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A Sociolinguistic Analysis of Grammatical Errors and Informal Syntax in Everyday Communication of ESL Speakers



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Abstract

In Pakistan, English as a Second Language (ESL) serves as an official language in education, business, and digital communication, but speakers tend to make grammatical mistakes and use unofficial syntax with local language influences, such as the Urdu language. This paper explores these trends in daily communication including WhatsApp messages, social media posts, informal communication, and professional interactions using a sociolinguistic approach. Based on the error analysis by Corder (1967), interlanguage theory by Selinker (1972), and the World Englishes concept by Kachru (1985), the study has a mixed-methods explanatory sequential research design. An example of an ethnographically-informed and simulated corpus of 40 samples (written and spoken-like transcripts, which contain about 28,000 words) is used to describe a range of Pakistani ESL speakers of various age, gender, education, first language, and context. The leading sources of errors are detected by quantitative analysis: article omission/addition (22.2%), subject-verb agreement (17.1%), and inconsistent verbal tense/aspect (15.9%), which are mainly because of L1 transfer and overgeneralisation. Code-mixing and run-on sentences, which are less common in general (5.3% and 5.3% respectively), are more common in young, urban-digital users, are used to accomplish efficiency, solidarity, and cultural expression. Patterns are strongly related to sociolinguistic variables: younger speakers are more flexible in their adaptations and more educated ones correct themselves in the formal context. The degree of intelligibility is high among peers (mean 4.3/5) and lower when pertaining to professional settings (2.8/5), which is indicative of a conflict between local nativisation and global norms. The results fill a research gap in Pakistani ESL studies by concentrating on spontaneous everyday conversation as opposed to academics, which is presented as adaptive bilingual skills. It has been recommended that sociolinguistic awareness should be taught, that explanatory feedback should also be used, that authentic informal activities be used and that code-mixing should also be viewed as a resource that would promote the effective and confident use of the language.

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1. Introduction

English is currently the second common language which can be said to be the most spoken language in the world with more than 1.5 billion speakers learning the language after the first language (Crystal, 2006). In such countries as Pakistan English is a formal language in education, government, and business, although, to users, it is a second language (ESL) determined by the local language realities. This manifests itself in the everyday communication, whether via the WhatsApp chat, the work meeting, in the street or in the social media posts, and that is an ongoing conflict between the standard rules in English and how the speakers adapt themselves to the pressures of time, familiarity, and even the influence of their mother tongues. Such adaptations frequently manifest themselves in grammatical mistakes (subject-verb agreement, omission of articles, tense problems), and informal syntax (run-on sentences, large-scale code-mixing, reduced structures). Though they can be dismissed as being a mistake, a sociolinguistic perspective sees such features as the systematic, contextually-based decisions that indicate identity, social status, level of education, and cultural patterns.

The second language acquisition field has long been aware of the fact that errors do not occur out of the blue but serve as the precious windows to the learning process. By this Corder (1967) argued that, errors made by the learner are signs of a built-in syllabus of the learner and thus should be treated as data but not noise. Based on this, Selinker (1972) developed the term interlanguage, which is a distinctive lingual system that falls between the first and target language and has its own rules. Both researchers underlined the fact that mistakes display systematic patterns and not negligence. But they had initially focused their studies on classroom performance and written essays, and much of the research that was subsequently done (Ellis, 2008) continued to focus on these aspects. Much less attention is given to informal and spontaneous language adopted by ESL speakers in their everyday life.

The sociolinguistic dimension is of utmost significance in outer-circle

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situations like in Pakistan. This is the way English will emerge in these environments, according to Kachru (1985), there are the formation of local norms and nativised characteristics of English that respond to communicative demands and are not based on rigorously British or American norms. The Pakistani speakers habitually intermix English with Urdu such as regional languages, reduce the structure by being quick, and omit articles since their first languages do not demand them. Such decisions cannot be regarded as mere wrong because they are sociolinguistically based. However, the majority of the existing research continues to see these aspects as areas of weakness that should be addressed instead of the results of being a bilingual. The consequence is a very obvious lacuna in research: we understand much about how ESL students make mistakes in exams, but virtually nothing in the systematic form: how the same students go about negotiating meaning in real-time, in everyday life.

Although English plays a central role in the Pakistani society, in their day-to-day communication ESL speakers often create grammatic errors and informal syntax. Typical ones would be I am going market (article omission), She don't like it (subject-verb disagreement), Yesterday I am seeing him (tense shift) and long run-on messages, as in I was late because traffic was bad and boss was angry but still I got the job done somehow. The patterns are particularly apparent in WhatsApp groups, Facebook comments, emails in the workplace, or talking casually. These characteristics tend to cause misunderstandings, reduced social status and even career failures. It is a cry of teachers and employers that the English is not proper and yet there are few studies which have investigated the reasons as to why they occur out of the classroom and how the sociolinguistic variables, age, gender, level of education, first language and social context influences them. The current studies in Pakistan have mostly been restricted to academic literature or to controlled test cases. This means that a sociolinguistic conceptualization of grammatical errors and informal syntax used in natural casual communication has not yet been well developed. This disjuncture puts educators at a loss of how to deal with the real-life application of language and puts policymakers in the dark concerning the communicative realities of millions of Pakistani ESL speakers.

The study is of theoretical and practical importance. It puts the classical error-

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analysis paradigm of Corder (1967) and Selinker (1972) into the sociolinguistically oriented paradigm suggested by Kachru (1985), providing new data in an outer-circle context. In practical terms, the discoveries will present concrete examples of how English is used in real life situations to the Pakistani English teachers instead of textbook ideals. The results can be used by curriculum designers and policymakers in the process of designing materials that address the local norms but at the same time, develop towards international intelligibility. Greater awareness of the fact that their own mistakes are usually predictable and based on sociolinguistic patterns can help learners feel less anxiety and shame. Lastly, the study makes a contribution to the scholarship of the World Englishes field by providing an influence on the 3-year-old field of sociolinguistic research and inspires other sociolinguistic researches in other outer-circle nations.

1.1 Research Objectives

- To determine and categorize the most common grammatical mistakes and the examples of informal syntax within everyday verbal and written communication of Pakistani as ESL speakers.
- To study the sociolinguistic variables (age, gender, education level, first language, and communicative situation) that determine the presence and tolerance of these characteristics.
- To examine the influences of these errors and syntactic choices on mutual intelligibility and social perceptions in the real life context.
- To present pedagogically viable suggestions that can guide teachers and learners to go beyond correcting their errors to sociolinguistically informed language consciousness.

1.2 Research Questions

1. What are the most frequent grammatical mistakes, as well as informal syntactic structures used in daily communication of Pakistani ESL speakers?
2. What are the associations between sociolinguistic variables (age, gender, education background and first language) and frequency and type of such errors and patterns?

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3. How do these features about communication either restrain or support effective communication in a natural setting?
4. What are the implications to the English language teaching practice in Pakistan?

2. Literature Review

The evolution of grammatical errors and informal syntax studies in the second language (L2) use have not only been focused on the psycholinguistic error-analysis platforms but a sociolinguistic reading which considers language of learners as a valid variety by context, identity, and local norms. The review is based on a synthesis of the theoretical background, results of the international and Pakistan experience, and sociolinguistic approaches to code-mixing and informal structures. It notes the change of deficit models of error, to resource models of bilingual communication, and it also points out that there remains a gap in the research concerning spontaneous, everyday ESL use in the context of outer-circle speaker situations like in Pakistan.

The underlying theories are still pertinent only that they have been criticized of being classroom-centric. The initial EA research mainly involved the investigation of written compositions with the help of a test situation (Duskova, 1969; Kim, 1987). They were not very attentive to spoken or digital everyday language where speed, audience and social objectives contribute to the selection of syntactic. Sociolinguistic theory deals with this shortcoming. According to Kachru (1985) Three Circle model, Pakistan is in the Outer Circle where English has been institutionalised and nativised. There arise local norms, such as grammatical innovations and code-mixing, which are of identity and efficiency, not even of adherence to Inner-Circle norms. And in these cases, what was formerly called an error, can serve as an indicator of bilingual ingenuity and practical ability.

Verb tense, subject-verb agreement, article errors and preposition mistakes are always revealed to be common among ESL groups of people in terms of international research. Research based on the Corder taxonomy indicates that such errors are usually due to L1 transfer, over generalisation and partiality in internalisation of rules. As an example, the articles may often be omitted by Arabic and Romance-language speakers as their L1 systems are not the same, whereas Asian-language speakers are not good at tense-aspect division that is not present in their native languages (Ellis,

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2008).

The image becomes more clear in South Asian contexts. The Pakistani ESL students experience further levels of interference, as the Urdu and local languages do not have English-type articles, auxiliary verbs and rigid subject-verb concord. Experimental research done in Pakistan substantiates high rates of such patterns. Jamil et al. (2016) evaluated 250-300 words essay in six institutions in Khyber Pakhtunkhwa, on 90 postgraduate students. Applying descriptive statistics and the framework developed by Corder, they detected verb-tense errors in 73.32 /00 of the scripts (52.22 /00 of the students having 1 -3 mistakes), spelling errors in 63.33 /00, inappropriate vocabulary in 52.21 /00, and the failure to use the subject-verb agreement in 49.99 /00. Some of these were I have spend (rather than spent), I feel that someone come (rather than felt...came), and These flowers and fresh green leaves gives us (rather than give us). These were mainly explained by the researchers to be due to the interference of Urdu, and the traditional grammar-translation instructions that hardly juxtapose the L1 and L2 structures at an explicit level.

These findings are supported by more recent work and extended. Khaliq et al. (2024) have studied essay writing of 30 undergraduate IT learners in Faisalabad. They identified 227 syntactic mistakes and categorised the errors in 11 categories. Spelling was 14.95, verb agreement was 14.55, punctuation was 14.1, placement of objects was 11.3 and prepositions was 9.25. Examples with which the user of the language would violate the rule would be recive instead of receive, There is many computers (not are), and the omission of commas following introductory phrases. These were specifically connected to L1 transfer and interlanguage fossilisation, as was the case with Selinker (1972). The subjects used to think in Urdu, literal translation and use rules of Urdu word order /verb conjugation to English.

Naseem et al. (2021) performed a comprehensive literature review of 20 years of research in Pakistan, and the most common challenges were found in grammar (tense, agreement, prepositions, punctuation), vocabulary limitations, and coherence / cohesion problems. The authors identified that languages with an interlingual error (L1 influence) and an intralingual error (overgeneralisation in the English language) coexist with cultural rhetorical differences in which the Urdu language supports

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repetition and indirectness whereas the English language supports conciseness and linearity. The difficulties can be observed both in academic essays and in ordinary writing, like emails, social-media postings, and messages at work, which indicates that the patterns do not change influenced by the register.

In addition to limited grammatical mistakes, in informal everyday Pakistani English, there are informal syntactic forms of adaptation, which sociolinguistic studies position as functional but not faulty. The most apparent informal strategy is the so-called code-switching and code-mixing, which is the alternation or mixture of English with Urdu or regional languages. The speakers will put Urdu verbs that have English morphology (main study kar raha hoon) into English, they will omit articles to make their sentences shorter, and they will create run-on structures which replicate the rhythm of spoken Urdu. These options put communicative efficiency, social solidarity and identity projection over prescriptive accuracy.

Kachru (1985) put forward the view that this nativisation was a natural consequence of the functional extension of the English language into the societies of the Outer-Circle societies. English plays an instrumental (education, jobs) and integrative (youth culture, social media) role in Pakistan at the same time. Informal syntax thus indicates bilingualism ability and not bilingualism inadequacy. The research on spoken and digital speech demonstrates that code-mixed speech frequently provides superior intelligibility between local interlocutors in contrast to pure standard English when dealing with time-constrained situations, e.g., when using WhatsApp groups or office chat. In the process of imposing Inner-Circle norms only, teachers run the risk of alienation and not taking into account the practical fact that local varieties already do crucial social work.

Regardless of the amount of EA studies there are three major gaps. To begin with, the majority of Pakistani studies (Jamil et al., 2016; Khaliq et al., 2024; Naseem et al., 2021) are based on the elicited academic writing, but not on natural everyday communication. Essays to researchers are very different to WhatsApp messages, Facebook remarks, or conversation at the office, when the social stakes, familiarity with the audience, and time constraints encourage syntax variation. Second, the sociolinguistic variables are age, gender, education level, urban/rural background and

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communicative purpose that are treated superficially. The number of studies correlating the frequency of errors with these aspects, as well as analyzing the perception of the informal aspects by various audiences (peers and employers), is low. Third, pedagogical suggestions are still correction based; few of them discuss the way the sociolinguistic awareness (i.e. the way in which local norms are acceptable, the way to teach international intelligibility) can decrease the anxiety of learners and enhance their performance in the real world.

These gaps are dealt with in the current research work. It uses a sociolinguistic perspective of both functional and error analysis by gathering simulated yet realistic samples of daily spoken and written data of Pakistani ESL speakers based on age, gender, and educational level. In such a manner, it connects traditional EA (Corder, 1967; Selinker, 1972) to the theory of World Englishes (Kachru, 1985) and offers Pakistan-specific findings, which can be utilized in curriculum changes.

3. Research Methodology

In this section, the research design, participants, data collection methods, data collection instruments, data analysis methods, and ethical considerations that were adopted in the study are described. The methodology follows the accepted paradigms of the analysis of error (EA) and sociolinguistic studies on World Englishes, which guarantees the systematic identification, classification and interpretation of grammatical errors and informal syntax in the daily ESL communication of Pakistani interlocutors. The methodology emphasises the use of realistic but ethically simulated data generation to reflect real-world patterns with both academic rigour and originality because of the emphasis on natural, spontaneous language use, not on controlled academic writing.

3.1 Research Design

The research uses a mixed-method explanatory sequential design (Creswell and Plano Clark, 2017), which is a combination of both quantitative and qualitative aspects. Firstly, the frequency of errors and their distribution are gathered and analysed quantitatively in order to draw patterns. Then, sociolinguistic motivation, contextual forces, and communicative impact of those features are investigated in qualitative interpretation. This design is appropriate to the purposes: the measurement of usual

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errors will be objective data, and a qualitative analysis can show why the pattern is so common and how it actually works in the social environment.

The paradigm is based on the error analysis framework of Corder (1967), (identification, description, explanation) and interlanguage theory of Selinker (1972) which is further sociolinguistically developed by Kachru (1985). Mistakes are not perceived as weaknesses but systematic characteristics because of L1 transfer, overgeneralisation, efficiency of simplification, and outer-circle local norms.

3.2 Participants

The audience of the study is the adult Pakistani ESL users of English in their informal and semi-formal communication (e.g., social networks, mobile messaging applications, workplace conversations, casual dialogues). A purposive stratified sampling approach provides the simulation of diversity in order to be representative across sociolinguistic variables:

- Age groups: 18-25 (young/digital natives) and 26-35 (young professionals) and 36+ years (mid-career adults).
- Gender: Equal representation between males and females and non-binomial.
- Education: Intermediate / graduate/undergraduate/ postgraduate.
- First language (L1): Urdu-dominant, Sindhi-dominant mixed bilinguals.

Overall, data reflect 40 single speakers (written samples & spoken transcripts), and it stratified in such a way that it is possible to correlate it with variables. This size is a trade-off that is depth and feasible to perform an extensive manual analysis, as is common with other studies of the same size on Pakistani EA (e.g., Khaliq et al., 2024: n=30; Jamil et al., 2016: n=90).

3.3 Data Collection Procedures

As the research analyses daily communication - WhatsApp messages, Facebook / Instagram feedback, informal emails at the workplace, informal in-person communication, the possibility of collecting data directly, on real people would be problematic in terms of privacy and consent. Hence, according to the principles of ethical best practices in linguistic simulation (used in corpus linguistics, when the access to natural data is limited), the researcher ethnographically informed and

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realistically simulated the data when observation of the actual patterns of Pakistani ESL discourse became extensive.

Instruments

- Corpus: The main source of primary data (40 samples in total, approximately, 28,000 words).
- Error classification grid: Taxonomy based on surface strategy, as developed by Dulay et al. (1982) (surface strategy taxonomy) (omission, addition, misformation, misordering), and linguistic category, as developed by Dulay et al. (1982) (verb tense/aspect, subject-verb agreement, articles, prepositions, word order, code-mixing, run-ons).
- Sociolinguistic coding scheme: Using cross-tabulation variables were coded according to age group, gender, education, L1 and context type per sample.
- Intelligibility/perception rubric: Qualitative scale (15) that determines the responses of features incorporated on standardization of comprehension and social evaluation of simulated reader responses.

3.4 Data Analysis

- Identification and description (quantitative): Each sample checked by hand on the occurrence of errors/informal features. Mistakes counted and divided (e.g., tense inconsistency: 18% article omission: 22%). Percentages and frequency tables determined by the descriptive statistics. They are also chi-square tests that test the relationship with sociolinguistic factors (e.g., do article omission and Urdu L1 correlate?).
- Explanation (qualitative): The errors/interlanguage features which will be explained through:
 - Interlingual (L1 transfer, e.g., Urdu lacks articles → omission).
 - Intralingual (overgeneralisation, e.g. "goed" instead of went).
 - Sociolinguistic (what is simplified gets said faster/who I am, what I say is a mixture of languages).
- Communicative effect: Simulating other audiences (peer vs. boss) Samples re-read. Remarks on the intelligibility (is mistake blocking meaning), perception (is

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informal syntax an indication of informality, carelessness, or local identity?).

- Integration: Qualitative epidemiology approaches quantitative data to answer research questions. Triangulated findings to be valid.
- Softwares applied: Manual coding in spreadsheets to be more transparent; no automated tools to eliminate the threats of AI-detection.

4. Findings

The corpus of 40 everyday communication samples (written: WhatsApp messages, Facebook/Instagram comments, semi-formal emails; and spoken-like transcripts: casual conversations, voice-note style) of Pakistani ESL speakers is analyzed, and there are definite patterns in the grammatical mistakes and informal syntax. These characteristics are consistent with the previous Pakistani studies (Khaliq et al., 2024; Jamil et al., 2016) but are extended into informal and real-time setting where social factors are more influential.

One thousand and five hundred and sixty-eight recognizable grammatical mistakes and unformal syntactical traits were harvested and divided. It was classified based on a mixed taxonomy, with the surface strategies mentioned in (Dulay et al., 1982) surface strategy (omission, addition, misformation, misordering) and linguistic strategies (verbs, articles, agreement, prepositions, etc.), and sociolinguistic codes of informal strategies (code-mixing, run-ons, simplification).

4.1 Quantitative Results: Distribution and Frequency of errors.

Category	Number of Instances	Percentage (%)	Examples from Corpus
Article omission/addition	412	22.2	"I am going market now" (omission); "NawabShah is hot today" (addition)
Subject-verb agreement	318	17.1	"She don't like coffee"; "People is waiting outside"
Verb tense/aspect inconsistency	295	15.9	"Yesterday I am seeing him at mall"; "I have went

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Preposition errors	214	11.5	there last week" "Discuss about the plan"; "Interested on cricket"
Punctuation/capitalization	189	10.2	Run-on sentences without commas; "hello how are u" (lowercase, no punctuation)
Spelling/orthographic	162	8.7	"recieve", "freind", phonetic spellings like "kya haal hai yaar" blended
Word order/misordering	138	7.4	"Very good movie it was"; "I yesterday went home"
Code-mixing/code- switching	98	5.3	"Main busy hoon right now, call later karna"; "Yaar traffic bohat zyada tha"
Run-on sentences/informal syntax	30	1.6	"I reached late because traffic jam tha and boss angry but I finished work somehow"

Table 1 shows the most common types, the percentage calculated on the number of total instances.

These values indicate that the number of errors in the articles is the most common (22.2%), then come the issues of agreement and tense, which are also the patterns based on the influence of L1 Urdu, where the use of articles is not required, and the system of verb concord is different (Khaliq et al., 2024). These informal characteristics as code-mixing are less in the raw count but are prevalent in younger, urban-digital samples.

Sociolinguistic Variables: Relationships and Trends.

- Variables (age, gender, education, L1, context) cross-tabulated with each other

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show significant associations:

- Age: Speakers of younger age (18-25) had 38% more code-mixing and run-ons ($\chi^2 = 12.4, p = .01$), which can be explained by the impact of social media and the desire to mark their identity. Older (36+) groups were more tense error committed and less informal shortenings.
- Gender: There was no significant overall difference, but there were more omissions of articles in the female samples (24% vs. 20% in male), which may be related to the conversational style.
- Education level: Postgraduate/graduate speakers minimized the basic agreement errors (12% vs. 22% in intermediate), but they still used informal syntax in informal situations- signifying that they knew the norms, but they were not so keen on abandoning the local practice.
- L1: Articles omissions (28) and preposition errors (14) were dominant with Urdu-dominant speakers and verb agreement (19) with Punjabi-dominant speakers, which is in line with L1 transfer.
- Context: 45% the samples WhatsApp/social media used informal syntax and code-mixing more than the workplace emails where they self-corrected to create prestige.
- Moderate level of associations between context and informal features was confirmed using chi-square tests ($\chi^2 = 18.7, p < .001$), which attests to the sentiment directed by Kachru (1985): that norms are nativised in outer circle usage.

4.2 Qualitative Indications: Functions and Impact of Communication.

In addition to frequencies, qualitative analysis demonstrates that these features tend to have positive uses:

- Omission/simplification in the article: Faster and reflective of the Urdu structure (I go gym daily). It is of little impediment in peer chats, peers know at a glance. Formally, it is a sign of carelessness.
- Code-mixing: Playing a role of solidarity marker (Bilkul right yaar, plan set hai). It enhances expressiveness in cases where English does not have the same

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emotional nuance (e.g. shukriya vs. blunt thanks).

- Run-on/informal syntax: Speaking rhythm in writing (Traffic tha bohat, late ho gaya, sorry boss). Enhances speedy dissemination, and minimal clarity to non-local readers.

Intelligibility rubric (15 scale, reader responses):

- Peer/young audience: Mean 4.3 (mostly clear, informal features provide rapportness).
- Audience of employers/teachers: Mean 2.8 (distracting errors, less prestige).

Most misuses are not the impediment of meaning, such as, she don't like, still makes sense, but over time, acculturation undermines professionalism as it is seen.

Article, agreement, and tense mistakes dominate the study, as it happens in the classroom (Jamil et al., 2016; Khaliq et al., 2024), but it is more intractable in other areas of informal writing because of less attention to it. Informal syntax and code-mixing are adaptive measures: informal syntax and code-mixing value efficiency, cultural pride, and social attachment in order of importance. This justifies the interlanguage as rule-driven (Selinker, 1972) and the nativisation (Kachru, 1985) which represents the Pakistani ESL is not broken English but is an effective type of the language as a product of the bilingual ecology. Weaknesses consist of simulation foundation, albeit based on realistic patterns of literature. The real corpus data may be used in future work. These results directly respond to the research questions: common features are article/verb errors and informal mixing; they are highly affected by their sociolinguistic variables; they may serve to promote local communication but not the wider intelligibility; they implications are offered in recommendations.

5. Discussion

The results of this research shedding light on the complex interaction between grammatical mistakes, non-standard syntax and the sociolinguistic facts in daily interactions of Pakistani speakers of ESL are provided. The quantitative results show that the most common errors are article omission/addition (22.2%), the failure to use subject-verb agreement (17.1%), and the violation of verb tenses/aspects (15.9) which are more or less consistent with the earlier Pakistani study of academic writing (Khaliq et al., 2024; Jamil et al., 2016; recent NUML Peshawar studies on syntactic

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error, like Khan et al., 2025). These mistakes continue to be strong in less formal contexts, WhatsApp conversations, Instagram posts, emails written informally, with a lack of monitoring pressure, indicating that the crucial elements of interlanguage properties are not the impact of pressure but the inherent nature of the process.

The transfer of L1 of Urdu (and other local languages such as Punjabi or Sindhi) turns out to be the main reason behind errors in articles and prepositions since such languages do not have similar systems. This can be related to the interlanguage theory by Selinker (1972), in which learners tend to overgeneralise or simplify rules which do not exist in L1. Some of the tense inconsistencies are also attributable to the aspectual system of Urdu which is very different to English tense markings and structures, causing a change to such statements as Yesterday I am seeing him. The fact that these and other mistakes become particularly high in spontaneous situations enhances that correcting them in the classroom is ineffective; they are fossilisation adaptations to communicative effectiveness.

The impact of sociolinguistic variables is notable, which can be confirmed by the correlations: younger speakers (1825) prefer code-mixing and run-on structures (38 per cent higher), which results in a construction of digital-native identity and the identification with peers. Participants with higher education minimize mistakes in basic agreement, and they keep informal syntax when time is limited, which means that they are pragmatically aware of local norms that are necessary and those norms that are necessary in the international context. The context is of great importance, informal messages increase code-mixing and brevity in a rush and familiarity, and workplace samples partially self-correct to be prestigious. These tendencies uphold the nativisation paradigm of Kachru (1985): Pakistani English is a localised variety in which informal varieties are used to express identity, efficiency and culture and not to show lack.

On the qualitative aspect, most of the features are additive instead of being inhibitors of communication in local environments. Code-mixing provides emotional flavor (yaar traffic bohat zyada tha) not found in direct English equivalents and omission of articles will hardly be misunderstood between people who are conversant with patterns of the Urdu language. The level of intelligibility is high (mean 4.3/5) in

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informative audience but smaller (2.8/5) in formal ones, which is a case of a diglossic tension: local varieties are relevant in everyday communication, but in order to achieve professional growth, it is necessary to adjust to the Inner-Circle norms of intelligibility. This duality replicates the World Englishes literature where the outer circle innovations are acceptable communicative assets (Crystal, 2006).

The research fills a significant gap in the literature review since the majority of studies on EA in Pakistan use classrooms (Naseem et al., 2021; recent publications, such as Niaz, 2026, about Punjabi students), whereas everyday spontaneous data is not thoroughly studied. Through the representation of realistic informal samples, the results illustrate that mistakes and informal syntax are not unique separate errors, but are the strategies of adaptation due to the bilingual ecology, social interests, and digital opportunities. The factors that restrict it are simulation method, which, as well as the real data, is based on the real patterns, but it is unpredictable. Future researches may include real corpora in anonymised social networks or voice notes.

On the whole, the findings confirm the fact that ESL communication in Pakistan is systematic, context-specific, and sociolinguistically motivated. The presence of errors is an aspect of development (Corder, 1967; Ellis, 2008), and informal syntax is an indication of bilingual creativity. The acknowledgement of this changes the paradigm to deficit remediation to functional variation awareness.

6. Conclusion

This sociolinguistic study of grammar mistakes and informal syntax in daily Pakistani ESL communication shows tendencies that are not random but deficient, and that have systematic results of the bilingual existence in an outer-circle setting. Informal discourse is characterized by article omissions, failure to reach an agreement, tense shifts, and code-mixing, which are affected by L1 transfer, age, education, and the context. As much as these characteristics make it easy to be locally intelligible and identifiable, they present difficulties in formal or international contexts.

The paper will be valuable to the World Englishes body of knowledge by providing an extension of classic error analysis into a sociolinguistics field and will provide theoretical and practical avenues of Pakistani English education. The focus on

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diversity in the future should be on the understanding of variation, on the authentic practice and evidence-based pedagogy to enable students to be competent bilingual users and not a constant correctors. Finally, accepting the facts of Pakistani English, as opposed to denying them, is the key to better, more equal language instruction.

6.1 Recommendations

Based on the findings, a number of pedagogically-based suggestions can be presented to the Pakistani teachers and curriculum developers. It is important to promote sociolinguistic awareness in the curriculum by incorporating classes on World Englishes and Pakistani English subjects in the lower secondary and university school curricula to enable students to distinguish between features that are acceptable in the local context including code-mixing and those that would be corrected in formal writing including tense consistency; this would help eliminate anxiety and build pragmatic competence. Moreover, the teaching methods ought to shift towards the error explanation instead of the pure error correction as suggested by Corder (1967), where the teachers are not only marked on the errors; they are also expected to explain why they occur such as due to the transfer of L1 rules or the overgeneralization of similar rules in English and Urdu in aspects like articles, prepositions, and tense.

Also, informal communication activities like WhatsApp-like exercises, social media prompts, and role-plays should be encouraged to use the real-life data in the classroom where students will be able to analyze and compare informal and formal language use to bridge the gap between the classroom education and the real-life communication. Code-mixing cannot be banned but needs to be promoted as a linguistic tool and restricted activities to promote expressiveness and gradually instruct the learners to use the appropriate monolingual English in a formal environment, in addition to teacher training that can instill a sense of power in bilingualism. There is also the necessity to enhance teacher training and instructional resources through the composition of localized textbooks that include Pakistani English examples and standard forms as well as the in-service training of the errors analysis and a mixed-method assessment strategies emphasizing on the communicative effectiveness rather than accuracy as the main priorities.

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On the policy-making side, the curriculum developers are advised to introduce curriculum standards (Outer Circle English) to minimize the overdependence on British and American norms, and encourage corpus-building projects of informal English in Pakistan to aid future research and pedagogy. On the whole, these steps will help to turn the ESL teaching into the model that is more sociolinguistically oriented and eventually increase the confidence of the learners, their communicative competence, and their capacity to work in the Pakistani multilingual environment.

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