CHAPTER -1.

INTRODUCTION

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CHAPTER – I

INTRODUCTION

1.1. INTRODUCTION:

From last some decades, continuously, a lot of work is being done on in English language in our country. On educational level too, varied policies are being introduced to strengthen the studies of English among its learners. Unfortunately, the result of all such efforts is not satisfactory. This thought can be discussed elaborately in following ways.

1.1.1 ENGLISH IN A GLOBAL CONTEXT:

It was the age of Shakespeare, and at that time, English was not a global language, “….but only of small reach, it stretched no further than this Iland of ours, naie not there at all.”¹ Now this is the age where English is the most widely used language and the chief vehicle of international communication. Such contrast has a wide historical basis, which tells us the story of British Empire and its unending thirst for conquering the whole world. About this extraordinary contrast, Prof. Randolph Quirk writes,

“Now in daily use, not by seven million but by seven hundred million and only half of them are native speakers of the language. No longer of ‘small retch’, but a language – the language on which the sun does not set, whose users never sleep.” Further he adds –
“...most people who speak English are not English and were not born in England.” 2 Thus, English as the language of international communication and teaching of it as a foreign or second language have become important facts.

A report dated August 1992 by Jack Rysiewicz, (38-41) says – ‘Wanted 20,000 new teachers of English in Poland’ 3. To meet this demand, Poland started a program in 1989 for training 1,000 teachers of EFL per year.

Collapse of Soviet Russia has suddenly created a huge demand of English teachers in nearly all countries in the central and eastern Europe, Vietnam and in some parts of south America and Africa.

“The eastern part of Germany is estimated to have nearly 17 million ‘new’ learners of English, almost the entire students’ population in that part of the country.” 4

In Japan, there are private schools which offer English classes where, English is an “optionally compulsory” subject.

Since 1983, English has been taught in all Austrian primary schools as a “compulsory exercise”. It is so in Switzerland and the rest of central and Eastern Europe too. Officially, the Europe community has eight languages, all equals. But actually, English is the first among the equals and the most popular foreign language in the entire community.
The whole world, at present, became a global village and English has become the primal language of international aviation, business, commerce, diplomacy, science & technology, shipping, sports, and beauty contest, etc.

While discussing the reasons behind the popularity of English, Mr. Achen Mikoyan, Lecturer in EFL at University of Moscow says, “The ability to communicate in English is seen by many as a pre-requisite for professional success on the international scene.”

Thus, of all the languages in the world today, English deserves to be regarded as a ‘world language’, being the common means of communication.

Dr. Abha Rani Bisht says, “50% of the world’s newspapers scientific and technical periodicals, 60% of the world’s radio broadcasts and 75% of the world’s mails are in English.” It was the scenario in 1983 observed by Dr. Abha Rani. Now, in this year of 2010, no doubt, there is a definite and considerable increase in the above percentage.

As, it is said, this is the global world and the boundaries between the countries have been faded away, every country needs other country’s help in political, social, economical and cultural matters. There comes English as a rescue. In the words of V.K. Gokak,
“It would be rash to cut ourselves off from the English language which keeps us in continuous contact with the latest thought in Europe, in every field of life and culture.”

Almost, the world over, whether as mother tongue or as a foreign or second language, English is being used one way or another. This fact, more than any other, makes English merit the status by the world language. Already, English has been accorded this status by the world, because it is the language used in international conferences and in the forums of the United Nations Organizations.

The UNO has given English the status of being an official language. F.G. French’s statement is worth mentioning.

“No language ancient or modern can be compared with English in the number of geographical distribution of the homes, factories, and offices in which the language is spoken, written and read.”

(CF.Dr. Abha Rani Bisht, 1983 :4)

Thus, English is being used all over the world not because it is imposed, but out of an apt realization of its inherent advantages in all the fields of life, whether it is science, technology, literature, politics, media, law, medicine or education.

Varghese Poul’s statement is very apt to conclude,

“English is the most international of the languages.”
1.1.2 ENGLISH IN INDIA:

In the year 1765, East India Company became a political power and then after, English education in India began. In first 50 years of English education in India did not witness any remarkable progress. However, Macaulay’s famous minutes in 1835 declared the establishment of the first three universities on the model of University of London and it became the reason for the acceleration of English in India.

In his minutes, Macaulay explains the importance of English. –

“English stands pre-eminent among the languages of the west, whoever knows that language has ready access to all the vast intellectual wealth which all the wise nations of the earth have created.”

Macaulay puts the view that the need of English is greater than that of Sanskrit and Arabic and to support his view, some of the Indians came forth to prefer English education. But Macaulay’s dream to anglicize India mentally and instinctually was not fulfilled; nor did his expectation that “Indians would renounce their past history, traditions, and culture come true”, as wrote by Varghese. But Macaulay’s scheme, however, proved helpful to give the status of ‘official language’ to English.

It is said that the designation to English as “Official Language” became one of the reason to ignite the flame of nationalism in to the minds of Indians. Whatever the outcomes, but thus English became the internal way of communication among the Indian intellectuals and they
could think and express themselves in English effectively. Slowly, the ability and commands in English became a sort of certificates in setting jobs in British administrative system.

Among Indians, the man who contributed most to the cause of English was Raja Ram Mohan Roy. While discussing Raja Ram Mohan Roy’s role in this regard, K. K. Chatterjee wrote –

“Ram Mohan Roy believed that the citadel of conversation entrenched in the age old modals of Sanskrit education must be destroyed and the light of western science and philosophy must prevail in India, so as to deliver his countrymen from obscurantism and barbarous superstitions” Further, he says,

“…. but he realized that England was the leading country in the progress of Modern civilization and the western education a liberating force.” \(^{12}\)

From 1853 to the beginning of the 20\(^{th}\) century, a number of commissions were appointed. Most of these discussed the problems concerning higher education. Woods Dispatch (1854) which is considered by some as the Magnacharta of English education in India. The University Commission (1901), the Sadler Commission (1919) are among others that aimed at education which might help government to produce reliable and capable public servants. As regards the progress of education
in India (1901-1902) an official publication, summed up the situation as follows:

"The English secondary course aim at giving school education. The teaching of English is the prime object throughout the course and in the higher classes instruction in all the subjects is given through the medium of English." 13

Meanwhile, with the arise of national consciousness, some religious movements viz: Arya Samaj (1875), Theosophical Society (1878) and Ramkrishna Mission (1897) started questioning the superiority of European culture. Some political grinded people like Gopalkrishna Gokhale, Lokmanya Balgangadhar Tilak, Mahatma Gandhiji, Jawaharlal Nehru rose to the occasions to plead the cause of Indian languages in the education system of India.

Naik and Noorullah, commenting on Gandhiji’s anti-English view, say, ".... here the most uncompromising opposition to English come from Mahatma Gandhi at this early period, he put forward the view that Hindustani should be the national language of India and the English should not be a medium of instruction at any stage of education." 14

The post independence attempt at finding a lingua franca became a controversial issue on which no consensus could be reached for some time. In 1950, the constitution of India finally laid down that Hindi in Devanagari script could be the official language of the union of India and
it laid down a period of 15 years for effecting the change over from English to Hindi. Thus English had to function as ‘associate language’ for 15 years and that this period could be extended, if needed.

The change over, proposed, from English to Hindi was not a possible task. Nehru, also realized the fact and said, “English is our major window on the modern world.”  

(CF. Dr. Abha Rani Bisht, 1983:4) So, in 1959, the Prime Minister Nehru in speech in the Lok Sabha assured the non-Hindi people that English would continue as an Associate Language so long as the non-Hindi speaker wanted it, an assurance that was made good under the Official language Act. 1963. With the amendment, in 1967, it was provided that English would be an ‘associate language’ without any time limit.

Thus, English was adopted as the language of administration, and Government of India bounded for its progress. The English language was flowing freely among the people of India so, in a country with multi states, it become a “link language”. As a ‘link language’, English is strengthening our unity and awaking our people with current knowledge of worldly science and technology. Varghese has rightly observed, “The English education is not merely a catalyst but mainly instrumental in bringing about this renaissance.”  

Now in India, English is the language of banking, commerce, law and industry. It is a link language among the educated elites and English
knowing people prefer to use English frequently in their personal life as well as official matters. This indicates people’s love for this language.

About the use of English in India, Verma writes, “It is used by a community of people and institutions in India for interpersonal and inter institutional communication in a wide range of contexts. The users of English in India are -

a) University and college students and school students trained in English medium schools;
b) Teachers teaching at schools, colleges and universities;
c) Officers and clerks working at Indian establishment; Prestigious state establishments, railway, postal, shipping, air lines and travel officers:
d) Mid level and high level workers working in prestigious hotels, restaurants and business establishments;
e) Scholars participating in all Indian seminars, workshops and conferences;
f) All India newspapers, magazines and journals;
g) All India bodies conducting competitive examinations for recruitment to all India services;
h) All India bodies communicating with state level bodies;
i) Doctors, lawyers and other professionals conducting their business;
j) Members of prestigious clubs and other recreation centers; and
k) Creative writers, writing their novels, stories, play, poems and essays in English.  

1.1.3 ENGLISH IN EDUCATIONAL SCENARIO OF INDIA.

A complexity and controversy between English and regional languages, further gave rise to “Three Language Formula”. Central Advisory Board of Education devised it in 1956, and in 1961, it was approved by the Conference of the Chief Ministers of all States in India. While speaking about this formula, at the central Institute of English and foreign languages, Hyderabad, Pt. Nehru said,

“It is possible to criticize any formula that you might evolve but it is a good formula keeping in view most of the aspects of this problem and helping to bring about in the political and cultural spheres that sense of unity, common knowledge and common understanding all over India which is so essential.”

Education commission (1964-66) made repeated references to English as a ‘library language’. The commission suggested;

“We suggest that the UGC and the universities carefully work out a feasible program suitable for each university, or group of universities. The change over should take place as early as possible and in any case within about ten years. Since the problem will only become more complex and difficult with the passages of time”.
On September 2, 1967, the Congress working Committee accepted the decision taken by the committee. It was decided that:

1. Hindi would be the ‘link-language’ in India but the Government would bring forward legislation in terms of Nehru’s assurance to continue the use of English as long as necessary.

2. Each state would be free to transact its administrative business in any languages it desires.

3. The medium of education would be changed to the regional language all stages and the UPSC examinations conducted in all the language listed in eighth schedule of the constitution.

4. The implementation of the ‘three language’ formula would be lightened at the school stage and extended to the university.  

The teaching of English language situation has undergone the significant changes. In the new pattern of education i.e. 10+2+3, English is $L_3$ for a large number of students. According to Mr. D. P. Yadav, the Deputy Minister of Education in the Congress party, as told in August 16, 1976, “Nineteen states and union territories had already adopted the new scheme of education (i.e. 10+2+3), seven would adopt it within a couples of years while five were still considering the matter.” So, it was expected that sooner or later, all the states and union territories would adopt this pattern.
The changing situation in education called up for a reconsideration of objectives, methods of teaching, preparation of materials and testing procedures. As English language was termed as ‘third’ language, for using this term for foreign language, Rivers W.M. gives the justification as, “There need be no technical objection then to the use of the term ‘third’ language which so aptly describes the ELT situation in India today. The justification for using the term ‘third’ in preference to foreign language is that unlike German or Russian it is a compulsory language under the new pattern of Education. Although its use is being restricted, it continues to be used in several others it may seem most apt to describe English in India as a third language.”

Somehow, in most of the schools and colleges, mainly in regard of Arts and Commerce subjects, in non-metropolitan areas, the medium of instruction is the regional language. A few faculties, however continues English as medium of instruction those of law, medicine engineering, technology and agriculture. In present days, English is a compulsory language in schools and colleges. Still, it fails to achieve the objectives of its teaching. Education stages wise, the teaching objectives of English can be different, but the major goal to teach English to the Indians is to help them to have practical command over it. But thirst is given on teaching the literature within the language, which prohibits the Indians to speak the language with ease and confidence.
Prator puts his view as, “English in India is ‘mastered by a ‘small minority of (3%) of the population; most of whom have an ‘imperfect command of only a limited portion of the language.”

At secondary level of school there are the objectives of teaching English as achievement of skills i.e. listening, speaking, reading and writing, understanding the language read or listened, taking interest in its literature i.e. appreciation etc. The syllabus should be based to achieve the above mentioned objectives, but the material and accorded activities do not support the objectives. As a result, the learners of English, even after completing secondary school, are not find able, even to speak proper sentences in English. Anyhow, from last five years, to develop communicative competence, skill base syllabus is given serious consideration. More than the structural approach, functional approach is given scope which seems good sign in teaching and learning scenario of English. In case of teaching methodologies too, learner centre approach is stressed after experiencing the lacking in ELT.

Evaluation aspect in regard with English language is lacking somewhere, it do not support must to the testing of various sub skills of the language.
Vegmore writes about the efficiency of language learning as – “Learning of any language is an integral process, a process in which the learning of structures supports to learn functional aspects and competency in functional aspects also enriches one with its structural knowledge. So, teaching of language cannot be a compartmental job.”

In above regards, it can be said that in the areas of teaching English some more attention should be given. A single approach towards learning a specific aspect of language cannot be helpful. But, considering the importance of integrity, in all the areas of teaching and learning English, resourceful people and material should be included.

After going through her personal experiences as a students as well as observing English learner’s lacking as a teacher, the investigator selected a weaker area of secondary school students of Marathi medium schools, that of Modal auxiliary verbs in English. Investigator observed that it is the knowledge of verbs and helping verbs, which comprises the important part of speech, is lacking in English learners. Modal Auxiliary Verbs in English are important helping verbs, which constitutes a special mood of speaking and writing English. So, the investigator selects the std. IX. Students of Marathi medium students to check their understanding of modal Auxiliary verbs in English.
The present study is a humble attempt to study the errors made by the std. IX students of Marathi medium schools in Aurangabad District in the use of modal Auxiliary verbs in English.

1.2 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 lacking remains in the learners.

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 some where 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>
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</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.

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.
1.3 SIGNIFICANCE OF THE RESEARCH:

While defining second language learning, Lado (1960) 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 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 an English sentence.

English verb system in grammar is an important part of studies, which lies almost at the central part of the language. 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.
1.4 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.

1.5 OPERATIONAL DEFINITIONS:

1.5.1 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.

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

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

1.5.4 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.

1.5.5 ENGLISH: It is language English, the study of which is prescribed for Marathi medium secondary schools as one of the subjects.
1.5.6 **Std. IX**: It means one of the standards of secondary schools.

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

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

1.5.9 **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.

1.6 **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.

1.7 **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.

1.8 HYPOTHESES:

1. St.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.
1.9 SCOPE AND LIMITATION OF THE RESEARCH:

1.9.1 SCOPE OF THE RESEARCH:

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

1.9.1.2 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.

1.9.1.3 Scope of Population: The research work is restricted to the Std. IX. Students of Marathi Medium schools in Aurangabad District.

1.9.1.4 Scope of Period: The research work is restricted to the period of research, 2005-2010.

1.9.2 LIMITATION OF THE RESEARCH:

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

1.9.2.2 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.

1.9.2.3 Limitation of Population: The research work is limited to the Std. IX students of Marathi medium schools in Aurangabad District.
1.9.2.4 Limitation of Period: The results of this research work are limited from the year 2005-2010 the period of research.
References:


21) *A Forum Staff Article, (1976)* ‘Current Trends in Language


23) *Attitudes and Motivation of ESL Learners*. Prator, (1968)
   University, Sagar, p.463.


   Ann Arbor: War., p.21.