UNIVERSITY OF EDUCATION, WINNEBA

THE USE OF PRIMARY AUXILIARY VERBS AMONG PUPILS OF JUNIOR HIGH SCHOOL FORM TWO, BAAPELUG.

THOMAS ATUBILA APANA

2018

UNIVERSITY OF EDUCATION, WINNEBA

THE USE OF PRIMARY AUXILIARY VERBS AMONG PUPILS OF JUNIOR HIGH SCHOOL FORM TWO, BAAPELUG.

THOMAS ATUBILA APANA

7160080022

A THESIS IN THE DEPARTMENT OF APPLIED LINGUISTICS, FACULTY OF FOREIGN LANGUAGES EDUCATION AND COMMUNICATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTERS OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE.

AUGUST, 2018

DECLARATION

STUDENT'S DECLARATION

I, Apana Atubila Thomas declare that this thesis with the exception of quotations and references contained in published works which have all been identified and dully acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

STUDENT'S SIGNATURE: ……………………………………………

DATE: …………………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: ……………………………………………

SIGNATURE: ………………..…………………

DATE: ……………………………………

ii

ACKNOWLEDGEMENTS

I am grateful to Almighty God for His infinite mercy, protection and love throughout the entire period of this study. May His name forever be praised.

I sincerely acknowledge the enormous contributions from my dynamic supervisor, Dr. (Mrs.) Rebecca Akpanglo-Nartey, towards the successful realization of this work. Indeed, she is more than a supervisor; she is rather like a mother to me. Ma, I cannot thank you enough, you are simply wonderful. May the Almighty God bless you in every way, Amen. This work will not be complete without showing appreciation to all the lecturers in Applied Linguistics Department for their invaluable contribution to the outcome of my research.

I will not forget to acknowledge the unrelenting and unflinching support of my dear wife and lovely children during the critical period of writing this dissertation. You will live to reap the dividends of this work. I owe a debt of gratitude to my father and mother, Apana Daniel and Apana Mbobila Olivia.

DEDICATION

I dedicate this work to my dear wife Akanyere Mercy and my lovely children: Apana Ayimbisa Oswin and Apana Ayimmaseme Osbert.
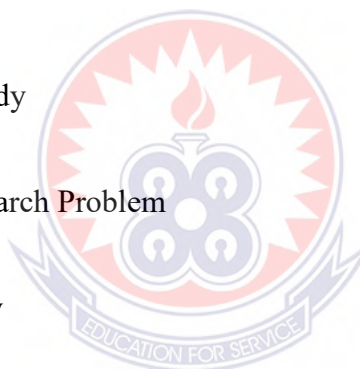
The work is equally dedicated to all the teachers who took part and to my pupils, especially pupils of Baapelug Junior High School form two.

Finally, I dedicate this work to all lovers of English education all over the world.

TABLE OF CONTENTS

ABSTRACT

This study is explicitly geared towards investigating the use of primary auxiliary verbs in Baapelug Junior High School and it gives specific problems and the various interpretations extracted from the use of these verbs in the basic schools in the District. This study aims at looking for primary auxiliary verbs which are more used wrongly at their level. The descriptive approach to research was adopted for this study. A sample of the population was given a written test to find the level of efficiency in the use of primary auxiliary verbs and the effect misuse has on communication. Some findings from the study include pupils' inability to distinguish between the past form of auxiliary verbs and their present form. One other problem of primary auxiliary verbs identified was that pupils could not match them with their appropriate verb forms. It is recommended that teachers of the Second Language in basic schools in Ghana should take the bull by the horn to upgrade themselves and also take conferences and seminars in the Second Language Teaching and Learning seriously. Quite apart from that, government should take a bold step in organizing training for English teachers twice each year. All heads of departments in the Language department should ensure that trained teachers in the field are made to handle the grammar aspect of the language.

CHAPTER ONE

INTRODUCTION

This chapter is made up of the background of the study, statement of the problem, significance of the study, objectives of the study, research questions, limitation and delimitation.

1.1 Background to the Study

This study is concerned with pupils' use of primary auxiliary verbs which is observed to have a lot of errors. Auxiliary verbs are made up of two types: namely non-modal (primary auxiliary) and modal auxiliary verbs. Nesbitt, (2001) cited in Aliyu (2009: 1) believes that Non-modal verbs are different from modal auxiliary verbs in the sense that the former can be used as lexical verbs. These modal verbs, apart from functioning as helping verbs, they can also be used as lexical verbs, while the modal verbs cannot. For that reason, any misuse or misinterpretation of the auxiliary verbs is likely to cause a lot of distortion of the meaning meant to be conveyed in their uses. It is interesting to note that proper use of these auxiliary verbs helps to make our speaking and writing faultless and to convey meaningful information.

Educators in Ghana, are faced with complaints ranging from poor quality of the writing of their graduates to misuse of the English auxiliaries among the students and the pupils. They are currently faced with the challenge of adopting and developing a wide range of methods for effective teaching of English language. This, of course, is not an easy task. Nothing gladdens the hearts of teachers more than to know that their students or their

pupils are doing well in their subject areas. Teachers of English in basic schools yearn to share in this delight.

This research considers the proper use of primary auxiliary verbs in the learning of language to be very essential. The present researcher has observed that the usage of auxiliary verbs by pupils of present day English in Basic Schools especially form two pupils in the Baapelug Junior High School of the Upper East Region of Ghana, is characterized by avoidable errors. In a country such as Ghana where English Language performs an official purpose, 'the use of English in offices should display less obvious errors and the need for proficiency is not only desirable but absolutely necessary' (Aliyu 2009: 2).

English as a second language in Ghana is used as a medium of instruction from the pre-primary school to the university level and also taught as a subject at every level of education. English enjoys a prominent position in our day-to-day activities.

Although such grammatical deviation as the wrong use of auxiliary verbs does not usually result in serious incomprehensibility, it is symptomatic of the user's imperfect knowledge of the English Language.

Pupils find it difficult to express themselves when it comes to the uses of auxiliary verbs in the English Language. Auxiliary verbs also called helping verbs give further semantic or syntactic information about the major or main verb they follow. In English Language, the extra meaning an auxiliary verb adds changes the basic form of the main verb to have more than one function. Auxiliary verbs can function as passive, progressive, perfect or modal.

The syntactic function of a primary auxiliary verb in sentences includes the following: such as passive, progressive and perfective. Some of the primary auxiliary verbs functioned as main verbs too can be seen in sentences as follow:

- Ezekiel **has** a pen.

- Mary **does** the work excellently.

- The man in white **is** a teacher.

- These people **are** nurses to be.

This work is specifically concerned with analyzing interpersonal meanings, which are the various interpretations deduced from the use of the English primary auxiliary verbs among Baapelug JHS in the Upper East Region of Ghana, as case study.

It is a common practice for pupils to make statements using the primary auxiliary verbs without considering the agreement. On the part of the lexical form of the auxiliary verbs, many are not aware that the past markers of **'is, are** and **am**' are **'was** and **were**', **'do** and **does**' is '**did**' and '**have** and **has**' is **'had'**. Students use the past tense form of the verbs interchangeably with the present form without knowing. For instance;

I **have** bought a book instead of I **had** bought a book.

He **has** eaten food instead of he **had** eaten the food.

1.2 Statement of the Research Problem

This study investigates the errors in the use of primary auxiliary verbs among pupils of Baapelug Junior High School. The wrong use of main and auxiliary verbs is seen to be prominent. The way the main and auxiliary verbs are used these days by pupils bring to question the competence levels of the language users.

Most of the answers provided by pupils from test conducted, showed that some of the pupils do not have much knowledge of what the auxiliary and main verbs are and their applications. They misuse and misinterpret some verbs, most especially the auxiliary verbs. These challenges the pupils are facing has never been investigated and needed agent attention to correct it hence my investigation.

This research is basically looking at the problems of the English primary auxiliary verbs among the pupils of Junior High School, Baapelug. The statement of the project is to create awareness to readers the importance and the roles of the English primary auxiliary verbs and to also learn from students' common mistakes, confusion and ambiguous use of verbs and misunderstanding of the content that pupils do make unknowingly which make communication difficult to interpret meaning. This study has helped learners of the language to distinguish proper and improper uses of the English auxiliaries.

It is on this vein that the researcher finds it key to investigate since nothing in the form of research on primary auxiliary verbs has ever been done in the school to investigate the uses of primary auxiliary verbs in Baapelug Junior High School. The researcher has also taken it upon himself to interact with pupils to observe their competence level of the use of those verbs in their communication. I also gave pupils a written test to ascertain the facts on the ground.

The researcher after communicating with the teachers concerned realized that, it has become a problem in the school that needed serious attention. When the researcher probe further, it was realized that, pupils do not like speaking English in the school when they are together. Some of them will even prefer that, when a teacher is teaching and mention

4

a point or word that seems unfamiliar, he/she should explain by interpreting it in their first language.

The researcher also went to the pupils to get first-hand information. The researcher took it upon himself by conducting an interview in the form of questionnaires to the pupils, and it came to light that, they could not express themselves well in the English language as in their first language. The reasons they gave were that English language is never their mother tongue and also it has so many rules guiding it in terms of communication.

1.3 Significance of the study

English language is the subject that is taught in all schools and all of one's education in the country. All subjects taught in the schools depend on English as a language to interpret their terms in the various subjects of their study. The only subject that might not need English Language is only Ghanaian language. English Language is the pivot in which all other subjects can be developed or carved out. This therefore calls for special attention from the authorities at high level as well as the curriculum planners. It should be made to have more contact hours with the pupils since it is used as a medium or tool for communication and instruction. The subject is special and needed special teachers who are well-trained to handle all the aspects of the language. This will minimize any problem that might be encountered, since any problem identify with the learner, if not solve immediately it is likely to be carried forward.

This research will also help students in the basic school to develop interest in the subject which will help them to speak good English more especially the use of primary auxiliary verbs in their speeches that they involve themselves in effectively without challenges.

5

These pupils, young as they are, needed more time for the teachers to take them through the grammar lesson using the four grammar teaching activities in lesson preparation and presentation. These activities or stages include: the revision, introduction, practice I and practice II. Practice I is pupil-centered that needs pupils to practice on their own by forming sentences both present and past that involves the use of primary auxiliary verbs.

It will also help pupils in their reading, writing and speaking skills. The research will empower pupils to identify their errors and convert them into communicative work. Pupils will learn to know when the verb 'to **be**' is to be used and when not to be used and the same idea will be with the verb 'to **have**' and the verb 'to **do**'.

Teachers will also use appropriate strategies that are achievable to teach their pupils. The little knowledge they got about the problems that pupils faced in the use of primary auxiliary verbs will help them in their teaching. They can also derive new skills from this study to improve their way of delivery.

The performance of pupils in their exams will change positively. It will also be a wake-up call to the pupils to try to get more information from books which will compel their parents to buy grammar books for them. Parents of the pupils will be enthused with the kind of improvement they will get from their children. This will move them to ask for recommended grammar books to buy for them. It will also motivate the pupils to learn hard and their performance will never be the same.
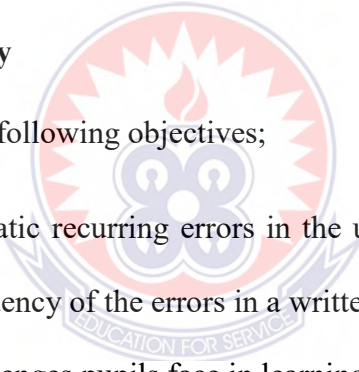
Moreover, significant of the study can also help in diverse ways for the authorities concerned to see the need to establish library where pupils can use their precious time to

gain more knowledge. The library can be stalked with books of various kind but more especially books that contain grammar for the pupils to study.

In a nutshell, the significance of this study will go a long way to bring authorities concerned on board to help improve the studies of grammar more especially the use of primary auxiliary verbs as helping verbs in the construction of present continuous tense, past continuous tense, present and past perfect tense, present and past perfect continuous tense, present simple and past simple tense in interrogative form. Pupils will learn to construct simple present and past tense with the verb 'to **do**'. When they want to negate the sentence or when they want to use the sentences in interrogative form.

1.4 Objectives of the study

This aims at achieving the following objectives;

- ❖ To identify systematic recurring errors in the uses of English Primary Auxiliary Verbs and the frequency of the errors in a written test.
- ❖ To investigate challenges pupils face in learning of primary auxiliary verbs.
- ❖ To identify and discuss the strategies used in the learning of primary auxiliary verbs.

1.5 Research Questions

This study seeks to answer the following questions;

- What are the possible errors in the uses of primary auxiliary verbs and what are the frequencies of the errors in their use in written test?
- What challenges do pupils face in the learning of primary auxiliary verbs?

- What strategies do pupils employ in the learning of primary auxiliary verbs?

1.6 Limitation

Limitation resulted because all the plans the researcher wanted to put in place to solve the challenges facing pupils of Baapelug JHS did not grant me the chance in so many ways. The first among the limitations was time. There was no time for the researcher to combine teaching with the gathering of information and materials for the research. Day time was occupied with a lot of activities which would not permit me to have enough time to carry out the research.

Another issue that hindered me much was to get access to information from the internet at home. I would bundle to research but accessing the net too was a bit slow in my area. Searching for information from internet, writing and to have time to see your supervisor all involved a lot.

Financial constraints is another factor which limit this research. It was not easy to mobilize money to run this course. It involves money to mobilize the respondents both teachers and pupils. It took me not a day to be able to meet the number of the respondents needed for this research for both the written test and the questionnaires. I had to meet some of them individually to administer the questionnaires.

The researcher could not conduct the research to cover the whole school since the problem was identified there due to the population. The research was limited to the form two pupils of Baapelug Junior High School only. It was limited to these pupils because they were pupils that had fair knowledge about primary auxiliary verbs in the school. Form two class was the highest class in the school and had taken through the uses of

8

primary auxiliary verbs before. The population in the school was great a number that it would not be easy for me to manage since some of the respondents would not grant the researcher their full audience. The form one pupils too have little knowledge about primary auxiliary verbs since they were not taught.

Primary auxiliary verbs were not the only problems the school faces but there are other aspects of the entire verb in grammar. But the researcher limited himself to only these primary auxiliary verbs.

1.7 Delimitation

The uses of primary auxiliary verbs among pupils of Baapelug Junior High School is the topic chosen for this study. The aspect is delimited to the teaching of form two pupils of Junior High School. It was also carried out only to Baapelug Junior High School form two pupils alone.

Secondly, for the research to be effective, time must be a major factor that will delimit the researcher to work within a stimulated period without extension. The resources needed for the study will delimit the researcher to work within the stipulated time frame since the school and the respondents were just at the researcher's disposal.

It is the hope of the researcher that, the finding and recommendation of this study will enhance the communicative skills of the pupils in junior high school and those beyond. It will also give teachers in the basic schools the task to give equal attention to all the aspects of the English Language. They (teachers) will also pay much attention to the teaching of primary auxiliary verbs among pupils of the basic schools.

9

1.8 Organization of the Study

This study is presented in five chapters with each chapter well elaborated. The first chapter consists of background of the study, statement of the problem, objectives of the study, purpose of the study, research questions, significance, limitations, delimitations and the organization of the study. The second chapter reviews some related literature on primary auxiliary verbs. The literature helps the researcher to review previous studies conducted by other researchers and to relate it to the current study. The third and fourth chapter deal with the methodology and data analysis respectively. The methodology aspect explains to the reader the techniques employed to undertake the study. The results of the study which are in chapter four show the outcome of the study. The last chapter presents the summary, conclusion, and recommendation of the study.
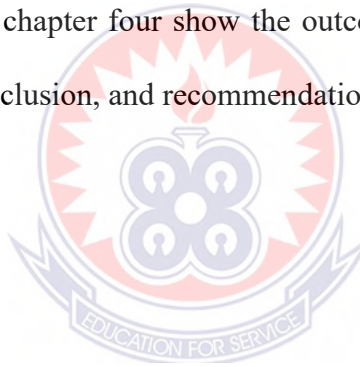
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Language is a means of conveying message from one source to another for the purpose of understanding between the two angles to execute an action. If there is communication that is not communicated well, the meaning will be distorted and the application will be disrupted. This chapter reviewed the literature related to the primary auxiliary verbs and their relations. The literature has been reviewed in the following sub-headings; auxiliary verbs, primary auxiliary verb forms, errors in primary auxiliary verbs and strategies in the use of primary auxiliary verbs.

2.1 Overview of auxiliary verbs

Any word or phrase in a sentence that express the state of being, possession or that perform an action is a verb. It is because it is the live wire of every sentence formed. It is as a result of its importance that if it is not well handled, whatever communication that will be made will not produce any better communication to the listener or reader.

The part of the verb phrase that help the main verb in a sentence to show action is a helping verb. It is in this line that Murtthy (2005:128) said that a verb which 'helps other verbs to form different tenses is known as an auxiliary verb'. Murtthy hits the nail on the head that the verbal forms that help the main verb are supporting it and these verbs are the auxiliary verbs. For instance;

- John ***has* taken** the bucket.

11

In the sentence above, <u>has</u> is used with **taken** to form a verbal group. But 'has' in the sentence is used to help the verb '**take'** to change its tense form to **taken** in the sentence above. It is therefore the verb **'has'** that has helped the main verb to form '**has taken'**.

The word auxiliary comes from Latin. auxilium meaning *'help'* (Nutsukpo, 1990:74). Nutsukpo agrees with Murthy that auxiliary verb means to help and therefore any auxiliary verb is a helping verb. Nutsukpo went further to explain that beside the help that auxiliaries do, they also show the mood of the speaker or writer. This implies that they do not play the role of helping the main verb to demonstrate its action but also show the mood and the mentality of the communicator eg.

- I can run.

The auxiliary verb '*can*' used in the example shows the ability of the speaker.

In other grammatical category, and auxiliary verb can be named as a polarity. This can be seen in Hudson (1991:219) that it is just another name for the verb class which is generally known as auxiliary verb. It means that a polarity is a grammatical name of the auxiliary verbs. It simply explained that auxiliary verbs are supporting verbs that help the main verbs in tense to form either present or past forms with the exception of the affirmative (simple past and simple present in a sentence). Eg.

- They have seen me.
- They have not seen me.

In the two statements above, the first is used with the auxiliary verb '*have'* without '**not'** is affirmative while the second *'have not'* is used with the negative marker '**not**'.

The various tenses used in the English language, contain at least any of the auxiliary verbs. In English language there only two tense forms that can be inflected with the use of (-s) and (-ed or -d) markers to form simple present and simple past respectively. The rest are not lacking auxiliary verbs in different forms and aspects. The simple past and present do not take auxiliary in the affirmative but cannot exist without an auxiliary verb when that same sentence is used interrogatively or use with the negative marker (not). Eg.

- I saw him (affirmative)

- I <u>did</u> not see him (negative)

- <u>Did</u> I see him? (Interrogative)

From the examples given, it is only the first sentence that did not take the auxiliary verb '*do*' in the affirmative without any problem but the rest will have problem without **'do'**. But the sentence can still be written with the auxiliary verb and the meaning will not change eg.

- I (did) see him.

In that statement above with *'did'* (positive) do not conform with Parrott (2000:97) that say that the auxiliary verbs are used in turning all tenses other than the affirmative form of the present simple and the past simple. Parrott in simple terms said that simple past and simple present do not take the auxiliary which the researcher disagrees with him since the simple tense will not exist entirely without the helping verb '**do**'. This makes Parrott's view not absolute. Simple present and simple past tense exist with the use of the verb 'to do' in the interrogative sentences as well as sentences that introduce the 'not' marker such as;

13

- They <u>did</u> not meet him.

It is dawn on the researcher not to limit myself to the definition of the auxiliary verbs but to also identify the various forms of the auxiliary verbs. Auxiliary verbs are made up of various examples such as; **is, was were, have, had, can could, must, may, might** and many others. These can be grouped into two main forms. The forms are identify by Leech, Deuchar and Hoogenraad (2006:61) that said that 'auxiliary verbs fall into two main categories: Modal verbs and primary verbs'. They went ahead to break the two forms down to their subdivision as follows; Modal verbs are made up of; *can, could, may, might, shall, should, will, would must and ought to* while the non – modal verbs have the verb 'to *be', 'have'* and *'do'*. These authors also identify auxiliary verbs as the closed type.

For the purpose of this study, the researcher is interested in looking at the primary auxiliary verbs and their forms. Leech, Deuchar and Hoogenraad named the primary auxiliary verbs as follows:

vo	vs	ved	ving	ven
Be	is/are/am	was/were	being	been
Have	has	had	having	had
Do	does	did	doing	done

Leech, Deuchar and Hoogeenraad (2006: 62) added that primary auxiliary verbs exist in the various forms that the tenses used; both in the past and the present. The '**vo**' in the above symbolized the verb in its base form (ie the verb 'to **be**', 'to **have**' and 'to **do**').

14

The 'vs' also signified the present simple tense, while '**ved**' stood for the past tense of it whereas the '**ving**' form denoted the continuous form of the auxiliary. The last among the tense form is '**ven'** that depicted the perfective form of the verb. This explanation shows that primary auxiliary verbs are finite verb. They contain all forms of tenses used in grammar.

2.2 Primary Auxiliary verbs

Primary auxiliary verbs are also known as non – modal verbs. They are verbs that existed as helping verbs and the same time lexical verbs. According to Huddleston et al (2002: 102) states that the general definition of auxiliary verbs is that they denote a closed class of verbs that are characteristically used as markers of tense, mood, aspect, and voice i.e. they are grammaticalized. The definition is common to that of Damanik M (2010:4) that describe primary auxiliary verbs as verbs which are used together with a main verb to give the grammatical information and therefore they add an extra meaning to a sentence which is not given by the main verb. Damanik goes further to explain that the extra meaning a primary auxiliary adds makes the main verb to function more as passive, progressive, negative statements and even asks questions. English Primary auxiliary verbs are used to form various grammatical constructions but carry very little meaning themselves for example, the primary auxiliary verb 'be' is used to form the progressive, as in Boare *is* cooking the food.

Primary auxiliary verbs have three different forms. These three forms are the verb 'to **be**', 'to **have**' and 'to **do'**. These verb classes in another form can be called non – modal verbs. This can be supported by Kukurz (2009: 2) who said in his thesis that non –modal auxiliary verbs are second in class and made up of the verbs '**be' 'have'** and '**do'**

15

Auxiliary verbs can be looked at in the way they are used in the sentence. Some of the features of auxiliary verbs are looked at in Thakur (2001:62), that said that auxiliary verbs in English have the following features;

1. In negative infnite clause, the negative word **not** can occur after the auxiliary verb but not after the main verb. E.g.

   I *can* go there   I *cannot* go there

2. The negative particle '**n't**' which is a short form of the negative word **not**, can be attached to auxiliary verbs other than 'am' but not to full verbs. E.g.

   He *isn't* teaching grammar this year.

3. In questions, auxiliary verbs can occur before the subject but Lexical verbs cannot as;

   - *Isn't* she working hard?

4. Auxiliary verbs can occur before the subject in inverted sentences e.g.

   Seldom *can* he prepare his lessons very well.

5. Auxiliary verbs can be used in 'code', ie in sentences like the following, but lexical verbs cannot be used in such sentences. E.g.

   - He *can* do that. So *am* I

   - She *was* working hand. So *was* I

1. Auxiliary verbs can be used emphatically to express contrast. E.g.

   - I *can* do it but I *won't*.

     2. Auxiliary verbs can occur in the short answers but main verbs cannot eg.

16

- *Can* you answer this question? Yes I *can*.

  3. 'All' and 'both' can occur after an auxiliary verbs as they can occur before the headword in a subject noun phrase, but they cannot occur after a main verb. E.g

- All the students *were* all here on that day.

  4. Adverbs like always, never, certainly and probably occur after an auxiliary verb but before a main verb. Eg.

- He is always writing letters (Thakur, 2001: 63)

2:2:1 The verb 'to be'

The primary auxiliary verb 'to **be**' is an important verb in the auxiliary kingdom. It is used to express actions that are ongoing both present and the past. It is also used as lexical verb to express the state of being. This same auxiliary is used in sentences to express actions in the passive form. Murthy (2005: 128) opines that primary auxiliary verb 'to **be**' has uses as follow:

  1. 'Be' and its forms are used as link verbs eg.

- I *am* a writer

  2. To express command or advice

- *Be* considerate to others.

- *Be* content with what you have.

3. In the function of present and past continuous. E.g

I *am* writing a letter

We *were* sitting in the classroom

1. To form passive voice, e.g.

   I *am* informed about the matter

2. **'Be'** to infinitive indicate plan or arrangement e.g.

   He *is* to qualify in the final exams.

3. To express a command

   You are to get me a cup of tea.

4. To make questions. E.g.

   Am I a teacher?

5. To make negative questions e.g.

   I am not a journalist (page 231)

6. To make a negative e.g.

   I am not a player f

7. Was / were perfect infinitive indicating an arrangement which was not fulfilled.

   E.g. he was to have consulted the doctor yesterday (page 231).

Murthy looked at the verb 'to be' very extensively in the case of its use to the learner. In other words, he looked at the functional characteristics of the verb to be but fail to classify the verb in the functional form as either lexical verb or an auxiliary verb. He did not also classify it into either a regular verb or irregular verb. Meanwhile the verb to be is an irregular verb. An irregular verb is one that does not simply add **'-d'** or **'-ed'** to form the past participle (Annan, 2014:34)

18

The forms of the verb 'to be' are made up of**; am, is, are, was** and **were**. But other books have seen them differently all together. According to Annan (2014: 35) and Leech, Deuchar, and Hoogenraad (2006:01) both said that primary auxiliary verb 'to **be'** has the following forms**; am, is, are, was, were, being** and **been**. Deducing from all that they said, it means that the verb 'to **be'** has seven forms in addition to itself to make up eight in number.

In the contrary, others have also seen the verb 'to **be**' form less than eight in number. Among them is Alagbe (2009:59) that opines that the primary verb 'to **be'** is made up of; **be, is, are, was, am** and **were**. These are the verb 'to **be'** that are mostly common to many of the books that are in used.

The verb 'to **be'** by nature will have its challenges as far as leaners of the language are concerned. The challenges are conspicuously seen where, it has been classified as a finite verb and the same time a non – finite verb. We can say that; **is, am are, was** and **were**; are the finite forms of the verb '**be**' and to **be, been** and **being** are its non – finite forms. Once it is not specific on its finite form poses a lot of challenges to learners if not well explained with examples.

2:2:2 The verb 'to have'

A verb 'to **have'** is the second main form of the primary auxiliary verbs that primarily support the main verb in a sentence to form either past perfect or present perfect tense. Murthy 2005:122) believed that the verb 'to **have'** is used to form perfect tenses. The tense are of two fold; ie. The present perfect tense and the past perfect tense. Murthy gave an example as

- I *have* written the letter (Present Perfect)

Murthy also saw that the verb to have can be used in the continuous form of the perfective tense both present and the past. Paul and Arthur (1969:78) also share the same idea that primary auxiliary verb '*have*' is used with the past participle form of the main verb. Lexically, the verb 'to **have**' is used to show possession or experience. According to Annan (2014: 127) opines that with the lexical (full), "**have**", we must distinguish between "**have**", meaning hold or possess as in;

- That man <u>has</u> a gun.

- And '<u>have</u>' meaning something else; as in;

- Most people <u>have</u> a bath every day.

Annan's explanation to the full verb '**have**' here is used in different ways but with the same meaning. The verb have can equally be used as lexical verb to mean 'hold' or possess in the interrogative form e.g.

- *Have* you any money on you?

In the same uses of the verb to '**have**', it can also in another dimension used in the passive form of the sentence. This idea is in support with Murthy (2005:122) that said that the verb 'to **have**' is used to form passive voice. This can be demonstrated in the example below.

- I *have* been informed of the matter.

The verb to 'have' is also used with the infinitive form to express either a command or to express an obligation. When the verb to have is used with 'to infinitive' it will result into an expression like;

- You *have* to carry your own cross.

20

- You *have* to be here early dawn tomorrow.

The other way it can express an obligation is when it is used as follows;

- She *has* to live with her parents.

- She *has* to earn money for his family (Murthy, 2005: 122).

Despite the functions that the verb 'to **have'** has to help somebody (people) learn, it still has challenges when it is not checked well will make the language difficult to communicate. Parrott (2000:97) declared that the present perfect tense causes problems to many learners because we use it both to refer to events that translate into present tenses in other languages (e.g. I *have been* here for three days) as well as to events that translate into past tense. (e.g. *I've been* here before). It is difficult combining the verb to *'have'* and its forms with main verbs to get meaningful sentences formed. It becomes worse if the main verb is an irregular verb which its (–en) form has no pattern.

They are of the view that it rank high in terms of the verb's complexity. People try to avoid it but it is playing a vital role in the verbal group. It is use in the perfective form both in past and present tense and progressive.

2.2.3. The verb 'to do'

The third primary auxiliary verb, which is less used is the verb 'to **do'**. A good number of people used it in sentences as a helping verb but do not know that it can play the role of a primary auxiliary. It is on this juncture that Reid (1991:18) discussed that the auxiliary verb 'do' as a verb that is used to show emphasis, to ask questions and to make denials about the sentence. In his opinion, any statement that is used to emphasize on a point, it is the verb 'to **do'** that is used. For instance;

21

- The boys *do* not play soccer.

The verb '**do**' that is added in the example is sharing an emphasis.

The '**Do**' verb can be interrogatively used in a sentence to ask a question. For example; *do* the boys play soccer? Another instance which Reid emphasized was the issue about using the verb '**do**' to make a denial this can be seen in the sentence below.

- The boys *do* not play soccer. (Making denials) Reid, 1991:18)

This verb '**do**' auxiliary is made up of **do, does, did, doing** and **done**.

Kukurz (2009:3) opines that it is only semantically empty syntactical component. Kukurz further agreed that 'do' in sentences may very often be replaced with the verb more exact meaning than the verb '**do**'. For example

- Let's *do* the dishes = wash, dry

- She *has done* some really good essays = has written

In contrast, swan (2005:146) presents a list of the uses of auxiliary verb '**do**':

a) Question

We use '**do**' to make questions with lexical verbs. Here it is functions as 'empty' 'dummy' operator (do support)

- Do you like football?

b) **Do** is also used to make clauses with lexical verbs. Here it is also function as a 'dummy' operator.

- I *don't* like football.

1. It is used to express emphasis. Here. It can be used in the affirmative clause for emphasis.

- *Do* sit down

22

2.   Ellipsis

In cases where an auxiliary verb is used instead of a whole verb phrase, '**do'** is common in affirmative clauses as well as in questions and negation.

- She *doesn't* like dancing, but I *do*. You saw Allan*, did* you?

Murthy (2005) also is in support of uses of the verb **'do'** discussed above by Swan. All that they said about the verb '**do**' is appropriate to the study accept Reid. Reid did not discuss in detail the forms as well as the use of '**do'** verb. This will not give a clear picture to the study that has to do with the uses of primary auxiliary verbs among Baapelug Junior High School.

2.3. Errors of Primary auxiliary verbs Among Pupils.

It is not strange to hear pupil with the uses of primary auxiliary verbs been used wrongly. These pupils do it without knowing that it is wrong or an error they are making. Aboud (2009:1) explains that errors are usually the outcome of competence deficiency due to the incorrect storage of rules in the learners' minds. They are made either because the learners do not have appropriate knowledge or because pupil have some false knowledge. Errors are playing an important role in human life. This is because errors are committed to be corrected. For a child to learn a language or for an adult to acquire a foreign language the learner needs to pass through a series or stages of failure. These errors committed are natural in disguise and show that learning is taking place. Corder (1967) gave remarks that we have three significant ways of committing errors. The first way goes to the teacher. Did the teacher used any systematic analysis and how far did he go with the zeal or goal for the learner to progress in life and what is left for him to learn. Teacher can benefit from errors showing the effectiveness of teaching. Teacher's

23

strategies and materials use should be continued or used in teaching in the same way or not? Errors are in pupils and they need help to overcome.

Secondly, in language research, evidence is shown that there are strategies a learner is putting in place to discover the language speaking difficulties. It is a proof for researchers to benefit from the errors. This can show both positive and negative sides of language teaching and learning.

Lastly, errors committed shows that the learner is learning the language. They become part of the learner because we can regard the making of errors as a device the learner use in order to learn. A lot of errors committed by pupils start somewhere in the learners live and they are reasons that are backing them. The reasons according to Brown (1987:109) and Taylor (1975: 73) opine that the common sources of errors are interlingual transfer, intralingual transfer and the content of learning including both teaching materials and teaching methods adopted by teachers.

Interlingual transfer is the transfer of items from the learners' native language to the foreign language that the pupil is learning. For instance, the language the pupil of Baapelug Speak is Gurene and it has not got primary auxiliary verbs that stand alone. So what they do is to transfer the same idea into the English Language. A pupil wrote a sentence like this:

- I hearing a lot of noise in the room.

The child omitted **'am'** in the sentence because he/she has not got it in his language According to Corder (1971: 61), there are interlingual errors when the learner's L1 habits (patterns, systems or rules) interferes or prevent him/her somehow they acquiring the patterns and rules of the second language.

24

In addition to the first source of errors, there is another source of errors that do happen when learners are assimilating a new language into their system. This source is called intralingual transfer and it happens within the language being learnt independently from the native language or the first language. Intralingual transfer is also called developmental because the foreign or the second language can be a source of errors as learners transfer rules within the target language and applied them wrongly in the target language. According to Richards (1974: 6) indicates that they are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the foreign language. This wrong application is possible when pupils are asked to form sentences in the present perfect form and they will misapply the use of the auxiliary verb to 'have' with the perfective form of the main verb. Such pupils usually transfer wrongly the linguistic items, rules and structure in the foreign language. These errors made by these pupils are called developmental errors. Developmental errors are similar to these made by children learning the target language as their language (Dulay, Burt and Krashen, 1982: 165).

The point Dulay et al made is not quite far from what Richards said but just to confirm that the errors pupils make are within the target language with wrong application of linguistic items, rules and structures. Some errors seem to the teacher to be the natural accompaniment of acquiring a new skill or the inevitable slips of the pen. Some of the errors have become resistance to change because they have become part of the person's life.

Context of learning errors is a source of errors where the learners did not get the correct tuition with the right teaching and learning materials. Aboud (2009: 11) states that

teaching methods and materials within the classroom can also be a source of errors. Adding more flesh to what Aboud said, Taylor (1975: 73) also believes that the faulty presentation of structures, or words in a textbook, improper contextualization of pattern, teaches and ignorance might lead to errors.

The Forth source of errors is the mental and physical process. Mental and physical process is also a source of errors where the rules, structure and linguistics items are jammed-up and misapplied. This source of errors can generally be looked at by Taylor (1975) again, that says mental and physical process as a source of errors, the following subcategories have been identified.

- **Overgeneralization**: It is a kind of errors that made because of the wrong application of some rules from the foreign language. Eg. The inflectional morpheme (-s) is either added to verb to make singular or to a noun to make it plural. But note that, not all words both verbs and nouns that make the singular nouns plural with that marker respectively.

- **Convergent Structure Analysis** is the failure of the learner to differentiate between elements in a string. An example is the failure to perceive the existence of inflections.

- **Formal Item Conflation** is the inability of the learner to notice the right application of some rules because he/she is confused. Eg. Wrong use of has/have and the verb to **'be'** and its forms.

- **Auditory Discrimination failure** is also the inability of pupils to observe phonemic and phonetic distinctions.

- **Muscular**: It is the failure of the learner to produce the sounds of a foreign language. Eg. The vowels and the consonants sounds.

Based on the argument Taylor advanced here, it indicates that he has said about mental and physical source of errors, some of the subcategories are not needed in the teaching and learning of primary auxiliary verbs in English Language. For instance, the uses of auditory discrimination and muscular are not needed for this study. They were far from the study of primary auxiliary verbs.

2. 4 Language learning strategies

Primary auxiliary verbs become a problem for pupil because the right channel for teachers of English to follow for them to arrive at a point where pupils will not become confuse the more did not follow strictly. The methods, the skills, and the approaches that would have been employed for teachers to achieve their maximum goal was lacking hence these pupils' predicament. According to Owu-Ewie (2018:27) opines that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies are said to be in context and are varied from person to person to tackle a problem and find a possible solution to it. There is no specific way of dealing with the problem but various ways.

Language teaching strategies are specific techniques, actions, procedures, and behaviours that pupils develop to improve their level of understanding in the acquisition of a second language. Language learning strategies are procedures that facilitate the learning task and they vary considerably within each individual learner (Chamot, 2005 cited in Nyasimi,

2009: 40). Rubin (1997) share the same view that language learning strategies (LLS) are processes which contribute to the development of the language system which the learner constructs and affects learning directly. The learner is placed at the centre for skills, actions and procedures to be developed in order to achieve a specific aim. Learning strategies are explained as 'specific actions, behaviours steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning' (Scarcella & Oxford, 1992: 63). According to Oxford (2003: 2) confirms that when the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning.
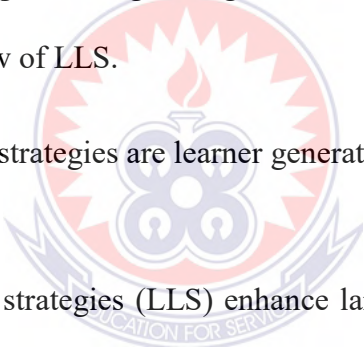
Oxford went further to look at the strategies to be neither positive nor negative until it is used; either than that it is neutral in context. All learning strategies can be useful, purposeful successful if satisfy the following conditions;

- The strategies should relate well to the L2 task at hand,
- Strategies should fit the particular pupil's learning styles preferences to one degree or another and
- The pupil should employ the strategy effectively and link with other relevant strategies.

Strategies that fulfill these conditions 'make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations' (Oxford, 1990: 8).

Many writers still have their own point of view with regard to language teaching strategies that can effectively help the learners acquire the skills and knowledge of

28

language teaching strategies. According to Weinstein & Mayer (1986: 315) believe that language learning strategies are 'behaviours and thoughts that a learner engages in during learning which are intended to influence the learner's encoding process'. Mayer (1988: 11) is more specific in the distinction that learning strategies are behaviours of a learner that are intended to influence how the learner processes information'. The features of language teaching strategies are that they enhanced effective learning of the pupils if the weakness are identified. Pupils' communicative competence is addressed and the learning behavior of pupils will also improve. Under the characteristics of learning strategies, Chamot & O'malley (1994), O'Malley & Chamot (1990) and (Oxford, 1990a, 1996), all are of the view that language teaching strategies have a number of basic characteristics in the generally accepted view of LLS.

- Language learning strategies are learner generated, i e they are steps taken by language learners.
- Language learning strategies (LLS) enhance language learning and help develop language competence as reflected in the learner's skills in listening, speaking, reading or writing the L2 or FL.
- LLS are visible in (behaviours, steps, techniques etc) or unseen (thoughts, mental process).
- LLS induce information and memory (vocabulary knowledge, grammar rules etc).

Those view on characteristics are features that support learner more especially at the basic level to enhance the learners' competences. Still on the characteristics; Oxford (1990: 9) view of language learning strategies by listing as follows;

- Allow learners to become more self-directed

- Expand the role of language teachers

- Are problem-oriented

- Involve many aspects, not just the cognitive

- Can be taught

- Are flexible

- Are influence by a variety of factors.

There is the need for the study of language learning strategies because it widens the scope of the learner's mind towards language competence. According to Lassard-Clouston (1997: np) said in his article that within communicative approaches to language teaching a key goal is for learners to develop communicative competence in the target L2/FL, and LLS can also help students in doing so.

In another way but the same communicative competence, Canale and Swein (1980) also wrote on their article that recognized the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching.

Another purpose of training pupils through language learning strategies is to help develop the habit of knowing the language and its rule effectively and use them without challenges. Teachers carry a lot of responsibilities to allow pupils get the benefit of the language. O'Malley and Chamot (1990) carried a study that supported that effective L2/FL learners are aware of the LLS that they use them. Pupils leaning from LLS gain more knowledge ranging from using an active task approach in and monitoring one's L2/FL performances through media and interacting with native speakers.

On the contrary, the study may concentrate on the positive site of the study that it has on language learning strategies but its negative on the learner is also paramount. The over use of the language learning strategies can also pose negative effects on the learners if it is misapplied, overgeneralized and underutilized. A caution must also be noted though, because 'there is always the possibility that the good language learning strategies…are also used by bad language learners, but other reasons cause them to be unsuccessful' (Skehen 1989: 76).

2.5 Conclusion

Primary auxiliary verbs have three different forms. These three forms are the verb 'to **be**', 'to **have'** and 'to **do'**. These verb classes are in another form can be called non – modal verbs. This can be supported by Kukurz (2009: 2) who said in his thesis that non –modal auxiliary verbs are second in class and made up of the verbs **'be' 'have'** and **'do'.** These verbs can be used as helping verbs and at a certain point used as lexical verbs.
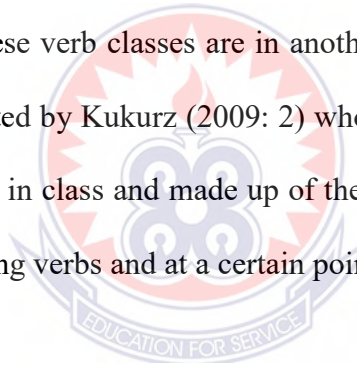
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with procedures and methods that were used to gather, to collect and to analyze data. It describes the research design, location of the study, target population, sampling techniques and size, and research instruments used.

3.1 Research Design

This is usually the blue print which determines the nature and scope of the study carried out. According to Kothari (2004) "a research design is a plan or blue print of investigation conceived so as to obtain answers to research questions. It is the heart of the study. It provides the procedural outlines for the conduct of any given investigation." For the purpose of this study, the researcher adopted a descriptive research design which according to Best (1970: 40) is "the condition or relationships that exist, practices that prevail, belief, points of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing in order to describe, compare, contrast, classify, analyze and interpret the entities and events." This design was considered appropriate because it enabled the researcher to gather information from the respondents on challenges students face in learning the second language verbs and their verbal groups more especially the primary auxiliary verbs and their forms at basic levels. The design seems necessary for the study because of its strengths as it enabled the researcher to gather information from the sampled respondents by use of a written test, interview and the use of questionnaires. This design was also chosen because it allowed

the researcher obtain both quantitative and qualitative data with regard to challenges students face in learning primary auxiliary verbs in English Language.

3.2 Location of the study

The locality where the study was carried out in this study was Baapelug Junior High School, Baare in Talensi District of Upper East Region of Ghana. Baapelug Junior High School is located in the central part of the district and is a government school. The sampled population used for this research were form two pupils in various disciplines whose mother tongue is either Gurene language or Talen. These form two pupils have had training in the use of English language but still display some confusion in the use of English primary auxiliaries, and this research is designed to test their abilities in the manipulation of the English primary auxiliaries in the second language situation. Some sentences were presented to them to give the exact picture of their use of primary auxiliaries. The reason the researcher chose this dwelling is because English dominates to be a second language as compared to other languages spoken in the areas where the school is situated.

3.3 Target population

This study was carried out in Baapelug Junior High School, Baare, Ghana. The school had its junior high statues in 2015/2016 academic year. This school was curved out of the primary school which was establish more than twelve years ago by then president; President Kuffour. The population in the school was not all that much as compared to other schools in the district. Baapelug Junior High School was chosen for the study because of its close proximity and easy access to the researcher. The target population

consisted of twelve teachers and fifty-five pupils in the school. Both the primary and the JHS have twenty-two teachers. The target respondents were the form two pupils and they were thirty pupils in all. They were made up of sixteen girls and fourteen boys in the class. Form two pupils were considered more appropriate for this study because they had more exposure to primary auxiliary verbs teaching and learning in their class as compared to the first years.

3.4 Sampling techniques and sample size

The researcher did not select any technique for this study but a technique necessary it. The technique I chose for this study is called purposeful sampling technique. Purposive sampling involves a deliberate selection of sampling units which conform to the determined criteria (Frankfort –Nachmians and Nachmians, 2005). Purposeful sampling technique was used to select the school to be used in the study from the public junior high school in the district. Sampling purposively was deemed important in order to cater for various kinds of pupils the school had in the district. The sampling was necessary because the researcher needed results, manageable population and the researcher's strength. The pupils in the class were purposively chosen for the study because it was assumed that they had fair knowledge on the topic on which the test was conducted. This formed a sample of 30 pupils out of 50 which constituted 60% of the school sample. According to Mugenda and Mugenda (2003), a suitable sample size for a descriptive study should at least be 10% of the total population. Stratified random sampling technique was also used to select students as respondents in the study. Creswell (2014:104) states that Stratification means that specific characteristics of individuals (e.g., gender—females and males) are represented in the sample and the sample reflects

the true proportion in the population of individuals with certain characteristics. The students were stratified into three categories: above average, average and below average and it was done to ensure a wide adjustment with respect to challenges students face in learning primary auxiliary verbs.

3.5 Pilot study

The researcher piloted for this study for a reason. Orodho (2004) recognizes that piloting helps to detect deficiencies in the research instruments such as insufficient space and ambiguous questions. It also helps to reveal if the anticipated analytical techniques are appropriate. For this study, the pilot study was done with a colleague English teacher at Baare Junior High School and was carried out in that public school in the district which was randomly selected and which was not included in the main study. It was carried out by administering an interview and a written test to 30 pupils. As a result, a total of 16 subjects were involved in a pilot study. This is the minimum number of subjects required for conducting statistical analysis as recommended by Mugenda and Mugenda (2003). The purpose of the pilot study was to test the validity and reliability of the research instruments. It provided some discernments that made the researcher modify and make necessary amendments to the mechanisms. The results obtained was insufficient for the researcher to carry out the research with that number. It was also inconvenient to the researcher for its distance proximity. The test that researcher conducted was identify pupils' situation on the ground. The result that the researcher got after marking pupils' written test prove that over 85% of them could identify which the primary auxiliary verbs to use.

35

3.6 Validity

Validity establishes whether the research instrument measures what it is intended to measure (Kothari, 2004). Conferring to Saunders (2009) validity of an instrument is improved through expert judgment. To establish the validity of the research instrument: interview schedule and a written test were piloted so as to ascertain their validity. The findings from the pilot study became the basis for revising the research instruments. The results obtained enabled the researcher to modify and improve questions that were equivocal and superfluous. This aided to ascertain the content validity of the instruments. Thus, information obtained from the pilot study and input of experts helped in validation, which also helped to confirm that the methodology and instruments used provided the required data.

3.7 Reliability

Reliability is concerned with the extent to which a research instrument yields the same results or data on repeated trials (Mugenda and Mugenda, 2003). The test-retest technique of reliability test was used whereby pupils' questionnaire was administered twice to the respondents, with a one-week interval, to allow for reliability testing.

A Pearson's Product Moment formula for test-retest was employed to compute the correlation coefficient in order to establish whether the content of the questionnaire is consistent in eliciting the same responses every time the instrument is administered (Nyasimi 2009: 56). A correlation coefficient of 0.78 was obtained and considered adequate for the study which was in accordance with Orodho (2004) who notes that a correlation coefficient of about 0.8 should be considered high enough to judge the instrument as reliable for the study.

36

3.8 Data collection procedures

This refers to the gathering of information to serve or prove some facts (Kombo and Tromp, 2006). It involves the real procedure of going to the field to get the required information from the selected population. This is to ensure that the primary evidences are collected by the researcher and of the procedures used. First of all, the researcher obtained an introduction letter from Graduate school, University of Education, Winneba. This enabled him to obtain a research permit from the Talensi district education office to carry out research in the district. As the research permission was granted, the researcher visited the selected schools to seek permission from the Heads of the schools and made appointments for data collection with the respondents. The researcher took the pain to explain to the respondents the purpose for the research highlighting that the information they gave would be used for research purpose only. It would be treated confidentially and their identity would not be exposed.

On the scheduled days for the meeting, pupils were then given a written test at different times for the same pupils in the school. The researcher administered the test and collected the written test and marked. The questionnaires were then administered to the students by the researcher. The completed questionnaires were collected on the spot. Thereafter, the researcher conducted face- to-face interviews with the selected teachers as the researcher noted down the responses given.

In the course of the interview, the researcher simplified and probed for more information where necessary and assured the respondents (both the teachers and the pupils) that the data gathered would be used for the purpose of the study and therefore need to respond fairly as possible.

37

3.9 Data analysis

Data analysis deals with the process of data classification, data coding, data entry and analysis in order to make interpretation possible. It is also concerned with the statistics that are used to analyze data, that is, the organization, interpretation and presentation of collected data (Oso and Onen, 2005). The study was made up of both qualitative and quantitative data. These were collected by the use of both closed-ended and open-ended questionnaire, interview items and a written test.

The researcher analyzed the qualitative data using thematic analysis and quotes by grouping the responses provided by respondents into various themes according to the objectives of the study. Quantitative data was tabulated, coded and processed using the Statistical Package (Nyasimi 2009: 58).

At that juncture, descriptive statistical techniques such as frequencies and percentages were used to analyze the quantitative data. Finally, data was presented by use of tables and graphs.

3.10 Logistical ethical considerations

Logistical ethical considerations have to do with the researcher ensuring ethical checks. That is, a series of questions that a researcher must ask about the research and the specific procedures included safeguarding subjects (Graziano and Raulin, 1997). This would be achievable, if the researcher ensured that respect and rights to privacy were heightened and protected from physical and psychological harm of the respondents involved in the study. The researcher was to ensure that each respondent understood the core values of the study. The respondents were given clear and sufficient background information on which to base their own decisions as to whether they would take part in the study or not.

It was only after their approval was attained that the copies of questionnaires, written test and interview schedules were administered to the respondents from each school. In each case a specific briefing was given on the nature of information required from them by the researcher; privacy of the information provided was assured and they were asked to neither mention their personal names nor those of their specific schools anywhere on the research instruments.

3.11 Conclusion

Chapter three dealt with methodology of the study. The design was considered because it enables the researcher to gather information from the respondents on challenge pupils focus in learning primary auxiliary verbs. The population sample was taken from Baapeleug Junior High School from two and sample size was thirty in number. The research instruments used were; written test, questionnaires and observation.
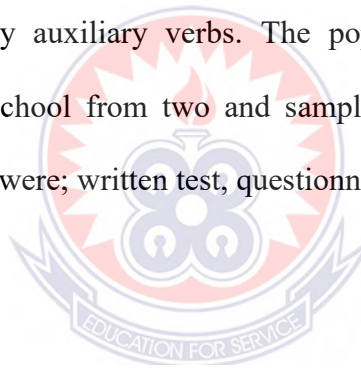
CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.0 Introduction

Chapter four discusses the findings and discussion of the study in accordance with the objectives set for this study. The purpose of the study is to investigate the uses of primary auxiliary verbs among Baapelug Junior High School pupils. The chapter has been divided into five sections for easy presentation. The first on the sub-section, under this chapter after introduction presents the demographic details of the respondents in the study. The next sub-section examines appropriately the written tests of second year pupils of Junior High School, Baapelug with an aim to identifying systematic recurrent errors in their uses of English primary auxiliaries and the frequency of the errors in written. The next segment identifies and discusses reasons that might have been the causes of the errors analyzed in the study. To investigate challenges students' face in learning of primary auxiliary verbs and to establish strategies pupils employ in the learning of primary auxiliary verbs. Presentation of data is done by using descriptive statistics such as frequencies, percentages, tables and graphs.

4 .1   The number of research instruments issued

The sub-section provides data on the return rate of research instruments and demographic characteristics of respondents are shown below in Table 4.1.

Table 4.1: The return rates of the research instruments

Instrument	Administered	Collected	Percentage (%)
Written test	30	30	100
Questionnaires to pupils	30	30	100
Questionnaires to teachers	10	10	100

In the administration of both written test and questionnaires to the sampled pupils of Baapelug Junior High School the outcome received from them indicate 100% return rate. On the part of the teachers who were hand-picked from different schools teaching the subject – English Language also gave me 100% return rate. Saunders (2009) is of the view that a return rate of 50% is adequate, 60% good and 70% and above very good. The return rate obtained above in the table confirms that the rate at which the research instruments were collected is very good.

4.2 The data of the respondents (pupils)

This section presents the demographic information of the respondents in terms of their school and their class. First of all, this study sought to determine the kind of pupil to use for this study. Form two pupils of Baapelug Junior High School were chosen for the study. The researcher did that in order to holistically investigate the use of primary auxiliary verbs the pupils in the school. He also did that to ensure that the challenges pupils face during their time of study of primary auxiliary verbs would be revealed. Table 4.2 shows the number of males and females involved in the study.

Table 4.2 The data of the pupils

Pupils	Frequency	Percentage (%)
Boys	14	46.7
Girls	16	53.3
Total	**30**	**100**

The table above indicated that the school is a mixed school and therefore has girls more than the boys. The girls are sixteen in number in the class representing 53.3% of the total population sampled and the boys on the other hand were fourteen represented 46.7% of the population.

To add to what has been discussed above, the researcher sought to ascertain the professional qualification of the ten sampled teachers of the language. Professional qualification is an important factor in determining content mastery, competency and delivery of the subject matter to students. Below is a chart showing the information of the teachers of the language.
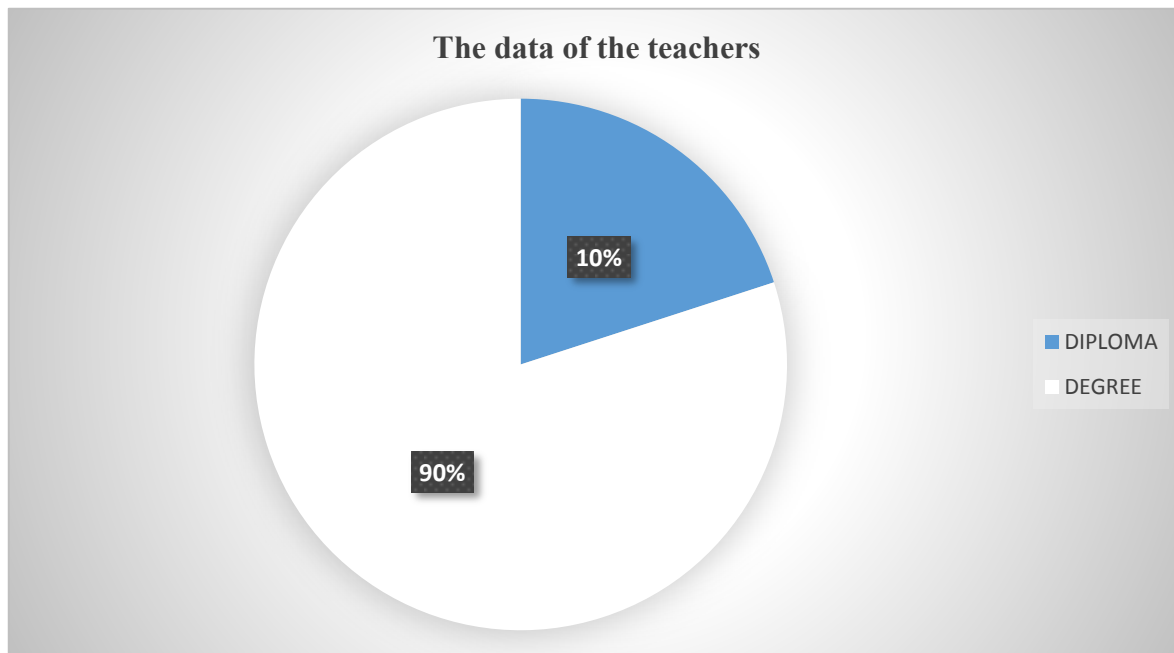
Figure 4.1: Professional qualifications of teachers

Figure 4.1 signposts that the majority of teachers (90%) who participated in the study had bachelor degree in education (B.Ed) while another 10% had diploma in education. This implies that all the teachers who participated in the study were professionally qualified to handle the subject and could therefore provide important insights into challenges pupils face in learning a second language in primary auxiliary verbs uses. Richards (2008) points out that professional training and qualification of teachers are essential aspects in enabling them to have a good mastery of the content and acquisition of skills appropriate for language teaching.

The study also sought to find out the experience of teachers in teaching English. It was reflected on an important variable for this study due to the usual assumption that experienced teachers have a better understanding of their pupils, which enable them to

select appropriate teaching methods to suit their learning needs. The discoveries are demonstrated in Figure 4.2.
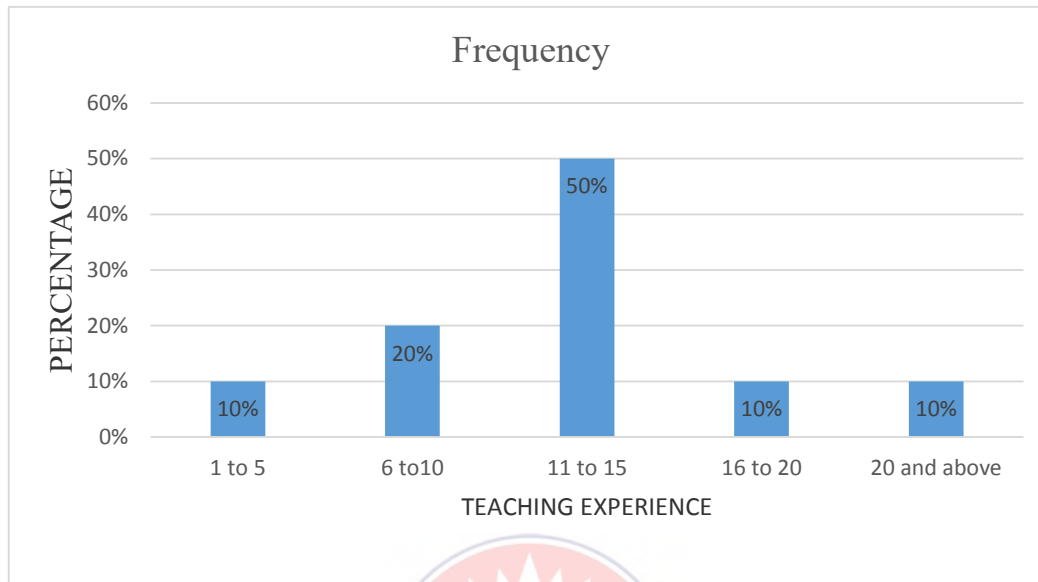
Figure 4.2: Teachers' experience in teaching English

Figure 4.2 indicated above shows that teachers have more experience in their field of teaching. It has shown in the figure that only one teacher representing 10% of the population sampled has experience in teaching from one to five years. Meanwhile two out of the ten teachers representing 20% have their teaching experience from six to ten years while five (50%) of teachers have taught from eleven to fifteen years. A teacher each had experience from sixteen to twenty and twenty and above representing 10% respectively. It demonstrates beyond doubt that majority of the teachers contacted for this study have taught for more than five years. They have got what it takes in the field to be in a better position to discuss challenges pupils encounter in learning primary auxiliary verbs in Junior High Schools. The number of years in teaching profession enables one to have mastery over the subject area. Professional training and qualification of teachers are

44

essential aspects in enabling them to have a good mastery of the content and acquisition of skills appropriate for language teaching (Richards 2008 cited in Nyasimi 2009: 63).

4. 3 Errors and frequency of occurrence.

The objective to be analyzed here is to identify the systemic recurrent errors in the use of English primary auxiliary verbs and the frequency of the errors. The number of pupils who took part in the written exam were thirty. Below are the marks obtained from the respondent and put in a table. The written test was conducted to ascertain the degree of errors committed by these pupils when it comes to the use of primary auxiliary verbs.

Table 4. 3 presents the results of pupils who wrote the written exams.

MARK OBTAINED	Verb (BE)		HAVE		DO	
	Freq.	Percent. (%)	Freq.	Percent. (%)	Freq.	Percent. (%)
0	14	46.7	14	14.7	14	46.7
1	1	3.3	6	20.0	3	10
2	1	3.3	4	13.3	3	10
3	3	10.0	13	13.0	2	6.7
4	5	16.7	0	0	2	6.7
5	3	10.0	1	3.3	2	6.7
6	1	3.3	1	3.3	2	6.7
7	1	3.3	1	3.3	1	3.3
8	0	0	2	6.7	1	3.3
9	1	3.3	0	0	0	0
10	0	0	0	0	0	0
Total	30	100	30	100	30	100

Key F= Frequency   P= Percentage

The Table 4:3 above reveals that pupils numbering fourteen which represent 46.7% of the pupils' population scored nothing in the written test conducted in the three forms of primary auxiliary verbs (ie. The verb 'to **BE',** the verb 'to **HAVE'** and the verb 'to **DO'**). Equally, one (3.3%), six (20%) and 3(10%) represented the number of pupils who scored only just one in the verb 'to **be', 'have'** and **'do'** respectively. Also, those pupils who had

three out of ten marks scored, were one (3.3%), 4 (13.3%) and 3 (10%) respectively in the three forms of primary auxiliaries.

The pupils who performed below average were those who scored three out of ten in the verb 'to **be**' and they were three (10%), verb 'to **have**' one (3.3%) and verb 'to **do**' were also three (10%). Furthermore, pupils who had four from the ten marks were as follows: the verb 'to **be**' had five (16.7%), the verb 'to **have**' had nobody representing 0% and the verb 'to **do**' had two (6.7%) whereas pupils who obtained the average mark of five were, the verb 'to **be**' three (10%), the verb 'to **have**' had one (3.3%) and the verb 'to **do**' had 2 (6.7%) respectively.

On another representation, the verb 'to **be**' and the verb 'to **have**,** had each one (3.3%) of the pupils obtaining six but the verb 'to **do**' had two (6.7%). One pupil each had seven which represents 3.3% of all the primary auxiliary verbs. No pupil had the verb 'to **be**' eight but two (6.7%) had the verb 'to **have**' and one (3.3%) only had the verb 'to **do**'. It is only one (3.3%) pupil had nine but the other forms had nothing (0%). But no pupil had any of the primary auxiliary verbs all correct.

All these imply that primary auxiliary verbs posed a lot of challenges to pupils at the basic level. Among the three forms of primary auxiliary verbs, one is not better to the pupils than the rest. The marks obtained by pupils, reveal without assumption that there were a lot of challenges that pupils underwent during the time of teaching and administering the test items to them. It shows in table 4:3 that the verb 'to **have**' is carrying the greater number of pupils who committed a lot of errors in its uses. Pupils were not aware that this primary auxiliary verb can be used with past perfect form of the main verb. It is also used to indicate number and tense. This is in line with Aliyu

47

(2015:95) that the auxiliary verb **"have"** will change its forms depending on the number and person of the subject and the tense of the verb. Similarly, Parrott (2000: 106) says that the present perfect tense causes problems to many learners because we use it both to events that translate into present tense in other languages (e.g I'*ve been* here for three days) as well as to events that translate into past tenses (e.g I'*ve been* here before).

4:4 Challenges pupils face in learning primary auxiliary verbs.

Questionnaires were issued to the sampled teacher to solicit views on the use of primary auxiliary verbs and to also hear from them which among the three forms of auxiliaries is problematic. It was a procedure used to solicit views from teachers on the use of primary auxiliary verbs and this is illustrated in the table below. The results that has been received from the study is used in Figure 4:3 below.
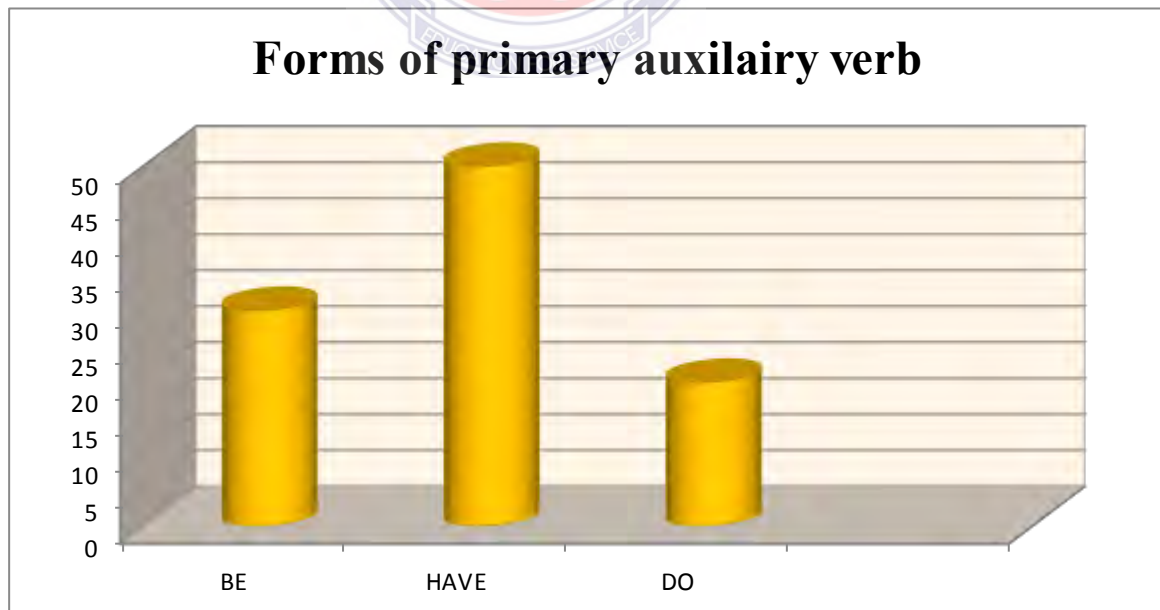
Figure 4.3 presents the response of teachers on pupils' errors

The analysis of data is shown in Figure 4.3 reveals that three teachers think that the most challenging primary auxiliary verb is the verb 'to **be**' and this represents 30% of the sampled population of the teachers selected while five teachers representing 50% believed that the most challenging among the auxiliary verbs is the verb 'to **have'.** Two out of ten teachers representing 20% opted for the verb 'to **do**' as the most challenging among them. This implies that in the use of primary auxiliary verbs, it is obvious in this study that the verb 'to **have**' presents pupils with more challenges during communication. The other forms of primary auxiliary verbs had their own challenges which pupils face but the worst of all is the verb 'to **have'**.

On the other hand, 80% of the pupils had marks from zero to two out of ten marks on the verb 'to **have**' failing in that regards whereas sixteen (53.3%) and twenty (66.7%) had failing marks in the verb 'to **be**' and the verb 'to **do**' respectively. All that has been discussed, is an indication and demonstration that those sampled pupils really had a challenge in the comprehension of the primary auxiliary verbs.

Table 4:4 below presents the response of teachers on the challenges pupils face in the learning of primary auxiliary verbs. The table indicates the responses pupils face as challenges in the learning of primary auxiliary verbs as follows:

Table 4. 4 presents the response of teachers on challenges pupils face.

Challenges	Frequency	Percentage (%)
Inadequate textbooks	4	40
Limited vocabulary	3	30
Grammar use problem (tenses, sentence,	6	60
Structure	6	60
First language interference	5	50
Spelling challenges	5	50
Misinterpretation of set question	7	70
Difficulty in content mastery of primary auxiliary verbs	8	80
Cohesion and coherence problems	6	60
Lack of adequate revision on the leant content	6	60
Attitude of pupils in grammar lessons	2	20

Key F= Frequency   P= Percentage

Considering the nature of the results from Table 4. 4, the empirical evidence is that, majority of the teachers eight (80%) agreed and stated in the questionnaires that inadequate content mastery is the greatest challenge pupils face in learning primary auxiliary verbs. Seven (70%) of the respondents confidently mentioned that misinterpretation of set question was the main factor of their challenge. Six (60%) of the respondents too indicated that grammar usage problems (tenses, sentence structure), cohesion and coherence problems and lack of adequate revision on the learnt content were third greatest challenge of the pupils. Five (50%) of the respondents stated that first

language interference and spelling where their challenges, while four (40%) of the teachers chose inadequate teaching and learning material (textbooks). Furthermore, three (30%) of the respondents indicated limited vocabulary whereas two (20%) of the teachers stated negative attitudes towards learning primary auxiliary verbs. Based on the findings, one teacher made a comment based on the experience that he had.

'*The usage of the present perfect tense and past perfect tense with irregular past participles is usually a serious issue not to only pupils but many speakers of the language'.*

Similarly, pupils have asked to state the challenges they encounter in the learning of primary auxiliary verbs. The response pupils gave are tabulated in table 4:5.

Table 4:5 present challenges pupils face in the learning of primary auxiliary verbs.

Challenges	Frequency	Percentage (%)
Inadequate learning material	17	56.7
Lack of feedback from teachers	12	40
Lack of adequate practice in L2	14	46.7
Limited attention to individual learner differences	15	50
First language interference	10	33.3
Limited vocabulary	11	36.7
Correct spelling problems	15	50
Difficulty in content mastery	23	76.7
Negative attitudes towards grammar learning	16	53.3

51

Inadequate interpretation of set questions	17	56.7
Teachers inadequate points explanation	10	33.3
Inadequate revision by teachers	9	30

Key F= Frequency   P= Percentage

Findings summarized in the Table 4. 5 above shows that 76.7% of the pupils, (twenty-three) believed that difficulty in the mastery of content is their major challenge. Seventeen (56.7%) of the respondents indicated that inadequate learning materials and inadequate interpretation of set questions were their major challenges too. Sixteen (53.3%) of the respondents picked grammar usage problems (tenses, sentence structure) to be one that gives pupils a lot of challenges. However, sixteen (53.3%) respondents saw that negative attitudes towards learning primary auxiliary verbs is their challenge. Fifteen of the pupils representing 50% are of the opinion that limited attention to individual learner differences and correct spelling problems were their challenges while fourteen of them representing 46.7% point to the fact that lack of adequate practice in the second language was their challenge. Twelve (40%) of the respondents agreed that lack of adequate feedback from teachers was their challenge whereas eleven of the respondents 36.7% agreed that limited vocabulary was a serious challenge to them. Further, ten representing 33.3% of the respondents responded to the fact that first language interference and teacher's inadequate points explanation were facts hence their challenges while nine of the pupils representing 30% of the pupils indicated that inadequate revision by teachers to them was a serious challenge. This symbolically demonstrates that inadequate mastery of the content and improper use of the second

language are both challenges pupils face in the use of second language primary auxiliary verbs.

The study was also carried out to seek measures from teachers that can be put in place to promote pupils' learning of primary auxiliary verbs. The table below shows measures teacher suggested for the improvement of pupils learning primary auxiliary verbs.

Table 4:6 presents measures teachers took for improving the use of primary verbs.

Measures	Frequency	Percentage (%)
Give more exercises	7	70
Issuing handouts	4	40
Remedial teaching	6	60
Organizing internal symposiums	2	20
Group discussions	8	80
Encouraging peer teaching	6	60
Encouraging pupils to read widely	10	100
Frequent provision of feedback	5	50
Organizing for resource persons	5	50
Motivate (reward) pupils who excel	3	30

Key F= Frequency   P= Percentage

Findings of the study as shown indicates that all the teachers embraced the idea that pupils should be encouraged to read widely. Many of the respondents representing eight (80%) were of the view that pupils should develop the habit of doing group discussions while seven representing 70% of them said in their responses that more exercises should

be given to pupils to work on. Six representing 60% of the respondents supported the idea that pupils should be taken through remedial teaching and pupils should encourage themselves to do peer teaching to enhance their language acquisition abilities. Next in terms of ranking is five representing 50% of the teachers who opted for frequent provision of feedback to pupils and that resource persons should be organized to train pupils. Meanwhile four (40%) of the teachers endorsed the idea that handouts should be made simple for pupils to read. Three (30%) of the teachers were of the viewed that pupils who excel should be rewarded to enhance effective teaching and learning. Two (20%) of the respondents indicated that symposiums needed to be organized internally for pupils.

The results revealed that pupils needed more attention of the teacher to unearth the talent that is hidden. Pupils also needed motivation and resource personnel that encouraged them to learn. Remedial teaching should intermittently be organized to teach topics that were not well understood by pupils. Owu-Ewie (2018: 23) states that the teaching philosophy holds the key to all your teaching activities: the methods you use, the teaching materials you prepare, the teaching style or technique you employ, your relationship with your students and almost everything you do in the classroom.

4.5 Strategies pupils employed in learning primary auxiliary verbs.

The third objective of the study was to establish strategies pupils employ in learning primary auxiliary verbs. Below are the findings in table 4:8.

Table 4:7 strategies employed by pupils in learning primary auxiliary verbs.

Strategies	Frequently		Sometimes		Rarely		Never	
	F	P	F	P	F	P	F	P
Taking note	4	13.3%	26	86.7%	0	0%	0	0%
Asking teachers for clarification of concepts not understood	10	33.3%	20	66.7%	0	0%	0	0%
Group discussions	11	36.7%	19	63.3%	0	0%	0	0%
Peer teaching	10	33.3%	18	60%	0	0%	2	6.7%
Making corrections to rectify mistakes on primary auxiliary verbs	22	73.3%	4	13.3%	2	6.7%	2	6.7%.
Revising work leant in class	22	73.3%	8	26.7%	0	0%	0	0%
Role play	4	13.3%	0	0%	12	30%	14	6.7%
Writing exams, exercises and giving them out for marking	7	23.3%	21	70%	2	6.7%	0	0%
Reading widely on written materials in English newspapers, storybooks etc.	10	33.3%	20	66.7%	0	0%	0	0%
Making summary notes on the set textbooks for primary auxiliary verbs	4	13.3%	26	86.7%	0	0%	0	0%
Proof reading grammar books	6	20%	24	80%	0	0%	0	0%
Planning or organizing ideas before writing in both present and past tense	0	0%	8	26.7%	0	0%	22	3.3%

Key F= Frequency   P= Percentage

55

Findings shown in Table 4: 7 indicate that eighteen of the pupils representing 60% responded that the strategy for improving the learning of primary auxiliary verbs have to revise work leant in class and two (6.7%) also said they never revised on any learnt work in class before. Sixteen of the pupils representing 53% indicated that planning or organizing ideas before writing in both present and the past should be a strategy to employ frequently. Fifteen (50%) pupils have the view that correction to rectify mistakes on primary auxiliary verbs is one of the strategies for analyzing learning.

Twelve pupils representing 40% indicated that note talking and making summary notes on the set textbooks on primary auxiliary verbs are frequently used by them. Apart from strategies which are frequently used, others for example are not frequently used and are strategies for improving learning of primary auxiliary verbs. These strategies; role play four (13.3%), proof reading grammar books by pupils seven (23.3%) and group discussion eight (26.7%) of the pupils are not used frequently. This demonstrates that pupils did not know some of the strategies before the written test was conducted. The students often feel upset; for they have found that there is a great gap between themselves and their teachers in dealing with errors and understanding of error correction (Owu-Ewie, 2018: 251). Pupils' errors identified by teachers are the problem solving strategies of pupils' progress. Errors also enable the teacher to decide whether to devote more time to the items worked on or special attention should be given to some of the strategies used.

Below are methods teachers' used in the teaching of primary auxiliary verbs to pupil and how often they used. Table 4.8 indicates the methods teachers used in the teaching of primary auxiliary verbs and how often they used the methods.

Table 4. 8 Methods teachers employ in the teaching of primary auxiliary verbs

Methods	Frequently		Sometimes		Rarely		Never	
	F	P	F	P	F	P	F	P
Lecture	2	20%	8	80%	0	0%	0	0%
Questions and Answers	10	100%	0	0%	0	0%	0	0%
Group Discussion	5	50%	4	40%	1	10%	0	0%
Role Play	3	30%	6	60%	1	10%	0	0%
Brainstorming	8	80%	2	20%	0	0%	0	0%
Debate	2	20%	0	0%	0	0%	8	80%
Demonstration	7	70%	3	30%	0	0%	0	0%
Structured Peer Teaching	1	10%	6	60%	3	30%	0	0%
Oral Presentation	1	10%	4	40%	0	0%	5	50%

Table 4:8 presents resources teachers about their methods of teaching. The most frequent method adopted by these teachers is question and answer method which all the teachers used had ten (100%). The next method which is frequently used to teach the pupils is brainstorming with pupils which had eight (80%) out of the total ten (100%) teachers who returned their questionnaires. Apart from question and answer and brainstorming, third highest in terms of most frequently use method is demonstration method that had seven (70%) indicated their positive response to it whereas only five (50%) of the teachers supported the use of discussion method.

57

In contrast, eight (80%) of the teachers agreed that debate should be used in the teaching of primary auxiliary verbs. eight (80%) of the teachers indicated that they sometimes used lecture method in the classroom while six (60%) of the teachers indicated that they sometimes used role play and structured peer teaching to teach primary auxiliary verbs. four (40%) of these same teachers used oral presentation in teaching instruction.

This implies that teachers use some of the methods more frequently than the rest in the classroom setting to achieve the objectives planned for. The method they adopted used frequently was to encourage pupils' communicative skills in the class and beyond. The communicative competence model which balances the two approaches incorporates grammar teaching and learning into the larger context of teaching students to use the language (Owu-Ewie, 2018:222). These teachers saw that question and answer method as well as brainstorming method was practiced frequently to enhance pupils' ability to communicate in the target language. They made the class pupil-centered methods of teaching for pupils to familiarize themselves. Badger and White (2000) cited in Nyasimi (2009: 67) mentions to the fact that product based approaches such as lecturing give little attention to pupils and teachers tend to over emphasis on the correctness, that is, use of correct grammar, syntax and mechanics rather than developing learners' communicative competence.

Teacher who participated in the study were asked how frequent they train or teach their pupils on the use of language learning strategies to enable them endure their learning of primary auxiliary verbs. The result got from them are shown in figure 4.4

Figure 4.3: Frequency of training pupils on the use of language learning strategies.
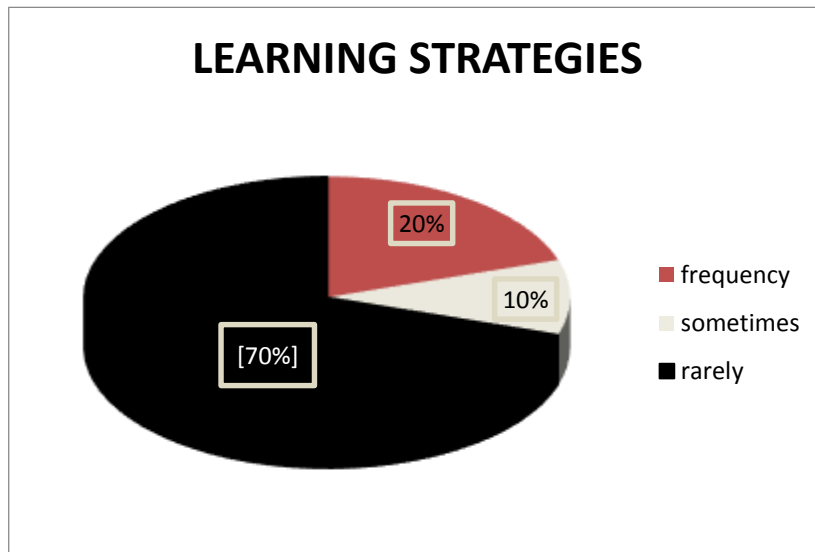
The results obtained as shown in the Figure 4.4 above shows that 70% of the teachers are aware that pupils are supposed to be trained using language learning strategies which according to them used frequently. 20% indicated that often train pupils on the use of language learning strategies while 10% did it rarely. In my observation while interacting with some of the teachers, it showed that 'we teachers to achieve their objectives but at the end we will still meet some of the challenges (one teacher said). 'Little did teachers know that, there is need for teachers to make a careful selection on strategies to use in primary auxiliary verbs lessons in order to help the students to acquire skills that will enable them achieve written communicative competence' (Nyasimi 2009: 67).

 Teachers in this perspective employed at least some of the strategies that they used not once but, more than once to achieve their aims. This is in line with Owu-Ewie (2018: 27) that said 'strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating

certain information'. Figure 4:3 above is a true representation of the fact that many teachers used some of the strategies frequently which can achieve better results, once they have been in the field for not less than three (3) years since learning the use of primary auxiliary verbs becomes not a problem to pupils at basic level. But this study brought a lot of wake-up calls to teachers of the language that they should not relax but use multiples of the strategies to achieve a particular goal.

Similarly, pupils were asked to give strategies that they employ in the learning of primary auxiliary verbs and how often they used. The findings are captured in Table 4:8

Table 4.9 Pupils' Strategies in Learning

Strategies	Frequency		Sometimes		Rarely		Never	
	F	P	F	P	F	P	F	P
Taking notes	4	13.3%	26	86.7%	0	0%	0	0%
Ask teachers for clarification not understood.	10	33.3%	20	66.7%	0	0%	0	0%
Group discussion.	11	36.7%	19	63.3%	0	0%	0	0%
Peer teaching.	10	33.3%	18	60%	0	0%	2	6.7%
Making corrections to rectify mistakes on primary auxiliary verbs.	22	73.3%	4	13.3%	2	6..7%	2	6.7%
Revising work learnt in class	22	73.3%	8	26.7%	0	0%	0	0%
Role play.	4	13.3%	0	0%	12	30%	14	46.7%
Writing extra exercises and giving them out for marking.	7	23.3%	21	70%	2	6.7%	0	0%

60

Reading widely on other written materials in English, e.g. Newspapers, storybooks etc.	10	33.3%	20	66.7%	0	0%	0	0%
Making summary notes on the set textbooks for primary auxiliary verbs.	4	13.3%	26	86.7%	0	0%	0	0%
Proof reading grammar books	6	20%	26	80%	0	0%	0	0%
Planning or organizing ideas before writing in both present and past.	0	0%	8	26.7%	0	0%	22	73.3%

Key F= Frequency   P= Percentage

In Table 4.9 indicated above shows finding on how pupils employed learning strategies in primary auxiliary verbs. Among the strategies shown, about twenty-two (73.3%) of pupils showed that making corrections to rectify mistakes on primary auxiliary verbs and revising work learnt in class were the strategies they like most. Next most frequently used strategies is group discussion, which had eleven (36.7%) of the pupils whereas ten (33.3%) of the pupils employed the strategy of asking teachers for clarification of concepts which were not understood by them, peer teaching and reading widely on other written materials in English e.g. newspapers, storybooks etc.

Meanwhile, twenty-two (73.3%) of the pupil population said in the table above that planning or organizing ideas before writing in both present and past had never been done before, while eight (26.7%) indicated that they used it but sometimes not all the time. Twenty-six (86.7%) of the pupils indicated that they sometimes did note taking and making summary notes on the set textbooks for primary auxiliary verbs. This implies that reading is the key to all the strategies mentioned above. Its benefits can be realized in

Owu-Ewie (2018:178) that it expands the imagination of children, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity.

4.6 Conclusion

After looking at the various arguments raised by the authorities, it is clear that the three forms of primary namely: the verb 'to be' 'to have' and 'to do'.

CHAPTER FIVE

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of all that have been done in the research with regard to the analysis of the use of primary auxiliary verbs. It is the chapter that summarizes the discussion of the findings of the research presented and analyzed in chapter four. The chapter comprises the conclusion of the study, recommendations for improving the teaching of primary auxiliary verbs among pupils in the basic schools and their use and suggestions for further research.

5. 1 Summary of the findings

This section of chapter five gives a summary of the study's findings with regard to the objectives of the study. It takes into consideration the errors committed by pupils in the use of primary auxiliary verbs and the frequent challenges pupils face in the use of the primary auxiliary verbs and the strategies used.

5.1.1 Identification of errors in the use of English primary auxiliary verbs and the frequency of the errors.

Majority of the pupils in the school could not understand the uses of primary auxiliary verbs. For instance, a question was asked for pupils to use a helping verb with the main verb to form sentences in the continuous form and here is the sentence;

- I ---------------a lot of noise in the room (hear).

A good number of the pupils had it wrong because they did not know that they were to use the verb '**to be'** to help complete the sentence. The pupils needed to use the helping verb; 'am', 'are' and 'is' go with the main verb which should be in the '-ing; form. They need to use the appropriate form of the verb 'to be' and the appropriate form of the main verb as well.

Discussing from the results obtained above, the researcher saw that some of the pupils did not or forgot to add the helping verb 'to be'. This goes to explain that, in the written test given, pupils who scored nothing in the use of primary verbs constituted 46.7% of their population. Those pupils who scored marks ranging from five to ten were just a minute as compared to those who had zero. All that it means is that primary auxiliary verbs give pupils a lot of problems at their level that needs serious attention.

Among the three forms of primary auxiliary verbs, the verb to 'have' seem to dominate in terms of challenges associated with its use than the other two primary auxiliary verbs.

5.1.2 Challenges pupils face in the learning of primary auxiliary verbs

The second objective of the study was to investigate challenges pupils face in the use of primary auxiliary verbs. The result shows that difficulty in the content mastery, inadequate learning materials and inadequate interpretation of set questions are the heaviest tasks pupils face in the learning of primary auxiliary verbs. Correct spelling problems, limited attention to individual learners' differences and lack of adequate practice in the second language are some of the other challenges that were discovered that needed serious attention. The findings of this study were established that pupils face difficulties in the second language both writing and speaking in the second language

because of the following hindrance in the learning process that include lack of vocabulary, first language interference, poor grasp of grammatical structures, incorrect spelling and illogical sequence of ideas.

5.1.3 Strategies employed by students in the learning of primary auxiliary verbs.

The third and last objective of the study was to establish the strategies pupils employ in the learning of primary auxiliary verbs. The findings of the study reveals that pupils did not use language learning strategies. Notwithstanding the number of the strategies that exist, pupils have limited ideas about the use of the various language learning strategies available to them. This, they depend on teacher-centered language learning strategies. Learners do not want to engage themselves in learning strategies that promote their ability to master the language such us peer teaching, group discussions and reading widely on other written materials in English eg. Newspapers and storybooks. When they do that, it will promote the use of primary auxiliary verbs properly in the target language to promote their language communicative competence.

5.2 Conclusion

The findings and results of the study presented brings to the conclusion that all the primary auxiliary verbs of English are problematic to pupils in basic school. But evaluating from the findings, one will not hesitate to point out that the verb 'to have' has posed more problems to pupils at basic level than any of the forms of primary auxiliary verbs. It means that, pupils have limited knowledge on the uses and proper application of the rules that governed the use of primary auxiliary verbs. Judging from this, it is seen that pupils did not get adequate tuitions of the usage of primary auxiliary verbs.

It is proven beyond doubt that learners of a second language and teachers cannot be perfect as the native speakers, but efforts should be made to set standards. Once it is used for our official duties, efforts should be made to overcome the challenges. This study also come to conclusion that English teachers should put up their best to teach the learners properly by the uses of techniques that will develop in pupils language skills, writing and reading.

5.3 Recommendations

The researcher deem it necessary to make few recommendations following summary, findings of the present research and the conclusions reached. These could be used to promote the proper teaching and learning of the second language grammar teaching especially the use of primary auxiliary verbs in basic schools.

In English language teachers should focus much of their attention on promoting communicative competence in the teaching of grammar lessons in their schools. Teachers can do this by taking pupils through sample of teaching approaches that enhance language competence such as group discussion, questions and answer, brainstorming, peer teaching and debates. Teachers could also integrate ICT in their teaching language to promote pupils ability to read new things.

It should be made necessary for all language teachers to always upgrade themselves academically to be equipped with the current trends of the language. Workshops should be organized regularly for teachers of English Language and be made compulsory to all language teachers to attend. It should be set as a bases for any English teacher to get promotion depending on the number of workshops the teacher has attended. These

workshops will equip language teachers to be up to date with the current trends of the language. This will help erase the traditional methods of teaching pupils the same procedures and at the end no better results will be harvested.

It also behooves on the teachers to use alternative procedures in the classroom that will engage the pupils to do extra or independent work with little guidance of the teacher. Teachers should employ language teaching strategies in the classroom that will encourage pupils' communicative competence. Group work, peer teaching and encouraging pupils to read widely should be employed by the teacher in the classroom to promote effective and efficient teaching and learning.

5.4 Suggestion for further research.

The study aim was to look at the challenges pupils face in leaning primary auxiliary verbs in basic schools. It is relevant to focus on challenges in learning primary auxiliary verbs throughout basic school to the tertiary level of ones' education.

From the observations, the researcher has discovered that the subjects (pupils) have general problem of the other grammatical categories and functions. As a result, the study seeks to recommend that further research should be conducted in the following areas;

- The English tenses;
- Grammatical concord;
- The English irregular verbs;
- The English articles;

All these grammatical categories simultaneously affect the use of primary auxiliary verbs.

REFERENCES

Aboud, H. H., (2009). Error Analysis of the university level students. *The use of concord. No. B* Vol. 5. 5th Year. January, 2009 A. D/1430H

Alagbe, A. A. (2009). The English primary auxiliary verbs: A linguistics theoretical exercised. *An international Multi-Disciplinary Journal,* Ethiopia, vol. 3(2), January, 2009

Aliyu H. (2005). *A Syntactic Analysis of the use of Auxiliary verbs in Office Document*: *A Case study of Ibrahim Badamasi Babangira University, Lapai.* M.A thesis.

Badger, R. & White, G. (2000). A Process genre approach to teaching writing. *ELT Journal*, Vol.54:153-160.

Bergman, C. A. & Senn J. A. (1986). *Health curriculum and composition with process approach to writing.* U S. A.; Michigan Press.

Brown, H. D (1987). *Principles of language learning and teaching.* Englewood Cliffs, NS.: prentice Hall; Inc.

Brown, S., Atteurdo S. & Vigliotic C (2014). *Understanding language structure, interaction, and variation, an introduction to applied linguistics and sociolinguistics for non-specialists.* (3rd) U.S.A. Michigan Press.

Canale, M. & Swein M. (1980). Theoretical Base of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1 (1), 147.

Chamot, A. & O'Malley M. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. Reading,* MA. Addison, Wesley.

Corder, S. P. (1971). "Idiosyntactic dialects and errors analysis*" IRAL,* 9 (2), 147-160.

Cresswell, j. W. (2014). Research Design: Qualitative Quantitative and mixed methods Approaches. (4th Edition) thousand Oaks, California 91320: SAGE Publication.

Damerik, M. (2010). *Brief Description of English primary Auxiliary verbs*. Publish repository USU. AC. ID. bitshream>10Goo http//:amelu.srv.lu.se grammar and words/selective-unit grammar/verb-phrases/primary-auxiliary verbs.

Dulay, H. Burt, & Krashen, S. (1982). *Language Two. Oxford:* Oxford University Press.

Frankfort-Nachmias, C. & Nachmias, D. (2005). *Research methods in social sciences*. (5th ed.). London: Arnold.

Freeborn, D. (1987). *A course Book in English Grammar*. The Macmillan press ltd hound mills Basingstoke: Hand shire RGZ1 2xS and London.

Hudleston, R. & Pullum, G. K. (2002). *The Cambridge grammar of the English language.* Cambridge University Press. Cambridge.

Hudson, R. (1991). *English word grammar.* UK: Basil Bleak Well Ltd. 108 Cooley Road, Oxford, OX4 ISF,

Kombo, D. K. & Tromp, D.L.A. (2006). *Proposal and thesis writing*: *An introduction*. Nairobi: Pauline Publications Africa.

Kothari, C. R. (2004*). Research Methodology: methods and Teaching* (2nd ed). New Delhi: New Age International Limited.

Kukucz, M. (2009). *Characteristics of English modal verbs*. PhD. Thesis.

Leech, G, Deuchar M & Hoogenraad R (2006). *English grammar for today; a new introduction*. (2nd Ed.). Published past Palgrave and millennium in UK.

Lessard-Clouston, M. (1997). *Language Learning Strategies: An Overview for L2 Teachers.* Kwansei Gakuin University (Nishinomiya, Japan).

Meyer, R. (1988). *Learning strategies: An overview.* In Weistein, C.E. Goetz & P. Alexander (Eds*), Learning and study strategies: Issues in Assessment, instruction, and evaluation (pp. 11 – 22).* New York: Academic Press.

Mugenda, O. M., & Mugenda, A.G. (2003). Quantitative and qualitative approaches. Research methods:

Murthy, J.D. (2005). *Contemporary English Grammar: Reference and practice through Read English.* Book Palace. New Delli. Published.

Nesbitt, (2001). *Grammar and Lexis. Australia*: University of Technology, Lydney Printing House.

Nutsukpo, A. (1996). *Revision Exercises in English Grammar and Usage*. Port Harcourt: Paragraphics,

Nyasimi N. B. (2014). Challenges Students Face in Learning Essay Writing Skills in Secondary Schools in Manga District, Nyamira County, Kenya. M.Ed. Thesis. Published.

Orodho, A. (2004). *Techniques of writing research and social sciences*. Nairobi: Masola Publishers.

Oso, Y.W. & Onen, D. (2005). *A General guide to writing research proposals and report*. Nairobi: Option Printers and publishers.

Owu-Ewie, C. (2018). *Introduction to Language Teaching*: *A Resource for Language Teaching*. Dataedge Multimedia. Published. Ghana.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

Oxford, R. (1996). *Language learning strategies around the world: cross – cultural perspective.* Honolulu: University of Hawaii, second language teaching and curriculum centre.

Oxford, R. L. (2003). *Language Learning Styles and Strategies: An Overview*. Boston: Heinle & Heinle.

Parott, H. M. (2000). *Grammar for English language teachers with exercises and a key*. Great Britain, Cambridge University Press, Published.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods. (3rd Ed).* Thousand Oaks. CA. Sage publication.

Paul, C. and Arthur, O. S. (1969). *An Advanced English Grammar*. London: The University of Chicago press.

Payne, E. T. (2011*). Understanding English Grammar*. Cambridge University Press. Cambridge. New York, Melborne, manual Cape-Town Singapore.

Quagie J. K. (2009). *English: A Tool for Communication for Universities and Tertiary Institutions*. Ghana: Hybrid H.

Reid, W. (1991)*, Verb and Noun Number*: A Functional Explanation. London: Longman.

Richards, J. C. (1974). *Errors Analysis: Perspectives on second Language Acquisition.* London: Longman Group Ltd.

Richards, J. C. (2008). Second language teacher education today. *RELC Journal,* Vol. 39, 158-177.

Rubin, J. (1997). *Learner Strategies: Theoretical Assumption, Research History and Typology*. In Wenden, A. & Rubin, J. (Eds), Learner, Strategies and Language Learning. Englewood Cliffs, NJ Prentice.

Saunders, M. (2009). *Research methods*. Harlow Essex: Prentice Hall.

Scarcella R. & Oxford, R. (1994). *The tapestry of language learning. The individual in the communicative classroom.* Boston: Heinle & Heinle.

Schibsbye, K. (1770). *A Modern English Grammar* (2nd Ed.) oxford University Press. Wislim Sheet. Oxford OX2 60p.

Skehen, P. (1989). *Language Learning Strategies (chapter 5). Individual Differences in Second- Language Learning (pp 73-99).* London-Edward Amold.

Swan. M. (2005). *Practical English usage.* Oxford University Press. Oxford.

Taylor, B. P. (1975). The use of overgeneralization and transfer learning strategies by Elementary and intermediate students of ESL. *Language Learning*, 25,73-107.

Weinstein C. & Mayer, R. (1986). *The teaching of learning strategies. In M.C. Wittrock (Ed), Handbook of Research on teaching (3rd Edition) (pp. 315 - 327).* New York. Macmillan.

APPENDICES

APPENDIX A

TEACHERS' INTERVIEW SCHEDULE (TIS)

This interview schedule is meant to solicit information on challenges pupils face in learning primary auxiliary verbs skills in English language in Baapelug Junior High school in Talensi district, Upper East, Ghana. The responses obtained from this study will be useful in improving and enhancing the teaching and learning of primary auxiliary verbs in basic schools. The information you give will be treated with utmost confidentiality and will be used strictly for the purpose of this study.

1. Professional qualifications:

   Diploma   (   )

   Bachelor's degree (   )

   Masters' degree   (   )

2. Your experience as a teacher of English language:

   1-5 years   (   )

   6-10 years   (   )

   11-15 years   (   )

   16-20 years   (   )

   Above 20 years   (   )

3. Which of the following methods do you use in teaching primary auxiliary verbs skills to your pupils? How often do you use them?

72

Method	Frequently	Sometimes	Rarely	Never
Lecture				
Question and answer				
Group Discussion				
Role play				
Brainstorming				
Debate				
Demonstration				
Structured Peer teaching				
Oral presentation				

4. Which other methods do you use in teaching primary auxiliary verbs?

....

....

5. Which form of primary auxiliary verbs do your pupils find most challenging?

The verb to 'BE' (eg. am, is, are, were, was)   (   )

The verb to 'HAVE' (eg. has, had and have)   (   )

The verb to 'DO' (eg. does, did and do)   (   )

6. What challenges do your pupils face in the process of learning primary

auxiliary verbs?

....

....

7. What measures do you put in place to promote pupils' learning of primary auxiliary verbs?

....

....

8. How often do you teach (train) your pupils on the use of language learning strategies to enable them enhance their learning of primary auxiliary verbs?

Frequently ( )

Sometimes ( )

Rarely ( )

Never ( )

Thank you for your cooperation.

APPENDIX B

STUDENTS' QUESTIONNAIRE (SQ)

This questionnaire is meant to find out information on challenges students face in learning primary auxiliary verbs in English language in Baapelug Junior High school in Talensi district, Upper East, Ghana. The responses obtained from this study will be useful in improving and enhancing the teaching and learning of primary auxiliary verbs in basic schools. Please answer the following questions as best as you can, by placing a tick (√) on the statement that is applicable to you or filling in the spaces provided. The information you give will be treated with utmost confidentiality and will be used only for the purpose of this study.

1. What challenges do you commonly face in the process of learning primary auxiliary verbs?

   ....

   ....

   ....

2. Which of the following strategies do you commonly employ in learning primary auxiliary verbs? How often do you use them?

Strategy	Frequency	sometimes	Rarely	Never
Taking notes				
Ask teachers for clarification of concepts not understood				
Group discussions				

Peer teaching				
Making corrections to rectify mistakes on written essays.				
Making corrections to rectify mistakes on written essays.				
Revising work learnt in class.				
Role play				
Writing extra exercises and giving them out for marking.				
Reading widely on other written materials in English e.g. Newspapers, storybooks etc.				
Making summary notes on the set textbooks for primary auxiliary verbs.				
Proof reading grammar books				
Planning or organizing ideas before writing in both present and past.				

3. What other strategies do you employ in the process of learning primary auxiliary verbs?

....

....

4. Suggest what your teacher should do to help you improve on the learning of primary auxiliary verbs.

....

....

Thank you for your cooperation

APPENDIX C

SAMPLES OF PUPILS' WRITTEN

CLASS TEST

YINLIONIBA JOSHUA   10-10-2017.

12/30

Answer all questions.

Choose the correct form of the verb in brackets (Present continuous) to complete the following.

1. I __ a lot of noise in the room (hear)
2. We __ the work programmed for (do)
3. The school __ for

1. I had been hearing __ a lot of noise in the room (hear)

2. We have been doing __ the work programmed for (do)

3. The school will be going __ for an excursion next week (go)

4. My mother has been thinking __ of buying a bicycle for me (think)

5. Please, she has been listening __ what you are saying (listen)

Choose the correct form of the verb in past continuous in the brackets to complete the

P.T.O

78

following sentence below.

6. Ben ____has stayed____ (stay) when agongo enter

7. How fast ____walked____ he (walk) when the accide
occured.

8. The other family members ~~enjoyed~~ have been enjoying themselve (en

9. When I was in school, I ____had been taking____ (take) great inte
in sports and games

10. Both teacher and students have been jubilating throughout the
(Jubilate)

use correct present perfect from of the verbs in the
parentheses to complete the following (Remember the pre
perfect make use of the auxiliary verbs — have/has
depending on the subject of the sentence)

11. Some Ghanaian workers (decide) to embark on a
nationwide strike.

ans Have

12. He (~~had had~~) a new job

ay has

13. I (speak) to him on phone this afternoon

ay has

14. Your friend hasn't (seen) the group members.

g ~~have~~ has

15. The pupils (go) to their various homes.

g Have

change the verb in the brackets at the end of

of each sentence to past perfect Tense to
complete each of the following sentences
Remember the past perfect Tense to use had
+ the participle form of the the verb.

16. The baobab tree _had fallen_ down before I
got to the farm (fall)

17. Before Atingane came in, he _had told_ us
about his sad experience in the desert (tell)

18. The thieves _had stolen_ our belongings before
we arrived home (steal)

19. After Esi _had written_ the letter, she posted it
(write)

20. The woman _had arrived_ early before they sent
the items (arrive).

Circle the verbal element in the following sentence
below

21. Donald was _deceived_ by the magician

22. All the four boys _are detained_

23. Hassan _has been invited_ by the police.

24. she _has been promoted_ to the next next level

25. He _has been Cheated._

26. The girl _has been nominated_ for the award.

27. The students are _marching_ into their classroom

28. It _has been done_ already

29. You _have made_ your choice.

30. They _should have asked_ the owners of the company.

SMAL CHRISTABEL

CLASS TEST   10-10-2017

Choose the Correct form of verb in
brackets (present Continuous) to
complete the following:

1. I have hear a lot of noise in the room (hear)

2. We are doing the work programmed for (do)

3. The school are going for an excursion next
   weak (go)

4. My mother is thinking of buying a bicycle
   for me (think)

5. Please, She is listening to what you are saying
   (Listen)

Choose the correct form of the verb in
past continuous in the brackets to
complete the following sentences blow

6. Ben was (study) when the Agongo entered

7. How fast was he (walking) when the
   accident occured.

8. The other family members was enjoying
   Themselves (enjoy)

9. When I was in school, I take (take)
   great interest

10. Both teachers and students was ~~Jubiletin~~
through the day (Jubliate)

Use the correct Present perfect form
of the verb in the parentheses to complete
the following (Remember the present
perfect makes of used of the auxthary
verb — has/have depending on the
suject of the s'entance)

11. He (find) a new joy
Ans He have find a new joy
12. Some Ghanaian workers (decide) to embach
on a nation strike.
Ans Some Ghanaian workers ~~has~~ have decide to
emback on a nation Strike
13. He (speak) to him on phone this afternour
Ans He ~~have~~ has been speak to him on phone this afternoon.
14. Your friends hasn't (see) the group members.
Ans Your friends hasn't have see the group members
15. The pupils (go) to their vailons homes.
Ans The pupils have go to their vaiblons homes.

Change the verb in the brackets at the end,
each sentances to past perfect tense to

82

complete each of the following sentences
Remember the past perfect tense used
had + participle form of the verb.

16. The baobob tree had fallen down before I got
to the farm (fall)

17. Before Alingane came in he had tell us
us about his sad experience in the desent (tell)

18. The Thieves has been steal our belyyings before we arrived home (steal)

19. After Esi had written the letter, she poted it
(write)

20. The woman had arrive ~~only~~ early before they sent the
items (arrive)

Circle the verbal element in the following
sentences below.

21 Donald was deceived by the magician

22. All the four boys are detained

23. Hassan has been ~~invited~~ by the police

24. She ~~was pr~~ has been ~~promoted~~ to the next level

25. He has bee ~~cheated~~

26. The girl has been ~~nominated~~ for the award

27. The students are ~~matching~~ into the class rooms

28. It has been ~~done~~ already

29. Your have made your ~~choice~~

30. They should ~~here~~ asked the owners of the ~~company~~

Faith Puganga

CLASS TEST   10ᵗʰ October 2017

Answer all questions

Choose the correct form of the verb in the bracket (Present continous).

12/30

(i) I _____ was hearing _____ alot of noise in the room (hear).

(2) We were doing _____ the work programmed for (do)

(3). The School ~~was with~~ is going _____ for an excursion next week (go).

(4). My mother was thinking _____ of buying abicyde for me (think).

(5). Please, She was _____ listening _____ what you are saying (Listen)

Choose the correct form of the verb in Past continous in the bracket in complete the following sentence below.

(6) Ben have been Studying ~~studing have~~ been (study) when the Agongo entered.

Ans/ studyed//

7. How fast _____ walked _____ walk when the accident occured.

8. The other family members enjoyed themselves (enjoy).

9. When I was in school I, _____ took _____ (take) great interest in sports and games

10. Both teacher and students Jubilated _____ throughout the day (Jubilate).

14. Use the correct Present Perfect form of the verbs in the Parenthess to complete the following.

11. Some Ghanaian workers have decided to Embark on a not w

12. He has found a men Job.

13. I have Speaken to him on phone this after noon.

14. Your friend hasn't Seen _____ the group members.

15. The people have gone to their home

Change the verb in the bracket at the end of Each Sentence to past perfect Tense to complete each of the following

16. The boabob tree had been ~~falling~~ fallen down before I got to the farmer. (fall)

17. Before Atingene came in, he had told us about his sad experience in the decent (tell)

18. The thieves had stolen our belongings before we arrive home. (steal)

19. After Esi had ~~written~~ wrote the letter, she posted it (write).

20. The woman ~~had~~ arrived only before they sent the item (arrived)

Circle the verbal element in the following sentence below

21. Donald was deceived by the magician

22. All the four boys are detained

23. Hosson has been invited by the police

24. She has been promoted to the next level

25. He has been cheated

26. The girls has been prominated for the award

27. The students are matching into their classroom.

28. It has been done already

29. You have made your choice

30. They should have agreed the

Abiripoore Abigail

Class Test English

Answer all questions.   10th October 2017

choose the correct form of the verb in brackets,
(present continuous) to completed the following.

12/30

1. I ~~have~~ was hearing a lot of noise in the room
(hear)

2. We have been doing the work programmed
for. (do)

3. The school is going for an excursion
next week. (go)

4. My mother was thinking of buying a
bicycle for me. (think).

5. Please she is listening to what you are
saying (listen)

Choose the correct form of the verb in
the Past continuous in the brackets to
compelet the following sentences below

6. Ben studed (study) when Agongo
entered.

7. How fast has walking he (walk) when

the accident occured.

8. The other family members enjoyed themselves (enjoy)

9. When I was in school I taked (take) great interest in sports and games.

10. Both teachers and students Jubilated throughout the day (jubilate)

Use the correct present perfect form of the verbs in the parenthese to complete the following: (Remember the present perect makes use of the axilary verbs — have /has depending on the subject of the sentence)

11 Some Chanaian workers (decide) to emback on a nationwide strike

12 He (find) a new job.?

13 I (speak) to him on phone his afternoon
SPOKE

14 Your friend has not (see) the group members.

22. All the four boys are detained.

23. Hassan has been invited by the police

24. She has been promoted to the next level.

25. He has been cheated.

26. The girl has been nominated for the award

27. The students are matching into their classrooms.

28. It has been done already

29. You have made your choice

30. They should have asked the owner of the company.