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RHETORICAL STRUCTURE VARIATIONS IN THE DISSERTATIONS BY PAKISTANI AND INTERNATIONAL PHD ENGLISH LINGUISTICS SCHOLARS PUBLISHED IN THE LAST DECADE

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ABSTRACT

This study investigates the rhetorical structure variations found in the PhD dissertations written by Pakistani and international scholars in the field of English linguistics during the last decade (2015–2025). Drawing upon genre analysis and Swales' (1990, 2004) CARS model, this qualitative study explores how rhetorical moves and steps are differently realized across cultural and institutional contexts. A corpus of 6 dissertations among them, 3 dissertations taken from Pakistani universities and 3 dissertations taken from international universities are analyzed, by focusing particularly on the Introduction, Literature Review, Methodology, and Conclusion chapters. These chapters are carefully and assiduously analyzed in order to elucidate repetitive and common themes in both international and Pakistani dissertations. Correspondingly, a desk research approach has been followed in this study by focusing on the published dissertations in various search engines, viz. Google Scholar, Research Gate, Scopus, Web of Science and Sci-Hub among others. Data taken through desk research approach is further analyzed while adopting thematic analysis technique, which consists of six major steps such as familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining themes and write-up. The findings reveal that international dissertations are generally conform and taking into considerations globally accepted-rhetorical conventions, on the other

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hand Pakistani dissertations exhibit structural deviations in terms of move realization, meta discourse use, and citation patterns. Likewise, in terms of sentence structures, through thorough introspection, in Pakistani dissertations, complex and compound sentences are used by the scholars, in sharp contrast in international dissertations simple and short sentences are used by the scholars. The study contributes to academic writing pedagogy and offers implications for improving doctoral writing practices in non-native English contexts. Finally, upon the major findings of the study, it is recommended for research scholars to conduct studies on research paradigms variations in Pakistani and international dissertations.

Key Words/Phrases: Rhetorical Structure Variations; Dissertations by Pakistani and International PhD English scholars, in the last decade, in linguistics domain.

Introduction

Background of the Study

As Pakistani English, either in spoken or written form is not free from structure variations while studying it in various contexts and for different purposes. More particularly, such structure variations are more specifically observable in the Dissertations by Pakistani and International PhD English Linguistics Scholars (Fatima et al., 2023; Shakir, 2020; Mahmood, 2009). Accordingly, a Rhetoric Structure Theory (RST) was first introduced by Mann and Thomson (1988) offers a powerful framework to investigate how text or different genres are organized to achieve communicative goals. It focusses on how an author's objective is supported by the connections made between various textual elements through rhetorical relations. Correspondingly, rhetorical structure theory (RST) deals with how text is organized to achieve communicative goals. It looks at the relations between different parts of a text and how they contribute to the overall argument or purpose being discussed in the text/s/ Likewise, the comparison is between Pakistani and international scholars (Mann & Thompson, 1988; Mann et al., 2011).

Furthermore, in the context of this study, the term ‘international’ refers to scholars who have completed their doctoral studies in the last decade from English-speaking countries such as such as the United States, United Kingdom, Canada, and Australia or other international institutions where English is primary language for academic instruction or English is used a native language of the people. In the same vein, the study in hand aims to analyze and compare rhetoric structure in Ph.D. theses written by Pakistani scholars and international scholars in the field English Linguistics between 2015-to-2025 respectively. The study aims to analyze the dissertations of both groups and seek to explore structural differences, stylistics preferences and underlining rhetorical techniques that reflects broader socio-academic influences.

Crucially, academic writing, especially in higher education, not only reflects intellectual depth of the researchers’ research knowledge but also rhetorical norms and stylistics conventions common in their scholarly and cultural surroundings. Dissertation, as lengthy scholarly works provides rich ground for exploring how researchers construct knowledge, support their points and align themselves with disciplinary requirements as stated by Hyland, 2004; Yakhontova, 2003).

In this sense, rhetorical structure is essential for directing the readers through the

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author's point of view and ensuring the research's coherence and persuasiveness. The understanding rhetorical structures become even more important when academic texts are written by author with diverse linguistic, cultural and institutional backgrounds (Connor, 2002).

As Mahboob (2009) claims that Pakistani English is a distinct variety within world English paradigm, carries unique rhetorical and syntactic features influenced by regional linguistic practices and education traditions. International academic standard may not meet with Pakistani academic writing because of institutional expectation; educational training and Urdu also influence the rhetorical structures and patterns. This situation facilitates the exploration of differences in rhetorical structure, especially in high-stakes academic texts like doctoral dissertations. Therefore, understanding how Pakistani academics use English in academic discourse and how their rhetorical choices differ from those of foreign academics who write in native or nearly native English is the aim of the study.

The study has educational ramifications as well. As more Pakistani students pursue advanced degrees in English with the goal of publishing overseas, there is a growing need to understand and bridge the rhetorical gaps that may obstruct their academic progress. Understanding the common structural patterns and rhetorical devices used by foreign scholars can help Pakistani universities with curriculum development, academic writing instruction, and thesis supervision procedures. Furthermore, it can enhance Pakistani scholars' ability to engage in cross-cultural academic discourse by helping them comprehend the expectations of the global academia.

Thirdly, the study has implications for quality assurance and academic standards in higher education. Dissertations serve as benchmarks for the quality of scholarly work and research. Rhetorical differences between local and international standards may affect the evaluation and recognition of academic work produced in Pakistan. By highlighting these discrepancies, this study can support policy discussions on publication standards, peer review practices, and academic writing instruction in Pakistani higher education institutions. The reason behind this study is by understanding how scholars from different linguistic and cultural background's structure their dissertations can shed light on academic writing conventions, possible influences of L1 on L2 writing, or adherence to different academic traditions.

Statement of the Problem

Despite the growing body of research on academic writing and genre analysis, there is a noticeable gap in comparative studies focusing specifically on the rhetorical structure of PhD dissertations authored by Pakistani and international researcher in English linguistics. Most of the existing study focuses on journal articles (e.g., Hyland, 2005; Loi & Evans, 2010) or undergraduate and post-graduate thesis (e.g., Bunton, 2002). There is limited research studies conducted on cross-cultural and cross-institutional analysis at the PhD level. By Creating original research while adhering to the rhetorical conventions of English academic discourse is a dual challenge for doctoral candidates from Pakistan. On the other hand, foreign students especially those from English-speaking nations are frequently more easily assimilated into these standards.

Therefore, this study seeks to explore the rhetorical structure variations in the

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dissertations written by Pakistani and international PhD scholars in English linguistics over the last decade (2015–2025). By identifying and analysing these variations, the study aims to contribute to the understanding of intercultural academic writing practices and support pedagogical strategies in academic writing instruction, especially in EFL/ESL contexts. From dissertations, offering an insightful view into the alignment or deviation from British English standards. Exploring this aspect further presents a promising avenue for research. Numerous studies have also drawn attention to the linguistic variations present within the Pakistani English. In order to identify the distinctive linguistic features that set Pakistani English apart from other varieties of English spoken around the world, previous studies have commonly used multidimensional analysis techniques. By using the Multidimensional Analysis Tagger (MAT) to examine the multidisciplinary linguistic variations present in Pakistani dissertation abstracts, this study both advances and carries on the tradition of such research.

The corpus compiled for this purpose spans a wide array of academic disciplines (Table 1), aiming to create a more comprehensive and inclusive dataset. The claim that Pakistani English is a separate form within the family of World Englishes is the main contention of this study. Studying the multidisciplinary linguistic variations that appear in academic writing from Pakistan, with an emphasis on its unique register identity, is the main goal.

Proficiency in disciplinary and rhetorical conventions is essential for academic writing, especially at the doctoral level.

The result of years of study, dissertations are supposed to exhibit critical thinking, methodological rigor, and clear communication. Nonetheless, linguistic and cultural backgrounds can have a substantial impact on the rhetorical structures used in academic writing. For theoretical and pedagogical reasons, it is important to look into these differences, particularly in PhD theses in English linguistics.

Research Questions

What are the rhetorical structure variations in Pakistani and International PhD dissertations in the field of linguistics published in the last decade (2015-2025)?

How did Pakistani PhD scholars differently formulate their dissertations than the dissertations of international scholars in the domain of English linguistics?

Research Objectives

To investigate the rhetorical structure variations between Pakistani English scholars and international English scholars' PhD dissertations

To unfold the variations found in Pakistani English dissertations and international English dissertations.

Rationale of the Study

Understanding these rhetorical differences is important for several reasons. In the first place, it promotes the field of contrastive rhetoric, which studies how writing styles differ between languages and cultures. Kaplan's seminal work on contrastive rhetoric (1966) introduced the notion that discourse is organized differently in different cultures. This concept has important ramifications for writing in second languages and

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academic communication. Mauranen (1993) and Connor (2002, 2011), which demonstrate how institutional and sociocultural elements affect rhetorical structures. By focusing on dissertations from Pakistan and other nations and offering a contemporary, corpus-based comparison within the specific context of English linguistics, this study adds to this body of work.

Lastly, this study has the potential to significantly influence Pakistani educational policies pertaining to academic writing and research quality. Its conclusions can help universities and organizations like the Higher Education Commission (HEC) make informed decisions about the need for changes in academic writing instruction, dissertation training, and international publication strategies. This study contributes to the larger objective of raising the stature and prominence of Pakistani academic scholarship internationally by bringing research practices into line with international standards.

Significance of the Study

For ESL/EFL academic writing teachers, thesis advisors, and higher education policymakers, this study is extremely valuable, especially in the context of Pakistan. It makes a significant contribution to genre-based pedagogy and academic writing research by analyzing the differences in rhetorical structure between PhD dissertations in English linguistics from Pakistan and other countries. The research's potential to expand knowledge of the ways academic writing varies across institutional and cultural contexts is one of its main significances. This study contributes to the discovery of unique writing traditions, academic expectations, and culturally embedded discourse practices by highlighting the differences in rhetorical structures between Pakistani and international dissertations, including those found in the introduction, literature review, methodology, results, and discussion sections.

Furthermore, the study plays a crucial role in closing the gap between regional and global academic standards. The study can act as a useful manual for scholars aiming for international recognition by highlighting the ways in which Pakistani dissertations conform to or deviate from international scholarly standards.

It sheds light on the ways Pakistani scholars structure their arguments and engage with academic conventions, which can be invaluable for improving the quality and global relevance of local research. Consequently, it offers a foundation for targeted training and pedagogical development.

This study also has significant implications for research training and supervision. The study sheds light on the precise areas where Pakistani research students might require more direction by highlighting rhetorical devices that are underdeveloped or culturally influenced. This can promote international standards of scholarly communication by empowering academic mentors and thesis supervisors to provide more efficient academic writing instruction. By demonstrating how linguistic and cultural backgrounds affect English writing, the study also tackles the intersection of language, culture, and identity. It highlights the reciprocal relationship between academic discourse and cultural identity, demonstrating how writing styles are influenced by regional linguistic norms even in an international academic setting.

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The Pakistani and International Dissertations Under Considerations of the Dissertation

Dissertation NO 1

Dissertation Title:

"INFLUENCE OF SOCIAL CLASS ON THE COGNITIVE DEVELOPMENT OF SYNTAX: A STUDY OF PAKISTANI EFL LEARNERS"

Author:

Ubaidullah Khan

Degree:

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy (PhD) in Linguistics

Institution:

National University of Modern Languages (NUML), Islamabad

This study is conducted in the Pakistani context by a Pakistani PhD scholar, Ubaidullah Khan, as a requirement for the award of a PhD degree in Linguistics from NUML Islamabad, Pakistan.

Dissertation No 2 Pakistani Context

Dissertation title

"CONTEMPORARY ENVIRONMENTAL DISCOURSES AND ECOLINGUISTICS: A STUDY OF CHANGING LINGUISTIC SPECTRUM"

Author

SABEEN

M.Phil, Qurtuba University of Science and Information

Technology, 2015

Degree

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY In Linguistics

To

FACULTY OF ARTS & HUMANITIES

NATIONAL UNIVERSITY OF MODERN LANGUAGES,

ISLAMABAD PAKISTAN IN DECEMBER 2023

Dissertation No 3 Pakistani Context

Dissertation Title

"Linguistic Construction of Ideologies Through Intertextual Resources: A Comparative Study of Leading Pakistani English"

Newspapers

Author

Sadia Siddiq

MS English, International Islamic University, Islamabad,2013

Degree.

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To
FACULTY OF ARTS AND HUMANITIES
NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD PAKISTAN in 2020

Dissertation No. 1 International Context
Dissertation Title
"MEDIA PRACTICES, LANGUAGE ATTITUDES AND SOCIOPHONETIC VARIATION IN PAKISTANI ENGLISH"
By
Arshad Ali
A thesis submitted to the University of Canterbury In fulfilment of the requirements of the degree of Doctor of Philosophy in Linguistics In 2019.

Dissertation No. 2 International Contexts
Dissertation title
"THE IDENTIFICATION OF FORMULAIC SEQUENCES IN URDU LANGUAGE AND THEIR PEDAGOGICAL IMPLICATIONS FOR SLA (ESL/USL"
By
Hafiz Muhammad Fazal e Haq
Submitted for fulfilment of degree of philosophy in English to University of NEW MEXICO IN 2019

Dissertation No. 03 International Context
OCTORAL (PHD) DISSERTATION
THESIS BOOKLET
Author
Árpád Farkas
"THE PRAGMATICS OF ENGLISH AS A LINGUA FRANCA IN AN INTERNATIONAL UNIVERSITY CONTEXT: AN EXPLORATORY STUDY OF LANGUAGE USE FROM MULTIPLE PERSPECTIVES**"**
Degree
A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY in Language Pedagogy
To
DOCTORAL SCHOOL OF EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
EÖTVÖS LORÁND UNIVERSITY 2024

Summary
Chapter One introduces a comparative rhetorical analysis of PhD dissertations in English linguistics by Pakistani and international scholars (2015–2025), using Rhetorical Structure Theory (RST). It highlights cultural, linguistic, and educational influences on rhetorical choices and identifies a gap in research on dissertation abstracts. The chapter presents research questions, objectives, and rationale,

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emphasizing the study's significance for academic writing and higher education in Pakistan.

Literature review

Overview

This chapter reviews key scholarly works that have contributed to the understanding of rhetorical structures, language use, and academic writing in Pakistani and international contexts. It explores a variety of methodological approaches ranging from discourse analysis and corpus-based analysis to qualitative-quantitative frameworks highlighting how different studies have examined English language use across cultural, academic, and policy dimensions. These studies collectively provide a foundation for the present research by showcasing the gaps and strengths in cross-cultural rhetorical analysis, especially between Pakistani and Western academic writing traditions.

The intricate interactions between linguistic proficiency, rhetorical awareness, and cultural norms are reflected in academic discourse communities. In this regard, rhetorical structure the arrangement and purpose of communicative devices in a text has emerged as a crucial analytical tool in scholarly writing research. Rhetorical structure analysis has gained importance in recent decades as a means of comprehending the diverse ways in which academics in linguistic and institutional contexts create knowledge. A growing interest in determining the ways in which rhetorical structures differ among languages, cultures, and academic communities is reflected in the literature of today, especially through genre-based analyses and contrastive rhetoric.

Swales' (1990, 2004) "Create A Research Space" (CARS) model, which outlines the step-by-step format of academic article introductions, is a fundamental idea in this field. Scholars have been able to analyse academic genres like dissertations, abstracts, and research articles by dissecting them into distinct rhetorical moves thanks to this framework and the subsequent contributions of Hyland (2005) and Bunton D(2005). These actions demonstrate authors' attempts to place their work in a disciplinary community, demonstrate its applicability, and place it in the current academic discourse. When comparing L1 (native English) and L2 (non-native) academic writing, where various rhetorical traditions may affect how ideas are presented, such frameworks are particularly pertinent.

Rhetorical structures in Pakistani academic writing have been found to deviate from international standards in both form and function. According to Mahboob (2009), Urdu rhetorical traditions, educational practices, and local cultural values have all influenced Pakistani English, making it a unique variation within the World Englishes paradigm. PhD dissertations from Pakistan frequently have a complicated, multi-layered format with a focus on background information, explanation, and justification. Despite having their roots in the desire to exhibit scholarly depth, these rhetorical tendencies may be at odds with international academic norms that value conciseness, clarity, and targeted argumentation. Such contrasts are central to contrastive rhetoric, which examines how institutional and cultural contexts impact academic writing conventions (Connor, 2002).

Mann and Thompson's (1988) Rhetorical Structure Theory (RST) provides a useful

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framework for analysing these differences. According to RST, texts are arranged hierarchically around rhetorical relations like enablement, elaboration, and justification. When this theory is applied to doctoral dissertations, it becomes clear that Pakistani authors usually prefer rhetorical devices that emphasise thorough contextualisation and repeated defence of research decisions. For example, several studies have shown that Pakistani dissertation abstracts and introductions frequently go beyond the five-move structure recommended by Swales (Fatima et al., 2023; Yasmin et al., 2019; Ahmed et al., 2025;Habib et al., 2025). International dissertations, on the other hand, especially those from English-speaking nations, have a tendency to simplify their rhetorical strategies in order to conform to disciplinary standards and reader expectations.

This understanding has been further enhanced by corpus-based research. When Römer and Arbour (2009) examined the writing of both native and non-native students, they discovered that phraseological competence a crucial component of microstructure varies greatly amongst L1 backgrounds. Non-native writers, such as many from South Asia, frequently employ formal, antiquated expressions and less varied phraseology. Mahmood (2009) also noted that complex noun phrases and syntactically dense constructions are frequently used in Pakistani academic writing. Despite being grammatically correct, these characteristics may make the text less coherent and readable. International academic writing, on the other hand, places more emphasis on nominal precision, clarity, and reader-centeredness.

Tabstract section of dissertations is a particularly understudied area within this field. According to Fatima et al. (2023), abstracts are essential because they serve as readers' initial point of entry and provide a summary of the main goals, methodology, results, and significance. However, they found that background and purpose were overemphasised in Pakistani dissertation abstracts, while results and conclusions received insufficient attention. International dissertation abstracts, on the other hand, followed Swales' model more closely, demonstrating a higher level of genre awareness and conformity to international academic standards(Ali et al., 2022; Gul et al.,2023(a); Gul et al.,2023(b)).

Dissertations' thematic orientation reflects rhetorical variation in addition to structure. Dissertations from Pakistan usually place their research in larger national, cultural, or educational contexts. The idea that academia can be a force for social change is reflected in this tendency. As a result, recommendations for curriculum development, teacher preparation, or changes to national policy are frequently included in conclusions. Although this approach gives scholarship a moral and social component, it might deviate from global norms, where conclusions usually centre on theoretical advancements and potential lines of inquiry.

Additionally, Jalilifar and Vahid (2010) stress the significance of both macro- and micro-structural coherence in cross-cultural dissertation abstracts. According to their research, while mandatory rhetorical devices like aim and background were frequently employed by speakers of different languages, optional ones like specific findings and implications differed significantly. For example, after receiving explicit rhetorical instruction, Persian writers' abstract quality improved, indicating that focused training can improve rhetorical competence in non-native contexts. These results lend credence to the idea that genre models can greatly enhance rhetorical

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alignment with international standards and that writing conventions can be taught.

Another important component of rhetorical variation is the impact of linguistic background on syntactic complexity. Long sentences with several embedded clauses, passive constructions, and hedging techniques are common in Pakistani dissertations. Although it shows scholarly seriousness, this formal tone may make the text less accessible. International dissertations, on the other hand, usually prioritise topic-specific vocabulary, active voice, and sentence variation in order to facilitate succinct communication. For this reason, writers working in L2 contexts may benefit from instruction in syntactic variation and discourse management.

Additionally, research indicates that citation styles in Pakistani and international academic writing are very different. Due to limited access to international journals or a lack of awareness of current debates, Pakistani dissertations frequently draw from local studies, unpublished theses, or classic theorists. On the other hand, recent, peer-reviewed literature that represents current disciplinary discussions is given priority in international dissertations. Such practices have a direct impact on academic texts' perceived relevance and credibility, especially in high-stakes genres like dissertations, according to (Ebadi et al., 2019); Gul et al.,2023(c); Khan et al.,2025; Ishtiaq et al.,2021; Gul et al.,2022(c)).

These rhetorical distinctions have consequences that go beyond specific writing assignments. They have an impact on how scholarly work is assessed, shared, and incorporated into international knowledge networks. Understanding and mastering rhetorical conventions is crucial as more Pakistani students seek doctoral degrees with the goal of publishing their work internationally. This is particularly true in ESL and EFL contexts, where rhetorical fluency and linguistic accuracy are both necessary for academic success.

The need for explicit instruction in genre awareness, rhetorical structuring, and academic discourse strategies is thus strongly supported by the literature. According to Connor (2011) and Mauranen (1993), academic writing reflects ingrained epistemological traditions and is not culturally neutral. A pedagogical strategy that honours regional writing customs while preparing students for engagement in international scholarly discourse is necessary to close rhetorical gaps. This entails introducing them to common genre models, encouraging critical reading of literature, and cultivating adaptable rhetorical techniques that work in a variety of settings.

In summary, the literature currently available on the variations of rhetorical structure in academic writing provides important information about how dissertations vary among linguistic and cultural contexts. Due to distinct sociocultural and institutional influences, comprehensiveness, formality, and social relevance are frequently given top priority in Pakistani dissertations. Although these attributes show a strong academic heritage, if they are not in line with international standards, they could make it more difficult to gain recognition abroad. International dissertations, on the other hand, place a strong emphasis on clarity, genre conformance, and empirical contribution qualities that are necessary for peer recognition and publication. These rhetorical dynamics should be further investigated in future studies, particularly through corpus-based, cross-cultural analysis of scholarly texts. In addition to advancing contrastive rhetoric theory, this kind of work will help develop academic

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writing instruction policies, teacher preparation programs, and curricula.

Studies

Study No. 1

The Title of this study is Chronicles of the English Language in Pakistan: A Discourse Analysis of Milestones in the Language Policy of Pakistan done by Alia Amir, **(Amir, 2008)** Linköping University, Department of Language and Culture, Sweden. The Year of this Publication is 2008, using research Method a Theoretical Framework Based on Social Constructionism (Berger & Luckmann, 1966), Symbolic Interactionism (Mead, 1934).

Study No. 2

This study has been done by Mr. Rashid Mahmood,(**Mahmood, 2009**) from Bahaudin Zakariya University Multan Pakistan in 2009. He used six types of different research methods or designs to do this research, Basic-Applied, Qualitative-Quantitative, and Exploratory-Confirmatory.

Study No. 3

The Title of the Thesis is Concreteness in Business Letters: A Corpus-based Analysis (a linguistic method that involves the examination of large collections of authentic language data (corpora) to identify patterns and features of language use. It can be approached both qualitatively and quantitatively, using computer-based tools to analyze text and speech data) of British and Pakistani English written by Akbar Ali, **(Mahmood, 2009).** at Sweden Dalarna University, but the author is likely of Pakistani origin given the subject and name.) .This is published in 2010.

Study No. 4

This research done by Dr. Alireza Jalilifar - Assistant Professor, Shahid Chamran University, Ahwaz, Iran Dr. Hossein Vahid Dastjerdi - Assistant Professor, University of Isfahan, Iran, Jalilifar**, (A & VAHID, 2010).**

Study No. 5

This research was done by Ute Römer, University of Michigan**, (Römer & Arbor, 2009**). Ann Arbor in 2007,2008 in United States of America (University of Michigan, Ann Arbor).

Research Design/Methodology

Overview

This chapter outlines the methodological framework used to explore rhetorical structure variations in PhD dissertations written by Pakistani and international scholars in English Linguistics. It introduces the desk research approach as the primary method, justifying its suitability for comparative academic studies. Key aspects such as thematic analysis, purposive sampling, and a detailed data collection process are described. The chapter also presents a three-tiered data analysis framework macrostructural, microstructural, and rhetorical move analysis guided by Rhetorical Structure Theory (RST), to ensure a systematic, layered examination of

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rhetorical patterns.

Research Design

Research methodology (research procedure) is a systematic and logical project on which a researcher acts to perform his studies, so that the data collection and analysis process is an accurate and reliable manner, Singh, A., & Singh, B. (2014). This is "how" the research is, which provides details of the methods and techniques that are being used to examine the research problem. It includes a selection of appropriate research methods, data collection strategies/tools and analytical techniques while taking into account the objectives and purpose of the research in hand.

Research methodology provides a map for research, which ensures that the study is better designed, enforced in a systematic manner, and its results are accurate and reliable, as mentioned in (Tranfield, D., et all (2003); Sabih-Ul-Hassan, et al.,2022; Sajjad et al.,2023; Ishtiaq et al.,2022(a); Ishtiaq et al.,2022(b)). There are numerous methods, viz. qualitative, quantitative, etc ……. are applicable in the arena of research. But in the current research we use desk research approach in order to investigate Rhetorical Structure Variations in the Dissertations by Pakistani and International PhD English Linguistics Scholars in the Last Decade in published works.

Desk Research Approach

Furthermore, a desk research is also known as secondary research. It refers to a process that uses existing information from various sources such as research reports, research posts and databases to get insights on particular topics or subjects. This is a low -cost and less time-consuming method, especially to obtain general background information and identify trends in particular discipline or domain of knowledge. Furthermore, it is comparatativetavely cheaper than primary research, which includes collecting new information. A desk research also provides access to large quantities of information from various sources, both public and private in less amount of time.

Thematic Analysis

Thematic analysis is a process of identifying patterns in the qualitative data. The goal of thematic analysis is to utilizing these themes to address a research questions. There are six steps in thematic analysis. Step 1: Become Familiarization with the Data: In this step, researcher should thoroughly inform themselves with the entire data corpus, including all interviews and relevant data, and make note of initial impressions. Step 2: Generate Initial Codes: In this step, data is systematically organized, and coding reduces large data sets into smaller, meaningful chunks. Step 3: Searching for Themes: A theme is a pattern that grasps something significant or interesting about the data, accordingly characterized by its significance (Gul et al.,2022(a); Gul et al.,2022(b)).

Step 4: Reviewing Themes: Themes are refined through critical examination, which may involve combining based on their fit with the data and research question. Step 5: Defining themes: Each essence of themes is refined, and its relationship to the research question is described. Step 6: Write up: In the last step involves presenting findings through a coherent narrative, utilizing identified themes to provide a

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comprehensive understanding of the data. Therefore, through these steps, researchers can ensure accurate and systematic analysis of qualitative data, correspondingly contributing to a deeper understanding of the research phenomenon.

Research Sampling

Purposive sampling was the sampling technique employed, meaning that the dissertations were carefully selected to ensure that they were relevant and comparable in terms of subject and structure. This helped to make the comparison between Pakistani and international dissertations fair and meaningful. Only publicly available dissertations were used in this research, and no personal or confidential information was accessed. The study only looked at the structure and writing styles of the dissertations not the personal details of the authors.

Data Collection Procedure

To carry out this research, data was collected in the form of PhD dissertations in the field of English Linguistics. The goal was to compare the rhetorical structures used by Pakistani scholars and international scholars in their dissertations written between 2015 and 2025. A total of 20 dissertations were selected three by Pakistani PhD scholars and three by international PhD scholars from English-speaking countries. The Higher Education Commission (HEC) Pakistan's online thesis repository and the official websites of public universities like the University of the Punjab, National University of Modern Languages (NUML), and Kohat University of Science and Technology (KUST) were the sources of data for Pakistani dissertations. Only English-language dissertations related to English linguistics were chosen. Dissertations that adhered to the conventional six-chapter structure Introduction, Literature Review, Methodology, Results, Discussion and Conclusion were carefully selected.

Digital libraries and official university databases like ProQuest Dissertations & Theses Global, EThOS (UK), and other open-access university repositories from nations including the US, UK, Canada, and Australia were used as sources for international dissertations. The same selection criteria were used: dissertations had to be written in English, concentrated on English linguistics, and finished between 2015 and 2025.

In short, this step-by-step data collection process ensured that the selected dissertations were suitable for comparing rhetorical structure variations between Pakistani and international PhD scholars in English Linguistics.

Data Analysis Framework

The analysis of data in this study is divided into three major levels: macrostructural analysis, microstructural analysis, and rhetorical move analysis. This multi-layered framework provides a comprehensive understanding of how doctoral dissertations in English Linguistics by Pakistani and international scholars differ in terms of rhetorical organization and discourse strategies. The framework integrates both genre-based and discourse-based approaches, supported by Rhetorical Structure Theory (Mann & Thompson, 1988).

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Macro Structural Analysis

Macrostructural analysis focuses on the overall structure and organization of the dissertations. This includes analyzing how chapters are arranged, how content is distributed across sections, and how the flow of information is managed throughout the document. Specifically, the following elements are examined:

Presence and sequencing of standard chapters (Abstract, Introduction, Literature Review, Methodology, Results, Discussion/Conclusion)
Consistency in chapter headings and subheadings
Length and depth of each chapter
Use of transitions and signaling devices between chapters
Adherence to conventional academic structures across disciplines

Microstructural Analysis

Microstructural analysis delves into the sentence-level and paragraph-level features of the dissertations. This analysis includes stylistic, syntactic, and lexical choices that contribute to cohesion and coherence in academic writing. The following features are explored:

Sentence complexity and syntactic structure
Use of cohesive devices (e.g., connectors, reference chains, transitions)
Use of modality and hedging
Passive vs. active voice constructions
Lexical density and nominalization
Integration and citation of sources

This level of analysis also involves identifying patterns that might be influenced by the writers' first language (L1) or educational training. For instance, Pakistani dissertations may exhibit features influenced by Urdu rhetorical conventions, whereas international dissertations may reflect native-English academic norms.

Data Presentation and Analysis

Overview

This chapter presents a comparative analysis of five diverse studies focused on English language use in academic and professional contexts across different cultures. Using methodologies like discourse analysis and corpus-based research, the selected studies explore variations in English usage by native and non-native speakers, focusing on factors like language policy, academic writing, and business communication. The chapter highlights how historical, cultural, educational, and linguistic contexts shape rhetorical structures and academic conventions in English.

Study No. 1

The Title of this study is Chronicles of the English Language in Pakistan: A Discourse Analysis of Milestones in the Language Policy of Pakistan done by Alia Amir,**(Amir, A. (2008))** Linköping University, Department of Language and Culture, Sweden. The Year of this Publication is 2008, using research Method a Theoretical Framework Based on Social Constructionism (Berger & Luckmann, 1966), Symbolic Interactionism (Mead, 1934).

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Research Findings

Colonial Period:

English was used as a tool of dominance and segregation, establishing a colonialist discourse privileging English over local languages 1970s:

Nationalist discourse attempted to prioritize Urdu as a symbol of national unity and Islamic identity, but failed in implementation 2000s:

Continuity of English dominance, influenced by globalization and historical colonial frameworks

Language policy remained a site of struggle between nationalistic and globalized (post-colonial/neo-colonial) discourses.

Recommendations for Further Research

In-depth discourse analysis of more recent language policy documents post-2008.

Examination of regional language policies in Pakistan in contrast with national policies

Exploration of student and teacher experiences with English as a medium of instruction.

Cross-national comparison of language policies in other post-colonial contexts

Study No. 2

This study has been done by Mr. Rashid Mahmood,(**Mahmood, R. (2009**)) from Bahaudin Zakariya University Multan Pakistan in 2009. He used six types of different research methods or design to do this research, Basic-Applied, Qualitative-Quantitative, Exploratory-Confirmatory.

Major Findings of the Research:

Pakistani English as a Distinct Variety

Pakistani English (PWE) shows distinct lexico-grammatical features in noun phrase construction compared to standard varieties such as British and American English.

Despite differences, Pakistani English remains mutually intelligible with other global varieties.

Corpus-based Evidence

The research is based on a self-compiled corpus (2.1 million words from 29 text categories), making it representative of written Pakistani English.

Recommendations for the Future Researchers

The present study is confined to noun phrase only but it can serve as a foothold for the future researchers. The previous researches on Pakistani English did not pay attention to the description of language but this study will focus on description of Pakistani English at noun phrase level and will inspire the future researchers to carry the same conduct to the other areas of language.

The present study has the following recommendations for the future researchers:

The present study brings into light the importance of corpus based research in language pedagogy. It highlights the use of corpora for material development, grammar writing and language analysis.

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The present corpus of PWE will evoke the interest in corpus linguistics and might attract future researchers into this area. The present study is the first serious effort to study Pakistani English on corpus based methodology.

The future researchers will be inspired from this research project and they can follow the footsteps of the present researcher in order to compile larger corpora of Pakistani English in both written and spoken. The aspiration of the present researcher is that a 100 million words corpus should be compiled to compare the features of Pakistani English with BNC. The present research entrusts the compilation of such a corpus to the future researchers.

Study No. 3

The Title of the Thesis is Concreteness in Business Letters: A Corpus-based Analysis (a linguistic method that involves the examination of large collections of authentic language data (corpora) to identify patterns and features of language use. It can be approached both qualitatively and quantitatively, using computer-based tools to analyze text and speech data) of British and Pakistani English written by Akbar Ali, (**Mahmood, 2009).** at Sweden Dalarna University, but the author is likely of Pakistani origin given the subject and name.) .This is published in 2010.

Methodology use

A corpus-based comparative analysis was conducted.

Corpus: 100 business letters from Inner Circle (British) and Outer Circle (Pakistani) English users.

Focus was on analyzing the usage of concrete vs. abstract lexical and syntactic devices.

Research Findings

British writers used:

More specific and concrete nouns

Definite determiners

Numerals, possessive, and demonstrative adjectives

Cohesive and rhetorical devices

These devices contributed to greater clarity, vividness, and reader-friendliness.

2.Pakistani writers leaned more toward:

Abstract nouns

Indefinite articles

Quantifiers

Fewer cohesive/rhetorical devices

The results suggest that British business writing is generally more concrete and effective in conveying messages clearly.

Recommendations for Further Research

Expand the study to include data from the Expanding Circle (e.g., countries where English is a foreign language).

Investigate concreteness vs. abstractness in business letters from psychological, sociological, and anthropological perspectives.

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Broaden the dataset to increase generalizability beyond just British and Pakistani contexts.

Study No. 4

This research done by Dr. Alireza Jalilifar - Assistant Professor, Shahid Chamran University, Ahwaz, Iran
Dr. Hossein Vahid Dastjerdi - Assistant Professor, University of Isfahan, Iran, Jalilifar**, (Jalilifar & VAHID, 2010).**
Method Used in this research is Corpus analysis (a linguistic method that involves the examination of large collections of authentic language data (corpora) to identify patterns and features of language use. It can be approached both qualitatively and quantitatively, using computer-based tools to analyze text and speech data) of 552 thesis abstracts. Abstract was analyzed in terms of Macro-Structures (overall organization) and Micro-Structures (detailed linguistic and bloody elements).

Analysis was done between seven departments and three groups:
Native speakers of English (NSE)
Persian local speakers (NSP)
Local speaking of other languages (NSO)
A teaching intervention was also made:
Persian researchers were given clear training for summary.
The effects of training were reviewed.

The main results/ major Finding
All researchers used some compulsory structures, regardless of their previous background of their language.
However, the use of optional structures was significantly different on the basis of cultural and academic differences.
After receiving clear teaching guidance, Persian researchers showed improvement in summary.

Recommendations:
The teaching education of blogs is effective for non -local English researchers.
More research is required so:
The academic sector can be better understood in summary.
The effects of the mother tongue can be discovered on English academic writing.
Genre models can be improved in different cultures and academic fields.

Study No. 5

This research was done by Ute Römer, University of Michigan**, (Römer & Arbor, 2009**). Ann Arbor in 2007,2008 in United States of America (University of Michigan, Ann Arbor).
Methodology Use in this research Corpus-based analysis (a linguistic method that involves the examination of large collections of authentic language data (corpora) to identify patterns and features of language use. It can be approached both qualitatively and quantitatively, using computer-based tools to analyze text and speech data) of

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apprentice and expert academic writing.
Compared native and non-native English writers using:
CHALC Corpus (German non-native students; ~200,000 words)
MICUSP_EL Corpus (native English students; ~200,000 words)
Hyland_Ling Corpus (expert academic articles in Linguistics; ~210,000 words)
Focus on frequent phraseological patterns (3-grams and 4-grams)
Used kfNgram and WordSmith Tools for:
Extracting and analyzing phraseological items
Identifying phrase-frames (p-frames)
Performing keyness analysis for comparing corpora.

Major Findings:
Native and non-native writers use different phraseological patterns, even when academic level and discipline are similar.
Expert writers (regardless of L1) show greater phraseological variety and sophistication than student writers.
Non-native writers tend to overuse certain phrases and show less flexibility in using academic phraseology.
The difference between native and non-native apprentice writers is not as large as that between apprentice and expert writers.
Disciplinary and training-related factors may outweigh nativeness in determining academic writing proficiency.

Recommendations:
Phraseological competence should be explicitly taught to both native and non-native students.
Academic writing instruction should move beyond grammar and focus more on collocational and phraseological patterns.
Corpora and tools like kfNgram should be used in teaching to raise learners' awareness of natural academic language use.
Further research is needed to refine our understanding of idiomaticity and fixed expressions in academic writing across different L1 backgrounds.

Major Findings and Discussion
Overview
In Chapter we explore the rhetorical structure variations between Pakistani and international PhD dissertations in English linguistics. Using Rhetorical Structure Theory (RST), it analyzes differences in chapter organization, writing style, and communicative strategies. The analysis reveals how cultural, educational, and academic conventions shape scholarly writing. This comparison highlights the need for greater rhetorical awareness and alignment with global academic standards.

Rhetorical Move Analysis
The core of this study lies in the rhetorical move analysis. This approach identifies communicative functions and intentional structures within specific sections of the dissertations particularly in the Introduction, Literature Review, and Discussion

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chapters. Based on frameworks from Swales (1990), Bunton (2002), and Hyland (2005), rhetorical moves are defined as functional units of discourse that help the writer achieve academic and persuasive goals.

PAKISTANI DOCTORIAL STUDY 1, 2 and 3
Table# 1 Study# 1

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6
Introduction. Sociolinguistics and Language Variation. Social Class and Academic Achievement. 1.3.Social Class and Language . 1.4.Social Cognition and Language Development. 1.5.Syntax and Cognition. 1.6.Social Class and Syntax. 1.7.Rationale . 1.8.Nature of the Research. 1.9.Statement of Problem. 1.10. Purpose of the Present	**Literature review.** 2.1. English as a Foreign Language. 2.1.1. Standard for non-natives. 2.1.2. Status of English in Pakistan. 2.1.3.ELT situation in Pakistan. 2.2. Learning and Development of Language. 2.3. Research in Second Language Acquisiti	**Research Methodology** 3.1.Theoretical Framework. 3.1.1.Cognitive Sociolinguistics as a New Discipline . 3.1.2.Social constructionism as an approach . 3.2.Methods in Sociolinguistic Research. 3.3.Method of Research . 3.4.Understanding Social Class & Constituent Variables. 3.4.1.No fixed criterion to measure social class. 3.4.2.Defining social class. 3.5.Research Design & Rationale for	**Social Class Measurement Through Socioeconomic Index** 4.1.Process of Collection of Data. 4.2.Socioeconomic Index. 4.3.Calculating Social Class Score . 4.4.Occupations (variable 1) 4.4.1.Occupations reported for each family member. 4.4.2.Classifying Occupations into Three Levels . 4.5.Property (Variable 5) . 4.5.1.Summary of the property with duplications. 4.5.2.Classification of property into three levels . 4.6.Calculatin	**Social class and syntax.** 5.1.Descriptive statistics . 5.1.1.Demographic variables . 5.1.2.University wise details. 5.2.Overall correlation of all three universities. 5.2.1.Correlation and regression of social class score and syntax score. 5.2.2.Social class categories vs syntax: ANOVA Results . 5.3.Gender vs Syntax: t-Test Results. 5.3.1What is t-test? . 5.3.2.What is effect size: Cohen's d? . 5.3.3. What is p-value.	**Conclusion .** 6.1 Theoretical Aspect of Research . 6.2Overview of Research Design . 6.3.Summary of Results. 6.4.Limitations of the Study. 6.5.Contribution of the Research . 6.6.Directions for Future Research . 6.7.Conclusion . REFERENCES . APPENDICES .

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Research . 1.11.Objectives . 1.12 Research Question.	on (SLA). 2.4. Language Development Theories. 2.4.1. Behaviorism. 2.4.2. Cognitivism	the SES Index. 3.5.1.Theoretical Basis of Studying Social Class Variables. 3.6.Designing SES Index:	g Social Class Data in Excel. 4.7.Statistical Analysis of the Social Class Data	5.3.4. Interpretation of the t-Test . 5.3.5.Result of the t-Test. 5.3.6.Testing with the bell curve.	

Table#1 Study NO# 2

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6
Introduction Background Environmental crisis and language Statement of the problem Research objectives Research questions Significance and rationale of the study Theoritical framework Methodology Delimitation	**Review Of Literature** Ecolinguistics and its Different Strands. Ecology of Languages - The Haugenian Paradigm Ecological Linguistics - Hallidayan Paradigm Language and Environmental Crisis. Critical Ecolinguistics Positive Discourse	**Methodology** Theoretical Framework: Language, Ecology and the Stories We Live by: Ecolinguistics and Stories. Ecosophy. Forms of Stories: Frame and Metaphor Material and Methods Newspapers Selection Corpus Linguistics. Corpus and	**Metaphors We Live/Die By** Major Environmental Concerns in PEC Classification of Linguistic Metaphors into Conceptual Metaphors Conceptual Metaphors: Analysis and Discussion. CLIMATE CHANGE IS A WAR CLIMATE CHANGE IS A TIME BOMB CLIMATE CHANGE IS A PERSON CLIMATE CHANGE IS A	**Novel Lexical Compounds.** Carbon Compounds Carbon Compounds Having Finance Frame. Carbon Compounds Having Political Frame Carbon Compounds Evoking Moral or Religious Frame 5.1 Green	**Conclusion** Summary and Conclusion Limitations Suggestions for Future Research **WORKS CITED**

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Chapter division and outlines	Analysis. Ecosophy. **Environmental DISCOURSE** Environmental Discourses Metaphors Traditional View of Metaphors. Cognitive Metaphor Theories Ecolinguistics and Metaphors. Frames, Framing and Reframing	ECDA CDA Vs ECDA Corpus Compilation and Cleaning. Copyrights. Specialized Corpus Software. Data Documentation and Analysis Procedures Corpus Methods for Analysis Frames. Metaphors	MOVEMENT. CLIMATE ACTION IS A JOURNEY CLIMATE ACTION IS MOVEMENT ENVIRONMENTAL ACTION IS SPORTS ENVIRONMENTAL ACTION IS PERSONAL RELATIONSHIP. NATURE IS A COMPETITION NATURE IS A PERSON NATURE IS A MACHINE	Compounds 5.2.1 Green Compounds Evoking Finance Frame. 5.2.2 Green compounds as place clusters 5.2.3 Green compounds having technology domain 5.2.4 Green compounds evoking lifestyle frame. 5.2.5 Green compounds from the domain of movement	

Table#1 Study No# 3

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6&7
1 Introduction Problem Statement. Significance of the Study	**Literature Review** Ideology Discourse. Critical Discourse Analysis. Intertextual	**Research Methodology** Qualitative Research Approach. Theoretical Framework.	**Qualitative Data Analysis** Non-Linguistic Context: CPEC Introductio	**Comparison of The Analytical Findings for the Four Newspapers**.	**Quantitative Data Analysis** Text and Its Understanding Intertextuality Awareness. Experiment Discussion

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Objectives. ... Research Questions. Delimitation of the Study Structure of the Thesis	ity Media and Its Importance. Importance of Newspaper in Media. Newspaper Editorials. 2.8 Current Study	Research Framework for Qualitative Data Analysis. Sample Selection for the Qualitative Part of the Research Selection of Newspapers. Selection of the Discourse. Delimitation of Qualitative Part of the Research. Research Design for Qualitative Part of Research. Appraisal Framework (Theory plus Model). Attitude. Engagement. Graduation. Nominalization on Quantitative Research Approach.	n Major Projects under CPEC. Major Energy Projects. Infrastructure Projects. Industrial Projects Gwadar City Projects. Special Economic Zone (SEZ) Projects. Introduction of Newspapers The Daily Times The Nation The News. The Dawn Analysis of The Newspapers. Daily times. September 3, 2016. Editorial Title: Pakistan Warns India.	Daily Times Findings. The Nation Findings The News Findings. DAWN Findings.	Results and Implications **CHAPTER 7 Conclusion.** Recommendations for the Reader Recommendations for Future Research Recommendations for CPEC. Suggestions for Academicians and Policy Makers. REFERENCES. Appendix A. Appendix B. Appendix C Appendix D. Appendix E

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TABLE NO 2
INTERNATINAL DOCTORIAL STUDY

Table#2 Study No#1

Chapter (1)	Chapter (2)	Chapter (3)	Chapter (4)	Chapter (5)	Chapter (6,7 & 8)
1 Introduction. Focus of the Research Research Questions Significance of the research Thesis structure	**Literature Review**. Contextual background English in Pakistan. Pakistani English features. Media and language variation. Defining Attitude. Language attitudes. Attitudes of Native Speakers of English Attitudes of Second Language Speakers of English Varieties of English selected for this study Language-Attitude Correlation Linguistic variables included in this study. Sociolinguistic variation in /t/..	**Methodology** Data collection Tools Questionnaire Media Diary Interviews. Data Analysis Data Preparation for Analysis. Calculating socioeconomic status Principal Component Analysis of Questionnaire. Media Diary Analysis. Transcription and Elan. LaBB-CAT Regression Analysis using Mixed effects Models Dependent variables Independent variables. 3.5.1 Media	**Questionnaire** Analysis. Questionnaire Analysis: media consumption. Research Questions: media related Methodology Media Access Consumption of English Language Media American Media Consumption. British Media Consumption Pakistani Media Consumption Indian Media Consumption. Comparison of media consumption types.	**Key Sample Analysis** 5.1 Participants 5.2 Accent rating by key sample speakers. 5.2.1 Attitudinal Index Score. 5.3 Media Consumption among key sample participants 5.3.1 Consumption of English Language Media 5.3.2 American Media. 5.3.3 British Media 5.3.4 Pakistani Media.. 5.3.5 Indian Media 5.3.6 Compariso	**Consonant Analysis** Analysis of /t/ Research Questions for/t/. Methodology Results. Analysis of /r/ Allophonic variations in the realisation of /r/ summary **Chapter 7 Discussion** 7.1 Media consumption practices. 7.2 Language attitudes among Pakistani speakers of English. **Chapter 8 Conclusion** 8.1 Contributions. 8.2 Limitations

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	Sociolinguistic variation in /r/. Summary 2.10 Chapter		4.1.10 Media Consumption for English Language Learning.	n of different types of media consumption. 5.3.7 Media Consumption for English Language Learning... 5.3.8 Media Consumption Index score	and Future Directions. **References.** Appendix A: Questionnaire Appendix B: Ethics Approval Appendix C

Table#2 Study No#2

Chapter (1)	Chapter (2)	Chapter (3)	Chapter (4)	Chapter (5)	Chapter (6)
Introduction Purpose of the study. Research questions. Significance of the study Limitation of the study. 1.5. Organization of the study	**Literature Review** 2.1. What is a formulaic language? 2.2. Processing of formulaic sequences. 2.3). Acquisition of formulaic language in l1 and l2. 2.4).	**3). Urdu Language.** 3.1). Grammar. 3.2). Urdu Hindi relationship. 3.3). Urdu alphabetic chart. 3.4). Hindi alphabetic chart.	**Methodology.**) Identifying formulaic sequences. 4.3) Inter-rater reliability. 4.4). categorizing the data. 4.5) Sources of data: Urdu newspapers. 4.6). results of the pilot study. 4.7). Summary of the chapter.	5.1). **Results and analysis.** 5.2). Objectives of the research and research questions . 5.3). Idioms: the second most frequent category in the urdu newspaper. 5.4).idioms . 5.5). Example no. 1: idiom without grammatical	6.1). **Discussion.** 6.2). Purpose of the study. 6.3). Research questions . 6.3.1). Question no.1: what types of formulaic sequences are in urdu?. 6.3.2). Question no. 2: are they (formulaic sequences) helpful in sla?.

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	Teaching and learning formulaic sequences in SLA.			irregularity . 5.6). Example no. 2. 5.7). Example no. 3. 5.8). Example no. 4. 5.9). Summary of the analysis. 5.10). Grammatically regular but semantically opaque. 5.11). Grammatically irregular but semantically opaque. 5.12). Collocations. 5.13). Example no. 1-3 5.14). Examples.	6.4).guidelines for designing formulaic-based syllabus. 6.5).review of wray and namba's (2003) model. 6.5.1). Examples. 6.6). Revised model. 6.7). Summary of chapter. 6.8). Appendix a. 6.9). Idioms . 6.10). Appendix b. 6.11). Collocations. 6.12). Appendix c.

Table#2 Study No#3

Chapter (1)	Chapter (2)	Chapter (3)	Chapter (4)	Chapter (5)	
1.1 Introduction and research Niche.	**Theoretical Background.** 2.1). Definitions of Key Terms. 2.1.1). Pragmatics. 2.1.2). English as a Lingua Franca . 2.1.3). Multiple Perspectives.	**Research Methodology.** 3.1 Research Questions. 3.2). Research Design. 3.3). Research Context and Participants.	4). **Results.** 4.1). Results of the Extensive Analysis. 4.2). Results of	5). **Conclusion and Implications** 5.1). Publications Connected to the Topic of the	

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	2.2). Theoretical Conceptualisations of Language Use. 2.2.1). Speech Act Theory. 2.2.2). The Cooperative Principle . 2.2.3). Politeness Theory. 2.2.4). Metafunctions of Language. 2.2.5). Context and Schemata.	3.4). Methods of Data Collection. 3.5). Methods of Data Analys	the Intensive Analyses. 4.2.1). Speech Event 1. 4.2.2). Speech Event 2 4.2.3). Speech Event 3 4.2.4). Speech Event 4. 4.2.5). Speech Event 5. 4.2.6). Speech Event 6.	Dissertation. 5.2). Other Publications. 5.3). References.	

This chapter provides a comparative analysis of rhetorical patterns and structures found in Ph.D. dissertations written by Pakistani and foreign researchers in English Linguistics. The analysis is based on corpus of six dissertations three selected from Pakistani universities and three from foreign universities and choose from the last decade (2013-2023). The goal is to find the most important rhetorical differences in macro- and micro-structural levels and to look into the cultural, educational, and verbal factors that might be causing these differences.

The analysis in this study was guided by the core principles of Rhetorical Structure Theory (RST) (Mann & Thompson, 1988), a functional framework designed to reveal how text segments relate to one another and contribute to the communicative goals of the writer. RST allows for a nuanced examination of how rhetorical relations such as elaboration, justification, background, contrast, and enablement function within a discourse. RST is a perfect lens to find patterns, structures, and relational dynamics in academic texts because the goal of this study is to investigate the differences in rhetorical structure in PhD dissertations written by Pakistani and foreign English linguistics scholars.

Twenty full-length PhD dissertations, ten by Pakistani and ten by foreign scholars, were purposefully chosen from university libraries and accredited repositories for the analysis.

The Data Were Analyzed In Three Key Stages:

Macrostructure: the overall chapter organization and genre structure.

Microstructure: lexical, syntactic, and stylistic features.

Rhetorical Moves: the communicative strategies used, particularly in Abstracts and Introductions.

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Macrostructural Analysis

The macrostructure is the general arrangement of chapters and main parts of each dissertation.

Chapter Organization in Pakistani Dissertations

The Pakistani dissertations demonstrated a complex and multifaceted chapter structure and, in each chapter, included several sub sections frequently exceeding fifteen subheadings per chapter. The Introduction chapters, for instance, often exceeded 20 pages and included: For instance:

Statement of the Problem: Highly detailed and sometimes repeated with variations.

Hypotheses and Sub-hypotheses: Often more than five, sometimes overlapping or restating each other.

Delimitations, Rationale, and Operational Definitions: Presented in separate sections and sometimes repeated across the Introduction and Methodology chapters.

This chapter organization reflects a pedagogical and institutional culture that prioritizes completeness and exhaustive justification. There is a visible orientation toward teacher- and examiner-centered discourse, where writers feel obliged to pre-empt all possible criticisms by explaining every component of the study in extreme detail. The result is a rhetorical density that can overwhelm readers unfamiliar with such traditions.

Furthermore, the Literature Review chapters in Pakistani dissertations were not limited to recent studies. Instead, they often included:

Classical theories from multiple disciplines (e.g., psychology, sociology, anthropology)

Local studies from MPhil theses, government reports, and non-peer-reviewed sources

Extended summaries of cited works, suggesting that these reviews served a didactic function rather than critical synthesis

The Methodology chapters were the most expansive. In some cases, they reached 40+ pages, detailing not only the instruments and sampling methods but also:

Pilot testing procedures

Full questionnaires with response interpretations

Rationales for every choice (e.g., why a Likert scale was chosen, why 5-point instead of 7-point)

This detailed procedural explanation illustrates a trust-building rhetorical move, where the scholar must repeatedly demonstrate their legitimacy, effort, and procedural transparency.

The Results and Discussion chapters often used demographic segmentation, analysing responses by gender, marital status, class, or urban/rural divides. This reflects a sociocultural orientation, where academic inquiry is intertwined with broader social observations.

Reflective and policy-driven, the conclusions frequently made recommendations for changes to the curriculum, models for teacher preparation, or ramifications for national education policy. Instead of being solely a scholarly contribution, this practice is in line with a tradition of academic work as social service.

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Chapter Organization in International Dissertations

The format of international dissertations was more simplified and genre-aligned, frequently utilizing the IMRD model (Introduction, Method, Results, Discussion). The salient features were:

Introduction: Three to five pages make up the introduction chapter of international dissertations, which clearly outlines the goals, justification, and research gap.

Literature Review: The international dissertation's literature review is synthesis-oriented rather than descriptive, organised around themes or variables pertinent to the investigation.

Methodology: The methodology chapter is Concise and functional. The rationale for methods is provided, but there is minimal self-justification.

Results and Discussion: In this chapter Data are presented through visuals (charts, tables, figures), followed by analytic commentary. There is rarely a separation between "Results" and "Discussion."

Conclusion: The final chapter, which highlights the main conclusions, admits its shortcomings, and makes suggestions for further research directions without going into too much detail

The structural difference illustrates how efficiency, logic, and reader accessibility are prioritized in international academic writing, which frequently assumes a knowledgeable audience. Defensive writing and thorough justification of each methodological choice are less of a concern.

Rhetorical Move Analysis in Abstracts

We analyse the abstract sections of all six dissertations through Swales' (1990) five-move model in which includes:

Table No#3

Move	International Abstracts	Pakistani Abstracts
Background	Presen in all	Presen in all
Purpose	Clearly and explicitly stated	Present but lightly phrased
Method	Concise and technical	Descriptive and in details
Result	Clearly summarized	Often missing or more generalized
Conclusion	Present and focus on contribution	Rarely included

This analysis revealed that the international dissertation abstracts consist of all five rhetorical moves, thereby fulfilling the communicative function of abstract in global

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academic settings. Comparatively in Pakistani dissertation abstracts often over-emphasized the background and purpose but limited focus on result and conclusion, due to lack of explicit instruction in abstract writing tradition.

The international abstracts displayed genre awareness and brevity. They were reader-centered, offering just enough information to judge relevance. Pakistani abstracts, on the other hand, focused more on background information than findings. This indicates a discrepancy with international standards, which may be the result of inadequate instruction in research writing conventions.

Microstructural Analysis

The microstructural analysis focus on lexical choices, syntactic properties and stylistics preference

Lexical Features

Pakistani dissertations used:

Formal expressions (e.g., "the researcher deems it necessary," "aforementioned")

Archaic academic phrasing (e.g., "herein," "henceforth")

High frequency of modality and hedging (e.g., "it is hoped that…")

International dissertations used:

Current disciplinary vocabulary (e.g., "discourse strategies," "pragmatic alignment")

Clear, concise, and reader-friendly terminology

Verbs that express agency (e.g., "this study investigates…" instead of "it is attempted…")

Syntactic Complexity

Pakistani dissertations favoured long, convoluted sentences:

"The study, keeping in view the current linguistic challenges faced by second language learners especially in the underdeveloped regions of the country where educational facilities are below standard, attempts to present a model…"

International dissertations preferred sentence variation and balance:

"This study investigates how pragmatic competence varies in ESL learners. Participants were selected based on socioeconomic indicators and assessed through discourse tasks."

The syntactic difference affects readability, pacing, and audience engagement.

Tone and Voice

Pakistani dissertations often used:

Passive voice, indirectness, and formal distance

Expressions of humility or deference (e.g., "with due respect, it is acknowledged…")

International dissertations adopted:

Active voice, directness, and authorial stance

Clear claims with evidence-based justifications

Citation Practices

Pakistani dissertations leaned on local publications, MPhil theses, and classic theorists.

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International dissertations used peer-reviewed journal articles, especially from the last five years, suggesting a stronger alignment with current scholarly conversations.
The differing citation practices also reflect access issues, academic networking, and publication exposure.
The different variation in microstructures reflects different academic writing culture in Pakistan and International Ph.D. dissertation. The Pakistani dissertations exhibit a tendency toward elaborate expression and formality; it may be a result of regional teaching practices and Urdu rhetorical traditions. On the other hand, international dissertations emphasize clarity, reader orientation and discipline specific precision.

Thematic and Structural Patterns Across Disciplines

A comparative thematic review of three Pakistani dissertations and three international dissertations revealed the following patterns.
Pakistani dissertations often integrated social, pedagogical and national perspective more frequently.
The International dissertations have more of a focus on data presentation and argumentation and are more empirically based.
In the discussion section in Pakistani dissertations include moral, cultural or policy related commentary and these all are absent in international work.
These observations suggest that the conceptualization of academic knowledge in Pakistani dissertations is more context-embedded, while international dissertations aim for universal generalizability.

Table No#4

Aspect	Pakistani Dissertations	International Dissertations
Chapter Structure	Multi-layered, exhaustive, reflective	IMRD-based, efficient, logical
Abstracts	Background-heavy, vague results	Balanced, informative, and concise
Introductions	Problem-driven, culturally contextual	Research-gap driven, globally aligned
Lexis and Syntax	Formal, redundant, syntactically complex	Technical, current, syntactically varied
Tone and Style	Deferential, explanatory	Confident, authorial, objective
Citation Patterns	Local, traditional, often outdated	Global, current, and research-oriented

Conclusion, Recommendations and Implications of the Study

Overview

Chapter 6 concludes the study by comparing rhetorical differences between Pakistani and international PhD dissertations in English Linguistics. It highlights how

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sociocultural and institutional factors influence academic writing practices. Emphasis is placed on the need for rhetorical awareness and context-sensitive writing instruction in non-native academic environments.

This deep analysis reveals that Pakistani and international PhD dissertations differ in both form and function due to broader sociocultural, institutional, and pedagogical contexts. Pakistani dissertations emphasize depth, explanation, and reflection, while international dissertations emphasize precision, economy, and contribution. These distinctions highlight the necessity for context-aware academic writing instruction and the development of genre competence among postgraduate scholars in non-native contexts.

This study aimed to investigate the rhetorical structure variations in PhD dissertations authored by Pakistani and international scholars in the field of English Linguistics over the past decade. Through a comparative genre-based analysis, key differences and similarities were identified in the organizational patterns, move structures, and rhetorical strategies used in dissertation chapters, particularly focusing on the Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion sections.

The findings reveal notable distinctions in the rhetorical choices between the two groups. Pakistani dissertations tended to follow a more formulaic and linear structure, often adhering strictly to institutional guidelines. In contrast, international dissertations displayed greater flexibility and critical engagement, incorporating more nuanced argumentation and meta-discursive elements. The variations may stem from differences in academic training, institutional expectations, cultural influences, and exposure to international scholarly practices.

Overall, the study highlights the influence of socio-academic contexts on dissertation writing and underscores the importance of rhetorical awareness in academic discourse production.

Recommendations

Pedagogical Training in Academic Writing:

Pakistani institutions should incorporate advanced academic writing courses focused on rhetorical structure, discourse strategies, and genre conventions used in international academic communities.

Supervisor Development Workshops:

Training programs for dissertation supervisors can help ensure they are well-equipped to guide students on international academic writing norms and rhetorical variation.

Cross-Cultural Writing Support:

Establish collaborative programs or writing centers that provide students with access to international models and feedback from scholars familiar with global standards in academic writing.

Corpus-Based Learning Tools:

Develop localized and international dissertation corpora for student use, enabling them to explore real examples of rhetorical moves across cultures and disciplines.

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Encouragement of Reflexive Writing:
Encourage the use of meta-commentary and reflexivity in dissertation writing to enhance clarity and argumentative depth, aligning with international best practices.
Implications of the Study

For Academic Institutions:
This study provides insights into how institutional norms and educational practices shape dissertation writing, offering a basis for curriculum reform in postgraduate linguistics programs.

For Policy Makers in Higher Education:
Findings may inform policy decisions regarding the standardization or diversification of dissertation writing formats, especially in light of global academic mobility and recognition.

For Future Researchers:
The study opens avenues for further research into disciplinary, regional, and linguistic influences on academic writing. Comparative studies involving other non-native English contexts could broaden understanding of global academic discourse.

For Language Instructors:
English for Academic Purposes (EAP) instructors can use the study to tailor instruction more effectively, integrating genre-based and rhetorical instruction into academic writing curricula.

For Students:
Awareness of rhetorical structure variations can empower doctoral candidates to position themselves more confidently within the global academic community by making informed rhetorical choices in their dissertations.

Summary
The chapter summarizes key findings, showing that Pakistani dissertations are often more rigid and explanatory, while international ones are concise and critically engaged. It offers recommendations for pedagogical reforms, supervisor training, and corpus-based learning tools. The implications are relevant for institutions, educators, policy-makers, and students aiming to align with international academic standards.

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