

**UNIVERSITY OF EDUCATION, WINNEBA**

**INVESTIGATING THE DIFFICULTIES OF THE USE OF  
AUXILIARY VERB: A CASE OF THE PUPILS OF TENGEKORFE  
L/A JUNIOR HIGH SCHOOL**

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**A dissertation in the Department of Applied Linguistics, Faculty of Foreign  
Language Education and Communication, submitted to the School of Graduate  
Studies in partial fulfillment**

**of the requirements for the award of the degree of**

**Master of Education**

**(Teaching English as Second Language)**

**in the University of Education, Winneba**

**SEPTEMBER, 2019**

## DECLARATION

### STUDENT'S DECLARATION

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

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 dissertation as laid down by the University of Education, Winneba.

Name of Supervisor: Dr.KwekuOfori

Signature:.....

Date:.....

## **DEDICATION**

I dedicate this work to Esiawonam, Seneyram, Sedudzinam, Selikem and Lilia.



## ACKNOWLEDGEMENT

I would like to acknowledge my supervisor Obrempon Dr. OforiDanso Abeam who was never tired of my time-consuming dissertation but sacrificed everything to supervise my work. I extend my gratitude in mammoth to Dr. Fofu Lomotey, Dr. Akpanglo-Nartey Rebecca and Dr. OwusuSefa for their contributions towards the success of this work. I humbly mention Mad. AtsuLiticiaMawutor, my mum who still sacrifices financially to see me climb the academic ladder. I don't forget AgbewornuEdem, Gomado Wise, YevuMawuli, DamalieSaviour and Agboada Michael for their motivation. It is worth mentioning Rev. G.K. Bokordedzi, Rev I.C. Agbenuvor and everyone in the clergy fraternity who supported with prayers. I thank my congregation for the short leave granted to me to add academic value to myself. To all my siblings as well as other kith and kin, I say thank you for your support, prayers, encouragement and best wishes. Permit me to add my headteacher Mr. S.K. Todzi and my school for allowing me to conduct this study in the school. I am constrained by convention and cannot mention everyone. But above all, I acknowledge my wife Mrs. EsiawonamSallahKumordzi and my children; Senyeyram, Sedudzinam and Selikem who made the prime sacrifice and took the option for going on without me for all this while. I appreciate all the financial commitments and family engagements you spared me of coupled with your constant prayers. Thank you

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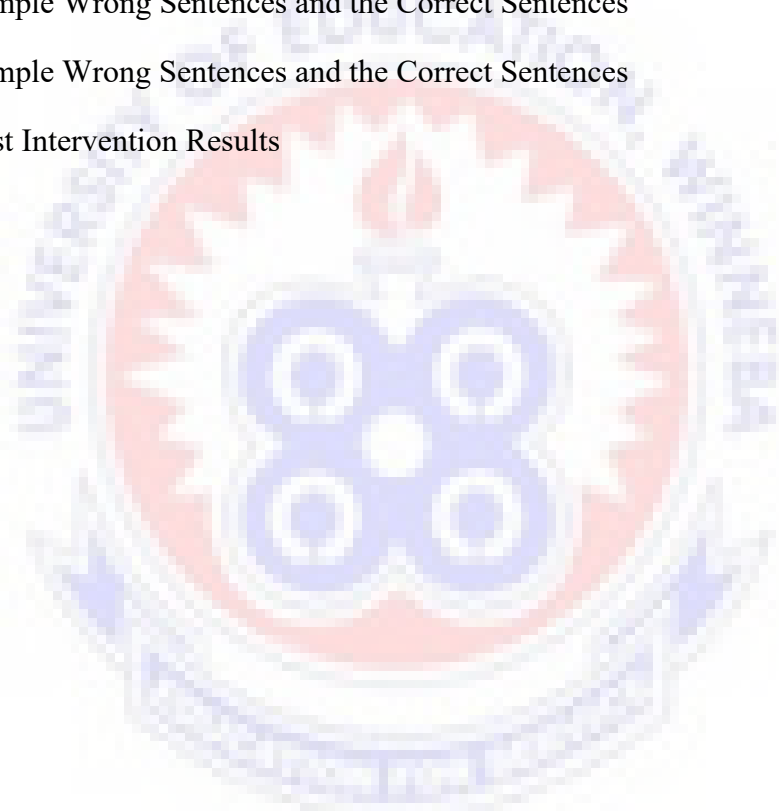
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## ABSTRACT

This research work investigated the challenges that the pupils at the Tengekorfe Basic 8 face in using auxiliary verbs. It looks at the factors that are responsible for the challenges and difficulties that pupils face in the use of the auxiliary verbs. The nature of the problem was scrutinized using error analysis which informed the suggested solutions and ways of improving upon the use of the auxiliary verbs. As such, qualitative research design was explored. 36 pupils were sampled with teachers, parents and other authorities concerned to respond to the research instruments used. Tests, interviews and observations were used in this research to gather the data needed. The study revealed that most of the pupils commit errors both in spoken and written language in an attempt to use auxiliary verbs. They used the auxiliary verbs with a wrong tense. This was evidenced in their pretest and the interviews conducted and the observations made by the researcher. The study also revealed that the environment did not help the pupils to regularly practice what they learnt. Another finding of this study is that most parents did not provide their wards with supplementary study materials that will help them improve upon their language use effectively. The teaching methods used by the teachers were also found to be stereotyped and theory-oriented without practical activities. The study therefore suggests complementary teaching methods in practical terms that will make the pupils to remember the concepts of the use of auxiliary verbs with ease. A recommendation was put forward that in-service training workshops should be organized for teachers to improve upon their methods and techniques of teaching. Parents and guardians should also be enlightened to provide more study materials to the pupils at home and supervise them to adequately use them so as to overcome their difficulties in the use of auxiliary verb

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Preamble**

This chapter introduces the research work which touches on the following as the sub-topics; the background to the study, statement of the problem, scope of the study and the purpose of the study. Going further, this chapter highlights on the objectives of the study, research questions and the design for the research work. Finally, the study presents the significance of the study, its limitations, delimitations and the organization of the study.

#### **1.2 Background to Study**

This research was carried at Tengekorfe L/A Basic School in the Keta municipality of the Volta Region, Ghana. Tengekorfe is a small community which is two (2) kilometres away from the International Mission Hospital along the Sogakorfe-Aflao road. The school has a numerical strength of four hundred pupils with nineteen (19) staff (both teaching and non-teaching). The community in which the school is located has an estimated population of eight hundred people whose main occupation is farming, kete-weaving, fishing, and seasonal salt mining. However, most of the pupils in this school come from some of the surrounding villages such as Kpokplorkorfe, Nyravase, Awalekporkorfe, Kudotokorfe, Klinogokorfe, Akaglakorfe and Glidzi among others.

English language is the official language that is used in Ghana. It is therefore a vital subject of study entrenched in the educational curriculum to enhance effective communication. The heartbeat of a very fast growing world in this 21st century is communication. Basically, communication is the transfer of information of some sort from and to the sender and the receiver. Communication in a wider spectrum exists in

so many forms. We could have information communication technology in many means. This could be in the field of politics, geography, religion, cultural, research, and education among others. The content of all these information in whichever field is propelled by the verbal groups in the various sentences in which the information is put. The verbal group therefore becomes the carrier of information in every communication. The verbal group comprises of the lexical verbs and the auxiliary verbs. They therefore become key elements in the transfer of information. As such, mastery of acquisition and use of the verbs in communication is inevitable and basic. With that in mind, the Ministry of Education and the Ghana Education Service identified the auxiliary verbs as key and bedrock in language acquisition in the basic education and therefore drew a syllabus that treats auxiliary verbs progressively. It is therefore expected of pupils at basic eight (8) level having gone through the progressive levels of the acquisition and use of the auxiliary verbs, to master the use of it considerably. It forms the foundation of all further learning since all the subjects apart from the Ghanaian languages are taught and assessed in English Language. This makes it imperative for teachers of the language to pay a rapt attention to all the pupils under his or her instruction. This will inform him or her about the cognitive language acquisition and linguistic development of the learner and the suitable teaching and learning skills and techniques to use in impacting knowledge into the pupils. This requires language teachers to better understand the various facets of language use and their influence on the learner. This is because, the influence will affect the learner's success academically and non-academically. Some of these areas include markets, churches, funerals, mosque and weddings among others. A successful use of language devoid of basic errors in the use of auxiliary verbs is synonymous to educational success.

In the case of Tengekorfe L/A Basic School, observation of the pupils in a verbal communication and results of exercises and tests reveal that, the basic eight (8) pupils have a difficulty in the use of the auxiliary verbs. This affects their communication and contributions in the English language class and other subjects as well. English language just like any other language acquisition and use seems to be automatic and therefore needs no teaching on its acquisition and use but this applies to children under the age of five in native speaking countries. In a typical Ghanaian setting, second language acquisition is not automatic since it is influenced by certain factors like the environment, the effect of mother on the (L1) on the second language among others. In the case of Tengekorfe where the predominant language is the local language (L1), the pupils find it difficult to apply the syntactic rules they learnt in school. The pupils of Tengekorfe find it very difficult understanding simple instructions in English Language at the JHS level. This makes it challenging for teachers to use the approved language of instruction to teach English Language and other subjects in the local language first before translating it into English Language for the pupils. This makes them find it difficult in the use of auxiliary verbs hence perform abysmally in examinations. The examination body in charge of assessing student's performance at the basic level in Ghana; West African Examination council (W.A.E.C.) consistently report on the poor performance and mass failure of pupils in the English Language. Students from Tengekorfe Basic School were not much exception. It was traced through tests and observations that, students have ideas but found it difficult in express themselves using verbs particularly, auxiliary verbs. In the case Tengekorfe in the year 2018, 32 pupils sat for the Basic Education Certificate Examination (B.E.C.E.). Out of this number, 1 pupil had grade 2, 3 pupils had grade 3. 1 pupil had grade 4. 2 pupils had grade 5 bringing the total to 7 pupils who passed representing 21.87% of the student who

passed the examination while 78.12% pupils failed the English Language. The parents and the pupils hardly make any effort to turn this situation round. There is no library both in the school and the community to complement the efforts of the teachers. Tengekorfe being a typical kete weaving and salt mining community gave the opportunity to the pupils to engage in weaving and labour at the salt mining site immediately after school to get some money since most of them fend for themselves.

It is against this background that the researcher took it upon himself to identify the causes and the factors responsible for this case and suggest possible solutions to remedy the situation.

### **1.3 Statement of the Problem**

Effective communication demands the correct use of auxiliary verbs with the main verbs to produce a meaningful sentence. Auxiliary verbs give correct order to a sentence, according to Mehnaz (2015). This ensures effective encoding and decoding of information in utterances. According to Grice (1975), utterances automatically create expectations which guide the hearer towards the speaker's meaning. In this 21<sup>st</sup> century, it is the joy of every parent and guardian whose children are at the basic school master the use of verbs in general. This enhances academic progress and public performances such as poetry recitals, drama and others. Parents feel at home when they see their children communicate with the correct use of verbal groups. According to Palmer (1965:p12), "language as a means of communication among people has a sensitive aspect which is the verb."

The researcher made an observation at Tengekorfe L/A Basic School where the students at J.H.S two (2) could not properly use auxiliary verbs in communicating with one another. They were fond of using auxiliary verbs wrongly with the main verbs with

regard to tense, person, mood, voicing and aspects. This difficulty turned to affect their academic performance and social performances. The researcher realized that, teaching and learning will yield nothing if this problem lingers on and not attended to. This became a great concern to teachers, parents and other stakeholders of education. This problem crops up repeatedly at the general P.T.A meetings of the school. The examination committee of the school also gave a report that, the pupils' face a difficulty in the use of auxiliary verbs in the just ended terminal examination.

It is against this background that the researcher took it upon himself to investigate into the difficulties of the pupils in the use of auxiliary verbs.

#### **1.4 Purpose of the Study**

The purpose of this research work is to unearth the causes of the difficulties of the basic eight (8) pupils of Tengekorfie L/A Basic School. In addition, this work seeks to find out the challenges that led to the inability of the pupils to overcome the difficulties in the use of the auxiliary verbs. Furthermore, the purpose of this study is to help teachers to identify and adopt simple but appropriate remedial measures to use so as to help pupils improve upon their ability to use auxiliary verbs correctly. More so, this study seeks to bring to light the need for parents, guardians and other teachers to do more complementary works to help the pupils to overcome their difficulties. Finally, the purpose of this work is to come out with findings that will inform other educators on the measures they could use to improve upon language acquisition and education general.

#### **1.5 Objective of the Study**

The following are the objectives of this study;

1. To identify the causes of the pupils' difficulties in the use of auxiliary verbs.
2. To improve upon strategies and approaches in the teaching of auxiliary verbs



## **1.6 Research Questions**

This research work seeks to answer the following questions;

1. What are the possible causes of the difficulties of the basic eight (8) pupils of Tengekofe not to use auxiliary verbs correctly?
2. What appropriate techniques and methods could be used to remedy the challenge that the pupils face?

## **1.7 Significance of the Study**

Basic education is the bedrock of all higher educations. It is therefore a necessity for basic school students to master the basic elements of the language. Thus, the researcher primarily aims at identifying the challenges of the pupils and making practically appropriate interventions. This will help the students to overcome difficulties in the use of auxiliary verbs. This is to help the pupils to improve upon the foundation of their academic performance. It also becomes a ready and a working option for teachers to identify the skills, strategies and methods which couldn't help solve similar problems. Also, this research work is to serve as a source of information to the policy makers, administrators, curriculum research development agencies to consider in formulating policies and drawing of the syllabus for the basic schools.

## **1.8 Limitations**

The researcher faced some challenges some of which are as follows. The prime limiting factor was the access of the school library of the researcher since his location and the school library was too distant away from each other. As such, transport from and to campus was a beat challenging. Secondly, adequate time was a scarce resource since the researcher combines the research work with teaching. Getting the parents involved in the research work was a beat challenging. This is because their occupations always engaged them and so they will not sacrifice their work for any interview or consultation

on their own wards. This transcends down to children. A day to a market day is like a republic holiday to almost all of them. And as such, they are not always available to cooperate in the research work.

### **1.9. Delimitations**

This study was conducted at Tengekorfe L/A Basic School to investigate into the difficulties of using auxiliary verbs. The problem of the use of auxiliary verbs may exist in other classes but researcher chooses basic. This is a timely intervention that may cause a paradigm shift to produce a better result to build upon.

### **1.10. Organization of the Study**

This section presents areas covered by this research work chapter by chapter. The whole work is put into five (5) chapters. Chapter 1 is entitled introduction. The introduction has subsections as preamble, background to the study, statement of the problem, purpose of the study, research design, research question, limitations, delimitations, significance of the study, and organization of the study.

Chapter 2 is captioned; literature review. It reviews related literature of the topic under study in this work as well as the pragmatic and theoretical framework of the study. This is done under subsections.

Chapter 3 looks at the methodology used in this work under subsections; research design, population, sample and sampling procedure, the research site, instruments for collecting data, and data collection protocol.

Chapter 4 comprises the presentation and analysis of data which reveals the results of this study and a discussion on findings.

Finally, Chapter 5 reveals major findings, conclusions, recommendations and suggestions for future research. There are also lists of tables, appendices and bibliography.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter is a review of the relevant knowledge interventions made by language scholars to fill in the gap between knowledge and reality in the use of auxiliary verbs. It analyses theories and concepts that researchers made in an attempt to deal with the challenges in the use of auxiliary verbs and their role in communication in English Language. These review and analysis are done under the following sub-captions; Introduction, definition of auxiliary verbs, framework of the study, articles and journals reviewed with framework of the study, list of auxiliary verbs, their basic features with some exceptions and their types with their unique features and a general summary. Darbyshire cited by Tsadidey&Ganaku (2005) defined communication as an activity in which information of some sort is transferred from one system to another by means of some physical embodiment. This “physical embodiment” means any medium such as verbal, haptic (tactile), gestures among others. Communication in English Language just as it is in other languages is a transfer of information to and from a speaker and a listener. Verbal communication involves embodiment of words that are traditionally put into classes called ‘word classes’. The word classes include nouns, pronouns, verbs, adverbs and adjectives just to mention but few. The verb category which is one of the major word classes is further analyzed to have types like transitive, intransitive, auxiliary, lexical and others. The auxiliary verbs play major roles as far as communication in the English Language is concerned.

## 2.1 Definition of Auxiliary Verbs

Nutsukpo (1990) says that “the word ‘auxiliary’ comes from the Latin word ‘auxilium’, meaning ‘help’. Thus, auxiliary verbs are alternatively called helping verbs. And they do help to form various tenses and to indicate the mood of a speaker or writer”. By reason of this, we can refer to auxiliary verbs as helping verbs. That is, auxiliary verbs help us express our thoughts in communication in English Language. Burton-Roberts (2001) stated that, verbs that cannot occur independently, but instead function as ‘helping verbs’ are called auxiliary verbs or simply auxiliaries. He further stated that, “This term is derived from the latin word ‘auxiliari’ meaning ‘to help’. .....Auxiliary verbs must therefore accompany another verb. This means that, any verb which is an auxiliary verb must always co-occur with other verbs referred to as ‘main verbs’ or ‘lexical verbs’.

Even though Burton-Robert’s etymology for the term ‘auxiliary’ conflicts with that of Nutsukpo (1990), there is a concept and content compatibility between the two scholars which is ‘help’.

Okyere (2005) defined auxiliary verb as “a verb which is used with another verb to make tenses.” This suggests that, auxiliary verbs are primarily attached to other verbs to make tenses. This definition draws our attention to the tense transfer of the lexical verbs to the auxiliary verbs.

Thomson and Martinet, (1986) argued that, ‘auxiliaries help to form a tense or an expression, hence the name.’ By this assertion, Thomson and Martinet who share similar with Okyere (2005) means that, auxiliaries mark tense just as any finite verb will do. This is done by the combination of the auxiliary verb with the present or past participle form of the verb. For example; ‘is going, is gone’ among others. Auxiliary

verbs are the verbs that assist the substantive or the main verb in their participial form to express a thought in a sentence. The researcher refers to auxiliary verbs as ‘assistant verbs’ since they assist the main verb and again refers to the main verbs as ‘substantive verb’ because they carry the lexical meaning. According to the Cambridge Advanced Learner’s Dictionary 4th ed (1995:p 57), “an auxiliary verb is a verb which accompanies the lexical verb of a verb phrase, and expresses grammatical distinctions not carried by the lexical verb, such as: person, number, tense, aspect and voice. An auxiliary verb is a verb that modifies the meaning of another verb in a sentence and may also be known as a helping verb.” Looking at the various definitions given by the scholars above, the researcher suggests to define auxiliary verb as ‘a verb that accompanies the main verb or a lexical verb in a phrase or a clause in order to make distinctions in tense, mood, voice, person or aspect to express a thought’. This thought could be complete or incomplete. Their accompaniment with other verbs makes them to form a verb phrase. Sometimes, some of the traditional auxiliaries follow each other and one another directly with any lexical verb to form the verbal group. For example: ‘will play, will be playing and will have been playing’. Let us look at the sentence below. ‘The car that refuses to start will have been sold by the driver tomorrow.’ The verbal group in the sentence is ‘refuses to start’ and ‘will have been sold.’ We have as many as six verbs put together to form the verbal group and it was introduced by a lexical verb. This goes to establish the fact that, verbal groups can be introduced by verbs other than auxiliary verbs.

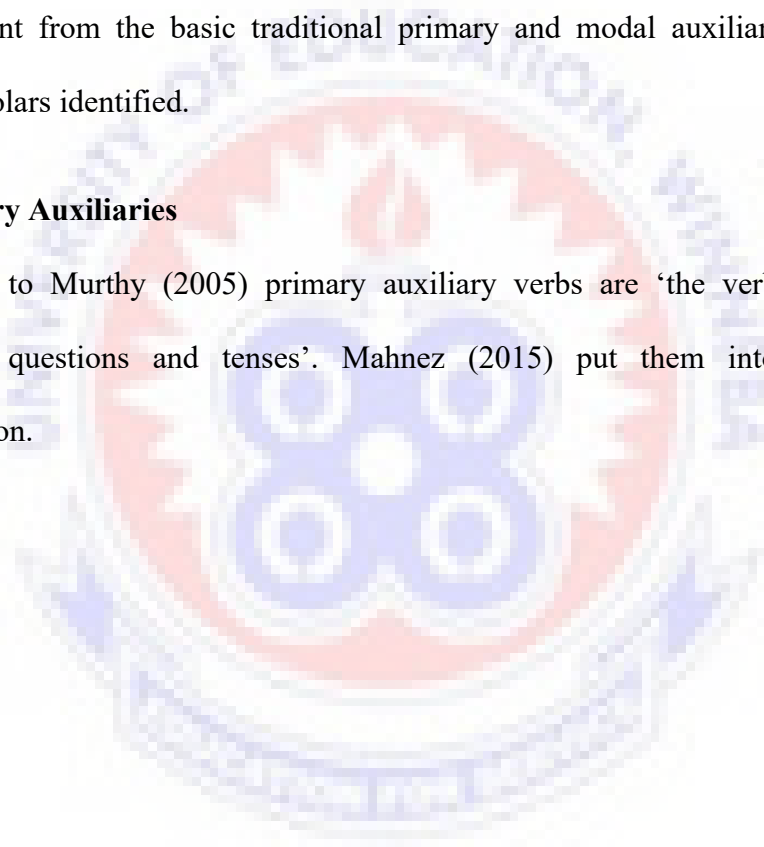
In all, auxiliary verbs help other verbs in a sentence to carry a message across without which it will be impossible to do.

## **2.2 Types of Auxiliary Verbs**

The auxiliary verbs are classified by different scholars into groups or types. Okyere (2005), Hylton-Lartey and Boateng, (2013) and Murthy (2005) among other scholars posit that, there are two types of auxiliary verbs. They are the primary auxiliary and the modal auxiliary verbs. Yule (2014) argues that are several types of auxiliary verbs under syntactic properties. However, he puts them under a major subdivisions to modal auxiliaries (plain) and non-modal auxiliaries or Inflectable auxiliaries. Relatively, this is not different from the basic traditional primary and modal auxiliary verbs that the earlier scholars identified.

## **2.3 Primary Auxiliaries**

According to Murthy (2005) primary auxiliary verbs are ‘the verbs used to form negatives, questions and tenses’. Mahnez (2015) put them into the following classification.



**Table 1: Auxiliary Verbs and their Negation**

<b>Positive</b>	<b>Unconstructed Negative</b>	<b>Contracted Negative</b>
Can	Cannot, cannot	Can't
Could	Could not	Couldn't
May	May not	May n't (rare in use)
Might	Might not	Might n't
Shall	Shall not	Shan't (rare especially in ArE)
Should	Should not	Should n't
Will, 'll	Will not, 'llnot	Won't
Would, 'd	Would not, 'dnot	Would n't
Must	Must not	Must n't
Ought to	Ought not to	Ought n't to
Used to	Used not to	Used n't to, didn't use(d) to
Need	Need not	Need n't
Dare	Dare not	Dare n't

He stated that, 'have, do and be' as primary auxiliary verbs. He further stated that, all the three verbs have three common features.

#### **2.4 Modal Auxiliaries**

Murthy (2005) opines that modal auxiliary verbs are verbs that are used to express various moods and mental attitude like hope, expectation, possibility and maturity. Yule (2014) puts modal auxiliary into the following groupings:

Simple modals auxiliary verbs which are: "can, may, must, will and should",

Related forms which are: 'could, might, would and ought' and finally, 'able to, allowed to, have got to, going to, supposed to' were cited as periphrastic modals. Simple modals



have single forms. Periphrastic modals are formed with the verbs ‘be and have’ as in be able to, be allowed to, be going to, be supposed to and have to”.

## **2.5 List of Auxiliary Verbs**

Many scholars contributed immensely to the auxiliary verbs that we have. Pullum, (2002) identified the following as auxiliary verbs. ‘do, does, did, have, has, had, is, am, are, was, were, be, being, been, may, must, might, should, could, would, shall, will and can.’ He further stated that, ‘need and dare’ could also be considered as auxiliary verbs. Murthy (2005) puts the verbs into category. The primary auxiliaries are: am, is, are, was, were, been, do, did, does, have, has, and had. The modal auxiliaries are: can, could, dare, may, might, ought to, will, would, used to, shall, should, must and need. They are: ‘is, am, are, was, were, be, being, been, do, done, did, have, has, had, can, could, may, might, will, would, shall, should, dare, dared to, need to, needed to, must, ought to and used to.’ The researcher also shares in the opinion of the scholars above.

## **2.6 Basic Features of Auxiliary Verbs**

The two types of auxiliary verbs have their distinct features. However, they both share certain common features which are as follows. According to Downing and Locke (2006:p318) ‘the primary and modal auxiliaries are limited in number and form closed sets’. Umeh (1998) posits that an auxiliary verb is a verb used with the main or lexical verb to show tense, mood, voice etc. For instance:

1. The chairman would go home.
2. The children must not cry for me
3. Ama has become very beautiful.

Auxiliary verbs are sometimes called anomalous, finites, special finites or modal auxiliaries.” Murthy (2005:p135) submits that, ‘Primary auxiliary verbs have infinitive and participle forms.’ Example of the infinitive:

4. I love to be corrected
5. My son seems to have finished the work

Examples of the participles:

1. The supervision is being made
2. He is being questioned about his quotations
3. He has been caught red-handed.

Murthy (2005:p135) submitted the following as features of the modal auxiliary verbs:

“1. They cannot be used alone but they combine with the principal verbs. For example

- I. You may go now.
- II. He must marry the lady.

2. They have only a single form. For example:

- I. I can teach English.
- II. Kofi loves the play.

3. Modal auxiliaries have no infinitives or participle form. For example: You cannot have like ‘to will, to can, to shall’ among others.

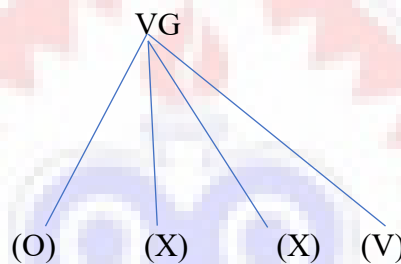
4. Primary auxiliaries have infinitives and participle forms. For example:”

Yule (2014:254) submits that, ‘plain modal auxiliaries are non-inflectable, and most of them do not function as lexical verb sin modern English’. For example:

1. I can see clearly now.
2. May I help you?

## 2.7 Functions of Auxiliary Verbs

Auxiliary verbs perform so many functions with regards to their syntactic and semantic properties. Downing and Locke (2006) argue that, 'auxiliary verbs function as the operators in a verbal group'. They define verbal group as 'the grammatical unit by means of which we most typically express our perception of events. The verbal group (VG) consists of a lexical verb or a primary verb as the main verb preceded by one or more grammatical elements'. The grammatical elements here are the auxiliaries which are integral with the lexical verbs by syntactic analysis. They represented this with a diagram as shown below.



'O' is the operator, 'X' are the auxiliaries and 'V' is the main verb or lexical verb while 'VG' the verbal group. They went further to give this example:

v	waited	I <i>waited</i> an hour
o v	is waiting	Everyone <i>is waiting</i>
o x v	have been waiting	He <i>has been waiting</i> an hour
o x x v	will have been waiting	He <i>will have been waiting</i> an hour.

From their submission, we realized that, the auxiliary verb becomes the mother and the foundation or the bedrock on which the lexical verb revolves around to make meaning. Without the auxiliary verbs, the verbal group formation is impossible. You can have more than one auxiliary verb in a verbal group. In the case of 'has been, will have been' but you cannot have more than one lexical verb that follows each other or one another directly in a verbal group. Whenever the auxiliary verb is introduced to a verbal group,

all the grammatical functions which the lexical verb would have performed is shifted to the auxiliary except the meaning of the verb that is not transferred. Egwuchukwu and Ifensor (1996) in their own view maintained that an auxiliary verb “to be” is a helping verb, it helps the main verb to form a verbal group and assumes its intended meaning.” That is, you cannot have a verbal group without auxiliary verbs. Both Umeh, (1998) and Egwuchukwu and Ifensor (1996) share the same or similar view on this assertion. Let us consider the auxiliary verb ‘has’ and a verb like ‘written’. When you combine the two together, you have a phrase like; ‘has written’. As in a sentence like, ‘Kofi has written the letter to Ama’. So ‘has’ as an auxiliary verb has helped the main verb or lexical verb ‘written’ to express a complete thought. This confirms the claim of the aforementioned scholars.

Auxiliary verbs are also used to construct question tags. According to Boateng and Hylton-Lartey (2013), we usually use the subject (pronoun) of the sentence and the helping verb involved in forming the question tags’. This means that, in any statement where there are two or more verbs, it is the auxiliary verb that is used to form the question tag. It is the auxiliary verbs that receive the negative ‘not’ which is contracted to ‘n’t’. In the construction of the question tags, the auxiliary verbs are used to form the tags from the statements. The responses also use the auxiliary verbs. For example;

- a. He is eating the food. ‘Isn’t he?
- b. She has come home. Hasn’t she?
- c. John and James go to school. Don’t they?
- d. Mary will not marry Martin. Will she?

It is observed from the sentences above that, all the question tags were formed with the auxiliary verbs; ‘is, has, do and will’. Even in instances where there is no auxiliary

verb in the statement, the auxiliary verb 'do' (dummy do) is used to form the question tags. For example;

1. He goes to school today.
2. John paid the money.

From the two sentences above, you will realize that, there is no auxiliary verb. But the question tags can be formed with the dummy do. That is; 'doesn't he?' and 'didn't he'.

The auxiliary verb 'be' is used for the passive voice. For instance, the following sentences from Kukucz (2009) suggest the passive voice.

- a) You will be told soon enough. -Future simple
- b) Everything will have been done by Tuesday. -Future perfect
- c) English is spoken here. -Present simple
- d) Excuse the mess, the house is being painted. -Present progressive
- e) Has Mary been told? -Present perfect
- f) I wasn't invited, but I went. -Past simple
- g) I felt like I was being watched. -Past progressive
- h) I knew why I had been chosen. -Past perfect'.

The sentences express the passive voice in all the tenses. That is; the simple present, present progressive, present perfect, simple past, past progressive and past perfect.

Boateng and Hylton-Lartey (2013) remarked that, "the past perfect tense has a constant 'had' followed by a past participle" Boateng and Hylton-Lartey mean that in all cases, the perfect tense cannot be constructed without the auxiliary 'had'. He further cited the following examples to substantiate his point.

1. The boys had set a trap.
2. Sulley had crossed the road to the other side.

According to Downing and Locke (2006), ‘the auxiliary verbs function as tense markers’. That is, in any sentence, it is the auxiliaries that determine the tense of the verbal group. ‘Have and has’ are also used for all the present perfect tenses. Let us for example take the following sentences into consideration;

3. John has gone to school. -present perfect tense
4. John and James have been going to school. Present perfect continuous tense.
5. John had come home. -past perfect tense.
6. The children had been playing football. –past perfect continuous tense.

The use of ‘Do’ as an auxiliary verb emphasizes the point of the speaker. For example,

1. I do dance agbadza.
2. The children did enjoy the game.

The two sentences above are correct even without ‘do’ but ‘do’ is used for emphasis.

According to Duran et al, (2007) ‘Semantic criteria is used to classify the modal auxiliary verbs to express possibility, certainty, obligation, permission and so on’.

Fried-Booth (1997) and Capel and Sharp, (2000) put the modal auxiliaries into two blocks and they are modal 1 and modal 2. In modal one, they consider forms that express possibility and certainty. In modal two (2), they express obligation and necessity, permission and prohibition’

Green-Baun and Quick (1990) established two uses of modals:’ Intrinsic modality (includes permission, obligation and volition which involve some intrinsic human control over events) and extrinsic modality (which involves possibility, necessity or prediction and involves human judgment of what is or what is not likely to happen)’.

Boateng and Hylton-Lartey (2013) who also shared similar views with the aforementioned scholars put the modal verbs into the following.

Future- The man *will* engage the maid at Anloga.

Ability- The boy *can* beat the man.

Possibility. It may rain in the evening.

Polite request. Can I come in?

Anger or surprise. Which boy can you be talking about?

Giving instructions. Darko needs to wake up early.

Expressing desire or wish. We should not write the exam this week.0

Obligation. Parents must send their children to school.

Giving advice. You should avoid this girl in your life.

Expressing necessity. The young girls ought to learn from their mothers.

Apart from question tags, the auxiliary verbs are also used to construct interrogative (question) form of statements. For example;

1. Is your father buying the house?
2. Do you agree to my proposal?
3. Have you understood the lesson I taught you last time?
4. Will you marry my son from America?

All the sentences above ask questions which began with different auxiliary verbs.

According to Ogbulogu (1998), auxiliary verbs are those verbs that are used to complete the meaning of other verbs. Taking the sentence above into consideration, when you remove the auxiliary 'has' from the sentence, the actual meaning that 'written' expressed will not be seen. For example; Kofi –written the letter to Ama. This sentence is incomplete without the auxiliary 'has'. So 'has' in the sentence above, brought out the meaning in the sentence.

According to Ndimele (1999) ‘auxiliary verbs, have been traditionally described as helping verbs in the sense that they help the main verbs to bear markers of tense, aspect, mood and negation, in most languages.’ This was seen in the first-three sentences above. They are:

1c. Kofi is gone to school.

2c. Kofi is going to school.

3c. Kofi can go to school.

To negate the sentences above, it is the auxiliaries that receive the negation. For instance;

**Table 2: Sample Sentences with the Contraction of Auxiliary Verbs**

<b>Statement</b>	<b>Negation</b>	<b>Contraction of statement</b>
Kofi is gone to school.	Kofi is not gone school.	Kofi isn't gone school.
Kofi is going to school.	Kofi is not going to school.	Kofi isn't going to school.
Kofi can go to school.	Kofi cannot go to school.	Kofi can't go to school.

In a traditional declarative statement, all the sentences below are not acceptable because all the lexical (verbs) come before the auxiliaries.

1d. Kofi gone is to school.

2d. Kofi going is to school.

3d. Kofi go can to school.

All auxiliary verbs act as the helping verbs. They cannot exist on their own but help to make up verb phrases. The examples ‘is waiting, have been waiting, will have been waiting’ from Downing and Locke (2006). Ujowundu (2001) in his own view posits that auxiliary verbs are those “that help the main verbs to perform the functions they do in sentences. In traditional grammar, they are referred to as helping verbs. With regard



to this, the researcher likens this to the ‘auxiliary gears’ that some cars have which makes it more easier for them to move through some places that the ordinary gear of a car will not have let them pass. Also, auxiliary verbs are just like assistant headmasters to the headmasters. Just as in some instances where we have assistant headmaster academic and administration to form a chain of masters, the same way we have chain of verbs consisting the auxiliary verbs. By this, the researcher understands auxiliary verbs as assistant verbs to the main verbs to express a complete thought. Without them, the expression of thought will not be complete in circumstances where the auxiliary verbs are needed. This is in congruence with Ogbulogu (1998), who opines that, ‘auxiliary verbs are those verbs that are used to complete the meaning of other verbs that could not express any meaningful thought. Verbs that allow subject inversion (and other grammatical patterns to be listed below) are called ‘operators.’ So the operator performs all the functions that the lexical (main) verbs will have performed. We accept the fact that, it is the auxiliary verbs that introduce the verbal group in a sentence as shown in the examples of Downing and Locke (2006) above.

Verbs that combine with the following non-finite verbs are often called ‘catenative verbs’ (where the term ‘catenative’ means ‘chaining’ – Latin catena, ‘chain’). This term includes verbs like get, keep, start, help as well as the traditional auxiliary verbs. The catenative nature of auxiliary verbs is when they form chain or verbal group with other non-finite verbs. This was seen in the examples given above and some excerpts from Downing and Locke (2006).

## **2.8 Framework of the Study**

The framework of the study is error analysis. Error Analysis is one of the three theories that scholars used to analyse the errors of the learners in second language acquisition. Language as an element culture comes with its own acquisition challenges depending

on the degree of deviation of the target language (L2) from the native (L1) language. This therefore makes errors an integral part of language acquisition. According to Lennon (1991) an error is a linguistic form or combination of forms which in the same context and under similar conditions of production would in all likelihood, not be produced by the speakers native speakers counterpart". Richards (1971:p.1.) explained "the field of error analysis may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language". The term error is and can therefore be used to refer to a noticeable deviation from the rules and standard usage of a language that reflects the deficiency of the learner's competence in acquiring the second language.

James (1998) also refers to Error Analysis as the study of linguistic ignorance which investigates what people do not know and how they attempt to cope with their ignorance.

In view of the above definitions by the said scholars, we can simply say that error analysis is the total identification fixation of lapses in language acquisition using the means available. That is to judge and accept the grammaticality of an utterance or a sentence in the context in which it is used either in written or spoken form.

## **2.9 Historical Development of the Field of Error Analysis**

During the period of the 1940s, error analysis was highly influenced by the behaviorist theory of language learning. The view that the native language plays a mostly negative role was emphasized as early as the forties and late fifties by Fries (1945) and Lado (1957). Error analysis in second language acquisition was established in the 1960s by Corder and colleagues. Error analysis (EA) was an alternative to contrastive analysis, an

approach influenced by behaviorism through which applied linguists sought to use the formal distinctions between the learners' first and second languages to predict errors.

According to Richard et al (2002), error analysis developed as a branch of Linguistics in the 1960s and it came to light to argue that the mother tongue was not the main and the only source of the errors committed by the learners.

In the 1960s error analysis was acknowledged as an alternative to the behaviourist contrastive analysis and in the 1970s it became so popular. According to Keshavarz (2006), the field of error analysis is divided into two branches:

a) Theoretical Analysis of Errors: Theoretical analysis of the errors tries to find out the problems and issues related to language learning and explore the underlying structures that work in the process of language learning. It investigates the reasons of the errors in the process of learning.

b) Applied Error Analysis: It deals with designing material and other remedial courses and methodologies for resolving those problems that are highlighted by the theoretical analysis of the errors. This study uses both the theoretical analysis of error and applied error analysis to analyze the problems of the learners and design materials and the methodologies to solve their problem of using auxiliary verbs at Tengekorfe M/A Basic School.

## **2.10 The Importance of Learners' Errors**

James (1998) gives us some significance of learner's errors. Some are:

1. Errors reflect the learners' inbuilt syllabus or what they have taken in, but not what the teachers have put into them. So there is a difference between 'input' and 'intake'.

2. Errors are important because they (a) tell the teacher what he or she should teach, (b) are a source of information for the researcher about how the learning proceeds, and (c) allow the learners to test their second language hypotheses.

Selinker (1969) indicates that, errors are significant in three respects:

- 1) Errors are important for the language teacher because they indicate the learner's progress in language learning;
- 2) Errors are also important for the language researcher as they provide insights into how language is learnt; and
- 3) Finally, errors are significant to the language learner himself/herself as he/she gets involved in hypothesis testing.

### **2.11 The Criticism of Error Analysis**

James (1998) paraphrases Corder's argument that "it is not deemed legitimate.....to compare the child's or the FL learner's ID (idiosyncratic dialect) to the dialect of adults or of native speakers respectively" James (1998:p16). Bell also criticizes EA by calling it "a recent pseudo procedure in applied linguistics" (Bell 1974 cited in James 1998:p 17). More criticism comes from Dulay et al. (1982) who point to the fact that EA confuses explanatory and descriptive aspects, in other words the process and the product; and also that error categories lack precision and specificity.

### **2.12 Sources of Error**

According to (Brown 1980) there are three sources of error; Interlingual transfer, intralingual negative transfer and Context of learning. Interlingual talks about the interference of the previous language on the second language. Intralingual negative transfer refers to intralingual errors as learning-strategy based errors and lists 7 types of them:

False analogy, Misanalysis, Incomplete rule application, Exploiting redundancy,

overlooking co-occurrence restrictions, hypercorrection, and overgeneralization. Context of learning refers to induced errors which are misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rote memorized in a drill but not properly contextualized. James (1998) divides induced errors into the following subcategories:

Materials-induced errors, teacher-talk induced errors, exercise-based induced errors, errors induced by pedagogical priorities and look-up errors.

Fried-Booth (1997) puts modal auxiliaries into two groups; modal verbs 1 and modal verbs 2. In modal verb 1, Booth considered those forms that expressing possibility and certainty. Modal verbs 2 express obligation necessity, permission and prohibition. Camp and Sharp (2000) presented a section entitled modals 1 and modals 2. Modals 1 express obligation, necessity and permission. Modals 2 focus on speculation and deduction. From the Thornbury's (1997) data on Birmingham corpus data cited in this journal, the following were proposed on modal verbs.

Obligation: must, have got to, had to

Possibility: may

Certainty: must

Probability: should, ought to

Ability: be able to

Permission: can, could

Suggestion: might

Offer: would

Request: would

Advice: had better

Volition: would better

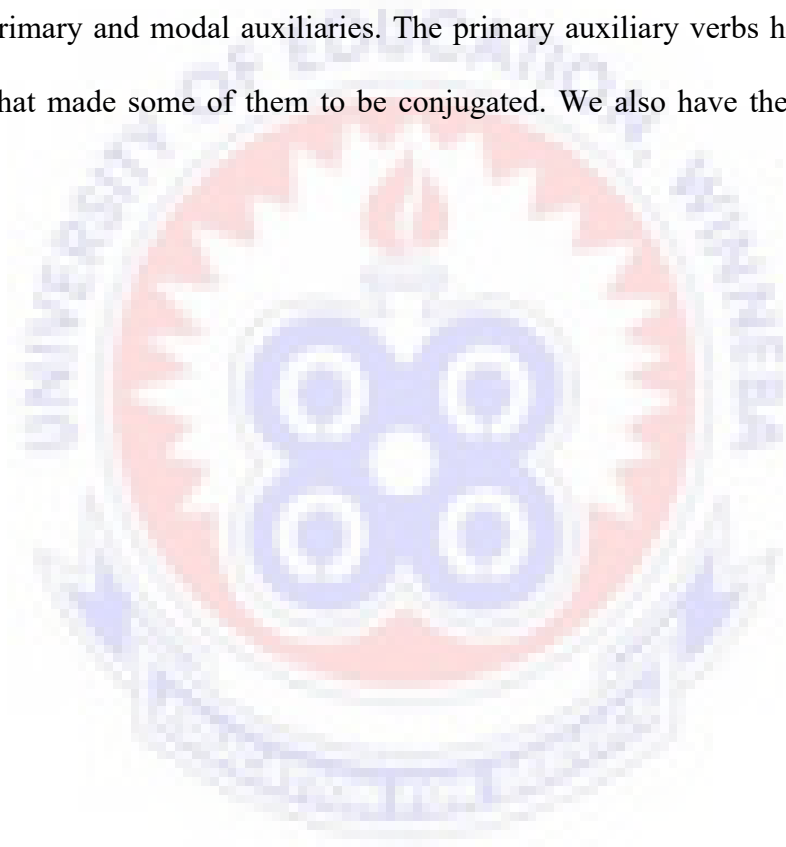
Promise: should

From the Thornbury's (1997) submission of modal verbs, it was realized that some traditional modal verbs were not given in-depth attention.



### **2.13 Conclusion**

In all, auxiliaries are the verbs that help the lexical verbs to complete their syntactic functions in sentences and in effect their semantic meanings. Without auxiliary verbs, verbal communication will be woefully incomplete in terms of transmission of information. Boateng and Hylton-Lartey, (2013) 'In most sentences, the verb is made up of one or more auxiliary verbs and one main verb'. The auxiliary verbs help the main verbs to express a complete and a meaningful thought. They are put into two groups; primary and modal auxiliaries. The primary auxiliary verbs have some unique features that made some of them to be conjugated. We also have the modal auxiliary verbs.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the researcher discusses the research methodology of this dissertation. In a more detailed work, the researcher organizes this chapter under the following sub-headings: Introduction, sampling techniques, procedures including evidence of ethical considerations, the equipment used in both data collection and method of data analysis. It also deals with the research design, sampling technique, instrument for data collection, validation of the questionnaire, description and administration of the instrument.

#### **3.1 Research Design**

The research used for this study is qualitative research design. Shank (2002:p5) defines qualitative research as “a form of systemic empirical inquiry into meaning”. By systemic, he means ‘planned, ordered and public’ following rules agreed upon by the members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Denzin and Lincoln (2000) claim that, qualitative research involves an interpretative and naturalistic approach. This means that, the qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret. This research was conducted in the natural environment of the respondents and the data collected was interpreted and analyzed. Its prime objective is to investigate the difficulties faced by Tengekorfe L/A Basic School in the use of auxiliary verbs. The study is limited to only form two students.



### **3.2 Description of Population**

Tengkorfe L/A Basic School is one of the schools in the Keta municipality of the Volta Region in Ghana. It has a total population of 16 staff members including the head teacher. Out of this number, four are females while twelve are males. The total population of the JHS is 100. The JHS 3 has 30 pupils out of which 12 are boys and 18 girls. The total number of pupils in the JHS 2 class is 36. This is made up of 12 boys and 24 girls in all. The JHS 1 has 34 pupils out of which 14 are boys and 20 are girls. Even though other pupils in the other classes such as JHS 1 or 3 may in one way or the other face same or similar problem, both the English Language textbook and the 2012 syllabus of the Ghana Education Service place more demand and emphasis on the teaching and learning of the auxiliary verbs at the JHS 2. This makes the class and the topic an inevitable and imperative population in a thesis such as this. This study focused on the Junior High School (JHS) 2 students of the Tengkorfe L/A Basic School. In furtherance, the Junior High School (JHS) 2 students were selected because they are at the middle of the three year JHS. They had done a year already at the JHS and another six years at the primary section making it seven years which should have given them an in-depth exposure and a considerable mastery over some topics such as the auxiliary verbs. Since they have one additional year to write their final examination, any intervention such as this could turn their fortunes around for good.

### **3.3 Sampling and Selection**

The researcher decided to use the total population of the JHS 2 class. This is to ensure a proper representation of every member or case in the class for an accurate result and its interpretation deductively. During the observation of the pupils, the JHS2 pupils expressed much difficulty in the use of auxiliary verbs consistently. The researcher again approached five other teachers who teach different subjects but with these same

students in the school. This is because, these teachers formally engage these pupils regularly. During the review of examination at the end of term general staff meeting, these teachers reported the challenges of the pupils during the examination. The challenge of the use of the auxiliary verbs in constructing sentences that answers the questions took the highest frequency. These teachers include; the Social Studies teacher, the Religious and Moral Education teacher, the ICT teacher, the BDT teacher and the Integrated Science Teacher respectively.

### **3.4 Research Site**

Tengekorfe, a community where the research was conducted is located along the longest lagoon in West Africa. The school is located few meters away from Accra-Aflao road near to Agbozume. Being the last community in the Keta municipal enclave, it shares boundary with communities like Akaglakorfe and Glidzi among others all in the Ketu Municipality. The school is rural school and lacks some amenities like school library, Information Communication Technology (ICT) center among others. The school has three blocks. The first one was for the KG 1-2 and the Lower Primary. The second one is for the upper primary and the third one is the Junieur High School.

### **3.5 Sampling Procedure**

The researcher decided to use the purposive sampling procedure or method. This is because, the research instruments proved that, the total population is found in the situation or problem under investigation. Moreover, the total number of boys in the classroom is twice the total number of girls. Any probability sampling can greatly affect the chances of the boys being represented in the study. So the purposive sampling was used to also ensure proper gender representation rather than gender bias.

### **3.6 Research Instruments**

These are the tools or the techniques that the researcher used to gather the information for the research work. The instruments include observation, interview, and test.

### **3.7 Observation**

According to the Cambridge Advanced Learner's Dictionary, (2013:p1056) 4th edition, Observation is 'the act of noticing something or a remark about something that you have noticed'. That is to give time to someone or something to obtain information. To the researcher, observation is the act or the process of paying a close attention to something or someone with the prime motive of getting information for a course. This was what guided the researcher in his attempt to gather data on the respondents of this study. The researcher used participant observation for collecting data on naturally occurring behaviours of the respondent. The researcher chose to record all his observation. The researcher observed his respondents during the instructional hours for the topic under investigation and recorded all the shortcomings of the JHS 2 pupils during marking of their exercise books after an assignment was given out to them. The researcher chose to further observe the learners because of their poor performance in the assignment given. This was done while other lessons were on going for some days. The school also partook in two different external quiz competitions which were; Eglo Community Radio Quiz for basic schools and Tagbaza quiz competition. Their failure to use auxiliary verbs correctly gave the opportunity to their opponents to win the quiz competition cheaply.

### **3.8 Interview**

According to the Longman Dictionary of Contemporary English (2001:p746) 3rd, an interview is "to ask someone questions in order to find out if they are suitable for a job or course of study etc or to ask someone questions officially". Dornyei (2007) stated

that, there could be single or multiple sessions of interviews, structured, unstructured or semi-structured'. In this research work, the researcher decided to use the structured type of interview where specific questions to be asked and the order in which the questions were to be asked were pre-determined and set by the researcher. The questions were related to the problem identified. This is to enable the researcher to practically unearth the challenges of the pupils. The researcher called the pupils one after the other. A greater percentage of them found it tedious to express themselves. It was only a few who were able to respond to the questions with little challenges. It is worth noting that, this type and style of interview was time consuming since all the respondents were attended to one by one. It was very strenuous as well but it is worth noting again that, the researcher was able to partly gather the information he needed for this study. Since a greater percent of the respondents did not do well in the interview, it was thought of that, the introvert and the timid nature of some of them might affect their responses. The researcher then decided to further probe the respondents in a test. The other teachers of the JHS 2 pupils were also interviewed. Since the success or the failure of the pupils goes beyond just the students or the teachers, parents were also interviewed. For this aspect, no rigid rules for interview were enforced. The questions were reframed and reposted whenever they seem to have been misunderstood or not responded to correctly. Though it was more of a discussion in nature, time was not misused and the objectives were in focus.

### **3.9 Test**

According to Longman Dictionary of Contemporary English (2001:1490) 3rd, test 'is a set of questions, exercises or practical activities to measure someone's skills, ability or knowledge'. In this regard, it could mean a set of questions that someone must answer or a set of actions that someone must perform in order to show their knowledge or

ability. Simply put, a test is an assessment or examination of someone or something for a reward, promotion or diagnoses. To ensure accurate reliability and validity of assessment results and to be able to draw a valid conclusion, the researcher used the format of test known as stability over time (test-re-test). That is, the same set of questions was used at both the pre-test and post-test interventions. The pre-test is to formally determine the level of difficulty of the problem that the pupils faced. On the other hand, the post-test is to test the pupils' knowledge, understanding and application of the intervention being made by the researcher. Two set of questions were used. One was for the teachers who teach the JHS 2 students in the school. The other was designed for the pupils. That of the pupils contains ten (10) items. The test requested from the pupils to provide the appropriate verbs in the gaps provided in the template sentences which were taken from their textbooks. On the part of the teachers, it was to assess the situation before and after intervention as well as the efficacy of the intervention made.

### **3.10 Pre-Test Intervention**

The researcher used class exercise and a test in the study. The class exercise was first conducted. The actual sample scripts of the pupils are provided in the appendix of this study. But below are some of the errors identified by the researcher in the exercises of the pupils in the sentences they constructed by themselves.

### **3.12 Pre-Test 1**

*Use the appropriate primary auxiliary verbs to construct ten sentences.*

1. Ama's daughter *have drinks* the water.
2. The teachers as well as the headteacher *are celebrated* yesterday.
3. I *has buy* the food Sosu during breakfast.
4. The children of Mr. Atisois *speaks* English.

5. It looks like the rain *were falling* heavily yesterday.
6. As a student, you *does learn* your books seriously.
7. John *do does* the homework in the car before the father.
8. I cried because I *were repeated*
9. Jesus have saved me.
10. The mail van *are arrived* in the school.

The italicized words were the auxiliary verbs used in some of sentences constructed. The exercise was marked and the details of the scores are presented in chapter at analysis.

Below is also another pre-test that was conducted by the researcher.

### 3.13 Pre-Test 2

*Write the appropriate verbs in the gaps provided in the sentences below. Your verb should be at least one auxiliary verb and a main verb.*

1. It *will be rain* sooner than later.
2. Teyeshall *being beat* by the father.
3. The letter demanded that, applicants *should presented* two photo IDs at the interview.
4. They *might ought to be seated* in the classroom.
5. We *wouldn't been left* here alone.
6. Papa Aloteyshall *have be described* to the doctor.
7. *Will they have coming* to school next week?
8. The old car *might had consumed* a lot of fuel.
9. John *should had listened* to the father.
10. Joshua *will have being punished* for his misconduct.

The italicized words were the verbs used by the pupils in the test. These are just samples of the verbs used in the test. Samples of the actual script are presented at the appendix. The test was marked and the details of the marks are presented in chapter four at the analysis.

### **3.14 Intervention Design and Implementation**

After the pupils recorded a poor performance, the researcher decided to resolve the problem by resorting to use a concrete teaching and learning material. The researcher thought of using a material that is commonly and regularly used by the pupils so as the concept will be easily understood and applied without any difficulty. The researcher decided to use ‘socks and footwear’ theory. The researcher developed this concept (theory) because the socks and the footwear are things that the pupils use almost in their everyday life. The researcher made the pupils to liken the socks to the auxiliary verbs and the footwear for the main verbs. Few exceptions were taken note of. It is not all the foot wears that accept socks. Not all aspects of verbs go with the auxiliary verbs. For example, you cannot say; ‘will comes, has coming, may speaking’. The same way you cannot wear a pair of socks and a flip-flops (thong) together. The socks go with footwears with a strap and covers the foot so as to cushion it. The socks is normally not worn around ordinarily but with a shoe. The auxiliary verbs are normally not used in isolation but together with main verbs. However, the main verbs could be used without the auxiliary verbs just as we can wear some footwears without socks which we popularly referred to as ‘mogopark’. This goes with exceptions. In the case of constructing statements where the auxiliary verb comes before the subjective nominal follows, the outer side of the socks is used to depict that. For example:

1. Is John coming back today?
2. Is he?

In the above sentence, the auxiliary verb comes before the main verb. You cannot wear your footwear before your socks and so the inward of the socks is worn outside to depict that concept.

The researcher realized that the teaching methods used in the teaching and learning process to impart knowledge into the pupils can affect the level of understanding of the pupils. The researcher therefore decided to use the activity method. The activity method is the kind of a teaching method that engages the learners (pupils) to be practically involved in the activity related to the lesson. The idea on which this method is built on is that, children learn best by doing and finding interest and enjoyment in activity. For just as the child learns to talk by talking, the same thing they do in their mental activity. This affirms the popular Chinese saying that, 'if I see, I forget but if I do, I remember'. The researcher decided to use the socks and the footwear theory by bringing these items into the classroom to engage the pupils (learners) during his lesson. The researcher explained that, footwears are like the main verbs that we use while the socks are like the auxiliary verbs. Examples of the following auxiliary verbs were given. '*can, shall, must, is, do, have* among others' as representing the socks. Other verbs such as '*go, come, return, going, play, gone* among others were given. They were put together as we wear socks and shoes. So we have; '*can go, shall come, must return, is going, do play and have gone*'. We put them into the following sentences:

1. We *can go* to the market.
2. The president *shall come* today.
3. The wife *must return* to him.
4. Ama *is going* to school.
5. The managers *do play* their managerial roles for the bank.
6. The lecturers *have gone* on strike.



The pupils were made to identify the auxiliary verbs and the main verbs in the sentences with reference to the socks and shoes. The researcher brought several socks into the classroom. He let the learners mention one auxiliary as they come forward to pick one pair of socks. Again, the learners mention one main verb as they come forward to pick a footwear (shoe). This helps the children to differentiate between the auxiliary verbs and the main verbs as well as their use. The learners were made to fill in gaps in other sentences. They also constructed sentences of their own using auxiliary verbs and main verbs. However, few exceptions to this theory were clarified accordingly.

The researcher further used another method called the jigsaw method to overcome the difficulty of using auxiliary verbs. He put the learners into small groups of six members each. He assigned them sectional responsibility. The first group was to look at the concept of auxiliary verbs. The second group looks at the primary auxiliary verbs. The third group treats the modal auxiliary verbs.

The fourth group looks at the characteristics of the auxiliary verbs. The fifth group looks at the usage of auxiliary verbs. The last group looks at the exceptions to the general characteristics of the auxiliary verbs. After the presentation of each, the oral questions and their responses proved the effectiveness of the method in attempt to overcome the difficulty.

All the above interventions helped the learners (pupils) to overcome the challenge of the auxiliary verbs.

### **3.15 Post Intervention Test**

Below is the post-test that was conducted by the researcher to make out the reality or the fact on the problem that was resolved.

*Write the appropriate **verbs** in the gaps provided in the sentences below. Your verb should be at least one auxiliary verb and a main verb.*

1. The farmer ..... the puppies with some milk.
2. The cats .....a fish.
3. He .....a letter to his uncle.
4. The man ..... an old truck.
5. Minta .....the work.
6. The teacher .....the pupils.
7. We .....all our money.
8. This woman .....me a lot of money.
9. ....you.....the girl?
10. .... She .....some hot water?

The test was marked and the details of the marks scored are presented at the analysis in chapter four (4).

### **3.16 Validity and Reliability of Data**

Pelisier, (2008) refers to validity as to how the research findings match reality, while external validity refers to the extent to which the research findings can be replicated to other environment. That is, the research should measure what it seeks to measure without sacrificing any of the research instruments that will affect the research findings.

The researcher explored three different instruments to assess the nature of the problem under investigation. This was to help him come out with his findings. These instruments were observation, interview and test items. The researcher observed the pupils during their class lessons, exercises and test that were marked and their performances during quiz competitions. Interview was also used. The pupils' responses to the interview questions were in sheer congruence with what was recorded from their observation

during classes, record from their marked exercises and tests as well as their performance during their quiz competitions.

Reliability is the degree to which an assessment tool produces stable and consistent results. On the interview of the teachers and the parents of the pupils relating to the situation, similar views were shared as responses. This established some level of consistency in the responses of all the respondents in this study. The researcher carefully concluded that, the research instruments provided valid and reliable information needed for the analysis and interpretation.

### **3.17 Ethical Considerations**

The researcher upheld the ethics of conducting a research. The researcher had duly submitted his topic to the faculty of Applied Linguistics and Foreign Languages, Teaching English as a Second Language (TESL) Department for approval to start the theses per the rules and demands from the graduate school of the university. The researcher chose this topic out of close observation of the participants. Permission was asked from the headmaster and all the authorities concerned including the pupils for the conduct of this study. The participants were made to understand the fact that, the tests (both pre-test and the post-test) and the interviews were for an exercise that will improve upon their performance.

### **3.18 Data Analysis**

In order to ensure the validity of the result, the researcher uses triangulation for checking his data analysis. Triangulation is ‘a kind of checking technique of the validity which uses something else out of the data’ Moeloeng (2004:p330). There are four kinds of triangulation:

1. Data triangulation is the use of a variety of data sources in a study.

2. Investigator triangulation is the use of several different researchers or evaluators.
3. Theory triangulation is the use of multiple perspectives to interpret a single set of data.
4. Methodological triangulation is the use of multiple methods to study a single problem.



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.0 Introduction

Having dealt with the research methodology in the previous chapter, this chapter presents the data analysis of the qualitative study and a discussion of the findings identified. The research questions stated in chapter one of this study are the focal point of the analysis. The analysis seeks to answer these research questions that will help identify the possible causes of the difficulties of the pupils of Tengekorfe as well as suggesting a remedial measures to improve upon their language use. The researcher gathered data using research instruments such as observation, interviews and tests administered during the research process. This are presented and represented with tables and pie charts to represent all varied views in this dissertation.

#### 4.1 Research Question 1

**What are the possible causes of the difficulties of the basic eight (8) pupils of Tengekorfe in the use of auxiliary verbs?**

In order to ensure that information collected on the difficulty of the use of auxiliary verbs by the pupils are valid and reliable, the sample work of the pupils is put into categories as well as the primary and modal auxiliary verbs in mind. The first objective was the causes of the difficulties in the use of auxiliary verbs. This was looked at considering the factors that contribute to academic success which are; the teacher factor, the students, the parents' factor and the environment factor.

#### *4.2.1 The environmental and parental factors*

The research used observation to collect data on the students both in the classroom and outside the classroom. In the classroom while other lessons were going on and outside

the classroom while they were on recess. The following were some of the utterances they made.

1. Both men and women *was struggling* to enter the bus.
2. The weather *have changed* all of a sudden.
3. I *has bought* only one pen for the exam.

Though the pupils made a lot of utterances, the above were the ones were located with errors and therefore were selected to be described or analyzed. This corresponds to James' (1998) procedure of error analysis of utterances produced by the second language learners.

Looking at the sentence one (1) above, the learner failed to use a plural auxiliary verb to agree with the subject of the sentence. This could be the fact that, the learner has not got adequate knowledge on the use of plurality or singularity of the auxiliary verbs. This view was shared by Griffiths (1998) that, inadequate learning of rules could affect the acquisition and use of second languages.

In the second sentence, the learner committed an error of using 'have' instead of 'has'. The learner did not use the right auxiliary 'has'. It could be that the learner considered the elements that come to form the weather and decided to use the plural auxiliary 'have' for it. The weather is considered as an entity and therefore takes a singular verb. The auxiliary used there should have been a singular one. This is what Griffiths (1998) refers to as overgeneralization.

The third sentence also has an error on the use of the primary auxiliary verb 'has'. In the analysis of this error, the researcher realized that, the learners have knowledge on the use of subject, verb and agreement and decided to apply the rule in this regard. But exceptionally, the pronoun 'I' does not accept the auxiliary verb 'has' in the present.

The learners decided to use it since it is also verb that matches with a singular subject. This is what Brown (1980) refers to as incomplete application of rules.

The researcher decided to interview parents of the pupils in this study on how they influence their children to read to improve upon their language use which will indirectly have a positive impact the use of auxiliary verbs. The interview was made for parents of the pupils in this study.

**Table 3: Do Parents Motivate Children to Read at Home?**

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
Yes	19	61.30%
No	12	38.70%
<b>Total</b>	<b>31</b>	<b>100%</b>

From the table, the researcher identified that, 19 parents representing 61.30% duly motivate their children to read while 12 parents representing 38.70% failed to motivate their children to read. The researcher considers the fact that, as the pupils read story books in the house, it will help improve upon their language use and indirectly improve upon the use of auxiliary verbs. Motivation is an essential ingredient in language acquisition. Apart from the role that intellectual capacity and language aptitude play in the second or foreign language learning, according to Gardner and Lambert (1972 cited in Xu 2008), motivation is a major factor in a successful study of language acquisition. When learners are motivated to the learning process, they overcome the seemingly difficulties in the language such as the difficulties in the use of auxiliary verbs. Reece and Walker (1997 cited in Gomleksiz, 2001) who share similar view with Xu (2008) express that, motivation is a key factor in a second language learning process. They

stressed that, a less able student who is highly motivated can achieve greater and better than the more intelligent student who is not well motivated. This goes to establish the fact that, since the parents were aware of the difficulties of their children in the use of auxiliary verbs and they had been tabling it in their previous meetings, one of the ways to naturally deal with the situation was to motivate their children to overcome such a difficulty. When the researcher probed further to find out why the parents did not take interest at all in motivating their children, this was what one of the parents said;

*“Motivation of the children to read to overcome their difficulties is the duty of the teacher because he or she is the one who teaches in the child in the classroom. One I am not there in the classroom with my child, how can I know that my child needs to be motivated to achieve greater, better and overcome his or her challenge?”* Another also says that, *“teachers have been paid to motivate their students as part of their job. If a parent as I am motivates the student, will the teacher give me part of his salary and what else will the teacher be doing?”*

These responses show that, parents do not recognize motivation as a lively social interaction that encourages the children to read and that it could come from anyone at all. As they motivate their children to read at home, they will be able to overcome their difficulties in the use of auxiliary verbs. This is because, the more they read, the more they see how the auxiliary verbs are used correctly and they will also do it as well.

The researcher wanted to find out how many parents speak English Language to their children at home. None of the parents speak English Language to their children at home. From the pre-test results, it was also realized that some of the errors committed by the learners were as a result of the negative influence of their native language on the second. This affirms Brown's (1980) interlingual transfer as a source of error.



#### ***4.2.2 The teacher factor***

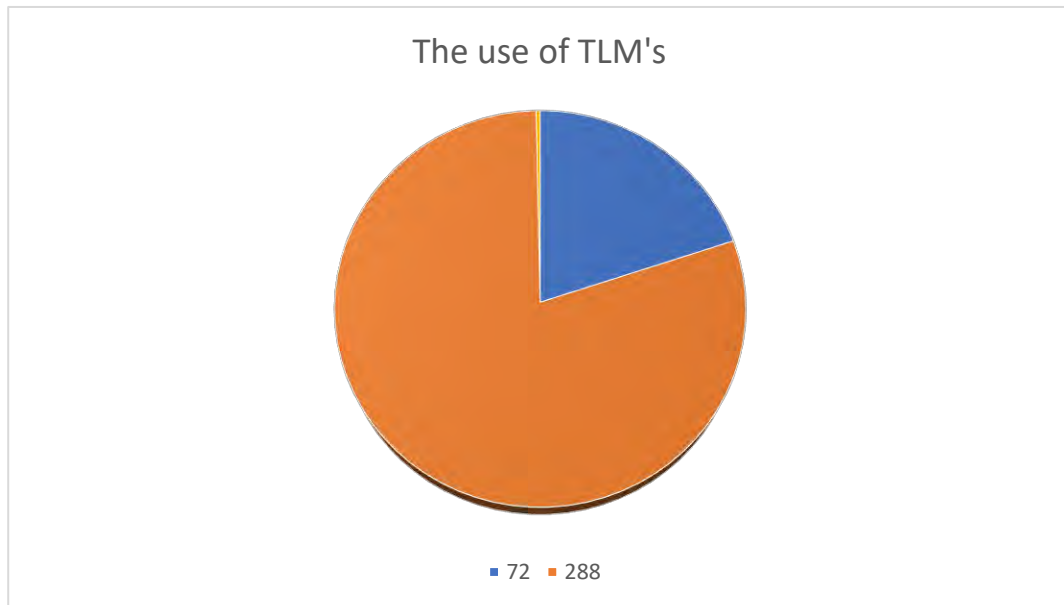
The researcher made an observation of an English class where the teachers taught English in the local language and translate it into the English language. The teacher did this to help the pupils to understand the lesson. It was also observed that, almost all the teachers in the school do a similar thing. This did not offer the opportunity to the learners to express themselves in English Language and consequently use the auxiliary verbs. This will make it difficult for the learners to overcome their challenges in the use of auxiliary verbs. Since the difficulties of the use of auxiliary verbs by the pupils had been a matter of concern to the whole staff as they always report on it after the school terminal examination. All teachers must endeavor to use the second language during instruction so that the children learn the correct use it from them not necessarily from the teacher of English language

#### **Research Question 2**

**What appropriate Technique and Methods could be used to Remedy the Challenge that the Pupils face?**

The researcher went further to find out if the teachers use TLMs during lessons. The researcher interviewed all the teachers of English in this study to gather this data. 4 teachers representing 288<sup>0</sup> do not use TLMs at all during teaching while 1 teacher representing 72<sup>0</sup> use the TLMs regularly. The failure to use TLMs to teach concepts in English also leads to errors. Richard et al (2002) refers to these errors as material induced errors. The failure to use TLMs to teach auxiliary verbs may lead to the pupil's having a difficulty in the use it. Patel and Mukwa, (1993) note that, resources should be used as an integral part of learning activity in order to reach the highest level of understanding within the concept of the subject matter relationships but they should not replace the teacher. But a greater percentage of teachers in this study did not regularly

use teaching and learning materials that will concretize the lesson and enhance the understanding of the pupils. This information was to guide the researcher to make a proper analysis of the causes of the difficulties of the pupils in the use of auxiliary verbs. This is presented in a pie chart below.



**Figure 1: Teacher's use of TLM's**

#### **4.3 Teaching Strategies**

The researcher interviewed the teachers about the types of teaching strategies used in teaching. The first teacher responded that;

*"I always use teacher-centered method so that I can teach the lesson quickly and achieve my stated objectives for the lesson". Another teacher also started "I also use teacher-centered method but once a while, I use learner-centered method. This is because the time is not enough and I want to give more exercises to meet the required number of exercises demanded by the District Education Office."*

#### 4.4 Pre –Intervention

This category comprises the pre-intervention tests that were conducted before the implementation of the interventions. The samples of the scripts of the pupils are at the appendix but references are made to some few of the sentences in the pre-test.

**Table 4: Pre-Test Results 1**

<b>Marks</b>	<b>Tally</b>	<b>Frequency</b>	<b>Percentage</b>
0-2	##### /	11	30.56
3-4	##### //	17	47.22
5-6	///	03	08.33
7-8	//	03	08.33
9-10	//	02	05.56
<b>Totals</b>		<b>36</b>	<b>100</b>

From the exercise conducted, 11 scored 0-2 marks representing 30.56% of the total population in this study. According Kuntjara (2003) errors of second language learners could be as a result of omission, addition, misformation, misordering and blends. The pupils in this range of score committed errors of misordering and overgeneralization of rules. For example, looking at sentence three (3) ‘I has bought Sosu the drink’. The pupils felt that, the singular ‘I’ should take the singular auxiliary ‘has’. The pupils have overgeneralized the rule of subject, verb and agreement rule. The learner therefore felt that, there has to be consistency in the use of verbs in the sentences. This performance is a total failure and far below the average passes mark. This indicates the level of difficulty the pupils face in the use of auxiliary verbs especially in the written form. Going further, 17 pupils scored a range mark between 3 and 4. Though this mark is an improvement on the previous set of students but all in the same class of failures

representing 47.22%. It constitutes the highest percentage of failure of the pupils in the first exercise. These pupils confused with the singularity and the plurality of subjects and the auxiliaries to use. This is what Brown (1980) refers to as overlooking co-occurrence of restrictions. So the pupils constructed sentences like sentence number 6. 'As a student, you *does learn* your books seriously'. These 3 pupils also scored the mark range 5-6. This is averagely a weak pass with just few pupils in this range representing 08.33% of the total population in the studies. The same was repeated in the next range of marks from 7-8. Though the performance was that very good, just few pupils happen to be in that range representing 08.33 percent. This group of students also attempted using auxiliary verbs as operators as Downing and Locke (2006) put it that, auxiliaries also function as operators in verbal groups. The last range of mark was from 9-10 which was the excellent and the highest class of performance but conversely, it recorded the least participants who were only 2 representing 5.56%. These pupils showed some level of understanding of the use of the auxiliary verbs but they are not many but few. They constructed sentences like, 'the children are eating akple, Esinu has been reading the book, It will rain tomorrow' among others.

The researcher went further to conduct another pretest which yielded the following for analysis. Samples of the scripts of the pupils for the second pre-test are also at the appendix but sample of sentences are cited in the analysis.

**Table 5: Pre-Test Results 2**

<b>Marks</b>	<b>Tally</b>	<b>Frequency</b>	<b>Percentage</b>
0-2	#####	10	27.78
3-4	##### ////	14	38.89
5-6	///	03	8.33
7-8	////	04	11.11
9-10	###	05	13.89
<b>Totals</b>		<b>36</b>	<b>100</b>

The second pretest which focused on the modal auxiliaries also produced a result not too far from the previous one though there was a positive difference. 10 pupils scored marks within the range of 0-2 representing 27.78% which is totally a very poor performance compared to the level of the pupils. According to Duran et al (2007), auxiliary verbs express possibility, certainty, necessity, permission and obligation among others. This view was also shared by Green-Baun and Quick (1990). The pupils in this category attempted to construct sentences to express obligation, polite request, necessity and possibility. Sentences 3, 4 and 7 from the second text were purportedly to either express a polite request, obligation or necessity. There seemed to be inadequate learning of the use of the auxiliary verbs to construct the sentences correctly. The next group of students, 14 in number scored marks within the range of 3-4 representing 38.89% being the highest percentage of performance but a very abysmal one. One of the functions of auxiliary verbs is to express a future tense according to Boateng and Hylton-Lartey (2013). These category of pupils have a difficulty in the use of auxiliary verbs in constructing future tenses. They constructed sentences like ‘It *will be rain* sooner than later’, ‘Teyeshall *being beat* the father’ and ‘Joshua *will have being*

*punished* by the father'. These sentences are all not correct. The average and weak pass with the mark from 5-6 recorded only 3 pupils representing 8.33%. These pupils have problem with the use of auxiliary verbs as tense markers. They constructed sentences like, 'John could had listened to the father' 'they *might ought* to be seated in the classroom'. These types of sentences do not Downing and Locke's (2006) submission that, auxiliary verbs mark tense. The pupils attempted to write everything in the past tense. 4 pupils representing 11.11% also scored marks from 7-8. Though the marks were very good, only few pupils fall into that category. From the chart, it realized that, 5pupils obtained the excellent marks ranging from 9-10 representing 13.98%. These groups of pupils also had a little problem with the use of auxiliary verbs to express polite request. This was evidenced in a sentence like; 'Will they *have coming* to school next week?' instead of '*will* they *come* to school next week?'

**Table 6: The Sample Wrong Sentences and the Correct Sentences**

The Wrong Sentences	The Correct Sentences
1. Ama's daughter <i>have drinks</i> the water.	1. Ama's daughter has drunk the water
2. The teachers as well as the headteacher <i>are celebrated</i> yesterday.	2. The teachers as well as the headteacher is celebrated yesterday.
3. I <i>has buy</i> the food Sosu during breakfast.	3. I have bought food for Sosu during breakfast.
4. The children of Mr. Atiso <i>speak</i> English.	4. The children of Mr. Atiso have spoken English.
5. It looks like the rain <i>were falling</i> heavily yesterday.	5. It looks like the rain is falling heavily.

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6. As a student, you <i>does learn</i> your books seriously.	6. As a student, you do learn your books seriously.
7. John <i>do does</i> the homework in the car before the father.	7. John does do the homework in the car before the father.
8. I cried because I <i>were repeated</i>	8. I cried because I was repeated.
9. Jesus have saved me.	9. Jesus has saved me.
10. The mail van <i>are arrived</i> in the school.	10. The mail van has arrived in the school

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**Table 7: The Sample Wrong Sentences and the Correct Sentences**

The Wrong Sentences	The Correct Sentences
1. It <i>will be rain</i> sooner than later.	1. It will rain sooner than later
2. Teyeshall <i>being beat</i> by the father.	2. Teye shall be beaten by the father
3. The letter demanded that, applicants <i>should presented</i> two photo IDs at the interview.	3. The letter demanded that, applicants should present two photo IDs at the interview.
4. They <i>might ought to be seated</i> in the classroom.	4. They ought to be seated in the classroom.
5. We <i>wouldn't been left</i> here alone.	5. We wouldn't be left here alone.
6. Papa Aloteyshall <i>have be described</i> to the doctor.	6. Papa Alotey should have been described to the doctor.
7. <i>Will they have coming</i> to school next week?	7. Will they be coming to school next week?
8. The old car <i>might had consumed</i> a lot of fuel.	8. The old car might have consumed a lot of fuel.

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9. John <i>should had listened</i> to the father.	9. John should have listened to the father.
10. Joshua <i>will have being punished</i> for his misconduct.	10. Joshua will have being punished for the misconduct

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#### 4.5 Post-Intervention

A post-test was administered to the pupils after the researcher's intervention. The table above showed the post-test marks and results of the pupils. The post-test result followed the same trends as the pre-tests did. The post-test result is a fair assessment of the pupils' understanding of the concept of the auxiliary verbs and their usage after the intervention by the researcher. The intervention of the researcher yielded a good and a positive result relative to the pre-test. This was reflected in their performance. The samples of the post-test scripts of the pupils are at the appendix but some of the sentences are cited in the analysis.

**Table 8: The Post Intervention Results**

Marks	Tally	Frequency	Percentage
0-2	/	1	2.78
3-4	//	2	5.56
5-6	### //	8	22.22
7-8	##### //	12	33.33
9-10	##### ///	13	38.89
<b>Totals</b>		<b>36</b>	<b>100</b>

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Out of 36 pupils, only 1 pupil representing 2.78% obtained a mark in the range from 0-2 which draws the attention of the researcher to some factors in the intervention process. The student has a problem with the use of auxiliary verbs as operators of verbal groups, use for interrogation, voicing and to mark tense. This was evidenced in the pupils' sentences. For example sentence 9. '.....she being bathing hot water? The slot for the auxiliary verb at the beginning was left out and the 'being' also used should have been 'been' because the auxiliary verb that will fit into the slot at the beginning of the sentence is 'has' which accepts 'been' and not 'being' as used by the pupil in the sentence produced. Likewise 2 other pupils scored marks from the range of 3-4 representing 5.56%. The sentences produced by these pupils show that, they have not mastered the use of auxiliary verbs as markers of person. For example a sentence like; 'This woman have given me money'. Since the 'woman' being the subject of the sentence is singular, the verb should also be third person singular. The correct sentence should have been 'this woman has given me money' in this case, the 'has' marks the person. It is also observed that, within the range of 5-6, quite 8 pupils representing 22.22% of the participants obtained the average pass mark. Though it is not an encouraging performance, it is an improvement compared to the previous pre-test. They constructed sentences like;

1. The farmer is feeding the puppies with milk.
2. The cats do eat fish.
3. Will you marry the girl?

The use of 'is' to help complete the meaning of 'feeding', 'do' for emphasis 'will' for interrogative. But some of their sentences like; 'He will be been writing a letter to his uncle' show that the pupils in this category have problem with using auxiliary verbs to form verbal groups. The second highest group of pupils 12, representing 33.33% were

in the range 7-8. Few errors were found in some their sentences like; ‘This is been driving an old truck. Without the use of ‘been’ in the sentence produced, the sentence will have been correct. May be the learner feels the introduction of the ‘been’ can still make sentence correct. This is one the inherent difficult nature of the language Richard et al (2002) refers to. This also is a very good performance after the intervention. And finally, 13 pupils representing 38.89%, the highest of all the performance scored the excellent range of marks from 9-10. Scripts of the pupils are provided at the appendix but sample sentences cited above are taken the scripts for analysis.

The researcher wanted to find out certain information about the teachers. So the researcher interviewed the teachers on the following; the teaching of all the aspects of the language, the use of teaching and learning materials and variation of teaching strategies.

The researcher interviewed the teachers in this study on the teaching of all the aspects of the language. Four (4) of the teachers do not teach all the aspects while only one teacher teaches all the aspects. If the teachers do not teach grammar including auxiliary verbs, the will pupils have a difficulty in the use of auxiliary verbs.

#### **4.6 Discussion of Analysis**

The analysis of this study is made in line with the research questions that the research seeks to answer. The first research question reads; “What are the possible causes of the difficulties of the basic eight (8) pupils of Tengekorfe not to use auxiliary verbs correctly?” From the samples of the pre-tests analyzed above, there are some of the wrong sentences that were constructed as a result of literal translation. In otherwise, the pupils’ native language has a negative influence on the second language acquisition and indirectly the use of auxiliary verbs. This view was shared by Richard et al (2002) that

the learner's linguistic background and native background interferes into their second language acquisition.

Another thing identified in this study is that, some teachers focus on the aspects (areas) of expertise leaving the other areas behind. In this study it was identified through interview that, teachers focus mainly on reading comprehension than grammar lesson with the excuse that, "grammar is full of rules". In that case, it does not making teaching wholesome and meaningful. Teaching for meaning according to Knapp, Shield and Turnbull, (1995) should mean;

- a) Instructions that help students perceive the relationship of 'parts' to whole.
- b) Instructions that provide students with the tools to construct meaning in their encounter with academic tasks and in their world in which they live
- c) Instructions that make explicit connections between one subject area and the next and between what is learned at school and children's home

Four (4) teachers out of (5) in this study did not follow the submissions of the scholars above. This goes to affect the pupils' ability to overcome difficulties they face in English Language and auxiliary verbs indirectly. This view was also upheld by Vygotsky, (1934) and refers to it as situation of disengagement.

It was also identified that, the teachers give exercise and let the pupils exchange their exercise books to mark. This style of assessment is referred to as the formative assessment. The heartbeat of formative assessment is feedback. According to Andrade et al, (2015) the impact of formative assessment arises from the strength of the feedback provided to students about their learning and to teachers about teachers. Teachers must do well to use feedback from students to plan their lessons. This way, the weak points and the difficulties of the pupils will be taken care of and help them to overcome them.

The researcher considers the above as the possible causes of the difficulties of the pupils to use auxiliary verbs.

The second research question reads; “What appropriate techniques and methods could be used to remedy the challenge that the pupils face?” Analyzing the study in line with the question, the researcher first considers the strategies the teachers used in teaching. The researcher identified through observation that, the teachers in this study did not vary their teaching strategies at all. Instead, they resorted to just teacher-centered approach which may not be the best method that will enhance the understanding of the pupils for all the topics all the time. The teaching strategies should be varied. According to Oxford, (1990) there is no single pattern strategy used by effective language learners. Williams and Burden, (1997:p164) suggested that, “individuals will choose to use certain strategies if they have a clear purpose for using them and they feel that it is accomplishing a particular task value to them”. This summarizes the whole argument that, teachers are free to vary their teaching strategies and choose the one that will help the learners overcome their challenges and difficulties. The teaching strategy that may help the pupils to understand reading comprehension may not help the pupils to understand and auxiliary verbs and overcome the difficulties in the use of it.

The final research question is responded to at the recommendation.

#### **4.7 Findings**

The primary objective of this study is to investigate the causes of the inability of the basic eight (8) pupils of Tenekorfe L/A school to use auxiliary verbs. The researcher made efforts to identify and explain with diagrams the possible factors responsible for the difficulties of the pupils in using auxiliary verbs. As a requirement for this study, the researcher reviewed related literature of auxiliary verbs. This gave the framework

for this study. Interview, observation and test were used to collect data, from students and teachers. This analysis produce varied results which were both positive and negatives.

#### **4.8 Findings Relating to Student**

The findings based on the pre-test revealed that, the pupils did not understand the concept of auxiliary verbs. As such, they don't regularly speak English Language both in the school and in the house. The pupils use the local language more both in class and outside the classroom which did not help them to practice language to overcome the difficulties and consequently overcome the difficulties in the use of auxiliary verbs.

#### **4.9 Finding Relating to Parents**

The study identified that, the parents do not motivate their children enough to read at home. They also do not get complementary reading materials for the pupils to read. If the pupils do complementary reading at home, it will help improve the language and indirectly use auxiliary verbs effectively.

#### **4.10 Findings with Regard to Teachers**

First of all, the study identified that teachers give a lot of exercises after teaching. But the intent of the exercises given were not to assess level of understanding of the concepts taught but rather to satisfy their employers with a higher number of exercises as a proof that, they are working. It was also observed that, the pupils just exchange their exercise books and mark one another's work. The teachers do not mark the exercise books by themselves to identify difficulties of the pupils.

Having a discussion with the teachers after the intervention, they realized the need to vary their teaching methods to meet the needs of the pupils. Perhaps if one does not help the learner to understand a concept, the other will do.

More so, teachers' use of teaching methods as well as teaching and learning materials that will enhance the understanding of the learners is very low. Only few use them while others do not use at all.

Finally, this study revealed that teachers do not teach all the aspects of English Language but focus on their areas of expertise. Some push some aspects aside and touch on few topics facially and leave some topics untouched including grammar topics.



## CHAPTER FIVE

### CONCLUSION: SUMMARY AND RECOMMENDATION

#### 5.0 Introduction

This chapter summarizes the findings, methods of the research and offers recommendations and suggestions for further study.

#### 5.1 Summary

Qualitative sampling technique was used. 36 pupils were used for the study. Methods used by the researcher to help the pupils to overcome the difficulties in the use of auxiliary verbs are the jigsaw method and the learner-centered approach.

#### 5.2 Summary of the Findings

The researcher found out that, the pupils commit the following errors in the use of auxiliary verbs. Wrongly using of auxiliary verbs as:

- Operators of verbal groups
- Complement to the meaning of participial verbs
- Markers of person, tense, voice.

Auxiliary verbs act as operators of verbal group are when they become the mother verb or a pivotal verb on which all other verbs that follow revolve. It becomes the controlling verb for all the verbs that follow.

Auxiliary verbs also mark person, tense, mood and voice when all the lexical functions of the main verbs are transferred to the auxiliary verb.

It also complements the meaning of participial verbs could not completely express their meaning except being used with auxiliary verbs.

The causes of the pupils' difficulties in using the auxiliary verbs are: The teachers' inability to use varied methods to teach the concepts. Teachers also do not teach grammar lessons as scheduled on the time table. It makes the pupils to be deficient in grammar as a whole. In-service training should be done for teachers of English from time to time to upgrade their knowledge. Other causes are language transfer (interlingual) the negative impact of native language on the second language, the inherent difficult nature of the second language and faulty application of rules (intralingual). The pupils' failure to read more story books and excessive use of the native language in instruction both by the teachers and the pupils also made the pupils to have a difficulty in the use of auxiliary verbs.

## **5.2 Recommendations**

As a result of the finding, the researcher would like to make the following recommendations.

1. Headteachers and their assistants who regularly mark the lesson notes of the teachers should ensure that teachers of English Language write lesson notes for all the aspects and teach them.
2. Teachers should ensure that, they mark the pupils' exercises by themselves and give them the feedback for corrections. This will help them overcome challenges they meet during exercises.
3. All the teachers should be concerned about the grammar of the pupils in their classroom and outside the classroom. Teachers should use the English language as a medium of instruction during their teaching.
4. School based or (and) cluster or circuit based peer teaching should be encouraged where difficult topics of the various aspects are shared among experts to be taught. This way, the difficult topics that teachers dodge which



affects the pupils will be entreated to equip the teacher to teach all the aspects of the language.

5. Teachers must do well to vary their teaching methods and approaches use more of activity based strategies that will engage the pupils.
6. Teaching and learning materials should be used always in the teaching. If they are not available, improvisation should be made to concretize the lessons of the pupils for easy understanding.
7. Since school has no library, parents must do well to provide complementary books for the pupils and motivate them to read to overcome their difficulties.
8. Students must do a lot more reading of story books to improve upon their language use.

Based on the finding of this study, it is recommended that all teachers use English as a means of instruction and vary their teaching strategies as well as teaching and learning resources to help the pupils overcome the difficulties in the use of the language including auxiliary verbs.

### **5.3 Suggestion for Further Study**

There is no way I could exhaust everything about the difficulties that the pupils face in the use of auxiliary verbs. There are other areas that researchers can investigate into. I suggest that researchers investigate into the use of teaching and learning resources to teach auxiliary verbs. I also suggest that, researchers investigate into the syntactic relationship between of auxiliary verbs and lexical verbs in question tags.

### **5.4 Conclusion**

Based on the above discussion with the evidence of sample sentences above, the researcher would like to conclude that, the pupils of Tengekorfe L/A Basic School faced difficulties in the use of auxiliary verbs. The researcher is of the view that,

inadequate exposure to language, native language interference and poor teaching background could be the major cause of the pupils' inability to overcome difficulties in the use of auxiliary verbs. This study used qualitative research design to investigate into the study. Varied teaching strategies and teaching and learning resources were used to overcome the difficulties. This study will be of help to educationists and policy makers in drawing the syllabus for Basic Schools in Ghana.



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## APPENDIX A

