

A CORPUS-BASED ANALYSIS OF INTERPERSONAL APPRAISAL RESOURCES IN PAKISTANI ARGUMENTATIVE ESSAYS

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Abstract

Argumentative writing skills encourage English Language Learners to generate, assess, and comprehend academic and professional discourse (Martin, 1989; Crammond, 1998). Realizing the importance of persuasive language, the present research aimed to analyze the appraisal language choices concerning the argumentative essays written by Pakistani undergraduate students. The argumentative genre model presented by Martin and Rose (2008) and appraisal theory proposed by Martin and Rose (2005) were, respectively, applied to fifty Pakistani argumentative essays retrieved from the International Corpus of Learners English (ICLE). The reason behind using two frameworks was to explore the uses of appraisal language choices according to each phase of the Pakistani argumentative essay. The results demonstrate that most undergraduate Pakistani English Learners inappropriately deployed appraisal language choices that undermined the persuasiveness of the student writers' arguments. Hence, the pedagogical implications of this study will help the English language teachers and learners in explicitly utilizing the evaluative writing skills that are central to persuasive written text.

Keywords: Appraisal Theory, Analytical Argumentative Essay, Systemic Functional Linguistics (SFL), Writing, Persuasive Language Patterns, Argumentative Genre Model

1. Introduction

The development of advanced language capabilities in the field of Second Language Writing (SLW) is common practice for undergraduate students, specifically in academic contexts of arts humanities and social sciences (Hirvela, 2017; Wingate, 2012; Schleppegrell, 2006). Despite the apparent variations in nature of academic language, the refinement of sound argument is the key component of successful academic writing by academics across disciplines (Lea & Street, 1998). The clarity of message in the construction of argumentative discourse constitutes the "institutionalized mechanism" for the depiction of new knowledge in the research society (Martínez, 2001, p.227). The primary aims of the present research are the analysis of interpersonal appraisal

linguistic patterns deployed within the phases of Pakistani argumentative essays and their effect on argumentative written discourse.

As mentioned above, argumentative writing is a practical resource to maintain the democratic environment in academic society. However, the following researches (, e.g., Sajid & Siddiqui, 2015; Gill & Janjua, 2020; Fareed, Ashraf & Bilal, 2016; Haider, Mahmood, Asghar & Shakir, 2021; Mahboob & Talaat, 2008; Abdulaziz, Shah, Mahmood & Fazel e Haq, 2012; Durrani, 2016; Memon, 2015; Bukhari & Shakir, 2020) observe that most Pakistani writers confront two major issues in producing effective persuasive write-ups. First, Pakistani Learners do not mostly meet the socio-cultural requirements of argumentative writing, and the second point is that majority of Pakistani English Language Teachers prefer to use the grammar-translation methodologies for teaching the English Language. To propose the solution to academic writing difficulties, the present study adopts the educational concept of Systemic Functional Linguistics (SFL) that Pakistani Learners need to acquire not only the knowledge of the language and but also knowledge about the language (Halliday, 1996; Martin, 2008; Martin & Rose, 2008; Halliday & Martin, 2003; Rose, & Martin, 2012; Dreyfus, Humphrey, Mahboob, & Martin, 2015). In other words, if Pakistani writers want to produce persuasive discourse, they require to learn the explicit use of lexical and grammatical patterns according to the generic structure of argumentative essay writing. Therefore, the appraisal theory presented by Martin and Rose (2005) was selected for examining the persuasiveness of Pakistani learners' essays although the three meta-functions (, i.e., ideational, interpersonal, and textual) can be utilized for exploring the students' persuasive language resources. However, the appraisal theory concerns the way the writers evaluate their subjective stances in persuasive texts to communicate with listeners/readers (Martin & Rose, 2005). The definition of appraisal theory corresponds to the purpose of persuasive writing, i.e., taking a stance on an issue by building convincing arguments that can at least influence the minds of readers.

The previous academic writing researches (e.g., Xiaoyu, 2017; Hood, 2005, 2010; Hyland, 2005; Mei & Allison, 2005; Thomas, 2014; Lee, 2006, 2008a, 2008b, 2015) contends that Appreciation attitudinal resources are the prominent features of academic discourse to evaluate entities. This usage of Appreciation in academic texts, further, produces lexical dense clauses and causality in texts. In Engagement choices, dialogic voices (e.g., *I think...*, *it can be inferred that...*, *the researchers argue that...*) are primarily used in the high graded argumentative essays to increase the persuasive power argumentative texts (Chang & Schleppegrell, 2011; Miller, Mitchell, & Pessoa, 2014; Coffin & Hewings, 2005; Lee, 2008a, 2008b, 2010; Ryshina-Pankova, 2014; Mori, 2017; Mei & Allison, 2005; Thomas, 2014). The Attitudinal and Engagement linguistic choices are often intensified through Graduation choices to change the readers to the positions (Martin & White, 2005; Lam & Crosthwaite, 2018; Lee, 2006; 2011; Promwinai, 2010). The use of evoked Graduation resources presents implicit claims about different research works to sustain the balance of multiple voices (e.g., *However, few studies of language testing have investigated...*).

Despite the identification of the highly valued evaluative language resources across the texts, the above studies have not paid sufficient attention to the evaluative linguistic resources concerning the phases of essay stages. English Language Learners, consequently, encounter difficulties in meeting the required interpersonal demands of each phase. To fill the gaps of the previous researches, the present research has explored the impact of appraisal patterns with respect to the generic phases of Pakistani argumentative essays. Thus, it is likely to expect that the research will illumine the ways key aspects of persuasive language should be used to assess, adopt positions, and effectively employ interpersonal relationships and positioning. To extend the

findings of previous literature, the present research has responded to the following research questions:

RQ No.1: What were frequent interpersonal linguistic patterns employed in Pakistani argumentative essays?

RQ No.2 Did Pakistani English writers appropriately deploy interpersonal appraisal choices to generate persuasiveness in their argumentative responses?

2. Research Methodology

The present study chose a corpus of fifty Pakistani argumentative essays of University Learners drawn from the International Corpus of Learners English (Granger, Dagneaux, Meunier, & Paquot, (Eds.). 2009), and each essay in the corpus consists of 500 to 1000 words. To minimize the biasness in sampling selection, the researchers utilized purposeful random sampling.

2.1. Research Design

The research design was divided into parts: the argumentative genre model and the appraisal theory of the research framework.

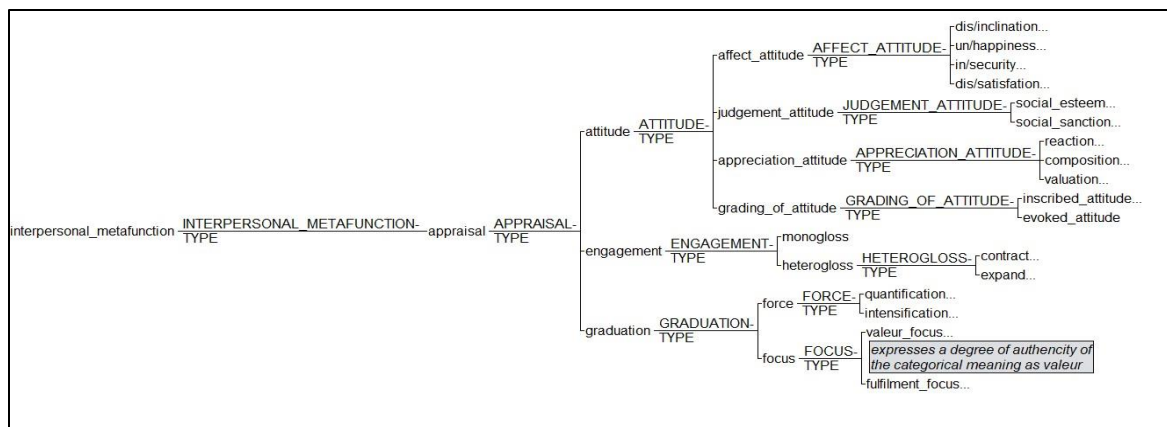
2.2. Argumentative Genre Model

Martin and Rose (2008) explicate how genres of expositions are unfolded in broad stages, i.e., Thesis (Introduction), Argument (Body Paragraph), and Reiteration of Thesis (Conclusion), and more specific phases that vary according to the particular context, for instance, macro Theme (thesis statement), hyper Theme (topic sentence) and hyper Rheme (concluding sentence). In this research, Hyland's terminology has been utilized to further elaborate the sequence of phases within each stage.

2.2.1. Appraisal Theory

In the appraisal theory, the appraisal resources are “concerned with the construction by texts of communities of shared feelings and values, and illustrate “the linguistic mechanism for sharing of emotions, tastes, and normative assessment” (Martin & Rose, 2005, p.1). The theory likewise analyzes the construction of writers/speaker’s authorial identities in the text in order to align or disalign themselves with the intended readers. In this paper, an elaborated appraisal language scheme designed by Haider (2020) was adopted to analyze the appraisal choices of Pakistani writers systematically. The following figure presents the appraisal theory:

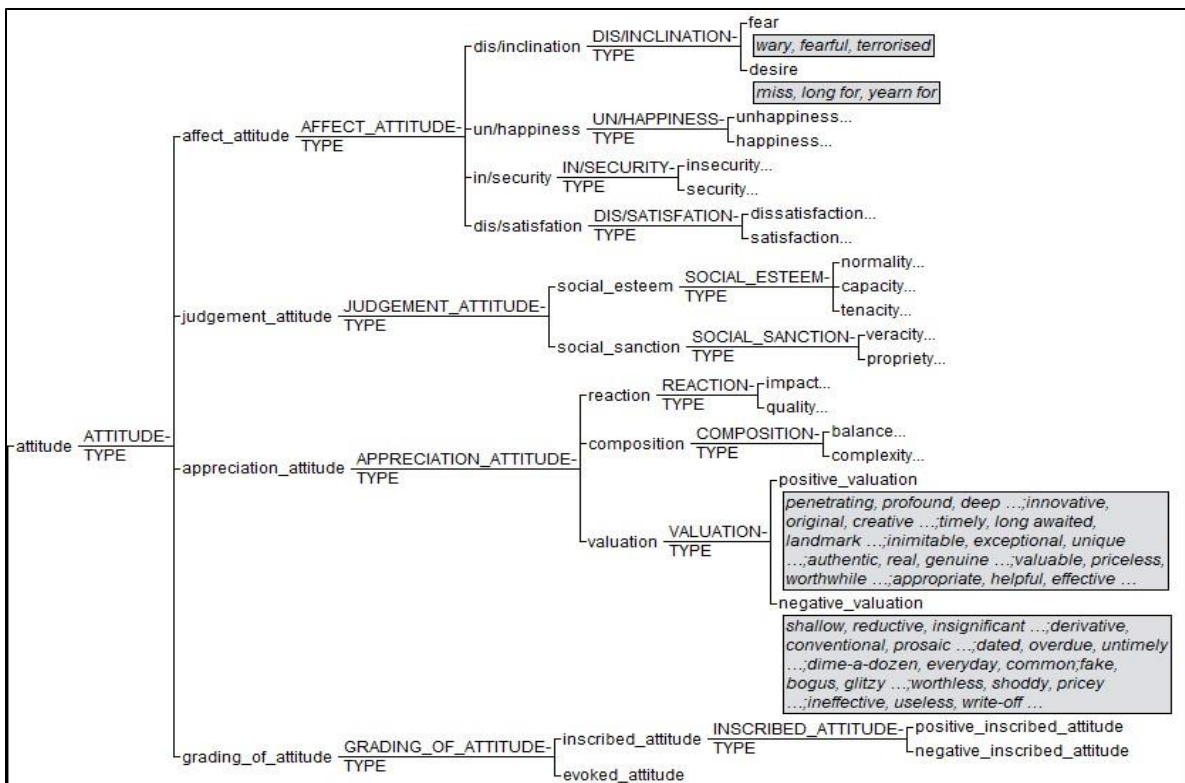
Figure 1. Overview of Appraisal Linguistic Systems



2.2.2. Attitudinal Appraisal Choices

Attitude provides the linguistic system for mapping feelings in English texts. This system can be classified into three sub-systems traditionally identified as emotion, ethics and aesthetics are Affect, Judgement, and Appreciation, respectively (Martin & White, 2005, p. 42). The following figure overviews the attitudinal resources below:

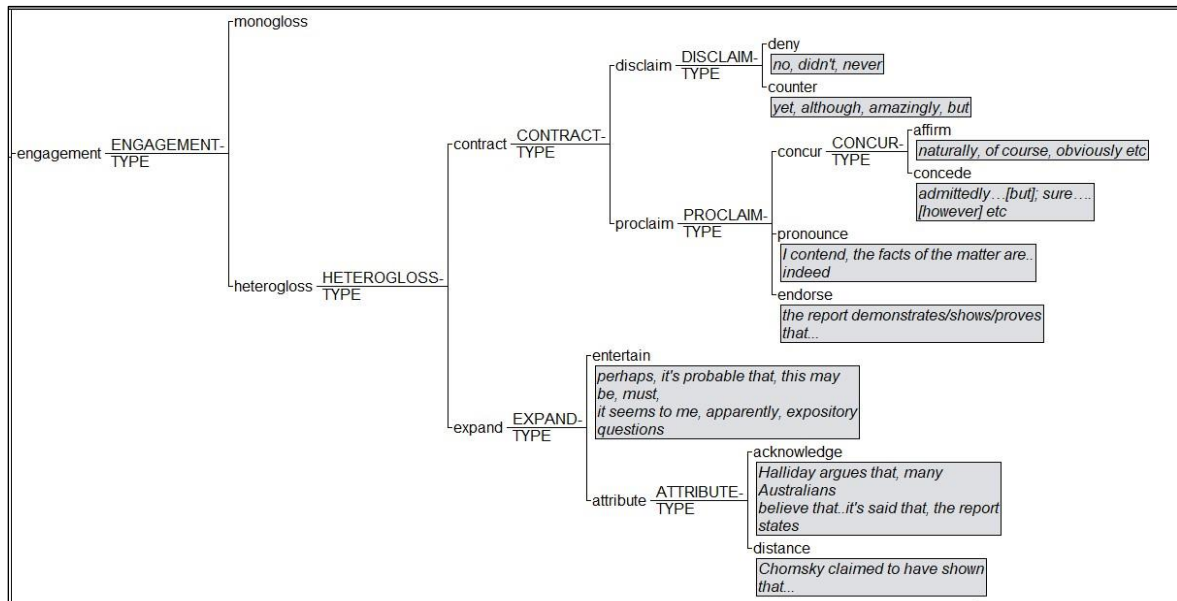
Figure 2. Attitudinal Resources and their Types



2.2.3. Engagement Appraisal Resources

Engagement resources provide a comprehensive framework to incorporate the resources of intersubjective positioning into the English texts (Martin & White, 2005, p. 95). The integration of intersubjective resources in texts creates the dialogue between the writers/ speakers and assumed readers to achieve the following two meanings as presented below:

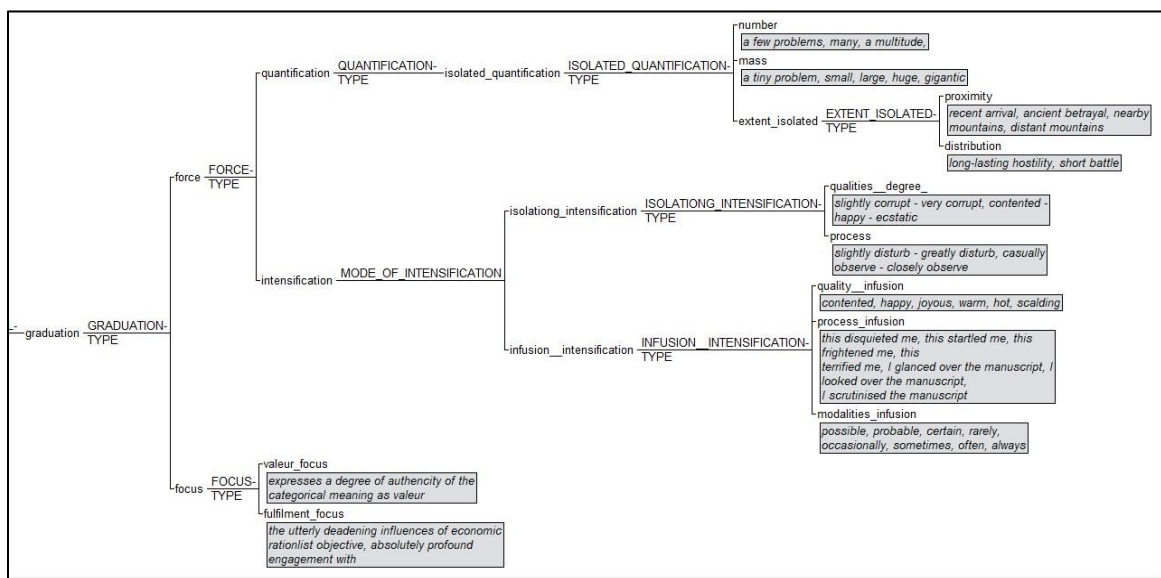
Figure 3. Engagement Appraisal Resources and Their Sub-types



2.2.4. Graduation Appraisal Choices

Graduations concerned with up-scaling and down-scaling are the second major sub-system used in the gradability of attitudinal and engagement resources (Martin & White, 2005, p. 135). The gradability in graduation is realized by two further sub-systems: Focus and Force. The following figure depicts Graduation appraisal resources:

Figure 4. Graduation Appraisal Linguistic Choices and their Types



2.1.4. Procedures Adopted in the Analysis of Argumentative Essays

The research adopts the following steps to investigate the appraisal resources of the argumentative essays:

- i. Manually converting the fifty essays into their respective phases according to argumentative essay model presented by Martin and Rose(2008)
- ii. After designing the tagging scheme in the UAM corpus tool (O'Donnell, 2008), the researchers uploaded fifty folders to the UAM corpus tool to statistically tagging and counting the appraisal patterns of essays
- iii. Analyzing the potential appraisal resources of the argumentative essays

3. Findings of Interpersonal Choices in Pakistani Argumentative Essays

The persuasive language is the essential feature of argumentative writing as its effective usage, as Martin (1989) mentioned, can assist the people in participating and achieving power in democratic societies. It means that the ability of the student writers in the argumentative text is to persuade their committed or uncommitted readers through their articulation of notions on important matters. This persuasion can be incorporated if the appraisal patterns in form of Attitude, Engagement, and Graduation resources are skillfully utilized. The appropriate utilization of appraisal resources varies according to each phase within stages, i.e., the thesis stage, argument stage, and the conclusion stage. In this section, the analysis of frequencies was tabulated in below table 1 below:

Table 1. Percentages of Appraisal Patterns of Essays

Types of Appraisal Patterns	Percentages and Frequencies of Appraisal Patterns Within Phases								
	Elaboration	Macro-Theme	Evaluation	Preview	Hyper-Theme	Claim	Support	Hyper-NeW	Macro-New
P. Normality	11%	0	0	8%	0	8%	5%	0	15%
P. capacity	38%	27%	30%	44%	88%	38%	37%	13%	42%
P. Propriety	24%	43%	16%	28%	0	23%	17%	75%	19%
P. Impact	5%	0	5%	4%	0	0	7%	0	0
Counter	32%	20%	40%	39%	0	50%	40%	25%	28%
Entertain	24%	60%	0	44%	0	24%	0	0	60%
Acknowledge	16%	0	0	0	0	0	21%	0	0
Distance	12%	0	0	0	0	0	0	0	0
Number	14%	0	0	0	0	0	0	0	0
Prox- Time	12%	0	0	23%	0	0	24%	0	0
Quality	25%	27%	0	32%	0	33%	33%	0	18%
Process	21%	0	0	0	0	26%	0	0	18%
Valeur		36%	50%	18 %	0	0	0	0	0
Fulfillment	20%	18%	0	0	0	24%	0	0	45%

N= Negative; P= Positive; Prox= Proximity

3.1. Attitude Resources

Within judgement resources, the judgement resources of Social Esteem were excessively employed. It means that the major focus of Pakistani write-ups was on raising the respect of mother in form of Capacity resources. To depict the ethical perspective mother, the Propriety resources of Social Esteem Judgement were used.

Within the Judgement resources of social esteem, 11% at elaboration phase, 8% at preview phase, elaboration phase, 8% at claim phase, 5% at support phase, and 15% at the macroNew phase Normality resources of Social Esteem Judgement depicted the unusual role of mother in the child life as compared to father as mentioned in the following instances.

- i) "... **important**". (normality; essay PAAM1002; Elaboration Phase)
- ii) "... **passes** ...". (normality; PAGF1037; preview)
- iii) "... **spend** **out of the house for making living**". (normality; PAGF 1092; preview)
- iv) "... **important** ...". (normality; PAGF 1092; claim)
- v) "... woman **has a major role** **give him a perfect personality**". (normality; macro New phase, PAA101)

In these above examples, the highlighted words demonstrate the Normality Judgement of Esteem resources taken from the elaboration, preview, claim, and macro New phases from different essays. It can be observed that the employment of normality resources in all the above-mentioned phases focuses on the special personality traits of mothers, e.g., passing time with children, spending time with children, being out of house for making living, and having a major role, etc

Capacity Judgement resources of Social Esteem used by the Pakistani writers is 38% at elaboration phase, 27% macro Theme phase, 30% at the evaluation phase, 44 % at preview phase, 88% at hyperTheme, 38% at claim phase, 37% at support phase, 13% hyperNew, and 42% at macroNew phase. The examples of Capacity Judgement resources are the following:

- a) "... completely **unaware** about" ... (Capacity, Elaboration phase, Essay PAA1014)
- b) "She **gives birth** ...". (Capacity, Elaboration phase, Essay PAAM1002)
- c) "... **to bring up a child**". (Capacity, Macrotheme, Essay PAAO1014)
- d) "... **can** easily adapt ..." ... (Capacity, preview, Essay PAAM1002)
- e) "She **leaves no stone unturned**". (Capacity, Claim, PALW1043)

As observed in Normality Judgement resources above, the learners excessively utilized the Capacity resources such as *unaware*, *giving birth*, *to bring up*, *can easily adapt*, and *leaves no stone unturned*, etc." to judge mother's superiority as compared to the father through highlighting mother's abilities. It means that the prevalence of the Capacity resources throughout the phases of essays portrays the mother's sacrificing and sympathetic character towards their children.

The Pakistani learners showed their attitude in the essays by majorly focusing on the Judgement resources Social Esteem used for describing the mother's special routine and her capabilities in child nourishment. However, a few Propriety resources of Social Sanction are 24% at the elaboration phase, 43% at the macroTheme, 16% at the Evaluation phase, 28% at the Preview phase, 23% at the claim phase, 17% at the support phase, 75% phase at the hyperNew phase, and 19% at the macro New phase as mentioned in the below examples:

- a) ... “... **in the polite way**” ... (propriety, elaboration phase, essay PAAO1014)
- b) ... “both are equally **responsible**”. (propriety, elaboration phase, essay PAAO1022)
- c) “... **polite and sensitive**” (children). (propriety, preview phase, essay PAAM1002)
- d) “Women **look after**”. (propriety, claim phase, essay PAIJ1003)
- e) “.... **good mothers**”. (propriety, hyperNew, essay PAAM1002)

In all the phases, the utilization of Propriety phases, i.e., *in the polite way, responsible, polite and sensitive, look after, and good mothers*, etc. depicts the mother’s ethical responsibilities for their children while nourishing them.

As compared to Judgement resources, Appreciation resources in appraisal theory focus on the evaluation of the aspects of different personalities rather than the person himself or herself. In Pakistani essays, a minute amount of Appreciation patterns was utilized. However, among the low amount of Appreciation lexis, Impact Appreciation resources of Reaction were 5% at elaboration phase, 5% at evaluation phase, 4% at preview phase, and 7% at support as mentioned in the examples of different phases:

- a)**the cause of success for his child**”. (impact, elaboration phase, essay PAA1014)
- b) “... **beautiful and pious word**”. (impact, elaboration phase, PAAM1002)
- c) “.... **stress on the importance of mother** ...”. (impact, evaluation phase, essay PALW1041)
- d) “.... **the strenuous work the betterment of their children**”. (impact, support phase, PAAM1002)

The use of Impact Appreciation resources of Reaction, “the cause of success of his child”, “beautiful and pious word”, “the strenuous work, “the betterment of their children”, and “stress on the importance of mother” revealed the writers’ reaction in form of mother’s impact on the life of child. In other words, the child’s success is attributed to the mother, and the mother’s importance in child life is highlighted through the utilization of words such as “stress and beautiful”.

3.2. Uses of Engagement Resources

The Heterogloss engagement resources in the essays were analyzed how the student writers incorporated the external voices to justify their points or assert different viewpoints to endorse or oppose them. On the basis Heterogloss categories, the frequencies are divided into sections: Dialogically Contractive resources and Dialogically Expansive resources.

Dialogically contractive resources used in the essays are Disclaim resources: counter and Proclaim resources: Pronounce and Endorse. The Disclaim resources of Counter were deployed in each phase: 32% at elaboration phase, 20% macroTheme, 40% Evaluation, 39% Preview, 50 % at claim phase, 40 % at support phase, 25 % hyperNew, and 28% macroNew. For example:

- a) “...**on the other hand**, (Counter, macroNew, Essay PAAO1018)
- b) “**On the other hand**,”. (counter, evaluation, Essay PAAO1018)
- c) “**But**”. (counter, hyperNew, PAAO1018)
- d) “....”. (Counter, macroNew, PALW1035)
- e) “**But**”. (counter, hypertheme, Essay PAAO1018)

From the above examples, it can be seen that Pakistani students excessively utilized the Counter resources of Disclaim, i.e., “on the hand” and “but”, etc. to draw the comparison between the qualities of mother and father and between the responsibilities of mother such as mother’s duties at home and father’s duties at the job.

Apart from the utilization of contractive resources, the Pakistani learners also attempted to indicate their possible positions by providing the dialogical space for other possibilities for the uncommitted readers. Therefore, writers utilized Entertain resources of dialogic expansion that are 24% at elaboration phase, 60 % macro theme phase, 44% preview phase, 24% claim phase, and 60% macroNew phase as mentioned in the following instances:

- a) “We **can** discuss this topic in these words that ...”. (entertain, elaboration phase, essay PAA1014).
- b) ... “we **can easily understand** ...”. (entertain, claim phase, essay PAA1014)
- c) “..., we **can** say without any hesitation that ...”. (entertain, macroNew, essay PAA1014)

The Entertain resources realized by modality in the above examples such as “we can discuss this topic...”, “we can easily understand”, and “we can say without any hesitation”, etc., illustrated the writers’ the points of view, e.g., mother’s role in providing the guideline in the life of the child, mother’s positive character in the society, and mother’s role in the child character building, etc. The depiction of views was presented as several possibilities, not as the writer’s ultimate decision in favour of woman as the better parent. Additionally, the highest frequency of Entertain resources was found out at maroTheme and macroNew. It means that the writer first indicated their authorial voices by asserting the woman as the better parent, and the similar notions in the support of women were again presented through the demonstration of their assessments about mother as the possibilities.

To incorporate the external voices in the essays, the dialogically expansive resources were used in two ways: acknowledgment resources of attribution and distance resources of attribution. The acknowledgment resources were 16% at the elaboration phase, and 21% at the support phase, for example “The Holy Prophet (P.B.U.H) **has said...**”, (acknowledgment, elaboration phase, essay PAAO1018), “**Researches have shown** ...” (Acknowledgement, support phase, essay PAGM1004)

In the above examples, the writers mostly used acknowledgment resources of attribution (, i.e., **has said** and *researches have shown*) to state their propositions by acknowledging the external resources in form of “The Holy Prophet...” and “Research have shown...” It means that the writers aligned themselves with their thesis statement, “Women are the better parents.” via acknowledgment of the external voices.

Furthermore, the utilization of distance resources of attribution was 12 % at the elaboration phase as given below:

- a) “**It is well known saying**,” (distance, elaboration phase, PAAO 1014)

The less use of distance resources of attribution only at the elaboration phase reveals that writers mostly preferred to employ the acknowledgment resources of attribution to strongly support their propositions regarding mothers’ cardinal role in child upbringing rather than entertaining any doubts about the mother’s considerable role in the life of child care. However, the distance resource in the quoted example, “It is well known saying...” shows that the student writer did not overly disalign himself from the given proposition. In other words, the writer substantiated one’s stance by generalizing the claim about a woman’s support behind every successful person.

3.3. Use of Graduation Resources

In the Pakistani essays, the gradable resources realized by Force were utilized, as observed in the Pakistani essays, to intensify mostly the attitudinal resources through turning up or turning down qualities or activities of men in the society. On the other hand, the Focus gradable resources were observed in Pakistani write-ups to sharpen or soften the different roles of mothers in society. Thus, the Focus resources deployed for the societal roles of women are further subsumed into Fulfilment resources used to highlight how women, according to the student writers, perform their roles and Velar resources employed to authenticate their useful participation in child life in different ways.

The higher utilization of Force compared to Focus highlights the learners' preference for the reinforcement of attitudinal resources to support their points in the favour of women as better parents. Thus, the use of Number in Quantification resources of Force was 14% for imprecise assessment to amount women and men, and the Proximity of time in Quantification resources of Force was 12% at elaboration phase, 23% at preview phase, 24% at the support phase in the essays to imprecisely evaluate the period of mother at home and father at the job. The examples of number and Proximity of time are provided below:

- a) "**Most of the fathers** PALW1037)
- b) "**Most of the working women**...." (number, elaboration phase, PALW1037)
- c) "The woman **workday and night**". (Proximity Time, elaboration phase, PAGW1007)
- d) ".... **from "Dawn to Dusk"**. (Proximity Time, elaboration phase," PAGF1042)

The above examples indicate that the employment of Number resources (, i.e., Force: quantification) such as "most of the fathers" and "most of the working women" focused on the comparison between mother's duties at their home, e.g., child caring and father's job duties. The comparison of timing given by mother and father to their children was further drawn through Proximity time resources (, i.e., Force: quantification) such as "day and night" and "from dawn to dusk" to emphasize mothers' comparatively closer attachment with their children.

The qualities of women as the better parent were assessed through the intensification of qualities realized by adjectives that are 25% at elaboration phase, 27% macroTheme, 32% at preview phase, 33% at the claim, 33 % support, 18% at the macroNew phase and the processes realized the verbs comprising 21% at elaboration phase, 26% at the claim phase, 18 % at macroNew phase. The examples of intensification in terms of qualities and processes are given below:

- a) ".... **more sensible**," (Quality, Support phase, essay PAGM1004)
- b) "... **more patience** ...". (Quality, Support phase, essay PAGM1004)
- c) "... **more time** ...". (Quality, Preview phase, essay PAGF1092)
- d) ".... **always blame**" (Process, elaboration phase, essay PAGF1092)
- e) ".... **always guide**". (Process, Claim phase, PAGW1008)

In these examples, the learners attempted to intensify the qualities of mothers, e.g., "more sensible, more patience, and more time" and process such as "always blame and always guide" to emphatically assert their position about women as a better parent since she remains patience, spends more with children and guide them.

In addition to the intensification of attitudinal resources, the different roles of mother in child nourishment were focused through Fulfilment resources, i.e., 20% at the elaboration phase, 18% at macroTheme, 24% at claim phase, 45 % macroNew, to highlight how the woman as a mother fulfills her role in society. The following examples demonstrate the fulfillment resources below:

- 1) “..... **in a very proper way.**” (Fulfilment, claim phase, essay PAAM1002)
- 2) “..... **in proper way**”. (Fulfilment, elaboration phase, PAAO 1018)
- 3) “..... **equally equally** responsible”. (Fulfilment, elaboration phase, PAAO 1022)

In the examples above, the writer used the Fulfilment resources, i.e., “in a very proper way” and “equally important and equally responsible” to present the personality women by focusing on how she sacrifices and look after her children.

Through Valeur resources, the personality traits of mother were authenticated and specified in the essays via 36% at macroTheme, 50% at the evaluation phase, and 18 % at the preview phase as mentioned in the examples’ “**Especially**”. (Valeur, preview phase, essay PAGW1008) **Particularly** (Valeur, elaboration phase, essay PARJ1001). The Valeur resources (, i.e., Focus) “especially and particularly” in the above examples specified women as better parents and the importance given to mothers in Islam.

4. Discussion of Appraisal Patterns

After the analysis of appraisal resources, Pakistani English Language Learners displayed their attitude through the excessive utilization of Judgement of Social Esteem resources. The reason behind the use of Judgement of esteem resources means the writers’ preference to assert their personal opinions about women as better mothers. Thus, the personality of mothers as the better parents was presented through emphasizing their social esteem in society. For example, the mother’s abilities for childcare were extensively portrayed such as:

- a) “..... that **can...**” (Capacity, preview, Essay PAAM1002)
- b) “She **leaves no stone unturned**”. (Capacity, Claim, PALW1043)

The majority of Judgement of social esteem as mentioned in the above examples probably depicts the student writers’ explicitly emotional and biased stance towards the women’s personality as the mothers. The biasness of judgements of capacity and normality leads to reduce persuasiveness of argumentative writing as mentioned in Lee (2008). According to Lee (2008), low graded essays are constructed through the excessive use of Judgement of capacity, tenacity, and normality rather than the employment of Propriety.

Furthermore, argumentative essay writing, according to Schleppegrell (2004) and Hood (2005), demands the institutionalized social feelings in terms of formal, objective, and impartial writing to meet the fundamental demands of academic discourse community. The realization of formality and objectivity can be possible due to the use of Appreciation resources used for the evaluation of things and entities preferred by the successful writers (Martin & White, 2005; Lee S. H., 2008). The proficient writers prefer to incorporate the implied judgement construed by appreciation resources. It means that the abstraction of entities does not specify any personality rather his/her nominalized traits are targeted in order to enhance the neutrality in the argumentative writing.

However, a few examples of appreciation resources of reaction, i.e., “such a flexible personality that can easily adapt themselves according to needs” and “his nature wise personality” in the Pakistani essays again demonstrate the Pakistani students’ subjective stance regarding mother” as a better parent as compared to father. The impact reaction appreciation patters “flexible and nature wise” display the writer’s emotional stance about the personalities of mother and father.

To engage the readers in the essays, the prevalence of contractive Hetrogloss resources can be observed in all the phases of stages. The reason behind its utilization is to draw the comparison

between the mother and father's responsibilities to prove the majority stance about the mother as a better parent. The excessive use of concessive resources such as *but*, *however*, and *on the hand* for the comparison of parents are likely to be inappropriate at the thesis and conclusion stage since the function of both stages is to majorly provide the writer's viewpoint rather than accommodating the readers' perceptiveness. The readers' opposite view is countered at the argument stage; therefore, 50% of concessive resources can be viewed at the claim phase of essays.

Apart from the counter-expectancy resources, the dialogic expansive resources are inappropriate in the Pakistani essays. The Acknowledge resources are majorly utilized to cite the culture-based quotations, e.g., "The Holy Prophet (P.B.U.H) has said,". The inadequate employment of culture-based quotation presents the particular culture which can be precisely be understood if the readers belong to one particular community. In other words, the international audience belonging to a different culture cannot cogently convince the readers to accept the assertion provided by the authority of any culture. It is the likelihood that the manipulation of culture-based quotations leads to the inhibition in the comprehension of the argument. In addition to culture-specific quotes, the high number of citations of direct quotations in Pakistani texts prevent the writers to interpret the quotation by paragraphing them. The lack of convincing interpretation of quotations also indicates the student writers' incapacity in effectively utilizing the references for supporting the claims.

As far as graduation resources are concerned, the majority of quality resources in the Pakistani essays present the intensified description of mothers' qualities to prove their superiority. The intensification of motherly traits in childcare aggravates the persuasiveness of argumentative writing which demands reasonable claims.

This descriptiveness of mother is further intensified through the employment of *Valeur* resources "specifically or particularly" and fulfillment resources of *Focus* "in a proper manner" to specify women's different role such as housewife, mother, or working lady and to describe in what manner mothers perform their duties regarding the childcare. Through the *Focus* resources, the sharpening of categorizing the roles of mothers in Pakistani argumentative essays leads to the writers' controversial claims rather than proper utilization of modality to convince the uncommitted readers.

5. Conclusion

The present research analyzed the deployment of interpersonal meanings realized by appraisal resources in Pakistani essays, i.e., attitudinal, engagement, and graduation resources. The attitudinal resources in the essays, were realized through the majority judgement patterns of social esteem led to the writers' emotional judgement about the mothers and fathers' attachment with their children rather than the incorporation of implied judgement in the texts. The deficiency of the implied judgement realized by appreciation resources could produce the valued institutionalized social feelings, i.e., impersonality, formality, and objectivity, etc. To engage the reader in text, Pakistani learners employed higher concessive resources of contractive *Heterogloss* in comparison to the expansive dialogic resources. The extensive manipulation of concessive resources affects the basic purpose of thesis and conclusion stages. In these two stages, the student writers were assumed to present their views through dialogic expansive resources. In addition to contractive *Heterogloss* resources, the Acknowledge resources of dialogic expansion in Pakistani essays were deployed for quoting the culture-based direct references. The culturally affected citations in the essays seemingly caused the inhibition of essays' reading comprehension, specifically belonging to a different culture. Due to not paraphrasing citations, the student writers could not interpret the quotations by endorsing them. For intensification of attitudinal resources, the intensification resources of quality were majorly

deployed to sharpen the attributes of mothers that resulted in the descriptive mode of writing. This description was further prolonged via Focus resources to categorize different roles of mothers regarding the childcare and at home. The use of Focus resources without proper modality led to generate mostly controversial statements because of not providing the space of disagreement to the readers. Consequently, the inadequate understanding of interpersonal choices of Pakistani learners minimized the persuasive powers of their essay writing. Though the findings of the study cannot be generalized because of the small sampling of 50 essays, the research can assist English Language Teachers and Learners in explicitly utilizing academically valued interpersonal persuasive choices in argumentative discourse.

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