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**Submitted by:** **BEN TADJ Chaima**

**KABDI kaouthar**

**Title**

*Teaching Grammar In EFL Class: a Discourse Analysis Approach To Teaching Modal Auxiliaries*

*A Case Study of First year English Licence*

*Students at Kasdi Merbah Ouargla University*

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Before the jury:

Mr. BOURAHLA Djelloul

Mr. BELARBI Ahmed

Ms. BAHRI Fouzia

President UKM Ouargla

Supervisor UKM Ouargla

Examiner UKM Ouargla

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# *Dedication*

*to my parents  
my family, and my friends.*

*To all my instructors who provided me with knowledge and guidance*

*Kabdi kaouthar*

## ***Dedication***

*I dedicate this modest work to:*

*To those who gave me their spirits and devoted their life to make me reach this position , to my mother and my father, thank you for unconditional and never ending love, for the support that you always give me.*

*To my mother-in-law and my father-in-law for their encouragement and support .*

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*To all who helped me in accomplishing this work*

*I do not forget my binomial Kaouther for her help*

Chayma

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# List of Abbreviations

**ALM:** Audio-Lingual Method

**CLT:** Communicative Language Teaching

**DA:** Discourse Analysis

**EFL:** English as a Foreign Language

**GTM:** Grammar Translation Method

**NB:** Number

**S:** Student

**SD:** Standard Deviation

**SPSS:** Statistical Package for the Social Sciences

**V:** Version

**VS:** Versus

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## **ABSTRACT**

The present study aims at showing to what extent the use of discourse analysis approach into teaching of grammar in EFL is beneficial. Also, bringing discourse analysis into classroom helps learners to become aware when they use different grammatical structures and parts of speech and hence, learners may understand better. Thus, we hypothesize that if modal verbs are taught through discourse approach, learners will be able to use them effectively, rather than when exposed to structural approaches. In this work, we have followed both descriptive and quasi-experimental methods. First, for descriptive, we use observation as instrument to observe Student's response to modal verbs. Second, experimental method is used to identify what problems students have in learning or using modal verbs. Our case study took place in the English Language Department –Kasdi-Merbah University, Ouargla. The sample consists of 29 first- year license students during the academic year 2015-2016. The framework is going to focus on teaching grammar in general and modal verbs in particular which are as the following: can, could, may, might, shall, should, will, would and must. The discourse analysis deemed here as a reliable approach to teach with. Because some teachers tend to use sentences rather than using a text in context. When we apply a discourse analysis one can notice that the students become more aware in using a particular modal verb in its various contexts.

**Keywords:** Discourse analysis, Modal verbs, Context, Grammar, Classroom, Text.

# ملخص

تهدف هذه الدراسة الى توضيح مدى نجاح مقارنة تحليل الخطاب لتعلم وتعليم النحو بالنسبة لمتعلمي الانجليزية بوصفها لغة اجنبية. ان تطبيق تحليل الخطاب في القسم يساعد المتعلمين على ان يكونوا على وعي بمختلف البنى النحوية وقوالب الكلم وبالتالي فان فهمهم لها يكون في الغالب أحسن واوضح ولذلك فإننا افترضنا إنه إذا تعلم الطالب الافعال الشكلية من خلال منهج تحليل الخطاب فانه يصير قادرا على استعمالها بشكل سليم على عكس لو تعلمها باستعمال المنهج القديم الذي يركز على الجملة لا على النص. تبيننا في دراستنا هذه المنهج الوصفي وشبه التجريبي فاستعملنا الملاحظة كوسيلة لسبر اجوبة الطلبة وشبه التجريبي لمعرفة المصاعب التي يواجهونها لتعلم استعمال الافعال الشكلية. يركز اطارنا العام على تعليم النحو بشكل عام وتعليم الافعال الشكلية بشكل خاص:..can, could, should, might. نعتبر تحليل الخطاب هنا منهاجا يمكن ان نعتمد عليه في التدريس فعند تطبيقه يمكن للمرء ان يلاحظ ان الطلبة صاروا أكثر وعيا وأحسن فهما في استعمال افعاله المختلفة في سياقاتها المتعددة.

**الكلمات المفتاحية:** تحليل الخطاب، الأفعال الشكلية، السياق، النحو، القسم، النص.

# **General Introduction**

# **General Introduction**

I. Research Background

II. Aim of the Study

III. Statement of the Problem

IV. Research Questions

VI. Research Hypothesis

VII. Research Method

VIII. Structure of Dissertation

## **I. Research Background**

Through history, language has been the concern of many scholars and philosophers. This concern has changed with the development of communication over the world. Language is much more than isolated sentences juxtaposed together; language comprehension is related to its context in which grammatical and linguistic structures are produced. It is important that learners know about how Language is organized to make meaning. However, they need to know that improving comprehension of the language is not about identifying adjectives, verbs, and adverb, but it is about achieving the effect that the writer wants. Moreover, they should learn how to produce written and oral grammatical text and how to use them in which we can link them together. There are many aspects of language that contribute to the effective language use among which we can mention grammar.

Teaching grammar to an EFL class is quite different from teaching grammar to native speakers when the teacher presents a lecture of grammar to an EFL class. The students can possibly take the lecture and translate it from English into their native Language. If this learner succeeds in applying the rules to his/her daily tasks s/he cannot be able to activate that knowledge while communicating. Students are given lectures and be always put as passive receivers in most of the cases something that pushes students to think of the rules they are given as structures to be acquired through memorization. Teachers in general, due to lack of time and appropriate materials, tend to address directly during their lectures focusing on exposing the various information they have about a particular subject without being interrupted.

Teachers of English in particular, those who deal with grammar, knows better those students should focus and write down all the rules since they see that grammar is set of rules. But rules should be exercises through a variety of activities and exercises. This tendency though seems very formal and old is still adopted by a vast majority of grammar teachers.

In teaching the usages of modal verbs, most teachers present each modal verb out of context. Some teachers don't take much emphasis on the different meanings of each model verb. They only focused on the grammatical rules of model verbs; they asked their students to memorize the grammatical rules. When students learn it by heart, they don't know the precise meaning each verb may express. For example: they know that 'can' expresses "ability», so they will not use it to express 'possibility'. Therefore, the concept of discourse analysis is crucial into the process of teaching. In other words, modal verbs should be connected with discourse because of the different purposes they express. However, as Celce-Murcia and Larsen-Freeman (1999) mention in the grammar book, '*Traditional grammar books tend to list or summarize the form*

*and meaning of the modal verbs one by one. Such presentations give a rather fragmented view of modals, since they suggest that they should be learned and taught form by form and meaning by meaning'* (p.141-142). So, the alternative way to present the modal verbs is to take discourse analysis into account as an approach to teach with.

## **II. Aim of the Study**

The present study aims at showing to what extent the use of discourse analysis approach into teaching of English grammar to EFL class is beneficial. Also bringing discourse analysis into classroom help learners to become aware while using language in general and grammar in particular. So that, learners will understand how to use model verbs and their meaning. Also, to realize the difficulties of students in learning model verbs. To be clear, we know that the main difficulties are in the meaning and the function aspects of model auxiliaries not in the form. So we need to produce a grammatical language in the right context.

## **III. Statement of the Problem**

As we observed, most grammar teachers deal with the usages of modal verbs from a structural approach i.e., they present each modal verb individually without relying upon the various contexts they may occur with. Some teachers do not put much emphasis on the different meanings of each model verb. They only focus on the grammatical rules and ask their students to memorize them. This results in ignoring the precise meaning of each model verb. For example, they use only 'can' to express "ability" though; it could be used to express possibility.

## **IV. Research Questions**

From the above mentioned statement we can state the questions of the present study as following:

- What difficulties students have in using model verbs?
- Does discourse analysis help in enhancing students' understanding of the different purposes and usages of the modals?

## **V. Research Hypothesis**

Based on the research question stated above, we set the hypothesis as follows:

- If modal verbs are taught through discourse approach, learners will be able to use them effectively.



## **VI. Research Method**

In this work, we have followed both descriptive and quasi experimental method. First, descriptive method in order to observe what is going on in classroom for example: Student's behavior. Second, experimental method is included in the study in order to understand what problems students have in learning or using modal verbs by controlling the relationship between the variables of the hypothesis. In other word, one group of students is pre-tested, given training sessions then post-tested.

The pre-test is to evaluate their level without adopting discourse that is to say out of context. Basing upon the old formal approach that makes of them receivers who memorize what is given without being engaged. Then, training sessions using discourse analysis approach, post-test will be given to this group.

So, observation and quasi experiment are instruments for collecting both qualitative and quantitative data. Then, we attempt to draw conclusion about how discourse analysis contributes in enhancing teaching modal verbs.

## **VII. Structure of the Dissertation**

This dissertation is composed of two chapters: the theoretical and the practical. The theoretical one contains three sections: the first one is concerned with approaches to teaching grammar in classroom; Structural Approach, Notional Functional Approach and CLT Approach. The second one deals with Discourse Analysis as framework. The third section focuses on modal verbs in particular.

The second chapter is devoted to methodology. It deals with the methods, the discussion of the findings and recommendations.

# LITERATURE REVIEW

# **Approaches to Teaching Grammar in Classroom**

## **Introduction**

### **1.1.1. Structural Approach**

### **1.1.2. Communicative Language Teaching (CLT)**

### **1.1.3. Functional-Notional Approach**

## **Conclusion**

## 1.1. Section One: Approaches to Teaching Grammar in Classroom

### Introduction

An Approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical framework of what language is, and of how it can be learnt. There are many approaches of language teaching and learning. In this chapter we are going to discuss some of them. This chapter is devoted to shed light on structural approach, communicative language teaching (CLT) and functional-notional approach.

#### 1.1.1. Structural Approach

The very word we are to discuss here "structure" exists in everything that is systematic specially when dealing with language. Structure according to Trask (1999) is a particular pattern which is available in a language for constructing a linguistic unit. A structure is something that is simple and complicated, simple in recognizing but difficult in limiting. Trask (1999, p.196) states that: "It can be recognized in languages at every level of analysis: phonemes combine to build morphemes, morphemes combine to build words, words combine to build phrases, phrases combine to build clauses and sentences, sentences combine to build texts, and so on".

At every one of these levels, the smaller units must be combined into larger ones in particular structure. For example, the morpheme bad is built up from the three phonemes /b/, /æ/ and /d/ many analysts would argue that, in fact, this is done by first combining /æ / and /d/ into / d/, and adding /b/ to produce /bæd/. The arrangement of words in English is very important. The meaning of an utterance changes with a change in the word order. For instance: the following sentence 'You are there'. Can be seen from another perspective if the structure changes keeping the same components 'Are you there?' and 'There you are'. The three sentences, although built of the same vocabulary items give different meaning because of a different way in which the words are arranged. These different arrangement or patterns of words are called 'structures'. It is based on the assumptions that language can be best learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary.

Structural approach associated with American psychologists such as Bloomfield *and* Skinner, "the structural approach is rooted in behaviorism" (Richards and Rodgers, 1995, p.4), "a theory which views language learning as learning a set of habits" (Brown, 1987, p.57).

Widdowson (1996, p.160) refers to forms of language as language usage, which is dependent on “acknowledge of the grammatical rules of the language being learned. The Structural Approach is a technique where the learner masters the pattern of sentence. From the above we can conclude that this view views language as a structure that can be acquired and mastered through mastering its different forms and structure. This approach as Kripa, (1988, p.50) states: “...is based on the belief that language consists of ‘structures’ and that the mastery of these structures is more important than the acquisition of vocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary.”

This means, the structure and how the components are juxtaposed is the key toward understanding the language in question. This approach employs technique of the direct method of teaching. We just expose the students with the various structures possible for the language and make them learn by heart. The structural approach is an approach, a technique, a device which can be used to put into practice any method successfully and it is not a method in the strict sense of the term. It is using only the traditional method like grammar translation or direct method etc. According to Tarask (1999, P. 21) “structuralism is an approach to the study of language which sees a language as a structured system. Before the twentieth century linguists saw a language as essentially a collection of individual elements, such as speech sounds, words and grammatical endings”

Siobhan and Routledge (2009) state that the twenty century represents the era when structuralism was born in the hand of its father Ferdinand de Saussure; he sees the language as a structure and a system of relationships as compared to any chess game. The structure "the sentence" is the primary component of the analysis and not the word as it was viewed.

### **1.1.2. Communicative Language Teaching (CLT)**

Many approaches arose in 80s and 90s which focused on the fundamentally communicative functions of language and language classrooms on were characterized by endeavors to confirm validity of materials and pragmatic meaningful tasks.

As the language theories underlying the Audio-lingual method and the Situational Language Teaching method were asked by notable linguists like Chomsky, a new trend of language teaching paved its way into classrooms. Communicative Language Teaching (CLT) which is an approach to the teaching of second and foreign languages emphasizes interaction as

both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio- Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity. Nunan (1991, p.279) summarizes five basic characteristics of communicative language teaching as the following:

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus not only on the language but also on the learning processes itself.
4. An enhancement of the learners’ own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language Activation outside the classroom.

The communicative Approach is a learner-cantered approach. The learner and his/her needs become the focus of the learning process. The learner gains knowledge not only on grammatical competence, but also acquires a social skill as to what to say, how to say, when to say and where, in order to satisfy his daily needs or larger aims. Cooper (1968, p.148) rightly comments” To communicate effectively a speaker must know not only how to produce any and all grammatical utterances of language but also how to use them appropriately. The speaker must know what to say with whom and when and where....”

Also Lucantoni, (2002) stated that the scholars did put the accent on the communicative approach and tackled all its features. They did so to reflect the structuralism weak points and say that GTM is not reliable in teaching and learning. In the other hand, they tried to focus on the situational language teaching as an effective way that helps in putting the grammar rule into real situations.

The approach was partially a reaction against the artificiality of 'pattern practice' and also against the belief that says "consciously learning the grammar of a language will necessarily result in an ability to use the language" (Yule, 1999p.153). Nunan (1995) claims that the theoretical framework of CLT build up the idea that language is a combination of meaningful expressions and that its ultimate goal is communication. Also, Mhundwa (1998) states that CLT highlights the importance of meaning in learning with reference to its impact on raising learner's motivation to master target language. It's worth noting that the primary concern of CLT is function rather forms which expresses clearly in emphasizing communicative competence over the linguistic one.

Another characteristic of CLT is that classroom communication is planned and presented in ways that stimulates real life situations (Mhundwa, 1998). CLT is mainly learner-centered one that's why peer interaction is more important than interacting only with teachers. Teacher within CLT plays different role among which are facilitator, guide.... etc. but it' worth mentioning that learner needs counselor and analyst rather aforementioned one. (Richards and Rodgers, 1995).

### **1.1.3. Functional-Notional Approach**

Applied linguists and philosophers addressed another fundamental dimension of language: the functional and communicative potential of language. The speech act theory showed that we do something when we speak a language.

Besides, applied linguists emphasized on teaching of language based on communicative proficiency rather than mastery of structures. Learner and user of language are usually concerned with language function. Their main concern in grammar structure as a tool to express language function. A functional grammar is grammar which integrates both language structure and function that people want to express. The overall aim of functional grammar is to explain language with regard of what people do with and how they use it. This approach to grammar is mainly based on semantic and pragmatic orientation. It regards both semantics and pragmatics as integral to grammar rather than to an extra organization level.

According to Finocchiaro & Brumfit (1983) a functional notional syllabus is one which is structured upon the integration of learner social and vocational communicative needs. This approach maintains that skill's classification should be established on functional and notional level. It is built upon two concepts:

- 1-Communication is meaningful behavior in a social and cultural context that requires creative language use rather than synthetic sentence building.

2-Language is constructed around language functions and notions, functions such as evaluating, persuading, arguing, informing, agreeing, questioning, requesting, expressing emotions and semantic-grammatical notions such as time, quantity, space, location, and motion. The aim of this approach was to transfer these functions to acts of communication.

## **Conclusion**

This chapter showed that approaches to language help the teacher to identify the needs of the learners and analyze theirs in order to draw the syllabus. We have seen several approaches that are set to reach one overall goal: making grammar more accessible. However, making it so is not an easy task and may, put both the learner and teacher into much trouble if the tools are not fitting the needs and the syllabi designed for that. Structuralism, CLT and functional approach do all contribute to enhance the learners' competence and did that in their own methods, techniques and views. Structuralism, that was long seen as a prevailing one started losing its position for other approaches that focus more on the learner, making him and her cantered.



## **Section Two: Discourse Analysis Approach**

### **Introduction**

#### **1.2.1. Notion of Discourse**

#### **1.2.2. Notion of Discourse Analysis**

##### **1.2.2.1. Types of Discourse**

#### **1.2.3. Context**

##### **1.2.3.1. Two Types of Context**

#### **1.2.4. Grammar in Communication**

#### **1.2.5. Discourse Analysis and Grammar**

#### **1.2.6. Application of Discourse Analysis to Teaching Grammar**

#### **1.2.7. The Procedures of Discourse Analysis**

##### **1.2.7.1. Bottom Up Processing**

##### **1.2.7.2. Top Down Processing**

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## **Introduction**

This section is devoted to deal with the term “discourse”, its origin, its definition, the term discourse analysis and context without forgetting the context which is both linguistic and non-linguistic. It also tackles the role of grammar while communicating. Another aspect like the processes of discourse will be also highlighted herein.

### **1.2.1. Notion of Discourse**

As cited in Alather Journal, Drid (2010), the derivation of the word discourse dates back to the 14th century. It is taken from the Latin word 'discursus' which means a conversation. In other words, discourse is not a new term but was existent before. It existed as an autonomous approach.

Through history, linguists have looked at discourse from different angles starting by the two different views: formalist view on one hand and functionalist view on the other hand. The former identifies discourse as a unit of coherent language consisting of more than one sentence. The latter identifies discourse as a language in use (schiffrin1994).

However, both of them are deficient. In the formal view they look at discourse as piece of language consisting of sentences but in the utterance "exit" one can understand that this door in the context of building is for leaving the building. That is to say, one can understand that the intended door is for exiting particular building. Whereas, the functional view considered discourse as language in use. Yet, this saying is too broad so it can be meaningless. There should be marriage between the form and the function. That is to say, as Van Dijk (1985) says discourse refers to the discipline devoted to the investigation of the relationship between form and function in verbal communication.

Van Dijk (1997) relates the definition of discourse to three dimensions which are language, communication and interaction. That is to say, discourse is a form of language use. It is defined by its function as a communicative event. So, it is used to express ideas. Moreover, discourse is not just for the sake of using language or to communicate with others but rather it is used to interact. According to Salkie (1995), discourse is a stretch of language which may be longer than one sentence. That is to say, stretch can be longer than one sentence and it can be limited to one single word; like the previous word "exit", which makes sense to a particular group. One can accumulate that discourse may depend on the social variables.

Relating these definitions to grammar is quite important so as Goddard Saïd says "paying attention to discourse does not mean that teachers and learners must sacrifice the traditional

emphasis on grammar, vocabulary and pronunciation. These are essential elements in communication” (Goddard, 2007, p. 390). That is to say, learners in mastering the language usage; need to experience this abstract knowledge in its context of use.

Discourse analysis has been the subject of many definitions. When dealing with the latter, obviously there are two essential terms text and discourse. One may look at these terms a little more closely. So up till now, there has been a disagreement about the meaning of those two terms. Some linguists differentiated between them; others used them interchangeably.

Nunan (1993) defines text as the following" text refers to any written record of a communicative event"(p.6), while" discourse refers to the interpretation of the communicative event in context"(p.7). This event may involve oral language or written. He stresses the importance of context where the discourse is embedded either it is linguistic context or non- linguistic context. So, recognizing a text is not the same as realizing its meaning. From the previous definition we will introduce discourse analysis.

### **1.2.2. Notion of Discourse Analysis**

According to Celce Mercia (1991) Discourse analysis is prominent field in the teaching of English as foreign language particularly in teaching grammar. It is an approach rather than a method and it is not that Promised Land. "Discourse analysis is the analysis of language in use" (Brown&Yule,1983, p.1). It is not a new discipline. Its origin can be traced back to the study of language. The first interest of discourse analysis was essentially descriptive and structuralism at the boundary of linguistics. Then, the functional analysis of sentence appeared. Both of them help in influencing the development of discourse analysis as a general approach to language and as influential force in applied linguistics which emerged during the 1970s.

The term appears first in the work of Zelig Harris who published an article in 1952 entitled discourse analysis, which was concerned with the distribution of linguistic elements in extended texts, and links between text and its context.

According to Celce Murcia (2000): "Discourse analysis is minimally the study of language in use that extends beyond sentence boundaries. It started to attract attention from a variety of disciplines in the late of 1960s"(p.4). In other words, DA is the study of language context that extends above the sentence level from the sentence in isolation to the utterance in context, from linguistic study to the study of language in use.

Also there was a very important study of spoken discourse carried by Sinclair and Coulthard(1977) who tape-recorded mother tongue school classroom and how there was an interaction between teacher and pupil. Also, the institutional roles take both of them. As for the

teacher, he may act in the classroom as a controller, a knower and a source of input, as an evaluator and so on. As for the pupil, one can look at how he behaves responses and participates.

Richards and Schmidt (2010) have been looking at discourse analysis as the study of language in context. That is to say, discourse analysis is the study of language in use where context is the core of focus.

### **1.2.2.1. Types of Discourse**

There are two types of discourse spoken and written which show grammatical cohesions between individual clauses and utterances. These grammatical links are classified by McCarthy (1991) under four broad types **co-reference, ellipsis, subordination and conjunction**. That is to say, all parts of speech are linked together by one or many varieties of links that have both grammatical and semantic function. According to McCarthy (ibid) those links can be shown as following:

**A- Co-reference:** in which two parts of speech are referred to by a link of an anaphoric or cataphoric pronoun of any type as in the case nouns or group of nouns and we show through this link the relationship between the two words.

**B- Ellipsis:** the ellipsis itself opposite the notion of linking. However, this device maybe used to link especially two clauses together or a noun to another noun or a group of nouns as in the case of relative pronouns and prepositions.

**C- Subordination:** this link is the strongest since it links between two different ideas and makes connection between. It may occur between the independent clause and another dependent.

**D- Conjunctions:** are of different types coordinating: For, And, Nor, But, Or, Yet, So on. And Correlative Conjunctions like 'both/and'. They relate between two independent clauses and another dependent one.

According to Schiffrin (1994), the aim of the text producer, spoken and written, is to create his language according to the needs of the recipients. However, he presents the differences that exist between them. He states that "spoken discourse is more fragmented and written discourse is more integrated" (p. 189). He explains what is meant by the terms fragmentation and integration that influence the final product. Fragmentation is the rapidity of moving from one idea to another; when one changes the topic incoherently. This feature is faster in speaking than

in writing. However, integration is the different ideas that are arranged in long and complex structure of sentences because the writer has the sufficient time in producing that.

From Olshtain (2000) point of view: " A piece of discourse is an instance of spoken or written language that has describable internal relationship of form and meaning (e.g., word, structure, cohesion) that is related coherently to an external communicative function or purpose and a given audience/ interlocutor"(p.4)

### **1.2.3. Context**

According to Baker and Sibonile (2011.p21) context is " an important aspect of many strands of DA – which helps in the interpretative process of linguistic phenomena as well as providing explanations".

Halliday and Hasan (1976.p17) state that «A text always exists in the context, the notion of text and context is inseparable". They said that context of situation is a feature which is relevant to speech that is taking place, for context can influence the text.

According to Celce Murcia (2000) context in discourse analysis refers to non-linguistic elements and contextual ones that affect the communicative interaction between participants.

#### **1.2.3.1. Two Types of Context**

So, the term context is vital in discourse referring to what Nunan said (1993p.7) "context is the situation where the discourse is embedded". There are two types of context, linguistic and non-linguistic. The first refers to micro level of language such as grammar and vocabulary it can be a word an utterance or a sentence surrounding a piece of text. The second refers to the real world context in which the text occurs. It depends on the purpose of the text, the participants, the setting, background knowledge, shared knowledge and so on. Both types contribute to the development of the whole. He highlights that each linguistic token fulfils a particular function/functions and without context in which is grained, one cannot understand it.

### **1.2.4. Grammar in Communication**

What is the role of grammar in communication? It is important that one can ask a question about the grammar of a text as a way to begin to generate ideas about how meanings are built in the text. Grammar as it is well known is the set of devices that speakers and writers use to design or shape their sentences and texts for the effective communication. For example, when one writes a lecture he/she may use different functions and this reflects the attitude of the participants; what they say about, or how they represent it. For example:

\_ May I go out?

\_ Can I go out?

### **1.2.5. Discourse Analysis and Grammar**

Throughout time, grammar has been referred to as individual items in language teaching / learning. It has to do with sentences; how the items are related to one another. But nowadays, as McCarthy (1991) argued that structuring the individual utterance, clause and sentence, structuring the larger units of discourse, and creating textual coherence are ultimately inseparable. When one speaks about discourse analysis we can understand that context is existent, it gives us different approaches to the grammar.

### **1.2.6. Application of Discourse Analysis to Teaching Grammar**

The question how to apply discourse in producing a comprehensible communicative product has always been in the core of researchers' debates. It is crucial to check the reliability of discourse analysis in helping teachers to check the different grammatical items, their frequency of occurrence in both speech and writing. McCarthy (1991). The mistakes for educated people are something they always struggle to avoid even if we talk here about second language errors and that is why grammar gains this primordial place because it helps in making the speech more sophisticated and far from informality. DA is hence very reliable in distinguishing the different and various cohesive devices that are used to unify the texts, whatever disturbing to the reader who may get confused. For instance, anaphoric reference that is frequent in both types of texts (oral and written) deserves really attention for the trouble that it may cause in various levels. DA in this respect helps students acquire and later produce these devices more accurately. However, each educative context does have its own educational environment and grammatical problems proper to it. For example, Japanese students always find it difficult to distinguish between the two pronouns 'he' and 'she' while Spanish learners find difficulties in the two possessive pronouns: 'his' and 'your'. "Teachers hence should pay attention to these environmental and cultural problems" (McCarthy 1991: p36). Words and phrases do signal some internal relations that govern the unity of the texts conjunctions in particular. McCarthy (1991).

Teachers should also provide their students with suitable context in which the words to occur for better understanding because the meaning is the specialization of the context McCarthy (1991).

### **1.2.7. The Procedures of Discourse Analysis**

Two processes of discourse analysis are followed in teaching grammar in general, modal verbs in particular **bottom-up, top down**.

### **1.2.7.1. Bottom up Processing**

It starts from the smallest units to the biggest ones. As Nunan (1993) declares, “identifying the smallest units of language first. These units are 'chained together' to form the next highest unit.” (p.78). When one applies this definition to the context of grammar in general and modal verbs in particular, he/she tries to work out meaning of the words to construct the meaning of the sentences and progress till he/she reaches the meaning of the whole discourse. In pre-activities of modal verbs, students will be given exercises in which they will complete the sentences using the words listed. This may aim at activating students’ past knowledge. In the teaching sessions of modal verbs, students will be asked to understand the meaning of the whole text and then extract the meaning of each modal verb and then how words are linked together in order to increase their grammatical awareness. Furthermore, they will be asked to see whether the words are connected in terms of semantic meaning or not. Moreover, they try to see whether sentences are linked together or not in terms of cohesion till they come to the meaning of the whole discourse. In the modal verbs post-activities, students would be given tasks in which they are asked to distinguish between different functions of each modal verbs in which one can notice that they understand the meaning of each modal verb or not.

### **1.2.7.2. Top Down Processing**

It moves from the highest level to the lowest level. From this, one can notice that student will rely on the contextual features in order to understand the meaning of the whole discourse and then the progress from the top (the whole text) till they reach the meaning of single word.

## **Conclusion**

From the above, we sum up that discourse analysis focus on the functions or purposes of linguistic data. Also, in how that is processed both by speakers and receivers. Knowing the context is vital in order to raise peoples' awareness to know the different purposes in different situations. There are two main ways of processing discourse bottom up and top down. We raise the awareness by training both the teacher and the learner on those two procedures.

## **Introduction**

### **1.3.1. Overview of Theoretical Approaches**

### **1.3.2. Definition of Modal Verbs**

### **1.3.3. The Characteristic of Modal Verbs**

### **1.3.4. Types of Modal Verbs and Their Meaning**

## **Conclusion**



## Introduction

In English grammar, one can notice that modal verbs are one of the difficult grammatical items; we speak about English as foreign language. Modals are highly contextualized that is why learners may find difficulties in interpreting their meanings. Therefore, English as foreign language teachers need to know what influences meaning of modals in different contexts in order to be able to explain them to their learners.

### 1.3.1. Overview of Theoretical Approaches

For decades, it has been a challenge for linguists to provide explicit and clear explanation about modals. There are approaches in which they classify modals as following:

For Depraetere and Reed (2006), for example, classify modals as follows:

- 1-Central modals, namely can, could, may, might, shall, should, will, would, and must.
- 2-Peripheral/marginal modals, namely dare, need, and ought to. Depraetere and Reed (2006) observed that peripheral/marginal modals are not found in assertive context, whereas central modals are. However, one cannot classify ought to be not a central modal because it is followed by 'to'.
- 3- Semi-/quasi-/periphrastic modals, namely have to, be able to, be going to, be supposed to, be about to, and be bound to.

Semi-/quasi-/periphrastic modals are different from the first and second categories because they are an open-ended category and they show subject-verb agreement. In addition, some of them co-occur with central modals.

According to Celce-Murcia and Larsen-Freeman (1999) there are two types of modal auxiliaries. For them, there are two categories; they see them in different angles. The first category does not show agreement in tense and number, while the other does.

The two categories are the following:

- 1- Modals, namely can, could, will, shall, must, should, ought to, would, may, and might.
- 2- Phrasal modals, namely be able to, be going to, be about to, have to, have got to, be to, be supposed to, used to, be allowed to, and be permitted to. (p. 139)

Yule (1977) states that it exists two categories of which are as the following: modal verbs such as can, may, and must, and periphrastic modal verbs such as able to, allowed to, and have to.

Quirk, Greenbaum, Leech, and Svartvik see that (1985) Modal verbs are part of a scale division called verbs of intermediate functions, which ranges between auxiliaries and main verbs. The division is developed from structural implications and semantic aspects. Structural

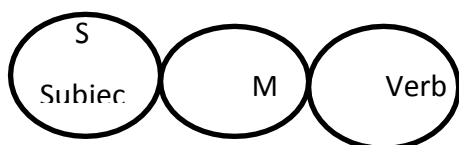
implications mean the structure of a verb phrase such as finite or non-finite, while semantic aspects involve three concepts. First, there is aspect, which could be simple, progressive, or perfective. Second, there is tense, which could be present or past. Third, there is modality, which deals with meaning such as possibility and necessity.

According to Quirk, Greenbaum, Leech, and Svartvik (1985) Modals are classified into four categories which are as the following:

- 1- Central modals, namely can, could, may, might, shall, should, will, 'll, would, 'd, and must being the closest to auxiliaries.
- 2- Marginal modals, namely dare, need, ought to, and need to.
- 3- Modal idioms, such as had better, would rather, would sooner, be to, and have got to.
- 4- Semi auxiliaries, such as have to, be about to, be able to, be bound to, be going to, be obliged to, be supposed to, and be willing to.

### 1.3.2. Definition of Modal Verbs

Modal verbs are special kind of auxiliary verbs that provide additional and specific meaning to the main verb of the sentence. Modals are those helping verbs, which express the 'mode' or 'manner' of the actions indicated by the main verbs. They are used with very great frequency and in wide range of meanings.



Example: John could drive car.

### 1.3.3. The Characteristic of Modal Verbs

They never change their form. You can't add "ed", "ing». -

-There is no "S" in singular e.g.: she can swim (grammatical), she can swim or she can't swim (ungrammatical).

There is no "do / does" in the question e.g. would you like to travel with your friend? -

There is no " don't or doesn't " in the negative e.g. he can't ski. -

They don't accept conjugation. -

They do not need other auxiliary verbs. -

-They don't have infinitives or 'ing' forms.

They are followed by an infinitive without "to». -

They do not have all the tenses. -

-They can be used alone in response to a question E.g.: Can you sing? I can.

- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability.

### **1.3.4. Types of Modal Verbs and Their Meaning**

The most commonly used models are shall, should, will, would, can, could, might, must, etc...

They express modes such as ability, possibility, probability, permission, obligation, etc... They can have more than one meaning depending on the situations. Here are the explanations about the usages of those modal auxiliaries:

#### **A-Can**

Can is used informally to request permission.

The functions of can are the following:

1- To express the ability.

E.g.: He can swim.

2- To express request or asking to someone else for doing something.

E.g.: Can you help me?

3- To express asking or giving permission.

E.g.: Can I try to ride the bike now?

4-To express possibility.

E.g.: He can be a good doctor in future.

5- To express offering something to someone else.

E.g.: Can I get you some tea?

#### **B- Could**

1 Could express ability.

E.g.: I could go now, if I wanted to.

2 Could is used to request permission.

E.g.: Could I borrow your dictionary?

3 Could also express the ability in the past time.

E.g.: when I was younger, I could run fast.

### **C- May**

1- May express possibility.

E.g.: I may finish my homework.

2- May is used to express permission.

E.g.: May I have another cup of coffee?

### **D- Might**

1-Might expresses possibility which is considerably weaker than the express by May.

E.g.: It might rain during the night.

2-Might is used to ask permission.

E.g.: Might I be excused early?

### **E- Should**

1- To express suggestion.

E.g. You should wear a helmet while riding your motorbike.

2- To ask or give the opinion about something.

E.g.: I am bad at English. What should I do?

3- To show the obligation.

E.g.: you should pay the tax regularly.

4- To criticize the condition on situation.

E.g.: the children shouldn't be playing. They should be at school.

### **F- Shall**

1- To express the request for agreement or an offer to do something for someone.

E.g.: Shall I answer the telephone for you?

2-"shall" is used with the first person pronoun, "I" and "we", to express future action.

E.g.: I shall leave for America tomorrow.

3 –"shall" can express a threat.

E.g.: if you speak like that again, you shall be punished

4-"Shall" may express a promise.

E.g.: you shall receive your diploma in June.

### **G-Will**

1- "Will" is used to express agreement or in question to make a polite request.

E.g.: I will do whatever you think well.

2- The negative of will may express refusal.

E.g.: My uncle will not be there tonight.

3-To express prediction.

E.g.: According to the weather report, it will be cloudy tomorrow.

4-To express willingness.

Ex: A: the phone is ringing.

B: I will get it.

### **H -Would**

1- To express the result of a condition in a contrary to fact situation.

E.g.: If I had time, I would go with you

2- In the interrogative, "would" may inquire as to someone's willingness to do something.

E.g.: Would you like to join us for tea tomorrow?

3- Would in the negative express refusal. It is the past of will  
not. E.g.: He would not let me enter the country

4-To express a habitual or customary action in the past

E.g.: When I was young, my grandfather would tell me stories.

### **I- Must**

1-To express obligation.

E.g.: the time is up. We must go.

2-Must in the negative express prohibition and is used to keep someone from doing something.

E.g.: you must not walk the grass.

3- To express advice.

E.g.: I really must stop smoking.

4-"Must" is used to ask about the wishes or intentions of the person one is speaking to.

E.g.: Must I clean all the rooms?

### **J- Ought to**

1- "Ought to" like should express desirability, avoidable obligation, or duty

E.g.: you ought to study more

## **Conclusion**

As it has already been seen, the models are of different types and various purposes that can be grammatically and semantically viewed. Modal verbs do act as expressions that help in emphasizing the speakers' intentions and underline some items over others. The various forms show the extent that these latter may have. This chapter focused mainly on the grammatical forms of each type and gave examples to clarify their usages from a very limited grammatical angle since we have not yet seen it from the discourse analysis perspective.

## **Chapter Two: Practical Part**

### **Introduction**

#### **2.1. Method**

#### **2.2. Sample Population**

#### **2.3. Procedures**

##### **2.3.1. The Pre-Test**

###### **2.3.1.1. The Analysis of the Pre-Test Results**

###### **2.3.1.2. Interpretation**

##### **2.3.2. Training Sessions**

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###### **2.3.3.1. The Analysis of The Post-Test Results**

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##### **2.3.4. Comparison of the Pre-Test and the Post-Tests' Results**

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##### **2.3.6. Confirmation of the Hypothesis**

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##### **2.3.7. Validity**

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### **Conclusion**



## **Introduction**

This study aims at showing to what extent the use of discourse analysis approach to teaching grammar in EFL class is beneficial. Also, it aims to show that when discourse analysis is brought into the classroom, it helps learners become aware while using language in general and grammar in particular. Furthermore, it aims at realizing the difficulties that students may encounter while learning modal verbs. On this ground, we adopted an experimental design where one group of students has pre-test, training sessions, and then post- test. First, they are pre-tested to evaluate their level without using discourse that is to say out of context. Then, they had training sessions where we have used discourse analysis approach. Finally, students were given a post- test in order to check whether the learners progressed when the approach was introduced. The investigation was conducted at the English Language Department- Kasdi Merbah University, Ouargla. This study uses a population of first year license. To achieve the aim of our study, we have adopted descriptive and quasi -experimental method. This Chapter deals with the description of research participants (students), instruments, methods and procedures.

### **2.1. Method**

In this work, we have followed descriptive and quasi- experimental method, as research instruments. First, the descriptive method in order to observe what is going on in classroom for example: Student's behavior; how they response to modals. Second, the experimental method is included in the study in order to understand what problems students have in learning or using modal. These methods involve comparing the outcomes of one group. So, observation and quasi experiment are instruments for collecting both qualitative and quantitative data. The results obtained from pre and post-test are analyzed using a system which is called SPSS (Statistical Package for the Social Sciences), V 19. It is widely used program for statistical analysis in social sciences.

### **2.2. Sample Population**

Our case study took place in the English Language Department –Kasdi-Merbah University, Ouargla. The sample consists of first- year license students during the academic year 2015-2016. The sample includes 29 students. They are of different gender: male and female. Age and sex are not taken into account. They have studied English about 7 -years-pre-university education and study grammar as a module.

## **2.3. Procedures**

### **2.3.1. The Pre-Test**

In this step, we conduct a pre-test in order to check the student's level before being trained. We divide it into two activities. Each activity comes along with some specific aims in which we ask the students to answer.

In the first activity, we asked them to read the question and encircle the right answer. Whereas, in the second activity, they were asked to fill in the blanks with suitable modal verbs from the list given. The purpose behind the selection of the two above mentioned activities are the following:

We have assigned the students to underline which purpose is expressed by which modal verb and to see whether students are able to use modal verbs out of context or not.

In the second activity, we asked the students to fill in the gaps with the appropriate modal verbs. The students in this stage rely upon their background to check for the right usage. The purpose behind this activity is to show to what extent the students are able to use appropriate modal verb in the suitable gaps and to see to what extent the students are aware of the different purposes of each modal verb.

We have given them no opportunity to develop their awareness and we have given them no opportunity to show their understanding of how 'the speaker' of the chosen sentence is using modality in context i.e. the sentences given are de-contextualized

In order to raise the awareness of how modal verb functions interpersonally, students need to study modal verbs in context where the discourse is embedded. We will see that in the training sessions.

#### **2.3.1.1. The Analysis of the Pre-Test Results**

On the basis of our assessment procedures, we divide the pre-test into two activities. Each activity has certain aims.

In the first activity, the number of students that answered correctly are 18 out of 29. That is to say, the results are 62.06%. On the basis of these results, we think that students are unaware yet of how to put modal verbs in their appropriate meaning. They guess the purpose of the modal

verb not relying upon the context but most of their answers were put on no purpose. The scores are tabulated as follow:

**Table2.3.1.1. Analysis of the First Activity Showing the Percentage of the Correct Answers**

	N	%
<b>First Activity</b>	18	62.06%.

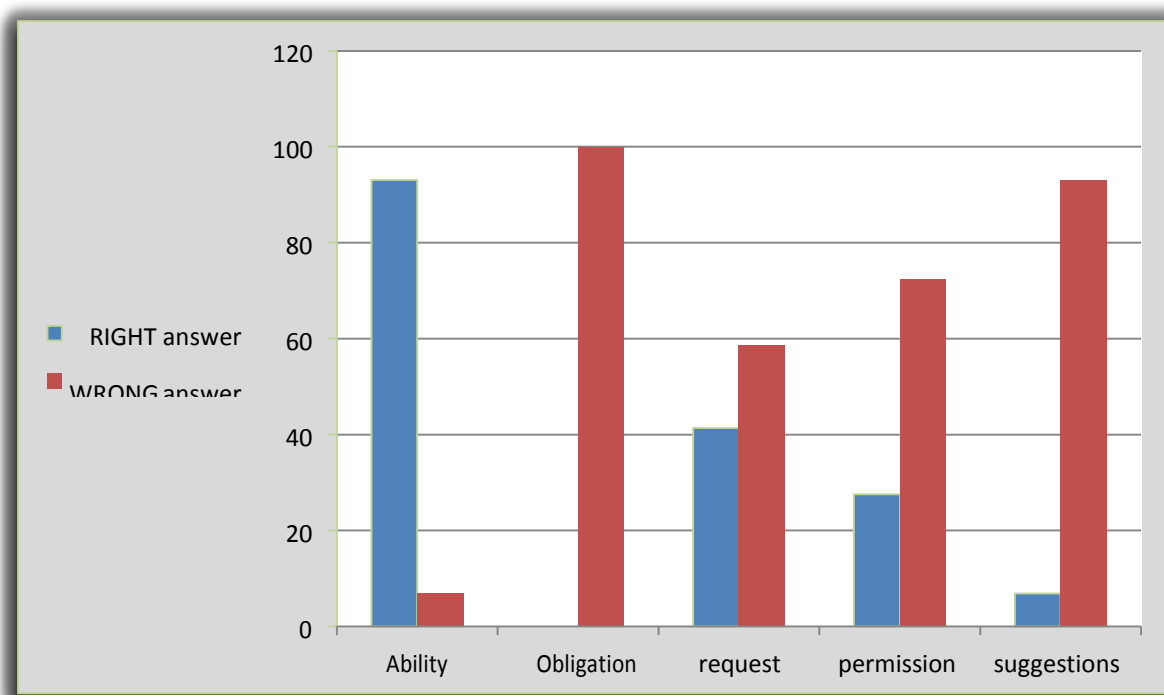
The second activity aims at making students aware of using modal verbs in different functions. There is none of the students who answered correctly, that is to say 0 out of 29 that is to say 0 %. That means that students found crucial difficulties in putting modal verbs in their appropriate gaps within sentences which are all out of context. The results are as follow:

**Table 2.3.1.2 Analysis of the Second Activity Showing the Correct Answers**

	N	%
<b>Second Activity</b>	0	0%

In the above discussion, we have dealt with the global analysis of each activity. Then, in what follows, we will concentrate on the discrete analysis of each sentence independently

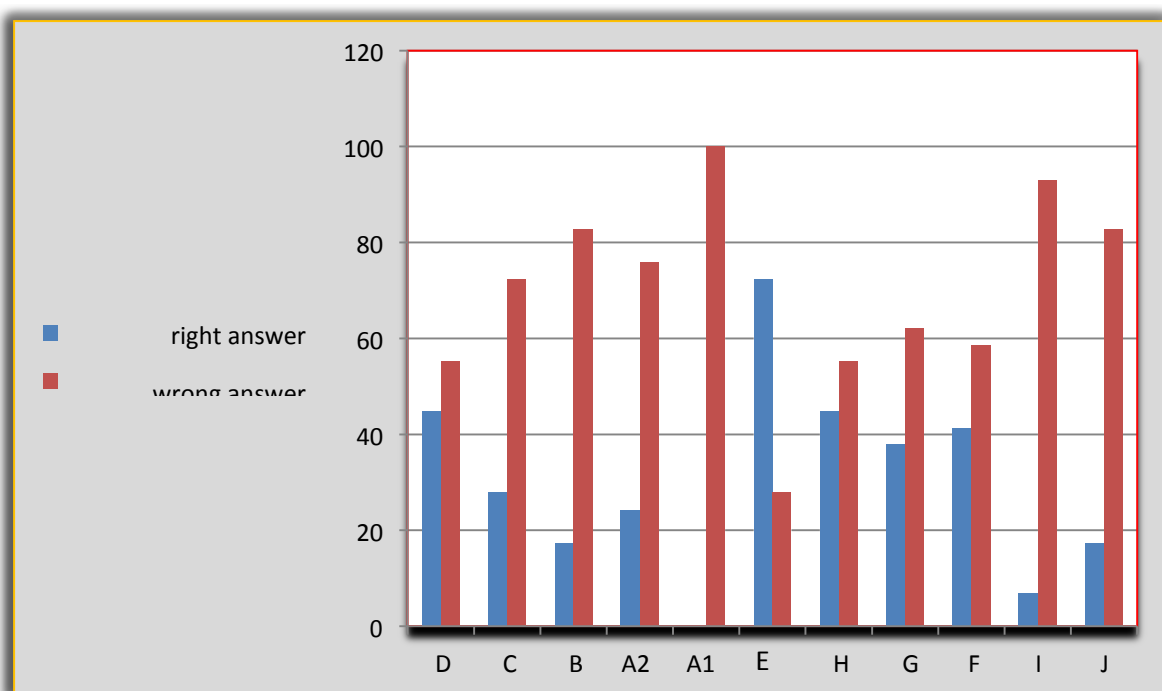
**Figure 2.3.1.1. The Percentage of Answers for Activity N°1**



As it is shown in the figure above, we saw that the frequency of the wrong answers are higher than the right ones in all the sentences save the first one that indicates "ability" . Students generally link "can" to ability, something that justifies the high frequency of correct answers by the sample students.

For the obligation, no one of the students identifies the right purpose expressed by "must «This is used potentially to the non-familiarity with such purpose with the very modal.

**Figure 2.3.1.2. The Percentage of Answers for Activity N°2**



For the second activity, we saw the same frequency of errors by the students of this group. Sentence "E" for instance represents 100 percent of mistakes by the students. This logically reveals that something wrong prevails and need urgently be checked.

**Table 2.3.1.3. The Percentage of Answers for Activity N°1**

Sentences That Expresses	Wrong Answer	Percentage %	Right Answer	Percentage %
Ability	02	6.89	27	93.10
Obligations	29	100	00	0
Request	17	58.62	12	41.37
Suggestions	21	72.41	08	27.58
Permission	27	93.10	02	6.89

As we have already seen, sentence one that expresses ability took the lion's share with 93.10 % of right answers. This is mainly due to the direct sentence that contains this modal verb. However, students are not really aware of the right purpose for most of them linked it to 'ability' because they thought 'can' expresses more 'ability' than anything else.

As it is shown, most of students got the right answers. However, some did say that 'can' expresses "ability". They thought that "can" always expresses either 'ability' or 'possibility'. "Can" in this context does express "Request" for the owner of the car expressed that he is tired and hence, he cannot drive the car and requests his friend to do it instead.

The linguistic context here that students relied upon shows "request". This, of course, shows the importance of the context in identifying the right purpose expressed by "can". Students here tended to always rely upon the linguistic context through checking all the accompanying words that come along with the modal verb and give it its true meaning.

Though this is true, students should be aware of linguistic contexts; this context does not always show itself the way students may rely upon.

For the second sentence, the problem is crucial. No one of the sample did answer correctly; they all said it is about something else but obligation. This may be justified that this modal verb is rarely used to express obligation. However, the non-reliance upon the context shows this deficiency in identifying the correct purpose expressed by the very modal verb.

The third sentence that normally expresses request was just identified by 12 out of 29 students. This really shows that putting modal verbs out of their real context may be misleading.

The same thing can be said about the two last ones that express both suggestion and permission. We have noticed that students do not distinguish between 'request' ' suggestion and ' permission' though the difference is as clear as crystal. This due to the simple reason that the three purposes are all expressed by one modal verb.

**Table 2.3.1.4. The Percentage of Answers for Activity N°2**

	WRONG ANSWER	Percentage %	RIGHT ANSWER	Percentage %
A1	16	55.17	13	44.82
A2	21	72.41	08	27.85
B	24	82.75	05	17.24
C	22	75.86	07	24.13
D	29	100	00	0
E	08	27.85	21	72.41
F	16	55.17	13	44.82
G	18	62.06	11	37.93
H	17	58.62	12	41.37
I	27	93.10	02	6.89
J	24	82.75	05	17.24

### 2.3.1.2. Interpretation

What we have noticed that while using modal auxiliaries, students are generally confused. Take the case of "can", students feel confused because "can" can express many functions: ability, possibility, request, offer and suggestion. Also, students find difficulties in choosing the time reference of modals. In other word, how to express a given idea in the past or in the future. Students are puzzled when we tell them that the negative form of a modal doesn't necessarily mean the opposite function that the positive modal expresses; e.g.: Pollution can disappear=possibility. But using "can't" doesn't express impossibility. Another example: students must turn off their mobile phone in the classroom; it expresses Obligation. But "mustn't" doesn't express lack of obligation but prohibition.

### 2.3.2. Training Sessions

Based on the pre-test, we have had three-week training sessions, with the same group first year license students in which we as teachers adopted the discourse analysis approach. In the first session we have started using formal/structural approach in which we just gave the rules out of context (de-contextualized sentences).

Then, we have adopted the discourse analysis approach in which we gave the sentences in their appropriate context and asked them to see or to check the purpose or the use of each modal verb.

In each session, we have used different modal verbs in different situations, we have also adopted different types of texts. That is to say, the two types of discourse spoken and written one. We have checked whether the students are able to identify the appropriate purpose and appropriate use of each modal verb in its context. As well as the level (rank) of participants to whom s/he addressing since a modal verb can change according to the degree of formality e.g. (teacher to student, Student to teacher, student to student). We can see that the more we interact with students, the more they are encouraged to participate. Also, they become more aware of the different aspects of each modal verb simply because we put them in the context.

### **2.3.3. Post Test**

Focusing on the training sessions using the discourse analysis approach, we finished by giving the participants a test in which we tried to see whether this approach may help the students to understand better and be more aware of the different purposes of the models; without forgetting the role of context in identifying the appropriate use of the models. Thus, the post-test will justify to what extent are the training sessions effective and reliable to participants, they benefited or not, whether there is enhancement and progress on their level or not. In 01hour and 30minutes, we have given them two activities they were asked to read carefully and to fill the gaps; this time we have used the discourse analysis approach. That is to say, the context is there where the situations play the main role; the participants can easily understand the intended meaning of the modal when we put it in its appropriate situation. In this case we have not chosen different and various modal verbs, we have only focused on some of them, we limited the number of modals but with a good frequency. Frequency here means the importance and the time of use.

When we speak about the importance of use here, we can say that in the case of "have to" and "must" both of them may function as obligation and necessity. Students may get confused because they are not aware of when s/he use them in the right situation, some of them think that since they have the same function they are interchangeable. Well, it is not always the case since they have the same purpose but express different uses. That is why we have selected these activities.

In the first activity and according to the situation given to the students, we asked them to put "May" vs "allowed to". Well, "allowed to" is not a modal verb, but it is an expression that expresses the same purpose. The main reason behind using "allowed to" is to inform students that modality can be expressed through different forms. They should know which expression or which modal can express this purpose in this activity.

### 2.3.3.1. The Analysis of the Post-Test Results

In the first activity, the numbers of students that answer correctly are 18 out of 29. That is to say, the results are 62.06%. Though the percentage is the same as in the pre-test but we can see that students were able to identify the right purpose relying upon the context in which the modal is put. Students now are more aware of the role of the context in revealing the accurate purpose of the modal verbs. The second activity if related to this one may surely prove what we have said.

**Table 2.3.3.1. Analysis of the First Activity**

	N	Percentage %
<b>first Activity</b>	18	62.06%

**Table 2.3.3.2. Analysis of the Second Activity**

	N	Percentage %
<b>Second Activity</b>	9	31.03%

### 2.3.3.2. Interpretation

The results show that students answered successfully not just out of guessing. Most of the students failed in identifying or in finding the correct answer because a particular modal verb may have different purposes and only can be identified through being used in the context. Since the sentence is de-contextualized, most of them will face difficulties in finding the right answer. Also another reason behind their correct answer is that when we have asked the teachers of middle schools or secondary school what do you teach student about the modal "can" they said we teach them that can expresses ability most of the time. So 1<sup>st</sup> year students license came with a background that can expresses ability.

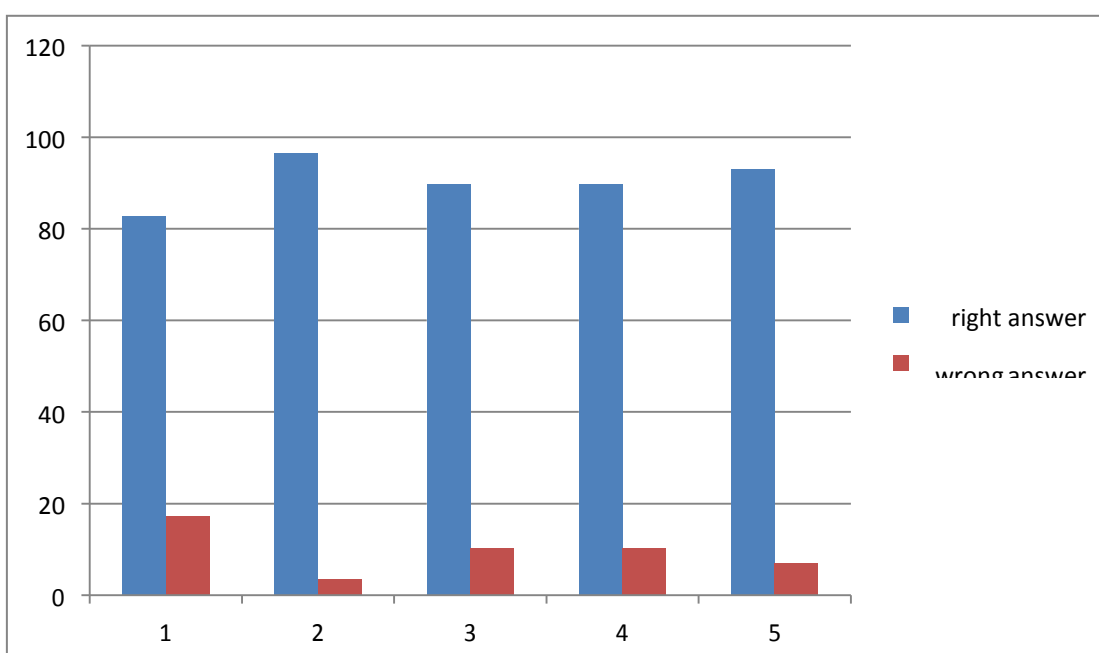
**Table 2.3.3.3. Shows the Percentage of Answers for Activity N°1**



Sentence	Wrong answer	Percentage %	Right answer	Percentage %
01	05	17.24	24	82.75
02	01	3.44	28	96.55
03	03	10.34	26	89.65
04	03	10.34	26	89.65
05	02	6.89	27	93.10

The table above explains itself and needs no further comments. All the sentences are correctly answered by the students. The worst one is sentence N°1 but only 5 students answered it wrong. This shows the primordial role that the context plays in clarifying the correct purpose expressed by each modal verb. Sentence N°2 for instance is the best, for there was only one student who gave the wrong answer. This shows that the more the students rely upon the context, the clearer the modal verb is. And hence, students may be able to better understand the meaning and even the use of the models.

**Figure 2.3.3.1. The Percentage of Answers for Activity N°1**



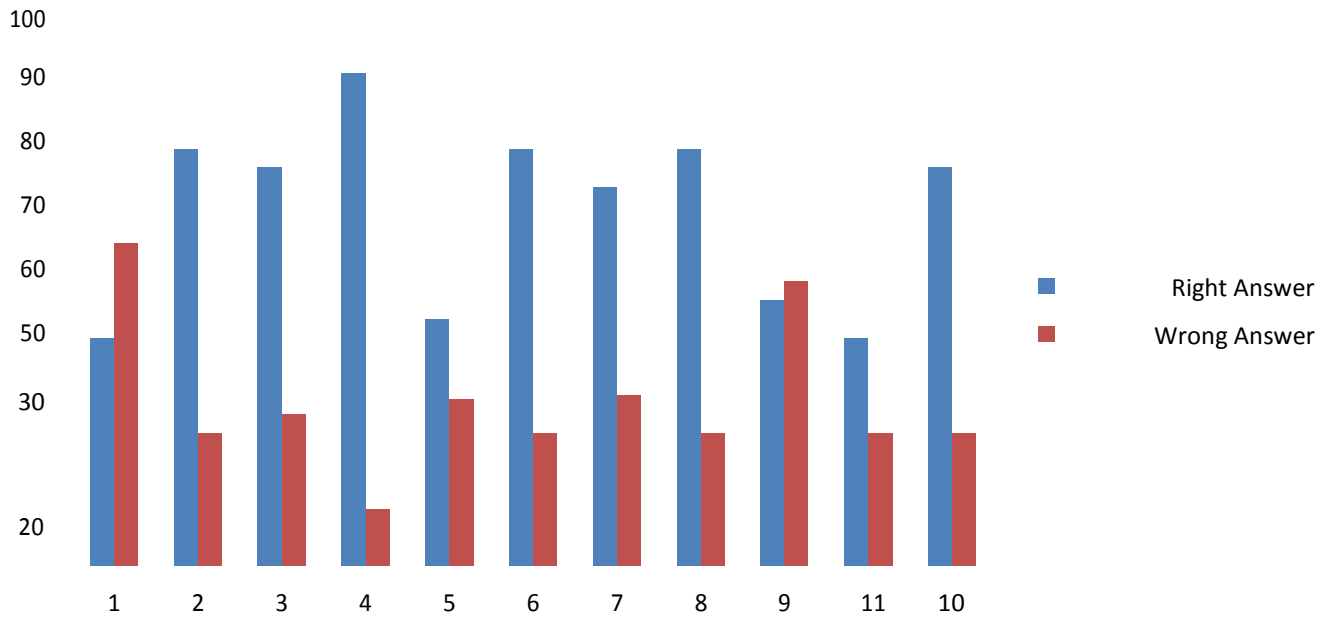
**Table 2.3.3.4. The Percentage of Answers for Activity N°2**

<b>sentence</b>	<b>Wrong answer</b>	<b>Percentage %</b>	<b>Right answer</b>	<b>Percentage %</b>
<b>01</b>	<b>17</b>	<b>58.62</b>	<b>12</b>	<b>41.37</b>
<b>02</b>	<b>07</b>	<b>24.13</b>	<b>22</b>	<b>75.86</b>
<b>03</b>	<b>08</b>	<b>27.58</b>	<b>21</b>	<b>72.41</b>
<b>04</b>	<b>03</b>	<b>10.34</b>	<b>26</b>	<b>89.65</b>
<b>05</b>	<b>16</b>	<b>55.17</b>	<b>13</b>	<b>44.82</b>
<b>06</b>	<b>07</b>	<b>24.13</b>	<b>22</b>	<b>75.86</b>
<b>07</b>	<b>09</b>	<b>31.03</b>	<b>20</b>	<b>68.96</b>
<b>08</b>	<b>07</b>	<b>24.13</b>	<b>22</b>	<b>75.86</b>
<b>09</b>	<b>15</b>	<b>51.72</b>	<b>14</b>	<b>48.27</b>
<b>10</b>	<b>17</b>	<b>58.62</b>	<b>12</b>	<b>41.37</b>
<b>11</b>	<b>08</b>	<b>27.58</b>	<b>21</b>	<b>72.41</b>

This table shows also the same tendency, most of the student did it right. This clearly a show how important is to teach the students under the light of the context. Modal verbs can never be understood or identified out of the context. Many modals can express various and different purposes, the same one may also have different interpretations and hence, the only key that we may rely upon is the context in which the very verb occurs.

The table informs us with a clear fact about students' dealing with this complicated verb that do not exist in their mother language as an independent category as it does in English; it says that the more students are exposed to the context the better they deal with modal verbs. The results are the only proof which makes it clear cut.

**Figure 2.3.3.2. The Percentage of Answers for Activity N°2**



**2.3.4. Comparison of the Pre-Test and the Post-Tests' Results**

The two tables below show the difference between the results of the pre-test and the results of the post-test

**Table 2.3.4.1. Number of Students on Pre-Test Results**

Students	Scores out of 20
S1	4
S2	5.25
S3	5.5
S4	5.75
S5	6.25
S6	6.5
S 7	6.5
S8	7.25
S9	8
S10	8
S11	8
S12	8.5
S13	8.5
S14	9.5
S15	10.25
S16	10.25

S17	10.75
S18	11
S19	11.5
S20	11.75
S21	11.75
S22	11.75
S23	12
S24	12.5
S25	13
S26	13.25
S27	13.75
S28	13.75
S29	15.5

**Table 2.3.4.2. Number of Students on Post-Test Results**

Students	Scores out of 20
S1	6.75
S2	7.25
S3	8.25
S4	9
S5	9
S6	9.25
S7	9.25
S8	10.25
S9	11.75
S10	12
S11	12
S12	12.25
S13	12.75
S14	13
S15	13.25
S16	13.25
S17	14

S18	14
S19	14
S20	14
S21	15
S22	15
S23	15
S24	15
S25	16
S26	16
S27	16
S28	16
S29	17

If we just have a look at the two tables without even have a deep mediation, we find that the post-test did really succeed in making the students' progress. Table one gives us "04" as the worst mark while '6.75' is the worst in the second. This says something very valuable; that even the worst mark is a better one. The highest mark got in the pre-test is 15.5 while it is "17" in the post-test. The progress is really clear. If we count how many ones got the average in the pre-test we find just 15 out of 29. Even if it is more than the half, but compared to the post test with 22 students out of 29 makes it distinctively far different.

The scores we got logically make reliance upon discourse analysis approach indispensable. Putting students in the framework of the modals with the help of all the anaphoric references, with all the text devices make the modal verbs clearer.

**N.B:** students are classified randomly. S1 in table 1 and S1 in table 2 do not forcibly mean that they refer to the same students.

### **2.3.5. Comparison of the Pre-Test and the Post-Test's Results by Means of T-Test**

For further confirmation, we opt for a program called the SPSS, version 19-. This program is used in the analysis of the results of the pre-test and the post-test through paired- sample t-test, which is used to determine whether there is a significant difference between the average values of the same measurement made under two different conditions. Both measurements are made on each unit in a sample, and the test is based on the paired differences between these two values. It is also used to

confirm the significance or non-significance of the findings. Its computational formula is as follows: The results obtained are as follows:

**Table 2.3.5.1. Comparison of the Pre-Test and the Post-Tests' Results**

Pair1	Mean	N	SD	SD. Error mean
Pair1 Pre-test	9,66	29	3,03	65.0
Post-test	12,62	29	2,89	65.0

Before analyzing the results of the table, some terms should be clarified in order to fully comprehend them. „Mean“ means the average. It is calculated by adding up all the values and dividing them by the number of participants. It is calculated through using this general Formula:

N: the number of participants

$\Sigma X$ : the total score of the test

$\bar{x}_1$ : The mean of the pre-test

$\bar{x}_2$ : The mean of the post-test

$$\bar{x}_1 = \frac{\Sigma x_1}{N}$$

$\Sigma X_1$ : The total score of the pre-test

$$\bar{x}_2 = \frac{\Sigma x_2}{N}$$

$\Sigma X_2$ : The total score of the post test

After the substitutions, we get:  $\bar{x}_1 = 9.66 / \bar{x}_2 = 12.62$ .

„SD“ is “the standard deviation shows how much variation or dispersion from the average exists. A low standard deviation indicates that the data points tend to be very close to the mean (also called expected value); a high standard deviation indicates that the data points are spread out

over a large range of values” ([http://en.wikipedia.org/wiki/Standard\\_deviation](http://en.wikipedia.org/wiki/Standard_deviation)). It is found by taking the square root of the average of the squared differences of the values from their average value. Its general formula is as follows:

$$SD = \sqrt{\frac{\sum x^2}{N} - (\bar{x})^2}$$

$\sum x^2$ : refers to the total score of the post-test

$$SD_1 = \sqrt{\frac{\sum x_1^2}{N} - (\bar{x}_1)^2} / SD_2 = \sqrt{\frac{\sum x_2^2}{N} - (\bar{x}_2)^2}$$

SD1: the standard deviation of the pre-test /SD2: the standard deviation of the post-test

$\sum_1 x^2$ : refers to the sum of squared score of the pre-test.

$\sum_2 x^2$ : refers to the sum of squared score of the post-test.

After the substitutions, we find:

$$SD_1 = 3.03 / SD_2 = 2.89$$

**Table 2.3.5.2. Paired Sample Tests**

	Mean	SD	SD. Error Mean
Pair1 pre-test_ post-test	-2.96	0.62	0.11

The difference between the two means is calculated in this way:

$$d = \frac{\sum d}{N}$$

d: the mean difference between the pairs of scores (x1-x2)

$\sum d$ : the sum of differences between the pairs of scores (x1-x2). After the substitution, we get:

$$d = -2.96$$

We calculate the standard deviation of the differences using the following formula:

$$s_e = \frac{\sum d^2}{N} - d^2$$

$\sum d^2$ : the sum of squared differences between the pairs of scores (x1-x2)

$d^2$ : the mean squared difference between the pairs of scores (x1-x2)

SD=0.62

STD: Error means how far the individuals from the mean and the standard deviation are. Its

Results are shown on the two tables above.

### 2.3.5.1. Interpretation

The results obtained from both table 2.3.5.1. and table 2.3.5.2. show that we have witnessed an increasing improvement from 09.66 to 12.62. The subtraction of the pre-test and the post-test is -2.96. It was negative because the mean of the post-test is bigger than the pre-test. The SD and the SD error mean of the pre-test and the post-test is small. This explains that the individuals within the group were approximate in levels. This assures that the test is valid.

### 2.3.6. Confirmation of the Hypothesis

Other terms which are not mentioned in the two tables above are: the observed t which issued to confirm the significance or non-significance of the findings. It is calculated as follows:

$$t_{n-1} = \frac{d}{sd/\sqrt{N-1}}$$

After the substitution, we find:

$$t_{n-1} = -0,90$$

The negative value of t is of no particular significance. It is treated as positive. So, we have the following data about the experiment.

Observed value of T (to) =25.51

Degree of freedom (df) = N-1=28

- Two tailed

-Critical value of T (tc) =) = 2.43 when df= 28

Note: the critical value is 2.43 according to the table of David M

Lane ([http://psych.csufresno.edu/psy144/Content/Statistics/t-tests\\_rev.html](http://psych.csufresno.edu/psy144/Content/Statistics/t-tests_rev.html)).

$$T_o = 25.51 > t_c \quad 25.51 > 4.43$$



### **2.3.6.1. Interpretation**

As seen above,  $t$  is greater than 2.43 which means that our results could not have arisen by chance. Therefore, our hypothesis that says when "*teaching modal verbs through discourse approach, learners will be able to use them effectively*" is correct.

### **2.3.7. Validity**

Graziano & Raulin(2004) ,as quoted in Marczyk, DeMatteo, and Festinger (2005), state that: "Validity is an important term in research that refers to the conceptual and scientific soundness of a research study " (p. 158).As we notice, there is no statistical difference between the students who have the highest scores and the students who have the lowest score. The difference is 2.96 between their means. The significance is 0.00. This shows that the probability of being correct in the tests is 100% and the chance of being wrong is 0.00%. This assures the validity of both the pre-test and the post-test and confirms our hypothesis that using discourse analysis approach enhance the students in make them more aware in knowing the appropriate purpose of each modal verbs and make them understand better.

### **2.3.8. Reliability**

Marczyk, DeMatteo, and Festinger (2005) declare that "reliability refers to whether the measurement is consistent" (p.10). Therefore, we replicate the pre-test and the post-test for the second time to the same participants and we get the same results.

## **Conclusion**

In short, this chapter has focused on teaching grammar through discourse analysis. This mean, teaching modal verb in context. We have tried our best to make students better understand the different purposes expressed by the various modal verbs relying upon the different contexts they occur in. On this premise, we design our course and activities, and our tests. We have noticed a gradual increasing in the students' results and their levels during the training sessions. We saw that students are now able to distinguish between the different meanings of modal verbs and even put them in the appropriate situation and so on. Also, this section has presented the results of research instruments. First we have analyzed their scores in the pre-test and post-tests, and accounted for the effects of treatment stage on their performance in the post-tests.

Our sample population showed great interest in the English language and they have attended all the sessions to learn more how to understand meaning of modal verbs and their function. They hopefully benefited from all the sessions.

## Findings & Recommendations

- In the pre-test and though some questions are totally answered correctly, students did get them either by chance or just by guessing. When we asked them back about their answer, they did not get us convinced. They did only have some ready answers for such forms.
- After we have corrected the pre-test we saw an urgent necessity that students should be taught the modals in context. No modal verb can always express the same purpose all the time and in all sentences!
- Students cannot identify the right purpose of the modals relying upon sentences de-contextualized.

## General Conclusion

At the very beginning, we have set a clear hypothesis that said: If modal verbs are taught through discourse approach, learners will be able to use them effectively.

Focusing upon our theoretical research, and relying upon the practical part, we can approve our hypothesis that we set and departed from. DA is a reliable approach upon which teachers can depend to better present the modals in a clearer way, far from the old formal techniques that prevailed in the early 20<sup>th</sup> century. Since the answer to our hypothesis comes and is generated from the practical quasi-experiment that we had with First Year License students, we can notice the following:

- The pre-test that we have conducted shows clearly that students may get low scores when taught via the old formal method; because the modal verb is understood through the context it occurs in.
- Students mostly guess the meaning and the functional purposes may be expressed by the modals, and give answers according to what they feel and not to what it really is.
- Students are bored of the old approach that make students very passive and deprive them from participating in the teaching-learning process.
- The post-test clearly showed us that applying the DA approach in teaching modal verbs through the various techniques known in the field must contribute in making the students aware of how a modal verb is guessed through the appropriate context.

Students can be able to accurately and fluently use almost all of the modals when the very ones are taught through this approach.

From all the above, we can validate our hypothesis and say that when applying this approach, we get students who master the use of each modal in the desired context.

Students rely most of the time upon the linguistic context and forget about the other ones.

The post-test shows many crucial points that we conclude as follow:

The context plays a primordial role in making the modal verbs accessible.

No modal verb can be identified out of its context.

Discourse analysis if well used can positively make students more aware of the right use of modal verbs

Students should be given time to deal directly with modal verbs within different forms of text (written and/or oral) and also be given the chance to deal even with different registers and formalities.

Students should also have been taught how to identify the right context, for the contexts differ at their levels (situational, linguistic...etc.)

## **Pedagogical Implications**

Grammar in classrooms has long confronted with trouble, obstacles and difficulties of different forms. Conducting this study helped us clearly highlight that Discourse Analysis is one of the best approaches that can be used to overcome all the learners' errors. However, the approach itself is not reliable unless it is accompanied with an effective way of presenting the grammar lessons, though the teachers do not have the same level, experience and the way they use to reach grammar rules.

We can recommend, basing upon our own experiment that we conducted, that modal verbs may be best taught through Questions and Answers in a form of conversations.

Conversations show all the possible contexts and level of participants and hence they identify most of the context aspects and make the modal verbs in clearer for the learners.

We can show this in the following e.g.:

A: I do not have a pen. Can you lend me yours?

B: Yes of course. But, you must give it back to me. A: I will for sure. I must not be such a greedy boy.

In this situation, the teachers asked students to first read the conversations and the dialogues and make them play it through the Role Play to more focus on the needed items. Teachers, can do the following: Either omit the modal verbs and ask the students to guess what modal verb is fitting according to the questions before or putting a wrong one and urge them to say what is wrong with it and then correct it. Different tools can be used in this process whereby teachers ask students to play the dialogue and pause in each modal

verb, the audience "that is the class" guess what verb is used or the role players may use wrong ones and pause, the students rise their hands whenever there is a possible mistake and correct it. If no one raised his or her hand the teacher interferes and attracts their attention to correct it by themselves.

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## **Appendixes**

### **Appendix (1): Structural Approach**

#### **Pre-test**

##### **Activity one:**

**Read the questions and circle the right answer:**

1-Which one of the pairs expresses ability?

A-Can I lift that for you? B- I can lift that easily. 2-

Which one of the pairs expresses obligation?

A-I must go to the dentist. B- I cannot go to the dentist. 3-

Which one of the pairs expresses request?

A-Could we meet on Thursday? B-We could meet on Thursday. 4-

Which of the pairs expresses request for permission?

A-could I go now? B-I could go now.

##### **Activity two:**

**Fill in the blanks with suitable modals from the ones given:**

**Should, might, can, could, have to, must.**

a)-Ritu's flight from MOROCCO took more than 11 hours. She ..... Be exhausted after such a long flight. She..... prefer to stay in tonight and some rest.

b)-If you want to get a better feeling for how Raniganj is laid out, you.....walk down town and explore the riverside.

c)-You ..... Research the route a little more before you set sail.

d) - when you have a small child in the house, you ..... leave small objects lying around.

e)-Anvesha: ..... you hold breath for more than a minute?

-Bunty: No, I can't.



f)-Jasprit's engagement ring is enormous! It ..... have cost a fortune.

g)-Please make sure to feed the fish while I am gone. If they don't get enough food, they.....die.

h)-I.....speak Assamese fluently when I was a child.

i) - the teacher said we .....to read the book if we needed extra credit.

j)-the spatula... be in this cupboard but it's not here.

## Appendix 2: Structural Approach in the First Training Session

### must and have (got) to: obligation

**Must** usually expresses the **feelings** and **wishes** of the **speaker/hearer**.  
**Have (got) to** often expresses **obligations** that come from **somewhere else**.  
Compare:

*I **must** stop smoking. (I want to.)*

*I've **got to** stop smoking – **doctor's** orders.*

***Must** you wear those dirty jeans? (Is that what **you** want?)*

*Do you **have to** wear a tie at work? (Is there a **rule**?)*

#### 1 Put in **must** or **have/has (got) to**.

- 1 I'm tired. I \_\_\_\_ go to bed early.
- 2 John \_\_\_\_ go to school on Saturdays.
- 3 We \_\_\_\_ get another dog soon.
- 4 'This is a great book.' 'I \_\_\_\_ read it.'
- 5 A soldier \_\_\_\_ obey orders.
- 6 We \_\_\_\_ go to London for a meeting.
- 7 I think we \_\_\_\_ pay in advance.
- 8 You really \_\_\_\_ visit us soon.
- 9 I \_\_\_\_ try to spend more time at home.
- 10 You \_\_\_\_ go through Carlisle on the way to Glasgow.

Swan & Walter (2000) p122

### **Appendix 3: Training Session Using DA Approach: According to Arab & Riche (2012) file 2. P47 Text 1**

Preparation for the test is very important and it starts at home. Perhaps I should explain the meaning of the term "preparation". By preparation I mean the work that pupils do before the test. "But just how do you go about it?", you may ask. Well, the majority of pupils revise for exams alone. This method may possibly be suitable for some children, but in the other hand it may well be the cause of failure of many others.

#### **Text 2**

USA Today: So, can pupils fail their exams just because they do not revise in groups?

No, I didn't really mean that. What I mean is that children who revise in groups may have better chances of success than those who revise alone. When they work in groups, they help one another by asking and answering questions that they might have in exams. Group preparation may also reduce stress if the children practice under test conditions. I mean if they test each other just if they were taking an exam.

USA TODAY: Professor Kane, may I ask you a personal question?

Yes, you may.

USA TODAY: Could you please tell our readers how you felt about exams when you were a school child?

You may not believe it, but I never felt any panic during exams...

After Reading the report and copy down the sentences which contain: may, might, can and could.

Then answer the question in the grammar window below:

1- Which sentences contain an auxiliary "may" which expresses positive future possibility? 2-

Which sentence contains the negative of "may»?

- 3- Which sentences contain the past tense form of the auxiliary "may"? Does the auxiliary in these sentences refer to the past or future?
- 4- Which auxiliary does the journalist use to ask about possibility?
- 5- Which auxiliary does the journalist use to ask permission? Why?

## Appendix 4: Post-test using discourse Analysis Approach

### Post-test:

According to the situational context implied in the dialogue below, choose which one fits better of: *may I...? or Am I allowed to ...?*

A: may I use your computer? B: Yes, it goes without saying.

A: Am I allowed to smoke in this cinema? B: I do not know whether it is allowed or not; there is no notice that defends that.

1. .... Cross the road here? B: You are not; the sign prohibits it.
2. .... Ask you a personal question? B: Yes, go ahead. Do not be shy.
3. .... Rollerblade in this park? B: No, the rule is clear: no rollerblade is allowed.
4. .... Drive a car without insurance? B: Are you crazy? You may be given a fine.
5. .... Read your magazine? No, I have not yet read it.

### Activity two:

#### Part I:

Must and have to

Write a sentence with must, have to or has to.

- the sign says: 'passengers must show their tickets.'

So passengers have to show their tickets.

- the children have to be in bed by nine.

their parents said: 'you must be in bed by nine.'

1 Laura has to work on time. her boss told her..... 2

The police told nick: 'you must keep our dog under control'

So nick .....

3 The pupils have to listen carefully. the teacher says .....

4 The new sign says: 'visitors must report to the security officer.'

So now.....

**Part II:**

Must or have to?

put in must or have to / has to. choose which is best for the situation.

➤ I has to go to the airport. I'm meeting someone.

1 you ..... lock the door when you go out. there 've been a lot of break – ins recently. 2 Daniel

..... go to the bank. he hasn't any money.

3 I ..... work late tomorrow. we're very busy at the office. 4 you

really .....make less noise . I'm trying to concentrate 5 I think

you.....pay to park here . I'll just go and read that notice.

6 you really ..... hurry up, Vicky. we don't want to be late. 7 I

.....put the hearing on . I feel really cold.

