
Mastering Auxiliary Verbs: A Comprehensive Guide to Enhancing Language Skills

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Abstract

This study provided a comprehensive look at the use of auxiliary verbs in English Language Teaching (ELT) and the consequence it has on language takeover. It looks into how auxiliary verbs help in support areas such as grammar, syntax, and communicative competence, among other areas in learning a language. This research seeks to explain, in clear terms, the theoretical grounds for auxiliary verbs in ELT and their applicability in practice for successful blending approaches in language training. Also, it underlines the importance of innovative teaching methods and exercises designed particularly for secondary school students, where the students engage actively with the content. The research also deals with the problematic ways of teaching auxiliary verbs to students that were from various linguistic origins and skill levels. Moreover, this also throws light into the prominent importance of ELT in people's lives, especially in communication,, through which they can explore explore more about other cultures and understand them.

Keywords: Auxiliary Verbs, Communication, Methods, Active interaction, Secondary school students

Effective communication relies heavily on language, which enables humans to convey thoughts and ideas. Verbal expression takes precedence, accompanied by listening, reading, and writing skills. The distinctive nature of human speech fosters connection and understanding among individuals, highlighting the importance of a common language in today's global landscape. English is a language used by millions across the globe. It is a first language to over 375 million people, a second language to another 375 million, and a foreign language to approximately 750 million others (Graddol, 10). It is not only a language of common usage but also one that has dominance in several areas, such as technology, science, education, media, international trade, and politics. It is the official language of many international institutions and the global air transport network (Hutchinson's Encyclopedia, p. 363). Because of its pervasive usage, English is considered the "lingua franca of the world" (Björkman, 3).

The importance of teaching English is based on its use as the most common mode of communication worldwide, business operations, and general education. Teaching English in school is important primarily because it establishes a common channel of communication for all people of any etymological background. With an increasingly connected world, the ability in the language facilitates effective interaction among people of various nations and societies, and it fosters international involvement and cooperation. On top of this, knowledge of English is highly needed to attain educational and career opportunities worldwide. Several top-ranking colleges and other higher learning institutions have courses and programs taught entirely in English. Hence, English proficiency is needed for admission to those institutions. Moreover, at work, knowing English is a basic requirement in many professions, mainly in multinational companies, international companies, innovations, and science and technology fields. In the classroom, mastering English language skills in the early school years gives them a good platform to learn later. Being conversant in the English language helps the student to concentrate on a very large range of educational literature-course reading, writings, and online resources. It increases their effectiveness in speaking and writing, promoting an improvement in their capacity to perform well academically in a wide range of subjects.

The methodology concept is a central tenet of any language learning effort. Generally, in language instruction, people refer extensively to the concept of methodology. It was coined in 1963 by Thomas Antony. There are many approaches to learning the English language, and these include, among others, the Grammar Translation Approach, the Direct Approach, the Audio-Linguistic Approach, Task-Oriented Language Instruction, and Communicative Strategies for Language Acquisition. Active involvement is the best strategy for learning the language of English. What teachers use in class often contradicts what theorists recommend; this reflects a chasm between theory advocacy and practice implementation. The best way to teach English is the method that works best in actual

classroom practice. Teaching methods are always changing due to new insights into the field and social changes in the use of the English language.

The unsung heroes of the language, an auxiliary verb, contribute towards the very nature of shaping sentences in different languages. Though of high importance, they are usually neglected in the development of language skills curricula. Against this background, the following article outlines why such auxiliary verbs exist and strategies on how to employ them in language syllabi. They are called helping verbs since they help major verbs carry out the notions of tense, mood, voice, and aspects of a sentence. Some of them are "to be," "to have," and "to do." These verbs are of utmost importance for conveying subtle and grammatically correct expressions.

1. **Structural Foundation:** Understanding complicated sentence structure and norms of grammar are built on the mastery of auxiliary verbs.
2. **Accuracy of expression:** Students who master the use of auxiliary verbs are better able to express certain meanings, especially to describe hypothetical situations or to distinguish between the present, the past and the future.
3. **Contextual Understanding:** Knowing auxiliary verbs allows you to readily comprehend and understand spoken and written language, which implies in terms of the meaning conveyed by these verbs.
4. **Language skills:** Understanding difficult phrase patterns and rules of grammar starts with an understanding of auxiliary verbs.

Task-based teaching is a method for teaching languages that emphasizes using the target language in real-life situations and functional contexts. Often considered a branch of Communicative Language Teaching (CLT), it is also referred to as task-based learning or task-based instruction. Central to this method is the concept of tasks, where the focus is on the completion of these tasks rather than the accuracy of language use. "The ultimate goal of task-based learning is to enable learners to use language effectively in real-life situations, rather than just to pass a test or complete a course." - David Little (Source: "Learner Autonomy and Task-Based Learning" p. 10). This usually takes three steps to achieve the said goals: a pre-test, a task-based activity, and a post-test.

TBLT framework promotes language teaching around a task with three main stages:

1. **Pre-task:** Introduction of topic, preparation, and pre-test. "The pre-task stage involves preparing learners for the task, providing necessary language and context" (Ellis, 2003, p. 123).
2. **Task cycle:** Task performance, planning. "The task cycle stage involves learners completing the task, using language to achieve the task outcome" (Nunan, 2004, p. 156).

3. Post-task: post-task, report. "The post-task stage involves reviewing and reflecting on the task, providing feedback and correction" (Long, 2015, p. 187).

“Drilling method is a learning method which is done by practicing continuously in order to increase student’s ability”(Sriyono in Wahyuni, 2016). The drill method is a language teaching technique that is especially effective for English as a second language. Key functions include repetition of patterns, controlled practice exercises, focus on accuracy rather than fluency, and a teacher-controlled environment. It gives students confidence and high memory development. This would make the student enhance their grammar and vocabulary by using grammar rules and vocabulary. Also, due to the repetition of the words, it's very rare to have and also corrects the language usage. This repetition of words creates a recall language pattern so that the learners would get more memory . The could use this method not only in language training but also in all the fields. “Drills can be useful for learners who need to practice specific language features, such as verb tenses or sentence structures, but they can also be boring and repetitive if overused” (Thornbury, 2006, p. 112).

The active method is a learner-centered approach to teaching auxiliary verbs in English, emphasizing active participation in meaningful and interactive activities. According to Pablo Picasso, "The best way to learn is by doing." ("Picasso on Art" p. 23). The principles include active student participation, authentic communication and task-based learning, collaboration, and peer and teacher feedback. Some of the proposals included role-play, information gap tasks, problem-solving in groups, debates, and working with authentic materials such as news articles. Some general guidelines for implementing these effectively include starting with simple tasks, providing clear instructions, encouraging peer feedback, and observing the progress of students.

The students are directed to repeat the sound models provided by the teacher or learning materials, as this method is an integral part of the drilling method (Jones, 1997). In this approach, the teacher or learning materials present accurate sound or phrase samples, which pupils are obligated to repeat. Second, by repeating the offered sounds, pupils can improve the link between the brain and the speech organs. This helps children develop the coordination needed to make the proper sounds in the target language. Third, the process of repeating sound models helps students increase their confidence in speaking (Almusharraf, 2022).

“Simulations are an active teaching method that involves learners participating in a simulated real-life situation to practice language skills” (Thornbury, 2006, p. 251). Simulation is

creating a realistic and engaging student for students to practice language skills, which is the goal of the active learning teaching technique.

Here, the researcher used all three methodologies to help the ESL learner understand auxiliary verbs. Firstly, the researcher used a task-based teaching framework to make a clear note of how to teach the students. Then, the researcher analyses the students and how much knowledge they have about the subject, and then the researcher makes the topic. For the pre-task, the introduction of auxiliary verbs and then gave an assessment (pre-test) so that the researcher could know how much are the students aware of the subject. The result of the pre-test was not pleased. For teaching the students, the researcher used the repetition drill method, where the researcher gave the correct sentences in order to familiarize the students with the auxiliary verbs so that the student could easily stimulate the sentence with an auxiliary verbs. Additionally, the researcher has used the stimulation method from the active teaching method by giving them certain scenarios and conversations between groups of students, which made them motivated and enjoy the process of learning. Finally, the student was given a post-test in the same pattern as a pre-test. The result was quite different. Most of the students achieved more marks and also started to use auxiliary verbs in the sentence properly.

The Drill Method has its advantages and disadvantages. It enhances language accuracy and confidence through repeated practice but falls short in providing contextual learning. This approach prioritizes grammatical correctness over effective communication, potentially stifling learners' creative expression and fluent language use. The Active Method fosters a dynamic learning environment, promoting learner participation, communication, and creative expression. However, its implementation can be labor-intensive and, if not properly managed, may lead to distractions and decreased productivity.

Task-Based Teaching Method provides learners with authentic language experiences, enhances problem-solving abilities, and cultivates independence. While it offers numerous benefits, this approach can be resource-intensive and poses challenges in task design and learner assessment.

In a world where language gaps exist, dialect-based teaching of auxiliary verbs is critical for giving students a thorough comprehension of these verbs. Teachers may improve their students' ability to utilize auxiliary verbs accurately and effectively in a variety of settings by using creative teaching strategies such as the active approach. The active method, which focuses on task-based learning, meaningful communication, and student participation, can greatly increase students' knowledge and use of auxiliary verbs. Additionally, the drill

approach can be used to improve linguistic abilities, such as auxiliary verb forms, which need precision and fluency. Through a mix of activities, exercises, and supervised practice, students can become more effective in employing auxiliary verbs in oral and written communication, eventually leading to greater dialect fluency and enhanced communication skills.

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