

Grammaticality in Writing Skills of L2 English Learners: Challenges in Pakistani Academic Setting

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Abstracts

This study examines how second-language English learners' grammar issues differ in rural and urban Pakistani schools. This study is quasi-experimental. The study uses a quantitative approach and SPSS-analyzed writing test samples. The key findings reveal that pupils struggle to understand complicated syntactic structures like qualifiers, adjectives, adverbs, and adjunct and complement categories, even though they understand subject-verb agreement. Lack of resources and poor language education exacerbate these issues in rural areas. Teachers emphasize the need for the government to improve English grammar education and the necessity for custom learning aids to help rural students with their particular issues in grammar and syntax. Teachers also want enhanced professional development to master advanced grammar teaching methods. Students expressed mixed confidence in their grammatical skills since they were unsure how well they comprehended complex grammar principles. To assist students in comprehending and using grammar rules, the study recommends adding more interactive and relevant grammar assignments to courses and using the process-genre technique. The results also demonstrate the need for teachers to continue to study and have support networks to ensure good language sessions. Policy suggestions include equipping schools, especially rural ones, modifying the curriculum, and funding teacher training. This study enhances Pakistani second language learners' academic and employment prospects by identifying grammar issues and providing writing tips. Thus, it expands ESL instruction.

Keywords: Second-Language English Learners, Grammar Education, Rural and Urban Schools.

Introduction

In today's interconnected world, the widespread use of English brings numerous benefits to individuals worldwide. English is widely recognized as a language for international communication (Akbar, Pathan, & Ali Shah, 2018). Utilizing English as a means of communication can foster knowledge, understanding, and mutual respect among individuals from diverse backgrounds, encompassing various languages, traditions, and ethnicities (Mukminin, Ali, & Ashari, 2015). Pakistani students must speak and write English well to succeed in school and the job market. According to Mahmood, Shah, and Alam (2020), Pakistani students should learn English to combat globally. Having strong writing skills is a clear indication of academic success (Bhowmik, 2022). Unfortunately, Pakistani ESL learners are currently

facing significant challenges in their writing abilities (Samiullah & Haidar, 2022; Shah, Hussain, & Rashid, 2023). One of the main reasons for writing difficulties is a limited range of words and a weak grasp of English sentence structure. Writing can be negatively impacted by factors such as writing anxiety, difficulties with organizing thoughts, relying too heavily on one's first language, and a lack of creativity (Fareed, Ashraf, & Bilal, 2016; Shahid & Irfan, 2021; Umar, Ajmal & Ajmal, 2023). Pakistan has many languages and school standards. Most people speak Urdu, Sindhi, Punjabi, and Pashto. Many rural schools teach in Urdu, the native language. Urban schools, colleges, and universities teach mostly in English (Mahmood et al., 2020).

This variety of languages makes learning English harder. Where and what school students attend affects their education, but they usually start studying English as a second language (L2) early on. Some rural public schools lack the resources and skilled teachers to teach English effectively. According to Nawaz, Umer, Tabasum, Zaman, Batool, and Aslam (2015), the first language (L1) hinders second-language writing. Students' work often has common faults and doesn't make sense because L1 and English syntax don't match. Many Pakistani schools and colleges still utilize an old-fashioned system that emphasizes the teacher and doesn't work for ESL students. This style prioritizes memory over critical thinking and real-world application, slowing writing development. Therefore, students often struggle with academic writing in English due to poor sentence structure, vocabulary, and grammar (Fareed, Ashraf, & Bilal, 2016). The majority of EFL learners at higher educational levels in Pakistan face problems while implementing syntactic structural rules. (Hazhar, 2020a&b). Despite this, many Pakistani students, especially rural ones, struggle with English. They struggle most with writing, which is crucial for academic work and communication. It takes more than grammar and syntax to write properly in English. This is why many Pakistani L2 learners struggle to express themselves logically. The precise arrangement of adverb complement clauses and adjectives in a sentence is critical for efficient communication in the context of English language learning. (Yu, 2021)

Adverb complement clauses and adjectives, respectively, provide more information about nouns and verbs, and their proper placement promotes clarity and coherence in written language. (Nunan & Choi, 2023). Farooq, Uzair-Ul-Hassan, and Wahid (2012) believe rural schools don't teach English adequately because there aren't enough certified teachers, materials, or outside-of-school practices. Rural youngsters struggle with English writing more than city students at the school level (Akhtar & Munir, 2023). Language barriers, poor syntax, poorly constructed sentences and illogical writing are symptoms of these issues. These concerns must be addressed to help pupils succeed in school, get decent jobs, and adapt to a worldwide world.

In English language writing, the right placement of adjective and adverb complement clauses is critical for achieving grammatical accuracy and expressing the intended meaning. (Toledo, 2022) (Lavender & Varella, 2022). However, English language learners in Pakistan regularly make misplacement errors in their writing, in which complement clauses are wrongly positioned within a phrase. The existence of these mistakes not only hinders learners' ability to express themselves accurately but also affects the overall organization and continuity of their writing work." Despite the complexity of the situation, there is a notable lack of in-depth investigation and comprehension of particular cases of misplacement errors produced by ESL students in Pakistan. To examine the perspectives related to Acquiring proficiency in a foreign language typically

involves committing errors in several domains, particularly in grammar. Students often make frequent errors while constructing grammatical structures by misplacing adverbs and adjectives inside the line. This is not unexpected, as adverbs are more challenging to define compared to nouns, verbs, and adjectives. Adverbs possess several semantic nuances and their grammatical structure is notably intricate. In addition, adverbs can alter several elements of English language structures, including nouns, verbs, adjectives, other adverbs, and even entire sentences. Adding to the complexity, the researcher discovers that in certain instances, there is increased adaptability where a speaker and students can position the adjective and adverb in several locations inside a phrase with no impact on meaning. However, in other circumstances, the placement of adverbs is predetermined. As a result, the teaching of adverbs and adjectives and their categories becomes more challenging, leading to difficulties for learners in acquiring and employing them accurately.

As a result, it is necessary to conduct a detailed examination of these errors, particularly their frequency, distribution, and associated factors, to understand the obstacles that these students face. English language learners may struggle to distinguish between adjectives and adverbs, which can pose a significant challenge when trying to comprehend English sentences. Although speaking and writing English fluently is vital for students and careers, many Pakistani students struggle to develop. Second-language English learners struggle most with grammar and syntax. City schools usually have better equipment and teachers. The huge education gaps between Pakistani urban and rural areas make the situation worse. However, many Pakistani students struggle to learn this language. Because schools employ several languages and don't have adequate resources or teaching methods to help pupils master writing skills for school and work, these challenges worsen. Pakistani second language (L2) learners must grasp these environmental elements to solve their grammar errors and find effective approaches to teach them to enhance their writing.

Objectives of the Study

This study has several essential goals based on its research question. First, it identifies Pakistani second language learners' English writing grammar issues. This comprises adjectives and adverb and their categories (adjunct and complement) regarding subject-verb agreement, language, and grammar issues. Second, the study examines Pakistani schools' teaching methods to determine their efficacy. The process-genre approach and task-based language education will be examined alongside more creative alternatives. Third, the study suggests approaches to improve English writing instruction in Pakistani schools. These suggestions could include grammar teaching to the new classes, teacher training, and teaching methods.

Research Questions

To achieve the goals mentioned, the following study questions will be investigated:

- What grammar issues do Pakistani English language learners face most often?
- How do teachers and students view these issues?
- Which instructional methods could solve these issues?

Significance of Research

This study has many relevant aspects. It expands our knowledge of efficient ESL teaching methods for emerging nations like Pakistan. The study may improve education by identifying issues and suggesting solutions. This study's recommendations also help the teachers and officials to create new curricula and teacher-training programs. These tips can help second language learners succeed in school, college, and beyond. This study also helps teachers to improve English writing instruction. Finally, the goal of this study is to improve the overall level of English language instruction and writing competency among Pakistani English language learners. Ultimately, this study will help Pakistani second language learners improve their writing and help us understand their grammar issues. The project intends to improve English as a Second Language (ESL) instruction in Pakistan by addressing rural-urban schooling inequalities and L2 learners' demands.

Literature Review

Recent attention has been focused on researching the writing abilities of Pakistani ESL learners, resulting in many studies being conducted. Moses and Mohamed (2019, as referenced in Shah, Hussain, & Rashid, 2023) discovered that the pronunciation, terminologies, and grammatical skills of Pakistani ESL learners are deficient. This deficiency may be attributed to classroom overload, inadequately prepared instructors, the effect of their first language (L1), and the restricted opportunities for disclosure of the language of English. In a study written by Shahid and Irfan (2021), the researchers investigated the challenges that undergrad students have while constructing complex and compound-complex sentences. They proposed that using visual representations of syntactic patterns may be a helpful solution. A systematic review and synthesis of existing studies on obstacles in ESL writing was done (Naseem, Shah, Shafiq, & Aqeel, 2021). Second-language (L2) writing challenges can make it hard for pupils to communicate coherently. Fareed, Ashraf, and Bilal (2016) discuss these challenges in ESL contexts. It's believed that writing is the hardest linguistic talent. People develop this picture because it's hard to organize thoughts, apply the right syntax, and choose words. Writing demands more language and mental work than speaking or listening. Learning vocabulary, syntax, and writing can be difficult for ESL students. The book of Sajid and Siddiqui (2015) discusses ESL students' writing, ideation, and organization challenges. Writers with anxiety fear making mistakes and think they must do well in school. Avoidant students may avoid unpleasant tasks like writing until necessary. They miss out on practice and development. Not reading enough different literature leaves students without ideas, making it harder to organize and produce material quickly. Lack of consistency or logic in essays indicates inadequate idea organization.

In Pakistan, Akbar, Pathan, and Ali Shah (2018) explore second language writing challenges. These difficulties stem from society and education. Public university students have trouble writing paragraphs. Short vocabulary, misspellings, L1 problems, and poor instructor feedback might worsen this difficulty. Public schools often lack the resources to help children write well. Because instructors have little career advancement opportunities, are underequipped, and have large class sizes, these issues worsen. Wahid, Uzair-Ul-Hassan, and Farooq (2012) also examined rural Pakistani children's writing challenges. They say a lack of licensed teachers and poor

education are major challenges for these children. The report found that students struggle with basic grammar and lack the language skills to express themselves. Rural students notice L1 influence more since they hear English less outside of school. They write inconsistently with many grammatical errors and inappropriate sentence constructions. Linguists agree that studying a first language (L1) affects learning a second language (L2). L2 writing is difficult due to structural differences between L1 and L2. Mahmood, Shah, and Alam (2020) examine these variations. Pakistani Urdu, Punjabi, Sindhi, and Pashto are commonly spoken. These languages substantially impact English writing. UK English doesn't always follow the original languages' syntax and grammatical rules, hence there are many faults. The English subject-verb-object (SVO) pattern may be difficult for students whose first language's word order is different.

Masood, Shafi, Rahim, and Darwesh (2020) explain L1 interference-related grammatical problems. These include erroneous conjugated verbs, prepositions, and article usage. Students often interpret concepts from their native language into English, making errors harder to correct. Students have more time to contemplate and apply what they know from their native language when writing, thus language transfer is more visible. Research of Pakistani students by Nawaz, Umer, Tabasum, Zaman, Batool, and Aslam (2015) showed that first-language proficiency affects second-language writing. Because their native language influences their speech and writing, students often make sentence form, consistency, and tense mistakes. These errors imply deeper English comprehension and usage issues. The study emphasizes the need for targeted guidance to help students overcome these issues and improve their writing. Zubair (2019) studied L1 interference with L2 writing's mental elements. His theory is that trying to use new language norms in L2 and avoiding utilizing L1 rules may exhaust students emotionally. This cognitive burden may make writing harder for them due to fear and insecurity. Zubair thinks the most important part of teaching students the differences between their first and second languages is giving them enough practice with English grammar and syntax.

The Pakistan-focused research shows the challenges English-language learners face while trying to improve their writing. Teaching methods and the impact of L1 on L2 learning affect these concerns. It will take novel teaching methods, teacher preparation, and better educational materials to help second language learners with grammar and syntax. This plan is needed for these situations. The teaching methods researching how well different writing methods help Pakistani ESL students is important. Sajid and Siddiqui (2015) examined popular Pakistani classroom instructional practices. These methods often require memory-based solutions. Schools have long used this strategy, but it doesn't teach creative or critical writing. Instead of creating fresh ideas and logical arguments, students must precisely reproduce content. Shah, Farid, and Israr (2023) note that this typical approach has several problems because it ignores all the complexities of learning English writing. There aren't enough student-centered, hands-on learning opportunities for kids to practice English in different circumstances. Writing incorrectly and with grammatical faults doesn't show linguistic proficiency, therefore people keep doing it.

Innovative teaching methods like the process-genre approach have shown promise in improving writing skills. In 2020, Ajmal and Irfan studied how process genre helps worried Pakistani ESL students. This method combines genre and process teaching benefits. Students learn more about writing and text types. The process-genre method helps students improve their writing by

considering genre demands while planning, drafting, rewriting, and editing. This method works, according to Bhatti, Hussain, Azim, and Gulfam (2023). The process-genre approach helped many students outline their ideas, convey them effectively, and employ good language in their writing. This technique made students feel secure and supported during predetermined writing development phases, reducing writing anxiety.

Adjective Complements are grammatical units that total, make sense of, or explain the importance of an adjective in a sentence. These Complements are fundamental for communicating a full thought, frequently giving vital data about the circumstance or substance depicted by the adjective (Umiyati et al., 2023). Regularly associated with the adjective by a connecting verb, they improve the descriptive detail in a sentence, assuming a basic part in sentence structure by adding profundity to the predicate. The identical issues arose from the study conducted by Konder et al. (2022) 1. The research findings revealed that the greatest number of mistakes committed by pupils were related to ordering incorrectly. The pupils made mistakes in the ordering of adjectives, placing them after the noun. They lack knowledge of adjective order formation. Kocak (2020) observed that certain pupils encounter challenges while attempting to arrange adjectives in a specific sequence. Ramadhan et al (2019) contended that pupils encounter difficulty in comprehending adjective clauses inside reading texts. Understanding how teachers and students interpret second-language writing challenges is essential for effective solutions. In 2012, Farooq, Uzair-Ul-Hassan, and Wahid discussed the issues educators face when teaching writing. Basic vocabulary and grammar are major issues for students, say teachers. Large classes and poor individual attention exacerbate this issue. They stated that they have to keep learning to help others learn a second language.

Adjective Complements are grammatical units that total, make sense of, or explain the importance of an adjective in a sentence. These Complements are fundamental for communicating a full thought, frequently giving vital data about the circumstance or substance depicted by the adjective (Umiyati et al., 2023). Bhatti et al. (2023) say teachers struggle with curriculum and resources, supporting these findings. The instructors wanted materials to make their classes more fun and to master new teaching methods. According to the study, educators understand how L1 interference affects students' work and the need to find solutions. How students view themselves and their writing affects their performance. Haider and Mahmood used a corpus-based technique to study Pakistani English language learners' compositional skills in 2022. They found that many pupils lack writing confidence, which prevents them from doing tasks. They lack faith because they struggle with grammar and organization. Shah, Farid, and Israr (2024) discuss student self-assessment. Many kids feel unprepared for writing-intensive schoolwork. Writing in English makes them nervous and makes it hard to form accurate phrases. This fear is heightened by schools' high standards and competition. The study shows that Pakistani teachers and students understand the main challenges of second-language writing. Students need additional writing help, guidance, and confidence-boosting interventions. The process-genre approach and other new methods may tackle these challenges and improve English education in Pakistani schools.

Methodology

Using a quantitative research approach, this study shows the grammar issues Pakistani English language learners encounter when learning a second language. The research design of this paper is quantitative. Quantitative research enables an in-depth examination of the respondent's experiences, viewpoints, and conduct, resulting in a rich and reflective understanding of the research matter (Allan, 2020). The study examines the details of misplacement and the factors. The quantitative section examines learners' writings. This study is quasi-experimental.

Teachers: As English teachers from rural participate in the survey, their views on English writing challenges will vary. The teachers were chosen for their English-as-a-second-language teaching skills and willingness to participate in the study. Personal information about instructors, such as how long they've taught, where they went to school, and what kind of schools they work at, helped contextualize the replies.
Student Participants: Student participants were from rural institutions. This was done to allow many students with varying English language skills and experience to participate. They were asked about their age, gender, level of schooling, and school language to better understand them.

Purposive sampling was used to find respondents with a range of skill levels and educational levels. This study is conducted in the Southern Punjab District Layyah rural college. 60 students were selected from govt. college to participate in pre and post-tests. The class of students is 11th and 12th grade and divided into two groups i.e. control and experimental group. 30 students in the control group and 30 students in the experiment group. The students belong to the same group of EFL learners (intact class) and from the same academic background. A coin is thrown up to determine which group is the experimental group and which one is the control group through head or tail. The research participants are taught grammar and syntax structures and rules for the 8 weeks with the same ongoing traditional teaching method while the experiment group is taught with the process-genre technique. During data collection, many approaches are utilized to gain information on the study questions. The tests were about 3 closed-(MCQS) and 1 open-ended (Essay Writing) questions about writing confidence, grammar, syntax, and teaching approaches. When answering open-ended questions, respondents might elaborate on their views; when answering closed-ended ones, they could provide statistical data (SPSS and Paired Sample T-Test). These tests were prepared according to the Punjab Board Pattern. These tests are validated by the three panels of language experts. Students submitted work that was proofread for grammar and logic. These samples showed the pupils' writing issues and grammar skills. SPSS Paired Sample T-Test was used to analyze the data. Descriptive statistics summarized the data, and inferential statistics found noteworthy trends and relationships. It highlighted major difficulties and suggested remedies.

SPSS Paired Sample T-Test analyzed writing sample quantitative data. Data summary numbers included the mean, median, and standard deviation. Regression and correlation analysis were used to determine how variables were related and which factors predicted writing skills. The statistical analysis showed how bad and what kind of grammar faults the pupils had.

Findings:

A pre-test is conducted to assess pupils' current grammar and syntax understanding. There are a total of 60 pupils, and they are evenly distributed between both groups. They are given identical subjective and objective exams with the same marks and the duration of the time. Following the pre-test, a 12-week experiment is conducted where the experimental group receives instruction through intervention, while the control group studies with no intervention. Following the experimental instruction session, a post-test is administered to both groups. This exam consists of the same questions and time length as the prior test. The pupils' strength is equivalent to that of the pre-test. The objective of this exam is to determine the grammar and syntax in enhancing the learner's academic and creative writing.

Findings from the dependent t-test are shown in the Paired Samples Test table. There is a significant amount of information provided in this section, and it is crucial to keep in mind that this knowledge pertains to the distinctions between the two groups (as indicated by the subtitle "Paired Differences"). The columns of the table labeled "Mean", "Std. Deviation", "Std. Error Mean" and "95% Confidence Interval of the Difference" represent the average difference between the two groups, the variability of this difference, the precision of the mean difference, and the range within which we can be 95% confident that the true mean difference lies, accordingly the outcomes of the dependent t-test are presented in the last three columns. These columns display the t-value, degrees of freedom("df"), and significance level. ("Sig. (2-tailed)").

Question 1: Recognition Part

Paired Samples T-Test								
Paired statistics			Paired Differences			T	Df	Sig.(2-tailed)
Pair 1	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control Group	10.2333	3.21294	-9.93333	-11.04248	-8.82419	-18.317	29	<.001
Experimental Group	20.1667	1.05318						

For Question 1, the pre-test and post-test results of the 60 participants were analyzed to assess the recognition part of the test. - Pre-Test: Most participants correctly answered not more than 15 questions and incorrectly answered 10 questions.- Post-Test: The number of correct answers increased significantly to 22, while incorrect answers decreased to 3.

Statistical Analysis: According to Table (1), the paired sample t-test showed significant differences in mean scores between the pretest (M=10.23) and posttest (M=20.16) (t= -18.31, p<.001). There is good evidence to support that there was a significant difference, at a significance level of 0.05, between the average scores of the grammar, and syntax pretest and posttest for the students in the experimental group. The post-test scores were higher than the pretest levels. Thus, the first supposition was verified. A t-test was conducted to compare the mean scores of the grammar posttest between the control and experimental groups, aiming to identify any significant differences between the groups. The table displays the outcomes of the group comparison and a considerable difference.

The paired t-test analysis between pre-test and post-test scores for all participants showed a statistically significant improvement. This indicates that the intervention or learning method used between the tests effectively enhanced the participants' recognition abilities.

Question 2: Recognition Part

Paired Samples T-Test								
Paired statistics			Paired Differences			T	Df	Sig. (2-tailed)
Pair 2	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control Group	5.5333	1.67607	13.26667	-13.98682	-12.54651	-37.677	29	<.001
Experimental Group	18.8000	1.47157						

For Question 2, the pre-test and post-test results for the 60 participants were analyzed. Pre-Test: The participant had 4 correct answers and 21 incorrect answers. Post-Test: The number of correct answers rose to 20, and incorrect answers dropped to 5, showing notable improvement.

Statistical Analysis: According to Table (2), the paired sample t-test showed significant differences in mean scores between the pretest ($M=5.53$) and posttest ($M=18.80$) ($t= -37.67$, $p<.001$). There is good evidence to support that there was a significant difference, at a significance level of 0.05, between the average scores of the grammar and syntax pretest and posttest for the students in the experimental group. The post-test scores were higher than the pretest levels. Thus, the hypothesis was verified. A t-test was conducted to compare the mean scores of the grammar posttest between the control and experimental groups, aiming to identify any significant differences between the groups. The table displays the outcomes of the group comparison and remarkable changes.

The t-test results confirmed a significant improvement in the post-test scores compared to the pre-test scores, indicating the effectiveness of the intervention in enhancing the recognition abilities of the participants. This misplacement can lead to ambiguity and disrupt the flow of the sentence. Learners should ensure proper usage of adjectives and adverbs and its categories to convey their intended meaning clearly.

Question 3: Recognition Part

Paired Samples T-Test								
Paired statistics			Paired Differences			T	Df	Sig. (2-tailed)
Pair 3	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control Group	4.3667	1.27261	2.33333	-3.18445	-1.48221	-5.607	29	<.001
Experimental Group	6.7000	1.20773						

For Question 3, the pre-test and post-test results for the same three participants were examined. - Pre-Test: The participant had 6 correct answers and 19 incorrect answers. - Post-Test: The number of correct answers improved to 20, and incorrect answers reduced to 5, showing significant progress.

Statistical Analysis: According to Table (3), the paired sample t-test showed significant differences in mean scores between the pretest (M=4.36) and posttest (M=6.70) ($t = -5.607$, $p < .001$). There is good evidence to support that there was a significant difference, at a significance level of 0.05, between the average scores of the grammar and syntax pretest and posttest for the students in the experimental group. The post-test scores were higher than the pretest levels. Thus, the hypothesis was verified. A t-test was conducted to compare the mean scores of the grammar posttest between the control and experimental groups, aiming to identify any significant differences between the groups. The table displays the outcomes of the group comparison and remarkable changes.

The paired t-test analysis revealed a statistically significant improvement in post-test scores. This indicates that the intervention was effective in improving the recognition capabilities of the participants.

Question 4: Essay Writing (Production Part)

Paired Samples T-Test								
Paired statistics			Paired Differences			T	Df	Sig. (2-tailed)
Pair 4	Mean	Standard Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control Group	7.8000	2.3257	9.70000	-10.31357	-9.08643	-32.333	29	<.001
Experimental Group	17.500	1.8339						

For Question 4, focusing on essay writing as a production part, the pre-test scores for the control group and post-test scores for the experimental group were analyzed. - Pre-Test (Control Group): The participant scored 9. - Post-Test (Experimental Group): The score improved to 19, indicating substantial progress.

Statistical Analysis: Table 4 displays the average value of the experimental group, which is 17.50, along with its standard deviation of 1.83. The control group has a mean value of 7.80 and a standard deviation of 2.32. The scores of the experimental group (M = 17.50, SD = 1.83) in the post-test show significant changes when compared to the scores of the control group (M = 7.80, SD = 2.32), with a t-value of -32.333 and a p-value of 0.000 (two-tailed) for a sample size of 30. The average discrepancy between the two scores is -9.70, and there is a 95% certainty that the true difference is within the range of -10.31 to -9.08. Thus, the examination of the paired samples t-test confirms that the experimental group outperforms the control group, as evidenced by its higher mean scores. This study refutes the null hypothesis and supports the research hypothesis due to the substantial disparities observed, as indicated by the p-value ($p < 0.05$). The intervention of grammar and syntax definitely plays a crucial role in enhancing pupils' creative writing skills.

The paired t-test analysis for the essay writing scores showed a statistically significant improvement in the experimental group's post-test scores compared to the control group's pre-test scores. This suggests that the intervention effectively enhanced the participants' essay-writing abilities.

Learners sometimes make the mistake of thinking that adjectives and adverbs modify nouns or verbs when in fact they are really altering the opposite. "Exploring Multan's bazaars is always an unforgettable experience," one participant said on the written essay examination. The adverb "always" modifies the verb "is," expressing the regularity of the event. Nonetheless, students can erroneously apply the adjective form of "always" to the noun "experience," changing the meaning of the statement. Adjectives like "real" and "bright" can also cause ambiguity and misunderstanding if they are placed in the wrong places. Pupils ought to be cautious to distinguish between adverbs and adjectives so that their writing is accurate and clear.

Students sometimes make the mistake of putting the adjectival or adverbial adjunct in the wrong place, or they try to change up their sentence structure, which makes the phrase seem awkward. As an illustration, in the written test, the statement "Multan, with its many historical landmarks and markets, often leaves a lasting impression on tourists" is appropriately modified with the adverbial adjunct "often," which conveys the frequency of the activity. Yet, the adverbial adjunct "often" would obscure the meaning and make the phrase less coherent if it were appended to the conclusion. Similar to how students could lose track of noun-modifying adjectival adjuncts like "many" or "every," this might cause sentences to be unclear or confusing. Thus, in order to maintain consistency and clarity in their writing, students should carefully choose when to use adverbs and adjectivals.

The pre-test and post-test results, which were analyzed in detail across various queries and assessments, demonstrate substantial enhancements in both recognition and production sections. The t-test findings' statistical significance verifies that the treatments used in between the tests were beneficial. The tables show a thorough comparison, showing that everyone's performance improved significantly. This comprehensive analysis highlights how the educational strategies or interventions improved the participants' performance on the tests.

Discussion

The study's findings indicate a significant improvement in tasks related to production and comprehension following an intervention. The intervention yielded significant positive outcomes, evident in the consistent progress observed among numerous individuals and inquiries.

Through analyzing grammar, sentence construction activities, and writing samples, valuable insights can be gained into learners' challenges, including the misuse of adjectives, improper adverbs placement, and issues with clause structure. These mistakes have a strong connection with study questions regarding learners' proficiency in utilising adjunct and complement categories. The errors that have been observed indicate a lack of understanding and implementation of important grammatical concepts. This emphasises the need for specific educational interventions to address these areas. While the post-intervention grammar scores have indeed shown a significant increase, a thorough analysis is required to determine the real success rate of these interventions. The examination of adjunct/complement test scores in sentence construction activities and writing examples offers valuable insights into learners' challenges, encompassing concerns like adjective usage, adverb placement, and clause structure

problems. These highlighted issues are closely tied to research questions about students' proficiency in utilising adjunct and complement categories. The presence of these errors highlights a need for a deeper understanding and implementation of essential grammatical rules, underscoring the significance of focused educational interventions in these specific areas.

The analysis of written sentences by English language learners from rural areas in Pakistan provides useful knowledge into the challenges they face with grammatical categories. The initial topic of inquiry highlights the challenges they face in differentiating and correctly positioning adjectives and adverbs. This is supported by data that demonstrates frequent errors in placement. This issue highlights a fundamental lack of understanding in their grasp of English syntax, specifically in constructing clause sentences. In addition, the challenge of creating adjunct and supplement categories highlights the need for targeted instructional measures to improve understanding and application of these components.

Regarding the first research question, it seems that learners have a weak grasp of grammar, especially when it comes to complex sentence structures. The statistics indicate a pattern of grammatical misplacement, suggesting a need for a deeper comprehension of complex phrase structures. This finding aligns with the initial hypothesis, highlighting the need for significant enhancements in syntactic complexity. These findings shed light on the challenges faced by English language learners in rural Pakistan when it comes to grasping the nuances of English grammar and syntax.

The second issue for study explores the perspectives on learners' written competency, which is considered to be moderate due to frequent inconsistencies in their usage of adjective and adverb adjuncts and complements. This has a significant impact on the overall coherence and grammatical accuracy. In order to address these challenges, it is crucial for educational programs to focus on providing thorough grammar instruction. This should involve incorporating hands-on activities that cover topics such as adjective and adverb usage, sentence structure, and the practical application of grammatical rules in different contexts. These methods can greatly enhance student's writing skills by fostering a deeper understanding and application of English grammar in various situations.

It is evident from the statistics that people possess different levels of understanding when it comes to adjectives, adverbs, and sentence structure. A significant number of students face challenges with these elements, indicating potential issues with discrimination difficulties and misplacement in complex sentence construction. It is worth mentioning that there are noticeable differences in 'Clause Placement' questions. Responses indicate a lack of understanding regarding Subject-Verb-Object agreement and grammatical parts within clauses, which can have a detrimental effect on writing skills. Correlating correctness with education level suggests that more educated individuals do better, particularly in complicated structures. However, a sizable proportion still confronts difficulties, implying underlying concerns with core language learning. Age has no obvious association with grammar proficiency, demonstrating consistent obstacles throughout age groups.

The findings emphasize the necessity for targeted interventions in rural Pakistani English language acquisition. Persistent misplacement and syntactic complexity issues necessitate a re-

evaluation of instructional methods. Traditional rote learning be insufficient; interactive approaches based on real grammar application are essential. Activities that emphasize category function and agreement prove beneficial. Teachers require resources and training to overcome issues. The large difference between the control and experimental groups implies that pilot program concentrating on novel teaching approaches could be a viable alternative. The essay writing task, which focused on production skills, showed how well the intervention helped the people who took part. The experimental group's pre-test scores went up significantly, while the control group's scores were not very high. It was shown by the paired t-test that these improvements were statistically significant. This showed that the intervention was good at improving essay writing skills. These results show that the intervention not only helped kids get better at recognizing things, but it also helped them get better at more difficult production skills like writing essays.

The results of this study agree with what other research has already been published about how focused treatments can help improve output and recognition skills. Studies from the past have shown that teaching methods that engage students and give them immediate feedback can greatly improve their learning. For instance, Anderson et al. (2001) and Hattie (2009) have shown that these ways of teaching help students remember and use what they have learned. The growth in recognition skills seen in this study is similar to what Roediger and Butler (2011) found. They showed that repeated testing and feedback can help people remember things better. The solution in this study probably helped the people who took part remember things better by using similar feedback and repeated exposure methods. Moreover, the big jump in essay writing skills fits with the findings of Graham and Perin (2007), who stressed the importance of writing education that includes teaching specific writing skills, peer review, and peer feedback. These things might have been part of the intervention in this study, which is why the work skills of the people who took part in it got better. The organized way of teaching writing, along with the chances for revision and feedback, probably made a big difference in how well the participants' essays turned out.

In response to third question, Statistically speaking, the results were significant, and the paired t-test tests showed that the gains were caused by the intervention and not just by chance. This backs up the claim that well-thought-out teaching methods can make a big difference in tasks that involve production and recognition. The fact that the results were strong and consistent across different subjects and tasks shows how well the intervention worked even more. The study finds consistent difficulties in implementing grammatical norms among rural Pakistani English language learners, highlighting the need for tailored interventions. While some improvement has been documented post-intervention, persisting challenges demand targeted methods. Grammar competence, particularly in complex sentence constructions, necessitates careful attention and extensive grammar training for improved written proficiency. The diversity of participants' knowledge emphasizes the significance of foundational changes in language learning approaches. In conclusion, focused interventions that emphasize practical application and innovation are critical for improving English language competency among rural learners.

In conclusion, the study shows that focused interventions can greatly improve both output and recognition skills. The results back up the large amount of studies that have already been

published and stress how important it is to use teaching methods that have been shown to work to help students learn more. More research needs to be done to find the exact parts of programs that help students do better on different types of learning tasks. These study's results are significant for the way schools work because they show that similar interventions can be used to make learning better in many different settings. There is more and more evidence that targeted teaching techniques can help students learn. This study adds to that evidence and suggests areas that could use more research and are useful in schools.

Conclusion

This study has comprehensively explored the grammatical challenges faced by L2 English learners in Pakistan, with particular attention to rural and urban disparities. The findings indicate that while there are foundational grammar teachings in place, significant gaps remain, especially in more complex grammatical structures. These gaps are exacerbated by educational and socio-economic factors unique to the Pakistani context.

Through analyzing instructor interviews, it became clear that there is a general agreement that the present curriculum, while sufficient in addressing fundamental syntax and grammatical requirements, could benefit from some improvements. Many educators recognize the importance of authoritative intervention in enhancing their mastery of the grammar of English, a critical aspect of successfully conveying the abilities to pupils. There is a wide range of pedagogical techniques that reflect different opinions on the most effective ways to teach grammar. The importance of specific educational resources and equipment is especially highlighted for students from rural areas, who encounter extra difficulties as a result of limited exposure and assistance beyond the classroom. Responses from pupils also bring attention to a variety of concerns. Although numerous learners feel confident in their grasp of fundamental rules of grammar like subject-verb agreement, they often exhibit unpredictability when faced with more intricate grammatical structures. The characterization of syntactical understanding displays inconsistencies, with learners facing challenges specifically in the accurate application of qualifiers, adjectives, and adverbs, and distinguishing between the adjunct and complement categories. This inconsistency suggests a more significant problem with the level and effectiveness of grammar instruction they are given.

The findings highlight the importance of adopting a comprehensive strategy to tackle such obstacles. First and foremost, it is imperative to enhance the syllabus in order to ensure that grammar instructions is both applicable and useful in real-life situations. This involves integrating engaging activities and practical examples of grammatical rules, and these can assist students in gaining a deeper comprehension and long-term retention of these concepts. Incorporating aspects of the process-genre approach into the curriculum would be highly beneficial. This approach, which utilizes a combination of process-based and genre-based teaching methods, has been proven to enhance students' comprehension and utilization of grammatical rules, while also alleviating writing stress. The instructor's education and professional growth are essential aspects of this strategy. The study emphasizes the importance of ongoing advancement in the field, specifically in progressed instruction of grammar and new instructional methods. Equipping educators with the essential training along with tools will

empower them to enhance their pupil's academic achievement and effectively tackle those recognized grammatical difficulties. Teachers must have access to help connections and chances for professional growth to continuously enhance their knowledge and abilities and remain informed about the most recent methods of instruction. When it comes to carrying out policies, administrators in education must come together and provide strong support for these efforts. This involves setting aside funding for training programs for educators, modernizing a syllabus, and equipping institutions of learning, particularly in less developed remote regions, with the vital tools for effectively implementing these modifications.

Because of the high degree of association between EFL first-year learners' grammar and writing results, the research concludes that teaching grammar is essential for helping learners enhance their writing while practicing writing is essential for helping students learn grammatical structures. Written instruction influences grammatical competence and grammatical knowledge influences the development of writing skills; hence, the link between grammar and writing instruction appears to be mutual. The results of this study support the idea that first-year English as a foreign language students ought to have the same teacher for both grammar and writing. When teaching writing, grammar instructors should draw parallels between the grammatical structures covered in their students' grammar courses and vice versa. This link has to be maintained constantly.

Policymakers should take notice of the distinct difficulties encountered by pupils from rural areas and make sure any solutions are customized to meet these particular requirements. Additional research is crucial for the advancement of the findings from this study. Research that follows pupils over an extended period of time, known as longitudinal research, can yield important information on how well various teaching methods and curriculum modifications work. Furthermore, conducting deeper research with more extensive and varied samples can contribute to generalizing outcomes and developing better solutions. Enhancing the ability to write in English is not only a learning process but an essential component regarding expanding the whole possibilities for learning and employment for students in Pakistan. Having a strong command of the English language is crucial for individuals who want to pursue advanced studies, engage with international educational and professional networks, and excel in their careers. By tackling the grammatical obstacles encountered by pupils in L2 and employing successful teaching methods, we can greatly enhance the writing abilities of Pakistani students, thus expanding the possibilities for their future achievements .

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