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## A CASE STUDY OF ARGUMENT PATTERNS IN JAPANESE AND KOREAN EFL LEARNERS' ARGUMENTATIVE ESSAY

by

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### Abstract:

Argumentation is crucial in education in helping to activate students' critical thinking and to increase their ability in thinking reflectively. TAP model as an integrated assessment framework could be used to measure their critical thinking. Thus, the aims of the study are (1) to identify the elements of the argument structures in the Japanese and Korean EFL learners' argumentative essays, based on the (adapted) Toulmin model, (2) to evaluate the quality of the Japanese and Korean EFL learners' argumentative writing based on the uses of the Toulmin Argument Pattern (TAP), and (3) to determine whether female and male learners have the same or different quality of argument pattern. A qualitative descriptive research design and a library research approach were carried out on this study to answer the research questions. Library research was used to collect sources and evaluate the sources taken from the ICNALE and sophisticated contrastive interlanguage analysis of Asian learners of English. The data sources were the Japanese and Korean EFL learners' argumentative writing. Based on the quality of arguments, all students covered 1–4 levels. The highest was level 2, and the lowest was level 4. It tends to be most students who are still in level 2. It needs practice to write argumentatively to shape the writing ability to organize a good surface structure and acceptable arguments. The use of Toulmin's model argument structures in the argumentation essays of Japan and Korean EFL students emphasizes the clear instruction, the development of critical thinking, the giving of targeted feedback, the use of authentic writing assignments and the considerations of gender differences.

**Keywords:** argumentation, argumentative essay, argumentation pattern, TAP model.

### Abstrak:

Argumentasi sangat penting dalam pendidikan dalam membantu mengaktifkan pemikiran kritis siswa dan meningkatkan kemampuan mereka dalam berpikir reflektif. Model TAP sebagai kerangka penilaian terintegrasi dapat digunakan untuk mengukur pemikiran kritis mereka. Dengan demikian, tujuan penelitian adalah (1) untuk mengidentifikasi unsur-unsur struktur argumen dalam esai argumentatif peserta didik EFL Jepang dan Korea, berdasarkan model Toulmin (adaptasi), (2) untuk mengevaluasi kualitas tulisan argumentatif peserta didik EFL Jepang dan Korea berdasarkan penggunaan Toulmin Argument Pattern (TAP), dan (3) untuk menentukan apakah peserta didik perempuan dan laki-laki memiliki kualitas pola argumen yang sama atau berbeda. Dilakukan desain penelitian deskriptif kualitatif dan pendekatan penelitian kepustakaan pada penelitian ini untuk menjawab pertanyaan penelitian. Penelitian perpustakaan digunakan untuk mengumpulkan sumber dan mengevaluasi sumber-sumber yang diambil dari ICNALE dan analisis antarbahasa kontras yang canggih dari pelajar bahasa Inggris

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*Asia. Sumber data adalah tulisan argumentatif pelajar EFL Jepang dan Korea. Berdasarkan kualitas argumen, semua siswa mencakup 1-4 level. Yang tertinggi adalah level 2, dan yang terendah adalah level 4. Cenderung mayoritas siswa yang masih berada di level 2. Perlu latihan untuk menulis argumentatif untuk membentuk kemampuan menulis untuk mengatur struktur permukaan yang baik dan argumen yang dapat diterima. Penggunaan struktur argumen model Toulmin dalam esai argumentasi siswa EFL Jepang dan Korea menekankan instruksi yang jelas, pengembangan pemikiran kritis, pemberian umpan balik yang ditargetkan, penggunaan tugas menulis otentik dan pertimbangan perbedaan gender.*

**Keywords:** *argumentasi, esai argumentatif, pola argumentasi, model TAP.*

## INTRODUCTION

Argument skills have a crucial part in education (Kuhn, 2010). In debatable issues, argumentation provides the evidence and the meaning of the pragmatic message. Moreover, arguments are a very crucial step to start the process of formation that can activate critical thinking and increase the ability to think reflectively (Osborne, Erduran, & Simon, 2004). Additionally, the process of argumentation can make decisions and interpret critically (Utomo, Ashadi, & Sarwanto, 2019). However, argumentation is not an easy process to learn in the classroom (Clark, Stegmann, Weinberger, Menekse, & Erkens, 2008). In education, argumentation is a core practice, such as developing reasoning skill, evaluating knowledge and literacy in any language skills (Kelly, Druker, & Chen, 1998) as well as building explanations, models, and theories is largely dependent on argumentation (Siegel, 1995).

According to Van Eemeren, et al (2014), argumentation is a different opinion about controversial issues. In theoretical and conceptual metalinguistics, the varieties of argumentation come from ancient times. The appearance of argumentation as a form of verbal communication and full writing system can translate anything spoken into a visual representation (Olson, 2016). Furthermore, a sapient awareness of the relevance, validity, and evidentiary foundation of arguments was produced through the development of textual meta-representational notions and principles that focused on reasonable argumentation.

Simply put, writing made it possible for humans to reflect on, record, analyze, and critique reasoning representations. According to the NAEP assessment, only approximately 25% of students' argumentative essays offer compelling arguments and examples to support them, yet they frequently overlook opposing viewpoints (Ferretti & Fan, 2016). The development of treatments to raise the caliber of students' written arguments has been spurred

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by these findings in the field of argumentative writing (Ferretti & Lewis, 2019). For these reasons, learning must be oriented in critical thinking that can express it through argumentation. Critical thinking helps students be able to think higher to select the information.

In the few studies that have applied the Toulmin model as an analytical, researchers have found that students are missing key elements of argumentation and several studies have shown that the overall quality of the essay is related to the elements of argument (Stapleton & Wu (2015); Tsemach & Zohar (2021); Nussbaum & Schraw (2007)). The first research was conducted by Stapleton & Wu (2015). In the current case study, 125 high school students in Hong Kong used a modified version of the Toulmin model to write argumentative essays that contained claims, counterclaims, and rebuttals. Findings highlighted the need to pay more attention to the quality of reasoning in students' persuasive writing by uncovering multiple patterns of deficiencies in the logic of the six cases. Thus, taking into account both arguments form and substance, an integrated assessment framework and analytic scoring rubric for argumentative writing are constructed and suggested as a general framework for classroom use. The results show that even when the argumentation's surface structure was somewhat sound, it did not follow that the reasoning itself was sound. An argumentative essay must support its arguments with reasoning of a high standard that persuades readers if it is to be considered compelling.

Therefore, a more comprehensive framework for evaluating argumentation is required, one that considers both the structure and the caliber of the content. The outcome may help pupils improve their capacity for critical analysis and persuasive speaking. Second, it is a useful aid that may be given to students to hasten the development of their argumentative and critical thinking skills, in addition to detecting the surface structure and substance in student argumentation and improving the assessment criteria to a more integrated one.

The second study was conducted by Tsemach & Zohar (2021). The interaction of gender, sociocultural background, and argumentative sociocentric writing is investigated in this study. Their study contrasted the argumentative essays produced by these two groups with those produced by PE graduates from coed schools who studied in both genders. The technique and analysis used both pre-existing ('top down') and data-derived ('bottom up') criteria to compare the argumentative essays of the four groups in 20 different aspects. These views were cognitive and sociocultural. The investigation showed that there are cultural constraints on gender disparities in argumentation patterns and quality. While the argumentation patterns and quality

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of men and women are similar, two unique arguing patterns and variances in quality were observed in the Haredi group. The results show how gender, sociocultural background, and reasoning have nuanced intersections.

The third study was investigated by Nussbaum & Schraw (2007). To encourage the integration of arguments and counterarguments, the authors investigated the effects of criterion training using a visual organizer. 84 students taking an undergraduate educational psychology course were randomly assigned to 1 of 4 conditions: training only, organizer only, combination, or control. More counter arguments were refuted as a result of the graphic organizer. However, the integration of the argument and the refutation (with stronger rebuttals and more impartial reasoning) improved because of the criteria instruction. The authors talked about how the two interventions might have given students access to slightly distinct argumentation models.

These studies have highlighted the importance of the TAP model as an integrated assessment framework to sharpen students' cognitive skills and encourage their writing being critical. In this paper, we have focused on the application of essays Toulmin's Argument Pattern (TAP) by Toulmin (1958) to the analysis of argumentation constructed by Asian EFL Students. The application of the Toulmin Model is a vital aspect of the argumentation process in which EFL students in Asia write their argumentative essays. However, the current body of literature clearly shows a notable deficiency in studying its use for assessing various frameworks. The intricate framework of the Toulmin model facilitates the understanding of arguments. Nevertheless, there is a lack of study about its implementation and adaptation to the diverse linguistic and cultural backgrounds of English as a Foreign Language (EFL) learners from Asian nations.

The Toulmin argument Pattern (TAP) is used to assess the quality of argumentative writing. This method offers a methodical framework for constructing arguments. However, there is a scarcity of scholarly research on the utilization of the TAP component by students and its influence on the caliber of their written assignments. The examination into potential disparities in the quality of argument patterns exhibited by male and female EFL learners remains a topic that has not been thoroughly scrutinized. The researchers examined the elemental structures of the TAP model and analyzed the differences and similarities in its elemental structure.

Argumentation is an act in the form of verbal in the social or rational activity to convince a reasonable critic of acceptability of standpoint by supporting argument or refuting assertion

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expressed in the standpoint based on intellectual consideration (Van Eemeren & Grootendorst, 2003). In other words, argumentation is delivered by the speaker and writer to defend their standpoints. Additionally, the fact that reasoning always relates to a certain point of view, or stance, with relation to a particular topic, is another crucial aspect of argumentation. To a listener or reader who questions its appropriateness or holds a different viewpoint, the speaker or writer uses argumentation to defend their position. The purpose of the argumentation is to persuade the reader or listener that the viewpoint is valid.

In function of argumentation, it can only be successful or unsuccessful since it can be supported by arguments, reasoning, evidence, or the like, and that can only carry the listener or reader along with it because it has such a rational foundation (Zarefsky, 2005). According to Herrick (1998), the conclusion and reasons are typically characterizations of arguments. Reasons give support to the conclusions or claim to encourage people's beliefs and agree with the arguments as well as in special contexts, legal argumentation, or scientific argumentation. Meanwhile, argumentation should not be seen as a stable and static entity in the system of activity.

The framework of regulation as argumentation strategies may come to mind when thinking about argumentation. Argumentation strategies, according to Reed et al. (2007), are an argument that reflects inference construction of assertion used in common usage as well as in special contexts, such as legitimate argumentation and artificial intelligence. Aside from forms of reasoning such as modus ground fault, several of the most prevalent strategies are neither logically coherent nor assumptive. An argumentation sequence is a multi-labeling of a collection of arguments with commensurate labeling restrictions.

Toulmin (1985) presented a definition of argumentation that considered the elements of claims, premises, warrants, backing, rebuttals, and modal qualifiers. Argumentation can be traced and assessed in detail through TAP that have fully potentially utilized for a measure the total distribution of argumentative speech (Erduran, Simon, & Osborne, 2004; Duschl & Osborne, 2002).). It is a significant tool for scientific knowledge and development of science education research (Kelly & Chen, 1999; Utomo, 2019). In this sense, argumentation is a critical tool to examine the building explanations that support science learning.

TAP has been used in numerous studies to analyze the argumentation and the quality of each The TAP has been used in numerous studies to analyze the elements of argumentation and the quality of each argument (Erduran, Simon, & Osborne, 2004). The application of TAP in

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the argumentation elements based Toulmin Model consists of claims supported by data, warrants, and backings are considered simple arguments. Meanwhile, the claim supported by data, warrants, and backings, qualifiers and rebuttals are considered more complex and sophisticated (Sampson & Clark, 2009). Thus, a rubric was constructed to be incorporated with the TAP to examine students' mastery of argumentative essays. The identification of argumentative essay elements as based on Toulmin's Argumentation Pattern (TAP) (Toulmin, Rieke, & Janik, 1979) has been used to assess students' argument.

<b>Toulmin's model</b>	
Claim	a claim made in the public and intended for acceptance
Data	data to back up that statement
Warrant	give a connection between the information and the assertion.
Backing	generalizations that make clear the corpus of knowledge that is used to judge the validity of the debating strategies used in any given situation. backings that make the warrants stronger.
Rebuttal	the unusual or exceptional situations that could weaken the impact of the argumentative evidence. rebuttals that highlight the conditions in which the claim would not be true
Qualifier	words that indicate the level of reliance that should be placed on the conclusions given the available evidence.

Figure 1. Toulmin's argumentation pattern (TAP)

After that, Toulmin's model analysis was used to assess the student writers' essay structures (Toulmin, 2003). However, the frameworks have been updated and altered from other sources, Stapleton & Wu (2015), Tsemach & Zohar (2021), Simon (2008) in order to make them more understandable and useful in assessing the argumentative essays, Analytical framework to assess the quality of argumentation framework was also utilized by Erduran, Simon & Osborne (2004)) to rate the essay's quality. In conclusion, the claim (C), data (D), rebuttal claim (RC), and rebuttal data (RD) components of the students' argumentative papers may be examined.

The researchers proposed the following research questions: (1) What elements of argument structures occur in the Japanese and Korean EFL learners' argumentative writing in ICNALE Corpus, based on the (adapted) Toulmin model (1958, 2003)? (2) What is the quality

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of the Korean and Japanese EFL learners’ argumentative writing based on the uses of Toulmin argument pattern (TAP)? (3) Do female and male learners have the same or different argument structures? In this study, the objectives of this study are as follows: (1) To identify the elements of the argument structures in the Japanese and Korean EFL learners’ argumentative essay, based on the (adapted) Toulmin model (1958, 2003), (2) To evaluate the quality of the Japanese and Korean EFL learners’ argumentative writing based on the uses of Toulmin Argument Pattern (TAP), and (3) To determine whether female and male learners have the same or different quality of argument pattern.

**METHOD**

***Design***

A qualitative descriptive research design and a library research approach were carried out on this study to answer the research questions. Library research used to collect sources and evaluate the source taken from The ICNALE and sophisticated contrastive interlanguage analysis of Asian learners of English (Ishikawa, 2013). The data sources were found in the Japanese and Korean EFL learners’ argumentative writing in ICNALE Corpus to investigate elements of argument structures occur in the Japanese and Korean EFL learners’ argumentative writing in ICNALE Corpus, the quality of the EFL learners’ argumentative writing based on Toulmin argument pattern (TAP), and Gender differences in the quality of the argument patterns used in the essay.

***Participant***

Sample of this study were Japan EFL learners’ argumentative writing and Korean EFL learners’ argumentative writing. They have different concentrations, such as business English, civil engineering English, and English education. All of them were native speakers of Korean and Japanese and had learned English as a foreign language. The participants’ CEFR levels are all B1 and B2 in the category of intermediate level. A description in more detail is displayed in Table 1.

*Table 1. EFL Learners’ Writing*

Asian EFL Learners	Gender		CEFR	Total of Participants
	Female	Male		
<b>Japan</b>	5	5	B1 2: B1 Upper	10
<b>Korea</b>	5	5	B1 2: B1 Upper	10
<b>Total</b>				20

### ***Instrument***

The instruments used in this study were taken from the International Corpus Network of Asian Learners of English (ICNALE). The instruments are students' argumentative writing from Japan and Korean EFL learners selected randomly and used in this research. There were 20 argumentative writing resources with 200 - 300 words essay about the topic "Non-Smoking" at ICNALE referred to in the data collection.

### ***Data collection technique***

Data collection is a methodical process of gathering and analyzing specific information to proffer solutions to relevant questions and evaluate the results. Data were collected to be further subjected to hypothesis testing which seeks to explain a phenomenon. Make sure to include who does what, where and how. In this study, the corpus-based approach was pieces of argumentative essays conducted by Korean EFL learners and Japan EFL learners that have been collected and taken from ICNALE (The International Corpus Network of Asian Learners of English, December 21, 2021) at <https://language.sakura.ne.jp/icnale/> with the topic "Non-Smoking". The corpus-based approach used to investigate the argumentation structure of argumentative writing written by EFL learners from Korea and Japan.

### ***Data analysis technique***

Content analysis study used a corpus-based approach. Content analysis used was textual or argumentative essays based on a corpus-based approach. The argumentative writings composed by Korean and Japanese learners were analyzed by using elements of Toulmin's model analysis (Toulmin, 2003). The Toulmin Argument Pattern (TAP) elements were used to analyze the learners' argumentative essays in terms of claim (C), data (D), Counter Argument Claim (CAC), Counter Arguments Data (CAD), rebuttal claim (RC), and rebuttal data (RD) (Toulmin, 2003). To find out whether the similarities and the differences and the similarities between male and female EFL learners, the results of analysis of the elements of argument structures in their writings are compared.

## **RESULT AND DISCUSSION**

The argumentation pattern of Toulmin comprises six components that the writer analyzed, namely claim (C), data (D), counter argument claim (CAC), Counter argument data (CAD), rebuttal claim (RC) and rebuttal data (RD). The objectives of this study were (1) to

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identify the elements of the argument structures in Japanese and Korean learners' argumentative essay, based on the (adapted) Toulmin model (1958, 2003), (2) to evaluate the quality of the Japanese and Korean EFL learners' argumentative writing based on the uses of Toulmin Argument Pattern (TAP), and (3) to determine whether female and male learners have the same or different quality of argument pattern.

***Result***

***What elements of argument structures occur in Japanese And Korean EFL learners' argumentative writing in ICNALE corpus based on Toulmin Model (2003)?***

Based on Table 1, all EFL learners used all elements of argument structure in writing argumentative Writing. Meanwhile, there are difference between Japanese EFL learners and Korean EFL learners for all elements based on Toulmin Model. The most significant difference was data and counter argument data. In the group Korean EFL learners' counter argument data were higher than Japanese learners' Argumentative Writing, while Japanese EFL learners' data was higher than Koreans' data. In these cases, the Japanese EFL learners presented the arguments being supported by data (backing, warrants, and grounds). Meanwhile, the number of counter argument claims were lower than Korean learners. It tends that Japanese learners focus on the existence of reason and evidence in argument (Simon, 2008). According to Billig (1987), evidence and claim interconnected in argumentative writing is important in scientific argument. Meanwhile, in Counter Argument Data, Korean EFL learners were higher than Japanese EFL learners. According to Nussbaum & Schraw (2007), argument and counter arguments are integrated to enhance a conclusion. In other words, to integrate and foster counterargument and arguments, graphics organize, and good instruction are good considerations for the learners. The weakest was rebuttal for both groups. According to Stapleton & Wu (2015), rebuttal was problematic. The missing substance becomes incomplete surface structure. However, counter arguments could be rebutted with acceptable or weak rebuttal. Compared to the claim, these elements receive higher ratings to reflect the higher level of critical thinking and argumentation abilities needed to construct counterargument and rebuttal claims. Poor argumentation abilities are widespread, according to Sadler (2004), counterargument and rebuttal are necessary to support the claim in writing an argumentative writing.

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Table 1. EFL learners' Argumentative Writing

EFL Learners	Elements of Toulmin Model (1958, 2003)					
	CLAIM	DATA	CAC	CAD	REB CLAIM	REB DATA
Japanese EFL Learners (Female and Male)	26 22%	63 52.5%	8 6.7%	8 6.7%	8 6.7%	7 5.8%
Korean EFL Learners (Female and Male)	22 17%	48 36.6%	15 11.5%	31 23.7%	9 6.9%	6 4.6%

Figure 1. The different arguments of elements of TAP model

*What is the quality of the Japanese and Korean learners' argumentative writing based on the use of TAP?*

Based on the results of quality of Japanese and Korean Learners' argumentative writing based on TAP, the highest level of quality was level 2 (55%) and the lowest was level 4 (5%). According to Stapleton & Wu (2015), good surface structure and ideal quality of writing included the five levels, but it is not good reasoning always associated with good surface structure. Students were weak to organize the good surface structure and unacceptable and irrelevant reasons can affect the argumentation in a model.

Table 2. The percentage of Korean and Japanese Learners' Quality

Level	Japanese EFL Learners	Korean EFL Learners	Total	Percentage
1	2	2	4	20%
2	6	5	11	55%
3	2	2	4	20%
4	0	1	1	5%
5	0	0	0	0%
Total			20	100%

The findings also revealed that the highest level 2 was Korean learners, but there was level 4 for Japanese learners. However, the rubric was necessary to assess the argumentative writing to classify the levels of quantity. In other words, the judgment should be professional to interpret and characterize the levels. Moreover, the context and content could be different interpretation (Stapleton & Wu, 2015)

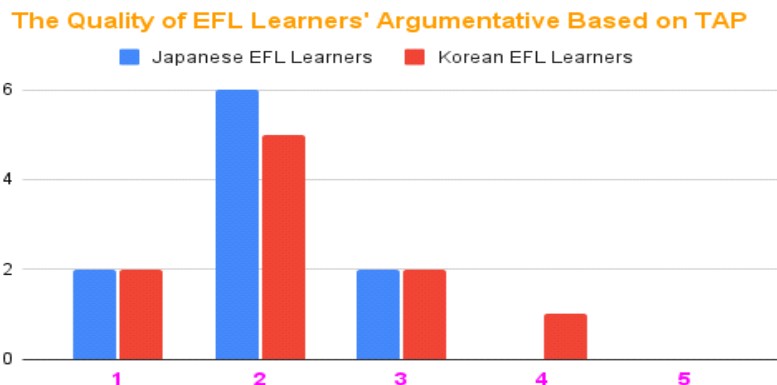


Figure 2. The quality of argumentative based on TAP

All in all, the findings indicated that Korean EFL learners' group could construct better arguments when compared to students involved in Japanese EFL learners' group. However, Korean EFL learners (5%) achieved the fourth level, and each group has the same level in the second level. Most students have a lack of background knowledge about the structure of scientific arguments (Zohar & Nemet, 2002). It tends that students are required to increase their quality scientific arguments and to have understood the Toulmin model to increase their critical thinking.

**Do female and male learners have the same or different argument structures?**

Based on the results of the quality of arguments patterns based on gender. Female and male of Japanese and Korean learners have different quality of argument patterns. It is displayed in Figure 3.

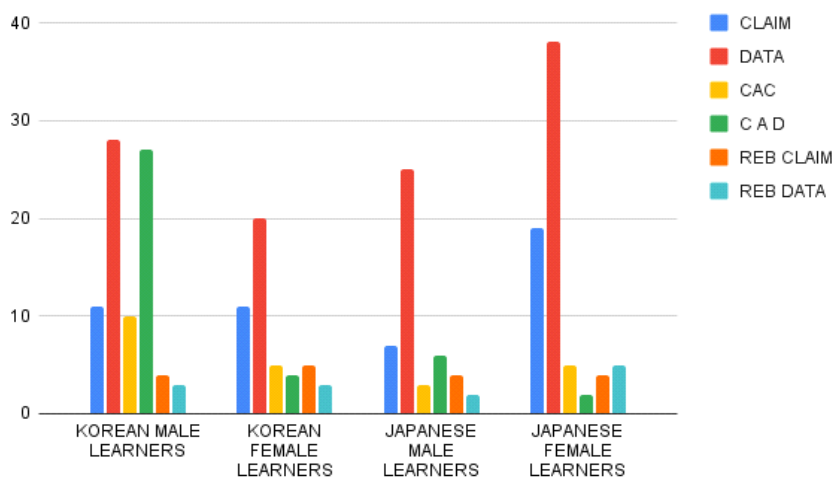


Figure 3. Japanese male and female learners

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The results from figure 3 revealed female and male made the argument structures in argumentative essays in terms of claim, data, counter argument claim, counter argument data, rebuttal claim and rebuttal data. However, there are differences in the quality of using the structures of argument. The data was the highest elements used by the genders, while the lowest were variants of structure elements. Korean male' and females' elements were rebuttal data, while Japanese male learners' arguments were counterargument data while females' elements were rebuttal data. Based on Tsemach & Zohar (2021) study, the difference due to cultural variations and complexity play a role in gender inequalities in the context of argumentative writing regarding SSI. In practically all the investigated areas—position statements, rebuttals, argument structure, and argument quality—they exhibit comparable arguing patterns. On the other hand, it revealed that variations between men and women in several areas were discovered.

***Discussion***

Korean learners used counter argument data rather than data that is mostly used by Japanese learners in which data used to provide the evidence in arguments that was essential to support scientific arguments (Simon, 2008). Meanwhile, counter arguments were highly used by Korean EFL learners in argumentative essays that can help to organize the conclusion of argumentative essays (Nussbaum & Schraw, 2007). The elements structures missing conducted by EFL Korean and Japan learners are rebuttal data. It is in line with Qin's study (2013), rebuttals were almost non-existent in the previous students' argumentative papers. Instruction and exhibiting the essential elements of structures in argumentative writing can lead them to empower their critical thinking in their writing argumentative papers. In this case, rebuttal data was essential to support the claim in argumentative essays (Sadler, 2004). The claim is essential in argumentative writing, especially in scientific text (Simon, 2008).

The highest quality of the Japanese and Korean EFL learners was the second level. It indicates EFL learners were still not of ideal quality of writing. In a similar vein, Qin & Karaback (2010) found most students presenting claims and data in their papers that were probably good quality. However, the uses of the fundamental elements are related to the overall quality of argumentative papers. Even Though, good surface structure and relevant reasons and the interpretation based on the context and content are considerable to have a good ideal quality

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of argumentative writing (Stapleton & Wu, 2015) and the effectiveness of an argument can be increased by introducing and rebutting counterarguments (Qin & Karaback, 2010)

In the aspect of gender, rebuttal data were still lacking in use by the female and male of Korean and Japanese EFL learners. Data was the most frequently used by all the genders. However, the counter argument mostly used male Korean EFL learners and claims mostly used by Japanese female and Korean female learners. As stated by Sadler (2004), rebuttal data was still lacking in argumentative writing conducted by genders. It indicates the ideal of argumentative writing includes all elements of argumentative structures. The lack of the structure of scientific arguments knowledge based on TAP models is a factor to cause the structure of arguments to be excluded. Tsemach & Zohar (2021) claimed the difference could have occurred due to factors in terms of the culture and the complexities of ways female and male write argumentative writing.

## CONCLUSION AND IMPLICATION

### ***Conclusion***

In conclusion, all EFL learners used all the structures of the TAP model in argumentative writing, Meanwhile, the highest differences of elements of argument structure between Korean learners and Japanese learners were data and counter argument data. Moreover, all elements should be included in argumentative writing to prove that the argumentative writing is acceptable and critical. Based on the quality of arguments, all students covered 1 to 4 levels. The highest was level 2 and the lowest level was 4. It tends to be most students who are still in the second level. It needs practice to write argumentative writing to shape the writing ability in organizing the good surface structure and the acceptable arguments. In terms of gender, the two countries of Korean and Japanese Learners revealed the differences and similarities. In differences, the lowest part of elements was rebuttal and Japanese learners were counterargument data. For further research, to encourage argumentation, we suggest multifaceted intervention programs that consider the gender and cultural background of the pupils.

### ***Limitation***

The study limits the data taken from ICNALE (Ishikawa, 2013). The researchers used the data sources only in 2013. It considers the time, purpose, and contribution of this study.

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Therefore, the study is only focusing on two countries, Japan, and Korea, not representing all countries to give contribution for this study.

***Implication***

We suggest a course of study that concentrates on essay format. Better organization can be encouraged by learning how to plan and organize before writing an essay. Additionally, the teacher should demonstrate how to write an introduction paragraph, arrange the essay into paragraphs, and correctly employ connectors. Teaching reasoning in classrooms for women should emphasize the argument structure and concentrate on outlining viewpoints and refutations. This can be accomplished through facilitating discussions that will inspire students to express their opinions and risk judgment. We observed that both male and female PE students frequently write argumentative essays with straightforward perspectives. There should be a richer curriculum.

The use of Toulmin's model argument structures in the argumentation essays of Japan and Korean EFL students emphasizes the clear instruction, the development of critical thinking, the giving of targeted feedback, the use of authentic writing assignments and the considerations of gender differences. By giving students detailed instructions on specific Toulmin model components, teachers can assist students in creating more logical and persuasive arguments. With the aid of helpful criticism on the strength of their arguments, students can improve their argument writing. In addition, through argumentative activities, such discussion and presentation, students' critical thinking could be increased, and the elements of scientific argumentation need to be explained explicitly to lead them to organize the way how to give the arguments in writing.

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