Semantic Domain of Verbs in Kashmiri English: A Corpus Based Comparative Study of Three Registers

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Abstract

Variation in language is very often and shows specific patterns. Linguists are interested in finding such patterns, classifying and then explaining these patterns (Lange & Leuckert, 2020). The present study aims toexplore the semantic domain of verbs in the English variety spoken in Muzaffarabad, Azad Jammu and Kashmir (Kashmiri English). For the present study, a corpus was compiled from three registers of Kashmiri English namely Newspaper Corpus (NEWS), Academic Writing Corpus (ACADWR) and Academic Spoken Discourse (ACSD). The newspaper corpus was collected and compiled from the Daily Height that is published in Muzaffarabad. For academic writing corpus, the data was collected from M. Phil theses and doctoral dissertations available at the department of English, the university of Azad Jammu & Kashmir. In order to compile the spoken discourse corpus, the ESL class lectures and students' presentations were recorded and transcribed in text format. The corpora of the three registers were further classified according to the type and sub-register. The corpora was analyzed through AntConc software for verb frequencies, concordance and collocation patterns. The findings show that the verbs which belonging to diverse semantics domains are commonly used in Kashmiri English. Among all semantics domains, the verbs of communication are found most frequently occurring verbs while the least common verbs are the aspectual verbs.

Keywords: Verbs, Kashmiri English, Corpus Linguistics, Semantic Domain

1. Introduction

Language is a natural phenomenon and a tool of communication. The choice of language by a speaker reflects not only his perception of any

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idea but also the way he wishes to express his perception to others. Kramsch (1998: 3), in this connection, asserts that "Speakers identify themselves and others through their use of language; they view their language as a symbol of their social identity. Thus we can say that language symbolizes cultural reality." With its spread as a lingua franca in the world, the status of English in academic setting has also been globalised. Academic English is now mostly used by non-native speaker (Mauranen, Hynninen & Ranta, 2010). English is undergoing constant modification as a result of being used as a lingua franca by international speakers (Carrió-Pastor (2014).

1.1 Corpus Linguistics

Corpus linguistics has been regarded gradually as an important research method. Presently, it is being used most commonly to study phraseology (Gries, 2010). Research in corpus linguistics has led to a number of insights into the nature of language that would have been difficult to determine without corpus linguistic and computational methods. From the methodologist perspective, Corpus Linguistics has made it possible to empirically test hypotheses from many sub-disciplines of language study.

According to Sinclair (2004), corpus linguistics is a distinctive branch of linguistics that provides us with entirely new methods to observe and understand language. Corpus methods are helpful in deriving statistical information and linguistic interpretations of word combinations through frequency list and concordance lines. Corpus data is mostly suitable for exploring about meaning. Presently, corpus linguistic methods are being employed for dictionary production and in the teaching of foreign languages.

Romanko (2017) analysed the vocabulary burden of popular English songs to understand whether these songs can be used as authentic and comprehensible input for L2 learners. He followed a three-step process in his research. First of all, he created a representative corpus of popular songs. Then, he regulated the word-family frequency levels of all words in the corpus. At the final stage, he formed a word-family coverage profile for the whole corpus. He uses it to evaluate the overall vocabulary burden of popular English songs. The primary hypothesis was that English songs have been effectively used in L2 learning activities but the lexical demands of songs were still unidentified. By creating the vocabulary level of songs, course designers and teachers would be in a better position to

assess their practicality in the context of L2 learning. The findings exhibited that the most frequent 2000 word-families covered over 95% of all the words in the corpus. He maintained that these results favoured the hypothesis that popular English songs can be considered as an appropriate source of input for ESL learners since learning the 2000 most frequent word-families of English would be a remarkable achievement for many ESL learners. He also argued that these songs could be more beneficial for intermediate and advanced learners of English. From a corpus linguistics viewpoint, Romanko's work is both fundamental and applied in nature. At the fundamental level, he created a fresh spoken corpus resource of popular English songs. At the applied level, he then used this corpus to comprehend the language of songs from a vocabulary outlook. Obviously, the worth of the applied results depends on the quality of the basic corpus built. His corpus was designed to be representative of popular English songs so that the results could be generalized to the target language variety.

Lyddon (2017) revealed corpora can yield valuable results even if accessed indirectly. He showed how learners could discover important information about the usage of the English sounds by searching data in a Japanese electronic dictionary. It is important to note that there is a dictionary interface that allowed users to directly search for information offered by corpora. The corpora, in this case, included the text form textbooks, university entrance examinations and work language. The user did not have to build corpora themselves as was the case in Romanko's (2017) study. From a corpus linguistics viewpoint, Lyddon's (2017) study does not offer any new corpus resources, statistical methods or tools. However, it does provide a substantial demonstration of how corpora can be used, even indirectly, to understand language phenomenon. It also suggests an interesting method of using corpora indirectly in language teaching. Thus, his study is an example of applied corpus linguistics research. The study posits an important question that what value should be given to the insights gained by researchers and teachers through indirect observations of an already built corpora. Evidently, if the said corpus is the representative of the language under consideration, the results will be accurate and trustworthy. However, if the corpus is not well designed or is not representative, then it will be very difficult to value the results gained through indirect observation of an interface. The drawback of such embedded corpus of electronic dictionaries is that it cannot be observed directly. Same is the case with corpora made available through an online

interface. Another concern with such corpus is that the users do not know anything about the size, sampling frame and annotation schemes of the basic corpus. In Lyddon's study, a comprehensive account of the primary corpora is not discussed. This raises a serious question about the accuracy and value of the insights presented in the study.

Mukundan and Khojasteh (2011) compared the use of modal verbs in Malaysian text books with that in British National Corpus (BNC). They collected a corpus of 0.15 million words from the primary level text books and compared it with BNC using Word Smith 4. They focused on the use of modal verbs and compared the frequency differences studying concordance lines in the selected corpora. The study explored inconsistencies in the use of modal verbs by native and non-native users.

Bao (2010) examined the use of '*must'* in Singapore English and claimed that '*must'* is predominantly deontic in Singapore English as opposed to its usage profile in most native varieties of English. For this study, he examined spoken sub-corpora of the respective country corpora of the International Corpus of English. He observed that '*must'* primarily expresses the meaning of obligation in Singapore English. He considers this divergence to be the influence of Chinese and Malay which on Singapore English. He also observed a decline in the epistemic sense of must in Singapore English which also seems to be the influence of Chinese.

Vine (2004) analysed the modal verbs and marginal auxiliaries in New Zealand English. He particularly focused meanings of these modal verbs in directives. His research explored the frequent use of modals, specifically the use of possibility modals in explicit directives. He discovered *can* to be the most common modal verb in his corpus.

Nkemleke (2005) examined the use of *must* and *should* in Cameroon English. He aimed to explore register and regional variations exhibited by these modal verbs in Cameroon English. He analysed the corpus of one million words and compared his results with the British English databases. In order to make the corpus representative, he compiled the corpus consisting of texts from different genres i.e. fiction, nonfiction, religion and newspapers. He observed various stylistic and semantic idiosyncrasies shown by *must* and *should* in Cameroon English. Different types of meanings are associated with necessity and obligation in the use of

*must*and *should*. These modal auxiliaries were found conveying the root meanings in Cameroon English that is clearly different from the use in American English. In American English, the use of *must* and *should* is a common feature of spoken English whereas in Cameroon English these are commonly used in formal texts.

Coates and Leech (1980) compared the use of modals in British and American English. For this comparison, they examined one million words of Brown corpus for American English (AE) and one million words of Lancaster University corpus for British English (BE). They quantitatively examined the modals at three grounds: at the level of co-occurrence of semantic and syntactic features of the text, the difference in American and British English and thirdly, at the level of variation in the style and genre. They discovered the use of *ought to* and *shall* to be least frequent in the Brown corpus. These modal verbs are becoming non-existent because the sense and the meanings associated with them are conveyed by *should* and *will* respectively in the American English. They also observed an explicit difference of formality and informality in the use of modals in American English. On the other hand, they observed a more general use of modal verbs in British English. The findings also suggested a compensatory relationship present in the use of certain pairs of modals in British and American English i.e. *must-have to*, *ought to-should*, *shall-will* and *can-may*. In AE, *have to* is used akin to the use of *must* in BE. Similarly, the American use of *will* is balanced by the use of *shall* in British English.

2. Corpus Building

In order to study the verb patterns of English used in Azad Jammu & Kashmir, a corpus of three registers was compiled. These three registers include newspaper, academic writing and academic spoken discourse.

2.1 Newspaper Corpus (NEWS)

For newspaper corpus, the data was collected from the only English newspaper published in Azad Jammu & Kashmir: *Daily Heights*. The texts were collected from online versions of the newspapers. Since the newspaper is published in the form of image file, therefore, the text was composed in MS Word and then converted to text files. The newspaper corpus contained 359,049words and the data was collected during the period January-December 2015.

The text was saved in three different files according to the type of news i.e. news on international issues & weather, news on national issues and news on local issues. These files were named DHINWE, DHNA and DHLO respectively. The file containing news on weather & international issues (DHINWE) amounts 14357 words. The file having national news (DHNA) amounts 81261 words. The file with local news (DHLO) contains 263431 words. In this way, newspapercorpus of 359049 words was developed.

The files were named using the following abbreviations so that there is a direct reference toeach text file.

DHINWE----- Daily Heights International News & Weather
DHNA ----- Daily Heights National News
DHLO ----- Daily Heights Local News

The news headings were written in bold within angled brackets in the first line.The text of news was taken to the second line onward.The word files were converted to text files through AntFileConverter 1.2.0. Following table shows the breakdown of the newspaper corpus.

Table 2.1 Newspaper Corpus

Sr. No.	Section	No. of Files	No. of Words
01	International & Weather	01	14357
02	National	01	81261
03	Local	01	263431
Total		03	359049

2.2Academic Writing Corpus (ACWR)

For academic writing corpus (ACADWR), the data were taken from the text of M. Phil theses from the Department of English, UAJ&K. These theses were available in *.pdf* format which were converted to word files and then into text files. The data from these text files were taken as corpora of ACADWR. The headings and subheadings were written in angled brackets in order to exclude from the analysis. Any non-English text was also written in angled brackets in order to exclude it from the analysis. The academic writing corpora consisted of 17 theses, thus the text was saved in seventeen MS-Word files accordingly. These files were converted into text files through AntFileConverter 1.2.0. The files were named according to the type of corpus (i.e. ACADWR1, ACADWR2…ACADWR17).

Following table shows the breakdown of the academic writing corpus.

Table 2.2 Academic Writing Corpus

Sr. No.	File Name	No. of Words
01	ACADWR1	9814
02	ACADWR2	8749
03	ACADWR3	9498
04	ACADWR4	20918
05	ACADWR5	5336
06	ACADWR6	15243
07	ACADWR7	19302
08	ACADWR8	16354
09	ACADWR9	28244
10	ACADWR10	23343
11	ACADWR11	26027
12	ACADWR12	13511
13	ACADWR13	24430
14	ACADWR14	16040
15	ACADWR15	19620
16	ACADWR16	11518
17	ACADWR17	28770
Total		296717

2.3Academic Spoken Discourse (ACSD)

For academic spoken discourse corpus (ACSD), the data were taken from the prepared speeches that include lectures and presentations by the academicians at UAJ&K. These sessions were audio recorded by the consent of the speakers and the participants. These recordings were typed as text in MS-Word by the researcher. The text was typed in dialogue format and the speakers were abbreviated in the following way:

Teacher ----- <T>
Student(s) ----- <S>
Presenter ----- <P>

Every recording session was typed in separate file. Since English is not the only means of communication of the participants in UAJ&K, therefore there were several Non-English chunks in the recordings which were omitted in the text and only English conversation was considered for the present study. On the whole, twenty sessions were recorded that consist of sixteen lecture sessions and four presentation sessions. Thus, twenty MS-Word files were generated which were converted to text files through AntFileConverter 1.2.0. The files were named according to the type of

session and the subject being discussed. The spoken discourse corpus is abbreviated as ACADSP that stands for academic spoken discourse and it comprises of 37465 words in total. Following table shows the breakdown of the corpus.

Table 2.3 Academic Spoken Discourse Corpus

Sr. No.	File Name	No. of Words
01	Lec1_Novel	1924
02	Lec2_Novel	828
03	Lec3_Novel	670
04	Lec4_Novel	420
05	Lec5_Novel	3204
06	Lec6_Poetry	1242
07	Lec7_Poetry	1081
08	Lec8_Tense	1836
09	Lec9_Tense	598
10	Lec10_Tense	1662
11	Lec11_AL	1853
12	Lec12_Pragmatics	4040
13	Lec13_Phonology	5214
14	Lec14_Socio	2768
15	Lec15_Tense	1362
16	Lec16_Tense	2145
17	Pres1_Morpholgoy	1127
18	Pres2_AL	1454
19	Pres3_AL	2148
20	Pres4_CA	1889
Total		**37465**

2.4 Corpus Tagging

The text files of all three registers were tagged using POS Tagger TagAnt 1.2.0. These tagged and untagged files were saved in different folders for data analysis.

3. Data Analysis

The data were analyzed using AntConc 1.2.0. Since the present study is limited to verb patterns only, therefore other POS categories are not considered. In order to find out the frequencies of verbs, the POS tagged files of all three registers were analyzed. For instance, the files were searched for the strings with the tag '_V' (i.e. *_V) which extracted all the verbs from all the files of the selected register. First of all, overall frequency of verbs was measured to find out the most frequently occurring

verbs in all three registers. For this purpose, all the verbs in English were searched for in overall corpus to measure their frequencies and then top ten verbs were focused. Each verb entry was searched in tagged files in Antconc with its specific tagging. For instance, '*_vvd' extracted all the verbs in past tense and *_MD extracted all the modals in the selected data. The top ten verbs occurring in each register were extracted for analysis. In the next section, the concordance of only these verbs was analyzed and discussed.

3.1 Semantic Domain of Verbs in KE

Gliozzo (2006) considers the notion of semantic domain as a criterion that is meant to identify semantically related words in texts. According to him, texts show an inclination towards specific domains and it is unlikely to have a generic text that is not related to at least one domain.Recent researches in computational linguistics have shown great interest in semantic domains (Magnini et al., 2002; Gliozzo &Strapparava, 2005).

Biber et al. (1999) divided verbs into various categories according to their semantic domains such as verbs of communication, verbs of activity, verbs of existence, verbs of simple occurrence, aspectual verbs, causative verbs and mental verbs. Following section shows top ten most frequent verbs of each domain in KE.

3.1.1 Verbs of Communication

Verbs of communication are frequently found in Kashmiri English corpus. These verbs show the process of communication whether it be verbal (writing & speech) or non-verbal communication (sign-language).The examples of communication verbs include speak, say, tell, write, ask, describe, gesture, signal, indicate, etc.

a. No other part of speech can ***tell*** you about the tense. (ACSD, Lec8)
b. Some of them ***speak*** it as their mother tongue and others as a second language. (ACWR6)
c. Rains ***claim*** 22 more lives in AJK,KP. (NEWS, DHLO)
d. She ***asked*** the people not to answer these questions. (NEWS, DHLO)
e. Former AJK PM Barrister Sultan has leveled serious corruption charges against the AJK government led by PM AJK Chaudhry Abdul Majeed and ***indicated*** some people were posted on important posts, who had already admitted the accusations leveled against them and assured of returning plundered money to Ehtasab Bureau. (NEWS, DHLO)

f. Genre theory actually ***describes*** both written and spoken communication. (ACWR9)

Following figure shows top ten most frequent verbs of communication in KE.

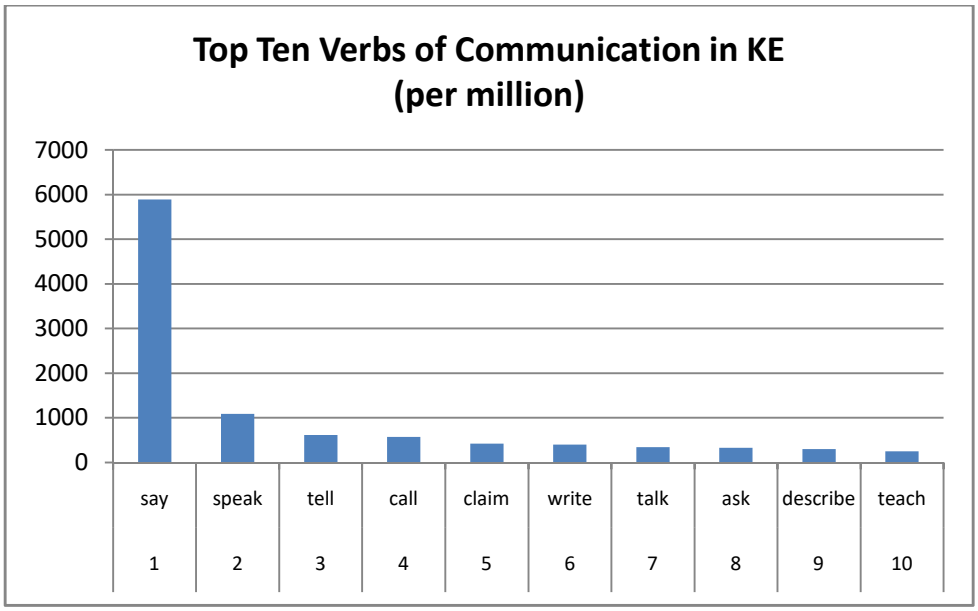

Fig. 3.1Top-ten most frequent verbs of communication in KE

The most frequently occurring verb of communication in Kashmiri English is 'say' that occurs more than 5000 times per million. Its frequency of occurrence is more than the total frequencies of all other verbs of communication. It also appears as the most frequently occurring verb in NEWS corpus as well as academic spoken corpus. It may be termed as the favourite verb in Kashmiri English. The second most commonly occurring verb is *'speak'*that appears more than 1000 times while the frequency remaining verbs of communication is below 1000.

3.1.2 Verbs of Activity

The verbs of activity show the actions performed or the event that take place. The verbs of activity can be mono transitive or ditransitive.The subject of the activity verb performs semantic role of agent. Consider the following examples from the corpora:

a. The imam ***uses*** the art of narration, description, reflection and argumentation at a time very skilfully and artistically. (ACWR9)

b. If the intention is ***made*** in past, it is past. (ADSD, Lec10)
c. Gradable antonyms ***take*** a large number of values, from very [+] to very [-]. (ACWR2)
d. I will ***give*** him another task. (ACSD, Lec16)
e. She ***adds*** that living in a foreign country contribute to learn its language. (ACWR16)
f. The text ***provided*** information that the author wants the reader to understand in certain ways. (ACWR4)
g. Pahari has also ***got*** its place in media as different Pahari programmes are telecasted. (ACWR15)

The following figure shows the most commonly occurring verbs of activity in KE.

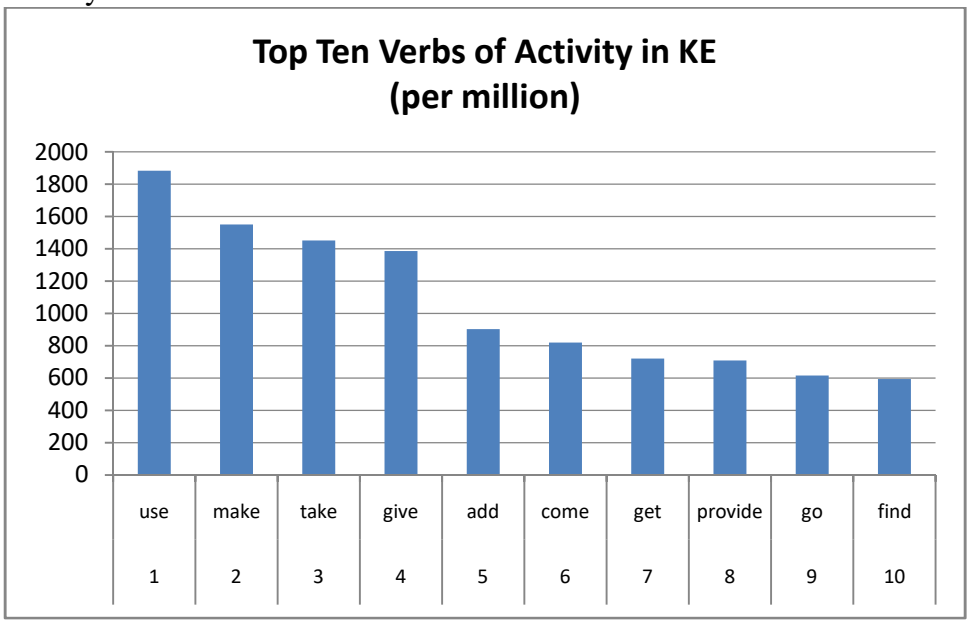

Fig. 3.2 Top-ten most frequent verbs of activity in KE

The occurrence of activity verbs in Kashmiri English shows the difference in terms of pattern than that of the verbs of communication. There is not a huge gap among the frequencies that range between 600 and 1900. The frequency of the most commonly verb in communication domain is approximately 6000 per million while the frequency of most commonly found verb of activity is less than 2000. The frequencies of other commonly found verbs in both domains are more or less similar.

3.1.3 Mental Verbs

Mental verbs represent those actions or states which are experienced by the subjects of such verbs. The subject of a mental verb performs the semantic role of experiencer or recipient. Thus, mental verbs indicate reception of communication (i.e. read & hear) besides cognition, emotion and perception. Following are few examples of mental verbs from the corpora:

a. He added that they ***knew*** their rights better than their counterparts. (NEWS, DHLO)
b. So, students and teachers both ***consider*** it useless to teach and learn something which will not be tested in the exams. (ACWR12)
c. Kishtwar ***observes*** strike against killings in Pulwama. (NEWS, DHLO)
d. When he came back home, he ***felt*** happy that he had heard a good name of Mrs. Moore. (ACSD, Lec5)
e. In that case, if you ***want*** to omit 'if' in your if clause, in that case, your auxiliary will come in the beginning. (ACSD, Lec15)

The following figure shows the most commonly occurring mental verbs in KE.

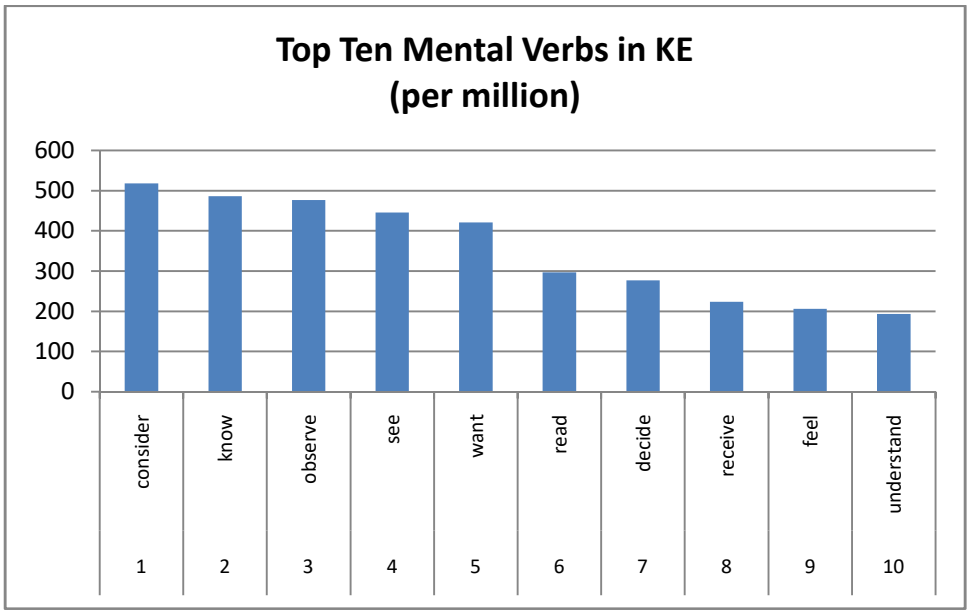

Fig. 3.3Top-ten mental verbs in KE

Mental verbs do not occur as frequently in KE as the verbs of communication and the verbs of activity occur. The least frequently occurring activity verb has higher occurring frequency than the most frequently occurring mental verb. The mental verbs occurring in Kashmiri English belong to various mental domains such as cognition (know, consider, observe, decide, understand), emotion (want), perception (see, observe, feel) and perception (read, receive).

3.1.4 Causative Verbs

A causative verb is one that denotes a new state of affair caused by its subject whether it is an animate or inanimate subject. Causative verbs are not as much frequent as opposes to the verbs of other domains Kashmiri English.Consider few examples of causative verbs form the corpora:

a. It will ***allow*** all political parties to freely exercise their right of representing people in the parliament. (DHNA)
b. It also ***requires*** a path of motion of the source. (ACWR17)
c. Second language growth ***permits*** learners to read in the second language and reading stimulates second language development. (ACWR4)
d. The attack ***forced*** everyone to follow late Benazir Bhutto's stance against extremism, he added.
e. **Let**us see whether this beginning proves to be the new beginning or not. (ACSD, Lect5)

Although the causative verb are not much frequent in Kashmiri English but still they are used in all three registers. Two causative verbs (force & use) are also used as nouns by Kashmiri English speakers.

a. It helped the listeners to feel the ***force*** of his voice mingled with the teachings of the prophet as a source of purgation and purification for the generations to come. (ACWR9)
b. ***Use*** of language varies from class to class and place to place. (ACWR7)

The following figure shows the frequencies ofcausativeverbs in KE.

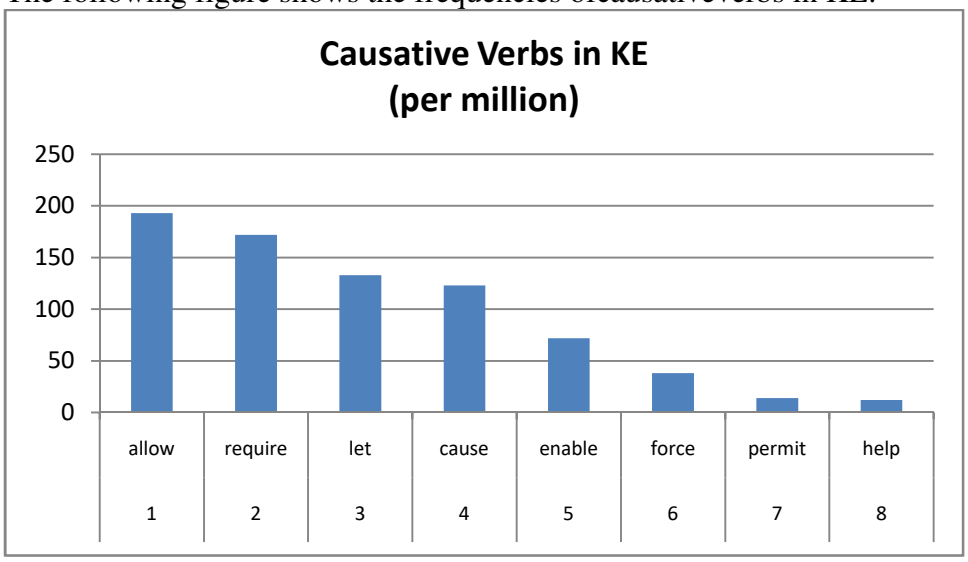

Fig. 3.4 Causative verbs in KE

Causative verbs have two patterns. A causative verb can be followed by either a direct object that is nominalized or a complement clause. The verb *'help'*is a verb of activity but it also occurs as causative verb followed by a complement clause. However, the overall frequency of '*help'* is much higher than its occurrence as a causative verb. Consider the following corpus examples of two patterns of causative verbs.

Text sample: 3.1
The grant of US $ 89,426 to NGO Shama Development Organization, on the other hand, will ***enable construction*** of primary and middle school for both boys and girls in Rawalakot, AJK.(DHINWE)

Text sample: 3.2
This study will ***help improve*** the book to a great extent. (ACWR1)

Text sample 3.1 contains causative verb *'enable'* that is followed by nominalized direct object ***'construction'***whereas text sample 3.2 is an example of causative verb *'help'* followed by complement clause.It asserts that both patterns of causative verbs are used by Kashmiri English speakers.

3.1.5 Verbs of Occurrence

A verb of occurrence is the one that reports events which do not involve any voluntaryactivity. The semantic role of the subject of such verbs is affected (Biber et al., 1999) because these verbs affect their subjects.The following figure shows the occurrence of such verbs in KE.

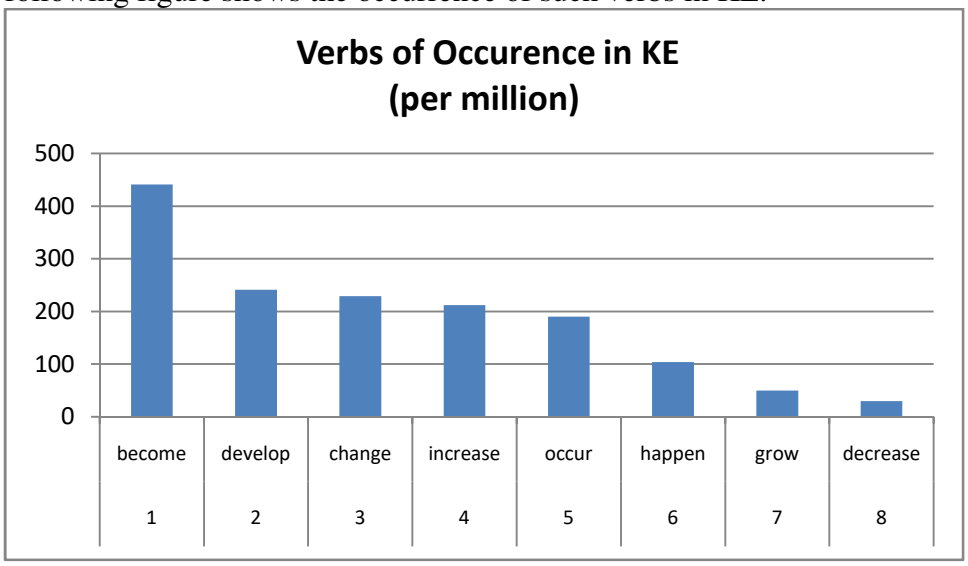

Fig. 3.5 Verbsof occurrence in KE

The most frequently occurring verb of occurrence in KE is '*become'*whereas the least commonly found verb is '*decrease'*.The verbs of occurrence are more frequent than the causative verbs. Moreover, verbs of occurrence are least frequent in spoken discourse as opposed to the written one. Consider few examples corpus examples:

a. PPP Government wants to ***become*** political martyr: Farooq Haider. (NEWS, DHLO)
b. To satisfy both rules, this germination ***occurs*** over here. (ACSD, Lec13)
c. This business has ***changed*** my life. (DHLO)
d. This event ***happens*** anytime relative to the speaking time and is represented by tense, time adverbials and other temporal expressions. (ACWR10)
e. They have ***developed*** their own interest in vocabulary building. (ACWR2)

3.1.6Existence Verbs

An existence verb is one that denotes a specific relationship or a state of existence between different objects. Copular verbs such as '*seem'* and '*appear'* are also considered existences verbs.Like the verbs of occurrence, the semantic role of the subject of such verbs is also said to be affected.

Some of the commonly found existence verbs in Kashmiri English are given in the following figure.

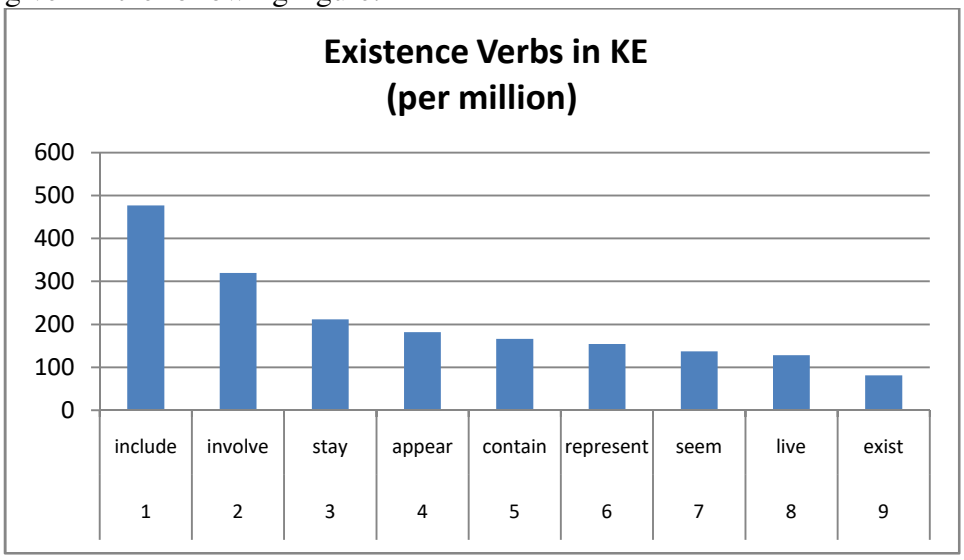

Fig. 3.6 Existence verbs in KE

Figure 3.6 shows that existence verbs are also commonly found in Kashmiri English. There is one existence verb (i.e. exist) that has the frequency below 100 words per million. All other existence verbs were found between 100 and 500 words per million. Few examples of existence verbs are given in the following:

a. The project ***involves*** the construction and operation of hydro plant on the Poonch River, which is expected to help ease crippling power shortages in Pakistan and meet demand for over 430,000 individual residential customers. (DHLO)
b. Civil and military authorities ***appeared*** to be at odds over the slow pace of implementation on a new national plan introduced to effectively deal with the threat of terrorism and extremism. (DHNA)

c. Speaking activities are also ***included***. Each chapter ***contains*** hints of teachers. (ACWR1)
d. On the other hand, second person ***seems*** to be entirely different. (ACWR10)

The verbs of existence are found more commonly used in written discourse than the spoken one.

3.1.7 Aspectual Verbs

Aspectual verbs are those verbs that denote the progress of an activity or action being performed by another verb (Biber et al., 1999). Following are few examples of aspectual verbs from the corpora:

a. They must ***keepupdating*** themselves with the new ideas, techniques and strategies of teaching English as a foreign language. (ACWR12)
b. He condemned the rumours of making Kashmir a province of Pakistan and asked propagandist to ***stopspreading*** such baseless news as there was no truth in it. (NEWS, DHLO)
c. They ***startusing*** the language that is in contact of other language and that is the language of the majority. (ACSD, Lec14)
d. You will still ***continuestudying*** here. (ACSD, Lec10)

The following figure shows the occurrence of aspectual verbs in KE.

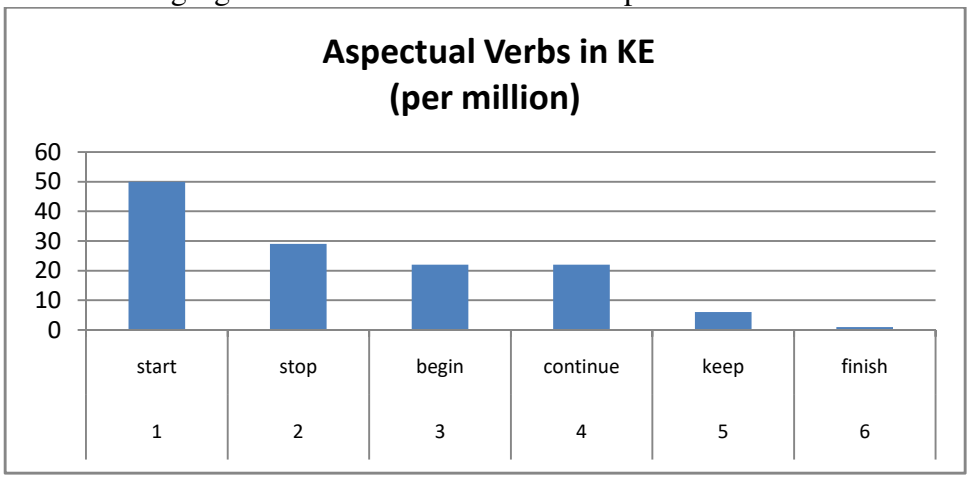

Fig. 3.7 Aspectual verbs in KE

Aspectual verbs are not very frequent in Kashmiri English. The most commonly found aspectual verb is *'start'* that occurs 50 words per million.

All these verbs occur in other semantic domains frequently but their occurrence as aspectual verbs is not that much common. For instance, the overall frequency of the verb *'finish* 'is42 per million words but it occurs only once as an aspectual verb:

It was an unknown peace that washed over him when he ***finished praying***. (ACWR17)
There are various similar instances where one word occurs in different grammatical categories.

4. Conclusion

On the basis of the given frequencies and corpus examples, it can be concluded that KE uses verbs from all semantic domains with varying frequencies. The variation can be attributed to various factors. Since oneof the three registers under study is the are the register of spoken discourse, the verbs of communication, therefore, are most frequent among verbs of all semantic domains. This shows that more we tend to use language for communicative purposes, more likely we use verbs of communication. Among all verbs of communication, the most commonly found verb is 'say' that is used in all grammatical forms. This is also the most frequently used verb in the whole corpora. The frequent use of the verb 'say' in all three registers can be attributed to the fact that correspondence in NEWS is more often reported using the verb 'say' than any other verb of communication. Among all semantic domains, the least commonly found verbs in Kashmiri English are aspectual verbs. Aspectual verbs usually show the performance of an action by another verb and sometimes they indicate the progress of an action. Since these verbs describe a complex phenomenon that usually is not comprehended or expressed preferably by non-native speakers, therefore, Kashmiri English speakers seldom use these verbs.

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