusion**: Therefore, this bird is white**.**

An inductive generalization serves as the initial premise in this argument. Even though the majority of swans are white, the conclusion is probably true but not always true if the premises are correct. This bird might be a black bird, after all. The type of connection between the premises and the conclusion distinguishes this argument as deductive rather than inductive. In fact, the fact that one of the premises is inductive and not a generalization indicates that the argument is inductive. (Damer, 2009:22).

The conclusion merely inductively and perhaps follows from the premises, not necessarily. As a result, since inductive reasoning is based on probability, it is necessary to provide facts and statistics as support for the claim and to draw inferences (Damer, 2009:50).

3-3-The Abductive Argument

An abductive argument the third type of argument is less exact and dependable than the other two. It is frequently more valuable and indeed essential, in numerous cases within the viable conduct of issues of lifestyle. This sort of argument leads to a conceivable conclusion, which may be temporarily satisfactory as an assumption. To say that it is conceivable implies that it appears to be genuine, on the given appearances. Therefore, appearances can be deluded in a few cases. In this way, such induction is intrinsically subject to withdrawal. It is defeasible, meaning that it may turn out to come up short (default) in case modern proof comes within. The conclusion is demonstrated as apparently genuine on a basis of credibility, and so probably worthy, given that the premises are genuine. Consider the taking after the argument:

 a.   **Premise**: Where there is smoke there is fire.

 b.   **Premise**: There is smoke in Buttner Hall.

 c.   **Conclusion**: Therefore there is a fire in Buttner Hall.

In this case, the preface '*Where there is smoke there is fire*' is not taken as a supreme all-inclusive generalization. It does not cruel that all places where smoke is seen are places where there is fire. It is superior taken as a defeasible articulation meaning that for the most part, but subject to exemptions if one sees smoke someplace, he\she will be able to assume that there is a fire in that put. Indeed both premises of the contention over are genuine, it is conceivable that the conclusion is unfaithful.

It is conceivable that there is a column of smoke rising from Buttner Hall. However, there can be no fire there, fair a smoldering mass of a few substances that gives off a parcel of smoke. And it is not down to earth to undertake to judge the quality of the contention by numerical information around fires. In this case, a person with many circumstantial variables that are pertinent.

But in such a case, on grounds of security, it may be judicious to function on a presumption. It may be the correct conclusion to draw by possible deduction that there is a fire in Buttner Hall. This may be the proper conclusion to act on indeed although a reader does not know the probabilities. For viable purposes, concluding that there is or may be a fire there is the sensible choice, given a reader

has no proof showing something else. For illustration, a news bulletin that the smoke is being caused by a smear pot as a portion of the making of a motion picture.

The smoke rising from Buttner Hall' can be a great sufficient proof of fire to legitimize calling the fire division within the nonappearance of contra-indicating proof. However, it is possible thinking is intrinsically temporary and ought to be utilized with caution. It is applicable where a conclusion should be drawn, however not sufficient is known almost a circumstance to utilize a more correct or solid strategy of drawing it. It is suitable where, for viable reasons, beneath conditions of instability and inadequate information, a conditional conclusion has to be drawn as a temporary premise to proceed with a line of thinking or embrace an approach for activity.

4- English Foreign Language (EFL)

The significance of English in life is influenced by a variety of political, cultural, historical, and geographical elements, not all of which are unchangeable. At each given time, however, English's role must impact not only how it is taught but also how it impacts people's daily lives and personal growth (Broughton et al, 1980: 8). It is far more difficult to identify English's role in the lives of many second and foreign language learners now than it was a few years ago. According to Michael West (1953) (FL) is studying English to express ideas rather than feelings, using his mother tongue to express his emotions. A general rule is that According to Mugford (2019:1), learners often concentrate on using language resources to successfully navigate a variety of predictable communicative scenarios and interact in target language (TL) contexts. However, FL users frequently encounter awkward and troublesome scenarios when they must communicate in challenging, unpredictable, and demanding conditions. Although they are not often instructed in writing, students write in the first language L1 to the second language L2 to show that they understand the course material. In the EF context, L2 teachers should look into how writing is perceived and if it is taught as a subject or skill in their setting (Ferris et al., 2014:42).

5- An Overview of the Argumentative Essay

The key components of an argumentative essay are the ability to reason and the ability to organize thoughts logically (Alexander, 1965:103). An argumentative essay's purpose is to demonstrate that your claim (opinion, theory, and hypothesis) regarding a phenomenon or phenomena is truer or more accurate than others. Argumentative writing is the process of forming arguments, accepting ideas, coming to conclusions, and using them in a discussion; it is the process of assembling ideas that are not yet recognized as authentic from facts or standards that are acknowledged, demonstrated, or known to be truthful (Bernstein, 2002:9).

The reason for a factious exposition is to precise a one-sided point of seeing on a specific subject, i.e. one must protect his demeanor, that is one must choose the way he extreme to contend. Additionally, Knapp and Watkins (2005:11) argue that Along with descriptive, explanatory, instructional, and narrative essays, the argumentative essay is one of the five basic types of school writing.

The argumentative exposition may be a type of writing that requires reviewing an issue, obtaining, evaluating, and assessing evidence, as well as establishing a clear viewpoint on the topic. A factious paper is similar to a unique paper in many respects because it is entirely focused on notions.

Then, like with other kinds of papers, there must be a presentation, an explanation of the proposition, body parts, and a conclusion. They just depict a single facet of an issue. The framework of the contentious exposition is preserved as follows (Bernstein, 2002:9) continues ti add that the thesis statement in the first paragraph of the essay is precise, succinct, and well-defined.The introduction, the body, and the conclusion all have logical and seamless transitions.

- **Body paragraphs** that include evidential support.
- **Evidential support** (whether factual, logical, statistical, or anecdotal).
- **Conclusion** that does not simply restate the thesis, but readdresses it in light of the evidence provided. (ibid Bernstein, 2002:9 34).

6- Methodology

6-1- Data Collection

The data of the study were 30 argumentative essays written by students in the department of English Language and Literature in the second -and third stages of Mustansiriyah University-iraq. Every student who took the test has finished a three-month course on essay writing methods. The essays are gathered from 17 males and 23females students in 2022. The essays were chosen at random to collect data for this study, and their titles are "Online Learning in Iraq". This topic was chosen because it is considered that essays will be easier if the topic is most relevant to subjects of experience, which is why subjects are expected to express as much as possible without limits.

6-2-Methods of Research

According to Dawson (2009, p. 15–16), qualitative research uses techniques including focus groups and interviews to examine attitudes, behavior, and experiences. It aims to get participants' detailed opinions. Researchers of this paper have adopted a combination of qualitative and quantitative methods are the most effective approach for this study. Grounded theory, case studies, and thorough description are characteristics of qualitative research, while well controlled experimental design and random assignment are characteristics of quantitative research.

Quantitative research seeks trustworthy and replicable designs with generalizable results across a population. To fully comprehend a topic, qualitative data emphasizes processes rather than outcomes, as noted by Phakitiet et al. (2018, p. 104).The researchers have adopted Toulmin's Model (2003) as analytical framework of the study, since it is a comprehensive and applicable one (**see fig 1**)
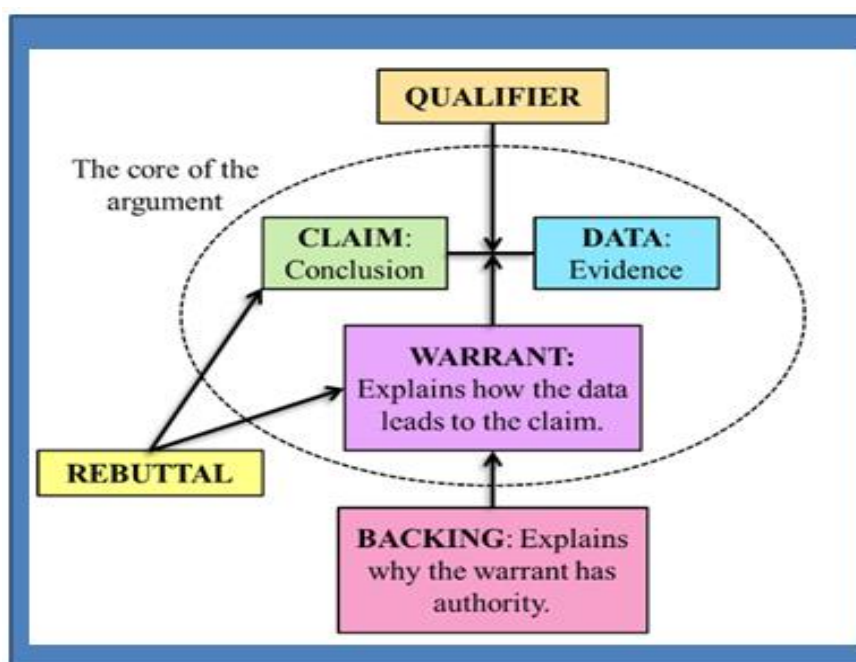

Figure 1Toulmin's (2003) Model of Argumentation

The structure or presentation of arguments is the main focus of Toulmin's (2003:89) theory of argumentation. Six essential elements that are generally applicable are identified by this approach; its essential components are always the same. These elements are:

  i. **Claim (C)** is the position on the issue, the reason behind the argument. The claim is the point of the argument, it speaks to the conclusion that the arguer is pushing. Fundamentally, the claim is the substance of the argument.

  ii. **Data** (D) is the proof, actualities information, and data that are the reason for the claim i.e. a contemplated start. Information builds up the premise of the contention. In impact, it is the beginning from which all sound contentions must start.

iii.   **Warrant (W)** may be a theoretical articulation and the component of the argument that builds up the coherent association between information and the claim. It is the part of the argument when some readers might disagree with the conclusion (claim) that is being made. It permits the kind of action to which we are committed by our particular argument. The majority of warrants can be verified.

iv.   **Backing (B)** is the supporting materials or confirmations that bolster the Warrant within the argument. The backing can offer assistance in the gathering of people part understand the thinking utilized within the warrant. Without backing, a group of readers may address the argument. The Backing shows up to have an incredible impact on the adequacy of contention or the speaker. With Backing, the argument appears more valid; without it, the contention needs the back and the group of readers may not acknowledge the Claim. The Backing can include any type of support material. Most commonly, Backing consists of one or a combination of the following:

- Examples

- Statistics

- Testimony

1.   **Rebuttal (R)** is a special case to the claim displayed by the arguer. In other words, it demonstrates the circumstances in which the common specialist of the Warrant would have to be aside.

2.   **Qualifiers (Q)** speak to the accuracy of an argument. A speaker can utilize Qualifiers to refer to how people present the worth of the arguments.

6-3-Kinds of Data or Grounds

According to the Toulmin Model (2003), authors should ensure that the evidence fully supports the *claim*. The word *Data* connotes historical, legal, and biographical facts as well as *hard facts* like survey statistics or experimental results. The term *Grounds* is better suitable for more oblique forms of evidence, such testimonies or interpretations .

Likewise, *grounds*, data, *or evidence* are resources utilized to support your presented *claims*, according to Jaffe (2016 p. 239). Utilizing material from a range of reliable sources, including *facts, figures, and examples*, and arranging them in a way that makes the sense or convinces the audience. The *Claims* are unsupported assertions unless they are supported by sufficient and credible grounds. *Data* represent the underlying foundation upon which a specific claim is based.

Toulmin et al. consider facts, other comparable factual *data*, observations, common knowledge, personal testimony, statistical data, or previously established *claims* to be examples of *data* (H. Al Juwaid, 2019:23). The items of information to collect and process are referred to as *data* or *grounds*. Consider these items to be *evidence* in a debate. *Examples, facts, statistics*, or other materials that support the arguments can be used (Zeuschner,2011:21). Therefore, the researchers have based their analysis on searching for the types of *data* according to these main three types .

6-4-Data Analysis and Discussion

In this section the study will investigate if the students master the organization of the basic elements of essay in their writing by identifying the number of essays that contain the basic organization, secondly dividing each essay into texts and adopting Toulmin Model for analysis of these texts. Eventually, there will be final results for the analysis that has been done. The current study can be considered a qualitative -quantitative study.

6-4-1-The Analysis Essays of the Second Stage Students

Table 1 Elements of the Argument Structure: Second Stage Students

The Elements	The Second Stage	
	Frequency	Percentage
Claim	15	31.2%
Data	15	31.2%
Warrant	9	18.8%
Backing	5	10.4%

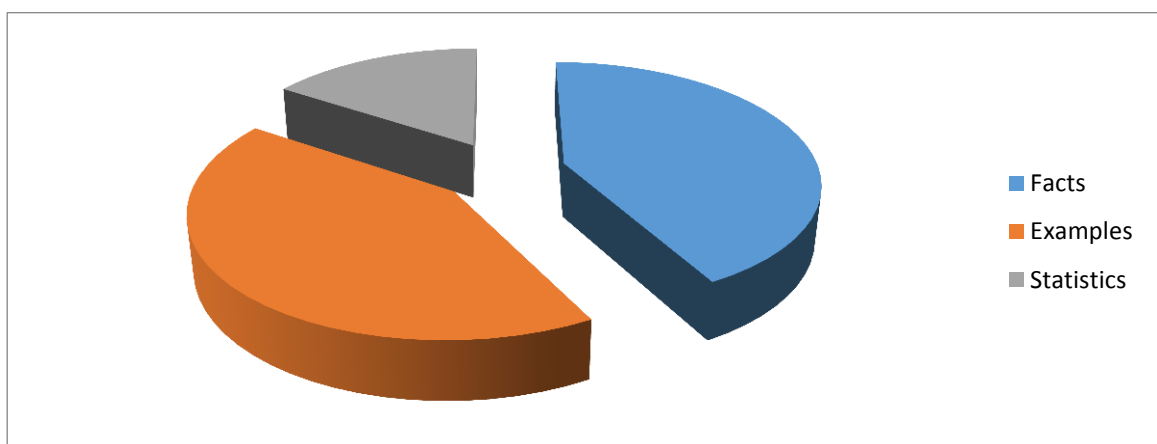| The Elements	The Second Stage	
	Frequency	Percentage
Rebuttal	**2**	**4.2%**
Qualifier	**2**	**4.2%**
Total	**48**	**100%**
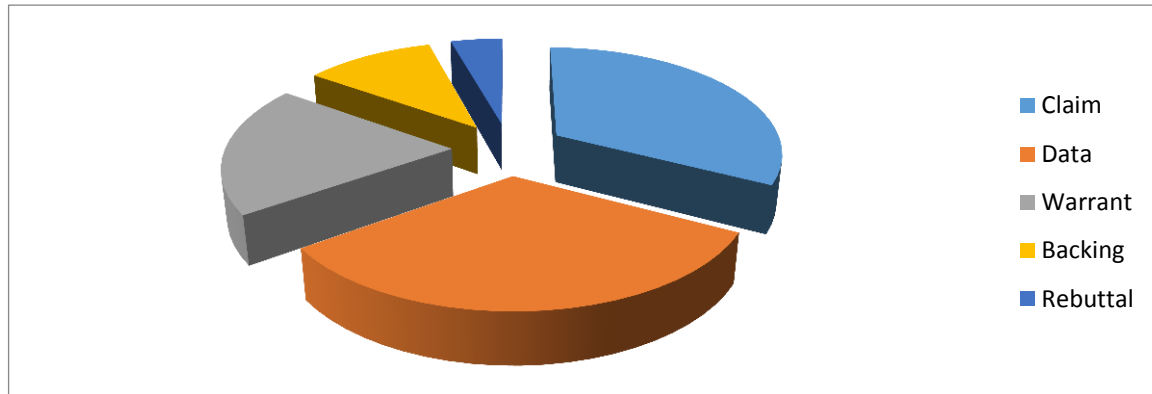
Figure 2 Frequency of the Second Stage Argument Structure Elements

Table 1 show that *Claim* and *Data* occur equally in the essays under analysis. Both argument structures appear 15 times with a percentage of 31.3%. *Warrant* appears 9 times with a percentage of 18.8%. Then *Backing* is found 5 times with a percentage of 10.4% in the argumentative essays under analysis. Finally, *Rebuttal and Qualifier* are equally used. They only show up twice, with a 4.2% percentage.

Table 2 Types of Data Used by the Second Stage Students

Types of Data	Frequency	Percentage
Facts	**8**	**42.1%**
Examples	**8**	**42.1%**
Statistics	**3**	**15.8%**
Total	**19**	**100%**

Figure 3 Frequency of Data Types Used by the Second Stage Students

Table 2 shows that the second stage essays contain an equal amount of the two categories of *Data* facts and instances. This is because, in the study of the 15 essays, they occur 8 times with a 42.1% percentage. *Statistics* are the least common type, appearing only three times with a 15.8% rate.

6-4-2- The Analysis Essays of the third Stage Students

Table 3 Elements of the Argument Structure Used by Third Stage Students

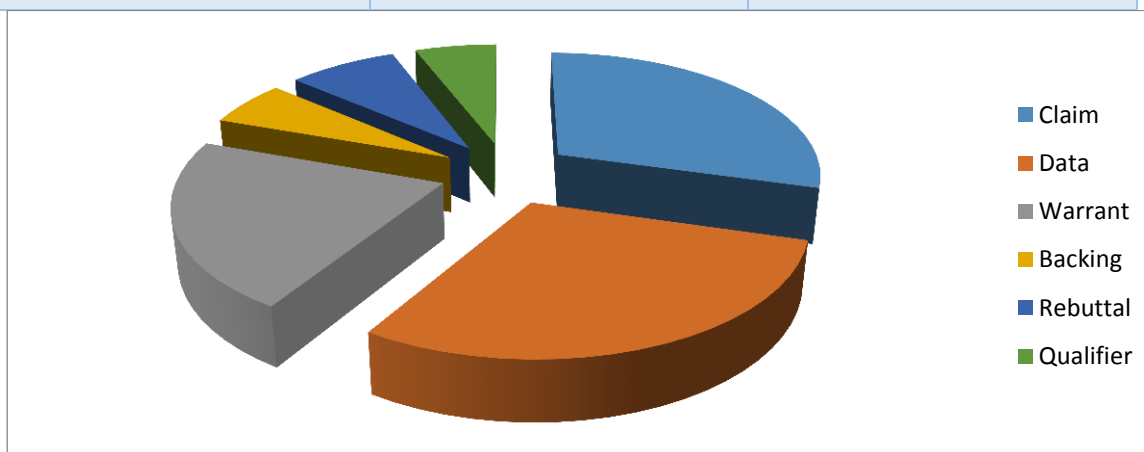| The Elements	Frequency	Percentage
Claim	15	29.4%
Data	15	29.4%
Warrant	11	21.6%
Backing	3	5.8%
Rebuttal	4	8%
Qualifier	3	5.8%
Total	51	100%

Figure 4 Elements of the Argument Structure Used by Third Stage Students

Claims and *Data* are two fundamental argument structures that appear in equal frequency and percentages as shown in table (4). This is due to the fact that they occur 15 times with a 29.4% percentage. Next is Warrant, which occurs 11 times and accounts for 21.6% of the total. Rebuttal follows, appearing four times and accounting for 8% of the total. Lastly, the frequencies and percentages for *Backing* and *Qualifier* are equal. Because they each score three times with a 5.8% percentage.

Table 4 Types of Data Used in the Third Stage Essays

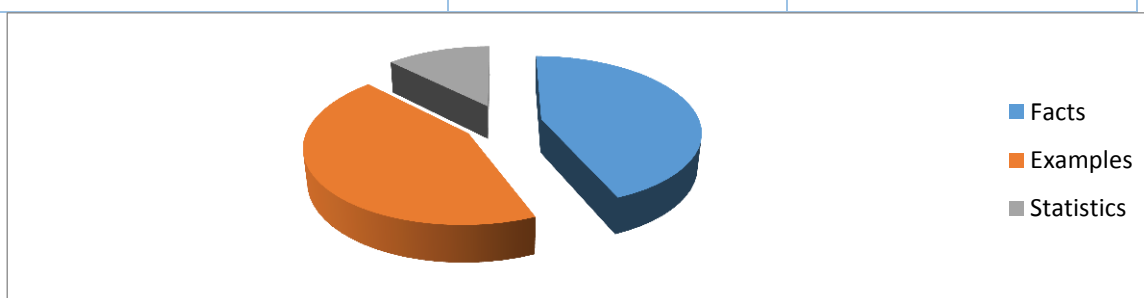| The Types of Data	Frequency	Percentage
Facts	14	43.75%
Examples	14	43.75%
Statistics	4	12.5%
Total	32	100%

Figure 5 Types of Data Used in the Third Stage Essays

As shown in Table 4 the form of *Data* that is slightly higher than *Statistics* is *Facts* and *Examples*. At that point, they occur fourteen times, representing a 43.75% percentage. Lastly, the table of analysis indicates that *Satistics* is the least common type of *Data*. This is due to the fact that it only occurs four times with a percentage of 12.5% in the essays written in the third stage.

6-4-3- The Analysis of the Second and third Stage Students

Table 5 Elements of the Argument Structure in Second and Third-Stage Essays

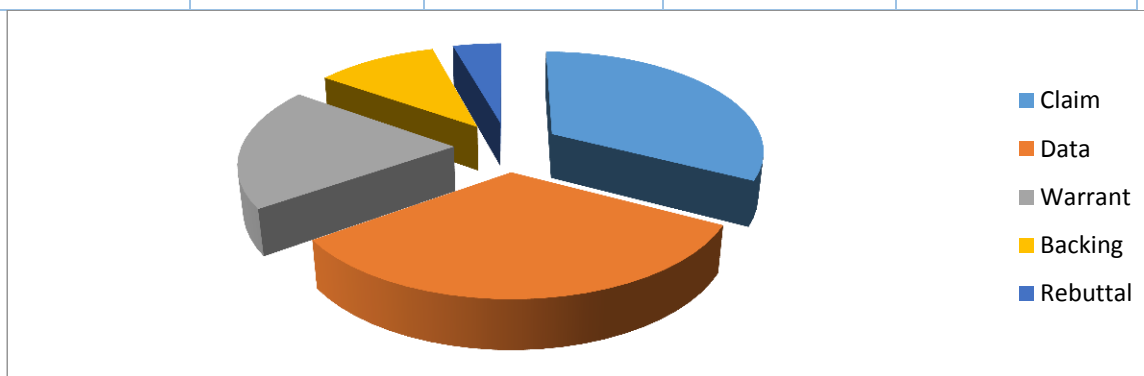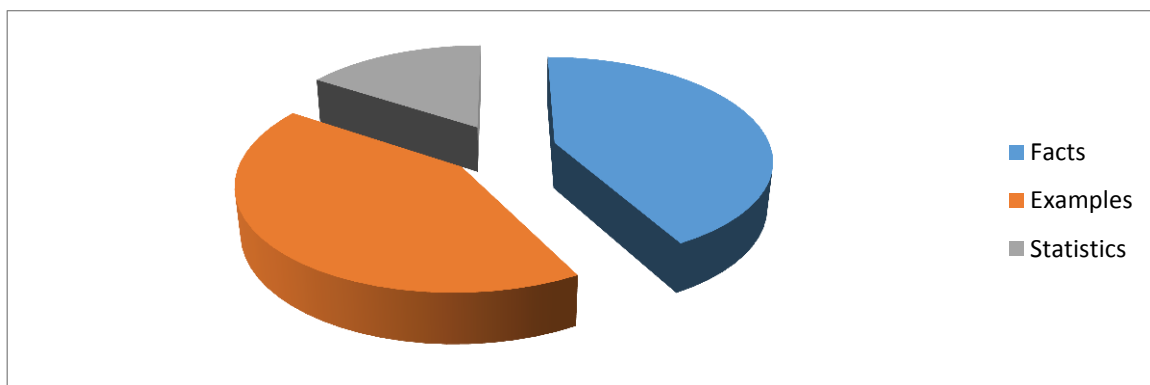| The Elements	Second Stage Essays		Third Stage Essays	
	Frequency	percentage	Frequency	Percentage
Claim	15	31.2%	15	29.4%
Data	15	31.2%	15	29.4%
Warrant	9	18.8%	11	21.6%
Backing	5	10.4%	3	5.8%
Rebuttal	2	4.2%	4	8%
Qualifier	2	4.2%	3	5.8%
Total	48	100%	51	100%

Figure 5 Elements of the Argument Structure in Second and Third-Stage Essays

Table (5) illustrates that *claim* and *Data* are equally found in the second and third stage essays, but with different frequencies and percentages. *Claim* appears 15 times in both types of essays times with a percentage of 31.2% in the second stage essays, and 29.4% in the third stage essays. Additionally, *Data* scores 15 times in both types with a percentage of 31.2% in the second stage essays and 29.4% in the third ones. Then, *Warrant* appears 9 times in the second stage essays with a percentage of 18.8%, while it appears 11 times with a percentage of 21.6% in the third stage essays.

Backing appears 5 times with a percentage of 10.4% in the second stage essays, while it registers 3 times with a percentage of 5.8% in the other ones. Moreover *Rebuttal* and *Qualifier* score 2 with a percentage of 4.2% in the second stage essays. Consequently, *Rebuttal* scores 4 with a percentage of 8% in the third stage essays. Finally, the *Qualifier* appears 3 times with a percentage of 5.8% in the third stage essays.

Table 6 Types of Data Used in the Second and Third- Stage Students' Essays

Types of Data	Second Stage Essays		Third Stage Essays	
	Frequency	percentage	Frequency	Percentage
Facts	8	42.1%	14	43.75%
Examples	8	42.1%	14	43.75%
Statistics	3	15.8%	4	12.5%
Total	19	100%	32	100%

Figure 6 Types of Data Used in the Second and Third- Stage Students' Essays

This table demonstrates that the second and third stage essays have the same number of *Facts* and *Examples*. In other words, they appear eight times, accounting for 42.1% of the essays written by second-stage students. While, the writings of third-stage students have these kinds of *Data* fourteen times, with a proportion of 43.75%. *Statistics* is the least common type of *Data*. This is due to the fact that it appears three times, with a rate of 15.8%, in the essays of second-stage students. Furthermore, it occurs four times with a proportion of 12.5% in the essays written by third-stage students.

7-   Results:

1. As regards the question *What are the most frequent elements of Argument structures in the second and third-stage essays?*, the analysis shows that both *Claim* and *Data* are the most frequent element of argument structures in the second and third-stage essays. Since they appear (15) times with a percentage of (29.4%), this makes the hypothesis read: *'Warrant appears more in the third-stage essays rather than the second-stage ones'*, is false.

2. *Claims* and *Data* appear in both stages with the same frequency (15 occurrences), indicating that students' comprehension and application of these components are consistent. They appear to understand how important it is to make specific *Claims* and support them with facts (Data).

3. The study shows that the easiest components to understand are *Claim* and *Data*. A *Claim* is a straightforward declaration of viewpoint or stance, and *Data* offers proof to back it up. Compared to more complex components like *Qualifiers* (which acknowledge the constraints of the argument) or justifications (which explain why the *Data* supports the Claim), these are comparatively simpler to organize.

4. As concerns to the question *What is the least occurring type of Data in both the second and third-stage essays?*, it has been proved through the analysis shown in table (6) that the least occurring type of *Data* in the second and third-stage students' essays is the *Statistics*. That is because it registers (3) with a percentage of (15.8%) in the second-stage essays, and (4) with a percentage of (12.5%) in third-stage essays. This makes the hypothesis: *'The least occurring type of data in both types of students' an essay is the statistics'*, verified.

5. The rise in the percentage of *Warrants* (18.8% to 21.6%) and frequency (from 9 to 11 instances) indicates a significant progression in third stage students' writing.

6. Transitions in the Second Stage writing show that the essays are probably cohesive, the students tend to use more straightforward transitions, such as "First," "Second," and "Finally." The essays might be arranged according to evidence, but there might not be many clear links between them.

7. Third Stage Students usually use complex cohesive devices and transitions in their writing, which allows them to connect ideas more fluidly in paragraphs. They demonstrate the capacity to use linking words and organizing patterns to clarify the relationship between their assertions and supporting *Data*.

8. The students in this study prefer stating their thoughts or ideas at the beginning of their English essays. This demonstrated that every language and culture has different preferences when it comes to structuring ideas.

9. The majority of students place main point before the Background even though in English the key point came after the Background. There is still more that the students need to understand about writing argumentative essays.

Recommendations

- Before assigning the students to write argumentative essays, teachers are recommended to teach them about the format and the structure of the essay.

- Providing the students with a list of linking phrases along with an explanation of their functions, such as the comparison between yet and however.

- Before starting to write their own essays, giving students opportunity to review sample essays and evaluate the new structure.

- Practical exercises in the class are important. EFL teachers are recommended to give the students some challenging issues to think about, teach them how to open a speech at a class competition, and have them practice oral argumentation through debate.

- Focusing on rhetorical techniques in English as a Foreign Language (EFL) courses in Iraq.

Suggestions for Further Studies

The study would, finally, suggest the following for further research:

1. Another study should be conducted to examine the argumentative organizational qualities written by different groups of Iraqi EFL students.

2. A micro-level analysis of grammatical faults should be conducted. To explore, sentence construction must be combined with the macro organizational level.

3. Conducting a discourse analysis of persuasive strategies in political speeches.

4. A contrastive discourse analysis of argumentation in English and Arabic essays.

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