

Errors in the Usage of Verbs in English Composition: A Case Study of Pakistani EFL Learners

Language and Literature

Muhammad Amin ¹

Abstract

This paper aims at investigating errors in the use of English verb in the written essays of 72 Pakistani EFL learners enrolled at University of Balochistan Quetta, Pakistan. The study examines errors pertain to Dulay, Burt and Krashen (1982) Surface Strategy Taxonomy which comprises of addition errors, omission errors, misformation errors and misordering errors. Learners' errors are quantitatively analyzed in order to determine the most frequent type of errors because it was observed that learners had problems in the usage of verb, its types and the bound morphemes related to verb. The present study also aims to alert the attentions of the teaching staff to focus EFL university level learners' troubles in the use of verb so that they may acquire the art of composing error free essays. The paper also pinpoints some workable suggestions for solving the aforesaid issue.

Key Words: Verb, Helping verb, Model auxiliary verb, Causative verb, Inflectional morphemes.

1. Introduction

Writing is by far the most important skill of a language which plays vital role in communication at any level. It transforms speech into written form that can be seen and read (Alsaawi, 2015). However, acquiring the art of writing may be a complex task among EFL learners because of syntactic variations between their native languages and the target language and that the process of second language acquisition often takes place under the influences of L1. "L2 learners may suffer in their English writing more than native speakers due to the impact of their L1" (Alsaawi 2015, p. 55). Writing being

¹ M.Phil Scholar in English (Applied Linguistics) University of Balochistan, Quetta, Pakistan. (aminkakar11@yahoo.com)

a complex activity gets more complex when exercised in Second language (Sarfraz, 2011). Nevertheless, L2 learners may need to have sound knowledge of grammatical items of the target language because grammar helps them out in composing grammatical sentences which may be the basic requirement of successful writing. A grammatical sentence is characterized by placing words at their appropriate positions. (Stella, 2015). In fact, the position of a word may be more important than the word itself because every part of speech has its specific position in the sentence. Among these parts of speech, verb is perhaps the most important one without which there can be no sentence. According to Alsaawi, (2015) “In English grammar verb is the soul of a sentence” (p. 221). Since writing is based on verb and its use in a sentence, EFL learners may need enough command on the usage of English verbs for the sack of composing error-free essays in English because both ESL and FEL learners of any level all over the world may find difficulties in the proper usage of verb. According to Pudín, Storey, Len, Swanto and Din (2015) “Errors may frequently occur in the writing of English as a Second Language (ESL) learners” (p. 54). Similarly, Xiaoli (2015) affirms that grammatical errors abolish the correct conception of the entire script to some extent. Teaching and learning English in foreign language context EFL reveals that phrasal verb is the most problematic element for learners all over the world (Mahmoud, 2015).

The present study explores variation across gender in terms of grammatical errors in EFL context because the aforesaid issue faced by EFL and ESL learners may not be the same. For example, Arabic, Chinese, Indian and Bangladeshi learners learn English as a second language whereas it is not the case with Pakistani learners. They learn Urdu as a second language and English as a third language. It is therefore, expected that the findings of this study may differ from the previous research conducted in the same area. However, its results may resemble those studies which are conducted in EFL context.

Additionally, the study is likely to educate language teachers to model their teaching methods in accordance with EFL context. It may persuade the syllabus designers to look for new and suitable elements which may remain helpful for Pakistani learners because the books and literature, currently used in Pakistani classroom, are those which are designed for ESL learners.

1.1 Research Objectives

The present study aims to explore verb elements in the written composition of graduate students at University of Balochistan Quetta, Pakistan because University learners, despite their high level of education,

still face problems in the usage of verb which may elevate the standard of their composition. The study also seeks EFL learners' troubles in the types of verbs and all inflectional morphemes related to verb so that the core issues caused by the improper placement of verb in their written essays may be unveiled. Moreover, it also focuses the most troubling verb element among the previously unexplored population because it is seen that the selected population often faces troubles in the use of verb elements in writing essays in English. Another objective of the study is to see if there may be any variation in the frequency of these errors in male and female participants. On the other hand, the factors responsible for these errors will also be examined so that a proper solution may be suggested.

In fact, error analysis itself is a process that enables learners to know their shortcomings and it helps teachers find a proper solution for these errors. Corder (1967), an established scholar, points out that errors are important in three ways: firstly, they let the teachers know about the level of learning on the part of learners; secondly, they help the researcher know how language is learnt, and lastly, they function as tools by which the learners learn the rules of the target language. Based on Corder's claim, the present study may have certain advantages for EFL learners and English language teachers. Firstly, it will highlight the basic problems in the usage of verbs in English faced by non-native English university graduates in general and EFL learners enrolled at University of Balochistan Quetta, Pakistan in particular. Secondly, it will examine the most problematic verb element faced by the selected population. Thirdly, this study seeks if there may be any variation in the frequency of these errors across gender. Lastly, this study is likely to educate learners about their problems in the usage of verb and its effects on the standard of their compositions. In addition, the study will also evoke English language teacher to focus the aforesaid issue and give a proper feedback to the students so that the frequency of the errors may be reduced.

1.2 Research Questions

Do EFL Pakistani male and female graduates have the same problems in the use of English verbs?

2. Literature Review

2.1 Verb

A verb is a word or a group of words that expresses an action or state of being. It denotes the action of a sentence in any aspect and sometimes expresses the state of being. Nevertheless, it is considered as the soul element without which there can be no sentence. Verb enjoys the status as the soul of

a sentence in English grammar (Alsaawi, 2015). It reveals the time and script and thus, shows the entire picture in which the action has been performed. On the other hand, it reveals to the readers the physical and mental state of the entity which is under discussion and, thus, it can be divided into types on the bases of its function in a sentence. “Verbs can be classified by the type of act they denote (Rahman, 2015, p. 132)”.

2.1.2 Helping Verb

A helping verb is a morpheme which is placed before the main verb in a sentence. It is a grammatical element which helps the main verb to convey a proper theme. The combination of these two morphemes forms a verb phrase and reveals to the readers the form and aspect of the verb whether the present, the past or the future. For instance, in a sentence: “*She cooking food*” the main verb cannot denote the proper time of the action whether it is in the past, the present or the future. Thus, a morpheme (is, are, am, was, were, will/shall be) is needed for expressing complete meaning of the verb. Such morpheme is called helping verb.

2.1.3 Model Auxiliary Verb

An auxiliary is a grammatical morpheme which expresses the possibility, permission, tense, mood, or aspect of another verb used in a verb phrase. According to Hayat and Mehnaz (2015) “Auxiliary verb helps and specifies the aspect, mood or tense of another verb” (p. 221). It expresses the speaker’s mood whether assertive, imperative, question or exclamation. Beside this, an auxiliary expresses the tense, the present, the past or the future and thus, plays vital role in a sentence.

2.1.4 Causative Verb

A causative verb is a type of transitive verb which indicates that someone or something helps to make something happen. This type of verb expresses that some someone else in the sentence has rendered the accomplishment of the task for the subject. These verbs are: make, get, has/have, cause, let, and help.

2.1.5 The Inflectional Morphemes

An inflectional morpheme is a type of bound morpheme which further tells about the free morpheme to which they are added to. These morphemes are of many types such as: the progressive ‘ing’ inflection, the regular past tense-ed inflection and the third person singular present tense-S inflection. The ‘ing’ inflection is added to the first form of verb and expresses the continuity of an action. For example. *She was/is cooking food*. On the other hand, the regular past tense ‘ed’ inflection is added to a verb to make the past

form for the expression of an action which is completed. For instance, *She cooked food*. However, the third person singular present tense-S inflection is added to the main verb in a simple sentences of the present indefinite tense when the subject of the sentence is third person singular. According to Jara and Batet (2015) “The 3rd person singular inflection in English is considered an introductory concept for second/foreign language learners as it is one of the first grammatical rules taught by teachers to L2 learners of English at an elementary level” (p. 2).

2.2 The English Language in Pakistan

English enjoys a more prominent position in Pakistan. Mahboob (2002) opines that there is no future without English language in Pakistan. Similarly, Farooq, Uzair-Ul-Hassan and Wahid, (2012) say, “English enjoys a status of second language in Pakistan as it is used extensively for many purposes in society” (p. 184). According to Rahman (1997) “English remains the language of power and high social status in Pakistan. Manan (2014) “Urdu is the national while English is the official language” (p. 206). Nevertheless, English is the second most important and official language in Pakistan because it is used for certain purposes in the social life of the state. Additionally it serves as the medium of instruction in many educational institutions in Pakistan.

2.3 Language Policy in Pakistan

Soon after independence in 1947 Urdu was declared as the national language of Pakistan. However, due to the undeveloped status of the newly declared national language, English was used for the official purposes. In 1958 the then dictator Ayoub Khan declared his will for English and later through Sharief commission 1959 it was recommended that Urdu should be the medium of instruction at primary and secondary education while English was declared as the medium of instruction for higher education. In the constitution of Pakistan 1973 Urdu was declared as the national language of the country while English was given the status of the official language of the state to be replaced by Urdu in 15 years. The constitution also allowed the provinces for the development of regional languages. In 1979 during the government of Zia-ul-Haq the educational institutions were asked to implement Urdu from beginning. In addition to this, the government of Benazir Bhutto declared that English should be taught from grade 1. However, the present government made a plan for the development of Urdu but the condition is still the same. Currently, English is the second most important language of the country and the medium of instruction in many schools, colleges and universities. (Shamim, 2008)

However, English is used as the medium of instruction in many Pakistani schools, colleges and universities. Shamim (2008) says that the high profile schools continued English as a medium of instruction after the independence of Pakistan. According to Ahmad, Ahmad, Bukhari and Bukhari (2011) “Due to its importance as international language, English has got a privileged position as a second compulsory language in Pakistan. English is taught as a compulsory subject at different levels mostly from class I to B.A/B.Sc.” (p. 19). Similarly Ahmad and Rao (2013) state “English is taught as a compulsory subject from grades one to twelve in Pakistan” (p. 188). Therefore, Pakistani graduates at universities may be expected to have command on English language so that they may express their opinions in an error free English. (Rahman 1997, cited by Manan, 2014) currently, English language functions as a medium of instruction in the following streams and levels of education in the country: the elitist schools that include schools for the armed forces, public schools and private English-medium schools, and also at the university level.

2.4 Previous Works

A verb is a word or a group of words that expresses an action or state of being. It denotes the action of a sentence in any aspect and sometimes expresses the state of being. According to Bao (2015) Different verb forms are used to indicate actions in the past, at present, or in the future. Verbs also have active voice and passive voice and verbs are also divided into transitive verbs and intransitive verbs.

Nevertheless, it is considered as the soul element without which there can be no sentence. EEL learners may not have proper knowledge of how to use verbs appropriately. According to Juffs (1998) “Verbs can only appear in certain syntactic patterns” (p. 94). Students’ compositions may reflect errors in the usage of verb in verb tense, aspect, mood and agreement (Khan, Imran, Ghulam & Mujahid, 2015). However, exploring learning and teaching English as a foreign language reveals that phrasal verb is the most problematic element that causes grammatical errors among EFL learners all over the world (Mahmoud, 2015). In number of cases it is seen that learners use the tense and verb form without having the knowledge of the context of the sentence (Nurhayati, 2015). In fact, the use of a lexeme without context may not express the desired theme of the user and it may mislead the receivers because listeners and readers can perceive the sense only when the context is clear to them.

Stella (2015) asserts that in many cases the use of verb remain problematic among respondents because they wrongly use verbs. Similarly, Lasaten

(2014) asserts, “It is very evident that errors in verb tenses are the most common linguistic errors of the students” (p. 96). Errors in the use of verb tense not only result grammatical errors but they also change the theme of the sentence because tense express the time of the action. As Thomas (2014) would say, “In the English language, ‘verb’ denotes an action and the action has the time relationship with the doer of the action” (p. 47). These errors may be the direct or indirect result of syntactic variations between learners’ mother tongue and the target language. “Errors in verbs are usually in the form of inter-language which is a combination of two tenses, violated number agreement, or misemployed active-passive voice” (Limengka & Kuntjara, 2013, p. 233).

3. Methodology

To explore the aforesaid issue among Pakistani EFL University learners, a quantitative research method has been applied. Learners’ errors will be highlighted with the intention to determine the most problematic and the least problematic verb elements across gender.

3.1 Population

The population of the present study comprises of 72 Pakistani EFL (36 male and 36 female) first year graduates enrolled at University of Balochistan Quetta, Pakistan. The selected graduates belong to four different departments: Department of Sociology; Department of Gender Development; Department of Chemistry and Institute of Bio-chemistry. The participants have come from various educational backgrounds and they have taken English as a compulsory subject in the pre-University education. However, during the time of data collection they have received a special Functional English course offered by the University.

3.2 Instrument and Data Collection

Students’ errors in the use of verb are analyzed through their written essays on the topic of their choice. At first, a written permission was taken from the concerned chairpersons and then learners were asked if they could give the desired data on condition that the collected data will always remain confidential. Upon participants’ agreement, their written essays were scrutinized so that their problems in the use of verb may be explored.

3.3 Data Analysis

To analyze the collected data, descriptive quantitative approach is applied. Learners' errors are categorized and coded in order to unveil their troubles in the proper usage of English verb. The scheme of analysis comprises of several steps: determining errors; coding errors and categorizing errors.

To answer the research question of the study, learners' errors, in the above mentioned types of verb, are classified into four categories: Addition errors, Omission errors, Misformation errors and Misordering errors. The table 01.0 to 01.04 show the findings of the study.

3.3.1 Addition Errors in Verb

Table 01.0

Addition Errors in Verb.

	Addition Errors	Males		Females	
		Frequency	Percentage	Frequency	Percentage
1	Main Verb	12	22.22%	24	26.37%
2	Helping Verb	29	53.70%	38	41.75
3	Model Auxiliary Verb	02	3.70%	05	5.49%
4	Causative Verb	01	1.85%	01	1.09%
5	Progressive 'ing' Inflection	01	1.85%	04	4.39%
6	Third Person Singular Present Tense-S inflection	07	12.96%	15	16.48%
7	Regular Past tense-ed Inflection	02	3.70%	04	4.39%
Total		54(37.24%)	100%	91(62.75%)	100%

Table 1.0 reveals variation across gender in terms of addition errors in verb elements. The data reveals that the written compositions of 72 participants reflected 145 addition errors in verb elements in which 91 (62.75%) errors are committed by female learners while the essays written by male students mirrored 54 (37.24%) addition errors in the same part of speech.

The above mentioned table reveals that the addition of helping verb is the leading source of grammatical errors which is seen in 38 (14.75%) cases among females while the compositions of their male contemporaries reflected

29 (53.70%) addition errors in terms of helping verb. It can be seen that addition errors in main verb is the second leading source of grammatical errors which is observed 24 (26.37%) times in the works of females whereas it is seen in 12 (22.22%) cases among males. The data further reveals that addition of third person singular present tense-S inflection is the third most frequent erroneous element which is observed 15 (16.48%) times in the compositions of females and 07 (12.96%) times in that males respectively.

The data further reflects 05 (5.49%) addition errors in model auxiliary verb among females and 02 (3.70%) among male respondents which is followed by addition errors in regular past tense-ed inflection which is observed 04 (4.39%) times in the written essays of females and 02 (3.70%) times in that of male learners. Addition errors in causative verb is observed in 01 (1.09%) case among females and 01 (1.85%) case among males. Moreover, the data reveals 04 (4.39%) and 01 (1.85%) addition errors in terms of progressive-‘ing’ inflection in the composition of females and males respectively.



3.3.2 Omission Errors in Verb

Table 01.1

Omission Errors in Verb.

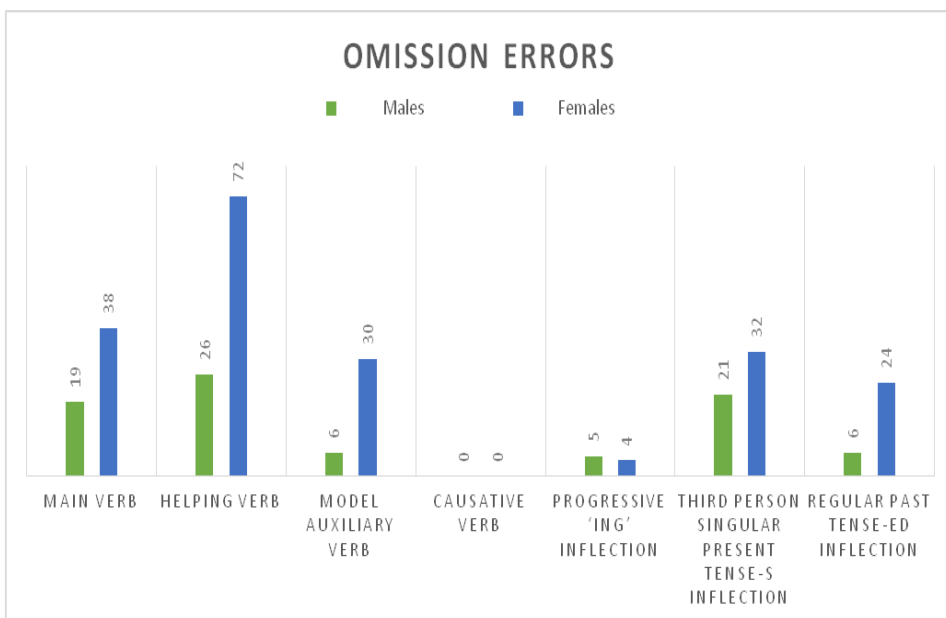
	Omission Errors	Males		Females	
		Frequency	Percentage	Frequency	Percentage
1	Main Verb	19	22.89%	38	19%
2	Helping Verb	26	31.32%	72	36%
3	Model Auxiliary Verb	06	7.22%	30	15%
4	Causative Verb	0	0	0	0
5	Progressive 'ing' Inflection	05	6.02%	04	2%
6	Third Person Singular Present Tense-S inflection	21	25.30%	32	16%
7	Regular Past tense-ed Inflection	06	7.22%	24	12%
Total		83 (29.32%)	100%	200 (70.67%)	100%

Table 01.1 reflects variation across gender in terms of omission errors (283) in which 200 (70.67%) errors are committed by females while the essays of male respondents reflected 83 (29.32%) omission errors.

The data reflects omission of helping verb as a leading source of grammatical errors among learners which is seen 72 (36%) times among females while 26 (31.32%) among males. However, omission errors in main verb emerged as the second leading source of grammatical errors for learners which are seen in 38 (19%) cases among females while they are seen 19 (22.89%) times among male participants. Omission errors in third person singular present tense-S inflection is reported as the third leading source of grammatical errors which is committed 32 (16%) and 21 (25.30%) by females and males respectively.

The next most frequent type of omission error is the omission of model auxiliary verb which is observed 30 (15%) times in the essays of female participants while the compositions of male learners reflected 06 (7.22%) omission errors in model auxiliary verb. Next is the omission of regular past tense-ed inflection which is observed 24 (12%) among females while 06 (7.22%) among males. The omission of progressive 'ing' inflection is

reported 05 (6.02%) and 04 (2%) in the essays of males and females respectively. However, no omission error is seen in terms of causative verb.



3.3.3 Misformation Errors in Verb

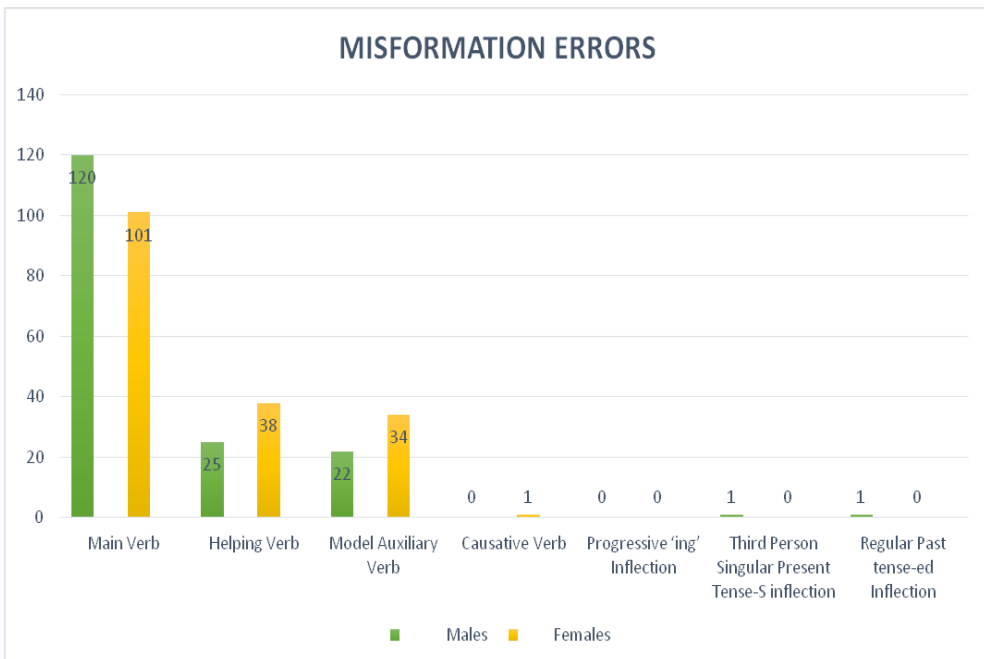
Table 01.3. Misformation Errors.

	Misformation Errors	Males		Females	
		Frequency	Percentage	Frequency	Percentage
1	Main Verb	120	71%	101	58.04%
2	Helping Verb	25	14.79%	38	21.83%
3	Model Auxiliary Verb	22	13.01%	34	19.54%
4	Causative Verb	0	0	01	0.57%
5	Progressive 'ing' Inflection	0	0	0	0
6	Third Person Singular Present Tense-S inflection	01	0.59%	0	0
7	Regular Past tense-ed Inflection	01	0.59%	0	0
Total		169 (49.27%)	100%	174 (50.72%)	100%

Table 01.3 shows variation across gender in terms of misformation errors. The data reflects 343 misformation errors in which the highest frequency is seen in the compositions of females which comprises of 174 (50.72%) while their male contemporaries committed 169 (49.27%) misformation errors.

The table reflects misformation of main verb as the leading source of grammatical errors which is committed 120 (71%) times by male respondents while 101 (58.04%) time by female respondents. It is followed by misformation of helping which is seen 25 (14.79%) times in the works of males and 38 (21.83%) times in that of females. Misformation of model auxiliary verb stood as third leading source of grammatical errors for the learners which is seen 22 (13.01%) in the essays of male respondents while it is seen 34 (19.54%) times in that of female respondents.

Moreover, the essays of male learners reflected misformation of third person singular present tense-S inflection and regular past tense-ed inflection 01 (0.59%) times each while their essays reflected no misformation error in causative verb and progressive ‘ing’ inflection. On the other hand, female participants committed 01 (0.57%) misformation errors in causative verb while their compositions reflected no misformation error in progressive ‘ing’ inflection, regular past tense-ed inflection and third person singular present tense-S inflection.



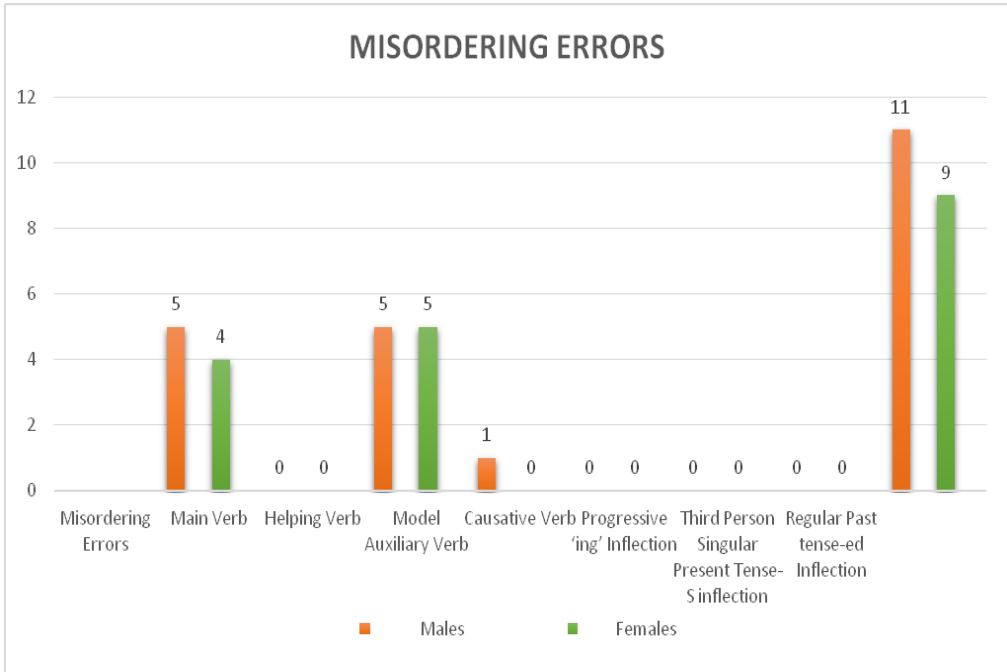
3.3.4 Misordering Errors in Verb

Table 01.4
Misordering Errors.

	Misordering Errors	Males		Females	
		Frequency	Percentage	Frequency	Percentage
1	Main Verb	05	45.45%	04	44.44%
2	Helping Verb	0	0	0	0
3	Model Auxiliary Verb	05	45.45%	05	55.55%
4	Causative Verb	01	9.09%	0	0
5	Progressive 'ing' Inflection	0	0	0	0
6	Third Person Singular Present Tense-S inflection	0	0	0	0
7	Regular Past tense-ed Inflection	0	0	0	0
Total		11 (55%)	100%	09 (45%)	100%

Table 01.4 shows variation across gender in terms of misordering errors which are seen 20 times. The findings reveals 11 (55%) misordering errors in the essays of male learners whereas female participants committed 09 (45%) misordering errors.

The data shows that male participants committed 05 (45.45%) misordering errors in main verb while the essays of female participants reflected 04 (44.44%) misordering errors in the same element. On the other hand misordering errors in model auxiliary verb are committed 05 (45.45%) and 05 (55.55%) times by male and female respondents respectively. Moreover, the works of females shows no misordering error in causative verb while that of males show 01 (9.09%) in this element. It is seen that participants' committed no misordering error in helping verb, third person singular present tense-S inflection, progressive 'ing' inflection and regular past tense-ed inflection.



4. Discussion

Based on the findings of the data presented above one can observe that mother tongue influences are prominent which may be a common cause of most errors among EFL learners. In fact, the process of second language acquisition takes place under the shell of learners' mother tongue whose influences are vivid in the written compositions of the selected population. According to Sadeghi and Maleki (2015) "One of the most important issues in EFL mainstream has been the effect of L1 on L2" (p. 1541). In number of cases a direct translation of the concept of mother tongue is observed which not only declines the standard of learners' essays but it also results in errors of misformation. For instance, 'big big feeses' is used where learners could have used high or huge fee. It may be so that learners cannot have the exact term for the desired expression in the target language (TL). Therefore, they tend to rely on direct translation. In many cases learners take a borrowed concept into the target language. They think it to be an easier way of expression, however, it doesn't serve the purpose because the desired theme can only be conveyed with conceptual conversion according to the morphological and syntactic system of the target language. Such elements result in both addition as well as misformation errors which are quite frequent in the essay of selected respondents.

The lack of grammatical competence among EFL learners may be the cause of misordering errors because they may have problems in arranging the components of sentences in the target language. Such issues often cause grammatical errors which may lead to troubles in comprehending the composed essays. As Xiaoli (2015) would say, "However, grammatical errors destroy the correct comprehension of the whole text to some degree" (p. 34). Learners put certain morphemes according to the syntax of their mother tongue Urdu which is a SOV language while English is a SVO language. Since the two mentioned languages observe syntactic-morphological variation, learners commit errors in such cases. For example: "We people always to library" rather than saying "We always go to library". Additionally, grammatical weakness results addition errors because learners with insufficient grammatical competence fail to subtract certain morphemes which they ought to drop. For example, they say, 'Our teachers did not provided grammar books' instead of 'our teachers did not provide grammar books'. In the given example learner ought to have omitted the regular past tense-ed inflection and as we know that did is the second form of do, the adjacent second form of verb must change into the first form of verb.

Misformation errors in verb and noun are caused by misspelling, which reveals the lack of sound reading and writing practice among learners. In many cases learners essays reflected spelling errors in common words which were spelt the way they are uttered in learners' MT. For example, 'defination' instead of 'definition' and 'salabus' instead of syllabus result misformation error. They also show learners' insufficient vocabulary and their ignorance in differentiating between certain homophones. This issue can easily be resolved if language teachers design workable strategies for letting learners develop vocabulary and master the art of spelling English words whereas our teachers focus only grammar as Elham, Marjane and Zareian (2015) would say, "The focus of many EFL classes is on the grammar with the cost of neglecting vocabulary"(p. 87).

Learners' written works reflect the influences of inter-language because the standard of their essays, despite their educational level, is quite poor. They may not compose error-free essays because their linguistic competence rates between their mother tongue and the target language. Secondly, Pakistani EFL learners are still deprived of the atmosphere which can be a pedestal for developing their writing ability. On the other hand, the lack of corrective feedback is vividly seen. If concerned teachers had highlighted learners' errors, the result would have been otherwise because feedback not only encourages learners but it also let them get rid of grammatical errors. According to Pudín et al (2015) "Feedback on errors given to students

empowers them and enables them to make strides towards achieving the desired language goals” (p. 55).

The issue of errors would remain the same until language teachers avoid using conventional methods. They still use grammar translation method (GTM) which may never improve learners’ linguistic competence. This method focus grammar of the target language and ignore learners’ skill building. A point worth mentioning is that a little attention is given to vocabulary learning strategies and writing skills which result errors of various types. It also declines the standard of learners’ written English which may be a threat to learners’ academic results.

Errors in derivational and inflectional morphemes are quite common in the selected population which can be shunned if teachers design some strategies. For example, teaching tenses in a technical way may let learners get rid of error in the use third person singular present tense-S inflection, regular past tense-ed inflection, and progressive ‘ing’ inflection because the aforesaid elements remain troublesome for EFL learners. They fail to differentiate in using the third person present tense-‘S’, ‘es’ and ‘ies’ inflections. Additionally, the proper use of helping verb and the form of verb may not trouble EFL if they acquire the knowledge of tenses. Learners’ linguistic competence may help them avoid misordering errors, addition errors, omission errors and misformation errors in different parts of speech.

On the other hand, under the out dated syllabus implemented in our colleges and universities, the standard of learners may remain unchanged. It should include some standard books related to English grammar and secondly the prescribed syllabus should under pass some changes so that it may meet the needs of the learners. The syllabus must have room for creative writing so that EFL learners may acquire the art of writing an error-free English.

5. Conclusion

The findings of the study reveal that majority of the errors are syntactic which are apparently caused by the lack of linguistic competence among learners whose art of composition is still far from the desired standard. Their essays show addition errors, omission errors, misformation errors and misordering errors in verb, its types and the bound morphemes which are attached to verbs in different cases. Based on the findings it can be concluded that inter-language results some of the errors as learners’ present linguistic competence rates at an intermediate level that is between the mother tongue and the desired standard in the target language. Moreover, mother tongue influences are seen responsible for many grammatical errors among learners.

In a number of cases, the lack of corrective feedback seems to be the cause of certain grammatical errors. A number of these errors could have

systematically been rectified if language teachers had put in place any proper feedback mechanism to their day-to-day teaching practices. Additionally these errors may also be attributed to the learners' lack of lexicon in the target language which is one of the elements responsible for misformation errors in verb.

The study also reveals variation across gender pertained to Dulay et al (1982) surface strategy taxonomy in verb elements. The data reveals that females committed 474 errors verb elements while male respondents committed 317 errors in the same category. It is further seen that females committed more addition errors, omission errors and misformation errors than male learners. On the other hand, male respondents committed more misordering errors than their female contemporaries.

The findings of the study reveal variation across gender in terms of grammatical errors. It is observed that female participants have more grammatical problems than their male contemporaries probably because Pakistani female learners pay little attention to English grammar than male learners do. However, Swann (2003) asserts that male learners occupy more time of instructors and arrest their more attention in the classroom than female learners could do.

On the other hand, Murphy and Elwood (1998) call girls to be more motivated learning than boys.

Hence, the present study is likely to persuade language teachers to provide equal opportunities to both genders so that an active participation of females may also be assured in language classes. It may also persuade the instructress to teach grammatical structures, especially verb, and give corrective feedback to the students with the intention to enable them compose error-free essays. Lastly, this study may inspire confidence among learners to practice writing skills while seeking help from their teachers and grammar books.

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