

“Using Auxiliary Verbs by Secondary School Students in Iraq”

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”استعمال الافعال المساعدة لدى طلبة المدارس الثانوية في العراق”

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Abstract

In English and other languages, verbs are a large and versatile category. These verbs differentiate in meaning, form, independence, and so forth. They can also be separated into groups. The number of groups, however, varies from author to author. The fundamental reason for the classification differences is the point of view that grammarians take into account. The meaning of the verbs is the most essential criteria in classification for some of them. Others are interested in their morphological forms. Despite the many variances, all grammarians agree that modal verbs form a unique verb group that serves a different function in the verb phrase than lexical (full) verbs. This study highlights on the auxiliary verbs in English language, which are essential components of the verbal group. The debate is conducted by studying the writings of many authors on the auxiliary verbs, differentiating two sets - the primary auxiliary verbs (have, be, and do) and the modal auxiliary verbs (can, could, dare, may, might, must, need, ought, must, should, will, and would). Each category of auxiliaries is studied in detail, with a focus on varied usages to demonstrate how important the auxiliaries are in terms of verbal group conjugation. This study aims to detect the incorrect assumptions made by Iraqi students when using auxiliary verbs and attempt to correct these mistakes, as well as to determine if those mistakes are produced as a result to the student's lack of appropriate comprehension or for other reasons. According to the conclusions of this study, English auxiliary verbs are problematic for many English learners. Despite the fact that neither high school nor intermediate school students can be perfect like native speakers, efforts should be made to achieve Standard English. **Key Words:** verbs , auxiliary verbs , lexical , modal verbs , primary auxiliary.

الخلاصة

في اللغة الإنكليزية واللغات الأخرى، تعتبر الأفعال فئة كبيرة ومتعددة الاستخدامات. وتختلف هذه الأفعال في المعنى والشكل والاستقلالية وما إلى ذلك. ويمكن أيضًا فصلهم إلى مجموعات. ومع ذلك، يختلف عدد المجموعات من مؤلف إلى مؤلف. السبب الأساسي لاختلاف التصنيف هو وجهة النظر التي يأخذها النحويون بعين الاعتبار. ومعنى الأفعال هو أهم المعايير في تصنيف بعضها. ويهتم البعض الآخر بأشكالها الصرفية. على الرغم من الاختلافات العديدة، يتفق جميع النحويين على أن الأفعال المساعدة تشكل مجموعة أفعال فريدة تؤدي

وظيفة مختلفة في عبارة الفعل عن الأفعال المعجمية (الكاملة). تسلط هذه الدراسة الضوء على الأفعال المساعدة في اللغة الإنكليزية والتي تعتبر مكونات أساسية للمجموعة الفعلية. وقد تمت مناقشة الكثير من الدراسات التي كتبها العديد من المؤلفين حول الأفعال المساعدة واستخدامها، والتميز بين مجموعتين - الأفعال المساعدة الأولية والأفعال المساعدة المشروطة بفعل رئيسي. تتم دراسة كل فئة من الأفعال المساعدة بالتفصيل، مع التركيز على الاستخدامات المتنوعة لتوضيح مدى أهمية الأفعال المساعدة من حيث تصنيف الأفعال. تهدف هذه الدراسة إلى الكشف عن الافتراضات الخاطئة التي يقوم بها طلبة الثانوية العراقيين عند استخدام الأفعال المساعدة ومحاولة تصحيح هذه الأخطاء، وكذلك تحديد ما إذا كانت تلك الأخطاء ناتجة عن عدم الاستيعاب المناسب لدى الطالب أو لأسباب أخرى. وفقا لاستنتاجات هذه الدراسة، فإن الأفعال المساعدة في اللغة الإنكليزية تمثل مشكلة بالنسبة للعديد من متعلمي اللغة الإنكليزية. على الرغم من حقيقة أنه لا يمكن لطلبة المدارس الثانوية أو المدارس المتوسطة أن يكونوا مثالين مثل المتحدثين الأصليين في اللغة الإنكليزية، إلا أنه ينبغي بذل الجهود لتحقيق الاستيعاب والفهم في اللغة الإنكليزية القياسية. الكلمات المفتاحية: الأفعال، الأفعال المساعدة، المعجمية، الأفعال المشروطة، الأفعال المساعدة الأولية.

1.Introduction

The English verb presents a significant challenge to English language learners and those who use it. However, proper usage of auxiliary verbs is more challenging as long as learners must initially differentiate between the main verb and the auxiliary verbs in terms of structure and function. In general, Huddleston et al. (2002:92) classifies verbs into two main categories: lexical verbs and auxiliary verbs. The main criterion for this categorization is the inflectional morphology and syntax of each of these verbs. Auxiliary verbs are divided into two classes. The first verb class is modal auxiliary verbs: can, may, will, shall, must, ought to, need, dare. The non-modal auxiliary verbs be, have, and do are the second verb class. Quirk et al. (1985:96) divide verbs into three major types of verbs. The function of the verb within the verb phrase is the deciding factor in this division. There are three types of verbs: open full verbs (also known as lexical verbs), closed primary verbs (be, have, do), and modal auxiliary verbs. Modal auxiliary verbs are further classified as core modals and marginal modals.

Modal auxiliary verbs, in General express the speaker's or writer's attitudes toward the state or event expressed by another verb, indicating distinct sorts of modality. Both Western and other researchers have long been interested in the study of modal auxiliary verbs. They are all of the opinion that modal auxiliaries are an important mode of expression. The modal auxiliary verb's meaning is difficult to account for since it contains both a logical and a practical (or pragmatic) component. Although no single definition exists, the nature of modality, as indicated by modal auxiliary verbs, has traditionally been examined in terms of volition, probability, and necessity (Jespersen, 1924; Lyons, 1977; Palmer, 1979, 1986/2001). English language learners can enhance their ability to use auxiliary verbs by detecting and dealing with obstacles efficiently. A test and a questionnaire were employed as data collection instruments in this study from students at secondary school. The findings revealed that the subjects lacked the necessary knowledge to recognize or produce English auxiliary verbs. The learner's dearth of knowledge about utilizing auxiliary verbs, their position, and meaning in the phrase demonstrates his lack of ability and doing mistakes in their use. Based on the outcomes of this study, it was determined that students are confused about the proper use of auxiliary verbs in English. They have a difficult time distinguishing between the past forms of the auxiliary verbs and their modal equivalents. The importance of this the study is that it helps students recognize their auxiliary verb usage mistakes. As a result, students will improve their use of auxiliary verbs by realizing and focusing on the mistakes they commit. The research focuses on the use and functions of auxiliary verbs, as well as the difficulties associated with their use. The goal of the study aims to benefit students as well as teachers. This study intends to identify the mistaken assumptions made by Iraqi students in the use of auxiliary verbs and attempt to fix such mistakes, as well as if these mistakes are made due to the student's lack of sufficient comprehension or for other reasons as well.

1.2. Skills of English

English is a language that is spoken in many countries throughout the world. Listening, speaking, reading, and writing are the four essential skills in language that English learners must acquire. They should be capable of linguistic components in addition to the four language skills. To maintain those skills, such as listening, speaking, reading, and writing, one must be familiar with certain elements. Grammar is one of these factors. Grammar is a system of rules that specifies how words and groupings of words in a specific

language can be organized to produce sentences. Grammar may help learners with writing clear phrases Grammar rules are designed to help us in organizing the subject, verb, and object so that the sentences have a clear meaning. The proper application of auxiliary verbs is one of the most essential sentence elements that a learner must acquire. The correct use of auxiliary verbs is a requirement for figuring out sentence efficiency. Auxiliary verbs can be used as a main verb or as an auxiliary verb. Is it feasible to utilize the modal auxiliary verb to have several meanings, such as prohibition, permission, necessity, and so on? As a result, in this study, we will look at the mistakes that were committed by students in secondary school while utilizing auxiliary verbs and identify the reasons for them.

1.3. Hypothesis and Research questions

The following hypotheses have been proposed in this study:

1- The usage of auxiliary verbs is significantly influenced by the form of the English sentence; the simpler the sentence structure, the clearer the answer.

2- Iraqi students in schools and even in universities have difficulties with auxiliary verbs because they are difficult to differentiate between. As a guideline for the analysis of this study is asked the following overarching research question:

RQ: Why do secondary schools students in Iraq face difficulties with using verbs in formation of sentences in the English language? and the sub-questions (SRQ) are as follows:

SRQ: To what extent are secondary school students able to distinguish between auxiliary verbs?

SRQ: Could secondary school students distinguish between auxiliary verbs and main verbs?

1.4. The Study's Objectives The study aims to accomplish the following goals:

1- Evaluate the student's ability to use auxiliary verbs in relation to forms and functions.

2- Identify grammatical problems in processing. The auxiliary verb error that learners of EFL face.

3- Determine the potential reasons of these errors.

4- Examine the test for students of secondary school to detect common mistakes in the usage of auxiliary verbs.

Chapter Two

The Theory of Language

2.1. The definition of Auxiliary Verbs

Auxiliary verbs are grammatical elements that play a role in the formation of grammatical structures like as clauses and sentences. They (auxiliaries) require lexical verbs to function within verbal groups, although this does not diminish their significance as grammatical sentence elements As a result, while lexical verbs are required, auxiliary verbs are semantically essential, and some of them can even function as main verbs in sentences, expressing powerful meanings on their own. Murthy (1998) defines auxiliary verbs as verbs that are employed to form negatives, questions, and tenses on the one hand, and to indicate diverse moods and mental attitudes such as hope, expectancy, possibility, and futurity (modal) on the other. (Mohammed, Shuaibu and Abubakar , 2020:1) Huddleston et al. (2002:92) classify verbs into two categories: lexical verbs and auxiliary verbs. The inflectional morphology and syntax of these verbs serve as the primary criterion for this classification. There are two types of auxiliary verbs. Modal auxiliary verbs are the first verb class. The non-modal auxiliary verbs be, have, and can actually make the second verb class. A large number of linguists considered auxiliary verbs are so components that, when combined with a lexical verb, generate a monoclausal verb phrase with a certain degree of (lexical) semantic whitening that accomplishes some more or less definite grammatical function. According to Anderson (2006: 5), "An auxiliary verb has structural reality and therefore exists in representational form in the interlinear glosses as AUX in its default manifestation". The term 'auxiliary verb' is used to refer to the glossing (which might have -(null) realizations in particular constructions in distinct languages). Even in languages with unrestricted word order, auxiliary verbs play a significant role in grammar. They can be in the first, second, or third position in the sentence (Steele 1981). In English, auxiliary verbs play a significant part in the formulation of sentences The study of auxiliary verb development provides information regarding the acquisition of morphology and syntax. Brown et al. (1969) and Brown (1968) reported that auxiliary emergence and inversion appear in yes/no questions before wh-questions in early inquiries in the domain. Furthermore, inversion was demonstrated to be more effective in affirmative wh-questions than negative ones. As stated by Brown (1968), the inability to invert subject and verb stems from learners' limitations in the transformations they utilize in utterances. According to the same authors, English learners understand the

rules for using the inversion subject-auxiliary verb and the starting position of the wh-word in questions, but they cannot apply both rules in the same sentence. They claim that students of English employ inversion in general inquiries but not in particular questions.

2.2. Types of Auxiliary Verbs

2.2.1. Primary Auxiliary Verb

In general, there are four auxiliary word classifications: "Have, Be, Do" can function as both auxiliary and main verbs. These verbs are complementing verbs that ensure the meaning of a sentence. Two of them can also be used together in a single sentence, as in (This man has been traveling abroad a lot). The English primary auxiliary verbs 'Be', 'Have', and 'Do' are three basic non-modal auxiliaries. They always serve the function of assisting the verb in forming a verb phrase. Non-modal auxiliaries (English primary auxiliaries) have several forms that can be classified as present, past, or past participle tenses. Among others as well, Oluwole and Rose (1996), Quirk et al (1972, 1985), and Young (1980) all hold similar views on English primary auxiliary verbs. They believe that this category of auxiliary verbs include words that are utilized when combined with the main verbs to form a verbal group in a given phrase. They claim that the fact that they appear in a verbal group in a phrase is what gives them the moniker "helping verbs." Each of these grammarians settled on 'Be,' 'Have,' and 'Do' as the basic English auxiliary verbs that serve as both auxiliaries and lexical verbs. For example,

---Jonny is Learning English.

---Tom and Marry had two children. In their argument, the first sentence uses the English primary auxiliary verb 'is' as an assisting verb, while the second one uses the lexical word 'had'. In a similar way Stageberg (1981) believes that principal auxiliary verbs in English are always tightly related to the main verb. However, in his perspective, the English primary auxiliary verbs are separated into two groups: primary auxiliaries 'Be' and 'Have' and periphrastic auxiliaries 'Do'. The reason he separated auxiliary 'Do' from auxiliaries 'Be' and 'Have' and dubbed it periphrastic auxiliary 'Do' is to demonstrate how periphrastic auxiliary 'Do' can be used to substitute an inflected form of verb. For example,

---- She does play , for she plays. (Stageberg, 1981: 125)

In this sentence, inflected form of verb, 'plays' replaces the periphrastic auxiliary 'Do'.

2.2.1.1. Auxiliary and Ordinary Verbs

Auxiliary constructs consist of two (or more) verbs in one clause, the first of which is a lexical (main) verb and the other one is an auxiliary verb. This last verb has lost some of its lexical meaning and grammatically encodes one of different kinds of modification of the main verb. The auxiliary verbs are productive, recombining with many different verbs in similar formulations to produce new meanings. According to Eastwood (1998), English auxiliary verbs can be employed in two ways: as 'auxiliary verbs' or as 'ordinary verbs'. He supports his assertion further by presenting the following table:

<i>Auxiliary Verbs</i>	<i>Ordinary Verbs</i>
<i>They are waiting for a train .</i>	<i>They are at the station .</i>
<i>She has drunk much water .</i>	<i>She has a headache.</i>
<i>Does Marry need any help ?</i>	<i>Marry does all the work .</i>

The English primary auxiliary verbs are structural elements that can come before the lexical element in any formation. The four essential standards used to classify English primary auxiliary verbs. Negation, inversion, substitution, and marked positive element are among them.

Examples:

---- I am not going. (Negation)

---- Is the girl coming? (Inversion)

----I wrote and so did Jonny. (Substitution)

----He did it the boy. (Marked positive)

2.2.2. Modal auxiliary verbs

In the fact, both of the authors (Quirk et al. and Huddleston et al.) believe that there isn't just one kind of modal auxiliary verb. Furthermore, there are other classes of them that respond to the auxiliary verb requirements to varying degrees. There is a modal auxiliaries scale, with lexical verbs and core modals as the scale's border points. Some of the auxiliary verbs are more like lexical verbs, while others are more like central modals. In this section, let's look more closely at some of the factors that help us identify the verb

class of a certain verb. As stated by Huddleston et al. (2002:106), the central modal auxiliary verbs have five distinguishing characteristics: they only have primary forms, they do not agree with the subject, they take bare infinitival complements, that they must be used in remote conditionals, and their use of preterits with the modal remoteness meaning is less restricted than with other types of verbs. Some of these characteristics apply to non-central modal verbs as well. It is critical to understand the meanings of modal auxiliary verbs since these words indicate subtle ,but significant distinctions in the user's attitude and feelings. Use of modal auxiliaries can cause uncertainty and even rage among those attempting to communicate verbally or in writing. Modal verbs are composed of several words and are frequently employed in the third person. They are usually followed by verbs. Modal verbs are difficult to define. The goal is to educate learners on a general understanding of their meaning and then to provide several circumstances in which they are utilized so that learners get familiar with the variety of meanings and nuances they can indicate. Modal auxiliary verbs (also known as modal verbs) are used for expression of possibility, likelihood, capability, permission, obligations, or future purpose. Can, could, will, would, shall, should, must, may, and might are examples. They are identified by their inability to conjugate into multiple forms and by the fact that they are only followed by a verb in its base form.

2.2.2.1. Types of Modal Auxiliary Verbs

Modal verbs in English include must, shall, should, could, can, may, might, would, and ought to'.

Examples:

- I could meet you for coffee after class.
- I could go swimming when I lived next to the pool.
- It may rain.
- You may pay by credit card but not by personal check.

Modals have a wide range of meanings, as any dictionary definition appears to be. Mention how a modal might have multiple interpretations. For example, in sentence (a), "I could meet you for coffee after class," **could** refers to a future possibility, nevertheless in sentence (b), "I could go swimming when I lived next to the pool," **could** refers to past ability. In example (c), "It may rain" **may** expresses possibility, whereas in the sentence(d) "You may pay by credit card but not by personal check". Here **may** expresses a permission.

Can be considered as indicating ability, but it is much more. It usually shows a nuanced blend of aptitude and possibilities. The concept of "possibility" is reserved for may/might/could.

2.2.2.2 More about Modal verbs

Verbs such as will, shall, would, should, can, could, may, might, must, and ought are referred to as 'modal auxiliary verbs'. They are employed in conjunction with other verbs to provide other meanings, and they also have to do with certainty or obligation. Modal auxiliary verbs and their meanings are :

Model Auxiliary

Meaning Attached

1-Can	Ability, Permission, Request, Possibility
2-Could	Ability, Request, Possibility
3-Shall	Futurity, Willingness, Intention, Suggestion, Insistence
4-Should	Obligation, Advisability, Necessity, Expectation
5-Will	Willingness, Intention, Prediction, Insistence, Request
6-Would	Willingness, Habitual Action in the Past, Possibility
7-May	Permission, Possibility, Wishes, Purpose, Concession
8-Might	Permission, Possibility, Concession, Reproach
9-Must	Necessity, Prohibition, Obligation, Certainty, Probability.

These verbs can also be used to form inquiries. They come before the subject in this case:

- Would you pass me the cup? (request)
- Would you like to come to the party on Sunday? (invitation)
- Could / can I borrow your notebook? (asking permission)
- May I help you? (offer)

In the third person singular, modal verbs do not have a -s.

- She may come late, (not She mays . . .)

Without do, questions, negatives, tags, and short answers are created.

- Can you play tennis? (not Do you can play tennis) 'Yes, I can.'

-----He shouldn't be doing that, should he? (not He doesn't should . . .)

Furthermore, modal auxiliary verbs don't have infinitives and participles (to may, may ing, and mayed do not exist), as well as past forms. Other expressions are used as needed.

-----I'd like to be able to swim in the sea, (not . . . to can swim.....)

-----Pupils really had to work hard for exams, (n o t Pupils really musted work...)

Moreover, could, might, would, and should are normally used to refer to the present and future, but they may also be used as past tenses of can, may, will, and shall.

1-I can play piano. (Ability)

2-Can I talk to the headmaster?) Permission)

3-Could you send this email for me? (Request)

4-He can/may/might join us tomorrow. . (Possibility)

5-We shall see Ann the next week. (Futurity)

6-I will call you tomorrow. (Willingness)

7-I wish I would know her phonenumber .(Intention)

8-She ought to work hard for her examinations. (Necessity)

9-We must complain the matter to the manager. (Obligation)

Chapter Three

Difficulties of Using Auxiliary Verbs

3.1. Using Auxiliary Verbs

There are challenges with using English primary auxiliary verbs, there is no doubt that English learners today make mistakes in grammar of various kinds when communicate with each other. The incorrect usage of English primary auxiliary verbs has been determined to be becoming more prevalent. When we evaluate how learners employ auxiliary verbs in their sentences, we recognize that they do not understand the principles controlling the use of English primary auxiliary verbs. In fact, this research is to investigate on the use of the English primary auxiliary verbs among learners of English so as to improve the proficiency for students of secondary school in Iraq of English language. Secondary school students frequently fail to recognize the grammatical concord rule (plural nouns should go with plural verbs and singular nouns should go with singular verbs) in sentences they construct. This could have been due to a lack of comprehensive instruction in the basic elements of the English language. They frequently fail to figure out that 'is' and 'does' are single verbs, but 'do' and 'are' are plural verbs. Consequently, in contexts where single primary auxiliary verb is expected, they use plural primary auxiliary verb instead, regardless of whether the tense is correctly or not. This is a significant indication that individuals do not always understand the concepts controlling their usage of the English primary auxiliary verbs (*be, have, do*) while they are communicating in English.

Examples:

(a) The poor woman, together with her children do go to farm regularly.

In this sentence, it utilized the incorrect auxiliary verb instead of the proper auxiliary, 'does,' because the emphasis in the sentence is on the poor woman.

(b) The old man and his wife has accepted the invitation.

Because the subjects of this sentence are two, the correct auxiliary verb 'have' should be expected to be employed. As a result, the word 'has' is incorrect.

(c) How is Jane and Ann at school?

The statement refers to two people, therefore 'is' is incorrect; instead, the auxiliary 'are' is appropriate.

(d) Sara took more time getting ready than he does.

The auxiliary 'did' is appropriate in this sentence because the past tense verb 'took' was used at the beginning to show past action.

(e) Everyone in our house don't like getting a cat.

'Do' is an improper auxiliary verb here because the quantifier, everyone, refers to a singular person. As a result, the auxiliary 'doesn't' will be suitable.

(f) My duties is to answer each one of the customers.

Because "duties" is a plural noun, the right auxiliary verb is "are", and "is" has been incorrectly used.

3.2. Analysis of Result the study

The study's data is concerned with the presenting of the results and the analysis that was gathered. Using questionnaire sample sentences from a large number of secondary-school students who study English as a second language, The goal of the test, which consists of two questions, is to learn about the difficulties that EFL learners face when using auxiliary verbs and the mistakes they can make. We conclude that individuals make various mistakes whenever they use English primary auxiliary verbs in their sentences. Their mistakes demonstrate that they are unaware of the principles that govern the usage of the auxiliary verbs when interacting with one another.

Number	Number of students	Correct Answers	percentage	Incorrect Answers	percentage
1	100	90	90%	10	10%
2	100	75	75%	25	25%
3	100	93	93%	7	7%
4	100	72	72%	28	28%
5	100	82	82%	18	18%
6	100	59	59%	41	41%
7	100	68	68%	32	32%
8	100	89	89%	11	11%
9	100	55	55%	45	45%
10	100	88	88%	12	12%

(Table N. 1)

The answer of first, third, fifth, eighth and tenth question were simple and easy for the students. They define if the verb in the sentence is a lexical (main) verb or an auxiliary verb, and the results are as follows. The answers to the above questions were higher than the answers to the other questions. According to the statistics, the percentage of right answers in sentence 1, "We are studying English at the moment." was 90%. The students understand that the verb are is an auxiliary verb. Thus, the percentage of correct answers for the third sentence "People are waiting at the hall," was 93%, which is a high number. Because the sentence does not contain a major verb other than "does," 93 of the students chose the correct answer. However, the results were seen in the fourth sentence. "Sara was awesome in her classroom." that around 28% of students were unable to identify the difference between using the phrase as an auxiliary verb and as a lexical (main) verb. 72 of the students were unable to distinguish between an adjective and a primary verb. The information gathered reveals that auxiliaries are being abused because students do not perceive the grammatical distinction between the auxiliary verb and the complete verb. According to the assessment, which is to student's poor grammatical foundation, as they struggle to determine whether what comes following the subject is a verb, noun, or adjective, and they don't know the correct sentence structure. We found out that the students who answered the questionnaire made mistakes in discriminating between a lexical (main) verb or an auxiliary verb. We conclude that there are several reasons that make us try as much as possible to figure out them in order to solve this problem, and we are able to identify the causes of these difficulties in as a result of either a weakness in the educational system or perhaps the teacher or the learner.

Number	Number of students	Correct Answers	correct answers percentage	Incorrect answers	Incorrect answers percentage
1	100	64	64%	36	36%
2	100	41	41%	59	59%
3	100	38	38%	62	62%
4	100	52	52%	48	48%
5	100	61	61%	39	39%
6	100	73	73%	27	27%
7	100	70	70%	30	30%

8	100	65	65%	35	35%
9	100	35	35%	65	65%
10	100	48	48%	52	52%

(Table N. 2)

Another question is included in the questionnaire (Table number 2). The second question concerns the ability of students to select an appropriate auxiliary verb. In this question, there is a box with many auxiliary verbs and sentences (1-10) with spaces, and the student must select the proper auxiliary verb from the box and put it in the matching gap. The purpose of this mandatory question is to determine the student's ability to identify between appropriate auxiliary verbs in each sentence based on time and sentence type. We noticed many inaccuracies after the students completed the questionnaire questions, and these mistakes were focused because the students were unable to differentiate between these verbs (*had*, "*has*," and "*have*," or "*was*" and "*were*" or "*does*", "*do*" and "*did*" and "*will*") and where the appropriate verb is. Because the students are unsure whether the sentence is in the past, present, or future, like in the first sentence, they can notice the existence of a temporal adverb indicating the future. As a result, there can be many explanations for comprehending these kinds of difficulties. As a result, we are interested in discussing those reasons, and we summarize from them the teacher's lack of scientific and academic competence, as well as their use of old methods, in addition to the fact that teachers did not use additional activities, and also the explanation of the subject does not accomplish the purpose adequately, and this is due to the educational system's failure necessary for maintaining with the developments taking place, which leads to the stagnation of the curricula. As for the learners, they have no the motivation to learn, because they consider it essentially as a way to succeed.

Conclusion

The research study explored English auxiliary verbs by reviewing some of the pertinent arguments raised by several different linguists. It started with an introduction emphasizing the significance of auxiliary verbs. The two main groups of auxiliaries - primary and modal verbs - have been thoroughly studied, and the various verb forms that are employed with various types of auxiliary have been recognized. The many meanings related to the modal auxiliaries have also been discussed, before finally discussing the employment of auxiliary verbs in different sorts of sentences. As a result, we might conclude that the English primary auxiliary verbs are difficult for many English learners. As thus, we believe that most students or learners lack enough exposure to language use, and that a poor teaching background may have contributed to the difficulties they continue to demonstrate when using the aforementioned English auxiliary verbs. Even though both high school and intermediate school students cannot be perfect like native speakers, the efforts should be made to strive for Standard English because that is what is available in our system of education.

Recommendations

As a pedagogical implication of this study, the following recommendations are made to students learning English as a second language as well as English language teachers.

1. Students can completely participate in class and retain the auxiliary verbs if teaching staff make an effort to make their lessons student-centered.
2. Auxiliary verbs (both primary and modal) should be employed by teachers in the creation of a variety of class tasks in sample paragraphs and passages so that learners or students may easily recognize the auxiliary verbs.
3. Students should be thoroughly taught verb components and verb formation such as tenses, motion, aspect, and voice to enhance understanding and usage of the auxiliary verbs.
4. Subject pronouns such as I, we, you, he, she, and it should be thoroughly taught with finite and auxiliary verbs so that students understand how to employ the various auxiliary verbs in English.
5. Learners ought to be motivated to practice oral and written communication with auxiliary verbs in order to improve linguistic and communicative competence in the use of English.
6. In schools, Teachers should additionally perform constructive analysis between mother tongue and English in order to address mistakes caused by negative transmission.

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Appendix

Name (optional) _____

☐

Gender / Male

Female

☐
☐

The level /

Intermediate

upper intermediate

1. Is the highlighted verbs a main or auxiliary verb ?

1	We <u>are</u> studying English at the moment.	☐ Main verb ☐ Auxiliary verb
2	My friend Adam <u>does</u> a lot of homework.	☐ Main verb ☐ Auxiliary verb
3	People <u>are</u> waiting at the hall.	☐ Main verb ☐ Auxiliary verb
4	Sara <u>was</u> an awesome in her classroom.	☐ Main verb ☐ Auxiliary verb
5	I <u>have</u> taken a rest for two days.	☐ Main verb ☐ Auxiliary verb
6	Hani <u>does</u> his homework on the way to school.	☐ Main verb ☐ Auxiliary verb
7	Noor <u>is</u> a hardworking student.	☐ Main verb ☐ Auxiliary verb
8	Sally <u>was</u> helping her mother yesterday.	☐ Main verb ☐ Auxiliary verb
9	The old man and his wife <u>do</u> their work by themselves.	☐ Main verb ☐ Auxiliary verb
10	Children <u>are</u> playing with ice.	☐ Main verb ☐ Auxiliary verb

2. Fill the blank

Is , am , are , were , was , have , has , had ,do , did ,does, will

- 1) We _____ travel to Spain next week.
- 2) You _____ not working with your partner.
- 3) The boy _____ brushed his teeth before he went to bed.

- 4) _____ my friend called me ?
- 5) The old man _____ not send the postcard.
- 6) We _____going to visit our friends.
- 7) The plan _____going to take off, when the passengers get in.
- 8) The English foreign secretary _____going to visit USA tomorrow.
- 9) I wish I _____ not eaten three bars of chocolate.
- 10) I _____doing my homework when somebody knocked the door.