STUDENT TEACHERS' AWARENESS AND USE OF AUXILIARY VERBS: A CASE STUDY OF STUDENT TEACHERS AT THE UNIVERSITY OF ZULULAND

by

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DEDICATION

To my kids, Nonjabulo, Mlindeli, Mphumeleli and also my grandson Lethokuhle, who have been, in many ways, part of my journey.

ACKNOWLEDGEMENTS

DECLARATION

I, MONICA DUDU LUVUNO hereby declare that this thesis entitled: '**STUDENT TEACHERS'**
AWARENESS AND USE OF AUXILIARY VERBS: A CASE STUDY OF STUDENT
TEACHERS AT THE UNIVERSITY OF ZULULAND' is my own original work and has never
been submitted to any University for the award of any degree. All the sources have been
acknowledged in the form of references.

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SUPERVISOR'S SIGNATURE   **DATE**

ABSTRACT

This study was conducted at a university based in KwaZulu-Natal, South Africa. The purpose of the study was to determine if the explicit instruction of selected grammar aspect, modal auxiliary verbs, improved students' ability to write English. The study was qualitative in nature and a case study design was adopted. The focus was in relation to a sample of 80 student teachers who were randomly selected in 2016 in the Faculty of Education. 40 participants were randomly assigned into experimental and control groups. For the experimental group, training lasted six weeks. Both groups were made to write similar essays and those essays were marked focusing on the students' ability to use modal auxiliary verbs. The study's findings revealed that the experimental group performed better than those in the control group in the use of modal auxiliary verbs. Based on the findings, the study recommended explicit grammar instruction in all the students' level of study in order to overcome the challenges they have in writing English. Thus, time should be created to ascertain that adequate explicit grammar lessons are offered to all pre-service teachers at the university.

LIST OF ABBREVIATIONS AND ACRONYMS

LoLT: Language of Learning and Teaching

OBE: Outcomes-Based Education

NCS: National Curriculum Statement

EA: Error Analysis

UNIZULU: University of Zululand

ESL: English Second Language

MAVs: Modal Auxiliary Verbs

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Introduction

1.1 Background to the Study

The aim of the chapter is to spell out the background of the study, the statement of the problem, the aim of the study, research objectives, research questions, definition of terms, significance of the study, motivation of the study, delimitation of the study and demarcation of the thesis.

It is the researcher's observation that most English Second Language students at the University of Zululand (UNIZULU) do not have adequate English language proficiency to face the challenges of academic writing. This is because English is a second language for the majority of the Black students at UNIZULU with isiZulu as their first language. Arguably, students are not given adequate grammar lessons to help them develop their language competence as lecturers are of the conviction that through reading, listening, speaking and using the language over a period of four years of their study, students will automatically acquire grammatical accuracy and accuracy specifically in writing. This, however, is contrary to the situation as it obtains on the ground as it relates to the real situation of the learners.

Notably, student teachers' use of English at UNIZULU is not academically impressive since students do not communicate in it (English) outside lecture halls and do not feel obliged to use it when speaking to their fellow students as they usually share the same language which is isiZulu. As a result, most students are unable to use English grammatically in sentences. The researcher in this study has identified Modal Auxiliary Verbs (MAVs) as a grammar item that poses problems or challenges to student teachers in their professional training in English prior to their deployment as teachers

of English in their designated schools. The academic writing of ESL student teachers indicates that they do not have the requisite knowledge of the use of the seemingly small but invaluable grammatical units such as the MAVs and the incompetence displayed in this regard impacts on the student teachers's ability to communicate their ideas as clearly and concisely as they intend to particularly in writing. Notably, MAVs are challenging to teach and use for ESL speakers because of their complexity in meaning (Hykes, 2000; Holmes, 1983). Thus, ESL students do not know firstly, which modal auxiliary verbs to use and secondly when and how to use them (Holmes, 1983; Hyles, 2000). Arguably, MAVs' mistakes interfere mostly with meaning and this situation leads to ambiguity and can be a barrier to communication (Leech and Coats, 1980; Coates, 1978; Biber et al, 1999; Cook, 1978).

Many studies have been conducted on the problems experienced by *ESL* teachers who teach and use items of grammar to improve students' written work (Biber et al, 1999; Holmes, 1988; Cook, 1978). The case in point are results of a study conducted by Alobo (2015) on the use of Auxiliary Verbs by ESL Nigerian students in their academic writing. Alobo's study reveals that the problems faced by students relate to the wide gap between English and students' first language grammar as well as the differences in approaches to teaching and learning first and second languages. The other study conducted by Tshotsho, et al (2015) reveals that the inability of students to use grammar items correctly affected their academic writing negatively. The literature in this regard reveals that mastering grammar is crucial in developing *ESL* university student teachers' writing (Baleghizader and Gordani 2012; Shaw and Liu 1998). The researcher has observed over the years of teaching ESL students that many of them in the Faculty of Education have problems using MAVs to enhance their communication in written English. This is attributed, arguably, to lack of awareness of

the structural rules of English which inform the use of MAVs in writing. Based on the poor performance of student teachers in the Faculty of Education in writing in English, the researcher deemed it necessary to be responsive to the challenge these student teachers face not only in reading and understanding academic texts but also in writing assignments from lectures.

During post-apartheid era, the expectation within the academic domain was to have English and/ or Afrikaans as mediums of instruction at universities for all students without differentiation between first and second language uses of these languages. It is notable, however, that after 1994 the situation changed as part of transformation in South Africa. Thus, historically, the English language became ideologically oriented especially in the post-colonial era of many an African state. In education in particular, English became not only the language of communication and instruction but was also considered as a language of economic advancement globally. To all intents and purposes, therefore, English as a global language was and still is considered as practically having more employment advantages in comparison to other languages. Thus, lack of competence in the English language severely restricts one's employment opportunities. By necessary implication, therefore, it cannot be gainsaid that if one is conversant in this language in terms of using its reading and writing conventions, he or she is readily put in good stead to grab chances of employability as and when such chances become available. It is against this backdrop, therefore, that even those who use this language of power as a second language need to be conscious that they use it meaningfully not only in speech but also in their written academic discourse (Moyo, 2012). It is also notable that although ESL student teachers are expected to have acquired sufficient command of English in both its spoken and written modes by the

time they exit the university at Year Level 4 which is the final year of their professional training programme, this, however, is not always the case. It is against this backdrop, therefore, that this study focuses on the use of modal auxiliary verbs in texts. The study acknowledges the existence of extensive analyses which have been done before by various researchers nationally and internationally on the issue of the use of modal auxiliary verbs in texts. This fact notwithstanding, no particular attention has been paid to the problems encountered by ESL student teachers when they learn to use modal auxiliary verbs to improve their own academic writing. It is for this reason, therefore, that this study sought to investigate the challenge faced by ESL university student teachers in learning how to use modal auxiliary verbs as and when needed in their academic writing. Arguably, understanding the problem of these student teachers is likely to inform the implementation of any would-be program of intervention engineered towards helping address student teachers' academic writing challenges.

1.2 Statement of the Problem

The mere fact that "the languages of the world differ radically in how they organize words in their grammar (Hurford, 1994:251) poses a serious challenge to second language student teachers who have to navigate their success against the odds posed by a network of complex linguistic handicaps. This view is corroborated by Talmy's (2000:5) assertion that "languages differ in the way they 'structure concepts' requiring expression in communication". Thus, making meaning in text is a complex act requiring many elements which include, inter alia, vocabulary knowledge, automaticity which entails the automatic recognition of printed words as informed by one's background knowledge and the use of a combination of cueing systems (Herrell et al, 2008:208). Thus, given her strategic positioning as an academic, the researcher has

observed that the academic writing of student teachers is replete with what might technically be termed misuse or non-use of MAVs as one of the major challenges that negatively impact on their written communication. This challenge extends to their reading and understanding of written academic texts. It bears repeating, therefore, that these student teachers' challenges stem from lack of knowledge of sentential structure in English which results in them failing to "exploit the underlying system of grammar […] to meet their written communication needs in different circumstances (cf. Biber et al, 2002:3). This failure on the part of the student teachers is a cause for concern since, as argued by Akmajian (1995:229), "one important property of a sentence is its communicative potential and sentences with different structures often have different communicative functions".

Thus, if student teachers do not demonstrate knowledge of the differentiation that is made between simple and complex verb phrases as informed by the variations in their structure and these "variations in the verb phrase are related to many differences in meaning" (Biber et al, 2002:149), the prospects of these student teachers' meaningful productivity in the field of teaching and the educational benefit which must accrue to the learners to be taught by these student teachers are bleak indeed. Also, it is a cause for concern if the student teachers are not aware that "the very structure of language can influence or distort our perceptions and that a failure to observe the many ways in which language can do this results in an inability to apprehend the meaning not only of other people's words but of one's own as well" (Good, 2002:221).

1.3 Aim of the Study

The overall aim of this study was to establish and adopt through an investigatory process a teaching approach amenable for the learning and application of MAVs by

ESL student teachers in the context of academic writing in the Faculty of Education at the University of Zululand.

1.4 Research Objectives

The research objectives of the study were to:

(a) Establish what it is that can potentially enhance student teachers' ability to use English to negotiate meaning in their academic writing.
(b) Ascertain that student teachers will have to acquire the requisite types of communicative knowledge as it obtains in English to become articulate writers.
(c) Examine the extent to which student teachers demonstrate the ability to manipulate linguistic forms to achieve their communicative function in their academic writing.
(d) Suggest recommendations for best approaches in dealing with the teaching and application of MAVs and further research on ESL student teachers challenges in English writing.

1.5 Research Questions

The research questions for this study were as follows:

(a) What is it that can potentially enhance student teachers' ability to use English to negotiate meaning in their academic writing?
(b) What is it that student teachers will have to acquire for them to become articulate writers?
(c) To what extent do student teachers demonstrate the ability to manipulate linguistic forms to achieve their communicative function in their academic writing?
(d) What recommendations for best approaches in dealing with the teaching and application of MAVs and further research on ESL student teachers challenges in English writing are suggested?

1.6 Definition of Terms / Concepts

For clarity, the following terms are used and explained as defined below.

1.6.1 Auxiliary Verbs in English

Crystal (1986:28) defines an auxiliary as 'a term used in the grammatical description of the verb phrase, to refer to the set of verbs, subordinate to the main lexical verbs, which help to make distinctions in mood, aspect, and voice.' He further states that 'in English the main auxiliaries are 'do', 'be' and 'have', for example:

He *is* coming.

Does he know?

He *has* taken.

Modal auxiliary verbs belong to the broader category of auxiliary verbs and are sometimes referred to as modal auxiliaries (Parrott 2010:119). The modal auxiliaries include '*can*', /'*could*', '*may*'/'*might*', '*shall*'/'*should*', '*will*'/'*would*', '*must*', '*ough*t *to*' and '*used to*'. In Crystal's view, the modal auxiliaries are distinguished grammatically from lexical verbs in several ways. For example, they have a special negative form '*isn't*' as in: '*isn't*', '*hasn't*', '*can't*' as opposed to '*walkn't*' and they can be used with subject inversions such as '*is he*', 'does he', '*will they*' as opposed to *'walks he'*. He also mentions 'marginal' or 'semi- auxiliaries' as verbs which display some but not all the properties of auxiliary verbs such as *'dare'* and '*need*'. For this study, Crystal's definition of modal auxiliary verbs will be used and followed.

1.6.2 Second Language

In the context of this study, 'second language' refers to the language that students use other than their mother tongue. In the case of the University of Zululand students, the second language refers to the English language. Students are expected to perform better in as far as using the English language is concerned since it is the cornerstone of their learning (Parrot, 2010:99).

1.6.3 Written Work

Written work refers to the students' essays or assignments where they express themselves in writing responding to different questions or topics given by their lecturers (Killen, 2010: 339).

1.6.4. Language Teaching

The term 'language teaching' is used in this study to mean the formal instruction of English grammar to students in the language classroom where the focus is on form rather than only the meaning (McLaughlin, 1987: 44).

1.6.5 Language Use

In this study the term 'language use' means the English grammar used by English second language students for communication, either verbally or written at the University of Zululand (Killen, 2010:340).

1.6.6 Student Teachers

The term 'student teachers' in this study is used to refer to the level four students from the Faculty of Education at the University of Zululand who were trained to be teachers during the 2016 academic year (Louw and du Toit, 2010:10).

1.7 Significance of the Study

The significance of the study is that it sheds light on students and teachers of English as a second language that the teaching of modal auxiliary verbs plays an invaluable role in effective English language learning. The use of these grammar items makes a critical contribution to writing instruction in ESL teacher education. Without the knowledge of how MAVs function in changing the meaning of not only the lexical verbs but the whole sentence, students are likely to experience challenges in using them competently in their written work.

It is envisaged that this study will be beneficial to ESL users by drawing their attention to the fact that they need to be highly competent in so far as the teaching and using

MAVs in their language classes in order to impart the requisite knowledge to students. Lastly, it is hoped that the findings from the study will assist both *ESL* teachers and students realise that MAVs also play a significant role in the teaching and learning of the English language.

1.8 Motivation of the Study

ESL students consider modal auxiliaries as a problematic area of English grammar (Facchinetti et al 2003). They have problems in choosing when to use them and which ones to use (Thompson and Martinet 1987b, Parrot 2010; Biber et al, 2010). These students sometimes find it confusing that one modal auxiliary may have several meanings or functions (Biber et al 1999). If students do not know when to use MAVs and how they are used, this results in poor understanding of what is eing communicated in their textbooks. Furthermore, appropriateness in using modal auxiliaries is crucial for communication regardless of whether it is spoken or written (Ngoirinjuguna, 2018).

This study contends that knowledge of modal auxiliary verb usage has the potential of helping ESL students articulate their ideas precisely and succinctly in writing. Swan and Walter (1997:1) assert that hardly anybody writes or speaks a foreign language perfectly, but one can make one's English correct by undergoing formal grammar lessons taking place in language classes where students are taught basic sentence structure and the modal auxiliary verbs. Arguably, even native language users of English need to know grammar in order to overcome the challenge of using MAVs competently in writing (McLaughlin 1987; Kroeger, 2005). Similarly, Good (2001): 119) states that apart from the noun phrase and the verb phrase which are the central or immediate grammatical constituents of a sentence, modal auxiliary verbs play a

significant role in language teaching and learning. It is thus imperative that English second language teachers be highly competent in so far as using modal auxiliary verbs is concerned. ESL students, therefore, must study and practice using English grammar well in different contexts for them to use the language competently in writing.

The researcher observed that most parents in the neighbourhood, hoping their children will learn English, leave township schools to register their children with former Model C schools to help them acquire the level of language competence that is desirable. When going out for teaching practice evaluations for these students at the end of each year, from the subject mentors' comments on students' performances, the researcher gathered that there is an outcry in schools that university students fail to deliver subject content effectively because of their poor English language command. As a result, very few students from the university teach senior classes like grade 11 or 12 on their arrival in schools. The researcher observed this from most of her fellow college students who prefer to teach in primary schools when they complete their degrees even if they are trained and qualified to teach in high schools. This is the case since they acknowledge that they lack confidence particularly in their use of the English language. This state of affairs, in the researcher's view, affects not only learners but also the institution in which they are appointed. If students have poor English language command, they are not likely to produce learners who are competent in the language as evidenced by Howie (2003) and Taylor (2008) in their assertion that "teachers cannot teach what they do not know". Student teachers' inability to use language competently in writing is one of the reasons causing poor performance in English as a subject particularly in grade 12 (Cumminis, 1998:39). If the situation is not corrected, students from other universities will continue receiving first preference over students from the University of Zululand in terms of employability because some schools have already started

practising discriminatory appointments (Parrott, 2010:120). It is against this background, therefore, that this study sought to explore the challenges ESL students face when using MAVs in writing.

1.9 Delimitation of the Study

In this study, only modal auxiliaries are considered since it has been established that some of the English students' language challenges stem from the inability of students to use modal auxiliary verbs competently or meaningfully. The research sample of the study did not cover all ESL university students in the province of KwaZulu-Natal as the respondents were limited only to the selected student teachers at the University of Zululand. The researcher would have liked to cover more ESL students from different universities had there been financial support for the study. Therefore, the financial resource was a significant constraint.

These constraining factors notwithstanding, this study has attempted to establish how the use modal auxiliary verbs can assist ESL users attain the required level of competence in their written work. It has also attempted to evaluate whether the misuse or non-use of modal auxiliary verbs in an English structure leads to the writer's intended meaning being compromised. The study further sought to establish why lack of knowledge of modal auxiliary verbs contributes to the failure of most students to express themselves in competent English particularly in written work.

1.10 Demarcation of the Thesis

The thesis is demarcated as follows:

(a) Chapter One: Introduction

This chapter focuses on aims, objectives, definition of terms, motivation of the study, background of the study, significance of the study, the delimitation of the study and the structure of the thesis.

(b) Chapter Two: Literature Review

This chapter deals with the literature review and theoretical frameworks of the study. Primary sources in the form of books and articles from various authors and scholars are analysed with the object of establishing not only the answers to three research questions which the study used in the investigatory process but also to establish what studies already exist globally, in the region and within South Africa. This is done with the view of identifying the lacuna in existing knowledge so that our investigatory becomes better informed and well positioned. Secondary sources in the form of textbooks are covered extensively in order to establish more about modal auxiliaries in terms of their use and the difference it makes in the mastery of using proper English. Various examples of journal articles, newspaper articles, government policy papers, and theses and dissertations from South Africa were given taken from different texts in the form of extracts, in order to provide a clear understanding of how modal auxiliary verbs should be used to enhance written English language proficiency.

(c) Chapter Three: Research Methodology

In this chapter, the following subtopics are discussed: research design, target population, sampling technique and sample size, data collection procedure, research instrument and data analyses procedures.

(d) Chapter Four: Analysis and Interpretation of the Data

In this chapter the student teachers' written work of the two participating groups is analysed using constituent structure analysis in order to identify modal auxiliary verbs and how their presence or absence impact on the meaning attached to the lexical verb of the predicate verb phrase.

(e) Chapter Five: Discussion of the Findings and Implications of the Study

This chapter discusses the findings and implications of the study as derived from the literature reviewed in Chapter Two and the analysis and interpretation of the data in Chapter Four.

(f) Chapter Six: Conclusion and Recommendations

This chapter deals with the conclusion and recommendations as informed by the entire study.

Chapter Two

Literature Review

2.1 Introduction

> When they use language, people bring together their knowledge of word behaviour (lexis) with their knowledge of grammatical patterns (Biber et al, 2002:4).

> The way we learn a second language after we have already learned our first will differ from the way we learned the first one, because knowledge of our first language is bound to affect our learning of the new language in helpful and unhelpful ways (Freeborn et al, 1993:104).

This chapter focuses on the review of the relevant literature to this study. The study's focus is on the use of modal auxiliary verbs and the meaning attached in their use in the writing of ESL student teachers in Level Four in the Faculty of Education at the University of Zululand. The first section renders an explication of the four theoretical frameworks informing the review of the subsequent literature on modal auxiliary verbs in general and their structural positioning in the construction of an English sentence. The review of the literature also extends (though briefly) to the debate over the effect of error correction on students' writing with a leaning to accuracy and teacher feedback in this regard.

2.2 Theoretical Frameworks

Creating and shaping meaning in written form has always been an onerous task for most ESL students at a university setting. As argued by Imenda (2014), Fain (2004) and Green (2014) view, there is no single theory in qualitative research which one can meaningfully use to address a specific research problem to the exclusion of other competent theories. On the contrary, small individual pieces, called concepts, are conveniently joined with the view of coming up with a conceptual framework or model towards providing a bigger picture of possible existing relationships. Hence, Imenda (2014) avers that a conceptual framework is an integrated way of addressing a research problem which is drawn not from one theory or source but from many

sources. It is for this reason, therefore, that this study is premised on the following four theories:

(a) Constituent Structure Analysis.

(b) Krashen's (1987) Input Hypothesis Theory.

(c) Long's (1991) Form-Focused Instruction (FFI); and

(d) Ellis' (1994) Focus-on-Forms Instruction.

2.2.1 Constituent Structure Analysis

Constituent structure analysis is a framework that simplifies the reading of texts with complex structures and thus enhances the comprehensibility of written texts. The literature review in this regard suggests that there are benefits that accrue from recognising constituent structure as it greatly helps us not only in constructing but also in analysing sentences to elucidate their complexity. It is to this effect, therefore, that Wardhaugh (33) asserts that "whenever we put words together to form multiword utterances or sentences, we must do so in a systematic fashion" as a result of which "there are only certain kinds of arrangement or structures called syntactic structures that are possible and that these are the structures we use over and over again" in our construction of written texts" (Waudhaugh). Notably, the structure of a construction necessarily involves identifying its constituents (Tudor in Hedge, 1996) and as such "one important property of a sentence is its communicative potential and sentences with different structures have different communicative functions" (cf. Akmajian, 1995).

2.2.2 Input Hypothesis

In Krashen's (1987) view, learners learn a language better if they are exposed to adequate comprehensible input which is referred to as the right kind of input. Instead of using the term 'comprehensible input', Krashen uses 'intake' in his early writings by which he means that subset of linguistic input that helps the acquirer learn the language (McLaughlin, 1987: 39). Intake or comprehensible input is the input that has meaning and, therefore, understood by the learner. Mclaughlin (1987:39) further

argues that overall output contains language structures that are a bit beyond the syntactic complexity of those found in the current grammar of the acquirer. Hence, it is recommended that students be engaged in language programmes that immerse them to numerous linguistic structures for them to develop the requisite grammar that they need at any given time (McLaughlin, 1987).

2.2.3 Form-Focused Instruction (FFI)

Long (1991) contends that Focus on Form instruction (FFI), especially of the more explicit kind, is necessary for promoting effective language learning. FFI theory further indicates that grammar has to be taught explicitly as in the Grammar Translation Method. According to Long (1991), in focus-on-form, language is broken down into discrete elements, such as, words, grammar rules, notions, functions, which are then taught item by item in a linear, additive fashion. Long (1991:22) thus observes that systematic or structured input involves three types of processes:

(a) Intake

(b) Acquisition and

(c) Production

Long (1991) is the view that the process of intake takes place when students are noticing forms in the input and storing them in short-term memory. To this end, acquisition is the incorporation of those new forms in long-term memory and the restructuring of the interlanguage systems which impacts on language production which is the use of stored forms in writing or speech (Long, 1991). However, other researchers such as Long (1991), argue that exposing students to enough comprehensive input alone is inadequate; that students must also be given opportunities to produce new forms learnt in spoken or written exercises.

2.2.4 Focus-on-Forms Instruction

According to Ellis (2006), there are three types of Focus on Forms Instruction which need to be used in language teaching. The first type is Focus-on-Forms focusing primarily on linguistic form with the second type being Planned Focus-on-Form which focuses primarily on meaning and the third type is Incidental Focus-on-Form which concerns itself with form only in the event of a problem arising. In this study, the researcher adopted Ellis' Type 1: Focus-on-Forms Instruction since the researcher was of the view that explicit teaching of modal auxiliary verbs is likely to play a significant role in effective in addressing the problem under investigation. Focus-on-forms, in Ellis's point of view, implies that the teacher and the students are aware that their primary focus of the activity is to learn a preselected form and that students are required to focus on some specific form intensively with the view of learning them. This concurs with Long's (1991) view that Focus-on-forms constitutes a traditional approach to language teaching involving a linear syllabus, instructional materials, and corresponding procedures designed to present and practice a series of linguistic items. In this type of instruction, students' primary attention is directed at a specific linguistic form without necessarily excluding meaning. Explicit focus-on-form, as Ellis (2006: 17) describes it, is the instruction that involves rule taught during the learning process. Even those who oppose this view of the rule being taught, like Krashen (1987), agree that in writing, writers have time to monitor and to apply knowledge from learned rules.

With regard to approach, Ellis (2006) argues that the rule can be taught deductively or inductively. Thus, while on the one hand, deductive presentation entails presenting the rule to students in the classroom situation, an inductive or discovery treatment, on the other hand, steers students towards coming up with a rule themselves through analysing data typifying the language aspects that are being taught. This occurs, for example, in instances where students have to identify the rules that are demonstrated by the specific set of sentences. In such a case, Ellis contends that students function as learners rather than users of the language thus treating language as an object to be studied and practised bit by bit. This, in Ellis' (1994) view, is an onerous task since attending to form and meaning at the same time is not an easy thing to do. It is

arguable, therefore, that explicit learning contrasts with implicit learning in that in explicit learning, students are aware of what they are learning (Ellis, 1994). In the light of this, therefore, it cannot be gainsaid that that experimental systems are ideal for language learning because they involve drilling students in the production of the target form and also allows or correction of the students' errors in the process.

Notably, errors are mistakes which students cannot correct without help (Chkotua, 2012). Thus, it can be contended that when students are drilled with relevant units of language, they stand a better chance of becoming aware of the target structure in their attempt to construct a conscious rule (Ellis, 2006). As observed by Long (1991), teachers display a general preference for implicit negative feedback in form and accuracy contexts than explicit negative feedback. Thus, when students supply a linguistically incorrect response replying to a teacher initiation in implicit negative feedback, teachers tend to avoid direct, explicit, overt negative evaluation on the pretext that they are protecting the face of their students. This fact notwithstanding, the correction of students' errors in explicit negative feedback is explicit as the teacher indicates what the student has wrongly written and thus provide the correct form (Long, 199; Lyster & Ranta, 1997). It is worth noting, therefore, that the results of the survey of the study on teacher feedback that Ferris (1995) conducted, indicate that ESL students find their teachers' feedback useful in helping them improve their writing. The students both attend to and appreciate their teachers' efforts which they make in responding to and pointing out their grammar problems as they manifest in their written work (Ferris, 1999).

Many concerned teachers, like the researcher, are of the view that helping students to improve the competency of their writing is vitally important. However, there is an inconclusive debate over the effectiveness of teacher feedback on learner writing errors by Truscott (1996) and Ferris (1999). Truscott (1996) advocates for the abolition of grammar correction in writing courses as he deems it ineffective. Truscott's advocacy in this regard is challenged by Ferris (1999) in his averment that there is mounting research evidence that effective error correction which is selective, prioritized, and clear-can and does help at least some student writers. Ferris (1999) is

of the view that the issue of helping students to develop their written language skills and improve their accuracy in writing does not warrant being discarded hastily. Thus, he suggests that instead of doing away with grammar correction, ESL teachers should devote themselves to making their corrections even more effective by careful prioritising which is accounted for as a situation where teachers commit themselves to selective error feedback and to a strategy for building students' awareness and knowledge of their most serious and frequent grammar problems. This, in Ferris' view, increases teachers' chances of being accurate and thorough in their feedback because they are focusing on only a few problems at a time rather than to deal with every single problem in every student paper.

2.2.5 Conclusion

The foregoing conceptual theories reviewed in this chapter foreground the discussion on how the teaching of MAVs can assist second language users of English attain commendable competency in their written work. This chapter also examined the challenge faced by ESL students in using *MAVs* in writing by student teachers in the Faculty of Education at the University of Zululand.

The synthesis of the literature suggests that in order to produce student teachers who are competent in English attention needs to be drawn to language forms in addition to meaning. The use of modal auxiliaries along with lexical words so that meaningful discourse can be produced as failure to use these forms competently interferes with meaning and can be a barrier to effective communication. This evidence and principles from the literature in this chapter aided the actualisation of the objectives of the investigative enquiry.

2.3 Literature Review

> Words matter. The way they come together to convey meaning is governed by a set of rules. That set of rules is called grammar. Either you know it, or you don't. It is the stuff Churchill learned at the chalkboard. If you lose your argument to the school board – as you most likely will – then teach yourself all the grammar you never learned in high school and now need to succeed in life (Good, 2002:417).

All authors have their own particular biases in the grammatical patterns they use in their writing (Hurford, 1994:89).

The review of the literature as it obtains in this section attempts to answer the question: what is it that we know when we know a language? In Webb et al's view, "knowing a language, in the sense of having the proficiency to communicate in it, involves much, much more than knowing its grammar." Thus, as argued by Brown (as quoted in Webb et al, 2000:68-69), being able to communicate effectively in a language such as English, presupposes at least the following types of communicative knowledge:

(a) Grammatical competence which entails knowing how to combine the units of a language into grammatical wholes (words or sentences).

(b) Textual competence which entails knowing how to combine sentences into effective texts or conversations / discourses.

(c) Pragmatic competence which is the ability to use language to perform a chosen function, as well as the ability to select the appropriate way of speaking in specific situations.

(d) Strategic competence is the ability to manipulate linguistic forms to achieve one's communicative function.

It can be gleaned from the explication of the different types of communicative knowledge above that the resultant focus in the context of student teachers' writing is on the other forms of knowledge beyond grammatical competence. This is so since grammatical competence concerns itself with mere grammaticality which foregrounds the notion of well-formedness of the sentences without paying attention to the meaning attached to the text in its communicative function. Notably, the constructedness of sentences is advocated by Burton-Roberts (1986) in the argument that one must CONSTRUCT SOMETHING if that thing is COMPLEX and has structure (Burton-Roberts, 1986:250). Thus, it is notable to this effect that one "can only know how to construct" the things in a set by knowing general principles that apply to them.

Arguably, in the context of academic writing, heeding Good's (2002:417) argument that "words matter" in that "the way they come together to convey meaning is governed by a set of rules" is an objective necessity. As argued by Hurford (1994:251), "the languages of the world differ radically in how they organise words in their grammar". Talmy's (2000:5) averment that "languages differ in the way they 'structure concepts' requiring expression in communication" corroborates Hurford's view in this regard. Hence, it is argued that making meaning in text is a complex act that requires a number of elements including vocabulary knowledge, automaticity which entails the automatic recognition of printed words with the attendant background knowledge and the use of a combination of cueing systems (Herrell et al, 2008:208). It is in light of these foregoing arguments, therefore, that it becomes imperative to probe into what it is in the context of the student teachers that is likely to enhance their ability to negotiate meaning in written communication or discourse. In carrying this probing recourse is had to Downing and Locke's (2006) averment to the effect that,

Structural patterns are conceived of as configurations of functions, whether of participants and processes, of modifiers and head of, for instance, a noun, or a Subject, verb and Complements, among other. These in turn are realised in a variety of ways according to the communicative effect desired. Speakers and writers are free, within the resources a particular language displays to choose those patterns which best carry out their communicative purposes at every stage of their interaction with other speakers and readers (Downing & Locke, 2006).

The quotation from Downing and Locke (2006) illustrates that a grammar-oriented approach through its foregrounding of specific language structures in the construction of sentences can be the answer towards curbing "the increasing inability" of many student teachers to communicate ideas through the written word" (Good, 2002:417). This view is attested to by Culler's (1975) assertion that,

> Choices between words, between sentences, between different modes of presentation, will be made on the basis of their effects; and the notion of effect presupposes modes of reading which are not random and haphazard. Even if the author does not think of readers, he or she is himself/ herself a reader of his/ her own work and will not be satisfied with it unless he or she can read it as producing effects (Jonathan Culler, 1975).

What can be surmised from the explication above is that firstly, in a second language learning environment, student teachers cannot learn to write well without knowing the grammar of the language of learning and teaching. Secondly, in the context of these student teachers foregrounding specific language structures such as the MAVs in the construction of sentences is a viable pragmatic approach geared towards enhancing the acquisition and proper use of the target language by prospective users such as student teachers.

Thus, from the perspective of constituent structure analysis, probing into the internal structure of the complex Verbal Group becomes the critical focus of the study. This is so since it is within the internal structure of the complex verbal group that there are three areas of special difficulty for English language learners as is the case with the student teachers under investigation namely, tense, modality and aspect. This fact notwithstanding, the focus in this study is on modality which forms part of the essential techniques used by writers to enhance the effectiveness and communicative potential of sentences they write.

It bears repeating that this study focuses on modal auxiliary verbs and their usage within a verb phrase resulting into a complex Aux VP structure. According to Clark (2000) and Greenbaum (1998), a verb is the main element of a verb phrase with other words in the phrase operating as auxiliaries which are sometimes called operators before the main verb or as adverbs following the main verb. Notably, much of our use of verbs in English comprises verb phrases. Thus, Clark (2000) asserts that auxiliary verbs fall into two main categories namely, *Primary* and *Modal* verbs with b*e*, *have* and *do* as typical examples in this regard.

*M*odal auxiliary verbs, as Clark (2000) describes them signal attitudes, concerns, requests, suggestions, wishes and intentions, or are used to be tactful or polite. In Clark's view, the list of modal verbs is generally thought to be invariable and closed, consisting of the words such as *can*, *could*; *may*, *might*; *shall*, *should*; *will*, *would*; *must*;

and *ought to*. As argued by Clark (2000) and Greenbaum (1998), the notch to which any text used modals is significant since such use with a verb alters the meaning of a sentence in a given context of use from a definite statement of fact, allowing for degrees of uncertainty, or statements that are uncertain can be presented as facts'. Although modal auxiliary verbs are used in all textbooks that students use in English language subject as well as content subjects such as History, Economics, etcetera some students did not seem to use them correctly particularly in writing.

2.3.1 What Modal Auxiliary Verbs are

Modal auxiliary verbs are simply called helping or supporting verbs (Oxford Advanced Learners Dictionary of current English, 1995). They are called so because of the functions they perform in communication (Alagbe, 2009). Quick et al, (1998: 129) and Oluwole & Rose (1996: 157) contend that the fact that modal auxiliary verbs co-occur in a verbal group in a sentence is what earns them the name 'helping verbs'.

According to Vas (2012:74), an auxiliary (also called verbal auxiliary) is a verb functioning to give further information about the main verb following it. Other common verbs like *can, could, may, might, must, ought, shall, should, will* and *would are* called modal auxiliary verbs and express necessity, obligation, or possibility amongst other things. The underlined word in each of the following sentences is an example of a modal auxiliary verb*:*

    (a) I assured him that I would meet him at the cafeteria.

    (b) We shall gather at the club at 6 o'clock.

    (c) The teacher told us that we ought to have our identity cards made immediately.

    (d) We might go to the cinema tomorrow.

    (e) You must complete this task.

According to Hurford (2003) and Palmer (1984), 'a modal verb is a kind of auxiliary verb that precedes the bare form of the following verb. Modal auxiliary verbs are the only verbs that take a negative marker like 'not' or 'n't'. They appear in paired form for example: can/could, may/might- except 'must'.

Crystal (1986: 33) construes 'modal auxiliary verbs' as a term used in the grammatical description of the verb phrase to refer to the set of verbs which are subordinate to the main lexical verb and thus help to make distinctions in *mood*, *aspect*, and *voice*. The modal auxiliaries together with past tense forms include 'can'/'could', 'may'/'might', 'shall'/'should', 'will'/'would', 'must', and also 'ought to' and 'used to'. Crystal (1986: 34) also cites 'marginal' or 'semi-auxiliaries' as verbs which display some but not all properties of the modal auxiliary verbs such as 'dare' and 'need'.

Facchinetti *et al* (2003:67) argue that English is almost unique from other languages in that there are obvious formal markers that distinguish its eight modal verbs. In their view, the modal verbs:

(a) have all the characteristics of auxiliary verbs- their use in negation inversion, code and emphatic affirmation.

(b) have no third person –s form which means there are no 'cans' and 'mays', etcetera

(c) cannot co-occur which means there is no 'may can', in a sentence

2.3.2 The difference between primary and secondary auxiliary verbs

According to Alagbe (2009:57), modal auxiliary verbs (secondary) are different from the primary auxiliary verbs in that modals cannot not stand on their own in a sentence as it is the case with the lexical verbs in a sentence but play a vital role in conveying error-free and meaningful information to readers. In Alagbe's view, 'modal auxiliary verbs are used along with lexical verbs'. For example;

(a) He *can* go.

(b) We *should* do that.

(c) You *must* go'.

According to Alagbe (2009: 56), modal auxiliaries help to make up the verbal group in sentences, which means that they support the main verbs which can either be transitive or intransitive. This is also meant to help communicate meaningfully in sentences where they are used. According to Thompson and Martinet (1987b: 110), modal auxiliaries have no final 's' in the third person singular, and they do not have a past tense. Similarly, Palmer (1994:122) argues that 'only the primary auxiliary verbs

have –s forms: is, has and does' as there are no modal forms like 'wills', 'shalls', 'cans', 'mays', 'musts' and 'oughts'. In their book, Modality in Contemporary English, Facchinetti, et al, (2003:46) are of the view that modal verbs of English pose some 'idiosyncratic difficulties' to those who desire to learn the English language.

According to Wardhaugh (2002:19), 'any misuse or omission of auxiliary verbs in focus, distorts messages' meant to be sent and 'modal verbs are complicated in the kinds of meanings that they express'. How modal auxiliary verbs functioned should be taught to enable students to use them competently in their written discourse. Moreover, ESL students should know how to use modal auxiliaries competently because, according to Palmer (2003:26), there is an important distinction between the two types. In Palmer's view, 'be' and 'have' plus 'do' are primary auxiliaries, on the other hand- 'will', 'shall', 'can', 'may', 'must', 'ought', 'dare' and 'need' are secondary or modal auxiliaries. Palmer (2003:14) further argues that 'modal auxiliary verbs cannot co-occur since they have no non-finite forms and are restricted to the initial position in the verb phrase. This means that in the English language, there is no '*can may' go* or '*must can may' go*. It is notable, however, that 'be' and 'have' can co-occur albeit with strict limitations because they have finite forms and are not restricted to any position in the verbal phrase. The following exemplifies this state of affairs:

   (a) 'has been singing',
   (b) 'has been hurt',
   (c) 'must be singing',
   (d) 'must have sung'.

2.3.3 Reviewed Works on Modal Auxiliary Verbs

Clark's (2000) description of modal auxiliary verbs as it obtains in the foregoing section is corroborated by Kroeger's (2005) averment that modal auxiliaries express the speaker's attitude towards the proposition being expressed. For example, the degree of certainty on whether the actor's relationship to the described situation is true or not or whether he or she was under some obligation to act in a certain way or not. In Kroeger's (2005) view, the behaviour of some modal auxiliaries might bring about faulty grammar which can lead to genuine ambiguity, can be a barrier to

communication, and can hinder students' success in their educational pursuits. Similarly, Biber *et al* (1999) are of the view that the distinction between MAVs and lexical verbs is not completely clear as most modals can fill more than one semantic function. These researchers observe that there is not a one-to-one correspondence of meaning and form as most modal verbs can fill more than one semantic function. Thus, they contend that most modal verbs can be either extrinsic or intrinsic depending on the functions they fill and the meanings they relate in the context of use. It is notable, however, that assigning rigid semantic meanings to the modal auxiliaries is contrary to what is discussed by Leech and Coates (1980) and Coates (1983). These authors argue against using logical formalism to set up definitions of the words and thus suggest instead an understanding of the "indeterminancy" of meanings in these words. They point out three types of indeterminancy: gradience, ambiguity, and merger which can help distinguish between words that fit somewhere between two categories or that can have two separate meanings and can logically fit in one or both of these semantic categories (Leech and Coates, 1980; Coates, 1983). This ambiguity of semantic classification suggests that analysis of modal verb use cannot be expected to neatly divide all modal verbs into only two rigid categories.

The view propounded above finds support in Hudson's (1991:239) view that modal auxiliaries affect the meaning of a sentence or clause and have an element of doubt. Similar sentiments are expressed by Praninskas (1959) who refers to modal auxiliaries as the ten words (can, could, may, might, must, ought, shall, should, will, and would) in the English language that give students just about ten times as much trouble compared to other words. In Praninskas' (1959)'s view, despite being verbs, modal auxiliaries do not function alone like complete verbs unless used to answer certain questions. Characteristically, therefore, modal verbs are used with other verbs to modify meaning. They do not use 's', '-ing' forms or participles. This means that modal auxiliaries with 's' are not transformed. Praninskas (1959) and Cummins (1997) suggested that in order to be able to use modal auxiliaries competently, one needs to find various sentences where they are used and be certain that one understands what they mean in their different contexts. For example, modal auxiliary 'could' sometimes function as the past form of 'can', 'would' and 'will'. Those past forms can be used to mark present and future times respectively.

Notably, 'can' might refer to 'ability' which means 'be able to' or 'ability' which is not limited by the 'time' (Praninskan, 1959). For example:

    i.   Thembi <u>is able to</u> (can) read for a very long time without getting a headache.

Also, 'can' is sometimes used to mean 'ability which is limited to the present moment', for example:

    ii.   You <u>can</u> respond to my question right now.

Respectively, 'can' can be used to mean ability to be reflected 'sometime in the future'. For example:

    iii.   She <u>can</u> bake your birthday cake at 18h30 this evening.

However, 'can' can never be used to mean anything that happened in the past. It is often used to mean 'permission' and ability in a formal language, even though 'may' is preferred, for example, instead of: 'you <u>can leave</u> at 16h00'- 'you <u>may leave</u> at 16h00' is preferred. Modal verb 'could' also means 'ability' which could be 'past ability and no longer exists' or future ability where its use is synonymous with 'can'. This <u>is</u> exemplified in the following two sentences:

    iv.   Until a short time ago, Thembi <u>*could* read</u> for a long time without getting a headache.

    v.   The doctor <u>*could* see</u> you at 15h00 this afternoon.

It is interesting to note that modal auxiliary verb 'could' can also mean permission which was given in the past but is no longer given, for example:

    vi.   When Mr Ntuli was a librarian, anyone <u>*could* borrow</u> books. Now only students <u>*may* borrow</u> books.

Moreover, '*could*' is used as a past form of '*can*' only when the direct quotation is changed to a statement which is no longer direct, for example:

    vii.   The clerk said; "The doctor <u>*can* see</u> you at 15h00." = The clerk said that the doctor <u>*could* see</u> you at 15h00 (Praninskas, 1959).

In Praninskas's (1959) view, '*could*' functions in the result clauses of conditional sentences, for example:

    viii.   She <u>*could* read</u> her assignment tomorrow morning if she does not have a class.

It is evident from the previous narration that some of the English students' language errors stem from their inability to use modal auxiliary verbs. Thus, Praninskas

(1959:138) argues that modal auxiliary verbs 'could have done' and 'could not have done' are not at all opposites as students are prone to think. Praninskas (1959) avers that the modal auxiliary verb can be used to mean that 'permission was granted'. It is notable, however, that if a sentence did not at all say anything about time, the very word tells us about 'the now time', for example:

ix.   You _may_ go home.

This means that the permission to go home has now been granted and the subject is expected to respond immediately. Future time can be expressed by only adding a future time expression in an utterance such as, at 13h45 this afternoon'. The example can be as follows:

x.   You _may_ go home 'at 13h45 this afternoon'.

'May' sometimes shows a guess about the future and the present tense. This is exemplified in the following sentence:

xi.   It _may rain_ tomorrow.

Similarly, 'may' and 'might' also show a guess and refer to a future time which is often a very near future if it is used without any time expression in a sentence. For example, :

xii.   It _might_ rain. (very near future)

xiii.   Thandi _might_ need water. (right now)

When the expression of time is added to this sentence, it becomes more specific, and synonymous with '_may_', for example:

xiv.   It _might_ rain tomorrow.

'_Might_' has the same meaning as '_may_' when guessing about the present moment action, for example:

xv.   It _migh_t be raining (right now) at Richards Bay.

'_Might_' functions the same way as '_may_' if a guess about the past action is made, for example:

xvi.   It _might_ have rained at Richards bay yesterday.

'_Might_' functions as the past tense of '_may_' in direct quotations which are changed to indirect statements (Hurford, 2003) such as the following:

xvii. 'You _may_ (present tense) leave at 15h00'. You _might_ (past tense) leave at 15h00.

Even though the first sentence is a direct statement which indicates the present tense, it also indicates permission given. Similarly, with the second sentence, _'might'_ is the past tense of _'may'_ but it also shows guess about something that might happen in the future.

The other type of modal auxiliary verb that confuses students is _'must'_. These students actually use '_must'_ where a native speaker of English would use '_should'_ (Moloi, 1998). Ngoirinjuguna (2018) observes that in the school system the use of the modal verb '_must'_ is frequent as it is used mostly by their teachers when giving instructions in class. In the process of so doing pupils acquire its use, even though it has not been formalised its use is relatively high. This, in Ngoirinjuguna's (2018), view, means that learning and acquisition go hand in hand with language learning. In Praninska's (1959:140) view, modal auxiliary '_must_' express necessity. He further argues that _'must'_ sometimes explains the general truth if it <u>is</u> not used with any time expressions. However, _'must'_ meaning necessity can refer to both present and future time. The following sentences exemplifies this point of view:

xviii. One _<u>must</u>_ eat to live. (general truth)

xix. I _<u>must</u>_ leave right <u>now</u>. (present tense). I <u>must</u> leave at 16h00 <u>tomorrow</u>. (future)

The examples above show how vital it is for students to know the difference between modal auxiliary verb _'must',_ meaning a general truth and '_must'_ meaning necessity. Unlike other modal auxiliary verbs, _'must'_ does not have past form. _'Had to'_ is used instead of _'must'_ in order to refer to the past, for example:

xx. She _had to_ leave the class early to go to the doctor.

Moreover, 'the negative form of _'must'_ which is '_mustn't'_ does not mean that it is not necessary to do something. It means that it is necessary for someone not to do something. Instead, it is the doing that is made negative, not the necessity (Praninskas, 1959:141). It is thus arguable that the input students receive may contribute to the situation where students sometimes use modal verb 'must' where a native speaker of English would use 'should' (Moloi, 1998). Some students exchange the modal auxiliary verb 'would' for 'will' which may render the sentence faulty. For example,

- She *would* wash the dishes now.

In the above example, modal verb 'will' should be used instead because of the presence of the adverb 'now' at the end of the sentence (Alobo, 2015).

Furthermore, modal verb 'must' and 'have to' are identical in meaning and, therefore, cannot co-occur in the same grammatical environment as this use leads to redundancy, for example:

- I *must have to* finish this task.

According to the *Longman Phrasal Verbs Dictionary,* modal auxiliaries allow us to talk about actions as possible, certain or uncertain, or necessary. In the following sentence, the speaker is not certain that Khaya will visit. In other words, he or she is expecting him but something else might stop him from visiting, for example:

xxi.   Khaya *could* visit on Friday.

The *Longman Phrasal Verbs Dictionary* propounds the view that modal auxiliaries can be combined to form a verb phrase. For example:

xxii.   He *must have been given* a wrong impression about you.

In the above sentence, it is shown that it is a modal auxiliary verb that comes first, which in this case is '*must*' which is followed by the primary auxiliaries '*have*' and '*been*', and lastly, the lexical verb, '*given*', and not the other way around. The *Longman Phrasal Verbs Dictionary* also explains that modal auxiliaries are used 'to express degrees of future possibility'. For example, the sentence:

xxiii.   'I *could* bring some more bread tomorrow'.

The modal auxiliary verb 'could' here does not necessarily refer to the past tense but the future tense, because of the use of the adverb of time 'tomorrow'. This view is attested to by Roberts's (1996) contention that modal auxiliary verbs are distinguished from non-modals and lexical verbs in always not carrying tense.

According to Roberts (1996), modal auxiliary verbs do not exhibit subject-verb agreement which means that they do not change form in the present tense even with the third person singular subject NP. For example:

'He *can go*' not 'He *cans go.*'

The sentiments conveyed above are shared by Aarts and Aarts (1988). It is thus worth noting underlining the fact that these authors give prominence to the fact that modal auxiliaries are always finite and occur as the first element of the verb phrase. The next sentence exemplifies this situation:

xxiv.   She '*may* have written' that letter.

What can be gleaned from the foregoing explication is that a modal auxiliary verb cannot stand on its own unless a lexical verb follows it and that lexical verb is understood. In the following sentence: *'Can Khaya come? Yes, he can'*. It is clear, that if the question is directed to a stranger, he/she would not have been able to answer it correctly unless he or she had prior knowledge regarding the situation. According to Hurford (2003:126), even though the example above looks like a proper past tense form, it is not as it is the future. *'Could'* below in the second part of the sentence refers to something that can happen in future, on condition, however, that the person referred to comes to the office the following day:

i.   If you come to the office tomorrow, you *could* meet Tom.

ii.   It *might* rain soon.

The above sentences do not say anything about the tense even though they have words like *'could'*. *'Could'* in that instance does not necessarily refer to something that happened in the past. Also, in the sentence *'you could meet Tom'* does not necessarily mean that he or she is able to meet him.

 In Hurford' s (2003: 127) view, if modal auxiliaries existed in a clause, they are the first verbs to occur mainly in interrogatives:

iii. What *will* Thembi's cousin be coming to?

iv. How *can* this statement be changed?

By the same token, if modal auxiliaries are available in a sentence, they are the only verbs which use the negative marker 'either as a contracted –n't or as *not*'. The following sentence exemplifies this state of affairs:

v.   This stone *cannot/ can't* be removed from its place.

In Crystal's (1986) view, *'ought'* and *'use'* are semi- or partly modal auxiliaries in that they need to be used with an infinitive form which is 'to' in order to make sensible utterances. For example,

vi. She _ought_ to visit Johannesburg tomorrow.

Crystal (1986) argues that '_ought to_' expresses obligation and often tells us about a general truth unless it is accompanied by phrases expressing time in a sentence. For example, We _ought to_ be careful crossing streets. (general truth)

xxv. She _ought to_ see a doctor as soon as possible.

In changing direct quotations to indirect ones, '_ought to_' remains the same since it does not have any past form. Moreover, _'need',_ and '_dare_' are also partly modal auxiliaries in Crystal's (1986) view because they behave partly like modal auxiliary verbs in being inverted into interrogatives and taking negative markers. The following two sentences exemplify this assertion:

vii. I _need to_ see her privately.

viii. She _doesn't dare_ to kill it.

2.3.4 Concern with ESL university student language proficiency

Education is one of the areas where English plays a dominant role in many parts of the world. It is in light of this, therefore, that in many countries, including South Africa, English is an official language. Hence, schools and institutions of higher learning in South Africa use English as a medium of instruction which is officially known as the language of teaching and learning (LoLT). Barnes (2011) and Cumming (1997) are of the view that those who want to access and use world knowledge need not only a good understanding of the language, but also need to be proficient in the language. Barnes (2011) and Woodowson (1983) also note that the 'English language plays a critical role in all various programmes, commissions, as well as in the proceedings of most major international political organisations and gatherings and has, as a result become the leading language of science, technology and media communications.'

It is thus arguable that the starting point in understanding any language is to know its structure. According to Biber, Conrad and Leech 2010:48) the English structure consists of the noun phrase, the verb phrase, adjectival phrase and prepositional phrase. One of Palmer's (2003:3) main arguments is that 'languages have either mood or modality, but not both'. Palmer (2003:3) argues that in English, the subjunctive has

died out with the development of the modal system. Consequently, as argued by Palmer (2003), modern English has a modal system without mood.

2.3.5 Controversy on Teaching Grammar

Many researchers (Hudson 1991; Thompson & Martinet 1987a; Biber, *et al* 2000; Alagbe 2009; and Crystal 1986) cite the importance of teaching grammar to the university students for these students to gain language proficiency. Moreover, Alobo (2015) avers that it is appalling and embarrassing to read students' essays at the tertiary level today given the gross misuse and abuse of the language. However, during the period the study was undertaken, it was evident that even though some researchers have written about auxiliary verbs, none of them concentrate on the importance of modal auxiliary verbs use by ESL students to help them write competently at the university level in particular. It is notable that despite Hudson (1991) having researched on auxiliary verbs, he wrote much about the use of auxiliary verbs in general. Thompson and Martinet (1987a) also wrote about auxiliary verbs but dwelled much on clarifying the distinction between primary auxiliaries and modal auxiliaries. Biber, et al (2000) also contribute albeit focusing on the use of modal verbs and not their teaching. Alagbe (2009) also wrote about auxiliary verbs but concentrated on the primary auxiliary verbs like 'be', 'have' and 'do' only.

2.3.6 Students' Problems in Using Modal Auxiliary Verbs

As useful as modal verbs are in writing, they are not easy to teach or to use appropriately for non-native speakers of English (Gibbs, 1990) because of their underlying meaning (Cook, 1978). Many students are disadvantaged by the fact that they have to learn through a second language rather than their home language. Modal auxiliaries' usage presents inherent difficulties even among first language speakers of English, which renders appropriateness of modal auxiliary use crucial for communication (Ngoirinjuguna, 2018). MAVs do not have a one to one relationship with meaning (Holmes, 1988). Some students, who are ESL users find it confusing that one modal auxiliary verb might have several meanings or functions (Thompson & Martinet 1987b; Parrot 2010; Biber et al 2010). Moreover, students who are ESL users have problems in deciding when to use modal auxiliary verbs and which ones to use. The teaching of using these language forms will not only equip students with the

necessary skills to improve their written work but will also provide them with the requisite knowledge of how modal auxiliary verbs work in the English clause. This in turn, will help students understand different texts better since, in Thompson and Martinet's (1987b) view, 'one modal auxiliary verb might have several meanings or functions'. Similarly, Urszula (2010) avers that 'the degree to which any text uses modal auxiliary verbs can be significant since their use with a verb alters the meaning of a sentence from a definite statement of fact thus allowing for degrees of uncertainty or statements that are uncertain can be presented as facts'.

Students' lack of knowledge regrading which modal auxiliary verbs must be used interferes greatly with the meaning and as a result, students are rendered unable to communicate clearly what they want to convey to their lecturers particularly in writing. This is a clear signal that students are not conscious of the rules governing the use of modal verbs. Notably, Ayliff (2010:2) argues that there are three crucial reasons why most ESL students fail to write with a level of accuracy that is expected. In this study, the researcher focuses on only two of Ayliff's reasons simply because these are the reasons that describe what is within the scope of this study. The first reason for discussion in Ayliff's view is Outcomes-based Education (OBE) which encourages a learner-centred approach to education. This approach stipulates that students should be placed in situations where they use the language as an instrument for satisfying immediate communication needs and where the criterion for successful communication is functional effectiveness rather than structural accuracy. The ultimate concern is in developing the learners' ability to take part in the process of communicating through language, rather than with the perfect mastery of individual structures such as using the modal auxiliary verbs competently in speaking and writing. Students, as Aliff (2010) and Cummins (1998) argue, are expected to learn the language through engagement in many activities in the specific language forms that they need for specific activities which serve as 'a bridge' between controlled and uncontrolled language use. As far as the theory of OBE is concerned, grammar is learned in passing only to understand the activity at hand and through self-discovery. Thus, there are no drills or complete explanations and understanding of language structures since the goal of English language teaching is to extend the range of communication situations in which the students can perform with focus on meaning without being hindered by paying attention to grammar. It is not surprising, therefore,

that 'new recruits' as Hudson and Walmsley (2005: 616) call them, either know very little grammar or have no confidence in their knowledge because they have picked it up in an unsystematic way.

The second reason in Aliff's (2010:3) view is the way the English language is taught through a communicative meaning-based approach introduced by the National Curriculum Statement (NCS) which later became known as CAPS. Dornbrack and Jacqui (2014) observe that CAPS overemphasis of a 'back to basics' discourse undermines creative writing whereas these researchers view it as an important product from which students are judged. In this approach students' lessons concentrate on meaning hoping that they will unconsciously get grammar of the language along the way. This is based on the misguided understanding that students learn the second language the same way as they learn their first language where 'a child effortlessly picks it up the language from the family members and people around his or her world. The teacher supports the student as she or he takes control of his or her learning by bringing activities which model the real world into the classroom. This approach to learning helps students to become confident and fluent in the language, but it is unlikely that it makes them write with accuracy. Students find writing essays, for example, quite challenging due to the lack of explicit instruction on how language works in language classrooms (Dornbrack and Jacqui, 2014). According to Hudson and Walmsley (2005:612), time should be devoted to administer adequate grammar lessons to students even at the university level. Arguably, therefore, a small amount of time allocated to the teaching of English grammar will not give lecturers sufficient focus on 'serious in-depth teaching of grammar' to students. It is thus contended that explicit attention to grammatical structures such as modal verbs can deepen ESL students' understanding of the language structure and its register which is why they call for a more explicit focus on writing pedagogy (Dornbrack and Jacqui, 2014).

Swan and Walter (1997:1) assert that although hardly anybody can write or speak a foreign language correctly, one can make one's English competent by undergoing formal grammar lessons taking place in language classes where students are taught basic sentence structure which includes the knowledge and use of modal auxiliary verbs. Even first speakers of English experience difficulties in modal verb use and need to know grammar for them to write it competently (McLaughlin, 1987; Kroeger, 2005; Ngoirinjuguna, 2018). Apart from the English noun phrase and the verb phrase

which are the central grammatical constituents of a sentence, modal auxiliary verbs playa a significant role in language teaching and learning.

It is worth noting, however, that focus-on-form theorists like Long (1991); Ellis (2006) and others do not support the view of implicit teaching of grammar. By form-focused instruction, Long (1991) and Ellis (2006) mean any deliberate concentration on syntactic or morphological aspects of language by students or by the teacher where attention is drawn to the form of the language as opposed to focusing on the meaning alone. For Krashen, as cited in McLaughlin (1987:24), it is not the setting per se but conscious attention to rules that distinguish language acquisition from language learning. In Krashen's (1987); Swan and Walter (1987) view, what is consciously learnt through the presentation of rules and explanations of grammar do not become the basis of the acquisition of the target language. Although Krashen's position is that conscious learning of rules does not help acquisition, he nonetheless concedes that it enables the students to polish up what they already acquired through communication. Krashen further stresses that the focus of language teaching should not be rule-learning, but communication (McLaughlin, 1993).

In Alagbe's (2009: 60) view, modal auxiliaries are considered to be sensitive words that the speakers of English cannot ignore but are to be used along with the lexical words so that articulate sentences can be constructed. Similarly, one of Good's (2001:415) main arguments in favour of explicit teaching of grammar is that students sometimes fail to understand that one can get away with making modal auxiliary verb mistakes and other language mistakes. In some speech instances, audiences cannot probably notice them easily. When one commits the same kind of mistake on paper, language experts will spot the error and thoughtlessness of the user (Good, 2001: 121). Thus, it cannot be gainsaid that the teaching of modal auxiliary verbs has the potential of helping students use grammar competently and consequently write better too. In Hudson and Walmsley's (2005) view, students' writing is improved by studying grammar than studying any other subject. Thus, it bears repeating that explicit teaching of modal auxiliary verbs has the potential of helping students improve the way they express themselves particularly in writing. Arguably, clear writing entails using grammar competently in accordance with established conventional syntactic principles as they find application in writing. It also increases chances of scoring high marks in assessments in whichever subject that the students do. Thus, it can be

concluded emphatically that good teachers should assess students' written work in terms of clarity of expression and grammatical competence are used in pragmatic situations of use over and above the subject content they are after in order to help students improve the way they articulate messages in writing.

The common grammatical errors that students make when writing essays, assignments and reports, are on modal auxiliary verbs and it interferes mostly with meaning (Roberts, 1996). Students also demonstrate problems with overuse of some modals which make their writing sounds too conversational and underuse which makes the writing of sounds more direct (Holmes, 1998). As argued by Alobo (2015), there are modal verb challenges that ESL users face in writing resulting in sentences being faulty relate to redundancy, the exchange of 'would' for 'will' and the use of 'used to' with present adverb in a sentence. Notably, many researchers conclude that overgeneralisation of the rule, the complexity of a particular item being learnt and interference from L1 and L2 cause learners to err (Corder, 1974; Brown, 1980; Littlewood, 1984; Doff, 1995). These researchers are of the conviction that language is a system of rules that a learner has to acquire and that trying out language and making errors are a natural and unavoidable part of the learning process. Hence, it is argued that students' errors are a very useful way of showing what they have and what they have not learnt which is why instead of construing errors negatively as a sign of failure by the teachers or the students, errors should be construed positively as an indication of what still needs to taught or learned.

Thus, it bears repeating Swan and Walter's (1997:1) assertion that although hardly anybody writes or speaks a foreign language perfectly, one can make one's English competent by undergoing formal grammar lessons. Grammar lessons teach students basic sentence structure which includes modal auxiliary verbs. According to Turgeon (1992:18), good language writers are not born but are made as a result of teaching and mastering language rules and the ability to use them appropriately. It is argued, therefore, that English second language students need to be taught and practice using grammar in different contexts for them to become articulate writers in the English language.

There is, as of now, an outcry in schools that university students fail to express themselves in competent English. As a result, very few graduates from the university

are confident to teach senior classes such as grade 11 and 12 on their first year of teaching. Most graduates prefer to teach in primary schools even if they have been trained and thus qualify to teach in high schools because they lack confidence in the use of the English language. It cannot be gainsaid that if the students have a poor command of the English language, they are not likely to produce learners who are competent in the language (Cummins, 1998: 39). The inference which can be drawn from the above explication of the situation is that the current state of affairs affects not only the learners that are taught by these student teachers but will have lasting repercussions extending to the schools where these student teachers will end up being appointed as educators.

Notably, ESL teachers in high schools, particularly in grades 11 and 12 tend to focus more on what is going to come out in the end of the year examination paper at the expense of grammar teaching in the classrooms (Ferreira, 2009: 51). The argument advanced in support of this tendency is that, firstly, there is insufficient time to teach the basics at these levels. Secondly, it is argued that learners at Grades 11 and 12 have had the basics taught to them in the previous levels. Therefore, there is no need for them to waste time on basics again.

Notably, the ESL syllabus is so broad in each grade such that teachers are only able to cover certain language aspects. According to the researcher's experience, most teachers tend to teach those aspects of grammar with which they are comfortable which is why they leave out the rest with the hope that teachers of the following grades will take care of the remaining aspects. Even language specialists within and outside the school, such as the Heads of Departments, and the language advisors have little time to consistently monitor what actually happens in various grades in as far as progressive teaching of English grammar is concerned (Cummins, 1998; Ferreira, 2009).

The situation as explicated above results, on the one hand, in an unending blame game where heads of schools, blame lecturers for the poor language performance of new student-teachers. Lecturers, on the other hand, blame high school teachers for students' poor language performance at the university. High school teachers blame primary school teachers for the learners' language poor performance in high schools.

Even within the University, content lecturers point fingers at each other, specifically, at lecturers of English for not doing their part. Thus, it is not surprising to find a History teacher asking an English teacher what it is that they really do in classes as most of the students fail to write competent and meaningful sentences let alone meaningful and coherent paragraphs in their assignments.

Admittedly, some concerned heads of schools have already adopted certain strategies to help not only new teachers become better ESL users, particularly in writing, but also save themselves from the embarrassment of having inefficient staff members. One such strategy is that all new university graduates teach English as a subject in Grade Eight for three consecutive years on their arrival in schools regardless of whether the new teacher has had training in teaching English as a subject or not. Notably, teachers who undergo such an arrangement improve enormously and appreciate the experience as it helps them in teaching the other subjects with greater confidence in the subsequent years (Royce, 1996; Crystal, 2003; Roberts, 1996).

In Walt and Ruiters' (2011: 85) Report of 1975, a report established by a government committee to review the status of English teaching in the UK, particular attention to the notion that every teacher is a language teacher and is responsible for ensuring that students left the university environment with employable skills like writing and responding to communications in appropriate ways was paid. Thus, as argued by Walt and Ruiters (2011), one of the most important recommendations of the report is that each school should have an organised policy for language across the curriculum by ensuring that every teacher is involved in language development throughout the years of schooling. This, in their view, places the responsibility for developing language skills with every teacher, not only to teachers of English. According to Walt and Ruiters' (2011:85) report, other teachers around the school are also expected to focus on how language content is made accessible in their classrooms.

It warrants mentioning, therefore, that if second language users know the English grammatical structure of a sentence, particularly the use of modal auxiliary verbs, such knowledge has the potential of enhancing effective communication of ideas as intended. Moreover, this knowledge will help English second language students articulate their ideas precisely and succinctly in writing in ways that are commendable. Similarly, Ayliff (2010) avers that although second language students might sound well

when they use English in their daily conversations with their friends, it is notable, however, that when they write their conversations, what they are capable of speaking does not always match what they can write. According to Ayliff (2010), ESL students are competent in speaking because of a number of factors. One such factor is the use of gestures and facial expression while speaking. Sometimes this is because people involved in a conversation share the same knowledge which renders their utterances easily compensated by what they already know. Notably, students are usually surprised and mostly confused when their written work return with comments such as 'your work lack well-formed utterances etcetera. Thus, if teachers put less effort or underestimate the students' lack of writing skills and adopt the 'as long as I get the message' attitude in students' written work, such a stance on the part of teachers impacts negatively on students' chances of becoming articulate writers (Walt &Ruiters, 2011; Ayliff, 2010). Hence, Ferris (1999) argues that student teachers must be equipped in a way that enables them to use their writing skills for all of their academic endeavours.

2.3.7 Conclusion

The literature review in this chapter suggests that there are benefits that accrue from recognising constituent structure as it greatly helps us in constructing and analysing sentences by elucidating their complexity. As argued by Wardhaugh, "whenever we put words together to form multiword utterances or sentences, we must do so in a systematic fashion" (2002:33). This explains why "there are only certain kinds of arrangement or structures called syntactic structures that are possible and that we use these over and over again" in our construction of written texts" (Waudhaugh 2002).

Chapter Three
Research Methodology

3.1 Introduction

This present study was qualitative in nature and a case study design was followed. This is based on the understanding that qualitative research understands human phenomena in terms of categories and context (Seliger and Shohamy, 1980). Moreover, Halliday (2002) contented that qualitative studies offer opportunities of research that lead researchers into areas of discovery within the lives of people they are investigating. The qualitative method was appropriate for this study because it allowed the researcher to understand and explain arguments envisaged in the study using in depth evidence collected directly from the real classroom through students' written essays conducted at the lecture hall at the University of Zululand. To this end, level four ESL student teachers at the University of Zululand were used as a case study. The researcher deemed the qualitative approach appropriate in understanding and explaining the arguments envisaged in the study using evidence from the collected data and the literature pertinent in this regard. To achieve this qualitative research, the researcher expounded the procedural steps to be taken in actualizing dependable results in the execution of the research process. The steps include research design, the target population and the sampling overview. This chapter, therefore, discusses the research instrument, the pilot study, data collection and analysis procedures. The chapter also highlights the ethical requirements that were considered and strictly observed as well as the limitation of the study.

3.2 The Research Design

A qualitative research approach was followed in the study. In Strauss and Corbin's (1990) view, the qualitative research is any kind of research that produced findings not arrived at by means of statistical procedures. A qualitative research design was chosen for this study because the methodology best allowed the researcher to collect data to answer the research questions. The study used a case study design. Case study allows for an in-depth investigation which highlights a detailed insight of the particular phenomenon of a study and diverse characteristics of the concerned

population (Kaufman & Kaufman, 2004). This is a case study which looked into student teachers' awareness and use of modal auxiliary verbs in written text. With a total of 80 purposefully selected students as a case, 40 participants were assigned into an experimental group and the other 40 into a control group. All the participants were voluntarily consented to take part in the study. The experimental group was taught modal auxiliary verbs for six weeks by the researcher. The instance actioned here was done to establish whether the teaching of this particular item can help students improve their academic writing. The workbook (see Appendix 2) with the MAVs content and activities designed by the researcher was used for teaching. At the end of six weeks, both groups, the experimental group and control group were made to write similar essays in class. After essays had been marked, they were compared against each other to see if there were differences. Additionally, the other three research questions which were addressed in this study were as follows:

(a) What is it that can potentially enhance student teachers' ability to use English to negotiate meaning in their academic writing?
(b) What is it that student teachers will have to acquire for them to become articulate writers?
(c) To what extent do student teachers demonstrate the ability of manipulating linguistic forms to achieve their communicative function in their academic writing?

3.3 The Target Population

For the purpose of this study, the targeted population was all 834 ESL students in the B Ed program, doing their final year of study which was level four at the University of Zululand with IsiZulu as their home language. The Language of Teaching and Learning (LoLT) at UNIZULU is English of which 100% of the respondents English is a second language. Age ranges from 20 to over 35 years and all the respondents belonged to the black race group. The length of their study program was four years with symbol B to symbol D and below as their English competence prior to admission. Most ESL students at the UNIZULU do not have adequate English language proficiency to face the challenges of academic writing. This is because English, arguably, is a second language for the majority of Black students at UNIZULU with isiZulu as their first language, and the students' use of English at UNIZULU is not extensive since students do not communicate in it outside lecture halls and do not feel obliged to use it either when speaking to their fellow students as they usually share the same language which is isiZulu. As a result, most students are unable to use the

language grammatically in sentences. Notably, many studies have been conducted on the problems experienced by *ESL* teachers with the aim of addressing or ameliorating their challenges in English (Biber et al, 1999; Holmes, 1988; Cook, 1978). The following section details the sample and sampling techniques employed by the study.

3.4 Sample and sampling procedure

A sample selected from a larger group of persons is studied in an attempt to understand and explain some facet of the population from which it was drawn (de Vos, 2011:199; Bryman, 2012: 416). Sampling refers to the identification and selection of the respondents for the study from a selected target population (Creswell, 2010: 79). Sampling decisions are made for the purpose of obtaining the richest possible source of information in order to answer the research questions (Creswell, 2010: 82). In this study, a group of 80 students were drawn randomly from a large class of 834 level 4 student teachers which the researcher in this study taught in 2016 in the Faculty of Education at the University of Zululand.

The researcher started the process by designing an invitation where students were solicited to participate in the research process voluntarily. De Vos (2011), Almeder (1990), Coyne (1997), Engel and Vosbell (2002) Matsuba, Hart and Arkins, (2007) opine that persons who come forward voluntarily for the task of the researcher not only facilitate the task but also accelerate the process because they are normally more motivated and possess more specific psychological characteristics than those who do not apply themselves voluntarily. With the help of class representatives, the invitation to participate was pasted on all university notice boards. In the notice, it was stated that interested persons should be students who stay on campus, only B Ed Year 4 students from the Faculty of Education with no particular specialisation, gender and age. The volunteers were expected to enlist their names using the list with spaces posted by the researcher in Moodle as this was the actual number of the would-be respondents the researcher was looking for. The volunteers were to meet with the researcher in a pre-arranged venue, also known to the would-be respondents on a stipulated date and time.

After the purpose of the meeting was shared with the participating students of 102, some left as the times agreed upon were clashing with their practical slots for other modules and only 80 students remained. The number of students which remained behind helped the researcher to further divide and assign them into two groups in the following manner: Students were each given numbers from 1- 80 and students with the even numbers were to form the first group while students with the odd numbers formed the second group. The first group was assigned as the Experimental group which was taught modal auxiliary verbs by the researcher. The second group was assigned as the Control group and was not taught any modal verbs which the first group was taught. The goal was to collect the richest possible data, wide and diverse. Moreover, the two groups were made to write essays of about one-and a-half pages on the same topics after which both groups' essays were marked and a comparison was made. The intention was to ascertain whether there were measurable differences between the two groups or not.

3.5 Research Instrument

For the purpose of this study essays were given to two groups of fourth year students at a tertiary institution. An essay, in Hounsell's view, is 'a learning activity which involved putting learning on display' (Hounsell, 2011). Essays had six topics for the students to choose one from. According to Sasaki and Hirose (1996), when students are engaged in essay writing, they learn to present a standpoint, to generate, select and arrange arguments to support their point of view and to integrate these elements in a rhetorically attractive text. The essays also provided adequate information on modal auxiliary verbs students had mastered and which ones they were still struggling with since, in English, there are quite a number. Additionally, the essays showed which modal auxiliary verbs had been repeated because unnecessary repetition of modal auxiliary verbs can hinder communication. They also gave students the opportunity to express themselves in writing. Instead of interviewing students, therefore, the researcher had the students write essays. Six essay topics assumed to have been within the cognitive and linguistic level were distributed to two groups of students that participated in the essay writing whereas the one group was taught modal auxiliaries and their use in class by the researcher, the other one was not taught any of the modal

auxiliaries. The participating groups, that is, the taught and the untaught then wrote an individual extended essay of about two pages on one of the seven given topics. The writing of the essays was not a take home. It was done in class to ensure that the essays were the author's own work. The respondents were given one and a half hours to finish writing.

3.6 The Pilot Study

Bless, Higson- Smith and Kagee (2007) define a pilot study as a small study conducted before a large piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. It is notable, therefore, that the purpose of the pilot study is to determine whether the relevant data can be obtained from the respondents (Royse 1995: 172). The pilot study assists in estimating the time and costs that may be involved, as well as in pre-empting the problems that may arise during the actual qualitative process (Janesick in Denzin and Lincon 1994: 213).

For purposes of this study, the pilot study was conducted on a representative sample of ten level four students from the Faculty of Education at the University of Zululand before the actual teaching of modal auxiliary verbs was done in class. The selected group wrote a one typed page with three paragraphs on a given topic. The aim was to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. All the respondents wrote the task in class in the 30 minutes' time. After the work was marked, it was discovered that only three students out of ten used modals in their written pieces. Moreover, only *can* and *will* were used by the three students. The feedback gathered from the students' work was useful in improving the actual research that was later conducted with the Experimental group of students.

3.7 A description of an intervention of six weeks

Week 1

The researcher started the class by explaining the objectives and outcomes of the research project. Then, primary auxiliary verbs and modal auxiliary verbs were introduced to participants and the difference between the two was explained.

Week 2

Ten modal auxiliary verbs that are there in English language (can/could; will/would; shall/should; may/might; must; ought to) were explained in depth, how they are used and how they help change meaning in sentences. To engage participants in the lesson, a workbook with content and exercises created prior by the researcher, was used.

Examples of such activities are as follows: -

Exercise One

Identify by underlining the modal auxiliaries in the following sentences. There are six modal auxiliaries in total.

The fundamentalists might win power, if the military hadn't staged a coup.

1. The military <u>might</u> of the government <u>ought to</u> have no effect on the people's religious beliefs.
2. Food from a punctured can <u>can</u> make you ill.
3. I <u>shall</u> leave these shares to you in my will.
4. How much wood <u>would</u> a woodchuck chuck if a woodchuck <u>could</u> chuck wood?

Exercise Two

State whether the word underlined is a primary aux or a modal.

1. She <u>is</u> not helping me.
2. Thabo <u>has</u> bought a new car.
3. Lihle <u>can</u> sing beautifully.
4. I <u>will</u> complete my project tonight.
5. He <u>was</u> playing football.
6. <u>Have</u> they completed the assignment?
7. Kenneth <u>ought to</u> buy a new house.
8. They <u>might</u> not visit us tomorrow.

Exercise Three

Choose one of the words in brackets that best, complete the sentence.

1. The car........have been wrecked by the long lorry, if an expert driver has not been driving it (must/could/can)
2. ....you have hold this turkey for me? (could/may/can).
3. You.........have done better, (used to/ought to/must to)
4. I ....be waiting for you. (shall/will/can).
5. They.........come to our house tomorrow, (will/shall/be)

6. John........have come tomorrow (must/will/shall).
7. If the brakes fail ....you be able to control the car? (can/will/shall)

Exercise Four

Explain the change of meaning in the three sets of sentences below.

1. I <u>swim</u> every Friday.
2. I <u>can swim</u> every Friday.

3. She <u>must buy</u> new shoes.
4. She <u>might buy</u> new shoes.

5. I <u>work</u> hard.
6. I <u>may work</u> hard.

Week 3

To check understanding on what has been taught thus far, two activities were given to participants. Firstly, they were to **identify** modal auxiliary verbs by underlining them from a short story handout. Then, a class **discussion** about the effects those modal auxiliary verbs have on meaning.

Exercise One and Two

In groups of four, read the extract below, **identify** modal auxiliary verbs from the extract by underlining them. Then **discuss** the effects each modal auxiliary verb has on meaning. Take note that there are two activities in this exercise: 1. Identify by underlining… **And** 2. Discussion

Jack Cape

The name of Patrick Henry

He called himself Patrick Henry, but nobody believed it and he had begun to feel that was the reason: it must have been his own mistake and he <u>could blame</u> nobody else. With a name like Jim or John he might have got by. Plenty of people would say: Hey Jim, carry that bag. And in the shops: what do you want, John? They did not greet him with 'Good morning Mr Patrick Henry,' or even 'Patrick', or 'Mr Henry'. Something always seemed to stick in their throats and they <u>could not say </u>it. His own people either spoke to him as Brother, or used a

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nickname like Mahleka because of his tendency to laughter. He enjoyed a laugh, of course, though not about this.

If I start eating my feet, I <u>could end up</u> swallowing myself. He crouched over his knees in the sand and the sun plumb above him bored a hole in his back. He <u>could see</u> his toes inside his boots through the cracked uppers. Once they were new boots bought at an Indian store, but since his misfortune he had not been able to afford another pair, and now there was hardly any life in them at all. People admired their own feet, he had noticed. Still, it was undeniable that his feet were good, broad and strong. They had carried him wherever he went and <u>would not willingly desert</u> or betray him. They were one thing he <u>could trust</u>. He took the boots off to have a better view of his feet and began rubbing comfortably between his toes. A shadow fell across him and at the same time a voice that filled the air and seemed to come from the sun demanded what he was doing there.

'I am thinking how I <u>can swallow</u> myself', he answered without further thought. A heavy kick in the small of the back made him look up and then jerk to his feet. A man stared into his eyes so close that he lowered his glance after noticing the peak cap and pale blue uniform of a policeman not to mention the holster and revolver. He knew it was a bad thing to raise a temper of the police and he touched his forehead and murmured a respectful greeting.

'You have not said what you are doing here.'

'I am looking for something, my baas.'

'What?'

'For myself, baas.'

The policeman said: 'Well, get moving or you <u>may find</u> something else. Get moving. Patrick Henry started walking along the sandy edge of the road. He had a suspicion that he had been too lucky to get off so lightly and <u>might feel</u> any moment now a blow of the nape of the neck. But he kept walking and did not look round and the sand was hot under his feet and the hotter sun pounded his shoulders. The policeman passed him riding slowly on a bicycle, and at that moment he remembered his boots. He turned and started walking back. Though the policeman saw this, he took no more notice. As long as he was walking, moving on, it did not matter which way.

…….

He <u>could put</u> this skill of his with a pen to many uses and helped people with their identity papers, passes, tax receipts, work tickets and the different documents which allowed a man to exist. He copied handwriting and with blue or purple endorsing ink and a soft pen he <u>could make</u> a perfect impression of any official rubber stamp. Patrick Henry's passes were the best on the market and he charged only a modest fee to cover his time and materials and enough, say, for a meal and a litre of beer and a four-ounce packet of Boxer tobacco.

Week 4

Further explanation of modal auxiliary verbs continued. An extract with gaps was given to participants. They were to fill in the gaps with appropriate modal auxiliary verbs, state the reason why they chose that particular MAV. Lastly, students were asked to make their own sentences using various modal auxiliaries learnt.

Exercise One

Fill in the gaps with the appropriate modal verb below. Use modals provided.

I have been moving across the globe, however, I feel I may not be doing so in the coming days. Recently, I acquired a new office position that …… demand most of my time. I ……, however, delegate most of my works. After a year or so, I …… think of continuing with my travel business since I …… have covered most of the work that I …… cover at the moment.

Will, might, ought to, would, shall,

Exercise Two

Write your own SEVEN sentences using each of the given modal auxiliary verbs below:

Can, could, may, must, should, will, ought to.

Week 5

In preparation for the final assessment, revision of all the work done from week 1, 2, 3 & 4 was done.

Activities used for revision

Exercise 1

Complete sentences below, using modal verbs provided.

1. My grandmother is eighty-five, but she _____ still read and write without glasses.
2. _____ you help me with housework, please?
3. We _____ not make the first move.
4. I _____ stay home tonight because it is snowing outside.
5. _____ you mind if I borrow your car?
6. She _____ sell her house because she needs money.
7. He can't be at work now, _____ he? Its nearly midnight.

Could, would, can, might, will, can, must.

Exercise 2

Choose the most appropriate option to complete sentences below.

1. You seem to be having trouble there. _____ I help you? (may, will)
2. I don't have enough money to buy lunch. _____ you lend me a couple of rands? (could, should)
3. It's way past my bedtime and I'm really tired. I _____ go to bed. (should, may)
4. He _____ have committed this crime. He wasn't even in the city that night. (couldn't, won't)
5. Your hair is too short. You _____ get a haircut. (shouldn't, won't)
6. He _____ give evidence at the court today. (ought to, wouldn't)

Exercise 3

Choose the correct option to complete the sentence below:

1. If the boy's brother was here, he............not have been beaten (will/would/shall)
2. The car........have been wrecked by the long lorry, if an expert driver has not been driving it (must/could/can)
3. ....you have hold this turkey for me? (could/may/can).
4. You........have done better, (ought to/must to)
5. I ....be waiting for you. (shall/will/can).
6. They.........come to our house tomorrow, (will/shall/be)
7. John........have come tomorrow (must/will/shall).
8. If the brakes fail ....you be able to control the car? (can/will/shall)
9. My friends and I .... bicycles, (use to ride/used to ride/use to)

Exercise 4

Fill-in with the correct modal auxiliary verb in brackets:

1. We _____ win, but I do not think there's much chance. (may, might)
2. That _____ be her daughter- they are nearly the same age. (can't, mustn't)
3. You absolutely _____ go and see Liz. (should, must)
4. I think you _____ try to relax more. (should, must)
5. At what age _____ you get a driver's licence? (can, may)
6. I promise I _____ (must stop, will stop).
7. You _____ absolutely take up that course. (should, might)
8. I am certain that she _____ return tonight. (may, will)
9. I am sure they _____ finish it in a minute. (will, shall)
10. I _____ remember where I put my car keys. (ought to, may)

Exercise Five

Write your own sentences using any four modal auxiliary verbs learnt in this course.

Week 6

The two groups, the taught and the untaught one, were made to write similar essays

in class. Groups were given six topics to select one they were to write an essay on.

The essay length was one and a half pages and was out of 50. After the allocated time of 1

hour, essays were collected for marking by the researcher. Below, is the question paper used:

Example of a Question Paper used:

Essay Writing   **Duration: 1 hour**   **Marks: 50**

Instructions to students: -

Write an essay of about one and a half pages on ONE of the topics below.

Topics:

1. I have learnt that failure can lead to success. (50)
2. Sport can unite or divide people. Discuss your views. (50)
3. Do subjects offered at school prepare you for life? (50)
4. The use of technology has changed the work of teachers. Do you agree? (50)
5. Most people today do not pay much attention to living a healthy lifestyle. Do you agree? (50)

6. The Year 2015 has indeed been a wonderful year! Write an essay on some of your experiences in 2015. (50)

Remember to:

(i) Write down the number and the title/heading of your chosen essay.

(ii) Spend approximately **one hour** on this question.

(iii) Write neatly and legibly.

(iv) Proofread/edit your work before submission to eliminate grammatical mistakes.

3.8 Data collection procedures

Data for this study were gathered through written essays. Prior to the conduct of the study, a letter was sent to the Dean of Faculty to seek her approval to conduct research with level four students in the Faculty of Education. When the permission was granted to the researcher, an orientation was then conducted to the selected students, where the researcher introduced the study and explained the salient points of the study to include the respondents' rights and privileges if they participate in this research. The respondents were also asked to sign the informed consent form, which signified their voluntary participation. It was also made clear that the respondents' identity will be kept with the utmost confidentiality. To give foundational knowledge, the experimental group was taught modal auxiliary verbs for six weeks by the researcher. The workbook (see Appendix 2) with content and activities designed by the researcher was used to expose participants to knowledge for six weeks. In order to evaluate the students' ability to use modal auxiliaries, the experimental group (the taught group) and the control group (the untaught group) were made to write similar essays. Each respondent was free to select and write an essay of about one and a half pages on one of the topics of their choice. Students were given the following six topics:

(a) The Year 2015 has indeed been a wonderful year! Write an essay on some of your experiences in 2015.

(b) Sport can unite or divide people. Discuss your views.

(c) Do subjects offered at school prepare you for life?

(d) The use of technology has changed the work of teachers. Do you agree?

(e) Most people today do not pay much attention to leading a healthy lifestyle. Do you agree?

(f) The Year 2015 has indeed been a wonderful year! Write an essay on some of your experiences in 2015.

The following instructions were also given to the respondents to engage with their essays correctly:

- Write an essay of about two pages on ONE of the topics below.

- Remember to:

(v) Write down the number and the title/heading of your chosen essay.

(vi) Spend approximately one hour on this question.

(vii) Write neatly and legibly.

(viii) Proofread/edit your work before submission to eliminate grammatical mistakes?

The Essay Marking Criteria used to mark students' essays was handed over to the students and was discussed before their actual writing. This was done to familiarise students with what was expected of them and to make them minimize careless errors. According to Sadler (2005:178), 'students deserved to know the criteria by which judgments would be made about the quality of their work so that they shape their work intelligently and appropriately while it is being developed'. The following Essay Marking Criteria exemplifies how marks were distributed:

3.8.1 The Essay Marking Criteria

A. Content & Planning (32)	A. B. Language & Editing (12)	C. Structure (6)
Outstanding (25-32): • Impressive insight into the topic. • A well-crafted, almost flawless presentable essay.	Outstanding (10-12): • Choice of words highly appropriate. • Virtually grammatical error free.	Outstanding (5-6): • Sentences, paragraphs coherently constructed. • Length is by the requirements of the topic.

	• Frequent use of Modal Auxiliary Verbs.	
Adequate (16-24): • Sound interpretation of the topic. • Satisfactory presentation.	Adequate (6-9): • Choice of words adequate; • Contains some grammatical errors. • Moderate use of Modal Auxiliary Verbs.	Adequate (3-4): • Sentences, paragraphing might be faulty in places but still makes sense. Length is almost correct.
Elementary (8-12): • Not always clear, few ideas, often repetitive. • Inadequate evidence of planning, essay not well presented.	Elementary (2-5): • Choice of words limited; • Text dominated by grammatical errors. • No Modal Auxiliary Verbs use.	Elementary (1-2): • Sentences, and paragraphs constructed at an elementary level. • Length- too long or short.
Total : 50		

After marking all the essays, the researcher then compared against each other to establish the differences in terms of how the taught students' work differed from the untaught group's essays.

3.9 Data Analysis Procedures

Data was analysed in line with the research questions. During the analysis of the students' documents, themes became apparent and feedback was discussed in line with those themes. The scores of the two groups were collected. Essays were read. All modal auxiliary verbs used in individual essay accounting for modality were identified. The data was analysed using content analysis. However, this approach of analysing the finished essays was a limitation of this study. Arguably, product approaches to writing, on the one hand, are developmental and summative as a once-off event yielding the resultant outcome without paying attention to the developmental

stages or processes involved towards attaining the end-goal. On the other hand, process approaches to writing are developmental and process oriented. Bless, Higson-Smith and Kagee (2000) assert that the researcher should explain to the respondents what the study entails and what is required of them in terms of participation. The respondents were informed about the purpose of the research and were assured of confidentiality. The fact that the respondents were not going to be remunerated for participating in the study and that they had the right to decline participation at any stage of the data collection if they chose to without any penalties was explained.

3.10 Conclusion

In this chapter, the specific aspects of research methodology were highlighted. The aspects included the research design, the target population, sample and sampling procedure, research instruments, the pilot study, data collection and data analysis procedures. The chapter briefly explained how ethical considerations, issues pertaining to the reliability and validity as well as the limitation of this research were observed. The next chapter presents the analysis and interpretation of the data for both the Control and Experimental groups. The analysis of the data from the Experimental group is presented first followed by that of the Control group.

Chapter Four

Analysis and Interpretation of the Respondents' Data

4.1 Introduction

In this chapter, data collected from students' essays are analysed and interpreted. Notably, one group of ESL students wrote essays without any prior teaching by the researcher. The other group was taught ten English modal auxiliary verbs and how these auxiliaries function in sentences. For purposes of standardisation, both the taught and untaught students wrote essays of one and a half pages on one of six similar topics that were given for consideration. These essays were then compared against one another to identify noticeable differences.

For analysis in this chapter, students' essays are analysed using qualitative content analysis which is a detailed and systematic examination of the contents of a specific body of material for purposes of identifying patterns, themes or biases within that material. This method has been informed by the researcher's understanding that "the structure of a construction with sentences being a specific case in point necessarily involves identifying its constituents" (Tudor in Hedge, 1996) and that "one important property of a sentence is its communicative potential as sentences with different structures often have different communicative functions" (Akmajian, 1995). Thus, in line with the concept of constituent structure analysis, the focus of the analysis was on the structural positioning of the modal verb in relation to the head verb within the predicate verb phrase of each sentence. The analysis of the sentences foregrounds the Aux VP structure in each sentence.

In order to assign an overall score for students' performance which was out of 50, marks were distributed according to three aspects: content and planning of the essay (32 marks), language and editing (12 marks), and the structure (6 marks) as it is shown in the marking rubric above. In Bachman and Palmer (1996) are of the view that broad specifications be used to define the criteria by which the quality of the essays is evaluated. To indicate how well each student fitted in a category, while reading and marking students' essays, the researcher underlined all Modal Auxiliary verbs found in sentences of each essay. Below was how the content of the marking rubric was further applied:

(a) For a student to be assigned in an outstanding category, the student must have correctly used from seven or more MAVs in the essay, over and above an outstanding content and structure.

(b) For a student to be assigned in adequate category, the student must have correctly used between four and six MAVs in the essay, over and above an adequate content and structure.

(c) For a student to be assigned in elementary category, the student must have used zero to three MAVs in the essay, over and above an elementary content and structure.

4.2 Units of Analysis

In this section, the units of analysis comprise sections A1, A2, B1, B2, C1, C2, D1, D2, E1, E2, F1, F2, G1 and G2 respectively.

SECTION A1

4.2.1 Descriptions of '*The Year 2015 has indeed been a wonderful year*' of the experimental group.

The topic of the essay given to the students required students to explore their experiences of the year 2015. So, the analysis, as already stated above, is in line with the concept of constituent structure analysis which focuses the analysis on the structural positioning of the modal verb in relation to the head verb within the predicate verb phrase of each sentence. Hence, it bears repeating that the analysis of each sentence foregrounds the *Aux VP structure*.

Siphesihle

In 2015 I have been registered for level four and I have learn a lot about the child, how to treat a child in a class, how to organize learners in the class, how to manage the class and how to deliver a content to learners. I have also learn about the development of a child in Psychology. I can now relate what I was learning with real life situation.

Analysis and Interpretation

(a) In 2015, I **have been registered** for level four and I have learn a lot about the child, how to treat a child in a class, how to organize learners in the class, how to manage the class and how to deliver a content to learners.

(1) Aux VP: have been registered.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) I **have** also **learn** about the development of a child in Psychology.

(2) Aux VP: have learned [Aux is representative of aspect].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) I **can** now **relate** what I was learning with real life situation.

(3) Aux VP: can relate.

c1: The instance of modality in (c) above is represented by the word 'can' as the modal verb which signifies ability.

Modal Aux: can.

It is notable that the respondent further explored the topic by asserting the following:

During teaching practice, I also learn to be independent. Now I can stand on my own and I can do things that I want to do on my way withought asking somebody's help. I am really really thankful to my lecturers for giving me this wonderful opportunity. All in all, I can say in 2015 I have found my abilities, I have found my interests, I have found myself.

Analysis and Interpretation

(a) During teaching practice, I also learn to be independent.

I also learn to be independent during teaching practice.

(4) Aux VP: learn [represents the VP].

a1**:** The instance of modality in (a) above is non-existent. In fact, none of the other elements that mark tense and aspect within the auxiliary as and when their use is desirable have been used in the sentence.

Modal Aux: none**.**

(b) Now**, I can stand** on my own and I **can do** things that I want to do on my way without asking somebody's help.

(5) Aux VP: can stand; can do.

b1: The instances of modality in (b) above are represented by the modal verb "can" in the two verb phrases as they obtain in the respective clauses of the compound sentence in (b).

Modal Aux: can.

(c) I **am** really really **thankful** to my lecturers for giving me this wonderful opportunity.

(6) Aux VP: am

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) All in all, I **can say** in 2015 I have found my abilities, I have found my interests, I have found myself.

(7) Aux VP: can say

d1: The instance(s) of modality in sentence (d) above is represented by the modal verb "can".

Modal Aux: can.

4.2.2 Respondent 2

Zipho

I couldn't care where is it happening because of the fact I didn't have result with me. At home they even asked if I was okay so that they will take me to hospital but still I told them that with God everything is under control. The thought of not having result, the result that will change my life to the better. In June the stress of result came back again as I was waiting for June results, again at home my mother would say keep calm everything will be okay. As I thought of giving up, I remembered a friend whom I socialize with. I called him and asked him to check result for me still it was like he cant help me. Surprisingly, I finally find out that I passed all my modules. I am looking forward to 2016 that it will also be my best year ever not because I am wiser but with God's grace, I can make it through.

Analysis and Interpretation

(a) I **couldn't care** where is it happening because of the fact I didn't have result with me.

(8) Aux VP: could not care.

a1: The instance of modality in (a) above is represented by the word "could".

Modal Aux: could.

(b) At home, they even **asked** if I was okay so that they **will take** me to hospital but still I told them that with God everything is under control.

(9) Aux VP: The word "asked" constitute the verb phrase and is not preceded by the auxiliary structure which then renders the auxiliary position structurally void as none of the items marking either tense, modality or aspect are present.

b1: As indicated above, the instances of modality in (b) above are non-existent for the reasons already mentioned. Notably, the phrase "will take" which could have been positioned within the auxiliary structure and thus be representative of the instance of modality falls outside the verb phrase structure since it is post-positioned in relation to the predicate verb phrase.

Modal Aux: None.

(c) **The thought of not having result, the result that will change my life to the better.**

(10)   Aux VP: Is non-existent since the verbal group is missing thus rendering the sentence a fragment with the status of being incomplete.

c1: The instance of modality in (c) above is non-existent since the word 'will' which could account for modality is located within the relative clause "that will change my life to the better".

 Modal Aux: none.

(d) **In June the stress of result came back again as I was waiting for June results, again at home my mother would say keep calm everything will be okay.**

(11)   **Aux VP**: assuming appropriate punctuation, the sentence would have had 'came back' and 'would say 'as the structural elements of their respective Aux VPs. Thus, 'would say' constitutes the Aux VP.

d1: The instance of modality in (d) above is accounted for by the word 'would'.

Modal Aux: would.

(e) As I thought of giving up, I remembered a friend whom I socialize with. I called him and asked him to check result for me still it was like he can't help me.

(12)   **Aux VP**: There is no modal in the auxiliary structure preceding the head verb "remembered". So, only the head verb is in existence.

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

(f) I called him and asked him to check result for me still it was like he cant help me.

(13)   Aux VP: called; asked

f1: The instance of modality is non-existent since the word 'cannot' is outside the Aux VP structure.

Modal Aux: none.

(g) **Surprisingly, I finally find out that I passed all my modules**.

(14)   Aux VP: Find out.

g1 The instance of modality in (g) above is non-existent.

Modal Aux: none.

(h) I am looking forward to 2016 that it will also be my best year ever not because I am wiser but with God's grace, I can make it through.

(15)   **Aux VP**: am looking forward – "that it will be my best year" constitute a complement clause. With appropriate punctuation "can make" would qualify as constitutive of the Aux VP structure.

h1: The instance of modality in (h) above is non-existent.

Modal Aux: none.

4.2.3 Respondent 3

Zinhle

Doing what I always wish to do. Being a teacher. Year 2015 has provided me with some great experience. I had to do my teaching practise and I could see that I can manage to be a teacher. Also has developed more in knowing kinds of learners and their different behavior. That alone had been a great experience of my life. Much interest has been raised in knowing that I can do everything if I put my focus on it. Every experience that I have received and gone through this year had put a great impact on my life and I believe that it will benefit me and also it will help me to build a wonderful life of learners and of other people in future.

Analysis and Interpretation

(a) Doing what I always wish to do.

(16)   **Aux VP**: Without the predicate verb phrase, the sentence fragment renders the Aux VP structure non-existent.

a1: The instance of modality in (a) above is non-existent.
Modal Aux: none**.**

(b) Being a teacher.

(17)   **Aux VP:** Sentence fragment.

b1: The instance of modality in (b) above is non-existent.
Modal Aux: none.

(c) **Year 2015 has provided me with some great experience**.

(18)   Aux VP: has provided.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) I had to do my teaching practise and I could see that I can manage to be a teacher.

(19)   Aux VP: could see.

d1: The instance of modality is represented by the modal verb "could". The phrase "can manage" is within the complement clause "that I can manage to be a teacher" and this positioning disqualifies the word "can" to account as a constituent of the Aux VP structure.

Modal Aux: could.

(e) Also has developed more in knowing kinds of learners and their different behavior.

(20)   Aux VP: has developed.

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

(f) That alone had been a great experience of my life.

(21)   Aux VP: has been.

f1: The instance of modality in (f) above is non-existent.

Modal Aux: none.

(g) Much interest has been raised in knowing that I can do everything if I put my focus on it.

(22)   Aux VP: has been.

g1: The instance of modality in (g) above is non-existent as the modal word 'can' is part of the clause "that I can do" which complements the word 'knowing'.

Modal Aux: none.

(h) Every experience that I have received and gone through this year **had put a great impact on my life and I believe that it will benefit me and also it will help me to build a wonderful life of learners and of other people in future.**

(23) **Aux VP:** had put (aspect).

h1: The instance of modality in (h) above is non-existent as the phrases 'will benefit' and 'will help' respectively obtain within the complement clause and are outside the Aux VP structure.

Modal Aux: none

4.2.4 Respondent 4

Sphilile

I have never been a person of faith and church goer. Going to church meeting my peers who are in the same mission as I was brought me closer to God. I realized that God need me more than I need Him because there are things he cannot do without me. I have grown spiritually as a young woman who put faith in God. With grace and dedication to my work, I will succeed. Do what is right but remember you cannot win them all.

Analysis and Interpretation

(a) I have never been a person of faith and church goer.

(24) **Aux VP:** have never been (aspect).

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) Going to church meeting my peers who are in the same mission as I was brought me closer to God.

(25) **Aux VP:** sentence fragment without the predicate verb phrase.

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) I realized that God need me more than I need Him because there are things he cannot do without me.

> **(26)**   **Aux VP**: realized [VP only] without an existing element occupying the auxiliary structural position.

c1: The instance of modality in (c) above is non-existent since the word "cannot" obtains within the adverbial clause of reason "because there are things he cannot do without me".

Modal Aux: none**.**

> (d) **I** have grown spiritually as a young woman who put faith in God.

> **(27)**   **Aux VP**: have grown.

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

> **(e) With grace and dedication to my work, I will succeed.**

> **(28)**   **Aux VP:** will succeed.

e1: The instance of modality in (e) above is marked by the word "will".

Modal Aux: will.

> **(f) Do what is right but remember you cannot win them all.**

> **(29)**   **Aux VP**: do; remember.

f1: The instance of modality in (f) above is non-existent since the that-clause "that you cannot win" is a complement clause of the word 'remember'.

Modal Aux: none.

4.2.5 Respondent 5

Nozipho

The new level isn't as easy as I thought it would be. I got to learn to work harder and harder and study more than I did in my last level because this level will determine whether I finish my degree. You can't choose somebody who will gossip about you to be your friend but you need to choose someone who will accept you the way you are, love you, appreciate you and share knowledge with you. You can't face this world all by yourself. Life has challenges you can't face them all by yourself you need other

peoples help and advices, ideas and support. Other people will always try to bring you down, Others will lead you to the wrong direction.

Analysis and Interpretation

(a) The new level isn't as easy as I thought it would be.

(30)   **Aux VP**: is not.

a1: The instance of modality in (a) above is non-existent since the phrase "will determine" obtain within the adverbial clause of reason which is outside the Aux VP structure.

Modal Aux: none.

(b) I got to learn to work harder and harder and study more than I did in my last level because this level will determine whether I finish my degree.

(31)   **Aux VP**: got.

b1: The instance of modality in (b) above is non-existent since the phrase "will determine" obtains within the adverbial clause of reason which is outside the Aux VP structure.

Modal Aux: none.

(c) You can't choose somebody who will gossip about you to be your friend but you need to choose someone who will accept you the way you are, love you, appreciate you and share knowledge with you.

(32)   **Aux VP**: cannot choose.

c1: The instance of modality in (c) above is represented by the word "cannot" since the phrases "will gossip" and "will accept" obtain within their respective relative clauses namely, "who will gossip" and "who will accept" and as such are outside the Aux VP structure.

Modal Aux: cannot.

(d) You can't face this world all by yourself.

(33)   **Aux VP**: cannot face.

d1: The instance of modality in (d) above is represented by the word "cannot".

Modal Aux: cannot.

(e) **Life has challenges you can't face them all by yourself you need other peoples help and advices, ideas and support.**

(34)   Aux VP: has challenges.

e1: The instance of modality in (e) above is non-existent since the word "cannot" obtains within the relative clause "which you cannot face'.

Modal Aux: none.

(f) **Other people will always try to bring you down, others will lead you to the wrong direction**

(35)   Aux VP: will try; will lead.

f1: The instance of modality in (f) above is represented by the modal verb "will" which obtains in a compound sentence when appropriate punctuation is assumed to be in place.

Modal Aux: will.

SECTION A2

4.3. Descriptions of the Year 2015 of the control group

The result showed that out of 34 participants, 14 (41%) wrote on the topic. Ten used modal auxiliary verbs, and four did not use any of the modal auxiliaries. The researcher also covered the other four essays where there were no modal auxiliaries use in the respondents' essays. That would be done in order to find the answers to a research question number three which asked: *Did the non-use of modal auxiliary verbs lead to incorrect grammar?*

4.3.1 Respondent 1

Norman

All the wishes and pledges that I promised myself that at the end of this year I will achieve those things most of them I already have got them. When I went to

administration block, I could not believe when I first saw my name on the list. I felt so excited.

Analysis and interpretation

All the wishes and pledges that I promised myself that at the end of this year I will achieve those things most of them I already have got them.

>   **(1) Aux VP**: have them.

a1: The instance of modality in (a) above is non-existent since the modal 'will' is within the that-clause "that at the end of this year I will achieve" and this word 'will' is thus outside the Aux VP structure.

Modal Aux: none.

>   **(a) When I went to administration block, I could not believe when I first saw my name on the list. I felt so excited.**

>   **(2) Aux VP**: could not believe.

b1: The instance of modality is represented by the word "could" in its negation form.

The respondent used only two types of modal auxiliary verbs, *'will'* and *'could'*. Modal *'will'* was used once and *'could'* was used once. All modal auxiliary verbs used by this student were used fairly well.

Modal Aux: could.

4.3.2 Respondent 2

Maria

It is good to respect and listen to other people because you must get knowledge and experience from them in order to grow as a teacher.

Analysis and Interpretation

>   **(a) It is good to respect and listen to other people because you must get knowledge and experience from them in order to grow as a teacher.**

(3) Aux VP: is.

a1: The instance of modality in (a) above is non-existent since the word "must" is within the adverbial clause of reason "because you must get knowledge".

Modal Aux: none.

4.3.3 Respondent 3

Bhekani:

2015 helped me discover many things about myself that I never thought I was good at. At school, I thought I will panic and I will speak in a manner that learners will not all hear me, well, I was surprised that I was able to speak loud and accommodate everyone in the classroom. "In my office, I hear every single word when you teach", commented the school principal to me one day.

Analysis and Interpretation

(a) 2015 helped me discover many things about myself that I never thought I was good at.

(4) Aux VP: helped.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) At school, I thought I will panic and I will speak in a manner that learners will not all hear me, well, I was surprised that I was able to speak loud and accommodate everyone in the classroom.

(5) Aux VP: thought.

b1: The instance of modality in (b) above is non-existent since the phrases "will panic"; "will speak" and "will not hear" are part of their respective clauses and are thus structurally outside the Aux VP domain.

Modal Aux: none.

(c) In my office, I hear every single word when you teach, commented the school principal to me one day.

(6) Aux VP: hear.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

4.3.4 Respondent 4

Senzo

There are a lot of experiences that I did encounter in this year (2015) but all I can say is that yes indeed it was a wonderful year for me and I learn a lot of things which prepares me for the adulthood or the world.

Analysis and Interpretation

> **(a) There are a lot of experiences that I did encounter in this year (2015) but all I can say is that yes indeed it was a wonderful year for me and I learn a lot of things which prepares me for the adulthood or the world.**

(7) Aux VP: are -which functions as the lexical verb to the existential or notional subject "there" which makes a proposition about the existence of something which in this particular instance are experiences; say - assuming that we are dealing with a compound sentence whose one clause has the verb phrase 'can say'.

a1: The instance of modality in (a) above is represented by the word 'can' in the second clause of the sentence.

Modal Aux: can.

4.3.5 Respondent 5

Thembani

The year 2015 make me realise that you can do whatever you want to do if dedicated and if you love yourself and respect other people.

Analysis and Interpretation

(a) **The year 2015 make me realise that you can do whatever you want to do if dedicated and if you love yourself and respect other people.**

(8) Aux VP: make.

a1: The instance of modality in (a) above is non-existent since the word 'can' is within the complement clause "that you can do whatever you want to do" and as such falls outside the Aux VP structure as it does not precede the head verb "make".

Modal Aux: none.

4.3.6 Respondent 6

Zimiso

Unfortunately for my being negligent I could not complete my level three because I could not submit some of my year-long work in time and so to speak, I failed even though I excelled in other subjects that I was doing. I took on a teaching programme with no high hopes as to the experiences and the enjoyment and things I might learn in the programme. Well to this day I say I have learnt so much about education as a whole more than I have in the other programmes. I wish everybody can start to suffer so that they do everything to work hard to achieve their goals.

Analysis and Interpretation

(a) Unfortunately for my being negligent I could not complete my level three because I could not submit some of my year-long work in time and so to speak, I failed even though I excelled in other subjects that I was doing.

(9) Aux VP: could not complete.

a1: The instance of modality in (a) above is represented by the first 'could'. Notably, there are two instances of the occurrence of the modal could in the clauses "I could not complete" and "because I could not submit" respectively. So, given the structural positioning of the modals, we have in the second clause one instance of the occurrence of the word "could' falling outside the Aux VP structure.

Modal Aux: could.

(b) **I took on a teaching programme with no high hopes as to the experiences and the enjoyment and things I might learn in the programme.**

(10) **Aux VP**: took on as the phrasal verb is not preceded by any element within the auxiliary structure.

b1: The instance(s) of modality in (b) above is non-existent since the word 'might' is within the clause 'things that I might learn'.

Modal Aux: none.

(c) **Well to this day I say I have learnt so much about education as a whole more than I have in the other programmes**.

(11) **Aux VP**: say.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) **I wish everybody can start to suffer so that they do everything to work hard to achieve their goals**

(12) **Aux VP**: wish.

d1: The instance of modality in (d) above is non-existent despite the fact that the word 'can' obtains within the complement clause "that everybody can start to suffer". This is so because the occurrence and use of the word "can" is outside the Aux VP structure.

Modal Aux: none.

4.3.7 Respondent 7

Charles

If I follow through, I may gain a lot this year.

Analysis and Interpretation

(a) I**f I follow through, I may gain a lot this year.**

(13) **Aux VP**: may gain.

a1: The instance of modality in (a) above is represented by the use of the word 'may' which signals the possibility of 'gaining' out of consistency and sustainability of the endeavour in question.

Modal Aux: may.

4.3.8 Respondent 8

Zandile

Year three programme demands most of your time. The workload is huge and there are many subjects that we do. Hence it was my last year at University of Zululand, I was honoured to have such lecturers to taught us that teaching should not be only about money. Motivation must come first through all.

Analysis and Interpretation

(a) Year three programme demands most of your time.

(14)   Aux VP: demands.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) The workload is huge and there are many subjects that we do.

(15)   Aux VP: is; are both functioning as the lexical verbs to their respective subjects namely, the subject noun phrase "workload" and the notional or existential subject "there".

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) Hence it was my last year at University of Zululand, I was honoured to have such lecturers to taught us that teaching should not be only about money.

(16)   Aux VP: was.

c1: The instance of modality in (c) above is non-existent as the word 'should' obtains outside the Aux VP structure.

Modal Aux: none.

(d) Motivation must come first through all.

(17)　Aux VP: must come

d1: The instance of modality in (d) above is represented by the modal verb "must".

Modal Aux: must.

4.3.9 Respondent 9

Siyanda

Making it to level four was a fantastic experience on its own. At first level seemed like a disease that would slowly eat my brain cells but it was actually just one obstacle what I would finally master and I am happy with my results. Given an opportunity to complete my studies, I would grab it with both hands.

Analysis and Interpretation

    (a) **Making it to level four was a fantastic experience on its own.**

(18)　Aux VP: was an experience.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

    (b) **At first level seemed like a disease that would slowly eat my brain cells but it was actually just one obstacle what I would finally master and I am happy with my results.**

(19)　 Aux VP: seemed.

b1: The instance of modality in (b) above is non-existent. This is so despite the fact that the relative clauses 'that would slowly eat my brain' and 'what (which, sic) I would finally master' have the occurrence of the word "would", these clauses qualify their preceding head nouns namely, disease and obstacle respectively.

Modal Aux: none**.**

    (c) **Given an opportunity to complete my studies, I would grab it with both hands.**

(20)　Aux VP: would grab.

c1: Instance(s) of modality / would.

Modal Aux: would.

4.3.10 Respondent 10

Kholeka

Then there is this person whom I would give up my life for, my wonderful mother […] in simple English I can say my 2015 has been an adventure and that adventure am willing to carry it next year.

Analysis and Interpretation

(a) **Then there is this person whom I would give up my life for, my wonderful mother […] in simple English I can say my 2015 has been an adventure and that adventure am willing to carry it next year.**

(21) **Aux VP**: is.

a1: The instance of modality in (a) above is non-existent. In the relative clause "whom I would give up my life for" the word 'would' falls outside the Aux VP structure. Thus, the word 'is' functions as the main or lexical verb to the notional subject 'there' and any auxiliary would have to precede the main verb in terms of its structural positioning.

Modal Aux: none.

4.3.11 Respondent 11

Nompilo

Other things that you experience are things that we never thought we will experience them, but as we know that life have suprises. Firstly I never thought that in my life I would play rugby sport, because I thought it was a game for fat girls or boys and strong ones.

Analysis and Interpretation

(a) **Other things that you experience are things that we never thought we will experience them, but as we know that life have suprises.**

(22)   Aux VP: are.

a1: The instance of modality in (a) above is non-existent despite the fact that in the complement clause "that we never thought we will experience" the occurrence of the word 'will' is discernible. It is notable, therefore, that for the word 'will' to account for modality, it will have to occupy the Aux position within the Aux VP structure.

Modal Aux: none.

> (b) **Firstly I never thought that in my life I would play rugby sport, because I thought it was a game for fat girls or boys** and strong ones.

(23)   Aux VP: thought.

 b1: The instance of modality in (b) above is non-existent. The word 'would' within the complement clause "that I would play rugby" cannot account for modality since it falls outside the Aux VP structure.

Modal Aux: none.

Four out 14 respondents wrote in the control group that did not use modal auxiliary verbs in their essays.

Respondent 1

In 2015 firstly is my year, I enjoy this year in my life I am doing my last year at the University of Zululand I experience a lot of things, I went to the teaching practice from March, I experience how to teach the learners, how to write lesson plan, how to discipline the learners at school even if you are in the class.

Analysis and Interpretation

> (a) **In 2015 firstly is my year, I enjoy this year in my life I am doing my last year at the University of Zululand I experience a lot of things, I went to the teaching practice from March, I experience how to teach the learners, how to write lesson plan, how to discipline the learners at school even if you are in the class.**

(24)   Aux VP: cannot be accounted for given the structural ambiguity emanating from the flawed construction of the sentence which is devoid of clearly demarcated boundaries as the punctuation is seriously flawed.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

Respondent 2

This year god did many things for me. Even things become difficult in the meantime but I managed to sort it out. The year started with bad things but it sorted out I manage to cope. I believe that I learned a lot and my life is improved. All experiences were not nice. But this has been a wonderful year indeed.

Analysis and Interpretation

 (a) This year god did many things for me.

(25) **Aux VP**: did.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

 (b) Even things become difficult in the meantime but I managed to sort it out.

(26) **Aux VP**: managed [VP]. Without the auxiliary structure and its constituents or elements which structurally occupy this position.

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

 (c) T**he year started with bad things but it sorted out I manage to cope.**

(27) **Aux VP:** started.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

 (d) **I believe that I learned a lot and my life is improved**.

(28) **Aux VP:** believe.

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

(e) All experiences were not nice.

(29)   Aux VP: were – functioning as the main verb denoting a state of being at the time.

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

(f) But this has been a wonderful year indeed.

(30)   Aux VP: has been [aspectual].

f1: The instance of modality in (f) above is non-existent.

Modal Aux: none.

Respondent 3

I was so scared about this season but on the other hand I'm very proud of it. During this time I experienced a lot of things like to communicate with other people. When I goes around the world I go with confidence because I became a professional teacher.

Analysis and Interpretation

(a) I was so scared about this season but on the other hand I'm very proud of it.

(31)   Aux VP: was – functioning as the main verb and not as a tense marker as is generally the case.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) During this time, I experienced a lot of things like to communicate with other people.

(32)   Aux VP: experienced.

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

    (c) **When I goes around the world I go with confidence because I became a professional**.

(33)   **Aux VP**: go.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

Respondent 4

After that I went to post office to check my year three results, I got them I had passed all the modules that I was doing last year… my going to school was also a quite experienced that I got. I have no fear to call myself a teacher. I have no fear to stand infront of learners and teach.

Analysis and Interpretation

    (a) **After that I went to post office to check my year three results, I got them I had passed all the modules that I was doing last year… my going to school was also a quite experienced that I got.**

(34)   **Aux VP**: went.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none**.**

    (b) **I have no fear to call myself a teacher**.

(35)   **Aux VP**: have [aspectual but functioning as the main verb].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

    (c) **I have no fear to stand in front of learners and teach.**

(36)   **Aux VP:** have [aspectual functioning as the main verb].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

SECTION B1

4 Descriptions of the topic 'Do subjects offered at UNIZULU prepare students for life?' of the experimental group

Out of 39 respondents, only one (3%) student selected the above topic. The respondent remarked as follows:

I am quite aware that there are some learners with special needs that I may come across in my class when i get employment somewhere one day. The knowledge will never be deleted in my mind, and nobody can take that away from ME, it will always help me whatever I become in the teaching profession.

Analysis and Interpretation

(a) I am quite aware that there are some learners with special needs that I may come across in my class when i get employment somewhere one day.

(1) Aux VP: am. [tense marker used as the main verb].

a1: The instance of modality in (a) above is non-existent since the word 'may' despite it being a modal verb obtains outside the Aux VP structure as it is a constituent of the clause "that I may come across" complementing the 'needs' that are being talked about.

Modal Aux: none.

(b)The knowledge will never be deleted in my mind, and nobody can take that away from ME, it will always help me whatever I become in the teaching profession.

(2) Aux VP: will never be; can take and will always help.

b1: The instances of modality in (b) above are represented by the words "will" and "can" and they respectively denote certainty and ability in relation to the occurrence of the circumstance being communicated.

Modal Aux: will / can**.**

SECTION B2

Out of 34 respondents in the control group, one (3%) wrote on the topic: *Do subjects offered at UZ prepare them for their lives*?

Subjects offered by University of Zululand are developing the students who are able to solve, analyse and critically think before they engage in decision making. Their subjects are at the good condition because it is develop the mind of the students to solve problems appropriately. It is enjoyable to be at this institution because you learn something that is relevant to your life especially the professionals. The subjects develop us to be innovative and creative. The University of Zululand follow their theme properly which is 'restructured for relevance' by producing good quality students.

Analysis and Interpretation

(a) Subjects offered by University of Zululand are developing the students who are able to solve, analyse and critically think before they engage in decision making.

   (1) Aux VP: are developing.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) Their subjects are at the good condition because it is develop the mind of the students to solve problems appropriately.

   (2) Aux VP: are [functioning as the main verb].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) It is enjoyable to be at this institution because you learn something that is relevant to your life especially the professionals.

   (3) Aux VP: is [functioning as the main verb].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none**.**

(d) The subjects develop us to be innovative and creative.

   (4) Aux VP: develop.

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

(e) The University of Zululand follow their theme properly which is 'restructured for relevance' by producing good quality students.

    (5) Aux VP: follow.

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

SECTION C1

4.5 Descriptions of the topic: 'Most people today do not pay attention to leading a healthy lifestyle. Do you agree?' of the experimental group

Three (8%) out of 37 students selected and wrote about this topic of the experimental group. The major similarities in terms of the descriptions of living healthy lifestyles largely touched on health awareness, self-discipline and positive attitude.

4.5.1 Respondent 1

Catherine

They buy fast food such as vetkoeks, fried chips instead of sticking to much healthier stuff. As a result of this, most of the students are obese and they do not even join the gym which is available on campus.

Analysis and Interpretation

    (a) They buy fast food such as vetkoeks, fried chips instead of sticking to much healthier stuff.

    (1) Aux VP: buy.

a1: The instance of modality in (a) above is non-existent.

 Modal Aux: none**.**

(b) As a result of this, most of the students are obese and they do not even join the gym which is available on campus.

(2) Aux VP: are [functioning as the main verb].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none**.**

4.5.2 Respondent 2

Melville

People they could just sit all day watching television and snacking on junk food at the same time. If you tell them that they need to look after their health by leading a healthy lifestyle, they will tell you that there is no need to go to the gym because the chores that they do around the house are more active than going to the gym. You can sport a person who is leading a healthy lifestyle a mile away by a glowing skin and being active when he/she does things. This is evident by the number of people who are overweight and could suffer from obesity and other complicated diseases such as high blood pressure, hypertension and heart complications. If only they knew the consequences, they will definitely stop eating junk food. People need to get up and take charge of their health and by doing so their lives will change for the better.

Analysis and Interpretation

(a) **People they could just sit all day watching television and snacking on junk food at the same time.**

(3) Aux VP: could not sit.

a1: The instance of modality in (a) above is represented by the modal verb "could".

Modal Aux: could.

(b) **I you tell them that they need to look after their health by leading a healthy lifestyle, they will tell you that there is no need to go to the gym because the chores that they do around the house are more active than going to the gym.**

(4) Aux VP: will tell.

b1: The instance of modality in (b) above is represented by the word "will".

Modal Aux: will.

(c) **Yu can sport a person who is leading a healthy lifestyle a mile away by a glowing skin and being active when he/she does things.**

(5) Aux VP: can sport.

c1: The instance of modality in (c) above is represented by the modal verb "can".

Modal Aux: can.

(d) **This is evident by the number of people who are overweight and could suffer from obesity and other complicated diseases such as high blood pressure, hypertension and heart complications**.

(6) Aux VP: is [functioning as the main verb].

d1: The instance of modality in (d) above is non-existent as the occurrence of the word 'could' is outside the Aux VP since it is located within the defining relative clause "who could suffer" characterizing the people being talked about.

Modal Aux: can.

 (e) **If only they knew the consequences, they will definitely stop eating junk food.**

(7) Aux VP: will stop.

e1: The instance of modality in (e) above is represented by the modal verb "will".

Modal Aux: will.

(f) People need to get up and take charge of their health and by doing so their lives will change for the better.

(8) Aux VP: need; will change assuming that this is a compound sentence coordinated by the word 'and'.

f1: The instance of modality in (f) above is represented by the modal verb "will".

Modal Aux: will.

4.5.3 Respondent 3

Jeanette

People do not use condoms in their love relationships to avoid to get HIV and AIDS and sexual transmitted deseases that can lead them to illness... Even if they are affected, they do not want to use medication treatment that can help them for increasing the viral load in their bodies.

Analysis and interpretation

(a) People do not use condoms in their love relationships to avoid to get HIV and AIDS and sexual transmitted deseases that can lead them to illness.

(9) Aux VP: do not use.

a1: The instance of modality in (a) above is non-existent since the word 'can' occurs inside the relative clause "that can lead them" defining the diseases and as such is structurally not accounting for modality within the Aux VP structure.

Modal Aux: none.

(b) Even if they are affected, they do not want to use medication treatment that can help them for increasing the viral load in their bodies.

(10) Aux VP: do not want.

b1: The instance of modality in (b) above is non-existent since the word "can' is located within the relative clause "that can help them" characterizing the treatment that is being talked about.

Modal Aux: none.

SECTION C2

Descriptions of the topic: 'Most people today do not pay attention to leading a healthy lifestyle. Do you agree?' of the control group

Only one (3%) out of 34 respondents wrote on this topic in the control group.

4.5.3.1 Respondent 1

Many people these days would not bother themselves to engage in walks, jogs and or cycling even to walkable places, instead they use cars to get to those places. Again, many people are very lazy to prepare homemade foods, rather, they are constantly dependant on fast foods which is terribly contributing to obesity. Once more, most of

the young people, especially teenagers spent lots of their time in front of television. They spend countless time playing video games, as a result of all this, there is a generation that is over-weight and obese. Furthermore, many people would spend their more time on a couch eating their junk food.

Analysis and Interpretation

    (a) Many people these days would not bother themselves to engage in walks, jogs and or cycling even to walkable places, instead they use cars to get to those places.

    (1) Aux VP: would not bother.

a1: The instance of modality in (a) above is represented by the modal verb "**would".**

Modal Aux: would.

    (b) Again, many people are very lazy to prepare homemade foods, rather, they are constantly dependant on fast foods which is terribly contributing to obesity.

    (2) Aux VP: are lazy; are dependent [the word 'are' functioning as the main verb in both instances of its occurrence].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

    (c) **Once more, most of the young people, especially teenagers spent lots of their time in front of television**.

    (3) Aux VP: spend.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none**.**

    (d) They spend countless time playing video games, as a result of all this, there is a generation that is over-weight and obese.

    (4) Aux VP: spend.

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

(e) Furthermore, many people would spend their more time on a couch eating their junk food.

(5) Aux VP: would spend.

e1: The instance of modality in (e) above is represented by the modal verb "**would**".

Modal Aux: would.

SECTION D1

4.6 The experimental group's descriptions of the topic: 'The use of technology has changed the work of teachers. Do you agree?'

Four (11%) out of 37 respondents wrote on this topic. The significant similarities in terms of the descriptions of this topic mainly touched on transformation and open-mindedness.

4.6.1 Respondent 1

Mathew

These media make the work of the teacher become easy and also changed. A teacher can make notes for learners via tablet and also set papers with tablets such things she/he can email notes for learners […] There is social network which called whattsapp and this social network can help the learners if he/she come across with some difficulties, it will be easy for them because they will consult an educator to help maybe they create a group on whattsapp then the educator will explain to them without making a call or something.

Analysis and Interpretation

(a) These media make the work of the teacher become easy and also changed.

(1) Aux VP: make as the Aux structure does not exist.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) A teacher can make notes for learners via tablet and also set papers with tablets such things she/he can email notes for learners […].

(2) Aux VP: can make; can email assuming appropriate punctuation thus rendering the sentence a compound one.

b1: The instances of modality in (b) above occur twice in relation to the two verb phrases in which the word 'can' obtains.

Modal Aux: can.

(c) There is social network which called whattsapp and this social network can help the learners if he/she come across with some difficulties, it will be easy for them because they will consult an educator to help maybe they create a group on whattsapp then the educator will explain to them without making a call or something.

(3) Aux VP: is; can help –assumes the existence of two verb phrases within a compound sentence.

c1: The instance of modality in (c) above is represented by the modal verb "can". The other verb phrases 'will be'; 'will consult' and 'will explain' cannot be accounted for meaningfully given the flawed construction of the sentence deriving from incompetent punctuation of the sentence.

Modal Aux: can.

4.6.2 Respondent 2

Rachel

Learners today have all kind of technology you can think off. As a result, teachers are obligated to adopt to the world of technology. For instance, the teacher uses his or her ipad to prepare the lesson. Teachers may consult internet for additional information for their lesson or to add on the sources they use to teach like books. A teacher would download a video for geography on how does volcano occur. The teacher would watch the video and even watch with his or her class for effective learning and teaching. The teacher would also download e-books, e-journal etc. on line to make sure that he or she has enough information. Technology has made the work of teachers easy, unlike the old days whereby the teacher used to rely on books only for his or her teaching. Even the pass rate of learners in South African schools has increased due to the use of technology.

Analysis and Interpretation

(a) Learners today have all kind of technology you can think off.

(4) Aux VP: have [functioning as the lexical / main verb).

a1: The instance of modality in (a) above is non-existent since the word "can "obtains within the relative clause "that you can think of" characterizing the technology that is being talked about.

Modal Aux: can.

(b) As a result, teachers are obligated to adopt to the world of technology.

(5) Aux VP: are [functioning as the lexical / main verb].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) For instance, the teacher uses his or her ipad to prepare the lesson.

(6) Aux VP: are [functioning as the main verb].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) Teachers may consult internet for additional information for their lesson or to add on the sources they use to teach like books.

(7) Aux VP: uses [VP].

d1: The instance of modality in (d) above is represented by the modal verb "may".

Modal Aux: may.

(e) A teacher would download a video for geography on how does volcano occur.

(8) Aux VP: would download.

e1: The instance of modality in (e) above is represented by the modal verb "would".

Modal Aux: would.

(f) The teacher would watch the video and even watch with his or her class for effective learning and teaching.

(9) Aux VP: would watch.

f1: The instance of modality in (f) above is represented by the word "would".

Modal Aux: would.

> **(g) The teacher would also download e-books, e-journal etc. on line to make sure that he or she has enough information.**

(10) Aux VP: would also download.

g1: The instance of modality in (g) above is represented by the modal verb "would".

Modal Aux: would**.**

> **(h) Technology has made the work of teachers easy, unlike the old days whereby the teacher used to rely on books only for his or her teaching.**

(11) Aux VP: has made [aspectual].

h1: The instance of modality in (h) above is non-existent.

Modal Aux: none**.**

> **(i) Even the pass rate of learners in South African schools has increased due to the use of technology**.

(12) Aux VP: has increased [aspectual].

i1: The instance of modality in (i) above is non-existent.

Modal Aux: none.

4.6.3 Respondent 3

Nolwazi

Teachers they are lazy to read from the textbook; they use computers or cellphone or google the information they need. Teachers are lazy to read from the textbook they prefer to google about from the Internet for the information they need. These is not right at all because not all the Information taken from the Internet is correct. Teacher they use technology Even if they know the answer, they do not belief in themselves and that will change learners to be lazy to read from the textbook they will always use Internet in order to find answers for homeworks or classwork. They will also cheat when they are writing the test or Examination. They will bring cell phones in class and

copy from the Internet The teacher will bring the computer in class that have pictures or map and also bring globe so that learners will see or gain more understanding about map. The teacher will be afraid to teach about this topic because they will think the teacher have done this before and learners will be afraid to express their views in class. The teacher will create facebook page and hide his or her name […]'.

Analysis and Interpretation

    (a) **Teachers they are lazy to read from the textbook; they use computers or cellphone or google the information they need.**

(13) Aux VP: are [functioning as the main verb].

This would be the case if we assume that this is a compound sentence with appropriate

punctuation thus according to the sentence two independent but coordinated clauses

each of which has a predicated verb phrase.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

    (b) **Teachers are lazy to read from the textbook they prefer to google about from the Internet for the information they need.**

(14) Aux VP: are [functioning as the main verb].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) These is not right at all because not all the Information taken from the Internet is correct.

(15) Aux VP: is [functioning as the main verb or lexical verb in the absence of the

lexical verb.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d)Teacher they use technology Even if they know the answer, they do not belief in themselves and that will change learners to be lazy to read from the

textbook they will always use Internet in order to find answers for homeworks or classwork.

(16) Aux VP: use [VP] and the Aux structure is deemed to be absent if the first part of the sentence is considered as constituting to main clause with both the head noun and head verb. The implication thereof is that the latter part of the sentence with the accompanying such as "that will change" are deemed to be located outside the Aux VP structure and as such cannot account for modality within the Aux VP structure of the main clause. Notably, the question of punctuation is a critical in identifying the Aux VP structure in the constructed sentence as it currently obtains.

d1: The instance of modality in (d) above is non-existent despite the existence of the verb phrases "will change" and "will use" as these constituents fall outside the Aux VP structurally.

Modal Aux: none.

(e) They will also cheat when they are writing the test or Examination.
(17) Aux VP: will cheat.
e1: The instance of modality in (e) above is represented by the modal verb "will".

(f) They will bring cell phones in class and copy from the Internet.
(18) Aux VP: will bring.
f1: The instance of modality in (f) above is represented by the modal verb "will".
Modal Aux: will.

g) The teacher will bring the computer in class that have pictures or map and also bring globe so that learners will see or gain more understanding about map.

(19) Aux VP: will bring; will bring (because sentence g is a compound sentence).

g1: The instance of modality in (g) above is represented by the modal verb "will" to the exclusion of the modal verb "will" within the verb phrase "will see" as this verb phrase

is within the adverbial clause of reason "so that learners will see or gain more understanding about map".

Modal Aux: will.

    h) The teacher will be afraid to teach about this topic because they will think the teacher have done this before and learners will be afraid to express their views in class.

(20) Aux VP: will be; will be (compound sentence) to the exclusion of "will think" as it falls outside the Aux VP structure.

h1: The instance of modality in (h) above is represented by the modal verb "will" of the two "will be" phrases to the exclusion of the "will" of the "will think" phrase since this phrase falls within the adverbial clause of reason "because they will think that the teacher has done this before".

Modal Aux: will.

    i) The teacher will create facebook page and hide his or her name […].

(21) Aux VP: will create.

i1: The instance of modality in (i) above is represented by the modal verb "will".

Modal Aux: will.

4.6.4 Respondent 4

Thabsani

In these modern times, there is internet where learners as well as teachers can source the information not only relying on books and in the knowledge of the teacher. Learners will be studying in more digital advanced environments. Teachers in future will be able to teach their learners through social networks which can cater the after school lessons. Learners will be submitting the assignments online. Teachers will be able to send voice recorded lessons online to their learners.

Analysis and Interpretation

(a) In these modern times, there is internet where learners as well as teachers can source the information not only relying on books and in the knowledge of the teacher.

(22) Aux VP: is [functioning as the main verb].

a1: The instance of modality in (a) above is non-existent since the word 'can' is located within the adverbial clause of place "where learners as well as teachers can source the information". So, given its positioning the word "can" does not qualify to account for modality as it falls outside the Aux VP structure and is a constituent of the adverbial clause of place.

 Modal Aux: can.

(b) **Learners will be studying in more digital advanced environments**.

(22) Aux VP: will be.

b1: The instance of modality in (b) above is represented by the modal verb "will".

Modal Aux: will.

(c) Teachers in future will be able to teach their learners through social networks which can cater the after school lessons.

(24) Aux VP: will be.

c1: The instance of modality in (mmc) above is represented by the modal verb "will" only as the word "can" is a constituent of the relative clause "which can cater" defining the networks that are talked about. So, the word "can" falls outside the Aux VP structure.

Modal Aux: will.

(d) Learners will be submitting the assignments online.

(25) Aux VP: will be.

d1: The instance of modality in (d) above is represented by the modal verb "will".

Modal Aux: will.

(e) Teachers will be able to send voice recorded lessons online to their learners.

(26) Aux VP: will be.

e1: The instance of modality in (e) above is represented by the modal verb "will".

Modal Aux: will.

SECTION D2

Descriptions of the topic: 'The use of technology has changed the work of teachers". Do you agree in the experimental group?

Six (18%) out of 34 respondents in the control group wrote on the topic.

4.6.4.1 Respondent 1

Khulisani

Teachers can use a computer as a teaching media instead of using old material such as chalkboard. Instead of writing on the board, the teacher will give learners copies of information.

Analysis and Interpretation

    (a) Teachers can use a computer as a teaching media instead of using old material such as chalkboard.

    (1) Aux VP: can use.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can.

    (b) Instead of writing on the board, the teacher will give learners copies of information.

    (2) Aux VP: will give.

b1: The instance of modality in (b) above is represented by the modal verb "will".

Modal Aux: will.

4.6.4.2 Respondent 2

Zwakele

We all know that most teachers are not adequately skilled whereas they are expected to produce good results especially in grade 12. The introduction of technology of which we can count cell phones, internet, computers and powerpoints, projectors made it easy for teachers to deliver or to impact learners with information at the short period of time. The quality of education keep on increasing as a result of technological advancement when we compare the time whereby computers were not available.

Analysis and Interpretation

(a) We all know that most teachers are not adequately skilled whereas they are expected to produce good results especially in grade 12.

(3) Aux VP: know.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) The introduction of technology of which we can count cell phones, internet, computers and powerpoints, projectors made it easy for teachers to deliver or to impact learners with information at the short period of time.

(4) Aux VP: made.

b1: The instance of modality in (b) above is non-existent since the word 'can' which could be mistaken for a modal obtaining as a constituent of the Aux VP structure is an element of the prepositional clause "of which we can count cell phones, internet etcetera". Thus, the word 'can' falls outside the Aux VP structure and as a result it cannot account for modality.

Modal Aux: can.

(c) The quality of education keep on increasing as a result of technological advancement when we compare the time whereby computers were not available.

(5) Aux VP: keep on increasing is a phrasal verb without the auxiliary structure and its accompanying elements for either tense and modality or aspect.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

4.6.4.3 Respondent 3

Sphelele

Technology have grown in an extent that teachers should be more up to date, so that they can be able to face the challenges of education. Teachers should be able to use computers in order for them to be able to make their work easy, for example, tests are typed so that learners will not experience difficult when they are writing. Without the skill of using a computer it will be difficult for educators to meet deadlines for his or her work. Education is developing each day the use of technology has become important such that learners also learn how to use computers in schools. Technologically able teachers can assist learners to use computers. That can help in making teachers' work easy.

Analysis and Interpretation

   (a) **Technology have grown in an extent that teachers should be more up to date, so that they can be able to face the challenges of education**.

   (6) Aux VP: have grown.

a1: The instance of modality in (a) above is non-existent since the words 'should' and 'can' respectively are located within the adverbial structures which are outside the Aux VP structure.

Modal Aux: should.

   (b) **Teachers should be able to use computers in order for them to be able to make their work easy, for example, tests are typed so that learners will not experience difficult when they are writing.**

   (7) Aux VP: should be.

b1: The instance of modality in (b) above is represented by the modal verb "should".

Modal Aux: should.

(c) **Without the skill of using a computer it will be difficult for educators to meet deadlines for his or her work.**

(8) Aux VP: will be.

c1: The instance of modality in (c) above is represented by the modal verb "will".

Modal Aux: will.

d) **Education is developing each day the use of technology has become important such that learners also learn how to use computers in schools.**

(9) Aux VP: is developing.

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

(e) Technologically able teachers can assist learners to use computers.

(10) Aux VP: can assist.

e1: The instance of modality in (me) above is represented by the modal verb "can".

Modal Aux: can.

f) **That can help in making teachers' work easy.**

(11)   Aux VP: can help.

f1: The instance of modality in (f) above is represented by the modal verb "can".

Modal Aux: can.

4.6.4.4 Respondent 4

Lihle

In the classroom the teacher has become a facilitator, she/he isn't the one who provide the information but the learners search information using things like websites, etc. then the teacher must make sure that the information gathered is correct and relevant to what they are learning about. I must admit, technology has made things much easier for both educator and the learner.

Analysis and Interpretation

(a) **In the classroom the teacher has become a facilitator, she/he isn't the one who provide the information but the learners search information using things like websites, etc. then the teacher must make sure that the**

information gathered is correct and relevant to what they are learning about.

(12) Aux VP: has become.

a1: The instance of modality in (a) above is non-existent when considering the main clause at the beginning of the sentence. Given the punctuation problems which are replete in the construction of the sentence it is not considering the verb phrase "must make" as offering the word 'must' as instance of modality. This consideration could be entertained if we consider the existence of a compound sentence which could provide an independent but coordinated clause in which "must make" inheres.

Modal Aux: none.

(b) I must admit, technology has made things much easier for both educator and the learner.

(13)   Aux VP: must admit.

b1: The instance of modality in (b) is represented by the modal verb "must".

Modal Aux: must.

4.6.4.5 Respondent 5

Thabo

When a learner uses a video in class in order to clarify his or her lesson becomes easy for learners to understand. Technology reduces the work of teachers because in video clips students are able to recognize things that the teacher would not explain by mouth only.

Analysis and Interpretation

(a) **When a learner uses a video in class in order to clarify his or her lesson becomes easy for learners to understand**.

(14) Aux VP: becomes [VP without the auxiliary structure].

a1: The instance of modality in (a) above is non-existent as there is no modal verb preceding the head verb 'becomes'.

Modal Aux: none.

    (b) Technology reduces the work of teachers because in video clips students are able to recognize things that the teacher would not explain by mouth only.

(15) Aux VP: reduces.

b1: The instance of modality in (b) above is non-existent as the word 'would' in the clause ""that the teacher would not explain" is a complement to the things that are being talked about is thus located outside the Aux VP structure which accounts for modality as and when its elements occupy the auxiliary structure.

Modal Aux: none.

4.6.4.6 Respondent 6

Phiwe

They now allow the use of microphones in classes so that all learners can hear their teachers. Although some of the teachers have become lazy and fail to teach learners and literally say to the learners 'go to internet and get the full information of this topic and definations' which in my view, kills the future of the learners, technology has changed the work of teachers as a whole because all teachers believe that all learners have an access to computers or smart phones which is not true because we are coming in a different background where there is no radio, tv, computer and smart phones to use. So those learners who do not have internet are ignored. So those learners who do not have internet are ignored.

Analysis and Interpretation

    (a) They now allow the use of microphones in classes so that all learners can hear their teachers.

(16) Aux VP: allow.

a1: The instance of modality in (a) above is non-existent since the word 'can' falls within the adverbial clause of reason "so that all learners can hear their teachers" and as such it occupies the post-predicate position in the sentence.

Modal Aux: none.

(b) **Although some of the teachers have become lazy and fail to teach learners and literally say to the learners 'go to internet and get the full information of this topic and definations' which in my view, kills the future of the learners, technology has changed the work of teachers as a whole because all teachers believe that all learners have an access to computers or smart phones which is not true because we are coming in a different background where there is no radio, tv, computer and smart phones to use.**

(17) Aux VP: has changed.

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) **So those learners who do not have internet are ignored.**

(18) Aux VP: are [functioning as the main verb of the main clause in the absence of the lexical verb occupying the head verb position].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

SECTION E1

4.7 Descriptions of the topic: *'Sport can unite or divide people'* of the experimental group

Five (14%) out of 37 participants wrote about this topic. The major similarities in terms of the descriptions of sport largely touched on unity, togetherness and love.

4.7.1 Respondent 1

Nosizwe

Sport can unite people because people love sport. Players and spectators or supporters, sport unite them by protecting a common competitor or rival. When you are competing against someone, everyone on your side is united under the same roof

of supporting the same team or operating under the same leader. Losing may undermine the self-confidence and self-esteem of some people. That could make the loser hate the winner. Some sports fans can even kill or hurt each other just because of sport.

Analysis and Interpretation

    (a) Sport can unite people because people love sport.

    (1) Aux VP: can unite.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can.

    (b) Players and spectators or supporters, sport unite them by protecting a common competitor or rival.

    (2) Aux VP: unite

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) When you are competing against someone, everyone on your side is united under the same roof of supporting the same team or operating under the same leader.

(3) Aux VP: is [functioning as the head verb or main verb].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

    d) Losing may undermine the self-confidence and self-esteem of some people.

    (4) Aux VP: may undermine.

d1: The instance of modality in (d) above is accounted for by the word 'may'.

Modal Aux: may.

(e) That could make the loser hate the winner.

(5) Aux VP: could make.

e1: The instance of modality in (e) above is represented by the modal verb "could".

Modal Aux: could.

f) Some sports fans can even kill or hurt each other just because of sport.

(6) Aux VP: can kill or can hurt.

f1: The instance of modality in (f) above is represented by the modal verb "can".

Modal Aux: can.

4.7.2 Respondent 2

Muzomuhle

In the context that sport can unite or divide people, I hereby would like to choose that sport can unite people into a strong coherent cronic bond. Therefore as they know that through communication, we can build a friendship. In fact, sport is for good social relations where friends are found through different sports codes. As we play together, we learn different things about what a person you play with like the most. And we can be able to identify the attitudes of each other. I can also witness that through sport we develop a strong relationship with other teammates. As a result, you find that we always at gym or train together. Eventually, we will know each other weakness and stronghold portion. And in order to have effective communication, know you should participate on sport.

Analysis and Interpretation

   (a) In the context that sport can unite or divide people, I hereby would like to choose that sport can unite people into a strong coherent cronic bond.

(7) Aux VP: would like.

a1: The instance of modality in (a) above is represented by the modal verb "would"

since the clause "that sport can unite" mentioned twice is used as a complement to

the words 'context' and 'choose' respectively.

Modal Aux: would.

   (b) Therefore as they know that through communication, we can build a friendship.

(8) Aux VP: can build.

b1: The instance of modality in (b) above is represented by the modal verb "can".

Modal Aux: can.

(c) In fact, sport is for good social relations where friends are found through different sports codes.

(9) Aux VP: is [functioning as the lexical verb].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) As we play together, we learn different things about what a person you play with like the most. And we can be able to identify the attitudes of each other.

(10) Aux VP: learn; can be.

d1: Instance(s) of modality is marked by the word 'can' when assuming the existence of a compound sentence with appropriate punctuation.

Modal Aux: can.

(e) I can also witness that through sport we develop a strong relationship with other teammates.

(11) Aux VP: can witness.

e1: The instance of modality in (e) above is represented by the modal verb "can".

Modal Aux: can.

(f) As a result, you find that we always at gym or train together.

(12) Aux VP: find.

f1: The instance of modality in (f) above is non-existent.

Modal Aux: none.

(g) Eventually, we will know each other weakness and stronghold portion.

(13) Aux VP: will know.

g1: The instance of modality in (g) above is represented by the modal verb "will".

Modal Aux: will.

h) And in order to have effective communication, know you should participate on sport.

(14) Aux VP: know.

h1: The instance of modality in (h) above is non-existent since the word 'should' falls within the verb complement clause "that you should participate" and as such falls outside the Aux VP structure does not occupy the auxiliary position.

Modal Aux: none.

4.7.3 Respondent 3

Zinhle

Sports may damage individuals or devide communities and nations. Losing may undermine the self-confidence and self esteem of some people. Sport may bring people together and brigde devides, but just as sport can unite people, it can also devide. It can re-kindle old rivaries and in extreme cases can lead to the outbreak of bloody conflict. Sport can encourage social justice and promote human rights, sport can unite people, it, for years, can bring people together all around the world. It can build a bond between teammates that may last more than just on the field or court. They can teach you to function as part of whole which is a skill needed […]

Analysis and Interpretation

    (a) Sports may damage individuals or devide communities and nations.

(15) Aux VP: may damage.

a1: The instance of modality in (a) above is represented by the modal verb "may".

Modal Aux: may.

    (b) Losing may undermine the self-confidence and self esteem of some people.

(16) Aux VP: may undermine.

b1: The instance of modality in (b) above is represented by the modal verb "may".

Modal Aux: may.

    (c) Sport may bring people together and brigde devides, but just as sport can unite people, it can also devide.

(17) Aux VP: may bring; can divide.

c1: The instances of modality in (c) above are accounted for by the words "may" and "can" respectively if we assume that this sentence is a compound sentence with two clauses which are independent of each other but coordinated by the use of the word "but".

 Modal Aux: may / can.

    (d) It can re-kindle old rivaries and in extreme cases can lead to the outbreak of bloody conflict.

(18) Aux VP: can re-kindle; can lead.

d1: The instance of modality in (d) above is represented by the modal verb "can" in the two clauses of the compound sentence wherein each clause has its own Aux VP structure accounting for modality.

Modal Aux: can.

    (e) Sport can encourage social justice and promote human rights, sport can unite people, it, for years, can bring people together all around the world.

(19) Aux VP: can encourage to exclusion of the verb phrases "can unite" and "can bring" on the grounds of flawed coordination and punctuation.

e1: The instance of modality in (e) is represented by the modal verb "can".

Modal Aux: can.

    (f) It can build a bond between teammates that may last more than just on the field or court.

(20) Aux VP: can build.

f1: The instance of modality in (f) above is represented by the modal verb "can" since the modal verb "may" is within the relative clause "that may terminate" which defines the 'bond' that is being talked about.

Modal Aux: can.

(g) **They can teach you to function as part of whole which is a skill needed […]**

(21) Aux VP: can teach.

g1: The instance of modality in (g) above is represented by the modal verb "can".

Modal Aux: can.

4.7.4 Respondent 4

Zenzele remarked that:

Sport can unite people in terms of relationship or cultural. Why do I say so it because some people will travel to a particular destination to play soccer or any sport but then at same time they can visit local museum/ local people of that target destination in order to learn about their culture, traditions and customs. Sport can unite people in terms of economic benefits, for example, the two nations play in two consecutive finals of a world cup. Those nations may found themselves being partners when it comes to trading with goods and services in the market/ foreign exchange. Sport can also create lovers or friends, for example, players can become friends by charting to each other maybe in the dressing rooms. And fans can also become friends by meeting each other maybe at fan parks, playgrounds, at the stadiums. So by that, all South African will unite and support that sport code.

Analysis and Interpretation

(a) **Sport can unite people in terms of relationship or cultural.**

(22) Aux VP: can unite.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can.

(b) **Why do I say so it because some people will travel to a particular destination to play soccer or any sport but then at same time they can visit local museum/ local people of that target destination in order to learn about their culture, traditions and customs.**

(23) Aux VP: the complex verb phrase "can visit" is an instance of the Aux VP when we assume firstly, appropriate reconstruction of the sentence, the copula verb is will assume the role of the lexical verb. Since "will travel" is subsumed within the adverbial clause of reason it is not part of the Aux VP. Secondly, assuming that this sentence is representative of a compound sentence coordinated by the word "but", the phrase 'can visit" is deemed to be occupying the Aux VP structure thus rendering the use of "can" as an instance of modality showing ability.

b1: The instance of modality in (b) above is represented by the modal verb "can".

Modal Aux: can.

    (c) Sport can unite people in terms of economic benefits, for example, the two nations play in two consecutive finals of a world cup.

(24) Aux VP: can unite.

c1: The instance of modality in (c) above is represented by the modal verb "can".

Modal Aux: can.

    (d) Those nations may found themselves being partners when it comes to trading with goods and services in the market/ foreign exchange.

(25) Aux VP: may find.

d1: The instance of modality in (d) above is represented by the modal verb "may".

Modal Aux: may.

    (e) Sport can also create lovers or friends, for example, players can become friends by charting to each other maybe in the dressing rooms.

(26) Aux VP: can create.

e1: The instance of modality in (e) above is represented by the modal verb "can".

Modal Aux: can.

    (f) And fans can also become friends by meeting each other maybe at fan parks, playgrounds, at the stadiums.

(27) Aux VP: can become.

f1: The instance of modality in (f) above is represented by the modal verb "can".

Modal Aux: can.

(g) So by that, all South African will unite and support that sport code.

(28) Aux VP: will unite.

g1: The instance of modality in (g) above is represented by the modal verb "will".

Modal Aux: will.

4.7.5 Respondent 5

Even the people in different level can improve their business that they have stated because if we as a nation unite themselves to sport that can give us more opportunities. The respondent also thinks that sport can divide people to one group because if we are supporters of sport during that time it become very friendly and that become so good to us as supporters.

Analysis and Interpretation

(a) Even the people in different level can improve their business that they have stated because if we as a nation unite themselves to sport that can give us more opportunities.

(29) Aux VP: can improve.

a1: The instance of modality in (a) above is accounted for by the word 'can' in the main clause only since the other 'can' falls within the relative clause "that can give us opportunities" defining the 'sport' that is talked about.

Modal Aux: can.

(b) The respondent also thinks that sport can divide people to one group because if we are supporters of sport during that time it become very friendly and that become so good to us as supporters.

(30) Aux VP: thinks.

b1: The instance of modality in (b) above is non-existent since the word 'can' falls within the complement clause "that sport can divide people to one people" and as such falls outside the Aux VP structure.

Modal Aux: none.

SECTION E2

4.8 Descriptions of: 'Sport can unite or divide people. Do you agree?' of the control group

Three (9%) out of 34 students wrote on this topic.

4.8.1 Respondent 1

 Nokthula

It also helps young adults particularly the youth from misbehaving and doing wrong things like housebreaking and other crime that can lead them to imprisonment. The sport also helps people to keep their stamina in a good condition and their body in a way that can fight opportunistic deseases. Sport can also divide people as we are people we are not the same, some people are short tempered.

Analysis and Interpretation

(a) **It also helps young adults particularly the youth from misbehaving and doing wrong things like housebreaking and other crime that can lead them to imprisonment.**

(1) **Aux VP**: helps.

a1: The instance of modality in (a) above is non-existent since the word 'can' in the relative clause "that can lead them to imprisonment" charactering the "other crime" falls outside the Aux VP structure and as a result cannot account for modality.

Modal Aux: none.

(b) **The sport also helps people to keep their stamina in a good condition and their body in a way that can fight opportunistic deseases**.

(2) **Aux VP**: helps.

b1: The instance of modality in (b) above is non-existent since the word "can" in the relative clause "that can fight opportunistic diseases" which characterizes the kind of 'way' that is being talked about falls outside the Aux VP structure and as such cannot account for modality given its structural positioning in the construction of the sentence.

Modal Aux: can.

(c) Sport can also divide people as we are people we are not the same, some people are short tempered.

(3) Aux VP: can divide.

c1: The instance of modality in (c) above is represented by the modal verb "can".

Modal Aux: can.

SECTION F1

4.9 Descriptions of the topic: *'I have learnt that failure can lead to success'* **of the experimental group**

Twelve (32%) out of 37 students responded to the topic in the experimental group. The major similarities in terms of the descriptions of the above-mentioned topic largely touched on motivation, hope and achievement.

4.9.1 Respondent 1

Nonjabulo described failure as follows:

Failure is actually a step forward or progress towards ones goal. Throughout history brilliant minds have said things like 'Never, never, never give up'. Never giving up will increases chances of success. In other words failure shows you how you cannot succeed. It is like a multiple choice question, when you fail you are actually eliminating possible answers leaving the correct one for the choosing. Failure is to success as practice is to perfection. Failure can lead to success, because it is much better to repeat something you failed to do at the first time. Robert Kennedy's statement that says 'only those who dare to fail greatly can ever achieve greatness' has been painfully evident in my life.

Analysis and Interpretation

(a) Failure is actually a step forward or progress towards ones goal.

(1) Aux VP: is [functioning as the lexical or main verb].

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) Throughout history brilliant minds have said things like 'Never, never, never give up'.

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(2) Aux VP: have said.

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) Never giving up will increases chances of success.

(3) Aux VP: will increase.

c1: The instance of modality in (c) above is represented by the modal verb "will".

Modal Aux: will.

(d) In other words failure shows you how you cannot succeed.

(4) Aux VP: shows.

d1: The instance of modality in (d) above is non-existent since the word 'cannot' falls within the clausal structure of the complement "how you cannot succeed" and as such falls outside the Aux VP structure thus disqualifying it to account for modality.

Modal Aux: none.

(e) It is like a multiple choice question, when you fail you are actually eliminating possible answers leaving the correct one for the choosing. (Failure is to success as practice is to perfection.

(5) Aux VP: is [functioning as the main verb].

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

(f) Failure can lead to success, because it is much better to repeat something you failed to do at the first time.

(6) Aux VP: can lead.

f1: The instance of modality in (f) above is represented by the modal verb "can".

Modal Aux: can.

(g) Robert Kennedy's statement that says 'only those who dare to fail greatly can ever achieve greatness' has been painfully evident in my life.

(7) Aux VP: has been.

g1: The instance of modality in (g) above is non-existent since the word 'can' falls within the adjectival modifying clause "that says 'only those who dare to fail greatly can ever achieve greatness'" and as such is outside the Aux VP structure. To this end, the word "can" does not qualify to account for modality given its structural positioning in the construction of the sentence.

Modal Aux: none.

4.9.2 Respondent 2

Thabiswa

When we accept failure, we learn more and more about how to succeed. In other words failure shows you how you cannot succeed. It is like a subtraction, when you fail so many times, you are actually eliminating possible answers living the correct ones for the choosing. School is the key of success, pen is the key of success then the room is the golden room to stay if you firstly go to school which is the key of success. Don't be afraid of what people could say about you, people are always there for gossiping.

Analysis and Interpretation

    (a) When we accept failure, we learn more and more about how to succeed.

    (8) Aux VP: learn.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

    (b) In other words failure shows you how you cannot succeed.

    (9) Aux VP: shows.

b1: The instance of modality in (b) above is non-existent since the negation word "cannot" is located within the clausal complement "how you cannot succeed" and is thus outside the structural position of the Aux which accounts for modality.

Modal Aux: none.

    (c) It is like a subtraction, when you fail so many times, you are actually eliminating possible answers living the correct ones for the choosing.

(10) Aux VP: is [functioning as the main verb].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none**.**

    (d) School is the key of success, pen is the key of success then the room is the golden room to stay if you firstly go to school which is the key of success.

(11) Aux VP: is [functioning as the lexical verb].

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

    (e) Don't be afraid of what people could say about you, people are always there for gossiping.

(12) Aux VP: do not be.

e1: The instance of modality in (e) above is non-existent since the word "can" is within the prepositional clause "of what people could say" falling outside the Aux VP structure and as a result cannot account for modality.

Modal Aux: none.

4.9.3 Respondent 3

Snethemba

Display a can do attitude even in demanding situations. Make wise decisions of all the valuable life skills a person can develop the ability to make wise decisions ranks at the very top. Work hard for what you want because it wont come to you without a fight. You have to be strong and courageous and know that you can do anything you want. Do not allow failing to bring you down. If you live long enough, you will make mistakes. But if you learn from them, you will be a better person. It's how you handle adversity, not how it affects you. The main thing is never quit because your life is your message.

Analysis and Interpretation

    (a) Display a can do attitude even in demanding situations.

(13) Aux VP: can do.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can.

(b) Make wise decisions of all the valuable life skills a person can develop the ability to make wise decisions ranks at the very top.

(14) Aux VP: make.

b1: The instance of modality in (b) above is non-existent since the word "can" is within the relative clause "which a person can develop" and thus renders the Aux position devoid of the elements accounting for modality.

Modal Aux: none.

(c) Work hard for what you want because it wont come to you without a fight.

(15) Aux VP: work.

c1: The instance of modality in (c) above is non-existent since the word the phrase "will not come" obtains within the adverbial clause of reason "because it won't come". To this effect, the word 'will' falls outside the Aux VP thus rendering modality non-existent.

Modal Aux: none.

(d)**You have to be strong and courageous and know that you can do anything you want.**

(16) Aux VP: have to be; know [instance of a compound sentence coordinated by the second "and" in the sentence].

d1: The instance of modality in (d) above is non-existent since the word 'can' obtains within the complement clause "that you can do anything" and as such falls outside the Aux VP structure.

Modal Aux: none.

(e) Do not allow failing to bring you down.

(17) Aux VP: do not follow.

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

(f) If you live long enough, you will make mistakes.

(18) Aux VP: will make.

f1: The instance of modality in (f) above is represented by the modal verb "will".

Modal Aux: will.

(g) But if you learn from them, you will be a better person. It's how you handle adversity, not how it affects you.

(19) Aux VP: will be.

g1: The instance of modality in (g) above is represented by the modal verb "will".

Modal Aux: will.

(h) The main thing is never quit because your life is your message.

(20) Aux VP: is [functioning as the lexical verb].

h1: The instance of modality in (h) above is non-existent.

Modal Aux: none.

4.9.4 Respondent 4

Nombuso

When you have failed something, you do not have to loose hope. People may loose hope but keep your confidence, always know that no matter what, you can make it. Many people do not like to see people successful, but what you have to bear in mind is that those who are saying bad things about you they are actually giving you courage to move forward. You can fail but when you have failed just never think of doing something bad because obviously life has its ups and downs….. There is no need to ask yourself any question just move on because failing doesn't mean you will never be successful.

Analysis and Interpretation

(a) When you have failed something, you do not have to loose hope.

(21) Aux VP: do not have.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) People may loose hope but keep your confidence, always know that no matter what, you can make it.

(22) Aux VP: may lose.

b1: The instance of modality in (b) above is accounted for by the word **may** only since the word 'can' is within the clause "that you **can** make it". This is the case if we assume appropriate punctuation of the sentence which would thus afford us two independent but coordinated clauses each with a complex verb phrase of its own.

Modal Aux: may**.**

(c) Many people do not like to see people successful, but what you have to bear in mind is that those who are saying bad things about you they are actually giving you courage to move forward.

(23) Aux VP: do not like.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) You can fail but when you have failed just never think of doing something bad because obviously life has its ups and downs.

(24) Aux VP: can fail.

d1: The instance of modality in (d) above is represented by the modal verb "can".

Modal Aux: can.

(e) There is no need to ask yourself any question just move on because failing doesn't mean you will never be successful.

(25) Aux VP: is [functioning as the lexical verb.

e1: The instance of modality in (e) above is non-existent since the word 'will' falls within the clause "that you will never be successful" which falls outside the Aux VP structure. As a result, the word 'will' cannot account for modality within the Aux VP as it is structurally misplaced.

Modal Aux: none.

4.9.5 Respondent 5

Sebenzani

When a person fails, his friends laugh at him, his family looks down upon him, even neighbors take him for granted. But that should stimulate a person to work even harder to prove a point to all who are laughing. Failure can make you a best person in your community, because what made you fail before will be taken into consideration. You would not repeat. the same mistake that made you to fail istead you will fight by all means to become a better person. You will go to different people or places to get more information about that thing you are willing to conquer. That will help you to be knowledgable about that specific thing. Failure can motivate you to modify your behaviour….. . By that, you are able to help other people who are having the same problem that you once had.

Analysis and Interpretation

    (a) When a person fails, his friends laugh at him, his family looks down upon him, even neighbors take him for granted.

(26) Aux VP: laugh.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

    (b) But that should stimulate a person to work even harder to prove a point to all who are laughing.

(27) Aux VP: should stimulate [the demonstrative pronoun 'that' assumes the role of the subject noun phrase since it occupies the subject position in the sentence].

b1: The instance of modality in (b) above is represented by the modal verb "should".

Modal Aux: should.

    (c) **Failure can make you a best person in your community, because what made you fail before will be taken into consideration**.

(28) Aux VP: can make.

c1: The instance of modality in (c) above is represented by the modal verb "can".

Modal Aux: can.

(d) You would not repeate. the same mistake that made you to fail istead you will fight by all means to become a better person.

(29) Aux VP: would not repeat; will fight and this will be the case if proper punctuation is assumed thus rendering the sentence a compound sentence with each independent but coordinated clause having its own complex verb phrase accompanied by its own modal verb accounting for modality within each respective clause.

d1: The instance of modality in (d) above is represented by the modal verbs "would" and "will" respectively.

Modal Aux: would.

(e) You will go to different people or places to get more information about that thing you are willing to conquer.

(30) Aux VP: will go.

e1: The instance of modality in (e) above is represented by the modal verb "will".

Modal Aux: will.

(f) That will help you to be knowledgeable about that specific thing.

(31) Aux VP: will help [with the demonstrative pronoun assuming the role of the subject noun phrase since it occupies the subject position].

f1: The instance of modality in (f) above is represented by the modal verb "will".

Modal Aux: will.

(g) Failure can motivate you to modify your behaviour.

(32) Aux VP: can motivate.

g1: The instance of modality in (g) above is represented by the modal verb "can".

Modal Aux: can.

(h) By that, you are able to help other people who are having the same problem that you once had.

(33) Aux VP: are [functioning as the lexical verb].

h1: The instance of modality in (h) above is non-existent.

Modal Aux: none.

4.9.6 Respondent 6

Christine

I have learnt that support from friends, community and family can help one to calm down so that they won't take wrong decisions in life. These type of people can help by trying to talk to you, comforting, giving advices or even praying for you because many people believe in the power of prayer.

Analysis and Interpretation

(a) I have learnt that support from friends, community and family can help one to calm down so that they won't take wrong decisions in life.

(34) Aux VP: have learnt.

a1: The instance of modality in (a) above is non-existent since the complex verb phrases "can help" and "will not take" respectively which carry the modal verbs fall outside the Aux VP structure. So, given the structural positioning of these complex verb phrases, they cannot account for modality.

Modal Aux: none.

(b) These type of people can help by trying to talk to you, comforting, giving advices or even praying for you because many people believe in the power of prayer.

(35) Aux VP: can help.

b1: The instance of modality in (b) above is represented by the modal verb "can".

Modal Aux: can.

4.9.7 Respondent 7

Khangelani

In life you have to fail so that you will pull up your socks to achieve better in life…. The sweetest victory is the one that is most difficult the success doesn't come easily

to a person, you have to struggle so you will succeed but in order to succeed you have to do hard working that will lead you to success. If you never fail in life you will endup commiting a suicide when you start failing at the latest stage of your life.

Analysis and Interpretation

(a) In life you have to fail so that you will pull up your socks to achieve better in life.

(36) Aux VP: have [the word have, though accounting for aspect has assumed the role of the lexical verb].

a1: The instance of modality in (a) above is non-existent since the word 'will' obtains within the adverbial clause of reason "so that you will pull up your socks to achieve better in life".

Modal Aux: none.

(b) The sweetest victory is the one that is most difficult the success doesn't come easily to a person, you have to struggle so you will succeed but in order to succeed you have to do hard working that will lead you to success.

(37) Aux VP: is [functioning as the lexical verb].

b1: The instance of modality in (b) above is non-existent since the two instances of the occurrence of the word "will" falls outside the Aux VP structure and as such the word 'will' cannot account for modality as it obtains in the auxiliary structure. In the two instances of its occurrence, the word 'will' falls firstly within an adverbial clause of reason "so that you will succeed." and secondly, it falls within a relative clause "that will lead you to success".

Modal Aux: none.

(c) If you never fail in life you will endup commiting a suicide when you start failing at the latest stage of your life.

(38) Aux VP: will end-up.

c1: The instance of modality in (mc) above is represented by the modal verb "will".

Modal Aux: will.

4.8.8 Respondent 8

Sebenzile

I used to fail during tests not because I was stupid or anything I was careless. Those failures made me learn that I can do better if I tell myself that I can do it. I believe that failure lead to success and there is no doubt in my mind that one cannot succeed without failing. People view failure as a step back or as a halt in progress, but I cannot disagree more. Failure is actually a step forward or progress toward my goals. Failure shows how I cannot succeed which in essence shows me how I can succeed.

Analysis and Interpretation

> **(a) I used to fail during tests not because I was stupid or anything I was careless.**

(39) Aux VP: used.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

> **(b) Those failures made me learn that I can do better if I tell myself that I can do it.**

(40) Aux VP: made.

b1: The instance of modality in (b) above is non-existent since the two instances of the occurrence / existence of the word "can" falls inside the clausal structure of the complements introduced by the word "that".

Modal Aux: none.

> (c) I believe that failure lead to success and there is no doubt in my mind that one **cannot succeed** without failing.

(41) Aux VP: believe; is

c1: The instance of modality in (c) above is non-existent since the negation word "cannot" obtains in the complement clause "that one cannot succeed" and to this end it is not structurally positioned within the auxiliary position of the Aux VP structure.

Modal Aux: none.

> **(d) People view failure as a step back or as a halt in progress, but I cannot disagree more.**

(42) Aux VP: view; cannot disagree [instance of a compound sentence whose two clauses are independent but coordinated by the word "but"].

d1: The instance of modality in (d) above is represented by the word "cannot".

Modal Aux: cannot.

> **(e) Failure is actually a step forward or progress toward my goals.**

(43) Aux VP: is [functioning as the lexical verb].

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

> **(f) Failure shows how I cannot succeed which in essence shows me how I can succeed.**

(44) Aux VP: shows.

f1: The instance of modality in (f) above is non-existent since the clauses "how I cannot succeed" and "how I can succeed" are both verb complements to the verb "shows".

Modal Aux: none.

4.9.9 Respondent 9

Thobile

Somehow failure can also lead to success in many different ways. A person can fail in life, young woman may fall pregnant, live school at an earlier age, this has been been happening to the most of young people during their adolescence stage. Some others after having such situation in their lives they could take this as a weikup call, they then try so very hard to fit their lives and do anything by means of getting back to

the line. One may fall and wakup the following day, life has to offer a lot of bad but encouraging situations where we get chances to recognize our mistakes, learn from them and to make best out of those bad situations we've went through.

Analysis and Interpretation

(a) Somehow failure can also lead to success in many different ways.

(45) Aux VP: can lead.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can.

(b) A person can fail in life, young woman may fall pregnant, live school at an earlier age, this has been happening to the most of young people during their adolescence stage.

(46) Aux VP: can fail; may fall pregnant. This will be the case if we assume appropriate or proper punctuation which renders the two clauses an instance of a compound sentence. This would imply that we have to dispense with the latter part of the sentence and thus have it as a stand-alone sentence.

b1: The instance of modality in (b) above is represented by the modal verbs "can" and "may" respectively.

Modal Aux: can / may.

(c) Some others after having such situation in their lives they could take this as a weikup call, they then try so very hard to fit their lives and do anything by means of getting back to the line.

(47) Aux VP: could take.

c1: The instance of modality in (c) above is represented by the modal verb "could".

Modal Aux: could.

(d) One may fall and wakup the following day, life has to offer a lot of bad but encouraging situations where we get chances to recognize our mistakes, learn from them and to make best out of those bad situations we've went through.

(48) Aux VP: may fall and wake-up.

d1: The instance of modality in (d) above is represented by the modal verb "may".

Modal Aux: may.

4.9.10 Respondent 10

Bheka

A person may live a good life, having no parent which may lead to not completing school, those people, some they go look for jobs to support themselves and invest money for school after that they go to school. I have learnt that failure can lead to success, because I have witnessed people failing to accomplish whatever they want, after that they do not loose hope they fight until they get what they want.

Analysis and Interpretation

(a) A person may live a good life, having no parent which may lead to not completing school, those people, some they go look for jobs to support themselves and invest money for school after that they go to school.

(49) Aux VP: may live

a1: The instance of modality in (a) above is represented by the modal verb "may" without having regard for the modifying elements or structures in the construction of the sentence as exemplified by "no parent which may lead to not completing school".

Modal Aux: may.

(b) I have learnt that failure can lead to success, because I have witnessed people failing to accomplish whatever they want, after that they do not loose hope they fight until they get what they want.

(50) Aux VP: have learnt.

b1: The instance of modality in (b) above is non-existent since the word 'can' falls within the complex verb phrase 'can lead' which obtains within the complement clause "that failure can lead to success" and is structurally positioned outside the Aux VP structure.

Modal Aux: none.

4.9.11 Respondent 11

Siphosethu

Failure is something that occur after you have done something and expected to pass or succeed. People can fail in life in terms of sickness, if a person is sick he/she can fail by telling himself that he will never be okay, that person will eventually fail. He maintains that failure can lead to success, for example, we can be given a test to write only to find out that you fail in that test, so the teacher will give you a second chance to write, there is more possibility that you will succeed in that test and earn more marks which will motivate you to study hard so that you can succeed?.

Analysis and Interpretation

    (a) Failure is something that occur after you have done something and expected to pass or succeed.

(51) Aux VP: is [functioning as the lexical verb].

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

    (b) People can fail in life in terms of sickness, if a person is sick he/she can fail by telling himself that he will never be okay, that person will eventually fail.

(52) Aux VP: can fail.

b1: The instance of modality in (b) above is represented by the modal verb "can" without having regard for the other instances of the use of the word 'can' since these instances of its occurrence namely, 'can fail'; will be and 'will fail' fall outside the Aux VP structure,

Modal Aux: can.

    (c) He maintains that failure can lead to success, for example, we can be given a test to write only to find out that you fail in that test, so the teacher will give you a second chance to write, there is more possibility that you will succeed in that test and earn more marks which will motivate you to study hard so that you can succeed?.

(53) Aux VP: maintains.

c1: The instance of modality in (c) above is non-existent within the Aux VP structure. The structures, namely "that failure can lead to success"; "will give"; "that you will

succeed" and "which will motivate you" although discernible, are, however, positioned in the post-predicate position. The implication thereof is that their respective modal verbs namely, can and will, cannot account for modality within the Aux VP structure given their structural positioning.

Modal Aux: none.

4.9.12 Respondent 12: 'You'll never success'

Mpilo:

They usually say failure is a stepping stone to success and I believe it. One has to learn that failing does not mean that you'll never success but it's just a wake up call to watch out and do something better. Prioritizing is very important, even if there isn't nothing to do but knowing that there are some things that ought to start with, it gives courage to start choosing what is important.

Analysis and Interpretation

(a) **They usually say failure is a stepping stone to success and I believe it.**

(54) Aux VP: say.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none**.**

(b) **One has to learn that failing does not mean that you'll never success but it's just a wake up call to watch out and do something** better.

(55) Aux VP: has [functioning as the lexical verb despite it being aspectual in its general orientation and scope of application].

b1: The instance of modality in (b) above is non-existent since the word "will" is within the complement clause "that you'll never succeed" and as such the word "will" falls outside the Aux VP structure. Thus, given its structural positioning, it cannot account for modality as it obtains in the auxiliary structure preceding the head verb.

Modal Aux: none.

(c) Prioritizing is very important, even if there isn't nothing to do but knowing that there are some things that ought to start with, it gives courage to start choosing what is important.

(56) Aux VP: is [functioning as the lexical verb].

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

SECTION F2

4.10 Descriptions of the topic*: 'Failure can lead to success'* of the control group

Seven (21%) out of 34 respondents wrote on this topic.

4.10.1 Respondent 1

Thandeka

There are so many people who have failed in life but if you look at where they are now and you will see that failing is part of learning even if it is recognized as a difficult way of learning but it is indeed worth it.

Analysis and Interpretation

(a) There are so many people who have failed in life but if you look at where they are now and you will see that failing is part of learning even if it is recognized as a difficult way of learning but it is indeed worth it.

(1) Aux VP: are; will see.

a1: The instance of modality in (a) above is represented by the modal verb "will" when assuming that there exists an instance of a compound sentence in the first part of the sentence wherein the complex verb phrase "will see" is positioned as an instance of the second clause.

Modal Aux: will.

4.10.2 Respondent 2

Graca

People outside wish that their dream can come true but before they gain wealth they usually face big challenges that make them to fail. After facing big challenges they

realise that they need to put more effort of what they have done so that they will success.

Analysis and Interpretation

(a) People outside wish that their dream can come true but before they gain wealth they usually face big challenges that make them to fail.

(2) Aux VP: wish

a1: The instance of modality in (a) above is non-existent since the word "can" occurs within the complement clause "that their dream can come" and is thus structurally not part of the Aux VP structure which relates to instances of modality.

Modal Aux: none.

(b) After facing big challenges they realise that they need to put more effort of what they have done so that they will success.

(3) Aux VP: realise.

b1: The instance of modality in (b) above is non-existent since the word "will" is within the adverbial clause of reason "so that they will succeed" and given this positioning the word "will" falls outside the Aux VP structure accounting for modality.

Modal Aux: none.

4.10.3 Respondent 3

Thobeka wrote that:

They say that your darkest hour come before dawn which means as dark times are their worst light and goodness will soon prevail. If it wasn't for failure many of your country leaders wouldn't be leading us to a better life. It takes failure for a human eye to realise lack of hard work. We shouldn't forget that successful people are not born but created, but the big question is who creates those people? … After failure you start realizing that it can never overtake you if your determination to succeed is strong enough.

Analysis and Interpretation

(a) They say that your darkest hour come before dawn which means as dark times are their worst light and goodness will soon prevail.

(4) Aux VP: say.

a1: The instance of modality in (a) above is non-existent since the complex verb phrase "will prevail" falls within the verb complement clause and is thus outside the Aux VP structure.

Modal Aux: none.

(b) If it wasn't for failure many of your country leaders wouldn't be leading us to a better life.

(5) Aux VP: would not be.

b1: The instance of modality in (b) above is represented by the modal verb "would".

Modal Aux: would.

(c) It takes failure for a human eye to realise lack of hard work.

(6) Aux VP: takes.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) We shouldn't forget that successful people are not born but created, but the big question is who creates those people?

(7) Aux VP: should not forget.

d1: The instance of modality in (d) above is represented by the modal verb "should".

Modal Aux: should.

(e) After failure you start realizing that it can never overtake you if your determination to succeed is strong enough.

(8) Aux VP: start realising [phrasal; verb] without the existence of the auxiliary structure.

e1: The instance of modality in (e) above is non-existent since the modal verb "can" within the complement clause "that it can never overtake you" falls outside the auxiliary structure .

Modal Aux: can.

4.10.4 Respondent 4

Nomzamo

If you failed you work harder than before you have something inside so strong that you don't want to fail again you have learnt a lesson this should never_happen again. A person who has failed in anyway nothing can stand in your way no matter what difficulty you have to face, you are always focused and pay attention in everything they do. Failure gives a person an opportunity to think of second chances. What we should understand is that failing is not the end of the world but it is the time of having so much energy and work harder as this can be the perfect road to success.

Analysis and Interpretation

    (a) If you failed you work harder than before you have something inside so strong that you don't want to fail again you have learnt a lesson this should never happen again.

        (9) Aux VP: work.

a1: The instance of modality in (a) above is non-existent since the word 'should' is not positioned within the auxiliary structure as it forms part of additional information, specifically adverbial within the modification structure of the predicate verb phrase.

Modal Aux: none.

    (b) A person who has failed in anyway nothing can stand in your way no matter what difficulty you have to face, you are always focused and pay attention in everything they do.

(10) Aux VP: can stand.

b1: The instance of modality in (b) above is represented by the modal verb "can".

Modal Aux: can.

    (c) **Failure gives a person an opportunity to think of second chances**.

(11) Aux VP: gives.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) What we should understand is that failing is not the end of the world but it is the time of having so much energy and work harder as this can be the perfect road to success.

(12) Aux VP: is [functioning as the lexical verb].

d1: The instance of modality in (d) above is non-existent since the word 'should' is positioned within the wh-clause "what we should understand" which has assumed the role of the subject of the sentence since this wh-clause occupies the subject position in the sentence.

Modal Aux: none**.**

4.10.5 Respondent 5

Londeka

Being a failure doesn't mean that you can't achieve your goal or you can't live the life you want to live but it is up to you since everything happens for a reason. I am successful today because of my fellow classmate my parents who used to inspire me, advising me for everything around our world. I wish everybody can start to suffer so that he can do everything to work hard to achieve their goal in life. Everything is possible if you believe in god and love him and trust him he will do everything for you.

Analysis and Interpretation

(a) Being a failure doesn't mean that you can't achieve your goal or you can't live the life you want to live but it is up to you since everything happens for a reason.

(13) Aux VP: does not mean.

a1: The instance of modality in (a) above is non-existent. Notably, the complex verb phrases "cannot achieve" and "cannot live" are instances of Aux VPs all of which fall within the complement clause. As a result, these complex verb phrases cannot account for modality within the Aux VP structures given their structural positioning.

Modal Aux: none.

(b) I am successful today because of my fellow classmate my parents who used to inspire me, advising me for everything around our world.

(14) Aux VP: am [functioning as the lexical verb].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) I wish everybody can start to suffer so that he can do everything to work hard to achieve their goal in life.

(15) Aux VP: wish.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) Everything is possible if you believe in god and love him and trust him he will do everything for you.

(16) Aux VP: is [functioning as the lexical verb].

d1: The instance of modality in (d) above is non-existent since the word which could be mistaken for the modal structurally positioned in the Aux VP structure falls outside this auxiliary structure.

Modal Aux: none.

4.8.1.6 Respondent 6

Failure can lead to success of one's life. I agree that I have learnt that failure can lead to success. In few years back in my high school years I failed grade 11 three times. Then I started to realise what made me to fail. I tried to start re-evaluate my associators.

Analysis and Interpretation

(a) Failure can lead to success of one's life. I agree that I have learnt that failure can lead to success.

(17) Aux VP: can lead.

a1: The instance of modality in (a) above is represented by the modal verb "can". It is notable that even if we were to assume the existent of proper punctuation which would result in the formation of a compound sentence this would not change the fact that there is only one instance of the use of the word 'can' as an instance of modality within the Aux VP structure.

Modal Aux: can.

(b) In few years back in my high school years I failed grade 11 three times.

(18) Aux VP: failed.

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) Then I started to realise what made me to fail.

(19) Aux VP: started.

c1: The instance of modality in (c) above is non-existent.

Modal Aux: none.

(d) **I tried to start re-evaluate my associators**.

(20) Aux VP: tried.

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

4.10.7 Respondent 7

Khethiwe

They say people learn a lot from their mistakes, with this phrase I want to emphasize that you cannot allow one challenge to defeat you always**.** When life push you, you try by all means to push it back in order to proceed with your future. The challenge or failure in your life means that you are able to fight back you do not allow obstacles to be above you but you can stand on your own in whatever you do.

Analysis and Interpretation

(a) They say people learn a lot from their mistakes, with this phrase I want to emphasize that you cannot allow one challenge to defeat you always.

(21) Aux VP: say and want assuming that there obtains proper punctuation through the use of the appropriate coordinators applicable in the context of this sentence.

a1: The instance of modality in (a) above is non-existent since the word "cannot" is positioned within the verb complement clause "that you cannot allow a challenge" complementing the verb 'emphasize'.

Modal Aux: none.

    (b) When life push you, you try by all means to push it back in order to proceed with your future.

(22) Aux VP: try.

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

    (c) The challenge or failure in your life means that you are able to fight back you do not allow obstacles to be above you but you can stand on your own in whatever you do.

(23) Aux VP: means.

c1: The instance of modality in (c) above is non-existent given the fact that the punctuation is flawed and the verb phrase "can stand" is outside the auxiliary structure as it obtains in the conventional or basic sentence structure of English.

Modal Aux: none**.**

SECTION G1

4.11 Descriptions of the topic: *'Hard work may lead to massive success in anything'* of the experimental group

Nine (24%) out of 37 students wrote about the topic. The major similarities in terms of the descriptions of the topic largely touched on excellence, passion and perseverance.

4.11.1 Respondent 1

Clement

Hard working helps people prioritize because they… know hard work could lead to massive success in anything and education is a top priority. Hard working people have confidence in whatever they are doing, they are not driven by fear, because if you

believe that anything is achievable you will find a way to attain it. When you keep motivating yourself and working hard with passion, the quality will shine and reflect on the outside and people will notice it. If your mind can accept that something is achievable, it will find a way to attain that thing.

Analysis and Interpretation

> **(a) Hard working helps people prioritize because they… know hard work could lead to massive success in anything and education is a top priority.**

(1) Aux VP: helps.

a1: The instance of modality in (a) above is non-existent since the word "could" occurs within the adverbial clause of reason "that hard work could lead to massive success" and as such falls outside the Aux VP structure which accounts for modality.

Modal Aux: none.

> **(b) Hard working people have confidence in whatever they are doing, they are not driven by fear, because if you believe that anything is achievable you will find a way to attain it.**

(2) Aux VP: have.

b1: The instance of modality in (b) above is non-existent since the complex verb phrase "will find" is positioned outside the auxiliary structure of an English sentence given its positioning within the adverbial clause of reason deriving from the conditional clause "because if you believe that anything is achievable you will find a way to attain it".

Modal Aux: none.

> **(c) When you keep motivating yourself and working hard with passion, the quality will shine and reflect on the outside and people will notice it.**

(3) Aux VP: will shine; will notice are instances marking a compound sentence with two independent but coordinated clauses by the word "and" each having its own complex verb phrase.

c1: The instance of modality in (c) above is represented by the modal verb "will" which appears twice in the compound sentence.

Modal Aux: will.

> **(d) If your mind can accept that something is achievable, it will find a way to attain that thing.**

(4) Aux VP: will find.

d1: The instance of modality in (d) is represented by the modal verb "will" as the word 'can' falls within the conditional clause "if your mind can accept that something is achievable".

Modal Aux: will.

4.11.2 Respondent 2

Sindiswa

Positive attitude goes along with hard work. You must not let people discourage you anyhow. If you feel discouraged put more effort on your work because if you run away from your challenges, they always say a rolling stone gathers no moss meaning that a person who runs away from his or her problems will never achieve in life. Being dedicated means to devote your time, energy and loyalty to a special purpose. Dedication also goes with hard work that may lead you to massive success. You have to dedicate yourself in your work and at the end you will see how good it is to sacrifice with unnecessary things and give all your time to work.

Analysis and Interpretation

> **(a) Positive attitude goes along with hard work.**

(5) Aux VP: goes.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

> **(b) You must not let people discourage you anyhow.**

(6) Aux VP: must not let.

b1: The instance of modality in (b) above is represented by the modal verb "must".

Modal Aux: must.

(c) **If you feel discouraged put more effort on your work because if you run away from your challenges, they always say a rolling stone gathers no moss meaning that a person who runs away from his or** her problems will never achieve in life.

(7) Aux VP: Put [VP] without the auxiliary structure.

c1: The instance of modality in (c) above is non-existent since the word "will" as it obtains in the complement clause "that a person who runs away from his or her problems will never achieve in life" falls outside the auxiliary structure and as such it does not account for modality.

Modal Aux: none.

(d) **Being dedicated means to devote your time, energy and loyalty to a special purpose.**

(8) Aux VP: means.

d1: The instance of modality in (d) above is non-existent.

Modal Aux: none.

(e) **Dedication also goes with hard work that may lead you to massive success.**

(9) Aux VP: goes.

e1: The instance of modality in (e) above is non-existent since the word "may" is positioned within the relative clause "that may lead you to success" which defines the word "work" that is talked about.

Modal Aux: none.

(f) **You have to dedicate yourself in your work and at the end you will see how good it is to sacrifice with unnecessary things and give all your time to work.**

(10) Aux VP: have [though it usually accounts for aspect, it is currently functioning as the lexical verb] and will see.

f1: The instance of modality in (f) above is represented by the modal verb "will" in the second clause of the compound sentence coordinated by 'and' as the conjunctive word.

Modal Aux: will.

4.11.3 Respondent 3

Thulile

Dedication and being selfless can be the worse difficult thing to do in your reality although it result in bright future without any worries because you've get used to the idea of sacrifise, dedication and hard work. You cannot sweat and sweat for nothing, there is always good result and remarks coming after you. patience leads to success, do not let people to interfere to your dreams, have vision, have faith and never loose hope no matter how hard the situation is because you will never know when your breakthrough is, this will grow and lead to successful life ever.

Analysis and Interpretation

(a) **Dedication and being selfless can be the worse difficult thing to do in your reality although it result in bright future without any worries because you've get used to the idea of sacrifise, dedication and hard work.**

(11) Aux VP: can be.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can**.**

(b) **You cannot sweat and sweat for nothing, there is always good result and remarks coming after you.**

(12) Aux VP: cannot sweat.

b1: The instance of modality in (b) above is represented by the word "cannot".

Modal Aux: cannot.

(c) **Patience leads to success, do not let people to interfere to your dreams, have vision, have faith and never loose hope no matter how hard the situation is because you will never know when your breakthrough is, this will grow and lead to successful life ever.**

(13) Aux VP: leads.

c1: The instance of modality in (c) above is non-existent since the word "will" as it obtains in the two complex verb phrases "will never know" and "will grow" is not positioned within the auxiliary structure as both of these complex verb phrase structures fall outside the Aux VP structure given their occurrence within the adverbial clause of reason introduced by the word "because".

Modal Aux: none.

4.11.4 Respondent 4

Sphathisiwe

Everything is possible if you believe and want to achieve something. some may want to work hard on achieving they goals with, that you can work hard on studying and following your dreams. It start with your mind and your heart working hard is in a persons mind which will lead you to success. Hard working can lead a person to massive success in so many ways and anything you work hard on will be achieved. Failure may come but as hard as you try, you can become the biggest after believing that hard work may lead you to success. Everybody is successful but you can only be successful if you work on your success. Hard work and braveness will lead you to happiness eternity.

Analysis and Interpretation

(a) **Everything is possible if you believe and want to achieve something.**

(14) Aux VP: is [functioning as the lexical verb].

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) **some may want to work hard on achieving they goals with, that you can work hard on studying and following your dreams.**

(15) Aux VP: may want.

b1: The instance of modality in (b) is constituted only by the modal 'may' as the word "can" falls outside the auxiliary structure preceding the main verb" and this is a result of the erroneous punctuation in the construction of the sentence. This then disqualifies "can" as an instance of modality.

Modal Aux: may.

    (c) It start with your mind and your heart working hard is in a persons mind which will lead you to success.

(16) Aux VP: start.

c1: The instance of modality in (c) above is non-existent since the word "'will" is positioned within the relative clause "which will lead you to success" which defines the "mind" that is talked about.

Modal Aux: none.

    (d) **Hard working can lead a person to massive success in so many ways and anything you work hard on will be achieved**.

(17) Aux VP: can lead and will be since there is an occurrence of a compound sentence with two independent but coordinated clauses each with its own Aux VP structure.

d1: The instance of modality in (d) above is accounted for by modal verbs "can" and "will" respectively since there is an occurrence of a compound sentence with two independent but coordinated clauses each of which has its own Aux VP structure.

Modal Aux: can / will.

    (e) **Failure may come but as hard as you try, you can become the biggest after believing that hard work may lead you to success.**

(18) Aux VP: may come; can become (compound sentence).

e1: The instance of modality in (e) above is accounted for by the modal verbs "may" of the first clause in the compound sentence and "can" in the second clause of the compound sentence. In the latter part of the sentence the word "may" which obtains in the complement clause "that hard work may lead you to success" falls outside the Aux VP structure and as such does not account for modality.

Modal Aux: may / can.

(f) Everybody is successful but you can only be successful if you work on your success.

(19) Aux VP: is; can be since there is an instance of a compound sentence with two independent but coordinated clauses each with its own verb phrase.

f1: The instance of modality in (f) above is accounted for only by the word "can".

Modal Aux:

(g) Hard work and braveness will lead you to happiness eternity.

(20) Aux VP: will lead.

g1: The instance of modality in (g) above is represented by the modal verb "will".

Modal Aux: will.

4.11.5 Respondent 5

Nomkhosi

Why not work hard to have a massive ending on anything you'd like to have? Life really need hardworking so can progress and go to another level. How can you proceed without reading or learning? Try to devote your time in hard work because it will lead you to massive positive success in anything. Group working is a very special tip for everyone. On some other point learning or doing work with you group may help you in finding out stuff or project or things you didn't know or notice about.

Analysis and Interpretation

(a) Why not work hard to have a massive ending on anything you'd like to have?

(21) Aux VP: work.

a1: The instance of modality in (a) above is non- existent.

Modal Aux: none.

(b) Life really need hardworking so can progress and go to another level.

(22) Aux VP: Need.

b1: The instance of modality in (b) above is non-existent since the word 'can' is within the adverbial clause of reason despite it being incorrectly punctuated. As a result, the modal verb "can" falls outside aux the verbal group (Aux VP).

Modal Aux: can.

(c) How can you proceed without reading or learning?

(23) Aux VP: can proceed.

c1: The instance of modality in (c) above is represented by the modal verb "can".

Modal Aux: can.

(d) Try to devote your time in hard work because it will lead you to massive positive success in anything.

(24) Aux VP: try.

d1: The instance of modality in (d) above is non-existent since the word "will" obtains within the adverbial clause of reason "because it will lead" gives the rationale for why the word "will" is accounted for as not occupying the Aux VP position.

Modal Aux: none.

(e) **Group working is a very special tip for everyone**.

(25) Aux VP: is.

e1: The instance of modality in (e) above is non-existent.

Modal Aux: none.

(f) **On some other point learning or doing work with you group may help you in finding out stuff or project or things you didn't know or notice about.**

(26) Aux VP: may help.

f1: The instance of modality in (f) above is represented by the modal verb "may".

Modal Aux: may.

4.11.6 Respondent 6

Ayanda

Paying attention to your work is the act of applying the mind to something. Devoting your time and your loyalty to a special purpose may lead to substantial success. Being dedicated to your work or a task may even change your attitude towards your work because you will start doing it with love. You can start working as a teacher and with your dedication you can even get promoted to the next level of your work.

Having attention and dedication to your work could also start by how much you admire your work.

Analysis and Interpretation

(a) Paying attention to your work is the act of applying the mind to something.

(27) Aux VP: is [functioning as the lexical verb].

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none**.**

(b) Devoting your time and your loyalty to a special purpose may lead to substantial success.

(28) Aux VP: may lead.

b1: The instance of modality in (b) above is represented by the modal verb "may".

Modal Aux: may.

(c) Being dedicated to your work or a task may even change your attitude towards your work because you will start doing it with love.

(29) Aux VP: may change

c1: The instance of modality in (c) above is represented by the modal verb "may" only since the word will is within the adverbial clause of reason "because you will start doing it with love" and as such it is disqualified as being positioned in the auxiliary structure. Therefore, the word 'will' within the adverbial clause cannot be construed as an instance of modality.

Modal Aux: may.

(d) You can start working as a teacher and with your dedication you can even get promoted to the next level of your work.

(30) Aux VP: can start; can get (two verb phrases deriving from two independent but coordinated clauses).

d1: The instance of modality in (d) above is represented by the modal verb "can" occurring twice in the coordinated but independent clauses.

Modal Aux: can.

(e) Having attention and dedication to your work could also start by how much you admire your work.

(31) Aux VP: could start.

e1: The instance of modality in (e) above is represented by the modal verb "could".

Modal Aux: could.

4.11.7 Respondent 7

Fundiswa

That hard work isn't for nothing, that hard work may bring you massive outcomes it can get you in that C.E.O twirling chair and desk of gold when the time has reached. You have to be driven by enthusiasm and the hunger of wanting to achieve more in life, nothing beats hardwork. You can ask whoever who's is rich and famous out there and ask how they earned their way up to the top and they will all tell you that its no kids play, its not like taking the lift to the highest tower its about taking the staircases in a tower with no lifts. When you're a hardworker, success will come knocking on the door for its way is to explore with you.

Analysis and Interpretation

(a) **That hard work isn't for nothing, that hard work may bring you massive outcomes it can get you in that C.E.O twirling chair and desk of gold when the time has reached.**

(32) Aux VP: can get.

a1: The instance of modality in (a) is represented by the word "can" despite the flawed construction of the sentence which results in a fragment since the predicate verb phrase is obscured and thus requires reconstruction.

Modal Aux: can.

(b) **You have to be driven by enthusiasm and the hunger of wanting to achieve more in life, nothing beats hardwork.**

(33) Aux VP: have [functioning as the lexical verb].

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) **You can ask whoever who's is rich and famous out there and ask how they earned their way up to the top and they will all tell you that its no kids play, its not like taking the lift to the highest tower its about taking the staircases in a tower with no lifts.**

(34) Aux VP: can ask; will tell assuming that this is a compound sentence appropriately punctuated to produce structurally sound patterns.

c1: The instance of modality in (c) is represented by the modal verbs "can" and "will" respectively in the compound sentence.

Modal Aux: can / will.

(d) When you're a hardworker, success will come knocking on the door for its way is to explore with you.

The conventional sentence structure would be**:** Success **will come** knocking on the door for its way is to explore with you when you're a hardworker,

(35) Aux VP: will come.

d1: The instance of modality is represented by the modal verb "will".

Modal Aux: will.

4.11.8 Respondent 8

Zamangomane

You can still pass through that obstacle of hard work coming your way and can be able to keep the ball rolling. Setting goals is another way that will help you discover where you are headed to. Goal setting can help you succeed in each task. They can also help you to fulfill your dreams throughout planning and by that it will give you clear mindset on what you want to do and also achieve the success you need. Secondly being motivated can make you do more than what you've expected of yourself. Motivations from social media, church services and people especially motivational speakers are people or things that make an impact on you, an impact of wanting to do more which at the end can breed success'.

Analysis and Interpretation

(a) You **can** still **pass** through that obstacle of hard work coming your way and **can be** able to keep the ball rolling.

(36) Aux VP: can pass; can be assuming the existence of a compound sentence with two independent but coordinated clauses each with its own Aux VP.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can.

(b) Setting goals **is** another way that will help you discover where you are headed to.

(37) Aux VP: IS [functioning as the lexical verb].

b1: The instance of modality in (b) above is non-existent since the word "will" is within the relative clause "that will help you discover where you are headed to" and as such cannot account for modality within the Aux VP.

Modal Aux: will.

(c) Goal setting can help you succeed in each task.

(38) Aux VP: can help.

c1: The instance of modality in (mc) above is represented by the modal verb "can".

Modal Aux: can.

(d) They **can** also **help** you to fulfill your dreams throughout planning and by that it will give you clear mindset on what you want to do and also achieve the success you need.

(39) Aux VP: can help.

d1: The instance of modality in (d) above is represented by the modal verb "can".

Modal Aux: can.

(e) Secondly, being motivated **can make** you do more than what you've expected of yourself.

(40) Aux VP: can make.

e1: The instance of modality in (ne) above is represented by the modal verb "can".

Modal Aux: can.

(f) **Motivations from social media, church services and people especially motivational speakers are people or things that make an impact on you, an impact of wanting to do more which at the end can breed success'.**

(41) Aux VP: are [functioning as the lexical verb].

f1: The instance of modality in (f) above is non-existent since the word "can" is positioned within the relative clause "which can breed success".

Modal Aux: none.

4.11.9 Respondent 9

Nothando

Working hard can lead to massive success in anything. You will never know how stronger you are until being strong is the only choice you have. Each and every person knows his/her heart and what will make them happy. If you want to have an everlasting happiness stay happy and start now to do your work as much as you can, that will lead you to happiness and you will also become successful. People may doubt what you say but they will believe you when they start on seeing what you do is what you always tell them. Education is the key to success and we all need that key so that we will become successful.

Analysis and Interpretation

(a) Working hard **can lead** to massive success in anything**.**

(42) Aux VP: can lead.

a1: The instance of modality in (a) above is represented by the modal verb "can".

Modal Aux: can.

(b) You **will never know** how stronger you are until being strong is the only choice you have.

(43) Aux VP: will never know.

b1: The instance of modality in (b) above is represented by the modal verb "will".

Modal Aux: will.

(c) Each and every person **knows** his/her heart and what will make them happy.

(44) Aux VP: knows.

c1: The instance of modality in (c) above is non-existent since the modal verb "will" is

positioned within the wh- clause "what will make them happy".

Modal Aux: none**.**

(d) If you want to have an everlasting happiness, **stay happy and start** now to do your work as much as you can [as] that will lead you to happiness and you **will** also become successful**.**

Notably, the conventional sentence would approximate the following: You **stay** happy and **start** now to do your work as much as you can as that will lead you to happiness and you **will** also **become s**uccessful if you want to have an everlasting happiness

(45) Aux VP: stay and start.

d1: The instance of modality in (d) above is non-existent in the first clause as the words 'can' and ''will' are part of the adverbial clauses. Instance of modality is accounted for by the word ''will'' in the phrase "will become".

Modal Aux: none.

(e) People **may doubt** what you say but they **will believe** you when they start on seeing what you do is what you always tell them.

(46) Aux VP: may doubt; will believe – compound sentence with two independent but coordinated clauses each with an Aux VP structure.

e1**: The i**nstance of modality in (me) above is represented by the modal verbs "may" and "will" respectively.

Modal Aux: may / will.

(f) Education **is** the key to success and we all **need** that key so that we will become successful.

(47) Aux VP: is; need

f1: The instance of modality in (f) above is non-existent as the word "will" as it obtains in the adverbial clause of reason so that we will become successful" falls outside the Aux VP structure.

Modal Aux: none.

SECTION G2

4.12 Descriptions of the topic: *'Hard work may lead to massive success in anything'* of the control group

One (3%) respondent out of 34 wrote about this topic.

4.12.1 Respondent 1

Sthandiswa

It doesn't matter how intelligent you are if you don't work hard and put effort on projects, assignments and your classwork you'll loose everything. Everything we know is learned and intelligent people are not born with everything already stored in their heads. Those who get the results they want they will ultimately be those that worked the hardest. Working hard at relationship can actually be the hardest of all, as it involves a great deal of time and emotional investment, but it's worth it to have the support and love of others. Couples that stay together all their lives do not manage it by chance but by working hard at their relationships, making an effort to do things for each other, working out compromises, and addressing, not ignoring any issues that may arise in the relationship.

Analysis and Interpretation

(a) It **does not matter** how intelligent you are if you don't work hard and put effort on projects, assignments and your classwork you'll loose everything.

(1) Aux VP: does not matter.

a1: The instance of modality in (a) above is non-existent.

Modal Aux: none.

(b) Everything we know **is learned** and intelligent people **are** not **born** with **everything already stored in their heads.**

(2) Aux VP: is; are

b1: The instance of modality in (b) above is non-existent.

Modal Aux: none.

(c) Those who get the results they want they **will** ultimately **be** those that worked the hardest.

(3) Aux VP: will be.

c1: The instance of modality in (c) above is represented by the modal verb "will".

Modal Aux: will.

(d) Working hard at relationship **can** actually **be** the hardest of all, as it involves a great deal of time and emotional investment, but it's worth it to have the support and love of others.

(4) Aux VP: can be.

d1: The instance of modality in (d) above is represented by the modal verb "can".

Modal Aux: can.

(e) Couples that stay together all their lives **do not manage** it by chance but by working hard at their relationships, making an effort to do things for each other, working out compromises, and addressing, not ignoring any issues that may arise in the relationship.

(5) Aux VP: do not manage.

e1: The instance of modality in (e) above is non-existent as the word "may" falls within the relative clause "that may arise" which defines the issues in question.

Modal Aux: none.

Findings from the data analysis

Using constituent structure analysis (Aux VP) on the data as it obtains in sections B1, B2, C1, C2, D1, D2, E1, E2, F1, F2, G1 and G2 respectively derived from both the control group and the experimental group it was established that students needed to be taught the basic sentence structure and other language units in order for them not only to write grammatical sentences but also to engage themselves with meaningful written discourse. As the focus of the analysis was on the structural positioning of the modal auxiliary and the meaning it attaches to the lexical verb of the predicate verb phrase, it was established that student teachers displayed minimal knowledge of the structural positioning of the modal auxiliary verb and how its presence or absence impacts on the resultant meaning of the lexical verb.

The Experimental Group

The experimental group demonstrated significant productive knowledge of modal auxiliary verbs in their written work as it is demonstrated in the table below:-

Table 1.: Use of Modal Auxiliary Verbs by Experimental Group

Mod Aux Verbs	Topics	(N)	Sum	Mean	Std. Deviation
Can	6		35,00	5,00	3,42

Could	6	11,00	1,57	1,51
Shall	6	0,00	0,00	0,00
Should	6	4,00	0,57	0,79
Will	6	30,00	4,29	3,50
Would	6	7,00	1,00	0,82
May	6	15,00	2,14	2,41
Might	6	0,00	0,00	0,00
Must	6	6,00	0,86	0,90
Ought to	6	0,00	0,00	0,00

In Table 1. above, the mean and variance of participants who used the selected modal auxiliary verbs in their choice of topics are shown. From the seven topics that participants were to choose from, none used the modal auxiliary verbs "shall" and "ought to" among the experimental group, even though these modals were taught in class. The modal auxiliary verbs that recorded significantly low mean and standard deviation are; "dare" with a mean of 0.14 and standard deviation (0.38); "used to" (0.43 and 0.53); "should" (0.57 and 0.79); and "must" (0.86 and 0.90). There is, however, a significantly large deviation in the use of the verbs "can" and "will" among the experimental group with a recorded mean and standard deviation of (5.00, 3.42) and (4.29, 3.50) respectively. A significantly lower mean deviation demonstrates that majority of the participants who wrote essays on the seven topics had challenges in using the semi-modal auxiliary verbs: 'dare' and 'used to'. There was heterogeneity in how participants used the modal verbs 'can' and 'will' in the essays they selected to write on. This explains why the average use of these verbs has recorded a significantly large variance. Although it was hypothesised that there would be a significant variation in the average use of modal auxiliary verbs between the experimental and control

groups, the average and variances are relatively low among the control group as shown in Table 1.1 above.

The Control group

The control group, on the other hand, demonstrated minimal knowledge of modal auxiliary verb use and therefore, used no or very few modal auxiliary verbs in their essays as it is shown in Table 2.1 below:-

Table 2.: Use of Modal Auxiliary Verbs by The Control Group

Mod Aux Verbs	Topic (N)	Sum	Mean	Std. Deviation
Can	6	18,00	2,57	2,70
Could	6	3,00	0,43	0,79
Shall	6	0,00	0,00	0,00
Should	6	4,00	0,57	1,13
Will	6	15,00	2,14	2,27
Would	6	5,00	0,71	1,11
May	6	2,00	0,29	0,49
Might	6	1,00	0,14	0,38
Must	6	2,00	0,29	0,49
Ought to	6	0,00	0,00	0,00

In Table 2. above, the use of modal auxiliary verbs among participants in the control group shows on average very low deviations. Assessment of essays from the control group revealed the use of modal auxiliary verbs 'could' and 'will' common, and thus scored a relatively large mean (2.57, 2.14) and standard deviation (2.70, 2.27) in both verbs respectively. This pattern was similar in among participants in the experimental group despite having slightly larger mean differences that are attributed to exposure to teaching. The modal auxiliary verbs 'shall' and 'ought to' was neither used by the control group as their counterpart in the experimental group. The modal auxiliary

verbs: 'might', 'dare', 'must', 'may' and 'could' was commonly used by the control group in their essays and this explains the low mean deviation.

In order to get a better picture on how the two groups performed, it was also essential to further highlight errors of these groups by using Error Analysis. Error Analysis (EA) in second language acquisition was established in the 1970s by Corder and his colleagues. Together, they described EA as a type of linguistic study that focuses on the errors that students make in communication, whether written or verbal. They agreed that making errors in learning a language is necessary and vital as without it no desired improvement can occur in students' competence. EA researchers observed that errors are advantageous for both students and teachers as they provide valuable information to the teachers on students' errors. This assists the teachers to identify persistent errors that students make, to correct and to improve their own teaching by focusing on those critical areas that need more attention (Corder 1967, Corder 1974, Crystal 1999, Welreesh 1991, Vahdatinejad 2008, Selinker 1972).

The analysis of students' written essays will be derived from Corder's (1967) three stages of error analysis which are the identification of error, classification of error and explanation of error. The following table is the representation of the errors that were found in students' essays according to these stages:

Table 3.: **Error analysis of the control group**

Identification of error	**Classification of error**	**Explanation of error**
Failure **will prepares** you to face every situation.	Wrong use of modal	Failure will prepare you to face every situation.
They need to put more effort so that they **will success**.	Lack of knowledge on how modals are used	They needed to put more effort so that they will succeed.
I wish everybody start to suffer so that they do everything to work hard to achieve their goals.	Ambiguity	I wish everybody could suffer so that they could start to work harder in order to achieve their goals.

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We turn to forget that we fail because of procrastination.	Non-use	We forget that we can fail due to procrastination.
Through technology learners understand a lesson.	Non-use	Through technology learners are able to understand a lesson.

Table 4.: **Other language errors of the control group**

Identification of error	**Classification of error**	**Explanation of errors**
When life **push** you around, you should push it back.	Verb form	Wrong tense/inappropriate verb construction
The quality of education **keep** on increasing,	Subject verb agreement	Subject singular, verb plural
We are coming **in** a different background where there is no radio.	Preposition	Wrong preposition
Teachers they use technology.	Reference error	Wrong pronoun/demonstrative determiners to use
This is a **weikup** call.	Word form	Incorrect spelling of words
She **realise** that she need to put more effort…	Past tense form	She **realized** that she needed to put more effort…
You cann't live the life you **wanna** live.	Wrong word form	You can't live the life you want to live
Boys usually **they** like to play soccer ball.	Pronoun	Wrong use of the pronoun

No errors of failing to use modal auxiliary verbs correctly were identified in the experimental group. However, there were errors of spelling and of students not proofreading their work before submissions that were evident on both groups as it is displayed in the table below:

Table 5.: Errors identified on both the experimental and the control groups:

Identification of error	Classification of error	Explanation of error
You would not **repeate** the same mistakes **istead** you would fight to become a better person.	Proofreading	You would not **repeat** the same mistakes **instead** you would fight to become a better person.
Sport can unite or **devide** the nation.	Carelessness	Sport can unite or **divide** the nation.
She **isn't** the one who provides the required information.	Informal usage	Contractions, informal vocabulary
To failure is for everybody you need to failure before you reach something better in life.	Run-on sentence	To fail is for everybody. One needs to fail before one obtains something better in life.
I experience a lot of things.	Tense	**I experienced** a lot of things.
When **I goes** around the world.	Concord	When **I go** around the world.

It was surprising though that students were failing to write the word 'divide' correctly yet the word was in the topic that they chose to write on. It displayed the high level of carelessness when it comes to students' written work.

4.13 Conclusion

This chapter presented an analysis of the use of modal auxiliary verbs among level four students at the Faculty of Education at the University of Zululand. Findings indicated that some of the students who used modal auxiliary verbs in their essays wrote and presented their ideas more effectively than those students who used few or no modals. The majority of those who did not use modals at all, experienced serious problems of producing essays of poor quality with glaring grammatical errors. The majority of the teacher students failed to position the modal auxiliary in its structural position as dictated to the basic sentence structure in English.

Chapter Five

Discussion of the Findings and Implications of the Study

5.1 Introduction

This chapter discusses the findings and implications of the study as derived from the literature reviewed in Chapter Two and the analysis of the data from the respondents' written essays as analysed in Chapter Four respectively. It bears repeating that the investigatory enquiry of the entire study was informed by the following research questions:

(a) What is it that can enhance student teachers' ability to use English to negotiate meaning effectively in their academic writing?

(b) What is it that student teachers will have to acquire for them to become articulate writers in English?

(c) To what extent do student teachers demonstrate the ability to manipulate linguistic forms to achieve their communicative function in their academic writing?

This study is premised on the following four theories:

(a) Constituent Structure Analysis.

(b) Krashen's (1987) Input Hypothesis Theory.

(c) Long's (1991) Form-Focused Instruction (FFI); and

(d) Ellis' (1994) Focus-on-Forms Instruction.

5.2 Discussion of the Findings

What has emerged from this study as derived from the literature reviewed and the analysis of the data from the respondents' written essays showed that the teaching of modal auxiliary verbs at the university can enhance students' use of grammar competently in their writing. Thus, the argument advanced in this regard is that if second language users of English know its grammatical structure in its use of modal auxiliary verbs in sentences, prospects of enhancing the communication of ideas as intended are huge. According to Foppoli (2012) and Corder (1978) grammar is the foundation of language learning for second language students. So, it is important to underline the fact that such knowledge of the use of these grammatical units has the potential of helping ESL students articulate their ideas precisely and succinctly in writing. Through detailed studies of student writing, Shaughnessy (1977) concludes that the best grammar instruction is that which gives the greatest return for the investment of time. Matshotsho and Cekiso (2015) further revealed that the students may be able to write well if they are exposed to a variety of genres of writing including flyers, magazines, papers and books, amongst others. Thus, time should be created to ascertain that adequate exposure to explicit grammar lessons is offered to all student teachers at the university.

It is important also to note that teachers of ESL teachers need to be highly competent (Royce 1996; Crystal 2003; Ngoirinjuguna 2018) in so far as teaching and using modal auxiliary verbs, in order for them to assist students to reach the level of competence that is required by schools. Mastering English grammar is essential for ESL students to achieve their educational, professional and even personal goals (Baleghizader and Gordani 2012; Shaw and Liu 1998). Moreover, news websites, social media marketing corporations and other related and non-related IT corporations need writers to help them through writing for digital marketing channels such as brand quotes, advertisement, social media posts, and blogs (Moses and Mohamad, 2019). Therefore, in language classes, ESL teachers need to deal with these grammar units to equip students with the knowledge that they need and should assess students' written work in terms of clarity of expression and grammatical accuracy over and above the subject content in order to help students improve the way they convey their messages specifically in writing.

Eyisi (2011) asserts that modal auxiliary verbs are indeed difficult and their appropriate use present difficulties in students' written work. Most English second language students at UZ fail to express themselves correctly in writing:

(a) English is a second language for a majority of them. In their study, Myles (2002) and Singh (2017) observed that students' inability to write well is believed to be due to the influence of their mother tongue and also insufficient knowledge of grammatical rules and concepts. Their findings revealed that many students are disadvantaged by the fact that they have to learn through a second language rather than their home language. Because of this, the students have the tendency to translate from their first language while writing.

(b) Students are not given adequate grammar lessons, as lecturers believe that through reading, listening, speaking and using the language over a period of four years of study, students will automatically acquire grammar accuracy in writing, which does not turn out to be true (Hudson and Walmsley, 2005). The results of the study conducted by Selvaraj and Azlina (2021) show that with little knowledge in grammar, students will face difficulty in writing correct sentences.

(c) Minimal use of English language outside lecture halls. A small amount of time allocated to the teaching of English grammar will not give lecturers sufficient focus on 'serious in-depth teaching of grammar' to students to make up for the language gap that they have. Explicit attention to grammatical structures such as modal verbs can deepen ESL students' understanding of the language structure and its register which is why Dornbrack and Jacqui (2014) call for a more explicit focus on writing pedagogy.

As a result, ESL students misuse or do not use small but vital grammar units such as modal auxiliary verbs which leads to not communicating their ideas as clearly and concisely as they intend to, particularly in writing. A similar observation was made by Mohtar et al (2017) wherein he emphasised that students often display weaknesses in their written work; these weaknesses are seen in the structures they produce and also in the ideas expressed. They do not know which modal auxiliary verbs to use, when to use them and how to use them (Chin, 2000). Yet modal verbs misuse or omission

- interfere mostly with meaning

- could lead to ambiguity

- and could be a barrier to communication.

The study set out to establish and adopt an approach which can assist English second language students use modal auxiliary verbs competently most especially in their academic writing. The expected results of the study after the experimental had been taught was that such teaching would help towards:

- enhancing effective communication of their ideas as intended.

- enabling students articulate their ideas precisely and succinctly in writing

- achieving clarity

5.2.1 The experimental group

This study also revealed that there were no sentences that were identified by the researcher where respondents in the group, misused modal auxiliary verbs in their essays. Contrary to what was attested by Krashen (1987) that the teaching of grammar rules does not result to the acquisition of the target language, just because of the teaching on how modal auxiliary verbs work in a sentence to change the meaning helped the experimental group to use them effectively in their essays. It was difficult for the students to grasp all grammatical units which were used in a sentence from oral communication because most of the times we did not speak the same way as we wrote. This finding is echoed by Good (2000) who observed that in writing, the accuracy of grammar became key whereas in speaking one could get away with so many language mistakes. For example, Alyliff (2010) asserted that we could pronounce an English word correctly but do not know how to write it down correctly. This finding is in line with so many other here were so many other examples like those of the findings of this study which were made by students which emphasized the fact that explicit teaching of grammar rules was necessary for students of English as a second language to become effective users of the language explicitly in writing. It was, therefore, necessary for ESL students to be clear with language features for them to fit them perfectly where they were supposed to be fitted (Good, 2002). If students

understood that, it was likely that they will know where and when to use different modal auxiliary verbs in writing and other communication engagements.

5.2.2 The control group

There were some students who did not use any modal auxiliary verbs in their essay. However, according to the literature, 'any omission of modal auxiliary verbs in essay writing leads to distortion of messages' meant to be sent (Wardhaugh, 2002; Parkinson, 2001). Considering some students' responses, that observation proved to be true because apart from the noun phrase which was the central grammatical building blocks of a sentence, lexical verbs also played a significant role in conveying messages effectively particularly in writing. The non-use of modal auxiliary verbs by most students in the control group caused them not to convey their messages as clearly as they intended. That proved Algabe's (2009) argument to be valid that modal auxiliary verbs were sensitive words in a sentence that speakers of English could not ignore but needed to be used along with the lexical words so that accurate sentences could be produced. It was evident from the findings. Attesting to this reality, Zerin (2007), in his study observed that the skill of writing is considered as the most difficult task for students because they are not proficient in the language and do not have good mastery of grammar. They have limited exposure to the language and seldom communicate using the language in daily life. Therefore, good teachers of English should not allow the students to score high marks if their grammar was flawed in their written work because that was one of the reasons why we produced students who can speak the language but cannot write it, specifically at the university. The belief by Alyliff (2010) that 'every teacher is a language teacher' is a belief that resonated well with most of the language teachers because if we said that the emphasis on accuracy of language usage should focus only on students who were specializing in English, did we mean that it was acceptable for other students to graduate having not acquired the skill of using English language accurately particularly in writing?

5.3 Implications of the Study

This section discusses the implications of the study drawn from the review of the pertinent literature in Chapter Two and the interpretation of the data collected from the respondents in Chapter Four. The discussion, therefore, is brought to bear on the

issues emanating from the statement of the problem as these issues relate to the inference drawn from Chapter Two and Four respectively.

The discussion of the implications of the study is premised on the understanding that lack of competence in the English language severely restricts one's employment opportunities (Good, 2002) and that if one is well conversant in this language, his or her chances of employability are comparatively huge. Section 29(2) of the Constitution of the Republic of South Africa, 1996 provides that "everyone has the right to receive education in the official language or languages of their choice in public. Since this study focuses on the meaning attached to MAVs as used in relation to the lexical verb within the verb phrases as opposed to their mere grammaticality which concerns itself with the notion of well-formedness, it is worth recognising that the "languages of the world differ radically in how they organize words in their grammar (Hurford, 1994:251). Hurford's view in this regard is corroborated by Talmy's (2000:5) argument that "languages differ in the way they 'structure concepts' requiring expression in communication". Hussain (2019) emphasises the importance of the students' need to master how to transfer the knowledge of grammatical concepts to their written work, so that they will not commit many grammatical errors in writing.

Hence, in Brown's terms (as quoted in Webb et al, 2000:68-69), for the student teachers to be able to communicate effectively in English using MAVs dictates that they should acquire the following types of communicative knowledge:

(a) Grammatical competence – knowing how to combine units of a language into grammatical wholes (words or sentences).

(a) Textual competence – knowing how to combine sentences into effective texts or conversations or discourses.
(b) Pragmatic competence – the ability to use language to perform a chosen function, as well as the ability to select the appropriate way of speaking in specific situations.
(c) Strategic competence – the ability to manipulate linguistic forms to achieve one's communicative function.

As gleaned from the explication above, the success of the other competences namely, textual competence, pragmatic and strategic competence, is largely predicated on the first competence which is grammatical competence. Notably, it has been shown in the review of the pertinent literature in Chapter Two and in Chapter Four of the data

analysis and its interpretation that "whenever we put words together to form multiword utterances or sentences, we must do so in a systematic fashion" (Waudhaugh, 2002: 33). This explains why "there are only certain kinds of arrangements called syntactic structures that are possible for use" in constructing written texts" (Waudhaugh, 2002). The construcdness of sentences is advocated by Burton-Roberts (1986:249) in the argument that one must CONSTRUCT his or her sentences as and when the need arises and that one can only CONSTRUCT SOMETHING if that thing is COMPLEX and has structure. It is notable, however, that one "can only know how to construct" the things in a set by knowing the general principles that apply to them. It is against this backdrop, therefore, that there is need to heed Good's (2002:417) argument that,

> Words matter. The way they come together to convey meaning is governed by a set of rules. That set of rules is called grammar. Ether you know it, or you don't. It is the stuff Churchill learned at the chalkboard. If you lose your argument to the school board – as you most likely will – then teach yourself all the grammar you never learned in high school and now need to succeed in life.

Thus, the inference drawn from the explication above is that there are benefits that accrue from recognising constituent structure as it greatly helps us construct and analyse sentences by elucidating their complexity. What this implies, therefore, is that there is an objective necessity for student teachers to be exposed to the entire conventional constituent structure of English (Krashen, 1987; Walmsley, 2005; Dof, 1995; Royce, 1996) with the view of acquiring knowledge of what it is that enhances the writer's ability to negotiate meaning in writing with precision and clarity. According to Myles (2002) language proficiency and competence is the cornerstone of the ability to write in the L2. So, taking into cognisance the critical period in language development in which adult acquirers may fossilize and not continue to make progress in accuracy of linguistic forms without explicit instruction (cf. Ferris, 2004), it is an objective necessity that student teachers be afforded the opportunity to acquire knowledge of the reading formations and writing conventions. This should be done in view of the fact that reading formations and writing conventions (Ellis, 1994; Ferris, 2004) are couched in linguistic codes without which student teachers are unlikely to derive maximum educational benefit from their continued use of structurally unsound sentences which are linguistically flawed for lack of meaning that is clear and precise.

What transpires from the explication above is that the existing state of the actual use of English in its entirety by student teachers as it obtains now presents itself as a cue for what has gone unattended to in their years of schooling at high school, what is and what ought to be as regards the linguistically and cognitively unusual phenomenon of the English usage. Hence, Good's argument to the effect that "words matter as the way they come together to convey meaning is governed by a set of rules" which is called 'grammar' (Good, 2002: Ellis, 1994; Dof, 1995; Burton-Roberts 1996). Thus, in this study, the researcher concentrates on the educational and pedagogical considerations that have informed this investigative probing into student teachers' awareness and use of auxiliary verbs in their own writing within the academic environment. Such probing has had as its focal point the actual use of English as the language of learning and instruction at the University of Zululand and the possible reasons for these patterns of usage as they obtain in the student teachers' academic writing.

It is worth noting at this stage of the discussion that this study construes of English as a means to important ends. Thus, in the light of this construal this study contends that although modern research has shown that "the natural time for a child to make sense of opportunities for a second language is before the age of eleven or twelve and that any language learning after the critical age is much more difficult than earlier, it is possible to improve student teachers' awareness of the meaning and use of modal auxiliary verbs which pose difficulty for many of them. Arguably, this improvement should come in the form of a cure of the failure of these student teachers to render their communication in written English comprehensible. Such incomprehensibility can arguably be attributed to their interlanguage which is a linguistic system developed by a non-native learner who has not yet become fully proficient in the target language and thus attempts his or her non-native output constantly approximating to native speaker's proficiency. Of importance to note also is the fact that L1 and L2 structures are in the main incompatible. This incompatibility manifests itself in the mapping projection of the structure available in the semantic domain of L1 onto the corresponding semantic domain of L2. In the post-apartheid South African educational context, it is no exaggeration that "people who speak English as their native language continue to have a distinct advantage over those for whom it is a foreign language".

Put differently, non-native speakers of English find it hard to compete with native speakers on equal terms.

Notably, English teaching has been the subject of controversy in educational circles. In studies on language acquisition a distinction is usually drawn between the process of acquisition and that of language learning. The former process, on the one hand, is postulated to be "a natural process internalising linguistic rules without formal instruction or conscious effort´ (cf. Ali, 1995:5). It is believed that children learn their language this way. The latter process, on the other hand, is a process requiring conscious effort on the part of the learner. Hence, a first (native) language is acquired whereas a non-native (be it a second or foreign language) is learned. Arguably, what transpires from the above explication of the distinction between acquisition and learning is that second language learners of English in their writing of complex sentence constructions in English by and large attempt to come to terms with a linguistically and cognitively unusual phenomenon of the English usage.

Of interest, and worth noting, from the analysis of the student teachers' written work is that it cannot be presumed that non-native speakers of English will have the knowledge of the structure and working of the English language without explicit instruction. This finding is also supported by Moses and Mohamad (2019) who observed that grammar provides information that helps the readers to understand its meaning. This grammatical knowledge of sentential structure also applies to native speakers for them to fully appreciate and negotiate meaning well, in terms of what they mean to say exactly. The researcher's view in this regard derives from the understanding that "the grammar of a language is a conventional system of rules for making and putting together the expressions that belong to the language" (Hurford, 1994:87). By focussing on the specific language structures in the writing of the student teachers, the researcher demonstrated that the student teachers' lack of knowledge of the use and meaning of MAVs restricts their ability to communicate ideas through the written word. Should the student teachers' linguistic inability to write prevail, the effectiveness and productivity of these student teachers in the workplace will be disreputable. This derives from the fact that any would-be employee is expected to be

functionally literate by the time he or she gets employed and the employer expects commendable performance that will make possible the realization of his or her business objectives. Therefore, student teachers should "be given the opportunity to acquire English to the best of their abilities" (Webb et al, 2000:6). If student teachers are 'functionally illiterate in English', they are 'prevented from using it as an instrument of meaningful access to education' (cf. Webb et al, 2000:6-7). Consequently, 'they will not be able to use it in public life and cannot thus 'control' their destinies through the language (Webb et al, 2000:7).

> Every time we write or speak, we are faced with a large array of choices: not only choices of what to say but of how to say it. The vocabulary and grammar that we use to communicate are influenced by a number of factors, such as the reason for the communication, the setting, the people we are addressing, and whether we are speaking or writing. Taken together, these choices give rise to systematic patterns of choice in the use of English grammar (Biber et al, 2002:2).

From the data reported in this section, it is clear that the teaching of modal auxiliary verbs at the university would help students use grammar correctly and consequently, write better. With little knowledge in grammar, students will face difficulty in writing correct sentences (Palanisamy and Aziz, 2021). If second language users know English grammatical structure of a sentence, particularly the use of modal auxiliary verbs; it was likely that it could enhance communication of their ideas as intended. Moreover, that knowledge would help ESL students articulate their ideas precisely and succinctly in writing. Thus, time should be created to ascertain that adequate explicit grammar lessons are offered to all student teachers at the university.

It is important also to note that teachers of ESL teachers need to be highly competent in so far as teaching and using modal auxiliary verbs, in order for them to assist students to reach the level of competence that is required by schools. In language classes, ESL teachers need to deal with these grammar units to equip students with the knowledge that they need and should assess students' written work in terms of clarity of expression and grammatical accuracy over and above the subject content in

order to help students improve the way they convey their messages specifically in writing (Kroeger, 2005; Long, 1991; Culler, 1975). It is arguable, therefore, that the essence of academic teaching and its educational value must be manifested in students' performance both in the verbal and written from of the language. The act of harnessing language proficiency is to be conceived of as an enabling means as it prepares students for the attainment of maximum educational benefit. This view is corroborated by Kembo's assertion that 'if the people of Africa want to give themselves a realistic opportunity to develop to their full potential educationally, economically and politically and to contribute to the resolution of their many problems, the issue of language in education must be addressed" (quoted in Webb et al, 2000:286).

In this study, the researcher argues that linguistic competence as derived from one's knowledge of syntactic structure of the language of learning and instruction, with English being the case in point in this study, has an emancipatory potential for students as they become empowered in terms of relating their knowledge of the syntactic structure to semantic properties. This observation is in tandem with Diliberto's (2017) view when posing that students struggling with the writing process develop a negative view of writing as well as a negative image of their own abilities to conduct written communication (Diliberto, 2004). Consequently, the individual student teacher gains self-reliance as he or she begins to use the acquired linguistic competence as a heuristic tool in the communicative event. As argued by Nkomo (1990:308). "it is this sort of pedagogy of liberation that will unshackle the student teachers from 'years of humiliation and self-denial". It will help "discover and unfold the student teachers' true individuality and thereby create the conditions for the creative realization of the considerable talent of the student teachers which for now is so stifled by their flawed language usage that emanates from their wanting linguistic competence (cf. Nkomo, 1990:308).

Chapter Six

Conclusion and Recommendations

6.1 Introduction

> The way we learn a second language after we have already learned our first will differ from the way we learned the first one, because knowledge of our first language is bound to affect our learning of the new language, in helpful and unhelpful ways (Freeborn et al, 1993:104).

This study has shown a wide range of concerns that suggest that there is a need to design a programme which is going to cater for the explicit teaching of modal auxiliary verbs and language units to help ESL student teachers in the Faculty of Education in all levels, and overcome their challenges and become competent in English especially in writing irrespective of whether they specialize in English or not. In view of the findings, the following recommendations were made.

6.2 Conclusion

Based on the results of research and discussion, the researcher sought to probe into the importance of explicit grammar teaching to student teachers at the university in all

their levels of study irrespective of their specialisations. The reviewed literature revealed the implications of both teaching and not teaching English grammar to English second language students at the university. In the literature reviewed, it was also argued that the focus on teaching explicit grammatical forms in all year levels is the most effective approach towards improving meaningful grammatical competence of students. This can also help produce graduates who are not only better speakers of the English language but also good writers. The data collected from the student's written work in Chapter Four revealed facts about struggles that they have not only with the use of modal auxiliary verbs but with other grammar units. The findings in Chapter Five indicate that the grammar in students' work who are taught fairly well changes as a result of attending grammar lessons for a reasonable duration as they get to use modal auxiliary verbs frequently than the untaught control group. The increased use of modal auxiliary verbs displayed by the experimental group and the decreased use of modal auxiliary verbs displayed by the control group are indicative of the need to have grammar explicitly taught in all the levels of study for students to improve their academic writing skills. The inability of students to write competently in English impacts negatively on their ability to express themselves clearly and precisely in their academic writing. Such a state of affairs threatens their chance towards the securement of better employment in the competitive job market. As alluded to earlier, it has been attained that students' written work is replete with errors of grammar which, arguably, is indicative of the gaps in the student teachers' knowledge on the language forms characterising the English language. This makes an argument for explicit teaching of grammar towards enhancing the communicative linguistic ability of ESL student teachers.

It is thus contended in this study that knowledge of how modal auxiliary verbs function in a sentence has the potential of helping students articulate their ideas precisely and succinctly not only in speaking but also in writing. Moreover, it is evident that most students at the University of Zululand have serious language problems in writing which need to be addressed. The implication thereof is that it is important for ESL teachers to be highly competent in teaching and use of modal auxiliary verbs and other aspects of grammar to address the learners' language deficiencies. It can be argued, therefore, that understanding modal auxiliary verbs within verb phrases, as well as other constituent parts, has the potential of helping students acquire and enhance

competitive expressive skills characterised by commendable clarity specifically in writing. It can also be concluded that if students do not know how to use the modal auxiliary verbs and other language structures competently this is likely to result in poor understanding of what is written in the textbooks and what is communicated around their world. Thus, conducting formal grammar classes where apart from the noun phrase, the modal auxiliary verbs within the verb phrase are taught as some of the most critical parts of the complex English structure of a sentence by language teachers is vital towards improving their communicative abilities in their written work.

6.3 Recommendations

6.3.1 Introduction

> When they use language, people bring together their knowledge of word behaviour (lexis) with their knowledge of grammatical patterns (Biber et al, 2002:4).

This study has shown a wide range of concerns that suggest that there is a need to design a programme which caters for the explicit teaching of modal auxiliary verbs as it they find application within the auxiliary structure preceding the predicate verb phrase within the verbal group. Thus, on the basis of the arguments advanced in Chapter Two of the reviewed literature and Chapter Four of the data analysis, the following recommendations are worth making:

(a) English grammar should be taught explicitly at all levels particularly in the Faculty of Education at the University of Zululand.

(b) Intensive workshops and on-going in-service training must be offered to ESL lecturers first with all lecturers following in this regard with the view of keeping abreast with the students' linguistic challenges as they currently exist.

(c) Compulsory English language tutorials which are adequately controlled and monitored should be an ongoing exercise in the Faculty where students are taught to write by engaging them in, amongst other language activities, lots of academic writing.

(d) A balanced curriculum which focuses on, not only the meaning but also on the form, should be implemented in order to produce student teachers who are not only speakers of the language but also good writers.

(e) An interventionist language programme for all students, irrespective of their area of specialisation, should be designed for immediate implantation.

(f) Lecturers should be the ones who decide collectively as to which grammar aspects must be included in each level from level 1,2,3,4 because they are the ones who experience the students' language challenges first hand.

(g) The preselected units of grammar to be taught should include modal auxiliary verbs since it has been evidenced in the study that modal auxiliary verbs are just but one language unit which is critical for effective use of the language particularly in academic writing.

(h) External English language experts and literary specialists, such as subject advisors, should be involved in the process of designing the language programme advocated for above with the view of affording student s further guidance, advice and support.

(i) The recommended language programme should be diligently monitored for proper implementation so as to ensure the prevalence of justice for the benefit of all participants.

(j) There is need to rescue out student teachers by going back to traditional methods of language learning used by our predecessors who were very competent speakers and writers of the English language.

(k) Language problems which students have should be identified right from the on-set by engaging them in a sifting process where new in-coming students undergo some kind of a pre-test in speaking and in academic writing.

(l) The students who are found wanting in language skills must attend a one-year language course specifically designed to bridge the language gap that they have.

6.3.2 Conclusion

It bears repeating, in light of the recommendations above, that given the glaring lack of knowledge on how modal auxiliary verbs function in sentences and the various meanings attached to them, the teaching of the auxiliary structure as it obtains in an English sentence needs to be foregrounded. This should be done in consideration of

how critical it is to know constituent structure as it relates to the meaning of different structural units within the English sentence.

6.3.2 Suggestions for Future research

Future research could improve upon this work in a number of ways. Firstly, it may be helpful to conduct a study in which more methods of data collection could be used rather than relying on one method of data collection. Secondly, the engagement of more than one researcher to collaborately design students' workbook and teach the experimental group could be a more powerful method to be used. Lastly, essay writing could be done at home to give students ample time to think and write and not be confined by the class time table and environment. However, the current study managed to provide insights into the sampled ESL student teachers' awareness and use of MAVs in written work.

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APPENDIX 1: DATA COLLECTION WORKBOOK

Dear Participants

Welcome everyone!

Through reading student teachers' written work over the years coupled with my vast

experience in teaching English grammar to the students in the Faculty of Education, I have noticed that some students use modal auxiliary verbs wrongly and some do not use them at all because they do not know how to use them and when to use them.

The study was undertaken in order to proffer solutions to students' inadequacies in the use of Modal Auxiliaries in English sentence construction.

I am hoping, therefore, that at the end of your five weeks' participation in this project, you will be able to gain useful knowledge for you to start using modal auxiliary verbs correctly particularly in writing.

Thank you in advance for your cooperation.

Yours sincerely

Ms MD Luvuno

PhD Student Researcher

Table of contents

LESSON PLAN OUTLINE	
Objectives	Explicit teaching of a specific linguistic unit which is modal auxiliary verbs
	To help students of English as a second language articulate their ideas precisely and succinctly particularly in writing
	To equip students with a language skill to improve their written work
	To enhance students' effective communication of their thoughts as intended
Outcomes	To be able to use modal auxiliary verbs correctly particularly in the construction of the English sentences

Duration	Five Weeks
Week 1	<u>Introduction</u> Explanation/definition of the two types of auxiliary verbs, the differences between two types, the researcher and students' main focus and reasons
Week 2	<u>Exposition of knowledge</u> Examples of modal auxiliary verbs Teaching of rules on how to use various modal auxiliary verbs in sentences
Week 3	<u>Activities</u> • Identify by underlining different modal auxiliary verbs contained in short story extract • Discussion of the effects the identified modal auxiliary verbs have on meaning
Week 4	<u>Activities continue</u> • Fill-in-the gaps exercise • Students make their own sentences using various modal auxiliaries learnt

Week 5	Revision and Assessment
	- Revision of work done in preparation for assessment - Writing of essays and first submission - Feedback/Corrections - Final submission of essays
END	

WEEK 1

Auxiliary Verbs

Crystal (1986:28) explains auxiliary as a term used in the grammatical description of the verb phrase, to refer to the set of verbs, subordinate to the main lexical verbs which help to make distinctions in mood, aspect, voice, etc. Crystal (1986: 28) further states that in English, auxiliary verbs are divided into two categories: the main or primary auxiliaries be, do and have, for example,

a. He is coming.

b. Does he know?

c. He has taken.

And the modal auxiliaries can/could, may/might, shall/should, will/would, must, ought to and used to.

In Crystal's (1986: 28) view, the class of auxiliaries is distinguished grammatically from lexical verbs in several ways; for example, auxiliaries have a special negative form like isn't, hasn't, can't as opposed to walkn't and they can be used with subject inversions such as 'is he', 'does he', 'will they' as opposed to 'walks he'. He also mentions 'marginal' or 'semi- auxiliaries' as verbs which display some but not all the properties of the auxiliary class such as 'dare' and 'need'.

Main focus would be on modal auxiliary verbs for the following two main reasons:

- Students often use modal auxiliary verbs wrongly particularly in their written work, they have problems in choosing when to use them and which ones to use since one modal auxiliary may have several meanings or functions.

- Serious modal auxiliary verbs mistakes interfere mostly with meaning; it can lead to genuine ambiguity and can be a barrier to communication.

WEEK 2

Modal auxiliary verbs

2.2 What Modal Auxiliary Verbs are?

According to Vas (2012:74) an auxiliary (also called helping verb, or verbal auxiliary) is a verb functioning to give further information about the main verb following it. Other common verbs like *can, could, may, might, must, ought, shall, should, will* and *would* are called modal auxiliary verbs and express necessity, obligation, or possibility. The underlined word in each of the following sentences is a modal auxiliary verb*:*

a. *I assured him that I <u>would</u> meet him at the cafeteria.*
b. *We <u>shall</u> gather at the club at 6 o'clock.*
c. *The teacher told us that we <u>ought to</u> have our identity cards made immediately.*
d. *We <u>might</u> go to the cinema tomorrow.*
e. *You <u>must</u> complete this task.*

According to Hurford (2003:126) 'a modal verb is a kind of auxiliary verb that precedes bare form of the following verb. Modal auxiliary verbs are the only verbs to take a negative marker like 'not' or 'n't'. They appear in paired form for example: can/could, may/might- with the exception of 'must'.

Crystal (1986: 33) explains modal auxiliary verbs as a term used in the grammatical description of the verb phrase, to refer to the set of verbs, subordinate to the main lexical verb which help to make distinctions in mood, aspect, voice, etc. The modal auxiliaries together with past tense forms include 'can'/'could', 'may'/'might',

'shall'/'should', 'will'/'would', 'must', and also 'ought to' and 'used to'. Crystal (1986: 34) also mentions 'marginal' or 'semi-auxiliaries' as verbs which display some but not all properties of the auxiliary verbs such as 'dare' and 'need'.

Facchinetti, *et al* (2003:67) reports that English is almost unique from other languages in that there are very clear formal markers that distinguish its eight modal verbs. In their view, the modal verbs:

a. have all the characteristics of auxiliary verbs- their use in negation inversion, code and emphatic affirmation.

b. Have no third person –s form which means there are no 'cans' and 'mays', etc

c. Cannot co-occur which means there is no 'may can', in a sentence

2.3 The difference between primary and secondary auxiliary verbs

According to Alagbe (2009:57), modal auxiliary verbs (secondary) are different from primary auxiliary verbs in that modals cannot stand on their own like lexical verbs in a sentence but play a vital role in conveying error-free and meaningful information to readers. In his view, 'modal auxiliary verbs are used along with lexical verbs', for example:

a. 'He *can* go.

b. We *should* do that.

c. You *must* go'.

According to Alagbe (2009: 56), modal auxiliaries 'help to make up the verbal group in sentences, which means that they support the main verbs which could either be transitive or intransitive. This is also meant to help communicate meaningfully in sentences where they are used'.

According to Thompson and Martinet (1987: 110) modal auxiliaries have no final 's' in the third person singular and they do not have past tense. This assertion is echoed by Palmer (1994: 122) where he states that 'only the primary auxiliary verbs have –s forms: is, has and does'- there are no modal forms like wills, shalls, cans, mays, musts and oughts. In their book,

Modality in Contemporary English, Facchinetti, et al, (2003:46) modal verbs of English present a number of idiosyncratic difficulties. As a result, they are particularly troublesome to those who wish to learn the language'.

According to Wardhaugh (2002:19), 'any misuse or omission of auxiliary verbs in focus, leads to distortion of messages' meant to be sent. He further argues that 'modal verbs are complicated in the kinds of meanings that they express'. How modal auxiliary verbs function should be taught to enable students use them correctly in their conversation. Moreover, students of English as a second language should know how to use modal auxiliaries because, according to Palmer (1994:26), there is an important distinction between the two types. In his view, 'be' and 'have' plus 'do' are primary auxiliaries, on the other hand- 'will', 'shall', 'can', 'may', 'must', 'ought', 'dare' and 'need' are secondary or modal auxiliaries. Palmer (1994:14) further argues that 'modal auxiliary verbs cannot co-occur since they have no non-finite forms and are restricted to initial position in the verb phrase. This means that there are no *can may go* or *must can may go*, etc'.

On the contrary, 'be' and 'have' can co-occur, with strict limitations though, because they have finite forms and are not restricted to any position in the verbal phrase. The following exemplifies this state of affairs:

a. 'has been singing',
b. 'has been hurt',
c. 'must be singing',
d. 'must have sung'.

Several words may intervene between the auxiliary and the verb which goes with it, as in the following sentence:

- You *have* not *delivered* the parcel on time*.*

Examples of modal auxiliary verbs are as follows:

can, could, may, might, must, shall, should, will, would, used to, ought to, dare and need.

2.4 *Can* and *Could*

'Can' means ability, permission and, in Quirk and Greenbaum's view, theoretical possibility.

1. 'Ability' means 'be able to', 'be capable of' or 'know how to'.

Example:

- He *can* speak English well but he *can*'t write it well= He is able to speak English or He is capable of speaking English.

2. Permission means 'be allowed to', or 'be permitted to'.

Example:

- *Can* I smoke in here? Meaning 'Am I allowed to smoke in here?'

3. Theoretical possibility.

Example:

a. Anybody *can* make mistakes (It is possible to make mistakes)

b. The road *can* be blocked (It is possible to block the road)

Modal auxiliary verbs are used with other verbs to modify meaning.

Examples:

a. Thembi *can* read (is able to) for a long time without getting a headache.

b. You *can* respond to my question right now (ability which is limited to the present moment)

c. She *can* bake your birthday cake at 18h30 this evening (ability to be shown in the future)

'*Can*' can never be used to mean anything happened in the past.

'Can' cannot stand on its own unless it is followed by a lexical verb and that lexical verb is understood.

Example:

- *Can* Khaya come? Yes, he can.

If modal auxiliaries exists in a sentence, they are the only verbs which use the negative marker either as a clitic *-n't* or as *not*:

- This stone *can*not/can't be removed from its place.

Ability *can* also bring in the implication of willingness especially in spoken English.

Example:

- *Can/could* you do me a favour?

'*Could*' simply means past ability, present or future permission, present possibility and ability in unreal conditions or 'contingent possibility' (Quirk and Greenbaum, 1973).

Example:

a. I never *could* play piano (past ability)

b. *Could* I smoke in here? (present or future permission)

c. We *could* go to the concert (present possibility)

d. If we had more money, we *could* buy a car (ability in unreal conditions)

Past permission is sometimes expressed by 'could'.

Example:

This used to be the children's room but they *could*n't make a noise there because of the neighbours.

'*Could*' is synonymous with 'can'

'*Could*' means past ability which no longer exists or future ability:

Example:

a. Until a short time ago, Thembi *could read* for a long time without getting a headache (past ability which no longer exists)

b. If you come to the office tomorrow, you *could* meet Tom (future ability)

'*Could*' can also mean 'permission' given in the past but no longer given.

Example:

- When Mr Ntuli was still a librarian, anyone _could_ borrow books.

'_Could_' also shows uncertainty.

Examples:

a. Khaya _could_ visit on Friday (not sure, uncertain, something can stop him from visiting)
b. I _could_ bring some more bread tomorrow.

'_Could_' is used as a past tense form of '_can_' only when the direct quotation is changed to a statement which is no longer direct.

Example:

- The clerk said; "The doctor _can_ see you at 15h00". = The clerk said that the doctor _could_ see you at 15h00.

2.5 _May_ and _Might_

'_May_' is used for permission which means 'be allowed to'.

Example:

- You _may_ borrow my car if you like.

'_May_' is also used to express possibility.

Examples:

a. He _may_ leave tomorrow, meaning that there is a possibility that he will leave the following day.
b. You _may_ go home (tells us about the 'now', the permission to go home is granted now and the subject is expected to respond now)

There is a rare use of '_may_' to express a wish.

Example:

- _May_ he never set foot in this house again!

Future time can be expressed by adding a future time expression like 'at 14h00 this afternoon'.

Examples:

    a. You *may* go home <u>at 14h00 this afternoon.</u>

    b. It *may* rain <u>tomorrow</u> (a guess about the future)

'*Migh*t' shows a guess (same way as 'may') about the future, often very near future and the present.

Example:

    a. It *might* rain (present)

    b. It *might* rain soon.

When the adverb of time is added, the statement becomes more specific (same applies to 'may')

Examples:

    a. Thandi *might* need water <u>right now</u>.

    b. It *might* rain <u>tomorrow</u>.

'*Might*' is also used for possibility.

Example:

    a. What you say *might* be true.

In direct quotations, '*might*' becomes the past tense of 'may'

Example:

    a. You *may* leave at 15h00 (also indicates permission)

Indirect quotation:

    b. You *might* leave at 15h00 (also indicates a guess about something that may happen in the future.

2.6 *Must*

'*Must*' is used to show obligation or compulsion in the present tense meaning 'be obliged to'.

Example:

- You *must* be back by seven o'clock= You are obliged to be back by seven o'clock.

'*Must*' also tells us about the general truth, if not used with expression of time

- One *must* eat to live.

'*Must*' also expresses 'necessity' referring to both present and future.

Examples:

a. I *must* leave right <u>now</u> (present)

b. I *must* leave at 16h00 <u>tomorrow</u> (future)

Unlike other modal auxiliaries, '*must*' does not have past form, '*had to*' is used instead of '*must*' to refer to the past.

Example:

a. She <u>*must* leave</u> the class early to go to the doctor.

Past: She <u>*had to leave*</u> the class early to go to the doctor.

'*Must*' is also used for logical necessity.

Example:

- There *must* be a mistake.

'*Must*' is not used in sentences with negative or interrogative meanings, '*can*' is used instead.

Example:

- There *can* be a mistake.

'*Must*' can occur in superficially interrogative but answer-assuming sentences.

Example:

- '*Must*n't' there be another reason for his behaviour?

Modal auxiliary verbs do not take –s in the present with the 3rd singular subject noun phrase.

Example:

a. He *can* go.

He *cans* go. X

2.7 *Shall* and *Should*

'Shall' is used to express willingness on the part of the speaker in 2nd and 3rd person.

Example:

- You *shall* do as you wish.

'Shall' also expresses intention on the part of the speaker, only in 1st person.

Examples:

a. We *shall* overcome.

b. You *shall* do as I say! (For insistence)

c. The vendor *shall* maintain the equipment in good repair.(in legal injunction)

'*Should*' is used to express obligation and logical necessity just like *ought to*.

Example:

a. They *should* be home by now.

'*Should'* has a putative use after certain expressions such as: It is a pity that… I am surprised that….

Example:

a. It is odd that you *should* say this to me.

'*Should'* has contingent use in the main clause just like '*would'.*

Example:

a. We *should/would* love to go abroad (if we had a chance)

'*Should*' is used in rather formal real conditions.

Example:

a. If you *should* change your mind, please let us know.

2.8 *Will* and *Would*

'*Will'* is often used in polite requests to show willingness:

a. *Will* you (please, kindly, etc) open the window?

To show intention, it is usually contracted as '*ll* mainly in first person:

a. I'll write as soon as I *can*.

To show insistence, no 'll contraction here:

a. He *WILL* keep interrupting me.

To show prediction, specific, timeless and habitual.

a. The game *will/must/should* be finished by now.(For specific prediction)

b. Oil *will* float (floats) on water. (For timeless prediction)

c. He'*ll* (always) talk for hours if you give him the chance.(For habitual prediction)

'*Would*' is used to show willingness:

a. *Would* you excuse me?

b. It's your own fault; you *would* take the baby with you. (For insistence)

c. Every morning he *would* go for a long walk. (Characteristic activity in the past)

d. He *would* smoke too much if I did not stop him. (Contingent use in the main clause of a conditional sentence)

e. That *would* be her mother. (Probability)

2.9 *Ought to* and *Used to*

In Crystal's (1986) view, *'ought'* and 'use' are semi- or partly modal auxiliaries in that they need to be used with an infinitive form which is *'to'*.

a. She <u>ought to</u> visit Johannesburg tomorrow.

'*Ought to'* expresses obligation and often tells us about a general truth unless it is accompanied by phrases expressing time in a sentence.

Example:

a. You *ought to* start at once (obligation or necessity)

b. We *ought to* be careful crossing streets. (general truth)

c. She *ought to* see a doctor <u>as soon as possible</u>.

d. They ought to be here by now.

'Ought to' and '*should*' both denote obligation and logical necessity, but are less categorical than '*must*'.

In changing direct quotations to indirect ones, 'ought to' remains the same since it does not have any past form.

'*Used*' always take the *'to'-* infinitive and occurs in the past tense. Habitual activity can also be expressed with simple past modal auxiliaries *'used to'* or '*would*'.

Example:

- He <u>*used to/would*</u> write with a special pen.

2.10 *Need* and *Dare*

The rarely used 'need' and 'dare' are also partly modal auxiliaries or semi-modals in Crystal' view because 'they behave partly like modal auxiliary verbs in being inverted in interrogatives and taking negative markers'.

Examples:

a. I *need* to see her privately.

b. He *need* have no fear.

c. All you *need* do is, eat healthily. This means that you need do no more than eating healthily.

d. No one *dare* predict.

e. We do not *dare* speak.

f. She doesn't *dare* to kill it.

Exercise One

Identify by circling the modal auxiliaries in the following sentences. There are six modal auxiliaries in total.

5. The fundamentalists might have won power, if the military hadn't staged a coup.

6. The military might of the government can have no effect on the people's religious beliefs.

7. Food from a punctured can can make you ill.

8. I shall leave these shares to you in my will.

9. How much wood would a woodchuck chuck if a woodchuck could chuck wood?

WEEK 3

Exercise two

Read the extract below, identify modal auxiliary verbs by underling and discuss in groups of four the effects each modal has on meaning.

Jack Cape

The name of Patrick Henry

He called himself Patrick Henry, but nobody believed it and he had begun to feel that was the reason: it must have been his own mistake and he could blame nobody else. With a name like Jim or John he might have got by. Plenty of people would say: Hey Jim, carry that bag. And in the shops: what do you want, John? They did not greet him with 'Good morning Mr Patrick Henry,' or even 'Patrick', or 'Mr Henry'. Something always seemed to stick in their throats and they could not say it. His own people either spoke to him as Brother, or used a nickname like Mahleka because of his tendency to laughter. He enjoyed a laugh, of course, though not about this.

If I start eating my feet I could end up swallowing myself. He crouched over his knees in the sand and the sun plumb above him bored a hole in his back. He could see his toes inside his boots through the cracked uppers. Once they were new boots bought at an Indian store, but since his misfortune he had not been able to afford another pair, and now there was hardly any life in them at all. People admired their own feet, he had noticed. Still, it was undeniable that

his feet were good, broad and strong. They had carried him wherever he went and would not willingly desert or betray him. They were one thing he could trust. He took the boots off to have a better view of his feet and began rubbing comfortably between his toes. A shadow fell across him and at the same time a voice that filled the air and seemed to come from the sun demanded what he was doing there.

'I am thinking how I can swallow myself', he answered without further thought. A heavy kick in the small of the back made him look up and then jerk to his feet. A man stared into his eyes so close that he lowered his glance after noticing the peak cap and pale blue uniform of a policeman not to mention the holster and revolver. He knew it was a bad thing to raise a temper of the police and he touched his forehead and murmured a respectful greeting.

'You have not said what you are doing here.'

'I am looking for something, my baas.'

'What?'

'For myself, baas.'

The policeman said: 'Well, get moving or you may find something else. Get moving. Patrick Henry started walking along the sandy edge of the road. He had a suspicion that he had been too lucky to get off so lightly and might feel any moment now a blow of the nape of the neck. But he kept walking and did not look round and the sand was hot under his feet and the hotter sun pounded his shoulders. The policeman passed him riding slowly on a bicycle, and at that moment he remembered his boots. He turned and started walking back. Though the policeman saw this he took no more notice. As long as he was walking, moving on, it did not matter which way.

This was the luckiest thing to have happened to him in a long while. Anything might have come out of that encounter, he could have been asked to present his papers, a pair of bright steel handcuffs snapped on his wrists, a tooth or two dislodged. But here he was a free man with the sun shining through the lidless top of his hat. Ahead, he could see his boots still at the roadside; nobody had thought of taking them. He decided happily to eat half of the bread he had over in his pocket. While he munched at the crust and slipped on his boots he glanced now and then up the road of his friend, the lawyer Beaumont.

At last Mr Beaumont pulled up in his car and Patrick Henry took off his hat and raised up one arm in a fine old-fashioned salute. Beaumont nodded back glassily and licked dry lips; sweat stood out all over his very red face, gathering in the greyish unshaven bristles. From the creases and bits of fluff of his suit he could have slept in it. The Inspector from the Pass Control Office was in the front seat at his side, a big man with a blue-veined nose and a hat down over his ears. Patrick Henry got in the back and seeing there was no room on the seat among the books and bags and spanners and old inner tubes he squatted on the floor.

He had not been back for years, but he remembered well the shack where he was born. He was going to point it out to them; and there would still be people in the bush, he was sure, and out across the dunes who remembered his parents – his mother at least. He himself did not remember his father or anything about him. And his mother: he was so small at the time that he got her confused with Ma-Sarina, the auntie who brought him up. Ma-Sarina was a beer-brewer, big and gay and she could strike with her fist like a man. She had a gold ring in one ear and a tooth missing in front. It was she who had pointed out the shack of his birth, only he was not interested then who his parents were – she was enough for both. You took it as a matter of plain sense that at some time you had a father and a mother. But suddenly they had become important to him. He had to prove they existed once; he had to prove where he had been born; he had even to prove he had been born at all.

These past years he had got along without any trouble under whatever name people chose to use for him; though in his own mind he clung to the conviction that he was Patrick Henry. Perhaps his mother had named him, or Ma-Sarina, or some bush-preacher. Children like him had never been registered, so it was useless, of course, to have a search made at the Registry. It was possible he had found the name for himself because he had been called all sorts of things as a child like Sa-Sa and Lam and Boetie and he had rolled them all up one day and thrown them off at a time when he knew they were babyish. From then he was to himself Patrick Henry just as a tree could not be anything else but a tree. Secretly he was proud and sometimes wrote the two names in his careful and practiced script, turned the paper and examined it from all angles as if searching there for the very essence of himself.

He could put this skill of his with a pen to many uses and helped people with their identity papers, passes, tax receipts, work tickets and the different documents which allowed a man to exist. He copied handwriting and with blue or purple endorsing ink and a soft pen he could make a perfect impression of any official rubber stamp. Patrick Henry's passes were the best on the market and he charged only a modest fee to cover his time and materials and enough, say, for a meal and a litre of beer and a four-ounce packet of Boxer tobacco.

He had not at any time made documents for himself and got through without them, or at least with only a second-hand registration book in reasonable condition and a bundle of papers in a greaseproof packet that he traded from a man who had no more use for them, having changed his identity. He had got through until his misfortune. During a police raid for dynamite saboteurs or unlawful societies or something else that was equally no concern of his, Patrick Henry had been drawn into the net. He realised that his second-hand papers were not going to help with these people and he quickly lost them. But from that moment his real troubles began. He cleared himself, after four months, or any complicity in the revolutionary underground. But he lost his job meanwhile as a clerk in Beaumont & Ditchwell's law office. Endless complications followed for him. Twice he was sent to prison and for six months he worked as a convict labourer hired to an apple farmer far out in the country. In his red shirt and canvas shorts he soon was a trusted foreman, kept the records and was a weigh-clerk and dispatcher in control of the big export crop. The farmer called him Noah and wanted him back in a full-time job. But this was not allowed by law and he was returned to prison, released and rearrested the same day.

Now he had to prove who he was, he had to prove he had been born in the city district, he had to show when and where and how he was born and what he was, what tribe and who was his Chief. After all the years of his life (he was not sure how many) he had to be given his place, his hole in the wall. If he was not born in the city he could not stay. He would be ordered home and not allowed back. But in that case he had to know where 'home' was, which reserve and Chief and headman. To all these questions he had one answer: he was Patrick Henry. Nobody believed him. For one moment he played with the idea of making a set of papers going back to his birth and inventing a father for himself and maybe a grandparent or two. So he would be a father of his own father. But he knew at this stage it was too late. They were watching closely; they checked numbers and dates and finger-prints and his papers were not

likely to convince. He had appealed to his old employer, Mr Beaumont, and the lawyer had him released from the police cells. His money was finished, his clothes were worn out and his boots split. He had lost his room and blankets and tin box and also his woman whose name was Fidelity (Gray & Finn 1994: 38).

WEEK 4

Exercise Three

Fill in with the correct modal auxiliary verb in brackets:

1.1   We _____ win, but I do not think there's much chance. (may, might)

1.2   That _____ be her daughter- they are nearly the same age. (can't, mustn't)

1.3   We _____ decide to go camping again at Easter. (can, may)

1.4   You absolutely _____ go and see Liz. (should, must)

1.5   I think you _____ try to relax more. (should, must)

1.6   At what age _____ you get a driver's licence? (can, may)

1.7   I promise I _____ (stop, will stop)

Exercise Four

Write your own TEN sentences using the given modal auxiliary verbs below:

Can, could, may, might, must, should, will, used to, ought to, need.

Use the blank space provided.

4.1 _____

4.2 _____

4.3 _____

4.5 _____

4.6 _____

4.7 _____

4.8 _____

4.9 _____

4.10 _____

APPENDIX 2: ESSAY TOPICS

Write an essay of about <u>two</u> pages on ONE of the topics below.

Remember to:

(ix)   Write down the number and the title/heading of your chosen essay.

(x)   Spend approximately one hour on this question.

(xi)   Write neatly and legibly.

(xii)   Proofread/edit your work before submission to eliminate grammatical mistakes.

Topics:

7. I have learnt that failure can lead to success. (50)

8. Sport can unite or divide people. Discuss your views. (50)

9. Do subjects offered at school prepare you for life? (50)

10. The use of technology has changed the work of teachers. Do you agree? (50)

11. Most people today do not pay much attention to living a healthy lifestyle. Do you agree?

    (50)

12. The Year 2015 has indeed been a wonderful year! Write an essay on some of your experiences in 2015. (50)