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Lecture (4).

The Use of Auxiliary and Modal Verbs

When we deal with English Language as a FL in class our students, and others find some difficulties in using both auxiliary and model verbs they can't distinguish between them because they don't practice English language outside the door of class they just depend on what teacher offer and on themselves. However English language is a global but not complete language. It acts very strangely in some characteristics that it displays and sometimes it amazing. It moves to complex at times, and yet sometimes very simple. There are so many rules control it but almost none go without exceptions, and some rules contradict other rules. Besides verbs merely refer to action words that is words that describe actions. A simple example would be to say that (you are reading this electronic lecture) whereby reading is the action that you are performing. However easy as they might be to understand, they have many extensions that are not that easy to comprehend or infer.

Auxiliary verbs and modal verbs are two of the extensions of verbs that we will now explore:

An auxiliary verb is a verb that adds grammatical or functional meaning to the clause in which it is used. Auxiliary verbs are usually used together with a verb. They can be used to express aspect, voice, modality, tense etc. But the main verb is important as it is used to provide the clause's semantic content so let us explain this with an example:

(I have finished writing this electronic lecture) here the verb is writing and the auxiliary verb would be 'have', which helps to express the perfect aspect. Yet there can be two or more auxiliary verbs as well in a sentence. If you have heard or come across the words 'helping verbs' then they are exactly what auxiliary verbs are. Modal verbs also fall in the category of auxiliary verbs. They are specifically used to indicate the modality in a clause. Modal verbs add meaning to the main verb in a sentence by

expressing possibility, ability, permission, or obligation of the performance of the verb with which it is used.

Some examples include the verbs (can/could, shall/should, may/might, must) etc. They are known as modal verbs as they show the likelihood of a certain action. To use could/ would mean the ability to perform a task with an option whether to perform or not. However, if could is replaced by should then the task at hand has to be performed regardless of the ability to perform it.

In English and other Germanic languages, modal verbs are unique in the sense that they have certain grammatical properties. It must be noted here that all modal verbs are auxiliary verbs but not all auxiliary verbs are modal verbs.

Auxiliary verbs are used with other verbs and can sometimes even act as full verbs themselves. Yet sometimes, a verb that is a modal verb can be labelled as auxiliary as well. For example, the word will comes under both the categories. It can be determined as part of a single category provided that its use in the sentence is analyzed.

There are four auxiliary word categories in general. These include have has and had, be (also is, was and been), do does and did and will as mentioned above. Two of these can also be used in a single sentence. For example (He has been going out a lot). Modal verbs include many words and are usually used in the third person they are normally directly followed by verbs. A list of modal verbs of the English Language include must, shall, should, could, can, might, may, would, will and ought to. Using the same example we can say (He must have been going out a lot). The use of must as a modal verb helps to suggest a stronger possibility.

Auxiliary and modal verb in points:

1. An auxiliary verb-a verb that adds grammatical or functional meaning to the clause in which it is used. The auxiliary verbs are usually used together with a verb. They can be used to express aspect, voice, modality, tense etc. However modal verbs also fall in the category of auxiliary verbs. Therefore they are specifically used to indicate the modality in a clause. Modality here refers to the ability, likelihood, permission or the obligation of the performance of the verb with which it is used.
2. All modal verbs are auxiliary verbs but not all auxiliary verbs are modal verbs as we mention above.

3. Examples of auxiliary verbs-there are 4 categories: have (also has and had), be (also is, was and been), do (also does and did) and will; examples of modal verbs- there are 10 of them: must, shall, should, could, can, might, may, would, will and ought to.

4. A modal auxiliary verb cannot be used alone.

5. The modal auxiliaries do not change their form, whatever be the number and person of the subject.

6. Modal auxiliaries do not have infinitive or participle forms.

7. In the same way, you cannot add -ing to any of these auxiliaries to make present participles.

8. Modal auxiliaries do not have past participles .

Reference

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<http://www.englishpage.com/modals/modalintro.html>

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Reading

Every student or learner in learning either EFL/ESL must learn skills which is (listening, speaking, writing, and reading) , that helps him in starting his journey in life and the ability to read in foreign language is one of the most important basic skill people depend on it to achieve certain aims and purposes to develop to high level of proficiency and this came from depends on themselves, filtering what they read according to cognitive .

What is Reading :

Goodman (1982c:63) define's reading as "a psycholinguistic process by which the reader, a language user, reconstruct, as best he can, a message which has been encoded by a writer as a graphic display" so reading is prerequisite if learners face obstacles or problems in anything they dealt with so they return to read about that thing to solve problem also in order to develop personality and to know about a universe one best recommendation is reading and reading to reach to gaining meaning and gaining knowledge.

Reading Theory:

The psycholinguist Goodman (1970s), is the first who describes the reading process as "A psycholinguistic: guessing game". Thuse in 1970s,

first language reading research has been flourishing for couple of decades as a solutions are being seek why some children could not read (Brown,2001:289). He reject the old view that regard reading as a passive process. And this view back to " behaviorism claim that language learning was nothing more than the formation of habits through stimulus, response, and reinforcement (Skinner, 1957) Good has proposes his model mainly for L1, or NL reading, but later his model began to use, and have great influencing in the second half of the 1970s, and up on EFL/ESL reading.

Goodman's Model of Reading:

He describes below steps that a areader must fellow it:

- 1-The reader approaches the text with the expectations based on his knowledge of the subject.
- 2-He uses only minimal sampling of the text in driving meaning by relying on his knowledge of the language...as well as background knowledge.
- 3-Based on sampling, he makes predictions as to what message he expects to get from the text.
- 4-Progressing into material, he test prediction, confirming or revising them.
- 5-By making use of minimal orthographic, syntactic, and semantic clues,..., he internally re-creates a replica of the textual message.
- 6-When reconstruction has taken place, he will test its accuracy against previous information,... as well as the store of information in his long-term memory....
- 7-The cycle of sampling begins if the reconstruction is in agreement with his previous knowledge.
- 8-He will adopt some compensatory strategies such as re-reading if accuracy or inconsistency occurs.

Models of Reading:

1- Bottom-Up :

The oldest model that humanity used for longtime and still work in our days in which reading is meant to be a process of decoding: identifying letters, words, phrases, and then sentences in order to get the meaning so the learner move from step to another below:

- 1.The reader first identifies each letter in a text as it is encountered.
- 2.These letters are blended together and mentally “sounded out” to enable the readers to identify the words that they make up.
- 3.Words are linked together to form sentences.
- 4.Sentences are linked together to form paragraphs.
- 5.Paragraphs are linked together to form a complete text. Holdaway (1980:91)

2- Top-Down:

This model rejects the idea that letter and then word identification leads to meaningful and efficient reading rather, it assumes that effective reading requires readers to make predictions and hypotheses about the text content by relating new information to prior knowledge and using as few language clues as possible. (The Asian Conference on Technology in the Classroom, 2012: 148-168). Top-down processing which stresses that what a reader brings to the text in terms of his background knowledge of the topic and knowledge of language assists him in predicting what the upcoming words will be.

Interactive:

This is the third model which is considered important process for most specialist they pay great attention to it. According to Rumelhart (1977:730), who invented this model, reading, is thus neither a bottom-up nor a top-down process, but a synthesis of the two this model is based on the assumption that our perception of words depends not only on lower level functioning, but also on higher level contexts which include the syntactic and semantic ones and the interaction between them therefore a synthesis of patterns, calling for the application or integration of different knowledge sources, viz. the orthographic, lexical, syntactic, and semantic knowledge (Ansam,2004:39).

Types of Process of Reading:

There are many process we use in our ordinary reading helps us to find what we looking for, sometimes we in hurry use skimming, but when we need to know specific information we use scanning, or when we want to fresh our memory we use review reading.

1- **Scanning** is to cover a great deal of material rapidly to locate a specific facet or piece of information. It is useful to find specific name of person, a page number, a title, date, statistic, or fact without reading the whole text. Also scanning mean looking for particular items, and taking a big chunks of meaning at time (lewis,1999:191). It is a crucial skill to scan for specific word, phrase, form, or number

3- Skimming:

Is reading rabidly in order to get the general sense of what is read a text or a passage quickly to get a general idea (Nasr,1972:186). Learners do not need to read every word when skimming. However it is useful in three different situations. In the pre-reading, reviewing and in the reading process.

Urquhart and Weir (1998: 213) treat skimming as one kind of expeditious reading that the student should try to cultivate in order to study effectively and efficiently. We have come across occasions on which we are interested only in a specific piece of information without carefully reading the whole sentences. In such instances, skimming is used. Mei-Yun's (1989:13) state that "the major objective in teaching RC is improving the average of students' skimming speed and helping them develop their ability to vary their speed in different reading materials or different purposes".

3-Browsing :

Urquhart and Weir(1998 :104), have conclude not all people are likely to engage in careful reading for large part of the time. And they have added browsing a sort of reading in which the reader's goals are not well defined. Also The reader uses the previewing skills to gain a bird's eye view of the text

4- Careful reading:

The reader attempts to handle the majority of information in the text. This means that the process involved here is not selective. So a submissive role in that he accepts the writer's organization and what the writer appears to consider the important parts.

5- Review Reading:

Is the form of reading that involves the rapid re-reading of the text to refresh the memory. Both the marginal and textual notes are quite helpful in this concern. The reader starts by re-reading the introduction and conclusion, then he skims the passages, in the body of the material, that he understands clearly. As for those parts that are more confusing, he reads them more closely. Questions or areas of doubt are put forward to this reading to clear them up by the end of the reading session .

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