

## Importance of the Usage of Multiple Auxiliary Verbs in English Language in the Corpus Approach/ Group Learning of the Students of Bachelor Level in District Kohat

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Received: October 29, 2014

Accepted: February 2, 2015

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### ABSTRACT

This research study reports the importance of the usage of multiple auxiliaries in English language in the corpus approach of the students of bachelor level in district Kohat. It also explores the linguistic features which define its practical usages and focuses on how the language of English is shaped syntactically by the students of bachelor level using multiple auxiliaries in their group learning. Despite of its long history of usages and applications in English language and linguistics, auxiliaries have been proven to be highly important in the construction of syntactical structures. This research paper also suggests a beneficial assessment of L2 learners grounded in Chomsky's theory of competence and performance to determine students' learning through corpus approach /group learning. Data has been collected randomly from all the 10 selected sample colleges. Pre-test and post-test are used as data collection tool.

**KEY WORDS:** syntax, syntactical structures, multiple auxiliaries, English as second language L2, usages, importance, group learning/corpus approach, Chomsky's competence and performance, Kohat, Pakistan.

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### INTRODUCTION

**“My words fly up, my thoughts remain below  
Words without thoughts never to heaven go.”**

**William Shakespeare[1]**

A language is the medium of communication all over the world. Likewise English as a language has received great fame, popularity and recognized internationally. Language has its importance everywhere. In Pakistan it is widely acknowledged fact that English is a guarantee to success in social, economic, academic, business and political matters.

English as a subject is taught at every level in Pakistan. People believe that to have another language means to possess a second soul.

English language provides us the easiest and the simplest ways of communication. It is a medium of instruction in all English medium educational institutions. Though it is not our first language yet it has gained the status of compulsory subject.

As a matter of fact, language is basically based on syntax which plays an important role in the system of communication. Since syntax plays an important role, it mainly attached with parts of speech. Among these parts of speech main verbs play a major role. In English grammar verb is the soul of a sentence and multiple auxiliary verb accompanies the main verb which provides the semantic content to a sentence or clause.

As we know that acting is doing, because everything we say or do is some kind of an action, some kind of a verb and we are always connected to the other people through some kind of action. In addition to it, auxiliary verb helps and specifies the aspect, mood or tense of another verb.

Auxiliary verbs give a correct order to a sentence. At bachelors level students must know how to make the best usage and applications of multiple auxiliary verbs in their writings which ensure their command of English language. It is extremely important for the students at bachelor level to learn the usages of multiple auxiliary verbs in their writings. It enhances their writing skills also. Research on the usage of multiple auxiliary verbs has contributed much to enhance and stabilize the teacher's experiences along with the students' writing skills. It serves

as a stepping stone for both the teachers and students to know the making of diverse syntactical orders. It gives maturity to writing skills of the students in their corpus approach at bachelors level in District Kohat.

According to Noam Chomsky that

**“from now I will consider a language to be a set (finite or infinite)of a sentence, each finite in length and constructed out of a finite set of element. All natural languages in their spoken or written form are languages in this sense”.[2]**

### **Statement of the problem**

The problem under study was to investigate “how and why is the usage of multiple auxiliary verbs important in the corpus approach of students of English at bachelor level”.

### **Objectives of the study**

This research bore the following objectives

- ❖ To make students familiar with multiple auxiliary verbs in a sentence.
- ❖ To enable them to use multiple auxiliary verbs correctly
- ❖ To learn the comparative usage of multiple auxiliary verbs
- ❖ To recognize the importance of multiple auxiliary verbs in a sentence or clause
- ❖ To ensure their usage of correct sentence structure.

### **Delimitation of the study**

Keeping in view the availability of time and resources, the study was delimited to 20 students in each college among 10 degree colleges in district Kohat only.

## **LITERATURE REVIEW**

According to Oliver Wendell Holmes,

**“Language is the blood of the soul into which thoughts run and out of which they grow” [3]**

Language as a source of communication is an embodiment of many sided values and principles which help construct the English language structure in more accurate way.

It is equally true that the construction of a sentence depends mainly on the use of main verbs accompanied by auxiliary verbs.

**“Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has its goal the construction of grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis.”[4]**

Verbs play an important role in English grammar, Auxiliary verbs help main verbs in a sentence. It enhances the grammatical and functional meaning of a sentence or clause. It helps to express these aspect, modality voice and emphasis.

Main verb gives main semantic content of the clause or sentence and auxiliary verb helps express perfect aspect. Auxiliary verbs which are also called helping verbs, verbal or auxiliaries glossed with abbreviation (Aux).

“Auxiliary verbs as their name suggests, ‘helping verbs’. They are a small class of words including primary auxiliaries like **be** and modal auxiliaries like **can** and **will**. Auxiliaries do not make up a verb phrase on their own but help to make up a verb phrase in combination with a main verb.

I’m working all day today.

I can even work at weekends if you need me.”[5]

### **Types**

“Auxiliaries are of two types.

1. Primary auxiliaries
2. Modal auxiliaries

These are also called modal and non-modal auxiliaries.

(Main verbs) write, walk, frighten etc and also do, have, be

Auxiliary verbs

Primary auxiliaries (do, have, be)

Modal auxiliaries (can, could, may, might, shall should, will would, must, used to, ought to, dare, need).

Primary Auxiliaries also act as main verbs.

For instance

- ❖ **DO** help to form the do-construction or Besty didn’t write many e-mails.
- ❖ **Have** helps to form the perfect aspect.

- She has written only one e-mail.
- ❖ **Be** also helps to form the progressive aspect.  
She was interviewing somebody or other when it suddenly started to rain.  
You must be joking!
- ❖ **Be** also helps to form the passive.  
It has **been** shown in several studies that these results can be verified.”[6]

“The auxiliary verb do: what do you say to that?

The auxiliary **do** has the following forms

	Positive	Uncontracted negative	Contracted negative
<b>Present: 3<sup>rd</sup> person singular</b>	Does	Does not	Does n't
<b>Present :not 3<sup>rd</sup> person singular</b>	Do	Do not	Do n't
<b>Past</b>	Did	Did not	Did n't

**Do** is also a main verb (perform, etc)

Like *do, have* is both a main verb and an auxiliary. It has the following forms

	Positive		Negative	
	Unconstructed	Contracted	Unconstructed	Contracted
<b>base</b>	have	've	Have not, 've not	Haven't
<b>-s form</b>	Has	's	Has n't, 's not	Hasn't
<b>Past</b>	Had	'd	Had not, 'd not	Hadn't
<b>-ing form</b>	Having		Not having	
<b>-ed participle</b>	Had (only as lexical verb)			

**The auxiliary verb be:** What on earth **are** you doing?

**Be** has eight different forms (which is more than any other English verb). **Be** is constructed as an auxiliary also when it functions as a main verb. For example, it has no **do- construction** (except in commands)

	Positive	Unconstructed Negative	Contracted Negative
<b>Base</b>	Be		
<b>Present 1<sup>st</sup> person singular</b>	Am, 'm	Am not, 'm not	(aren't, ain't) (a)
<b>3<sup>rd</sup> person singular</b>	Is, 's	Is not, 's not	Isn't
<b>2<sup>nd</sup> person singular</b>	Are, 're	Are not, 're not	Aren't
<b>and all persons plural</b>			
<b>Past 1<sup>st</sup> person singular</b>	Was	Was not	Wasn't
<b>2<sup>nd</sup> person singular</b>			
<b>and plural, 1<sup>st</sup> and</b>			
<b>3<sup>rd</sup> person plural</b>	Were	Were not	Weren't
<b>-ing form</b>	Being	Not being	
<b>-ed participle</b>	Been		

**The modal auxiliaries: Can** I use your phone?

The modal auxiliaries don not have –s forms, -ing forms, or –ed participles. Can, may, shall, will have the special past forms could, might, should, would. The other modal auxiliaries (must, dare, need, ought to, used to) do not have such forms.

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

Used to, need and dare as auxiliaries are rare in all forms.

[a] *Mayn't* is restricted to BrE, where it is rare.

[b] *Shan't* is rare in AmE.

[c] *Ought* regularly has the *to – infinitive*, but Am Vocationally has the bare infinitive in negative sentences and in question (although *should* is commoner in both cases)"[7]

**Marginal modal auxiliaries**

**Dare and need:** You *needn't* worry about it.

*Dare* and *need* can be constructed in two ways:

- ❖ Either as main verb with *to- infinitive,-s* inflection (*dare, needs*) and past forms (*dared, needed*)  
It *needs to be said* that your sister is not to be blamed for what happened.
- ❖ Or as modal auxiliaries (with *bare infinitive* and without the inflected forms *dare-dared, needs-needed*)  
Our country's prestige *need not suffer*.  
There *need be* no doubt about that.  
The modal auxiliary construction is mainly restricted to negative and interrogative sentences, and is rare.  
The main verb construction can always be used, and is in fact the more common in all varieties  
Our country's prestige *does not need to suffer*.  
There *does not need to be* any doubt about that.

Used to: They *used* not *to* come here.

An auxiliary *used* always takes *to –infinitive*. *Used to* occurs only in the past tense:

Brandon *used to* be a racing driver.

My aunt *used to* come every day and play with to me."[10]

**The modal perfective, progressive and passive auxiliaries.**

"The modal perfective, progressive and passive auxiliaries follow a strict order in the complex verb phrase.

[1] Modal, always followed by an infinitive, as in

He would visit

[2] Perfective, always followed by an –ed form, as in

He had visited

He would have visited

[3] Progressive, always followed by an-ing form, as in

He was visiting

He would have been visiting

[4] Passive, always followed by an –edform, as in

He was visited

He would have been being visited

The last sentence is added for completeness but the full range of auxiliaries is rarely found simultaneously in this way."[8]

**Differentiation of mood, aspect, tense and modality**

**Tense, aspect and mood**

"Time is a universal non-linguistic concept with three divisions: past, present and future. By tense we understand the correspondence between the form of the verb and our concept of time. Aspect concerns the manner in which the verbal action is experienced regarded (for example as completed or in progress) while mood relates the verbal action to such conditions such as certainty, obligation, necessity, possibility. In fact, to a great extent these three categories impinge on each other in particular expression of time present and past cannot be considered separately from aspect and the expression of the future is closely bound up with mood."[11]

"Seven categories apply to verbs (main verbs and auxiliaries), affecting the forms that verbs take:

- A. Mood
- B. Modality
- C. Tense
- D. Aspect
- E. Voice
- F. Number
- G. Person"[9]

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**Noam Chomsky's theory of Competence and Performance**

"Chomsky draws a distinction between competence in language and performance in language. Competence is the underlying knowledge, whereas performance is the actual use made of that knowledge. Performance

is affected by factors that are assumed to have nothing to do with language e.g limitations on memory and a person's mental state at the time. Chomsky restricts the goal of linguistics to a description of linguistic competence. Since mental grammars are not directly observable, evidence for a description of competence must be derived from some aspects of performance, such as the judgments of the native speakers on whether the constructions are ambiguous and on whether a set of sentences are similar in meaning.--- Chomsky's conception of competence in most of his work is restricted to the knowledge that enables a native speaker to produce an indefinitely large number of sentences"[12]

On the basis of Noam Chomsky's theory of Competence and Performance, it is realized that students of bachelor level who are having English as a subject in their colleges in district Kohat do not have a high level of competency in learning of English as a second language. They do not able to produce correct syntactical orders, so their competence and performance levels have been judged by the researcher through her this research work and thus the mentioned statement has been derived from this research study. Through the proper ELT trainings to teachers and with proper approach and lesson plan syntax of English language should be taught to them so that their competence and performance levels can be brought up to the required standards of English language and linguistics.

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## RESEARCH METHODOLOGY

The main purpose of the study was to investigate the usages of multiple auxiliary verbs in the students' writing skills at bachelor level in district Kohat. Survey method was used for this research. It involved collecting, analyzing and interpreting of data with regard to the objectives of the study. For this, survey was conducted to get the opinions of the respondents. Hence the nature of the study was descriptive and qualitative.

### Population

All the bachelor students at degree level in district Kohat were taken as the sample of the population of this study.

### Sample

1. For conducting study 10 degree colleges of district Kohat were randomly selected for the sample of sample of the study.
2. 20 students in two groups, 10 in each group were taken as the sample the study.

### Research Instrument

Pre-test and post-test for students are used in this research as the research instrument.

After conducting pre-test researcher has taught the usages of multiple auxiliary verbs in creative writing and then conducted post-test .Researcher compiled the results of pre-test and post-test of the students' writing skills through percentage formula.

The pre-test and post-test were administered to the respective respondents. The information from the respondents were collected and conducted by the researcher to avoid any kind of discrepancies. The researcher visited each selected institutions herself for that purpose.

Hundred percent data from the sample degree colleges and the students were collected properly and randomly.

### Pre-test and Post-test

Tests were conducted from English subject students of bachelor level to assess their command on English language and grammar usages especially syntax structure.

More specifically the use of multiple auxiliaries in their corpus approach in class room their creativity was assessed through pre-test and post-test. Students were divided into two groups having 10 students in each group. This selection was made randomly. pre-test was conducted from these students to assess their former learning and knowledge about auxiliaries and it usages. After that the researcher conducted post-test from the same grouped students.

For data analysis, researcher followed a percentage formula (i.e)

- Pre-test x 100  
-----  
Total respondents.
- Post-test x 100  
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Total respondents.

**Differences**

Distinguish was made on the basis of differences between Post-test and Pre-test (i.e)

Differences

(Post-test) – (Pre-test)

Data collected from pre-test and post-test were analyzed and differences were drawn on the basis of it.

**Data Analysis**

The data was collected through pre-test and post-test then tabulated, analyzed and interpreted in the light of the objectives of the study. The responses obtained through these above mentioned instruments were scored before statistical analysis and interpretation.

- 1. For pre-test

$$= \frac{\text{Pre-test} \times 100}{\text{Total respondents}}$$

- 2. For Post-test

$$= \frac{\text{Post-test} \times 100}{\text{Total respondents}}$$

Differences  
(Pre-test) – (Post- test).

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**Data analyzed and tabulated from pre-test and post-test**

**Results of college #1.**

**Group#1: 20%**

**Group#2: 40%**

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**Results of college #2.**

**Group#1: 30 %**

**Group#2: 30 %**

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**Results of college #3.**

**Group#1: 20%**

**Group#2: 50%**

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**Results of college #4.**

**Group#1: 50%**

**Group#2: 50%**

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**Results of college #5.**

**Group#1: 40%**

**Group#2: 50%**

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**Results of college #6.**

**Group#1: 30%**

**Group#2: 40%**

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**Results of college #7.**

**Group#1: 40%**

**Group#2: 40%**

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**Results of college #8.**

**Group#1: 30%**

**Group#2: 20%**

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**Results of college #9.**

**Group#1: 20%**

**Group#2: 50%**

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**Results of college #10.**

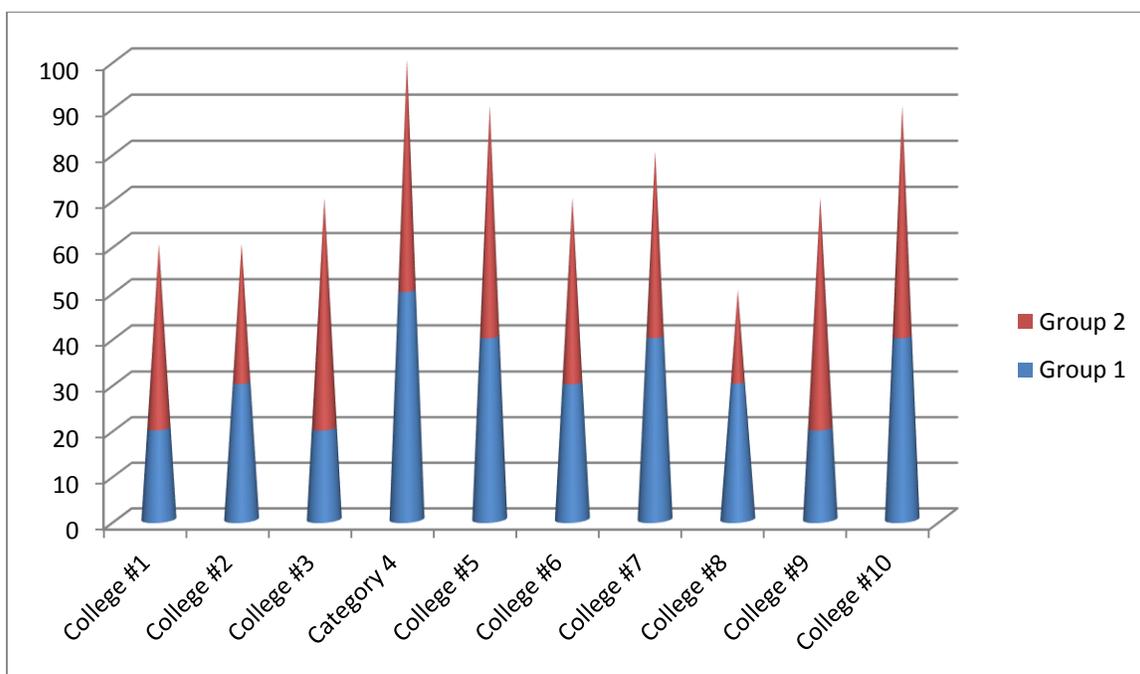
**Group#1: 40%**

**Group#2: 50%**

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Theses tabulated data analysis show the percentage of each group in all ten selected colleges in district Kohat.

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The above mentioned graph show the collected data in graphic form.

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## RESULTS

Following were the findings of the study.

1. It was found out that students were almost unfamiliar with multiple auxiliary verbs usages in syntax structure.
2. It was found out that students were unable to use multiple auxiliary verbs correctly due to lack of knowledge of it.
3. It was found out that students were unfamiliar with the corpus approach/group learning in learning of English as L2.
4. It was found out that the writing practice of the students was not in practice in learning of English grammar.

### **Recommendations and suggestions**

Recommendations and suggestions were made on the basis of findings and conclusions of the study. It is both challenging and rewarding to teach English as second language to the speakers of other languages.

More specifically, teaching by English teachers and learning of English by English students as a second language or foreign language using auxiliaries in the construction of syntax structure in the corpus approach at degree level in district Kohat will need the following simple guidelines.

1. It is found out that teachers of English language don't concentrate on corpus study/corpus approach in learning English grammar. Students' concentration should be brought to this point through regular exercises of auxiliary verbs.
  2. Students do not familiar with the usage of auxiliary verbs in their corpus approach. Regular practice of writing skills will lead to the perfection in the construction of sentences properly.
  3. Multiple auxiliary verbs' usages must be brought in to practice through the comparative usages of it in the sentence structure making.
  4. Students must know the importance of multiple auxiliary verbs and its usages in the sentence structure. Short or long passage should be given to these students of English language to create such syntax structures by themselves. It will not only enhance their creativity but also will remove their hesitation in writing of it.
  5. Different teaching techniques can be applied for the purpose of the students' practice of multiple auxiliaries usages in their corpus approach at degree level.  
Following techniques can be used, such as;
    1. Peer group work.
    2. Group discussion.
    3. Drill Practice
    4. brainstorming.
    5. web making.
    6. project making
    7. report writing
    8. Analysis of any literary piece.
    9. criticism in written form
    10. creative writing
    11. writing competitions
    12. interview making and recording of it writing form.
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### **Research contribution**

Research on the importance and usage of multiple auxiliary verbs contributed much to enhance and stabilize the teachers' experiences along with the students writing skill. It served as a stepping stone both for the teachers and students to know the making of diverse syntactical orders. It gave maturity to the students' writing skills in their group learning/corpus approach at bachelor level in District Kohat.

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