

## TEXTUAL IMPACT OF THE ORGANIZATIONAL PATTERNS ON PAKISTANI ARGUMENTATIVE ESSAYS

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### Abstract

*Coherence is an essential attribute of a successful piece of academic writing. When a learner produces an essay that is inconvenient for a reader to follow, the comprehensibility of the text is compromised despite the merit of its ideas. According to Eggins (2004, p.54), coherence can be achieved through scaffolding the generic phases of the text according to its cultural purpose. This research aimed to investigate the organizational patterns of argumentative essays and the organizational challenges faced by undergraduate Pakistani English Language Learners. For accomplishing the research purposes, Hyland's model of the argumentative genre (1990) was deployed to identify the organizational patterns of the Pakistani learners' essays, and the genre theory proposed by Martin and Rose (2007) was selected to categorize the organizational challenges confronted by Pakistani learners in attempting to write the argumentative essays. For the analysis, 50 argumentative essays were retrieved from the International Corpus of Learner English (ICLE). The findings reveal that Pakistani learners possessed a limited understanding of argumentative essay writing on account of skipping the obligatory phases of the argumentative essays and facing the challenges of fronting, inconsistency, and generality in the phases of the thesis, argument, and conclusion stages. It is reasonable to assume that Pakistani learners need explicit instructions and practice to improve the organizational structure of the argumentative essay.*

**Keywords:** Argumentative Writing, Argumentative Structure, Systemic Functional Linguistics, Hyland's model of Argumentative Genre, Macro-Theme, Hyper-Theme, Hyper-New, Macro-New

### 1. Introduction

Argumentative essay writing at the secondary and tertiary level is generally examined for the assessment and evaluation of the student's overall learning (Christie & Dreyfus, 2007; Mei, 2006; Kaur, 2015). One of the possible reasons behind using the argumentative genre at both levels is to expose the English Language Learners (ELLs) to issues, ideas, and events that are mostly connected with the real world. Therefore, Crowhurst (1988, p. 80) observed that "No one kind of writing provides more opportunities for writing about real issues for real audiences than does argument". The capacity to write persuasively plays a vital role in obtaining satisfactory results in both academic and practical life. Despite the significance of this genre, the teaching of argumentative writing, especially in Pakistan, is not often sufficiently emphasized. The key factors that constitute successful writing are, according to Christie and Dreyfus (2007, p. 235), most likely taken for granted because of two reasons. The first plausible reason is that teaching essay writing is a part of school and college courses, and, therefore, should not be paid much heed at the university level. The second reason about the writing is that it demands a little formal teaching as the writing skills are probably deemed easily attainable; whereas, argumentative essay writing, even for proficient learners, is a formidable task as confirmed by the following

studies (Ferretti, Andrews-Weckerly & Lewis, 2007; Neff-van Aertselaer & Dafouz-Milne, 2008).

For university learners, the organization of written texts is a demanding and time-consuming process since it requires logical consistency in the flow of information to form a precisely delineated essay. The discourse-level organization of an essay, as Ravelli (2011) and Hyland (2009, p. 9) point out, should include predicting the flow of information in the argumentative paragraphs, identifying the position of each argument, and reiterating the arguments to attain coherence and clarity in the academic writing. This well-crafted structure systematically conveys the meanings in such a way that they enhance the persuasive power of the write-up (Martin & Rose, 2009). Apart from following the recommended surface structure of the argumentative essay, the meaningful content in the structural elements should also be relevant and accurate; otherwise, the reader may be unconvinced (Sampson & Clark, 2008; Basturkmen & Randow, 2014). For assessing both organizational patterns and content-related challenges, the present study employed Hyland's model of the three-stage argumentative essay structure (1990) and the genre-specific scaffoldings (, i.e., macro-Theme, hyper-Theme, hyper-New, and macro-New) to analyze the Pakistani argumentative essay writing. By using Hyland's model (1990), the possible phases within the stages of Pakistani learners' essays were identified, and the SFL based generic structures explained whether the argumentative phases used in the Pakistani learners' essays fulfilled their functional requirements or not. Thus, the focal points of this current research are the investigation of the organizational patterns of argumentative essays and the organizational challenges confronted by Pakistani learners.

## 2. Literature Review

To functionally analyze the organizational patterns, the concepts of macro-Theme (, i.e., thesis statement), hyper-Theme (, i.e., topic sentence), hyper-New (, i.e., concluding sentence), and macro-Theme (, i.e., macro-New) from Systemic Functional Linguistics (2014) are utilized in the argumentative essay writing. Martin (1992) defines a macro-Theme as the opening generalization that serves to predict the overall development of the text. It is "macro" because it depicts the writer's major ideas regarding the overall text, and serves to predict what is to come. The macro-Theme is similar to a "thesis statement" that is commonly located at the end of the first paragraph, i.e., the thesis stage of an essay, and used for the presentation of the essay's main idea. The macro-Theme in the essays announces the topic and suggests how the writer will support one's viewpoint. Analyzing history essays, the findings of the following researches (Coffin, Curry, Goodman, & Hewings, 2002; Coffin, 2006) corroborate that the highly graded essays contain the specific macro-Themes that precisely predict the content of the essay.

Similar to a macro-Theme, a hyper-Theme or a topic sentence is an introductory sentence or a group of sentences in the paragraph used to predict the central idea of the paragraph by limiting the scope of the topic to a particular area through the use of controlling ideas (Ravelli, 2011, p. 113; Oshima and Hogue, 2006). To indicate the flow of information in the paragraph, effective hyper-Themes simultaneously perform the retrospective and prospective functions. They not merely link back to "what is macro-Theme" but also predict the flow of arguments in the subsequent sentences within the paragraph (Christie & Dreyfus, 2007, p. 239). Apart from the retrospective and prospective functions, Ravelli (2011) further subsumes the structure of hyper-Themes into two main types: cascading and taxonomic hyper-Themes. The cascading structure, on the one hand, constructs, "argument paragraph by paragraph with each part of argument

leading to the next”, and the taxonomic structure, on the other hand, starts, “with a central concept, and each paragraph elaborates a part of that concept” (Miller and Pessoa, 2016, p. 5).

In the analysis of the argumentative essays, the following researches (Miller & Pessoa, 2016, 2017; Pessoa, Mitchell & Miller, 2017, 2018; Gill & Janjua, 2020) compared the use of the macro-Themes and hyper-Themes in the lower and higher graded essays. The results demonstrated that the lower graded essays formulated the introductory paragraphs without providing the background stages utilized to contextualize the macro-Themes. The macro-Themes in the low-grade essays were the overtly general macro-Themes rather than indicating the specific issues and participants in the essays that were to be argued in the essay. In the lower-graded essays, the mismatch between macro-Themes and hyper-Themes was mostly observed. The topics introduced in the macro-Themes were not followed in the subsequent paragraphs. On the contrary, the higher graded essays more often utilized the contextualizing information before the macro-Themes; moreover, much clearer connections between the topics presented in the macro-Themes and the hyper-Themes of the body paragraphs were established. The hyper-Themes in the higher-graded students were neither too specific nor too general at the opening lines of the body paragraphs. Furthermore, they were found to be consistently matched with the contents of paragraphs and contained the retrospective and prospective functions connecting back to the macro-Themes and signposting the content of the upcoming paragraphs, respectively.

To sum up, although the above researches provided considerable details about the essay organization, they assessed only one or two phases and their organization challenges rather than investigating the overall structure of the essay. However, the present research explored the possible phases of Pakistani learners’ argumentative essays and their organizational challenges, employing Hyland’s model of the rhetoric organization of argumentative essays (1990) and the genre theory of Martin and Rose (2007). This integrated framework identified each rhetoric pattern of Pakistani learners’ essays. Then, the genre theory of SFL specified not only the prevalent organizational challenges fronted by Pakistani learners but also outlined the reasons pertinent to the ineffective organizational patterns of the essays. Thus, it is reasonable to assume that the findings of this paper can assist Pakistani student writers in presenting their ideas coherently by meeting the expectations of the argumentative genre.

### **2.1. Research Questions**

In this present study, the following research questions were addressed to assess the organizational patterns and their organizational challenges in Pakistani learners’ essays:

1. What are the organizational textual patterns in Pakistani argumentative essays?
2. What are the organizational challenges faced by Pakistani learners in the argumentative essays?

## **3. Research Methodology**

### **3.1. Sampling Method of the Present Research**

This research selected 50 argumentative essays on the two topics, “Are women better parents than men?” and “Money is the root of all evils.” The corpus of essays was drawn from the International Corpus of Learners (ICLE), and a purposive random sampling method was adopted to attain the in-depth information of the organizational patterns and the possible organizational challenges fronted by Pakistani learners in writing the argumentative essays. The following steps

were followed to calculate and interpret the frequency of the organizational patterns of Pakistani learners' essays:

- 1) Dividing the Pakistani learners' essays into the three stages (, i.e., thesis argument, argument, and conclusion stages) according to Hyland's model of the argumentative genre (1990).
- 2) Identifying the phases within the stages of the Pakistani learners' essays.
- 3) Manually computing the cumulative frequency of the similar phases of essays in accordance with each stage.
- 4) Functionally analyzing the organizational inconsistencies of the phases according to the genre theory of SFL presented by Martin and Rose (2007).

### 3.2. Analytical Framework of Study

The researchers employed Hyland's model of the explicit rhetorical structure (1990) to analyze the moves of the Pakistani learners' argumentative texts. Despite the minor differences in the stage labeling as compared to SFL, Hyland's model (1990) contained the similar obligatory stages, for example, Thesis, Argument, and Conclusion (Thesis^ Argument^ Conclusion). However, his model of the argumentative essay writing presented a detailed set of moves in each stage as tabulated in table No 1:

**Table 1**

*Hyland's Model for Argumentative Essay Writing (Hyland, 1990, p. 69)*

Stages	Moves
<p><i>1. Thesis</i> Introduces the proposition to be argued.</p>	<p>(Gambit) Attention Grabber – controversial statement of dramatic illusion. (Information) Presents background material for topic contextualization. Proposition Furnishes a specific statement of position. (Evaluation) Positive gloss – brief support of proposition. (Marker) Introduces and /or identifies a list.</p>
<p><i>2. Argument</i> Discusses grounds for thesis. (four move argument sequence can be repeated indefinitely).</p>	<p>Marker Signals the introduction of a claim and relates it to the text. (Restatement) Rephrasing or repetition of proposition. Claim States reason for acceptance of the proposition. Support States the grounds which underpin the claim.</p>
<p><i>3. Conclusion</i> Synthesized discussion and affirms the validity of the thesis.</p>	<p>(Marker) Signals conclusion boundary Consolidation Presents the significance of the argument stage to the</p>

	proposition. (Affirmation) Restates proposition. (Close) Widens context or perspective of proposition.
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To conform to the SFL framework, the moves in Hyland’s model are listed differently to have a comprehensively functional analysis of moves. Therefore, Hyland’s moves are referred to as “phases”, and the information and marker moves of the thesis stage are respectively named as “the elaboration and preview phases”. In the argument stage, the marker and restatement moves are labeled as “the hyper-Themes phases”; furthermore, the conclusion stages are termed “the macro-New phases”. The fine-grained description of the stages and their phases presented by SFL enables the researchers to assess the organization patterns of Pakistani learner’s essays and their challenges by assessing the aspects of each move in each stage.

#### 4. Analysis and Discussion

The fifty essays were quantitatively and qualitatively analyzed. First, the phase-wise frequencies of essays were calculated to display the statistical view of the most occurring and missing phases of Pakistani learners’ essays. The second part of the analysis discussed the findings and the possible organizational challenged faced by Pakistani learners with phase-wise examples.

##### 4.1. Findings

The statistical analysis overviewed the occurrences of the macro-Theme, hyper-Theme, hyper-New, and macro-News phases in the Pakistani learners’ essays below.

##### 4.1.1. Thesis Stages of Pakistani Learners’ Essays

At the thesis stages, the extremely low frequency of the gambit phases (, i.e., 4%) exhibited the Pakistani learners’ inability to attract the attention of readers at the beginning of the thesis stages. After it, the elaboration phases (, i.e., 92 %) were pervasively utilized to provide the background information to contextualize the macro-Themes. Furthermore, the majority of the essays (, i.e., 88%) utilized the macro-Theme phases, but the ratio of the used macro-Themes to the required macro-Themes was relatively insufficient for expressing the prepositions in the remaining texts (, i.e., 12%). The minimal number of the evaluation phases (, i.e., 20%) did not provide the brief support for the other 80 % of texts, and the relatively lower frequency of the preview phases (, i.e., 56%) as compared to the macro-Themes deployed in the essays demonstrated that Pakistani learners did not list the arguments in the other essays (, i.e., 44%). In other words, the Pakistani writers did not form the backdrop of the arguments expected to be discussed in the argument stages

##### 4.1.2. Argument Stages of Pakistani Learners’ Essays

According to Hyland’s model (1990), at least one argument stage in the argumentative essay must be present to justify the proposition; therefore, 28 essays out of 50 essays were comprised of one argument stage. However, 20 essays were detected to have two argument stages, and only two essays consisted of three-argument stages. Hence, the total number of the argument stages in fifty essays is 74 argument stages.

After analyzing seventy-four argument stages, the complete absence of the marker phases indicated that Pakistani writers did not create the links between macro-Themes and hyper-Themes. Although more than half of the essays (, i.e., 54%) contained the hyper-Themes at the

beginning of argument stages, 46% of the argument stages, still, did not have the hyper-Themes. The support phases (, i.e., 43%) were found to less than the required amount to justify 57% of argument stages. In the argument stages, the lowest proportion of the hyper-New phases (, i.e., 3%) showed that 97% of argument stages were not logically concluded.

#### **4.1.3. Concluding Stages of Pakistani Learners' Essays**

In the concluding stages, the quite low percentages of maker phases (, i.e., 20%), consolidation phases (, i.e., 10%), macro-New phases (, i.e., 30%), and close phases (, i.e., 8%) underlined that the Pakistani writers missed the required percentages of marker, consolidation, macro-New, and close phases (, i.e., the obligatory phases) in 80% of texts, 90% of texts, 70% texts, and 92% of texts, respectively.

## **4.2. Discussion of the Findings and the Organizational Challenges Meeting the Macro-Structure of Argumentative Essays**

In this section, the organizational challenges related to the thesis stages, argument stages, and conclusion stages were discussed in detail.

### **4.2.1. Organizational Challenges of Thesis Stage Faced by Pakistani Learners**

#### **i. Thesis Stages Without the Gambit Phases**

Out of fifty essays, only two essays included the gambit phases at the beginning of the introductory paragraphs. One of two essays (, i.e., PAAO1022) on the topic “Are women better parents than men?” commenced the thesis stage with the gambit phase as exemplified below:

##### **Example 1**

Since the beginning of this universe, since the very first day when man and woman became part of this world, there is discussion about man and woman. In the opinions of some people women is better and in the views of some men is better. But there is no conclusion about this discussion that who is a better. (Gambit phase, PAAO1022)

In the above-mentioned gambit phase, the writer attempted to grab the readers' attention by advancing the differing opinions about the better parent in the development of children (, e.g., *In the opinions of some people women ... no conclusion about this discussion that who is a better*).

In the thesis stages, the absence of the gambit phase in forty-eight essays indicated the students' unawareness of the argumentative essay structure. One of the reasons, as mentioned by Hyland (1990), could be the lack of certain skills and authority of the Pakistani students required to impress the readers by creating the arresting effect through the use of controversial or dramatic illustrations. For presenting a controversial statement, the writer needs to offer differing perspectives on the given topic. In the dramatic illustration, the expert writer prefers to highlight the considerable significance of the debating issues and their influence on human life. Hence, it is likely to infer that the absence of the gambit phases in the majority of essays manifested the Pakistani learners' inadequate understanding regarding the perceived function of the gambit phase as mentioned by the following researches (, e.g., Pramoolsook & Qian, 2013; Qian, 2010; Imtiaz & Mahmood, 2014).

#### **ii. Thesis Stages Without the Elaboration Phases and the Inconsistent Elaboration Phases**

Apart from the challenges of the gambit phases, the challenges faced by the writers during creating the elaboration phases were the absence of the elaboration phases and the inconsistent presentation of the information in these phases. According to Miller and Pessoa (2016, p. 7), the introductory paragraphs that commence without contextualizing the thesis statements are termed

“one-paragraph macro-Themes”. The one-paragraph macro-Themes, as Miller and Pessoa (2016) pointed out, were mostly traced in the low-grade essays on account of starting the introductory paragraphs with a macro-Theme.

Although most Pakistani learners used the background phases to contextualize the macro-Themes, the elaboration phases used in the essays, according to Gill and Janjua, (2020, p. 34), did not “develop dialogic interaction with the reader to negotiate option”. Instead, they inadequately elaborated on the different qualities of mothers and money as a root of all evils. It showed that most student writers were unaware of the basic function of the thesis stage, i.e., the synoptic view of the complete essay as indicated by Promwinai (2010). The length of the introductory paragraph is, therefore, presumed to be shorter as compared to the length of the argument stage; whereas, the length of most elaboration phases of the essays was observed to be higher than their argumentative stages as mentioned below:

#### Example 2

In some matters men are best considered, and in some of the affairs and issues, women are thought to be better one. In this debate there are so many factors also which contribute to the issue. For example in Pakistan the women are not taken in the army as it is considered that women are coward and they are afraid of very ordinary and little things like lizard and cockroach and insects etc and that they can not do heavy works and tough jobs. Due to these factors the women are not taken in the army. .... But the question arises that who are better parents, whether man or women. (elaborated phase, PAAO1022)

The above example of the elaboration phases was nearly one-third of the whole essay. This use of the elaboration phase highlighted the writers’ inappropriate usage of the elaboration phase on account of presenting excessive information about the mothers as the better parent, resulting in the creating ambiguity for the readers. The lack of clarity was further raised due to the description of the motherly characteristics rather than providing “the background material for topic contextualization, including definitions, classifications, and descriptions” (Promwinai (2010, p. 23; Hyland, 1990, p. 69)

#### iii. Overly General Macro-Themes

More than half of essays (, i.e., 56%) deployed the specific macro-Themes to predict the brief construction of the essay as exemplified below:

#### Example 3

There is no doubt women are better parents than men. *Naturally they have such a flexible personality that can easily adapt themselves according to needs and requirements of their children not only in their childhood but also after that. They are more polite and sensitive towards them. They are mentally very strong, courageous and patient. They take better care of their children and home as well. They carry out all their domestic as well as take proper care of their children in respect of all of their needs such as feeding, dressing, education and character building as well. They are more conscious in bringing them up.* (macro-Theme phase, PAAM1002)

The above excerpt indicated that the writer first provided the precise macro-Theme as underlined above, (, e.g., *There is no doubt women are better parents than men*), and, then, the reasons about the mother were signposted, e.g., “*flexible personality, polite and sensitive personality,*

and feeding and dressing, etc.” The specification of the reasons deployed in the above macro-Theme phase previewed the presumed structure of arguments for the readers.

Although most Pakistani learners utilized the macro-Theme phases, the large amount of the macro-Themes (, i.e., 44%) was noticed to be overly general. This lack of specificity in the macro-Themes failed to provide the anticipation guide for the readers to perceive the assumed development of the different argument stages. The following extract presented the example of the macro-Theme phase:

Example 4

Now we can say without any hesitation that woman plays a great role in order to brought up a child. We can say without any hesitation that mother's role in this regard is very countable and no one can deny from this fact. (macro-Theme phase, PAAO1014)

The above example of macro-Theme demonstrated the broad and general proposition of the essay because of not pointing the particular reasons that were needed to be delineated in the argument paragraphs. The non-labeling of sub-claims in the overly general macro-Themes on “Are women better than parents?” could neither further preview the development of the essay nor present any critical insight whether the writers were in the favour of the topic of the essay against it.

**iv. Mismatch Between Macro-Themes and Hyper-Themes**

In most essays, the second major defect of the macro-Themes was the mismatch between the macro-Themes and hyper-Themes. It means that most Pakistani learners could not align their hyper-Themes with reasons organized in the preview stage of their essays, and the topics mentioned in the body paragraphs were not given in the macro-Themes as mentioned below:

**Table 5**

*Mismatch Between Macro-Themes and Hyper-Themes in Essay PACJ1005*

<p><b>Macro-Theme:</b> <u>In this issue I will put my opinion in favour of this topic. In my opinion women are better parents than men. The position and role of a woman is accepted at the national level. .... There are many causes that favour to women as better parents. First of all women spend more time with their children at home than men. They have eye on their children. They look after their children, they help them in their homework and other activities. A father cannot look after his children as he is ignorant of such responsibilities.</u></p>
<p>Hyper-theme (Argument Stage No.1) Women parents are near their children and can take care of them very well</p>
<p>Hyper-theme (Argument Stage No.2) A woman is considered to be the backbone of a family.</p>

From table No. 5, it can be analyzed that the reasons listed in the macro-Theme, “... spend more time with their children...”, “... eye on their children...”, “... look after their children...”, “... help them in their homework and other activities...”, and “...cannot look after his children...” were not



retained in the hyper-Themes. The hyper-Themes of argument stages No.1 and 2 did not match with macro-Theme. Thus, this disconnection between macro-Themes and hyper-Themes resulted in generating incoherent essays.

#### 4.2.2. *Organizational Challenges of Argument Stage Faced by Pakistani Learners*

##### v. **Argument Stages Without Hyper-Themes**

In argument stages, the most prevalent challenge faced by Pakistani writers was the argument stages without hyper-Themes. The majority of the essays (, i.e., 46 %) did not have the hyper-Themes, indicating that the Pakistani learners did not introduce the logic to support the thesis statement. The following argument stage presented below was without the hyper-Theme:

###### Example 5

Mother can realize and understand the problems of her children and give moral support to them. All of her prayers wishes and struggles revolve around her children. Even according to law in case of divorce children are given under the guardianship of their mothers until they reach a certain age. The women are more sacrificing and teach their children in a very proper way... (Argument stage, PAAM1002)

The first sentence of the above paragraph focused on the mother's understanding and support for her children. The second sentence moved to the mother's good wishes for her child. The third sentence, then, concentrated on the divorce and children's custody of their mother. Further, the fourth and fifth sentences described the mother's kind nature and women's support for their husbands, respectively. It can be observed that all five sentences dealt with five different topics rather than explaining one particular topic. The contradictory claims of the argument stages were noted due to the missing of the hyper-Themes at the beginning of the paragraph which usually sets the directions for the writers to orient their claims on one particular topic.

##### vi. **Overly General Hyper-Themes**

The prime purpose of hyper-themes, as Martin and White (2007) point out, is the predictive one. Its usage consolidates the expected details that will be unfolded in the ensuing claims. For the precise prediction of details, the use of the hyper-Themes at the beginning of the paragraph is not sufficient rather it should also include the critical appreciation of the topic which would be further justified in the claims. In the Pakistani learners' essays, the second major issue with the deployed hyper-Themes was the overly general hyper-Themes. The overly general hyper-Themes can neither predict nor control the organization of the argument stage. The overly-general hyper-Theme was illustrated below:

###### Example 6

**Mothers can understand the interests of her children better than fathers.** Some mothers play the role of the tutors of their children so, they can perfectly understand the interest of their children in different subjects and therefore a mother can encourage a child in his future life to continue this subject and adopt it as a permanent field. So, in this way a mother can help her children in their personality development and professional life .... (Argument stage, PAGF1042)

The overly general hyper-Theme in the above argument stage indicated the mother's understanding of the children's interests which created ambiguity for the readers by not particularizing "*interests of children*". Hence, it can be inferred that, due to not mentioning the

particular reasons, the topic sentences of the essays did not provide a preview of the topic and its development in the succeeding sub-claims.

#### vii. Use of Late hyper-Themes

The hyper-Themes encapsulate the elaborative meanings that are expected to be explained in the upcoming sentences of the argument stages (Martin, 2017). The hyper-Theme having the prospective view of the argument stage is presumably to be efficacious if it is placed at the beginning of the body paragraph. However, 6 hyper-Theme phases in the paragraph were located at the end of the argument stages. In other words, the beginning statements in the six paragraphs did not match with the macro-Themes of essays. For example, the following extract illustrated the use of late hyper-Theme:

##### Example 7

Mother can realize and understand the problems of her children and give moral support to them. All of her prayers wishes and struggles revolve around her children. Even according to law in case of divorce children are given under the guardianship of their mothers until they reach a certain age. The women are more sacrificing and teach their children in a very proper way. A wise saying there is always a woman behind the success of a man. A man can't help himself or his family if his wife is not supportive. Good women are good mothers. (Argument stage, PAAM1002)

The writer commenced the argument stage through the narration about “*the mother’s understanding*” for her children and her “*moral support*” for them. After it, the paragraph was concluded through the hyper-Theme which stated women as good mothers. The hyper-Theme, “*Good women are good mothers*” seemed to be the hyper-New used to distill the information presented in the concluding lines of the body paragraph, but the hyper-New statements are utilized in the argument stage with the hyper-Theme. The reason behind the utilization of hyper-Theme is to advance the macro-Theme as expected by the readers, and the concluding statement of the paragraph is presumed to be the accumulation of the information discussed in the paragraph. In the essays, the occurrences of the late hyper-Themes could not fulfill the highly valued patterns of the hyper-Themes, i.e., the evaluative prediction of discourse that is expected to be unfolded in incoming clauses of the argument stage as recommended by numerous writing materials (, e.g., Coffin, Curry, Goodman, & Hewings, 2002; Derewianka, 1990; Folse, Vestri Solomon, & Clabeaux, 2010; Oshima & Hogue, 2006).

#### viii. Mismatch Between Hyper-Themes and their Content

The consistency between the hyper-Themes and their contents, as Miller and Pessoa (2016) point out, creates the difference between an expert writer and an emergent writer. The idea presented in the hyper-Themes is assumed to be followed by the content rather than presenting claims that contradict the hyper-Themes. After the evaluation of argument stages, it was observed that most essays contained the deficiency of mismatch between the hyper-Themes and their following contents. The following extract illustrated the mismatch between the hyper-Theme and its content.

##### Example 8

**Women parents are near their children and can take care of them very well.** *It has been observed that the children that are under observation of their fathers are mostly spoiled. They used to sit in bad company. Men have usually official responsibilities and cannot pay attention to their homes like women. They have no much time to give home and their children. Moreover women are generally more kind and loving to their children than men. God has created women as mother and a mother is sympathetic and loving person. She cannot tolerate the griefs of their children. Usually men are called careless. They are dependent to women. So we can say that if they are dependent to women so how can they fulfill the responsibilities of their children. That is why women are good parents than men. (argument stage, PACJ1005)*

The above argument stage was divided into four sub-sections to provide the analysis of the hyper-Theme and its content. The bold sentence of the paragraph, i.e., the hyper-Theme, “*women parents are... very well.*” mentioned two claims about a mother’s relation with her children (, i.e., *mother’s closeness with her children* and *her ability in the nourishment of children*). However, the italicized content of the paragraph, “*It has been observed... and their children*” focused on the father’s incapacity of the upbringing of children. Moreover, the underlined part of the content, “*Moreover, women are generally... good parents than men*” described the sympathetic nature of the mother with her children instead of the explicit explanation of the mother’s closeness with her children. Then, the plain text in the last sentences narrated the men’s carelessness and his dependence on the women in the nourishment of the children. It can be observed that all the claims in the aforementioned paragraph not only contradicted each other but also differed from the two ideas mentioned in the hyper-Theme. Referring to a similar issue, Miller and Pessoa (2016) also observed in their study that the biggest difference between the higher graded essays and low graded essays was the mismatch of hyper-Themes with their claims. The hyper-Themes in the proficient learners’ writings were completely consistent with their contents while the relationships between the hyper-Themes and their content in the low-graded essays were completely or partially inconsistent.

#### **ix. Use of Culture-based Supports in Argument stages**

The use of support, according to Hyland (1990), is an obligatory component used to enforce the claim phase in the argument stage. The function of the support phase is to reveal the relevance of claims with their respective hyper-Themes. Focusing on the modified Toulmin model, Stapleton and Wu (2015, p. 13) further clarified the nature of support that can be “facts, logical explanations, suppositions, statistics, anecdotes, research articles, expert opinions, definitions, and analogies”. Almost, all the support phases used to justify the claims in the Pakistani learners' essays were detected to have the culture-based supports as mentioned below:

##### **Example 9**

The beauty of home is mother. I personally believe what I'm today is just because of my mother. Father is also very helping and supportic to me. There are different matters when he is not going to support me then loving hand of my mother comes and I can cope with every difficulty very easily. A mother does work from dawn till dusk without any reward. (They have no life on their own). She has no life on her own. *If we glance into our history, Islamic history is full of such stories where a woman is entitled not on the bases of her beauty, wealth but the responsibility she has been credited. Hazrat Fatima (R.A) mother of Hazrat Imam Hassan and Hussain who taught her children to lay down their*

*lives for ISLAM. Not only Islam, every religion gives respect to mother. ..* (Argument stage, PAAM1002)

The italicized support in the above paragraph presented the particular personalities, “*Hazrat Fatima, Hazrat Imam Hussain, Hazrat Imam Hassan*” and the event “*taught children to lay down their lives for Islam*”. The support phase seemed to be written for one particular section of readers. The readers belonging to the Islamic religion can better perceive the writer’s implied viewpoint behind the support. Consequently, the international audience belonging to different cultures would not be able to decode the support’s implied meanings embodied by the Pakistani learners. In addition to utilizing the culture-based support phases, the claims and their support phases were noted to be irrelevant to each other. The underlined claims in the above paragraph majorly focused on a child’s affection for one’s mother, and the support unlikely narrated another event about the upbringing of Hazrat Imam Hussain and Hazrat Imam Hassan.

In other words, the support phase should emphasize the children’s love with their mother through any psychological research or any expert opinion. The other possible reason behind the irrelevance between the claims and their support was the lack of a warrant. As mentioned by Toulmin (2003), the warrant establishes the connection between the support (mentioned as data) and the claim. However, in the above argument stage after referring to the quotation, the writer related mother’s social duties in the society “*house wives, officier workes or.. the time they spent at home is best time...*”, rather than expressing one’s thinking behind citing the quotation. Thus, the employment of the culture-based support phases in the Pakistani learners’ essays hindered the readers from understanding the writer’s viewpoint.

#### x. Use of Overly General Hyper-New Phases

As Martin and White (2007) explained, the function of hyper-Themes in the argument stage is the prediction of each incoming phase of discourse. After it, the different points of the topic discussed in the hyper-Themes accumulate in each succeeding clause as the information in the phase unfolds. At end of the argument stage, the expert writer distills all accumulated points in the final sentence functioned as the hyper-New. The distilled information in the hyper-New provides the synoptic view of the claims. Out of 74 argumentative stages, 2 paragraphs utilized the hyper-New phases that were found to be quite general for informing the readers what was discussed in the paragraphs as mentioned below:

Example 10

But is some respects, women have excelled men. In sports intellectual and artistic pursuits, in office and industry, they have set a new record of honesty and efficiency. They have succeeded marvelously as teachers and nurses.... There is practically no field where women are not competing with men. In profession, outdoor life and laws, they claim equality with men. But the topic which I want to discuss is that women are better parents or men. (Argument Stage, PAAO1018)

The double-underlined hyper-New discussed the women as better parents rather than providing the synoptic view of women as better parents. The claims regarding the sports ability, honesty, and interests in the political skills of the women were not summarized in the hyper-New. Thus, it can be inferred that the overly general hyper-New as illustrated in the above paragraph could not realize its function by encompassing the claims discussed at the claim phase.

#### xi. Argument Stages Without Hyper-New Phases

The second major issue with the hyper-New phases of argument stages was the absence of the hyper-New phases. Approximately, all the argument stages did not propose the complete thought of the paragraphs by using the specific hyper-New phases. The following example illustrated the argument stage without the hyper-New phase:

Example 11

*Mothers can understand the interests of her children better than fathers. Some mothers play the role of the tutors of their children so, they can perfectly understand the interest of their children in different subjects and therefore a mother can encourage a child in his future life to continue this subject and adopt it as a permanent field. So, in this way a mother can help her children in their personality development and professional life but as compare to a mother, a father can't do so. He has a less time to spend with children. He has almost 6 to 7 hours to spend with children but a mother has 24 hours to spend with children. So, an educated mother can change the destiny of their children in a positive way and may help them to organize their life.* (argument stage, PAGF1042)

In the above example, the argument stage started with the overly general hyper-Theme by not specifying the particular interests' children. Nonetheless, the claim phase was initiated by making the following points that, by spending more with children, mothers possessed a better understanding of their children's nature as compared to fathers. Because of not providing the hyper-New phase, the centra claims in the above argument stage were not encapsulated. Thus, it can be examined that Pakistani learners, as Folsø, Solomon, and Clabeaux, (2010) highlighted, neither conveyed their readers about the ending of the paragraph nor concluded the paragraph on the logical end by restating the hyper-Theme or presenting any suggestion.

#### **4.2.3. Organizational Challenges of Conclusion Stages Faced by Pakistani Learners**

##### **xii. Overly Generalized Macro-New Phases**

The macro-New phase at the conclusion stage performs three functions, i.e., the reiteration of the macro-Theme and its deployed reasons at the preview phase, and the presentation of the prospective view of the topic. Most essays contained the overly generalized macro-New phases. The macro-New phases in the Pakistani students' essays neither reiterated the thesis statements nor established the links among reasons to properly conclude the essays. The following example illustrated the overly generalized macro-New phase:

Example 12

Now at the end of above discussion we can say without any hesitation that a woman has a major role to build a child's character and finally give him a perfect personality before the society. So in comparison we can say that a woman are the first rather, then man to build a child's character and perfect nourishment. Women have major role in this regard. They play a vital role to build a national future, not only person but the whole nation. So we should feel proud being a woman. (Conclusion stage, PAA1014)

The above macro-New phase indicated that the writer did not explicitly mention the stance regarding the better parentage. The broad generalities related to the women's role in child life were encapsulated in the above sentences through ambiguous reasons such as "*women's role in child character building and nourishment*". Thus, it can be deduced that the macro-New phases used in the Pakistani learners' essays did not function as the specific macro-New phases.

## **5. Conclusion**

The present research examined the organizational patterns and the challenges confronted by Pakistani learners in efficiently organizing their essays. The analysis of fifty essays demonstrated the Pakistani student writers' unawareness regarding the proper usage of the generic phases of argumentative essays because of two major reasons. First, they mostly skipped the obligatory organizational phases of the argumentative essays and did not meet the prescribed functions of the macro-Theme, hyper-Theme, hyper-New, and macro-New phases. The macro-Themes were found out to be too general and inconsistent with their main arguments. The problematic hyper-Themes deployed at the argument stages were too general, and some were located at the end of the paragraphs. Like the macro-Themes, the hyper-Themes did not match with the content of the argument stages. The cultural-specific support phases minimized the comprehensibility of the whole argument. Because of not using the hyper-New phases, the argument stages of the essays were not logically ended. Finally, the overly general macro-New phases were constructed on account of not encapsulating the thesis statements and their respective arguments discussed in the argument stages. Despite the small-scale sampling, the findings of this paper strongly suggest that the genre pedagogy recommended by Rose and Martin (2012) and Dreyfus, Humphrey, Mahboob, & Martin, (2016) is required to systematically teach Pakistani learners about the explicit usage of the generic phases of argumentative essay writing to develop their argumentative writing skills.

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