

OPEN ACCESS

Volume: 11

Special Issue: 2

Month: March

Year: 2024

E-ISSN: 2582-0397

P-ISSN: 2321-788X

Impact Factor: 3.025

Received: 10.02.2024

Accepted: 20.03.2024

Published: 30.03.2024

Citation:

Gnanapriyadharshini,
S., and K. Ragupathi.“Auxiliary Verbs as
Building Blocks:
Integrating Them into
Language Proficiency
Development Programs.”
*Shanlax International
Journal of Arts, Science
and Humanities*, vol. 11,
no. S2, 2024, pp. 110–13.

DOI:

[https://doi.org/10.34293/
sijash.v11iS2-March.7525](https://doi.org/10.34293/sijash.v11iS2-March.7525)

Auxiliary Verbs as Building Blocks: Integrating them into Language Proficiency Development Programs

S. Gnanapriyadharshini*II MA English, Department of English
PSG College of Arts & Science, Coimbatore***K. Ragupathi***Assistant Professor, Department of English
PSG College of Arts & Science, Coimbatore***Abstract**

This paper explores the role of auxiliary verbs in English language teaching (ELT) and their impact on language acquisition. It examines how auxiliary verbs facilitate various aspects of language learning, including grammar, syntax, and communicative competence. Analysing the theoretical framework of auxiliary verbs in ELT practically in language teaching, it aims to provide the insights of various effective pedagogical approaches for integrating auxiliary verbs into language instruction. Furthermore, it discusses challenges and strategies for teaching auxiliary verbs to learners of different proficiency levels and linguistic backgrounds, and also underscores the important role of ELT in fostering effective communication skills and promoting intercultural understanding in today's globalized world.

Keywords: Pedagogy, Methodology, Communicate, Intercultural, Auxiliary Verbs.**Introduction**

Language is a complete yet highly versatile code used for communication. It is exclusive to the human race. The human language is a signalling system that uses vocal sounds. It is based on man's ability to speak. Other devices, such as gestures, signs, drawings, and sculpture, that we use to express the nexus between language and our ideas, thoughts, and emotions, cannot substitute for language. Since it is both a cause and outcome of man's social existence, it is in a state of constant flux. The thought is interesting. We think through language and need language to express our thoughts. This means man creates new knowledge through language and uses it as the storehouse of human culture and civilization. The imminent order in the four skills of communication highlights the primary of speech over writing. This is an important aspect of language. The order in which the four skills are presented is, listening with comprehension, speaking, reading, and writing. Language ensures that, one does not need to know how to write to communicate. The capacity for speech is a characteristic of human beings only. The seven characteristics of human speech are: duality, productivity, arbitrariness, inter-changeability, specialization, displacement, and

cultural transmission. The written language is derived from the spoken form. It is thus secondary in nature. The speaker can make the listener active by using words. Thus, language can be said to have a democratic nature. Rabindranath Tagore puts it aptly: “Man can speak, and speech is the force which combines a mind with others.”

Speaking a language enables one to communicate with the entire world; when one thinks of a global language, it is English that comes to one’s mind. This language has grown leaps and bounds in the recent past, and more people want to learn English now, than ever. English is an International Language spoken across the entire world. It is taught in almost every school around the world. It is living; full of energy and enthusiasm. Currently, English is a mother tongue to more than 375 million speakers, a second language to around 375 million speakers and a foreign language to additional 750 million foreign users (Graddol, p. 10). English has not only spread amongst its speakers but has also entered most spheres of society. It is an official language of many world organisations, air transport; it is dominant in technology, science, publishing, education, media, international trade as well as politics (The Hutchinson Encyclopedia, p. 363). Due to such great impact of English in the present world, English can nowadays be marked as “the world’s lingua franca” (Björkman, p. 3).

The Importance of Imparting English Language Skills in Schools

The significance of conferring English dialect aptitudes in schools stems from its broad utilize as a worldwide medium of communication, commerce, and instruction. Firstly, English serves as a common dialect among individuals from assorted etymological foundations, empowering consistent communication and cultivating cross-cultural understanding. In an progressively interconnected world, capability in English permits people to associate successfully with individuals from diverse nations and societies, in this manner encouraging universal participation and collaboration.

Besides, English capability is basic for getting to a tremendous cluster of instructive and proficient openings around the world. Numerous prestigious colleges and scholarly teach offer courses and programs conducted in English, making capability within the dialect a prerequisite for affirmation. Furthermore, within the proficient domain, English familiarity is regularly a key prerequisite for numerous work positions, especially in multinational enterprises, worldwide businesses, and areas such as innovation, science, and commerce. Within the setting of instruction, procuring English dialect aptitudes early in one’s scholastic travel gives understudies a solid establishment for future learning and victory. English capability empowers understudies to lock in with a wide array of instructive materials, counting course readings, writing, and online assets. Furthermore, it enhances students’ capacity to specific themselves viably, both orally and in composing, subsequently improving their general scholastic execution over different subjects.

Methods in Teaching English Language

Method is central to any language teaching enterprise. Many of us in the language teaching profession use the term method. The method was introduced by Thomas Antony (1963). There are many methods for teaching English; starting from the Grammar Translation Method (GTM), The Direct Method (DM), the Audio-Lingual Method (ALM), and The Task-Based Language Teaching (TBLT), The Communicative Language Teaching (CLT) are the important methods concerned with ELT. Methods as proposed by theorists are what the teachers actually do in the classroom, which is different from what is advocated by the theorists. A successful method of ELT is one that works best in a classroom. Methods keep changing under the influence of new thinking in the field of ELT, initiated by the changes in the society that uses English.

Grammar

The grammar of a language is approached in two ways: prescriptive grammar and descriptive grammar. Descriptive grammar merely lists the rules the native speaker of the language uses. Prescriptive grammar tells, or rather prescribes, what rules a language. For a systematic study of any language, a clear vision of its grammatical framework is always advisable. David Crystal, in his book, 'The Cambridge Encyclopedia of the English Language', says "knowing about grammar means being able to talk about what it is we are able to do when we construct sentences to describe what the rules are and what happens when they fail to apply." With the use of correct grammar, sentences become meaningful with a clear message, enabling effective communication.

This research paper explores the importance of auxiliary verbs in English grammar along with the teaching method of Task-Based Language Teaching (TBLT). Auxiliary verbs are indispensable in English grammar as they enable speakers and writers to convey temporal relationships, form questions and negations, shift focus through passive voice, and express attitudes and degrees of modality. Without auxiliary verbs, the language would lack precision, flexibility, and nuance.

Auxiliary Verbs

Auxiliary verbs, often regarded as the unsung heroes of language, play a pivotal role in shaping the structure and meaning of sentences across various languages. Despite their significance, auxiliary verbs are sometimes overlooked in language proficiency development programs. This article delves into the importance of auxiliary verbs and proposes strategies for integrating them effectively into language learning curricula. It is also known as helping verbs, which assist main verbs in expressing tense, mood, voice, and aspect in a sentence. Common examples include "be", "have," and "do." These verbs are indispensable for conveying nuances and grammatical precision in communication.

Importance of Integrating Auxiliary Verbs into Language Programs

1. Structural Foundation: Mastery of auxiliary verbs lays a solid foundation for understanding complex sentence structures and grammar rules.
2. Expressive Precision: Proficiency in auxiliary verbs enhances learners' ability to express precise meanings, such as distinguishing between past, present, and future tenses, or indicating hypothetical situations.
3. Contextual Comprehension: Understanding auxiliary verbs facilitates comprehension of written and spoken discourse by deciphering the implicit meanings conveyed through verb usage.
4. Language Fluency: Incorporating auxiliary verbs into language programs fosters fluency, as learners gain confidence in constructing grammatically correct and contextually appropriate sentences.

Some Key Roles of Auxiliary Verbs in Grammar

Forming tenses: Auxiliary verbs help indicate the time frame of an action or state expressed by the main verb. For example, in the sentence "She is singing," the auxiliary verb "is" helps form the present progressive tense.

Forming passive voice: Auxiliary verbs, particularly "to be," are used to form passive voice constructions. For example, in the sentence "The book was written by the author," "was" is the auxiliary verb used to form the passive voice.

Forming questions and negatives: Auxiliary verbs are used to form questions and negatives in English. For example, in the sentence "Do you like coffee?" and "She does not eat meat," "do" and "does" are auxiliary verbs used to form questions and negatives, respectively.

Expressing modality: Auxiliary verbs are used to express modality, indicating the possibility, necessity, or certainty of an action or state. Modal auxiliary verbs such as “can,” “could,” “may,” “might,” “will,” “would,” “shall,” “should,” “must,” and “ought to” are used for this purpose. For example, in the sentence “You should study for the exam,” “should” expresses advice or recommendation.

Forming perfect tenses: Auxiliary verbs such as “have” and “had” are used to form perfect tenses, indicating actions or states that are completed or have occurred before a certain point in time. For example, in the sentence “She has finished her homework,” “has” is the auxiliary verb used to form the present perfect tense.

Task-Based Language Teaching (TBLT)

Task-based language teaching (TBLT) is a type of instruction that relies on the use of authentic target language to do meaningful tasks. TBLT is also referred to as task-based instruction (TBI) and can be considered a branch of communicative language teaching (CLT). The notion of tasks is central to this type of instruction. The assessment of learning is mainly based on task outcome and not only on the accurate use of the target language. For this reason, TBLT is believed to be effective in learning target language fluency and developing student confidence. And this method following the three main steps to achieve that goal are: “pre-task”, “the task”, “the post-task”.

Conclusion

The result of applying task-based dialect instructing to instruct assistant verbs would, in a perfect world, be that understudies create a more profound understanding of assistant verbs and move forward their capacity to utilize them precisely and suitably in different settings. Through locks in assignments and exercises, understudies ought to end up more capable of utilizing assistant verbs in both spoken and composed communication. Furthermore, they ought to feel more certain and be propelled to apply their information about assistant verbs in real-life situations. In general, the result ought to be improved dialect capability and communicative competence related to assistant verbs.

References

1. Latulippe, L. 1999. ‘Lessons learned from being a student again’. TESOL Matters 9/2: 13.
2. Nayar, P. B. 1994. ‘Whose English is it? TESL/EJ [On-line serial], I/1, F1. URL <http://berkeley.edu/~cwp/TESL-EJ.html>
3. Porto, M. 1996. ‘Integrating the teaching of language and culture’. IATEFL Newsletter 132:14-15.
4. Rajagopalan, K. 1999. ‘Of EFL teachers, conscience, and cowardice’. ELT Journal 53/3: 200-6.
5. Thomas, L. 1996. ‘Language as power: A linguistic critique of US English’. The Modern Language Journal 80/2: 129-40.