



RESEARCH PAPER**Understanding Copular Verbs at Secondary Level by English Language Learners****¹Mahrukh Mumtaz, ²Muhammad Ali Shahid* and ³Ghulam Skina**

1. Lecturer, department of English language and Literature the University of Lahore Sargodha Campus, Punjab, Pakistan
2. Lecturer, department of English language and Literature the University of Lahore Sargodha Campus, Punjab, Pakistan
3. MPhil Scholar, department of English language and Literature the University of Lahore Sargodha Campus, Punjab, Pakistan

***Corresponding Author** | Muhammadalishahid05@ell.uol.edu.pk

ABSTRACT

The purpose of this research is to investigate the difficulties that English language learners encounter when understanding and using copular verbs at the secondary level, as well as to provide effective solutions to these obstacles. English copular verbs, such as "be," "seem," and "become," are essential for forming intelligible sentences. However, secondary-level students frequently struggle with proper usage due to lack exposure and practice. These issues limit their linguistic skills and fluency. The study took a quantitative research strategy, focusing on measurable data to assess learners' comprehension of copular verbs. Data were obtained using standardized evaluations and analyzed systematically in order to test hypotheses and discover error trends. The findings demonstrated that learners frequently misused copular verbs due to insufficient training and a lack of contextual comprehension. To solve this issue, educators should incorporate contextual teaching approaches, emphasise practice using real-life settings, and provide targeted feedback to help learners improve their competency.

KEYWORDS Copular Verbs, Error Analysis, SSC Level, Quantitative Study**Introduction**

Understanding and correctly using copular verbs are important components of English grammar that present substantial obstacles for secondary-level English language learners (ELLs). Copular verbs, also known as linking verbs, are essential for connecting the subject of a sentence to its complement, which might be a noun, adjective, or prepositional phrase. Despite their importance, many secondary-level English language learners struggle to accurately identify and use copular verbs, which frequently leads to errors such as misidentification, omission, or improper form. These flaws can cause uncertainty in sentence structure, reducing communication clarity and coherence. The purpose of this study is to look at the most prevalent errors made by secondary-level ELLs when using copular verbs, as well as to investigate the underlying causes. This study focuses on verb form, subject-verb agreement, and the accurate identification and usage of copular verbs to provide insights into the specific issues faced by learners and propose targeted instructional solutions to overcome these challenges. The study's findings will add to a deeper understanding of how copular verbs are processed and utilised by secondary-level ELLs, delivering practical recommendations for improving grammar instruction and increasing language proficiency in this area.

Linking Verbs: Definition and Function

As the name suggests, a linking verb serves as a connector between two groups of words, establishing a relationship between them and showing how they affect each other. According to Glencoe (2001), Best et al. (2003), and Fowler et al., a linking verb connects the subject of a sentence to its complement. The complement, which may be a noun, pronoun, or adjective, identifies or describes the subject. For example:

- **Ayesha is beautiful** (Adjective)
- **Sahil became a doctor** (Noun)
- **The girl was mine** (Pronoun)

In these sentences, the linking verbs (*is, became, was*) connect the subjects (*Ayesha, Sahil, The girl*) to their complements (*beautiful, doctor, mine*). These complements provide attributes or identities of the subjects:

- **Beautifully** describes Ayesha.
- **The doctor** identifies Sahil.
- **Mine** refers to the girl.

Thus, a linking verb acts as a bridge that unites the subject and its complement, highlighting their inseparability through the complement's role in defining the subject.

Types of Linking Verbs

Linking verbs can be categorized into three main types:

1. **Forms of "be":** *am, is, are, was, were, being, been*
2. **Sensory verbs:** *taste, look, sound, smell, feel* (associated with the five senses)
3. **Other linking verbs:** *remain, become, grow, seem, stay, appear*

Examples:

- *Careful editing is essential to a well-written paper.*
- *She became an industrial engineer.*
- *The repair crew grew tired.*

According to Jowitt and Nnamonu (2007/2008), linking verbs connect two linguistic expressions that reflect each other. For example:

- *Matthew is my buddy.*
- *Joseph feels lively.*
- *Joseph seems unhappy.*

Here, there is a clear relationship between the subjects (*Matthew, Joseph*) and their complements (*my buddy, lively, unhappy*).

Action Verbs vs. Linking Verbs

Linking verbs differ from action verbs as they do not express action. Jaderstrom et al. (2000) and Glencoe (2001) emphasize that linking verbs indicate states or relationships rather than actions. For instance:

- *John felt happy about the outcome.*
- *The children look starved.*
- *The soup tasted delicious.*

In these sentences, the linking verbs (*felt, look, tasted*) connect the subjects to their descriptions rather than indicating actions.

Dual Functions of Some Linking Verbs

Certain linking verbs can also function as action verbs depending on their usage. For example:

- *We tasted the stew.* (Action verb; *tasted* takes a direct object.)
- *The food tasted great.* (Linking verb; *tasted* connects the subject to its complement.)

Subject Complements

Nouns, pronouns, and adjectives that follow linking verbs and describe or identify the subject are called subject complements. Mannerism and Greenbaum explain that subject complements maintain a unique relationship with the subject. For example:

- *The girl is now a student at a large school.*
- *His brother became happier over time.*

Here, the complements (*a student, happier*) describe or rename the subjects (*The girl, His brother*).

Types of Subject Complements:

Predicate Nominatives: Nouns or noun phrases that rename the subject.

- *She is my attorney.* (*attorney* is a predicate nominative.)

Predicate Adjectives: Adjectives that describe the subject.

- *This milk tastes sour.* (*sour* is a predicate adjective.)

Linking Verbs and Modifiers

Linking verbs are followed by subject complements, not adverbs. For example:

- *The climbers became weak from a lack of water.* (*weak* describes the climbers.)

- *The children looked tired after playing all day. (tired describes the children.)*

In contrast, when the verb is followed by an adverb or verb-modifying phrase, it functions as an action verb:

- *The detectives looked at each other. (looked is an action verb.)*
- *The trees grew quickly. (grew is an action verb.)*

Common Copular Verbs

The most frequently used copular verbs include:

- **State verbs:** *be, remain, appear, seem*
- **Change-result verbs:** *become, turn, grow, get*

Examples:

- *He looks intelligent. (looks is a linking verb.)*
- *The soup tastes delicious. (tastes is a linking verb.)*

Copular verbs are complemented by subject predicatives, which describe or rename the subject, forming an inseparable connection.

Table 1
Main Pattern of Copular Verbs

Patterns of CVs	Examples
S + CV + ADJ.P	It makes your teeth and your bones grow strong and healthy.
S + CV + NP	Yes, it can become an obsession.
S + CV + ADV.P	I was in the kitchen.
S + CV + BE + C	He appears to be the only solution.
S + CV + LIKE + NP	It feels like autumn.
S + CV + AS IF/THOUGH + CI	(Jill looked as if she had been a ghost. It sounds as though you're getting the best treatment money can buy.
S + CV + to infinitive	After a few weeks, I got to like the job better.

Participants

Participants of the study are the students of secondary class at the educators' schools Sargodha. 25 students took part in the research.

Achievement Test

Three essays (Technology, Social Evils and Corruption) were given to the students to write down on every Tuesday every week.

Literature Review

The study of copulas dates back as far as 1959. Notably, Sklar (1959) introduced the term "copula" in its technical sense, defining it as a multivariate joint distribution that links marginal distributions to their univariate counterparts. In the following sections, we briefly outline the development of copula theory, tracing its evolution from 1951 onwards.

Research on second-language acquisition often focuses on the early stages of learning (Larsen-Freeman & Long, 1991). A key issue explored from a sociolinguistic perspective is the variability in language use among speakers in casual versus formal settings (Sato, 1985; Tarone, 1983). These studies conclude that linguistic variation exists among second-language speakers and is influenced by extralinguistic factors. However, the current study does not focus on phonological variation or the acquisition processes of L2 speakers. Instead, it examines the choice of syntactic structures, situational language variation, and the linguistic features used by near-native speakers.

The lack of quantitative data on near-native speakers highlights the need for a more nuanced understanding of what constitutes a near-native speaker. This study addresses this gap by analyzing three syntactic features commonly studied in Spanish sociolinguistics. These features will serve as additional variables to define near-native speakers more comprehensively.

Corder (1967) emphasized that errors are a critical part of analyzing learners' language and understanding second-language acquisition. Similarly, Dulay, Burt, and Krashen described errors as deviations from established norms of mature language use. Error analysis (EA) helps identify, classify, and interpret the errors made by learners, providing insights into common challenges in language learning and informing teaching strategies.

The field of EA emerged in the 1970s through the work of Corder and others. Corder's seminal article, *The Significance of Learners' Errors* (1967), marked a shift in perspective, viewing errors not as flaws but as meaningful indicators of the learning process. By analyzing these errors systematically, educators can identify areas needing support and adjust their teaching methods accordingly.

Selinker (1972) introduced the concept of interlanguage, describing it as a systematic, transitional linguistic system unique to second-language learners. This concept was echoed by Nemser (1974), who referred to it as an "approximate system," and Corder (1967), who called it "idiosyncratic dialect" or "transitional competence."

EA serves both theoretical and practical purposes. Theoretically, it helps understand how learners acquire a second language. Practically, it enables educators to tailor their instruction to address learners' specific needs. Corder (1967) argued that errors provide valuable feedback on the effectiveness of teaching and highlight areas requiring further attention.

Scholars such as Richards (1971) and Weireesh (1991) emphasized the importance of understanding learners' errors as tools for learning. Errors reflect the interplay between learners' first language (L1) and their target language (L2), offering insights into areas of difficulty. EA also informs corrective teaching strategies and helps educators design materials that address common challenges.

Mitchell and Myles (2004) highlighted that errors reveal the dynamic and evolving nature of learners' interlanguage systems. Teachers should view errors positively, recognizing them as integral to the learning process rather than as failures. This perspective aligns with Corder's assertion that errors signify progress in language learning.

In summary, EA provides a framework for understanding the challenges faced by second-language learners. It emphasizes the value of errors as a natural and essential part

of the learning journey, offering both theoretical insights and practical applications for language teaching.

Research Methodology

The research utilized a descriptive quantitative method, focusing on quantifying data to generalize findings and test hypotheses (Bryman, 2016). Quantitative research emphasizes data collection, analysis, and interpretation to validate hypotheses, influenced by empiricist and positivist ideologies (Bryman, 2016). It involves standardized instruments, larger sample sizes, and high reliability (Creswell, 2002). The major characteristics include defining variables, using statistical analysis, and presenting unbiased findings (Creswell, 2002). Data collection and analysis involve systematic procedures such as organizing data, using statistical software, and reporting results with tables and figures (Creswell, 2002). Quantitative methods aim to measure variables, examine theories, and apply findings to broader populations (Kumar, 2018).

Table 2
Summary Statistics

Essay	Number of Errors	Percentage (%)
Technology	50	66%
Social Evils	13	17%
Corruption	13	17
Total	75	100%

The table is divided into two categories essays with errors and essays without errors.

In the "Essays with Errors" category, there are 60 essays, which make up 80% of the total. This means that 80% of the essays analyzed had errors.

In the "Essays without Errors" category, there are 15 essays, which account for 20% of the total. Therefore, 20% of the essays analyzed were error-free.

When we add up both categories, we get a total of 75 essays, representing 100% of the essays analyzed. This table gives us a clear overview of the distribution of essays with and without errors in the sample. The data shows that out of a total of 75 essays, 60 (80%) had errors, while 15 (20%) were error-free. This breakdown helps us understand the prevalence of errors in the sample set. A larger proportion of essays contained errors compared to those that were error-free. This information can be valuable for analyzing the quality of the essays and identifying areas for improvement in writing.

Table 3
Copular Verb Errors

Error Type	Description	Example	Correction	Frequency
Incorrect verb form	Using the wrong form of the copular verb	It carries effects are felt across all sectors	Its effects are felt across all sectors	12
Subject-verb agreement	Failing to match the copular verb with the subject in number	Innovation are progress have revolutionized every	Innovation is progress that has revolutionized every sector	18
Misidentification Of copular verbs	Using a non-copular verb in place of a copular verb	Social evil is a great place to build a wider	Social evil provides a great place to build the wider community	10

Missing Copular verbs	Omitting the copular verb entirely from the sentence	Work interact with one another	Work is to interact with one another	8
Incorrect copular verbs	Using an incorrect copular verb that changes the meaning.	Our country abuse of its position are making money	Our country's abuse of its position is to make money	6
Misuse of Linking verbs	Using linking verbs incorrectly, particularly with non-adjective complements.	It is like in public life which is so rampant	It is rampant in public life	6

This table outlines various grammatical errors related to copular verbs in sentences. It includes mistakes such as using the wrong form of the copular verb, not matching the verb with the subject, misidentifying copular verbs, omitting copular verbs, using incorrect copular verbs, and misusing linking verbs. Each type of error is described with examples and corrections, showing how these errors can impact the clarity and accuracy of written communication. By understanding and correcting these errors, one can improve the overall quality of writing and effectively convey ideas in a grammatically correct manner.

Incorrect Verb Form

This error occurs when the wrong form of the copular verb is used in a sentence. For instance, saying "It carries effect are felt across all sectors" instead of "It effected are felt across all sectors."

Subject-Verb Agreement

Subject-verb agreement errors happen when the copular verb doesn't match the subject in number. An example is "Innovation is progress has revolutionized every" instead of "Innovation is progress that has revolutionized every sector."

Misidentification of Copular Verbs

This type of error involves using a non-copular verb instead of a copular verb, like saying "Social evil is a great place to build the wider" instead of "Social evil provides a great place to build the wider community."

Missing Copular Verbs

Missing copular verbs occur when the verb is omitted from the sentence, such as "Work interact with one another" instead of "Work is to interact with one another."

Incorrect Copular Verbs

Using an incorrect copular verb that alters the sentence's meaning is an error, like saying "Our country's abuse of its position is to make money" instead of "Our country's abuse of its position is to make money."

Misuse of Linking Verbs

Linking verbs are misused, particularly with non-adjective complements, as seen in "It is like in public life which so rampant" instead of "It is like rampant in public life."

By understanding and rectifying these specific errors, one can significantly enhance the grammatical accuracy and clarity of their writing.

Results and Discussion

Model of Error Analysis by Corder

Data Collection

Student name	FREQUENCY OF ERROR		
	Technology	Social Evils	Corruption
1. Hamza	03	02	03
2. Aleena	03	04	05
3. Zaisha	04	02	06
4- Aleena	06	04	03
05- Rabia	07	03	05
07- Adil	07	05	03
08- Asad	03	04	05
09- zeeshan	05	07	04
10- Zaman	02	03	03
11- Saad	06	05	03
12- Sawera	07	05	04
13- Mehwish	07	03	06
14- Zunaira	07	06	04
15- Roha	08	05	06
16- Emaan	07	04	05
17- Fatima	08	09	05
18- Tayyaba	03	04	04
19- Sibga	03	06	04
20- Laraib	02	05	05
21- Zaisha	03	04	06
22- Fasiha	03	08	04
23- Haider	02	06	04
24- Hassan	03	05	05
25- Faizan	06	05	08

Identifying Errors

Student name	FREQUENCY OF ERROR		
	Technology	Social Evils	Corruption
1. Hamza	i-It corrosive effects are felt across all sectors ii-The advancement in technology is incredible iii-the benefits of using the internet are numerous	i-Social evils can be a harmful practice ii-Gambling addiction is not a serious issue because it's just about losing money	i-Technology is causing many changes in society ii-A little corruption can make systems more efficient.
2. Aleena	i-Technology by its uses ii-artificial intelligence is changing the way we work iii- a smartphone are an essential tool nowadays	i-corruption are create problem ii-violence are a common social problem	i-An individual by a group How ever we responsible citizen ii-Only low-level officials engage in corruption iii-Giving gifts to teachers for better grades isn't corruption.
3. Zaisha	i-Innovation are progress has revolutionized every From the invention the wheel to rise ii-Technology in education are important iii-social media platform is widely used by teenagers iv-the benefits of coding is not limited to computer science	i- In society are as poverty, inequality Social evils on society are a whole ii- child labour is not bad because it helps poor families earn money iii- drug addiction only affects the person who is addicted iii- discrimination based on race is no longer a problem in today's society	i-Poverty inequality are cultural norms Various sectors by as politics ii-Tax evasion isn't corruption because it's just avoiding taxes iii-Charities don't have corruption issues
4-Aleena	i- the futures of smartphone is impressive ii-the challenges of cybersecurity is increasing	i- human trafficking is not common in developed countries ii- elder abuse is rare and only happens in poor families	i-Whistleblowing is betraying your colleagues ii-Corruption is inevitable in large organizations

	<p>iii-wearable technology are becoming</p> <p>iv- the skill to convey the idea to reach a goal</p> <p>v-it made the lives easier</p> <p>vi-virtual reality are becoming more popular</p>	<p>iii- mental illness is not a real problem if people just stay positive.</p> <p>i- Domestic violence is a personal matter and should not involve the police</p> <p>ii- child marriage is a cultural tradition and should not be judged</p> <p>i-Poverty is always the result of people's poor life choices</p> <p>ii- Environmental destruction is inevitable with economic development</p> <p>iii- Hate crimes are just isolated incidents and don't reflect broader social issues.</p> <p>iv- Sexual harassment is just harmless flirting</p>	<p>iii-Small bribes to traffic police are harmless</p> <p>iv-Corruption is just a moral issue, not a legal one</p> <p>v-Only public sector corruption is harmful</p>
5-Rabia	<p>i- the computers is very useful nowadays</p> <p>ii-technology in education is important</p> <p>iii-the new software updates is available for download</p> <p>iv- the impact of video games on children are significant</p> <p>v- the influence of social media on teenagers is extensive</p> <p>vi-the type of software used in education is diverse</p> <p>vii- the speed of the internet are improving</p>	<p>i- Human rights violations are only a problem in other countries</p> <p>ii- Access to clean water is not a problem anymore with modern technology</p> <p>iii- Terrorism is a problem only in the Middle</p> <p>iv- Online privacy is not important as long as you have nothing to hide</p> <p>v-Slavery ended a long time ago and is not a problem today</p> <p>vi- Economic inequality is natural and nothing can be done about it</p> <p>vi- Prostitution should not be considered a social evil since it is a personal choice</p>	<p>i-A little corruption can actually make systems more efficient</p> <p>ii-Only low-level officials engage in corruption</p> <p>iii-Giving gifts to teachers for better grades isn't corruption</p>
6-Adil	<p>i- the computers is very important and useful for students</p> <p>ii-the advantages of cloud computing are numerous</p> <p>iii- 21st century is with time has played an important role</p> <p>iv- or individual is different business</p> <p>v-the effort is time are increase</p> <p>vi-digital tools for learning is becoming more prevalent</p> <p>vii- the various apps available is helping students study better</p> <p>viii- the different ways technology can be used is exciting</p>	<p>i- Climate change is a hoax and doesn't affect anyone</p> <p>ii- Educational inequality is not a problem if private schools are available</p> <p>iii- Urbanization solves all social problems</p> <p>iv- The gender pay gap is a myth and women just choose lower-paying jobs</p> <p>v- Immigration always leads to higher crime rates</p> <p>vi- Refugees are a burden on the host country's economy</p> <p>vii- public health is not important as long as people can get private healthcare."</p>	<p>i-tax evasion isn't corruption because it's just avoiding taxes.</p> <p>ii-Whistleblowing is betraying your colleagues.</p> <p>iii- Small bribes to traffic police are harmless</p>
8-Asad	<p>i- the role of technology in healthcare are expanding</p> <p>ii- the use of drones in agriculture is innovative</p> <p>iii- the different ways technology can be used exciting</p>	<p>i- Prisoners do not deserve rehabilitation efforts because they are criminals</p> <p>ii- Domestic violence is less serious if it happens between married partners</p> <p>iii- Sexism is no longer a problem because women can work now</p>	<p>i-Corruption is just a moral issue, not a legal one</p> <p>ii-Only public sector corruption is harmful</p>
9- Zeeshan	<p>i- technology changes our word</p> <p>ii- the latest developments in robotics is fascinating</p> <p>iii- the speed of internet are improving</p> <p>iv-the challenged faced by tech companies are immense</p> <p>v-each of the new features in the software is useful</p>	<p>i-Elderly people don't need social support because they have pension</p> <p>ii-Child abuse only affects children from poor families</p> <p>iii-terrorism is caused by religion.</p> <p>iv-Racism is only an issue in certain parts of the world</p> <p>v-Mental health issues are not real illnesses</p> <p>vi-Environmental conservation is only important for rural areas".</p>	<p>i-All forms of addiction can be overcome with willpower alone.</p> <p>ii-Elder neglect is not a big issue since elderly people don't have much time left</p> <p>iii-Only adults are affected by cyberbullying</p>

10- Zaman	i-technology are the use science and scientific principle ii-the rise of smart home devise is transforming how we live	i-"Internet censorship is necessary to maintain social order ii-Mental illness is just an excuse for bad behavior. iii-Bullying is a normal part of growing up	i-Corruption is when peoples takes bribes to do illegal things ii-Many government officials are corruptions because they misuse their powers
11- Saad	i- the innovations in AI is ground breaking ii- the use of tablets in classroom are becoming common iii- the impact of mobile apps on productivity is significant iv-today the world is moving to revolution of technology v-the variety of tech gadgets available today are overwhelming vi- the role of social media influence in marketing are growing	i-Mental illness is just an excuse for bad behavior ii-Bullying is a normal part of growing up iii-Drug addiction is a personal choice and doesn't affect others iv-Child labor is not a problem if the child needs to support their family v-Prostitution is a victimless crime	i-Corruption effects the development of a country in bad way. ii-If the police is corrupted, it will be hard to have a just society. iii-If the police is corrupted, it will be hard to have a just society
12-Sawera	i-we are better which we are sick: its like a magic ii- technology is very famous in life iii-the types of data collected by apps is concerning iv- the importance of cyber security measures are evident v-the functions of a smart home system are extensive vi- the benefits of high speed internet is undeniable vii-the role of social media is growing	i-Ageism is not a serious issue compared to other forms of discrimination ii-Domestic abuse is a private matter and should be handled within the family iii-Hate speech should be tolerated as free speech iv-Euthanasia is always unethical".	i-Corruptions in education system prevents students from getting quality education ii-Corruption is a global problems that affect every country differently iii-Corrupt officials often hides their activities to avoid getting caught
13- Mehwish	i- virtual classrooms is becoming more popular among students ii- as there is many positive thing also technology includes iii- today the world system moving to revolution of technology iv-work interact with one another people are now connected with each other v- the new software applications is very helpful for homework vi- the challenges of online is something many students face vii- the latest gaming consoles is what most students want	i-overpopulation is the main cause of poverty ii- Internet piracy is harmless because it doesn't physically hurt anyone iii- Youth violence is just a phase that kids outgrow	i-The lack of accountability is one of the main cause of corruption ii-Many businesses bribe government officers to get licenses quickly.
14- Zunaira	i- the types of educational apps available is growing every day ii- the integration of technology in education is showing positive results	i- Climate change is only an environmental issue ii- Hate speech should be tolerated as free speech iii- Child marriage is a cultural tradition and should be respected.	i-Corruption can destroy trust in public institutions and makes democracy weak

15-Roha	<p>i- the role of social media in student's lives are significant</p> <p>ii- the affect of too much screen time on teenagers are worrying</p> <p>iii- educational videos on YouTube is a great learning tool</p> <p>iv- children is sick for internet</p> <p>v- the use of smart phones in class is a distraction for students</p> <p>vi- the benefits of digital textbook is numerous</p> <p>vii-the variety of online resources available to students are impressive</p> <p>viii-the effect of onlne bullying is severe</p> <p>viii- technology are a medicine of people</p>	<p>i- Euthanasia is always unethical</p> <p>ii- Internet piracy is harmless because it doesn't physically hurt anyone</p> <p>iii- Youth violence is just a phase that kids outgrow.</p>	<p>i-Corruption can destroy trust in public institutions and makes democracy weak</p> <p>ii- When corruption is high, investors might not want to invest in that country.</p>
16-Emaan	<p>i- technology is very famous in life</p> <p>ii-interactive whiteboards is becoming a common tool n classroom</p> <p>iii-the computers in the lab s new</p> <p>iv- online classes is very common now</p> <p>v- the websites we use for working is great</p> <p>vi- social media are fun but can be distracting</p> <p>vii- using laptops in class is very helpful</p>	<p>i- Youth violence is just a phase that kids outgrow</p> <p>ii- Climate change is only an environmental issue</p> <p>iii- Human trafficking only happens in poor countries.</p>	<p>i-Corruption leads to inequality because it allows some people to get unfair advantages.</p> <p>ii-The government has to take strong actions to prevent corruption</p>
17- Fatima	<p>i- human civilization along cultural it is brought a revolution in transport</p> <p>ii- the advancement of technology with sentence are independent on various places</p> <p>iii-the benefits of technology in school is clear</p> <p>iv- the online resources for students is plentiful</p> <p>v-the new laptops in our school is very powerful</p> <p>vi- the benefits of using e-books instead of text books is obvious</p> <p>vii- online tutorials is helpful for learning difficult subjects</p> <p>viii-the new updates to the software is making easier to use</p>	<p>i- Racism is only a problem if it's violent</p> <p>ii- Only adults are affected by cyberbullying</p> <p>iii- Child abuse only happens in families with financial problems</p>	<p>i-People should report corruptions to the authorities to stop it</p> <p>ii-Corruption happens when peoples pay money to get special favors</p> <p>iii-The corruptions in the healthcare system is making it hard for poor people to get treatments</p>
18-Tayyaba	<p>i- the advantages of digital learning platform is becoming more evident</p> <p>ii-the various tech clubs at school is a great way to learn</p> <p>iii- the coding classes offered by schools is very common</p>	<p>i-Homophobia isn't a problem if LGBTQ+ individuals are not open about their identity</p> <p>ii- Pollution is only a problem in big cities</p>	<p>i-To stop corruption, the government need to enforce strict laws</p> <p>ii-Corrupted politicians often uses public funds for their personal use.</p>

19-Sibga	<p>i-the future of the new app are very useful</p> <p>ii-the effect of too much screen time on students are negative</p> <p>iii- the online learning platform used by our schools is efficient</p>	<p>i- Teen pregnancy is only an issue for the teenagers involved.</p> <p>ii- Alcoholism only affects the drinker.</p> <p>iii- Body shaming is just harmless teasing</p>	<p>i-One of the main reason for corruption is lack of transparency.</p> <p>ii-Corruption not only affects the economy, but also the moral of the society</p>
20-Laraib	<p>i- the various tools available for digita art is impressive</p> <p>ii- the range of device student can use in class is wide</p>	<p>i- Elder neglect is not a big issue since elderly people don't have much time left</p> <p>ii- All forms of addiction can be overcome with willpower alone.</p>	<p>i-Fighting corruption is very important for ensure justice and fairness in society.</p>
21-ZAISHA	<p>i- the interactive elements in educational videos are engaging</p> <p>ii-the software updates released are important</p> <p>iii- the tools for online collaboration used in our projects are helpful</p>	<p>i- Climate change is only an environmental issue</p> <p>ii- Hate speech should be tolerated as free speech</p> <p>iii- Child marriage is a cultural tradition and should be respected.</p>	<p>i-Corruption leads to inequality because it allows some people to get unfair advantages.</p> <p>ii-The government has to take strong actions to prevent corruption</p>
22- Fasiha	<p>i-the effect of using socia media during class is disruptive</p> <p>ii- the online resources for students is plentiful</p> <p>iii-the mobile apps that help with homework is very popular</p>	<p>i- human trafficking is not common in developed countries</p> <p>ii- elder abuse is rare and only happens in poor families</p> <p>iii- mental illness is not a real problem if people just stay positive.</p>	<p>i-The lack of accountability is one of the main cause of corruption</p> <p>ii-Many businesses bribe government officers to get licenses quickly.</p>
23-Haider	<p>i-the new features in the software update is confusing</p> <p>ii- the internet are full ogf information</p>	<p>i-Poverty is always the result of people's poor life choices</p> <p>ii- Environmental destruction is inevitable with economic development</p> <p>iii- Hate crimes are just isolated incidents and don't reflect broader social issues.</p> <p>iv- Sexual harassment is just harmless flirting</p>	<p>i-All forms of addiction can be overcome with willpower alone.</p> <p>ii-Elder neglect is not a big issue since elderly people don't have much time left</p> <p>iii-Only adults are affected by cyberbullying</p>
24- Hassan	<p>i- smartphones have become more popular than they were in the past</p> <p>ii- the variety of online resources available tostudents are impressive</p> <p>iii- the benefits of technology in school is clear</p>	<p>i-"Internet censorship is necessary to maintain social order</p> <p>ii-Mental illness is just an excuse for bad behavior.</p> <p>iii-Bullying is a normal part of growing up</p>	<p>i-Corruption is when peoples takes bribes to do illegal things</p> <p>ii-Many government officials are corruptions because they misuse their powers</p>
25- Faizan	<p>i-Innovation are progress has revolutionized every From invention wheel to rise</p> <p>ii-Technology in education are important</p> <p>iii-social media platform is widely used by teenagers</p> <p>iv-the benefits of coding is not limited to computer science</p>	<p>i-elder neglect is not a big issue since elderly people don't have much time left</p> <p>ii-"Racism is only an issue in certain parts of the world.</p>	<p>i-All forms of addiction can be overcome with willpower alone.</p> <p>ii-Elder neglect is not a big issue since elderly people don't have much time left</p> <p>iii-Only adults are affected by cyberbullying</p>

Classifying Errors

Definition and Error Classification	Identification of errors	Correct sentences and explanation of rule
<p>1. Singular/Plural a mistake with number(singular/Plural)</p>	<p>1. Corruption may include many <u>activity</u> <small>sing/plur</small> including bribery and embezzlement</p> <p>2. <u>Now a day</u> <small>sing/plur</small> corruption can be seen <u>every where</u> <small>sing/plur</small></p>	<p>1. Corruption may include many activities including bribery and embezzlement</p> <p>2. Now a days corruption can be seen everywhere</p>

2. Verb Tense a) A mistake with the verb tense	1. Technology <u>meant</u> ^{v/Tense} the skill to convey an idea to reach a goal 2. Corruption at lower <u>levels</u> ^{v/tense} <u>starts</u> ^{v/tense} from the low wage and insufficient funds to survive during high inflationary periods	1. Technology means the skill to convey an idea to reach a goal. 2. Corruption at lower level start from the low wage and insufficient funds to survive during high inflationary periods goal
3. Word choice	1. Which are <u>facing</u> ^{w/c} different disparaging social evils which have <u>affected</u> ^{w/c} the law and order	1. Which are "confronting" different disparaging social evils which have impacted the law and order
4. Preposition	1. We have access to vast amount of information and resources, enabling us to learn and grow <u>on</u> ^{preposition} an unprecedented rate	1. We have access to vast amount of information and resources, enabling us to learn and grow at inpercedented rate
5- Subject verb Agreement Wrong combination of subject and verb	1. We have access to vast amount of information and resources, enabling us to learn and grow <u>on</u> ^{s/v.a} an unprecedented rate	1. We have access to vast amount of information and resources, enabling us to learn and grow at a unprecedented rate

Quantifying Errors

Error Type	Description	Example	Correction	Frequency
Incorrect verb form	Using the wrong form of the copular verb	It carries effect are felt across all sectors	It effected are felt across all sectors	12
Subject-verb agreement	Failing to match the copular verb with the subject in number	Innovation are progress has revolutionized every	Innovation is progress that has revolutionized every sector	12
Misidentification Of copular verbs	Using a non-copular verb in place of a copular verb	Social evil is great place to build the wider	Social evil provide a great place to build the wider community	10
Missing Copular verbs	Omitting the copular verb entirely from the sentence	Work interact with one another	Work is to interact with one another	12
Incorrect copular verbs	Using an incorrect copular verb that changes the meaning.	Our country abuse of its position are make money	Our country's abuse of its position is to make money	6
Misuse of Linking verbs	Using linking verbs incorrectly, particularly with non-adjective complements.	It is like in public life which so rampant	It is like rampant in public life	6
Total Number of Errors				58

Analyzing Errors

Total Number of Errors= 18+10+12+06+06=52

Table 4
Analysing Errors

Error Type	Frequency	Percentage %
Incorrect verb form	11	18.97%
Subject-verb agreement	11	18.97%
Misidentification Of copular verbs	10	17%
Missing Copular verbs	11	18%
Incorrect copular verbs	07	12%

Conclusion

The findings of the error types in verbs among the learners reveal several recurring issues, each contributing to a significant portion of the overall errors.

Incorrect Verb Form

This error type occurred 11 times, accounting for 18.97% of the total errors. It refers to occasions in which the verb used does not correspond to the sentence's required tense, mood, or voice. Learners may say "good" instead of "went" or "ran" instead of "ran." These errors indicate a misunderstanding of verb conjugation rules and the significance of matching verbs to the context of the phrase.

Subject-Verb Agreement

Subject-verb agreement mistakes were also identified 11 times, accounting for 18.97% of the total faults. These errors occur when the subject and verb do not correspond in number (singular/plural) or person. One example is using "he walks" instead of the proper phrase "he walks." Such errors illustrate the learners' struggle to maintain grammatical numbers and personal consistency between the subject and verb.

Misidentification of Copular Verbs

This error type was recognised ten times and accounted for 17% of all problems. Misidentifying copular verbs – verbs that connect the subject to a subject complement – causes difficulties in sentence structure. For example, learners may fail to recognise the verb "is" in "She is happy," resulting in erroneous or incomplete sentences. This suggests a misunderstanding of how copular verbs work in English grammar.

Missing Copular Verbs

Missing copular verbs were detected 11 times, accounting for 18% of the mistakes. This happens when students omit the necessary linking verb in a phrase. For example, use "She tired" instead of "She is tired." This inaccuracy indicates a lack of understanding of the significance of copular verbs in preserving sentence coherence and meaning.

Incorrect Copular Verbs

Incorrect copular verbs were identified seven times, accounting for 12% of the errors. This refers to employing the incorrect copular verb in a sentence, such as using "seem" instead of "is" in a circumstance where "is" is necessary. These errors indicate a lack of clarity in picking the right linking verb for the sentence structure.

Errors in this category include utilising the incorrect copular verb in a sentence. Copular verbs such as 'be,' 'seem,' and 'appear' are frequently misused in this situation, resulting in improper sentence forms. By targeting these specific fault types and offering

targeted language practice, authors can improve the clarity and correctness of their written communication. Understanding these flaws can lead to improvements.

Overall, these data identify significant areas where students struggle with verb usage, notably with copular verbs, and suggest that focussing on these features may help them improve their grammatical accuracy.

In conclusion, the analysis of error types related to verbs provides valuable insights into common linguistic challenges encountered in written texts. Through a close examination of the data, it is clear that errors such as incorrect verb forms, subject-verb agreement discrepancies, misidentification of copular verbs, missing copular verbs, incorrect copular verbs and misuse of linking verbs are prevalent in language use.

Identification and understanding of these error types is important for increasing language proficiency, improving writing clarity, and ensuring effective communication. By addressing these specific error categories through targeted language practice, writers can enhance the quality of their written expression and convey their messages with precision and accuracy.

Going forward, a sincere focus on verb usage and related error types will contribute not only to writing skills but also to the development of a strong command of grammar and syntax. This research underscores the importance of current language teaching and the need for continuous improvement to achieve language proficiency.

In essence, by acknowledging and correcting errors in verb usage, writers can improve their linguistic skills and develop a more refined and clear writing style. The insights gained from this study serve as a stepping stone towards linguistic proficiency and effective communication in the field of written expression.

References

- A, B. (2007). The research question in social research: What is its role? *International Journal of Social Research Methodology*, 10(1), 5–20.
- A, B. (2016). *Social research methods*. Oxford University Press.
- Du, A. (2011). A corpus-based study on the use of copular verbs by Chinese school children learning English in China. *i-manager's Journal on English Language Teaching*, 1(4), 33–39.
- Alred, G., & Brusaw, C. T. (2003). *Writing from A to Z: The easy-to-use reference handbook* (4th ed.). St. Martin's Press.
- Baker, M. (2003). *Lexical categories: Verbs, nouns, and adjectives*. Cambridge University Press.
- Burt, M., & Dulay, H. (1982). *Language two*. Oxford University Press.
- Du, A. (2011). A corpus-based study on the use of copular verbs by Chinese school children learning English in China. *i-manager's Journal on English Language Teaching*, 1(4), 33–39
- Benmamoun, E. (2000). *The feature structure of functional categories: A comparative study of Arabic dialects*. Oxford University Press.
- Glencoe. (2001). *Writer's choice: Grammar and composition*. McGraw-Hill.
- Hussein, S. M. (2022). *Contrastive analysis between English and Arabic*. October University for Modern Sciences and Arts (MSA), Faculty of Languages.
- Heaton, J. B., & Turton, N. D. (1987). *Longman dictionary of common errors*. Longman.
- I, T. (2016). Copula in standard English and its counterpart in standard Arabic. *Al-Fatih Journal*.
(Volume and issue number needed.)
- Astriati, S. (2016). *Improving the students' writing skill by using process writing approach at the second grade students of SMK Grafika Gowa Makassar*. *Edukasi: Jurnal Pendidikan Bahasa Inggris*, 2(2)
- J, P. (2006). *English lexicology*. Olomouc: Univerzita Palackého v Olomouci.
- Kopeć, Z. (2020). *Towards a construction grammar analysis of English pseudo-copular constructions with perceptual impression verbs*. *Biuletyn Polskiego Towarzystwa Językoznawczego*, 76, 321–335.
- Mark, B. (2008). *The syntax of agreement and concord*. Cambridge University Press.
- Matthews, P. H. (2007). *Oxford concise dictionary of linguistics*. Oxford University Press.
- Matthews, P. H. (2014). *The Concise Oxford Dictionary of Linguistics* (3rd ed.). Oxford University Press.
- McGraw-Hill. (2001). *Writer's choice: Grammar and composition*. McGraw-Hill.

- Nnamonu, J. W. (1988). *Common errors in English*. Longman.
- Quirk, R., & Greenbaum, S. (1975). *A university grammar of English: A shorter version of a grammar of contemporary English*. Longman.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. Longman.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Sidney, G., & Quirk, R. (2000). *A university grammar of English*. Longman.
- Staff, M. (2005). *Writer's choice: Grammar and composition*. McGraw-Hill.
- Vinokurova, N. (2009). *Forms of predication in Sakha*. Publisher? (No publisher information available; clarify details.)
- Vinokurova, N. (n.d.). *Two modalities of case assignment in Sakha*. Publisher? (No publisher information available; clarify details.)
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Prentice Hall.