ARGUMENTATION DIFFERENCES IN ENL, ESL AND EFL LEARNERS: IDEATIONAL GRAMMATICAL METAPHOR ANALYSIS

Zahid Iqbal
MPhil, Department of Applied Linguistics, Riphah International University, Faisalabad, Pakistan.

Muhammad Farukh Arslan
 Lecturer NUML Fsd, PhD Scholar, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan.

Hira Haroon
 MPhil, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan.

Abstract

Ideational Grammatical Metaphor (IGM) plays a crucial role in achieving encapsulation and objectivity in academic writing (Thompson, 2014). This research investigates the use of IGM in expository essays written by English learners from different linguistic backgrounds, namely English as Native Language (ENL), English as Second Language (ESL), and English as Foreign Language (EFL), to explore argumentative differences based on linguistic resources. The Stratal Model of IGM, proposed by Halliday and Matthiessen (1999), was applied to a corpus of 15 essays, consisting of five ENL, five ESL, and five EFL essays, drawn from the International Corpus Network of Asian Learners of English (ICNALE) (Devrim, 2015). The results indicate that ENL, ESL, and EFL writers used IGM to nominalize their writing by 38%, 37%, and 25%, respectively. The grammatical density in ENL, ESL, and EFL essays was 36%, 32%, and 32%, respectively. These findings suggest that ESL learners, compared to EFL learners, are more argumentative and closer to ENL learners in their argumentative writing. However, the high amount of grammatical density in ENL essays indicates effective use of IGM, including nominal groups, whereas ESL and EFL essays primarily utilized relative clauses for nominalization. This research can be used pedagogically to reduce the argumentative gap between ENL, ESL, and EFL learners by utilizing IGM and emphasizing significant linguistic patterns in argumentative writing.

Keywords: World Englishes, Systemic Functional Linguistics, Staratal Model, Ideational Grammatical Metaphor

1. Introduction

Academic writing and argumentative writing are essential components of the academic field and are linked to various fields of linguistics such as Systemic Functional Linguistics and World Englishes. The significance and relevance of academic writing, particularly its relation to English as a Native Language (ENL), English as a Second Language (ESL), and English as a Foreign Language (EFL), cannot be overstated. This area of research is critical because it connects multiple disciplines and contributes to their significant domains simultaneously. This study integrates Systemic Functional Linguistics and World Englishes and fills a gap in previous research conducted in Pakistan. To facilitate analysis and discussion, the study will provide definitions for relevant constructs.

1.1 Ideational Grammatical Metaphor (IGM)

IGM involves representing the experiences of people in the external world through language. It is a crucial tool in academic writing as it helps achieve objectivity and encapsulation.

a) Nominalization

Nominalization involves converting verbs or adjectives into nouns within a clause to create a more concise text.

b) Lexical Density

Lexical density is a measure of the content words in a clause. It can be quantified using various software tools.

1.2 Objectives of the Research

The study aims to achieve the following objectives:

- To analyze the use of ideational grammatical metaphor in essays written by ENL, ESL, and EFL learners.
- To assess the level of argumentation in the essays of ENL, ESL, and EFL learners.

2. Literature Review

Ideational Grammatical Metaphor (IGM) plays a vital role in academic writing as it allows for the encapsulation and objectivity of complex ideas. The present research aims to investigate the use of IGM in expository essays written by English learners from different linguistic backgrounds, namely English as Native Language (ENL), English as Second Language (ESL) learners, and English as Foreign Language (EFL) learners. By exploring the argumentative differences arising from linguistic resources, this research seeks to identify how native writers encapsulate, objectify, and establish causal links in their writing, as compared to non-native writers. This study has significant pedagogical implications, as it can help reduce argumentative gaps among ENL, ESL, and EFL learners by identifying the key linguistic patterns of argumentative writing and utilizing IGM effectively.

The topic of argumentative analysis among ENL, ESL, and EFL learners has been widely recognized as important for the benefit of academic writing and other related fields in Systemic Functional Linguistics (SFL) and World Englishes. While there has been considerable work done on different aspects of SFL, such as the system of transitivity, interpersonal and textual meta-functions, and World Englishes, such as structural differences between different varieties and lexical features, little attention has been paid to the semantic domain in World Englishes and ideational grammatical metaphor in Pakistan. This gap in research presents an opportunity to explore the stratal model of ideational grammatical metaphor through the medium of Systemic Functional Linguistics and open up a new avenue of research in the Pakistani context. The present study seeks to contribute to the understanding of argumentative differences among ENL, ESL, and EFL learners and to inform syllabus design and dictionary making processes.

In 2010, Promwinai conducted a PhD thesis analyzing argumentation in Thai students, using all three meta-functions: ideational, interpersonal, and textual. The analysis also incorporated clause complexity, lexical density, grammatical intricacy, and other linguistic choices made by the students. The study aimed to provide a comprehensive evaluation of the students' language use and concluded with recommendations for EFL learners. (Promwinai, 2010).

In his study, Kazemian (2013) employed Hallidayan ideational grammatical metaphor to analyze scientific material, specifically focusing on ideational processes. The objective of the study was to evaluate how objectivity, rationality, technicality, and other academic writing features could be achieved through this approach. The study analyzed 10 scientific

texts and explored instances of nominalization and grammatical metaphor across different process types (Kazemian, 2013).

In Zhang's (2018) research study, the manifestation of grammatical metaphor in academic writing was examined. The study focused on the use of nominalization and interpersonal grammatical metaphor. The results indicated that both these linguistic features are crucial for achieving a sound and effective academic writing style as well as developing writing proficiency.

Liardet (2019) conducted a corpus-based study focusing solely on the feature of nominalization within grammatical metaphor. Using ANTCONC as a corpus tool, the study identified various instances of nominalization and examined how they contribute to text cohesion and condensation, with a particular focus on academic writing.

The research design for this study involves a manual analysis of ideational grammatical metaphor in five essays each written by ENL, ESL, and EFL learners. This design was chosen because it aligns with the study's objectives, hypothesis, and research questions.

3. Research Methodology

The main objective of this research is to analyze the use of ideational grammatical metaphor, specifically nominalization, in expository essays written by ENL, ESL, and EFL learners. The study aims to investigate how ENL learners establish causal links within the clause and increase lexical density, while minimizing grammatical intricacy in comparison to ESL and EFL learners. To achieve this, the research utilized the stratal model of Ideational Grammatical Metaphor within the framework of Systemic Functional Linguistics (SFL). The corpus consisted of thirty expository essays, ten from each group, obtained from the International Corpus of Asian Learners of English (ICNALE). The topic of the essays was "Smoking should be completely banned at all restaurants in the country." The research compared the qualitative and quantitative differences of nominalization used by ESL and EFL students to that used by L1 professional writers. Manual analysis was used to investigate these differences as it aligned with the research questions and objectives.

3.1 Stratal Model

The current study employs a methodology that integrates Systemic Functional Linguistics with corpus linguistics and World Englishes. Specifically, it uses the stratal model of Ideational Grammatical Metaphor, which encompasses two types of models: semantic and stratal. In this study, the stratal model is chosen because it captures the relationship between a text's wording and its meaning, providing insight into both the grammar and meaning of the text. The stratal model is preferred over the semantic model due to its simplicity and accessibility to both teachers and learners, who are key stakeholders in this study focused on argumentative writing, academic writing, and nominalization proficiency.

The research is based on the following two basic research questions:

- How does the usage of Ideational Grammatical Metaphor (nominalization) differ quantitatively between ESL and EFL groups compared to L1 writers?
- How does the deployment of Ideational Grammatical Metaphor (nominalization) differ qualitatively between ESL and EFL groups compared to L1 writers?

3.2 Ideational Grammatical Metaphor

Smoking is **an archaic and somewhat outdated habit**, but it has **a long tradition** and it has become quite **the big business in many countries of**

the world. I can only assume **that Japanese tobacco companies** are as successful in prolific as **their American counterparts**, and as such, I think that if smoking has taken **any kind of a foothold in Japanese culture and in Japanese restaurants**, it'll be very difficult to dislodge it from this position. However, for the sake and for **the health of the people**, I recommend that Japan reconsider their allowing the restaurants to permit smoking. In my opinion, smokers should be free to smoke if they choose to do so, but they should not allow this choice to have **an impact upon people who they do not even know**. Accordingly, it would make sense to designate **special areas reserved for smokers in both restaurants and other public places** so that they can enjoy their habit and live their lives as they please without causing **a nuisance for others**. **The method of separating restaurants into smoking and nonsmoking areas** has been in **wide practice in the US for a number of years,** and if it is not already taken advantage of in Japan as well, it may be **a good first step** toward addressing this problem more fully.

Ideational Grammatical Metaphor (Nominalization) = 13

Clause	Clause Complex	
1	1	Smoking is **an archaic and somewhat outdated habit**,
2		but it has **a long tradition** and it has become quite **the big business in many countries of the world**
3	2	I can only assume
4		**that Japanese tobacco companies** are as successful in prolific as **their American counterparts**,
5		and as such, I think
6		that if smoking has taken **any kind of a foothold in Japanese culture and in Japanese restaurants**,
7		it'll be very difficult to dislodge it from this position.
8	3	However, for the sake and for **the health of the people**, I recommend
9		that Japan reconsider their allowing the restaurants to permit smoking.
10	4	Accordingly, it would make sense to designate **special areas reserved for smokers in both restaurants and other public places**
11		so that they can enjoy their habit
12		And (they) live their lives
13		as they please without causing a nuisance for others.
14	5	The method of separating restaurants into smoking and nonsmoking areas has been in wide practice in the US for a number of years,
15		and if it is not already taken advantage of in Japan as well
16		, it may be a good first step toward addressing this problem more fully.

Smoking is a rather harmful and otherwise **seemingly stupid habit**, but it is very common in the UK. If it is as common in Japan as it is in the UK, I think **the Japanese restaurants** would be hard pressed to go about **completely banning smoking in all of the restaurants. The tobacco industry** has **a long history** and is additionally quite **a large business**, so it would also be apprehensive to allow **any rules that would cut into its profits**. From the standpoint of health, however, it is absolutely **a good idea to ban smoking in restaurants**. I feel especially bad for the little tikes who have to breathe and **their mummy's or daddy's cigarette smoke**, and there are also more likely to get sick compared to an adult. For the sake of the children, why don't we encourage smokers to be a little bit more thoughtful and **their choices of avenues to enjoy a puff**, and furthermore, why don't we encourage nonsmokers to seek **restaurants where they will not be as likely to encounter cigarette smoke**. This way, everybody wins, and **the state of affairs** does not have to change too much. **Solutions like this** are often the most popular any ways.

Ideational Grammatical Metaphor (Nominalization) = 14

Clause	Clause Complex	
1	1	Smoking is a rather harmful and otherwise **seemingly stupid habit**,
2		but it is very common in the UK.
3	2	. If it is as common in Japan
4		as it is in the UK,
5		I think
6		**the Japanese restaurants** would be hard pressed to go about **completely banning smoking in all of the restaurants**.
7	3	**The tobacco industry** has **a long history**
8		and is additionally quite **a large business**,
9		so it would also be apprehensive to allow
10		**any rules that would cut into its profits**
11	4	From the standpoint of health, however, it is absolutely **a good idea to ban smoking in restaurants**.
12	5	I feel especially bad for the little tikes
13		who have to breathe and **their mummy's or daddy's cigarette smoke**,
14		and there are also more likely to get sick compared to an adult.
15	6	For the sake of the children, why don't we encourage smokers to be a little bit more thoughtful and **their choices of avenues to enjoy a puff,**
16		and furthermore, why don't we encourage nonsmokers to seek **restaurants**
17		**where they will not be as likely to encounter cigarette smoke.**
18	7	This way, everybody wins,
19		and **the state of affairs** does not have to change too much.

| 20 | 8 | **Solutions like this** are often the most popular any ways. |

The pros of banning smoking especially at restaurants in Japan far outweigh **any temporary dissatisfaction** that may be felt by **the smokers who feel** that they are being persecuted for their lifestyle. To begin with, smoking is in every way **a very dirty habit**. Not only does it make the homes, clothes, and **possessions of smokers** forever tainted by **that terrible smell**, it also increases **litter and trash on the streets**. For some reason, smokers seem to think that it is okay to throw **cigarette butts** anywhere they feel like, and nothing makes a street look more dirty or poor than **thousands of cigarettes strewn about**. Furthermore, I hope that smoking will become banned at more than just restaurants but in all public places. At the same time, I think it is only fair to provide **the smokers with a place to smoke**, so I think **designated places** should be established. However, many cities and governments are not willing to expend **the effort or the funds that would be necessary to accomplish such a feat**, and if this is true for the Japanese, it may be **a long time before smoking** is banned at restaurants. Therefore, nonsmokers will have to be patient while **the gears of government** slowly grind and **the red tape** and slowly unravels.

CLaue	Clause Complex	
1	1	**The pros of banning smoking especially at restaurants in Japan** far outweigh **any temporary dissatisfaction**
2		that may be felt by **the smokers**
3		**who feel**
4		that they are being persecuted for their lifestyle.
5	2	To begin with, smoking is in every way **a very dirty habit**.
3	3	Not only does it make the homes, clothes, and **possessions of smokers** forever tainted by **that terrible smell**,
4		it also increases **litter and trash on the streets**.
5	4	For some reason, smokers seem to think
6		that it is okay to throw **cigarette butts** anywhere
7		they feel like,
8		and nothing makes a street look more dirty or poor than **thousands of cigarettes strewn about**.
9	5	. Furthermore, I hope
10		that smoking will become banned at more than just restaurants but in all public places.
11	6	At the same time, I think
12		it is only fair to provide **the smokers with a place to smoke**
13		, so I think
14		**designated places** should be established.
15	7	However, many cities and governments are not willing to expend **the**

16		**that would be necessary to accomplish such a feat**,
		effort or the funds
16		**that would be necessary to accomplish such a feat**,
17		and if this is true for the Japanese,
19		it may be **a long time**
20		**before smoking** is banned at restaurants.
21	8	Therefore, nonsmokers will have to be patient
22		while **the gears of government** slowly grind and **the red tape** and
23		slowly unravels.
		2.8

Ideational Grammatical Metaphor (Nominalization) = 17

It is somewhat surprising to me that smoking has not already been banned at restaurants in Japan given how **forward-thinking the image of that country** is. **Smoking cigarettes** is **a kind of old fashioned habit which lingers** because **the tobacco industry** is quite large and makes **a large amount of revenue.** Furthermore, the government makes **a large amount of money from putting taxes on cigarettes**, and as a result, I do not see **a good solution to this problem. Large corporations** seem to be singularly skilled in keeping their profits high **no matter what the costs upon the health** or **life styles of the people who use their products. Japanese corporations** may be even more guilty of this than **American corporations**, and so it would seem that **banning smoking at restaurants in Japan** would be more difficult than it was **for some states that the United States**. Smoking also seems to bear **more cultural importance in Japan** than it does in the US, and so although I think personally that **banning smoking at restaurants in Japan** would **be a good idea**, I do not think that we will see **a solution on this issue** any time in the near future.

Ideational Grammatical Metaphor (Nominalization) = 20

I agree and I think that **a lot of people** also agree. It has been successfully argued and proved in the courts that **second-hand smoke** is just as dangerous to a non-smoker as it is to a smoker. If we already know that and I believe that Japan does too, then this seems to be **the next logical step** to take in **the fight against smoking diseases**. It is no longer **a case of who is wrong** and who is right or who is being victimized and who is not. The jury is in and the verdict is given **every single day around the world**, as people die and **the death rate** climbs higher and higher until the pain to **those who are left behind** becomes too much and finally, we start to **see meaningful changes in laws and people**. Why is it necessary to go through a disaster so that people are able to wake up and smell the roses? It shouldn't have to be that way but unfortunately, that is **the reality of the human race**. Bans have been reasonably effective to date and I see **no**

reason why they will not be as effective when applied to **Japanese restaurants**.

Ideational Grammatical Metaphor (Nominalization) = 15
Total nominalization of five write-ups= 79
<u>ESL</u>

Smoking is **a bad habit.** The smokers not only ruin their lives but also of those around him. Smoking is injurious to health, we all hear that. But no one pay attention. Although the trend is reduind but still is **a serious problem**. The smokers, at restaurants smoke like the way they do usually. But they do not care about those sitting around. The people who dislike smoking and consider its hazards, when go to restaurant **all their carefulness** goes mvain. They protect their children from these hazards all their life. But at such public places like restaurants they do not know what to do. The smokers just tags if with them. They, being shy, can't request him to stop. The smoke spread by smoking contains **a lot of harmful chemicals** like nicotine. When someone breathes in such environment these chemicals are also in haled. Thus, who don't smoke but dislike it are also affected by its hazards. More ever, it is **an immoral art** on the whole. One should behave sansably at public places. He has his domain to rule. But he can't be permitted to play with the lives of others. Thus, smoking should be banned at public places especially at restaurants.

Nominalization =5

Famous quote about smoking is smoking is injurious to health smoking effects **human health** very badly. Smoking acts **a person for human health.** People smoke **cigarettes of tobacco** mostly. Some people smoke others then tobacco. Smoking acts as **a poison for health.** As it is a poison so how people are get involved in it. Mostly people start it has fashion. Then feel themselves superior then **other people who are not smoking**. But with the passage of time they feel that they achieve **a mental calm** while smoking. So whenever they need to eliminate any tension they start smoking. After that it becomes **a habit for them**. Smoking is injurious to health because the smoke affects **the human lungs due to permanent smoking**. In old ages mostly the smoking people are involved in lungs cancer. There are **many other diseases that are caused by smoking such as blood pervious problem many heart diseases and mental abnormality**. if doctors tell some person to avoid from smoking then it is very difficult for that person but he has not any other option for that. He need to abide **by the instructions of doctor** otherwise his diseases will be com worse and his life will become **a Burdon of him**. Many people leave **this habit after any problem** they again start enjoying their life. Smoking is prohibited at public places because other people feel unhappy due to smoke. so there is **no**

benefit of smoking. All that has been discussed is about **the losses due to smoking** so **any person who want to enjoy his life** should avoid smoking.

Nominalization= 17

By looking at the word "smoking", we are understood that it causes so many problems. Smoking is injuries for health because when a person inhale or exhale **smokes from cigarettes**, cigars pipes then it effects on lungs. There are **thousand of chemicals founds in cigarettes smoke, some of which are harmful to our body. Lung cancer**, emphysema and **chronic bronchitis** are some examples of the effects of the smoking. Many people died at **the early ages due to the smoking effects**. It is **a common experience** that when we are sitting in a restaurants and someone started to smoke a cigarettes we become **a second-hand smoker**. Therefore, I wish many times smoking should be banned in the public places especially in the restaurants. Because smoke is not only unpleasant but it is also unhealthy, so smoker not only damages his own health but also of others. A lot of people argue that smokers have their right that we are living in democratic country. And they said that **prohibits the smoking in restaurants** is against **the personal rights of the smokers**. But these people don't know that smokers have no right to become **a cause of death for others due to the side effects of smoke of their cigarettes.** People come with their families in the restaurants for launch, dinner and for taking meal and for recreation with their family outside from their homes. At the same time, if someone is smoking then its smoke causes to pollute the environment. It caused **bad effects on the health of people** while they are enjoying their meal. Therefore, smoking should be banned in the restaurants.

Nominalization = 12

Smoking is indeed **a very bad habit. People of all ages** like it very much. Even the young are very much fond of **favorite smoking**. They don't think it is **a bad thing**. But actually it is **very harmful thing to all age people** although they like it very much. It is indeed very difficult to get rid of **this enjoyable poison.** There are, however, some methods which can enable the smokers to give up smoking. He should keep away from smoking during his illness and should take the advantage of fasting in the normal life. He should take **the light meals** and **the plenty of exercise** and avoid **all contacts with the groups of smokers**. This chain will diminish **his pleasure of smoking** and he will smoke less. **A mouth with silver nitrate** can destroy **a lot of pleasure of the smoking**. In fact, smoking is a luxury. It is waste of money. Its use is delay injurious **to human health.** The government and the people should start **a country wide campaign** against the smoking and its advertise. Our government should start a propaganda

against the smoking. Using **the services of the radio and the television, film industry and news papers** is **good thing**. Our **young men** should aware of **the dangerous and fatal effects of smoking**.

Nominalization= 17

First of all, **effect of smoking on human being** will be explained. as everyone knows that smoking is harmful for any person. It causes **various diseases in which lungs cancer and asthma are included.** Secondly **people who are drug addicted** cannot leave it easily. Our society have **very strange attitude towards smoking**. **young boys** thought that they look charming while smoking although smoking is harmful for them and they knew its well but looking handsome is more important for them then their health. its not due to illiteracy but due to goofiness more over cigar is **a status symbol in our society** and **sign for elite class**. There is **no a single benefit of smoking**. **anyone who take one step to it** will take 2 **steps towards it** and gradually lead toward **faun alcohol act**. Smoking is also haram in Islam because many **other bad things** start from it and it's **the rule of Islam** that nips **the evil in the bud.** so Islam do not give **permission for it** further more **the things which cause harm for humans beings** Islam do not permit those things and smoking is one of them. **a person who is habitude of smoking** mostly have **very unbearable smell in his mouth** while he talks other people feel bad and avoid to take him again. So gradually he lost his **good friends** and become alone. this thing made him feel up from life and he lost interest in his dressing food and family and sometime comments suicide smoking always harmful for human beings in any foam it dial not give any benefit to anyone **except the owner of tobacco companies** so **the benefit of a nation** more important than **a single person** so **the Govt. of employer** should completely banned **tobacco companies** if any Govt. do so then I think it was **blessing of Allah on that country**.

Nominalization = 25
Total nominalization of five write-ups = 76
EFL

I agree that smoking should be completed banned at **all the restaurants in the country**. It's because smoking don't feel good to some people including me. I went to **a restaurant with a friend who often smokes**. When we had a dinner, he smoked and his smoke blew in my face, so I felt bad. **Tastes of the dishes** became bad. If all smokers were to be able to care about place and others, we don't need to make rules. I can't understand that why **young people** become smokers although it is clear medically that smoking is very bad for healthy. Moreover **passive smoking** is also bad for us. In Norway and in **some states of America, Australia and other countries**, all the

restaurants ban smoking. It's because **passive smoking** wreck employees there. **So making legislation to ban smoking in the restaurants and hotel** is important for non-smokers and also for smokers because it might make them keep from smoking. **Young people who become smokers** might decrease. Compared with the West, Japan falls behind for campaign against smoking. So I feel happy that **the mood of no-smoking** spreads in the society and that **people around me** are more temperate in their smoking. Therefore, we need to have a legislation to ban smoking.

Nominalization=11

I think smoking should not be completely banned at **all the restaurants**, or should I say that smokers cannot stop smoking at restaurants. They may stop coming to restaurants because they cannon smoke! If a restaurant rejects people who love smoking, this lost must be large for **the owners of the restaurant,** although customers who hate smoking may come there more frequently. Now, there are some systems to divide between **smokers and nonsmokers.** For example, some designate time to protect nonsmokers from smoke. We cannot smoke among the time. Others designate places for **smokers and nonsmokers.** Such systems are enough to eat **good food** and make us comfortable. In fact, in a restaurant where smokers and nonsmokers are completely mixed, I cannot stop coughing. However, when I have **a lunch at a family restaurant**, I do never conversely worried smoke thanks to division. Furthermore, now **the technology** to absorb smoke is developing. This may enable nonsmokers to eat lunch next to smokers comfortably in the future. Taking profit of restaurants into consideration, these steps are **realistic and reasonable**. If every people can have **a good time,** we don't necessarily exclude smokers. We only need to invent **good way** to divide **smokers and nonsmokers.**

Nominalization=11

I disagree with this statement. I have heard **a good idea about this problem**. This idea is called Bun-en. This idea is that completely separating nonsmokers and smokers. By this idea, nonsmokers don't absorb smoke and smokers can smoke. But, this idea has a defect. Some people say that this idea is difficult to carry out so that nonsmokers might not smoke and that nonsmokers may absorb smoke. Of course, this is right. However, in many restaurants, we will not absorb smoke. Why? There are walls between **nonsmokers and smokers** in many restaurants. And in my opinion, smokers have rights to smoke. So we cannot easily ban smoking in all **restaurants**. But don't forget. Smoking is unhealthy for not only smokers but also nonsmokers, because nonsmokers absorb smoke which smokers make. So it is needless to say that smokers must not smoke if they are sitting in the restaurant which cannot completely separate **nonsmokers**

and smokers. Most important thing to do this idea is that everyone understand this idea and **the defect of this idea** and corporate. If there are no understanding, **the restaurant owner** cannot make walls. If smokers smoke in the restaurant which separate **nonsmokers and smokers** but nonsmokers can absorb smoke, some nonsmokers may say Because we allow smokers to smoke restaurant, we absorb smoke. So smoking should be completely banned at all restaurants! In this way, everyone have to understand **this idea and the defect**. If they do this, all people will enjoy their lives.

Ideational Grammatical Metaphor (Nominalization) =7

I agree with this statement. Because I don't smoke the cigarette. And I hate **the smell of smoking** very much. I think that most Japanese don't like smoking. The restaurant is a place we eat dishes. So smokers should not smoke there. Even if they smoke in **the smoking place**, people who are eating become unpleasant feelings only by seeing smoking of cigarette. I think people who want to smoke should smoke outside the restaurant, after they finish eating. In restaurant, there are many people, for example, **baby, elderly person, sick person, pregnant woman,** and so on. The cigarette may give them **the serious damage**. And if they smoke in restaurant, **the poisonous substances** enter the dish. And, when they keep eating it, it will surely harm the body. Smoking damages not only themselves but also others. Thinking this, they should not smoke in **public place.** If smoking was completely banned at **all the restaurants in the country**, Most Japanese would eat more deliciously, and safety. My father also smoked **several years ago**. But he stopped smoking, because meal became no delicious. Around me, some friends started smoking recently. They said that meal became no delicious, after they had started smoking. So I think smoking should be completely banned at **all the restaurants in the country**.

Ideational Grammatical Metaphor (Nominalization) =09

I'm of the opinion that smoking should be completely banned at **all the restaurants in the country.** I think so because I have ??? reasons. **The first reason** is that smoking does harm to not only smoking person but also the people around him. He is free, to be sure, to do something he wants to do. But, he doesn't have a right that he does harm to other people. Moreover, they have a right that they are healthy to live **a long time.** Furthermore, smoking does harm to them worse than him. I think that this action is very selfish. **The second reason** is that smoking has **a bad influence** on **smoking person's health** and the cigarettes are too expensive. Moreover, **the cigarette's price** keeps on increasing because the government will decide to add to **cigarette's tax. The smoking persons** pay **a lot of money** and are

done harm to by the cigarettes. I don't think that is **a very good idea. The third reason** is that **the most people around the smoking person** feel unpleasant. If many people feel unpleasant when they are walking, they feel so when they are eating. People shouldn't do something other people feel so as possible as they could. Therefore Japanese's government should ban from smoking in restaurants.

Ideational Grammatical Metaphor (Nominalization) =13
Total nominalization of five write-ups= 51
ENL Essays analyzed

	Frequency of Ideational Grammatical Metaphor	Percentage	Lexical Density
E1	13	16.4556	57.65577
E2	14	17.7215	60.7843
E3	17	21.5189	61.5741
E4	20	25.3164	57.2139
E5	15	18.9873	56.8627
Total	**79 / 38 %**	**99.9997**	**294.0927 36%**

Cumulatively in all the five essays of native learners, there are 79 instances of Ideational Grammatical Metaphor. All the five essays have 13, 14, 17, 20 and 15 as the frequency of nominalization respectively.

In terms of Lexical Density, in all the five essays it is more than 55. Cumulatively the lexical density of ENL learners is 294.0927. All the five essays have lexical density of 57.6557, 60.7834, 61.5741, 57.2139 and 56.8627 respectively.

ESL Essays analyzed

	Frequency of Ideational Grammatical Metaphor	Percentage	Lexical Density	
E1	5	6.5789	57.3529	
E2	17	22.3684	46.2406	
E3	12	15.7894	48.7179	
E4	17	22.3684	51.8349	
E5	25	32.8947	55.2716	
Total	**76 / 37%**	**99.9998**	**259.4179**	**32%**

The five essays written by second language learners collectively contain 76 instances of Ideational Grammatical Metaphor in the form of nominalization. The frequency of nominalization in each essay is as follows: 5, 17, 12, 17, and 25.

Moreover, the lexical density in all five essays is above 50, with a cumulative lexical density of 259.4179 for ESL learners. The individual essays have a lexical density of 57.3529, 46.2406, 48.7179, 51.8349, and 55.2716, respectively.

EFL Essays analyzed

	Ideational Grammatical Metaphor	Percentage	Lexical Density	
E1	11	21.5686	55.1402	
E2	11	21.5686	59.6244	
E3	7	13.7254	39.6000	
E4	9	17.6470	54.6296	
E5	13	25.4901	49.5327	
Total	**51**	**99.9997**	**258.5269**	**32%**
	25%			

812.0375

Cumulatively, in all five essays written by foreign language learners, there are 51 instances of Ideational Grammatical Metaphor through nominalization. Each essay has a frequency of nominalization of 11, 11, 7, 9, and 13, respectively.

In terms of lexical density, all five essays have a density over 38. The cumulative lexical density of EFL learners is 258.5269, with each essay having a density of 55.1402, 59.6244, 39.6000, 54.6296, and 49.5327, respectively.

4. Interpretation of the results

The study's hypothesis is supported by the results, which show that ENL learners used Ideational Grammatical Metaphor, specifically nominalization, more frequently than ESL and EFL learners, making their writing more argumentative. ESL learners exhibited a higher degree of argumentativeness compared to EFL learners but lower than ENL learners. The features of objectivity and thingness, which are characteristic of academic writing, were observed to be more prominent in ENL learners' writing, less so in ESL learners, and least in EFL learners. This trend is also evident in the descending order of lexical densities across the groups.

The order of frequency of nominalization/ideational grammatical metaphor, namely ENL>ESL>EFL, reflects their respective impact on the text's logogenesis. Nominalization contributes to the text's cohesion when used effectively.

Example from ENL Essay 1:

> 'Smoking is **an archaic and somewhat outdated habit**, but it has **a long tradition** and it has become quite **the big business in many countries of the world**.'

In the example provided, the first nominalized part is carried forward into the next clause, effectively connecting them and leading seamlessly to the third clause, ultimately

completing the overall meaning of the sentence. This creates a greater sense of cohesion in the writing.

Example from ESL Essay 1:

> 'Smoking is **a bad habit.** The smokers not only ruin their lives but also of those around him. Smoking is injurious to health, we all hear that. But no one pay attention'.

In this example, the writer attempts to achieve coherence in the text without using nominalization, which is more commonly used in academic writing by ENL learners. This suggests that ENL learners may have an advantage in academic writing due to their greater use of nominalization.

Example from EFL Essay 1:

> 'I agree that smoking should be completed banned at **all the restaurants in the country**. It's because smoking don't feel good to some people including me.'

The use of nominalization is not apparent in this example, and therefore does not have a significant impact on the text.

Academic writing is characterized by objectivity and rationality, and it also exhibits the quality of thingness. Thingness refers to the use of a verb or process as a noun or entity, and this feature is more prominent in the writing of ENL learners, followed by ESL and EFL learners.

5. Conclusion

The study concludes by supporting the hypothesis that ENL learners exhibit more argumentative writing than ESL and EFL learners. This is evidenced by the use of nominalization, ideational grammatical metaphor, and lexical density, which are indicators of sound academic writing. These features are most apparent in ENL writing, followed by ESL and EFL in descending order. Additionally, the study highlights the importance of text condensation, logogenetic impact, and cohesion in academic writing.

5.1 Limitation of the Study

The study is based on a corpus of only five essays each from ENL, ESL, and EFL learners. To enhance the validity of the results and increase generalizability, future research should consider using a larger sample size.

5.2 Pedagogical Implications

This study holds several pedagogical implications, with a significant impact on various stakeholders, such as teachers, students, Systemic Functional Linguists, and Linguists studying World Englishes. Through its analysis of multiple layers of ideational grammatical metaphor, it contributes significantly to academic writing in the Pakistani context. The study provides guidance to learners on how to make their writing objective or subjective, congruent or metaphorical, and how to adjust the complexity of the text for learners of varying age and capabilities.

References

Biber, D. (1988). Variation across speech and writing. Cambridge, UK: Cambridge University Press.

Eggins, S. (2004). An Introduction to Systemic Functional Linguistics (2nd ed.). London, UK: Continuum International Publishing Group.

Gerot, L., & Wignell, P. (2000). Making sense of functional grammar (4th ed.). London, UK: Routledge.

Martin, J. R., & Rose, D. (2003). Working with discourse: Meaning beyond the clause. London, UK: Continuum.

Schleppegrell, M. J. (2004). Technical writing in a second language: The role of grammatical metaphor. In L. J. Ravelli & R. A. Ellis (Eds.), Analysing academic writing: Contextualized frameworks (pp. 172-189). New York, NY: Continuum.

Thompson, G. (2014). Introducing functional grammar. New York, NY: Routledge.

Wang, X. F. (2010). Grammatical metaphor and its difficulties in application. US-China Foreign Language, 8, 29-37.