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## Investigating the Difficulties of Using and Understanding the Central Modal Auxiliary Verbs

## تقصي صعوبات استخدام الافعال المشروطة الوسيطة و فهمها

A Thesis Submitted in Partial Fulfillment of the Requirements  
for M A. Degree in English (Applied Linguistics)

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### **Dedication**

This research is dedicated to my family , may Allah keep them safe.

### **Abstract**

The purpose of this study is to investigate the difficulties of using and understanding the central modal auxiliary verbs experienced by Sudanese learners of English language at university level . The results show that students face serious problems in using central modal auxiliary verbs . The samples used in the research are students of Sudan University of Science and Technology, College of Languages, Department of English Language , they are forty in number. The research is quantitative and the tool used is a test . The researcher recommends the students to work hard in order to get rid of the confusion happens in using the central modal auxiliary verbs , also students should read about grammar to better their knowledge about the modal verbs .

## المستخلص

تتناول هذه الدراسة تقصي صعوبات فهم و استخدام الأفعال المشروطة الوسيطة التي يعاني منها الدارسين السودانيين للغة الانجليزية علي المستوي الجامعي . و قد أوضحت النتائج أن الدارسين يواجهون مشاكل حقيقية في فهم و استخدام الأفعال المشروطة الوسيطة

تم إجراء الاختبار الإحصائي لعدد يتكون من أربعين طالب من طلاب جامعة السودان للعلوم والتكنولوجيا ، كلية اللغات قسم اللغة الانجليزية . يوصي الباحث دارسي اللغة الانجليزية ان يزيلوا قصاري جهدهم للتخلص من المشاكل التي لديهم في استخدام و فهم الافعال المشروطة الوسيطة وايضا علي الدارسين ان يزيحوا من معرفتهم من خلال القراءة و الدراسة للقواعد . النحوية عامة والتي تتعلق بالأفعال المشروطة الوسيطة خاصة

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## **Acknowledgments**

I thank God , and appreciate Dr. Yusuf Altraifi For his help and support to complete the research , and I thank all the staff of English Language Department .

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# Chapter One

## Introduction



## **Chapter one**

### **Introduction**

#### **1.0 Background of the study**

This research is about the central modal auxiliary verbs , it focuses on their use among the learners of English language as a second language , Also to shed light on the influence that the mother tongue effects on the second language acquisition , Therefore the learner tries to speak and translate from L1 to L2 which results in making errors .

Modal auxiliaries have two aspects of function ; deontic and epistemic . The basic meanings of modal auxiliaries in English language typically convey some indication of the speakers perspective or attitude towards a situation or state of affairs being described . Epistemic modality refers to the perspective that is personally determined in the situation . Deontic modality indicates what is socially determined . There is a close relationship between epistemic and deontic function . Bybee and Fleischman( 1995 : 3 ) point out ‘ because of the extent to which language differ in their mapping of the relevant semantic context onto linguistic form. “ that perspective can be based on what is known or what is socially determined in the situation . So what is personally known is called epistemic modality , And what is socially determined is described as deontic modality .

#### **1.1 The statement of the problem**

Learners find difficulties of using and understanding the central modal auxiliary verbs .

### **1.2The significance of the study**

This research is important because it shows the use and function of English modality with reference to central modals , Also illustrates their cultural use and function .

### **1.3The objectives of the study**

This study aims at the following

- To enable students to use proper modality with reference to central modals.
- To illustrate the function and use of English modality .
- To shed light on the cultural use of English modality .

### **1.4The research questions**

- To what extent do EFL learners of English Language find difficulties in using and understanding English central modal verbs?
- To what extent do EFL learners of English Language find difficulties in differentiating between the functions of central modal verbs?
- How does English modality reflect culture ?

### **1.5The hypotheses of the research**

The researcher hypothesizes that

- Learners find difficulty of using and understanding English central modal verbs .
- Learners find difficulty to differentiate between the different functions of English modality with reference to central modals .
- English modality reflects culture .

### **1.6The limits of the study**

This study is limited to English language modality with reference to central modals . It is also limited to Sudan University of Science and Technology , English language college .

### **1.7The methodology of the research**

The researcher adopts the descriptive analytical method . A test is designed to collect data and to test the research hypotheses .

# Chapter Two

## Literature Review and Previous Studies

## **Chapter Two**

### **Literature Review & Previous Studies**

#### **2.0 Introduction**

This chapter discusses the definition of modal verbs their form, function and use with reference to central modals and shows how modals reflect culture .

Within the philosophy of language over the last decade or so, most linguistic studies of modal expressions begin and end with an analysis of modals .The modals of English derive from a special class of verbs in Germanic (the ancestor of English and the other Germanic languages). Modals have always differed from ordinary verbs in Germanic , and in the course of history of English, they have diverged from verbs even further, to the point where they now belong to a syntactic category of their own ,Siewierska( 1991:325-324).

#### **2.1 Definition of modals :**

In somewhat simplistic terms, the auxiliary is everything in the underlying sentence from the end of the subject noun phrase to the beginning of the main verb. Either past or present, the auxiliary is composed of various kinds of "helping" verbs, which may or may not be present in any particular sentence. As a matter of fact. the three types of "helping" verbs are the

modal auxiliary, the perfect, and the progressive ,Wardagh ( 2003 :1367-1380).

## 2.2 Formal Characteristics of Modals

Though one of the formal characteristics of modals is that no –s ending can be used for the third person singular present (no\**John cans swim*), *can* and *will* can be used with a third person singular-s , but in a totally different meaning. For example:

He *cans* tuna.

He *wills* his entire estate to charity.

The modals have only a two-way contrast of form :

<b>Verb:</b>	<i>can</i>	<i>may</i>	<i>must</i>	<i>shall</i>	<i>will</i>
<b>Present:</b>	can	may	must	shall	will
<b>Past:</b>	could	might	- -	should	would

The normal position for the modal in a sentence is after the subject and before the rest of the sentence as in *John can play the piano very well* .Modals are followed by the simple form of the verb as in (*he can do it* ) but not(\**He can does it/ He can to do it /He can did it*).The only exception is *ought to*, which is followed by an infinitive *to*+ the simple form of the verb(*she ought to go to the meeting*) Liles(1979 : 169).

Short answers with modals never include the main verb, unless it is *be*. But they always include any other auxiliaries.

*Shouldn't he be here?*

*Yes, he should be.*

*Could they have gotten lost?*

*Yes, they could have.*

-There are several contractions for modals:

<b>Full Form</b>	<b>Negatives Contractions</b>
(more formal)	(less formal, used in conversation)
might not	mightn't
can not	can't
could not	couldn't
shall not	shan't ( unusual in American English)
should not	shouldn't
will not	won't
would not	wouldn't

-The affirmative full forms with *will* and *shall* have contractions *'ll* as in :

*I shall return = I'll return*

*They will have finished long before his arrival = They'll have finished long before his arrival.*

Also, the affirmative full forms with *should* and *would* have contraction 'd as in ( Liles,1979) :

*He would have come earlier = He'd have come earlier.*

**Ought to** is some times considered a marginal case. It has all the formal characteristics . It can occur without *to* ( *I think you ought to ...*, but not *\*I think you have*).The use of *need* and *dare* as modals opposed to main verbs is rare and apparently on decline. But these modals occur only where the contexts actually require these properties (*Dare he go? He daren't go* but not *\*He dare go*). Similarly, many of the semi-modals (periphrastic modals) behave oddly. *Used to* often take *do* support (*Did you use to live in New York?*), while *need* sometimes act as a proper modal auxiliary (*you needn't come*) and sometimes as a semi-modal requiring *do* (*you don't need to come*).*Had better* shows the formal characteristics of modal verbs (no –s, no non-finite form and no chaining with other modals), but the presence of *better* makes treating it as a modal verb problematic, Perkins(1983: 12) .

It appeared that the semi-modals are hybrid forms, combining characteristics of both main verbs and auxiliary verbs. It also appears that the category is defined by the semantic functions of its members, not their formal qualities. This is important because it suggests that there is no necessary main verb or auxiliary verb characteristic that all semi-modals must share. In other words, one needs to calibrate the individual structural characteristics of the semi-modals since the semi-modal has its own combination of main verb and auxiliary verb characteristics. One also needs to learn when and how to substitute semi-modals for modal auxiliaries, and to be aware for the subtle changes of meaning these substitutions sometimes indicate.



It has been noticed by many scholars that these characteristics are found only in the English language. They are not , for example, found with the modals of German , which are otherwise very similar to those of English and are related historically to them(Lapalombara,1976).Huddleston , as cited in Palmer (1979),refuses the use of the NICE properties for modals because they are idiosyncratic and not universal. However, these formal characteristics of the modals form a complex set and because native speakers are aware that these modals should be treated as a set, modals have been retrained in the language.

### **CAN:**

In the various accounts of *can* in the literature, a certain degree of confusion appears to have been generated by the fact that the same term is sometimes used by different linguists to mean different things. Although the distinction between "root" and "epistemic" modals was adopted in transformational treatments, there are frequent references to modals as means of expressing the speaker's state of knowledge or belief or opinion about something. *Can* ,in fact, would be regarded as a root model when used in utterances expressing permission or ability. *Can* maybe regarded some times as being ambiguous in the root or epistemic interpretation , Feigenbaum (1985 143 - 134) :

*Elephants can kill crocodiles.*

This sentence can be interpreted either as :

*Elephants have the ability to kill crocodiles. (root)*

*It can happen that an elephant kills a crocodile.(epistemic)*

On another thought, the past of *can* is *could* as the following example reveals:

*Now she can speak three languages.*

*Last year she could speak only one.*

**Could** , as a matter of fact, cannot be used for a single event in the past. To say " *we succeeded in visiting the British Museum*", one should use "we were able" rather than "we could" as the following example shows:

*When we were in London, we were able to visit the British Museum.*

Curme( 1977: 407 – 424 ) regarded *can* as a modal only when it is an alternative form of *may* . He stated that there are at least three non-modal *cans* as in :

*He can swim over a mile.*

*Can* as a marker of the progressive aspect as in :

*I can hear radio.*

and *can* as a marker of sporadic aspect as in :

*Cocktail parties can be boring.*

*Can* is to be regarded as having three senses: *can* of sensation, *can* of ability and characteristic *can*. This is clear in the following examples:

*He can lift a hundredweight. ( can of possibility)*

*I can see the moon. ( can of sensation)*

*He can tell awful lies.* ( characteristic can )

A further complication is that in some contexts it is even possible to regard the ability of telling lies an act of ability rather than a characteristic as the following example shows:

*He can tell awful lies with the most innocent expressions.*

Palmer ( 1979) would regard *can* in the previous sentence as *can* of ability, rather than of characteristic *can*.

### **MAY and MUST**

It is universally acknowledged that *may* and *must* can be used either a deontic or an epistemic sense , as it is clear in the following set of examples (Siewierska, 1991) :

Deontic:

*You must call in and see us some time.*

*May I have a quick word with you?*

Epistemic:

*They must have used their pass keys to get in .*

*I may have left it in the car.*

It is typically the case that an utterance containing a deontic use of *may* will be used to express permission , although there are apparent exceptions. For example:

*You may go.*

uttered by someone in a position of authority to someone of much lower authority would probably be understood as a command. This , however, is entirely due to the circumstances peculiar to such a situation. If the same person said:

*You may eat.*

for example, it would probably be understood not as a command but as a giving of permission ,Siewierska, (1991 :325 - 364) . Such factors may override, but are nevertheless quite separate from, the core use of *may*. *Can* might easily be substituted for *may*, although the effect of this would be to render examples slightly less formal , and this has the effect of differentiating the examples with *may* from the more purely dynamic versions with *can* in such a way that *may* in such contexts has come to be conventionally regarded as more polite or formal than *can*.

There seem to be little difference between *must* and *have to*, with both expressing a sense of certainty. *Must* obliges the subject of the sentence to do something at the following sentence shows:

*You must be home before 9 O'clock.*

*Have to*, on the other hand, does not have a strong deontic role. In dialects where *must* is rarely used deontic such as many American dialects, the form for obliging someone to do something is often the imperative however, the distinction between *must* and *have to* create confusion (Siewierska, 1991). When an obligation is external , the choice is *have to* .But there are many times when a situation is neither clearly external nor clearly speaker-oriented and here in this neutral area , many native speakers use *must* and *have to* more or less indiscriminately (Khlebnikova,1976).

## **WILL and SHALL**

The difference, if any , between the present tense modal *will* and *shall* has been known to cause a certain amount of anxiety among native speakers. Historically, *will* and *shall* (like many other pairs of modals) have long been partially overlapping senses. In 1653, a grammarian by the name of John Wallis decided to do something about the distinction between *will* and *shall*. In his book (*Grammar of the English Language*), as cited in Greenbaum & Quirk (1973: 79 - 90), he proposed that the first use of *shall* would mean a simple , factual statement about future action, while the first person use of *will* would indicate promising or threatening some future action. However, in the second and third person , the two senses would be exactly reversed: *will* would indicate simple futurity ; *shall* would indicate promising or threatening. As far as one knows, Wallis's distinction was not a very accurate of the then current usage of *will* and *shall* , and certainly it is not an accurate description of present-day usage. Nevertheless, Wallis's distinction was enshrined as a rule of the language by later grammarians.

For most speakers of American English , *will* and *shall* indicate exactly the same thing in statements. In questions, though, they do not contrast. This is shown on the following sentences :

*Will we play?*

*Shall we play?*

The first sentence is a genuine question that asks for information. The second sentence indicates something like "Let's play" (Greenbaum & Quirk , 1973 ).

In expressing future, *will* indicates the same meaning of *be going to* as in the following:

*I'll study the book tomorrow.*

*I'm going to study the book tomorrow.*

In addition , *will* is sometimes used to indicate consent or (with a negative) refusal:

*Will you help me? Yes, I will.*

*None of my friends will lend me money.*

The modal *shall* is used with the subject *I* or *we* , in formal style, to indicate future time. However, that in questions, the meanings of *shall* and *will* are different. For example:

*Will we go to Riyadh?*

(simple future time, asking for a prediction).

*Shall we go to Riyadh?*

( A request for one's opinion or advice about going to Riyadh).

It is clearly reasonable then to argue that *will* and *shall* are contextually determined formal variants which realize a common core sense.

*could, might, ought to, would* and *should*. have a number of interpretations, depending on the context in which they may occur. They may , for example, be used as an index of hypothesis , temporal reference, formality , politeness , or tentativeness (Hermeren ,1978) .

*Could*, as a matter of fact, cannot be used for a single event in the past. To say " *we succeeded in visiting the British Museum*", one should use "*we were able*" rather than "*we could*" as the following example shows:

*When we were in London, we were able to visit the British Museum.*

Hermeren , ( 1978: 180) states that the secondary modals are used to express tentativeness. However, there appears to be generalization being missed here through the overemphasis of what can be taken to be a single semantic distinction.

Sometimes, the condition will be realized formally as a conditional clause , and sometimes it will be merely left implicit. This is clear enough when *would* can be seen to be more conditional than *will*:

*He would keep on all the time.*( past emphatic)

*He said he would be there.*(indirect)

***Might*** is nearly always used as the conditional equivalent of *may* as a realization of epistemic modality , as in:

*I might go if my cold's better.*( hypothetical).

Some grammarians would classify *used to* and *need* as secondary modals (Krohn,1971).

*Used* always takes the *to*-infinitive and occurs only in the past tense. It may take the *do*- construction , in which case the spelling *didn't used to* and *didn't use to* both occur. The interrogative construction *used he to* is especially British ; *did he used to* is preferred both in American and British dialects.

*Dare* and *need* can be constructed either as modal auxiliaries ( with bare infinitive and with inflected –s form). The modal verb construction is restricted to non-assertive contexts , mainly negative and interrogative sentences, whereas the lexical verb construction can always be used and it is in fact the more common. In fact, *Dare* and *need* as secondary modals are probably rare in American and British languages.

In short, it appears clearly that the secondary modals, are to all purposes, the same as their primary counterparts with regard to the extent to which they co-occur with negative particles.

### **2.3 Quasi- Auxiliary Modal Expressions**

Each modal differs with regard to the amount and type of information it expresses. In fact, there are certain types of formal entity with which each modal may co-occur and which makes a syntactic characterization possible. There are a few rather idiosyncratic modals which are not entirely at home in the category allotted to them on formal grounds. This is because the overall pattern to which modal expressions may be seen to conform is rather complex , and any treatment which failed to do justice to this fact would inevitably turn out to be over-simplistic ,Lester (1971 :45 – 49 ). In fact, there is a set of modals that are considered to be a quasi-auxiliary modal expressions. These include *have(got) to* , *need to* and *had better*.

The essence of *have to* could be easily felt when comparing it to the sense of *must*. Leech (1969), as cited in Siewierska , reasonably suggested that :

*You must be in camp by ten.*

would be an officer giving an order, whereas:



*You have to be in camp by ten.*

could well be spoken by an ordinary soldier informing his comrades of an order issued by someone else. However, occasionally, *haven't got* and *don't have to* when used to express deontic modality, appear to negate the event, as in :

*You haven't got to park on double yellow lines- it's against the law.*

which appears to express prohibition, rather than a lack of obligation. Unlike *must*, *have (got) to* has both past and non-past tense forms and can co-occur with auxiliary verbs in the same verb phrase.

*Need to* differs from *must* and *have (got) to* in being more explicit than *must* in indicating the compulsion which comes from *within*. For example, if one *"needs to rest"*, one feels a compulsion which, although it may be non-personal and beyond one's control, is still felt to originate within one's self. Similarly, if we speak of a chair that *needs to* be repaired, we are referring to states which we see originating in particular chair (Siewierska, 1991).

*Had better* can be used only to express deontic modality. With *had better* there is further information that it is better that the event be brought about than that it not be brought about. *Had better* is also similar to the modals as regards the aspectual forms with which it may co-occur and it occurs with modals quite freely, as in:

*I'd better be going now.*

*He'd better have done a good job on the car.*

## **2.4 Sentence Pattern:**

All modals expect *ought to* are followed by simple-form verbs. Negatives are made by adding *not* to or after the modal. Questions are made by moving the modal before the subject as with any other auxiliary. Auxiliary *do* is never used with a modal, Lapalombara (1976 :14 – 20 ):

## 2.5 Patterns of Negation:

*she must not be a student her.*

## 2.6 Modals and Politeness

Many of the various discussions established on semantic and syntactic grounds related to modals are motivated pragmatically. In fact, a wide range of various linguistic devices may be used to express modality. If:

*He may be mad.*

*He may possibly be made.*

are both uttered in similar context with the intention to express tentativeness, the second sentence should be more tentative than the first, since it contains an additional modal expression. By the same token, if sentences like , Lester (1971):

*It's possible that he is mad.*

is uttered in a context similar to the of the previous two sentences, one would expect that this sentence to be more formal since it explicitly conveys objective epistemic modality.

The expression of politeness is usually referred to only incidentally in linguistics. Modal expressions, however, are not signaled out for any special treatment , Liles,197).

Since the secondary modal auxiliaries are 'more modal' than their primary counterparts on account of the further condition indicated by their tense

form, it follows that they are also more polite. This prediction appears to be born out of the following example where the second sentence is more polite than the first, given identical contexts:

*Will you let me have a look?*

*Would you let me have a look?*

Such predictions of the relative politeness of a modal expression can never, be absolute since they depend to such a large extent on the particular context of utterance. However, despite the existence of such contextual constraints on judgments of relative politeness, it is still possible to predict the relative politeness of modal expressions on syntactic grounds , Liles,1979.

## **2.7 The cultural reflection in the use of modals :**

Every community is based upon its culture , which indicates religion ,customs , and language . language itself could be similar among different cultures . but within this language there is a variety of language usage , for instance , the way American use English .

Taking for example , the British and the Sudanese culture . In Britain modals are considerably stressed in suggestion , advise , permission and request . example , if someone is suggesting something it is a must using a modal . would you mind going to a picnic tomorrow . the use of modals in that culture has certain magnitude , it reflects how the person is refined , in the contrary modals are barely used in Sudanese culture . suggestions , advise , and request are generally turned into order and demands .

## **2.8 Previous studies :**

Holmes ( 1988 ) indicated that students may receive inadequate information about modality and modal verbs use . studies studied by Holmes (1988) used less than half ( 40% - 27%) of the total range of modal verbs in their content and grammar exercises , did not present other forms of modality other than auxiliary verbs , and did not present information about the frequencies of use of these different forms .Holmes investigated that modal verbs were only discussed in their function as expressions of all effective meanings of politeness rather the modal meaning . Holmes( 26 : 1988 ) .

Hyland ( 1994) noticed that few studies only covered would, should , can and may and even in these cases did not make a clear distinction between them . sometimes the presentation of modal form is misleading because it has been over simplified .

Bose ( 2005) reported in his study that high school students have difficulties with the English modal auxiliaries . He said that after a certain level students should have acquired some level of proficiency that would help them to become better writers and speakers . However , students may face problems in either not getting sufficient knowledge , particularly in modal auxiliary , or receiving the knowledge appropriately adding to the confusion.

## **2.9 Summary :**

Modals are special groups of auxiliary verbs we use them before other verbs to express certain meaning . they can be used to discuss the present , past , and future . asking for permission has various ways , on the other hand requesting things controls certain modals for example would and could ,the researcher has mentioned the functions and forms of all modal verbs then discussing the central modals .

# Chapter Three

## Methodology

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction :**

This chapter deals with the description of the sample , the method used in data collection , description of the tools and its validity and reliability besides the method used in data analysis .

#### **3.1 Subjects :**

The sample used in this research are students of Sudan university of Science and Technology , college of Languages , Department of English Language , first year , they are forty in number , their age mode is between 18-25 , all the students are Sudanese by their birth , the students have an English level ranges between good and very good .

#### **3.2 Instrument :**

The research is a quantitative and the tool used is one test it consists of ten questions with one instruction “ Fill in the gaps with an appropriate modal verb given “ . One modal is used twice in order to assess students understanding .

#### **3.3 Validity :**

The test is valid because it covers all the domains of the research , such as the cultural influence and the use of central modals

### **3.4 Reliability :**

The test is reliable on the testimony of Dr. Yousuf Altiraify , also they are reliable on account they follow certain sequence consistently – starting with assessing how students use modals regarding central modals .

### **3.5 Procedure:**

The researcher designs the test for the first time then shows it to the supervisor , the supervisor corrected the test after that the researcher distributed random samples among students to see if students face difficulties in the questions or if the questions are too easy also, if the time is enough and finally if it covers all the domains of the research , then after the distribution it took one day to analyze the test and putting the final results of correct and incorrect ones , finally putting the final results of the whole test .

### **3.6 Summary :**

The chapter contained subject description instrument , the tools their number and last but not least a detailed description beside their validity and reliability then procedure of the test .



# Chapter Four

## Data Analysis ,Results and Discussion

## **Chapter Four**

### **Data Analysis, Results and Discussion**

#### **4-0 Introduction :**

In this chapter , the researcher analyzes the data collected through the test which has been designed and distributed to students by answering each and every question and state the problem that led students to make mistakes then , analyzes the test linguistically after that researcher observation and conclude the chapter.

#### **4-1 Test:**

There are eight questions within those questions two questions that have two parts a modal is used twice in order to asses students understanding the test has the instruction fill the gabs with the appropriate modal Auxiliary verb that's given, each modal at one place expect one .

Frequency and percentage of correct and incorrect answers of all categories of central modals.

**Table )4-1(**

All	Subject	Correct answer	Percentage	Incorrect answer	Percentage
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Can	40	10	2.5%	30	75
Could		7	17.5%	33	82.5
Shall		4	22.5%	31	77.5
Should		7	17.5%	33	82.5
Will		14	35%	26	65
Would		10	25%	30	75
Must		6	15%	34	85
May		6	15%	34	85
Might		3	7.5%	37	92.5
Would		12	30%	28	70
Total		84	21%	316	79

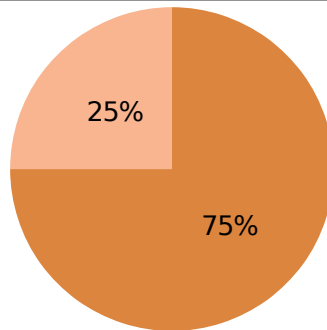
Table (4-1) shows that 25% of the student's answers are correct when using the central modal (can) while 75% answers are incorrect, in the second sentence 17.5% of the student's answers are correct when using the central modal (could), while 82.5% of the student's answers are incorrect , in the third sentence 22.5% of the student's answers are correct when using the central modal (shall), while 77.5% of the student's answers are incorrect. In sentence four 17.5% of the student's answers are correct when using the central modal (should) , where as 82.5% of the student's answers are incorrect. In the fifth sentence 35% of the student's answers are correct when correct when using the central modal (will), Where as 65% of the student's answers are incorrect. In the sixth sentence 25% of the student's answers are correct when using the central modal (would) , while 75% of the student's answers are incorrect. In the seventh sentence 15% of the student's answers are correct when using the central modal( may), where as 85% of the student's answers are incorrect. In sentence nine 7.5% of the student's answers are correct when using the central modal( might) , where as 92.5% of the student's answers are incorrect.

In the final sentence 30% of the student's answers are correct when using the central modal (would) ,where as 70% of the student's answers are incorrect.

**Table 4.2**

from the top you...see the whole of the city.

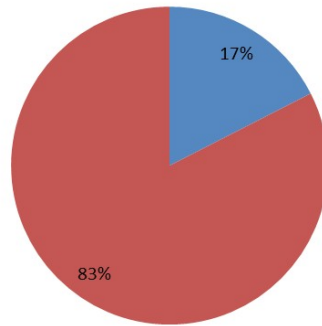
Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Can	40	10	25%	30	75%



Graph (4.2) frequency and percentage of correct and incorrect answers. Show that only 25% of the students use the correct answer where as 75% of the students find it difficult to get the right answer, because is not commonly used in their culture.

**Table (4-3) .....you pass the salt please?**

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Could	40	7	17%	33	83%

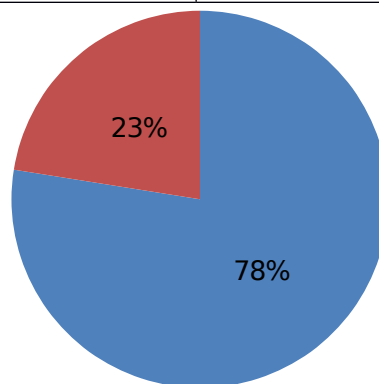


Graph (4-3) frequently and percentage of correct and incorrect answers.

Table (4-3) shows that only 17% of the students use the correct answer , while 83% of the students choose the incorrect answer, because they don't know which modal verb that most likely suits in this form .

**Table (4-4)** .....we go for a picnic?

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Shall	40	9	22.5%	31	77.5



Graph (4-4) shows that only 22.5% of the students use the correct answer, whereas the rest of the students are either confused of the use of modal or do not know the use because of the cultural influence.

**Table (4-5)** if ..... like to pass the exam , you ..... Read more.

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Would	40	12	30%	28	70%

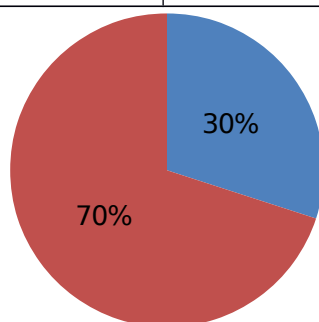
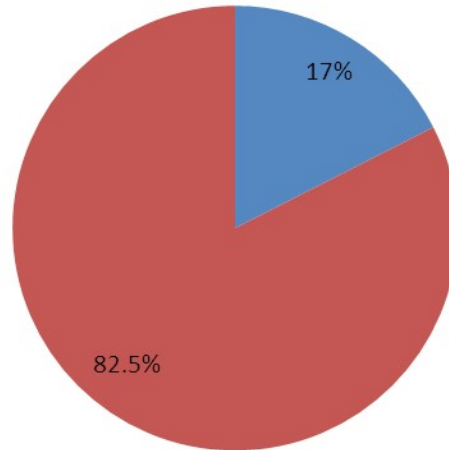


Table (4-5) shows that 30% of The students answer the question correctly , while 70% of the students use the incorrect answer due to the difficulty that faces them in order to answer the question.

**Table (4-6)** if you ..... like to pass the exam you ..... read more.

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Should	40	7	17.5%	33	82.5%

Table (4-6) shows that 17.5% of The students answer the question correctly , while 82.5% of the students find it difficult to get the right answer, because is not commonly used .



Graph {4-6} shows that only 25% of the students use the correct answer, where as 75% of the students find it difficult to get the right answer, because is not commonly used .

**Table (4-7)** Pass the salt , ..... you ?

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Will	40	14	35%	26	65%

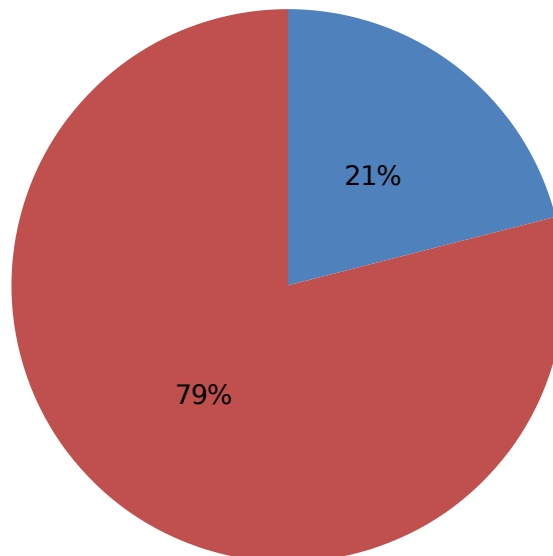
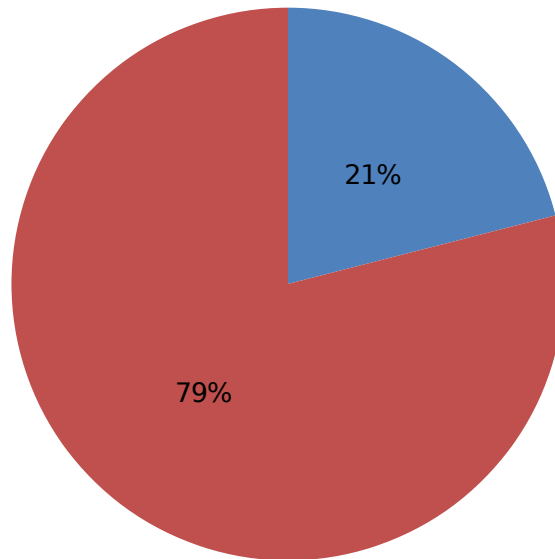


Table (4-7) shows that 35% of The students choose the correct answer , while 65% of the students choose incorrect answers as a result of misunderstanding of which modal is used in this form.

Table (4-8) I was happy when Tom left because he ..... talk about people behind their back.

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
would	40	10	25%	30	75%



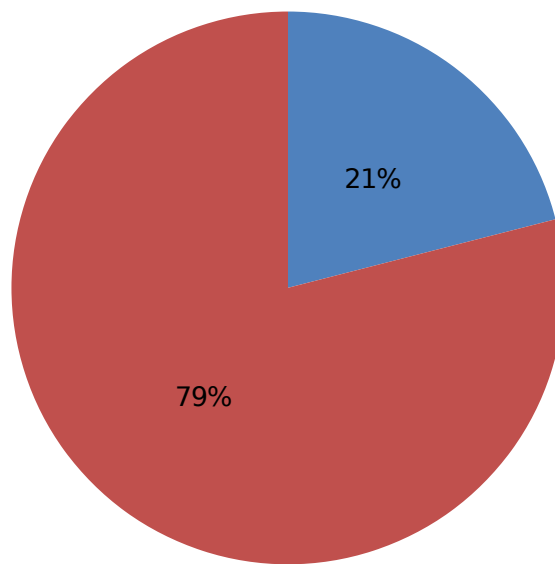
Graph (4-8)

Table (4-8) shows that only 25% of the students use the correct answer , where as 75% of the students use incorrect answers due to the cultural influence and mother tongue interference.

Table (4-9) I ..... go to London , and Rehab ..... go with me.



Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
May	40	6	15%	34	85%



Graph (4-9)

Table (4-9) shows that only 15% of the students use the correct answer , where as 85% of the students use incorrect answers because they lack the basic rules of central modal.

Table (4-10) I ..... go to London , and Rehab ..... go with me.

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Might	40	3	7.5%	37	92.5%

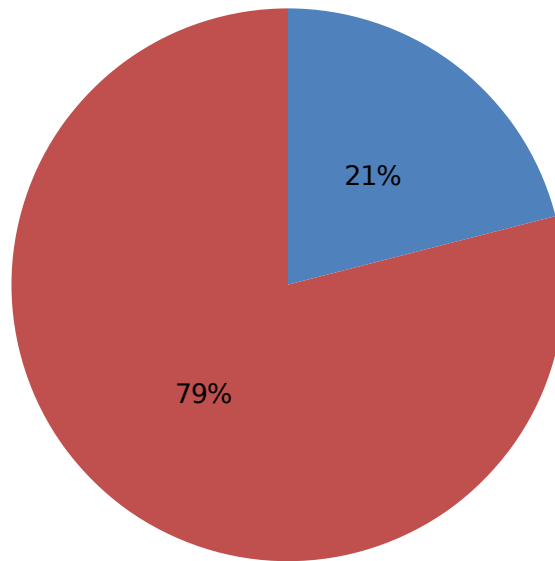
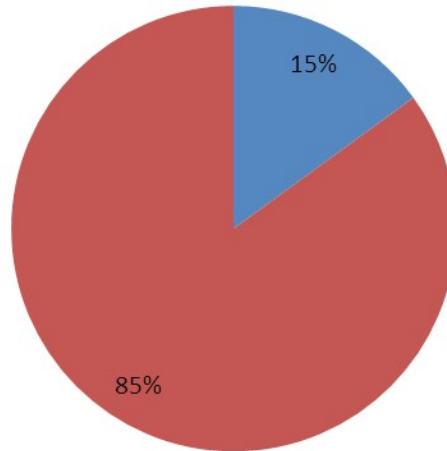


Table (4-10) shows that only 7.5% of the students use the correct answer , where as 92.5% of the students find it difficult to choose which modal is appropriate to use in this form.

Table (4-11) Mother : you ..... wipe your feet before you come in.

Modal	Subject	Correct answers	Percentage	Incorrect answers	Percentage
Must	40	6	15%	34	85%

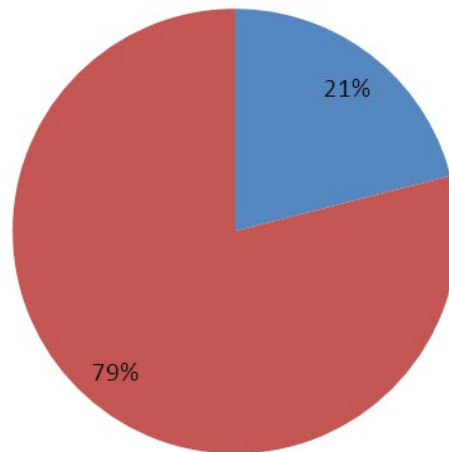


Graph (4-11)

Table (4-11) shows that only 15% of the students use the correct answer , where as 85% of the students use incorrect answers because they confused which modal to use in this type of obligation.

Table (4-12) final results.

Total Number of answers	Total number of correct answers	Percentage	Total number of errors	Percentage
400	84	21%	316	79%



Graph (4-12) frequencies and percentage of all correct and incorrect answers.

#### **4.2 Research observations:**

It is clear that from the result above all of the students fail in the test that was designed for them. Students need to improve their grammatical rules concerned with modal auxiliary verbs regarding central modals and they need more practice .

#### **4.3 Summary:**

In this chapter , the researcher analyzed the data that collected from the test given to the students and analyzed the results statistically, by putting the reason of why students make mistakes in each area that the test and the research discussing then the researcher's observation.

# Chapter Five

## Conclusions , Recommendation s ,and Suggestions for Further Study

## **Chapter Five**

### **Conclusions , Recommendations and Suggestions For Further Studies**

#### **5.0 Introduction :**

This chapter deals with the findings , recommendations , conclusion and discussing the findings with regard to the hypotheses .

#### **5.1 Findings :**

- a- Students over generalize rules of central modal verbs to all the ways expressing attitude such as ability .
- b- Students confuse in the use of modals regarding central ones for instance the use of may in request and the use of would in permission .
- c- Some of the students are unfamiliar with the basic rules of using central modals for example those who use must in permission .
- d- Modals reflect culture as it seen in the use of the modal shall in request instead of suggestion .
- e- Students are accustomed to use one modal in all the ways .
- f- The interference of the mother tongue affects learners of English as a second language in the usage of central modals .

#### **5.2 Hypothesis :**

- a- Learners find it difficult to use and understand English modals with references to central modals .
- b- Learners find it difficult to differentiate between the function and use of English modals with references to central modals .
- c- English modals reflect culture .

#### **5.3 Discussion**

According to what has been mentioned above , it is clear that the findings match the hypothesis , the first hypotheses is proved via the second finding , where students use would in permission , it means that , they find it difficult to differentiate between which modals are used in expressing different attitudes , in addition to that the first hypothesis is shown in the second finding as well , finally the third hypothesis is proved via the fourth finding , that is to say English modals reflect culture as it is proved in the students who use shall in request due to the Sudanese culture influence .

#### **5-4 Conclusion :**

It can be concluded that , students find it difficult to differentiate between the central modals , besides English modality reflects culture .

#### **5-5 Recommendations:**

In the light of the findings the researcher recommends :

Firstly students are encouraged to work hard to get rid of the confusion in central modals usage , through studying more and checking references . Secondly students should read about grammar to see the grammatical rules which central modals are part of . Thirdly teachers are advised to focus on the cultural influence in the use of central modals , also researchers are recommended to cover other problems such as the confusion in using modal regarding phrasal modals and primary auxiliary modals , the researcher also recommends teachers to further study the findings and to use the findings.

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# Appendix

## Appendix

Complete the sentences with the appropriate modal verb :  
can – could – shall – should – will – would – must – may –

might –

- 1- From the top you ..... see the whole city .
- 2- ..... You pass the salt , please .

- 3- ..... we go for a picnic .
- 4- If you ..... Like to pass the exam you  
.....read more .
- 5- Pass the salt .....you ?
- 6- I was happy when Tom left , because he .....  
talk about people behind their back .
- 7- I ..... go to London , and Rehab  
..... go with me .
- 8- Mother : You ..... Wipe your feet before  
you come in.