

## SYSTEM OF CLAUSE COMPLEXES IN LOCNESS AND ICLE ESSAYS: A CORPUS-BASED COMPARATIVE STUDY

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### Abstract

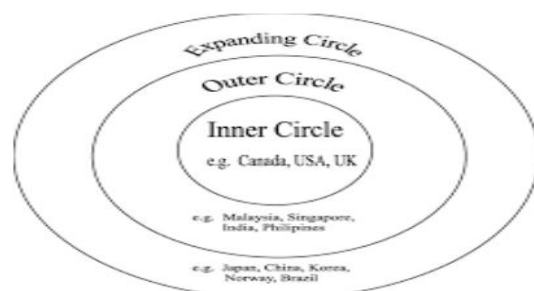
*This research aims to do a comparative study of English native and Pakistani non-native argumentative writings concerning the system of clause complexes (Halliday & Matthiessen, 2004). A theoretical framework that integrates Kachru's Concentric Circles Model of English (1983) and Systemic Functional Linguistics is utilized. For this purpose, a mixed-method research approach has been utilised. The understudied data (LOCNESS and ICLE essays) are annotated with the help of the UAM corpus tool. The findings show that the ratio of hypotactic constructions is higher in non-native Pakistani writings while paratactic clauses have occurred higher in native discourse. Overall all kinds of logical semantic relations reveal the significant differences between both corpora. It also suggests that both ENL and Pakistani ESL writings reveal the variability and individuality. These findings provide valuable insights into the writing patterns of Pakistani students in argumentative essays and help to improve the ESL written discourse by doing the comparison with native discourse.*

**Keywords:** SFL, System of Clause Complexes, ICLE, LOCNESS, Argumentative Essays

### 1.1 Introduction

In academic discourse, argumentative writing is a critical skill that showcases students' abilities to structure ideas, establish logical coherence, and build persuasive arguments. However, the structures and complexity of written English can vary significantly between native speakers and non-native speakers, particularly those from different sociolinguistic backgrounds. Braj Kachru's (1983) model of World English offers a helpful lens for understanding these linguistic variations. He divides the English-speaking community into three main categories: the Inner Circle, where English is the native language (EL), such as the U.S. and U.K.; the Outer Circle, where English functions as a second language with institutional roles (ESL), such as Malaysia and Nigeria; and the Expanding Circle, where English is primarily a foreign language (EFL), like Niger as shown in figure 1. It also serves as a key theoretical element of this research, providing insight about the variations of system of clause complexes between the native and non-native circles.

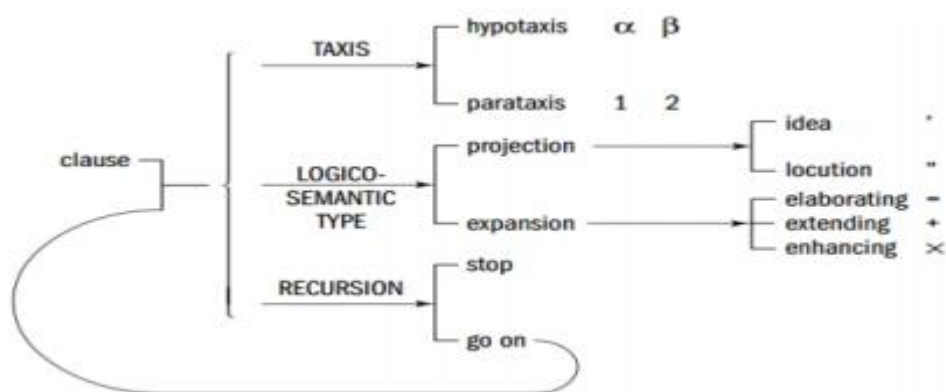
**Figure 1** Kachru Concentric Circle of English (1983)



## 1.2 SFL-Based System of Clause Complexes

Halliday and Matthiessen (2014, p. 438) propose two systems of clauses: tactic system and logico-semantic systems. They are connected to devices in the formation of clause complexes. The former system covers the degree of interdependency. It is further identified into two patterns: parataxis and hypotaxis. On the other hand, the logico-semantic system highlights and specifies the different types of semantic relations between connected clauses. Logico-semantic systems show two major possibilities of relations: expansion and projection. Each kind has sub-categories that provide more semantic information about clause relations as shown below in figure 2.

**Figure 2** The System of Clause Complexing (Halliday & Matthiessen, 2014)



### 1.2.1 Interdependency System of Clause Complexes

Clause complexes build the interdependent system that consists of two systems: “taxis” and “logico-semantic relations”. Both systems work together simultaneously to move the discourse forward which provides the “functional framework for describing the clause complex” (Halliday, 1994, p.216).

#### 1.2.1.1 Interdependency System of “Taxis”

The “taxis” system encompasses two distinct clause patterns: parataxis and hypotaxis. According to traditional grammar, parataxis is recognized as coordination, where clauses possess equal status, while hypotaxis is linked with subordination, where clauses exhibit varying levels of importance. A paratactic system involves the recurrence of clauses with equal standing, primarily coordinated through the conjunction “and,” while a hypotactic system features the repetition of dependent clauses.

#### 1.2.1.2 Logico-semantic Interdependency System

The nexus is defined as a combination of clauses with both equal and unequal statuses and they build these relations under the domain of logico-semantic relations that tie each pair together to construct clause complexes. Systemic functional linguistics classifies a broad spectrum of logico-semantic relations into two primary categories: expansion and projection.

**Expansion** has also further three subcategories: elaboration, extension and enhancement. They have been represented by the following symbols respectively: ‘=’ (equals), ‘+’ (is added to) and ‘×’ (is multiplied by) (Halliday and Matthiessen, 2004, p.377). These relations are transcended to all ranks and can be applied to both kinds of tactic links (parataxis and hypotaxis). These are applicable beyond the realm of clause complexes to encompass paragraphs and entire texts if these domains exhibit the similarity between clause

organization and the rhetorical organization and structure of the text (Matthiessen and Thompson, 1988). In the case of elaboration, one clause augments the meaning of another clause by providing specific details that can be classified as comments and examples, or restating. It is typically done without adding anything new to the existing one. But in the case of extension, a clause develops the meaning by adding new elements for another clause by giving alternative information or content or simply an addition. Finally, enhancement develops the meaning of another clause by qualifying it. It adds some circumstantial features for this purpose such as location (either spatial or temporal), manner, or condition.

**Projection** also carries two further categories: locution and idea that have been recognized by these symbols: locution (“”) and idea (‘’). Locution stands for said words or what is being said that can be in the form of direct or reported statements (Halliday and Matthiessen 2014). On the other hand, ‘Idea’ indicates about the thoughts simply “construction of meaning”. It typically represents the projection from a mental process. Briefly, it can be stated that the ‘locution’ is all about verbal output while the ‘idea’ covers the mental one.

### 1.3 Previous Studies

Many Previous studies identified that native writings revealed distinctive characteristics and linguistic fluency due to their extensive exposure to the language from an early age. Kellerman and Aanchal (2020) found that native writers typically have greater coherence, cohesion, and complexity in their writing as compared to both ESL and EFL learners. According to Ellis (2008), different contexts lead to significant variations in L2 input and output. Likewise, various studies reveal that ESL and EFL learners show linguistic variations and face challenges regarding the organisation of discourse, vocabulary, grammatical knowledge, and the use of discourse markers, etc. These challenges arise from many factors, such as their L1 background, targeted language exposure and input, and socio-cultural background (Hamp-Lyons, 1991; Matsuda, 2003; Hyland, 2016; Chen & Zhang, 2018; Zhang & Koda, 2013). These previous findings provide a rationale for conducting a comparative analysis of the writings of students of different circles to explore the differences and similarities in systems of clause complexes.

Similarly, in the context of Pakistani ESL writing, researchers have examined learners' argumentative essays to explore key features as well as various challenges and areas for improvement. Previous studies, such as Rahman and Bano (2017), identified critical pitfalls in the construction of argumentative essays among undergraduate students, noting difficulties in formulating clear thesis statements and supporting arguments. These insights laid the groundwork for the following research. Similarly, Ahmed and Hussain (2018) explored the role of cohesion and coherence in argumentative writing. The findings also revealed that Pakistani students often struggle with the effective use of logical connectors. Their study highlighted the importance of understanding and using logico-semantic relations such as causation, contrast, and addition for the structure of essays. This viewpoint aligns with the work of Zafar and Mahmud (2020); their findings emphasise the reliance of students on simplistic conjunctions, which diminishes the sophistication of their arguments. In the context of Pakistani writings, Mahmood and Asghar (2019) also explored the structural organisation of argumentative essays and emphasised the challenges Pakistani learners face in constructing well-organised arguments. Similarly, Ahmed and Shahzad (2020) examined coherence in written discourse, finding that students often struggle with logical progression and maintaining argumentative consistency. Recent analyses, such as those conducted by Shahbaz and Khan (2022), suggest that a detailed examination of logico-semantic relations

can illuminate students' cognitive processes in constructing arguments. This perspective is essential for developing targeted instructional strategies that can enhance the quality of argumentative writing among Pakistani learners. Rasool, Ashraf, and Mahmood (2023) conducted research on Pakistani argumentative essays to examine the trends of taxis and logico-semantic relationships; however, they did not perform a comparative analysis with native writings. A review of previous literature in both native and Pakistani non-native contexts highlights the need for the current study to address this research gap by undertaking a comprehensive comparative investigation of the system of clause complexes in both native English (NEL) and Pakistani ESL writings. By focusing on these relationships, researchers can gain deeper insights into the complexities of argumentative writing, helping educators design effective interventions. Consequently, further studies can bridge this gap, enabling a more nuanced understanding of the differences between native and non-native Pakistani students' writing practices. Additionally, the present research conducts a comparative analysis of native and Pakistani non-native argumentative essays by examining the system of clause complexes.

### 1.4 Research Questions

The current research answers the following research questions to study the taxis and logico-semantic variations between native and non-native argumentative writings to investigate the claims regarding the Kachru concentric Circles Model of English (1983).

- 1- What are the occurrences of taxis and logico-semantic relations in LOCNESS argumentative essays?
- 2- What are the occurrences of taxis and logico-semantic relations in ICLE argumentative essays?
- 3- What are the differences between LOCNESS and ICLE argumentative essays with respect to the system of clause complexes?

### 2.1 Research Methodology

The mixed method research approach has been used. Native essays have been collected from LOCNESS corpus and Pakistani native essays were selected from ICLE corpus randomly. For the annotation UAM Corpus Tool has been used in which schemes of system of clause complexes are built and understudied essays are annotated. The occurrences of understudied features are measured in percentages by the built-in system of said tool.

### 3.1 Findings and Discussion on Clauses

The findings based on percentages revealed that Pakistani non-native writers used both clause simplexes and clause complexes. However, the Pakistani corpus shows a higher percentage of clause simplexes, whereas clause complexes appear more frequently in native writings, as shown in Table 1.

**Table 1** Type of Clauses Boundaries and their Percentages

Type of Clauses	Pakistani Non-native Argumentative Essays	Native Argumentative Essays
<b>Kachru Concentric Circles Model of English (1983)</b>	<b>Outer Circle (ESL)</b>	<b>Inner Circle (Native)</b>
Clause Simplexes	54.8%	43%
Clause Complexes	45%	56%

In the present research, firstly clauses were sorted out as clause complexes and clause simplexes and the outcome exposed; Pakistani writers in their argumentative text constructed more clause simplexes, accounting for 54% of the total. This preference for clause simplexes is a characteristic often associated with spoken discourse.

The study of native argumentative essays unveiled a totally different trend as compared to Pakistani ESL writers. ENL dataset consisted of more clause complexes as compared to clause simplexes. The percentage of complexes was 56% and simplexes appeared 43%. It can be inferred that Pakistani ESL writers used colloquial, simple and short sentences in their writings. There is a need to cultivate the more mature, refined, intricate and sophisticated clause complexes in the writings of Pakistani writers to reach a level of proficiency similar to the native writers.

### 3.2 Finding and Discussion on Taxis

After identifying clause boundaries, the next concern of the present research was to identify the different kinds of taxis: parataxis and hypotaxis and their percentage in understudied corpus by using the Halliday & Matthiessen's (2014) system of clause complexing. Below table 2 provides the details of findings.

**Table 2** Findings of Taxis

Type of Clauses	Pakistani Non-native Essays	Native Essays
Paratactic	50.1%	65%
Hypotactic	49.8%	34%

The aforementioned findings highlight that Pakistani writers constructed a combination of equal-ranked clauses and unequal-ranked clauses with almost the same percentage for building the proposition for the argumentation. Paratactic constructions were 50.1% while hypotactic was 49.8%. There was only a 0.3% margin difference between the two of these taxis.

A comparative study, under the domain of Kachru concentric circles model of World English (1983) revealed that native writings had high percentages of paratactic constructions as compared to hypotactic constructions which were 65% and 34%.

### 3.3 Findings and Discussion on Projection Relations

Writers have the intellectual maturity to give the affirmation and set the justification for their claims, ideas and their preposition by utilizing others' words, resources and references in their writing. As Srinon (2011) asserted that inclusion of projection can relatively be interpreted as pointing to a positive development in the students' writings. They become better equipped or more readily disposed to include this kind of reference to external voices via projection in their texts (p.143). Pakistani students composed this kind of logico-semantic relations with both paratactic and hypotactic clauses to give a solid justification for their claimed propositions.



**Table 3** Findings of Projection Relations

Projection Relations	Pakistani Non-native Argumentative Essays	Native Argumentative Essays
Paratactic	3.2 %	1.0%
Hypotactic	10.5%	1.5%

Table 3 discloses that Pakistani students constructed projection relations relatively high as opposed to paratactic. These relations are explicitly identified features in Pakistani argumentative writings. Paratactic projection also stands out as a highlighted aspect of Pakistani non-native writings. They use direct, active and equal rank clauses for this purpose which constitute a significant proportion in comparison to native writings, which comprise a mere 1%. Contrastingly, native writers don't majorly utilise the projection relations in their writings both taxis. Their writings demonstrate a much lower utilization of hypotactic projections at only 1.5%.

### 3.4 Finding and Discussion on Paratactic Projection Relations

In the Pakistani argumentative essays, the percentage of paratactic projection relations constitutes only 3.2 % of the total which carries 34% of ideas and 65% of locution. It implies that Pakistani students may avoid using direct speech or exhibit hesitation in the constructions of verbal and mental relations.

**Table 4** Findings of Paratactic Projection Relations

Paratactic Projection Relations		Pakistani Non-native Essays	Native Essays
Idea		34.8%	0
Locution		65.15%	100%
	Verb say	65.15%	33.33%
	Question	2.33%	0
	Offer and command	6.98%	0
	Verb say with circumstance	9.3%	33.33%
	Verb associate with speech connotation	4.65%	0
	Verbal processing use of writing verb	2.33%	33.33%
	Verb embodied with circumstances or semantic features	2.33%	0
	Statement	6.98%	0

In contrast, native writings exclusively constructed locution at 100% while the presence of the paratactic idea was absent at 0%. This implies a specific stylistic preference in native writing that emphasizes the use of paratactic locution for conveying information.

### 3.5 Hypotactic Projection Relations

The constructions of hypotactic projection accounted for only 10%, which was higher as compared to paratactic one . It carries 44% idea-based relations while approximately 55% locution relations. Notably, the use of word “say” was particularly prominent; 66% against all other cases. This preference for indirect clause construction and avoidance of direct speech in academic genres could explain the higher utilization of hypotactic projection among Pakistani writers. However, the ratio of locution is lower in native essays which shows their approach to direct speech and stance. Native used only locution hypotactic construction and totally ignored the hypotactic mental relations as presented in table 5.

**Table 5** Findings of Hypotactic Projection Relations

Hypotactic-Projection Relations		Pakistani Non-native Essays	Native Essays
Idea		44.19%	0
Locution		55.81%	100 %
	Verb say	66.39%	50%
	Question	6.7%	0
	Offer and command	9.24%	0
	Verb say with Circumstance	6.72 %	0
	Verb associate with speech connotation	0.84 %	0
	Verbal processing use of writing verb	0	0
	Verb embodied with circumstance or semantic features	1.68 %	0
	Statement	8.4%	50%

### 3.6 Finding and Discussion on Expansion Relations

The section discusses about the expansion relations in Pakistani argumentative writings. The percentage of these kinds of constructs like expansion-based relations was significant. These relations are classified into three categories: extension, elaboration and enhancement. The findings suggest that writers frequently employ expansion strategies to incorporate additional details, to elaborate the ideas, and to improve the overall content of their writing.

It can be identified from the table 6 that paratactic expansion was relatively more prevalent as compared to hypotactic expansion. The key interesting fact of this understudied Pakistani genre was that the extensions cases were mostly configured with combination of equal ranked clauses that were 84% of overall paratactic extension cases as compared to elaboration and enhancement whereas enhancements relations were mostly constructed with rank shifted clauses: dependent and independent clauses by Pakistani writers. It revealed its 90% presence in understudied corpus as compared to hypotactic extension and elaboration. This finding aligns with native data as indicated in provided table 6.

Interestingly, despite the contrasting findings among understudied cases, the overall trend related to the presence of extension, elaboration, and enhancement appeared similar

across native and non-native compositions. This suggests a common pattern in the use of these expansion strategies across different writing contexts, while the specific preference for paratactic or hypotactic constructions may vary. The variation in clause structures suggests a diverse approach to conveying information and developing arguments within the genre under investigation as pointed out in Table 6.

**Table 6** Findings of Expansion Relations

Expansion Relations		Pakistani Non-native Essays	Native Essays
Paratactic		47.5%	62%
	Extension	84%	88.7%
	Elaboration	6.7%	6.45%
	Enhancement	8.9%	4.84%
Hypotactic		38.6%	34 %
	Extension	5.72%	1.47%
	Elaboration	3.3%	1.47%
	Enhancement	90.98%	97.0%

### 3.7 Findings and Discussion on Paratactic Extension

The further delicacy of these logico-semantic relations provides three kinds of logico-semantic relations: Addition, variation and alternation. The paratactic additive relations can be further categorized into different types. Among these, positive addition (80.7%) and adversative addition (18.7%) are the highest in occurrences while negative addition represents a much smaller portion, accounting for only 0.53% of the overall additive cases as illustrated in following table 31. This indicates that writers in the studied corpus predominantly employ positive and adversative additions to enhance the flow and coherence of their writing, although the use of negative addition is relatively infrequent. The occurrences of variations and alternations can be found in native writings albeit in smaller as highlighted in Table 7.

**Table 7** Findings of Paratactic Extension Relations

Extension Relations		Pakistani Non-native Essays	Native Essays
Additive		93.01%	93.6%
	Positive Addition	80.74%	78.6%
	Adversative addition	18.7%	21.3%
	Negative addition	0.53%	0
Variation		3.31%	2.7%
	Replacive	88.89%	66.6%
	Subtractive	11.11%	33.3%
Alteration		3.68%	3.64%



However, variation and alternation relations of paratactic extension cases appeared at 3.3% and 3.6% respectively. It indicates that Pakistani learners do not tend to favour the composition of such kinds of logico-semantic argumentative constructions. Instead, they built argumentative in a straightforward manner rather than a comparative and contrastive attitude.

### 3.8 Findings and Discussion on Hypotactic Extension

In contrast to paratactic extension, hypotactic extension relations are constructed less frequently by non-native writers. This study found that hypotactic extension relations accounted for only 5.7% of all extension relations. Based on these findings, it can be asserted that hypotactic adversative additives (75%) are preferred constructions by Pakistani non-native writers when composing in this genre, compared to positive additives (25%). Furthermore, the other two extension relations: variation and alternation were less commonly used in hypotactic constructions, as illustrated in Table 8. These findings reveal the specific preferences and patterns observed for the constructions of hypo-extension relations by Pakistani writers, emphasizing a higher inclination towards hypotactic adversative additives over positive additives, and a relatively lower occurrence of variation and alternation within hypotactic constructions.

**Table 8** Findings of Hypotactic Extension Relations

Hypotactic Extension Relations		Pakistani Non-native Essays	Native Essays
Additive		71.1%	100%
	Addition	25%	100%
	Adversative Addition	75%	0
Variation		22.22%	0
	Replacive	100%	0
	Subtractive	0	0
Alterations		6.67%	0

Furthermore, English native writers utilized only positive hypotactic addition in their proposition, there is no occurrence related to variation and alternation. Socio-cultural factors, such as language norms, educational systems, and cultural influences, can significantly impact writing styles and preferences. The observed variation in the usage of variation and additive relations between native and Pakistani writings may reflect different rhetorical and communicative practices within their respective contexts.

### 3.9 Findings and Discussion on Paratactic Elaboration

The findings of Table 9 communicate that although paratactic elaboration relations were less frequent in occurrences, still an important feature of the studied corpus. Its further three kinds; clarification, exposition, and exemplification appeared in the understudied corpus with respective percentages of 64%, 0.0% and 35.38%. It pointed out that writers tried to strengthen their arguments by providing explanations in the form of examples and clarification to some extent. Similarly, native writers also constructed all these logico-semantic relations.

**Table 9** Findings of Paratactic Elaboration Relations

Paratactic Elaboration Relations	Pakistani Non-native Essays	Native Essays
Clarification	64.6%	62.5%
Exposition	0	12.5%
Exemplification	35.38%	25%

### 3.10 Findings and Discussion on Hypotactic Elaboration

These relationships involve descriptive clauses and non-native Pakistani writers use the combination of hypotactic clauses only for clarification as shown in table 10. It occurs with the use of *that-clause* and *why-clause* which sometimes creates ambiguity with embedded clauses. The element of description was totally absent in native writings. They might use embedded clauses for delivering the extra details like Pakistani writers. However, Pakistani writers also tried to construct the clarification and description with the help of a ranked shift clause. On the other hand, English native writers predominantly focus on the descriptive aspects when employing this type of linguistic structure without considering it.

**Table 10** Findings of Hypotactic Elaboration Relations

Hypotactic Elaboration Relations	Pakistani Non-native Essays	Native Essays
Clarification	73.08%	0
Description	26.9%	100%

Indeed, this genre could be a plausible explanation for the absence of elaboration. It may be suitable in another genre like descriptive reporting etc. (Srinivas, 2004; Brisk & Rosa, 2014).

### 3.11 Findings and Discussion on Paratactic Enhancement

The paratactic clause constructions for the enhancement relations accounted for only 2.08%. As Rasool, Mehmood and Ashraf (2023) stated in such type of relationship, “the primary clauses enhance or qualify another clause by providing the additional or required information related to time, place, manner, cause and condition”. In simple words, one clause qualifies the other clause to give the proper and comprehensive proposition (Halliday and Matthiessen, 2014). However, the following table 11 displayed that non-native writers didn’t show a high inclination to construct these logical relations by using equal-ranked clauses.

**Table 11** Findings of Paratactic Enhancement Relations

Paratactic Enhancement Relations	Pakistani Non-native Essays	Native Essays
Temporal	18.6 %	33 %

	Same time	37 %	100 %
	Later time	62 %	0
Spatial		0	0
Manner		5.81%	0
	Means	20%	0
	Comparison	80%	0
Conditional		9.3%	16.67 %
	Positive	37.5 %	100%
	Negative	0	0
	Concession	62.5 %	0
Causal		66.2%	50%
	Cause	24.5%	33.3 %
	Effect	75%	66.67 %

The highest percentage of causal-conditional relations was found in this Pakistani academic genre in which proposition mostly exhibited the relation of cause-effect and concession and positive conditions as represented in Table 10. On the other hand, temporal and manner-based constructions also accounted for understudied corpus. It is worth noting, that English native and Pakistani non-native writers both didn't have a trend to use spatial relations. However, only causal and temporal relations based on paratactic constructions appeared commonly in Pakistani and native writings.

### 3.12 Hypotactic Enhancement

The following Table 12 illustrates that non-native writers constructed the majority of enhancement relations through hypotactic expansion clauses. These showed the occurrence 90%, with temporal, causal and conditional relations comprising the highest percentages at approximately 22%, 43% and 23%, respectively.

**Table 12** Findings of Hypotactic Enhancement Relations

Hypotactic Enhancement Relations		Pakistani Non-native	Native
Temporal		22.49%	24.24%
Spatial		0.56%	3.03 %
Manner		9.5%	15.15 %
	Means	69.1%	90 %
	Comparison	17.6%	10 %
	Quality	13.2%	0 %
Conditional		23.72%	21.21 %
	Positive	74.7%	78.57 %
	Negative	12.9%	7.14 %
	Concessive	12.35%	14.29 %
Cause		43.72%	36.3 %
	Result	30.9%	54.1 %
	Purpose	16.61%	20.8 %
	Reason	52%	25 %

It was observed that negative relations mostly occurred in Pakistani AEs as compared to NAEs. However, the cases of manner were higher in native essays. The constructions of the result (54%) were noticeable in NAEs and the cases of reason (52%) appeared highly in PAEs. These findings marked the variations in the construction of argumentation and composition of its content in both different writings (demographically and socio-culturally).

### Conclusion

This study aimed to compare native and Pakistani non-native argumentative writings by analyzing their use of clause complexes through the lens of Halliday and Matthiessen's (2004) system of clause complexes and Kachru's (1983) model of concentric circles of English. The findings reveal distinctive patterns in clause construction, taxis, and logico-semantic relations between native and non-native writings, highlighting key differences in linguistic strategies and argumentative coherence.

Native writers showed a greater frequency of complex clauses and paratactic constructions, indicating a tendency toward syntactic variety and cohesion in their argumentative structure. This suggests a higher degree of linguistic sophistication in managing multiple ideas within single sentences, likely due to their greater exposure to the language and its nuances. Conversely, Pakistani non-native writers demonstrated a preference for simple clause structures, with a noticeable use of hypotactic constructions. These patterns indicate that while non-native writers utilize diverse clauses, their structures often reflect simplicity, possibly influenced by colloquial expressions and limited exposure to complex syntactic forms.

In terms of logico-semantic relations, the study found that Pakistani writers often employed expansion and projection relations, with a particular emphasis on paratactic projection, to strengthen arguments. This contrasts with native writers, who utilized projection sparingly, focusing more on hypotactic relations to convey nuanced perspectives. The greater reliance on paratactic relations by Pakistani writers may reflect a tendency toward direct argumentation and clear, straightforward propositions. Additionally, the expansion strategies employed by both groups were similar in their emphasis on elaboration, extension, and enhancement, suggesting a common approach to argumentative development across both contexts.

These findings provide valuable insights into the discourse strategies employed by Pakistani non-native writers, revealing areas for pedagogical focus. By comparing these features with native writing patterns, the study suggests a need for targeted instructional approaches to develop the complexity and cohesion of non-native argumentative writing. Fostering a deeper understanding of clause complexing can enhance the syntactic and rhetorical sophistication of Pakistani students' written discourse, contributing to improved proficiency and greater alignment with native writing conventions. This study thus serves as a foundation for future research exploring instructional interventions and cross-linguistic influences on argumentative writing in ESL contexts.

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