



The Effect of Electronic Teaching on Students' Learning and Using of Auxiliaries

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Abstract

Learning English language auxiliaries has been reported to be as vague by second or foreign language learners. As a matter of fact, most of them face difficulties in distinguishing between the auxiliaries and the main verbs; especially, when using the auxiliary as a main verb in a sentence. The current research hypothesizes that second language learners will face difficulties in interpreting verbs because of the electronic teaching and lack of the direct involvement in the teaching process. In light of that, two groups were chosen as the sample of the study, namely experimental and control groups. They consist of fifty (50) students and each group contain twenty-five (25) students at the intermediate level. The participants of the experimental group have different learning backgrounds. One of the aims of the research is to investigate the role of electronic methods in students' mastery of auxiliary verbs. The study ends with pedagogical implications and conclusion.

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تأثير التعليم الإلكتروني على تعلم واستخدام الطلبة للأفعال المساعدة

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المديرية العامة لتربية نينوى، ثانوية زها حديد للمتفوقات، الموصل، العراق

الخلاصة

تعلم الأفعال المساعدة لمادة اللغة الإنجليزية يعتبر غامض لدى بعض متعلمي اللغة الثانية أو الأجنبية. في الواقع، يواجه معظمهم صعوبات في التمييز بين الأفعال المساعدة والأفعال الرئيسية؛ وخاصةً عند استخدام الفعل المساعد كفعل رئيسي في الجملة. تفترض الدراسة الحالية أن متعلمي اللغة الثانية سيواجهون صعوبات في تفسير الأفعال بسبب التدريس الإلكتروني ونقص المشاركة المباشرة في عملية التدريس. في ضوء ذلك، تم اختيار مجموعتين كعينة: المجموعة التجريبية والأخرى الضابطة. تتكون المجموعة من 50 طالبًا، وتضم كل مجموعة 25 طالبًا في المستوى المتوسط. يتمتع المشاركون في المجموعة التجريبية بخلفيات تعليمية مختلفة. أحد أهداف البحث هو تسليط الضوء على حقيقة التعلم المتعلقة بالأفعال المساعدة وإتقان الطلاب للأفعال المساعدة.

الكلمات المفتاحية: الأفعال المساعدة، اللغة الثانية، اللغة الأجنبية، التدريس الإلكتروني

1. Introduction

The speed of knowledge is faster than ever; students' need to learn has increased, and individualized learning needs make the negative side of the traditional education model clear. In order to face the growing needs of students' learning, many educational facilities and training institutions have begun to use the Internet and electronic means to support traditional teaching content and take

advantage of the transferable and maintainable features of these electronic means or software to speed up teaching and to improve the quality of learning and teaching. For example, classroom PPT and online videos, but these teaching methods still have drawbacks, such as limited interaction, limited flexibility, insufficient systems, and other problems. This is why the industry of education needs a more flexible comprehensive teaching model to meet the

needs of students. The multimedia technology and the Internet is used excessively in English teaching systems. The English teaching of our school is given online through a variety of online methods like text, pictures, charts, audio, and videos. Teachers and students can use these programs and means equally. The online teaching to create different teaching plans for the different students in the same class.

The online teaching exploits the facilitations of networked learning and breaks through original traditions in classroom teaching, the geographical obstacles, and knowledge requirements. Also, the electronic platform permits students and teachers to download curriculums and resources of curriculum management and many online tests' task the English educational teaching systems, permitting students to learn and acquire knowledge online. Checking the misconceptions of one's own knowledge and understanding a targeted way can improve the English language teaching of the efficiency of English learning and teaching. The global education industry continues to develop with the development of the Internet. Blended learning and blended methods can help to develop teaching. The modern online teaching means can enrich teaching and learning.

1.1. The Problem and Its Significance

The problem is described in the following lines. Most students face difficulties in interpreting and recognizing the type of verb they're supposed to be using. Also, students struggle with overlap among different verb types. They tend to use verbs in an Arabic way. There has been a theory that L2 learners are unable to get full production when parsing according to the Shallow Structure Hypothesis. (Clahsen and Felser 2006) (1). The Interface Hypothesis suggests that L2 learners may have difficulty acquiring syntactic and grammatical knowledge in discourse. (Sorace and Filiaci 2006; 2 Belletti et al. 2007 3). There have been proposals that morphological obstacles conducted by L2 learners reflect problems in getting forms that are in present in the interlanguage lexical morphology, under pronouncing pressure when speaking according to the Missing Surface Inflection Hypothesis. (Haznedar and Schwartz 1997; 4 Lardiere, 2000; 5 see also Prévost and White 2000). 6

In the study, two terms are represented as measurements of auxiliaries' interpretation namely, recognition and production. Following that, the

problem of the study can be summarized in the following questions:

1. Are male and female intermediate Iraqi students able to recognize auxiliary verbs in?
2. Are male and female intermediate Iraqi students able to produce auxiliary verbs?
3. Are there any differences between males and females in the recognition and production of auxiliary verbs?.

1.2. Aims of the Study

The research aims at investigating the Iraqi learners' ability in respect of using the appropriate auxiliary verbs at the recognition and production levels. It also aims to find the problematic auxiliary verbs for Iraqi students at intermediate levels.

1.3. Hypotheses

1. It is hypothesized that some students have difficulties in learning on the internet. Therefore, the current study hypothesizes that:
2. Male and female intermediate Iraqi students are thought to have difficulties in recognizing auxiliary verbs.
3. Male and female intermediate Iraqi students find difficulties and obstacles in producing auxiliary verbs.
4. There are differences between females and males in the production and recognition of auxiliary verbs.

1.4 Limits of the Study

The current study is limited to EFL intermediate third stage students' mastery of auxiliary verbs, namely (to be, to have and to do) in Mosul. It is also limited to a sample of 25 males and 25 females in two randomly chosen schools in Mosul.

1.5 Procedures

The procedures conducted can be summarized in the following lines:

- 1- A theoretical framework of auxiliary verbs is dealt with.
- 2- Constructing two tests to investigate learners' ability of recognition and production of auxiliary verbs.
- 3- Analysis of the collected data

1.6 Auxiliary Verbs

An auxiliary verb (or an operator) is used with a lexical verb to assist expressing the lexical verb's mood, tense, or voice. The most used auxiliary verbs are to have, to be or to do. They are used in the following shapes: To Be: is, am, are, was, were, been, being and will be.

Those Verbs, be, do, have, and will, are considered auxiliaries when they are followed by another main verb in order to form a negative sentence or a question. (Quirk et al., 1985) (7)

The verb "be"

The verb *be* is used as both an auxiliary and a main verb. An auxiliary in compound tenses or with the passive. Not to forget that *be* is an irregular verb:
Be with Simple Present:

I **am** sick

He /she/it **is** nice

I /we/you/they **are** here

Be with Simple Past:

I/he/she/it **was** sick

we/you/they **were** sad

Be with Past Participle: *They have been studying*

Using Be as a main verb

The verb *be* can be a *main verb*. In this situation it is not to be followed by another main verb. If we use *be* as a main verb, we do not use an auxiliary in negative forms or questions. (Quirk et al. 1985) (7) and (Payne, 2011).(8)

Positive form: They **are** sixteen years old.

negative form: They **are** not sixteen years old.

Interrogative : **Are** they sixteen years old?

The verb "to have"

Like the verb "be" the verb *have* can be used both as an main verb and an auxiliary verb. When using it as an auxiliary this verb to form the perfect tenses in active and in passive voice.

Compound (perfect) Tenses - Active Voice

Simple Present Perfect:

She **has played** chess.

Simple Past Perfect:

She **had played** chess.

Progressive Present Perfect:

She **has been playing** chess.

Progressive Past Perfect:

she **had been playing** chess.

"Have" as main verb

As a main verb *have* gives the meaning of possession. We can also use *have got* (**have** as the auxiliary, **got** the main verb). , Quirk et al. (1985)(7)
I *have* a house.

As an auxiliary verb:

We **have got** a house.

"have" in negation interrogation

When using *have* as a *main verb*, we use the auxiliary verb **do** in negation interrogation. But when using *have got* , we can use *have* as an auxiliary. Examples

We **do not have** a blue house.

Do you have a blue house?

We *have not got* a blue house.

Have you got a blue house?

The modal verb (will)

This modal can only be used as an auxiliary. It is used to show future time.

They *will not play* volleyball nextweek.

they *will have played* volleyball.

The abbreviated form of the negative form of (will not) is (won't).

they will not = they won't

The verb (do)

This verb can be an auxiliary or a full verb. An auxiliary in negation and interrogation for most verbs (except for *will, have got, be* and modals) in Simple Present tense and Simple Past tense .

The auxiliary "do" in negation; Quirk et al. (1985) (7)

Present Simple tense: It **does not** jump that high.

Past Simple tense: They **did not** play well.

"Do" in interrogation

Present Simple: **Does** she cook well?

Simple Past: Did she cook well last friday?

DO as a main verb

As a main verb *do* is used in a certain way. 'Do' in this situation , main verb, needs another *do* to be the auxiliary in the sentence to form negation or interrogation .

They do their job nicely everytime.

negation:. They don't do their job nicely everytime.

question: Do they do their job nicely everytime?

The auxiliary verbs, in short, are of two sorts:

1. Modal auxiliaries

2.. Primary auxiliaries

And we do not need 'do' with sentences containing modal verbs or auxiliary verbs

2. Methodology

In this part it is dealt with the procedures held in this research. Two tests were conducted: a multiple-choice test and a placing test (to place auxiliaries between brackets in their suitable position). The former was used to measure students' recognition of auxiliaries, while the second is used to measure their ability to use them.

2.1 features of a Test:

The main feature of a test are reliability, validity and practicality (Al-Juboury, 2000: 21-22).(9)

A valid test: It indicates how well a mean, test measures or technique is easily used (Al-Juboury, 2000: 21-22; (9) Broughton et al. 2003: 160; (10) Corbett, 2003: 192)(11). It is measured by checking

how well the results are explained by established theories and how well the test measures its concepts. A valid test is generally a reliable one: if a test presents accurate results, they are usually reproducible. There are four main kinds of validity: **Construction validity**: to what degree did the test measure the concepts which it is intended to?

Content or core validity: Is the test able to represent what the aims meant to measure?

Face, shape, validity: the appearance of the test should be suitable for the aims of the test.

Criterion validity: the correspondence of the results to different tests of the same subject.

2.2 Sample Selection

Samples of the study were randomly selected from the students of the third stage intermediate schools. Two schools were chosen for the tests. The sample of the first school contains 50 students, 25 males and 25 females, while the sample of the second school contains 50 students, 25 males with 25 females. Third year students are supposed to be acquainted with auxiliaries.

2.3 Administration of the Tests

There were two types of tests in the present study. The students who took the tests consisted of nearly 80 % of the total number of students in the two schools. Nearly all the students who took the test have Arabic as their first language. The first test was conducted at their schools, while the second was conducted by using Google forms. It should be mentioned that the students were informed that the test results would be analyzed for research purposes. This was done to motivate them to answer freely and effectively.

Data were collected from pre-test and post-test and were analyzed and variation was built on the basis of it.

2.4 Data Analysis

The data collected were taken from a pre-test and a post-test then tabulated and analyzed then interpreted in light of the objectives mentioned at the beginning of the study. The statistical analysis with the interpretation. Were built on:

1. For pre-test = $\text{Pre-test} \times 100 / \text{Total respondents}$
2. For Post-test = $\text{Post-test} \times 100 / \text{Total respondents}$

Table 1					
Item No.	ITEM S	pretest		posttest	
		MAL E	FEMAL E	MAL E	FEMAL E
1	AM	40 %	41 %	74 %	72 %

2	Is	43 %	38 %	68 %	66 %
3	Are	44 %	45 %	72 %	71 %
4	Has	40 %	35 %	70 %	68 %
5	Have	45 %	40 %	66 %	76 %
6	Do	30 %	35 %	70 %	74 %
7	Does	35 %	35 %	68 %	72 %
8	Will	35 %	34 %	73 %	78 %
Total		39%	37.7%	70.125	72.1

2.5 Time of the Tests

The two tests were administrated in April, 2022. Each test took about an hour this period was considered sufficient since all the students submitted their papers within the time limits. The time span between the two tests was about two weeks.

2.6 Variables of the Tests

There were two:

2.6.1 Gender

Gender has been the most variable that linguists focused on. One of the earliest theories concerning gender is that of Lakoff (1975:53-56) (12) in which he concentrated on the language of females with that of males.

2.6.2 Schools

Schools represent the educational background variable, which is regarded as an important factor affecting students' command of auxiliary verbs.

3. Results and Discussion

The collected data have been analyzed and statistically manipulated by using statistical programs. Accordingly, the results are shown in the following:

The total percentage of the males' mastery, in the pretest, of the auxiliary verbs is 39% while females' is 37.7 % of the first school. The percentages of the posttest 70.125 % for the males and 72.1 % for the females.

This indicates that male and female Iraqi intermediate students have difficulties in recognizing English auxiliary verbs since the total percentage is lower than 50 %. Based on these results, the first hypothesis which reads: "Male and female intermediate Iraqi students are expected to find difficulties in recognizing auxiliary verbs" is accepted.

It also reveals that there is a great improvement when using the electronic teaching since the percentage is higher than 50 % in the post test.

In summary, the results of the two tests have shown that male and female students of both schools have

had difficulties in recognizing and producing English auxiliary verbs and the use of electronic means helped them to improve their level of using auxiliary verbs.

4. Conclusions

This study has come up with the conclusions that are based on the analysis of the collected data of the two tests.

1. Many students suffer from difficulties in controlling auxiliary verbs either because of their lack of knowledge or because of the interference of their first language as well as the

misconception of the type of the verb whether it is a main one or not

2. Different educational backgrounds affect their misuse of auxiliary verbs.
3. The types of verbs are regarded as a complicated issue for them.
4. There is insufficient awareness about auxiliary verbs.

The lack of communication with the teacher in an electronic test and the lack of the students' knowledge about using the internet for their benefit

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