

**FORMAL AND INFORMAL TRENDS IN
GRAMMATICAL PATTERNS USED BY
INTERMEDIATE STUDENTS: A SYSTEMIC
FUNCTIONAL LINGUISTIC STUDY**

BY

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**Formal and Informal Trends in Grammatical Patterns used
by Intermediate Students: A Systemic Functional Linguistic
Study**

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Formal and Informal Trends of Grammatical Patterns used by Intermediate Students: A Systemic Functional Linguistics** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not be submitted by me in future for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Thesis Title: Formal and Informal Trends in Grammatical Patterns used by Intermediate students: A Systemic Functional Linguistic Study

The current study investigates the formal and informal trends of grammatical patterns among the intermediate learners. Further, the English language learners employ and opt for different modes and patterns in their writing. Based on qualitative research paradigm, the study is delineated to the theoretical framework of systemic functional linguistics proposed by Halliday in 1961. Moreover, the current study has benefitted from two different data collection tools, i.e., open ended questionnaire and semi-structured interviews. Open-end questionnaires were filled by the learners and interviews were conducted from the teachers. The participants were selected via purposive sampling technique. The research has been conducted in Fazaia Inter College Jinnah Camp, Rawalpindi. The findings of the study demonstrated that the participants were more prone to the use of informal writing rather formal mode of writing due to the excessive use of social media and the use of texting with classmates and friends. It was also found that during the interviews the learners tend to use informal language as they consider it less time consuming. Learners found informal language more comfortable and easier to use. Therefore, it is recommended for the teachers and practitioners to instruct the second language learners to adhere to the established norms and conventions of academic writing.

Keywords: *formal and informal trends, grammatical patterns, intermediate learners, systemic functional linguistics*

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DEDICATION

To my beloved parents and sibling

CHAPTER 1

INTRODUCTION

1.1 Introduction to the Topic

In the field of second language acquisition, understanding how learners use grammar in different writing contexts is vital for informing pedagogical practices. Intermediate learners often demonstrate grammatical structures, especially when shifting between formal and informal grammatical patterns. In this regard, a functional approach, such as Systemic Functional Linguistics, provides a powerful lens to explore how grammar is not merely a set of rules but a resource for making meaning across diverse contexts (Halliday & Matthiessen, 2014). Through the metafunctional components of language ideational, interpersonal, and textual, SFL enables researchers to examine how learners encode experience, negotiate interaction, and organize information. Studies have shown that language learner reflects a dynamic negotiation between context, register, and grammatical competence (Derewianka & Jones, 2016). Yet, there remains a gap in understanding how intermediate learners use grammatical patterns functionally across different modes and genres, such as narrative writing, argumentative essays, and informal writing.

The current study aims to explore the formal and informal trends of grammatical writing among the intermediate level English language learners. Moreover, it seems that second language learners are more prone to the use of informal grammatical pattern in their writing. Similarly, learners in the presence of technology, social media, texting and other means of social media influence their writing skills due to several factors. In educational setting, difference between formal and informal language carries particular significance. Using the framework of Systemic Functional Linguistics, this study intends to investigate the grammatical patterns carried out by intermediate students in both formal and informal writings.

The linguist Michael Halliday developed Systemic Functional Linguistics (1960s), which has been characterized in many ways. Firstly, Halliday explains the revolutionary perspective of SFL on language by stating that "meaning resides in systemic patterns of choice, and a language is a resource for making meaning" (Halliday & Matthiessen, 2023). The SFL method is widely used, especially for descriptive

analysis and language training, among many other applications. For instance, the Halliday tradition focusses more on how language is used in social settings to accomplish certain objectives (O'Donnell, 2012).

According to Mathiessen and Halliday (1997), SFL is an applicable linguistics theory that may be used to address issues that come up in communities all over the world. As Halliday (2008) states that his objective is to create a consistent linguistic culture that is applicable and meaningful, which may help enormous numbers of individuals that use language in some capacity during their work. Additionally, SFL has been beneficial in areas like educational linguistics, media discourse, child language development, Administrative language, and critical discourse analysis. Moreover, SFL has been used to comprehend other semiotic systems and syntax and modalities. The SFL tradition is visible to the world. In short, it is evident that SFL can be used in an infinite number of fields.

According to Richard and Platts (1997) the Dictionary of Language Teaching and Applied Linguistics states that formal speech is used in situations when the speaker is very careful about pronunciation, choice of words, and sentence structure. Likewise, language used in formal settings is referred to as formal language. Formal language is defined by rules that need extra attention (Labov, 1972). There is no doubt that using formal language reduces language production's adaptability and spontaneity. Therefore, when utilising formal language, there are specific guidelines or permissible linguistic forms. On the other hand, the language that belongs to informal setting is called informal language. According to Kraut et al. (1990) informal language is used when rules and hierarchy are not followed.

The regularities and linguistic structures that control how words are paired to express meaning are known as grammatical patterns. Grammatical patterns have been defined and categorized differently by different writers and linguists. Halliday (1961) defines grammatical patterns as the trends of language that help individuals to interact appropriately. Similarly, Quirk (1972) says about the grammatical patterns that they are the meaningful organization of words and word classes in an organized way. These definitions highlight the important role that grammatical patterns play in understanding language structure and effective communication.

The research on the topic, “Formal and Informal Trends in Grammatical Patterns Used by Intermediate Students,” is crucial because it explores the use of formal and informal grammatical patterns, which are fundamental for students learning a second language. By examining these grammatical patterns, learners can gain a deeper understanding of how linguistic and cultural backgrounds influence the grammatical choices they make. This knowledge promotes a more inclusive and culturally sensitive approach to language teaching. Furthermore, applying a Systemic Functional Linguistics (SFL) framework to the study of intermediate students' grammatical patterns offers valuable insights into language development, effective teaching methods, and a more nuanced understanding of how language is used in different societal contexts.

This study takes into account that writing is more than just a mechanical process of applying grammar; it is a dynamic, expressive, and developing skill that develops via meaningful interaction with language. According to Hinkel (2013), the study emphasizes that effective writing necessitates constant practice, direction, and collaborative effort between teachers and students. Writing is considered as a productive process that entails organizing ideas, making conscious linguistic choices, and revising those choices in context to create clarity and consistency. This viewpoint supports the notion that grammar teaching should be integrated into authentic writing projects that help students to explore and express their ideas while acquiring control over language structures. The study's goal is to bridge the gap between grammatical knowledge and real-world language use, notably in academic and informal writing.

1.2 Definition of Key Terms

- **Systemic Functional Linguistics (SFL)**

Michael Halliday, a renowned British linguist, developed a theory of language known as Systemic Functional Linguistics (SFL). This theory places a strong emphasis on the functional aspects of language, particularly its use in social contexts. Halliday argued that language is a resource for making meaning, and that meaning is constructed through a network of choices available in a given linguistic system (Halliday & Matthiessen, 2014). SFL explores how language operates within social structures and how different linguistic choices reflect different meanings and social functions.

- **Grammatical patterns**

Diane Larsen-Freeman (2003) viewed grammatical patterns as the dynamic and flexible ways in which language users create meaning through word choice and word order. Moreover, grammatical patterns are linguistic structures and guidelines that determine how sentences are put together. These consist of word arrangement to communicate particular meanings, morphology, and syntax.

- **Formal language**

It refers to the formal, academic, professional, and official language style that follows specified grammatical conventions. It can be identified by formal language, specific vocabulary, and intricate sentence patterns. Formal trends of language typically rely on systematic, rule-based descriptions found in traditional grammar framework. It focuses on syntax rules, phrase structures, and transformations, aiming to model the grammar of a language in a highly abstract and logical form (Chomsky, 1995).

- **Informal language**

It is an unstructured language style that is utilized in common and informal conversations. Slang, contractions, colloquialisms, and short phrases are included. These often appear in corpus linguistics and functional grammar, focusing on how people naturally produce and understand language in context. Informal approaches may include frequency-based descriptions, idiomatic patterns, and construction grammar, emphasizing meaning and communication over rigid structural rules (Biber et al., 1999).

- **Intermediate Learners**

Language learners who have achieved a moderate level of proficiency in English. They can construct connected discourse and understand basic grammar but may still struggle with complex structures and appropriate use in different contexts.

- **Trends**

Observable patterns or tendencies in language use that emerge over time or across contexts. In this study, trends refer to consistent use or shifts in grammatical structures across formal and informal modes.

1.3 Statement of the Problem

Although academic writing requires the use of proper grammar, intermediate students often struggle to distinguish between formal and informal grammatical patterns. This difficulty frequently results in inconsistent and inaccurate writing. While previous research has examined formal and informal tendencies in student writing, limited attention has been given to the specific grammatical patterns employed by intermediate learners in academic contexts. Moreover, this issue has not been thoroughly explored through the lens of Systemic Functional Linguistics (SFL), which emphasizes the influence of social and environmental factors on language use. Therefore, this study aims to investigate the formal and informal grammatical patterns found in the academic writing of intermediate students using an SFL framework, with the goal of identifying problem areas and informing targeted instructional strategies.

1.4 Research Objectives

- To find out the reasons of violating formal trends of grammatical patterns on intermediate level students.
- To determine the informal trends of grammatical patterns on intermediate level students.

1.5 Research Questions

Based on the aforementioned research objectives, the following research questions were developed to examine how formal and informal trends of grammatical patterns are used.

1. What grammatical structures do intermediate learners use most frequently in formal vs. informal writings?
2. How do intermediate language learners use grammatical patterns differently in formal and informal writings, as analyzed through the lens of Systemic Functional Linguistics?
3. Why might learners struggle more with certain SFL metafunctions in formal writing?

1.6 Significance of the Research

By applying Systemic Functional Linguistics (SFL) to analyze the grammatical patterns used by intermediate learners in both formal and informal contexts, this study makes a significant contribution to the fields of Academic and Applied Linguistics. It extends the application of SFL to learner language by emphasizing the functional aspects of grammar and offering insights into how language learners utilize grammatical resources to achieve written and social purposes. Furthermore, the study illustrates how intermediate learners adjust their grammatical patterns in response to varying contextual demands such as the level of formality and the specific genre or mode of the text (e.g., essays, narratives, emails, or dialogues).

This study aims to develop an awareness among the second language learners that helps them to flourish their linguistic abilities. It operates this by using Systemic Functional Linguistics. This will help improve grammar instruction, raise students' awareness of language, and ultimately help them to communicate more effectively. Thus, learners came from diverse linguistic background pay less attention in terms of developing their academic writing skills. Therefore, it is felt that research on this topic is necessary in order to identify the use of formal and informal grammatical patterns in their writing.

1.7 Delimitation of the Study

The current study is delimited to:

1. Focuses on formal and informal trends in grammatical patterns used by intermediate students in academic writing using a Systemic Functional Linguistic approach.
2. The study only consider intermediate learners and analyze academic writing specifically creative writing.
3. The study focuses on grammatical pattern related to modality, wrong usage of tense and contractions.
4. The investigation is confined to English language learners in a particular educational context and does not generalize across all learner populations.

5. As far as the geographic location is concerned, the study only consider learners from the Fazaia Inter College Jinnah Camp, Rawalpindi.

1.8 Organization of the Study

Chapter 1: Introduction This chapter is specified for background of the study, statement of the problem, research questions, research objectives, significance of research and delimitation.

Chapter 2: Literature Review This section of research primarily focuses on previous researches that are based on Formal and Informal Trends in Grammatical patterns and Theoretical framework Systemic Functional Linguistics. Each section provides a detailed understanding of the topic.

Chapter 3: Methodology This chapter provides a detailed discussion of the methodological approaches that are adopted for the study, contributing comprehensive details of research design, data collection procedure, and tools that are employed.

Chapter 4: Data Analysis particularly this section of research provides detailed findings derived from the collected data.

Chapter 5: Conclusion and Recommendation This chapter provides a brief but in depth analysis of the key findings, a detailed discussion, and a summary. Moreover, it infer with valuable recommendations for future research aspires.

CHAPTER 2

LITERATURE REVIEW

Overview

The literature review analyses previously published research on grammatical patterns among educational contexts, Systemic Functional Linguistics (SFL), and formal and informal language use. It seeks to provide a thorough grasp of the body of knowledge now in existence, point out any gaps, and provide out the theoretical framework for this investigation.

2.1 Formal Grammatical Patterns

At the intermediate level, formal grammatical patterns are typically characterized by standardized syntactic structures and established linguistic norms. Such patterns frequently appear in academic writing, professional presentations, and formal business communication (Biber et al., 1999). The use of complex sentence constructions, including subordinate clauses and passive voice, is a hallmark of formal language and reflects a speaker's or writer's ability to convey nuanced ideas in a logically organized manner (Celce-Murcia & Larsen-Freeman, 1999). These grammatical choices contribute to the clarity, cohesion, and overall coherence of formal discourse. Additionally, formal registers often incorporate sophisticated vocabulary and technical terminology to ensure precision and demonstrate a level of competence appropriate to academic or professional settings (Hyland, 2004).

2.2 Informal Grammatical Patterns

At the intermediate level, informal grammatical patterns are typically associated with conversational contexts and are characterized by flexible structures, reduced formality, and greater use of colloquial expressions. Informal language is commonly found in everyday spoken interactions, text messaging, social media communication, and personal narratives (Carter & McCarthy, 2006). Unlike formal language, informal discourse often includes simple sentence structures, contractions, phrasal verbs, slang, and the frequent use of first- and second-person pronouns (McCarthy, 1998). These features contribute to a more personal, spontaneous, and accessible tone, which fosters familiarity and ease of communication. Additionally, informal grammar may rely more

heavily on discourse markers and less rigid syntactic organization reflecting the dynamic and interactive nature of casual conversation (Tagliamonte, 2006). Such patterns may deviate from prescriptive norms, they serve important social functions and are essential for maintaining natural and meaningful interaction in informal settings.

2.3 Grammatical Pattern in Language

Grammatical patterns in English, both formal and informal, serve distinct functions in communication. Understanding these patterns is crucial for both language learners and linguists, as they provide insight into how language evolves and adapts to social contexts (Halliday, 1985). This explores the various grammatical patterns in English, examining their use in formal and informal contexts, and how these patterns affect communication. At intermediate level, learners are expected to have a basic understanding of grammar but may still struggle with more complex grammatical patterns.

2.3.1 Grammatical patterns in Formal English

In formal English, language tends to follow more structured and precise grammatical rules. These patterns are typically used in professional, academic, and official settings where clarity, respect, and politeness are paramount (Halliday, 1985). It often employs complex sentences, modality and passive voice.

2.3.2 Grammatical Patterns in Informal English

Informal English, in contrast, is more relaxed and flexible. It tends to favor simpler, more direct communication, and is often used in casual, personal, or familiar settings (Trudgill, 2000). Informal language features include simple sentences, contractions, slangs and colloquialism.

2.4 Elements of grammatical patterns

2.4.1 Verb Tense

One of the essential grammatical areas that intermediate learners focus on is verb tenses. According to Larsen-Freeman and Celce-Murcia (2015), intermediate learners are typically introduced to more complex tenses, such as the past perfect and future perfect. Mastery of these tenses requires an understanding of not only the basic verb forms but also the auxiliary verbs used to form them. Intermediate learners may encounter difficulties in using these tenses correctly.

2.4.2 Sentence Structure

Another critical aspect of grammar at the intermediate level is sentence structure. At this stage, learners are expected to be capable of constructing more complex sentences using a range of structures, such as relative clauses, passive voice, and conditional sentences. According to Biber et al. (2002), intermediate learners often face challenges with sentence structure due to the increased cognitive demands associated with processing and producing more intricate sentence forms. Educators can support learners by providing sufficient practice opportunities and constructive feedback on their sentence construction.

2.4.3 Word Order

An essential grammatical pattern that intermediate learners must have a strong command is word order. In English, word order plays a crucial role in determining the meaning of a sentence. Word order rules can differ significantly between English and learners' native languages, students frequently transfer the syntactic structures of their first language to English, which may lead to errors in sentence construction (Ellis, 2002).

2.5 Existing Studies on Grammatical Patterns

Grammatical patterns are foundational to understanding the structure and meaning of any language, and the study of these patterns plays a significant role in language acquisition and development (Ellis, 2006). In the context of English language learning, understanding and applying grammatical patterns is crucial for achieving fluency and accuracy, particularly for learners at the intermediate level.

2.5.1 Grammatical Patterns and Language Proficiency

Grammatical patterns in English involve the syntactic and morphological structures that determine how words, phrases, and clauses are organized to convey meaning. According to Biber et al. (1999), the study of grammatical patterns encompasses both simple structures, such as subject-verb-object sentences, and more complex constructions, including relative clauses, conditional sentences, and passive voice. At different levels of language proficiency, learners focus on mastering these patterns to increase their communicative effectiveness. At the intermediate level, learners are often introduced to more complex structures that require a deeper

understanding of sentence construction, such as the use of tenses, modals, and complex sentence forms.

Larsen-Freeman and Celce-Murcia (2015) emphasize that as learner's progress, they encounter increasingly sophisticated grammatical patterns, such as the past perfect and future perfect tenses. These tenses necessitate not only knowledge of the verb forms but also a nuanced understanding of the auxiliary verbs used in their formation. Grammatical accuracy, therefore, is not just about memorizing rules but understanding the functional use of these structures in different communicative contexts.

2.5.2 Formal vs. Informal Grammatical Patterns

One of the key distinctions in grammatical patterns in English is the difference between formal and informal registers. Formal English tends to use more complex sentence structures, including passive voice and subordinate clauses, to convey ideas clearly and precisely (Biber et al., 1999). For instance, formal writing may favor complex noun phrases and academic vocabulary to create a tone of objectivity and professionalism. In contrast, informal English relies on simpler sentence structures, such as subject-verb-object patterns, and often incorporates contractions and colloquial expressions (Trudgill, 2000).

Biber et al. (2002) suggest that intermediate learners often struggle with the transition between informal and formal grammatical patterns, especially in academic settings where precision and clarity are valued. Learners may be more comfortable using informal patterns, such as simple sentences and direct address, due to their familiarity with these structures in everyday communication. However, mastery of formal patterns is essential for academic success, where the use of more sophisticated grammatical structures is expected (Swan, 2005).

2.5.3 Challenges in Grammatical Pattern Acquisition

The acquisition of grammatical patterns can be particularly challenging for second-language learners, especially when these patterns differ significantly from those in their native language. Ellis (2002) discusses how learners often transfer the grammatical rules of their first language (L1) to English (L2), a phenomenon known as transfer error. This can lead to incorrect word order, tense misuse, and errors in sentence structure. For example, word order in English is rigid, requiring the subject to precede

the verb in declarative sentences, while in other languages, such as Japanese or Arabic, the word order may be more flexible or different (Ellis, 2002).

Moreover, learners at the intermediate level often face cognitive challenges when processing and producing complex grammatical structures. According to Biber et al. (1999), the increased cognitive load required to produce more complex sentence structures can result in errors, especially when learners are still developing their understanding of tense usage, clause embedding, and modality.

2.5.4 The Role of Context in Grammatical Patterns

Context also plays a critical role in determining which grammatical patterns are used in communication. Halliday (1985) explains that the selection of grammatical structures is determined by the social context in which a text is produced. This includes factors such as the nature of the relationship between participants, the level of formality, and the intended purpose of writing. In formal contexts, learners are more likely to use complete sentences, passive constructions, and complex clauses to ensure clarity and formality (Biber et al., 2002). In informal contexts, on the other hand, learners may use more flexible sentence structures, contractions, and colloquial expressions.

In summary, the literature review provides a solid foundation for the thesis by offering insights into the nature of grammatical patterns, the challenges intermediate learners face, the impact of context on grammatical choices, and the development of formal and informal registers. These aspects are critical for understanding the trends in grammatical patterns

2.6 Emergence of Systemic Functional Linguistic theory

British linguist Halliday first officially proposed the theory of Systemic Functional Linguistics (hereafter, SFL) in the 1960s. He learned the concept of a system from his tutor, J. R. Firth (Almurashi & W. A., 2016). Language theory that emphasizes the connection between language, text, and context is called systemic functional linguistics. Firth suggested that systems are possibilities that belong to the structure, but Halliday "liberated" choice from the structure and made it the primary organizing component of SFL. For more clarification, among functional linguistics, systemic functional linguistics (SFL) is a school of thought that views language as a social semiotic system (Eggins & S, 2004). In more technical terms, SFL commences with the paradigmatic axis, whereas many methods to linguistic description prioritise

structure and the syntagmatic axis. Saussure's "paradigmatic axis" is highlighted by the systemic approach to interpreting language (Halliday & M.A.K, 2004). Therefore, a key theoretical tenet for Halliday is that any act of communication implies options. Language is first and foremost a system, and SFL uses its representation tool of a "system network" to map the selections available in every language variation. All languages, according to Halliday, involve three simultaneously generated metafunctions: one that constructs experience of our outer and inner reality as well as logical relationships between phenomena (ideational); another that enacts social relations (interpersonal relations); and a third that combines these two functions to create text (textual relations).

2.6.1 Purpose of Systemic Functional Linguistics

An openly functionalist approach to language, systemic linguistics (SL) is perhaps the functionalist perspective that has undergone the most progression. Systemic Linguistics deliberately aims to mix essentially structural information with obviously social variables in a single integrated description, in contrast to most other techniques. It focuses on a great deal on the goals of language use, just like other functionalist frameworks. What is this writer or speaker aims to achieve? What language tools are available to assist them in doing so, and how do they derive their opinions? (McCabe et al., 2015)

2.6.2 Principles of Systemic Functional Linguistics

A detailed foundation for comprehending how language functions in many social circumstances is provided by the SFL principles. Through an emphasis on metafunctions, stratification, register, and other essential concepts, SFL provides an advanced framework for examining language as a socially situated, dynamic semiotic system. This theoretical framework enables a thorough examination of how language is employed to accomplish various communicative goals in a variety of circumstances, which is essential for researching the formal and informal grammatical patterns.

2.6.3 Metafunctions of Systemic Functional Linguistics (SFL)

The idea of metafunctions is essential to comprehending how language functions in Systemic Functional Linguistics (SFL). According to Michael Halliday, language has three main purposes, or the "three metafunctions":

- **Ideational metafunction:** This metafunction deals with how language is used to provide reality and represent experience. It focusses on how the world is portrayed, taking into account relationships, states, events, and actions. Its fundamental components are processes (i.e., what is occurring), participants (i.e., who is participating), and context (i.e., where, when, how, and why something occurs). It also arranges the message's content, including the connections between clauses (such as causality and condition).
- **Interpersonal metafunction:** The interaction between speakers and listeners, including the presentation of individual attitudes, opinions, and social roles, is the primary focus of this metafunction. It includes the use of language to govern social interactions, communicate mood and modality, to create and negotiate social positions. It consists of components like speech functions (such as commands, questions, and statements), modality (the speaker's degree of confidence or duties), and mood (the speaker's attitude and stance).
- **Textual metafunction:** This metafunction focusses on how language is organized to produce texts that are cohesive and coherent, giving the audience a sense of the meaning and understanding of the text. The message is organized using themes, which serve as the message's beginning point, and rhemes, which discuss the theme. Conjunctions and cohesive devices are also used to link ideas and keep the message going. It ensures that the text is consistent and properly arranged, which helps to create a cohesive message.

These three metafunctions work together to ensure that language is functional, enabling speakers to represent reality, interact with others, and construct coherent texts. The researcher has kept all these three metafunctions of SFL in their mind during data analysis.

2.6.4 Social Functional Needs

Language has evolved in response to three categories of social-functional needs (Halliday, 1978). The first is the ability to interpret experience in terms of both our internal and external experiences. The second involves negotiating social roles and attitudes in order to engage with the social world. The ability to formulate communications with which we can package our meanings in terms of what is New or given and in terms of what our message's central idea often referred to as the Theme is

the third and final requirement. These language functions are known as ideational, interpersonal, and textual, respectively. According to Halliday (1978), he identifies these metafunctions. Halliday asserts that any language use immediately active all three metafunctions (Arunsirot, 2013).

2.7 Key Concepts of Systemic Functional Linguistics (SFL)

An extensive framework for analyzing language is provided by the key concepts of Systemic Functional Linguistics (SFL). These ideas contribute to the understanding of how language works in different circumstances and for multiple purposes. The following are SFL's main ideas:

2.7.1 Register in Systemic Functional Linguistics

The arrangement of semantic resources that a culture member links with a particular circumstance type is to be known as register in systemic functional linguistics. According to Matthiessen and C. M (2019) it is the meaning potential that is available in a particular social environment. Moreover, it indicates the situation's context. SFL defines register in terms of three semiotic functions, which are variables or parameters. These are Field, Tenor, and Mode (Halliday, 1978). The field-tenor-mode structure, in my opinion, should serve as the overarching plan. I recently learned about field, tenor, and mode, and I'm currently taking a review course. Linguistics includes the concepts of field, tenor, and mode. The field-tenor mode framework can be used to view any text, regardless of topic. Field, tenor, and mode all refer to the text's subject matter, the author's relationship to the audience, and the text's construction, particularly whether it is written or spoken, respectively. What language you use depends on the relationship between the author and the audience. As an instance, the audience and author relationships in an email to a friend and a book review are completely different.

2.7.2 Field in Systemic functional linguistics

The term "field," which refers to the social action that is "actually taking place," describes what is happening and the nature of the social action that is being carried out by the participants, in which language plays a crucial role (Steiner & E, 1997).

2.7.3 Tenor in systemic functional linguistics

Tenor refers to "who is taking part," the nature of the participants, their statuses, and roles. What kinds of role relationships exist among the participants, including permanent and temporary relationships of one kind or another, as well as the types of speech roles that they are taking on in the dialogue and the entire cluster of socially significant relationships in which they are involved (Martin & J. R, 2014). In simplest terms, tenor refers to the environment of a scenario and the participants. It talks about the types of participants, their positions, and their roles.

2.7.4 Mode in systemic functional linguistics

The symbolic structure of the text, its status and function in the context, including the channel (is it spoken, written, or a combination of the two?) and the rhetorical mode, what is being accomplished by the text in terms of such categories as persuasive, is described as "what role language is playing" (what part language is playing, what the participants are expecting the language to do for them in the situation) (Martin & J. R, 2016). In other words, mode is one aspect of the situation's context that discusses the role language is playing and the expectations of the participants as expressed through language. It covers the rhetorical mode as well as the channel (spoken, written, or a combination of the two).

Many students write formal academic materials in a spoken-like style when they should be written-like. The intricate sentences occur at this point. Texts that seem like writing are more lexically dense. Complex sentences, which may also involve nominalization, are needed to compose lexically dense texts. By creating lessons where kids can learn this, we can help them understand why and when to use certain sentence patterns (leung & C, 2016).

2.8 System in Systemic Functional Linguistics

It suggests a collection of possibilities found in a language, structured according to meaning systems. A speaker has the ability to express every possible meaning by selecting any choice in a system.

Rank scale

Words, phrases, clauses, sentences, and morphemes are some of the units that make up the structure of language. Every rank has a unique structure and set of functions.

Theme

It is the beginning of a clause, or the point that the speaker emphasizes.

Rheme

In rheme, new information with regard to the theme is discussed.

Cohesion

Components that ensure a sentence is coherent and logically connected. Such as ellipses, reference, substitution, conjunctions are all cohesive devices.

Modality

The degree of certainty, obligation, or willingness conveyed in a message is referred to as its modality. Adverbs, modal verbs, and other language components are used to express the speaker's viewpoint towards the proposition.

Transitivity

The expression of states, events, and actions in clauses is known as transitivity. It covers several processes (material, mental, relational, etc.) as well as the functions that each participant plays.

2.9 Existing literature on Formal and Informal Writing in English

Different linguistic registers, commonly referred to as formal and informal English, are employed in varying social and communicative contexts. For learners of English as a second language, particularly at the intermediate level, understanding the distinctions between these two modes of expression is essential for achieving communicative competence. This literature-based investigation aims to explore the defining features of formal and informal English as used by intermediate learners.

According to Smith (2017), learners at the intermediate level of English often encounter difficulties in distinguishing between formal and informal language. Such challenges can lead to misunderstandings and miscommunication in both personal and

professional settings. Therefore, it is essential for learners to develop a clear understanding of the differences between these two linguistic registers and acquire the skills necessary to apply them appropriately in context-specific situations.

Developing the ability to shift effectively between formal and informal registers is a fundamental component of communicative competence for language learners. In this regard, Johnson (2018) emphasizes the pedagogical value of teaching both formal and informal English within the language classroom. The study argues that learners benefit significantly when given opportunities to practice both linguistic styles, as this prepares them to navigate a wide range of social and professional interactions with greater fluency and confidence. Johnson further highlights the importance of providing explicit instruction on when and how to alternate between registers, noting that such transitions can pose difficulties for intermediate-level learners. Without clear guidance, students may misapply grammatical patterns or inappropriately select language features for specific contexts, which can hinder effective communication. Therefore, systematic exposure to and practice with both forms of English are essential to supporting learners' development of context-sensitive language use.

The 21st century has witnessed a significant shift in educational methodologies, largely driven by the increasing prominence of social networking sites such as Facebook, Twitter, and blogs (Smith & Johnson, 2020). This paper aims to explore and critically evaluate scientific studies concerning the informal English language learning process facilitated by these platforms. Through a systematic review, this study seeks to enhance our understanding of the key parameters that contribute to effective informal learning in the context of networking sites.

After conducting a thorough investigation, more than sixty relevant scholarly journal articles were identified. However, only twenty publications met the eligibility criteria for inclusion in this systematic review. The findings suggest that Facebook has the potential to serve as a valuable tool for students to support their informal English language learning. Nevertheless, the analysis also highlights several challenges and limitations, including privacy concerns and potential misunderstandings, which may hinder the full integration of Facebook as a learning platform. It is recommended that language learners be made aware of both the advantages and disadvantages of informal learning through social media platforms, enabling them to manage their learning process effectively (Hasan et al., 2016).

The study conducted by Muslimawati (2022), titled "Analyzing Communication Methods in Classroom Interactions: The Use of Formal and Informal Language during Presentation-Interaction Sessions", underscores the continued importance of examining communication strategies to resolve issues in classroom interactions, which is vital for students' success in learning English. The study's primary objective is to explore the traits and factors influencing students' use of formal and informal language during presentation-interaction sessions in the classroom. Employing a qualitative research approach, the study involved twenty-two students from Universities Negeri Makassar, with data collected through voice recordings, interviews, and classroom observations. The analysis reveals distinct differences between formal and informal language, including complete versus incomplete sentences, polite versus familiar language, and precision versus colloquialism. Additionally, the study identifies several factors that influence the use of formal and informal language, such as the nature of the communication context, age and status differences, and the level of familiarity between participants. The findings of this study have significant implications for helping students develop appropriate communication strategies for both formal and informal settings in the classroom.

Studies examining the role of informal language in second language (L2) acquisition have focused on how learners adapt to and incorporate informal linguistic features into their speech and writing. Ellis (2002) highlights that learners often face challenges in mastering the nuances of informal English because it is highly context-dependent and varies significantly across different social settings. Furthermore, learners may struggle with register switching, which involves shifting between formal and informal language depending on the social context. This becomes particularly challenging for intermediate learners, who are in the process of consolidating their grammatical knowledge but may not have sufficient exposure to informal registers in authentic settings.

In a study conducted by Hyland (2005), it was found that intermediate learners frequently used informal language structures when participating in informal online environments such as social media or forums. These platforms encouraged the use of informal grammar and lexicon, such as abbreviations, acronyms, and colloquial phrases. Hyland's research suggests that this informal engagement with language can be beneficial for students in building fluency and confidence, but it also poses a

challenge when students attempt to translate this informal language into more formal academic writing, where precision and adherence to grammatical norms are paramount.

In a study by Larsen-Freeman and Celce-Murcia (2015), intermediate learners' acquisition of informal language patterns was explored through both classroom observations and student writing samples. The study concluded that intermediate learners often overgeneralized informal grammatical patterns in formal writing, such as using contractions and informal phrasal verbs, which led to issues with formal grammatical accuracy. The researchers suggest that while learners have a natural tendency to prefer informal patterns due to their frequent use in everyday communication, they must be taught how to recognize when these patterns are inappropriate in formal settings. This insight is critical for understanding how intermediate learners navigate the complexities of both formal and informal grammatical patterns.

2.10 Existing Literature on Systemic Functional Linguistics

Systemic Functional Linguistics (SFL), developed primarily by Michael Halliday in the 1960s, is a theory of language that emphasizes the functional and social nature of language. According to Halliday (1978), language is not simply a system of rules but a system of choices that reflect social processes, relationships, and the context in which communication occurs. SFL aims to explore how different linguistic elements serve communicative functions and are influenced by social and contextual factors.

Below is a review of existing literature on Systemic Functional Linguistics (SFL), focusing on its key principles, applications in second language acquisition (SLA), and its relevance to the analysis of formal and informal trends in grammatical patterns.

2.10.1 Key Principles of Systemic Functional Linguistics (SFL)

SFL revolves around three core metafunctions: Ideational, Interpersonal, and Textual. These metafunctions represent the different roles that language plays in communication (Halliday, 1978).

- **The Ideational Metafunction:** This concerns the representation of experience, involving the lexicogrammatical structures used to represent actions, events, and participants in discourse. It includes processes like action, mental, and

relational processes. For example, in formal and informal speech, ideational choices differ in complexity and detail, with informal speech being less elaborate (Halliday & Matthiessen, 2014).

- **The Interpersonal Metafunction:** This metafunction is concerned with social interaction, where language serves to establish and maintain relationships between speakers and listeners. The interpersonal function is reflected in features like modality, mood, and interpersonal meanings, such as politeness strategies in formal language and the use of informal tone in casual conversations (Thompson, 2004).
- **The Textual Metafunction:** This deals with how language is organized to achieve coherence and cohesion in discourse. The textual function focuses on the structure of language at different levels, from the sentence to the text, considering how speakers organize their speech or writing depending on the context (Eggins, 2004).

2.10.2 SFL and Grammatical Patterns

SFL plays a significant role in the study of grammatical patterns, as it posits that grammar is functional. Halliday (2004) argues that grammatical choices in a language are directly tied to the context in which language is used. In formal language, learners may use more complex grammatical structures, whereas informal language often employs more simplified sentence structures, with a preference for active voice, informal vocabulary, and reduced clauses. This understanding helps analyze the transition from informal to formal grammar in second language acquisition (SLA), especially in intermediate learners.

SFL offers tools for analyzing grammatical trends across both formal and informal registers. For example, in informal communication, contractions and phrasal verbs are more prevalent, whereas formal language may lean more towards nominalization, the use of passive voice, and complex clauses (Halliday & Matthiessen, 2014).

2.10.3 SFL in Second Language Acquisition (SLA)

SFL's application in SLA highlights how language learners use grammatical structures to negotiate meaning and interact in different social contexts. Studies applying SFL to SLA focus on how learners' language use evolves as they move from

informal to formal registers, with emphasis on the systemic choices made by learners in writing and speaking.

Gibbons (2006) applied SFL to the teaching of academic writing to secondary school students, showing how explicit instruction of the ideational, interpersonal, and textual metafunctions can help students better understand and produce formal written texts. Gibbons noted that students were more able to manipulate grammatical choices (like the use of nominalization and complex sentences) when they understood the purpose and context of these choices.

Similarly, Moore (2001) explored how SFL could be used to bridge the gap between formal academic discourse and students' informal language usage. He emphasized that teaching students how language functions in specific contexts can enable them to shift between formal and informal registers more effectively.

2.10.4 SFL in Analyzing Formal and Informal Language Trends

Research that specifically applies SFL to analyze formal and informal trends in grammatical patterns has yielded significant insights. In the context of intermediate learners, SFL can help to identify how learners use grammatical patterns that align with either formal or informal registers. For instance, Agha (2007) used SFL to examine the grammatical choices that signal formal and informal speech in academic contexts, finding that students often employ informal patterns (e.g., colloquialisms, contractions) in formal academic settings when they are not sufficiently aware of the distinctions between the registers.

The work of Coffin (2006) on academic writing also illustrated the shift from informal language use (e.g., short, direct clauses and phrasal verbs) to formal academic language (e.g., nominalization, passive voice) in students' written texts. Coffin demonstrated that SFL frameworks allowed for the identification of grammatical patterns that were specifically associated with the ideational function of language in academic contexts.

2.10.5 Challenges for Intermediate Learners

Intermediate learners often struggle with understanding and applying these grammatical distinctions in writing and speech. According to Kress & van Leeuwen (2006), language learners may have difficulty adjusting to the formality required in academic texts and formal speech, as informal speech may dominate their initial

language use. SFL provides a framework for understanding how learners can be taught to make contextual grammatical choices for instance, shifting from informal sentence structures to more complex constructions required in academic writing.

The literature on Systemic Functional Linguistics provides a robust framework for understanding how intermediate learners transition between formal and informal grammatical patterns. Through its emphasis on context, function, and social meaning, SFL helps explain the linguistic choices learners make in various contexts, from casual conversations to formal academic writing. By analyzing these choices through the lenses of ideational, interpersonal, and textual functions, researchers and educators can better understand and guide learners in mastering both formal and informal English.

2.11 Summary

To summarize, Systemic Functional Linguistics (SFL) framework offers a robust and comprehensive approach to analyzing the diverse roles language assumes in communication. Through the application of this approach, the grammatical patterns employed by intermediate learners can be examined, providing valuable insights into the underlying meanings and communicative intentions guiding their language choices. The extant literature on grammatical patterns at the intermediate level underscores the significance of key pedagogical strategies, such as task-based learning, cultural awareness, corpus linguistics, input-based learning, and the integration of technology. Additionally, error correction and feedback are identified as critical components of effective language instruction. By integrating these insights into instructional practices, educators can better support intermediate learners in navigating complex grammatical structures and enhancing their overall linguistic proficiency. Moreover, understanding the formal and informal grammatical trends utilized by intermediate learners is essential for comprehending their language use across various contexts. A detailed analysis of their language choices provides important clues regarding their language development and proficiency levels. Ultimately, to foster effective communication and interaction in diverse scenarios, it is crucial to offer learners opportunities to practice their language skills in both formal and informal contexts.

2.12 Gap in the Existing Studies

Identifying gaps in existing knowledge is a crucial step in advancing academic research. Previous studies have predominantly focused on the formal trends

of grammatical patterns in English language at the university level, often emphasizing grammatical errors in student writing. The study titled "Formal and Informal Trends in Grammatical Patterns Used by Intermediate Students: A Systemic Functional Linguistic Study" addresses a significant gap in the literature. While prior research has primarily concentrated on formal language use and applied various linguistic frameworks, this study shifts the focus to the informal usage of grammatical patterns by intermediate learners within formal settings.

This study highlights the underexplored area of informal grammatical patterns, particularly within the context of Systemic Functional Linguistics (SFL). Despite the prevalence of research on formal language, there has been a notable lack of investigation into how informal language structures manifest in academic writing and their impact on intermediate learners. By addressing this gap, the study seeks to provide valuable insights into the challenges faced by learners who incorporate informal language features into formal writing contexts. The investigation of informal grammatical patterns within formal academic settings offers a unique perspective on the learners' language development, potentially revealing the underlying issues that affect their academic performance.

Furthermore, this research aims to contribute to the ongoing discourse surrounding the differences between formal and informal grammatical patterns, emphasizing the importance of understanding these trends in relation to students' academic language use. Conducted in a supportive and comfortable environment, this study will likely have a positive impact on learners who struggle with the appropriate use of informal English in formal contexts, thereby offering practical implications for language instruction and intervention.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Overview

Chapter three consists of three sections. This section of the study contains the research methodology, which is a crucial component of the research project. In this chapter, the researcher outlines the objectives of the study, the chosen research methodology, the instruments to be used, the settings for data collection, the types of data to be collected, and the methods of data collection. This section also details the methods and strategies employed in the study, including the research design, the study area, and the study population.

3.2 Purpose of the Study

The purpose of this study is to explore the variations in grammatical pattern usage by intermediate students within formal and informal contexts, using a Systemic Functional Linguistics (SFL) framework. Specifically, the study seeks to identify and analyze how intermediate learners adapt their grammatical choices based on contextual demands. The findings aim to contribute to a deeper understanding of grammatical development among intermediate learners and to inform language teaching practices that emphasize functional language use.

3.3 Employed Research Design

This section outlines the research design employed to investigate the formal and informal trends of grammatical patterns used by intermediate learners. It provides a structured framework to guide data collection and analysis, ensuring that the research objectives are addressed effectively.

This study adopts a descriptive, qualitative research design to explore formal and informal trends of grammatical patterns in English language used by the learners at intermediate level. The sole reason behind choosing qualitative research design is that it allow for a deeper understanding of the learners use of grammatical patterns in different context.

The approach to research used in this study was carefully selected to correspond with the study's objectives of investigating language use and pedagogical methods in a

specific educational context. The study was conducted at Fazaia Inter College Jinnah Camp in Rawalpindi, which provided access to a targeted and relevant community of intermediate-level learners and experienced instructors, making the location ideal for in-depth qualitative investigation.

The research was conducted at Fazaia Inter College Jinnah Camp, Rawalpindi with 20 intermediate learners and 5 instructors. Data was collected through written language samples and semi structured interviews. The use of written language samples enables the direct study of student output, producing insights into linguistic structures and trends. Furthermore, semi-structured interviews with teachers provides flexibility. The collected data was analyzed through thematic analysis and principles of Systemic Functional Linguistics. Learners were selected through purposive sampling technique.

3.3.1 Qualitative research design

To better comprehend a research subject or phenomenon, qualitative data often comes from interviews and focus groups and includes non-numerical indicators including beliefs, motivations, attitudes, and experiences (Merriam & S. B, 2002). Investigating and evaluating text, interviews, and observations to find significant patterns that describe a certain occurrence is known as qualitative research (Auerbach, 2007).

This study employs a qualitative research design, which is most appropriate for exploring language use in context, particularly the grammatical choices made by intermediate learners in formal and informal settings. A qualitative approach facilitates a deeper understanding of how meaning is constructed through grammar, allowing the researcher to capture the complexity and variability of language as used in real-world communication (Creswell, 2014).

According to Denzin and Lincoln (2011), qualitative research is concerned with how individuals interpret their experiences and construct meaning. In the context of this study, it provides the opportunity to examine how learners adapt grammatical structures depending on the communicative demands of formal versus informal contexts. This approach aligns with the theoretical foundation of Systemic Functional Linguistics (SFL), which views language as a resource for meaning-making shaped by social context (Halliday & Matthiessen, 2014).

The research design is descriptive in nature, aiming to identify and analyze grammatical patterns through close examination of language samples. Data was collected from intermediate English language learners through writing tasks specifically designed to elicit both formal and informal language use. The collected texts were analyzed using thematic coding informed by SFL's metafunctional analysis namely, ideational, interpersonal, and textual meanings.

By focusing on actual language use in different contexts, this qualitative design enables a detailed exploration of patterns, tendencies, and inconsistencies in learners' grammatical choices. It also provides insights into the learners' evolving competence and their ability to shift between registers, which has implications for teaching and curriculum design in ESL/EFL contexts

3.4 Data Collection Tools

This study has been benefitted from two data collection tools.

3.4.1 Questionnaire

Every survey research study is built upon a well-designed written questionnaire. The way researcher constructs questionnaire, significantly impacts the quality of the data and the insights he obtains from their targeted audience, whether the survey is conducted online, in person, via email, or over the phone. The purpose of the questionnaire is to gather insights into the learners' perceptions and experiences related to their use of grammar in formal and informal contexts. This tool allows for triangulation of data and helps to ensure a more comprehensive understanding of the participants' linguistic behavior (Cohen, Manion, & Morrison, 2018).

The questionnaire consists of both closed-ended and open-ended items. Open-ended questions explore awareness of context-appropriate grammar and any challenges they encounter in switching between formal and informal registers.

As part of the data collection process, an open-ended questionnaire was developed to gain deeper insights into learners' perceptions, experiences, and self-reported use of grammar in both formal and informal contexts. This qualitative instrument supports the main objective of the study by allowing participants to reflect on their grammatical choices and describe how they adapt their language use based on the context of communication.

Open-ended questions are particularly effective in qualitative research because they allow respondents to express their thoughts freely, without being constrained by predefined options (Creswell, 2014). This form of questioning is valuable for uncovering themes that might not emerge in structured tasks or observations. The responses provide rich, descriptive data that contribute to the interpretive depth of the study.

The present study's questionnaire consisted of one essay type question covering areas such as grammatical awareness, confidence in formal vs. informal communication, perceived challenges, and learning strategies. These items were crafted based on the objectives of the study and informed by previous literature on grammatical competence and learner perceptions (Richards, 2015; Ellis, 2006). Participants were encouraged to answer all questions in detail and in their own words.

Open-ended responses were analyzed thematically, according to relevant themes within the Systemic Functional Linguistics (SFL) framework.

The design of the questionnaire is informed by prior studies on language awareness and grammatical competence in second language learners (Richards, 2015; Ellis, 2006). The items were developed to align with the research questions of the present study and reviewed for clarity and validity. The questionnaires were distributed physically to ensure the clarity and ease of response. Participations were remain anonymous, and responses were used solely for research purposes.

3.4.2 Semi- Structured Interviews

In qualitative research, interviews are a widely used method for data collection, as they involve direct interaction with participants through guided questioning. Typically, the researcher assumes the role of the interviewer, facilitating the conversation and eliciting responses from participants (George & M., 2013). Interviews are particularly valuable in qualitative inquiry because they enable the researcher to clarify responses, gain deeper insights, and explore participants' beliefs, behaviors, experiences, and interpretations of various phenomena. To ensure the collection of rich and meaningful data, interview questions are generally open-ended in nature.

Semi-structured interviews are well-suited for qualitative research because they offer a flexible yet focused approach to data gathering. It allows the researcher to guide the conversation with predetermined questions while also providing space for

participants to elaborate on their experiences, perspectives, and interpretations (Kallio et al., 2016).

In the context of this study, the semi-structured interviews were designed to explore intermediate learners' grammatical variations in formal and informal contexts, their personal strategies for adapting grammar use, and the challenges they encounter in context-sensitive language use. The interview question was aligned with the research objectives and follow the principles of Systemic Functional Linguistics, particularly focusing on interpersonal and textual metafunctions (Halliday & Matthiessen, 2014).

The interviews were conducted from the instructors in English language and lasted approximately 4 to 5 minutes per participant. With the participants' consent, all interviews were audio-recorded and later transcribed exactly the same as original for thematic analysis. This method enabled the researcher to collect in-depth data, enhancing the study's credibility and depth of understanding (Creswell & Poth, 2018).

In short, semi structured interviews are a blend of unstructured and structured type of interviews. Asking questions inside a predefined theme framework is the foundation of it, a technique for gathering data (Adeoye-Olatunde et al., 2021).

3.5 Research Setting

The physical, social, or experimental context in which a research study is carried out is referred to as the setting of the research. This encompasses the place, era, human population, and environment (Fonseca, 2023).

The current study takes place at Fazaia Inter College Jinnah Camp, Rawalpindi in the year 2023, consists of 20 intermediate-level learners, selected purposively to ensure a manageable yet meaningful dataset for in-depth qualitative analysis. In qualitative research, the goal is not to generalize findings to a larger population, but rather to gain rich, detailed insights into the experiences and linguistic behaviors of a focused group (Creswell & Poth, 2018). A sample size of 20 participants is considered adequate for a study of this nature, as it allows for diversity in responses while remaining small enough to permit thorough, case-by-case thematic and functional analysis of language use.

3.6 Ethical Considerations in Data Collection Procedure

Ethical integrity is a fundamental component of any research study, particularly when human participants are involved. The present study strictly adhered to the ethical guidelines set forth for qualitative research, with careful attention to informed consent, confidentiality, voluntary participation, and respectful treatment of participants.

Before data collection began, informed consent was obtained from all participants. Each participant was provided with a consent form outlining the purpose of the study, the nature of their participation, the expected duration, and the use of data. It was clearly communicated that participation was entirely voluntary, and that individuals could withdraw from the study at any time without penalty.

To ensure confidentiality, participants' names were not recorded. All audio recordings, written responses, and transcripts were stored securely and were accessible only to the researcher. No identifiable information will be disclosed in any publication or presentation resulting from this research. Furthermore, the interview and questionnaire topics focused solely on language learning experiences and grammatical choices. Participants were informed that there were no right or wrong answers, and their perspectives were respected as valuable contributions to the research. The consent form has been attached as annexure-B.

3.7 Population

The term "population" refers to a well-defined group of people or things that are recognized to share common traits. Typically, every person or thing within a population shares some sort of unifying quality. For the benefit of the population, researches are typically conducted on large groups of people or objects known as research populations. However, due to the large sizes of research populations, researchers frequently cannot test every member of the population because it would be too costly and time-consuming. Therefore, researchers rely on sampling techniques. The researcher has selected Fazaia Inter College Jinnah Camp as the research site for the present study.

3.8 Sample

The present study has utilized the purposive sampling which is also known as procedural sample. A sample is characterized as a more manageable and condensed

version of a bigger group (Creswell, 2012). A smaller population that possesses the traits of a bigger group. The sample is an actual subset of the population that accurately depicts the entire collection of data.

The Fazaia Inter College Jinnah campus has taken as a sample of the study. 20 students and five teachers were selected through purposive sampling. In addition, purposive sampling is defined as a type of non-probability sampling where researchers use their own discretion to select individuals from the population to take part in their surveys. Purposeful and convenience sampling technique is used for this research. For more clarification, purposive sampling is the act of choosing samples by taking subjects that are not based on level or region but are taken based on the specific objective.

3.9 Participants

In research, participants typically represent a sample drawn from the broader population under investigation. A participant is an individual who voluntarily consents to take part in a study. While it may not be feasible to include the entire student population, a carefully selected sample can provide meaningful insights relevant to the research objectives. It is essential to provide a clear description of the characteristics of the target population involved in the study to ensure transparency and contextual understanding of the research findings.

The researcher has selected 20 intermediate-level participants for questionnaire and five teachers for interview from Fazaia Inter College Jinnah Camp using a purposive sampling technique for the present study. This method was considered appropriate for the present study due to the specific characteristics required of the participants. Intermediate-level learners were chosen because they possess the necessary language proficiency and academic exposure relevant to the focus of the questionnaire. Likewise, the selected teachers were those, directly involved in teaching at the intermediate level and thus had the experience and insight necessary to contribute meaningful responses in the interviews.

3.10 Framework for the Study

This study is conceptually grounded in Systemic Functional Linguistics (SFL), which views language as a resource for making meaning, influenced by social context (Halliday & Matthiessen, 2014). The framework incorporates three core elements:

context of situation, grammatical choices, and communicative function. These components interact dynamically as learners adapt their grammatical patterns in response to formal and informal contexts.

At the core of the framework is the context of situation, which is interpreted through the dimensions of field (what is happening), tenor (who is involved), and mode (the channel of communication) (Eggins, 2004). These contextual elements influence the learners' selection of grammatical forms across settings.

The framework categorizes these grammatical choices according to Halliday's three metafunctions:

- Ideational: how learners express content and experience.
- Interpersonal: how they manage interactions and relationships.
- Textual: how they structure information cohesively.

Through this lens, the study investigates how intermediate learners' grammar usage shifts between formal academic discourse and informal conversational language, capturing both linguistic variation and the social functions of grammar. The conceptual framework not only guides data collection (questionnaires, interviews) but also informs the qualitative analysis of participants' responses, providing a structure to interpret grammatical choices as socially situated phenomena.

CHAPTER 4

DATA ANALYSIS

Overview

This chapter is specified for the data analysis which was collected with the help of open-ended questionnaire and semi structured interviews. In the below section the researcher has done analysis with the help of Systemic Functional Linguistics (SFL).

Field	Formal and informal English language, both kind of medium are used.
Tenor	Researcher and a participant
Mode	Based on written form of communication

PARTICIPANT 01

We must fear nothing in life. We must believe in Allah as he is the creator of the entire universe and everything present in it. Only he have the right that people must obey him and fear him for wrong doings. There are many kind of fears in our lives, when fear becomes extreme than it is known as phobia. There are many kinds of hazardous phobias like water phobia, fire phobia, height phobia etc. sometimes these fears are not very severe and when they are, they need to be overcome. Such kind of people must seek help from profeshnolists. People tend to fear when they cannot understand a thing. We must never fear in our lives and never let any fear to control our brain. There is a great saying that says “Don’t let your mind control your body.” people who don’t fear anything tend to have a strong sense humour, are intelligent, have healthy lives. They also live more peaceful lives than those who fear. People who fear are usually depressed, have anxiety and stress. These kind of people usually cannot do their tasks properly. If a person wants to fear nothing in their lives than they need to first set their goals. Then, they need to put extensive hard work to achieve it. “Fear nothing” comes from peacefull mind, relax body and from purification of soul.

Analysis

To perform a thematic analysis using Systemic Functional Linguistics (SFL) theory on the provided text, the researcher will identify the key themes and then analyze the text through the lens of SFL's three metafunctions: ideational, interpersonal, and textual.

Thematic Analysis

Code	Theme
Faith and belied	Allah is the creator of all. Obedience and fear of Allah as moral guidance
Human fear and phobias	Different type of fears are discussed like water, height and fire.
Psychological and physical health	The relationship between fear and mental health issues like depression, anxiety, and stress are being discussed. The benefits of overcoming fear, improved intelligence, health, peace, and task performance is also discussed.
Personal Development and Overcoming Fear	Setting goals and working hard to overcome fears. The idea of a peaceful mind, relaxed body, and purified soul as sources of fearlessness.

SFL Theory Analysis

Ideational Metafunction

This metafunction focuses on the content or subject matter, involving processes (verbs), participants (nouns), and circumstances (adverbs, prepositional phrases).

Verbs	fear, believe, obey, overcome, seek, control, tend, live, have, set, achieve, comes.
Participants (Nouns)	Allah, creator, universe, people, wrongdoings, fears, phobia, professionals, mind, body, humor, intelligence, lives, depression, anxiety, stress, goals, peaceful mind, relaxed body, purification of soul.
(Circumstances) Adverbs/prepositional phrases	In life, in our lives, for wrong doings, when they are, from professional, when they cannot understand, in our lives, from a peaceful mind, from purification of soul.

The ideational analysis highlights the individuals and behaviors involved in a deep discussion about fear, religion, and personal well-being.

Interpersonal Metafunction

Social roles, connections, modality, mood, and appraisal are all explored by this metafunction.

Modality	Must and need to expresses obligation and necessity
Mood	declarative statement shows belief and instruction
Appraisal	Positive evaluation of faith, intelligence, health and peace Negative connotation of fear, depression and stress is shown

A prescriptive tone that promotes obedience, faith in Allah, and facing fears in order to improve one's mental and physical well-being is evident in the interpersonal analysis.

Textual Metafunction

This metafunction examines the organization of the text to produce coherence and consistency.

Theme	We must fear nothing in life (establishes central message of the text)
Rheme	It provides details about belief in Allah, types of fears, impact of fear and how to overcome it.
Cohesion	Use of conjunctions “as, only, when and then” Use of pronouns “ he, him, they and these”

Starting with a general statement on fear, the textual analysis focusses on the organized flow of ideas as it moves through faith, different forms of fears, their effects, and finally, strategies for defeating fear.

Formal and Informal Trends in Grammatical Patterns

Formal Patterns:

Vocabulary	Use of formal terms like obey, professionals and purification.
Sentence structure	Use of complex sentences with multiple clauses like Only He has the right that people must obey Him and fear Him for wrongdoings.
Modality	Use of must and need to indicate necessity and obligation.

Informal Patterns:

Contractions and idiomatic expressions	Use of the phrase “Don’t let your mind control your body.”
Simple sentences	Use of simple and direct statements “We must fear nothing in life.”
Colloquial Language	Use of conversational tone like “such people, kind of“

Conclusion

The text highlights a religious viewpoint on fear by utilising thematic analysis and SFL theory and thematic analysis. It emphasizes the significance of believing in Allah and following His commands. It recognizes a range of phobias and fears, talks about how they affect mental health, and promotes conquering concerns via self-improvement and expert assistance. The text shows that the language used is a combination of both formal and informal English.

PARTICIPANT 02

Fear is a thing which has a power to make a person weak, discourage and dipressed. One shouldn’t allow anything that can rule his/her mind. If someone take pressure of things and fearful to take initiative than, he will not be successful in his life. We must try to eliminate fears in our life and be confident. When we try and fail, we shouldn’t feel stress and give up. Furthermore, we shouldn’t feel fear of insult, we should try again. Untill we succeed. Everything requires first step or initiative after that everything resolves. We should make our goals our destination and not to fear about the hurdles that comes in the way of our success. Resultantly, we will succeed in achieving every goal of life. Those people who fear before taking initiative, they cannot achieve anything in life. Life is given to us to make efforts and to research. So, everyone should use this life in a fruitful way without feeling fear of anything. Consequently, we will be a successful and satistified person.

Analysis

Thematic analysis

Code	Theme
Fear and its effects	It depicts fear as a powerful force that discourage and depress individuals.
Overcoming fear	The importance of not allowing fear to control one's decisions
Success and initiative	Taking initiative as a crucial role for achieving success in life
Persistence and resilience	The importance of perseverance despite failures
Optimism	Look for a positive outlook and proactive approach to life
Satisfaction	Overcoming fear leads to personal satisfaction and success

Systemic Functional Linguistic (SFL) analysis

Ideational metafunction

Process	Relational: is, has and be Material: make, take, eliminate, give up try, resolve and succeed Mental: feel and fear
Participants	Actors: fear, one, someone, we, people, life and everyone Goals: a person, anything, fears, stress, insult, initiative and goals

	Attributes: weak, depressed, successful, confident, fruitful and satisfied
Circumstances	Location: in his life, in our life Extent: again, until we succeed Cause: to make efforts and to research

Interpersonal Function

Mood	Declarative sentences are used indicating statements of fact and belief.
Modality	high modality (shouldn't, must and will) is observed to indicate obligation

Textual Function

Theme	Fear is, we must try and one shouldn't allow clearly shows the theme of each clause focuses on the positive act against fear.
Rheme	a thing which has a power to make a person weak or to eliminate fears in our life indicates the theme that provides that action related to theme
Cohesion	Logical connectors: consequently, furthermore, resultantly and so. Repetition of the key terms: fear, life and success

This analysis shows the relationship between the text's ideational, interpersonal, and textual metafunctions offering a thorough knowledge of how the text works within the SFL framework.

Formal and Informal Trends of Grammatical Patterns

- **Formal Trends**

Use of complex sentences with conditional clauses (e.g., "If someone takes pressure of things and is fearful to take initiative, then he will not be successful in his life.")

Declarative mood to make statements of fact or belief.

High modality to indicate necessity or certainty.

Logical connectors to link ideas and create a cohesive argument.

- **Informal Trends:**

Direct address and inclusive language (e.g., "We must try," "everyone should use this life").

Simplified sentence structures for emphasis (e.g., "When we try and fail, we shouldn't feel stress and give up.").

Use of everyday language and common expressions (e.g., "give up," "try again").

This analysis shows the use of formal and informal English in the academic settings.

PARTICIPANT 03

Fear is one of the most common word which is known to almost everyone. Fear means to be afraid or scared of something. Fear in a person can affect the person very badly. Almost everyone among us are afraid from something. One should overcome their fear. There should be nothing in this world that one should fear off. When a person fear nothing he become the most confident person. There are a lots of things that people among us fear off for example some people have fear to face audience, some people have fear of failing or appearing in exam and there are a lot other things that they fear off. Anything that fear us become our weakness so in order to become strong we badly need to overcome this fear. Fearing something make us stay away from that thing we can never become a stronger version of us. We can overcome our fear by not resisting to do that thing. It is our nature we avoid doing those things which we fear. Fearing something make you hollow from inside and sometime people around you misuse your

weakness of fearing something. One should fear nothing. So we should eliminate all kinds of fear of them to be stronger.

Analysis

Thematic Analysis

Code	Theme
Impact of fear	Fear negatively affects individuals' lives.
Commonality of fear	Fear is a common experience among people
Overcoming fear	Emphasis on the need to overcome fear
Specific fears	Identification of particular fears like exam phobia
Weakness and strength	Fear is seen as weakness that need to be overcome for strength
Nature of avoidance	Fear causes hindrance of personal growth
Consequences of fear	It leads to internal weakness and can be exploited.
Eliminating fear for strength	complete eradication of fear is necessary for personal growth and strength

Systemic Functional Linguistics (SFL) Analysis

Ideational metafunction

Processes	Relational process: identifies the properties of fear e.g: Fear is one of the most common words.
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	Material process: describe actions related to fear e.g: one should overcome their fear Mental process: describe perceptions about fear e.g: When a person fears nothing, they become the most confident person. Behavioral process: describe actions influenced by fear e.g: we can overcome our fear by not resisting doing that thing
Participants	Actors: Fear, One, A person, People, We. Goals: Fear, Weakness, Confidence, Thing.
Circumstances	Location: in this world, among us Extent: very badly, the most confident person and lot of things Cause: in order to become strong

Interpersonal metafunction

Mood	Mostly
Modality	Modal verbs like should and need to is used to indicate necessity.

Textual metafunction

Theme	It usually focuses on fear
Rheme	It further describes fear and obligatory to overcome it

Cohesion	Cohesive devices: so, when, for example and sometimes Repetition of the key terms: everyone and fear
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Summary

The paragraph highlights the importance of conquering fear, its prevalence and effects, and the advantages of being fearless. It names particular worries, talks about fear as a common, negative feeling, and emphasizes the significance of overcoming anxieties in order to develop strength and confidence. To keep fear from becoming a weakness that impedes one's ability to grow personally and leaves one open to manipulation by others, the story advocates facing fear head-on and taking proactive steps to overcome it.

The provided paragraph includes a mix of formal and informal English. Here's a breakdown of the formal and informal elements:

Formal and Informal English Grammatical patterns

Formal English Grammatical patterns

Structured Argumentation:

"Fear is one of the most common words which is known to almost everyone."

"Fear in a person can affect the person very badly."

"One should overcome their fear."

"There should be nothing in this world that one should fear."

Abstract and General Statements:

"Anything that makes us fearful becomes our weakness."

"Fearing something makes you hollow from the inside."

"So we should eliminate all kinds of fear to be stronger."

Prescriptive Tone:

"One should fear nothing."

"We need to overcome this fear."

Informal English Grammatical patterns

Conversational Language:

- "Fear means to be afraid or scared of something."
- "Almost everyone among us is afraid of something."
- "There are a lot of other things that they fear."

Colloquial Expressions:

- "For example, some people have a fear of facing an audience, some people have a fear of failing or appearing in an exam."
- "It is our nature to avoid doing those things which we fear."

Repetition and Emphasis:

- "Fear is one of the most common words."
- "Fear in a person can affect the person very badly."

Summary

There is a mix of official and informal English in this text. While the informal aspects provide interest and empathy to the writing, the formal elements give it a structured and authoritative tone. This combination aids in successfully reaching a large audience with the message.

PARTICIPANT 04

Fear is a well-known word which holds back any person at each step of life but when a person understands the phrase "fear nothing" he/she can achieve everything without any difficulty. We don't have to think that fear will tear the path of success, rather it is good to be known to the challenges we will face during the success. This is a fear which do not let a person feel at ease of doing anything, so fear nothing and do your best is the thing, we should work on. It makes a person confident, hardworking and dedicated in achieving the goal. We should also never underestimate our selves while looking upon the poor at higher level than us, instead we should look to the people who below us and this motivates a person like nothing else. I would also say that I am

also such a person who never let fear stop her way to destination. So, “fear nothing then achieve everything.”

Analysis

The thematic analysis of the provided paragraph revolves around several key themes:

Code	Theme
Overcoming fear	This is the core concept of the whole text. Fear is a common barrier but can be overcome with the right mindset.
Empowerment through fearlessness	It is noted that the expression "fear nothing" is a potent mantra that enables people to achieve their objectives without hesitation or trouble.
Awareness of challenges	It is beneficial rather than injurious. it can prepare an individual for the barriers they might face on the way to success.
Confidence and determination	This text emphasis confidence, hard work and dedication
Motivation	Comparing yourself to one who has lower status than yours is a source of motivation
Inspirational message	The final line, "fear nothing, then achieve everything," summarizes the paragraph's main idea and advises readers to face life's obstacles with courage.

Ideational Metafunction

The ideational metafunction deals with the presentation of ideas and the portrayal of the world.

Processes (verbs)	Material process: achieve, do, tear, face e.g: Fear is a well-known word which holds back any person at each step of life. Mental process: understands, think, feel, underestimate when a person understands the phrase 'fear nothing' Relational process: is, make, should This is a fear which do not let a person feel at ease.
Participants (Nouns and pronouns)	The main participants include: Abstract concepts like fear, fear nothing. Individuals: person, people and selves
Circumstances (Adverbials and prepositional phrases)	It gives more details about the processes e.g: at each step of life, during the success and at a higher level than us.

Interpersonal Metafunction

It concerns with the social and interactive elements of language, particularly mood and modality.

Mood	Declarative sentences are used to express assertions and statements e.g: Fear is a well-known word that holds back a person at each step of life.
Modality	Modal verbs are observed to show necessity and possibility. e.g: we should work, should also

Textual Metafunction

The text is arranged, coherent, and flows according to the textual metafunction.

Theme	It starts with fear and success.
Rheme	It gives additional details on success and fear.
Cohesion	Cohesive devices: but, rather, so
Logical connection	The idea of given text is logically connected.it starts from fear, define its problems, dig out a solution and the benefits of fear nothing

Through the lens of SFL metafunctions, it is examined that how language functions to convey ideas, engage the reader, and produce a coherent, well-organized text.

Formal and Informal English Grammatical Patterns

Formal English grammatical patterns

Vocabulary: The use of clear and advanced vocabulary.

Example: Fear is a well-known word that holds back a person at each step of life.

Complex Sentences: Longer and more complex sentence structures are observed.

Example: Instead, it is beneficial to be aware of the challenges we might face along the way.

Impersonal Tone: The tone is more objective and neutral.

Example: This approach makes a person confident, hardworking, and dedicated to achieving their goals.

Informal English grammatical patterns

Colloquial Phrases: The use of colloquial and idiomatic language is used.

Example: "Fear nothing and do your best is the thing we should work on."

Personal Pronouns: The use of first-person pronoun to make it more personal and informal in the given text is observed.

Example: "I, too, am someone who never lets fear block my path to my destination."

It is clearly indicates that the given text is the amalgamation of both formal and informal English used by the learner.

PARTICIPANT 05

“Fear nothing” means we have to do everything confidently without any hesitation. Confidence is the first key or abstract, every person making himself in order to attain his credited goal. When person is confident and passionate, he probes himself by urging to reach a destination by hardworking and being not afraid of anything. Fear is also a hurdle which is commonly faced by almost every successful man. But true spirits never demands and care about such fears. Ultimately, despite having such barrier of fear, a person can gain whatever he want on the basis of his good will and passionate sight. Fear can be caused by listening to such tools, whose purpose is only to degrade others from achieving their goals. So, don’t put ears and kind attention which is respectable only for respectful people, towards them. Moreover, our religion also teaches us to trust Allah and then ourselves to get our ambition without fear of others. Hence:- “Do everything, fear nothing.”

Analysis

The thematic analysis of the provided paragraph reveals several key themes:

Code	Theme
Overcoming fear	This is the primary theme of the text. It focuses on the importance of facing challenges with confidence.

Confidence as a key to success	It describes confidence as a key to achieve goals and get success.
Passion and hard work	It is suggested that an individual can overcome fear and achieve success through passion and hard work.
Trust and faith	It describes the theme of truth and faith in the context of religion.

Summary

The paragraph weaves together themes of overcoming fear, confidence, passion, hard work, resilience, negative influences, trust, and faith. It delivers an inspirational message encouraging readers to face challenges confidently and pursue their goals without hesitation or fear.

Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes (verbs)	Material processes: serving, motivates, faced, arise and transcends, approaching e.g: fear nothing signifies approaching everything confidently. Mental processes: emphasizes, stress e.g: our religious teachings emphasize trust is a high power. Relational processes: is, signifies, serving Confidence is serving as a cornerstone for achieving goals.
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Participants (Nouns and pronouns)	Abstract concepts: fear, confidence and passion Individuals: person
Circumstances (adverbial\prepositional phrases)	It provides more details about the processes e.g: without hesitation, from negative influences

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood, modality.

Mood	It is observed that declarative sentences are used.
Modality	Some modal verbs are used to express possibility e.g:

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	It is about fear and confidence.
Rheme	It gives detailed and more information on overcoming fear and confidence.
Cohesion	Conjunctions are used e.g: additionally

Formal and Informal English Grammatical patterns

Formal English Grammatical patterns

Vocabulary: The use of precise and sophisticated vocabulary.

Example: "Confidence is fundamental, serving as the cornerstone for achieving personal goals."

Complex Sentences: The use of longer, more complex sentence structures.

Example: "Additionally, our religious teachings emphasize trusting in a higher power and oneself to pursue ambitions free from fear of others."

Impersonal Tone: The tone is more objective and impersonal.

Example: "Despite encountering fear, individuals can achieve their desires through determination and a strong resolve."

Informal English grammatical patterns

Colloquial Phrases: The use of conversational and everyday language.

Example: "Fear nothing and do your best."

Personal Pronouns: The use of first-person pronouns to make it more personal.

Example: "When an individual is confident and passionate, they motivate themselves to strive diligently towards their aspirations, undeterred by fear."

Simpler Sentences: The use of shorter, simpler sentence structures are observed.

Example: "Confidence is key."

PARTICIPANT 06

Mostly we people used to feared of losing of things we liked most. We work hard and hard to gain those things and want never to loose them. That's the feeling we all have naturally, but the things that are not yours, you can never gain them and the things that belongs to you are always yours either these things are very closer to you are very far away from you. Never fear from the distances of people because if their hearts are with you, you will never loose them. Never fear from achiving big goals because if you will work from your heart success will be yours. Kabhi bhi ap apni zindgi ma options mat rakho aur yeh mat soocho k agr hum apna passandeda goals ko achieve na kar paye tou hm ksi tosri rah par nikal jay ga. Apna passion k sath is kadar dil lagao

k koi bhi cheez rukawat na ban saka and harna k khof apna dil sa nikal do aur hamesha Allah sa achi umeed rakho.

Analysis

The thematic analysis of the provided paragraph reveals several key themes:

Code	Theme
Fear of loss and attachment	It focuses on the fear of loss and attachment of people to their possessions and loved ones.
Ownership and destiny	It suggests that what belongs to someone will always remain theirs.
Emotional distance vs. closeness	It states that true bonds are not separated by separation regardless of emotional distance.
Goals and success	Continuous efforts and hard work will help you to achieve your goals.
Passion and determination	You will get success with passion and determination.
Trust and faith	Religious element is found in this text. Trust and faith is highlighted as a source of hope and success.

Summary

The passage merges themes of optimism, fear, attachment, ownership, emotional ties, ambition, and passion with religious faith and hope. It conveys a message of inspiration, urging readers to face obstacles, believe in the strength of their emotional connections, and keep a positive attitude.

Metafunctions Analysis

Ideational metafunctions

Processes (verbs)	Material process: used to fear, work hard, gain, lose and belong e.g: we work hard and hard to gain those things. Mental process: think, fear, liked e.g: Mostly we people used to feared of losing things we liked the most. Relational process: is, are and will be e.g: The things that belong to you are always yours.
Participants (Nouns and pronouns)	Abstract concepts: hearts, fear, things
Circumstances (adverbial and prepositional phrases)	from the distances of people, with you, from achieving big goals.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood, modality

Mood	Declarative sentences are used to express statements. e.g:
Modality	Modal verbs are used to express possibility e.g: you will never lose them. If you work from your heart, success will be yours.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	It starts with fear.
Rheme	It gives detailed information on fear and goals of an individual.
Cohesion	Conjunctions are used e.g: but the things that are not yours, you can never gain them and the things that belongs to you are always yours.

Formal and Informal Grammatical patterns

Formal English grammatical patterns

Vocabulary: The use of vivid and advanced vocabulary.

Example: Confidence is fundamental, serving as the cornerstone for achieving personal goals.

Complex Sentences: The use of longer and more complex sentence structures.

Example: Moreover, our religion also teaches us to trust Allah and then ourselves to get our ambition without fear of others.

Impersonal Tone: The tone is unbiased and impersonal.

Example: Never fear from achieving big goals because if you work from your heart, success will be yours.

Informal English grammatical patterns

Colloquial Phrases: The use of conversational and local language.

Example: "Kabhi bhi ap apni zindgi ma options mat rakho aur yeh mat soocho k agr hum apna passandeda goals ko achieve na kar paye tou hm ksi tosri rah par nikal jay ga."

Personal Pronouns: The use of first-person pronouns to make the text informal.

- **Example:** "Apna passion k sath is kadar dil lagao k koi bhi cheez rukawat na bansaka."

It is clearly indicated that the use of formal and informal English is employed by the learner.

PARTICIPANT 07

Fear is an intense feeling. Mostly all the people have their own distinct phobias and fears. Many of them have fear of heights, losing someone, insects, animals, water etc. but those people who face all these fears whole heartedly they can pace the world and all their fear fade away. Let me tell you my experience, firstly I am afraid of insects specially spiders. In my childhood, I ran away from spiders most of the time. One day. I am going to take a bath but I see a huge spider and because of that I am unable to go to take a bath. I waited for hours so that spider can went away. But at last he is there and not even move for a small distance. Then, I courage up myself and from that place, I am not afraid or I have no fear of spiders. Anyone in the world can easily be leave any kind of fear. Most people who are afraid of nothing are those people who faces those fear and courage themselves that they can do it. Fear is just a feeling and feeling are changing according to person's mood. So rather you fear you have to face the fear and all you can think is that you can do it.

Analysis

The thematic analysis of the provided paragraph reveals several key themes:

Code	Theme
Nature of fear	It discusses fear as a universal emotion.
Common phobias	It discusses common kind of phobias and share experience among people.
Overcoming fear	The main theme is overcoming fear through courage.

Personal experience	In this text, the writer shares her personal experience of having fear of spiders.
Transformation and empowerment	The metamorphic power of challenging fear leads to personal fostering and reduce fear.
Fear and courage	Anyone can overcome fear with courage and bravery
Temporary nature of fear	Here in this text, fear is depicted as a temporary element in someone's life that can be overcome through efforts and bravery.

Summary

The paragraph weaves together themes of the nature and commonality of fear, personal experiences of overcoming fear, the transformative power of courage, and the importance of a positive mindset. It delivers an inspirational message encouraging readers to face their fears directly, emphasizing that fear is temporary and can be overcome with determination and self-belief.

Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes	Material process: ran away, have, courage up. e.g: Many of them have fear of heights, losing someone, insects, animals and water. Mental process: think and fear.
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	e.g: fear is just a feeling and it's changed according to the person's mood and mind. Relational process: are, can be, is e.g: fear is an intense feeling.
Participants	Abstract concepts: people, height, phobias, fear, spiders.
Circumstances	From that place, in my childhood, according to a person's mood.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood, modality

Mood	Declarative sentences are used to express opinion. e.g: fear is just a feeling.
Modality	Modal verbs are used to express necessity like can. e.g: anyone in the world can easily leave any kind of fear.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	It starts with the participant's personal experience of fear.
Rheme	Further, more information is given on the personal's experience with spider fear.

Cohesion	Conjunctions are used to join ideas like but e.g: but those people who face all fears wholeheartedly, can pace the world and all their fears fade away.
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Formal and Informal English grammatical patterns

Formal English grammatical patterns

Vocabulary: The use of precise and sophisticated vocabulary.

Example: Fear is an intense feeling.

Complex Sentences: The use of longer, more complex sentence structures.

Example: But those people who face all these fears wholeheartedly can pace the world and all their fear fade away.

Impersonal Tone: The tone is more objective and impersonal.

Example: Fear is just a feeling and feelings are changing according to a person's mood.

Informal English grammatical patterns

Colloquial Phrases: The use of conversational and local language is observed in the text.

Example: Let me tell you my experience.

Personal Pronouns: The use of first-person pronoun to make it more personal

Example: I am afraid of insects especially spiders.

Simpler Sentences: The use of shorter, simpler sentence structures.

Example: I waited for hours so that spider can went away.

The above collected text is an example of both usage of formal and informal English language in the academic settings.

PARTICIPANT 08

To be successful in life we should fear nothing except Almighty Allah. There is nothing impossible when you have faith in Allah. Once you have strong believe in Allah impossible changes into possible, hardness changes into ease. We should not be afraid of anything. We should follow our dreams and right path and have staunch believe on Allah. Even in Quran and Hadith it is clearly said that we should fear nothing except Allah. Indeed he is the greatest and merciful. We can see the best example in our life who fear nothing but Allah.

Analysis

The thematic analysis of the provided paragraph reveals several key themes:

Code	Theme
Faith in Allah	It highlights the importance of having faith in Allah Almighty.
Overcoming fear	Fear can be overcome through faith.
Success through faith	The text links success in life with faith in Allah Almighty.
Following dreams and the right path	It suggests that follow your dreams and the right path.
Religious teachings	Here the participant connects success with the reference of Quran and Hadith.
Attributes of Allah	The text focuses on the attributes of Allah Almighty. He is the merciful and the king of the whole universe.
Role models of faith	This text connects faith and fear with the real life example of individuals.

Summary

The paragraph integrates themes of faith, overcoming fear, achieving success through belief in Allah, following one's dreams, religious teachings, attributes of Allah, and role models of faith. It delivers a motivational and religious message that emphasizes the power of faith in overcoming challenges and achieving success, urging readers to fear nothing but Allah and to trust in His guidance and mercy.

Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes	Material process: have faith, follow, see, fear e.g: we should follow our dreams and right path. Mental process: should not be afraid, believe e.g: once you have strong believe in Allah Almighty, impossible changes into possible. Relational process: changes into, is e.g: Indeed he is the greatest and merciful.
Participants	Abstract concepts: dreams, faith, success and Allah
Circumstances	In Allah, in life, except Allah Almighty.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood, modality.

Mood	Declarative sentences are used to express statements. e.g: We should not be afraid of anything
Modality	Modal verbs are used to express obligation. e.g: We should not be afraid of anything.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	It starts with success, faith and fear.
Rheme	It gives detailed information on fear, success and faith with the reference from Quran and Hadith.
Cohesion	Conjunctions are used to join ideas. e.g: once you have strong faith in Allah Almighty, impossible changes into possible and hardness changes into ease.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

Diction: The use of precise and civilized vocabulary.

Example: To be successful in life we should fear nothing except Almighty Allah.

Complex Sentences: The use of longer, more complex sentence structures are observed in the collected text.

Example: Once you have strong believe in Allah impossible changes into possible, hardness changes into ease.

Impersonal Tone: The tone is more objective and unbiased.

Example: Even in Quran and Hadith it is clearly said that we should fear nothing except Allah.

Informal English grammatical patterns

Colloquial Phrases: The use of conversational language.

Example: N/A (The provided paragraph does not contain informal or colloquial phrases; it maintains a formal tone throughout.)

Personal Pronouns: The use of first-person pronouns to make it more personal and relatable.

- **Example:** N/A (The paragraph does not use personal pronouns like "I" or "we" in a casual manner; it maintains a formal tone.)

2. **Simpler Sentences:** The use of shorter, simpler sentence structures.

Example: N/A (The paragraph uses more complex sentence structures appropriate for formal writing.)

By identifying these elements, it's clear that the paragraph predominantly uses formal English, focusing on sophisticated vocabulary, complex sentence structures, and an impersonal tone. The paragraph does not contain informal English elements, maintaining a formal and motivational tone throughout.

PARTICIPANT 09

Nothing in the world can harm you when you have strong believe in Allah. No one is capable of harming you accept Allah so we should only have fear from Allah. When we fear from anyone accept Allah, he would not like it as it will also lead to failure. Having faith in Allah will lead you to success. Some people have fear from doing something but once his\her fear is gone he can even conquer the world by believing in Allah only. Allah also says to fear nothing but just Allah. There is win after a fear. The people who fear nothing always succeed. There are alot of examples of our brave leaders who fear nothing and with their bravery Pakistan came into being because they had faith in Allah that he will help them in every difficulty so we should also have fear from nothing.

Analysis

The thematic analysis of the provided paragraph reveals several key themes:

Code	Theme
Safety through faith	The theme lies on a principal that one who has faith on Allah, he must be successful.
Fear of Allah	We must fear of Allah Almighty because He has the power to overcome fears.
Outcomes of fearing others	If we fear others than Allah, it surely leads to failure.
Success through faith	Trust in Allah leads you to success.
Overcoming fears	Trust in Allah helps you to overcome fears and achieve our goals and get success.
Religious teachings	This text connects fear with reference from Holy Quran and Hadith.

Summary

The paragraph integrates themes of protection through faith, the sole fear of Allah, consequences of fearing others, success through faith, overcoming fear, religious teachings, examples of courageous leaders, and a motivational message. It emphasizes the power of faith in Allah to provide protection, guide actions, and ensure success, drawing on historical and religious examples to inspire readers to trust in Allah and fear nothing else.

Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes	Material process: conquer, say, harm e.g: nothing in the world can harm you when you have strong belief in Allah. Mental process: fear, think, believe e.g: having faith in Allah will lead you to success. Relational process: can, is, are e.g: no one is capable of harming you except Allah.
Participants	Abstract concepts: faith, fear, success, leaders.
Circumstances	From anyone except Allah, in the world, after a fear.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood, modality, and evaluation.

Mood	Declarative sentences are used to express statements. e.g: There is win after a fear.
Modality	Modal verbs are used to express capability in this text. e.g: no one is capable of harming you except Allah.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	It starts with faith, fear and success.
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Rheme	It gives detailed information regarding belief and success. It also connect fear and faith with Islamic teachings.
Cohesion	Conjunctions are used to link ideas and thoughts. e.g: fear nothing but just from Allah Almighty.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

Diction: The use of precise and sophisticated vocabulary.

Example: "No one is capable of harming you except Allah."

Complex Sentences: The use of longer, more complex sentence structures.

Example: "When we fear from anyone except Allah, he would not like it as it will also lead to failure."

Impersonal Tone: The tone is more objective and impersonal.

Example: "Allah also says to fear nothing but just Allah."

Informal English grammatical patterns

Colloquial Phrases: The use of conversational language.

Example: N/A (The provided paragraph does not contain informal or colloquial phrases; it maintains a formal tone throughout.)

Personal Pronouns: The use of first-person pronouns to make it more personal and relatable.

Example: N/A (The paragraph maintains a formal tone without personal pronouns.)

Simpler Sentences: The use of shorter, simpler sentence structures.

Example: N/A (The paragraph uses more complex sentence structures appropriate for formal writing.)

Overall, the paragraph is predominantly formal, focusing on sophisticated vocabulary, complex sentence structures, and an impersonal tone. It does not include informal elements, maintaining a consistent formal and motivational tone throughout.

PARTICIPANT 10

As Muslims, it's our responsibility that we shouldn't be fear of anything except Almighty Allah. It is also justified to be brave enough and should not have fear of anything. Ups and downs are part of everyone's life and difficult times comes in lives but instead of feeling frightened and fear one should face every situation with brave and courage. Fearing of anything means we don't want to face difficult situations. If someone is telling a lie. It means when his/her lie confronts, she/he will fear but instead of feeling frightened they should face the situation and tells the truth that why there was need to tell a lie. They should have strong believe in Almighty Allah and should face every situation with bravery only then they will be succesful here after.

Analysis

The thematic analysis of the text is analyzed below:

Code	Theme
Responsibilities of Muslims	It is the responsibility of a Muslim to have strong faith in Allah Almighty.
Bravery and courage	A powerful theme of bravery and courage in the context of fear is observed in this text.
Life challenges	The text highlights the challenges and ups and downs of man's life. It is suggested that facing these hurdles with bravery and courage is important and significant.
Facing situations fairly	Its theme lies on the importance of honesty that always be honest and face

	every hard situation of life fairly and ethically.
Faith and success	Having strong faith in Allah leads you to success and win in every race of life.
Avoid fears	It talks about how to stay fearless in hard and challenging time.

Summary

The paragraph integrates themes of religious responsibility, bravery, facing life's challenges with courage, honesty in difficult situations, and the connection between faith and success. It underscores the idea that Muslims should fear nothing but Allah, face challenges bravely, and maintain honesty and strong faith to achieve success.

Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes	Material process: Tell, should be, come, fear. e.g: instead of feeling frightened and fear, one should face every situation with bravery and courage. Mental process: want, feel, believe e.g: fearing anything means we donot want to face difficult situations. Relational process: are, should, is e.g: it is also justified to be brave enough.
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Participants	Fear, truth, bravery and faith.
Circumstances	With bravery, hereafter, in lives.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood and modality.

Mood	Declarative sentences are used.
Modality	Modal verbs are used to express obligation. e.g: they should have strong belief in Allah Almighty.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	It starts with the theme of bravery, face challenges and responsibilities.
Rheme	It gives more detailed information on bravery, faith and responsibilities of Muslims.
Cohesion	Conjunctions are used e.g: instead of feeling frightened, we should face every situation with bravery.

Formal and Informal English Grammatical patterns

Formal English grammatical patterns

1. **Diction:** The use of precise and formal vocabulary.
 - **Example:** "As Muslims, it's our responsibility that we shouldn't fear anything except Almighty Allah."

2. **Complex Sentences:** The use of longer, more complex sentence structures.

- **Example:** "Instead of feeling frightened and fear, one should face every situation with bravery and courage."

3. **Impersonal Tone:** The tone is objective and formal, focusing on general principles rather than personal anecdotes.

- **Example:** "Fearing of anything means we don't want to face difficult situations."

Informal English

1. **Colloquial Phrases:** The use of conversational language.

- **Example:** N/A (The provided paragraph does not contain informal or colloquial phrases; it maintains a formal tone throughout.)

2. **Personal Pronouns:** The use of personal pronouns to make the message relatable.

- **Example:** "One should face every situation with bravery and courage."

3. **Simpler Sentences:** The use of shorter, simpler sentence structures.

- **Example:** N/A (The paragraph uses more complex sentence structures appropriate for formal writing.)

Overall, the paragraph uses formal English, with sophisticated vocabulary, complex sentences, and an impersonal tone. It does not include informal language elements, maintaining a formal and motivational tone throughout.

PARTICIPANT 11

Feelings emotions of different kinds is a part of human nature. There are different kinds of behaviors by which different emotions are characterized. Fear is one of the many emotions that we feel. We feel fear when we believed that in one way or another one mind, our body or life is threatened. So, when we do feel fear it mostly occurs due to our own wrong doing (most of the time). Fear nothing is a term that is very famous amongst people that motivate others for the betterment of their lives. To insure confidence in one's personality. We as Muslims are also always asked to fear

nothing. But that entire idea doesn't apply to us. Fearing nothing is in general a good aspect to have but we have one entity that we must fear that is Allah. It is said in numerous places in the Quran to fear no one but him. Fearing nothing also comes with a cost, that is that one character is strong and resilient also, have a character so strong that you take no wrong step for which you might have to pay a healthy Price.

Analysis

The thematic analysis of the provided paragraph highlights several key themes:

Code	Theme
Nature of emotions	Its gives the broader concept of emotions and their role in human nature.
Specification of fear	Fear is identified as a specific emotion that varies from person to person.
Causes of fear	This piece of text discusses the cause of fear that often affect someone's mind, body and emotions.
Motivational aspect of fear nothing	It encourages personal growth and encouragement
Fear from religious perspective	This text highlights fear from the reference of Holy Quran
Fearlessness	Fearlessness means having strong faith in Allah Almighty.

Summary

The paragraph integrates themes of human emotions, the specific role of fear, the motivational aspect of fearing nothing, religious teachings on fear, and the personal cost of fearlessness. It discusses the balance between general motivational advice and religious directives, emphasizing that while the concept of fearing nothing can inspire confidence and personal growth, it must be tempered with a strong moral character and awareness of consequences.

Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes	Material process: apply, threatened, feel, take e.g: we feel fear when we think that our body is threatened. Mental process: consider, believed, think e.g: fear is one of many emotions that we feel. Relational process: comes, have, is, are e.g: feelings and emotions of different kind is a part of human nature.
Participants	One, fear, Allah
Circumstances	For the betterment of their lives, in numerous places in the Quran.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood and modality.

Mood	Declarative sentences are used.
Modality	Modal verbs are used to express necessity. e.g: it is said in numerous places in Quran to fear no one but Allah.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	Its theme starts with fear, religious teachings and fear.
Rheme	The above theme further gives detailed information on different kind of emotions and feelings, give references from Holy Quran.
Cohesion	Conjunctions are used e.g: fear nothing is a term that is very famous amongst people that motivate others.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

1. **Diction:** The use of precise and formal vocabulary.
 - **Example:** "Fear nothing is a term that is very famous amongst people that motivate others for the betterment of their lives."
2. **Complex Sentences:** The use of longer, more complex sentence structures.
 - **Example:** "Fearing nothing also comes with a cost, that is that one character is strong and resilient also, have a character so strong that you take no wrong step for which you might have to pay a healthy price."
3. **Impersonal Tone:** The tone is more objective and formal, focusing on general principles and religious teachings.
 - **Example:** "It is said in numerous places in the Quran to fear no one but him."

Informal English

1. **Colloquial Phrases:** The use of conversational language.

- **Example:** N/A (The provided paragraph maintains a formal tone and does not include colloquial phrases.)
2. **Personal Pronouns:** The use of personal pronouns to make the message relatable.
- **Example:** N/A (The paragraph avoids personal pronouns and maintains a formal tone.)
3. **Simpler Sentences:** The use of shorter, simpler sentence structures.
- **Example:** N/A (The paragraph uses complex sentence structures appropriate for formal writing.)

Overall, the paragraph employs formal English, characterized by sophisticated vocabulary, complex sentences, and an impersonal tone. It maintains a formal tone throughout, focusing on a nuanced discussion of emotions, motivational concepts, and religious teachings without resorting to informal language or colloquial expressions.

PARTICIPANT 12

One day me and my friend (actually best friend) decided to enjoy so we decided to go for rides. I had height phobia so i was scared of heights but my best friend forced me to take a ride when the ride started I was very scared that I almost started crying but actually I was not crying. I don't know what to do at that time and then I closed my eyes and started shouting but at the middle of the ride. I realized that nothing just happens. It was only a fear nothing else and then I realized if I did not fear and just enjoy then that would be my happiest day. If you don't fear then you can pass any hurdles in your life easily. Thanks

Analysis

The thematic analysis of the provided paragraph reveals several key themes and narrative elements:

Code	Theme
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Overcoming fear	The central theme focuses on the author's experience of conquering a fear of heights with a friend's help.
Support and encouragement	It is highlighted how important the best friend is in pushing and supporting her to face their fear.
Emotional experience	Its theme focuses on the emotional journey of the participant includes anxiety and fear.
Realization	Finding out that fear was the only thing standing in the way of a more pleasurable experience is a pivotal moment of realization for the participant.
Positive outlook	The major theme of the text is that overcoming fear leads you to success and face every hurdle of life with courage and bravery.

Summary

The paragraph narrates a personal experience involving a fear of heights, the support of a friend, and the emotional journey of overcoming that fear. It highlights the transformation from fear and anxiety to realization and positive insight, concluding with the broader message that facing fears can lead to personal growth and success.

Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes	Material process: was scared, started crying, realized, go, decided, forced
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	e.g: I had height phobia so I was scared of heights. Mental process: realized, felt, knew e.g: I realized that nothing just happens. Relational process: is, would be, was e.g: I was very scared that I almost started crying.
Participants	Main participants include the narrator, their friend. Abstract concepts include my friend, my best friend, me, fear.
Circumstances	It describes setting and time. During the ride, one day.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood and modality.

Mood	Declarative sentences are used to describe events and personal thoughts of the narrator.
Modality	The text reflects the use of expression of certainty but does not use direct modal verbs. e.g: If you don't fear than you can pass any hurdles in your life easily.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	The text starts with the narrator's experience with fear and the supportive role of the friend.
Rheme	It further describe the narrators experience in detail and explain how he overcome her fear.
Cohesion	Conjunctions are used. e.g: When the ride started I was very scared that I almost started crying but actually I was not crying.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

Diction: Uses relatively straightforward vocabulary without colloquial expressions.

Example: "I realized that nothing just happens. It was only a fear nothing else."

Complex Sentences: There are some complex sentences, though the overall style is conversational.

- **Example:** "If you don't fear than you can pass any hurdles in your life easily."

Impersonal Tone: The tone is more personal and reflective but avoids formal jargon.

Example: "I had height phobia so I was scared of heights but my best friend forced me to take a ride."

Informal English

Colloquial Phrases: The paragraph uses conversational language and informal expressions.

Example: "I don't know what to do at that time and then I closed my eyes and started shouting."

Personal Pronouns: Frequent use of personal pronouns to convey personal experience and emotions.

Example: "One day me and my friend decided to enjoy so we decided to go for rides."

Simpler Sentences: The sentences are generally straightforward and less complex.

Example: "I was very scared that I almost started crying but actually I was not crying."

Summary

The paragraph uses informal English, characterized by conversational language, personal pronouns, and simple sentence structures. It maintains a personal and reflective tone, focusing on the narrator's emotional experience and growth. Formal elements are minimal, with a more casual and approachable style throughout.

PARTICIPANT 13

Fear is the natural feeling which we all already have whenever we start something new which we have not experienced yet. So we have to overcome our this feeling and be confident whenever doing something new otherwise we can never succeed in our life. Some people have abilities that they are confident from the starting and when doing something new they do not hesitate but some people get confused and they have feelings of fear that they cannot do this thing but actually they can do. They just have to face their feeling and be confident and believe in themselves that "They can do it". And by believing in themselves they can do everything in their life and they can achieve their goals very easily. So, Believe is the only solution for "Fear Nothing." So be fearless and be confident.

Analysis

The thematic analysis of the provided paragraph highlights several key themes related to fear, confidence, and success:

Code	Theme
Nature of fear	The text starts with the theme that fear is a common and natural emotional experience when you start any unfamiliar task.
Overcoming fear	Confidence is the only key to overcome fear, achieve your goals and get success.
Diverse responses of fear	It is highlighted that different people respond to different type of fears in different ways. Some are confident enough to overcome their fear naturally and many did not due to low self-confidence.
Self-belief and confidence	It is noticed that believe in yourself can achieve success in your life without any obstacle.
Solution to fear	The text summarizes with a theme that belief on yourself is the key to success and overcome fear from your life. Try to adopt a fearless and confident attitude in your life.

Summary

The paragraph integrates themes of fear as a natural emotion, the need to overcome it through confidence, and the role of self-belief in achieving success. It contrasts different responses to fear and concludes with a call to embrace confidence and self-belief as essential strategies for overcoming fear and reaching one's goals.

SFL Metafunctions Analysis

Ideational Metafunction

The ideational metafunction focuses on the content and experiences described in the text.

Processes	Material process: do, achieve, believe, be, start e.g: Fear is the natural feeling which we all already have whenever we start something new. Mental process: feel, believe, have, confuse e.g: Some people get confused and they have feelings of fear that they cannot do this thing. Relational process: can, are, is, have e.g: Believe is the only solution for 'Fear Nothing.'
Participants	Abstract concepts: confidence, fear, they, we, self-belief.
Circumstances	Whenever, when e.g: Whenever we start something new," "when doing something new

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood, modality, and evaluation.

Mood	Declarative sentences are used to express ideas.
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	e.g: Some people get confused and they have feelings of fear that they cannot do this thing.
Modality	Few words are used by the participant to express possibility. e.g: So we have to overcome our feeling and be confident whenever doing something new otherwise we can never succeeded in our life.

Textual Metafunction

The textual metafunction organizes the text and provides coherence and flow.

Theme	The initial theme of the text starts with fear, success and confidence.
Rheme	It gives more detailed information about the concept of fear and success.
Cohesion	Conjunctions are used to join ideas. e.g: So we have to overcome our this feeling and be confident whenever doing something new otherwise we can never succeeded in our life.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

Diction: Uses straightforward language but with formal advice and reflections.

Example: "So we have to overcome our this feeling and be confident whenever doing something new otherwise we can never succeeded in our life."

Complex Sentences: The sentences include some complex structures to express detailed advice.

Example: "Some people have abilities that they are confident from the starting and when doing something new they do not hesitate but some people get confused and they have feelings of fear that they cannot do this thing but actually they can do."

Impersonal Tone: The tone is more instructive and less personal, aiming to provide general advice.

Example: "Believe is the only solution for 'Fear Nothing.'"

Informal English

Colloquial Phrases: The language is conversational and includes informal expressions.

Example: "If you don't fear than you can pass any hurdles in your life easily."

Personal Pronouns: Frequent use of personal pronouns to make the advice more relatable.

Example: "So we have to overcome our feeling and be confident whenever doing something new."

Simpler Sentences: The sentences are generally straightforward and easy to understand.

Example: "And by believing in their selves they can do everything in their life and they can achieve their goals very easily."

Summary

The paragraph uses a blend of formal and informal English. It includes formal elements such as detailed advice and relatively complex sentence structures, but it also incorporates informal language and personal pronouns to make the message relatable and accessible. The overall tone is motivational, aiming to encourage readers to overcome fear and build self-confidence.

PARTICIPANT 14

Fear is the natural feelings which every person have from the beginning. When we start something new in our life there is feeling of fear in our heart that is the natural process. Some people defeat this fear and some cannot this totally depends and those who cope up with fear they succeed in life. Fear is basically nothing it is just in our heart a type of feeling. So to be powerful you have to be fearless. You have to do things without any hesitation. Just be yourself don't hesitate. Believe in yourself. When you believe you can do it. You can experience fear when you are weak from inside. Just be confident whatever you do and believe in yourselves. Believe is the only solution for "Fear Nothing." You have the right to compel yourself. You can led your life when you are fearless. Key of not fearing is Believe.

Analysis

Thematic Analysis

The paragraph explores the theme of fear and its relationship with success, confidence, and self-belief. Here's a detailed thematic breakdown:

Code	Theme
Nature of fear	It is said that fear is a common and normal feeling that everyone has while beginning something new.
Overcoming fear	Fearlessness is an essential component for success. According to the text, people who are able to face and overcome their anxieties have a higher chance of success.
Fear as a feeling	It is said that fear is an internal emotion rather than a barrier from the outside. It is presented as something that is manageable.

Importance of confidence and self-belief	The key to conquering fear and success is shown to be having self-belief and confidence. One of the most important ways to be brave is to have confidence in oneself.
Solution of fear	It is suggested that belief is the best way to overcome fear. The text makes an argument that having confidence in oneself is essential to live a successful life.
Self-empowerment	The central theme of the text is that accomplish your goals is to empower yourself by being brave and confident.

Summary

The paragraph focuses on the concept of fear as a natural but manageable emotion. It emphasizes that overcoming fear through confidence and self-belief is essential for success. The narrative argues that fear is essentially an internal feeling that can be conquered by believing in oneself, which in turn empowers individuals to live a successful and fearless life.

SFL Metafunctions Analysis

1. Ideational Metafunction

The ideational metafunction deals with the content and experiences described in the text.

Processes	Material process: cope up, start, do, led, defeat e.g: when we start something new in our life there is feeling of fear in our heart.
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	Mental process: believe, experience, have, feel e.g: Fear is basically nothing it is just in our heart a type of feeling. Relational process: depends, are, can, is e.g: Believe is the only solution for Fear Nothing.
Participants	Abstract concepts Fear, confidence, you, people, yourself
Circumstances	The text gives a detailed information about the context of experiencing fear and achieving success like when, without e.g: When we start something new in our life, without any hesitation.

Interpersonal Metafunction

The interpersonal metafunction deals with the social and interactive aspects of language, including mood, modality, and evaluation.

Mood	Declarative sentences are used to talk about fear and confidence e.g: Believe in yourself. When you believe you can do it."
Modality	Necessity and encouragement is seen in the text. e.g: To be powerful, you have to be fearless.

Textual Metafunction

The textual metafunction organizes the text and ensures coherence and flow.

Theme	Its theme lies on fear, self- belief and confidence.
Rheme	It provides advices and important insight about fear and confidence.
Cohesion	Conjunctions are used: When you believe you can do it, connects belief with the capability to overcome fear.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

1. **Diction:** Uses relatively clear and direct language with minimal colloquial expressions.
 - **Example:** "Believe is the only solution for 'Fear Nothing.'"
2. **Complex Sentences:** Includes complex sentence structures to convey detailed advice and reflections.
 - **Example:** "When we start something new in our life there is feeling of fear in our heart that is the natural process."
3. **Impersonal Tone:** The tone is instructional and reflective, aiming to provide general advice.
 - **Example:** "Fear is basically nothing it is just in our heart a type of feeling."

Informal English

1. **Colloquial Phrases:** Uses conversational language and informal expressions.
 - **Example:** "Just be yourself don't hesitate."
2. **Personal Pronouns:** Frequent use of personal pronouns makes the message more direct and relatable.
 - **Example:** "You have the right to compel yourself."

3. **Simpler Sentences:** The sentences are straightforward and less complex.

- **Example:** "You can lead your life when you are fearless."

Summary

The paragraph combines formal and informal elements. It uses formal structures and clear language to provide advice and reflections on fear and self-belief but incorporates informal phrases and personal pronouns to make the message relatable and motivational. The text emphasizes overcoming fear through confidence and self-belief, presenting a clear and encouraging message.

PARTICIPANT 15

Fear can be defined as an individual's weakness. It is, in my opinion, nothing but an illusion. Fear is something that is just created by the individual himself. We should not fear anything. This life is very short to waste it in fearing and being afraid. So, I think, instead of running away from things, feelings and people face them. At least once in a life, face them. The fear cannot overcome us until we make it do it. At the end of the day, it is us alone, we can make our spirits free from this fear. For every problem, there is a solution. Similarly, for every fear there is a courage. You just need to muster it up and tell yourself again and again that I've got only one chance in this life. If not now, then never. The regret of wasting time from fearing something will certainly disturb you in your last days. So why not just try and face it. And I'm certain that facing the fear will be so fun and the thrill and joy that you'll feel will be one in a life time experience. So instead of telling yourself, like a little child, that I'm afraid of it and can't do it, or this is not my piece of cake, just chill and face it and I promise that you would want to do it again. This world is too cruel for us to be fearing things. If someone gets to know your weakness, then there is 99% chance that they will use it against you sometime in life. Instead of showing people your weakness and fears, show them the courage and resilience you have. So fear nothing in life and it is the actual key to success.

Analysis

Thematic Analysis

The paragraph discusses the nature of fear, its impact on individuals, and the approach to overcoming it. Here's a detailed thematic breakdown:

Code	Theme
Fear as weakness	Fear is presented as an illusion generated by people and as a psychological weakness. Instead of being portrayed as an external threat, it is an internal obstacle.
Face fear	Instead of running from fear, the text advises facing it bravely. It underlines how crucial it is to face anxieties in order to find freedom and personal development.
Overcoming fear	It is said that one must make a personal decision and put forth effort to overcome fear. According to the text, people can overcome fear by facing it courageously.
Importance and regret	The text emphasizes the need of facing fears openly and makes the case that putting off doing so could result in regret in future.
Thrill of facing fears	It is said that facing one's fears can lead to thrilling adventures and opportunities for personal development. It implies that conquering fear may be gratifying and pleasurable.

Strength and resilience	The text encourages against sharing one's vulnerabilities and anxieties with other people. Rather, it advocates bravery and resiliency as a tactic for achievement and survival.
Fear as an obstacle to success	Fear is portrayed as a barrier to achievement. The text makes the point that facing and conquering fear is necessary to succeed in life.

Summary

The passage portrays fear as an illusion and a self-imposed weakness that may be cured by direct confrontation and self-work. It stresses how important it is to face fears, how doing so can lead to happiness and personal development, and that being brave rather than weak is essential for success. The story encourages readers to face their anxieties head-on in order to take advantage of possibilities and prevent regret. It does this by encouraging a proactive and resilient approach to fear.

SFL Metafunctions Analysis

Ideational Metafunction

The ideational metafunction deals with the content and experiences described in the text, focusing on processes, participants, and circumstances.

Processes	Material process: show, disturb, face, use, make e.g: Instead of running away from things, feelings, and people face them. Mental process: think, feel, promise, know e.g: The regret of wasting time from fearing something will certainly disturb you in your last days
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	relational process: can, has, show, is e.g: Fear can be defined as an individual's weakness
Participants	Abstract concepts: Courage, fear, success, you, I
Circumstances	It gives more information about facing and conquering fear. e.g: When we start something new in our life, in your last days.

Interpersonal Metafunction

The interpersonal metafunction focuses on the social and interactive aspects of the language, including mood and modality.

Mood	Declarative sentences are used to express arguments and advice. e.g: So fear nothing in life and it is the actual key to success.
Modality	Imperative sentences are used to express advice, necessity and possibility e.g: You just need to muster it up and tell yourself again and again that I've got only one chance in this life

Textual Metafunction

The textual metafunction organizes the text, ensuring coherence and flow.

Theme	It talks about fear, facing challenges and personal strength.
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Rheme	It through light on the detailed advice regarding fear.
Cohesion	The text has conjunctions to join ideas and maintain coherence. So instead of running away from things, feelings, and people face them.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

1. **Diction:** The language is direct but formal, focusing on clear and motivational advice.
 - **Example:** "Fear can be defined as an individual's weakness. It is, in my opinion, nothing but an illusion."
2. **Complex Sentences:** Includes complex structures to convey detailed thoughts and advice.
 - **Example:** "If someone gets to know your weakness, then there is 99% chance that they will use it against you sometime in life."
3. **Impersonal Tone:** The tone is reflective and instructive, providing general guidance on overcoming fear.
 - **Example:** "The regret of wasting time from fearing something will certainly disturb you in your last days."

Informal English

1. **Colloquial Phrases:** Uses conversational and informal expressions to make the advice more relatable.
 - **Example:** "Just chill and face it and I promise that you would want to do it again."
2. **Personal Pronouns:** Frequent use of personal pronouns to address the reader directly and create a conversational tone.

- **Example:** "You just need to muster it up and tell yourself again and again that I've got only one chance in this life."

3. **Simpler Sentences:** Uses straightforward sentences and informal expressions.

- **Example:** "So instead of telling yourself, like a little child, that I'm afraid of it and can't do it, or this is not my piece of cake, just chill and face it."

Summary

The paragraph combines formal and informal English. It uses formal structures and direct language to provide advice on fear and personal growth, while incorporating informal expressions and personal pronouns to make the message relatable and motivational. The text aims to inspire readers to confront their fears with courage and confidence, emphasizing that fear is an internal barrier that can be overcome through resilience and self-belief.

PARTICIPANT 16

"Fear" could be the end of one person. "Fear" is something that could be a night mare. Fear of failure, fear of height, fear of water, fear of people, even fear of reality. What I believe is that someone is living a life with "Fear", he or she could never accomplish anything. Now the question arises that why do people have fear of things? It could be due to childhood trauma, or any Accident that change your whole life, but brave are those who try to overcome it, because that fear is just an illusion, a dream or maybe one of your night mares. One must have the potential to overcome. Being a Muslim we should be fearless. Successful are those who fear nothing, who are fearless. If you have a fear of something i.e. failure try to accept it. Don't hesitate to expect the reality. It's ok not to be okay. It's okay if you are not performing well, you should get rid of that mindset, Because in reality it's just your illusion, your perspective. Do not live a life with any kind of fear. Just be fearless.

Analysis

Thematic Analysis

The paragraph provides an in-depth exploration of the concept of fear, its sources, and its impacts, while also offering motivational advice on how to overcome it. Here is the thematic breakdown:

Code	Theme
Nature and impact of fear	It is said that fear is a powerful and often devastating emotion that can destroy someone's ability to succeed.
Variation in fear	The paragraph identifies various types of fear that people experience, including fear of failure, heights, water, people, and reality.
Causes of fear	An individual may develop fear as a result of traumatic events that occurred during their childhood or accidents that have a long-lasting effect on them.
Overcoming fear	The significance of recognizing fear as an illusion or a nightmare and conquering it is emphasized throughout the text. It promotes confidence and tenacity.
Religious perspective	Being courageous is viewed as a virtue from a Muslim viewpoint. We Muslims are taught to be courageous because fearlessness coincides with success.
Acceptance and reality	It's essential to accept reality as it is, including the potential for failure. The text signifies that one shouldn't be afraid

	of the results and it's acceptable to perform improperly.
--	---

Summary

The paragraph delves into the multifaceted nature of fear, exploring its various forms and origins while emphasizing its detrimental effects on personal achievement. It advocates for overcoming fear by recognizing it as an illusion, promoting resilience and bravery, especially from a religious standpoint. The narrative encourages acceptance of reality, including failures, and calls for a fearless approach to life, asserting that true success lies in living without fear.

SFL Metafunctions Analysis

Ideational Metafunction

The ideational metafunction deals with the content and experiences described in the text, focusing on processes, participants, and circumstances.

Processes	Material process: change, overcome, end, accept e.g: Fear could be the end of one person. Mental process: try, expect, believe, perform e.g: What I believe is that someone living a life with Fear, he or she could never accomplish anything. Relational process: be, have, is, could e.g: Fear is something that could be a nightmare.
Participants	Abstract concepts: fear, accident, life, childhood trauma Noun: people

Circumstances	Adverbial and prepositional phrases are observed. When we start something new in our life, in your last days
---------------	--

Interpersonal Metafunction

The interpersonal metafunction focuses on the social and interactive aspects of the language, including mood, modality, and evaluation.

Mood	Declarative sentences are used to express advices and arguments. e.g: Fear is something that could be a nightmare
Modality	The text uses modalities to present necessity, advice and possibility through imperative sentences. e.g: What I believe is that someone living a life with 'Fear,' he or she could never accomplish anything

Textual Metafunction

The textual metafunction organizes the text, ensuring coherence and flow.

Theme	It often tells about fear, facing challenges and personal strength. The main theme of the whole text revolves around fear.
Rheme	This text gives additional information about fear and advices of it.
Cohesion	Conjunctions are used to join ideas.

	e.g: "So I think, instead of running away from things, feelings, and people, face them."
--	--

Formal and Informal English grammatical patterns

Formal English grammatical patterns

1. **Diction:** The language is direct but formal, focusing on clear and motivational advice.
 - **Example:** "Fear can be defined as an individual's weakness. It is, in my opinion, nothing but an illusion."
2. **Complex Sentences:** Includes complex structures to convey detailed thoughts and advice.
 - **Example:** "If someone gets to know your weakness, then there is a 99% chance that they will use it against you sometime in life."
3. **Impersonal Tone:** The tone is reflective and instructive, providing general guidance on overcoming fear.
 - **Example:** "The regret of wasting time from fearing something will certainly disturb you in your last days."

Informal English

1. **Colloquial Phrases:** Uses conversational and informal expressions to make the advice more relatable.
 - **Example:** "Just chill and face it and I promise that you would want to do it again."
2. **Personal Pronouns:** Frequent use of personal pronouns to address the reader directly and create a conversational tone.
 - **Example:** "You just need to muster it up and tell yourself again and again that I've got only one chance in this life."
3. **Simpler Sentences:** Uses straightforward sentences and informal expressions.

- **Example:** "So instead of telling yourself, like a little child, that I'm afraid of it and can't do it, or this is not my piece of cake, just chill and face it."

Summary

The paragraph combines formal and informal English. It uses formal structures and direct language to provide advice on fear and personal growth, while incorporating informal expressions and personal pronouns to make the message relatable and motivational. The text aims to inspire readers to confront their fears with courage and confidence, emphasizing that fear is an internal barrier that can be overcome through resilience and self-belief.

PARTICIPANT 17

When we know nothing about a certain thing we are more certain to do that task. "Fear" it is defined as a major obstacle between you and your dreams. So dear laiba! don't be afraid your goals. IK you will achieve anything in your life. What if you don't become a doctor?hmm? you will still be better than many people. U will gain knowledge about certain things that those people who make fun of you for not achieving your goal don't know. They are just there to make you forget about your dreams and goals. you are meant to fly. Don't demotivate yourself just because of people's words. IK you can achieve it. Even if you won't U will still be my darling my friend. Still better than others. Dream high. Don't sit with ambitionless people. They will only make you ambitionless 'nd you will forget your aim your goal. If you will start fearing these little things you will not even be able to reach close to people who are 'ur mentor. It is always great talking to you beware of people who impart fear and you.

Analysis

The paragraph presents a motivational message focused on overcoming fear, staying true to one's goals, and avoiding negative influences. Here are the main themes:

Code	Theme
Fear as a barrier	One major obstacle that discourages people from achieving their goals is fear.

Encouragement and motivation	The author gives reinforcement, telling Laiba not to be afraid of her ambitions and expressing faith in her skills.
Managing possible failure	When the participant talks about the prospect of not reaching certain objectives (like becoming a doctor), she does so in a positive way, highlighting the fact that Laiba will still be successful and knowledgeable.
Acquire knowledge and value	Regardless of reaching particular objectives, the importance of learning new things and developing yourself is encouraged.
Self-belief and ambitions	It's important to keep your hopes and self-confidence high even to face the criticism from others.
Enthusiastic surrounding	It is crucial to surround yourself with aspirational and encouraging people if you wants to keep pursue your own aspirations and objectives.
Be Beware of People Who Foster Fear	The author advocates against associating with those who instill fear and have a detrimental effect on one's self-esteem and aspirations.

SFL Metafunctions

The paragraph can be analyzed using the three metafunctions of Systemic Functional Linguistics (SFL): ideational, interpersonal, and textual.

Ideational Metafunction

The ideational metafunction is about representing experiences and the logical relationships between them.

Processes	Only verbs are used to tell us about the processes. Defined, achieve, sit, start fearing, demotivate, talking, reach, gain, know, do.
Participants	We, task, dreams, Laiba, life, doctor, people, friend, mentor.
Circumstances	It includes adverbs and prepositional phrases; about a certain thing, between you and your dreams, in your life, for not achieving your goal, because of people's words, with ambitionless people, to you.

Interpersonal Metafunction

The interpersonal metafunction is about enacting social interactions, relationships, and attitudes.

Mood	The participant has used declarative and imperatives sentences to express her thoughts. e.g: don't be afraid.
Modality	Expressions of probability, obligation, and inclination e.g., "IK you will achieve anything," "you will still be better," "they will only make you ambitionless".

Textual Metafunction

The textual metafunction is about the organization of the text and its flow.

Theme	The main theme of the whole text revolves around fear and overcoming it.
Rheme	It provides the comments on fear and how to overcome it.
Cohesion	Cohesive devices are used. Conjunctions: if and so. Repetition: achieve and fear.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

- **Formal:** "Fear is defined as a major obstacle between you and your dreams."
 - **Reason:** This sentence uses a more structured and precise vocabulary with a clear subject-verb-object order.
- **Formal:** "When we know nothing about a certain thing we are more certain to do that task."
 - **Reason:** This sentence is complete, well-structured, and uses proper grammar and vocabulary.

Informal English Examples:

- **Informal:** "So dear Laiba! don't be afraid of your goals."
 - **Reason:** The use of direct address ("dear Laiba") and contractions ("don't") make this informal.
- **Informal:** "What if you don't become a doctor? hmm? you will still be better than many people."
 - **Reason:** The use of conversational language, direct questions, and interjections ("hmm?") make this informal.

- **Informal:** "U will gain knowledge about certain things that those people who make fun of you for not achieving your goal don't know."
 - **Reason:** The use of "U" instead of "you" and the casual tone make this informal.
- **Informal:** "They are just there to make you forget about your dreams and goals."
 - **Reason:** The use of "just" and a more conversational tone make this informal.

Summary

The paragraph uses a mix of formal and informal English, with a predominance of informal language to create a conversational and motivational tone. The SFL analysis highlights the ideational content related to fear and overcoming it, the interpersonal function of encouragement and reassurance, and the textual organization that ensures the message is coherent and impactful

PARTICIPANT 18

According to me the statement "Fear nothing" applies everywhere in my life. Before a test, before my board exams every single time I face something that gives me anxiety I tell myself "fear nothing". In the year 2022 I was about to give my board Math exam. I was at a relative's house who was telling me key information before the exam started. Her husband arrived and asked me "how's your preparation." I said it was good but I was afraid of what might be on the test. His reply was one I never forgot "اناچ - اہک اس ے وت اگینا رپ ے پ؟ ےہ تاب ایک یک ے نرڈ ے س رپ ے پ". It made me laugh and I got 75 out of 75 in my 9th Maths board exam. No matter what shape my anxiety takes I always remind myself to fear nothing. This is the very reason why I have a big bucket list of things to do like go to swimming with sharks, parasailing, bungee jumping etc.

Analysis

The paragraph revolves around the theme of overcoming fear and using the mantra "fear nothing" to navigate through challenging situations. Key themes include:

Code	Theme
Face challenge with confidence	The author frequently used the maxim "fear nothing" as a phrase to help her deal with stressful circumstances like exams.
Proof of success	The participant describes a time before a maths test when they were nervous but, with encouragement from a relative, they were able to get a perfect score.
Accept challenges and adventures	The passage also emphasizes the author's spirit of adventure, which is demonstrated by a list of risky things she has done in the past.

Summary

The thematic analysis reveals a narrative of personal growth and resilience, where the author uses the philosophy of "fear nothing" to overcome anxiety and achieve success in academic pursuits. It also reflects a broader attitude of embracing challenges and seeking adventurous experiences as part of personal development.

SFL Metafunctions

The paragraph can be analyzed using the three metafunctions of Systemic Functional Linguistics (SFL): ideational, interpersonal, and textual.

Ideational Metafunction

The ideational metafunction focuses on the representation of experiences and the logical relationships between them.

Processes	The text contain verbs. Face, was telling, remind, have, might be, do, arrived, applies, asked, made me laugh.
-----------	--

Participants	Noun: statement, life, test, board exams, anxiety, relative, information, bucket list, sharks. Pronoun: I, myself, her husband
Circumstances	It has adverbs and prepositional phrases. before a test, every single time, in the year 2022, at a relative's house, before the exam started, before a math exam, in my 9th Maths board exam.

Interpersonal Metafunction

The interpersonal metafunction involves enacting social interactions, relationships, and attitudes.

Mood	Declarative sentences are used to provide statements and assertions. The text also has interrogative and imperative sentences. e.g: how's your preparation?
Modality	The text presents obligation and probability. e.g: I was afraid of what might be on the test, No matter what shape my anxiety takes I always remind myself to fear nothing.

Textual Metafunction

The textual metafunction involves the organization of the text and its flow.

Theme	The theme revolves around the phrase "fear nothing". e.g: fear nothing is a theme
Rheme	The text further provide details on fear and its consequences. According to me the statement 'fear nothing' applies everywhere in my life is a rheme.
Cohesion	The text has conjunctions. e.g: before, and

Formal and Informal English grammatical patterns

Formal English grammatical patterns

- **Formal:** "Before a test, before my board exams every single time I face something that gives me anxiety I tell myself 'fear nothing'."
 - **Reason:** This sentence uses proper grammar, structured vocabulary, and complete thoughts.
- **Formal:** "In the year 2022 I was about to give my board Math exam."
 - **Reason:** This sentence uses precise language and a clear subject-verb-object order.

Informal English Examples:

- **Informal:** "So dear Laiba! don't be afraid your goals."
 - **Reason:** The use of direct address ("dear Laiba") and contractions ("don't") make this informal.
- **Informal:** "IK you will achieve anything in your life."
 - **Reason:** The abbreviation "IK" (I know) and the casual tone make this informal.

- **Informal:** "What if you don't become a doctor?hmm? you will still be better than many people."
 - **Reason:** The use of conversational language, direct questions, and interjections ("hmm?") make this informal.
- **Informal:** "U will gain knowledge about certain things that those people who make fun of you for not achieving your goal don't know."
 - **Reason:** The use of "U" instead of "you" and the casual tone make this informal.

Summary

The paragraph uses a mix of formal and informal English, with a predominance of informal language to create a conversational and motivational tone. The SFL analysis highlights the ideational content related to fear and overcoming it, the interpersonal function of encouragement and reassurance, and the textual organization that ensures the message is coherent and impactful.

PARTICIPANT 19

Fear is the natural phenomena. We cannot fear for anything because no one can stop us to achieve our goals until you stop the struggle for your dream. So believe in yourself and do whatever you want in your life and believe that Allah helps you in your struggle. He never leave you and no one can stop you in this world to achieve your goals. When you doesn't fear and only believe in Allah, you achieve whatever you want and you become a successful man in your life.

Analysis

Thematic Analysis

The paragraph emphasizes several key themes:

Code	Theme
Fear as a natural phenomena	It is said that fear is something normal that is part of the human experience.

Determination and self-belief	Conquering fear by having faith in oneself and working hard.
Faith in Allah Almighty	The importance of faith specially in Allah Almighty helps in conquering fear and success.

Summary

The thematic analysis of the paragraph reveals a narrative focused on overcoming fear through self-belief, continuous effort, and faith in Allah. It encourages individuals to persist in their efforts without fearing failure, emphasizing that divine support is always available to those who believe. The ultimate message is that fear is a natural part of life, but it should not deter one from striving towards their goals, as success is achievable with faith and determination.

SFL Metafunctions

Ideational Metafunction

Processes	The text contain verbs. e.g: become, leave, helps, believe, stop, achieve, is.
Participants	Noun: goals, fear, struggle, man, life, Allah. Pronoun: yourself.
Circumstances	the text presents adverbs and prepositional phrases. e.g: whatever you want, for anything, in your life, in this world.

Interpersonal Metafunction

Mood	Only declarative sentences are used to present ideas and beliefs
------	--

Modality	The text presents certainty and belief. e.g: believe that Allah helps you, believe in yourself.
----------	--

Textual Metafunction

Theme	The major theme of the whole text revolves around belief, fear and achieving goals.
Rheme	Furthermore, the text discusses how to overcome fear through belief in Allah and yourself.
Cohesion	Repetition of few words are found in the text. Achieve, goals and believe.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

- **Formal:** "Fear is a natural phenomenon."
- **Formal:** "Believe in yourself and do whatever you want in your life."
- **Formal:** "When you don't fear and only believe in Allah, you achieve whatever you want and become successful in your life."

Informal English grammatical patterns

- **Informal:** "So believe in yourself and do whatever you want in your life."
- **Informal:** "He never leaves you and no one can stop you in this world to achieve your goals."
- **Informal:** "When you don't fear and only believe in Allah, you achieve whatever you want and become a successful man in your life."

Summary

The paragraph combines both formal and informal English to convey its message effectively. Formal expressions are used to state assertions and beliefs clearly, while informal language adds a personal and motivational tone, appealing directly to the reader's emotions and beliefs. The SFL analysis highlights how language functions to express ideas (ideational), interact with the reader (interpersonal), and organize thoughts coherently (textual).

PARTICIPANT 20

Fear is a natural feeling. Which every persons feels in every field of life. By according to our society bieleaves we shouldn't fear about anything rather it is right or wrong. If you are right then you don't need to worry about any but if you done it with negative point of view you shouldn't fear about just repair yourself for anything that would be happen in your life after this. Just admit your mistake or sin. And a main thing is that we should fear and believe on Allah. And trust on Allah Almighty.

Analysis

Thematic Analysis

The paragraph addresses several themes related to fear and belief:

Code	Theme
Entireness of fear	Everyone has fear it's a common and natural emotion.
Societal beliefs about fear	It's a common belief in society that no matter what, there is nothing to fear.
Moral reflection and accountability	If one is acting morally, there's no need to worry .If not, one needs to be ready to accept responsibility for one's mistakes and face the consequences.

Faith in Allah Almighty	The significance of having faith in Allah, fearing Him, and putting your confidence in His direction.
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Summary

The thematic analysis of the paragraph reveals a narrative that emphasizes the naturalness of fear, societal perspectives on fear, moral accountability, and the importance of faith. It highlights that while fear is a natural part of life, societal norms often dictate that we should not fear anything. It also underscores the moral obligation to admit mistakes and be accountable for one's actions. Central to overcoming fear and achieving peace is the belief and trust in Allah, which provides guidance and support. The ultimate message is to navigate fear through moral integrity and faith.

SFL Metafunctions

Ideational Metafunction

Processes	Verbs: worry, done, trust, believe, is, feels, repair, admit, should fear.
Participants	Nouns: life, mistakes, sin, fear, Allah Almighty.
Circumstances	Prepositional phrases: about anything, in your life, an every field of life, with negative point of view.

Interpersonal Metafunction

Mood	Declarative sentences are used for avices. e.g:
Modality	Frequent use of modal verbs to convey beliefs and advices. e.g: need to, should.

Textual Metafunction

Theme	The theme focuses on belief and fear. e.g:
Rheme	It focuses on faith, moral accountability and societal perspectives. e.g:
Cohesion	Repetition is found. e.g: should, believe, fear.

Formal and Informal English grammatical patterns

Formal English grammatical patterns

- **Formal:** "Fear is a natural feeling which every person experiences in every field of life."
- **Formal:** "If you are right, then you do not need to worry about anything. If you have acted with negative intentions, you should not fear but prepare yourself for the consequences."
- **Formal:** "The main thing is that we should fear and believe in Allah, and trust in Allah Almighty."

Informal English grammatical patterns

- **Informal:** "By according to our society beliefs we shouldn't fear about anything whether it is right or wrong."
- **Informal:** "If you are right then you don't need to worry about any but if you done it with negative point of view you shouldn't fear about just repair yourself for anything that would happen in your life after this."
- **Informal:** "Just admit your mistake or sin."

Summary

The paragraph blends formal and informal English to convey its message. Formal language is used to state general truths and advice, while informal language

adds a personal touch and directness. The SFL analysis highlights how the text functions to express ideas (ideational), interact with the reader (interpersonal), and organize thoughts coherently (textual). The overall narrative encourages overcoming fear through moral integrity, accountability, and faith in Allah.

The below table clearly indicates the other elements of informal grammatical patterns of the above collected data.

Modalities	contraction	Slangs	Wrong usage of tense (only words are mentioned)	Conjunction
must, should, can, could,	Don't, shouldn't, doesn't, that's, it's,	Thanks, chill, IK (I know), hmm, U	have, overcomed, will succeeded, urging, feared,	After, that, also, but, so,
might, could be,	everyone's, wasn't, weren't, I'm, you'll, can't, how's,	(you), my darling, nd' (and), ur (your),	In sample no 07, the participant has written her thoughts in present tense but talking about her past experience, above same error of tense is found in the writing of participant no 09, changing, believed, get, forgot,	

4.1 Analysis of Interviews Through Transcription

Participant 01

00:01

As-salamu alaykum, how are you?

00:02

Wa alaykum as-salam, I'm good.

00:04

I am Talia Siddique from Numl Rawalpindi.

00:07

I am here to conduct an interview regarding the topic

00:09

Formal and Informal Trends of Grammatical Patterns at Intermediate Level.

00:14

Would you please answer me some questions regarding above topic related to the learners?

00:18

Yes, sure, I'll try my best.

00:20

Okay, my first question is

00:21

What kind of informal grammatical patterns are being followed in writing?

00:26

According to my pattern, which I have observed in my students, majority of the time they use contractions and the slants and the informal patterns that are, you know, not according to the formal right.

00:40

My next question is, to what extent these patterns are being neglected?

00:45

I think students are not do this consciously. They are used to of it. Like if we talk about the messaging patterns, students use the Roman pattern. So that's why they use slang and these type of patterns.

01:01

Okay. My next question is, what kind of grammatical patterns are deviated in writing of the learners?

01:08

Could you repeat the question?

01:10

Yes. What kind of grammatical patterns are deviated in writing of the learners?

01:19

What kind of grammatical patterns are deviated in writing of the learners?

01:25

I think English is our national language and students came from the different backgrounds, so that's why I think there's social and family background.

01:34

Thank you very much.

01:35

My next question is, do you think the deviation of the grammatical pattern changes the structure of the expression? If yes, then how?

01:43

Yes, obviously because

01:44

When the students use informal patterns, obviously, it creates an impact on the writing because

01:52

If they did any wrong answer or wrong word, so the meaning would be totally different.

01:58

Yeah.

01:59

Okay, thank you. Thank you so much, ma'am, for your time.

Participant 02

00:00

Assalam 0 alaikum, how are you?

00:01

Waalikumusalam, I'm fine.

00:03

I am Talia Siddique from NUML, Rawalpindi. I am here to conduct an interview regarding

00:07

The topic formal and informal trends of grammatical patterns at intermediate level.

00:12

Would you please answer me some questions regarding the above topic related to the learners?

00:16

Yes please. Okay. My first question is what kind of informal

00:20

Grammatical patterns are being followed in writing?

00:23

The learners use slang languages and contractions etc.

00:28

Okay. My next question is to what extent these patterns are being neglected?

00:36

Sometimes they use informal language structure, wrong grammar.

00:41

Wrong grammar yeah.

00:42

Yes okay my next question is what the sole reason behind the use of informal is
Language in the writing of the learners

00:47

It's due to the lack of the knowledge

00:51

Lack of reading

00:52

Yes. Okay, my next question is how many learners would really follow grammatical
pattern in their writing?

00:59

Maybe it's four.

01:00

Out of 10 student follow grammatical structure.

01:03

Okay, thank you so much, ma'am.

Participant 03

00:00

Assalamualaikum, how are you?

00:01

Waalimusalam, I am fine.

00:03

I am Talia Siddique from Numl Rawalpindi.

00:05

I am here to conduct an interview regarding the topic

00:08

Formal and Informal Trends of Grammatical Patterns at Intermediate Level.

00:12

Would you please answer me some questions regarding the above topic related to the learners?

00:17

Okay, my first question is what kind of informal grammatical patterns are being followed in writing?

00:22

The learners use slangs and contractions most of the time in their writings.

00:27

Okay, my next question is what kind of grammatical patterns are deviated in writing of the learners?

00:33

Learners commonly tend to fluctuate sentence structure.

00:36

This is due to their social and family background.

00:38

Okay, my next question is in your opinion,

00:42

How can we overcome the constraint of usage of informal language?

00:46

Learners should read books.

00:46

And novels which improve their reading habits too they must follow international

00:51

English motivational speakers on

00:53

Social media. Okay, my last question is, are learners consciously or unconsciously

00:58

Ignore grammatical patterns in their writing?

01:02

It is due to the lack of knowledge of grammatical patterns and they don't know the difference

01:08

Between the usage of formal and informal writings in their written scripts.

01:12

Okay, thank you so much ma'am.

Participant 04

00:00

Asalam o alikum, how are you?

00:02

Waalkimuslam. I am good

00:03

I am Talia Siddique from Numl Rawalpindi. I am here to conduct an interview regarding the topic formal and informal trends of grammatical patterns at intermediate level. Would you please answer me some questions regarding the above topic related to the learners?

00:18

Yes. Okay, my first question is what kind of informal grammatical patterns are being followed in writing?

00:25

The learner use contraction and wrong usage of tense most of the time.

00:28

Okay my next question is to what extent these patterns are being neglected?

00:35

Sometimes learners mistakenly follow informal patterns

00:38

Okay, how many learners would really follow the grammatical patterns in their writing?

00:46

Almost 7 out of 10 learners follow grammatical pattern on his sling.

00:50

Okay, are learners consciously or unconsciously ignore the grammatical patterns?

00:55

Sometimes

00:56

Learners follow informal English language consciously.

00:58

Okay, thank you so much ma'am for your time.

Thematic Analysis of Semi Structured Interviews

Code	Categories	Theme
Slangs	Use of slangs in formal writings	Usage of informal language most of the time.

Contractions	Excessive use of contractions in formal writings.	Use of contractions in writing consciously and unconsciously.
Informal style of writing	Use of informal style of writing consciously and unconsciously.	They tend to follow texting style of writing.
Sentence structure	Frequent fluctuation of tense structure	Change the order and structure of the sentence.
Skills of using English language	Inadequate skills of using English language in formal context.	Less exposure of academic writings.
Grammatical patterns	Use of grammatical patterns in writings.	Frequent use of grammatical patterns in writing.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.1 Summary

The selected research topic is “Formal and Informal trends in Grammatical Patterns used by Intermediate Students: A Systemic Functional Linguistic Study.” The major goal of this study is to investigate the formal and Informal trends in Grammatical Patterns used by Intermediate learners learning English as second language.

The researcher has targeted participants from grade XI and XII from the desired Institute of Fazaia Inter College Jinnah Camp, Rawalpindi. The researcher has taken a sample of 20 participants, 10 from each grade. The researcher has given a task to the participants to do write a paragraph on the given topic "Fear Nothing." The given time is only 30 minutes. The researcher has adopted qualitative research method for her research. Semi structured interviews were conducted by the teachers of the desired college. After successfully collecting data from the desired institute, the researcher has analyzed it under the theory of systemic functional linguistics and do thematic analysis. The researcher has also found the formal and informal style of writing from the collected sample.

5.2 Restating the Research Questions

1. What grammatical structures do intermediate learners use most frequently in formal vs. informal contexts?

In the context of the research thesis "Formal and Informal Trends in Grammatical Patterns Used by Intermediate Learners: A Systemic Functional Linguistic Study," the findings indicate that intermediate learners frequently use different grammatical structures depending on whether they are operating in formal or informal contexts.

In formal contexts, few intermediate learners use structured vocabulary and complete thought. An example from the text is given below:

Formal English Examples

"Fear is a natural feeling which every person experiences in every field of life." This sentence uses proper grammar, structured vocabulary, and complete thoughts.

Informal English Examples:

"So dear Laiba! don't be afraid your goals." The use of direct address ("dear Laiba") and contractions ("don't") make this informal.

"IK you will achieve anything in your life." The abbreviation "IK" (I know) casual tone make this informal.

"What if you don't become a doctor?hmm? you will still be better than many people."

The use of conversational language, direct questions, and interjections ("hmm?") make this informal.

"U will gain knowledge about certain things that those people who make fun of you for not achieving your goal don't know."

The use of "U" instead of "you" casual tone make this informal.

These informal structures often reflect learners' exposure to written English, social media communication, and casual interpersonal interactions. As a result, when learners shift from informal to formal contexts, they may inadvertently transfer informal patterns into academic writing, leading to grammatical inconsistencies.

2. How do intermediate language learners use grammatical patterns differently in formal and informal contexts, as analyzed through the lens of Systemic Functional Linguistics?

In the context of the research titled "Formal and Informal Trends in Grammatical Patterns Used by Intermediate Learners: A Systemic Functional Linguistic Study," intermediate learners were found to exhibit distinct variations in their grammatical choices depending on the formality of the context. Using the SFL framework, which emphasizes the three metafunctions of language ideational, interpersonal, and textual, the study uncovered systematic patterns that how learners structure language based on communicative purpose and setting.

In formal contexts, such as academic writing learners were expected to use grammatically complete sentences, formal modality (e.g., *must*, *should*), and precise vocabulary. However, the analysis showed that many learners struggled to maintain formality, often incorporating informal features such as contractions (e.g., *don't*, *can't*), slang expressions, and inconsistent tense usage. These patterns indicate that learners

may be influenced by informal spoken habits or digital communication norms, such as those used in texting or social media.

In contrast, in informal contexts, such as personal reflections or casual in-class conversations students felt more linguistically relaxed, resulting in the frequent use of colloquialisms, and non-standard grammar structures. Through the lens of interpersonal metafunction, this suggests that learners shift to a more socially engaging and less hierarchical tone, reflecting greater familiarity with the audience. This flexibility in language use reveals their ability to adapt grammar according to social relationships, albeit with limited control over stylistic appropriateness in formal settings.

The SFL-based analysis further revealed that students' informal writing often lacked cohesive devices and logical connectors, affecting the textual metafunction, which is essential in constructing well-organized formal texts. Conversely, informal texts focused more on personal experiences and emotions, aligning with ideational meanings.

Overall, the study demonstrates that intermediate learners tend to blur the boundaries between formal and informal grammatical patterns, often due to limited exposure to context-specific instruction. These findings underline the importance of teaching grammar not only as a set of rules but as a functional system that varies according to the communicative situation, which is the core proposition of Systemic Functional Linguistics.

3. Why might learners struggle more with certain SFL metafunctions in formal writing?

Learners might struggle more with certain Systemic Functional Linguistics (SFL) metafunctions in formal writing due to the complex cognitive and linguistic demands. These metafunctions place on language use particularly at the intermediate level. In the research titled "Formal and Informal Trends in Grammatical Patterns Used by Intermediate Learners: A Systemic Functional Linguistic Study," it was found that students in grades XI and XII often unintentionally incorporated informal features such as slang, contractions, inconsistent tense usage, and colloquial expressions into formal written discourse.

5.3 Findings of the Questionnaire

The researcher has carefully analyzed the themes and metafunctions of the collected writing samples, applying a Systemic Functional Linguistic (SFL) framework. The findings reveal that intermediate learners predominantly focus their writing around personal experiences, with a common theme being narratives related to feelings of fear and anxiety. This thematic choice indicates a strong interpersonal orientation, where learners prioritize personal expression and emotional engagement over objective exposition, which aligns with the interpersonal metafunction emphasized in SFL. By focusing on personal narratives, learners naturally tend to use more informal grammatical structures that reflect spoken language rather than the conventional norms expected in formal academic writing.

Furthermore, the analysis demonstrates that learners in grades XI and XII frequently adopt an informal style in their written discourse, even in tasks where formal English is expected. Key informal features identified include the use of slang, such as abbreviated expressions common in everyday conversation; contractions, like "can't," "won't," and "I'm"; and colloquialism, which introduces an element of casualness inconsistent with academic writing standards. These findings suggest that intermediate learners often blur the boundaries between formal and informal registers, possibly due to the pervasive influence of digital communication platforms and peer socialization, where informal English is dominant.

Moreover, a significant trend observed in the data is the incorrect usage of tenses and modalities. Learners frequently shift between past, present, and future tenses inconsistently within the same narrative. Similarly, modal verbs are often used inaccurately, indicating a partial understanding of modality and its appropriate functions in English. These grammatical inconsistencies suggest that while learners have acquired a functional grasp of basic structures, they encounter challenges when attempting to express nuanced meanings that require more sophisticated grammatical control — an area that Systemic Functional Linguistics helps to expose by linking grammatical choices to meaning-making in context.

Overall, the study highlights the importance of context-sensitive teaching strategies that address not only grammatical accuracy but also the appropriate use of language register according to the communicative context. By identifying the

prevalence of informal grammatical trends within formal writing tasks, the research points toward a crucial gap in existing pedagogical approaches. This calls for more integrated instruction that helps learners distinguish between formal and informal language patterns, aligning their grammatical choices more closely with the demands of academic and professional communication settings.

5.4 Findings of the Interviews

According to the thematic analysis of the semi-structured interviews conducted as part of this study, it was found that learners excessively used contractions, slang expressions, and incorrect tense forms in written English. Participants often reported that these informal linguistic habits were a result of frequent interaction with social media, texting, and informal peer conversations, where brevity and ease of expression are prioritized over grammatical accuracy. This insight reinforces the broader findings of the study that informal grammatical patterns have significantly influenced the language practices of intermediate learners, even when formal writing standards are expected.

Furthermore, the analysis highlights that learners' reliance on contractions such as "gonna," "wanna," and "ain't" suggests a transfer of oral speech patterns into written discourse. These forms, while acceptable in casual conversation, undermine the formality required in academic or professional writing. Similarly, the use of slang terms some of which are culturally specific indicates a comfort with everyday English but also points to a lack of awareness regarding audience and context, which are crucial factors in Systemic Functional Linguistics. The inappropriate transfer of informal features into formal contexts illustrates the learners' difficulty in adjusting their language register appropriately, an important skill that SFL theory emphasizes through the tenor component of communication (Halliday & Matthiessen, 2014).

Additionally, tense errors were found to be one of the most persistent issues in learners' writing and speech. Many participants frequently switched tenses within a single narrative without clear logical transitions, indicating not only a lack of grammatical mastery but also challenges in maintaining textual cohesion and coherence. From an SFL perspective, tense usage is vital for representing the temporal flow of events (ideational metafunction), and incorrect tense patterns disrupt the intended meaning and cause confusion for the audience. This suggests that learners may

need more explicit instruction and practice in maintaining consistent tense use in both formal and informal communication contexts.

Overall, the thematic analysis of interviews supports the broader conclusion that intermediate learners often struggle to differentiate between formal and informal grammatical patterns. The persistence of contractions, slang, and tense errors in their language use underscores the need for pedagogical interventions that specifically address context-appropriate language use. Helping learners understand the functional reasons behind grammatical choices a key tenet of the SFL approach can empower them to navigate different communicative situations more effectively. This study thus highlights the importance of integrating awareness of register variation into intermediate-level English language instruction.

5.5 Discussion

Informal language use in written discourse among learners, especially at intermediate levels, often reflects either unconscious habits from exposure or conscious adoption due to evolving communication trends (Biber & Conrad, 2009; Crystal, 2006). Informal language typically mirrors spoken interactions, featuring relaxed grammatical structures and casual tone, which contrasts sharply with the rigidity of formal academic writing (Hyland, 2003). Many learners fail to recognize the inappropriateness of informal constructions in academic contexts, underscoring a need for pedagogical focus (Flowerdew, 2013).

Informal speech and writing, characterized by spontaneity and social interaction influences, appear in everyday communications such as texts and emails, where colloquialisms and contractions are common (Bell, 2013; Tagliamonte, 2006). While informal writing aids communicative competence in natural contexts, it may negatively transfer into formal academic tasks if learners are not guided properly (Swales & Feak, 2012).

Exposure to authentic informal language via media and native speakers helps learners develop real-world communicative skills, yet it poses challenges for maintaining formal writing conventions in academia (Schmitt, 2010; Leki, 1995). Educators must thus balance instruction between formal writing norms and the pragmatic use of informal styles, enhancing learners' overall linguistic repertoire and context sensitivity (Hyland, 2009; Silva, 1993).

5.6 Conclusion

Overall, the findings of this study offer valuable insights into the use of formal and informal English language in writing among intermediate learners. By examining the written discourse of students in grades XI and XII, the research highlights the frequency and contexts in which informal grammatical patterns appear, even within traditionally formal academic tasks. This focus on informal usage provides a more nuanced understanding of how learners negotiate between different linguistic registers based on their communicative purposes and familiarity with formal conventions.

Unlike many previous studies that predominantly emphasized the correction of formal grammatical errors, this research intentionally centers on the informal dimensions of language use. It reveals how informal language features, such as colloquial expressions, contractions, and conversational sentence structures, permeate students' writing, often reflecting the influence of everyday spoken English and digital communication platforms. By doing so, the study acknowledges the dynamic nature of language and the ways in which learners bring their real-world linguistic experiences into academic settings.

Importantly, this study sheds new light on the broader discussion of formal and informal English language use, offering fresh perspectives for future researchers. It demonstrates that informal language is not merely a sign of error or deficiency but can also be seen as a reflection of learners' evolving linguistic competence and adaptability across contexts. Such findings encourage a re-examination of pedagogical approaches that balance the teaching of formal writing conventions with an understanding of students' informal language practices.

Ultimately, the research paves the way for further investigation into how formal and informal language trends interact in the development of learners' grammatical competence. It suggests a need for educational frameworks that are sensitive to the realities of language use in a globalized, digitally connected world, while still maintaining the standards required for academic and professional success.

5.7 Recommendations

- Teachers should make deliberate efforts to teach the distinctions between formal and informal grammatical patterns. Lessons should not only focus on grammar

rules but also on the appropriate use of language in different contexts, helping learners understand why a certain structure is suitable in one setting but not in another.

- It is recommended that teachers apply SFL principles by helping students recognize the three metafunctions of language: ideational, interpersonal, and textual. Practical exercises can encourage students to think about how language choices are related to meaning, social relationships, and text organization. Teachers can design tasks where students consciously choose grammatical patterns depending on the purpose, audience, and context of communication.
- It is recommended that teachers should offer context-driven writing tasks where students are required to produce both formal and informal texts.
- Teachers are advised to use authentic materials such as academic articles, professional emails, text messages, and blog posts to show real-world examples of formal and informal language use.
- Learners should be encouraged to recognize the difference between formal and informal language contexts. Understanding when to use academic or casual language is crucial. This involves being aware of audience, purpose, and setting, which can guide appropriate grammatical choices.
- Practice activities should target the reduction of informal features in academic texts. This can include rewriting informal passages in formal language and peer reviewing classmates' writing for informal traits.
- It is recommended that learners should be compelled to write in specific genres e.g., narrative, argumentative, descriptive can help them apply correct grammatical structures appropriate for each genre and register. This approach, aligned with SFL, supports the understanding of how grammar functions differently across discourse types.

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APPENDIX



National University of Modern Languages (NUML) Rawalpindi

Open-ended Questionnaire

Name:

Grade:

Age:

Write a comprehensive note on “Fear Nothing.”



National University of Modern Languages (NUML) Rawalpindi

Questionnaire (interview) for research

Question 01 What kind of informal grammatical patterns are being followed in writing?

Question 02 To what extent these patterns are being neglected?

Question 03 What kind of grammatical patterns are deviated in writings of the learners?

Question 04 Do you think the deviation of grammatical patterns change the structure of the expression? if yes then how?

Question 05 What is the sole reason behind the use of Informal language in the writings of the learners?

Question 06 How many learners would really follow grammatical patterns in their writings?

Question 07 In your opinion how can we overcome to constrain the usage of informal language?

Question 08 Are learners consciously or unconsciously ignore grammatical patterns in their writings? Explain.