

**AN INVESTIGATION INTO THE PROBLEM OF AUXILIARY VERBS
ACQUISITION AND USAGE BY N.C.E. STUDENTS:
A CASE STUDY OF SELECTED COLLEGES OF EDUCATION IN KANO**

BY

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**BEING A DISSERTATION SUBMITTED TO THE POST GRADUATE
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THE FACULTY OF ARTS**

FEBRUARY, 2014

DECLARATION

I hereby declare that this dissertation has been written by me and that it is a record of my research efforts. It has not been presented in any previous application for higher degree. All sources of information are duly acknowledged by means of reference.

.....
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.....
Signed

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Date

CERTIFICATION

This dissertation entitled: An Investigation into the Problem of Auxiliary Verbs Acquisition and Usage by NCE Students: A Case Study of Selected Colleges of Education in Kano meets the regulations governing the degree of Doctor of Philosophy (Ph.D) of Ahmadu Bello University, Zaria and is approved for its contribution to the development of knowledge and literacy presentation.

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DEDICATION

I hereby dedicate this work to Almighty God who endowed me with knowledge and wisdom which I used in writing this dissertation. Also, I dedicate it to my dear wife Agatha Inayi Aloba and my lovely children: Success Ebonyi Aloba, Samuel Victor Ogaji Aloba, Mary Ogwuma Aloba and Precious Okwa Aloba.

The work is equally dedicated to my English students, especially General English students at Federal College of Education, Kano.

Finally, I dedicate this work to all lovers of English education all over the world.

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ABSTRACT

The study titled: "An Investigation into the Problem of Auxiliary Verbs Acquisition and Usage by NCE Students: A Case Study of Selected Colleges of Education in Kano" sets out to investigate the possible causes of the misuse of English auxiliary verbs by NCE students. The study also investigates the problem of acquiring auxiliary verbs as part of English Grammar by NCE students. It as well reviews some relevant available literature on auxiliary verbs usage, second language acquisition (SLA), second language (L2) errors and language teaching methodologies. The study is anchored on acculturation theory of SLA propounded by Schumann (1978). Survey and experimental research methods/designs were adopted in gathering data for the study. An objective test and a questionnaire based on the subject matter of the research were the instruments used in collecting data from the respondents. A total population of twelve thousand subjects was considered for the study. This comprises of NCE I and NCE III students only. However, a sampling population of one thousand, two hundred NCE students was randomly selected for the study. Out of this number, six hundred were NCE I, while the remaining six hundred were NCE III. Also thirty lecturers of Developmental English were randomly selected and used in order to balance the information. Four research questions were formulated to guide the study. Simple percentages were used in analyzing and interpreting the data collected. The findings of the study reveal that a number of factors accounted for the misuse of auxiliary verbs by the subjects of the study. These include: faulty teaching of these verbs, inadequate exposure of the respondents to L2, poor learning strategies by the respondents, unconducive teaching and learning environment, inadequate knowledge of the rules of usage, poor reading habit, negative attitudinal disposition towards the target language by the respondents, poor motivation strategies employed by the General English teachers and most importantly difficulties inherent in L2 learning among others. The findings further reveal that second language (auxiliary verbs) acquisition by NCE students in Colleges of Education is hindered by a combination of factors, such as overcrowded classrooms, lack of optimal input in most of the classrooms, adoption of pure lecture method by lecturers, inability to structure the classroom environments into naturalistic form, focusing of teaching on linguistic form rather than on meaning by lecturers among others. Based on the above findings, the study recommends that General English lecturers in Colleges of Education should modify their teaching methods by adopting Communicative Language Teaching Approach propounded by Littlewood (1981), Brumfit (1992), Richards (2002) which emphasizes the teaching of language in a natural setting as obtains in a real-life situation. This will no doubt facilitate L2 acquisition. Also a more conducive teaching and learning environment should be provided as well as provision of functional language laboratory among others. The study concludes that almost all types of auxiliary verbs are problematic to our subjects as they

scored an average mark of 52.7% only and misused as much as 47.2% of these verbs in the test administered to them. General English lecturers in Colleges of Education are therefore admonished to employ more realistic and more functional approach to the teaching of auxiliary verbs (as part of English Grammar) in order to minimize their misuse drastically.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xv
CHAPTER ONE: INTRODOCTION	
1.0 Background to the Study	1
1.1 The Need for the Study	3
1.2 Statement of the Research Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Significance of the Study	8
1.6 Scope and Delimitation of the Study	9
1.7 Operational Definition of Terms	10
1.8 Abbreviations and Acronyms	11
CHAPTER TWO: REVIEW OF LITERATURE	
1.0 Introduction	13
2.1.0 Definitions of Auxiliary Verbs	13

2.1.1	Classification of Auxiliary Verbs and their Various Uses	14
2.1.2	Scholars who identify and recognize thirteen Modal and three non-modal Auxiliary Verbs and their Uses	15
2.1.3	Scholars who Identify and recognize ten Modal Auxiliary Verbs and two non-Modals and their Uses	16
2.1.4	Scholars who identify and recognize nine Modal Auxiliaries and three non-Modals and their Uses	22
2.1.5	Other Classifications of Auxiliary Verbs	32
2.1.6	Other Criteria for Auxiliary Verbs	41
2.2.0	Second Language Acquisition	65
2.2.1	Second Language Acquisition vs First Language Acquisition	66
2.2.2	Second Language Acquisition and Learning	67
2.2.3	The Role of the First Language in SLA	73
2.2.4	Learner Processes in SLA	77
2.2.5	The Role of Input in SLA	78
2.2.6	Three Views on Input in SLA	80
2.2.7	The Role of Formal Instruction in SLA	83
2.3.0	Error	96
2.3.1	Error Analysis (EA)	96
2.3.2	The Concept of Error	97
2.3.3	Approaches to Error	99
2.3.4	Sources of Error	101
2.3.5	Types of Error	105

2.3.6	Criticism of EA	106
2.3.7	Error Correction and its Importance	107
2.4.0	Language Teaching Approaches/Methods	111
2.4.1	The Grammar Translation Method (GTM)	112
2.4.2	The Direct Method	115
2.4.3	An Overview of the Two Dominant Lang Teaching Methods	118
2.4.4	The Audio-Lingual Method	118
2.4.5	The Cognitive Code Learning Method	123
2.4.6	The Dilemma of the Language Teachers in the Present State of Affairs	127
2.4.7	The Eclectic Approach to Language Teaching	128
2.4.8	The Communicative Language Teaching Approach	130
2.4.9	The Summary of Literature Review	135
2.5	Theoretical Framework	137
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY		
3.0	Introduction	141
3.1	Population of the Study	141
3.2	Sampling Population	141
3.3	Sampling Procedure	143
3.4	Research Design	143
3.5	Instrumentation	144
3.6	Data Analysis Procedure	144

3.7	Sources of Data	144
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**CHAPTER FOUR:
DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

4.0	Introduction	145
4.1.0	Analysis and Interpretation of Data	146
4.1.1	Federal College of Education, Kano	146
4.1.2	The School of Languages	146
4.1.3	The School of Arts and Social Sciences	148
4.1.4	The School of Science	149
4.1.5	The School of Vocational Education	150
4.1.6	Overall Analysis of Results item by item of the Respondents from FCE, Kano	159
4.1.7	Some Brief Explanations on the Causes of the Misuse of Non-Modal Auxiliary Verbs	162
4.1.8	Modal Auxiliaries: Analysis of Incorrect Responses of NCE I	164
4.1.9	Analysis of Incorrect Responses of NCE III FCEK, School by School	167
4.1.10	Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE III	173
4.1.11	Some Brief Explanation on the Causes of the Misused Modal Auxiliaries	175
4.2.0	College of Education, Kumbotso	177
4.2.1	The School of Languages (English Major)	177
4.2.2	The School of Arts and Social Sciences	179
4.2.3	The School of Science	180
4.2.4	The School of Vocational Education	181

4.2.5	Overall Analysis of the Results item by item of the Respondents from the College of education, Kumbotso	187
4.2.6	Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE I School by School	196
4.2.7	Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE III School by School	199
4.3.0	College of Education, Gumel	202
4.3.1	The School of Languages (English Major)	202
4.3.2	The School of Arts and Social Sciences	203
4.3.3	The School of Science	205
4.3.4	The School of Vocational Education	206
4.3.5	The Overall Average Scores of the Four Schools of both NCE I and NCE III of COE Gumel	208
4.3.6	Overall Analysis of the Results Item by Item	214
4.3.7	Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE I	219
4.3.8	Non-Modal Auxiliary Verbs: Analysis and Interpretation of Incorrect Responses of NCE III	223
4.3.9	Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE III	226
4.4.0	Overall Analysis scores of the Three Institutions (FCE, Kano, COE, Kumbotso and COE, Gumel) based on the Use of Primary and Modal Auxiliary Verbs	229
4.4.1	Federal College of Education, Kano	229
4.4.2	Analysis of Incorrect Responses of both NCE I and NCE III Respondents from FCE, Kano	230
4.4.3	College of Education Kumbotso	231

4.4.4	Analysis of Incorrect Responses of both NCE I and NCE III Respondents of COE Kumbotso	232
4.4.5	College of Education, Gumel	233
4.4.6	Analysis of Incorrect Responses of both NCE I and NCE III Respondents of COE Gumel	234
4.5.0	Analysis and Interpretation of Students' Responses to Questionnaires	237
4.5.1	Analysis and Interpretation of NCE III Students' Responses to Questionnaires	244
4.5.2	Analysis and Interpretation of Lecturers' Responses to Questionnaires	251
4.5.3	Discussion	259
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.0	Introduction	266
5.1	Summary	266
5.2	Implications of the Study	271
5.3	Conclusion	273
5.4	Recommendations	273
5.4	Further Study Areas	276
	References	277
	Appendix I: A Test for Students	288
	Appendix II: Marking Scheme	293
	Appendix III: Questionnaires for Students	294
	Appendix IV: Questionnaires for Lecturers	296
	Appendix V: NCEI and III Test Scores tables From FCE, Kano, COEs Kumbosto and Gumel	298

LIST OF TABLES

Table1: Classification of Modal Auxiliary Verbs	55
Table 2: The Uses of “Need” and “Dare” as Auxiliary and Lexical Verbs	56
Table 3: School of Languages NCE.I average score FCEK	147
Table 4: The School of Languages NCE.III average score FCEK	147
Table5: School of Arts and Social Sciences NCE.I average score	148
Table 6: The School of Arts and Social Sciences NCE.III average score FCEK	149
Table 7: The School of Science NCE.I average score FCEK	149
Table 8: The School of Science NCE.III average score FCEK	150
Table 9: The School of Vocational Education NCE.I average score FCEK	151
Table 10: The School of Vocational Education NCE.III average score FCEK	151
Table 11: Overall Averages Scores of NCE.I of the Four Schools FCEK	152
Table 12: NCE.I’s percentage of wrong usage (primary auxiliary verbs) from the four schools of FCE, Kano	153
Table 13: NCE.I’s percentage of wrong usage (modal auxiliary verbs) from the four schools of FCE, Kano	154
Table 14: Overall Average Scores of NCE.III of the Four Schools	155
Table 15: NCE.III’s percentage of wrong usage (primary auxiliary verbs) from the four schools of FCE, Kano	157
Table 16: NCE.III’s percentage of wrong usage (modal auxiliary verbs) from the four schools of FCE, Kano	157

Table 17: FCE, Kano's total score in both modal and non-modal auxiliaries by NCE.I and NCE.III	158
Table 18: FCE, Kano's total incorrect score in both modal and non-modal auxiliaries by NCE.I and NCE.III	158
Table 19: The score of incorrect responses (prim.aux.), Sch. of Langs. NCE.I	159
Table 20: The score of incorrect responses (prim.aux.), Sch. of Arts & Soc. Sc. NCE.I	160
Table 21: The score of incorrect responses (prim.aux.), Sch. of Sc. NCE.I	160
Table 22: The score of incorrect responses (prim.aux.), Sch. of Voc.Edu. NCE.I	161
Table 23: The score of incorrect responses (mod.aux.), Sch. of Langs NCE.I	164
Table 24: The score of incorrect responses (mod.aux.), Sch. of Arts & Soc. Sc. NCE.I	165
Table 25: The score of incorrect responses (mod.aux.), Sch. of Sc. NCE.I	165
Table 26: The score of incorrect responses (mod.aux.) Sch of Voc.Edu. NCE.I	166
Table 27: The score of incorrect responses(prim.aux.), Sch. of Langs. NCE.III	167
Table 28: The score of incorrect responses (prim.aux.), Sch. of Arts and Soc. Sc. NCE.III	168
Table 29: The score of incorrect responses (prim.aux.), Sch. of Sc. NCE.III	169
Table 30: The score of incorrect responses (prim.aux.) Sch of Voc.Edu. NCE.III	170
Table 31: The score of incorrect responses (mod.aux.), Sch. of Langs. NCE.III	170

Table 32: The score incorrect responses (mod.aux.), Sch. of Arts & Soc. Sc. NCE.III	173
Table 33: The score of incorrect responses (mod.aux.), Sch. of Sc. NCE.III	174
Table 34: The score of incorrect responses (mod.aux.),Sch. ofVoc.Edu NCE.III	174
Table 35: School of languages NCE.I average scores, COE, Kumbosto	177
Table 36: School of languages NCE.III average scores, COE, Kumbosto	178
Table 37: School of Arts and Social Sciences NCE.I average Scores, COE, Kumbosto	179
Table 38: School of Arts and Social Sciences NCE.III average Scores, COE, Kumbosto	179
Table 39: School of Science NCE.I average scores, COE, Kumbosto	180
Table 40: School of Science NCE.III average scores, COE, Kumbosto	181
Table 41: School of Vocational Educ. NCE.I average scores, COE, Kumbosto	181
Table 42: School of Vocational Educ. NCE.III average scores, COE, Kumbosto	182
Table 43: Overall average scores of NCE.I of the four schools of COEK	183
Table 44: NCE.I's percentage of wrong usage (primary auxiliary verb) from the four schools of COE, Kumbotso	184
Table 45: NCE.I's percentage of wrong usage (modal auxiliary verb) from the four schools of COE, Kumbotso	184
Table 46: Overall average scores of NCE.III of the four schools,COEK	185
Table 47: The score of incorrect responses of NCE.I Sch. of Langs. (Primary auxiliary verbs)	188
Table 48: The score of incorrect responses by NCE.I Sch. of Arts &Soc. Sc. (Primary auxiliary verbs)	189

Table 49: The score of incorrect responses by NCE.I Sch. of Sc. (Primary auxiliary verbs)	191
Table 50: The score of incorrect responses by NCE.I Sch. of Voc.Edu. (Primary auxiliary verbs)	192
Table 51: The score of incorrect responses of NCE.III Sch. of Langs. (Primary auxiliary verbs)	193
Table 52: The score of incorrect responses of NCE.III Sch. of Arts & Soc.Sc. (Primary auxiliary verbs)	193
Table 53: The score of incorrect responses of NCE.III Sch. of Sc. (Primary auxiliary verbs)	194
Table 54: The score of incorrect responses by NCE.III Sch. of Voc. Edu. (Primary auxiliary verbs)	195
Table 55: The score of incorrect responses by NCE.I Sch. of Langs. (Modal auxiliary verbs)	196
Table 56: The score of incorrect responses by NCE.I Sch. of Arts &Soc.Sc. (Modal auxiliary verbs)	197
Table 57: The score of incorrect responses by NCE.I Sch. of Sc. (Modal auxiliary verbs)	197
Table 58: The score of incorrect responses by NCE.I Sch. of Voc.Edu. (Modal auxiliary verbs)	198
Table 59: The score of incorrect responses by NCE.III Sch. of Langs. (Modal auxiliary verbs)	199
Table 60: The score of incorrect responses by NCE.III Sch. of Arts &Soc.Sc. (Modal auxiliary verbs)	200
Table 61: The score of incorrect responses of NCE.III Sch. of Sc. (Modal auxiliary verbs)	200
Table 62: The score of incorrect responses of NCE.III Sch.Voc.Edu. (Modal auxiliary verbs)	201
Table 63: The School of Languages NCE.I average score, COE, Gumel	202

Table 64: The School of Languages NCE.III average score, COE, Gumel	203
Table 65: The School of Arts and Soc. Sc.NCE.I average score COE, Gumel	203
Table 66: The School of Arts and Soc. Sc.NCE.III average score, COE Gumel	204
Table 67: The School of Science average score of NCE.I COE, Gumel	205
Table 68: The School of Science average score of NCE.III COE, Gumel	206
Table 69: The Sch. of Voc.Edu. average score of NCE.I COE, Gumel	207
Table 70: The Sch. of Voc. Edu. average score of NCE.III COE, Gumel	207
Table 71: Overall average scores of NCE.I of the four schls.COE, Gumel	208
Table 72: Percentage of wrong usage of primary auxiliary verbs of NCE.I respondents from COE, Gumel	209
Table 73: Percentage of wrong usage of modal auxiliary verbs of NCE.I respondents from COE, Gumel	210
Table 74: Overall average scores of NCE.III of the four schls COE, Gumel	211
Table 75: Percentage of wrong usage of primary auxiliary verbs of NCE.III respondents from COE, Gumel	213
Table 76: Percentage of wrong usage of modal auxiliary verbs of NCE.III respondents from COE, Gumel	213
Table 77: The score of incorrect responses (prim.aux.) Sch. of Langs. NCE.I	215
Table 78: The score of incorrect responses (prim.aux.), School of Arts and Social Sciences. NCE.I	216
Table 79: The score of incorrect responses (prim.aux.), Sch. of Sc. NCE.I	217
Table 80: The score of incorrect responses (prim.aux.) Sch. of Voc.Edu. NCE.I	218

Table 81: The score of incorrect responses (mod.aux.) Sch. of Langs. NCE.I	220
Table 82: The score of incorrect responses (mod.aux.) Sch. of Arts and Social Science NCE.I	220
Table 83: The score of incorrect responses (mod.aux.) School of Sc. NCE.I	221
Table 84: The score of incorrect responses(mod.aux.)Sch of Voc. Edu. NCE.I	222
Table 85: The score of incorrect responses (prim.aux.)Sch. of Langs. NCE.III	223
Table 86: The score of incorrect responses (prim.aux.) Sch. of Arts & Social Science NCE.III	224
Table 87: The score of incorrect responses (prim.aux.), Sch. of Sc. of Sc. NCE.III	224
Table 88: The score of incorrect responses (prim.aux.), School of Vocational Education NCE.III	225
Table 89: The score of incorrect responses(mod.aux.) Sch. of Langs. NCE.III	226
Table 90: The score of incorrect responses (mod.aux.), Sch. of Arts & Social Science NCE.III	226
Table 91: The score of incorrect responses (mod.aux.), Sch. of Sc. NCE.III	227
Table 92: The score of incorrect responses(mod.aux.) Sch. of Voc.Edu. NCE.III	228
Table 93: FCE Kano average score performance of NCE.I	229
Table 94: FCE Kano average score performance of NCE.III	229
Table 95: FCE Kano average score of incorrect responses of NCE.I	230
Table 96: FCE Kano average score of incorrect responses of NCE.III	231
Table 97: COE Kumbotso average score performance of NCE.I	231

Table 98: COE Kumbotso average score performance of NCE.III	232
Table 99: COE Kumbotso average score of incorrect responses of NCE.I	232
Table 100: COE Kumbotso average score of incorrect responses of NCE.III	233
Table 101: COE Gumel average score performance of NCE.I	233
Table 102: COE Gumel average score performance of NCE.III	234
Table 103: COE Gumel average score of incorrect responses of NCE.I	235
Table 104: COE Gumel average score of incorrect responses of NCE.III	235
Table 105: Summary of the scores in the three institutions	237
Table 106: The item sought to know the O'level status of the subjects of the study	238
Table 107: The second item identifies the source through which the respondents came into the NCE programme	239
Table 108: The item lists the reasons why the subjects of the study misused auxiliary verbs	240
Table 109: Item 4 lists the sources of L2 auxiliary verbs errors	240
Table 110: The item identifies the sufficiency or otherwise of the time allocated to Developmental English on the time table at FCE Kano, COE Kumbotso and COE Gumel	241
Table 111: The item six tries to verify the attitudinal disposition of the NCE I respondents towards the English language	242
Table 112: These items sought to find out how often the respondents use English at home	243
Table 113: The item eight sought to know the reading habit of the respondents	243
Table 114: The item one sought to know the O'level status of the subjects of the study	244

Table 115: The item two identifies the sources through which the NCE.III respondents came into the NCE programme	245
Table 116: Item three lists the reasons why the NCE.III subjects misused the auxiliary verbs	246
Table 117: Item four lists the sources of L2 auxiliary verbs errors	247
Table 118: The fifth item tries to determine the adequacy or otherwise of the time allocated to General English at FCE Kano, COE Kumbotso and COE Gumel	247
Table 119: The item six strives to find out the attitudinal disposition of NCE III respondents towards the General English	249
Table 120: The item in table seven sought to find out how often the NCE III respondents use English at home	249
Table 121: This item sought to know the reading habit of the NCE III respondents	250
Table 122: Item one lists the qualifications of the Developmental English Lecturers	251
Table 123: The second item sought to find out the lecturers' area of specialization	252
Table 124: Item three analysed in table determines the teaching experience of the Developmental English Lecturers	253
Table 125: The item analysed in this table sought to know how lecturers rate their Developmental English students	253
Table 126: The item analysed in this table sought to know from the respondents, what is responsible for the misuse of aux. verbs	254
Table 127: Item six identifies the type of teaching method the lecturers employ in teaching Developmental English at the selected institutions (FCE Kano, COE Kumbotso, COE Gumel)	255
Table 128: Item seven tries to ascertain the adequacy or otherwise of the time allocated to Developmental English on the timetable	256
Table 129: Item eight asked the respondents the source of L2 auxiliary verb errors	256

Table 130: This item tries to verify the suitability of developmental English teaching environment capable of stimulating acquisition of auxiliary verbs	257
Table 131: The item sought to know the students' population in General English classrooms	257
Table 132: This item strives to find out the attitudinal disposition of students towards the General English course	258
Table 133: This item sought to determine the number of literary texts General English students read per session	259

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

In recent times, quite a number of educationists have noted the need to improve the spoken and written English of students not only in secondary schools, but also in tertiary institutions in Nigeria. This need has led to many studies on the use of English among students. Obi (1979), Afolayan (1982), Ofuokwu (1982), Olaofe (1982), Opata (1986), Oji (1988), Akoh (1989), Stephen (1990), Adjoze (1995), Aichatou (1995) and more recently, Auwal (2001), Godwin (2004), Shuaibu (2004), among others studied the grammatical errors made in the written and spoken English of users of English in Nigeria. These errors vary in terms of complexity and source. Those who carried out studies on the use of English among Nigerian students include Ofuokwu (1982), Olaofe (1986), Opata (1986), Oji (1988), Aichatou (1995), and Adjoze (1995) but they concentrated mainly on university students. According to Olaofe (1988:18-30), "The main focus of these studies (at the university level) is written English at 'The discourse', 'stylistic' and global sentence levels". The fact that no particular attention has been paid to the use of auxiliary verbs by students in these studies is the motivation for this present study.

The present researcher has observed that many students in Colleges of Education, especially Federal College of Education (FCE) Kano, College of Education (COE) Kumbotso and College of Education (COE) Gumel tend not to

use auxiliary verbs correctly both in written and spoken English. This might be due to lack of awareness of the rules guiding their correct usage among other reasons. Also, the fact that many students have already acquired their L1 or MT, the features of which they often transfer to L2 resulting in committing unexpected and unacceptable errors is worrisome. Despite the difficulty inherent in the target language (TL), and the inconsistency that characterizes its grammatical rules, we strongly believe that students in colleges of education can still acquire L2 and become proficient.

In a country such as Nigeria where English performs a major function as the official language, the need for proficiency is not only desirable but absolutely necessary. The language is used not only as a medium of instruction from the upper primary school to the university level, but it is also taught as a subject at every level of education. It is not surprising therefore, that English enjoys a prestigious position in Nigeria's educational system. Against this background, it is pertinent that students at the tertiary level, especially colleges of education, who are the future teachers at the foundation level (primary school), should attain high proficiency in English, as it will enable them to use the language correctly and efficiently to impart knowledge in English and other subjects.

One of the problems with the use of English in Nigeria today is that students speak all kinds of what might be regarded as poor quality and uneducated English. While this appears to be an inevitable consequence of

different speakers' competences in the language, we are of the opinion that the correct use of the language is not only desirable but is also possible.

1.1 The Need for the Study

The inappropriate use of auxiliary verbs in English is a major grammatical problem among students at different levels of the educational system in Nigeria and probably also in other countries where English is used as a second language (L2). We are aware of the fact that many researchers have noted this problem. But there is as yet no detailed investigation of the problem to the best of our knowledge. Moreover, apart from the fact that the researches conducted in the area are not detailed enough, they are restricted to universities and post primary schools, as well as media organizations. For instance, among those who carried out studies on the use of English among Nigerian students, Ofuokwu (1982), Olaofe (1986), Aichatou (1995), and Adjoze (1995) concentrated on Ahmadu Bello University students, Opata (1986) on University of Lagos students and Oji (1988) on University of Nigeria Nsukka students.

The researcher has observed that earlier studies on the grammatical errors of Nigerian students have been treated broadly, except Stephen (1990) and Shuaibu (2004) whose studies were limited to grammatical concord and tense respectively. Other researchers treated many grammatical categories in one study but no detailed account of any of the categories was given. But in the case of this study, one grammatical category is being considered, that is, auxiliary

verbs with a view to providing deeper insights than available in previous efforts. It is hoped that a more comprehensive examination will be carried out. Moreover, as a lecturer teaching the Use of English at FCE Kano, the researcher has noticed that apart from the general problem that most NCE students have with the course, they have peculiar problems with the use of auxiliary verbs. This and other factors serve as the motivation and justification for this study.

1.2 Statement of the Research Problem

Students at all levels of the educational system seem to have poor control of English language. Many of those at the tertiary level from whom a high level of proficiency is expected, cannot for example, construct error-free sentences despite the various Developmental English programmes they have taken. This problem is even more pronounced with NCE students in colleges of education, probably due to their poor background, poor quality of teachers and teaching methodology as well as poor attitude of students to work and poor learning strategies. The researcher is aware that similar studies on students' grammatical errors have been conducted by other scholars, but to the best of our knowledge, none of such studies has comprehensively and adequately covered the English auxiliary verbs and the possibility of acquiring these verbs by NCE students. The following are some of the observed auxiliary verb errors in the written and spoken English of such students.

1. The people *doesn't* attend meetings any longer.

In this sentence, some students always use 'doesn't', in place of don't and vice versa which is wrong. (Hence, they commit a grammatical error.)

2. He *have* many assignments to carry out.

Many NCE students sometimes use (the auxiliary verb form) 'have' for 'has' in their sentences, thereby making their sentences grammatically faulty.

3. He *would* complete the work now.

Some students exchange (the modal auxiliary verb form) 'would' for 'will' as in the above sentence, which renders the sentence faulty. Taking into consideration the adverb 'now', at the end of the sentence, they should have used the modal auxiliary form 'will' which can fit in correctly since 'would' is sometimes used to represent the past tense in sentences.

4. I *used to* eat a lot of food nowadays.

Some students misuse the modal auxiliary form 'used to' on most occasions in their sentences. They forget that this verb form can only be used to indicate habitual behavior in the past. Instead they use it in sentences about present events.

5. You *must have to* come with me.

'Must' and 'have to' are identical in meaning and therefore cannot co-occur in the same grammatical environment. This amounts to redundancy.

6. I hope he *should* be here before lecture.

In this example, one cannot hope and impose an obligation on somebody at the same time

7. Our electricity *would* be restored tomorrow.

'Will' is more appropriate in this sentence since the event is yet to take place.

8. None of the students *have* come yet.

'Has' is the correct form here.

9. If you *can be able* to meet him, he will put you through. 'can and 'be able to' have the same meaning, so they cannot be used together.

10. Everybody *have* attended the lecture.

11. Everybody were rejoicing over Green Eagle's victory. 'was' is more apt here. Students' poor knowledge of grammatical concord plus problem of using 'everybody' as plural as well as direct translation from the mother tongue could be responsible for these errors in sentences 10 and 11.

Such wrong usage of auxiliary verbs makes it necessary to investigate why students misuse them.

1.3 Aim and Objectives of the Study

The main aim of this research is to investigate the use of auxiliary verbs among NCE students. Specifically the objectives of this research are to:

- (1) Identify the errors associated with the use of auxiliary verbs by NCE students.
- (2) Identify the possible causes of the misuse of auxiliary verbs by NCE students in colleges of education.
- (3) Suggest ways of solving the problem and recommend better alternative to enhance proper teaching and learning of the English auxiliary verbs.
- (4) Determine the possibility of auxiliary verbs acquisition by NCE students.

1.4 Research Questions

In order to carry out this study effectively, the following questions are to be used as a guide to the investigation.

1. What are the errors associated with the use of auxiliary verbs by NCE students?
2. What are the possible causes of the misuse of auxiliary verbs by NCE students?
3. What are the suggestions and recommendations towards solving the problem to enhance better teaching and learning of the English auxiliary verbs?
4. Is it possible for NCE students to acquire English auxiliary verbs?

1.5 Significance of the Study

Although there are many groups of speakers in any speech community, there is also a form of language expected from different categories of learners. For instance, NCE students who are potential teachers at the foundation level (primary school) are expected to be able to conform to the educated or 'standard' use of English auxiliary verbs. It is therefore, quite alarming to find out that NCE students' use of English in general and of auxiliary verbs in particular has generally fallen short of this requirement.

The researcher's interest in embarking on this study arose out of genuine concern for the falling standards of English usage in Nigerian colleges of education. This concern and interest stem from the realization that NCE has been identified to be the minimum teaching qualification at the foundation level (primary school). There is therefore every need for these NCE teachers to attain a high level of proficiency in the language.

This study is equally significant in that it will serve as a resource material for students and researchers in linguistics. Suggestions are made at the end of the study on how to improve the teaching of auxiliary verbs based on the identification of variables that affect its effective teaching. Thus, the suggestions for teaching of English auxiliary verbs would be useful for adaptation in different situations depending on the aspect of auxiliary verbs on which teachers wish to concentrate.

The study diagnoses and identifies the causes of the misuse of English auxiliary verbs by NCE students, the knowledge of which will hopefully be of immense benefit to English teachers at various levels of education as well as students of developmental English in general and English major students in particular.

It is expected that the findings of the study will also be useful to educational policy makers as well as media practitioners with a view to improving their performance.

Finally, the result of the study will be of interest to English grammar authors, as it will help them to improve on the subsequent editions of their books. It will equally be useful to applied linguists, specifically psycholinguists.

1.6 Scope and Delimitation

Although there are well over sixty colleges of education in Nigeria, (for purposeful and meaningful research work), the study is restricted to FCE Kano, COE Gumel and COE Kumbsto only and involves some selected NCEI and NCE III students of these colleges, in the belief that these three well established colleges of education are representative enough statistically and qualitatively. They have a wide catchment area and mixed student population etc. The focus is on the ability of the students to use auxiliary verbs correctly.

The study examines the generic use of:

1. The primary auxiliary verbs (non modal) – ‘be’, ‘have’ and ‘do’.

2. And the modal auxiliary verbs- 'can', 'could', 'will', 'would', 'shall', 'should', 'may', 'might', 'must', 'ought', 'dare', 'need' and 'used to'

1.7 Operational Definition of Terms

1. **Mother tongue:** the native language of an individual which might not necessarily be his or her first language.
2. **First language:** the language an individual first acquired which might not necessarily be his or her mother tongue.
3. **Second language:** a language learnt (especially official language) after the mother tongue or first language
4. **Foreign language:** a language which is not an individual's L1 or MT or L2. That is, a language indigenous to another country. A language not spoken in the native country of an individual.
5. **Acquisition:** this is a subconscious process which is identical to the process children utilize in mastering their first language.
6. **Learning:** this is a conscious process in which the learner's attention is consciously focused on formal features of the target language which may result in knowing about the language.
7. **First language acquisition:** this is a subconscious and naturalistic mastering of first language through exposure and interaction.
8. **Second language acquisition:** this is untutored and naturalistic mastering of second language through exposure and interaction.

9. **Second language learning:** this is a conscious study of a second language through tutoring and other devices.
10. **Target language:** this is the language under learning.
11. **Input:** the language to which the learner is exposed.
12. **Optimal input:** the best type of input to which the learner is exposed.
13. **Acculturation:** the process of becoming adapted to a new culture.
14. **L2error:** a systematic deviation from the standard and acceptable norm of the target language.
15. **Error analysis:** the study of unacceptable forms produced by some one learning a language especially a foreign language.

1.8 Abbreviations and Acronyms

1. **MT:** Mother Tongue
2. **L1:** First Language
3. **L2:** Second Language
4. **FL:** Foreign Language
5. **TL:** Target Language
6. **SLL:** Second Language Learning
7. **SLA:** Second Language Acquisition
8. **NLs:** Native Languages
9. **EA:** Error Analysis
10. **CA:** Contrastive Analysis
11. **CAH:** Contrastive Analysis Hypothesis

12. **FCE**: Federal College of Education
13. **FCEK**: Federal College of Education, Kano
14. **COE**: College of Education
15. **NCE**: Nigeria Certificate in Education
16. **VB**: Verb
17. **AUX**: Auxiliary
18. **MOD**: Modal
19. **BrE**: British English
20. **AmE**: American English
21. **GTM**: Grammar translation method
22. **DM**: Direct method
23. **CCL**: Cognitive code learning method
24. **UG**: Universal Grammar
25. **LANG**: Language
26. **LAD**: Language acquisition device

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter is divided into two sections. The first section deals with the review of the available related literature, that discuss auxiliary verbs usage, second language acquisition(SLA) and L2 errors as well as language teaching approaches or methods. The second section dwells on the review and selection of the relevant theoretical frame work on which this study is based.

2.1.0 Definitions of Auxiliary Verbs

Auxiliary verbs as part of English grammar has been variously defined; some of these definitions are as follows: The New Lexicon Webster's Encyclopedic Dictionary of the English Language (1995) defines auxiliary verb as a verb used in conjunction with other verbs to form their tense, mood or voice. Waldhorn and Zeiger (1977) define an auxiliary verb as a verb that helps another verb to express action or condition or state of being, forgoing its use as a principal or main verb for that purpose and classify them as primary and secondary auxiliaries. Similarly, Murthy (2007) defines auxiliary verbs as verbs that help other verbs to form different tenses. Chalker and Weiner (1998) also define auxiliary verbs as verbs used in forming tenses, mood and voices of other verbs. According to them in older grammar, they are called helping verbs. In the same vein Das (2010) defines auxiliary verb as one which helps a principal verb

to form a tense or mood or voice, hence is also called a helping verb. He classified them into primary or tense auxiliaries and modal auxiliaries.

There are as many definitions of auxiliary verb as there are English grammar authors, however, the following is our working definition in this study. Auxiliary verbs are those verbs that help other verbs especially lexical verbs (main) to express action or state of being (mood) and for go their use as principal or main verbs for that purpose. They are of two types: primary and modal auxiliaries. A major difference between the two is that while the primary auxiliaries can also be used as lexical (main) verbs, the modal auxiliaries cannot; except the marginal modals (dare, need, ought to and used to).

2.1.1 Classification and Various Uses of Auxiliary Verbs

This research work is not the first of its kind that discusses the grammatical errors of many Nigerian students in the course of using English. Grammarians of different kinds (traditionalists, structuralisms, functionalists, etc) have carried out many studies on the English auxiliary verbs and the problems associated with them. It is our belief that each of these grammarians has contributed to the present study by giving descriptive insights on the use of auxiliary verbs. It is based on this that we shall review some of the literature to see what different scholars have said about auxiliary verbs and their uses.

2.1.2 Scholars Who Identify and Recognize Thirteen Modal Auxiliary Verbs and Three Non- Modals and Their Uses

The following scholars identify and recognize three primary auxiliary verbs and thirteen modal auxiliaries and discussed their various uses which are reviewed here as follows:

Bamgbose (1990), Quirk and Greenbaum (1973), Quirk et al (1972/1985), Young (1980) and Oluwole and Rose (1996), Oji (1988) Ayoola (2006) among others, all share the same view on the English auxiliaries. Their position is that the English auxiliary verbs are words that occur along with the main verbs to form verbal group in a given clause. Based on this function that the auxiliary verbs perform, the above mentioned authors define auxiliary verbs as 'helping verbs'. Each of these grammarians identifies both the primary (non-modal) and modal auxiliaries. They argue that the primary auxiliaries, which include 'be', 'have' and 'do' function both as auxiliaries and lexical verbs and the modal auxiliaries 'will', 'would', 'can', 'could', 'shall', "should", 'may', 'might', 'must', 'ought', 'dare', 'need' and 'used to', in addition to the role of auxiliaries which they perform, also reflect the (possibility, necessity, etc) of the speaker. For example:

1. Ann is learning Hausa.
2. That could be Ado coming.
3. They had two children.
4. A soldier can stand at attention. (Quirk et al 1985: 129) (Oluwole and Rose, 1996: 157).

With regard to the argument advanced above, sentences 1, 2 and 4 show the English auxiliaries used as helping verbs, while sentence 3 shows the auxiliary verb used as a lexical verb. They further point out that modal 'auxiliaries like 'need' and 'dare' occur both as 'helping verbs' and as 'main verbs' while 'used' is a modal auxiliary that occurs as a past form with the use of 'to' infinitive. They exemplify this in the following sentences:

(5) Need he go now?

(6) He needs to go now. (Quirk and Greenbaum 1973:38).

Based on their postulation above, sentence 5 shows the use of a modal auxiliary as a helping verb, while in sentence 6, it is used as a lexical verb.

2.1.3 Scholars Who Identify and Recognize Ten Modal Auxiliary Verbs and Two Non-Modals and Their Uses

The following scholars identify and recognize only ten modal auxiliaries: Sledd (1959), Close (1962, 1975), Boadi (1968), Burtness and Clark (1980), Stageberg (1981) and Kenworthy (1991)

English auxiliaries are always closely associated with the main verb (Stageberg 1981). This means that auxiliary verbs serve as 'helping verbs', as other authors did discuss. However in his own opinion, the English auxiliaries can be categorized into three kinds:

- a) Modal auxiliaries (can, could, may, might, shall, should, will, would, must, ought to)
- b) Primary auxiliaries (be and have)
- c) Periphrastic auxiliary 'do'

Based on the above categorization, we can see that Stageberg identifies only ten modals leaving out 'need', 'dare' and 'used to' as against the 13 modals identified by other authors already discussed. This difference and inconsistency in the argument of Stageberg, could mislead our subjects of study as regard the usage of English auxiliary verbs in their writings and speech.

On the other hand, he opines that modals are sometimes called 'verb markers' because they give a signal that a verb is about to follow and that they are sometimes used to show tense in discourse, as in:

7) (a) I think, I can help you.

(b) I thought I could help you (Stageberg, 1981: 120)

The two sentences A and B above which represent present and past tense, amplify his argument about tense. Having discussed the modal auxiliaries above, Stageberg further explains why he separates auxiliary 'Do' from 'Be' and 'Have' and called it periphrastic. He contends that it is meant to show how the periphrastic auxiliary 'Do' can be used to replace an inflected form of verb. For example:

8) 'It does work'. for 'It works'. (Stageberg, 1981:125).

Sledd (1959) shares a similar view with Stageberg (1981) in his discussion of the auxiliary verbs in English. Sledd defines auxiliaries as words that occur before the main verb in a phrase. In other words, auxiliary verbs serve the purpose of helping the main verb to form a verb phrase. In the same manner that

Stageberg has done, Sledd identifies both modals and non-modals, that is, he identifies 10 modals, leaving out 'need', 'dare' and 'used to', and 3 basic non-modal auxiliaries (be, have, do).

This opinion of Sledd may also be misleading to the subjects of study, because they will be restricted to only those 10 modals mentioned by him, there by confusing our subjects. However, he points out that the non-modal auxiliaries have different forms that can be grouped into present, past and past participle tenses.

For example:

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
Am	Was	Was
Is	Was	Was
Are	Were	Were
Has	Had	Had
Have	Had	Had
Do	Did	Done
Does	Did	Done

Considering this grouping of Sledd's (1959), *we* believe that the exposition as regards the different forms of tense in the non-modal auxiliaries could go a long way to help our subjects to use the appropriate auxiliary verbs at the right time.

Other authors who share the same view on modal auxiliaries include: Boadi, et al (1968), Burtness et al (1980), Kenworthy (1991) and Close (1962, 1975). However, there may be a slight difference considering their treatment of other aspects of the English auxiliaries. Boadi, et al state that they are words that function as modifiers of the headwords in the verbal group, while Close describes the English auxiliaries as words which appear in the first position of the verbal groups that make up the group finite. Based on these opinions, they consider the English auxiliaries as operators and recognize both the modals and non-modals. They argue that the English modal auxiliaries are ten, while the non-modals include the three basic types (be, have, do). In consideration of the argument they advanced, these authors do not recognize words like 'need', 'dare', and 'used to' as modal auxiliaries. As earlier suggested, this inconsistency may confuse the subjects of the study when they want to use auxiliary verbs.

Conversely, Kenworthy (1991) discusses every other aspect of the English auxiliary verbs, and yet fails to include the auxiliary 'do', which is part of the primary auxiliary verbs 'be' and 'have'. In fact, taking into consideration the subjects of study, we argue that this anomalous opinion of Kenworthy may have adverse effects on our subjects as they would think the auxiliary 'do' does not exist at all. And since they have to use the auxiliary 'do' when speaking or writing on one occasion or the other, it means that they will be handicapped to some extent in terms of usage.

More so, on the part of Close (1962) words like 'need', 'dare' and 'used to' are classified as other auxiliaries in English. He contends that 'need' and 'dare' are used both as full verbs and as modals only in the negative and interrogative, while 'used to' functions only as an auxiliary verb to make up a past tense. He illustrates this in the following sentences:

(9) You don't need to wait.

(10) We need not go yet. Need we?

(11) I used to write my letters by hand, but now I type them

(Close, 1962:119).

Sentence 9 and 10 show the use of 'need' as a full verb and as an auxiliary verb, while sentence 11 shows the use of 'used to' as a past tense marker. However, because he has only talked about three modal auxiliary verbs, we say that his opinion is contrary to the other authors'. Therefore, we assume that this contrary opinion of Close may become a problem to the subjects of study as regard their use of English auxiliary verbs. They would be narrowed down to only those ones he has talked about.

Dabyshire (1967) considers the English auxiliaries as operators used to form tenses and mood. In other words, the auxiliaries in English are operators which are used in two ways. He suggests that operators such as 'am', 'is', 'are', 'was', 'were', 'being', 'been', 'has', 'have', 'had', 'will' and 'shall' can be used to show tenses like the present or the past participles. Other operators such as

'do', 'does', 'did', 'would', 'can', 'could', 'should', 'may', 'might' and 'must' are used before the infinitive without the morpheme 'to' and are used to express various shades of meaning that show mood. For example:

(12) Tunde has written the test.

(13) Aisha may come today.

(14) She did come yesterday. (Dabysire 1967:56).

With reference to his argument above, sentence 12 shows the use of 'has' as an operator showing the present perfect tense, while sentences 13 and 14 show mood, such as probability and certainty respectively. It is based on the functions, which these sentences perform that Dabysire categorizes them as non-modal operators.

Going by the categorization of Dabysire as regard the auxiliaries 'do', 'does', 'did', we argue that it is a wrong classification. This is based on the fact that majority of grammarians have classified them under the primary or non-modal auxiliaries. Therefore, we can assume that his classification is bound to mislead our subjects of study in *such a way as to confuse them on how and where to use the said auxiliary verb forms*.

2.1.4 Scholars Who Identify and Recognize Nine Modal Auxiliaries and Three Non-Modals and Their Uses

Furthermore, the following grammarians identify and recognize nine modal auxiliary verbs: Gleason (1965), Michener (1986), Merrill (1984), Nolasco (1990) and Clough (1947). Each of them recognizes nine leaving out 'need', 'dare', 'used to' 'ought to' contrary to those authors who recognize ten and thirteen, respectively. This view, as we have earlier pointed out, may mislead the subjects of study when they want to use the modal auxiliary verbs in their writings. In fact, we are of the opinion that this inconsistency continuously exhibited by authors may pose difficulty to the subjects of study. Indeed, all the four authors except Gleason (1965) describe auxiliaries in English as 'helping verbs'. That is, they help the main verbs to make meaning in a verb phrase (as pointed out by authors already reviewed.) Each of them identified both the non-modal and modal auxiliaries. According to them, the non-modals are 'be', 'have', 'do' and the modals are 'can', 'could', 'may', 'might', 'will', 'would', 'shall', 'should', and 'must'. However, we discovered that Michener (1986) also has a different classification of auxiliary verbs in English by placing 'do' under the modal auxiliaries as done by Dabyshire (1967). This is contrary to what most of the grammarians we have reviewed have postulated. As we have earlier argued, our subjects of study may face the problem of how and where to use the auxiliary 'do', going by the different classifications of the auxiliary verbs.

As for Gleason (1965), the English auxiliaries are elements that occur in the structure of the verb phrase and function as helpers *of the* main verbs in a verb phrase. However, his position on modal auxiliaries is that they act as

predicate introducers, that is, they come before other words in the verbal group, and non-modals as verbal auxiliaries. For example:

15. It will have been being eaten. (Gleason 1965:28).

In this stretch, 'will' functions as a predicate introducer, that is, it introduces 'have', 'been', 'being', which are the verbal auxiliaries used before the main verb, 'eaten'. Gleason further argues that 'need', 'dare', 'ought' and 'used to' may mean predicate introducers to some speakers. He does not consider them as either predicate introducers or as modal auxiliaries in the manner the others have done.

Duffley, (1992), Blumenthal (1972), Zimmer and Camp (1993), Berry (1975) and Strang (1970) are grammarians who also consider the English auxiliaries in the same manner. They advance the same argument on the role of the English auxiliaries in a verbal phrase or verbal group. They opine that auxiliary verbs in English are 'helping verbs', which make it possible for the main verbs to express or give the appropriate meaning in a verb phrase. In other words, Duffley (1992) considers them as words which do not change the meaning of a main verb rather they help to accomplish the meaning.

Duffley rightly points out that 'need' and 'dare' are two verbs which function both as modal auxiliaries and as lexical verbs. For example:

(16) He needn't / daren't escape.

(17) He doesn't need/dare to escape.

(Duffley, 1992:108).

According to him the two sentences 16 and 17 show the use of 'need' and 'dare' as modal auxiliaries and as main verbs, respectively.

However, this opinion of Duffley is contrary to the views of Michener (1986), Merrill (1984), Nolasco (1990), among others, who did not identify 'need' and 'dare' as either lexical verb or as modal auxiliaries. We assume that this may constitute a problem for the subjects of study in terms of usage. One true thing about these authors is that they also identified both the non-modals and the modals. On the whole, Strang (1970) summarizes their function as that of carrying the grammatical meaning of the verb phrase, while on the other hand, they also carry the lexical meaning.

Zandvoort (1972), Corder and Ruszkiewicz (1985), Smith (1980) and Roberts (1954) are other grammarians who also share a similar view with others as regard the role of the English auxiliaries. They posit that auxiliaries are verbs used in a verb phrase to form tenses, moods, and voices of the principal verb. This opinion is also discussed by Dabyshire (1967). This means that when the English auxiliaries perform such a role, it could be said that they function as 'helping verbs in such phrases where they are used. They further point out the roles of the auxiliaries, as can be seen below:

- (a) Auxiliaries of tense- have, be, shall, will.
- (b) Auxiliaries of mood-may, should, would.
- (c) Auxiliaries of voice-be. They illustrate these in the following sentences:

(18) I shall come tomorrow.

(19) She would be glad if you come.

(20) He is bitten by a snake. (Zandvoort, 1972: 72).

Based on his argument above, sentence 18 shows the use of 'shall' as future tense, that of 19 shows the mood of the speaker, while 20 shows the use of 'is' in the passive voice. Obviously, these varieties of functions of the auxiliary verbs as demonstrated in those sentences will definitely guide our subjects into using the English auxiliaries appropriately in their writings and speaking.

Jacobs and Rosenbaum (1968) describe the English auxiliaries as some of the basic constituents of sentences, among others. In other words, they posit that without the English auxiliaries the sentences will not be meaningful. This means that the English auxiliaries are such important words that cannot be ignored by any user in writing. They identify both the modals and non-modals like others have done in their discussions. They exemplified their point in the following sentence.

(21) You can leave now. (Jacobs and Rosenbaum, 1968:120).

In this sentence, the use of 'can' has made the main verb which is 'leave' meaningful. This view is one that emphasizes the importance of auxiliary verbs in sentences.

Long (1961) and Tomori (1977) too share a similar view in their discussion on the English auxiliaries usage. They opine that the auxiliaries are modifiers of the headword. That is, the modifiers are the auxiliaries in English and the headword is the main verb. They exemplified their point of argument in the following sentences:

(22) *Mary is watching television.*
 ↓ ↓
 Modifier headword.

(23) I (shall have been) (seen) then.
 ↓ ↓
 Modifiers headword (Tomori, 1977:610).

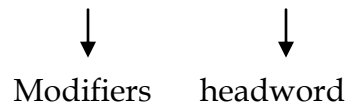
In sentences 22 and 23, all the words before final forms of the verb are modifiers 'is', 'shall', 'have' and 'been' that come before the headwords 'watching' and 'seen'. Long and Tomori both recognize the auxiliaries in English as having two categories, which include the modal operators and the non-modal operators. They further pointed out that the modal operators are those words which are normally followed by the infinitive. For example:

(24) I may come tomorrow.
 ↓ ↓
 Operator infinitive (Long, 1961:142).

They contend that the English auxiliaries are called modal and non-modal operators because they are always used as the first elements in the verbal groups, as shown in the above examples. However, they identify all the modals and non-modals as other grammarians have done. Though they have also used terms like 'modifiers' and 'headwords' to argue their points, we are of the opinion that their views still keep our subjects in focus as regard English auxiliaries usage.

Scott (1968), like Long (1961) and Tomori (1977) uses the formula (M) +H in sentences to describe the auxiliaries in English, whereby 'M' means modifier and stands for auxiliary verbs and 'H' means headword and stands for the main verb. He illustrates this in the following sentence:

(25) She would have been working by now.



Because of the function they perform, he defines auxiliaries as verbs which usually precede other verbs in a stretch. He postulates that these English auxiliaries are used respectively in negatives; in inversion; to avoid repetition of the main verb, and in insistent assertion, as Muir (1972) argues. Scott (1968) exemplifies his points (of argument) in the following sentences:

(26) I am not going (negative)

(27) Shall I see you tomorrow? (inversion).

(28) Do you love me? Yes, I do (to avoid repetition of the main verb).

(29) I must go (insistent assertion). (Scott, 1968: 108).

On the whole, Scott identifies both the modal and non-modal auxiliaries in a manner that would be quite helpful to learners of English. (Really, his methods of explaining the use of English auxiliary verbs will help the subjects of study with the varieties to choose in expressing themselves.)

Sinclair (1972) is another author who has a similar view with Scott (1968) on the English auxiliary verbs. Sinclair similarly defines an auxiliary verb as one which can precede a main verb in a verbal group. In our opinion, Sinclair's point of argument is that an auxiliary verb is a verb that helps the main verb to convey the appropriate meaning of a speaker. But he has also distinguished between English auxiliaries which can occur as auxiliary verbs and main verbs at the same time and those (English auxiliaries) which cannot occur as main verbs, but must always come first in the verbal group where they occur. This is similar to Tomori (1977) and Close (1962) arguments. Sinclair categorizes all of them as non-modal verbs and modal verbs. The dual function of the first type of auxiliary verbs and the example of the second type he points out are illustrated in the following sentences:

(30) He is being silly this afternoon.

(31) Has the dog had his walk today?

(32) She can jump too. (Sinclair, 1972: 178).

In accordance with his arguments, sentences 30 and 31 show the use of auxiliary verbs 'be' and 'have' respectively as helping verbs and lexical verbs, while in sentence 32 'can' is only a helping verb. (This knowledge which Sinclair

has demonstrated in those sentences will help our subjects of study to be able to use two auxiliary verbs as both helping and lexical verbs in their expressions.)

Paul and Arthur (1969) have a similar view with Young (1980) and Oluwole and Rose (1996) on what the English auxiliaries look like and where they are used. They describe auxiliaries in English as words that occur with verbs to form verbal groups or verbal phrases. However, they assert that it is not any word that can occur with a verb in such a verbal group that will be called an auxiliary verb. They exemplified this view in the following sentences:

(33) The man kept hitting the boy.

Where 'kept' behaves like auxiliary verb.

(34) The teacher wants to help the boy.

Where 'wants' behaves like auxiliary verb in the sentence. Paul and Arthur, (1969:73).

Based on their arguments above, sentences 33 and 34 contain words 'kept' and 'wants to' and have been used as auxiliary verbs whereas they are not. Their view in this discussion will keep the subjects of study in focus as regards using their ability to differentiate those words that behave like auxiliaries themselves.

Instead of classifying the English auxiliaries as other authors have done previously, Paul and Arthur decide to sub-group the auxiliary verbs in English according to the form of verb with which the auxiliary verb occurs. That is,

through this method of classification (of theirs), we will know all the auxiliary verbs in English and their various uses. They illustrate this in the following:

(a) Auxiliaries used with the base form of the verb often called the 'plain infinitive' are exemplified in the following sentences:

(35) The men can/could remember the boy.

(36) The man does/did remember the boy.

(b) Auxiliaries used with the 'ing' form of the verb. For example:

(37) I am/was going.

(c) Auxiliaries used with the past participle of the verb can be seen in the following sentence:

(38) He has/had gone.

(d) Auxiliaries used with the infinitive preceded by the function word 'to'.

For example:

(39) I ought to go.

(40) He has to go.

(41) They used to go. (Paul and Arthur, 1969:78).

(As we have earlier pointed out, such an extensive discussion also made by Paul and Arthur demonstrated in various sentences will surely help our subjects to know when and how to use the auxiliary verbs in English.)

Muir (1972) describes the English auxiliaries as elements of structure which may precede the lexical element in any construction. He categorizes all the auxiliary verbs as having eleven members, and they include: 'be', 'have', 'do', 'will', 'can', 'shall', 'may', 'must', 'ought', 'dare', and 'need'. He divides them into two categories such as non-modal and modal auxiliaries. He points out that the morphology of auxiliary verbs differs from that of lexical verbs in that the auxiliary verbs have either more or less forms than the lexical verbs.

Muir, like Scott (1968), discusses four main criteria by which the auxiliary verbs may be classified. They include: Negation, Inversion, substitution, and marked positive element. He illustrates these in the following sentences:

(42) I can't come. (negation).

(43) Is the boy coming? (inversion).

(44) I scored and so did John. (Substitution).

(45) He did hit the boy. (marked positive) (Muir, 1972:45). The fact that Muir identifies all the non-modals and the modals with the exception of 'used to' which other authors did identify in their discussions shows that the subjects of study will be faced with a little problem. This is due to the reason that they would be confused as to whether 'used to' exists or not.

Burton-Robert (1986) considers auxiliary verbs as words that are found in the complex verbal group. In other words, he describes auxiliary verbs as 'helpers' of the main verbs in a complex group. He identifies two

kinds of auxiliaries as modal auxiliaries and primary (non-modal) auxiliaries as others have done. He contends, like others, that the words, 'need' and 'dare' do not only function as auxiliary verbs but also as lexical verbs. For example:

(46) He doesn't need to go. (main verb).

(47) He needn't go. (modal auxiliary). (Burton-Roberts, 1986:68). The fact that Burton-Roberts has similar view with others on the use of auxiliary verbs shows that the subjects of study are still in focus as regards the appropriate use of English auxiliary verbs.

2.1.5 Other Classifications of Auxiliary Verbs

Gramley and Patzold (1992) have pointed out the noticeable disparities that exist within the traditional open classes and the closed sets. In line with this, they postulated that the open classes are those words that have to do with the lexical items, while the closed sets are those that include, among them, the auxiliary verbs. Like other grammarians, they identified both non-modal and modal auxiliaries. Because the meaning they indicate is grammatical, Gramley and Patzold referred to them as function, grammatical or structural words. Based on these descriptions, they define auxiliary verbs as a closed set of function words. They contend that modal auxiliaries are defective in the sense that they do not have the reflection of 3rd person singular present tense. This defectiveness can be seen in the following sentences:

(48) He will come today.

(49) *He wills come today. (Gramley and Patzold, 1992:154).

Though their arguments look structural, they still make sense to the subjects of study in terms of English auxiliary's usage.

Like Muir (1992), they argue that the English auxiliaries differ from the main verbs syntactically. It is because of this difference which they show that Gramley and Patzold referred to them as operators. They have pointed out various uses of English auxiliaries as Muir did, particularly the defectiveness of modal auxiliary verbs which they illustrated will definitely make the subjects of study know whether they are to inflect any auxiliary verbs or not.

On the other hand, Houseman and Bentley (1960)'s treatment of English auxiliary verbs is contrary to other authors we have discussed. This is because Houseman and Bentley discussed only two auxiliaries (Be and Have) and their forms and they refer to them as 'helping verbs' as illustrated in the following sentences:

(50) He was eating when I saw him.

(51) She has gone to school. (Houseman and Bentley, 1960:27).

Considering the discussion of Houseman and Bentley on the auxiliary verbs in English, we assume that the subjects of study will be misled in the sense that their knowledge of English auxiliaries usage will be restricted to only those two which they have discussed. And so their expressions will be affected to some extent.

Similarly, Ogundipe (1983), like Houseman and Bentley, failed to discuss the English auxiliaries extensively as others have done. In their own discussion, they identified only the auxiliary verb 'to be' and their forms (am, is, are, was, were) as words which sometimes do not express an action, but only say what people or things are when they are used in sentences. This means that they do not express an action plainly or directly. However, when they are used in this way, they function as full verbs of the sentence where they occur. The forms of verbs, discussed by them are those verbs which are used in this way and they take an adjacent after them.

They illustrate this in the following sentence:

(52) The woodman was sad. (Ogundipe 1983:35).

Ogundipe et al's opinion is contrary to our opinion as regards the number of auxiliary verbs in English. In other words, we disagree with their point of view. They have failed to mention others like be, being and been. Even modal auxiliary too is not mentioned in their examples.

Indeed their treatment of only the auxiliary 'to be' is tantamount to putting the subjects of study in problems as they would be handicapped when it comes to using English auxiliaries in their expression. In other words, 'our subjects' knowledge will be narrowed down to only the auxiliary verb 'to be' which they have discussed. Reid (1991) is another writer who discusses only the auxiliary verb 'do' as a verb that is used to show emphasis, to ask questions and

to make denials about the sentence. He illustrates these in the following sentences:

(53) The boys do not play soccer (emphasis)

(54) Do the boys play soccer? (interrogation)

(55) 'The boys do not play soccer (making denials). (Reid 1991:18)

In sentences 53 to 55 above 'do' is solely used as auxiliary, though for different purposes to illustrate that Reid recognizes 'do' only as an auxiliary verb.

Reid's treatment of only auxiliary 'do' may have become problem to the subjects of study. This is in the sense that when it comes to usage, the subjects of study would be restricted to only the knowledge of auxiliary 'do' and would be ignorant of other auxiliary verbs in English.

Other grammarians who failed to discuss all the English auxiliaries that we intend to cover in this study include Joos (1964), Lyons (1968), James and Lesly (1993) and Declerck (1991). They all share similar view in their discussions in the sense that they discussed only the modal auxiliary verbs in English leaving out other English auxiliaries. However, James and Lesley opine that in Standard English, only one modal verb can occur in a given clause that is, in a single verb phrase as in:

(56) He must do it. (James and Lesley, 1993:194).

Joos in his discussion, considers modal auxiliaries as being divided into two categories such as the casual modals (will, shall, can; may) and stable modal (ought to, dare, need). He argues that the casual modals are so called because they have their forms like (would, should, could, might), while those of the stable modals do not have other forms, and that is why they do not change in any sentence where they are used. Meanwhile, Declerck and Lyons have similar opinions as regards the use of modal auxiliaries 'will' and 'shall' in English. Lyons in his own discussion asserted that modal auxiliaries 'will' and 'shall' are words used to describe the future time in English. However, he points out that 'will' and 'shall' also occur in sentences that do not refer to future time as contained in the argument of Declerck (1991). According to Lyons, other modal auxiliaries cannot function this way.

Declerck on the other hand, argues that modal meaning is usually expressed by means of 'will', and not 'shall'. He opines that, 'will' expresses modality rather than future time. However, their arguments are illustrated in the following sentences:

(57) He will come tomorrow. (Lyons, 1968: 306).

(58) John will have come home tomorrow. (Declerck, 1991:88)

With reference to their arguments, sentences 57 shows that Lyons has used 'will' to refer to action that will take place in future, while Declerck in sentence 58, used 'will' to show the mood of the action by the subject of the

sentence. Really, their discussion of only the modal auxiliaries 'will' and 'shall' will make the subjects of study to have shallow knowledge as regards the English auxiliaries. Jespersen (1961) in his book discusses the modal auxiliaries in English as substitutive verbs that take objects (infinitives without 'to' after them. He exemplifies this in the following sentence:

(59) I can sing. Substitutive object verb (Jespersen, 1961: 249).

In part IV of his book, he contends, like Paul and Arthur (1969) did, that words like 'get' and 'become' are being increasingly commonly used as auxiliaries whereas they are not. He illustrates this point as shown below:

(60) He got married in his real name, Benson. (Jespersen, 1961: 99).

Based on his argument, the word 'got' in his sentence functions like an auxiliary verb whereas it is not. However, he discussed other auxiliaries (Be, Have, Do) in his book as others have done earlier in our review. In the same manner which Paul and Arthur have done, Jespersen has also made our subjects to know the difference between those words which behave like auxiliary verbs in sentences and the English auxiliaries themselves. This will no doubt guide the subjects of study in their speech and writing.

Mackin (1966) in his discussion of the English auxiliaries agrees with the opinions of other authors as regards the auxiliary verbs in English which they refer to as 'syntactic operators', pre-verbs', and so on. Mackin, like others, identifies both the three basic non-modals and the thirteen modals in English. He

contends, like Gramley and Patzold (1992) did in their discussions, that the modal verbs are defective in their various uses because they lack the following:

- (a) Absence of 's' form of verb.
- (b) No base form as found with the primary auxiliaries
- (c) No '-ing' form in them.

However, he further points out that the modal verbs' way of forming their negative is by the addition of 'n't', except some that changes occur in them as in shan't (shall not), won't (will not), etc. He illustrates this in the following sentence:

(61) He mustn't eat that food. (Mackin, 1966: 3d). Mackin's point of argument which reveals those things that the modal verbs lack is assumed will help the subjects of study to be able to use them properly in their expressions.

Palmer (1965, 1984) considers auxiliaries in English from the point of view of a simple phrase, which contains only one (form of a) full verb, all other (forms of) verbs within the simple phrase must be (forms of) auxiliaries. He recognizes both the primary and secondary or modal auxiliaries. He also discusses the syntactic difference between auxiliary verbs and lexical verbs as others have done in the previous review. Palmer further points out that the auxiliary verb 'do' does not occur where there is an auxiliary verb already. He illustrates this in the following forms which do not exist.

(62) * He doesn't can go?

(63) * does he will come? (Palmer, 1965: 23). The only exception according to him, is the pattern like this below:

(64) Do be quick

With Palmer's argument on the English auxiliaries, most especially, the auxiliary 'do' will make the subjects of study to understand when it can be used. That is, our subjects will be able to apply this knowledge in their speech and writing.

Quirk et al (1985), like other works reviewed, recognize auxiliary verbs as helping verbs. They identify three primary auxiliary verbs (do, have, be); nine central modal auxiliaries (can, may, will, shall could, might, would, should, and must) and four marginal modal (dare, need, ought to, used to). They also identify (had better, would rather/sooner, be to, have got to etc) as modal idioms. In the same vein they identify 'be able to', 'be about to', 'be apt to', 'be due to', 'be going to', 'be likely to', 'be meant to', 'be obliged to', 'be supposed to', 'be willing to' and 'have to' as semi auxiliaries. According to them the boundaries of this category (i.e. semi auxiliary) are not clear as they may include such negatives as: "be unable to," 'be unwilling to' 'be unlikely to' etc. Also, 'appear to' 'happen to' 'seem to' are identified as catenatives.

Although auxiliaries have different functions in the verb phrase, they have one important syntactic function in common, and that is, their ability to act as operator when they occur as the first verb of a finite verb phrase as such they are used, for example, in the formation of 'yes/no' question:

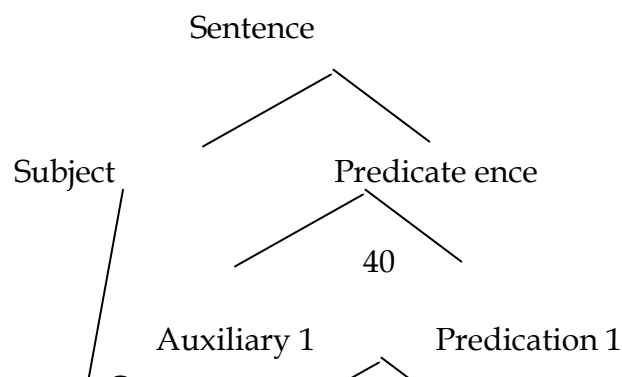
- (65) (i) Is he asking any question?
- (ii) Has he been asking any question?
- (iii) Was he asked any question?
- (iv) Will he be asking any question?
- (v) Has he asked any question?
- (vi) Does he ask any question?

Here the operator, or first auxiliary of the verb phrase, is isolated no matter how complex the verb phrase is. Since 'be' and 'have' also have this function as main verbs, the term operator will be used for them in sentences like:

- (66)(i) Is she a tall girl? } Quirk *et al* (1985:120)
- (ii) Has he any money? }

The complex verb phrase of:

'He might have been being questioned by the police'. This is analyzed within this sentence as shown below:



Many of the criteria for the syntactic function of auxiliary have to do with their status as operators and therefore apply also to 'be' and 'have' as main verbs.

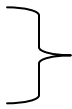
2.1.5 Criteria for Auxiliary Verbs

Quirk et al (1985) have used the following criteria to identify auxiliary verbs

(A) Operator in Negation With 'Not'

In forming negative finite clauses, the first auxiliary is placed before the negative word 'not'. See the contrast in the following sentences:

67 (i) She can do it
(ii) She cannot do it



Quirk et al (1985:120)

(68) (i) She saw the play

(ii) *She saw not the play

As the example shows, full verbs like 'see' are distinguished from auxiliary verbs by their inability to form negation in this way. Current English has no negative sentence such as:

(68) (ii) *She saw not the play. We however do have an acceptable negative sentence of the following form:

69 (i) He decided not to see the play

(ii) I like not working on Fridays

In these cases, however, negation is associated with the second, non finite verb phrases. "to see' and 'working' rather than with the initial finite phrases- 'decided' and 'like'. This is obvious from the following paraphrases

70 (i) He decided that he would not see the play

(ii) I like it not working on Fridays.

In archaic usage, we can also see negative construction in which 'not' follows a full verb not an operator. E.g.:

71 (i) I care not who knows it

ii If I mistake not, you were at party?

(B) Negative Contraction of the Auxiliary

Every auxiliary except the 'am' form of 'BE' has a contracted negative form. Although 'mayn't' and 'shan't' are now virtually non-existent especially in American English.

In addition many operators have contracted non negative form; for example:

'BE': am-'m, is-'s, are-'re

HAVE; have-'ve, has-'s, had-'d } Quirk et al (1985:122)
Modals: will-'ll, would-'d }

Notice that the contraction 's' and 'd' are ambiguous, the former representing 'is' or 'has' (occasionally 'doer) and later 'had' or 'would'. The above verb contractions are called non-negative because they cannot combine with negative contraction to form double contracted forms.

(C) Inversion of Subject and Operator

Auxiliaries, as operators, admit inversion, i.e. the subject noun phrase and the auxiliary (the first auxiliary if there are two or more) change places, especially in interrogative clauses for example. Compare:

72 (a) She will come (b) will she come?

(a) She plans to come (b) *plans she to come? As with 'not' negation, main verbs here require the use of 'do', e.g.

73 Does she plan to come?

(D) Emphatic Positive

Auxiliaries as operators can carry nuclear stress to make a finite clause as positive rather than negative. For example:

74 (a) won't you try again" (b) yes, I will try again.

(a) You must speak to the teacher (b) I have spoken to her

The function of this emphatic positive use of operator is to deny a negative, which has been stated or implied on the use of 'do' here in assertive contexts. E.g.

75 (a) You did speak to her? (b) I thought you didn't

(a) You should listen to your mother

(b) But I do listen to her.

Sometimes the emphatic operator has no contractive meaning, but is used purely for emotive force. E.g.

76 (i) 'I am glad', I do wish you would listen

(ii) You have done well

(E) The Operator in Reduced Clauses the reply to a question such as:

Won't you try again? Can you drive a car?

Yes, I will try again, No, I can't drive a car.

On the other hand, a more likely reply would be the elliptical construction:

Yes, I will. No, I can't

Auxiliaries can function as operators in a range of such reduced constructions where the main verb is omitted either by ellipsis or by Perform substitution and the clause is understood to repeat the content of an earlier

clause. The nature of this type of operator function has been captured by various labels such as 'code' or 'stranding'.

(Quirk et al 1985:125).

Four types of reduced clauses containing an operator without a main verb of which two are the most important can be identified:

(1) **So/Neither/Nor+Operator** Positive: Examples

77 (i) Musa will stay and so will Ado

(ii) Kabiru stayed and so did Mohd.

Negative: Examples:

78 (i) Musa won't stay and neither will Ado

(ii) Kabiru didn't stay, nor did Mohd.

(2) **Operator + Too/Either**

Positive: Examples:

79 (i) Musa will stay late and Ado will too.

(ii) Kabiru broke his promise and Mohd did too.

Negative:

80 (i) Musa won't eat much and Ado won't either

(ii) Kabiru didn't break his promise and Mohd didn't either.

(3) **Predication Fronting** Examples:

81 (i) Musa said he would be late and late he was

(ii) Ado said he would win the match and win the match he did

(4) Relativized Predication

Examples:

82 (i) Ann said she would be late, which she was

(ii) Musa said he would win the match, which he did.

The criteria (a-e) discussed so far help to define auxiliary as a function class but it must be remembered that all of them apply to operators in general and therefore apply also to 'be' and (sometimes) 'have' as main verbs. These criteria identified by Quirk et al (1985) for recognizing auxiliaries will no doubt help our subjects to easily identify and recognize auxiliaries without difficulty any time they come across them.

Quirk et al (1985) in addition include the following morphological and syntactic criteria, which apply specifically to modal auxiliary verbs, as distinct from the primary auxiliary verbs (Have, Be and Do).

(F) Construction with the Bare Infinitive

Modal auxiliaries are normally followed by the infinitive which is bare (i.e. the base form of the verb alone) except with 'used' and (usually) ought, verbs which for this reason as well as for others, are somewhat marginal to the class of modals.

Examples:

83 (i) You will comb your hair

(ii) You ought to comb your hair

(G) Finite Functions Only (no non finite forms)

Modal auxiliaries can only occur as the first (operator) element of the verb phrase. They cannot occur in non finite functions i.e. as infinitive or participles and as a consequence of this can occur only as a first verb in the verb phrase.

	Modal Verb	Primary Verb	Full Verb
*	To may	to have	to eat
*	(is) maying	(is) being	(is) eating
*	(has) Mayed	(has) been	(has) eaten

The primary verbs have the full range of nonfinite forms, but not all of these forms can be used in auxiliary function. For 'BE' all three nonfinite forms can be auxiliaries: be, being, been, 'HAVE' has no-ed participle in auxiliary function, but only 'have' and 'having'. Dummy auxiliary 'DO' like the modal auxiliaries can only occur as an operator and the nonfinite forms of 'DO' (to) do, doing and done, are constructed only as main verbs.

(H) No third person inflection (i.e. no-s form)

Modal auxiliaries are not inflected in the 3rd person singular of the present tense i.e. they have no-s form.

For example:

You must }
She must } Write

In contrast, the primary verbs do have an-s form, but it is irregular. (Quirk et al 1985:128).

(I) Abnormal Time Reference

Not only the present form, but the past forms of the modal auxiliaries can be used to refer to present and future time (often with hypothetical or tentative meaning) for example:

84 (i) I think he may/might retire next December.

(ii) Will/would you phone tomorrow? In contrast;

*I think he retired next December.

*Did you phone him tomorrow?

Also modal auxiliaries which do not have distinct past form (E.g. must, need, ought) can be used to refer to the past in direct speech. (85) E.g. I told him he must be home early.

The features of auxiliaries discussed generally and modal auxiliaries in particular by Quirk et al (1985) will go a long way in assisting our subjects in identifying auxiliary verbs.

'Morphological and syntactic characteristics of verbs which can function as auxiliaries semantically, the primary verbs as auxiliaries share an association with the basic grammatical verb categories of tense, aspect and voice. In this, they are broadly distinguished from the modal verbs which are associated mainly with the expression of modal meaning, such as possibility, obligation, and volition (Quirk et al 1985:129):

Quirk et al (1985) assert that the verb 'BE' is a main verb with a copular function as exemplified in the following sentences:

86 (i) Lami is a happy girl

(ii) Is that building a hotel? (Ibid; 129) They further say 'BE' also has two auxiliary functions; as an aspect auxiliary. For example:

87 (i) Lami *is* learning English

(ii) The weather has been improving. 'BE' can equally function as a passive auxiliary. For example:

88 (i) Lami was awarded a prize

(ii) Our team has never been beaten

'BE' is said to be unique in having a full set of both finite and non-finite forms in auxiliary function; it is also unique among English verbs in having as many as eight different forms ('is', 'are', 'am', 'was', 'were', 'being', 'be' and 'been')

'BE' is the only verb in English to have a special form for the 1st person singular of the present tense (am) and two distinct forms of the past tense (was, were)

even though in the subjunctive 'was' form does not occur. 'Ain't' is a non-standard contraction commonly used, especially in American English, in place of 'am not', 'is not', 'are not', 'has not' and 'have not'.

Have

According to Quirk et al (1985) the primary auxiliary 'have' functions both as an auxiliary and as a main verb. As an auxiliary for the perfective aspect, 'Have' combines with the -ed participle to form complex verb phrases. For example:

89 (i) I have finished

(ii) What has she bought?

(iii) They may have been eaten.

As a main verb, it normally takes a direct object and has various meanings, such as possession: For example:

90 (i) I have no money

(ii) They had three children.

In negative constructions, Quirk et al identify three variants as follows:

(i) I have not seen her (typical of written discourse)

(ii) I haven't seen her

(iii) I've not seen her

} Typical of spoken discourse

Of the contracted form, the 'haven't' type is generally more common than the 've not' type. As an-ed participle, 'had' is restricted to use as a main verb as in:

90 (i) Have you had lunch?

(ii) They have had to sell their car

When 'Have' is used as a-main verb with stative meaning, it shows syntactic variation in that it not only combines with Do-support in forming constructions with an operator. For example:

91 (i) We don't have any money

(ii) Do you have any money? But also acts as an operator

itself in construction such as:

92 (i) We haven't any money

(ii) Have you any money?

There is also the informal 'Have got' construction, which, although perfective in form, is non-perfective in meaning and is frequently preferred in British English as an alternative to stative 'Have'. 'HAVE' for example:

93 (i) John has courage

(ii) John has got courage

It is particularly common in negative and interrogative clauses. To express some stative senses, we can thus have three alternatives:

Possession brother	{	(i) we haven't	}	Any brother
		(ii) we haven't got		
		(iii) we don't have		

{	}	Any brother	}

	(i)	Have you	
Relationship	(ii)	Have you got	(i) No, I haven't
brother	(iii)	Do you have	(ii) No, I haven't
			(iii) No, I don't

Of these alternatives, (i) is especially British English (more formal); (ii) is also British English (informal); (iii) is American English and also common in British English nowadays.

According to Quirk et al, 'Have' can be used in dynamic senses equivalent to:

'receive; 'take' 'experience' etc. For example:

94 (i) A: does she have coffee with her for breakfast?

B: Yes she does

(ii) A: Did you have any difficulty getting her? B: No, I didn't

(iii) A: Did you have good time in Abuja?

(iv) B: Yes, certainly we did.

Quirk et al (1985) opine that 'DO' like 'BE' and 'HAVE' can be used both as an auxiliary and main verb. As an auxiliary, 'DO' has no non-finite form, but only present and past forms.

'DO-support'

The term DO-support (or DO-phrases) applies to the use of 'DO' as an 'empty' or 'dummy' operator in conditions where the construction requires an

operator, but where there is no semantic reason for any other operator, to be present Quirk et-al (1985:133). Quirk et al classify all uses of 'DO' as an auxiliary under the following:

(1) In indicative clauses

Negated by 'not' where the verb is simple-present or simple past. For example:

95 (i) She doesn't want to stay

(ii) I didn't like English at school

Negative imperative clauses introduced by 'Do not' or 'Don't' may with some reservation be placed in the same category.

(2) In questions and other constructions involving subject-operator inversion, where the verb is in the simple present or past tense. For example:

96 (i) Did he stay late?

(ii) What do they say?

(iii) Does it matter?

This category includes tag questions and other reduced questions where dummy operator is not accompanied by a main verb. Examples:

97 (i) He knows how to drive a car, doesn't he?

(ii) They didn't make any mistakes, did they?

(iii) I don't like him, do you?

It also includes inversion after an initial negative element. Example:

98 Never did he think the book would be finished so soon.

(3) In emphatic constructions where the verb is simple present or simple past (emphatic positive constructions) for example:

99 (i) They do want you to come

(ii) Michael did say he would be here at nine, didn't he? Here we may

also include the persuasive imperative introduced by 'do'. For example:

100 (i) Do sit down

(ii) Do be quiet.

(4) In reduced clauses, where 'Do' acts as a dummy operator preceding ellipsis of a predication. For example:

101 (i) Mary reads books faster than I do ('do' is equivalent to 'read books')

(ii) Did you watch the game on television? No, but my brother did ('did' is equivalent to "watch the game on television")

'Do' As Main Verbs

Quirk et al assert that when 'Do' is used as a main verb it has the full range of forms, including the -ing participle 'doing' and the -ed participle 'done'. For example:

102 (i) A: What have you been doing today?

(ii) B: I haven't done much, I'm afraid.

As a main verb 'Do' can combine with a pronoun object to act as a pro-predication referring to some unspecified action(s). The pronoun object may be personal (it), demonstrative (this/that), interrogative (What) or indefinite (nothing/ anything etc) Examples:

103(i) A: I am throwing these books away

B: why are you doing that?

(ii) A: what have they been doing to the road?

B: widening it.

(iii) A: what have you done with my pen?

B: I 've put it in the desk

(ii) A: What did you do on holiday?

B: We didn't do any thing

Apart from these uses as a pro-form, the main verb 'Do' has a wide range of uses as a general purpose agentive transitive verb especially in informal speech. Examples:

104 (i) Let's do the dishes-you wash and I'll dry

(ii) She's done some really good essays-and she always hands them on time.

'Do' in such sentences is often replaceable by a verb of more exact meaning. For example she's written some really good essays and she always hand them in on time.

Modal Auxiliaries

The table below shows the classification summary of modal auxiliaries as presented by Quirk et al (1985:137).

Table 1: Classification of Modal Auxiliary Verbs

A	Central modals	Can, could, may, might, shall, should, will, would, and must
B	Marginal modals	Dare, need, ought to and used to
C	Modal idioms	Had better to, would rather/sooner, be to , have got, etc
D	Semi auxiliaries	Have to, be about to, be able to, be bound to, be going to, be wiling to, be obliged to, be supposed to, etc
E	Catenatives	Appear to, Happen to, seem to, Get + -ed participle, keep +- ing participle.
F	Main verb + non finite clause	Hope + to infinite, begin + - ing participle

Source: Quirk, R. et al (1985)

From the review of the modal auxiliaries so far, it is obvious that much has been said about the central auxiliaries, our attention now will therefore be on what Quirk et al called verbs of intermediate. They include marginal modals, modal idioms, semi auxiliaries, and catenatives.

Marginal Modals (dare, need, ought to, used to)

According to Quirk et al (1985:139), the marginal modals are verbs which closely resemble the central modal auxiliaries. They argue that 'dare' and 'need' are rather proper modals as they can sometimes function as main verb(s). 'Ought

to', may be treated as a central modal if speakers construct it with the bare infinitive. 'Dare and Need' can be constructed either as main verbs (with to-infinitive and with inflected '-s',-ing' and past forms) or, under restricted conditions as modal auxiliaries with the bare infinitive (and without the inflected forms). The table below illustrates that:

Table 2: The Uses of “Need” and “Dare” as Auxiliary and Lexical verb.

	Modal Auxiliary Construction	Main Verb Construction
Positive	-	He needed/ dared to escape
Negative	He needn't/ daren't escape	He doesn't need/ dare to escape
Interrogative	Need/ dare he escape?	He doesn't need/ dare to escape
Negative interrogative	Needn't he escape after all? Dare he not escape?	Doesn't he need to escape after all? Doesn't he dare to escape?

Source: Quirk, R. et al (1985)

The modal construction is restricted to non assertive contexts, that is mainly negative and interrogative sentences, whereas the main verb construction can almost always be used, and in fact more common. The auxiliary construction with 'dare' and 'need' is rarer in AmE than in BrE, where it is quite rare. As a modal, 'dare' exhibits abnormal time reference in that it can be used, without inflection for past as well as present time. For example:

(105) The King was so hot tempered that no one dare tell him the news.

Ought to

'Ought to' has the uncontracted negative 'ought not to' and the contracted negative 'oughtn't to'. It normally has the to-infinitive (although occasionally in familiar style the bare infinitive occurs in non-assertive infinitive contexts). For example:

106 (i) You ought to stop smoking (Positive)

(ii) You oughtn't to smoke so much (Negative)

(iii) Ought you to smoke so much? (Interrogative) The 'to' is also optional following ought in ellipsis, E.g. Yes, I think I ought (to)

Used to

'Used to' denotes a habit or a state that existed in the past and is therefore semantically not so much a modal auxiliary as an auxiliary of tense and aspect. In normal terms however, it fits the marginal modal category. It always takes the 'to' infinitive and only occurs in the past tense. For example:

107 (i) She used to attend regularly (was in the habit of attending).

ii) I used to be interested in bird watching (I was formerly).

'Used to' occurs both as an operator and with Do-support. In the later case, the spelling 'used to' and 'use to' both occur, reflecting speaker's uncertainty of the status of this verb: an uncertainty that is as to whether it is to be treated as an invariable form like a modal auxiliary or as a form with an infinitive like a full verb. The pronunciation of the verb does not allow discrimination between these

possibilities. In the negative, the operator construction, which avoids this dilemma, is preferred by many in BrE. For example:

- 108 (i) he usen't to smoke
- (ii) He used to not smoke
- (iii) He didn't use to smoke
- (iv) He didn't used to smoke
- BrE.
- AmE.

The construction 'didn't use to' is preferred to other constructions in both AmE. And BrE. 'didn't used to' is however regarded as non-standard.

Modal Idioms

According to Quirk et al (1985:141), this category contains the following four multi-word verbs, as well as some less common verbal constructions: 'had better', 'would rather', 'have go to', and 'be to'. They all begin with an auxiliary-verb and are followed by an infinitive sometimes preceded by to. For example:

- 109 (i) I'd rather not say any thing
- (ii) They've got to leave immediately
- (iii) The conference is to take place in Lagos
- (iv) We had better leave soon.

None of these idiomatic verbs has non-finite forms; They cannot therefore follow other verbs in the verb phrase. The following sentences are therefore odd.

110 (i) *I will have got to leave soon.

(ii) *The conference has been to take place in Kano.

In this respect they are not like main verbs. They are not, however, entirely like auxiliaries, since they do not behave as operators. It is normally the first word alone which acts as operator in (for example) negative and interrogative sentences.

111 (i) Hadn't we better lock the door?

(ii) Would you rather eat in a hotel?

(iii) We haven't got to pay already, have we?

(iv) I wasn't to know that you were waiting. However, 'had better' and 'would rather' have two kinds of negation. First, there is a negation in which not follows the whole expression. For example:

112 (i) I' d rather not stay here alone

(ii) you'd better not lock the door

A second type of negation, in which not follows the first word, is typically used in second instance context (especially in negative question) where an earlier statement or assumption is being challenged: For example:

113 (i) A: wouldn't you rather live in the city?

B: No, I would not I'd rather live here. 'Have got to' and 'Be to' are more like main verbs in that they have an-s form and normal present/past tense contrast.

For example:

114 (i) The committee is to meet today

(ii) The committee was to meet yesterday.

(iii) She has got to leave by tomorrow.

(iv) She had got to leave by the next week. The past tense construction 'had got to' however, does not occur in AmE, and is rare in BrE, especially in questions.

Semi-Auxiliaries

According to Quirk et al (1985) the semi-auxiliaries consist of a set of idioms which express modal or aspectual meaning and which are introduced by one of the primary verbs 'HAVE' and 'BE' for example, 'be able to', 'be about to', 'be apt to', 'be bound to', 'be due to', 'be going to', 'be likely to', 'be meant to', 'be obliged to', 'be supposed to', 'be willing to' and 'have to'. As mentioned earlier, the boundaries of this category are not clear as they may be extended to include the negative such as; 'be unable to', 'be unwilling to', 'be unlikely to', etc.

All these enumerated semi-auxiliaries satisfy the criteria for auxiliary verbs which were earlier discussed in the sense that for instance 'be going to' has 'be' as an operator in negation and inversion rather than having 'Do-support'. For example:

115 (i) Ada isn't going to win

- (ii) *Ada doesn't be going to win
- (iii) Is Ada going to win?

- (iv)*Does Ada be going to win?

However, this follows from the fact that the first word of the semi-auxiliary construction is the primary verbs 'be'. To be strictly comparable to an auxiliary in its entirety, 'be going to' would have to form its negation by adding 'not' to the second or third word. It is therefore only by special interpretation of the operator criteria (a-e earlier examined) that these semi-auxiliaries can be described as auxiliary- like.

Have to

'Have to' is the only semi auxiliary beginning with 'have' rather than with 'BE' but its inclusion in this category, according to Quirk et al (1985), is partly justified by its occurrence in the full range of non-finite form, a respect in which it differs from the semantically parallel 'have got to'. For example:

- 116 (i) I may have to leave early
- (ii) I may have got to leave early
- (iii) People are having to boil their drinking water during this emergency
- (iv) The administration has had to make unpopular decisions. As these examples have shown, 'have to, can occur in modal perfective, and

progressive constructions. It would be impossible to substitute "have got to" for 'have to' in these cases.

In meaning, 'have to' is similar to 'must' and can stand in for 'must' in past constructions where 'must' cannot occur. For example:

117(i) These days you must work hard if you want to succeed ('have to' can substitute 'must' here)

(ii) In those days you had to work hard if you want to succeed
(must cannot be used here)

'Have to' patterns either as a main verb or as an auxiliary with respect to operator constructions. For example:

118 (i) Do we have to get up early tomorrow?

(ii) Have we to get up early tomorrow?

Although 'have got to' has the same meanings of 'obligation' and 'logical necessity' as are expressed by 'Have to,' 'Have got to' tends not to have habitual meaning and when combined with a verb of dynamic meaning, tends to refer to the future. There is thus a potential difference between the following sentences:

119 (i) John's got to check the temperature every 12 hours.

(ii) John has to check the temperature every 12 hours.

Whereas: Sentence(i) is likely to have the force directive, stipulating what John's duties will be in future, sentence(ii) is more likely to indicate a habitual action ('this is what John's present duties consist of.')

Catenative Verb Constructions

Quirk et al (1985:146) use the term 'catenative' to denote verbs in such constructions as 'appear to', 'come to', 'fail to', 'get to', 'happen to', 'manage to', 'seem to', 'tend to' and 'turn out to' followed by the infinitive. The following adequately illustrates that:

Musa {
 appeared
 came
 failed } to realize the importance of the problem

Such constructions have meanings related to aspect or modality, but are nearer to main verb constructions than are semi-auxiliaries, patterning entirely like main verbs in taking Do-support. For example:

121 Musa didn't {
 appear } to realize the importance of the problem
 come }

Most of them do, however, resemble auxiliary constructions in satisfying the independence of subject criterion. Thus has the corresponding passive as follows:

The importance of the problem {
 appeared
 came
 failed
 got } to be realized by Musa

seemed

This criterion, however, applies somewhat marginally to agentive verbs like 'fail' and 'manage', and does not apply at all to 'get'. Unlike main verb constructions which are in not any way syntactically related to transitive constructions in which the verb is followed by a direct object or prepositional object. Compare the following sentences:

122 John { appeared }
 { attempted } to attack the burglar

But: John { *appeared }
 { attempted } an attack on the burglar

Finally, Quirk et al's (1985) comprehensive work on auxiliary verbs both modals and non modals which have been reviewed by the researcher will definitely help our subjects to have an in-depth knowledge of these verbs. This does not in any way imply that other works reviewed earlier do not make their contributions to this study.

2.2.0 Second Language Acquisition

Second Language Acquisition (SLA) is not a uniform and predictable phenomenon. Rather it is a complex process involving many interrelated factors. There is no single way in which learners acquire knowledge of a second language (L2). According to Ellis (1986:1) SLA is the product of many factors pertaining to the learner on the one hand and learning situation on the other. It is important, therefore to start by recognizing the complexity and diversity that

result from the interaction of these two sets of factors. Different learners in different situations learn second language in different ways. Nevertheless, although the variability and individuality of language learning need to be emphasized and the study of SLA assumes interest only if it is possible to identify aspects that are relatively stable and hence generalizable if not to all learners, then at least, to large groups of learners. The term second language acquisition is used to refer to these general aspects.

2.2.1 Second Language Acquisition Vs First Language Acquisition

Second language acquisition stands in contrast to first language acquisition. According to Ellis (1986) it is the study of how learners learn an additional language after they have acquired their mother tongue. The study of language learner began with the study of first language acquisition (Ellis, 1986:2). SLA research has tended to follow in the footsteps of L1 acquisition research, both in its methodology and in many of the issues that it has treated. It is not surprising that a key issue has been the extent to which SLA and L1 acquisition are similar or different processes. SLA is used as a general term that embraces both untutored (and naturalistic) acquisition and tutored (or classroom) acquisition. It is, however, an open question whether the way in which acquisition proceeds in these different situations is the same or different. Azikiwe (1998) opines that the processes are the same.

Second language acquisition refers to all the aspects of language that the language learner needs to master in a natural way. (Ellis, 1986, Azikiwe, 1998).

2.2.2 Second Language Acquisition and Learning

Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different processes. The term acquisition is used to refer to picking up a second language through exposure in a natural context whereas the term second language learning occurs through class room tutoring where by bits of the language are taught step by step following some kind of syllabus or scheme. It is also used to refer to as the conscious study of a second language (Ellis, 1986:6). Second language learning can also occur through self-study or electronic programme. The term second language acquisition is equally referred to the subconscious or conscious processes by which a language other than the mother tongue (MT) is learnt in a natural or untutored setting. It covers the development of phonology, lexis, grammar, and pragmatic knowledge, but has been largely confined to morphosyntax. The process manifests both variable and non-variable features (Ellis, 1986 and Azikiwe, 1998). The study of SLA according to them is directed at accounting for the learner's communicative competence, but in order to do so have set out to investigate empirically how a learner performs when he or she uses a second language.

The term acquisition (L2) according to Yule (1996) is the gradual development of ability in a language by using it naturally in communicative situation. The term language learning however applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language. In

second language acquisition, exposure of the learner to the natural form of the language is very important. Like L1 acquisition, the learner makes little or no conscious effort towards the acquisition of the language. The language is acquired through exposure and interaction.

Therefore, if a learner is exposed to bad and incorrect form of the language, he is bound to manifest these errors in his attempt to use the language. There are equally many competing views on this topic which are discussed as follows: Krashen (1982) maintains that second language learners have two distinct ways of learning competence:

1. **Acquisition:** This is a sub-conscious process which is identical to the process children utilize in acquiring their first language.
2. **Learning:** This on the other hand is a 'conscious process' in which the learners' attention is consciously focused on formal features of the target language and this result in knowing about the language.

In the former, the learner is using the target language for communication and the focus is on meaning rather than on linguistic form (Krashen 1985:1, Yule 1997:191), Krashen fuses both learning and acquisition in the same individual arguing that while "acquisition" initiates our utterance, and accounts for our fluency, "learning" has only one function - to "monitor" or to "edit" our utterances. Learning is responsible for our grammatical competence, a conscious knowledge of the language, whether first or second language. He emphasizes that acquisition is the primary process; that learning can contribute to language production only when learned information is engaged *as a*

monitor: that is to say, when it edits the output of the acquired system in situations where the speaker:

- (a) Is focusing on formal features of the language,
- (b) Knows the underlying rules
- (c) Has time to apply this knowledge (Krashen 1985, and Stern 1995).

Stern (1995) comments that the innate ability which Chomsky posits may no longer be very active after the acquisition of the mother tongue, though it does not disappear altogether. Second language learning requires laborious formal learning and a higher degree of consciousness on the part of the learner.

Yule (1997) states that even in an ideal situation, very few adults seem to reach native-like proficiency in using a second language. He observes that some individuals can achieve great expertise in writing, but not in speaking. This suggests that some features (e.g. vocabulary, grammar) of a second language are easier to acquire than others (e.g. phonology). He stresses that after the critical period has passed (around puberty), it becomes very difficult to acquire another language. He opines that the process involved after this period is that the 'language faculty' is being strongly taken over by the features of the LI, with a resulting loss of flexibility or openness to receive the features of another language (Yule,1997:191).

Krashen (1982) cited in Stern (1995) maintains that acquisition comes about through meaningful interaction in a natural communication setting. While speakers who acquire language are not concerned with form but meaning, and there is an absence of explicit concern for error detection and correction. Second language

learners are centrally concerned with error detection and correction with formal rules and feedback providing the basis of instruction.

What is important to Krashen, according to McLaughlin (1978) is not the setting but the 'conscious attention' given to rules that distinguish language learning from language acquisition. He states that in the natural setting, an adult can obtain formal instruction by asking information about grammar and receiving feedback from friends. Similarly, language can be acquired in the classroom through communicative approaches with the use of communicative activities where the focus is on communication. Thus the classroom may serve as an "intake" informal environment as well as a formal linguistic environment (Krashen, 1987:47).

Ringbom (1993), in Stern (1995) observes that most language teaching methods are based on the assumption that learning is facilitated by grading grammatical constructions so that there is a progression from simple to complex structures in the input that the text or method provides. A study on morpheme development in learners in instructed and non instructed settings suggests that the natural learning principles are more important in determining the outcome of learning than the sequencing and grading built into the teaching materials themselves. Pienemann argues that "independent of the way of presenting input, learners produce the same type of (partly 'deviant') inter-language structures as observed in natural acquisition. There is a set of principles which apply to formal as well as natural development" (Pienemann 1994:126). Grading should not be abandoned but it should reflect these developmental principles.

Krashen (1982) argues that naturalistic language acquisition does not depend on presenting learners with consciously graded input but results from providing learners with the right type of input (referred to as "optimal" input), which should:

- (a) Be comprehensible and interesting,
- (b) Provide structures a little beyond the learners' current level of acquisition,
- (c) Focus on meaning not form (Krashen 1982, cited in Stern 1995:69).

This type of input is provided in the classroom by naturalistic use of language, thus formal presentation of grammar is unnecessary. In discussing the role of formal instruction, Pienemann (1994:35) asserts that instruction will be beneficial to the degree that the learner is developmentally ready to acquire a particular linguistic feature. Instruction may then affect:

- (a) The speed with which a form is acquired;
- (b) The frequency with which a feature or rule is used; and
- (c) The range of context in which a form will be used (i.e. the difference between the input learners receive in formal and informal settings and the effect such differences have on the success and failure of language learning (see the discussion on error analysis and inter-language).

Moreover, Jacobovits (1980) comments that acquiring foreign language skills raises a number of questions. First, if L2 acquisition takes place after the age of four, the cognitive development of the individual is at a little more advanced stage. Second, the individual already possesses grammatical structures of L1 which may hinder or facilitate L2 acquisition through transfer. Third, the individual is already in

possession of concepts and meanings, but may face the problem of being able to express them through a new vocabulary. He rejects the assumption that age and cognitive development are an advantage.

Similarly, Krashen (1984), Chaudron (1988) posit that age may not adversely affect language learning, but it does affect the complete mastery of the phonology of the language. On the claim that L1 may hinder or facilitate L2, Stern (1995), Krashen (1987), Chaudron (1988) state that L1 is but one of several sources of transfer, and that other sources need to be considered. They regard the assumption that transfer may affect the level of competence as baseless and argue that the various levels of performance - comprehension, speaking, reading and writing may be affected in various ways.

The data for language learning from any theoretical perspective is provided by exposure to language. All the approaches contain important issues in the language learning situation. The Behaviourists state that in any learning situation, there has to be motivation (urge, desire, drive) to serve as a starting point. Thus constant repetition by the learner and re-enforcement by the teacher lead to success in a teaching/learning situation (Ellis, 1986).

2.2.3 The Role of the First Language in SLA

Beginning in the post war years and carrying on into the 1960s, there was a strong assumption that most of the difficulties facing the L2 learner were imposed by his/her first language. It was assumed that where there were differences between the L1 and L2, the learner's L1 knowledge would interfere

with the L2 and where the L1 and L2 were similar; the L1 would actively aid L2 learning. The process that was held responsible for this was called “language transfer”. In the case of similarities between the L1 and L2, it functioned positively, while in the case of differences it functioned negatively. Teachers were encouraged for instance by Brooks (1960) and Lado (1964) to focus their teaching on the areas of difficulty created by negative transfer. They were exhorted to apply massive practice to overcome these difficulties.

In order to identify the areas of difficulty, a procedure called Contrastive Analysis (CA) was developed. This was founded on the belief that it was possible, by establishing the linguistic differences between the learner’s L1 and L2 to predict what problems the learner of a particular L2 would face. To this end, descriptions of two languages were obtained and an interlingual comparison carried out. This resulted in the list of features of the L2 which being presumed to constitute the problem areas and which were given focal attention in the teaching syllabus.

It was not until 1960s that the Contrastive Analysis hypothesis was submitted to empirical investigation. Were learner’s errors traceable to the effect of the L1? The findings of the researchers such as Dulay and Burt (1973, 1974a) raised grave doubt about negative transfer as a major factor in the process of SLA. A large proportion of grammatical errors (although precisely what proportion a controversial issue) could not be explained by L1 interference. As a

result of such studies, the role of L1 was played down and CA became less fashionable.

There were however, many questions left unanswered by the early empirical studies. In particular, no consideration was given to the possibility that the effects of L1 operated in ways other than through transfer. The theory of transfer was linked to a particular view of language learning as a series of habits which could be developed only through practice and reinforcement. In order to challenge this view of language learning, it was necessary to demonstrate that the old habits of the L1 did not get in the way of learning the new habits of the L2.

Hence, the attempt to show that L2 errors were not predominantly the result of interference was established. However, the L1 may contribute to learning in entirely different ways. For instance, learners may not transfer L1 rules into L2 but may avoid using those rules that are absent in their L1 system. Or there may be linguistic constraints on which differences between the L1 and the L2 constitute difficulties so that transfer occurs only under certain linguistic conditions. Or learners may use the L1 as a resource from which they consciously borrow in order to improve their performance (Ellis, 1986:7)

The Natural Route of Development

One of the assumptions of the Contrastive Analysis (CA) hypothesis was that learners with different L1s would learn L2 in different ways, as a result of negative transfer imposing different kinds of difficulty. Challenging the CA

hypothesis has led to a consideration of the possibility that L2 learners followed a universal route in acquiring a L2. This possibility was encouraged by research in L1 acquisition which showed that children learning their mother tongue followed a highly predictable route in the acquisition of structure such as negative and interrogatives (Klima and Bellugi, 1966) and a range of grammatical morphemes (Brown, 1973) , if this was true for L1 acquisition and if as the studies of L2 learner error showed , negative transfer was not the major factor in SLA that it was once assumed to be, then it was not unreasonable to hypothesize that SLA followed a natural sequence of development. That is, that all learners irrespective of their L1, learnt the grammar of L2 in a fixed order.

A key issue, then, was whether there was a natural route of development and if so what is it consisted of? A related issue was whether the route of development in L1 acquisition matched that of SLA. This issue became known as the L2 = L1 hypothesis. This states that the processes of SLA and L1 acquisition are very similar as a result of the strategies the learners employ. The task of “cracking the code” which every language learner faces is met through the application of a common set of mechanisms which have their origin in the special characteristics of the human language faculty.

The L2 = L1 hypothesis was investigated in two different ways. One was through the analysis of learner errors. Samples of language - learner data were collected and then examined in order to discover the different types of errors that learners made. The errors were classified according to whether they could be

predicted by C.A. or whether they resembled developmental errors that occurred in L1 acquisition. A large proportion of developmental type errors were evidence that the processes of L1 acquisition and SLA were similar. Error Analysis was also used in another way to examine the L2= L1 hypothesis. If it was assumed that structures were learnt later than the structures containing few errors, then it was possible to work out an order of development based on error frequencies. For instance, if a larger proportion of errors occurred in the use of primary auxiliary verbs were acquired later than modal auxiliary verbs. By equating the order of difficulty with the order of acquisition, a developmental route could be established and the L2 = L1 hypothesis tested.

The second way in which the L2 = L1 hypothesis was examined was in longitudinal studies of L2 learners. A Number of longitudinal studies of L1 acquisition had already taken place, so there was basis for comparison. The 1970s saw remarkable growth in the number of longitudinal studies of SLA. Both Error Analysis and longitudinal studies show that there are striking similarities in the ways in which different L2 learners learn a L2. Strong claims have been made that these amount to a natural sequence of development. This route resembles that reported for L1 acquisition but is not identical with it.

Generally, according to Ellis (1986) errors are an important source of information about SLA, because they demonstrate conclusively that learners do not simply memorize target language rules and then reproduce them in their own utterances. They indicate that learners construct their own rules on the basis

of input data, and that in some instance at least these rules differ from those of the target language (TL).

2.2.4 Learner Processes in SLA

Ellis (1986) opines that learners shift the input they receive and relate it to their existing knowledge. In doing this they may use general cognitive strategies which are part of their procedural knowledge and which are used in other forms of learning. These strategies are often referred to as learner strategies. Alternatively they may possess a special linguistic faculty that enables them to operate on the input data in order to discover the L2 rules in maximally efficient ways. Thus, linguistic faculty is referred to as universal grammar (U.G). Tarone (1980) identifies three sets of learner strategies. These are learning strategies, production strategies and communication strategies.

Learning Strategies

These are the means by which the learner processes the L2 input in order to develop linguistic knowledge. According to Tarone (1980) learning strategies can be conscious and behavioural. For instance, memorization or repetition with the purpose of remembering, or they can be subconscious and psycholinguistic. For example, inferencing and overgeneralization.

Production Strategies

These involve learners' attempts to use the L2 knowledge they have already acquired efficiently, clearly and with minimum effort. Examples are the

rehearsal of what should be said and discourse planning, working out a way of structuring a series of utterances.

Communication strategies

Like production strategies, these are strategies of use rather than of learning, although they can contribute indirectly to the learning by helping the learner to obtain more input.

Communication strategies consist of learners' attempts to communicate meaning, for which they lack the requisite linguistic knowledge. Learners, particularly in natural settings, constantly, need to express ideas which are beyond their linguistic resources. They can either give up and so avoid the problem, or try to find some way around it. Examples of typical communication strategies are requests and paraphrase, avoidance of circumlocution etc.

2.2.5 The Role of Input in SLA

It is self - evident that SLA can take place only when the learner has access to L2 input. This input may be in the forms of exposure in natural settings or formal instruction. It may be spoken or written. A central issue in SLA is what role the input plays? (Ellis, 1986:12). Theories of SLA, based on the notion of habit formation through practice and reinforcement, emphasizes the importance of the input, the process of learning could be controlled by presenting the L2 in the right- sized doses and ensuring that the learner continues to practice until each feature is over learned (i.e. became automatic). Learning a L2 is like any other kind of learning; it consists of building up chains of stimulus - responses

links which could be controlled and shaped by reinforcement. In this behaviourist view of learning, there was little room for any active processing by the learner. Language learning – first or second was an external not an internal phenomenon (Ellis, 1986; Krashen, 1981).

In the 1960s, this view of learning was challenged and most notably by Chomsky. It was pointed out that in many instances there was no match between the kind of language to be observed in the input and the language that learners produced. This could best be explained by hypothesizing a set of mental processes inside the learner's mind which were responsible for working on the input and converting it into a form that the learner could store and handle in production. Chomsky's mentalist view of language learning emphasized what he called the learner's language acquisition device (LAD) and played down the role of the linguistic environment. According to the mentalist, input served merely as a trigger to activate the device.

A major issue in SLA, therefore, is whether the input shapes and controls learning or is just a trigger. Currently, there is considerable interest in the input, which is directed both at discovering how active speakers talk to L2 learners and what part is played in SLA by the way they talk. The research is beginning to show that mere exposure to the L2 is not enough. Learners appear to need L2 data that are specially suited to whatever stage of development they are at. There is somewhat less agreement, however, about precisely what constitutes an optimal input. Thus, as teachers assume an input selected and graded according

to formal or logical criteria, or is it, as Krahen (1982) argues, simply a matter of comprehensible input providing learners with language that they can understand? The role of input in the process of SLA remains one of the most controversial issues.

2.2.6 Three Views on Input in SLA

It is axiomatic that in order for SLA to take place, there must be (1) some L2 data made available to the learner as input and (2) a set of internal learner mechanisms to account for how the L2 data are processed. A major issue in the study of SLA, however, has been to decide what weight to allot to (1) and (2) above. On one hand, it is possible to conceive of the learner as “a language – producing machine” who automatically and effortlessly learns a L2 provided he gets the right input data. On the other hand, the learner can be seen as “a grand initiator”, that is he is equipped with just those abilities that are needed to discover the L2, no matter how impoverished the L2 data are. Also, of course, there are intermediate positions in which the learner is seen as actively contributing to SLA, but dependent on the provision of appropriate input.

Behaviourist

Behaviourist accounts of SLA view the learner as “a language producing machine”. The linguistic environment is seen as the crucial determining factor. According to the behaviourist, input comprises the language made available to the learner in the form of stimuli and also that which occurs as feedback. In the case of the former, the learner’s interlocutor models specific forms and patterns

which are internalized by the learner imitating them. Thus, the availability of suitable stimuli is an important determining factor in SLA. Behaviorist theories emphasize the need to regulate the stimuli by grading the input into a series of steps so that each step constitutes the right level of difficulty for the level that the learner has reached. According to behaviourist, feedback serves two purposes. It indicates when the L2 utterances produced by the learner are correct and so reinforces them, and it also indicates when the utterances are ill formed by correcting them. The regulation of the stimuli and the provision of feedback shape the learning that takes place and lead to the formation of habits.

Nativist

Nativist account of SLA views the learner as “a grand initiator”. They maintain that exposure to the language cannot satisfactorily account for L2 acquisition. Input is seen merely as a trigger which activates the internal mechanisms. Chomsky (1965) argued that imperfect nature of the mother’s speech input in first language acquisition made it unlikely that any child could successfully internalize the rule system of a language if he worked on this alone. Degenerate input was inadequate for acquisition.

As a result of the pre-eminence of nativist views in the 1960s and early 1970s, research focused on the output of L2 learners, in particular the errors they manifested in speech and writing. This was because it was believed that the output would reveal the nature of the learning strategies involved.

As Larsen Freeman (1983a:88) observes:

...researchers all too often have confined the scope of their studies to examining the learner's linguistic product, thus overlooking an important source (i.e. input) of information which could prove elucidating in achieving a better understanding of the acquisition process.

In other words, nativist views precluded the possibility that at least some aspects of the learners output could be explained in terms of the characteristics of the input. Thus, whereas a behaviorist view of language acquisition seeks to explain progress purely in terms of what happens outside the learner, the nativist view, emphasizes learner's internal factors.

Interactionist

The interactionist view seems to be more tenable. They trace the SLA to an interaction between the learner's mental abilities and linguistic environment. The learner's processing mechanism both determine and are determined by the nature of output. Similarly, the quality of the input affects and is affected by the nature of the internal mechanisms. The interaction between external and internal factors is manifested in the actual verbal interactions in which the learner and his interlocutor participate. It follows from this interactionist view of L2 acquisition that the important data are not just the utterances produced by the learner, but the discourse which learner and care taker jointly contract. Three different views regarding the role of input in language development have been discussed. The behaviorist view emphasizes the importance of the linguistic environment, which is treated in terms of stimuli and feedback. The nativist views minimize the role of the input and explain language development primarily in terms of the

learner's internal processing mechanisms. The interactionist view sees language development as the result of both input factors and innate mechanisms. Language acquisition derives from the collaborative efforts of the learner and his interlocutors and involves a dynamic interplay between external and internal factors. (Ellis , 1986, Urashen, 1985).

2.2.7 The Role of Formal Instruction in Second Language Acquisition

There are divergent views concerning the role of formal instruction in SLA. Specifically in Ellis (1986) three theoretical positions have been presented concerning the role of formal instruction in SLA. These are non - interface, interface and variability views or positions.

The Non - Interface Position

The non - interface position has been advanced most strongly by Krashen (1982) Krashen, it would be recalled identified two types of linguistic knowledge in SLA. According to him 'acquisition' occurs automatically when the learner engages in natural communication where the focus is on meaning and where there is comprehensive input. Learning occurs as a result of formal study where learner is focused on the formal properties of the L2. Acquired knowledge consists of subconscious L2 rules which the learner can call upon automatically. According to Krashen, 'learnt' knowledge consists of meta-lingual knowledge which can only be used to monitor output generated by means of 'acquired' knowledge. Krashen argues that the two knowledge types are entirely separate

and unrelated. In particular he disputes the view that 'learnt' knowledge is converted into acquired knowledge. For he says:

A very important point that needs to be stated is that learning does not turn into acquisition. The idea that we first learn a new rule, and eventually, through practice, acquire it, is widespread and may seem to some people to be intuitively obvious(1982:83).

Krashen (1982) advances the following reasons for the separateness of 'acquired' and 'learnt' knowledge.

1. There are plenty of cases of acquisition where no learning has occurred. According to him there are widely reported studies of naturalistic in SLA.
2. There are cases where learning has taken place but where it has failed to become 'acquisition' Krashen refers to the case of 'p' (Krashen and Pon 1975), who had learnt rules like the third person singular 's', but was unable to use them in casual conversation because he had not yet 'acquired' them.
3. Even the best 'learners' can master only a small sub set of the grammatical rules of the L2. This is because most of the rules are far too difficult for the average 'learner' to follow. Krashen points out that it often takes linguist years to describe successfully rules that are easily 'acquired'.

Krashen does acknowledge that sometimes a rule can be 'learnt' before it is acquired. However, he argues that this does not establish that 'learning' is a prerequisite of 'acquisition.' In Krashen's view, having 'learnt' a rule, does not preclude to 'acquiring' it later on.

Evidence that shows that learners can often articulate formal rules of grammar but cannot use them correctly in spontaneous communication lends some support to the non - interface position. Seliger (1979) carried out an interesting study to investigate whether this was in fact the case. He asked a number of adult classroom learners to describe some pictures and then analyzed the use of 'a/an' in the speech they produced. He also asked the learners to state the relevant rule. The result showed clearly that there was no relationship between actual performance and conscious knowledge of the rule. This was so despite the fact that many learners believed that their knowledge of the rule had guided their performance. One interpretation of Seliger's study is that learning' and acquisition are indeed separate, even though other explanations may be possible. The non - interface view provides a clear explanation of why a formal instruction fails to have any substantial effect on the route of SLA. This route is a reflection of acquisition and will become evident only in data taken from spontaneous speech. Formal instruction is directed at consciousness rising and so, presumably, affects only 'learning'. Thus, although classroom - learners may 'learn' rules they do not manifest them in natural conversation until they have 'acquired' them.

By positing that 'acquisition' and 'learning' are completely separate, Krashen is able to explain why formal instruction is apparently powerless to subvert the natural sequence of development. The teacher's syllabus is a learning syllabus; the learners own inbuilt syllabus is an acquisition' syllabus. However, it

is not immediately so apparent how non - interface position can explain the positive effect that formal instruction has on the rate/success of SLA. It might be expected that classroom environments will slow down SLA rather than speed it up, given that formal instruction only aids learning. However, Krashen develops arguments to protect his theory against such a criticism. Krashen (1982), in fact claims that the classroom can do much better than informal environments, just as empirical research shows. He argues, this is particularly so in the case of the adult beginner. Beginners are likely to experience difficulty in obtaining comprehensible input (the source of acquisition) in natural settings, but are much more likely to obtain it in the classroom.

Thus, although the outside world may supply more input to the learner, the classroom is better equipped to ensure that the right kind of qualitative input needed for acquisition is available. Krashen (1982) summarizes his position with regards to the role of formal instruction in SLA as follows: that 'acquisition' and 'learning' are separate, because acquisition is responsible for the natural sequence, the learning that results from formal instruction cannot influence it. However, classrooms that provide opportunities for comprehensible input will accelerate acquisition.

Terrell, T., Gomez, E. and Mariscal, F. (1980) debunk the claim by Krashen (1982) that acquisition cannot take place in the classroom as a result of formal instruction. Terrell et al carried out a study to investigate whether classroom learners could 'pick up' (acquire) structures which were not part of the explicit

teaching syllabus. They found out that Junior high school students of Spanish as a L2 successfully acquired question forms without any direct teaching. Terrell et al point out that this result can be explained only by the students having internalized the syntax of Spanish question as a result of answering the large number of teacher questions used to drill other structures. In other words, the study by Terrell et al shows that the acquisition of one linguistic rule can occur when the instruction is directed at 'learning' other linguistic rules. Yet the instruction was formal, not communicative.

Krashen claims that instruction which is communicative rather than formal will lead to faster development (acquisition). However, this can be demonstrated only by comparative and method studies. Krashen reviews a number of different methods to determine to what extent they are likely to supply comprehensible input, and uses the results of the available empirical research of the comparative effects of different methods (such as Audio - lingualism, cognitive code, total physical response, and the natural method) to support his argument that it is comprehensible input, rather than formal instruction that aids development. Krashen does not refer to any studies which have directly compared methods based on formal grammar teaching of one kind or another and methods based on providing opportunities for authentic communication.

Long (1983), also disputes Krashen's position that children benefit from formal instruction as much as adults. According to Long, since children are not

supposed to 'learn' but only to 'acquire' they ought to benefit less from formal instruction than adults.

Long (1983) equally disagrees with Krashen's claim that formal instruction has a greater effect on beginners than on advanced learners. The research however does not support such a claim, as advanced learners also appear to benefit from formal instruction. Where acquisition is concerned, Krashen also argues that classrooms aid the beginner more than the advanced learner, as the latter is in the better position to obtain comprehensive input outside the classroom. But the finding indicates that advanced learners also benefit from instruction, even when acquisition with environments are available in natural settings, runs counter to Krashen's prediction. This criticism of the non-interface position led to slight rejection of the theory and adoption of interface position.

The Interface Position

The interface position states that although the learner possesses different kinds of L2 knowledge, these are not entirely separate, with the result that 'seepage' from one knowledge type to the other occurs. The interface position identifies specifically two types of L2 knowledge - the weak and the strong. A weak interface position has been proposed by Seliger (1979). Seliger argues that the conscious rules which learners 'learn' as a result of formal instruction are anomalous; in that different learners end up with different representations of the rules they have been taught. The rules that are learnt do not describe the internal

knowledge that is called upon in natural communication, so, not surprisingly, they cannot be held responsible for actual language behaviour. However, pedagogical rules do serve a purpose. They act as 'acquisition facilitators' by focusing the learner's attention on critical attributes of real language concept that must be induced (Seliger, 1979; 368). Thus, they help to make the inductive hypothesis testing process more efficient. Seliger also suggests that pedagogical rules can serve as memories for retrieving features of an internal rule which are rarely used by the learner. In other words, Seliger accepts that the internalization of rules is a different process from that involved in learning pedagogical rules, but believes that knowledge of a pedagogical rule may make the internalization of the rule easier when the learner is ready to undertake this and may facilitate the use of feature, which although 'acquired' are still only 'shallow'.

However, Seliger does not propose that 'learnt' knowledge (or pedagogical rules) are converted into acquired (or internalized) knowledge. In contrast Stevick (1980) develops a model of SLA (which he calls the levertor machine) which does allow for a flow of knowledge from 'learning' to 'acquisition' and vice - versa. He suggested that learning may relate to secondary memory (which is capable of holding material for longer than two minutes , but from which material is gradually lost unless it is occasionally used) and that acquisition may relate to tertiary memory (which contains material that is never lost, even if it is not used) Stevick, like Krashen, sees; acquisition' as the product of communicative experience, but argues that this can make use of material that

has been recently memorized and is part of secondary memory. According to him, when this happens, there is the possibility that the material transfers into tertiary memory, i.e. 'learning' becomes 'acquisition.

Bialystock and Frolulich (1977), Bialystock (1979 and 1981) also develop a model of SLA based on two types of knowledge which can interact. She calls these knowledge types 'implicit' and 'explicit', but it is clear from her description of them that they correspond fairly closely to Krashen's 'acquired/learnt' types . Bialystok suggests that practice serves as a mechanism by which explicit knowledge turns into implicit knowledge. Thus, implicit knowledge can be built up in two different ways:

1. The primary means is 'unconscious acquisition'
2. And the secondary means is through automatizing of explicit knowledge by practice.

One way, then in which 'acquired' and 'learnt' knowledge may be connected is in terms of automaticity. This is a view developed by McLaughlin (1978) in his attack on Krashen's non - interface position. McLaughlin refers to Schneider and Shrifin's (1977) distinction between controlled and 'automatic processing. Controlled processing requires active attention, so that only limited number of features can be controlled at a time without interference occurring. Automatic processing takes place without active control or attention. The important point is that automatic processes are learned following the earlier use of controlled processes (McLaughlin 1978b; 319). Thus, SLA entails going from

the controlled to the automatic mode operation. It is therefore, not necessary to presuppose two unconnected knowledge types such as the 'acquired/learnt' distinction.

Sharwood - Smith (1981) builds on the work of Bialystock and McLaughlin and develops a full interface model to account for the role of formal instruction in SLA. He argues that such instruction serves as the means by which consciousness raising can take place and the resulting explicit knowledge is practiced until it is automatized. He writes:

Whatever the view of the underlying processes in second language...it is quite clear and uncontroversial to say that most spontaneous performance is attained by dint of practice. In the course of actually performing in the target language, the learner gains the necessary control over its structures such that he or she can use them quickly without reflection (1981;6).

The learner can produce L2 output in three different ways:

1. Using just implicit knowledge
2. Using just explicit knowledge
3. Using both explicit and implicit knowledge

The learner's own utterances constitute part of the input to the learner's language learning mechanism. The other part of the input is made up by the other speaker's utterances. The total input provides information which can lead the learner to alter the composition of either his implicit or his explicit knowledge, or both. It follows from this model that performance that is planned entirely or partly on the basis of explicit knowledge which is lacking

automaticity can provide feedback into implicit knowledge; if this happens often enough (i.e. through practice) the explicit knowledge can become fully automated as part of implicit knowledge.

How well do the weak and the strong interface positions account for the results of empirical research is not the effects of formal instructions? The weak position can comfortably account for both the failure to find any positive effect on the route of SLA and for the finding that formal instruction does influence the rate/success of development. The strong position accounts for the rate/success finding, but is less comfortable with the route finding.

The weak position, as advanced by Seliger, acknowledges that pedagogical rules will not alter the sequence in which L2 rules are naturally 'acquired' as their effect will be felt only when the learner is ready to acquire the rules.

However, pedagogical rules will enhance the speed of development, because they make the 'acquisition' process shorter. Because the learner is 'primed' by his knowledge of the pedagogical rule, he takes less time to perceive and internalize the salient features of the rule.

The strong position, advocated by Stevick, Bialystock, Mclaughlin, and Sharwood - Smith, provides a convincing explanation of why classroom learners outstrip naturalistic learners, even when the measure of proficiency is one that ought to favour 'acquisition'. (i.e. an integrative test) classroom learners have the

advantage that they can augment their implicit or acquired knowledge in two ways:

1. Directly by means of the intake environment supplied by the classroom and
2. Indirectly, by automatizing explicit knowledge through practice. In contrast naturalistic learners will almost entirely rely on (1) above.

It is not so clear, however, how the strong position can explain the absence of any major effect for instruction on the route of SLA. If, as is suggested, explicit knowledge can turn into implicit knowledge when it is automatized, learners who receive formal instruction that practices specific linguistic forms ought to manifest these in acquisition order even if they would not naturally occur until later. In other words, teaching grammar ought to subvert the natural order. There is some evidence to suggest that this does in fact take place (recall Lightbrown's (1983) observation that over-learned forms can intrude into the natural order), but only to a very limited extent, nothing like as much as Sharwood Smith's seems to predict. The route from explicit to implicit knowledge is a very restricted one.

One of the problems of the interface position is that it still assumes that L2 knowledge can be dichotomized as 'acquired/learned' or implicit/explicit. It also accepts Krashen's view that 'acquired' knowledge is in some way primary and 'learned' knowledge secondary. The alternative view is to treat the learner's knowledge as variable. The kind of knowledge which the learner internalizes depends on the nature of the interactional context.

The Variability Position

The variability position emphasizes the interrelationship between use and acquisition. The kind of language use that the learner engages in determines the kind of knowledge that he acquires.

Similarly, different kinds of knowledge are used in different types of language performance. Thus, acquiring the necessary linguistic knowledge to perform one kind of activity does not guarantee the ability to perform a different kind of activity. For example the effects of practice may be specific to the kind of activity that is being exercised.

Bialystock (1982, 1984) seeks to account for the learner's variable control of the L2 system by examining the constraints that are imposed by various language situations. To do so, she distinguishes two continua involving an analyzed factor and controlled factor. The analyzed factor refers to the extent to which the learner is able to present the structure of knowledge along with its content (Bialystock 1984). The learner who has gained analyzed knowledge is able to operate on it by transforming it, comparing it and using it for problem solving. Roughly speaking, then, the analyzed factor corresponds to the earlier explicit/implicit distinction. The controlled factor refers to relative ease of access that the learner has to different items of linguistic knowledge; it relates to automaticity.

How does a variable position such as that described by Bicalystok (1982) or Tarone (1983) account for the results of the empirical studies into the effects of formal instruction?

Because the natural sequence of development is a reflection of one particular type of language use – spontaneous communication – it will never change. In Tarone's model, the so called natural route is the product of type 'A' knowledge. A different order will emerge only when the learner is confronted with a task which requires a different kind of knowledge. Thus, formal instruction, which develops the learner's careful style, will be powerless to affect the route of SLA as long as this is measured using tasks that call upon the vernacular style. What formal instruction will be able to achieve is to increase the learner's control over the analyzed knowledge he has learnt; that is, to automatize it through practice. From the point of view of the variability position, the question of an alternative order of development does not arise, as the so called 'acquisitional' order is only a reflection of a particular type of performance.

The variability position differs from the other two positions (the non – interface and interface positions) in that it recognizes variety of different 'styles' each calling on knowledge types that vary in terms of analyticity and automaticity. Different tasks require the utilization of different kinds of knowledge.

According to variability position, formal instruction contributes directly or indirectly to the internalization of these different knowledge types and in so

doing enables the classroom learner to perform a wider range of linguistic task than the naturalistic learner.

Finally, the three theories examined concerning the role of formal instruction in SLA have all agreed that formal instruction facilitates or speeds up the acquisition of second language, differences in their emphasis and approaches notwithstanding.

2.3 Error

This review of related literature on our chosen topic will not be complete without briefly looking at the concept of error. This is very important because the problem we are investigating is a problem of errors committed by our subjects in their attempt to communicate in the second language (L2).

2.3.1 Error Analysis (EA)

In 1974, Corder, a proponent of EA suggests that a better understanding of language learning would come from a systematic investigation of learners' errors by discovering the 'built' in syllabus of the language learner (cited in Stern 1995:345, and in Littlewood 1984). Mac Arthur (1992) sees EA as the study of the unacceptable forms produced by someone learning a language, especially a foreign language. He asserts that analysis proposes six types of errors, arising from inaccurate learning, inadequate teaching, wrong guessing, poor memory, the influence of mother tongue (MT), and the process of learning. Moreover, EA is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any

of the principles and procedures provided by linguistic theory. It helps to support the hypotheses such as the natural route to development as well as identify the weaknesses and/or disprove theories of language learning like Contrastive Analysis (CA) (Crystal 1999:125, Selinker 1992, Freeman, et al, 1991 and Corder, 1974). EA is also a technique for measuring progress by recording and classifying the errors made by individuals or group of students after exposure to language teaching and learning.

2.3.2 The Concept of Error

Doff (1995) maintains that "language is a system of rules that the learner has to acquire, and that trying out language and making errors are a natural and unavoidable part of this process". Students' errors are a very useful way of showing what they have and what they have not learnt, so instead of seeing errors negatively as a sign of failure (by the teachers or the students) they should be seen positively as an indication of what we still need to teach or learn.

Similarly, Hadley (1993) posits that "the openness of language leads to both creativity and error. He claimed that the process which leads to creativity is also the process which leads to error is something we must accept; but clearly, since we cannot have one without the other, we cannot ignore, confine or fail to appreciate or encourage this process". Errors do occur in second language (L2) learning and therefore we should acknowledge and deal with them. Corder (1974, cited in Littlewood 1984) comments that by classifying the errors that learners commit, researchers can learn a great deal about the second language

acquisition (SLA) process by inferring the strategies that L2 learners adopt. According to him, the functions of errors are "indispensable" since the making of errors can be regarded as a device the learners use in order to learn.

Corder (1974) makes a distinction between 'mistakes' and 'errors'. He uses the term 'error' to refer to the regular patterns in the learners' speech which differ from the target language (TL) model. The regularity of such patterns reveals the learner's underlying competence. In contrast, he uses the term mistake to refer to memory lapses, slips of the tongue and other instances of performance errors. He posits that second language learners (SLL) can correct their mistakes, but the errors they make from this perspective are part of their current system of inter language (IL) and hence are not recognizable (to the learners themselves) as wrong (cited in Stern 1995:91-92). Errors are considered to be systematic governed by rules, and appear because a learner's knowledge of the target language is incomplete. They provide evidence about the language learning process (Crystal 1999:256). Moreover, Crystal (1980) emphasizes that the term error itself was redefined in recognition that many mistakes in spontaneous speech and writing can be attributed to a simple pause, lapses caused by stress, emotional instability, indecision and fatigue. Such errors of performance are unsystematic and do not reflect a defect in the knowledge of the Target language (TL). However, they provide complementary information to that gained from analyzing systematic errors which reflect the language of learner's competence.

Corder (1974) suggests that identification of errors of competence can be possible if the difference between the actual and intended L2 utterances is established. This information can be obtained from the L2 learners in his MT and then translated into TL and the original attempt is then used as a guide to the transaction. The meaning can also be inferred from the context in which the utterance is made. Wilkinson (1991:12) and Selinker (1992) opine that errors help to describe and explain the way in which learners learn a language rather than their progress towards conforming to a set of real or imagined standard of expression and thus, have a more positive role. Thus, in teaching auxiliary verbs, the teachers should not see the students' errors as a sign of failure during the teaching/learning situation. Attention should rather be given to the aspects of auxiliaries where students commit more errors.

2.3.3 Approaches to Error

The earliest approach to error is contrastive analysis (CA), which entails a "systematic comparison of specific linguistic characteristics of two (or more) languages' in order to identify points of structural similarity and differences between native languages (NLS) and target languages (TLS)". (Fries 1945:9 cited in Freeman and Long 1991:51-52). Fries believes that "the most efficient materials are those that are based on a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner". Fries (1945:9) and Lado (1957) are some of the exponents of CA: Lado (1957) and Fries (1945) maintain that: "individuals tend to transfer the forms and

meanings and the distribution of forms and meaning of their native language and culture to the foreign language and culture...." (Lado 1957:9, Fries 1945) cited in Freeman and Long, 1991). They further claim that "those elements that are similar to his native language will be simple for him and those elements that are different will be difficult". This conviction that linguistic differences can be used to predict learning difficulty produces contrastive analysis hypotheses (CAH): "where languages are similar, positive transfer will occur; where they are different, negative transfer, or interference, will result" (Freeman and Long 1991:53).

CA is concerned with three important issues. Firstly, it provides insights into the similarities and differences between languages. Secondly, it explains and predicts problems in second language (L2) learning and teaching. And finally, it suggests methodology of designing training programmes that will help in language teaching, and also develops course materials for language teaching. This approach is accepted by researchers, linguists and teachers dealing with L2 learners.

Despite its popularity, CA has certain problems. The assumption that whenever two languages come into contact, there is a predictable interference is faulty. This may predict errors, which do not occur, or may fail to predict certain errors that occur. These inadequacies call for the introduction of 'Error Analysis' (EA) into the literature. EA believes that there are other sources of error, which are more significant than interference from mother tongue. This view has earlier

been pointed out by the mentalists in their study of first language (L1) learners. Rivers et al, (1981) also share this view. Deviations can be a result of innovation by the learners since they are active manipulators of language, during the process of testing hypotheses, or by the complexities within the language system.

The study of Dulay and Burt (1974) indicates that most mistakes or 'errors' committed by L2 learners are not due to interference but are 'developed'. Similarly, Corder (1974) claims that 'development' errors of L2 learners are brought about by two dominant languages- mother tongue (MT) and target language (TL) of the learners. Pie indicates that the developmental errors are inter-languages (IL). He defines IL as "a structured grammatical system, constructed by the learner, which approximates the grammatical system of the language being acquired and as the acquisition proceeds, the IL system evolves into a better approximation of the standard system". He further states that the language, which results from the students' strategies, is the major source of L2 learner's errors.

2.3.4 Sources of Error

In language learning whether L1 or L2, all scholars agree that there are errors which learners commit with varying degrees of consistency. EA contends that learners' errors are inherent within the language system and are not necessarily native language induced. It also admits that errors are caused by analogy with the native language.

Evidence from empirical studies indicates that the sources of errors are traceable to:

A. The Learners: Errors are generated by learners who as a result of their innate ability to learn a language and form hypotheses which are tested and manifest themselves in the formation of wrong analogies by overgeneralization after observing some paradigms (see Doff 1995, Hubbard et al, 1995, Stern, 1995:325, Corder, 1981, Dulay and Burt, 1974). The mentalist theory supports the above view and claims that errors are inevitable because they reflect various stages in the language development of the learners. Thus the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial, such rules may produce the following pattern:

*The doorbell rangs?

*She dranked all the lemonade. (Hubbard et-al, 1995:149). Overgeneralization covers instances where learners create a deviant structure on the basis of their experience of other structures. For instance, in the case of rangs, the learner has over generalized the third person's rule in the present tense: (he rings) and applied it to the past. In the case of dranked, he over generalizes the past tense-ed inflection.

B. Teaching Materials or Methods: (Teaching/Teacher induced errors). Having related mentalism to overgeneralization, we can relate behaviourism to those

errors which appear to be induced by the teaching process itself. The behaviourist regards error as evidence of failure, of ineffective teaching or lack of control. They assert that if material is well chosen, graded and presented with care, there would never be any error. Similarly, Hadely (1993) states that certain types of teaching techniques increase the frequency of over-generalized structure. Many pattern drills and transformation exercises are made up of utterances that can interfere with each other to produce a hybrid structure as shown below:

Teacher	Instruction	Student
"He walks quickly"	Change to continuous form	"He is walks"

(For more examples, see Stern 1995:146, Hubbard 1995:150).

However, Hubard (1995) and McArthur (1992) argue that it is fairly easy to accept this in the early stages of language learning when controls are applied in the shape of substitution, conversion exercises of a mechanical nature and guided sentence patterns but more difficult at later stages.

Corder (1981) admits that some of our students' errors due to our own teaching can only be identified under a close study of the materials and teaching techniques to which the learner has been exposed- as in the examples below:

1. *I'm go to school everyday.

If the structural syllabus has placed emphasis on one tense, such as the present continuous, there is the danger that the learners will over-use it when

going on to new patterns. The prolonged drilling on the 'I'm...ing' is likely to produce 'I'm go'.

2. I did go to cinema (not intended as the emphatic past). In an attempt to persuade a student to use the simple past tense, a teacher may over-stress the auxiliary verb in his repeated question and then find it echoed in the response. Thus example 2 might be the result of the following prompt from the teacher. 'Now, listen to the question. What DID you do yesterday? The teacher can also induce errors by including in some over-generalization himself. It is tempting to say that third person singular of the present tense always ends in 's' (especially having listened to numerous sentences of the type 'he plays football') and forget about sequence such as: 'he can', 'does he' and 'he doesn't play'. These forms together may well outnumber the 'norm' that the teacher is attempting to deal with. (see Stern 1995, McArthur 1992, Senders, 1992 and Hubbard et al 1995).

C. Difficulties inherent in the language: Richards (1974) states that there are 'myths' that some languages are difficult, giving the example of Latin and these affect the learner. Headbloom (in Ubahakwe 1979), and Senders (1992) also maintain that "the complexity of a particular item being" learnt, and the difficult structures inherent within the TL will cause learners to err".

D. Interference from LI and L2: Errors are also traceable to interference from LI and L2. Certain structures in the MT appear in the TL as the learner carries over the habits of his MT into the second language (see Corder 1971:158 in Stern 1995, James 1983:20, Thornburg 1999:114). However, negative transfer (interference)

takes place when the use of a native form produced an error in the foreign language.

E. **Use of L2:** Richards (1974) and Senders (1992) trace' the source of learners' errors to the use of L2 in the community. Whether it is fully used or not and whether the learners are fully motivated or not. Senders (1992) further trace the source of errors to psychological factors.

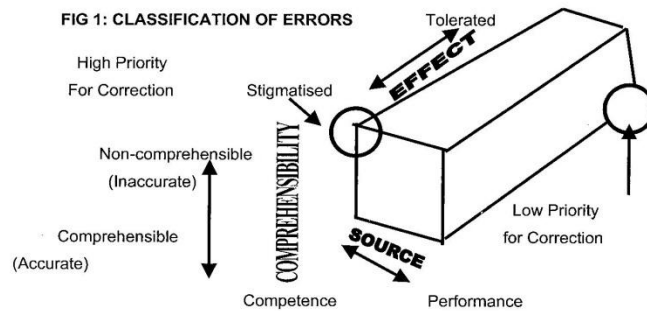
2.3.5 Types of Error

Corder (1971) in Littlewood (1984) and Hadley (1993) classify errors into two major groups. These are inter-lingual and intra - lingual errors. Inter- lingual errors are those that arise from conflicts between the target language and mother tongue while intra - lingual are those that the Learners encounter in the TL such as overgeneralizations and false analogies.

Other researchers like Dulay and Burt (1974:b) Richards (1992) and Connor (1996) contend that errors can be categorized as: developmental, interference and unique. The developmental errors are those that are similar to L1 learning errors. The interference errors are those that reflect L1 structure in the speech of L2; and the unique errors are those that are neither developmental nor interference errors.

Hadley (1993) also classifies errors into “competence” and “performance” errors (see the diagram below). She stresses that errors of competence have high priority for correction and their effects are stigmatized, while errors of

performance have low priority for correction. For more explanation, see figure 1 below:



Among these classifications of error, the categories relevant to this study are: inter-lingual errors of competence, intra-lingual errors of competence and errors of performance. The feature of inter-lingual error of competence is common in the English of Nigerian speakers.

Whatever views are expressed on errors irrespective of their classifications and types, deviations are errors and therefore need the attention of every teacher.

2.3.6 Criticism of EA:

One of the criticisms of EA is that learners avoid areas in which they think they may commit errors or be laughed at and as such if the language teaching is based on EA, this area will be omitted because the researchers will not sample them as they are not manifested by the learner (Senders 1992, Hadley 1993 and Ellis, 1986).

Moreover, since the totality of the language is not errors, language teaching should not be based on errors. Furthermore, the teaching of error encourages the use of drills and substitution tables which themselves are divorced from reality and do not represent actual use.

Candler (1979) criticizes EA as having two consequences which in certain circumstances limit the efficacy of the teaching strategies derived from it. He posits that by EA it implies that when errors are corrected "the divergence from L2 models will be eroded" and that EA focuses attention on "trivial aspects of language learning." Similarly, Widdowson (1972) cited in Brumfit (1993) and Ubahakwe (1979) suggest that teachers should devote more attention to the value of communication acts. They assert that correction should have either no place or a very minor place in fluency work, for it normally distracts from the message or may even be perceived as rude. Hubbard (1995) posits that errors occur because teachers did not predict and make provision for prevention.

2.3.7 Error Correction and its Importance

Changes in pedagogy have influenced our attitudes towards error and its treatment. With the advent of the communicative approach to language teaching, less emphasis has been placed on formal accuracy than was formerly the case; and more importance is given to communicative effectiveness. Language learners' speech usually deviates (to some extent) from the model they are trying to master, thereby constituting errors. Teachers who adopt the communicative approach are more concerned with L2 learners' ability to produce grammatically accurate sentences (Allwright 1991, Doff 1995). Some feel that it is more important for learners to accomplish their communicative goals than it is for their sentences to be well formed. However, Hadley (1993) posits that if grammatically deviant speech still serves to communicate the speakers' intent, why should we pay further attention to it? Simply because speech is linked to attitude and

social structure. Deviance from grammatical and phonological norms of a speech community elicits evolutionary reactions that may classify a person unfavourably. Moreover, Brumfit (1992) emphasizes that in written work, whether we are dealing with native speakers or non-native speakers, 'errors' are unacceptable.

Chaudron (1988) and Doff (1995) assert that "we need to correct some errors to help students learn the correct forms of the language." This does not mean that we have to correct students all the time. The behaviourist (in Hubbard 1995: 235) stipulates that "when errors do occur, they are to be remedied by correct form through intensive drilling."

Moreover, Hadley (1993) and Brumfit (1993) comment that when and what to correct pre-supposes a system of priorities; when focus is on communication, or discussing ideas, specific error correction should be given a minor role, but this does not mean that errors are never corrected. Direct correction of errors can hinder students' efforts and discourage further attempts to express ideas with the language skills they have available. Rather than correcting errors directly, a teacher can continue the dialogue by restating what the student has said to model the correct form. Similarly, in oral language use, constant, insistent correction of errors will discourage learners from using language to communicate.

Furthermore, Senders (1992) suggests that if the aim of the lesson is for the students to produce and practice it accurately, the teacher is likely to correct more immediately than if he is monitoring free production. If a mistake is likely to hinder comprehension or lead students to further errors it should be corrected immediately.

Similarly, Thornburg (1999:117) comments that studies of learners whose language development has fossilized suggest that lack of negative feedback may have been the factor. He maintains that if the only messages learners get are positive, there may be no incentive to restructure their mental grammar; and as such their restructuring mechanism closes down. Thus a focus on form (not just on meaning) is necessary in order to guard against fossilization. A focus on form includes giving learners clear message about their errors. He further asserts that learners need to value accuracy, they need unambiguous feedback when they make mistake that threaten intelligibility.

Stern (1995) asserts that correcting three types of errors can be useful to L2 learners: These are errors that impair communication (i.e. interfere with, distort the speaker's or writer's message) significantly, errors that have highly stigmatizing effects on the listener or reader; and errors that occur frequently in students' speech and writing. He concludes that when instructional focus is on form, corrections occur more frequently. By correcting learner's errors, teachers not only provide the feedback but they convey the message that accuracy is important.

Errors allow the teachers to know the progress of the students and the areas that need more attention. This enables the teachers to spend less time on the aspect of the language with which students have no problem. Moreover, Corder (1974) opines that when an error is detected, noted and corrected, the probability of its occurrence is low in comparison to when it passes unnoticed. If uncorrected, the learner will assume that he is writing the correct form. Studies have shown that learners do commit errors even

after correction not to talk of when they are not corrected. In the cases where even after the corrections, ungrammatical sentences are still produced, the problem is not with EA, and rather, it has to do with the learner or the methodology in which the correction is made.

The teacher should be able to determine and distribute the teaching areas according to the availability of time for the subject since it is believed that constant practice will enable the learner to acquire correct habit. EA provides the researchers with the evidence of how language is learnt or acquired. It helps the researchers to know the strategies adopted by the learners in acquiring a language.

Thornburg (1999:15) observes that it is the systematic errors rather than the random ones that respond well to correction. He comments that correction can provide the feedback the learner needs to help confirm or reject a hypothesis or to tighten the application of a rule that is being applied fairly loosely. EA describes how, and explains why errors are the way they are, it illuminates alternative courses of action and identifies the implication of choosing among those alternatives. It leads researchers and language teachers to a better understanding of language in general and more humane approach to error correction and language teaching.

However, the argument that EA encourages drills and substitution tables which are divorced from reality and do not represent actual language should not discourage the use of EA. Even if our goal is communication, a student must learn the grammar of the language to conform to the patterns of the accepted model. According to Bright et al (1981:238) "we cannot be contented with communication however clear the *pilar* sense

if it carries depressing messages to the reader about the writer's level of literacy." The learner has to master the conventional use of the grammatical signals of a language.

Similarly, Littlewood (1981) maintains that in addition to ample opportunities to use the language for communicative purposes, "a perfect mastery of individual structures is also important to learners as a useful step towards the broader goal." Language as communication can also be used in the teaching of grammatical structures (Williams 1990:96). Accepting errors and not correcting them in the name of communication is dangerous especially at tertiary level. The importance of EA is to identify an incorrect habit from the learner so as to make him break away from it and replace it with a correct one. Thus EA should be seen as one of the steps towards speaking and writing well.

2.4.0 Language Teaching Approaches/ Methods

The spread of English throughout the world has given rise to diverse teaching approaches in accordance with the different purposes for which English is used. In Asia and Africa, English is taught as a second or foreign language. In a multilingual country like Nigeria, it is used for intra-national and international purposes, as a second language and as a medium of instruction. The different purposes for which English is used naturally affect the ways in which it is taught. The right approach is related to the specific situation in which the language is learned. Over the years there has been consistent search for the best methods of language teaching.

There are two major schools of thought about how language should be taught. These are “teach the language” and “teach about the language” schools of thought. From this background, there have emerged several language teaching methods. Prominent among them that are reviewed are:

1. The grammar-translation method
2. The direct method
3. The audio-lingual method
4. The cognitive-code learning method
5. Eclectic teaching approach
6. The communicative language teaching approach.

2.4.1 The Grammar-Translation Method (GTM):

The grammar-translation method came into being in the later part of the 19th century. It was used in the teaching of the classical languages – Greek and Latin. The grammar-translation method was characterized by memorization of the rules of the grammar of the target language (TL) paradigms, sentence analysis and translation from the mother tongue to the target language and vice versa (Opega, 2008).

Unfortunately, these did not help the learners to speak or write the language in actual communicative situations. The language learned in the classroom was far detached from real life situation. The grammar-translation method, many critics observed, failed to bring about positive changes in the language behaviour of learners due to a number of factors as earlier identified.

Williams (1990) outlines the following classroom activities that characterize the grammar-translation method.

- i. Rote-memorization of vocabulary items with their native language equivalent.
- ii. Reading aloud of literary selection textbooks.
- iii. Translation of sentences from the foreign to the native language of the learners and vice versa.
- iv. Explicit statements and explanation of rules governing the use of the structures to be learned.
- v. Explicit teaching of terminology as it applies to the grammars of the native and foreign languages.
- vi. Little or no systematic practice of pronunciation as such.
- vii. Teaching in the native language without enough active use of the target language.
- viii. Hardly any attention is paid to communicative content in the tests, which mainly provide practice in grammatical analysis.
- ix. Learning paradigms illustrating regular and irregular forms (e.g. boy, boys, live, lives, lived, etc).
- x. Learning by deduction, the teacher stating the rule first and giving examples afterwards to illustrate the rule.

The Advantages of the Grammar-Translation Method

Opega (2008) identifies the following as the advantages of the GTM.

- i. The rigorous exercise develops some exceptionally intelligent students intellectually.
- ii. The method enables students to take dictation and translation exercises accurately.
- iii. Learners grasp both the meaning of new sentences in the target language and the grammatical rules that guide them.

Disadvantages

- i. Pronunciation and intonation, which are essential aspects, especially of second or foreign language learning, are grossly neglected.
- ii. The method neglects the teaching of communicative skills in the target language.
- iii. Memorization of the rules of usage, which the method treasures, is of little or no help to the language learner in actual communicative situations.
- iv. The language learned in the class is far detached from real life situation.
- v. It breeds laziness on the part of the teacher who can just set written exercises for the class when he is bored.

2.4.2 The Direct Method

Dissatisfied with the teaching and learning outcomes of the grammar-translation method, the direct method came into being in 1901 in France. It was essentially a protest against the grammar-translation method.

In the direct method, learners were directly taught the target language from the textbook to the exclusion of the mother tongue. Advocates of this method, like the natural method, argued that second language (L2) learning should be modeled on the principles of first language learning as it is a natural process. Learners, according to the methodologists, should therefore be exposed to a great deal of listening to and speaking of the target language by actually getting involved in practical speech and by associating speech with appropriate actions.

The immediate environment of emphasis was the classroom (where the words, phrases and reference objects are readily made available) and outside the classroom to the environment of everyday life.

According to Baldeh (1990 adopted by Opega 2008), “translation into or from the mother-tongue of the learner was strictly prohibited”. Strict adherents of the direct method of language teaching would even fine students/pupils who ever spoke the vernacular not only in the classroom but also in the school premises.

According to Baldeh (1990, adopted by Opega 2008 again), “the rationale behind the method was to develop the ability to think in the foreign language,

thus listening to and speaking the language took precedence over reading and writing it.”

Williams (1990) states the characteristic features of the direct method as follows:

- i. There is no translation from the target language; the learners’ mother tongue is never used in the classroom.
- ii. Lessons begin with dialogues or brief anecdotes spoken by the teacher in the conversational style of the target language.
- iii. Questions based on oral presentation by the teacher are asked in the target language and answered in it.
- iv. The oral activity is prompted and assisted by the use of actions, gestures and miming or with aid of pictures, diagrams, or illustrations on the board or in the text.
- v. Grammar is taught by induction, that is, the examples are first presented and practised before the rule is given.

The Strengths of the Direct Method

- i. It is a natural method of language learning.
- ii. The direct method creates existing language learning experiences for the learners.
- iii. It affords the learners opportunities to participate fully in the process of language learning.

- iv. The demands of the direct method could make the language teacher hardworking, creative and resourceful.

Disadvantages

- i. The direct method, if unstructured, leaves the learners in confusion since they may not know what exactly they are expected to do.
- ii. The method fails to take cognizance of the fact that the second language learner, having acquired his mother tongue, is bound to transfer the speech habits of his native tongue to the target language and therefore requires systematic drill in contrasting.
- iii. The direct method makes great demands on the energy of the teacher because he has, of necessity, to be fluent in the target language and also very resourceful so that he can explain all the situations in the language without making recourse to the native language.
- iv. According to Rivers (1968, cited by Opega 2008), “the direct method plunges the students into expressing himself too soon in the second language in relatively unstructured situations, with the result that he tends to develop a glib but inaccurate fluency, clothing native language structures in the second language vocabulary”.

Contemporary views about language teaching and learning tend to de-emphasize the idea of a child going straight for the second language as advocated by the proponents of the direct method. The role of the mother-tongue not only in the cognitive development of the child but also for effective teaching

of the second language is very profound. In recognition of this fact, Awoniyi (1974 adapted by Opega 2008) admonishes that: “mother tongue experts and English experts and specialists should consider one another as allies in the effective planning of language programmes for schools” .

2.4.3 An Overview of the Two Dominant Language Teaching Methods (The Audio-Lingua and Cognitive Code Learning Methods)

The two dominant English language teaching methods over the years were the audio-lingua and cognitive code learning methods. Before them were the grammar translation method, the direct method, the army method, etc. However, the much talked about methods in recent times, which dominated the language-teaching scene, were the audio-lingual and cognitive code learning methods.

2.4.4 The Audio-Lingual Method.

The Audio-lingual method has been identified as an approach in language teaching that aims at developing listening and speaking skills first, as the foundation on which to build the skills of reading and writing (Rivers, 1968 and Williams, 1990). The original name of audio-lingual is the aural-oral method. As the name implies, primacy is given to listening and speaking skills. The teacher's concern in the audio-lingual method is to assist students to learn the patterns of the sentence and by analogy, produce other sentences. The method emphasizes spoken skills while grammar is learned inductively or spontaneously.

Moulton (1961), a linguistic scientist and foreign language teacher at the University of Michigan (USA), had summarized five slogans of the audio-lingual method, which formed its characteristics or tenets as follows:

1. Language is Speech, Not Writing:

Proponents of the audio-lingual method lay emphasis on learning to understand and speak the language, at least, before learning to read and write it. It does not mean that the learner must know the language thoroughly before he learns to read it, but the mastery of any item to be studied is needed before being introduced to the printed or written form. The chain can be systematized as listening-speaking-reading-writing. However, the introduction of the graphic form of the language at the early stage has been regarded as a potential threat to the mastery of the sound system and to the development of near native accent.

2. Language is a Set of Habits:

Language, to many behaviourists, is supposed to be acquired the way other social habits are acquired by a child growing up in a particular culture. When we are using our native language, we are not conscious of the structures we are using to convey our meaning. The Audio-lingual method aims at producing students with an automatic control of the framework of the foreign language. Unimpeded by being very attentive to some structural patterns, a student can concentrate on the essence of communication he writes to convey meaning.

3. Teach the Language, and not about the Language:

The audio-lingual approach to language instruction discourages the conscious study of grammatical rules; the reason being that grammar is a means to an end. A detailed analysis of grammar is only suitable for advanced study, and not for a beginner whose aim is to use the language for an immediate communication need. Fluency is more emphasized than accuracy.

4. A Language is what a native speaker says and not what someone thinks he ought to Say

The expressions students learn from audio-lingual materials are those they would hear around them in the country where the language is spoken. Language experience is supposed to be reflected with the contemporary conversations that occur in real life. Situations in the dialogues are carefully described, so that the student is conscious of the emotional effects of the language he is using: formal, informal, hostile, friendly, condescending, subservient, or gently teasing.

5. Languages are different so translation is bad:

The major difficulties of second language learners are, usually, to be found at those points where the foreign language differs most radically from that of the mother tongue. In this respect, audio-lingual materials are designed to present the problem of a specific foreign language to students who speak another language. So some contrasts have to be drawn between the mother tongue and the language-intended to be learned wherever materials of teaching are selected.

Assessment of the Method

Despite all the practical possibilities of successful teaching using the audio-lingual approach, teachers and methodologists have kicked against it. Foremost among the challenges are the advocates of transformational generative grammar (TGG), which later metamorphosed into a new method called the cognitive code learning method. The major proponents of the school, Chomsky and others criticized the five slogans of the audio-lingual method and observed that: speech and writing are parallel and co-equal, writing is a graphic representation of speech and, therefore, one cannot be divorced from the other. This counters the assertion of the audio-lingual method: "that language is speech and not writing"

The T.G.G. challenges the slogan that says: language is a set of habits by asking the possibility of explaining the great number of never-before-heard structures that we generate. We construct sentences that we never heard of which would not be possible if language should be taught. T.G.G counters by saying that language teaching should aim at linguistic competence and the development of a system of rules where we generate grammatical sentences.

On the slogan, which states that: "a language is what a native speaker says and not what someone thinks he ought to say" T.G.G argues that their concern in language teaching *is* not performance alone but competence. The ability to operate fluently in a language is the ultimate goal of any language teacher. Therefore, performance is only a stage one objective. Audio-lingualism asserts

that languages are different, so translation is bad. T.G.G refutes the assertion by saying that languages are not completely different, rather they have universal features, such as arbitrariness, productivity, etc.

The methodologists from their angle complained that:

- i. Students get bored of frequent repetition and imitation. The adult learners generally want to know what they are learning and why.
- ii. Adult learners find it difficult to learn through the ear alone. This method places the eye oriented learners at a disadvantage.
- iii. The adult learners resent the down-grading of reading and writing skills.
- iv. The method takes excessive care to prevent their students from making mistakes, but teachers insist that one cannot communicate in a new language if he is not allowed to make mistakes in it.
- v. Finally, the insistence of the audio-lingual method on the complete elimination or isolation of learners' L1 from the target language is an impossible task to be accomplished.

Despite the shortcoming associated with the method, it has the following strengths:

1. It is good for individualized instruction.
2. Because of its emphasis on oracy, the method is useful for learners where the main objective is for the immediate use of the language.

2.4.5 The Cognitive Code Learning Method

The cognitive code learning method was developed in the mid-sixties in response to the criticisms leveled against the audio-lingual method (Stern, 1983). The cognitive code learning method is defined as language teaching method that lays emphasis on the conscious acquisition of language as a meaningful system that seeks a basis in cognitive psychology and Transformational Generative Grammar (T.G.G) (Stern, 1983). It is the language teaching method that debunks the notion that foreign or second language learning is a habit formation through the conditioning process (Azikiwe, 1998). It is the method that lays primacy on reading and writing over listening and speech in foreign or second language learning (Williams, 1990). The method emphasizes the conscious learning of the grammar of a foreign or second language, which will enhance learners' competence (Stern, 1983).

The Objectives of the Method

Absolute control of the language in all its manifestations as a coherent and meaningful system through a consciously acquired linguistic competence, which the learner can then put to use in real life situations, is identified as one of the major objectives of the cognitive code learning method (Carroll, 1996). The overriding objective in cognitive code learning in a nut shell however, is the acquisition of linguistic competence through the conscious control of phonological, grammatical and lexical patterns of the foreign/second language. It is believed that competence should precede performance; it does not, however,

relegate performance to the background, as competence and performance are complementary. Cognitive code learning also aims at accuracy but does not relegate fluency to the background.

The Tenets of Cognitive Code Learning

1. They believe that language is rule governed and characterized by creativity (Diller, 1978). That to know a language is to be able to create new sentences in that language. According to Chomsky (1966), a normal linguistic behaviour is stimulus free and innovative. He insisted that to know by memory samples of already made sentences in a language is not the same thing with knowing that language. An intelligent adult is successful in foreign language mastery only if he knows those principles that governed that structure of that language, which enable him to multiply and generalize his experiences through that language.
2. That language learning is a maturation or developmental process, but not a conditioning process, as claimed by audio-lingual method. According to them, every child is endowed with the innate capacity which enables him to acquire a human language in a normal developmental way. The device, they refer to as the language acquisition device (LAD). According to them, this device (LAD) gives the child the ability to formulate the hypothesis concerning the various structures of the language to which he is exposed.
3. According to the method (CCL), analysis is a more useful process for foreign language learning than analogy. A child learns a language by

having language rules described and explained to him, but not by rote learning through repetition and the memorization of samples of language in a drill situation. Analysis is a technique of reducing language features for the purpose of deducing the underlying rules, which require the use of description and explanation. This explains why the cognitive code learning classroom is full of descriptions and explanation.

4. They also believe that meanings in a language are absolute and fixed. They insisted that meanings are not socially derived as claimed by the behaviourist. Because of their belief in the universality of meanings, they taught vocabulary in isolation.
5. They insisted that reading and writing skills should be given priority over listening and speaking skills. The reason for that, according to the mentalists, is that when material is presented in a visual or printed form, it facilitates better learning and retention.
6. They also believe that language should be taught deductively as against the inductive method suggested by the mechanists.

Assessment of the Method (CCL)

The method has the following strengths:

- i. It encourages the use of initiative and creativity among learners. This is because learners are allowed to think for themselves rather than being spoon-fed.

- ii. The method is more suitable for adult learners of the foreign/second language.
- iii. The method facilitates a better retention of learned materials.
- iv. The method is the best when the emphasis is on passing examinations.
- v. Its non-isolation of learners' L1, is another strength of this method because research has shown that learners' L1 forms the basis for the L2 and serves as a reference language for learners.

The method is however being criticized in the following areas:

- i. The advocacy for teaching vocabulary in isolation is misleading and unacceptable. This is because, meanings are not absolute or fixed, but socially derived and change from one context to another. Therefore, vocabulary should be taught contextually.
- ii. The empirical evidence for the existence of LAD in the human brain, as claimed by the mentalists, cannot be proved.
- iii. Their emphasis on reading and writing skills before listening and speaking is contrary to the language acquisition procedure, therefore, it does not augur well for proper language mastery.
- iv. Their learning procedure (the deductive technique from the unknown to the known) is not very good for foreign/second language learners as it is capable of confusing the learners.

4.4.6 The Dilemma of the Language Teacher in the Present State of Affairs

The two language methods which dominated the language teaching scene right from the 20th century even up to the 21st century have been seriously attacked by the methodologists and linguistic scholars. This has put the language teacher in a state of dilemma as to which of the approaches he is to subscribe. The situation is worsened because in the past when widely accepted methods were challenged, those who did the challenging usually provided credible alternatives that were superior to the old ones. What is different in the present state of affairs is that no one has as yet proposed a new method, fully formulated, coherent and sufficiently in harmony with audio-lingual and cognitive code learning methods to win a wide acceptance. Chomsky himself compounded the problem when in 1966 he said publicly that he was skeptical if generative transformational analysis had any relevance to language teaching. This out-burst of Chomsky, discouraged many of his disciples who may even modify the method or introduce some innovations into it that may suppress some of the short-comings associated with it.

We find ourselves faced, then, with a series of deeply troubling questions. If the previously accepted method has been practically discredited and no viable substitute has been proposed, how then shall we orient our teaching? Are we to conclude that no part of the audio-lingual approach can be salvaged? Would a so-called cognitive approach really amount to anything more than a return to the old and much condemned grammar-translation method? Could we have perhaps

succeeded quite well without basing our work on any of these teaching approaches (audio-lingual and CCL)? This circumstance indeed places the language teacher in a serious state of confusion and dilemma as to which language method is most suitable to be employed. This dilemma has led to the adoption of the eclectic approach to language teaching.

4.4.7 The Eclectic Approach to Language Teaching

This approach was proposed by Harold Palmer who defined it as not a compromise between the two antagonistic schools, but a bold combination of what is valuable in many systems or methods of teaching. It is an integrative approach to language teaching.

The eclectic approach to language teaching and learning in the real sense of the word is not a language teaching methodology. This is because unlike the well known established methodology, it has no set of assumptions or principles upon which to base its position with regards to language teaching and learning (Williams, 1990). The method is basically a compromise between the extremism of audio-lingua (A/L) method and the cognitive code learning (CCL) method. In other words, it seeks to moderate what the linguists in the group believe is the excess of the two methods. Thus, the eclectic method is looked upon as a bridge between the two methods.

The eclectic method is in agreement with other methods that language belongs to only human beings and that people can learn a language at the same time and in the same way. However, this is so not because of the language

acquisition device (LAD) each individual possesses nor because of the ability to form habits through constant practice but essentially because of both. In other words, eclectic linguists believe strongly that language learning is attributable not only to our natural ability to acquire a language, but also because of the human ability to be conditioned in a specific way in order to form habits. In other words, the method insists that language learning is basically a combination of mental activities and the imitation of adult speech. They argue for instance that children's ability to form and understand sentences not heard before can only be explained by the creative nature of human language. However, when a child acquiring a language makes an utterance like "I eated the food", it is not because he has heard it before from an adult, but essentially because he is innovating in the language.

On the other hand, it is common knowledge that children acquiring a language are always observed to be imitating adult behavior. This means that the features of the language they acquired are given to them by both their creative ability and imitative ability.

According to the method, people can be conditioned to learn a language, but that this phenomenon is only effective when applied to young learners, not adults. This is simply because children are good at learning by imitation.

The eclectic method, while accepting the developmental nature of language acquisition, also agrees that external conditions influence language mastery. Language teachers must seek to create the best condition for learning to

take place in the classroom. Language materials for teaching should be carefully graded rather than leaving learners to sort out the rules from the random experiences of a language.

Students should be made during learning to respond actively in the language since learning is not fully effective without 'doing'. In teaching, language skills are to be introduced in the following order: speaking, writing, understanding and reading. Eclectic methodologists are of the opinion that understanding should be taught simultaneously with speaking, writing and reading. No separate class should be organized for the teaching of understanding. Classroom activities in an eclectic environment include the oral practice of carefully selected and graded language samples. Reading aloud of passages as well as questions and answers are frequently used to induce students into speaking. There should be limited exposure to translation exercises during which students translate passages in the target language into the L1 or vice versa. Grammar is taught and learned in a deliberately planned manner by the deductive process. According to this compromise method, audio-visual aids are employed extensively to concretize learning.

2.4.8 The Communicative Language Teaching Approach

The communicative Language Teaching Approach was first propounded by Littlewood (1981). The approach emphasizes the teaching of language in a natural setting as obtains in a real-life situation. The approach is integrative in nature, as it takes care of all the language skills at a time. Richards (2002) and

Williams (1990) identify the major aim of the method as developing the communicative competence of the learner.

The Objectives of Communicative Language Teaching

The objectives of the communicative approach extend beyond mere grammatical competence. Since language occurs in socio-cultural and interpersonal contexts, it reflects much more than limited linguistic purposes. The objectives for Communicative Language Teaching can therefore be specified with reference to the social purposes of language. The major concerns therefore are as follows: (a) appropriateness of usage, (b) conventional usage, (c) transactional usage, and (d) interactional usage.

On the appropriateness of usage, Hymes has stated: "[A child] knows when and when not to speak, what to talk about with whom, when, where and in what manner." He would not say to his father, "Go away!" unless he was a three-year-old, completely unaware of the social connotations of such an expression; or unless the social contexts of the interaction were so unusual as to warrant such an otherwise unacceptable remark. While such an expression would be grammatically correct, it would normally be inappropriate. Conventional usage would also be governed by a similar set of social restraints.

In mastering transactional and interactional usage, the learner needs to do more than manipulate a number of language structures. He has to be able to stand on his own in using language that has not been rehearsed in stimulus-response drills. Communicative competence is not simply a matter of responding

with: "Fine, thank you!" to the greeting, "How are you?" Nor does an exchange between a vendor and a customer begin and end with: "Do you have any bananas?" ... "No, I don't." Oral discourse in everyday life is extended in all sorts of unpredictable ways. In aiming at the goal of communicative competence, teachers have to do better than produce what Rivers has labelled: "Foreign-language-cripples with the necessary muscles and sinews, but unable to walk alone."

According to Williams (1990), the idea that communicative ability is the goal of second or foreign language teaching is not really new. Before the 1970s, proponents of the Direct Method, the Audio-Lingual Method, or the Cognitive Code-learning Method would have been shocked if they were told that their aim was not to develop communicative ability among their students. What is really new is the shift in emphasis; the idea that communication is not only the aim but also the method in language teaching.

In case we forget, traditional language teaching syllabuses have included time-honoured goals of communicative competence at the discourse level. Before the label 'communicative' was invented, language teachers have aimed to develop their students' abilities in listening and reading comprehension, and in oral and written composition.

It is when we examine the principles and techniques of Communicative Language Teaching that we detect a shift in emphasis, an exploration of specific and explicit procedures for practising communication in the language class.

The Principles of Communicative Language Teaching Approach

According to Williams (1990), the Principles of Communicative Language Teaching are derived, in the first instance, from certain characteristics of communication. These are as follows:

1. Communication is a form of social interaction. Communicative competence is therefore acquired through the processes of social interaction.
2. Communication has a purpose. Communicative activities should therefore be geared towards some functional objective, such as asking for directions, or giving information.
3. Communication conveys feelings and attitudes as well as facts. These feelings can be transmitted by gesture, facial expression, and other non-verbal signals. Communicative practice should take into account the non-verbal means of communication.
4. Communication involves authentic language. Such language may be fluent, but not accurate in grammatical terms. But it may be judged successful in getting the desired results. Communicative competence should be assessed bearing all this in mind.
5. Communication can be viewed as *language in action*, in the sense of getting people to *do* things, such as assembling equipment or carrying out experiments. Communicative activities should to some extent be task-oriented.

6. Communication involves the use of language skills that have been acquired or learned. The emphasis in language teaching should therefore be on using the skills that have been acquired.
7. Communication involves a lot of the unpredictable. In order to be authentic, communication must convey something new to the listener or reader, some element of surprise. In other words, there must be some information gap that needs to be bridged. Stimulus-response drills, on the other hand, are predictable. They do not promote the spontaneous creativity of content and form essential to communicative competence. The corollary that follows from the above concerns the roles of the teacher and the learners in communicative language activities.
8. Since communication involves the creative and purposive use of authentic language in social interaction, the role of the learners should be paramount and that of the teacher diminished in communicative language practice.

The Techniques for Communicative Language Teaching

The following techniques for communicative language practice are derived from the principles and corollary outlined above. They are not meant to be exhaustive, but they do represent essential aspects of the methodology of teaching communicative competence.

Group Activity

Group activity or activity in pairs is essential for practice in communication. There is no limit to the topics that can be discussed among groups or between pairs of students: the food they like, what their parents do, the games they play, clothes that are in fashion, motor cars, famous people in all walks of life, etc. There are also a number of activities to choose from, such as word games and puzzles, finding directions in a maze, drawing up rules and regulations for a club, etc.

Group or pair work for communicative practice must have at least two characteristics:

- i. It must give students something interesting and relevant to talk about, bearing in mind their different stages of social and mental development.
- ii. A situational or linguistic framework must be provided for communicative interaction. Communicative practice in class is not any anything-goes affair. The minimum cues and prompts must be provided, otherwise it will not work.

2.4.9 Summary of the Literature Review

The review of relevant available literature for this study covers the English auxiliary verbs, second language acquisition, L2 errors and language teaching methodologies. The following is the summary of the review and the gap the review on this study strives to fill.

The various works reviewed on the English auxiliary verbs, their authors have all agreed that auxiliary verbs are words that occur along with the main verbs to form verbal group in a given clause and function as helping verbs. However, they have divergent views and could not reach an agreement concerning the number of these verbs. The present study identifies and recognizes thirteen modal and three non-modal auxiliary verbs based on the various criteria advanced for the identification of these verbs. This study also classifies and recognizes auxiliary verbs as belonging to function category.

These verbs according to behaviourists, as part of L2 grammar can be acquired if the desired linguistic environment (what they called optimal input) is made available. While the mentalists or Nativists argue that the internal mechanism of the learner is the most important input in SLA. The present study however identifies the interaction between the learner's mental ability and linguistic environment as most important input in SLA. In other words linguistic environment and learner's innate mechanism are equally important in SLA.

Furthermore, in the review of L2 errors, there are two major opinions-the mentalists and the behaviourists. To mentalists, trying out language and making errors are a natural and unavoidable part of learning process and therefore students' errors are a very useful way of showing what they have and what they have not learnt .They therefore positively view error committing in L2 learning as a developmental process and attribute it to shallow knowledge of the TL by the respondents which leads to overgeneralization or over application of

linguistic rules. (Corder, 1971, 1974, 1982). The behaviourists on the other hand regard errors as evidence of failure, ineffective teaching or lack of control. They therefore attributed the cause of L2 errors to teacher and his teaching techniques as well as his teaching materials (Hadely, 1993, Hubbard, 1995, Stern, 1995). The present study sees error as a developmental process and attributes its cause to difficulties inherent in L2 learning as well as to social and psychological distance between the learner and the target language culture.

On language teaching methodologies, there are two major positions-one is held by the Audio-Lingual method that advocates for the teaching of language, but not about the language. The method therefore discourages the conscious teaching of grammatical rules. The second position is held by the Cognitive Code learning method that advocates for the conscious teaching and learning of grammatical rules because they opine that language is rule governed and characterized by creativity. The position of the present study however, is that Language teachers should not be rigid and dogmatic concerning the choice and use of language teaching methods. Language teachers should be guided in the choice of methods by the objectives of language teaching programme as well as the interest and motivation of their students. They should not allow themselves to be slaves to any teaching methods since no single method has all the answers.

2.05 Theoretical Framework

This work is anchored on acculturation theory of Second Language Acquisition (SLA) propounded by Schumann (1978).

Acculturation is defined by Brown (1980) as the process of becoming adapted to a new culture. It is seen as an important aspect of SLA, because language is one of the most observable expressions of culture and because in second (as opposed to foreign) language settings, the acquisition of a new language is seen as tied to the way in which the learner's community and the target language community view each other. The central premise of acculturation theory according to Schumann (1978) is:

...Second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language.

Acculturation and hence SLA is determined by the degree of social and psychological distance between the learner and the target language culture. Social distance according to Schuman (1978) is the result of a number of factors which affect the learner as a member of a social group in contact with the target language group. Psychological distance is the result of various affective factors which concern the learner as an individual. The social factors are primary. The psychological factors according to Schumann come into play in cases where the social distance is indeterminate (i.e. where social factors constitute neither a clearly positive nor clearly negative influence on acculturation).

Schumann (1978) lists the various factors which determine social and psychological distance. The social variables govern whether the overall learning situation is 'good' or 'bad'. An example of a good learning situation is when:

1. The target language and L2 groups view each other as socially equal.
2. The target language and L2 groups are both desirous that the L2 group will assimilate L1
3. Both the target language and L2 groups expect the L2 group to share social facilities with the target language group.
4. The L2 group is small and not very cohesive.
5. The L2 group's culture is congruent with that of target language group.
6. Both groups have positive attitudes to each other.
7. The L2 group envisages staying in the target language area for an extended period. An example of a 'bad' learning situation is when the conditions are opposite to the ones described above.

According to Schumann (1978) the psychosocial factors are affective in nature. They include:

1. Language shock in which the L2 learner may experience doubt and confusion when using L2.
2. Culture shock, in which the L2 learner may experience disorientation, stress, fear etc as a result of differences between his or her own culture and that of target language community.
3. Motivation

Social and psychological distance influence SLA by determining the amount of contact with the target language that the learner experiences, and also, the degree to which the learner is open to that input which is available. Thus, in

'bad' learning situations the learner will receive very little input. Also when the psychological distance is great, the learner will fail to convert available input into intake.

Despite the criticism leveled against acculturation theory by some linguists for not including the cognitive dimension, it is the most suitable model for this study because:

1. The language shock in which the learner experiences doubt and confusion when using L2 as explained by the theory could be responsible for the errors committed by the subjects of this study in their attempt to communicate in L2.
2. The culture shock in which the L2 learner experiences disorientation, stress, fear etc as a result of differences between his culture and that of the target language community as posited by acculturation model may be responsible for the errors committed by the subjects of this study in their attempt to communicate in L2.
3. The subjects of this study may commit these errors in L2 due to bad learning situations as envisaged by this acculturation model.
4. Errors may also be committed by L2 learners due to poor motivation strategies employed by the teachers.

In conclusion therefore, bad learning situation and great psychological distance as conceived by this model could cause the subjects of this study to err. This is why acculturation theory is a suitable model for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section presents the description of the design and methodology that are used in this work. The chapter also discusses population of the study, the sampling population and procedure, the data collection method, instrumentation and data analysis procedure that are adopted for this work. It also includes the sources of data.

3.1 Population of the Study

A total population of twelve thousand subjects was considered for this study. This comprises of NCEI and III students only. Four thousand subjects were considered from each of the target institutions. For purposeful, meaningful and manageable size, 10% (ten percent) of the total population was actually used for the study which constitutes the sample size or population.

3.2 Sampling Population

A sampling population of one thousand two hundred NCE students was randomly selected for this study. Out of this number, six hundred were NCEI as they came into the programme, while the remaining six hundred were NCE III as they are about completing the programme. Also, thirty lecturers of Developmental English were used.

Four hundred students were randomly selected from each of the target institutions. The four hundred students were divided into two. Two hundred were NCE I and the remaining two hundred were NCE III. The four hundred subjects of the study in each of the target schools were split into eight groups of fifty for easy calculation and presentation of results in percentages. Federal College of Education, Kano, College of Education, Gumel , and College of Education, Kumbotso, were the locations of the study. The four hundred subjects that constituted the eight groups were drawn from the four schools of the target institutions.

Group one consisted of fifty students who were mainly NCE I in English major drawn from the School of Languages.

Group two made up of fifty students comprised NCE I English major students drawn from the School of Arts and Social Sciences. This category of students combined English with one of the Arts or Social Science subjects. Group three was also made up of fifty students and consisted of NCE I but non-English major and drawn from the school of Science while group four equally comprised NCE I non - English major students and fifty in number drawn from the Vocational Education School. The rationale for choosing non- English major students is that their performance would form the basis for comparison with the English major students. Group five comprised of fifty students who were mainly NCE III English major students, were drawn from the School of Languages.

Group six students who were also, mainly NCE III English major were drawn from the School of Arts and Social Sciences. While students in groups seven and eight who were equally NCE III non -English major and who were fifty each were drawn from the schools of Sciences and Vocational Education.

The rationale for choosing NCE I and NCE III both English major and non -English major is that their performance would form the basis for comparison. Secondly, it gave a clue about the source of the subjects' problem.

3.3 Sampling Procedure

The subjects who wrote a test and responded to a questionnaire were randomly picked, that is, more than fifty students were invited for the test from each school of the selected institutions, after which only fifty scripts were randomly picked out for marking. The General English period was used for the test which was conducted under examination conditions.

3.4 Research Design

The study employed a mixture of research design or what is called an eclectic research design. The first was the survey research design. The fact that the survey research method involves gathering data about the target population from a sample, made it attractive for this study. The method was also selected because of its efficiency. Furthermore, it helped us to diagnose the problems of the subjects of the study and also spell out ways of curbing them. The second one was experimental design. Apart from its objectivity and effectiveness, the design

was selected because it helped us to compare the performances of the respondents.

3.5 Instrumentation

An objective test based on the subject matter of the research was the instrument used in gathering the data. The second section of the data collection instrument was a questionnaire made up of eight items covering the area that objective test could not properly cover. Also, to have balanced information, another questionnaire made up of twelve items was administered to Lecturers of Developmental English.

3.6 Data Analysis Procedure

In order to carry out a proper analysis of the data, a marking scheme was provided. A hundred marks were allocated to the objective test, which was used for the analysis of the data. In the analysis, the raw scores were converted into the appropriate percentage forms. The questionnaire was analyzed item by item and the correct response as well as the wrong one was also converted to percentages.

3.7 Sources of Data

The data was obtained from a formal source. An objective test was administered to NCEI and NCEIII students of the selected colleges. They also filled a questionnaire to provide background information.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis of the data for the study we have carried out. In line with this, it discusses some causes of misuse of the auxiliary verbs in English among selected NCE.I and NCE.III students of Federal College of Education, Kano, College of Education, Kumbotso and College of Education, Gumel respectively. It also suggests possible implications of the study for both students and lecturers and even for the purposes of education in general. Although the targets of our study are some selected schools in the institutions where our investigation was carried out, our findings and generalizations might have general application, more particularly it is a case study.

In presenting the data for the study the following are the procedures we used to explain the way the results have been discussed as regards the subjects' use of the English auxiliary verbs in each of the target institutions.

- i. The School of Languages average scores of NCE.I and NCE III based on the use of primary and modal auxiliary verbs in FCE, Kano, COE Kumbotso and COE Gumel.
- ii. The School of Arts and Social Sciences average scores of NCE.I and NCE III based on the use of the primary and modal auxiliary verbs in FCE, Kano, COE, Kumbotso and COE, Gumel.

- iii. The School of Science average scores of primary and modal auxiliary verbs in FCE Kano, COE, Kumbotso and COE, Gumel.
- iv. The School of Vocational Education average scores of NCE.I and NCEIII based on the use of primary and modal auxiliary verbs in FCE, Kano, COE, Kumbotso and COE, Gumel.
- v. Overall scores of the four schools of NCE.I and NCE III based on the use of primary and modal auxiliary verbs in FCE Kano, COE, Kumbotso and COE, Gumel.
- vi. Overall scores of the three institutions (FCE Kano, COE, Kumbotso and COE, Gumel) based on the use of primary and modal auxiliary verbs.
- vii. Discussion and
- viii. Implications

4.1.0 Analysis and Interpretation of Data

This section of the chapter presents the analysis of the results of the correct responses of the subjects of the study as regards the use of the English auxiliary verbs - primary and modal. This is done as stated in 4.0.

4.1.1 Federal College of Education, Kano

4.1.2 The School of Languages (English Major)

The table below shows the performance of NCE. I of the school with regards to the use of both primary and modal auxiliary verbs in the test administered to them.

Table 3: School of Languages NCE.I average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 51.4%	Modal Auxiliary Verbs 52.2%	51.8%

Looking at the average scores of the respondents from the above table based on the two categories of the auxiliary verbs tested, the scores reveal that the respondents are within the average level in both primary and modal auxiliary verbs, despite the fact that they are English major students. This may be due to their poor background as they have just started NCE programme. Poor learning strategies could equally be responsible especially for those who came through pre-NCE to NCE programme. This means that pre-NCE programme has little or no impact on their use of English. On the average the school scored 51.8% in both primary and modal auxiliaries and misused an average of 48.2% in both primary and modal auxiliaries.

The following table presents the performance of NCE.III respondents of the school with regards to the use of both primary and modal auxiliaries in the test administered to them.

Table 4: The School of Languages NCE.III average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 68.5%	Modal Auxiliary Verbs 70.7%	69.6%

The performance of the respondents from the table 2 indicates a higher performance even though they could not attain 100%. By NCE grading system, they scored upper 'B' (68.5%) in primary auxiliary verbs and 'A' (70.7%) in category B. This brilliant performance could be attributed to the effect of Developmental English which the respondents had taken for the past four semesters. This could equally be due to the fact that they are English major students as such they could have encountered some of these auxiliary verbs in their English major courses especially grammar.

4.1.3 The School of Arts and Social Sciences (English Major)

The table below displays the average score performance of NCE.I of the school in the test administered to them.

Table 5: School of Arts and Social Sciences NCE.I average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 53.5%	Modal Auxiliary Verbs 54.0%	53.7%

The performance of NCE.I respondents of the School of Arts and Social Sciences is within the average level. By NCE grading system the respondents scored 'C' grade in both categories A and B. On the average the respondents misused 46.5% of primary auxiliaries and 46% of modal auxiliaries.

The following table presents the performance of NCE.III of the School in the test administered to them.

Table 6: The School of Arts and Social Sciences NCE.III average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 63.2%	Modal Auxiliary Verbs 77.2%	70.2%

The analysis on this table shows that the respondents have performed very brilliantly in the test. Again they performed better in category B with grade 'A'. On the average, the school scored 70.2% which is 'A' grade in both categories A and B. The respondents misused only 29.8% of both primary and modal auxiliaries. This is therefore a brilliant performance.

4.1.4 The School of Science

The School of Science offers Developmental English as a minor. The performance of the respondents from the school as regards the use of primary and modal auxiliary verbs in the test is shown in the tables below.

Table 7: School of Science NCE.I average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 45.8%	Modal Auxiliary Verbs 44.0%	44.9%

The performance of the NCE.I respondents from this School is generally poor. Their scores are 'D' and 'E' grades which are below average. Their total average score in both primary and modal auxiliaries is 44.9% (approximately 45%) which is grade 'D'. This poor performance probably could be due to poor background since they are fresh from secondary schools. Poor teaching could be

responsible for poor performance of those who came to NCE programme through pre-NCE.

The table below displays the performance of NCE.III of the school in the test administered to them.

Table 8: School of Science NCE.III average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 38.6%	Modal Auxiliary Verbs 49.6%	44.1%

The average scores of the NCE.III respondents from this school indicate that they have all failed the test on primary auxiliary verbs since 40% is the pass mark in Colleges of Education. This is very surprising because the respondents had already gone through Developmental English for four semesters. It means that the General English courses which they had taken had little or no impact on their use of English. This probably could be due to poor teaching or poor learning strategies. The respondents particularly have problem or difficulty with the use of the primary auxiliary verbs.

4.1.5 The School of Vocational Education

The School of Vocational Education offers General English as a minor subject. The performance of the school as regards the use of primary and modal auxiliaries in the test is shown in the tables below.

Table 9: School of Vocational Education NCE.I average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 40.4%	Modal Auxiliary Verbs 48.2%	44.3%

The scores in the table above show that the NCE.I respondents from this school also have difficulty with the use of primary auxiliaries as they scored minimal marks in the category A which is 'E' and 'D' grade in category B. On the average the NCE.I respondents in the school scored a total of 44.3% in both primary and modal auxiliaries which is grade 'E'. This poor performance of NCE.I respondents is probably due to the fact that little or no importance is attached to the General English course by these students who considered it as a minor. Faulty teaching and poor learning strategies could also be responsible. On the whole, the NCE.I respondents from this school misused a total average of 55.7% of both primary and modal auxiliaries.

Table 8 below presents the average score of NCE.III respondents with regards to the use of primary and modal auxiliaries in the test administered to them.

Table 10: School of Vocational Education NCE.III average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 41.7%	Modal Auxiliary Verbs 50.4%	46%

Looking at the table above, the subjects of the study scored the minimal pass mark in the primary auxiliaries and an average mark in the modal auxiliaries. Putting their scores together in the two categories, they performed below average. That specifically indicates that they had 58.3 and 49.6% as incorrect responses in the test of both primary and modal auxiliaries.

This poor performance could be due to inadequate knowledge and poor application of the rules guiding the use of auxiliary verbs.

Table 11: Overall Averages Scores of NCE.I of the Four Schools are shown below in the Table.

Auxiliary verbs	Sch. of Languages	Sch. of Arts & Soc. Sci.	Sch. of Science	Sch. of Voc. Edu.	Average
Category A The primary Auxiliary verbs	51.4%	53.5%	45.8%	40.4%	47.7%
Category B The modal auxiliary average score	52.2%	54.0%	44.0%	48.2%	49.6%
Average score	51.8%	53.7%	44.9%	44.3%	48.6%

The analysis from the table above shows that the NCE.I respondents from FCE, Kano scored an average mark of 47.7% in category A (primary auxiliary verbs) in the test administered to them which (is less than an average) by NCE grading system in Colleges of Education 47.4% is grade 'D'.

Also in category B (modal auxiliary verbs) the NCE.I respondents of FCE Kano scored 49.6% which is also grade 'D'. The total average score of NCE.I respondents in both primary and modal auxiliary verbs from the four schools of

FCE Kano is 48.6%. This performance is below average. The total average grade of the NCE.I respondents is 'D'. Also on the average 51.3% of these verbs (primary and modal auxiliaries) were wrongly used by NCE.I respondents from the four schools of FCE Kano. The percentages of the wrong usage of the primary auxiliaries verbs from the four schools are as follows:

Table 12: NCE.I's percentage of wrong usage (primary auxiliary verbs) from the four schools of FCE, Kano

School	% of Wrong Usage
The School of Languages	48.6%
The School of Arts and Social Sciences	46.5%
The School of Science	54.2%
The School of Vocational Education	59.6%
Total	208.9 ÷ 4
Average	52.2%

On the average 52.2% of the primary auxiliary verbs were misused by NCE.I respondents from FCE Kano. The percentages of wrong usage of modal auxiliary verbs by NCE.I respondents from the four schools of FCE Kano are as follows:

Table 13: NCE.I's percentage of wrong usage (modal auxiliary verbs) from the four schools of FCE, Kano

School	% of Wrong Usage
The School of Languages	47.8%
The School of Arts and Social Sciences	46.0%
The School of Science	56.0%
The School of Vocational Education	51.8%
Total	201.6 ÷ 4
Average	50.4%

On the average 50.4% of the modal auxiliary verbs were misused by NCE.I respondents from the four schools of FCE Kano. On the whole a total average of 51.3% of the auxiliary verbs (primary and modals) was misused by NCE.I respondents from FCE Kano.

A close observation of these scores shows that students seem to have more difficulty with the use of the primary (non modal) auxiliaries than the modal auxiliaries.

Comparatively, the English major NCE.I respondents from the Schools of Languages, Arts and Social Sciences performed better than their counterparts from the Schools of Science and Vocational Education. On the average the respondents from the Schools of Arts and Social Sciences and languages scored 52.7% while the non English major respondents from the School of Science and Vocational Education scored 44.6%. The English major respondents scored

higher with 8.1%. The fact that the English major respondents do encounter these verbs in their grammar class could be responsible for their better performance than their non English major counterparts. Similarly, the non English major respondents consider General English course as a minor, therefore they attach little importance to it.

Table 14: Overall Average Scores of NCE.III of the Four Schools

Auxiliary verbs	Sch. of Languages	Sch. of Arts & Soc. Sci.	Sch. of Science	Sch. of Voc. Edu.	Average
Category A The primary Auxiliary verbs	68.5%	63.2%	38.6%	41.7%	53%
Category B The modal auxiliary average score	70.7%	77.2%	49.6%	50.4%	61.9%
Average score	69.6%	70.2%	44.1%	46.0%	57.4%

The analysis from the table 10 above indicates that the NCE.III respondents from FCE Kano scored an average mark of 53% in category A (primary auxiliary verbs) in the test administered to them. By NCE grading system in Colleges of Education, 53% is grade 'C' which is an average score.

Similarly, in category B (modal auxiliary verbs) the NCE.III respondents from four schools of FCE Kano scored an average mark of 61.9% which is grade 'B' by NCE grading system. The total average score of NCE.III respondents in both primary and modal auxiliary verbs from the four schools of FCE Kano is $(53. + 61.9) \div 2 = 57.4\%$ which is grade 'C'.

Comparatively, the NCE.III English major respondents scored higher than their non English major counterparts. While English major respondents from the Schools of Languages, Arts and Social Sciences scored a very high mark of 69.9% which is approximately 70%, their counterparts from the Schools of Science and Vocational Education scored a very low mark of 45%. The gap between the English major respondents and non – English major respondents is very wide. While the English major respondents scored ‘A’ grade, their non-English major scored ‘D’.

Also comparatively, NCE.III respondents scored higher than NCE.I respondents. While NCE.III respondents scored total average mark of 57.4% which is grade ‘C’, their NCE.I counterpart scored 48.6% which is grade ‘D’. This has shown that the General English course has some positive impact on NCE.III’s use of English. It has little or no impact on NCE.I’s use English because they had just started the course, they were just five weeks into the first semester when this test was administered. While the NCE.III respondents had already gone through the course for about four semesters.

On the average 42.6% of these verbs (primary and modal auxiliaries) were misused by NCE.III respondents from the four schools of FCE Kano. The percentages of the wrong usage of the primary auxiliary verbs from the four schools are as follows:

Table 15: NCE.III's percentage of wrong usage (primary auxiliary verbs) from the four schools of FCE, Kano

School	% of Wrong Usage
The School of Languages	31.5%
The School of Arts and Social Sciences	36.8%
The School of Science	64.4%
The School of Vocational Education	58.3%
Total	191 ÷ 4
Average	47.7%

On the average 47.7% of the primary auxiliary verbs were misused by NCE.III respondents from the four schools of FCE Kano.

The percentages of wrong usage of modal auxiliary verbs by NCE.III respondents from the four schools of FCE Kano are as follows:

Table 16: NCE.III's percentage of wrong usage (modal auxiliary verbs) from the four schools of FCE, Kano

School	% of Wrong Usage
The School of Languages	29.3%
The School of Arts and Social Sciences	22.8%
The School of Science	50.4%
The School of Vocational Education	49.6%
Total	152.1 ÷ 4
Average	38.0%

From the above analysis, an average of 38% of modal auxiliary verbs was misused by NCE.III respondents from the four schools of FCE Kano where the test was administered. On the whole an average of 42.6% of both primary and modal auxiliary verbs was misused by NCE.III respondents.

Federal College of Education, Kano scored a total average mark of 53% distributed as follows:

Table 17: FCE, Kano's total score in both modal and non-modal auxiliaries by NCE.I and NCE.III

Level	% Score
NCE.I respondents scored	48.6%
NCE.III respondents scored	57.4%
Total	$106 \div 2 = 53$
Average score	53%

Also on the average the respondents from FCE Kano (including NCE.I and NCE.III respondents) misused 47% of these verbs. This is distributed as follows:

Table 18: FCE, Kano's total incorrect score in both modal and non-modal auxiliaries by NCE.I and NCE.III

Level	% Score
NCE.I respondents scored	51.3%
NCE.III respondents scored	42.6%
Total	$93.9 \div 2 = 46.95$
Average score	47% approximately

4.1.6 Overall Analysis of the Results Item by Item of the Respondents from FCE, Kano are under appendix five.

The following tables give the overall analysis of the results item by item of NCE.I and NCE.III respondents based on the use of both primary and modal auxiliaries. The four tables which bear categories A (items 1 – 30) and B (items 31 – 60) show the correct responses of the subjects in percentages. See the tables under appendix V.

As we have earlier mentioned, category A which consists of items 1 – 30 tested the use of the primary auxiliary verbs. The table shows the correct responses of two hundred respondents in percentages. Since 40% is the pass mark in Colleges of Education, any respondents who scored less than 40% is regarded to have failed the test. Below is the analysis and interpretation of incorrect responses from the respondents school by school. Each table shows the analysis of fifty subjects from each school starting with NCE.I respondents.

The School of Languages

Table 19: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
8	40	80	'are' for 'is'
10	32	64	'are' for 'is'
13	32	64	'do' for 'does'

The NCE.I respondents from the School of Languages misused three items, that is to say they failed three items (8, 10, 13). On the average thirty-five (69%) of the 50 respondents misused three items out of thirty.

The School of Arts and Social Sciences

Table 20: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
6	39	78	'were' for 'was'
23	35	70	'don't' for 'doesn't'
24	37	74	'don't' for 'doesn't'

The NCE.I respondents from the School of Arts and Social Sciences could not score up to 40% in three items (6, 23, 24). On the average thirty-seven (74%) out of the 50 respondents misused three items out of thirty. The analysis indicates that the respondents could not differentiate between singular and plural primary auxiliary verbs.

The School of Science

Table 21: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	35	70	'having' for 'has'
6	40	80	'were' for 'was'
10	35	70	'are' for 'is'
23	39	78	'don't' for 'doesn't'

The analysis from this table has shown that the NCEI respondents from the School of Science have failed four items in the test administered to them as they could not score up to forty in items 1, 6, 10 and 23. On the average thirty-seven (74.5%) out of 50 respondents used these verbs wrongly. This wrong usage could be due to poor background of the respondents.

The School of Vocational Education

Table 22: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	40	80	'having' for 'has'
6	45	90	'were' for 'was'
8	40	80	'are' for 'is'
10	40	80	'are' for 'is'
19	35	70	'won't' for 'didn't'
23	45	90	'don't' for 'didn't'

The NCE.I respondents from the School of Vocational Education scored less than 40% in items 1, 6, 8, 10, 19 and 23. On the average forty-one (82%) of the fifty respondents misused these six items listed above out of the thirty items. The problem is that the respondents could not differentiate between singular primary auxiliary verbs from the plural ones. In the same vein they do not know when to use present form of these verbs and when to use past form. This is attributable to shallow knowledge of English grammar emanating from their poor background.

4.1.7 Some Brief Explanations on the Causes of the Misuse of non-Modal Auxiliary Verbs

The misuse of the primary auxiliary verbs by the subjects of the study could be due to overgeneralization and false analogies, the type Corder (1973 in Little Wood 1984) and Hadley (1993) classify as intra-lingua errors. For instance, the reasons why some of the subjects used the plural verb 'are' for the subject 'measles' could be due to overgeneralization of the concord rule that says: a plural subject must go with a plural verb. To the subjects, 'measles' is a plural noun, therefore it should not go with a singular verb. But it does.

In the same vein, their inability to identify the subjects of the sentence in items 10 and 21 could also be due to overgeneralization, as they wrongly perceived 'plates' and 'girls' to be subjects of sentences 10 and 21 and therefore must go with plural verbs.

Similarly, they wrongly perceived 'everybody' to be a plural subject in item 23 and as such used the plural verb 'don't' with it. Equally their shallow knowledge of English grammatical tense could be responsible for the use of 'is' for 'was', 'are' for 'were', 'being' for 'been', 'don't' for 'didn't', etc.

In similar vein, Lado (1957) and Wardhaugh (1970) attribute such L2 errors to the differences that exist between the target language and the learner's first language. Lee (1968: 180) expatiates further by arguing that "the prime cause or even the sole cause of difficulty and error in foreign language learning is interference coming from the learner's native language".

In an attempt to ascertain the cause of L2 errors of the learners, the behaviourist learning theory says:

Old habits get in the way of learning new habits. Where second language acquisition is concerned, therefore, the grammatical apparatus programmed into the mind as the first language interferes with the smooth acquisition of the second (McGregor and Bright, 1979: 236).

In summary therefore, the subjects' misuse of the primary auxiliary verbs could be attributed to the overgeneralization of grammatical rules and negative transfer from L1 to L2 learning as well as language and culture shock.

It was, however, recommended that errors emanating from overgeneralization could be tackled through less rigorous teaching and rigidity enforcement and the application of grammatical rules (Corder, 1982). Similarly, Brooks (1960) recommends contrastive analysis of the two languages (L1 and L2) involved to address and tackle errors emanating from the negative transfer (Lado, 1957).

Furthermore, there is a glaring difference between the performance of the English major and non-English major respondents. The average score difference is about 8.1% in favour of the English majors in terms of performance in the test in the area of primary auxiliary verbs.

The following eight sentences presented below have shown where some of these verbs were misused by our respondents.

Item No. Sample sentences where these verbs were misused

- 1 Neither Sani nor Hassan having completed the course work.
- 6 Only one of his objections were sensible.
- 8 Measles are a kind of disease that mostly affects the children.
- 10 This set of plates are very costly.
- 13 The poor man together with his children do go to church regularly.
- 19 I should have thought of it, but I won't.
- 23 Almost everybody in our house don't like keeping a dog.
- 24 The quality of magazines on the stands don't appeal to me.

4.1.8 Modal Auxiliaries: Analysis of incorrect Responses of NCE.I

The School of Languages

Table 23: The score of incorrect responses of NCE.I FCE, Kano

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
40	43	86	'use to' for 'used to'
41	40	80	'could gone' for must have gone'
54	41	82	'dare not' for 'need not to'

The NCE.I respondents from the School of Languages misused three modal auxiliaries as they could not score up to 40% in them. On the average forty-one (82%) out of the 50 respondents misused three items out of thirty. The problem of the respondents here basically has to do with tense.

The School of Arts and Social Science

Table 24: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
49	33	66	'can't' for 'couldn't'
54	37	74	'dare not' for 'need not to'
60	31	62	'shall' for 'will'

The analysis from the above table shows that the NCE.I respondents from the School of Arts And Social Sciences failed three items (49, 54 and 60). On the average thirty-four (67%) out of fifty respondents misused these three items out of thirty.

The School of Science

Table 25: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
35	35	70	'will' for 'shall'
41	41	82	'could gone' for 'must have gone'
49	35	70	'can't buy' for 'couldn't have ---'
50	40	80	'must' for 'may'
54	45	90	'dare not' for 'need not to'

The NCE.I respondents from the School of Science failed five items. They scored less than 40% in the five items (35, 41, 49, 50 and 54). On the average thirty-nine (78%) out of fifty respondents misused the five items out of the thirty.

The poor performance of this school in the test, apart from the poor background is due to their lackadaisical attitude towards the course. They consider General English as a minor which has little or no importance to their science courses.

The School of Vocational Education

Table 26: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
41	40	80	'could gone' for 'must have gone'
49	32	64	'can't buy' for 'couldn't have ---'
51	40	80	'dare not to touch' for 'dare not touch'

The analysis from the above table shows that the NCE.I respondents from the School of Vocational Education failed three items (41, 49 and 51). On the average forty-seven (75%) out of fifty respondents misused these three items.

The following sentences listed below have shown where some of these verbs were misused by our respondents.

Item No. Sample sentences where these verbs were misused

- 35 I will be waiting for you.
- 40 My friends and I use to ride bicycles.
- 41 The shop is closed. The workers could gone home.
- 49 Someone must have given that shirt to Dibo; he can't buy it himself.
- 50 "He must be able to pass examination", the teacher said.

- 51 The old vase is so fragile that I dare to touch it.
- 54 Tell the applicant that he dare not come for the interview as the position has been filled.
- 60 “My child shall be able to read and write now”, the rich man said boldly.

4.1.9 Analysis of Incorrect Responses of NCE.III of FCE Kano, School by School

The School of Languages

Table 27: The score of incorrect responses of NCE.III Primary Auxiliary Verbs

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
10	40	80	'are' for 'is'
13	39	78	'do' for 'does'
16	33	66	'does' for 'do'

The NCE.III respondents from the analysis in the table above failed three items (10, 13 and 16). On the average 37 (75%) out of the fifty respondents failed the three items. The problem here is that the respondents could not differentiate between plural from singular auxiliary verbs.

The School of Arts and Social Sciences

Table 28: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	32	64	'have' for 'has'
11	36	72	'is' for 'are'
13	40	80	'do' for 'does'
15	34	68	'does' for 'did'
16	45	90	'does' for 'do'

The NCE.III respondents from the School of Arts and Social Sciences could not score up to 40% in five items (1, 11, 13, 15 and 16). On the average 37 (74.8%) of the fifty respondents used the five items wrongly out of the thirty items.

The School of Science

Table 29: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	34	68	'have' for 'has'
7	38	76	'is' for 'are'
8	39	78	'are' for 'is'
9	31	62	'were' for 'was'
10	32	64	'are' for 'is'
11	32	64	'is' for 'are'
13	38	76	'do for 'does'
14	35	70	'are' for 'is'
15	32	64	'does' for 'did'
16	39	78	'does' for 'do'
19	36	72	'don't' for 'didn't'
21	32	64	'don't' for 'doesn't'
22	39	78	'do' for 'does'
23	32	64	'don't' for 'doesn't'
25	34	67	'being' for 'been'
26	32	64	'been' for 'being'
29	38	76	'being' for 'been'
30	38	76	'was' for 'am'

The performance of the NCE.III respondents from the School of Science is appallingly poor. Generally, the performance of the school indicates a very poor knowledge of the English primary auxiliary verbs. The school failed eighteen items out of thirty. The detailed analysis indicates that on the average thirty-five

(70%) out of the fifty respondents misused the eighteen items as shown in the table above

The School of Vocational Education

Table 30: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
2	32	64	'is' for 'was'
5	33	66	'has' for 'have'
7	34	68	'is' for 'are'
10	37	74	'are' for 'is'
11	37	74	'is' for 'are'
13	37	74	'do' for 'does'
16	32	64	'does' for 'do'
17	36	72	'has' for 'have'
19	38	76	'don't' for 'didn't'
20	37	74	'doesn't' for 'didn't'
23	33	66	'don't' for 'doesn't'
25	37	74	'being' for 'been'
29	35	70	'being' for 'been'
30	32	64	'was' for 'am'

Based on the analysis from the table above, it is also observed that the NCE.III respondents from the School of Vocational Education are extremely poor in English grammar with a particular reference to the use of primary auxiliary verbs. The respondents failed fourteen items out of thirty. On the average thirty-five (70%) out of the fifty respondents misused fourteen items. The analysis from this table shows a very poor performance of the respondents from the School of

Vocation. The total average score performance of the school stands at 41.7% which is far below the average.

The following sentences listed below have shown where these verbs were misused by our respondents.

Item No. Sample sentences where these verbs were misused

- 1 Neither Sani nor Hassan have completed the course work.
- 2 Although his explanation of the ionization process is detailed and aided by charts, I was still confused.
- 5 Worker on the line and each supervisor in the plant has the power to halt production if a defect in quality is found.
- 7 Where is Hassan and Audu?
- 8 Measles are a kind of disease that mostly affect the children.
- 9 Not only John but his uncle were also involved in the accident.
- 10 This set of plates are very costly.
- 11 A scholar and statesman is what he strives to become.
- 13 The poor man together with his children do go to church regularly.
- 14 Either the two assistant secretaries or the secretary himself are going for the convention.
- 15 He spent more time preparing himself than she does.
- 16 Either the producer or the sponsors does the work.
- 17 Does the school library has those books?

- 19 I should have thoughts of it, but I don't.
- 20 I recognized one of the girls, but I doesn't speak to her
- 21 One of the girls don't understand the English language.
- 22 The Church Executive Council do its monthly meeting every first
Monday of the month.
- 23 Almost everybody in our house don't like keeping a dog.
- 25 The lecturer has being dismissed from the school.
- 26 Been the best student of his department, he was awarded a prize.
- 29 The scientists who have being experts for long, cannot perform any
longer.
- 30 Was I the person you are referring to?

On the whole, the NCE.III respondents from the Federal College of Education, Kano misused twenty-two primary auxiliary verbs as can be seen from the sentences above. This is very ridiculous because NCE.III respondents had already gone through Developmental English at least for four semesters. A better performance is therefore expected.

4.1.10 Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE.III, from FCE, Kano

The School of Languages

Table 31: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
35	33	66	'will' for 'shall'
40	31	62	'use to' for 'used to'
42	42	84	'should better' for 'had better'
54	41	82	'dare not' for 'need not to'

The analysis from the above table shows that the NCE.III respondents from the School of Languages misused four items out of the thirty items. On the average thirty-six (74%) out of the fifty respondents failed the four items.

The School of Arts and Social Sciences

Table 32: The incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
45	33	66	'shouldn't' for 'ought to'
60	34	68	'shall' for 'will'

The analysis from the above table indicates that the NCE.III respondents from the School of Arts and Social Sciences failed only two modal auxiliary verbs in the test administered to them. On the average thirty-three (67%) out of the fifty respondents failed item 45 and 60 out of thirty.

The School of Science

Table 33: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
34	32	64	'must to' for 'ought to'
39	32	64	'shall' for 'well'
50	32	64	'must' for 'may'

The analysis from the above table shows that the NCE.III respondents from the School of Science could not score up to 40% in three items (34, 39 and 50). On the average 32 (64%) out of the fifty respondents failed the three items in the test administered to them.

The School of Vocational Education

Table 34: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
34	33	66	'must to' for 'ought to'
44	33	66	'should in case' for 'should'
52	32	64	'should' for ought to have'
57	33	66	'needn't tell' for 'needn't to be'
60	31	62	'shall' for 'will'

The NCE.III respondents from the School of Vocational Education scored less than 40% in five item (34, 44, 52, 57 and 60). On the average thirty-three (65%) out of the fifty respondents failed the five items out of thirty.

The following sentences listed below have shown where some of these verbs were misused by our respondents.

Item No. Sample sentences where these verbs were misused

- 34 You must to have done better.
- 35 I will be waiting for you.
- 39 If the brakes fail shall you be able to control the car?
- 40 My friends and I use to ride bicycles.
- 42 If you don't want any trouble, you should better go.
- 44 Should in case there be trouble, don't hesitate to use our gun.
- 45 Banyo shouldn't to have spoken too rudely to his mother.
- 50 "He must be able to pass examination", the teacher said doubtfully.
- 52 According to the terms of the contract, the builder should finish the house last month.
- 54 Tell the applicant that he dare not come for the interview.
- 57 If you see Richard, I needn't tell you to inform him of our meeting tomorrow.
- 60 "My child shall be able to read and write now", the rich man said bodily.

4.1.11 Some Brief Explanations on the Causes of the Misused Modal Auxiliaries

An examination of the errors committed by the subjects of study with regards to the use of modal auxiliary verbs may not be attributed solely to negative transfer from L1 to L2 and over application of the grammatical rules.

The existence of non-interference errors was identified by Brook (1960) which is very relevant to the diagnosis of the errors committed by the subjects of the study. Brook gives four causes of such errors in (Ellis, 1986: 28) as follows:

- 1) The learner does not know the structural pattern and so makes a random response.
- 2) The correct model has been insufficiently practised.
- 3) Distortion may be induced by the first language.
- 4) The learner may follow a general rule which is not applicable in a particular instance.

The issue was therefore whether interference could account for all the errors or for most of the errors. Dulay and Burt (1973, 1974a) set out to examine this empirically. They identified four types of errors according to their psycholinguistic origins are summarized in (Ellis, 1986: 28) as follows:

- 1) Interference like errors, i.e. those errors that reflect native language structure and are not found in the first language acquisition data.
- 2) First language developmental errors, i.e. those that do not reflect native language structure but are not found in the first language acquisition data.
- 3) Ambiguous errors, i.e. those that cannot be categorized as either interference like or developmental.
- 4) Unique errors, i.e. those that do not reflect first language structure and also are not found in the first language acquisition data.

The errors committed by some of the subjects of the study could be attributed to some of the causes of errors as identified earlier by Brook (1960). For instance, errors committed by the subjects of this study in items 35, 44 and 60 are attributable to learners' lack of knowledge of structural pattern and so make random response. The other remaining errors committed by the subjects of the study in items 34, 39, 40, 42, 45, 50, 54 and 57 could be attributed to insufficient practice of the correct model by our subjects. Also, they are attributable to difficulties inherent in the language, just as Richard (1974) states that there are 'myths' that some languages are difficult giving example of Latin and this affects the learner. Headbloom in Ubahakwe (1979) and Senders (1992) also maintain that: "the complexity of the particular item being learnt, and the difficult structures inherent within the target language cause learners to err".

4.2.0 COLLEGE OF EDUCATION, KUMBOSTO

4.2.1 The School of Languages (English Major)

The table below shows the performance of NCE.I of the school with regards to the use of both primary and modal auxiliary verbs in the test administered to them.

Table 35: School of languages NCE.I average scores performance

Category A	Category B	Average
Primary Auxiliary Verbs 52.7%	Modal Auxiliary Verbs 49.0%	50.8%

The subjects of the study scored an average pass mark in the primary auxiliaries test and a minimal pass mark in the modal auxiliaries. The performance indicates that they really have problem with modal auxiliaries. Putting the two scores together, they have 50.8% which is grade 'C' by NCE grading system. These scores indicate that they had 47.3% and 51% as incorrect responses in the test for both primary and modal auxiliaries. The poor performance of the respondents in modal auxiliaries could be due to inadequate knowledge and poor application of the rules guiding the use of auxiliary verbs. Probably because they have just come into the institution as they are in the first semester of year one could be responsible for their poor performance.

The table below shows the performance of NCE.III of the school with regards to the use of both primary and modal auxiliary verbs in the test administered to them.

Table 36: School of languages NCE.III average scores performance

Category A	Category B	Average
Primary Auxiliary Verbs 57.8%	Modal Auxiliary Verbs 65.7%	61.7%

Looking at the average scores in the table above, the performance of the respondents (NCE.III) in primary auxiliary verbs is within the average level, which is grade 'C' while in category B they performed better. Comparatively, NCE.III respondents seem to have performed better than NCE.I respondents in primary auxiliary verbs probably because they have gone through

Developmental English at least for four semesters in addition to their various English major courses. On the average, their total performance is grade 'B' in both modal and non-modal auxiliaries.

4.2.2 The School of Arts and Social Sciences (English Major)

The following table below presents the performance of NCE.I of the school with regards to the use of both primary and modal auxiliary verbs in the test administered to them.

Table 37: School of Arts and Social Sciences NCE.I average scores performance

Category A	Category B	Average
Primary Auxiliary Verbs 53.6%	Modal Auxiliary Verbs 55.8%	54.7%

The average scores of the respondents (NCE.I) from this school reveal that they are within the average level in both primary and modal auxiliaries despite the fact that they are English major students. This probably could be due to their poor background since they have just started the NCE programme. The Developmental English has little or no impact on their use of English yet.

The following table displays the average scores performance of NCE.III respondents with regards to the use of both primary and modal auxiliary verbs.

Table 38: School of Arts and Social Sciences NCE.III average scores performance

Category A	Category B	Average
Primary Auxiliary Verbs 63.4%	Modal Auxiliary Verbs 67.6%	65.5%

Analysis in this table reveals that although the respondents could not attain 100% in the test, they scored highly. This probably could be due to the fact that they are English major students. The developmental English they had taken for four semesters could equally be responsible for this brilliant performance.

4.2.3 The School of Science

The table below presents the average scores performance of NCE.I of the school with regards to the use of both primary and modal auxiliary verbs in the test administered to them.

Table 39: School of Science NCE.I average scores performance

Category A	Category B	Average
Primary Auxiliary Verbs 43.4%	Modal Auxiliary Verbs 45.8%	44.6%

The average scores performance of the School of Science in both primary and modal auxiliary verbs is 44.6% which is 'E' by NCE grading system. This reveals that poor background of the respondents could have been responsible for these poor performances as the Developmental English which they have just started has little or no impact yet. The problem therefore could be attributed to poor foundation from O' level.

The table 35 below displays the scores performance of NCE.III of the school with regards to the use of the primary and modal auxiliary verbs.

Table 40: School of Science NCE.III average scores

Category A	Category B	Average
Primary Auxiliary Verbs 54.5%	Modal Auxiliary Verbs 51.2%	52.8%

The performance of NCE.III respondents from this table indicates that they are better than their NCE.I counterpart even though their performance is still within the average level. There is no doubt that the Developmental English they had taken for four semesters has some positive impact on their use of English. Their inability to perform beyond average could however, be attributed to either poor application of learning strategies or faulty teaching or both.

4.2.4 The School of Vocational Education

The following table below presents the average scores performance of NCE.I of the school with regards to the use of primary and modal auxiliary verbs. The students of the school offer English as a minor.

Table 41: School of Vocational Education NCE.I average scores performance

Category A	Category B	Average
Primary Auxiliary Verbs 44.4%	Modal Auxiliary Verbs 47.9%	46.1%

The average scores performance of NCE.I respondents of the school in both primary and modal auxiliary verbs are 46.1% which is 'D' by NCE grading system. The respondents are fresh students who are yet to have tremendous impact of the General English they have just started. Their poor performance

could therefore be attributed to poor O' level foundation or faulty teaching from pre-NCE programme for those who came through pre-NCE.

The table 37 below presents the average scores performance of NCE.III of the school (vocational) as regards the use of both primary and modal auxiliary verbs.

Table 42: School of Vocational Education NCE.III average scores performance

Category A	Category B	Average
Primary Auxiliary Verbs 54.4%	Modal Auxiliary Verbs 50.1%	52.2%

The performance of the respondents from table 37 reveals that they are within the average level despite the Developmental English course they had taken for over four semesters. Their inability to perform beyond the average level could probably due to faulty teaching, poor learning strategies or inadequate knowledge of the rules of English usage. The fact that they have been able to perform better than their level one counterparts shows that the General English they had taken for four semesters has some positive impact on their use of English.

Table 43: Overall average scores of NCE.I of the four schools

Auxiliary verbs	The Sch. of Languages	The Sch. of Arts & Soc. Sci.	The Sch. of Science	The Sch. of Voc. Edu.	Average
Category A: The primary Auxiliary verbs	52.7%	53.6%	43.4%	44.4%	48.5%
Category B: The modal auxiliary verbs score	49.0%	55.8%	45.8%	47.9%	49.6%
Average score	50.8%	54.7%	44.6%	46.1%	49.0%

From the above results in table 38 which tested the use of the primary auxiliary verbs indicates that the respondents from the School of Languages scored 50.8%, those from the School of Arts and Social Sciences 54.7%, while respondents from the school of Science and Vocational Education scored 44.6% and 46.1% respectively. The total average scores from the four schools in category A is 48.5% while that of category B is 49.6%. A close observation of these scores shows that students generally have more difficulty with the use of the primary auxiliaries.

A total average score of the NCE.I from the four schools in both categories A and B is $(48.5\% + 49.6\%) \div 2 = 49.0\%$. On the average 51.0% of these verbs (modal and non-modal auxiliaries) were wrongly used by NCE.I respondents from the four schools of COE, Kumbotso.

The percentages of the wrong usage of the primary auxiliary verbs from the four schools are as follows:

Table 44: NCE.I's percentage of wrong usage (primary auxiliary verb) from the four schools of COE, Kumbotso

Schools	% of Wrong Usage
The School of Languages	47.3%
The School of Arts and Social Sciences	46.4%
The School of Science	56.6%
The School of Vocational Education	55.6%
Total	205.9 ÷ 4
Average	51.4%

On the average 51.4% of the primary auxiliary verbs were misused by NCE.I respondents from College of Education, Kumbotso.

The percentages of wrong usage of modal auxiliary verbs by NCE.I respondents from the four schools of COE, Kumbotso are as follows:

Table 45: NCE.I's percentage of wrong usage (modal auxiliary verb) from the four schools of COE, Kumbotso

Schools	% of Wrong Usage
The School of Languages	51.0%
The School of Arts and Social Sciences	44.2%
The School of Science	54.2%
The School of Vocational Education	52.1%
Total	201.5 ÷ 4
Average	50.3

On the average 50.3% of the modal auxiliaries were misused by NCE.I respondents from the four schools of COE Kumbotso. $50.3 + 51.4 = 50.9$. On the whole a total average of 50.9% of these auxiliary verbs (primary and modal) were wrongly used by NCE.I respondents from COE Kumbotso which is a clear indication that NCE students really have difficulty/problem with the use of auxiliary verbs.

Comparatively, the English major NCE.I students scored higher than their non-English major counterparts. On the average, the English major respondents from the Schools of Languages, Arts and Social Sciences scored 52.7% while the non-English major respondents from the Schools of Science and Vocational Education scored 45.3%. The reason is that these auxiliary verbs are taught in grammar course of the English major students.

Table 46: Overall average scores of NCE.III of the four schools

Auxiliary verbs	Sch. of Languages	Sch. of Arts & Soc. Sci.	Sch. of Science	Sch. of Voc. Edu.	Average
Category A The primary Auxiliary verbs	57.8%	63.4%	54.5%	54.4%	57.5%
Category B The modal auxiliary average score	65.7%	67.6%	51.2%	50.1%	58.6%
Average score	61.7%	65.5%	52.8%	52.2%	58.0%

From the above results in table 39, category 'A' which tested the use of the primary auxiliaries indicates that the total average score from the four schools is

57.5% while that of category B is 58.6%. A close examination of these scores shows that the subjects of the study performed better in modal auxiliary verbs than in primary auxiliary verbs. The total average score of the NCE.III respondents from the four schools in both categories A and B is 58%. On the average 42% of these verbs were wrongly used by NCE.III students of the four schools of COE, Kumbotso.

Comparatively, the NCE.III English major students from the School of Languages, Arts and Social Sciences scored higher (on the average by 11%) than their non-English major counterparts from the schools of Science and Vocational Education. Also on the average the English major NCE.III students from the school of Languages, Arts and Social Sciences scored 63.5% while their counterparts from the schools of Science and Vocational Education scored 52.5%.

The reason is that the English major students encountered these auxiliary verbs in their English major courses especially in their grammar course.

Also, comparatively on the average, the NCE.III students scored higher than NCE.I by 10%. On the average, the NCE.I scored 48.5% while NCE.III scored 58% respectively. This higher performance of NCE.III than NCE.I is not unconnected with the developmental English the NCE.III students had taken for four semesters. On the average, the NCE.I students misused a total of 51.5% of these auxiliary verbs while NCE.III misused 42% of the same verbs. By NCE grading system, NCE.III scored upper 'C' while NCE.I scored 'D'.

The total average score of the College of Education Kumbotso in the test administered stands at 53.2%. NCE.I had an average score of 48.5% while NCE.III had an average score of 58%. Therefore $48.5\% + 58\% = 106.5 \div 2 = 53.2\%$. Also on the average the respondents from COE Kumbotso misused a total of 46.8% of these verbs.

4.2.5 Overall Analysis of the Results Item by Item of the Respondents from the College of Education, Kumbotso

The following tables which are presented under appendix five give the overall analysis of the results item by item of the NCE.I and NCE.III respondents based on the use of both primary and modal auxiliaries. The four tables which bear categories A (items 1-30) and B (items 31-60) show the correct responses of the subjects of the study in percentages. See the tables under appendix V.

As we have earlier pointed out, category A, which contains items 1-30 tested the use of the primary auxiliary verbs in English. The table shows the correct responses of two hundred respondents in percentages. Since 40% is the pass mark in Colleges of Education, any respondents who scored less than 40 is regarded to have failed the test. Below is the analysis and interpretation of incorrect responses from the respondents school by school. Each table shows the analysis of fifty subjects from each school.

The School of Languages

**Table 47: The score of incorrect responses of NCE.I
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	32	64	'have' for 'has'
13	41	82	'do' for 'does'
16	38	76	'does' for 'do'
17	32	64	'has' for 'have'
21	32	64	'don't' for 'doesn't'

The NCE.I respondents from the School of Languages scored less than 40% in items 1, 13, 16, 17 and 21. In item 1 the analysis shows that thirty-two (64%) of the fifty respondents misused the primary auxiliary verb by substituting 'has' with 'have'. Also in item 13 auxiliary verb 'do' was misused by forty-one (82%) of the fifty respondents while in item 16 thirty-eight (76%) of the respondents substituted 'does' for 'do'. In item 17 'has' was wrongly used in place of 'have', while in item 21 'don't' was used in place of 'doesn't'. The following are the sample sentences where these verbs were misused.

The following are sample sentences where these verbs were misused by our respondents.

Item No. Sample sentences where these verbs were misused

- 1 Neither Sani nor Haddan have completed the course.
- 13 The poor man together with his children do go church regularly.
The respondents inability to recognize the children as an attachment to man made them to use plural verb 'do' instead of 'does'.
- 16 Either the producer or the sponsors does the work.
- 17 Does the school library has those books?
- 21 One of the girls don't understand the English language.

Looking at the above errors committed by the subjects of this study, it is clear that they did not take into consideration the difference between the singular and plural auxiliary verbs and the present tense and past tense of auxiliary verbs. This shows their shallow knowledge on the use of auxiliary verbs in English.

The School of Arts and Social Sciences

**Table 48: The score of incorrect responses by NCE.I
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
9	38	76	'were' for 'was'
10	40	80	'are' for 'is'
13	38	76	'do' for 'does'
16	42	84	'does' for 'do'
17	38	76	'has' for 'have'
25	32	64	'being' for 'been'

The responses of the subjects of the study from the School of Arts and Social Sciences on the table above shows that the subjects scored less than 40 in items 9, 10, 13, 16, 17 and 25.

In item 9 the analysis shows that thirty-eight (76%) of the fifty respondents wrongly substituted 'were' for 'was'. Also in item 10, forty (80%) respondents wrongly used 'are' for 'is' while in item 13, thirty-eight (76%) of the fifty respondents wrongly used auxiliary verb 'do' for 'does'. In item 16, forty-two (84%) of the respondents misused 'does' for 'do'. In item 17, thirty-eight (76%) of the fifty respondents misused 'has' for 'have' while in item 25, thirty-two (64%) of the fifty respondents wrongly substituted 'being' for 'been'.

The performance of the NCE.I respondents in primary auxiliary verbs from the School of Arts and Social Science indicates that they have problem with differentiating plural auxiliary verbs from singular. Some examples of their wrong usage can be seen in the sentences below.

Item No. Sample sentences where these verbs were misused

- 9 Not only John but his uncle were also involved in the accident.
- 10 This set of plates are very costly.
- 13 The poor man together with his children do go church regularly.
- 16 Either the producer or the sponsors does the work.
- 17 Does the school library has those books?
- 25 The lecturer has being dismissed from the school.

The School of Science

**Table 49: The score of incorrect responses by NCE.I
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	41	82	'have' for 'has'
9	41	82	'were' for 'was'
10	38	76	'are' for 'is'
11	33	66	'is' for 'are'
13	45	90	'do' for 'does'
15	42	84	'does' for 'did'
16	35	70	'done' for 'do'
17	40	80	'has' for 'have'

From the table of the School of Science, most of the respondents like the respondents from other two schools we have analysed so far, misused the primary auxiliary verbs in sentences by substituting one with the other. On the whole, the respondents failed eight items (1, 9, 10, 11, 13, 15, 16 and 17). Below are examples of their sentences where they misused these primary auxiliaries.

Item No. Sample sentences where these verbs were misused

- 1 Neither Sani nor Hassan have completed the course work.
- 9 Not only John but his uncle were also involved in the accident.
- 10 This set of plates are very costly.

- 11 A scholar and statesman is what he strives to become.
- 13 The poor man together with his children do go church regularly.
- 15 He spent more time preparing himself than she does.
- 16 Either the producer or the sponsors does the work.
- 17 Does the school library has those books?

The School of Vocational Education

**Table 50: The score of incorrect responses by NCE.I
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	38	76	'have' for 'has'
9	42	84	'were' for 'was'
10	32	64	'are' for 'is'
11	35	70	'is' for 'are'
13	44	88	'do' for 'does'
14	35	70	'are' for 'is'
15	38	76	'does' for 'did'
16	32	64	'done' for 'do'
17	35	70	'has' for 'have'
25	35	70	'being' for 'been'

The NCE.I respondents from the School of Vocational Education scored less than 40% in items 1, 9, 10, 11, 13, 14, 15, 16, 17 and 25. The detailed analysis shows that on the average thirty-six (73%) out of the 50 respondents misused ten items out of thirty. The inability of the subjects to use primary auxiliary verbs correctly may be due to their poor foundation and/or poor teaching.

The following tables below show the analysis and interpretation of incorrect responses of NCE.III respondents from the four schools. Each table shows the analysis of fifty subjects from each school.

The School of Languages

**Table 51: The score of incorrect responses of NCE.III
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
16	32	64	'does' for 'do'
17	33	66	'has' for 'have'
28	31	62	'haven't' for 'have'

The responses of the subjects of the study from the table above show that they (respondents) scored less than 40 marks in items 16, 17 and 28. On the average thirty-two (64%) out of the 50 respondents misused three items out of thirty, which is a better performance than NCE.I counterparts from the same school.

The School of Arts and Social Sciences

**Table 52: The score of incorrect responses of NCE.III
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
13	35	70	'do' for 'does'
16	31	62	'done' for 'do'
17	33	66	'has' for 'have'

The NCE.III respondents from the School of Arts and Social Sciences scored less than 40% in items 13, 16 and 17. On the average thirty-three (66%) out of the 50 respondents misused three items out of thirty. This is also a better performance than their level one counterpart. This may be attributed to the effect of Developmental English which this group of respondents has taken already at least for four semesters.

The School of Science

**Table 53: The score of incorrect responses of NCE.III
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
4	38	76	'is' for 'are'
5	32	64	'has' for 'have'
13	38	76	'do' for 'does'
16	35	70	'done' for 'do'
17	32	64	'has' for 'have'
28	35	70	'haven't' for 'have'.

The analysis of incorrect responses from the above table shows that the respondents could not score up to 40% in items 4, 5, 13, 16, 17 and 28. On the average thirty-five (70%) out of the fifty respondents misused six items out of thirty.

The following are samples of their wrong responses.

Item No. Sample sentences where these verbs were misused

- 4 There is several reviews of the books available.
- 5 Worker on the line and each supervisor in the plant has the power to halt production if a defect in quality is found.
- 13 The poor man together with his children do go to church regularly.
- 16 Either the producer or the sponsors done the work.
- 17 Does the library has those books?
- 28 They have not paid their fees haven't they?

The School of Vocational Education

**Table 54: The score of incorrect responses by NCE.III
(Primary auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
13	35	70	'do' for 'does'
16	32	64	'done' for 'do'
17	33	66	'has' for 'have'
29	31	62	'being' for 'been'

The NCE.III respondents from the vocational school scored less than forty in four items (13, 16, 17 and 29). On the average thirty-three (66%) out of fifty respondents misused four items out of thirty.

On the whole, 15 items of the primary auxiliary verbs were misused by NCE.I and NCE.III respondents from the four schools of College of Education Kumbotso. The items misused by the respondents are as follows: 1, 4, 5, 9, 10, 11, 13, 14, 15, 16, 17, 25, 28 and 29. Some of these items were misused repeatedly and

cut across schools. For instance, items 16 and 17 seem to have proved difficult as they were misused repeatedly across schools by the respondents (NCE.I and NCE.III). In a nutshell, both NCE.I and NCE.III respondents failed 15 items out of thirty administered to them.

4.2.6 Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE.I School by School

The School of Languages

Table 55: The score of incorrect responses by NCE.I (Modal auxiliary verbs)

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
39	34	68	'shall' for 'will'
40	42	84	'use to' for 'used to'
44	41	82	'should in case' for 'should'
45	39	78	'shouldn't' for 'ought to'
46	32	64	'would' for 'should'
54	34	68	'dare not' for 'need not to'

The NCE.I respondents from the School of Languages scored less than 40% in six items as shown on the table above. On the average thirty-seven (74%) out of the fifty respondents misused six items (39, 40, 44, 45, 46 and 54) out of thirty. This may be due to poor background of the respondents.

The School of Arts and Social Sciences

**Table 56: The score of incorrect responses by NCE.I
(Modal auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
40	32	64	'use to' for 'used to'
44	39	78	'should in case' for 'should'
45	33	66	'shouldn't' for 'ought not'
57	31	62	'needn't tell' for 'needn't to be telling'

The analysis of the NCE.I incorrect responses from the School of Arts and Social Sciences shows that they scored less than 40% in four items as shown in the table above. On the average thirty-four (68%) out of the fifty respondents misused four items (40, 44, 45 and 57) out of thirty.

The School of Science

**Table 57: The score of incorrect responses by NCE.I
(Modal auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
38	32	64	'shall' for 'will'
40	41	82	'use to' for 'used to'
44	35	70	'should in case' for 'should'
45	39	78	'shouldn't' for 'oughtn't'
56	32	64	'might have to be' for 'must have been'
57	37	74	'needn't tell' for 'needn't to be telling'

The analysis of incorrect responses of the subjects of study from the School of Science indicates that they could not score up to 40% in six items as shown in the table above. On the average thirty-six (72%) out of the fifty respondents misused six items.

The School of Vocational Education

**Table 58: The score of incorrect responses by NCE.I
(Modal auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
40	38	76	'use to' for 'used to'
44	41	82	'should in case' for 'should'
45	37	74	'shouldn't' for 'ought not'
56	37	74	'might have to be' for 'must have been'

Looking at the analysis in the above table, it indicates that four items out of thirty have been wrongly used by NCE.I respondents from the Vocational Education School. On the average, thirty-eight (76%) out of the fifty respondents misused these four items.

The following are some sample sentences where these verbs were misused.

Item No. Sample sentences where these verbs were misused

38 John shall have come tomorrow.

39 If the brakes fail, shall you be able to control the car?

- 40 My friend and I use to ride bicycles.
- 44 Should in case there will be trouble, don't hesitate to use your gun.
- 45 Banjo shouldn't to have spoken rudely to his mother.
- 46 If you wanted to see the beginning of the play, you would have arrived earlier.
- 54 Tell the applicant that he dare not come for the interview, as the position has been filled.
- 56 To have gone through the civil war might have to be a terrible experience.
- 57 If you see Richard, I needn't tell you to inform him of our meeting tomorrow.

4.2.7 Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE.III by School

The School of Languages

**Table 59: The score of incorrect responses by NCE.III
(Modal auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
37	32	64	'daren't' for needn't
42	42	84	'should better' for 'had better
43	35	70	'ought to have' for 'would have'

From the above table, three items have been wrongly used by NCE.III respondents. On the average thirty-six (73%) out of the fifty respondents misused the three items.

The School of Arts and Social Sciences

**Table 60: The score of incorrect responses by NCE.III
(Modal auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
38	35	70	'shall' for 'will'
42	37	74	'should better' for 'had better'
43	32	64	'ought to have' for 'would have'

The analysis from the table above shows that NCE.III respondents from the School of Arts and Social Sciences scored less than 40% in three items as shown in the table. On the average thirty-five (69%) out of the fifty respondents misused the three items.

The School of Science

**Table 61: The score of incorrect responses of NCE.III
(Modal auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
32	33	66	'must' for 'could'
37	37	74	'haven't' for 'needn't'
38	33	66	'shall' for 'will'
42	42	84	'should better' for 'had better'
43	37	74	'ought to have' for 'would have'
51	32	64	'dare not to' for 'dare not'

NCE.III respondents from the School of Science misused six items out of thirty. On the average thirty-six (71%) out of the fifty respondents misused the six items

The School of Vocational Education

**Table 62: The score of incorrect responses of NCE.III
(Modal auxiliary verbs)**

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
37	41	82	'haven't' for 'needn't'
38	37	74	'shall' for 'will'
42	33	66	'should better' for 'had better'
43	34	68	'ought to have' for 'would have'
51	37	74	'dare not to' for 'dare not'

The analysis from the table above indicates that five items out of thirty were wrongly used. On the average thirty-six (73%) out of the fifty respondents misused these items as shown in the table.

The following are some sample sentences where these verbs were misused.

Item No. Sample sentences where these verbs were misused

- 32 The car must have been wrecked by the long lorry, if an expert driver has not been driving it.
- 37 We haven't invite him, he will certainly come.
- 38 John shall have come tomorrow.
- 42 If you don't want any trouble, you should better go away.

43 Had he considered the matter carefully, he ought to have resigned.

51 The old vase is so fragile that I dare not to touch.

4.3.0 COLLEGE OF EDUCATION, GUMEL

This section of the chapter presents the analysis of the results of the correct responses of the subjects of the study as regards the use of the English auxiliary verbs – non-modal and modal from the College of Education, Gumel.

4.3.1 The School of Languages (English Major NCE.I)

The table below displays the performance of NCE.I respondents of the school with regards to the use of both primary and modal auxiliary verbs in the test administered to them.

Table 63: The School of Languages NCE.I average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 44.5%	Modal Auxiliary Verbs 50.2%	47.3%

The performance of NCE.I respondents from the above table shows that they scored lower than average in category A (44.5%) which is grade 'E' by NCE grading system. While in category B the respondents scored an average mark of 50.2% which is grade 'C'. On the average the school scored 47.3% in both non-modal and modal auxiliary verbs, which is grade 'D'. Comparatively the school performed better in modal auxiliary verbs than non-modal. The linguistic items in non-modal seem to prove more difficult than the ones in modal auxiliaries.

The School of Languages (English Major NCE.III)

In the table below the performance of the school is displayed as regards the use of the English primary and modal auxiliary verbs.

Table 64: The School of Languages NCE.III average score performance

Category A	Category B	Average
Primary Auxiliary Verbs 65.2%	Modal Auxiliary Verbs 76.0%	70.6%

The analysis in this table shows a brilliant performance of the respondents especially in category B. They scored grade 'B' in category A and grade 'A' in category B. On the average, the school scored 70.6% in both non-modal and modal auxiliaries which is grade 'A'. Comparatively the NCE.III respondents scored higher than their NCE.I counterpart with 23.2%. This brilliant performance of NCE.III respondents is attributable to an enhanced teaching and good learning strategies.

4.3.2 The School of Arts and Social Sciences (English Major NCE.I)

The following table displays the performance of the NCE.I respondents from the School of Arts and Social Sciences as regards the use of the English modal and non-modal auxiliary verbs.

Table 65: The School of Arts and Social Sciences average score performance of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 46.2%	Modal Auxiliary Verbs 48.0%	47.1%

Looking at the average score performance of the NCE.I respondents from the School of Arts and Social Sciences, it indicates a poor performance. The school scored grade 'D' in both modal and non-modal auxiliary verbs, which is below average. Specifically, on the average, the school scored 47.1% in both primary and modal auxiliaries.

The School of Arts and Social Sciences (English Major NCE.III)

The table below displays the performance of the NCE.III respondents from the School of Arts and Social Sciences as regards the use of the English primary and modal auxiliary verbs.

Table 66: The School of Arts and Social Sciences average score performance of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 67.6%	Modal Auxiliary Verbs 70.0%	68.8%

The analysis from the table has shown a brilliant performance of the NCE.III respondents again especially in category B. The school scored grade 'B' in primary auxiliary verbs and grade 'A' in modal auxiliary verbs in the test administered to them. On the average, however, the school scored 68.8% in both non-modal and modal auxiliary verbs which is grade 'B'.

Comparatively, the NCE.III respondents scored higher than their NCE.I counterpart with 21.7%. This brilliant performance of NCE.III respondents indicates that the General English courses which they had taken for four semesters have positively influenced their use of English.

4.3.3 The School of Science (Non-English major NCE.I)

The performance of the school of science as regards their knowledge on the appropriate use of the English auxiliaries demonstrated in the test is shown in the table below.

Table 67: The School of Science average score performance of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 34.3%	Modal Auxiliary Verbs 45.8%	40%

The average score of NCE.I respondents from the School of sciences shows that they have failed the test on the primary auxiliary verbs since 40% is the pass mark in Colleges of Education. On the average the school scored 40% in both modal and non-modal auxiliaries, which is grade 'E'.

The score indicates that the respondents from this school have serious problem with the use of primary auxiliary verbs. This could be attributed to either poor background of the respondents or faulty teaching in pre-NCE programme for those who came in to NCE programme through pre-NCE. This also indicates that the General English course they have taken few weeks before the administration of this test has little or no impact on their use of English.

The School of Science (Non-English Major NCE.III)

The following table below displays the performance of NCE.III respondents from the school of science as regards the appropriate use of auxiliary verbs – modal and non-modal in the test administered to them.

Table 68: The School of Science average score performance of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 46.2%	Modal Auxiliary Verbs 50.3%	48.2%

The average score performance of the respondents from the school of science as displayed in the table above, indicates that the subjects of the study scored 46.2% in the primary auxiliaries in the test which is below average and which is grade 'D'. While in the modal auxiliary verbs, the school scored an average mark of 50.3% which is grade 'C'. Putting the two together, the school scored 48.2% which is grade 'D'. This performance is not good enough considering the fact that the NCE.III respondents had already taken General English for at least four semesters. The General English course taken is therefore expected to positively influence their use of English.

However, comparatively, the NCE III respondents performed better than their NCE I counterpart by 8.2% on the average.

4.3.4 The School of Vocational Education (Non -English Major NCE I)

The average score performance of the school of vocational Education based on the use of the English auxiliaries (primary and modal) verbs is shown in the following table below:

Table 69: The School of Vocational Education average score performance of NCE I

Category A	Category B	Average
Primary Auxiliary Verbs 42.0%	Modal Auxiliary Verbs 47.7%	44.8%

The average score performance of the NCE.I respondents from the School of Vocational Education showed a poor performance as they scored the minimal pass mark in the primary auxiliaries in the test administered to them which is grade 'E' and scored slightly below the average (grade 'D') in modal auxiliaries. Putting their scores together in the two categories, the school scored 44.8% which is grade 'E'. This has demonstrated that the respondents have problem with the appropriate use of both non-modal and modal auxiliaries.

The School of Vocational Education (Non-English Major NCE III)

In the table below the performance of the NCE III respondents from the school is displayed as regards the use of the English modal and non-modal auxiliaries.

Table 70: The School of Vocational Education average score performance of NCEIII

Category A	Category B	Average
Primary Auxiliary Verbs 48.0%	Modal Auxiliary Verbs 54.0%	51%

4.3.5 The Overall Average Scores of the Four Schools of both NCE.I and NCE.III of COE Gumel

The average score performance of the NCEIII respondents from the Vocational school indicates that they scored grade 'D' in non-modal auxiliary verbs and grade 'C' in modal auxiliaries. Putting the two together, the NCEIII respondents scored 51.0% in both modal and non-modal auxiliaries which is grade 'D'.

Table 71: Overall average scores of NCE.I of the four schools

Auxiliary verbs	Sch. of Languages	Sch. of Arts & Soc. Sci.	Sch. of Science	Sch. of Voc. Edu.	Average
Category A The primary Auxiliary verbs	44.5%	46.2%	34.3%	42.0%	41.7%
Category B The modal auxiliary average score	50.2%	48.0%	45.8%	45.7%	47.4%
Total	94.7%	94.2%	80.1%	87.7%	89.1%
Average Score	47.3%	47.1%	40.0%	43.8%	44.5%

From the above displayed results, the column, in category A, which tested the use of the primary auxiliary verbs indicate that the NCE.I respondents from the School of Languages scored 44.5%, those from the school of Arts and Social Sciences 46.2%, while respondents from the School of Science scored 34.3% and those from the School of Vocational Education scored 42%. In category B which tested the use of the modal auxiliary verbs, the School of Languages, Arts and Social Sciences scored 50.2% and 48% respectively. While the respondents from

the School of Science and Vocational Education scored 45.8% and 45.7% respectively.

A close observation of these scores shows that the respondents generally have more difficulty with the use of the primary auxiliary verbs. On the average NCE I respondents from the College scored 41.7% in non-modal auxiliary verbs and 47.4% in the modal auxiliaries in the test administered to them. The overall average score of the NCE.I respondents from the college in both non-modal and modal auxiliaries in the test is 44.5% which is grade 'E'.

On the average NCE.I respondents from the Colleges of Education, Gumel misused 58.3% of the primary auxiliary verbs. Also they misused 52.6% of the modal auxiliary verbs. The NCE.I respondents from the college misused a total average of 55.5% of both modal and non-modal auxiliary verbs.

The percentages of the wrong usage of the primary auxiliary verbs by NCE.I respondents from the four schools of COE Gumel are as follows:

Table 72: Percentage of wrong usage of primary auxiliary verbs of NCE.I respondents from COE, Gumel

School	% of Wrong Usage
The School of Languages	55.5%
The School of Arts and Social Sciences	53.8%
The School of Science	65.7%
The School of Vocational Education	58.0%
Total	233 ÷ 4
Average	58.2%

As can be seen from the above analysis, on the average the respondents from COE Gumel misused 58.3% of the non-modal auxiliaries.

The wrong use of the modal auxiliaries by the respondents from COE Gumel, on the average is 52.6% spread as follows:

Table 73: Percentage of wrong usage of modal auxiliary verbs of NCE.I respondents from COE, Gumel

School	% of Wrong Usage
The School of Languages	49.8%
The School of Arts and Social Sciences	52.0%
The School of Science	54.2%
The School of Vocational Education	54.3%
Total	210.3 ÷ 4
Average	52.6%

This result indicates that many items of the test proved difficult to the respondents probably because they have just come into the NCE programme with poor knowledge of English grammar in general and the use of auxiliary verbs in particular. The problem they have with the use of English auxiliary verbs could be due to poor background from O'level, poor extensive reading and inadequate exposure to these linguistic items in the classroom. Of course, this is sufficient to put the subjects of this study into difficulties as regards usage.

Table 74: Overall average scores of NCE.III of the four schools

Auxiliary verbs	Sch. of Languages	Sch. of Arts & Soc. Sci.	Sch. of Science	Sch. of Voc. Edu.	Average
Category A The primary Auxiliary verbs	65.2%	67.6%	46.2%	48.0%	56.7%
Category B The modal auxiliary average score	76.0%	70.0%	50.3%	54.0%	62.5%
Total	141.2%	137.6%	96.5%	102%	119.3%
Average Score	70.6%	68.8%	48.3%	51%	59.2%

The results displayed in the above table show that in category A which tested the use of primary auxiliaries, the School of Languages scored 65.2%, the School of Arts and Social Sciences scored 67.6%. While the Schools of Science and Vocational Education scored 46.2% and 48.0% respectively. In category B which tested the use of modal auxiliary verbs, the Schools of Languages, Arts and Social Sciences scored 76.0% and 70.0% respectively. While Schools of Science and Vocational Education scored 50.3% and 54.0% each.

Again, a close observation of these scores indicates that the NCE.III respondents generally have more difficulty with the use of the primary auxiliary verbs than the modal auxiliaries. Also the English major respondents performed far better than their non-English major respondents. On the average, the NCE.III respondents from the college scored 56.7% on the primary auxiliary verbs and 62.6% on the modal auxiliary verbs in the test administered to them. On the

whole, the NCE.III respondents scored grade 'C' in non-modal auxiliaries and grade 'B' in modal auxiliaries. The overall average score of the NCE.III respondents from the college in both non-modal and modal auxiliary verbs in the test administered to them is 59.7% which is grade 'C'

Comparatively, the English major respondents from the Schools of Languages and School of Arts and Social Sciences scored 69.7% in both modal and non-modal auxiliaries in the test administered to them. While their non-English major counterpart from the Schools of Science and Vocational Education on average scored 49.7% in both non-modal and modal auxiliaries. The NCE.III English major respondents scored higher than their non-English major counterpart by 20%. This better performance of NCE.III English major respondents is attributed to the fact that they encountered some of these linguistic items in their English major courses especially grammar.

On the average the NCE.III respondents from COE, Gumel misused 43.2% of the primary auxiliary verbs. In the same vein, they misused 37.4% of the modal auxiliary verbs. On the average the NCE.III respondents from the college misused 40.3% of both modal and non-modal auxiliary verbs in the test administered to them.

The percentages of the wrong usage of the primary auxiliary verbs by the NCE.III respondents from the four schools of the College of Education, Gumel are as follows:

Table 75: Percentage of wrong usage of primary auxiliary verbs of NCE.III respondents from COE, Gumel

School	% of Wrong Usage
The School of Languages	34.8%
The School of Arts and Social Sciences	32.4%
The School of Science	53.8%
The School of Vocational Education	52.0%
Total	173 ÷ 4
Average	43.2%

Also on the average, the NCE.III respondents misused 37.4% of the modal auxiliaries spread across the four schools of COE, Gumel as follows:

Table 76: Percentage of wrong usage of modal auxiliary verbs of NCE.III respondents from COE, Gumel

School	% of Wrong Usage
The School of Languages	24.0%
The School of Arts and Social Sciences	30.0%
The School of Science	49.7%
The School of Vocational Education	46.0%
Total	149.7 ÷ 4
Average	37.4%

From the analysis of the wrong usage of these auxiliary verbs by the NCE.III respondents from COE Gumel, it has been established that the NCE.III

respondents misused a total average of 40.3% in both modal and non-modal auxiliaries.

Comparatively, the misuse of these verbs by NCE.I respondents is higher than that of NCE.III respondents by 15.2%. This is being worked out as follows:

NCE.I respondents misused 55.5%

NCE.III respondents misused 40.3%

The difference is 15.2%

On the whole, NCE.I and III respondents of COE Gumel misused a total average of 47.9% of these verbs. The reason for NCE.III's better performance than NCE.I respondents is attributable to:

- 1) Positive impact of General English which they had taken for about four semesters while NCE.I respondents did not.
- 2) Better learning strategies adopted by NCE.III respondents.
- 3) Adequate exposure of NCE.III respondents to these linguistic items.
- 4) Enhanced teaching strategies as well as better motivation strategies as envisaged by acculturation theory of second language acquisition (1978).

4.3.6 Overall Analysis of the Results Item by Item

The following tables which are presented under appendix five give the overall analysis of results item by item of both NCE.I and NCE.III respondents based on the use of primary and modal auxiliary verbs. The four tables which bear categories A (1-30) of both NCE.I and NCE.III respondents and category B

(items 31-60) show the correct responses of both NCE.I and NCE.III respondents in percentages. That means that 'A' tables are two and 'B' tables are two giving us a total of four tables indicating the correct responses of the subjects of this study in percentages. See the tables under appendix V.

As pointed out earlier, category A which contains items 1-30, tested the use of primary auxiliary verbs in English. Each table shows the correct responses of two hundred respondents in percentages. Since 40% is the pass mark in Colleges of Education, any of the respondents who scored less than 40% is considered to have failed the test. Below is the analysis and interpretation of the incorrect responses from the respondents school by school. Each table shows the analysis of fifty subjects from each school.

The School of Languages

Table 77: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
8	39	78	'are' for 'is'
9	35	70	'were' for 'was'
10	45	90	'are' for 'is'
13	44	88	'do' for 'does;
16	40	80	'does' for 'do'
21	39	78	'don't' for 'does'
28	35	70	'haven't' for 'have'

From the above table, it can be seen that the NCE.I respondents from the School of Languages misused seven items (8, 9, 10, 13, 15, 21, 28). On the average forty (79%) of the fifty respondents misused seven items out of thirty. The poor performance is either attributable to poor background from the O'level or poor teaching from pre-NCE or both.

The School of Arts and Social Sciences

Table 78: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
8	40	80	'are' for 'is'
10	35	70	'are' for 'is'
13	39	78	'do' for 'does'
21	44	88	'don't' for 'doesn't'
23	38	76	'don't' for 'doesn't'

The analysis in this table shows that the NCE.I respondents from the School of Arts and Social Sciences have failed five items (8, 10, 13, 21, 23). On the average thirty-nine (78%) of the fifty respondents misused five items out of thirty.

The School of Science

Table 79: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
2	31	62	'were' for 'was'
5	35	70	'has' for 'have'
8	42	84	'are' for 'is'
9	34	68	'were' for 'was'
10	44	88	'are' for 'is'
12	39	78	'have' for 'has'
13	45	90	'do' for 'does'
16	40	80	'does' for 'do'
18	31	62	'have' for 'has'
19	35	70	'don't' for 'didn't'
21	44	88	'don't' for 'doesn't'
23	39	78	'don't' for 'doesn't'
24	33	66	'don't' for 'doesn't'
27	34	68	'being' for 'be'
29	31	62	'being' for 'been'
30	35	70	'was' for 'am'

The analysis from the above table has shown that the NCE.I respondents from the School of Science have failed sixteen items out of thirty. On the average thirty-seven (74%) of the fifty respondents misused these 16 items. This poor performance of the school is attributed to the poor background of the respondents or faulty teaching at the pre-NCE programme for those who came through pre-NCE.

The School of Vocational Education

Table 80: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
5	33	66	'has' for 'have'
8	35	70	'are' for 'is'
10	36	72	'are' for 'is'
12	34	68	'have' for 'has'
13	35	70	'do' for 'does'
18	29	78	'have' for 'has'
19	31	62	'don't' for 'didn't'
21	33	66	'don't' for 'doesn't'
23	37	74	'don't' for 'doesn't'
30	38	76	'was' for 'am'

The analysis from the above table has shown that the NCE.I respondents scored less than 40% in ten items (5, 8, 10, 12, 13, 18, 19, 21, 23 and 30). On the average thirty-four (70%) out of fifty respondents failed these ten items out of thirty.

Item No. Sample sentences where these verbs were misused

- 2 Although his explanation of ionization process were detailed and aided by charts, I was still confused.
- 5 Worker on the line and each supervisor in the plant has the power to halt production if defect is found.
- 8 Measles are a kind of disease that mostly affects the children.

- 9 Not only John but his uncle were also involved in the accident.
- 10 This set of plates are very costly.
- 12 The committee have presented a report to the registrar.
- 13 The poor man together with his children do go to church regularly.
- 16 Either the producer or the sponsors does the work.
- 18 None of the students have come yet.
- 19 I should have thought of it, but I don't.
- 21 One of the girls don't understand the English language.
- 23 Almost everybody in our house don't like keeping a dog.
- 24 The quality of magazines on the stands don't appeal to me.
- 27 The boy has to being disciplined for the behaviour he exhibited in the
midst of dignitaries.
- 28 They have not paid their fees haven't they?
- 29 The scientists who have being experts for long, cannot perform any
longer.
- 30 Was I the person you are referring?

4.3.7 Modal Auxiliary Verbs Analysis of Incorrect Responses of NCE.I

The following tables present the analysis of incorrect responses on the use of modal auxiliary verbs by the NCE.I respondents from COE, Gumel.

The School of Languages

Table 81: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
38	33	66	'shall' for 'will'
42	44	88	'should better' for 'had better'
57	35	70	'daren't' for 'needn't to be telling'
45	40	80	'shouldn't' for 'oughtn't'

The analysis from table (76) above indicates that the NCE I respondents from the School of Languages scored less than 40% in four items (38, 42, 57, 45). On the average thirty-eight (76%) out of the fifty respondents misused these four items.

The School of Arts and Social Sciences

Table 82: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
31	32	64	'will' for 'would'
39	35	70	'shall' for 'will'
40	33	66	'use to ride' for 'used to ride'
43	40	80	'should have' for 'would have'
46	35	70	'would' for 'should'
58	32	64	'may' for 'might'

The analysis from this table shows that the NCE.I respondents from the School of Arts and Social Sciences used six items wrongly (31, 39, 40, 43, 46, 58). The detailed analysis indicates that on the average thirty-four point five (69%) out of the fifty respondents misused these six items. The inability of the respondents in this school to use these six items correctly may be due to poor background as well as poor knowledge of English grammar.

The School of Science

Table 83: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
31	35	70	'will' for 'would'
39	35	70	'shall' for 'will'
40	34	68	'use to ride' for 'used to'
43	40	80	'should have' for 'would have'
46	35	70	'would' for 'should'
58	34	68	'may' for 'might'

The subjects from the school of science also have difficulty in using modal auxiliary verbs, as reflected in the analysis of the results in the table. The detailed analysis shows that the respondents failed six items out of thirty. On the average thirty-six (71%) of the fifty respondents misused these items. Again the poor performance of the respondents demonstrates their poor knowledge of the English grammar in general and modal auxiliaries in particular.

The School of Vocational Education

Table 84: The score of incorrect responses of NCE.I

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
39	35	70	'shall' for 'will'
40	40	80	'used to' for 'used to'
43	35	70	'should have' for 'would have'
46	35	70	'would' for 'should'
57	35	70	'daren't' for 'needn't to be'
58	40	80	'may' for 'might'

Analysis from the table above shows that the respondents from the School of Vocational Education scored less than 40% in six items (39, 40, 43, 46, 57, 58). On the average thirty-six (71%) out of the fifty respondents failed these six items out of thirty.

Item No. Sample sentences where these verbs were misused

- 31 If the boy's brother was here, he will not have been beaten.
- 38 John shall have come tomorrow.
- 39 If the brakes fail, shall you be able to control the car?
- 40 My friends and I use to ride bicycles.
- 42 If you don't want any trouble, you should better go away.
- 43 He had considered the matter carefully, he should have resigned.
- 45 Banjo shouldn't to have spoken too rudely to his mother.

46 If you wanted to see the beginning of the play, you would have arrived earlier.

57 If you see Richard, I daren't tell to inform him of our meeting tomorrow.

58 You may have mowed it shorter.

4.3.8 Non-Modal Auxiliary Verbs: Analysis and Interpretation of Incorrect Responses of NCE.III

The following tables present the analysis of incorrect responses on the use of primary auxiliary verbs by the NCE.III respondents from COE, Gumel.

The School of Languages

Table 85: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
5	40	80	'has' for 'have'
10	35	70	'are' for 'is'
12	37	74	'have' for 'has'
18	39	78	'have' for 'has'
19	35	70	'don't' for 'didn't'

Analysis from table (80) has shown that the NCE.III respondents from the School of Languages scored less than 40% in five items (5, 10, 12, 18, 19) in the test administered to them. The detailed analysis indicates that on the average thirty-seven (74%) out of the fifty respondents could not use these linguistic items correctly.

The School of Arts and Social Sciences

Table 86: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
5	39	78	'has' for 'have'
10	40	80	'are' for 'is'
12	35	70	'have' for 'has'
18	35	70	'have' for 'has'

The subjects from the School of Arts and Social Sciences have difficulty in using items (5, 10, 12, 18) thus they scored less than 40% in the items. On the average however, thirty-seven (74.5%) of the fifty respondents misused these four items out of thirty administered to them.

The School of Science

Table 87: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
1	32	64	'having' for 'has'
5	44	88	'having' for 'have'
10	45	90	'are' for 'is'
12	40	80	'having' for 'has'
18	41	82	'have' for 'has'

The analysis from this table above shows that the NCE.III respondents from the School of Science could not use five items (1, 5, 10, 12, 18) correctly. Having taken General English for four semesters, this is therefore attributed to either poor learning strategies or faulty teaching or both. On the average 40

(80%) out of the fifty respondents misused the five items out of thirty. The poor performance of the science students is also attributed to non-chalant attitude of the students towards General English courses which they consider as minors.

The School of Vocational Education

Table 88: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Primary Auxiliary Verbs Misused
5	37	74	'having' for 'have'
10	40	80	'are' for 'is'
12	39	78	'having' for 'has'
8	40	80	'have' for 'has'

Analysis from this table above reveals that the NCE.III respondents from the School of Vocational Education failed four items out of thirty. On the average thirty-nine (78%) out of the fifty respondents could not use items (5, 10, 12 and 18) correctly. These four items enumerated above have essentially proved difficult for the respondents across the four schools of NCE.III respondents.

Item No. Sample sentences where these verbs were misused

- 1 Neither Sani nor Hassan having completed course work.
- 5 Worker on the line and each supervisor in the plant has, having the power to halt production if a defect in quality is found.
- 10 This set of plates are very costly.
- 12 The committee have, having presented a report to the registrar.
- 19 None of the students have come yet.

19 I should have thought of it, but I don't.

4.3.9 Modal Auxiliary Verbs: Analysis of Incorrect Responses of NCE.III

The School of Languages

Table 89: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
35	33	66	'will' for 'shall'
39	35	70	'can' for 'will'
44	31	62	'should in case' for 'should'

Analysis from this table indicates that the NCE.III respondents from the School of Languages could not score pass mark in three items (35, 39, and 44) out of thirty. On the average thirty-three (66%) out of the fifty respondents failed these three items.

The School of Arts and Social Sciences

Table 90: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
35	35	70	'will' for 'shall'
39	31	62	'can' for 'will'
57	32	64	'should in case' for 'should'

The subjects from the School of Arts and Social Sciences also have difficulty in using the modal auxiliary verbs as reflected in the analysis of the results in the table above. The detailed analysis shows that the respondents failed

three items out of thirty. On the average thirty-two (65%) of the fifty respondents misused these items. This poor performance of the respondents is attributable to poor learning strategies as well as insufficient teaching of these linguistic items. This position is taken because the respondents had already gone through General English for two academic sessions.

The School of Science

Table 91: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
35	39	78	'can' for 'shall'
39	38	76	'shall' for 'will'
45	35	70	'shouldn't' for 'oughtn't'
54	40	80	'dares not' for 'needs not to'
57	33	66	'needn't tell' for 'needn't to'
60	39	78	'can' for 'will'

Analysis from the table above has shown that the NCE.III respondents from the School of science scored less than 40% in six items (35, 39, 45, 54, 57 and 60). On the average thirty-seven (74%) out of the fifty respondents misused these items listed above. Their performance has demonstrated their poor knowledge of English grammar as well as poor learning strategies. It seems the General English the respondents had taken in their 100 and 200 levels did not help much in their use of English.

The School of Vocational Education

Table 92: The score of incorrect responses of NCE.III

Item No. Failed	No. of Respondents who Failed	Percentage Represented	Modal Auxiliary Verbs Misused
35	35	70	'can' for 'shall'
39	40	80	'shall' for 'will'
54	45	90	'dare not' for 'need not to'
57	32	64	'needn't tell' for 'needn't to be telling'

The performance of NCE.III respondents from the School of Vocational Education indicates that they could not score up to 40% in four items (35, 39, 54 and 57) out of thirty items. The detailed analysis shows that on the average thirty-eight (76%) out of the fifty respondents used these linguistic items wrongly. Again the inability of these respondents to use these items correctly has indicated their poor learning strategies and probably inadequate teaching.

Item No. Sample sentences where these verbs were misused

- 35 I will, can be waiting for you (some respondents used 'will' while others used 'can').
- 39 If the brakes fail, can, will you be able to control the car? (some respondents used 'can' while others used 'will').
- 44 Should in case there will be trouble, don't hesitate to use our gun.
- 45 Banjo shouldn't to have spoken too rudely to his mother.
- 54 Tell the applicant that he dares not come for the interview, as the position has been filled.

57 If you see Richard, I needn't tell.

60 "My child can be able to read and write now", the rich man said
boldly.

4.4.0 OVERALL ANALYSIS SCORES OF THE THREE INSTITUTIONS (FCE KANO, COE KUMBOSTO, COE GUMEL) BASED ON THE USE OF PRIMARY AND MODAL AUXILIARY VERBS

4.4.1 Federal College of Education, Kano

The following tables below display the average scores performance of the NCE.I and NCE.III respondents from the college with regards to the use of both primary and modal auxiliary verbs in the test administered to them.

Table 93: FCE Kano average score performance of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 47.7%	Modal Auxiliary Verbs 49.6%	48.6%

Analysis from this table shows that the NCE.I respondents from FCE Kano scored less than an average in both modal and non-modal auxiliary verbs. The college scored grade 'D' in both modal and non-modal auxiliaries. Putting the two together (47.7 + 49.6) the college scored a total average mark of 48.6% in the test administered to them which is grade 'D'.

Table 94: FCE Kano average score performance of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 53%	Modal Auxiliary Verbs 61.9%	57.4%

Analysis of the NCE.III respondents from the table above shows that the respondents scored an average mark of 53% in category A (primary auxiliaries) which is grade 'C'. While in category B, the respondents have brilliantly scored 61.9% which is grade 'B' in the test administered to them. Putting the two scores together (53 + 61.9) the college scored a total average mark of 57.4% which is equally grade 'C'.

Comparatively the NCE.III respondents scored higher than their NCE.I counterpart with 8.8%. This better performance of NCE.III respondents in the test is attributed to the positive impact of General English which they had taken for at least four semesters. On the whole both NCE.I and NCE.III respondents scored 53% in the test administered to them.

4.4.2 Analysis of Incorrect Responses of both NCE.I and NCE.III respondents from FCE, Kano

The following tables display the incorrect scores of both NCE.I and NCE.III respondents in the test administered to them.

Table 95: FCE Kano average score of incorrect responses of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 52.2%	Modal Auxiliary Verbs 50.4%	51.3%

Analysis from this table above reveals that NCE.I respondents misused 52.2% of the primary auxiliary verbs, while 50.4% of the modal auxiliary verbs were equally misused by the same respondents. On the average the NCE.I respondents misused 51.3% of these verbs (modal and non-modal).

Table 96: FCE Kano average score of incorrect responses of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 47.7%	Modal Auxiliary Verbs 38.0%	42.8%

Analysis from this table above shows that on the average the NCE.III respondents misused 42.8% of both primary and modal auxiliary verbs. On the whole, the college, FCE Kano (NCE.I and NCE.III respondents) misused a total average of 47.0% of these verbs (modal and non-modal).

4.4.3 College of Education, Kumbotso

The tables below display the average scores performance of the NCE.I and NCE.III respondents from the College of Education, Kumbotso with regards to the use of both modal and non-modal auxiliary verbs in the test administered to them.

Table 97: COE Kumbotso average score performance of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 48.5%	Modal Auxiliary Verbs 49.6%	49.0%

Analysis from the table above shows that the NCE.I respondents from COE, Kumbotso scored less than average in both modal and non-modal auxiliaries. Specifically the respondents scored 'D' in both modal and non-modal auxiliary verbs. Putting the two scores together (48.5 + 49.6), the NCE.I

respondents from the College of Education, Kumbotso therefore scored a total average mark of 49.0% in the test administered to them which is grade 'D'.

Table 98: COE Kumbotso average score performance of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 57.5%	Modal Auxiliary Verbs 58.6%	58.0%

Analysis of the performance of the NCE.III respondents from the College of Education, Kumbotso shows that the respondents scored an average mark in both primary and modal auxiliaries. On the average the NCE.III respondents from the college scored 58% in the test in both modal and non-modal auxiliaries, which is equally grade 'C'.

Comparatively, NCE.III respondents scored higher than their NCE.I counterpart by 9.0%. This higher performance of NCE.III respondents is attributable to the positive impact of General English which NCE.III respondents had taken at least for four semesters.

4.4.4 Analysis of incorrect responses of both NCE.I and NCE.III respondents of COE, Kumbotso

The following tables below display the incorrect scores of both NCE.I and NCE.III respondents in the test administered to them.

Table 99: COE Kumbotso average score of incorrect responses of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 51.5%	Modal Auxiliary Verbs 50.4%	50.9%

Analysis from the table above shows that NCE.I respondents from COE Kumbotso misused 51.5% of primary auxiliary verbs and 50.4% of modal auxiliaries. On the average the NCE.I respondents from COE Kumbotso misused a total of 50.9% in the test administered to them in both modal and non-modal auxiliaries.

Table 100: COE Kumbotso average score of incorrect responses of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 42.5%	Modal Auxiliary Verbs 41.4%	41.9%

Analysis from the table above indicates that the NCE.III respondents from COE, Kumbotso misused 42.5% of non-modal auxiliaries and 41.4% of modal auxiliaries. On the average the NCE.III respondents from COE, Kumbotso misused a total average of 41.9% approximately 42% in the test administered to them.

4.4.5 College of Education, Gumel

The tables below display the average score performance of the NCE.I and NCE.III respondents from the College of Education, Gumel.

Table 101: COE Gumel average score performance of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 41.7%	Modal Auxiliary Verbs 47.4%	44.5%

Analysis of performance of the NCE.I respondents in the table above indicates that the NCE.I respondents scored grade 'E' (41.7%) in primary auxiliaries and grade 'D' (47.4) in modal auxiliaries. On the average the NCE.I respondents from COE, Gumel scored 44.5% in both modal and non-modal auxiliaries in the test administered to them. Comparatively, the respondents performed better in modal auxiliaries than non-modal.

Table 102: COE Gumel average score performance of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 56.7%	Modal Auxiliary Verbs 62.5%	59.6%

Analysis of NCE.III respondents from the above table indicates that the respondents scored 56.7% in non-modal auxiliaries which is grade 'C' while they scored 62.5% in modal auxiliaries which is grade 'B'. On the average the NCE.III respondents from COE, Gumel scored 59.6% in the test administered to them which is grade 'C'. Also on the average the NCE.I and NCE.III respondents from COE, Gumel scored 52.0% in the test administered to them. Comparatively, the NCE.III respondents scored higher than NCE.I respondents by 15.1% in the test administered to them.

4.4.5.1 Analysis of Incorrect Responses of both NCE.I and NCE.III Respondents of COE, Gumel

The following tables below display the incorrect scores of both NCE.I and NCE.III respondents in the test administered to them.

Table 103: COE Gumel average score of incorrect responses of NCE.I

Category A	Category B	Average
Primary Auxiliary Verbs 58.3%	Modal Auxiliary Verbs 52.6%	55.4%

Analysis from the table above shows that the NCE.I respondents from COE, Gumel misused 58.3% of non-modal auxiliaries and 52.6% of modal auxiliary verbs in the test administered to them. On the average the NCE.I respondents misused a total of 55.4% of both modal and non-modal auxiliaries in the test administered to them.

Table 104: COE Gumel average score of incorrect responses of NCE.III

Category A	Category B	Average
Primary Auxiliary Verbs 43.3%	Modal Auxiliary Verbs 37.5%	40.4%

Analysis from the above table shows that the NCE.III respondents from COE, Gumel misused 43.3% of non-modal auxiliaries and 37.5% of modal auxiliaries respectively in the test administered to them. On the average, the NCE.III respondents misused a total of 40.4% of both modal and non-modal auxiliaries.

On the whole, both NCE.I and NCE.III respondents from COE, Gumel, on the average misused a total of 47.9% in both modal and non-modal auxiliary verbs in the test administered to them.

Analysis of both correct and incorrect responses of the subjects of this study from the three institutions (FCE Kano, COE, Kumbotso and COE Gumel) where the test was administered (to one thousand two hundred respondents) shows that the NCE.I respondents scored a total average mark of 47.4% and misused a total average of 52.5%, while the NCE.III respondents scored a total average mark of 59.0% and misused a total average of 42.0%.

Comparatively, the NCE.III respondents scored higher than their NCE.I counterpart by 10.6%.

On the whole, the respondents (NCE.I and NCE.III) from the three institutions (FCE Kano, COE Kumbotso and COE Gumel) scored a total average mark of 52.7% and misused 47.2% of both modal and non-modal auxiliary verbs in the test administered to them.

The following table shows the breakdown summary of the scores.

Table 105: Summary of the scores in the three institutions

Correct Scores		Incorrect Scores	
FCE, Kano		FCE, Kano	
NCE.I	48.6%	NCE.I	51.3%
NCE.III	57.4%	NCE.III	42.6%
Total	53%	Total	47%
COE, Kumbotso		COE Kumbotso	
NCE.I	49.0%	NCE.I	50.9%
NCE.III	58.0%	NCE.III	42.0%
Total	53.5%	Total	46%
COE, Gumel		COE, Gumel	
NCE.I	44.5%	NCE.I	55.4%
NCE.III	59.6%	NCE.III	40.4%
Total	52.8%	Total	

4.5.0 ANALYSIS AND INTERPRETATION OF STUDENTS' RESPONSES TO QUESTIONNAIRES

One thousand, two hundred questionnaires(1,200) comprise of eight items were administered to one thousand, two hundred subjects to obtain information on areas the test could not properly cover. The subjects, four hundred each from FCE Kano, COE Kumbotso and COE Gumel, were divided into two groups. The NCE.I students consisted of 600 while the other 600 were made up of the NCE.III students. Because of the strict supervision, the one thousand two hundred questionnaires administered were all returned by the respondents. Altogether, the 1,200 questionnaires were analysed in sixteen tables, eight tables for the

NCE.I students for the eight items and another eight tables for the eight items for NCE.III students.

The following tables are for the NCE.I respondents.

Table 106: The item sought to know the O'level status of the subjects of the study.

My grade in O'level English is:

Options	Number	Percentage (%)
Credit and above	320	53.3
Pass	170	28.3
F9	110	18.3
Total	600	100

The analysis from this table shows that only three hundred and twenty (53.3%) of the NCE.I respondents passed their O' level English at credit level. One hundred and seventy (28.3%) at pass level while one hundred and ten (18.3%) had failed. The NCCE minimum standard stipulates that a credit pass in English is a compulsory requirement for admission into NCE programme. Therefore, the poor performance of the subjects of this study is partly attributable to their initial failing from O' level English.

Table 107: The second item identifies the source through which the respondents came into the NCE programme.

I came into the NCE programme through:

Options	Number	Percentage (%)
UTME	160	26.6
Pre-NCE	431	71.8
None above	09	1.5
Total	600	100

The analysis from this table indicates that most of the subjects, four hundred and thirty-one (71.8%) came into the NCE programme through pre-NCE or (remedial programme), as they did not meet the direct entry NCE admission requirements. That partly explains their poor knowledge of English auxiliary verbs in particular and English grammar in general. This is because the so-called remedial programme is not intensive enough to help remedy their deficiencies. From the analysis only 26.6% of the respondents came into the NCE programme through Unified Tertiary Matriculation Examination (UTME).

Table 108: The item lists the reasons why the subjects of the study misused auxiliary verbs.

Students misused auxiliary verbs because of:

Options	Number	Percentage (%)
Poor linguistic background	100	16.6
Lack of practice on students' part	239	39.8
Lack of knowledge about rules of usage	261	43.5
Total	600	100

The analysis from the table above shows that one hundred (16.6%) of the respondents attributed the misuse of auxiliary verbs to poor linguistic background, while two hundred and thirty-nine (39.8%) out of 600 respondents attributed it to lack of practice. Majority of the respondents 43.5% attributed their inability to use the auxiliary verbs correctly to lack of knowledge of the rules of usage. Ignorance of the rules of usage therefore may be said to be one of the factors that is responsible for the misuse of these verbs by the respondents.

Table 109: Item 4 lists the sources of L2 auxiliary verbs errors

In your opinion what do you think are the sources of L2 auxiliary verbs errors?

Options	Number	Percentage (%)
The students	62	10.3
The teaching methods/techniques	221	36.8
Complexities of the target language	317	52.8
Total	600	100

From the analysis in this table, sixty-two (10.3%) of the respondents attributed the source of auxiliary verbs errors to students themselves. While two hundred twenty-one (36.8%) of the 600 respondents attributed the source to teachers' poor teaching method/techniques. Majority of the respondents, three hundred and seventeen (52.8%) attributed the source to the complexities of the target language (English). This is in agreement with Senders (1992) and Headbloom in Ubahakwe (1979) as quoted earlier.

Table 110: The item identifies the sufficiency or otherwise of the time allocated to Developmental English on the time table at FCE Kano, COE Kumbotso and COE Gumel

The time allocated to General English on the time table in my college is:

Options	Number	Percentage (%)
Not sufficient for students to really practice language skills	180	30.0
Sufficient but just that students have poor learning strategies	121	20.2
Sufficient but the traditional lecture method used by lecturers does not give room for the students to practice language skills	299	49.8
Total	600	100

The analysis from the table above proves that the traditional lecture method adopted by lecturers of General English does not encourage the practice of language skills by the subjects of this study. Two hundred and ninety-nine (49.8%) of the respondents attested to that. While 30% (180) respondents attested that the time allocated to General English was not sufficient for the practice of

language skills. On the contrary, the attestation of one hundred and twenty-one (20.2%) respondents indicates that students have poor learning strategies. Lecturers should avail themselves of the current trend in grammar teaching, as the traditional grammar-focused approach is obsolete and should give way to communicative language teaching approach in these institutions.

Table 111: The item six tries to verify the attitudinal disposition of the NCE I respondents towards the English language.

Do you like the English language in general and grammar in particular?

Options	Number	Percentage (%)
Yes I do, but hate grammar because it is too difficult	142	23.6
No, I don't like the English language (especially grammar) because it is too difficult	451	75.2
I don't really know	07	1.2
Total	600	100

The analysis from table 108 indicates that four hundred and fifty-one (75.2%) of the NCE I respondents have negative attitudinal disposition towards the language (L2). One hundred and forty-two (23.6%) of the respondents claimed to have liked the language but hate Grammar, while seven (1.2%) respondents were undecided.

Table 112: These items sought to find out how often the respondents use English at home.

How often do you use English at home?

Options	Number	Percentage (%)
Regularly	17	2.8
Occasionally	27	4.5
Rarely	217	36.2
Never use it all	339	56.5
Total	600	100

Analysis from this table shows that the NCE I respondents have very limited exposure to the target language as three hundred and thirty-nine (56.5%) attested that they have never used the language at home, two hundred and seventeen (36.2%) rarely use it while twenty-seven (4.5%) only use it occasionally. Only seventeen (2.8%) of the NCE I respondents claimed that they use it regularly at home.

Table 113: The item eight sought to know the reading habit of the respondents

Do you normally read the General English recommended literary texts?

Options	Number	Percentage (%)
Yes, I do read them very thoroughly	217	36.2
No, I don't read them very well	228	38.0
No, I don't read them at all	155	25.8
Total	600	100

From the analysis in this table, two hundred and seventeen (36.2%) of the respondents normally embark on sustained extensive reading of the recommended literary texts aiming at improving their use of English. Two hundred and twenty-eight (38%) of the respondents do not read the recommended literary texts. Our respondents therefore have poor reading habit and thus have limited exposure to the target language.

4.5.1 Analysis and Interpretation of NCE.III Students' Responses to Questionnaires

The following eight tables present the analysis of NCE.III students' responses to questionnaires.

Table 114: The item one sought to know the O'level status of the subjects of the study.

My grade in O'level English is:

Options	Number	Percentage (%)
Credit and above	421	70.1
Pass	133	22.1
F9	46	7.7
Total	600	100

Analysis from the table above shows that four hundred and twenty-one (70.1%) of the NCE.III respondents passed their O'level English at the credit level. While one hundred and thirty-three (22.1%) obtained pass in their O'level English and forty-six (7.7%) failed O'level English woefully. Most NCE.III respondents who had deficiencies in their O'level English at the time of entry

had re-taken the paper before proceeding to NCE.III. This has accounted for their high number of O'level credit in English as can be seen from the table above. However, 22.1% of the respondents who could not pass O'level English at the credit level, and 7.7% who failed O'level English woefully, O'level deficiencies could have been responsible for their poor performance in the test administered to them earlier.

Table 115: The item two identifies the sources through which the NCE.III respondents came into the NCE programme.

I came into the NCE programme through:

Options	Number	Percentage (%)
PCE JAMB	169	28.2
Pre-NCE	424	70.6
None of the above	07	1.2
Total	600	100

Again the analysis from this table shows that most of the NCE.III respondents, four hundred and twenty-four (70.6%) came into the NCE programme through pre-NCE as they did not meet the direct entry NCE admission requirements. The minimum pre-NCE admission requirements as at then were five passes at one seating. This faulty foundation could be responsible for their poor performance in the test administered to them. But having gone through General English programme, improved performance was expected.

Therefore faulty teaching or poor learning strategies or both could also accounted for their poor performance in the test.

Table 116: Item three lists the reasons why the NCE.III subjects misused the auxiliary verbs.

Students misused auxiliary verbs because of:

Options	Number	Percentage (%)
Poor linguistic background	107	17.8
Lack of practice on students' part	272	45.3
Lack of knowledge about the rules of usage	221	36.8
Total	600	100

Going by the respondents' responses to item three, it shows that one hundred and seven (17.8%) of the respondents attributed the misuse of auxiliary verbs to poor linguistic (home background). Two hundred and twenty-one (36.8%) attributed it to lack of knowledge about the rules of usage, while the majority of the respondents, two hundred and seventy-two (45.3%) attributed it to lack of practice on students' part. Combinations of these factors are therefore responsible for the subjects' inability to use these auxiliary verbs correctly.

Table 117: Item four lists the sources of L2 auxiliary verbs errors.

In your opinion, what do you think are the sources of L2 auxiliary verbs errors?

Options	Number	Percentage (%)
The students	72	12
The teaching methods/techniques	264	44
Complexities of the target language	264	44
Total	600	100

Analysis from the table above shows that both teaching methods and complexities of the target language are identified as sources of auxiliary verb errors. 88% of the respondents have attested to that. 12% of the respondents however, traced the source to the students.

Table 118: The fifth item tries to determine the adequacy or otherwise of the time allocated to General English at FCE Kano, COE Kumbotso and COE Gumel

The time allocated to General English on the timetable in my college is:

Options	Number	Percentage (%)
Not sufficient for students to really practice language skills	300	50.0
Sufficient but just that students have poor learning strategies	84	14.0
Sufficient but the traditional lecture method used by lecturers does not give room for the students to practice language skills.	216	36.0
Total	600	100

Analysis from this table indicates that time allocated to General English in Colleges of Education is not really sufficient to practice language skills. This has been attested to by 50% of the respondents. 36% of the respondents however said the time was adequate except that the lecture methods adopted by the lecturers did not permit the practice of language skills; while 14% attributed the poor performance of the subjects to students' poor learning strategies but not the time.

Comparatively, 70% of the NCE.III respondents have a Credit in O'level English while only 53% of the NCE.I respondents passed their O'level English at the Credit level. This shows that the poor performance of NCE.I respondents in the test administered to them could possibly be attributed to poor background from the O'level English.

In a similar development, some English major subjects (respondents) with deficiencies in O'level English and Literature in English were allowed to read English as their major course especially those who came from pre-NCE programme to NCE programme. This no doubt has contributed to the poor performance of the subjects of this study in the test administered to them.

Table 119: The item six strives to find out the attitudinal disposition of NCE III respondents towards the General English

Do you like General English generally and Grammar in particular?

Options	Number	Percentage (%)
Yes, I do but hate grammar because it is too difficult	230	38.3
No, I don't like the English (especially grammar) because it is too difficult	367	61.2
I don't really know	03	0.5
Total	600	100

Analysis from this table shows that two hundred and thirty (38.3%) of the NCE III respondents claimed to have liked the English language but hate grammar. While three hundred and sixty-seven (61.2%) have a negative attitudinal disposition towards the language especially its grammar. Three (0.5%) respondents were neutral and undecided.

Table 120: The item in table seven sought to find out how often the NCE III respondents use English at home.

How often do you use English at home?

Options	Number	Percentage (%)
Regularly	31	5.2
Occasionally	57	9.5
Rarely	159	26.5
Never use it all	353	58.8
Total	600	100

Analysis from the table above indicates that three hundred and fifty-three (58.8%) of the NCE III respondents never use the English language at home. One hundred and fifty-nine (26.5%) of the respondents rarely use the language at home. While fifty-seven (9.5%) of the respondents occasionally use the language at home. Thirty-one (5.2%) of the NCE III respondents claimed to have used the language regularly at home. The implication of the analysis is that the NCE III respondents have limited exposure to the target language, which may have a negative effect on its use.

Table 121: This item sought to know the reading habit of the NCE III respondents.

Do you normally read the General English recommended literary texts?

Options	Number	Percentage (%)
Yes, I do read them very thoroughly	163	27.2
No, I don't read them very well	212	35.3
No , I don't read them at all	225	37.5
Total	600	100

The analysis from this table proves that 72.8% of the NCE III respondents either don't read the recommended literary texts very well or they don't read them at all. Their inability to embark on sustained extensive reading could therefore be responsible for their poor use of the English language.

4.5.2 Analysis and Interpretation of Lecturers' Responses to Questionnaires

To have balanced information and objective results in our investigation, a total number of thirty questionnaires comprised of twelve items were administered to thirty lecturers of Developmental English. Out of these, twenty-eight were returned. Analysis is therefore based on the twenty-eight that were returned. The twelve items and the responses of the subjects of the study are presented in the following tables.

Table 122: Item one lists the qualifications of the Developmental English Lecturers

What is your qualification?

Options	No. of Respondents	Percentage (%)
BA	02	7.1
B.Ed	08	28.6
BA, MA	03	10.7
B.Ed, M.Ed/MA	13	46.4
BA, MA, PhD	02	7.1
Total	28	100

Analysis from this table (108) indicates that majority of the lecturers twenty-one (75%) teaching Developmental English were professionally trained while seven (25%) were qualified but not professionally competent. They were qualified because the NCCE minimum standards stipulate a Bachelor Degree in English with a Second Class Lower Division as a minimum requirement for

teaching NCE Developmental English. The implication is that the unprofessionally trained lecturers may be handicapped in the application of the various grammatical theories, such as the mentalists (that advocate the teaching of the rules of language), the behaviourists (that advocate the teaching of the language rather than the rules). It is not surprising then as the majority of the lecturers used the lecture method in teaching grammatical auxiliary verbs. Even some of the professionally trained ones are not aware of the current communicative based approach/method of grammatical teaching.

Table 123: The second item sought to find out the lecturers' area of specialization

What is your area of specialization?

Options	No. of Respondents	Percentage (%)
Linguistics	03	10.7
English language	15	53.5
English literature	10	35.7
Total	28	100

The analysis indicates that as many as ten (35.7%) non-language specialists were involved in the teaching of Developmental English. The implication of this is that their academic competence might not be high since their grammatical knowledge may be rather shallow. Also the interest and enthusiasm may be low. This may be accounted for the subjects of the study's misuse of auxiliary verbs.

Table 124: Item three analysed in table determines the teaching experience of the Developmental English Lecturers

For how long have you been teaching Developmental English in your College?

Options	No. of Respondents	Percentage (%)
0 – 5 years	03	10.7
5 – 10 years	13	46.4
10 – 15 years	08	28.6
15 – 20 years	04	14.2
Total	28	100

The analysis has shown that majority of the lecturers have a long experience of teaching. About twenty-five (89.2%) have five to twenty years' experience in the teaching of Developmental English. Only three (10.7%) of the lecturers have less or have about five years experience of teaching Developmental English.

Table 125: The item analysed in this table sought to know how lecturers rate their Developmental English students.

How do you rate your Developmental English students generally in grammar and their use of auxiliary verbs in particular?

Options	No. of Respondents	Percentage (%)
Above average	03	10.7
Average	05	17.8
Below average	20	71.4
Total	28	100

From the analysis of item four, the subjects of the study are generally rated below average in grammar and in the use auxiliary verbs in particular, twenty (71.4%) respondents attested to that in their responses.

Table 126: The item analysed in this table sought to know from the respondents, what is responsible for the misuse.

What do you think is responsible for the misuse of auxiliary verbs by your students?

Options	No. of Respondents	Percentage (%)
Poor linguistic (home) background	10	35.7
Lack of practice on students' part	08	28.5
Lack of knowledge about rules of usage	10	35.7
Total	28	100

Analysis from the table above shows that the same number ten (35.7%) respondents said poor linguistic (home) background was responsible for the subjects misuse of auxiliary verbs as those who said it was lack of knowledge about the rules of usage and lack of practice on students' part are together responsible for the subjects' misuse of auxiliary verbs.

Table 127: Item six identifies the type of teaching method the lecturers employ in teaching Developmental English at the selected institutions (FCE Kano, COE Kumbotso, COE Gumel)

What methods and activities do you employ in teaching Developmental English?

Options	No. of Respondents	Percentage (%)
Pure Lecture method	21	75
Lecture with discussion	07	25
Communicative language teaching approach	00	00
Total	28	100

Analysis from the table above indicates that the majority twenty-one (75%) used pure lecture method only in teaching Developmental English. It is a teacher-centred method with little or no room for verbal interaction between teacher and students and among students.

The method does not encourage the practice of language skills lecturers should realize that grammar-focused instruction has now given way to task-focused teaching. Therefore, the use of the stereo-typed traditional lecture method is very unfashionable. Lecturers should rather employ the communicative language teaching approach based on function or tasks as suggested by Richards (2002: 153).

Table 128: Item seven tries to ascertain the adequacy or otherwise of the time allocated to Developmental English on the timetable.

Is the lecture time (one hour per week) allocated to Developmental English on the time table sufficient for students to really practice language skills?

Options	No. of Respondents	Percentage (%)
Not sufficient	23	82.1
Sufficient	05	17.9
I can't really say	00	00
Total	28	100

Twenty-three (82.1%) out of the 28 respondents attested that the time allocated to Developmental English on the timetable was not enough for meaningful practice of language skills. Only insignificant number five (17.9%) said it is enough.

Table 129: Item eight asked the respondents the source of L2 auxiliary verb errors

In your own opinion, what do you think are sources of L2 auxiliary verb errors of your Developmental English students?

Options	No. of Respondents	Percentage (%)
Spillover from O'level	18	64.2
Complexities of the target language	10	35.7
Lack of proper teaching	00	00
Total	28	100

From the analysis in the table above, eighteen (64.2%) out of twenty-eight respondents attributed students source of L2 auxiliary verb errors to a carryover

effect from failing ordinary level English. While ten (35.7%) traced the source of these errors to complex nature of the English languages.

Table 130: This item tries to verify the suitability of developmental English teaching environment capable of stimulating acquisition of auxiliary verbs

Do you think the teaching environment for developmental English is conducive enough for students to acquire auxiliary verbs?

Options	No. of Respondents	Percentage (%)
Yes	06	21.4
No	20	71.4
Not sure	02	07.1
Total	28	100

The analysis from this table indicates that the developmental English teaching classroom environments are not conducive enough for L2 acquisition to take place. Twenty (71.4%) of the respondents attested to that.

Table 131: The item sought to know the students' population in General English classrooms.

How many students do you have in your General English class?

Options	No. of Respondents	Percentage (%)
50 - 100	00	00
100 - 150	04	14.2
150 - 200	05	17.9
200 and above	19	67.9
Total	28	100

Analysis in the table above shows that the General English classrooms are too congested. The responses of twenty-four (85.8%) confirmed it; that is, 150 students and above in a classroom are too many for any meaning interaction to take place to enhance acquisition. In fact it is one of the factors that inhibit L2 acquisition in Nigerian English classrooms.

Table 132: This item strives to find out the attitudinal disposition of students towards the General English course.

How do you find the attitude of your students towards General English course?

Options	No. of Respondents	Percentage (%)
Positive	05	17.9
Negative	21	75.0
Can't say	02	07.1
Total	28	100

Analysis from the table above shows that students have negative attitudinal disposition towards Developmental English course. Twenty-one (75%) of the respondents attested to that. This could be one of the factors responsible for their poor performance in the test administered to them.

Table 133: The item in table 130 sought to determine the number of literary text General English students read per session.

How many literary texts do your General English students read per session?

Options	No. of Respondents	Percentage (%)
One	05	17.9
Two	20	71.4
Three	03	10.7
Four	00	0.0
Total	28	100

Analysis from the table above shows that General English students read one or two literary texts per session. Twenty-five (89.3%) of the respondents attested to that. This is quite inadequate, the NCCE Minimum Standard recommends two literary texts per semester. This is why the subjects' exposure to the target language is very limited. Worse still, some of the students don't even read the recommended literary texts. About 25.8% of the student respondents attested to that.

4.5.3 Discussion

In this section of the chapter, the discussion of the overall average scores of the respondents' performance as regards the use of both primary and modal auxiliary verbs now follows. Our discussion is based on the two types of English auxiliary verbs that we examined.

Primary Auxiliary Verbs

The analysis of the results of the respondents showed that NCE.I students from FCE Kano misused a total average of 52.2% while NCE.III respondents misused 47.7% of these verbs. From the College of Education Kumbotso, NCE.I respondents misused a total average of 51.5% while NCE.III respondents misused 47.7% of these verbs. From the College of Education, Gumel the NCE.I respondents could not use 58.3% of these verbs correctly. In the same vein, NCE.III respondents misused 52.6% of these verbs.

Observation of their incorrect responses in the various items which they failed shows their inability to deduce the grammatical concord rule (plural noun should go with plural verb while singular noun should go with singular verb) in those sentences. This could mean that they were probably ignorant of the proper application of those auxiliary verbs as demonstrated in their wrong usages. They failed to understand 'is', 'has' and 'does' are used as singular verbs while 'are', 'have' and 'do' function as plural verbs.

Going by the analysis of the data, the inability of our subjects to use the primary auxiliary verbs (Be, Have, Do) correctly is obvious. Their inability to recognize where and when the present and past tense of these verbs could be used is also obvious. This shows that in the context where they are expected to use the singular primary auxiliary verbs not minding the tenses that are involved in the English auxiliary verbs. It appears also that in some cases, the respondents merely guessed the answers, which inevitably resulted in wrong answer. This

was as a result of their poor knowledge of grammatical concord rule as already mentioned as well as their poor knowledge of grammatical tense.

Modal Auxiliary Verbs

The overall average scores analysis of the respondents reveals that the NCE.I subjects from FCE Kano could not correctly use 50.4% of these verbs, while NCE.III respondents from the same college equally misused 38.0% of these verbs. Likewise 50.4% of these verbs were misused by the NCE.I respondents from COE Kumbotso while 41.4% of these verbs were wrongly used by the NCE.III respondents from the same college. Also, 52.6% of these verbs could not be used correctly by the NCE.I respondents from COE Gumel while 37.5% of these verbs were equally misused by the NCE.III respondents from the same college.

This means then that the unfolding results of the respondents as regards the use of the modal auxiliary verb in the test administered to them reveals that quite a number of them in the three selected institutions could not use the modal auxiliary verbs in many of their functional forms. In other words, we observed that the respondents did not possess adequate knowledge of the function of the modal auxiliary verb, as manifested in their wrong usages. We also observed that the respondents found similar items difficult in their responses. For instance, items 40, 44, 45, 46 re-occurred in almost all the schools of the three selected colleges we examined. Going by their wrong responses, it can be deduced that the respondents were ignorant of the laid down rules guiding the use of modal

auxiliaries. Based on this reason, it is obvious that auxiliary verb usage and function are generally difficult for some learners of English to grasp because they have not been given basic knowledge of the proper use of them. On the whole, the analysis of the results indicates that the subjects of this study find it difficult to use the appropriate modal and non-modal auxiliary verbs. Looking at the overall performance of the 1,200 respondents, we therefore reaffirm that many students in Colleges of Education face difficulties with the use of the English auxiliary verbs in speaking and writing. Though we did not conduct any specific oral and written investigation with the students, we deduced that their average wrong responses of 47.2% on primary and modal auxiliary verbs respectively imply that.

Furthermore, the analysis of the entire results of the test administered indicates that NCE.III respondents performed better than their NCE.I counterpart by 10.6% on both primary and modal auxiliary verbs. This indicates that the Developmental English course has very little impact on the subjects of this study, especially the NCE.III respondents who had already gone through the programme for at least two academic sessions.

In view of that some other factors might have therefore accounted for these errors committed by the subjects of this study. The responses of our subjects (students and lecturers) have revealed that factors such as negative attitudinal disposition of our subjects towards General English, inadequate exposure of our subjects to L2, uncondusive learning environment (class rooms)

incapable of stimulating L2 acquisition, mother tongue interference, culture shock as a result of cultural differences, unsustained extensive reading by our subjects among others have largely contributed to our subjects' poor performance in the test.

Students' Responses to Questionnaires

Questionnaires were used to obtain information covering those areas the test administered could not cover. Such areas include O'level status, source of entry into the NCE programme, their learning strategies, causes of their misuse of auxiliary verbs, their attitudinal disposition towards the General English course, their exposure to the target language (TL), conduciveness of class room environment capable of stimulating L2 acquisition among others. The analysis which categorised our subjects into two, the NCE.I and NCE.III subjects respectively indicates that 46.6% of the NCE.I respondents (including the English Major respondents) did not have a credit in O'level English while 29.8% of the NCE.III respondents have the same problems. This is an indication that the O'level spillover effect is one of the factors responsible for our subjects' misuse of auxiliary verbs. Defective O'level results explain why the majority of them came into the NCE programme through pre-NCE. The analysis has revealed that 71.2% of NCE.I and NCE.III respondents came into the NCE programme through pre-NCE.

Furthermore, the analysis reveals that a contribution of factors such as negative attitudinal disposition of the subjects towards L2 as 75.2% of the

respondents attested to that, inadequate exposure to L2 as 56.5% of the respondents attested that they never use English at home and 25.8% of the respondents also confirmed that they could not embark on sustained extensive reading. Poor language background, lack of knowledge of the rules of auxiliary verbs usage, complexities of the target language, faulty teaching among others, also contributed to the misuse of auxiliary verbs by the subjects of this study.

Schumann (1978) specifically attributes such errors to:

1. Language shock in which the learner experiences doubt and confusion in his attempt to use L2 in communication.
2. Culture shock in which the L2 learner experiences disorientation, stress, and fear as a result of the difference between his culture and that of the target language.
3. Bad learning situation (i.e. uncondusive learning environment) and
4. Poor motivation strategies employed by teachers.

Lecturers' Responses to Questionnaires

Lecturers who ordinarily are the best judges of their students rated the subjects of this study below average in the area of grammar generally and in their use of auxiliary verbs in particular. About twenty (71.4%) out of the 28 respondents attested to that.

Also the analysis reveals that non-language specialists (lecturers) (about 35.7%) are made to teach grammar. In the same vein about 25% of the

Developmental English lecturers are untrained professionally. These have adverse effects on the subjects of the study in their knowledge of auxiliary verbs.

Again the analysis reveals that Developmental English language class room teaching environments are not conducive enough to stimulate L2 acquisition, the attestation of twenty (71.4%) respondents (lecturers) confirmed this. Similarly, 85.8% of the lecturers confirmed that the over crowding in General English class rooms greatly hindered smooth interaction between students and lecturers and among students themselves. Also, 75% of the lecturers described the attitude of General English students towards L2 as negative.

In the same vein the traditional lecture method employed by General English lecturers generally does not permit smooth interaction through which L2 acquisition can take place. Analysis reveals that 75% of the lecturers employed pure lecture method in teaching General English.

On the whole the lecturers also agreed that a combination of factors, ranging from poor learning strategies, defective teaching methods inadequate exposure to L2, poor learning environment and lack of practice of language skills by the students collectively resulted in the subjects' misuse of auxiliary verbs in English.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

We examined the students of Federal College of Education Kano, College of Education Kumbotso and College of Education Gumel to assess their use (and misuse) of the English auxiliary verbs. Also, we investigated (and discovered) the causes of the failure of such Colleges of Education students to use these elements appropriately. Our general conclusion is that students of these Colleges of Education seem to lack the knowledge of the proper use of the English auxiliary verbs, and consequently, tend to misuse them. In order to achieve the aims of this study, we began by examining the meaning, function and importance of the English auxiliary verbs. Because they are normally divided into two types, we decided to put them into two categories and used them as such for our investigations.

5.1 Summary

Chapter one specifically began with the general introduction under which the background to the study was discussed. The need for the study was also highlighted followed by the statement of the research problem and research questions. Chapter one also stated the objectives as well as significance of the study. It finally stated the scope and delimitation of the study and the study variables.

In chapter two, we reviewed some related literature. Along with this review, we examined the various uses of auxiliary verbs. Also the number of the auxiliary verbs identified and recognized by different scholars and the various functions of these auxiliary verbs were discussed. The chapter also reviewed relevant literature on second language acquisition and second language learning. It as well examined the concept of error and its analysis, as well as sources and criticism of error analysis. In the chapter, we also reviewed some teaching approaches/methods. In our search for suitable theoretical model to be adopted for this study, we reviewed and selected acculturation theory of second language acquisition as the most suitable model because of its comprehensive account of the causes and sources of L2 learners' errors.

In chapter three, the data collection method and the subjects used were discussed. In order for us to achieve our objectives (of conducting this study) we used one major instrument, that is, test administration in the class room, for the collection of data that we analysed in this study. We equally administered a questionnaire as a supplement. Accordingly, we examined one thousand two hundred students from the three selected institutions where we carried out our investigation. We conducted this test with the help of subject teachers, so as to enable us to get the facts which would help us in our investigation. Everything in the test (objectives) was based on the two types of auxiliary verbs - primary and modal auxiliary verbs.

Chapter four presents the data and analysis of the results of the investigation we carried out in different tables, based on each item and each category analysed. In the analysis of results, we showed the results of each of the four schools of the target institutions based on each category tested. We also showed the results of all the four schools of the target institutions based on the overall average scores of the categories tested. Thereafter, we showed the results of our subjects item by item. This was done so as to bring out the performance of our subjects in the test administered to them. We also administered a questionnaire to both students and lecturers on those areas the test could not adequately cover. Both the results of the tests and the questionnaire were analysed by means of simple percentage rating. The results show that our subjects generally have difficulties with the use of auxiliary verbs.

Furthermore, the analysis of both students and lecturers' responses to our questionnaires shows that a combination of factors, such as defective teaching methods, poor linguistic (home) background of our subjects and complexities of the target language coupled with lack of knowledge of the rules of usage by our subjects among others, accounted for their misuse of the English auxiliary verbs. Based on these results, we can conclude that the students still need to improve in their use of the English auxiliary verbs in Colleges of Education in particular, and at all levels of education in general. Finally, chapter five presents the summary, conclusion and recommendations based on the implications of the study.

Summary of the Findings

Our study which formulated four research questions to guide it,(what are the errors associated with the use of auxiliary verbs by NCE students?, What are the possible causes of the misuse of auxiliary verbs by NCE students?, What are the suggestions and recommendations towards solving the problem to enhance better teaching and learning of auxiliary verbs?, Is it possible for NCE students to fully acquire English auxiliary verbs?). In summary, the findings show that students of Colleges of Education have problem with the appropriate use of the English auxiliary verbs. This is due to:

1. Faulty teaching of these verbs.
2. Inadequate exposure of respondents to L2.
3. Unconducive learning environment.
4. Poor Learning strategies by the respondents.
5. Negative attitudinal disposition towards the target language (TL) by the learners.
6. Poor reading habit.
7. Inadequate knowledge of the rules of usage.
8. Mother tongue interference.
9. Difficulty inherent in the target language (TL).
10. Poor motivation strategies employed by the teachers of General English in the NCE curriculum.

The finding also reveals that General English learning environments are not conducive enough to stimulate auxiliary verbs (L2) acquisition by NCE students.

Also, based on our investigation, in as much as this study accepts the theory of second language acquisition, as propounded by Krashen (1982), Ellis(1986), Stern(1995), it stands to question and possibly challenge the workability and practicability of this theory in the Nigerian environment because of the following reasons:

1. The optimal input which Krashen (1982) said would have facilitated L2 acquisition is lacking in most of the Nigerian classrooms especially General English classrooms.
2. The Nigerian classrooms are overcrowded.
3. The Pure lecture method generally employed by lecturers does not permit free interaction between lecturers and students and among students through which L2 acquisition process can take place.
4. General English lecturers tend to focus their teaching on linguistic form rather than on meaning.
5. Classroom environments are not structured into naturalistic form capable of facilitating L2 acquisition.
6. Inadequate exposures of learners to target language (TL) as many of them (learners) do not use L2 at home.

7. Lack of language laboratory where L2 skills should be practised naturally to facilitate acquisition.
8. The L2 group tested had no opportunity of staying in the target language speaking area for an extended period as envisaged by acculturation model which would facilitate L2 acquisition.
9. The L2 group's culture is incongruent with that of target language group. This cannot facilitate L2 acquisition according to acculturation model.
10. Both groups (L2 and TL speakers appear not to have) positive attitudes towards each other.
11. NCE students generally tend to have a negative attitudinal disposition towards L2, as 75.2% of our respondents indicated.

In view of that, auxiliary verbs (L2) acquisition appears to be problematic for NCE students in Nigeria. It may however be possible elsewhere.

5.2 Implications of the Study

The findings of our study show that the respondents do not possess adequate knowledge of grammatical concord particularly with respect to number and tense. Hence, they use the singular auxiliary verb 'is' in place of plural auxiliary 'are' and vice versa. The study also reveals that the respondents do not have adequate knowledge of tense, as regards using present tense 'is' or past tense 'was' of the English auxiliary verbs in sentences. In other words, they do not know when to use either the present tense or past tense (auxiliary verbs) and when not to use them. This was discovered in the test administered to them.

Another finding of this study is that the respondents do not possess adequate background knowledge of grammatical concord rule in English, which we believe is supposed to help them know when to use appropriate English auxiliary verbs, that is, whether to use singular or plural and present or past tense in certain constructions. The inability of the respondents to generally use the auxiliary verbs in English correctly also implies that they employ poor learning strategies in their L2 acquisition.

Going by all these findings we can assert that, there is inadequate teaching of General English in Colleges of Education, which could mean that enough effort is not being made to help the students to grasp the basic knowledge of the English language. This may be due to the fact that, apart from not employing the desired teaching method, not many Developmental English lecturers in Colleges of Education have sufficient knowledge of the subject themselves. The idea is that lecturers should be well equipped in the subject matter they teach otherwise they would not be able to impart the required knowledge to their students.

On the other hand, the problems could be attributed partly to the fact that some General English lecturers are not really trained to teach English language. Obviously if this trend continues, the performance of students, in the use of English will continue to be discouraging. Therefore, there is the need for competent teachers to improve the language use of the learners. Our analysis shows that the average score of one thousand two hundred subjects in both primary and modal auxiliary verbs is 52.7% indicating that they have problems

with the use of auxiliary verbs in English. Also the analysis reveals that the subjects on the average misused the modal and non-modal auxiliary verbs at 47.2% which again is unsatisfactory.

5.3 Conclusion

Taking a look at the results of the analysis we presented, we conclude by confirming that almost all the types of auxiliary verbs in English are problematic to our students, but the primary auxiliary verbs pose more serious problems to them than the modals as the subjects misused 51.6% of these verbs, while that of modal auxiliaries stands at 45%. They have limited knowledge of the use and proper application of the rules guiding auxiliary verb usage. Therefore we assert that the inadequate exposure to language, poor extensive reading and poor teaching are some of the factors contributing to the problems students have with the use of auxiliary verbs in English. Though it is a fact that the learners of English and even English lecturers cannot be perfect like native speakers, efforts should be made to stress the use of Standard English as obtained in our educational system. If the English language lecturers would strive hard to see that they give their best to the students, that is, teach them the basic use in all situations, the problem the students have with the use of English would reduce significantly.

5.4 Recommendations

Based on our findings in this study, we make the following recommendations. In the first place, only competent and qualified English

lecturers should be assigned to teach English at this level. Colleges of Education (especially FCE Kano, COE Kumbotso and COE Gumel) and the NCCE (National Commission for Colleges of Education) should join hands together to see that they recruit English lecturers that are qualified and competent as well. This will enable them to correct the anomalies that have been discovered in the students' use of auxiliary verbs in English, and their language use as well. In a similar vein, Colleges of Education should strictly comply with NCE minimum standard requirements by admitting only candidates with a credit pass in English into the NCE programme. This is because the findings of our study indicate that a combination of factors, ranging from failing English O'level, poor linguistic (home) background to defective teaching account for our subjects' poor knowledge of English auxiliary verbs and consequently poor usage of these verbs. If this is done therefore, we believe that the lecturers will thoroughly teach the grammar items to students and the students on their own will be able to correct their errors as regards the use of grammatical items in English communication.

Furthermore, lecturers should endeavour to use an eclectic approach in the teaching of grammar as the traditional lecture method does not seem to have helped these students, considering their educational background. Lecturers should employ task-based approaches to the teaching of grammar as recommended by Richards (2002). Also, seminars, workshops and conferences should always be organized and Colleges should sponsor their English lecturers

to attend. In fact attendance to such conferences and workshops should be made compulsory for English lecturers, so as to enable them to update their knowledge and skills. Lecturers would then be able to gain more knowledge. Thereafter, their students would benefit from the knowledge gained, the experience acquired etc.

In addition, students themselves have confessed that English Language is too difficult confirming what Richard (1974) said: “there are ‘myths’ that some languages are difficult,” students are therefore advised to read widely, so as to overcome the difficulty and improve their knowledge of the English language. They should read outside their recommended texts, as that would improve their spoken and written English. If that is done, errors involving the use of auxiliary verbs in English as discussed above would be significantly reduced. Thus, effective communication would be realized and competence in the use of language enhanced greatly.

In order to encourage students to read widely, Colleges of Education should endeavour to equip their library with recently published books (especially literary materials and English texts) that would be of great help to the students in terms of improving their grammar, and learning to use different kinds of expressions in writing or speaking in the course of their studies and beyond.

Also, NCE students should change their negative attitudinal disposition towards the target language. The result of our investigation has confirmed that 75.25% of

our subjects have negative attitudinal disposition towards English, even though it is their medium of instruction.

Colleges of Education should also as a matter of necessity endeavour to provide functional language laboratories where basic language skills should be practiced naturally.

5.5 Further Research Areas

Based on our observation, we discovered that our dissertation work has not exhausted all the problem areas pertaining to the misuse of some grammatical categories. From our investigation we discovered that our subjects generally have poor knowledge of other grammatical categories and functions. In view of that, we recommend that further research should be conducted in the following areas:

- 1) The English tenses;
- 2) Grammatical concord;
- 3) The English irregular verbs;
- 4) Phrasal verbs; and
- 5) The English articles.

All of which significantly affect auxiliary verbs acquisition and usage in English.

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APPENDIX I

A TEST FOR STUDENTS INSTITUTION

SCHOOL

SUBJECT COMBINATION.....

YEAR OF STUDY

PART A

Complete the following sentences with one of the options in the bracket that is appropriate

1. Neither Sani nor Hassancompleted the course work, (has/have/having)
2. Although his explanation of the ionization process..... detailed and aided by charts, I was still confused (is/was/were).
3. Either my uncle or my aunt,.....free to make the trip, (be/is/are).
4. There..... several reviews of the book available (be/is/are)
5. Worker on the line and each supervisor in the plant.....the power halt production if a defect in quality is found., (has/have/having).
6. Only one of his objections.....sensible.(be/was/were).
7. WhereHassan and Audu? (is/are/was).
8.a kind of disease that mostly affect the children. (is/are/be).
9. Not only John but his uncle.....also, involved in the accident. (was/were)
10. This set of plates.....very costly, (is/are/be).

11. A scholar and statesman..... What he strives to become. (is/are/be).
12. The committee.....presented a report to the Registrar.
(have/has/imvmg)
13. The poor man together with his children.....go to church regularly.
(do/does/be).
14. Either the two assistant secretaries or the secretary himself..... going
for the convention (is/are/be),
15. He spent more time preparing himself than she..... (does/did/done).
16. Either the producer or the sponsors.....the work. (do/does/done).
17. Does the school library.....those books? (has/have/having).
18. None of the students.....come yet. (have/has/is).
19. I should have thought of it, but I..... (don't/didn't/won't).
20. I recognized one of the girls, but Ispeak to her. (didn't/doesn't/wont).
21. One of the girls understand the English language.
(don't/doesn't/wouldn't).
22. The Church Executive Council.....its monthly meeting every first
Monday of the month (do/does/done).
23. Almost everybody in our house.....like keeping a clog.
(don't/doesn't/oughtn't).
24. The quality of magazines on the stands.....appeal to me.
(don't/doesn't/hasn't).
25. The lecturer has.....dismissed from the school, (being/been/be).

26.the best student of his department, he was awarded a prize,
(been/being/be).
27. The boy has to.....disciplined for the behaviour he exhibited in the
midst of dignitaries (been/be/being).
28. They have not paid their fees.....they? (haven't/have/had).
29. The scientists who have experts for long, cannot perform any
longer, (being/been/be).
30. I the person you are referring to? (am/was/be).

PART B

Underline one of the words in brackets that best complete the sentence

31. If the boy's brother was here, he.....not have been beaten
(will/would/shall)
32. The car.....have been wrecked by the long lorry, if an expert driver has not
been driving it (must/could/can)
33.you have hold this turkey for me? (could/may/can).
34. You.....have done better, (used to/ought to/must to)
35. I.....be waiting for you. (shall/will/can).
36. They.....come to our house tomorrow, (will/shall/be)
37. We invite him; he will certainly come. (needn't/daren't/haven't)
38. John.....have come tomorrow (must/will/shah).
39. If the brakes fail, you be able to control the car? (can/will/shall)
40. My friends and I bicycles, (use to ride/used to ride/use to).

41. The shop is closed. The workers..... home.
(must have gone/could have gone/can have gone).
42. If you don't want any trouble, you go away.
(had better/should better/would).
43. Had he considered the matter carefully, he
(would have resigned/ought to have resigned/should have resigned).
44.there be trouble, don't hesitate to use our gun.
(should in case/should/could).
45. Banjo..... to have spoken too rudely to his mother.
(oughtn't/shouldn't/would)
46. If you wanted to see the beginning of the play , you have arrived earlier. (will/should/would).
47. I didn't see Mr. John at the party; he after I left.
(should have come/must have come/ought to have come).
48. Perhaps what Pius told us.....true after all.
(may not be/not be/will not be).
49. Someone must have given that shirt to Dibo; he.....it himself.
(couldn't have bought/can't buy/hasn't bought).
50. "He be able to pass examination." The teacher said doubtfully,
(must/may/ought).
51. The old vase is so fragile that I it
(dare not to touch/dare not touch/dare to).

52. According to the terms of the contract, the builder..... the house last month. (ought to have finished/should finish/would finish).
53. Kofi is so timid I know he.....talk to the headmaster, (daring Not/daren't/oughtn't).
54. Tell the applicant that he come for the interview, as the position has been filled.(need not to/need to/dare not).
55. “..... you leave by eight O'clock?” She asked, “You've only just arrived” (can/must/will)
56. To have gone through the civil war.....a terrible experience. (might have to be/must have been/may have to be).
57. If you see Richard, I you to inform him of our meeting tomorrow, (needn't tell/needn't to be telling/daren't tell).
58. You.....have mowed it shorter (may/might/can).
59. When you all the exercises in this section, you may go onto the next chapter, (might have done/have done/will done).
60. “My child be able to read and write now,” the richman said boldly. (can/will/shall).

APPENDIX II

MARKING SCHEME

PART A

- 1) Has
- 2) Was
- 3) Is
- 4) Are
- 5) Have
- 6) Was
- 7) Are
- 8) Is
- 9) Was
- 10) Is
- 11) Are
- 12) Has
- 13) Does
- 14) Is
- 15) Did
- 16) Do
- 17) Have
- 18) Has
- 19) Didn't
- 20) Didn't
- 21) Doesn't
- 22) Does
- 23) Doesn't
- 24) Doesn't
- 25) Been
- 26) Being
- 27) Be
- 28) Have
- 29) Been
- 30) Am

PART B

- 31) Would
- 32) Could
- 33) Could
- 34) Ought to
- 35) Shall
- 36) Will
- 37) Needn't
- 38) Will
- 39) Will
- 40) Used to ride
- 41) Must have gone
- 42) Had better
- 43) Would have resigned
- 44) Should
- 45) Oughtn't
- 46) Should
- 47) Must have come
- 48) May not be
- 49) Couldn't have bought
- 50) May
- 51) Dare not touch
- 52) Out to have finished
- 53) Daren't
- 54) Needs not to
- 55) Must
- 56) Must have been
- 57) Needn't to be telling
- 58) Might
- 59) Might have done
- 60) Will

APPENDIX III

QUESTIONNAIRES FOR STUDENTS

Tick the appropriate answer as applicable to you.

1. My grade in O' Level English is
 - (a) Credit and above
 - (b) pass
 - (c) F9
2. I came into the NCE Programme through:
 - (a) PCE JAMB
 - (b) Pre- NCE
 - (c) None of the above
3. Students misuse auxiliary verbs because of
 - (a) poor linguistic (home) background
 - (b) Lack of practice on their part
 - (c) Lack of knowledge about the rules of usage.
4. In your own opinion that do you think are the sources of L2 auxiliary verb errors?
 - a) The student
 - (b) the teacher's method / technique.
 - (c) Difficulty inherent in the language.
5. The time allocated to Developmental English on the timetable in FCE Kano, COE Kumbotso and COE, Gumel is:
 - (a) Not sufficient for students to really practice language skills,
 - (b) Sufficient but it is just that students have poor learning strategies
 - (c) Sufficient but the traditional lecture method used by lecturers does not give room for the practice of language skills.

6. Do you like the English Language in General and Grammar in particular?
- (a) Yes, I do but hate Grammar because it is too difficult.
 - (b) No, I don't like the English Language (especially Grammar) because it is too difficult.
 - (c) I don't really know.
7. How often do you use English at home?
- (a) Regularly (b) Occasionally (c) Rarely (d) Never use it all.
8. Do you normally read the General English recommended literary texts?
- (a) Yes, I do read them very well (b) No, I don't read them very well
 - (c) No, I don't read them at all.

APPENDIX IV

QUESTIONNAIRES FOR LECTURERS

INSTITUTION:.....

SCHOOL:.....

SEX:.....

Please complete the following questionnaires by ticking appropriate item as applicable to you.

1. What is your qualification?
 - (a) BA, MA English (b) BA, English only (c) BA, MA, Ph.D English
 - (b) B.ED English only (e) Others specify.
2. What is your area of specialization?
 - (a) Linguistics (b) English Language (c) English literature
3. For how long have you been teaching Developmental English?
 - (a) 0-5 (b) 5-10 (c)10-15 (d)15-20
4. How can you rate your Developmental English Students in grammar generally and their knowledge of auxiliary verbs in particular?
 - (a) Above average (b) average (c) below average
5. What do you think is responsible for their misuse of auxiliary verbs?
 - (a) Poor linguistic (home) background
 - (b) Lack of practice on students' part
 - (c) Lack of knowledge about the rules of usage

6. What method and activities do you employ in teaching Developmental English?
 - (a) Lecture only
 - (b) Communicative language teaching approach
 - (c) Lecture with discussion
7. Is the lecture time (one hour per week) allocated to Developmental English on the timetable in your institution insufficient for students to practice language skills?
 - (a) Not sufficient
 - (b) Sufficient
 - (c) I can't really say
8. In your opinion what do you think are the students' sources of L2 auxiliary verbs errors in your institution?
 - a) Spillover from O' Level
 - b) Complexities of the target language teaching
 - c) Lack of proper teaching
9. Do you think the teaching environment for development English is conducive enough for students to acquire auxiliary verbs?
 - (a) Yes
 - (b) No
 - (c) Not sure
10. How many students do you have in your General English class?
 - a) 50 - 100
 - b) 100 - 150
 - c) 150 - 200
 - d) 200 and above
11. How do you find the attitude of your students towards General English course?
 - (a) Positive
 - (b) Negative
 - (c) Can't say
12. How many literary texts do your General English students read per session?
 - (a) One
 - (b) Two
 - (c) Three
 - (d) Four

APPENDIX V

**Federal College of Education, Kano
Category A: Primary Auxiliary Verbs NCE.I**

Item No	The Sch. of Langs.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
1	54	60	30	20
2	56	70	40	44
3	60	50	50	40
4	46	44	44	40
5	50	52	42	42
6	60	22	20	10
7	66	60	60	50
8	20	40	42	20
9	54	50	46	40
10	36	40	30	20
11	64	60	44	42
12	58	70	40	50
13	36	50	54	60
14	66	70	50	60
15	70	70	60	52
16	50	60	46	42
17	60	40	50	40
18	40	50	50	44
19	46	66	64	30
20	60	62	52	44
21	56	50	54	48
22	44	46	60	50
23	44	30	22	10
24	40	26	50	40
25	42	50	44	42
26	50	66	44	50
27	54	60	40	42
28	60	68	50	44
29	52	60	46	46
30	50	64	50	50
Total	1544	1606	1374	1212
Average	51.4	53.5	45.8	40.4

Federal College of Education, Kano
Category B: Modal Auxiliary Verbs NCE.I

Item No	The Sch. of Lang.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
31	60	70	46	50
32	62	66	50	52
33	50	48	44	40
34	54	60	60	58
35	52	54	30	50
36	46	60	46	48
37	60	64	50	40
38	56	46	40	46
39	66	40	40	48
40	15	52	50	60
41	20	70	18	20
42	60	60	58	50
43	62	66	60	58
44	58	50	40	46
45	46	44	40	42
46	60	58	50	60
47	66	62	60	58
48	56	54	50	50
49	58	34	30	36
50	60	40	20	48
51	48	46	40	20
52	70	66	50	60
53	68	70	60	66
54	18	26	10	40
55	50	52	50	48
56	42	48	40	46
57	56	60	50	60
58	46	50	40	50
59	60	66	60	54
60	40	38	40	42
Total	1567 ÷ 30	1620 ÷ 30	1322 ÷ 30	1446 ÷ 30
Average	52.2	54.0	44.0	48.2

Federal College of Education, Kano
Category A: Primary Auxiliary Verbs NCE.III

Item No	The Sch. of Langs.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
1	54	36	32	50
2	70	42	50	36
3	80	60	48	50
4	96	90	50	46
5	54	50	56	34
6	92	64	46	46
7	50	66	24	32
8	90	96	22	60
9	70	42	38	46
10	20	40	36	26
11	60	28	36	26
12	82	94	46	70
13	22	20	24	26
14	54	44	30	40
15	80	32	36	60
16	34	10	22	36
17	88	96	40	28
18	92	94	62	56
19	64	92	28	24
20	66	90	54	26
21	74	46	36	46
22	90	64	22	56
23	54	90	36	34
24	62	74	60	46
25	90	82	33	26
26	72	80	36	60
27	82	78	62	60
28	80	56	46	40
29	78	70	24	30
30	56	70	24	36
Total	2056	1896	1159	1252
Average	68.5	63.2	38.6	41.7

Federal College of Education, Kano
Category B: Modal Auxiliary Verbs NCE.III

Item No	The Sch. of Langs.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
31	90	88	56	50
32	92	90	46	54
33	96	96	60	66
34	94	94	36	34
35	34	50	54	50
36	88	86	44	46
37	60	82	52	66
38	76	56	46	60
39	46	66	36	54
40	38	44	52	42
41	94	96	46	44
42	16	42	44	60
43	92	88	48	46
44	66	82	50	34
45	52	34	52	50
46	86	94	52	56
47	90	92	60	60
48	82	94	62	60
49	48	92	54	54
50	62	96	36	50
51	70	92	40	44
52	86	88	54	36
53	92	88	60	50
54	18	44	44	60
55	66	92	50	46
56	70	96	52	50
57	62	42	44	34
58	94	84	44	64
59	90	96	50	54
60	72	32	64	38
Total	2122	2316	1488	1512
Average	70.7	77.2	49.6	50.4

College Of Education, Kumbosto

Category A - Primary Auxiliary Verbs: NCE 100 Level

Item No	Sch. of Lang.	Sch. of Arts & Soc. Sci.	Sch. of Sci.	Sch. of Voc. Education
1	36	44	18	24
2	60	66	46	46
3	66	70	40	42
4	60	66	56	60
5	50	60	50	62
6	64	60	58	54
7	56	50	46	40
8	50	70	60	56
9	40	24	18	16
10	44	20	24	36
11	60	46	34	30
12	56	50	40	46
13	18	24	10	12
14	60	66	46	30
15	60	66	16	24
16	24	16	30	36
17	36	24	20	30
18	54	50	40	50
19	70	66	50	60
20	44	60	56	60
21	36	56	48	42
22	60	66	56	56
23	66	60	60	62
24	70	70	64	60
25	30	36	40	30
26	70	66	50	44
27	76	70	60	60
28	50	60	70	56
29	56	56	46	50
30	60	70	50	60
Total	1582 ÷ 30	1608 ÷ 30	1302 ÷ 30	1334 ÷ 30
Average	52.7	53.6	43.4	44.4

College Of Education, Kumbosto

Category B - Modal Auxiliary Verbs: NCE I00 Level

Item No	Sch. of Langs.	Sch. of Arts & Soc. Sci.	Sch. of Sci.	Sch. of Voc. Education
31	60	70	56	58
32	60	66	60	50
33	50	60	44	50
34	56	70	50	40
35	44	60	46	60
36	70	66	50	56
37	66	60	40	44
38	60	54	36	40
39	32	66	50	50
40	16	36	18	24
41	60	70	60	56
42	66	60	50	44
43	70	60	44	50
44	18	22	30	18
45	22	34	22	26
46	36	42	40	50
47	60	50	56	42
48	42	40	44	55
49	60	48	50	60
50	52	60	50	58
51	50	70	56	60
52	44	52	60	56
53	40	76	44	50
54	32	80	60	60
55	50	60	50	54
56	40	48	36	26
57	46	38	26	42
58	60	60	50	54
59	50	46	40	44
60	60	50	58	60
Total	1472 ÷ 30	1674 ÷ 30	1376 ÷ 30	1437 ÷ 30
Average	49.0	55.8	45.8	47.9

College of Education, Kumbosto

Category A - Primary Auxiliary Verbs: NCE 300 Level

Item No	Sch. of Lang.	Sch. of Arts & Soc. Sci.	Sch. of Sci.	Sch. of Voc. Education
1	60	70	56	60
2	66	76	60	50
3	54	60	50	56
4	56	66	24	40
5	56	52	36	40
6	60	60	60	56
7	70	66	60	50
8	56	60	50	60
9	66	80	76	66
10	60	76	66	70
11	70	86	60	66
12	64	70	56	66
13	60	30	24	30
14	50	76	50	58
15	56	64	60	50
16	36	38	30	36
17	34	34	36	34
18	46	40	60	50
19	60	66	70	60
20	56	70	76	64
21	50	66	66	50
22	70	80	80	76
23	66	60	54	50
24	66	70	50	60
25	74	76	60	66
26	56	80	64	70
27	66	60	76	66
28	38	44	30	40
29	52	66	46	38
30	60	60	50	56
Total	1734 ÷ 30	1902 ÷ 30	1636 ÷ 30	1634 ÷ 30
Average	57.8	63.4	54.5	54.4

College Of Education, Kumbosto

Category B - Modal Auxiliary Verbs: NCE 300 Level

Item No	Sch. of Lang.	Sch. of Arts & Soc. Sci.	Sch. of Sci.	Sch. of Voc. Education
31	90	86	60	70
32	80	74	34	66
33	86	80	66	70
34	76	90	70	76
35	80	74	60	50
36	70	76	60	34
37	36	56	26	18
38	46	30	34	26
39	60	66	44	40
40	80	70	60	50
41	76	74	56	50
42	16	26	16	34
43	30	36	26	32
44	66	70	60	40
45	70	80	58	50
46	46	84	50	56
47	54	66	56	50
48	60	60	58	46
49	76	70	60	44
50	64	76	66	60
51	50	56	36	26
52	70	74	60	60
53	80	76	50	58
54	74	70	54	50
55	60	64	48	46
56	70	60	50	60
57	70	66	56	60
58	80	74	60	66
59	86	80	60	60
60	70	66	56	60
Total	1972	2028	1536	1503
Average	65.7	67.6	51.2	50.1

College of Education, Gumel
Category A: Primary Auxiliary Verbs NCE.I

Item No	The Sch. of Lang.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
1	40	46	40	44
2	42	40	38	40
3	60	60	60	50
4	62	70	54	60
5	50	50	30	34
6	42	60	40	42
7	54	46	42	40
8	22	20	16	30
9	30	70	32	48
10	10	30	12	28
11	40	60	40	50
12	50	42	22	32
13	12	22	10	30
14	64	64	42	60
15	70	44	40	46
16	20	50	20	40
17	60	54	50	54
18	54	46	38	22
19	44	60	30	38
20	40	52	40	46
21	22	12	12	34
22	60	44	42	50
23	56	24	22	26
24	40	42	34	42
25	50	48	40	52
26	60	50	42	64
27	62	46	32	50
28	30	50	42	44
29	50	42	38	40
30	40	44	30	24
Total	1336	1388	1030	1260
Average	44.5	46.2	34.3	42.0

College of Education, Gumel
Category B: Modal Auxiliary Verbs NCE.I

Item No	The Sch. of Lang.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
31	42	36	30	40
32	46	40	40	42
33	60	50	42	40
34	66	60	52	60
35	56	50	50	60
36	50	40	46	40
37	60	50	50	50
38	34	54	52	52
39	44	30	30	30
40	46	34	32	20
41	56	40	40	40
42	12	50	52	50
43	60	20	20	30
44	70	60	50	60
45	20	60	54	62
46	60	30	30	30
47	56	70	60	60
48	48	60	62	62
49	42	46	40	48
50	60	44	42	40
51	66	64	60	60
52	56	66	64	58
53	46	50	50	50
54	50	46	40	40
55	66	40	42	44
56	60	60	50	46
57	30	64	60	30
58	56	36	32	20
59	46	50	60	62
60	40	42	44	46
Total	1508	1442	1376	1372
Average	50.2	48.0	45.8	45.7

College of Education, Gumel
Category A: Primary Auxiliary Verbs NCE.III

Item No	The Sch. of Lang.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
1	80	90	36	40
2	76	92	50	46
3	90	60	48	50
4	80	70	60	62
5	20	22	12	26
6	60	80	54	50
7	62	90	60	52
8	64	80	50	54
9	70	72	62	60
10	30	20	10	20
11	80	70	60	50
12	26	30	20	22
13	60	60	40	50
14	82	70	46	40
15	62	66	42	44
16	90	80	60	70
17	80	70	50	54
18	22	30	18	20
19	30	86	42	46
20	50	90	50	54
21	70	60	48	50
22	80	70	54	52
23	90	80	62	60
24	52	90	58	56
25	90	70	52	50
26	60	50	40	46
27	70	60	42	40
28	80	70	50	60
29	90	80	60	58
30	60	70	50	60
Total	1956	2028	1386	1442
Average	65.2	67.6	46.2	48.0

College of Education, Gumel
Category B: Modal Auxiliary Verbs NCE.III

Item No	The Sch. of Lang.	The Sch. of Arts & Soc. Sci.	The Sch. of Sci.	The Sch. of Voc. Education
31	90	86	60	66
32	80	70	50	54
33	92	90	60	60
34	76	70	52	50
35	34	30	22	30
36	88	80	60	66
37	90	86	60	62
38	70	66	52	60
39	30	38	24	20
40	82	80	60	60
41	66	60	70	64
42	78	70	54	68
43	80	66	50	54
44	38	56	40	50
45	80	60	30	60
46	80	60	50	62
47	86	70	60	50
48	78	70	56	60
49	82	80	70	60
50	90	86	60	40
51	80	70	64	66
52	70	86	54	58
53	66	80	70	74
54	64	82	20	10
55	90	74	50	52
56	90	80	56	50
57	80	36	34	36
58	76	70	50	60
59	86	80	50	70
60	90	70	22	48
Total	2282	2102	1510	1620
Average	76.0	70.0	50.3	54.0