

Comparative Syntactic Analysis of Subject-Verb Agreement in Urdu and English Language

Zunaira Rehman^{1*}, Moneeba Habib²

Abstract

Syntax deals with the combination of words and phrases to construct a sentence. It has been observed that syntax is the core component of linguistics. A significant number of studies are available on syntactic analysis, but limited research is available on comparative syntactic analysis of subject-verb agreement. Therefore, applying a qualitative comparative approach by collecting secondary data, the current study aims to explore the comparative syntactic analysis of subject-verb agreement in Urdu and English. The study highlighted that Urdu is more complex and has an inflectional structure of subject-verb agreement as compared to English, which has a simpler and more analytic structure. This study contributes to the understanding of the challenges faced by Urdu speakers in learning the English language. A number of practical insights are also prescribed for improving ESL pedagogy.

Keywords: Comparative Syntactic Analysis, English Language, Subject-Verb Agreement, Syntax, Urdu Language.

Introduction

Syntax is the pivotal element of linguistics that emphasizes the organization of words and phrases into coherent sentences that make communication possible. Syntax has several components. Among all, Subject-verb agreement (SVA) plays a crucial role in ensuring grammatical accuracy and clarity. It shows the relationship between the subject and verb that is influenced by factors such as number, person, and, in some languages, gender.

¹MS English Linguistics Scholar, COMSATS University Islamabad

² Faculty, Department of Humanities, COMSATS University Islamabad

*Corresponding author's E-mail: zunairarehman42@gmail.com

Available online: 05-01-2026

This is an open-access article.

DOI: <https://doi.org/10.24312/ucp-jll.03.02.530>

Urdu and English are common, and they have made a great contribution to linguistics. This notwithstanding, the two languages are different in their syntactic structures. The Urdu language is an Indo-Aryan language that exhibits a high inflectional agreement system in verb phrases. In verb phrases (VP), the verb coincides with the number, person, and gender. In Pakistan, the national language is Urdu, and English is the official language of Pakistan, despite the fact that there are a few languages in the country (Manan and David, 2013).

Moreover, English is widely used in the field of technology, including computer programming and software development (Akram et al., 2021 & 2022). English-language media, such as films, television shows, and music, have a significant influence on global culture. In short, fluency in English has become essential in today's interconnected world, providing individuals with numerous personal and professional benefits (Abdelrady & Akram, 2022).

English, on the other hand, has a simplified system of agreements as it is a Germanic language. English is very much attached to numbers and persons. In English, the verb phrases (VP) also lose their gender role. The differences exhibit a range of linguistic studies, particularly where a second language is involved.

The variations in the Urdu and English language verb phrase's structure bring about some difficulty to the Urdu speakers in learning the English language as a second language. The Urdu language has an immense system of morphological agreement, and it is adaptable in word order. Conversely, the English language has an uncompromising syntactic structure of English. These contradictions may bring about syntactic mistakes that may result in impediments in the learning process, that is, in the rules of subject-verb agreement.

Literature Review

The arrangement of words into phrases and sentences in order to facilitate the knowledge about grammatical processes of different systems of languages is said to be syntax. Syntactic analysis no longer remains at the traditional grammatical conception but has passed over to the Chomsky cognitive revolution. The traditional grammar is concerned with the classification of the syntactic elements as different and discrete units, i.e., nouns and verbs, which failed to offer a satisfactory explanation of the natural processes of language learning (Radford, 2004). Universal Grammar was utilized by Chomsky (1986) to emphasise the I-language as the bestowal of language acquisition by the native speaker in the world.

Chomsky made grammar a study of the mental features when he applied the linguistic theory to the human faculty of language. This paradigm highlights syntax as an issue and emphasizes the constituent role of syntax in the human mind and language use.

As Lashri and Soomro (2013) explained, the Sindhi language has tense, aspect, gender, number, and mood agreement with the subject in every tense. Indo Aryan languages are Sindhi and Punjabi. Subject-verb agreement (SVA) is very important in syntax. It examines how words and phrases are organized in the sentence, making the process of communication easy. It offers an insight into how the sentences are built (Carnie, 2007; Tallerman, 2019).

Additionally, the comparison of the SVA rules in various languages provides an understanding of the interpretation of the variations in the sentence structures. The analysis of sentence structure and syntax indicates grammatical rules common to all languages, and those that belong to a particular language. The comparative studies on languages like Urdu, Sindhi, Lasi, and English shed some light on the differences in the agreement systems and their impact on language learning and teaching approaches (Tallerman, 2019).

Studies on the challenges facing English as a second language (ESL) students in terms of subject-verb Agreement (SVA) have indicated that their first language is a major contributing factor to this issue. Such common mistakes as omission of required elements (such as the absence of third-person singular form of the verb *s*), incorrect verb forms, and additional words (such as needless auxiliary verbs) can be used. The most frequent among them is the omission of necessary parts. Using an example, the speakers of the Urdu language struggle to use English grammar principles of singular and plural forms as well as auxiliary verb forms because their native language is used in another way (Nurjanah, 2017).

Also, as a scholarly study, it proves that grammar errors can be decreased through teaching methods. The language lessons organized in a structured form have been demonstrated to assist the learners in increasing and decreasing errors. As an example, by means of special grammar drills and language practice in a real-life situation, learners can become more accurate in grammar (Ahmad, 2023; Nurjanah, 2017).

The initial studies on syntax studied structural differences across multiple languages. Sindhi and English languages were contrasted in virtue of their having an ancient linguistic origin, yet they vary in the structures of their syntax. There are certain head-final structures in the Sindhi language, and the word arrangement is subject-verb-object (SVO). On the other hand,

English is a Head first language. The verbs of the Sindhi language denote number, person, and gender in all tenses, whereas the English language has agreement in number and person in the present tense. The Sindhi language has a great number of inflectional systems and considerably presents morphological and syntactic discrepancies between the two languages (Malik, 2019).

Structural flexibility is a contrastive comparison of WH- movement in Urdu and English. It is shown that English is a language with its WH-movement, in which WH phrases have to be positioned in the first place in a sentence to construct questions. On the contrary, in Urdu, WH phrases can be used in different positions without any grammatical consequences. This flexibility shows the syntactic nature of Urdu in contrast to the strict word order nature in English. The Minimalist Program offered by Chomsky is a good resource that creates an awareness of cross-linguistic differences in sentence structure (Ghafar, 2022).

Further analysis of SVA, Lasi, which is a dialect of Sindhi, is compared to English. The analysis has indicated that Lasi verbs indicate number, gender, and person by having different inflexions, e.g., to in masculine singular and ti in feminine singular. These markers change to taa and tiyon in the plural forms, respectively. Since in English there is no distinction in verb agreement based on gender, Lasi incorporates gender-specific endings, especially in past tense transitive structures. This piece of work brought to the fore the morphosyntactic richness of Lasi and its adherence to the linguistic tradition of Sindhi. The analysis was conducted with the help of the X-bar theory proposed by Haegeman, where the results were used to demonstrate the syntactic complexity of Lasi in contrast with English (Azam, 2022).

However, according to these structural analyses, some differences in the verb agreement patterns in Urdu and English exist. All verbs in Urdu exhibit an enhanced degree of agreement, which is able to accommodate variations in number, person, and gender. Comparatively, English verbs have a simpler structure, and they are more concerned with the agreement with the number and person of the subject in the present tense, but do not change in the past and the future. The paper also revealed the complex nature of the Urdu syntactic, which stands out from English (Anwar, 2023).

Moreover, the real-life uses of Subject Verb Agreement analysis were witnessed in ESL learner research. One of the studies studied the syntactical mistakes in English texts among students of Pakistani secondary schools. The comparison is made between students of the

private and government schools, and it becomes apparent that the number of syntactical mistakes that are made by students in the former is less significant. This difference was explained by differences in teaching media and exposure to an English-enriched environment. Mistakes that were common were the misuse of punctuation, tense, definite articles, and the wrong use of words. This study highlighted that language teaching and vocabulary learning are also deeply important to enhance syntactical accuracy (Ahmad, 2023).

In spite of these developments, there have been small studies whose analysis has been entirely based on the comparative syntactic study between the Urdu and English SVA. Though the topic of syntactic distinction is examined in general, the peculiarities of agreement regimes, with both their educational consequences on ESL students, are not thoroughly investigated. Moreover, the majority of the studies concern structural differences or practical issues independently of each other, and they do not combine these two approaches into a holistic framework (Anwar, 2023).

The qualitative research study will focus on analysing subject-verb agreement mistakes committed by non-native English-speaking ESL learners in writing. The findings indicated that omission errors were the predominant type of errors, followed by misinformation, addition, and misordering errors. The paper sheds light on the problem that ESL students have difficulty with learning the subject-verb agreement in their texts (Ramzan et al., 2023).

Lastly, the literature review above shows a gap in the study of the comparative syntactic analysis of two languages. This paper seeks to address this gap in the literature that exists by developing a detailed comparative syntactic study of the Urdu and English SVA. It will examine the variations in verb phrases in Urdu and English, and discuss the syntactic variations between the Urdu and English that determine second language acquisition.

The questions of the study are: What are the key differences in verb phrase structures between Urdu and English? And how do syntactic differences between Urdu and English influence second-language acquisition? The study also examines the challenges faced by Urdu speakers who learn English as a Second Language (ESL). It contributes to effective language instructional strategies.

Methodology

A qualitative descriptive approach is used to examine comparative syntactic differences in subject-verb agreement (SVA) between Urdu and English. This is done to determine how the variation in the patterns of agreement affects the second language (L2) acquisition among Urdu-speaking English learners. The study is based on secondary data that includes illustrations and explications of earlier published works on linguistics, textbooks on grammar, and descriptions of Urdu and English syntax. The sources were selected based on relevance, credibility, and linguistic profundity criteria. Only sources that explicitly describe the syntactic form of subject-verb agreement, morphological inflection, and clause structure were included. To compare them, major Urdu grammar sources (e.g., reference grammars and syntax studies) and other standard English syntactic works were reviewed.

Data analysis entails the extraction and comparison of syntactic forms that explain the patterns of SVA in the two languages. All the examples are analyzed with respect to their morphological marking, agreement (person, number, gender), and syntactic positioning. Chomsky's Minimalist Program and X-bar Theory (Chomsky, 1957, 1995, 2005) give the theoretical framework according to which the analysis is conducted, and the relationship between agreement is formed and reflected in the structure. With the help of the current qualitative comparative analysis, this study finds important spheres of syntactic variation that can cause learning problems with L2 in Urdu learners.

Research Objectives:

1. To investigate the key differences in verb phrase structures between Urdu and English.
2. To explore the syntactic differences between Urdu and English that influence second-language acquisition.
3. To describe the challenges faced by Urdu speakers who learn English as a Second Language (ESL).

Data Analysis and Findings

Syntactic and Morphological Differences in Subject-Verb Structures Between Urdu and English:

The verb phrase structures in Urdu and English reflect distinct syntactic and morphological systems that are rooted in their linguistic traditions. Urdu, as an inflectional and synthetic language, encodes subject-verb agreement (SVA) in its verbs for **gender**, **number**, and **person**. In

contrast, English is an analytic language. It employs a simpler agreement system limited to number and person without considering gender. These structural differences are evident in various aspects of verb phrase construction, as illustrated through the examples.

Gender Agreement in Urdu vs. English

In Urdu, verb forms swap to reflect the subject's gender. This is a feature that is absent in English. For example:

Urdu: وہ لکھتا ہے (Woh likhta hai, "He writes.")

Urdu: وہ لکھتی ہے (Woh likhti hai, "She writes.")

English: "He writes." / "She writes."

In the above examples, Urdu verbs undergo morphological changes (*likhta* to *likhti*) to agree with the subject's gender, while English maintains the same verb form regardless of gender. This distinction often leads to errors among Urdu speakers learning English. It causes overgeneralizing gender markers in English or omitting them altogether.

Number and Person Agreement

Both Urdu and English show agreement in number and person, but the complexity in both languages varies. In Urdu, the verb form changes for singular and plural subjects as well as for different persons:

Urdu: میں لکھتا ہوں (Main likhta hoon, "I write.")

Urdu: ہم لکھتے ہیں (Hum likhte hain, "We write.")

In English, agreement is limited to the third-person singular in the present tense:

English: "I write."

English: "He writes."

English: "They write."

While English limits the agreement changes to the addition of *-s* or *-es* for the third-person singular. Urdu language uses clear verb forms like *likhta hoon* (I write) and *likhte hain* (We write). This difference results in frequent errors by learners in writing English as "*He write*" instead of "*He writes*" due to the absence of equivalent inflectional rules in Urdu.

Word Order Flexibility

The word order of the Urdu language is subject-object-verb (SOV), which reflects flexibility. Conversely, English follows the word order as subject-verb-object (SVO). For instance:

Urdu: وہ کتاب پڑھتا ہے (*Woh kitaab parhta hai*, "He reads a book.")

Urdu (variation): کتاب وہ پڑھتا ہے (*Kitaab woh parhta hai*, "The book, he reads.")

English: "He reads a book."

In Urdu, moving the object to the beginning (*Kitaab woh parhta hai*) does not change grammaticality, but in English, deviating from SVO order leads to ungrammatical constructions such as "*A book he reads*" instead of "*He reads a book*." This fixed word order in English poses challenges for Urdu speakers, who might incorrectly apply their native language's flexibility to English.

Tense and Aspect Marking

The verbs in the Urdu language include built-in markers for tense and aspect, while English relies on auxiliary verbs. For example:

Urdu (present continuous): میں پڑھ رہا ہوں (*Main parh raha hoon*, "I am reading.")

English (present continuous): "I am reading."

In Urdu, the verb پڑھ رہا ہوں (*parh raha hoon*) integrates both the action (*parh*, "read") and the progressive aspect (*raha hoon*, "am"). English separates these components, requiring the auxiliary verb *am* to indicate tense and aspect. This analytic nature of English often confuses Urdu speakers, leading to errors such as "*I reading*" or "*I am read*."

Past Tense Verb Agreement

In Urdu, past tense verbs exhibit agreement with the object in transitive constructions, whereas in English, the subject continues to govern agreement:

Urdu: اس نے کتاب پڑھی (*Us ne kitaab parhi*, "He/she read the book.")

Urdu: اس نے کتابیں پڑھیں (*Us ne kitaabein parhin*, "He/she read the books.")

English: "He/she read the book." / "He/she read the books."

In the Urdu examples, the verb پڑھی (*parhi*, "read") changes to match the gender of the object (کتاب, feminine) and پڑھیں (*parhin*, "read") agrees with the plural object (کتابیں, books). English verbs, however, do not change based on the object, which can confuse Urdu speakers. It leads to overgeneralizations or omissions in English verb conjugations.

Auxiliary Verb Usage

English relies heavily on auxiliary verbs to form complex tenses and moods. An auxiliary verb is a less prominent feature in Urdu.

As in English: "He is writing." / "He was writing."

Urdu: وہ لکھ رہا ہے (*Woh likh raha hai*, "He is writing.") / وہ لکھ رہا تھا (*Woh likh raha tha*, "He was writing.")

In Urdu, auxiliary verbs like ہے (*hai*) and تھا (*tha*) are used, but their usage is context-dependent and often embedded within the verb phrase. English learners from an Urdu-speaking background may omit auxiliaries ("He writing") or misuse them ("He are writing"). It reflects difficulties in mastering this feature for English language learners.

Table 1: Comparative Analysis of Subject-Verb Agreement (SVA) in Urdu and English

Feature	Urdu	English	Linguistic Implications for L2 Learners
Gender Agreement	Verbs change according to subject's gender (e.g., وہ لکھتا ہے <i>woh likhta hai</i> "he writes" / وہ لکھتی ہے <i>woh likhti hai</i> "she writes")	Verbs do not change for gender (e.g., "He writes" / "She writes")	Urdu speakers may overgeneralize gender inflection and produce errors such as "She write."
Number and Person Agreement	Verb changes for number and person: میں لکھتا ہوں (<i>main likhta hoon</i> , "I write") / ہم لکھتے ہیں (<i>hum</i>	Agreement restricted to 3rd person singular in present tense: "I write," "He writes"	Learners often omit -s in third-person singular forms due to Urdu's more complex paradigm.

	<i>likhte hain,</i> “We write”)		
Word Order	Flexible: Subject– Object–Verb (SOV); elements can move for emphasis	Fixed: Subject– Verb–Object (SVO)	Urdu learners may transfer flexibility, leading to non- standard English structures like “ <i>Books he reads.</i> ”
Tense and Aspect Marking	Tense/aspect integrated into verb (e.g., پڑھ رہا ہوں <i>parh raha hoon</i> , “am reading”)	Tense/aspect expressed via auxiliary verbs (e.g., “am reading”)	Learners may omit auxiliaries (“He reading”) due to Urdu’s synthetic structure.
Object Agreement (Past Tense)	Verb agrees with object in transitive past tense (e.g., کتاب پڑھی <i>kitaab parhi</i> , “read the book” [feminine])	Verb does not agree with object (e.g., “He read the book.”)	Learners may expect object- based agreement and misapply tense endings.
Auxiliary Verb Usage	Less frequent, often embedded (e.g., ہے <i>hai</i> , تھا <i>tha</i>)	Essential for tense, aspect, voice (e.g., “is,” “was,” “has”)	Urdu speakers may omit or misuse auxiliaries (“He are writing”).

When gender agreement is considered, the verbs used in Urdu change depending on the subject, whereas English verbs do not change. Urdu exhibits more inflectional change than English in the case of number and person agreement. It prohibits modification of the present tense in the 3rd person singular. In the case of word order, Urdu permits free word order, and in English, the word order is fixed and is SVO. When marking tenses, Urdu includes the tense and aspect markers in the verb phrase, whereas in English, it is the auxiliary verbs. In the past tense rule of object agreement, the Urdu past tense verbs are in agreement with the object, as compared to English, which has subject-verb agreement. The English language depends on auxiliary verbs more in auxiliary verb dependence. It also poses more problems to Urdu speakers.

This paper examined the syntactic and morphological variation regarding the subject-verb agreement in Urdu and English. It offers a point where the issues of learning English by the Urdu speakers are understood.

Influence of Syntactic Differences Between Urdu and English on Second-Language Acquisition:

The syntactic differences between English and Urdu have a great influence on acquiring a second language, particularly when the learners are struggling learners of the Urdu language learning English. Such contradictions that constitute subject-verb agreement, word order, tense marking, and the use of auxiliary verbs may be associated with various problems of English learners. Second language learners have to adjust to a new grammar and grammar patterns. Languages differ syntactically, and this affects language learning. Effective pedagogical approaches need to be formulated, and the typical errors that occur during the acquisition process need to be taken care of.

Gender Agreement Differences

In Urdu, verbs, adjectives, and pronouns are based on the subject's gender, and this inflection is mandatory in every sentence. For instance, verbs in Urdu change for masculine and feminine subjects:

وہ لڑکا کھیلتا ہے (Woh larka khelta hai, "The boy plays.")

وہ لڑکی کھیلتی ہے (Woh ladki khelti hai, "The girl plays.")

However, English does not mark verbs for gender. The verb form remains unchanged regardless of whether the subject is masculine or feminine.

"He plays."

"She plays."

This difference can confuse Urdu speakers while learning English. They may attempt to apply gender inflection to English verbs. It results in errors like "*She play*" instead of "*She plays*." Additionally, learners may be overly focused on finding gender distinctions in English verbs, where there are none. Such issues arise from the overextension of gender rules from Urdu to English, which can hinder fluency and accurate usage of English verb forms. To address this, ESL instruction must emphasize that gender does not affect verb conjugation in English and help learners understand the concept of neutral verb forms.

Subject-Verb Agreement in Number and Person

Both Urdu and English exhibit subject-verb agreement in terms of number (singular or plural) and person (first, second, third). However, the system in Urdu is far more inflectional than in English. Urdu verbs change for number, person, and gender, and these changes are reflected in all tenses:

میں لکھتا ہوں (Main likhta hoon, "I write.")

ہم لکھتے ہیں (Hum likhte hain, "We write.")

وہ لکھتا ہے (Woh likhta hai, "He writes.")

English, on the other hand, has a simpler system. Verb agreement changes mainly in the present tense for the third-person singular:

"I write."

"He writes."

"They write."

For Urdu-speaking learners of English, this difference can cause errors, particularly with third-person singular forms. Learners may omit the -s in the third-person singular, saying "*He write*" instead of "*He writes*." This occurs because Urdu speakers are familiar with more complex verb conjugations in their native language. It leads to overgeneralization or confusion in English. ESL teachers must focus on teaching the third-person singular rule in English. Instructors must help learners understand the limited scope of subject-verb agreement in English as compared to the more inflectional system in Urdu.

Word Order Flexibility

Urdu language allows flexibility in sentence making due to its word order, subject-object-verb (SOV). For instance, the subject, object, or verb can change the position for emphasis or stylistic reasons.

وہ کتاب پڑھتا ہے (Woh kitaab parhta hai, "He reads a book.")

کتاب وہ پڑھتا ہے (Kitaab woh parhta hai, "The book, he reads.")

English has a fixed subject-verb-object (SVO) word order that does not allow such flexibility. A sentence like "*The book, he reads*" would be grammatically incorrect in English. This difference can lead to errors for Urdu speakers when constructing sentences in English. The incorrect placement of words, the object or adverbial phrase at the beginning of the sentence, results in sentences like "*To the store, he goes*" or "*Books he*

reads." Such errors occur because learners apply the word order flexibility of Urdu to the more structured English syntax. To reduce this, ESL instruction must emphasize the importance of maintaining the standard SVO order in English.

Auxiliary Verbs and Tense/Aspect Marking

Another major syntactic difference between Urdu and English is the use of auxiliary verbs to mark tense, aspect, and modality. In Urdu, verbs are more synthetic and often include tense and aspect markers within the verb itself. As,

وہ پڑھ رہا ہے (Woh parh raha hai, "He is reading.")

وہ پڑھ چکا ہے (Woh parh chuka hai, "He has read.")

In contrast, English uses auxiliary verbs such as *is, am, are, was, and have* to indicate tense and aspect. Like,

"He is reading."

"He has read."

For Urdu speakers, this dependency on auxiliary verbs in English can be challenging. Urdu speakers may omit auxiliary verbs, saying "*He reading*" instead of "*He is reading*," or "*He read*" instead of "*He has read*." The difficulty arises from the fact that Urdu expresses these grammatical features directly in the verb, while English separates them with auxiliary verbs. To address this, ESL teaching should focus on explicitly teaching the role of auxiliary verbs in English, particularly in tenses such as continuous and perfect tenses.

Past Tense Agreement

In Urdu, past-tense verbs exhibit agreement with both the subject and the object in transitive constructions:

اس نے کتاب پڑھی (Us ne kitaab parhi, "He/she read the book.")

اس نے کتابیں پڑھیں (Us ne kitaabein parhin, "He/she read the books.")

In English, however, the past tense verb does not change based on the object:

"He read the book."

"He read the books."

This difference can confuse Urdu-speaking learners, who may expect English verbs to change based on the object. They might overgeneralize the concept of object agreement and make errors, such as "*He reads the books*" when they should use the simple past tense form "*read*" for both singular and plural objects. ESL instruction must clear this difference and help learners to understand that English past-tense verbs remain the same regardless of object number.

Table 2: *Common SVA-Related Challenges for Urdu Speakers Learning English*

Area of Difficulty	Source of Interference	Example Error	Correct Form
Gender inflection transfer	Urdu marks verbs for gender	<i>She write.</i>	<i>She writes.</i>
Third-person singular rule	Urdu verbs change more freely for person	<i>He go to school.</i>	<i>He goes to school.</i>
Auxiliary omission	Urdu embeds auxiliaries	<i>He reading.</i>	<i>He is reading.</i>
Past tense uniformity	Urdu verbs agree with object	<i>He reads the books yesterday.</i>	<i>He read the books yesterday.</i>
Word order flexibility	Urdu allows object-first order	<i>Books he reads.</i>	<i>He reads books.</i>

Influence of Word Formation and Overgeneralization

The distinctions in verb phrase construction between Urdu and English can result in particular overgeneralization mistakes. The inflectional system of Urdu, which includes tense, aspect, and subject agreement inserted in the verb, is absolutely different from the more analytic form of English, which depends on auxiliary verbs and simpler inflections. Therefore, speakers of Urdu many times face difficulties with subject-verb agreement and the auxiliary verbs practiced in English. They can create sentences, for example, "*He going to school*" in place of "*He is going to school*," or "*She don't like*" in place of "*She doesn't like*." These errors occur through the shift of Urdu's grammatical rules when speaking English.

In summary, the syntactic distinctions between Urdu and English notably affect second-language learning, mostly for Urdu speakers acquiring English. The main challenges involve gender agreement, subject-verb

agreement, word arrangement, use of auxiliary verbs, and tense construction. These challenges arise from the distinctions in the morphological problem of Urdu compared to the more analytical structure of English. To challenge these problems, ESL instruction should emphasize precise grammar teaching. Awareness must be given to the simplified agreement system in English, the implication of auxiliary verbs, and the fixed SVO word order. By knowing the syntactic differences between these languages, educators can encourage Urdu-speaking students to overcome repeated mistakes and boost their English proficiency.

Conclusion

The present study concludes that Urdu is a more difficult language as compared to English. English has an analytical system while on the other side, while Urdu has an inflectional system. English follows the verb agreement rules that are dependent upon the number of subjects, while Urdu focuses on gender as well. The main differences between these two languages are difficulties in the usage of auxiliary verbs, gender over-generalization, and mistakes in word order structure. Learners of ESL face a lot of difficulties when speaking English. Speakers of Urdu face syntactic problems in English learning that require specific Instructional strategies.

There should be some explicit strategies to learn the form of verbs in English, word order, and usage of auxiliary verbs. The findings of the study also highlight the significance of comprehensive syntactic differences in ESL. It enhances the skills of learners in better comprehension of the rules of that language and the difficulties of the language. There should be some instructional strategies that consist of activities, class practices, and the use of auxiliary verbs on worksheets. Reinforcement of students is an essential component in learning English as a second language. This study contributes to the understanding of the influence of the Urdu language's syntactic structure on learning English as a second language. A significant number of challenges faced by learners of the English language are also discussed. Practical instructional pedagogy is prescribed to fix such complexities for learners.

References

Abdelrady, A. H., & Akram, H. (2022). An empirical study of the ClassPoint tool application in enhancing EFL students' online learning satisfaction. *Systems*, 10(5), Article 154. <https://doi.org/10.3390/systems10050154>

- Ahmad, A., Shahid, S. H., & Farhat, P. A. (2023). Comparative analysis of syntactical errors in the writings of ESL students at secondary level in Pakistan. *Global Language Review*, 8(2), 203–213.
- Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' perceptions of technology integration in teaching–learning practices: A systematic review. *Frontiers in Psychology*, 13, Article 895328. <https://doi.org/10.3389/fpsyg.2022.895328>
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology integration in higher education during COVID-19: An assessment of online teaching competencies through the technological pedagogical content knowledge model. *Frontiers in Psychology*, 12, Article 736522. <https://doi.org/10.3389/fpsyg.2021.736522>
- Anwar, B. (2023). Urdu and English verb phrases: A syntactic analysis of sub-categories and verb-agreement relationship. *Journal of Namibian Studies*.
- Azam, M., Ali, Z., & Shahida, N. (2022). Subject–verb agreement in LASI and English: A morphosyntactic analysis. *Global Language Review*, 7(2), 37–54.
- Carnie, A. (2007). *Syntax: A generative introduction*. Blackwell.
- Chomsky, N. (1957). Logical structures in language. *American Documentation*, 8(4), 284–291.
- Chomsky, N. (1981). *Lectures on government and binding: The Pisa lectures*. Foris Publications.
- Chomsky, N. (1995). *The minimalist program*. MIT Press.
- Chomsky, N. (2005). Three factors in language design. *Linguistic Inquiry*, 36(1), 1–22.
- Ghafar, A. ul. (2022). *A contrastive analysis of WH-movement in Pakistani national language Urdu and English: A syntactical perspective*.
- Lashari, M. (2013). Subject–verb agreement in Sindhi and English: A comparative study. *Language in India*, 13(6), 473–495.

- Malik, M. I., & Shah, Z. A. (2019). Comparative analysis of subject–verb agreement in the syntax of Sindhi and English language. *Journal of Humanities and Social Sciences Studies*, 1(4), 236–241.
- Manan, S. A., & David, M. K. (2014). Mapping ecology of literacies in educational settings: The case of local mother tongues vis-à-vis Urdu and English languages in Pakistan. *Language and Education*, 28(3), 203–222. <https://doi.org/10.1080/09500782.2013.800549>
- Nurjanah, S. (2017). An analysis of subject–verb agreement errors in students’ writing. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 2(1), Article 13.
- Radford, A. (2004). *English syntax: An introduction*. Cambridge University Press.
- Ramzan, M., Azmat, Z., Khan, M. A., & Nisa, Z. U. (2023). Subject–verb agreement errors in ESL students’ academic writing: A surface taxonomy approach. *Linguistic Forum*. <https://linguisticforum.com>
- Tallerman, M. (2019). *Understanding syntax*. Routledge.