

**Reaching The Students with Teaching Model Auxiliary through Conversational Method**  
**at Higher Secondary Level**

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**Abstract:**

Acquiring a language is entirely different from learning a language. The second language learners are not ready to acquire the fundamental four skills, LSRW. Instead, they try to learn and expect the help of teachers. Teachers teach drill, practice, and try to make the students learn the content by all means. They focus on some traditional methods which turn their efforts not effective and appropriate for the modern world. The modal auxiliary is an essential and integral part of second language learning. Modal auxiliaries are powerful in mastering language, and it has widely used in all four skills for better communication. The researcher analyses the concept of teaching modal auxiliary through a case study to make clear how conversational methods of teaching can enhance the level of understanding and provide the best results. The researcher conducted a pre-test and classified the students into two groups, controlled group and experimental group. One group is taught using the traditional method, and another group is taught by the conversation method. The study results that the conversation method increased the level of comprehension and uplifted the student's ability to use modal auxiliary in their utterances. This study attempts to create an awareness among teachers to use new methods of teaching to develop the essential skills for improving self-confidence and self-esteem in the competitive world and for employability.

In the learning of any language, one should get mastery over the four important skills viz., listening, speaking, reading, and writing. Grammar is the basis for grasping all these language skills. To learn the English language, one must have a thorough knowledge of the use of tenses. A review of recent research studies revealed that there is a lot of stress on the communication aspect of English, and presently grammar and researches on grammar are ignored. Therefore, an investigation is warranted with an added thrust on the teaching of grammar. The investigator is interested in helping the students to achieve mastery in the learning of tenses, with the help of new learning strategies, which can enhance their knowledge and use the same in various contexts. Grammar probably consumes more time and energy and generates more discussion, debates, and downright hostility than any other component of the English curriculum.

The formal grammar contains the forms of words, their kinds, forms of sentences, treatment of inflection and formation of sentences, the transformation of sentences, synthesis of sentences, rules of syntax, and so on. It teaches definitions, regulations, and exceptions to the rules. Functional grammar includes the uses of grammar in speech; writing also not pay much attention to the forms, and kinds of words and sentences also do not give the definitions in advance. On the other hand, it places before us several examples and makes us infer the relationship and frame the rules for ourselves. Thus it helps us to have workable definitions based on experience is the inductive method of teaching grammar. It may be called, in the short, practical grammar of applied grammar. Functional grammar is a way of teaching grammar informally. Informal grammar is learned by the pupils, unconsciously by imitation and drill.

Teaching grammar aims to enable the pupils to construct sentences, to enable the teaching items to have grammatical principles in themselves to recognize faulty constructions in speech or writing, if any, and to correct the mistakes and to make them grammar-conscious. Some essential changes are occurring in the field of language learning, grammar learning, and teaching. These variations are taking place as a consequence of dramatic advanced level progress made in mass media and greatly in learning foreign languages. In India, the interest in learning English has a long history. English must be taught well and requires a full appreciation of the

modern trends in the methodology of teaching English grammar. While learning English grammar, students need to learn and acquire the fundamental skills to strengthen their communication skills. It is necessary to learn about modal auxiliaries and their functions, which are the central concept of expressive language, and they denote the context of the speaker in a clear mode of expression.

The study is to identify the errors committed by the students while using modal auxiliaries in English through a diagnostic test, to identify appropriate teaching strategies to enhance the learning of modal auxiliaries in English, to apply, after validation, this selected teaching strategy, conversation, in improving the teaching of modal auxiliaries, and to find out the effectiveness of the chosen teaching strategy, conversation, in enhancing the teaching of grammar at Secondary level.

The study is aimed at the enhancement of grammar learning, especially modal auxiliaries, through conversational passages. The performance was to be conducted to find out where the students stand in grammar learning. A diagnostic test was constructed and administered to test the knowledge of modal auxiliaries. A tool for the criterion-referenced analysis was built by the investigator to test the learning of modal auxiliary by the Control and Experimental Groups. All these tools are subjected to test reliability and validity by the teachers and subjects experts. Marks scored are entered for computation and statistical inferences by 't' test effect size. The test paper contained twenty-five questions, each with a blank and the choice of the answer given in parenthesis.

The students have to select the right answer/ choice from the bracket as a possible answer. There is no other answer or anything close to the solution. The performance assessment test is to be administered to the students of the Eleventh Standard of Secondary School, Coimbatore. All 40 students are to take the test to assess where they stand in grammar learning. Necessary instructions are given to the students on how to read the test paper. The test is to be conducted simultaneously for all the 40 students. It is a pre-test to assess the level of students. The results proved that the students lack because of the poor understanding of the concept, modal auxiliary.

The investigator selects conversation as the teaching method to teach modal auxiliaries to enhance the learning of English grammar. The selected teaching method is as follows. A set of conversation passages were administered to teach modal auxiliaries by the investigator. They constructed ten such passages that were subjected to validation by the experts. And those conversation passages were used in the treatment to teach modal auxiliaries on the target group, i.e., Experimental Group. The treatment period is said to be one month at the rate of an hour in a day on all working days. Copies of the list of conversation passages are supplied to the same.

The selected constructed conversation passages which are in printed format subjected to validation are taken to the treatment and research. The conversation teaching method implemented by the investigator will significantly enhance the learning of modal auxiliaries in English grammar at the Higher Secondary level. The investigator selects a conversation teaching method to teach modal auxiliaries to strengthen the teaching of English grammar. The conversation passages constructed by the investigator were subjected to scrutiny by the English language experts. In view of the procedure adopted in the construction of the tool conversation passages, it is said that the selected teaching method possesses content as well as face validity. The investigator identified the teaching method of conversation passages, to teach modal auxiliaries in enhancing the learning of English grammar at Higher Secondary level.

Interrogative in conversation should be necessary for both parties to question each other. Either to get some information or to get a view of each other, people tend to use interrogatives. The conversation should be profitable for the conversing parties. Then it would be necessary to make some inquiries. Interrogation should not be abrupt. (i.e) How would you explain, sir? Would you kindly explain...? May I know what this means...How could it be explained? Can we take it for... are some of the expressions to precede a question or interrogation? Such expressions do directly pose like interrogations, but in effect, they could help the conversationist to get the desired answers.

It depends upon the task the speaker is attempting. The situation might be face to face conversation, taking part in an interview or a discussion, or telling a story, giving a description, or replying to a question. To be a good speaker, one has to express one's ideas with clarity. The language should be simple, and our material organized so that it can be easily followed. People should avoid trying to impress by using long, complicated words. In a talking event, if the orator and listener are judged to be more or less of equal status, a casual speech style is appropriate. If the participants are of uneven power or condition, the speech marks the domination of one speaker over the other. Successful management of speech style relates to the sense of politeness that is for harmonious social relations.

Formal language is a type of communication. Everyone uses formal language for public conversation. For example, in the official report and business letter, legal English is nearly always written. Informal, colloquial language is the language of private conversation like personal letters, etc. It is the first type of language that a native speaker becomes familiar with because it is easier to understand than formal English. The students should learn to use polite expressions such as "Would you mind doing these favors for me? Would you please ... Could you please, etc." while requesting elders and seniors. In the close circle, they mostly use please and thanks either prefixing or suffixing a request: 'You, please do it for me,' 'please grant it,' etc. "Thanks," are the expressions of their gratitude.

The inquiry is the main component of conversation. People make a lot of queries in a formal setting. That is the main reason for the use of modal auxiliaries. It may be about family, health conditions, business, etc. The important purposes of inquiry are showing interest in getting information for getting the assurance of some particular matter. (i.e) What do you think? How do you do? While people inquire, they usually make interrogative statements. It should be polite and well mannered. (i.e) May I ask you one thing?, What would it mean?, How can it be explained?, Is it right to say?, Would it be proper?, May I know? are some of the key expressions, people use in the conversation to make inquiries.

People often answer statements by asking for more information. In informal speech, questions of this kind may have a straightforward structure, a question word or a short phrase with a question word. Modal auxiliaries convey the nature and sense of the speaker to the listener, and then he/she responds accordingly.

Question tags are used in conversational English. Question tags consist of an auxiliary form of “do,” and a personal pronoun referring to the subject is/ am/ are, was/ were, can/ could, may/ might have, etc. The teacher explains the functions of modals clearly for better conversation, why should people use modals? And how it develops the proper way of communication. A pair of students from the Experimental Group was selected. They were asked to read the conversation passages. They were helped to understand with modulation and pause by the investigator. The occurrences with modal auxiliaries in the conversation passages were stressed upon. The investigator explained the meaning that these modal auxiliaries convey. The investigator told what would be the difference if other forms of modal auxiliaries substitute those modal auxiliaries. Learning of modal auxiliaries through conversation passages was found to be enhanced. The meaning inferred would be different, and it conveyed with different connotations. So, the investigator emphasized the need to use the correct form of modal auxiliaries in the right place and appropriate manner.

Similarly, the Control Group was taught modal auxiliaries through the conversational method. The exercise was given to test the learning of modal auxiliaries in English grammar, post-test was conducted, and the marks obtained were recorded for computation and statistical analysis.

In the Experimental Group, They were picked up and grouped according to the classification of modal auxiliaries. The form and the function of modal auxiliaries were explained regarding the context. The appropriateness in using the particular modal auxiliaries was emphasized, and how a slight deviation would give a different meaning was also focused. The students in the Experimental Group learned the modal auxiliaries and the use of the same appropriately. They learned the modal auxiliaries and forms. The Experimental Group understood and learned the different types of modal auxiliaries. The post-test was conducted, and the scores were recorded. After these exercises were over for one month, with one hour a day, the sample was tested with a

post-test by using the same test paper used in the pre-test. The scores of the sample were recorded for computation and statistical analysis. The 't' test was administered. The result was analyzed, and the data are interpreted to propose findings and recommendations.

Treatment was given to both the groups, Control and Experimental. Control Group was educated in the traditional way of educating the rules, explaining the terms, and providing a set of exercises. Experimental Group was taught through selected teaching methods and conversation passages to teach modal auxiliaries.

During the period of treatment, the sample students were learning other subjects as per the timetable. The teaching and learning of modal auxiliaries were as per the schedule, and the procedure was complete in various aspects. Both groups were treated fairly and equally in time duration and teaching methodology as prescribed earlier.

The responses given by the students in the pre-test and post-test formed the data required for analysis. The same method of scoring was done for both pre-test and post-test. The marks scored by each student with Control and Experimental Groups were computed for statistical analysis. The scores were taken into account for 't' test and effect size to find out the acceptance or rejection of formulation by the investigator. Data analysis involves the processing of data analyzing, results, and drafting reports. Forty students of XI standard were selected for the study. Investigator gave training to students in the regular classes itself. First, the investigator conducted a pre-test. Investigator collected all the written samples of the students. After finding out their difficulties, the investigator gave training in those areas. Then the post-test was conducted.

As part of data analysis, the scores of the students were categorized and tabulated. Statistical techniques were applied to identify the use of modal auxiliaries and the skills of the students in English.

In this section, students' pre-test, mean, and standard deviation scores are calculated. Post-test, mean, and standard deviation scores and the gain in the performance scores and the increase in the performance between the pre-test and post-test scores were explained. In general, the investigator was able to find significant improvement in learning modal auxiliaries through the conversation method.

English is widely spoken in all the six Continents and has a strong effect in many regions in which it is not the principal language spoken. Grammar is a scientific inquiry in the form and structure of communication. It is a body of specific rules and regulations of the language.

Some significant changes are occurring in the field of language learning, grammar learning, and teaching. The majority of students coming to colleges remain ignorant of the basic structures of English grammar. The students of the Higher Secondary level are to construct sentences without grammatical mistakes. The students who enter Secondary lack communication skills, and especially, speaking or writing English fluently without any grammatical errors of using proper modal auxiliaries. In the traditional method, rules are given importance. Rules are taught first, and the learners are asked to be thorough with the rules. They learn by heart and become familiar with rules. The learners are requested to master grammatical structures.

Grammar learning is made hard, and grammar classes are considered boring. Neither the teacher nor the students pay substantial attention to the learning of grammar. Grammar is used as a tool for improving student's writing and understanding of the language. Several attempts were tried out in finding newer methods of learning grammar at Higher Secondary Level, to create an interest in the learning of grammar. Various methods have been tried out by teachers and researches at different levels.

Modal auxiliaries for the use of excellent communication and modals to be used for better expression by the speaker have to be studied. Particular selected methods are to be identified and employed in active learning. The present study emphasized the effectiveness of the chosen teaching method in enhancing the teaching of English grammar. The study stressed the education of modal auxiliaries and conversation.

The review of selected literature showed that though there were many methods adapted to teaching English grammar effectively, no particular approach is result-oriented and productive. Hence, the investigator identified selected teaching ways and conversation passage to teach modal auxiliaries in English grammar at Higher Secondary Level and find out whether this method would enhance the learning of English grammar since all the other ways of teaching grammar have not yielded the desired result in learning or improving the



teaching of English grammar, the investigator is adapting to teaching modal auxiliaries through dialogue and conversation passages.

The conversational method implemented by the investigator has enhanced the learning of modal auxiliaries in English grammar at Higher Secondary Level. Conversation teaching strategy performed by the investigator has enhanced the teaching of modal auxiliaries in English grammar at Higher Secondary Level. Teaching modal auxiliaries in English grammar through the conversion method, the new strategy implemented by the investigator has significantly improved learning of grammar at Higher Secondary Level. The mean score comparison of pre-test and post-test in Control Group table shows that there is no significant enhancement of learning of modal auxiliaries in English grammar at Higher Secondary Level. The mean score comparison of pre-test and post-test Experimental Group table shows that there is a significant enhancement in learning of model auxiliaries in English grammar at Higher Secondary Level through the conversational level. The 40 students are divided into two groups. The controlled group contains 20 students, and the experimental group contains 20 students.

Average Marks	No of students in the Controlled Group		No of students in the Experimental Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
0-5	1	0	1	0
6-10	2	3	2	0
11-15	8	7	9	3
16-20	7	8	6	9
21-25	2	2	2	8
Total	20	20	20	20

It clearly shows the improvement level of students in the experimental group. So the study suggests that teachers of grammar have to invent a new method to enhance the learning of English grammar, not merely depending on the traditional methods. The conversation teaching method is useful and may be implemented to teach modal auxiliaries. The conversation method may be applied to teach other grammar concepts such as

Active / Passive voice, Direct and Indirect speech, and Degrees of Comparison. To teach the transformation of sentences and to Synthesis of Sentences, conversation passages teaching methods may be used/ implemented. The students have to learn the basics of grammar for survival and employability. While going for an interview, the second language learner struggles to speak and use polite conversation before the panel of experts. So the teachers of English must understand the need and discover new strategies to develop communication skills by giving more practices for productive skills through receptive skills.

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