



Genre Description of Pakistani Learners' Argumentative Essays: A Case Study

Research Article

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Abstract

This study has a primary objective of examining the generic structure employed by Pakistani learners in their argumentative essay writing. To achieve this goal, we utilize manual move analysis based on Hyland's move analysis model. We randomly selected twenty-five essays from the International Corpus of Learners' English (ICLE), all addressing the topic of "why marriages fail." The quantitative analysis, focusing on generic structures, reveals that the majority of essays in this study comprise three schematic stages: thesis, argument, and conclusion. However, crucial phases such as the proposition phase in the thesis stage, the support phase in the argument stage, and the consolidation phase in the conclusion stage are notably absent in most of the essays. Conversely, certain elements, including gambit and elaboration in the thesis stage, hyper claim and claim in the argument stage, as well as marker and close in the conclusion stage, recur frequently. Furthermore, the qualitative analysis sheds light on the distinct challenges faced by Pakistani learners when employing the appropriate generic stages in argumentative essays. These challenges can be categorized as follows: overgeneralized statements used instead of a proposition and preview, unnecessary



"recommendation" in elaboration, split claims, and the absence of consolidation. Through this study, we gain valuable insights into the structural aspects of argumentative essays produced by Pakistani learners, identifying both recurring patterns and specific challenges.

Keywords: argumentative writing, genre analysis, genre description, Hyland's model, learner writing

1. Introduction

1.1 Background of the Study

In the realm of English language learning, argumentative writing holds a pivotal role. Crafting an argumentative essay is an indispensable task in a learner's academic journey. Furthermore, students' competence in composing argumentative essays is frequently assessed through globally recognized tests such as IELTS, TOEFL, and GRE. Similarly, graduate students are expected to produce academic papers that employ critical insights and compelling evidence to persuade their readers (Qian, 2010).

Lately, genre-based approaches to writing have gained significant traction in both teaching and writing (Imtiaz & Mahmood, 2014). Genre theory underscores the idea of language as a collection of linguistic choices constrained by social and cultural contexts. According to Hyland (2002), genre approaches have significantly influenced the conceptualization of discourse and the socially motivated theory of language over the last decade. These genre-based approaches prioritize the development of meanings at the text level rather than focusing solely on individual sentences within the text (Derewianka, 2003).

Genre-based approaches to writing stand apart from product-oriented approaches, which expect language learners to mimic the linguistic structures found in texts provided by teachers (Artemeva, 2004; Nordin, 2017), and process-oriented approaches, which emphasize stages such as prewriting, drafting, evaluating, and rewriting (Nordin, 2017; Qian, 2010). The product and process approaches to writing have faced criticism for their emphasis on form over meaning and for applying the same writing process to all text types, respectively. Hyland (2002) further contends that process approaches present a decontextualized view of writing as they lack a systemic connection between how language is organized and structured in specific domains (also see Qian, 2010, pp. 18-19).

The systemic functional view of language upholds the idea that a text is a product of effective social interaction. According to Systemic Functional Linguistics (SFL), a text represents a genre, which means it generates meaning within a specific situation and culture (Huen, 2011). SFL's primary concern is to explore the relationship between social purposes and text structures (Fakhruddin & Hasan, 2015; Halliday, 1985, as cited in Emilia, 2005, p. 47). These social contexts encompass both the context of culture (genre) and the context of situation (register). The context of culture (genre) relies on language to achieve goals through a series of schematic structures institutionalized by culture (Eggins, 2004). To put it simply, Martin (1992) defines genre as the organization of language into structures and stages to fulfill a specific purpose.

In light of the above discussion, it becomes evident that the use of linguistic choices is inseparable from the speaker's purpose (genre). Thus, making generalizations about genre solely based on

linguistic features, without considering contextual variables, is an inadequate approach (Martin, 2014, p.14). Contrary to expectations, in Pakistan, students often lack knowledge of the schematic patterns necessary for effective argumentative writing. This issue was highlighted in Imtiaz and Mahmood's study (2014), which revealed that Pakistani students are not adequately trained in proficient writing due to their limited ability to handle the schematic structures required for composing an argumentative essay. The present research addresses this issue, but unlike previous studies, it provides a comprehensive exploration of the challenges faced by Pakistani learners in navigating different generic stages while also proposing potential recommendations to enhance the generic structure deemed suitable for argumentative essay writing.

1.2 Research Questions

This research aims to address the following questions:

1. What is the generic structure of essays written by Pakistani learners?
2. What challenges do Pakistani learners encounter when developing the generic structure of argumentative essays?

1.3 Limitations of the Research

It's important to note that this study includes twenty-five essays, all centered on the topic "why marriages fail," selected through random sampling. Consequently, the findings of this research may not be universally applicable due to the limited scope of data.

2. Literature Review

2.1 Concept of Genre

2.1.1 Concept of Genre in New Rhetoric

In the realm of new rhetoric, the notion of genre transcends mere textual classification defined by recurring patterns. Rather, it is conceived as a dynamic social act (Coe & Freedman, 1998; Hanks, 1987 as cited in Artemeva, 2005, p. 6-7). Bazerman (2003) elaborates that within this perspective, genre analysis is dedicated to unraveling how genres serve as mediators in interactions, shaping realities and establishing shared meanings (Fakhruddin & Hasan, 2015).

2.1.2 Concept of Genre in ESP (English for Specific Purposes)

ESP, as envisaged by Swales (1990), conceptualizes genre as "a class of communicative events," characterized by both communicative intentions and distinctive patterns encompassing structure, style, content, and intended audience. The purpose of genre analysis in ESP extends beyond mere categorization; it strives to emphasize both the communicative purpose and the linguistic features inherent to each genre. Moreover, ESP endeavors to equip students with the linguistic tools necessary to meet the demands of their specific language needs (Fakhruddin & Hasan, 2015).

2.1.3 Concept of Genre in SFL

Within the framework of Systemic Functional Linguistics (SFL), Eggins (2007) posits genre as the cultural purpose of a text, manifesting through discernible structural patterns. This genre classification hinges on functional criteria, where each constituent within a genre plays a distinct role in accomplishing the overall purpose of the text (Eggins, 2004). The principal concern of genre analysis in SFL revolves around scrutinizing the realization of social purposes through linguistic actions (Fakhrudin & Hasan, 2015).

In educational contexts, genres are categorized into three primary families: personal genres, factual genres, and analytical genres. Personal genres center on the creation of personal experiences, factual genres revolve around the presentation of verifiable information, and analytical genres are geared towards presenting analysis and arguments (Schleppegrell, 2004).

2.2 Argumentative Essay

Intraprawat (2002) defines argumentation as the art of persuasion, entailing the presentation of the writer's perspective on a contentious issue, substantiated by supporting details rooted in evidence (Saito, 2010, p. 30; Reid, 1988). Ka-kan-dee and Kaur (2014) share a similar view, characterizing argumentation as a process involving the assertion of a claim supported by facts and evidence. Wingate (2012) extends this definition, framing argumentation as the development of a stance supported by logically presented propositions, which Toulmin et al (as cited in Wingate, 2012, p. 146) regard as interdependent claims and reasons.

The argumentative genre comprises exposition and discussion genres. Exposition entails presenting a single standpoint supported by arguments, typically organized as Thesis → Arguments → Reiteration. In contrast, discussions are structured around multiple viewpoints, with one being substantiated against the others, aided by supporting details—typically organized as Issue → Sides → Resolution (Martin & Rose, 2008, p. 137; Rose, 2010, p. 11).

Exposition can further be divided into analytical and hortatory arguments. Analytical arguments are crafted to convince readers of the validity of a specific thesis or standpoint. In essence, this genre is deployed by writers to persuade readers that a particular assertion should hold true (Chanifah, 2019).

The argumentative essay falls under the analytical exposition category. This form of writing involves the development of a viewpoint or claim on a contentious issue (Alvarez, 2001, as cited in Bejarano & Chapeton, 2013; Qian, 2010; Saito, 2010). It necessitates the presentation of logical evidence to substantiate the claim while also addressing opposing evidence or objections to convince readers of the writer's viewpoint (Clouse, 2004 as cited in Permata & Hamzah, 2018).

Hyland (2005) perceives argumentative writing as the strategic use of language for constructing, negotiating, and acknowledging experiences within the real world. This style of writing entails the analysis, interpretation, and explanation of facts to support a particular perspective (Altenburg & Tapper, 1998). Writing in this genre calls for cognitive abilities like critical thinking and logical reasoning (Crowhurst, 1990), knowledge of organizational patterns encompassing the development of a thesis, claims, and supporting arguments (Saito, 2010), and the skill to cite valid evidence from various sources (Parkinson & Musgrave, 2014).

Hyland (1990) distinguishes three distinct stages within argumentative essays: thesis, argument, and conclusion. Each stage is further broken down into various moves, each with its unique functions. In the thesis stage, one finds gambit, information, proposition, evaluation, and marker moves. Gambit aims to capture the reader's attention rather than impart information, while information involves defining, classifying, and describing various aspects related to the topic. The proposition move occupies the central position in the thesis stage, encapsulating the writer's specific stance on the topic.

The argument stage serves the purpose of providing reasons (claims) and evidence (support) to substantiate the proposition posited in the thesis stage. In this stage, three moves - marker, claim, and support - serve different functions. The marker move establishes the link between the proposition in the thesis stage and the claims in the argument stage, typically achieved through signals such as "firstly," "secondly," and "thirdly" or transitional expressions (Hyland, 1990).

Central to the argument stage is the claim move, responsible for providing the reasons that justify the validity of the proposition. Hyland (1990) identifies three tactics employed by writers to craft claims: basing the reason or claim on shared expectations between the reader and writer, grounding it in expert opinion or valid research, or presenting a claim forcefully without considering opposing views.

The support move, according to Hyland (1990), fulfills two purposes: reinforcing the validity of the claim by presenting evidence from different sources and establishing relevance between the claim and proposition (Hyland, 1990, p. 73).

The conclusion stage aims to provide a retrospective affirmation and consolidation of the discourse developed in the essay. This stage begins with the "maker" move, marked by expressions like "therefore," "so," and "to conclude," signifying the start of the conclusion. The consolidation move aligns the content of arguments with the original proposition. Subsequently, an optional move, affirmation, restates the proposition. The final move in the conclusion stage, "close," offers a forward-looking perspective by expanding the context (Hyland, 1990, p. 74).

2.3 Previous Literature on Genre Analysis of Argumentative Essays

Imtiaz and Mahmood (2014) conducted a study on the rhetorical patterns of argumentative essays drawn from ICLE. The researchers selected thirty-three argumentative essays and employed Hyland's model (1990) to assess the rhetorical patterns, supported by the Ant Mover software. The results revealed the frequent use of moves such as the thesis statement, information, and argument. Interestingly, these learners introduced two novel moves: contradiction and recommendation. While the study encompassed essays on diverse topics from both college and university students, it did not delve into the specific challenges faced by Pakistani writers in composing different moves.

Kanestion, Singh, and Shamsudin (2017) identified rhetorical moves in twenty argumentative essays authored by pre-university students. They utilized Hyland's (1990) model as an analytical framework and compiled the essays into a corpus, intending to create guidelines for weaker writers. The analysis involved a combination of corpus-based techniques and qualitative analysis, with software identifying moves based on specific sentence patterns. The study revealed that Malaysian students employed three moves: introduction, argument, and conclusion. The introduction's move encompassed attention-grabbing strategies. In the argument move, students engaged in stance-

making, outlining main reasons, citing expert opinions, drawing conclusions, and restating key ideas. In the conclusion move, students consolidated arguments, affirmed their positions, restated the thesis, recommended actions, and indicated actions taken by authorities. However, the study's limited number of essays restricts the generalizability of the findings.

In a similar vein, Kanestion and Singh (2019) investigated move structures within introductory paragraphs of argumentative essays composed by pre-university students. They applied Hyland's (1990) and Swales' (1990) models in conjunction with corpus-assisted analysis to identify move structures. The results indicated that Malaysian argumentative essays exhibited rhetorical patterns distinct from those of native writers, particularly in their establishment of an issue, contextualization of the issue, citation of expert opinions, and statement of position. However, this research exclusively focused on introductory paragraphs and did not give due consideration to other parts of the essay. Additionally, the study's limited number of essays restricted the generalizability of its results.

In contrast, the current research concentrates on categorizing the diverse challenges confronted by Pakistani writers when composing the introduction, argument, and conclusion moves. Furthermore, it provides comprehensive comments on each challenge, offering suggested improvements grounded in Hyland's (1990) model. These recommendations hold promise for both educators and learners, serving to enhance their writing proficiency.

3. Research Methodology

3.1 Population Sample

Data for this study has been collected from ICLE (International Corpus of Learner's English). A corpus of twenty-five essays written by Pakistan learners has been compiled based on random sampling. The selection of essays on the topic "Why marriages fail" was made due to the gravity of this topic and the availability of a substantial number of essays, ensuring a systematic elaboration of a single topic.

The study adopted a mixed-method approach in data analysis. Quantitative analysis involved calculating frequencies, while qualitative interpretations were derived from the quantitative results. This comprehensive approach allows for a nuanced understanding of the dataset.

3.2 Theoretical Framework

Different models of genre analysis for argumentative essays have been proposed, including Veel's model (1997), Lock and Lockart's (1998) model, Derewianka's model (1990), and Hyland's model (1990). Among these, the present research employs Hyland's model (1990) as the theoretical framework.

Veel's model (1997) primarily relates to the generic structure of texts written by students in science classrooms, limiting its generalizability to argumentative essays in a broader context. Lock and Lockhart's model (1998) lacks a detailed description of the generic moves required for argumentative writing. Derewianka's model (1990) focuses on hortatory argument, whereas the present research centers on analytical exposition. In comparison, Hyland's (1990) model provides a general approach with a detailed description of generic structures, making it more suitable for analyzing both native and nonnative argumentative essays, as supported by Qian (2010).

3.2.1 Hyland's Model (1990) as Generic Framework

Hyland (1990) proposed a framework to offer students explicit rhetorical patterns and schematic structures for argumentative essay writing. This framework comprises three stages: the obligatory thesis stage, argumentation stage, and conclusion stage. These stages encompass both optional and obligatory components, as denoted by brackets in the model.

These adjustments provide greater clarity and detail in the research methodology, addressing the shortcomings identified in the previous version.

Table 3.1 Hyland's Model of Argumentative Essays

Stage	Move
Thesis Introduces the proposition to be argued	(Gambit) Controversial Statement to grab attention of readers (Information) Background material for topic contextualization Proposition States writer's position and delimits the topic, giving focus to entire composition (Evaluation) Brief support/ Positive comment of proposition (Marker) Introduces or identifies a list, signposting subsequent directions
Argument Discusses grounds for thesis	Marker Signals the claim and relates it to text (Restatement) Rephrasing or repetition of proposition Claim Reason for acceptance of proposition, typically either by a. Strength of perceived shared assumptions b. Generalization based on factual evidence or expert opinion; or c. Force of conviction / minimum regard for opposing views Support Grounds that underpin the claim, typically either by Assumptions used to make claim Data or references
Conclusion	(Marker) Signals conclusion boundary Consolidation Retrospective function: relates themes of argument to proposition (Affirmation) Restates proposition (Close)

Prospective focus: widens context or perspective of proposition

Source: Hyland (1990, p. 69)

To align with the traditions of SFL, we have adopted the term "phases" in place of "moves." Additionally, we have revised the terminology of these phases to enhance their applicability. For instance, the information move in the thesis stage is now designated as the "elaboration phase," the optional marker move in the thesis stage is referred to as the "preview phase," and the obligatory marker move in the argument stage is termed the "hyper claim" phase (refer to Promwinai, 2010 for further details).

4. Results and Discussion

The research seeks to find generic structure of argumentative essays written on topic, "why marriages fail". Table 2 shows frequency of different stages and phases in the sample argumentative essays.

Table 4.1 Frequency of Different Phases in Pakistani Learners' Essays

Stage	Phase	Frequency
Thesis	Gambit	40%
	Elaboration	84%
	Proposition	12%
	Preview	8%
Argument	Hyper claim	96%
	Claim	96%
	Support	20%
	Restatement of proposition /Hyper new	32%
Conclusion	Marker	32%
	Affirmation	20%
	Close	68%

4.1 Thesis Stage

In Thesis stage, Pakistani learners have utilized phases of "Gambit" and "Elaboration" in order to attract the attention of readers and to give background of the topic "Why marriages fail" respectively. But the obligatory phase, "Proposition" is not deployed in a number of different essays.

4.1.1 Elaboration

In the 25 essays written on Why marriage fail, the percentage of Elaboration phase is 84%. In this phase, Pakistani learners have employed different strategies to contextualize this topic by providing: definition of marriage; commenting on the importance of marriage in our society; elaborating the sensitivity of the issue: marriage failure and drawing comparison between notion of marriage in different cultures and religions. In majority of essays, elaboration starts with definition of marriage. These definitions theorize marriage on legal, "Marriages are the legal joining of lives of two human beings for the whole life" (PACJ-1017); social, "Marriage is a social phenomenon and religious obligation" (PAGF-1008); emotional, "Marriage means a relation which depends upon feeling of

love, care, passion and respect or believe, trust, happiness and etc. Marriage is a pure and complete relationship of life" (PAVL-1025) and religious grounds, "Marriage is a very noble relationship between two souls created by God "(PAAM-1001). Secondly, other than conceptualizing concept of marriage in elaboration phase, importance of marriage has also been developed on the basis of religious, social and moral reasons. "Marriage is a sacred relation between two persons. It is a necessary part of our society and religion. Marriage is a shelter and it provides a status to a girl." (PAGF-1041)

The third way of contextualizing the topic is discussion about gravity of issue i.e. why marriage fail. In these examples, the context about rate of marriage failure has been developed in order to inform readers about the seriousness of this issue. "Marriage is the bond between man and woman which provides "But now days marriages fail to give above results. We have to find the reason behind too much failure of marriages" (PAAM-1003). Lastly, in some essays, the background of topic has been established by drawing comparisons between Asian and Western cultures. The example given below is one of the instances from this category. Marriage is a social phenomenon. It is the way to keep the social circle of family maintained". The Asian tradition of marriages is very different from western traditions of marriage" (PAIJ-1002).

4.1.1.1 Challenges

The purpose of the elaboration move is to define the key terms of the topic and to develop a background (Hyland, 1990). But in some essays, students proposed "different solutions" or ways by which rate of marriage failure can be reduced. In the example given below, the writer has provided recommendation in elaboration. "Marriage means..... They should take care of each other or pay attention to minor happiness in domestic routine life. They must obey their elders. They must give respect to their parents or obey their elders" (PAVL-1025).

4.1.2 Gambit

The second most frequent phase in Thesis stage is "Gambit". In order to grab the attention of reader, different techniques have been employed. For example, in this "gambit" mentioned below, the writer has expressed a counter expectation to involve readers in the current situation regarding failure of marriage e.g. "As marriage counselors, we often hear, I'll be happy if only my spouse will. Yet our experiences indicate that once spouse focuses on other's performance," (PAAO-1017). Another technique is the use of "interrogation". In an example from essay, PAGW-1010, the writer has asked question "why marriages fail" to catch the attention of readers saying "Why do marriages fail? While the answer to that question is many" (PAGW-1010). Moreover, different adages have also been used in this phase. One of the examples goes "Marriages are settled in Heaven but are celebrated on the Earth" (PAGF-1043). In another example, the writer has mentioned the percentage of failure of marriage to explain the importance of the topic under discussion e.g. "A strong and healthy marriage is wonderful thing. With at least 50% of all marriages ending in divorce these days. It can also be kind of scary. Why does marriage fail?" (PAIJ-1002).

4.1.3 Proposition

The third phase is most important phase in thesis stage as it announces author's position on the topic but the results of analysis indicate that this phase is not used by most of Pakistani learners. In fact, in most of these essays, after developing background of the topic in the elaboration phase, the learners

introduced claims and hyper claims. Out of some essays in which this move has been used, one example is from PAAM 1001. "There are certain factors in this context such as i) Lack of knowledge. ii) No mental Harmony between husband and wife iii) Sense of incompleteness of desires) Females have very materialistic approach, they are not satisfied. v) Stupid sense of equality" (PAAM-1001).

4.1.3.1 Challenges

Firstly, apart from some essays in which learners have mentioned their opinion on topic explicitly other essays lack proposition which is the main phase of thesis stage. For instance, this essay is without a proposition "Marriage is a commitment to lead whole life together and to share the worries and happiness of life" (PALW-1027). In this essay, the writer could have used expressions like Marriage fails due to X, Y, Z reasons as Hyland (1990) suggests that proposition is the obligatory phase in thesis stage. Secondly, in some essays overgeneralized statements have been written in the thesis stage which are unable to fulfill the communicative purpose of this phase. The proposition is writer's standpoint on a topic and it needs to be very specific and clear (Hyland, 1990). Contrary to the demand of proposition phase, in these essays, some statements have been written in the thesis stage which do not fulfill the criteria of proposition. For example, essays involve general statements such as "There are *many* reasons of failure of marriages some of pointed out here" (PAUF-1006). "Marriage is a social approval There are *numberless* reasons of failure of marriages" (PAUF-1002).

The further examples show that learners have proposed overgeneralized statements. These statements cannot be considered as writer's own explicit and specific standpoint on the topic. If these statements are given in the thesis stage, then it is difficult for the reader to anticipate the main arguments which are to be followed in the argument stage. In contrast, this proposition is very specific "There are certain factors in this context. i) Lack of knowledge. ii) No mental Harmony between husband and wife iii) Sense of incompleteness of desires) Females have very materialistic approach, they are not satisfied. v) Stupid sense of equality" (PAAM-1001).

4.1.4 Preview

The fourth phase is that of "preview" which is also not employed frequently in the sample essays. In some essays, the list of reasons or claims is given but this phase has been skipped by majority of the learners in their essays. The purpose of preview phase is to give a summary of claims which are to be argued in the argument stage. In one of the essays previews is mentioned as "There are certain factors in this context. i) Lack of knowledge. ii) No mental Harmony between husband and" (PAAM-1001).

4.2 Argument Stage

In argument stage, two phases are observed to be frequently present i.e. "claim" and "hyper claim". Other phases of argument stage, "support" and restatement of proposition are rarely seen in these essays.

4.2.1 Hyper claim

Out of 25 essays, majority of the essays involves specific hyper claims written by Pakistani learners. Different expressions like "firstly, secondly..... fifthly, another reason, one more reason" have been

used to explicitly summarize the claims of the arguments. For instance, three examples of hyper claims from essay PAVL-1020 are mentioned below. In all these examples, the writer has briefly introduced the reason of marriage failure which is to be elaborated in claim afterwards e.g. “First one is dowry; Secondly one reason of divorce is interference of in-laws in each and every matter of newly married couple” (PAVL-1020) and” the third and next reason is illiteracy” (PAVL-1020).

4.2.2 Claim

Next to hyper claim, “claim” has been developed by Pakistani learners in majority of essays. Most of the claims developed in these essays are based on social and personal knowledge of learners. These claims deal with social, economic, domestic, moral and personal or psychological reasons of failure of marriage. In claims based on social issues e.g. “dowry”, “swap marriages”, “forced marriage”, “job of female”, “education”, “joint family system”, and “love and arranged marriages” are the main claims or reason behind failure of marriage. As far as other categories are concerned, “age difference”, “financial condition”, “misunderstanding”, “ego problems”, “over expectations”, “conflicts with in laws”, “unemployment”, “extra marital affairs”, “selfishness”, “trust issues”, “child birth”, and “disability “have been considered.

Some of the examples from different categories are given below e.g. “There are so many families in our society that are greedy of dowry. They just marry their son to obtain dowry.....” (PAVL-1020). “Males don't like the success of women and they don't give them chance to vomit their feelings” (PAGF-1041). “The husband's income is not enough for feeding all the family, so wife also began to earn and (She) makes her life busy and (She) does not give time to her house, husband and family and husband demands of time but this does not happen” (PAGF-1043).

4.2.2.1 Challenges

The purpose of the claim phase is to provide reasons to justify the proposition that is given in the thesis stage (Hyland, 1990). In context of essays on “Why marriages fail”, the learners are supposed to justify that the reasons that have been mentioned in the thesis stage are the cause of failure of marriage. But in some essays, the learners could not understand the purpose of this phase and faced some challenges. These challenges include split claims, and claims ending with recommendations. The first challenge is of split claim, this means that, the writer has given more than one reason regarding failure of marriage in the claim phase and these reasons are by no means related. “Some females don't compromise. So, such marriages fail due to stupid sense of equality. Unsuitable marriages like "watta satta" and a huge age gap between couples result into a failure, the end of marriage life"(PAAM-1001). In this example, the claim starts with one reason and then it moves to another reason that is not related to the first reason in any way. The writer in the first claim writes about the nature of the women and then shifted the focus of the claim to a completely different aspect which is huge age gap between male and female.

The second challenge faced by the learners is ending a claim with recommendation. For instance, in these two examples, the writer has given recommendation at the end of claim i.e. “A newly married couple has so many problems. They have to solve these problems themselves..... Wife should understand that he also has his family life” (PAVL-1020). The purpose of claim phase is not to give recommendation to the readers rather it is to give the reasons and justifications.

4.2.3 Support

In some essays, support based on Islamic references and quotes of the writer have been given e.g. "According to Islamic point of view, youngsters have fully right to show their desire for their life partner." (PARJ-1006).

4.2.3.1 Challenges

Some essays include claims but these claims are not justified with support phase. For instance, in this example from an essay, the writer has mentioned a claim that how being addicted to work leads to the failure of marriage "If one spouse is workaholic, there are greater and more chances of separation and divorce..... (PAUF-1002). This claim requires valid evidence based on some authentic research, book or any other statistical data to be justified (Hyland, 1990). This could have been written as "If one spouse is workaholic, there are greater and more chances of separation and divorce..... (PAUF-1002).

Moreover, according to Hyland (1990), a support phase not only reinforces validity of the claim by providing evidence from different sources but it also develops relevance between claim and proposition. For example, in the next example, regardless of the fact that a valid source has been quoted as evidence by the writer but a link between the support and claim has not been developed. "James writes, in some of Islamic book I have read that "true love is that which flourish between couple after marriage". So, there is no concept of love before marriage (PAAM-1001). This statement could be written as "**So**, the evidence from this religious book shows that"/ "So it can be argued on the basis of this reference from a holy book that"; "the quote demonstrates" that love marriage causes failure of marriage.

4.2.4 Hyper new/ restatement of proposition

Hyper new have been less frequently employed by learners in the sample essays. Some of the examples which show precise use of this phase are discussed below "Another reason that may be the couple is not compatible to each other in form of status, age, look, and personality" (Hyper claim, PAAM-1003) The writer of the essay has elaborated the hyper claim in claim and then summarized the claim in restatement of proportion as "This incompatibility will lead to the failure of marriages" (Restatement of Proposition/ Hyper new, PAAM-1003).

4.3 Conclusion Stage

4.3.1 Marker

The first phase is that of marker which marks the beginning of conclusion stage. There are different ways in which Pakistani learners have marked the beginning of conclusion stage. Some of these expressions are "so, to sum up. The examples from an essay are: "So, there arehappy" (PAGF-1043); "To sum up, I Pray for sure" (PAAM-1001); and, "In the end, I will like to conclude" (PAGF-1043).

4.3.2 Affirmation

The affirmation phase has also not been employed by majority of learners. Some of the learners have given affirmation and the example goes “So, we can say due to these reasons a boy and girl cannot lead a happy life. Sometimes they themselves are responsible, sometimes society” (PAAO-1010).

4.3.3 Consolidation

The consolidation relates the content of arguments to the proposition (Hyland, 1990). This phase has not been deployed by Pakistani learners. Examples are given in Table 3 as taken from PAGF 1043.

Table 4.2 Suggested Consolidation in Conclusion Stage

Argument stage	<p>Firstly, girls and boys think that their husband and wife will of this type of that. (<i>Hyper claim, Argument 1</i>)</p> <p>Even sometimes they suppose that their life partner will take care of each and every thing. But when this not happens, the marriages fail. (<i>Claim, Argument 1</i>)</p> <p>Secondly, the ego matters a lot whenever ego comes in relations, the result is the failure of marriage. (<i>Hyper claim, Argument 2</i>)</p> <p>Ego and mistrust are same. When any one of them makes mischief but (He/She) does not admit that they are wrong because of their ego, marriages fail (<i>Claim, Argument 3</i>)</p> <p>Thirdly a very common problem is the demand of dowry. (<i>Hyper claim, Argument 3</i>)</p> <p>I have seen such marriages which become the victim of this. The bridegroom's family demand each and every thing like house, car..... when the family of the bride does not fulfill their demands, result is in failure of marriage as the parents of groom torture bride for having nothing in dowry. The girl bears this torture but one day she becomes helpless and (she) goes in her parents' house. (<i>Claim, Argument 3</i>)</p>
Conclusion stage	<p>Marker: To conclude</p> <p><i>“It is clear that expectations from the partner; ego issues and demand of dowry cause failure of marriage” (Suggested Affirmation)</i></p> <p><i>“Uncaring nature of either of the partner leads to unfulfilled expectations; un resolved ego issue between couple create misunderstandings and inability of women to fulfil the demands of dowry compels her to leave her home” (Suggested Consolidation)</i></p>

Source: Authors

4.3.4 Close

In close, Pakistani learners have given some suggestions or recommendations in order to lessen the rate of failure of marriage. One of the examples from different essays can be given as "In short man is a social animal and he cannot lead lonely life and he must want some company of people and relationships....." (PAVL-1025).

5. Conclusion

In this study, we conducted a move analysis based on Hyland's (1990) model to assess 25 randomly selected essays from ICLE, all focusing on the topic of "why marriages fail." Through quantitative analysis, we discovered that the majority of essays in our sample adhere to the three generic stages: thesis, argument, and conclusion. Moreover, our qualitative analysis shed light on the challenges faced by Pakistani learners when attempting to construct the schematic structure of argumentative essays. This research holds significance for both language educators and learners alike. It offers valuable insights into the writing difficulties encountered by Pakistani learners and provides an opportunity for improvement in their writing abilities. By understanding these challenges, educators can tailor their teaching methods to address specific areas of concern, ultimately fostering better academic writing skills among learners.

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