A STUDY OF ERRORS IN THE WRITTEN USE OF MODAL AUXILIARY VERBS BY STD. IX. STUDENTS OF MARATHI MEDIUM SCHOOLS IN AURANGABAD DISTRICT.

FINAL SYNOPSIS

SUBMITTED TO

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FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY IN EDUCATION.

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INTRODUCTION:

While defining second language learning, Lado (1964) says-

“Second language learning is as acquiring the ability to use its structures within a general vocabulary, essentially under the condition of normal communication among native speakers at normal conversational speed”.

It is true that English Language has become an undetectable part of our Indian life in its all sectors still, the fact remains that it is a foreign Language, a second language for us. The fact of learning English Language in Indian school scenario is also contradictory to Lado’s above statement, where learning of English Language is not that like a normal sort of communication.

In pre-independent India, English was at its supreme place as the language of administration. It was the mother tongue of British Administrators in British rule so; English was a compulsory subject at the
school, college, and at university level. English, still, occupies an important place in our educational system as well as in our law, business, economic, medical, commercial, media, transport and so many other areas in our country.

Being one of the educational subjects, English is being taught as third language and somewhere as second language in our education system. It has been a very praiseworthy decision of our education policy makers to introduce the subject of English language to the very initial primary level of schooling. In the vernacular education schools, the importance of learning English at the very primary level is considered.

At primary level of school, the basic knowledge of alphabet, simple words. Simple sentences are expected to be learnt by the students. From middle level of school, it is expected that the students should be acquainted with the grammar aspect of English language like, phonology morphology and syntax. At the higher level of schooling, it is expected that the students should be able to express themselves through written and spoken English.

Apart from the technical aspects of Language, it becomes important for a English learner to utilize absorbed knowledge in his daily routine expression whether those in oral medium or written. In that
respect students should be able to use the language elements appropriately, finally, which is the aim of including English in our educational course?

But the present scenario of English language at the school level seems unreached up to its goal and purpose. Even secondary school level finds chaotic situation with the language. The Marathi medium students feel very strange and odd with the learning of English language. Most of the time, they hesitate or rest of the time they use an incorrect English. Sometimes, the influence of mother tongue becomes one of the hurdlers in the way of correct use of English.

There are different elements of language to be learnt in the way of learning the language. Grammar is such an element which shows the system of any language. So when one learns grammar well, knows the language specific better! Again, Marathi medium students are very weak in English grammar. They have to face a great difficulty even to identify the constructs of a English sentence.

English verb system in grammar is an important part of studies, which lies almost at the central part of the grammar. And with the intention to check secondary school students’ knowledge about modal
auxiliary verbs, the researcher decided to study in this area of English language’s

**TITLE OF THE STUDY:**

**A STUDY OF THE ERRORS IN THE WRITTEN USE OF MODAL AUXILIARY VERBS IN ENGLISH BY STD. IX STUDENTS OF MARATHI MEDIUM SCHOOLS IN AURANGABAD DISTRICT.**

**OPERATIONAL DEFINITIONS:**

**STUDY:** As present work I error analysis, so the meaning of study is finding the errors in the use of Modal Auxiliary Verbs, sorting those in the Tables, analyzing those and drawing the conclusion. Word study also comprises the finding of common reasons of error making.

**ERRORS:** Errors means mistakes made by the students in their writing use of Modal Auxiliary Verbs in English

**WRITTEN USE:** It means students’ act of using the appropriate auxiliaries in the given sentences in the writing form.

**MODAL AUXILIARY VERBS:** These are the helping verbs used to indicate modality, which changes the grammatical mood of the sentence.
These are shall, should, will, would, can, could, may, might, need to, ought to.

**ENGLISH :** It is language English, the study of which is prescribed for Marathi medium secondary schools as one of the subjects.

**Std. IX:** It means one of the standards of secondary schools.

**STUDENTS :** It is the group of learner taking education in schools, formally.

**MARATHI MEDIUM SCHOOLS :** It means the schools which have ‘Marathi language’ as the medium of instruction.

**AURANGABD DISTRICT :** it is one of the districts of Marathwada region in Maharashtra state, having the area nearby 350 sq.k.m. situated on 19° 40’to 76° 18’ to 20° 48’ N latitude and 74° 40’ to 76° 40’ E longitude.
NEED OF THE RESEARCH:

Dryden Says,

“One who climbs the grammar tree, distinctly, knows where noun, verb and principle grow.” Whereas,

Luther says,

“Not too much drill on rules, compel the children to speak.”

Both the statements seem somewhat contradictory to each other. But the truth lies that the learner of any language should know the grammar of that language.

In the process of learning mother tongue, the formal way of learning its grammar never takes place. Child learns its mother tongue in a very natural, unconditioned atmosphere, spontaneously and effortlessly. So, may be one learns the grammar of his or her mother tongue after learning the language first.

In case of learning any foreign language, one has to learn its basic vocabulary, system first. While learning the English language, when it is a foreign language for Indian students, it becomes important for them to learn and acquaint with the grammar system of English language.
In Indian educational area of English, from the very beginning period of its studies, the stress has been given on the grammar aspect of language. It is said that grammar is the soul of language. Accordingly, a learner of English must know the grammar and grammatical aspects of it.

Our Indian students of English language always look at it as a foreign language and their problems start with it. On school level most of the students get uneasy with the language and its grammar whereas on school leaving stage, students fail to deal with the communicative aspect of language.

The lack of vocabulary, the influence of mother tongue, the wrongly practiced English by Indians, and its over impact, wrongly taught English, non-practice of it in our routine life, unequipped teachers and teaching material, these are the several reasons responsible for the errors in the English used by the school students. Thus, instead of learning a language as an academic subject, many of the lackings remain in the learners.

Among many errors made by the school students, one major error that is made even by the secondary school students is the incorrect use of verb in English. In any language, verb is the core element, whether in a sentence or in any piece of expression. The wrong use of verb makes
changes in the tense in meaning in structure and so on. The Indian tendency of suffixing -ing to every verb is a fine example of it. Such different errors are made by the secondary school students is an observed fact. So, being conscious and concerned about this fact, the researcher wanted to study in the area of Modal Auxiliary Verbs in English grammar and decided to investigate about the errors in its use by Std. IX Marathi Medium students in Aurangabad District.

**SIGNIFICANCE OF THE RESEARCH :**

Neatly observed results of Aurangabad decisional board of secondary school education shows that the results of S.S.C. (IX & X) do not indicate the continues growth of ration of students passing in English. It means that somewhere something is lacking. The grammatical competency of the IX std students reflects the deteriorating condition of the learning of English. Such weak scenario of English learning definitely mars the one’s progress as well as that of the country which is not going to be aloof from English language anyhow. So, a serious and careful attention is need to be given towards its learning process, that to from the very school level. Following tables of the results present a grim picture of S.S.C. level’s passing percentage of 5 last years.
Table No: 1.2.1.

The Result of S.S.C. Level.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
<th>% of passed candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2002</td>
<td>99876</td>
<td>65784</td>
<td>65.86</td>
</tr>
<tr>
<td>2</td>
<td>2003</td>
<td>103874</td>
<td>80044</td>
<td>77.05</td>
</tr>
<tr>
<td>3</td>
<td>2004</td>
<td>112016</td>
<td>90596</td>
<td>80.88</td>
</tr>
<tr>
<td>4</td>
<td>2005</td>
<td>120593</td>
<td>80604</td>
<td>66.84</td>
</tr>
<tr>
<td>5</td>
<td>2006</td>
<td>131751</td>
<td>102085</td>
<td>77.48</td>
</tr>
<tr>
<td>6</td>
<td>2007</td>
<td>137933</td>
<td>111075</td>
<td>80.53</td>
</tr>
<tr>
<td>7</td>
<td>2008</td>
<td>138958</td>
<td>124292</td>
<td>89.44</td>
</tr>
</tbody>
</table>

Table 1.2.2.

The Result of English (3rd language) at S.S.C. Level.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
<th>% of passed candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2003</td>
<td>116523</td>
<td>89739</td>
<td>77.01</td>
</tr>
<tr>
<td>2</td>
<td>2004</td>
<td>119260</td>
<td>101287</td>
<td>84.92</td>
</tr>
<tr>
<td>3</td>
<td>2005</td>
<td>125206</td>
<td>85854</td>
<td>68.25</td>
</tr>
<tr>
<td>4</td>
<td>2006</td>
<td>141121</td>
<td>107166</td>
<td>75.93</td>
</tr>
<tr>
<td>5</td>
<td>2007</td>
<td>146032</td>
<td>122361</td>
<td>83.78</td>
</tr>
<tr>
<td>7</td>
<td>2008</td>
<td>134916</td>
<td>122314</td>
<td>90.65</td>
</tr>
<tr>
<td>8</td>
<td>2009</td>
<td>149137</td>
<td>128669</td>
<td>86.27</td>
</tr>
</tbody>
</table>

From the overlook of the above table, the deteriorating picture of the S.S.C. results and responsible weak result in English language clears. This is not true about the only S.S.C. level but the weak roots further
become responsible for the weaker stem also. At their college level too, these students with weak preparation in English, prove themselves unsuccessful.

The problem of weakness in English among the Marathi medium students is running continuously and provoking the researchers to think over it seriously. Question rises as where lies the fault? Then so many root reasons come forth to think over those. The very basic stage of schooling and the intended objectives of English at that level never go with hand in land.

The objectives of ELT are not achieved in a manner one would expect it to be the effective way of forming of the syllabus, the lack of effective teaching material, weaker aspect of teaching all these facts increase the serious condition of results in English and the overall performance by the students at school level. At the 2 stage from where, the transitional stage starts, students get serious setback due to the hopeless performance in English and their whole career life get affected badly due to the English factor. So, by selecting on element from English grammar, researcher decided to study in the field of Modal Auxiliary Verbs.
SCOPE OF THE RESEARCH:

Scope of Area:
The research work is restricted to Aurangabad District, all the Talukas, towns and villages in Aurangabad District.

Scope of Theme:
The research work is restricted to the theme of a study of common errors in the written use of Modal Auxiliary Verbs in English grammar, by the Std. IX students of Marathi Medium Schools in Aurangabad District.

LIMITATION OF THE RESEARCH:

Limitation of Area:
The area of research is limited to Aurangabad District only.

Limitation of Theme:
The research work is limited to the theme of studying common errors in the written use of modal Auxiliary verbs in English grammar.
Limitation of Period:

The results of this research work are limited up to the period of research.

ASSUMPTIONS:

1) Std.IX students of Marathi medium schools in Aurangabad District are poor in the use of Modal Auxiliary Verbs in English.
2) They commit errors in the written use of auxiliaries.
3) There are several reasons responsible for the errors by the Std. IX Students.

HYPOTHESES:

1. Std.IX students know what are the Modal Auxiliary Verbs, but they are not able to use them in suitable sentences while they are writing.
2. A lot of modal auxiliary verbs is difficult for the students to understand and to pick up the correct auxiliary verb from it.
3. Std. IX students are not able to identify the tense form of the sentence.
4. Std. IX students do not understand the meaning and mood of the sentence, so they commit errors in using auxiliary verbs.
5. The difficulty, the students face mainly because of the main difference between Marathi and English sentence pattern. In Marathi we have SOV form but in English it is SVO form but in English it is SVO form.

6. Unfavorable socio-economic condition of the students, over influence of Marathi language (Mother-tongue), and unequipped English teachers, are responsible for student’s weakness in English.

OBJECTIVES OF THE RESEARCH:

1. To find out students’, ability in picking up modal auxiliary verbs.
2. To find out students’ ability to use modal auxiliary verbs in combination with the other verbs and identifying the tense forms of the sentences.
3. To find out the reasons of error making.
4. To give suggestions for the eradication of the errors.

METHOD OF STUDY:

For the purpose of this research pertaining to the present situation, the researcher felt its suitability for conducting her research work and adopted survey method of research.
SELECTION OF POPULATION AND SAMPLE:

All the Marathi medium students of Std.IX are the population of this study. From this population, the sample is drawn as follows:

**Talukas**: For the present study nine Talukas were selected including its urban as well as rural area.

**Schools**: For this research study, 18 Marathi Medium Sec. schools were selected. Among those, nine schools were from the urban areas and nine schools were from the rural areas of nine Talukas in Aurangabad District. All the girls’ and boys’ schools as well as aided – non-aided sec. schools were consider for this study.

**Students**: For the present research study, total 900 Marathi Medium sec. schools students of Std.IX were selected as the sample. Among these, 450 students were from the urban areas and 450 students were from the rural areas of Aurangabad District. Both, girls and boys were considered as a sample.

**Teachers**: For the study of this research, 20 sec. schools teachers of English from the respective selected schools were selected as the respondent of this study.

Thus, the whole process of borrowing the samples goes through the clusters of varied things as Talukas, urban- rural areas, sec. schools, IX
Std students and English teachers. So, the present research work has its Cluster Random Sampling Design.

Thus, the size of the sample for this research counts 5% of the population of Aurangabad District.

TOOLS OF DATA COLLECTION:

For the present study, investigator had selected following tools for data -collection:

1. A TEST (QUESTIONNAIRE) BASED ON ITEMS OF MODAL AUXILIARY VERBS: In the test, Std. IX students were given 5 questions, each included with items based on Modal Auxiliary verbs. All the items were the sentences with a scheme of fill in the blanks with the suitable auxiliary verb.

2. QUESTIONNAIRE FOR THE STD. IX STUDENTS: This questionnaire for the students was based on the items of Scio-economic information of the students. If included the items regarding students mother tongue, their parents’ educational qualification, etc. Besides, it deleted with the questions based on students likes and dislikes about English language, at morpheme to study it, etc.
3. QUESTIONNAIRE FOR SECONDARY SCHOOL ENGLISH TEACHERS: In this questionnaire, meant for sec. school Teacher of English, there are some items based on the personal information of the teachers like, their educational qualification, teaching experiences, etc. Some items are based on their habits of reading English, their classroom-teaching experiences, their views regarding work books, text books, allotment of the periods for teaching grammar and the proficiency as well as the difficulties in teaching and learning processes

CHAPTERISATION:

CHAPTER-I

INTRODUCTION:

This chapter explains Indian society and the place of English language in it. It also focuses on the importance of English language in each and every area of our lives. This chapter encompasses following points: the place of English language in India from the British age up to the contemporary age; the changing scenario of English language in changing Indian society; the place of English language in Indian education system; different education policies and its treatment to English language; English at different educational levels, like at primary,
secondary, higher secondary and at higher level of studies; Marathi medium students and English; English grammar and students’ lackings in it; the ways of teaching grammar; verbs in grammar as important part; modal auxiliary verbs in English; the need to pay attention towards verb studies; title of the research; operational definitions of the terms; objectives and hypotheses of the research; scope and limitation of the problem.

CHAPTER – II

REVIEW OF PREVIOUS RESEARCH AND RELATED LITERATURE

This chapter has been divided into two main parts: Review of previous Research and Review of Related Literature. The first part mentions the objective and the findings of related previous researches.

The second part describes different books, journals, surveys and internet links based on the information about the concept of error analyses and model auxiliary verbs.

This chapter also describes the importance of related literature in entire research process and its relation and differentiation from the present study.
CHAPTER – III

PROCEDURE OF THE RESEARCH:

This chapter is the base of this entire research work. It explains the main phases of the research design and its research methodology. The method used for this study is normative survey method. Questionnaires have been used to collect the data. The sample of 900, IX Standard’s students has been selected by cluster random sampling method from the population of Std. IX students studying in Marathi Medium secondary schools in Aurangabad District.

CHAPTER – IV

DATA PROCESSING ANALYSIS AND INTERPRETATION:

In this research work, the data collected through the questionnaires received by the std. IX students and sec. school English teachers. The collected data has been given the treatment of percentage through the tables for its analysis and interpretation to draw the conclusions.
CHAPTER – V

CONCLUSIONS

This concluding chapter collectively records the main conclusion testing of hypothesis and some suggestion and implication. The recommendations are given on the basis of the findings.

MAIN CONCLUSIONS :

1. Sec. school students of Marathi medium schools know what are the modal Auxiliary Verbs but they are not able to use those in suitable sentences.

2. Sec. school students of Marathi medium schools cannot pick up the correct auxiliary from the given choices, of auxiliaries because they do not know the respective use of each auxiliary.

3. The tense and voice form of the sentence is not well known to Std. IX students of Marathi medium schools.

4. The mood and meaning of English sentence is difficult to understand to Std. IX students, so, they cannot use the proper auxiliary according to its suitability in the sentence.
5. Std. IX students of Marathi medium schools get confused with the English sentence pattern as S-V-O, when, they are habituated of Marathi sentence pattern as S-O-V.

6. Interference of Mother-tongue, backward socio-economic background of the students and lack of efficient teaching, some of the reasons responsible for students’ committing errors.

7. Auxiliaries ‘shall’ and ‘will’ are easy for the students to use than other auxiliaries.

8. Students do not understand the preriet form of the auxiliary and the meaning of both the forms.

9. Auxiliaries ‘ought to’, ‘need to’ are more difficult for the students to use.

10. Marathi medium sec. school students do not speak English at English classes or in any situation out of the school, so, they are weak in English.

11. The family background of the students do not support them to strengthen their English abilities.

12. Sec. school English teachers do not take much efforts to cater their students in English.

13. Sec. school English teachers are not familiar with innovative methods and techniques of teaching English.
14. The present allotment of English periods for Marathi medium school level, where English is taught as ‘third language’, is not sufficient.

15. English teachers do not take much efforts in considering and correcting the errors made by the students.

16. Teachers, teaching English, themselves have the greater influence of Marathi as their mother-tongue, which is one of the reasons for students’ lacking in English.

TESTING OF HYPOTHESES:

Following is given the testing of hypotheses which are the major findings of this research study.

HYPOTHESIS-1: On the basis of facts and figures gathered through the survey, it can be safely inferred that hypothesis 1. i.e. the students of std. IX know what are the Modal Auxiliary Verbs but they are not able to use them in suitable sentence.

HYPOTHESIS-2: A lot of Modal Auxiliary Verb is difficult for the students to understand and they are not able to pick up the correct auxiliary verb from it.

HYPOTHESIS-3: The students of Std. IX are not able to identify the tense form in the sentence has also proved positively.
HYPOTHESIS-5: The difficulty the students face in the use of Modal Auxiliary Verbs is because of the main difference between Marathi (S-O-V) and English (S-V-O) sentence pattern is proved.

HYPOTHESIS-6: Unfavorable socio-economic condition of Std. IX students, over influence of Marathi language and unequipped English teachers these factors are responsible for students’ weakness in English is also proved positively.

SUGGESTION FOR ENGLISH TEACHERS:

1. First of all a teacher of English need to understand the importance of grammar. He should not teach it in separate periods or just for the sake of examination, but it should be understood by the teacher, that grammar is an integral part of language learning.

2. Language is a dynamic phenomena, it grows and changes in respect of time. So, the English teachers should give importance to functional teaching of grammar than the formal type of it.

3. It is the result of the keen observation in the classroom at secondary level that students blink and they forget in the next minute, when something is taught in grammar. To avoid this, oral test can be given. By this, they will be able to remember what has been taught in the classroom.
4. Teachers should follow the principle that the choice of vocabulary or sentences depends upon its present utility to the students.

5. While teaching the use of auxiliary verbs, a teacher should have enough knowledge to consider the different senses in which an auxiliary may be used and different shades of the expressions.

For example: 1) Can you please, give me your pen?

2) You can do it.

6. In above two sentences, modal auxiliary verb ‘can’ is used but in sentence (1) it indicates politeness of the speaker whereas, in sentence (2) the speaker stands for ability to do something.

7. Teachers can give clues to the students to remember the grammatical features of the sentences. The clues are like: While modal Auxiliary verb is taught, teacher will use sentences- (e.g.) you must come, and will ask to use the same sentence with auxiliaries should, must, may by creating the contexts. Students will use various auxiliaries in the according contexts and will understand what Modal Auxiliary verbs are.

8. In their text-books, grammar exercises are given to the students to do. Besides those, teachers have to give more examples and exercises of his own, sometimes situational, which will make students learn more grammatical sentences with auxiliaries.
9. Teachers can also explain some of the grammatical categories in Marathi to make their students easily understand the grammatical items based on Modal Auxiliary Verbs. Only grammar does not enable the students for acquiring English but continuous practice of language will help the students to steer the language.

10. Teacher should speak and converse continuously in English, which will help the students to understand the specific grammatical structure, and again, this will help them in written exercises too.

11. Teachers have to check the exercise done by the students but picking up the errors and correcting those is to be done by them very seriously.

By considering all these factors, it is expected by the teachers of English that they should adopt and implement multi-skill approach in their teaching not only grammar but teachers should pay attention towards all the other language skills simultaneously. Because learning of language is not an effort to learn a single component, but it is an integral process. Besides some implication regarding syllabuses, text books teaching methods and teacher training have been given to be consider.
SUGGESTION FOR FURTHER RESEARCH:

1. A study of Marathi Medium school students’ habits of using English Modal Auxiliary verbs.
2. A study of the origins of patterns of inflection in Auxiliary verb constructs.
3. A comparative study of the concept of Modality of Modal Auxiliary verbs in Marathi and English languages.

When we say that a particular language is “foreign language” or “alien” language, the fact within the terms that of “not our language or not like mother tongue” cannot be denied. Because birth-language or mother tongue of one’s not only provides a mode of communication to him, but offers him his personality, expression modes of his feelings and self. Moreover a person is enriched with a specific culture due to only his mother tongue. Still, the another fact of present world cannot be overlooked that of need and importance of English language in our contemporary world. To stick some more importance to English language it is worth to observe its very presence from the primary to higher education system of our country. Then the very rational thought is very obvious, “why not to learn a language and its contents with all its competencies, when it has become the very essential part of our education and life. “ Thus, such justification tone towards English language is
leading us towards more and more efforts towards its breeding and 
flourishment among the learners of it.

The present study is just a small scale effort to deal with a little 
part of English language. Such surveys and observations will definitely 
help the further works in this direction.

Signature of Researcher                                    Signature of the Guide
Mrs. P. R. Deshmukh                                      Dr. S. V. Joshi