CHAPTER -2.

REVIEW OF PREVIOUS RESEARCH AND RELATED LITERATURE

INDEX

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Sub –Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>33</td>
</tr>
<tr>
<td>2.2</td>
<td>Review of Previous Research</td>
<td>34-43</td>
</tr>
<tr>
<td>2.3</td>
<td>Review of Related Literature</td>
<td>43-61</td>
</tr>
</tbody>
</table>
CHAPTER – II

REVIEW OF PREVIOUS RESEARCH AND RELATED LITERATURE

2.1. INTRODUCTION:

It is the history, the glimpses of which always guide the human being to trodden the future paths, confidently and with proper insight. Likewise, in the field of research too, the past facts written and recorded by the earlier writers guide and help a lot. This chapter-II, is dealed with the review of related research works and related literature.

As, the investigator of this study, had selected the subject of error analysis in the use of Modal Auxiliary Verbs in English, so, she went through some related conceptual studies, which are mentioned in this chapter. This chapter has been divided in to two main parts.

(i) The first part describes the review of related Research works, with its objectives and findings. This part includes studies from Educational Research Surveys, studies from Educational Research Journals.

(ii) The second part reviews some related literature describing about Modal Auxiliary Verbs and the concept of error analysis. Some of the essential references are borrowed from the Internet.
2.2. REVIEW OF PREVIOUS RESEARCHES:

2.2.1. Indapurkar, C.D. A Linguistic study of errors in English of Middle school pupils of Chandrapur (Chonder) District of North – East Maharashtra, Ph. D., Linguistics, Poona V.. 1968.¹

Objectives:

1. To describe the various types of errors found in the spoken and written English of the middle school pupils.
2. To find out whether there are any common trends in these errors;
3. To find out the errors, which continue throughout the middle school standards;
4. To find out the probable causes of these errors with special reference to the interference of Marathi the mother tongue of these pupils; and
5. To have a comparative study of some frequent errors in written and spoken English.

Findings:

1. The lexical errors were not frequent in any standard as revealed in oral test. But the assessment of annual examination papers revealed that the error of replacing proper word to phonetically resembling word was very frequent both standard VII and VIII.
2. Regarding morphological errors, the analysis of annual examination answer scripts revealed that in Stds VI, VII and VIII,
the error of verbal inflection type was very frequent. The oral test revealed that in standard VIII, the error of verbal inflection was very frequent in standards V, VI and VIII. The written test revealed that in standard VIII, the errors of verbal inflection was very frequent.

3. The errors of pronouns were very frequent as revealed in oral test and analysis of annual examination answer scripts, but wave missing in the written test.

4. The analysis annual examination answer scripts revealed that in standards V, VI and VII, the very frequent errors were regarding nominal phrase structure. The written test revealed that very frequent errors regarding prepositional phrase structure were of ground in standard VIII.


**Objectives :**

1. To locate the common errors in English

2. To suggest remedial treatment.
Findings:

1. Errors of grammatical structures were predominantly pronounced in these pupils writing, with spelling errors in next coming frequency, the values being forty five percent and twenty nine percent of the total errors, respectively.

2. Lexical errors and the misuse of usage and idioms found the third place and constituted about nineteen percent of the total errors.

3. Comparatively speaking, errors of punctuation being give percent of percent of the total errors were not significant.


Objections:

1. To carry out a survey of the attainment of pupils in English

2. To diagnose the Backwardness in specific areas of English.

Findings:

1. Thirty two to forty four percent of children of west Bengal schools were backward in English

2. Backwards in different aspects of English taken in order of their intensity were, use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction, and causes of backwardness were unscientific curriculum, lack of attention at home unsuitable teaching method,
poverty, Maladjustment absenteeism, board company, want of necessary books and teaching Aids, congestion at home, lack of proper place to study, poor wealth, and substandard attachment in English at primary stage.


This study was an attempt to attempt to guide Delhi teachers through the perplexing problems of English language teaching to place at their disposal some positive resources which could be used sensibly and constructively for reorganizing the teaching techniques for better results.

This study was undertaken with the following hypotheses:

1. In spite of adverse political propaganda and contrary education policy of the government the attitude of the students to words English has not been adverse. On account of so many obvious reasons English is even now very much wanted by parents and Students alike.

2. The deteriorating standards of English calls for a rethinking and reconsidering commonly accepted psychological principles of foreign language teaching.

3. The study of English does not stand in the way of learning Hindi. On the other hand a contrastive study of English and Hindi
language should show that achievement in one facilitates the other.

4. In view of the newly postulated aims teaching English to Delhi. Students and the targets to be achieved by them with minimum possible resources on shortest possible time, the urgency of the need for a radical change in the teaching method can never be undermined.

5. The newly evolved method can never the more sound from the standpoint of psychology of foreign language teaching. It is to be more purposeful and this more effective.

Finding:

1. No steps were taken to help students to develop power attitude to words English.

2. By far the majority of the teachers were found dissatisfied with the existing methodology of teaching English.

3. There was a positive correlation between the students’ achievement in English and Hindi.

4. Oral instruction was found to be essentially important and the teacher had to be the achieve model in the English class.

5. The results of the experiments also indicated the effectiveness and superiority of the evolved methodology.

The main aim of the research was to study the position of English in India and the problem of its teaching/learning in the schools.

Conclusions:

1. During the past three decades there had been a gradual lowering of the standard of English due to various reasons like socio-political problems of teaching English.
2. Efficient teaching of English was lacking. There was a shortage of trained and qualified teachers. Traditional methods and conservative basis of teaching were incommensurate with language needs of learners.
3. Misconceptions regarding English language teaching, faulty teaching methods, unpalatable, textbooks and their mishandling etc. were the main problems at middle high schools.

2.2.6. SINGH H.N. and SRVASTAYA I.S. Studied the “common Errors in written English there prevention and cure”. (in 1960).  

The purpose of this study was to develop effective remedial and preventive techniques for spelling mistakes committed by pupils and which could easily be applied by average teachers in Indian conditions.

The study revealed the following specific reasons responsible for a large number of error in fundamentals of written English.
1. Pupils were drilled too soon in the use of the pattern, the significance of which they did not understand.

2. The teachers were not aware of the point of difference between the foreign language they were teaching and the native language of the pupils.

3. Pupils were constantly influenced by the familiar patterns of their native language, which caused mistakes in the use of foreign language.

2.2.7. WALIA A.: “An evaluative study of English at the secondary level in Rajasthan”. (Rajasthan University 1981)”.

Objectives:

1. To find out how the reading material used in the classroom reflected the professed aims of syllabus of English.

2. To find out how teachers work through this materials in the actual teaching situations.

3. To find out if the teacher had the basic academic qualifications necessary to teach English.

4. To find out if the teachers are trained to use the new techniques effectively.

Findings:

1. Teachers felt that the size of the class and the quantum of workload affected the choice of the mode of teaching.
2. There was no conscious attempt to define the range of active and passive vocabulary among the new items presented in the textbooks.

3. The researcher found that the teaching of English as knowledge aspects, ignorance of objectives and improper method of teaching aids were some of the major drawbacks in this respect.

2.2.8. JOSHI V.G. : “A study of Errors in English among the pupils of standard V to VIII”, A.E. Societies College of Education (Ahmednagar 1975) ⁸

Objectives :

1. To find out the typical error committed by pupils in written English.

2. To diagnose the causes of these typical error and

3. To formulate remedial measures for preventing the typical error.

The study was confined to pupils studying in Marathi medium schools in Ahmednagar District. The written work scrutinized was limited to answer scripts of the annual examination. The sample of schools selected included both girls and boys schools.

Findings :

a) Error concerning speech, number and spellings were committed by 90%, 48% and 45% pupils respectively.
b) Error of conjunction and case were committed by 2% and 6% pupils respectively.

c) The 3 categories of error having the highest frequency were those of spelling, tense and numbers.

d) Out of the 4 types into which the error categories ‘spelling’ was divided errors of envision and replacement were most frequent.

e) Among the error these almost all were caused by irregular verbs.

f) Error regarding number gradually decreased as the pupil progressed from standard V to VIII.

g) Among the error related to the use of preposition, 86% were due to the non-use of preposition.

2.2.9. HUIWU (2008) : A study of two functions of Modal Auxiliary Verbs in English, with special reference to can, may and must. Research in teaching of English.

The purpose of Hui Wu’s study was to let more and more learners to observe two important functions in modal auxiliary verbs in English and mention their usages and roles. At the same time, let them master the more deep gradation from deontic function to the extension epistemic function and the metaphorical extension of force dynamics from deontic modality to illuminate them. So in the thesis, researcher definite two functions in modal auxiliary verbs can, may and must respectively verbs
can, may and must respectively and expounded the metaphorical extension of it.

In his expounding process, the researcher used the scientific theories as a criterion in accordance with the facts. ⁹

2.3 REVIEW OF RELATED LITERATURE:


According to the writer, the errors regarding the use auxiliaries could derive from “faulty comprehension of distinction in the target language”, and sometimes these are due to poor gradation of teaching items. ¹⁰

2.3.2. HUGHES, R & HEAH, C.L.(1993) : Common errors in English : Grammar Exercises for Malaysians.

Writers’ thoughts distinguishes between the communicative Approach and the grammar instruction in the past time where he states. "as the communicative Approach currently, adopted does not exactly field desired results, it may be time to emphasize explicit grammar instruction in the classroom as was done in the past. Perhaps if grammar (or a few more difficult and problematic items, such as modals verbs, tense and preposition) is taught formally and extensively at the secondary level one can perhaps reduce students grammatical errors." ¹¹
2.3.3. JASON M-H.L. (2006) : Associating Interference with strategy Instruction : An Investigation in to learning of the present continuous.

It is an important conclusion mad in the journal that the learners’ confusion with combination of auxiliary and main verbs need to be sufficiently dealt with. The subjects’ tendency to use erroneous combinations of auxiliary and main verbs suggests that they might not be familiar with the rules governing the combinations of auxiliary and main verbs indicating tense and aspect. The learners’ failure to grasp the significance of modal auxiliary verb ‘will’, which should be used with a base form. Seems to be the main cause resulting in the learners, repeated use of erroneous combinations. This means that intra-lingual confusion involved in the use of the verb forms can be minimized only if learners are able to comprehend the contextual information provided in the items given, more specifically, the situation in which grammatical form is expected to use. 12

2.3.4. Chomsky writes in “Review of B.F.Skinner’s Verbal Behaviour”, “We will bother to correct ourselves or not seem to depend on whether we think our listeners will be noticing the errors. When the learners are able to recognize the mistakes, they are to pay special attention to correct their error.” 13 It throws light on correcting the mistake’s
2.3.5. Corer a researcher writes about the errors in his book error Analysis and International Language. We live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred.” Further the ads about strategies on errors, “Generally, unsystematic wrong items occurring sporadically in speaking or writing may be called as mistake and systematic wrong items occurring uniformly in all the contort of speaking or writing may be called as errors. Errors provide feedback, they tell the effectiveness of his teaching materials and his teaching techniques and shows him what parts of his syllabus had been following, have been inadequately learnedly or taught and needled further attention. They enable him to decide whether we must devote more time to the item he has been working on. This is day to day value of error. But in terms of broader planning and with a new group of learners they provide the information for designing a remedial syllabus or programmers of retouching.” 14

2.3.6. George H.V. tells about the uses of error amylases in his book “common errors in language learning”. as –

“1. Error analysis is useful to rectify the errors, to give remedial practice and prepare lessons keeping in mind the nature of errors committed by the learner.
2. It helps to identify the level of linguistic and communicative competence of the learner.

3. It helps to identify the inference L1 while learning L2.

4. It is also useful to deduct the amount of interest learner show on L2 learning.”

2.3.7. Lim-Ho- Peng remarks in his book “errors an error analysis”, “Error analysis is vital to the language teacher who needs to know in advance as fast as possible, the type and importance of the error a particular group of students make the various causes of such errors and the technique of correcting them.”

2.3.7. Hendrickson; J.M., (1983) wrights the sources of errors in his book, “Errors Correction in Foreign Language Teaching”, as the influence of mother-tongue, ineffective teaching materials and methods, lack of qualified English teachers, unattractive learning atmosphere, non-effective sort of communication and the basic difference between L1 and L2 structures, mantel fatigue, lack of attention and lack of knowledge of the students and rules of the English language are some of the reasons responsible for committing errors.

2.3.8. Norrish, J. in his book Language learners and their errors”, gives the following types of errors:
1. **The Pre-Systematic Errors**: The learner does not know the existence of the particular rule. The errors are random and a learner may occasionally produce the correct form.

2. **The Systematic Errors**: The learner has made some discovery about a rule on himself and we is using a rule of same sort but as wrong. For example may I come in sir? But here, there is regularity in the error and he uses – come I may in sir? Or may I coming sir? There is irregularity in his error.

3. **The Post Systematic Errors**: The learner produces the correct forms, but he is not consistent in his performance. The encouraging factors about the learner’s error is that the errors are transitional and dynamic in the process of acquiring the systems of the target language and errors will disappear, when the learner is exposed to the target language system more.

4. **Inter-Lingual Errors**: Inter-lingual errors are those deviant forms, which are results of first languages interference. First language is supposed to influence all the levels of second language learning for example phonological, grammatical and lexical.

5. **Intra-lingual Errors**: Intra-lingual errors are caused as a result of interference from within the target language itself. For example use of is, is always after I, it will imitate as he is, she is. These errors are independent of the mother tongue of the learner.
6. **Developmental Errors**: Developmental errors are those, which indicate the types of strategies by which the learner acquires a language. Due to limited exposure to the target language the learner constructs certain false hypothesis about the second language system for example if we use “becomes” it will imitate as I comes”.

7. **Grammatical Errors**: This grammatical error shows how the learners have committed their mistakes and what type of the been identified. Most of the mistakes are common to the category. It will occurred due to tense forms, active and passive voices and word order. In the second part of the questionnaire has occurred due to the grammatical error.

2.3.9. Palmer gives the following tree diagrammed in his book “A Linguistic Survey of English Verbs” -

```
Verbs
   
  Main
   |  
  Transitive
  |   
  (Regular and Irregular)

  Intransitive

  Auxiliary
   
  Primary
   |  
  (Be, Have, do)

  Modal
   |  
  (will, can, may, must, would ,need used to ,ought to)
```

and states as, -

“Most of the information on verbs has been placed under related entries as Active voice, Auxiliary verbs, finite verbs, -ing forms,
intransitive verbs, irregular verbs, linking verbs, modal verbs, mood, non-finite verbs, passive voice and transitive verbs…”  

2.3.10. Thompson and Martinet in their book “Practical English Grammar”, mention the comprises of the main verb as the transitive and intransitive verbs. They right, “ A transitive verb is a verb that denotes an action which passes over from the does or subject to an object e.g.

1) His father gave him a rupee.

2) The ants broke the line.

3) The boy cut his hand.

4) She changed her way.

“…. an intransitive verb is a verb that denotes an action which does not pass over to an object or which expresses state or being as in the ‘baby sleeps’.”  

2.3.11. Zandvroot gives another kind of classification of the verbs in his books “Handbook of English Grammar”, according to the form that they possess. Main verbs (except the verb “b”) have only 4,5 or 6 forms. ”be” has 9 forms, as shown by him through the table follows:
### Table No.2.3.11.1

**The classification of the verb forms.**

<table>
<thead>
<tr>
<th></th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>Present participle</th>
<th>Present simple, 3rd person singular</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infinitive</strong></td>
<td>Infinitive</td>
<td>Base</td>
<td>Past simple</td>
<td>Past participle</td>
<td></td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td>(to) work</td>
<td>Work</td>
<td>Worked</td>
<td>Worked</td>
<td>Working</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Irregular</strong></td>
<td>(to) sing</td>
<td>Sing</td>
<td>Sang</td>
<td>Sung</td>
<td>Singing</td>
</tr>
<tr>
<td></td>
<td>(to) make</td>
<td>Make</td>
<td>Made</td>
<td>Made</td>
<td>Making</td>
</tr>
<tr>
<td></td>
<td>(to) cut</td>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
<td>Cutting</td>
</tr>
<tr>
<td><strong>Auxiliary</strong></td>
<td>(to) do*</td>
<td>Do</td>
<td>Did</td>
<td>Done</td>
<td>Doing</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td>(to) have*</td>
<td>Have</td>
<td>Had</td>
<td>Had</td>
<td>Having</td>
</tr>
<tr>
<td><strong>Infinitive</strong></td>
<td>Infinitive</td>
<td>Base</td>
<td>Past simple</td>
<td>Past participle</td>
<td>Present participle</td>
</tr>
<tr>
<td></td>
<td>(to) be*</td>
<td>Be</td>
<td>Was</td>
<td>Been</td>
<td>Being</td>
</tr>
</tbody>
</table>

**In the above examples:**

- To cut has 4 forms: to cut, cut, cutting, cuts.
- To work has 5 forms: to work, work, worked, working, works.
- To sing has 6 forms: to sing, sing, sang, sung, singing, sings.
- To be has 9 forms: to be, be, was, where, been, being, am, is, are.

**2.3.12.** Sweet thinks about primary auxiliaries in terms of aspects in his book “New English Grammar” as “aspects are different ways of viewing in the internal temporal consistency of situation, the progressive habitual etc….so, sometimes those primary verbs are also called’ as Aspectual verbs”. 21
2.3.13. According to Alice F Fred (1979) in her book “A Grammar of English Predicate, Complement and Construction”, writes, “The perfective relates some state to a preceding situation and it expresses a relation between two time points on the one hand the state resulting from prior situation.”  

She calls the primary class of the auxiliary verbs as an Aspectual verbs or Aspectualisers and says that the aspectual verbs under considerations constitute a time index indication the beginning, duration, continuation, repetition cessation or completion of such actintinities (or) events.

2.3.14. On the website [www.in.wikipedia.org/wiki/modal.verb#list](http://www.in.wikipedia.org/wiki/modal.verb#list), the properties of Modal Auxiliaries are compare against the main verbs in followings words:

The function of Modal Auxiliary Verbs is to develop the meaning of the main verb, though independently, they stand for their modality and mood. So, they slow some of the properties of main verb in a sentence.

These have been described in the following paragraphs.

1. Germanic modal verbs are preterit which means that their present tense has the form of vocalic preterit. This is the source of the vowel attraction between singular and plural, because their preterit origins, modal verbs also lack the suffix, modal English, that would normally mark the third person singular form.
2. The main verb that is modified by the modal verb is the infinitive form and is not preceded by the word to. There are verbs that may seem somewhat similar in meaning to modal verbs (e.g. like, want), but the construction with such verbs would be different e.g.

<table>
<thead>
<tr>
<th>Normal verb</th>
<th>He works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modal verb</td>
<td>He can work</td>
</tr>
</tbody>
</table>

3. In English main verbs always require the auxiliary verb do to form negations and questions and can be used to form emphatic affirmative statements. Modal verbs never use this auxiliary do.

<table>
<thead>
<tr>
<th>Normal verb</th>
<th>Modal verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>He works</td>
</tr>
<tr>
<td>Negation</td>
<td>He does not work</td>
</tr>
<tr>
<td>Emphatic</td>
<td>He does work hard</td>
</tr>
<tr>
<td>Question</td>
<td>Does he work here</td>
</tr>
<tr>
<td>Negation + question</td>
<td>Does he not work here?</td>
</tr>
</tbody>
</table>

It also gives the following types of Modal Auxiliaries on the basis of their negativities, non negativity and contracted forms as follows:

**Types of Modal Auxiliaries**: On the basis of their negativity, non negativity and contracted forms, modal auxiliary types can be given as follows:
### Table No. 2.3.14.1.

**Modal Auxiliaries**

<table>
<thead>
<tr>
<th>Non-negative</th>
<th>Negative</th>
<th>Contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>Cannot</td>
<td>Can’t</td>
</tr>
<tr>
<td>Could</td>
<td>Could not</td>
<td>Couldn’t</td>
</tr>
<tr>
<td>Should</td>
<td>Should not</td>
<td>Shouldn’t</td>
</tr>
<tr>
<td>May</td>
<td>May not</td>
<td>Mayn’t</td>
</tr>
<tr>
<td>Might</td>
<td>Might not</td>
<td>Mightn’t</td>
</tr>
<tr>
<td>Shall</td>
<td>Shall not</td>
<td>Shan’t</td>
</tr>
<tr>
<td>Will 'll'</td>
<td>Will not ‘llnot</td>
<td>Won’t</td>
</tr>
<tr>
<td>Would, ‘d’</td>
<td>Would not ‘don’t</td>
<td>Wouldn’t</td>
</tr>
<tr>
<td>Must</td>
<td>Must not</td>
<td>Mustn’t</td>
</tr>
<tr>
<td>Ought to</td>
<td>Ought not to</td>
<td>Oughtn’t to</td>
</tr>
<tr>
<td>Used to</td>
<td>Used not to</td>
<td>Usedn’t to</td>
</tr>
<tr>
<td>Need</td>
<td>Need not</td>
<td>Needn’t</td>
</tr>
</tbody>
</table>

#### 2.3.15. Another Educational website:

<www.englishpage.com/modals/modalforms>

Mentions the functions and uses of modal Auxiliary verbs as following:

- Modal auxiliary verbs give more information about the function of the main verb that follows it. Although having a great variety of communicative functions, these functions can all be related to a scale ranging from possibility (can) to necessity (must) within this scale, there are two functional divisions: one concerned with possibility and necessity in terms of freedom to act (inching ability, permission and duty) and the other (shall not included) concerns itself with the theoretical
possibility of proportions being true or not true, including likelihood and
certainty: must = absolute (often moral) obligation, order, requirement,
necessity: can/ could = physical and mental ability: may/ might =
permission, option, choice; will = intention in 1st person, volition in 2nd
and 3rd persons; and shall / should = in 1st person objective though not
moral obligation, no choice, as in: one day I shall die: we all shall die
one day; in 2nd and 3rd persons shall implies an incumbent obligation,
destiny (it shall come to pass) or a command, degree, necessity, imposed
by the speaker, as in: A meeting shall take place on the last Friday of
every month or a promise, namely that the speaker is stating his
obligation to another party that an action or event take place, as in: you
shall go to the ball, Cinderella. However if a speaker states: I will let you
so to the ball, Cinderella, in stating his intention, he is in this instance,
also making a premise.

As regards the modal auxiliary verbs shall / will, it is misleading to
suggest either that these verbs are “future tense auxiliary verbs “ those are
used to form a future tense in English where shall is used for the first
person and will for the second and third persons (a rule of “traditional”
grammar), thereby forming a compound “simple future” or pure future”
tense, or that shall and will are interchangeable in modern English. This
later belief no doubt arises from the fact that the contracted forms of
shall and will are identical (ill) as are the contracted forms of the past/
subjective of shall and will namely should and would (d), which contractions having led to the usage of will / would for all persons in demotic English and most particularly in American English.

Shall and will have distinct meanings, but some of them sometimes overlap, as with I / we statements combining promise (a statement of obligation) and intention (a statement of willingness). With I / we questions used as suggestions or as requests for advice, only “shall/should I do something?” fundamentally asks if I am obliged to another party to do something. In most other cases “will” is usable will in 2nd and 3rd persons can indicate a sure prediction if the statement / question is marked for future time (when will he arrive? He will arrive tomorrow) or future time is understood in contest (do you think he will come? Sure he will come), the certainty of prediction being marked by the speaker’s belief that he knows the vocation of the subject of the modal verb if no futurity is marked or understood in contest then will, but not shall, carries meanings of (a) general deduction (b) highest probability, (c) habit or (d) habit – power, e.g. (a) if Raman is Indian he will be quite conservative in his opinions (b) Did the called have an Indian accent? Then that have been Raman (would have been Raman is still highly probable but there is slight doubt implied by the past form of will that, in this context, is subjective in function; must have been Raman is also a high probability statement but it is a logical confusion: the speaker is logically obliged to
believe that the called was Raman; (c) He will always call we when I m having lunch; (d) this bottle will hold at least two pins.

Most modal auxiliary verbs have two distinct interpretations, epistemic –expressing how certain the factual status of the embedded preposition is and demonic – involving motions of permission and obligation.

**Use of Modal Auxiliaries:** As above mentioned, the modals can, could, may, might, shall, will, would, must and ought are termed as defective verbs, because some parts are counting in them. They have no in the third person singular; they have no infinitive and -ing forms. They express attitudes like permission, possibility, necessity, obligation, compulsion etc. The use of modals can be seen as below:

1. **Can and May:**

   a) Can usually expresses ability or capacity as,

   - I can swim across the river.
   - Can you lift this box?

   b) May is used to express permission. In spoken English can often replaces may.

   - You may / can go now.
   - May / can I borrow your bicycle?

   c) May is used to express possibility in affirmative sentences. Can is used in the corresponding interrogative and negative sentences.
• It may rain tomorrow.

• He may be at home

• Can this be true?

• It cannot be true.

   In the comparison between ‘It cannot be true and it may not be true, cannot denotes impossibility and may not denotes improbability.

   d) In very formal English, may is used to express a wish as,

   • May you live happily and long!

   • May success attend you!

2. **Could and might:**

   a) Could and might are used as the post equivalent of can and may; as

   • I could swim across the river when I was young (Ability)

   • He said I might / could go (Permission)

   • I thought he might be at home (Possibility)

   • She wondered whether it could be true. (Possibility)

   b) In present time contexts could and might are use as less position versions of can and may; as,

   • I could attend the party (less positive and more hesitant than I can attend the party)
• Might / could I borrow your bicycle? (A diffident way of saying may/can I borrow your bicycle?)

• It might rain tomorrow (less positive then it may rain tomorrow…)

c) Might is also used to express a degree of dissatisfaction or reproach as,

3. **Shall and will:**

a) Shall is used in the first person and will in the second and third persons to express the pure future; as,

• I shall be twenty two next birthday.

• Tomorrow will be Saturday.

• When shall we see you again?

• You will see that I am right

In present day English, however, there is a growing tendency to use will in all persons.

b) Shall is used in the second and third persons to express a command, a promise, or threat; as,

• He shall not enter in my house again (command)

• You shall have a holiday tomorrow (Promise)

• You shall be punished for this (threat) somehow, these uses of shall are old fashioned and formal and generally avoided in modern English.
c) Shall is used in the second and third persons to ask after the will of the person addressed; as,

Shall I open the door? (i.e. Do you with me to open it?)

d) Will is used to express.

1) Volition; as,

- I will (= am willing to) carry your books.
- I will (= promise to) try to do better the next time.
- I will (= am determined to) succeed or die in the attempt.

2) Characteristic habit; as,

He will talk about nothing but films.

She will sit for hours, listening to the wireless.

3) Assumption or probability; as,

This will be the book you want, I suppose.

That will be the postman, I think.

4) Invitation or request; as,

- Will you have tea?
- Will you lend me your scooter?

4. **Should and would**:

a) Should and would are used as the past equivalents of shall and will; as,

- I expected that I should (more often: would) get a first class.
- She said she would carry my books.
• She would sit for hours listening to the wireless (past habit)

b) Should is used in all persons to express duty or obligation; as,

• We should obey the laws.

• You should keep your promise.

• Children should obey their parents.

c) In clauses of condition, should is used to express a supposition that may not be true.

• If it should rain, they will not come.

• If he should see me here, he will be annoyed.

d) Should and would are also used as in the examples below.

• I should (or: would) like you to help her. (should / would like is a polite form of ‘want’)

• Would you lend me your scooter please? (would you? Is more polite than ‘will you’?)

• You should have been more careful. (should + perfect infinitive indicates a part obligation that was not fulfilled).

• He should be in the library now (expressed probability)

• I wish you would not chatter so much (would after wish express a strong desire)

5) **Must, Ought:**

a) Must expresses Necessity or obligation, as

• We must obey the laws.
• One must work or starve

b) Must expresses fixed determination; as,

• I must have my way in this matter.

• He must be seventy now

c) Ought (to) expresses moral obligation or desirability; as,

• We ought to love our neighbors.

• You ought to know better

• We ought to help him

d) Ought may also expresses strong probability, as,

• Neha ought to win.

• This work ought to be a great success.
References:

3) Ibid., No. 403, p. 293.
6) Ibid., No. 483, p. 309 Vol. II
9) www.ccsenet.org/journal.html.
12) www.asian-efl-journal.com


25) [www.englishpage.com/modals/modalforms.html](http://www.englishpage.com/modals/modalforms.html)