

Abstract

Many articles have pointed out that second language learners make errors in the learning process. However, this negative way investigating students' learning performance faded away in the 1960s and 1970s as attitudes toward errors started to change to the positive. Errors serve as an important source of useful information for the teacher to confirm what remains to be learned. Now, especially in China, errors are not regarded as 'wrong' but become an acceptable tool in teaching and learning English as a foreign language. One area to explore is English verb errors and Chinese learners' performance in the English learning process. A review of past literature indicates that English verbs are difficult for second language learners, particularly to Chinese-speaking ESL learners.

The aim of this study is to help solve this problem through identifying and categorizing verb errors in Chinese senior high school students' English compositions. The data of this study is in the form of 105 Chinese senior high school students' compositions. The error evaluation is based on the *Longman Dictionary of Contemporary English Online* (<http://www.ldoceonline.com/>) (2009) and *Collins Cobuild Dictionary on CD-ROM* (2006). Verb error categories are based on *A Communicative Grammar of English* (Leech and Svartvik: 1994).

The findings indicate that, based on data, 18 categories of verb errors could be identified. The results show there are significant differences among three grades (Grade 10, 11, 12) and two schools (School A, School B). In order to provide useful information for English teachers and students, remedies based on the data are also

provided along with suggestions for correction.

