

The Pedagogical Implications on the Root and Route of English Basic Verbs: An Extensive Study through Android Application

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Abstract: In the present, context Mobile Assisted Language Learning (MALL) is one of the most important teaching tools in English language teaching. In the classroom teaching, MALL makes revolutions in the teaching learning process. In English classrooms, it plays a predominant and paramount role in second language teaching. For the present study, experimental study was conducted with the B.Ed students of English in Chennai. In the experimental study, questionnaire was adopted to collect the data from the students among the classification research methods. This study had been conducted with two tests one is pre test in the form of diagnostic test to know the problems of the students on the other post test was conducted to measure the level of achievement. The 60 respondents were chosen as the sampling method. Error Analysis (EA) was done to know the problems. They were selected as non probability sampling procedure where the samples were taken on judgmental or purposive samples. Chennai District was selected as the profile of the study area. Between the pre test and post the pedagogical implication was given to the students by adopting cognitive code method in the form of android application. Verbs and its clue categories were the premium selection of testing items. This study focuses on the root and route of English basic verbs.

Key words: Android application, diagnostic test, error analysis, experimental study, MALL, questionnaire method, teaching learning process

INTRODUCTION

This study has done with blended approach by the unification of cognitive code method in the form of android application. Chai *et al.* (2016) states on technology assisted language learning “despite the emergence of studies on seamless language learning there is a lack of instruments specifically designed to measure student’s motivation and learning strategies in such technology-enhanced learning environments”. This study discusses on teaching grammar through android application to the teacher trainees of the Chennai District. No language is possible without its grammatical structures. Grammar is necessary to one for learning a second language acquisition. Varasteh (1962) argues that there should be no teaching of grammar because they say the child learns his own language by pure or oral imitation and does not begin to study any grammar 7 or 8 years even then studying grammar merely serves the purpose of systematizing the previous knowledge of grammar.

Selection of the topic and significance of the study: The major reason for choosing this area is to state the importance of grammar in the language learning. The prominence of grammar is immense. There won’t be any

violation in the grammar rules because if it leads changes in the grammar in the rules then there will be a lot of confusions and harder to understand what one want to say. The need of grammar is inevitable in the teaching learning process.

Mobile assisted language learning: Having clearly understood the use of mobile and mobile users, this study facilitates the pedagogical implications through android application. Chai *et al.* (2016) highlight MALL leverages mobile technologies to facilitate holistic and perpetual learning experiences that bridge different locations, times, technologies or social settings. Further, Wong (2013) emphases as part of a learner’s learning ecology the informal, out-of-school settings offer virtually boundless opportunities to advance one’s learning. Studies through technology oriented educations provide an opportunity to study wherever and whenever one who wants. Wong (2013) therefore, underscores mobile-assisted language learning experience that accentuates learner’s habit of mind and skills in making meaning with their daily encounters and associating those with the language knowledge learned in formal learning settings. Mobiles in language teaching play a vital role and make revolution in the field of english language teaching. Tai (2012) states

mobile technologies have been successfully implemented in language learning and have supported various innovative designs. In association MALL, there are plenty of studies have been proposed where there is very less number of studies have come across pedagogical implications by facilitating android application. So, this study attempts to bridge the research gap using android application as premium pedagogical implementation.

Error analysis: Errors are the evidence of the process of learning. Learners can uplift through the errors they committed. Errors are viewed as inevitable in the field of grammar learning. Yang and Akahori (1998) describes error analysis enables learners to type in sentences freely, detects their errors and displays appropriate feedback messages to guide learners to correct their errors themselves. Furthermore, he points out evaluation of the program showed that it can obtain a high degree of accuracy and instructional effectiveness. The facing problems of the students can be known and it is able to identify their needs only through grammatical errors. Since, foreign language students at intermediate levels and even advanced levels typically make many such errors, error analysis is a desirable element in parser-based writing aids.

Statement of the problem: English is a compulsory subject to the learners of primary, secondary and tertiary level. It is evident that the students have 25% of grammar syllabus and marks in exams. There are problems in personal parameters such as gender, location, medium of instruction, age, etc. and socio background such parental education, occupation, overcrowded classrooms and unqualified teachers.

Research questions: Will error analysis create the positive classroom climate in learning grammar? Does blended approach enhance learning grammar faster among the learners? How far learning grammar through android app amends the learners better?

Aims and objectives of the study: The main aim of the study is to make learners using error free language environment. The study covers the following objectives:

- To diagnose the problems of the learners in the selected grammatical fields
- To offer pedagogical implications and intervention in the chosen grammatical areas
- To make them digital learners by adopting android application
- To create an environment where the learners can do the perpetual learning
- To serve as a digital reference for the learners of English grammar

Scope of the research: This research makes the learners to comfortable with the productive skills that are writing and speaking skills. It makes the learners think broad in the usage of the language in the field of grammar. It aims at developing their speaking and writing skills without errors. It develops the learners to become independent thinkers. The way of thinking in english will give good communication in both speaking and writing. It also helps the learners to get the ability to emerge as poets or story writers. Once their interests are created they will write ever as profession.

Findings and pedagogical implications: By conducting pre test, errors are identified and listed to offer suggestions. Based on the respondent's response the errors are calculated and listed where the minimum and maximum errors have made by the learners. In order to avoid such a problems and errors, a special pedagogical intervention has given to the learners. The study covers 13 grammatical units under verbs. Considering, the paper it only narrows down in to English basic verb forms. They are listed one by one below with reference to multiple examples suggested by cognitive code method by chomskyan group of linguists.

Basic verb forms

Main verb: The main verb expresses the main action or state of being of the subject in the sentence. It is the heart of the sentence. It is impossible to make sentences or a clause without main verb. It is also known as principal verb, full verb, lexical verb and non-auxiliaries. It inflects for tenses, numbers and voices (for example, come, go, get, etc.).

Strong verb: The distinction between a regular verb and an irregular verb is based on how the past tense and past participle of the verb is formed. Strong verb is also known as irregular verb. It is formed the past tense or past participle in various ways but most often by changing the vowel of the root verb (V1) (for example, awake, awoke, awoken and begin, began, begun) and sometimes there won't be any changes (for example, cut, cut, cut and put, put, put). About 400 irregular verbs have been given in the android app. link.

Weak verb: Regular verb is otherwise called weak verbs on that basis it is formed the past tense and past participle by adding the suffixation morpheme especially inflexive morphemes-d-ed and-t (forexample, beg, begged, begged and bore, bored, bored). Most often-ed is used to form the past and past participle (Table 1).

Table 1: Principal parts of verb

Infinitive	Present	Past	Past participle	Present participle
To come	Come(s)	Came	Come	Coming
To put	Put(s)	Put	Put	Putting
To win	Win(s)	Won	Won	Winning
To zoom	Zoom(s)	Zoomed	zoomed	Zooming

Principal parts of verb

Auxiliary verb: It gives further semantic and syntactic information about the main verb. It gives additional information in addition to the main verb. It is also known as helping verb.

Primary auxiliary verbs:

- Do forms
- Be forms
- Have forms

The use of primary auxiliary verbs:

- Conjugation
- Tenses
- Voices
- Negatives
- Ask questions

Do form verb:

- Do
- Does
- Did

The use of do forms:

- To form negatives (I don't like)
- To ask questions (Does he work?)
- To give short answers (Yes, I do)
- Don't have to repeat the verb (Rani studies as hard as her sister does)
- To form emphatic "do" (He does suspect the matter)
- To add emphasis to the entire sentence
- To add emphasis to imperatives (Do stop it)

Be form verb:

- Am
- Is
- Are
- Was
- Were

The use of be form as auxiliary verb:

- To use progressive tense (be+verb+ing). He is working
- To make passive voice formations (be+past+participle). It is known to all
- To form questions. Are you a teacher

The use of be form main verb:

- To give information about a person or thing. He is a doctor
- To express the physical or mental condition. I am tired
- With certain adjectives. It is fabulous

State of being verbs: Am, is, are, was, were, be, been, being.

Have form verbs: Have, had, has:

- Showing possession. I have a bottle
- Describing eating or drinking. He is having dinner
- Semi modal. I have to have a car
- Perfect tenses. Metals have been stolen
- Modal perfect (modal+have+past participle) review should have conducted earlier
- Infinitive perfect (infinitive+have+past participle) I am going to have married with him

Modal auxiliaries: There are thirteen modal auxiliary verbs but they are used with very great frequency and in wide range of meanings. There are four paired forms-can, could; may, might; shall, should; will, would. There are five single forms-must, ought, need, dare, used. It can be further classified as follows, pure modals-can, could; may, must, might; shall, should will would. Semi-modals-ought, need, dare, used. Pure modal verbs are also known as central modal verbs, real modal verbs, core modal verbs. Semi-modal verbs are also known as, quasi-modal verbs marginal modals, periphrastic modal verbs. It can be also divided into tense wise as follows, present and future-will, shall, may, must, can, need, dare, ought. Past and present and future-should, would, could, might, past-used.

Primary modals: Will, would, shall, should, can, could, may, might, must.

Secondary modals: Ought to, need to, dare to used to.

Transitive verb: The sentences have objects called transitive verbs. There is an object to receive the action. It has been classified as mono transitive and di-transitive (Table 2). Some di-transitive verbs in the following:

- Book; buy; get
- Cook; keep; bring
- Make; pour; save
- Find; give; lend
- Offer; pass; post
- Read; sell; send
- Show; promise; tell

Table 2: Transitive verb

Verbs	Example
Give	My father gave me a computer
Buy	Can you buy me a coffee?
Pass	Dinesh passed her a cup of water
Make	Do you want us to make lunch?
Sell	He sell me a house
Show	Show me your passport
Offer	The university has offered me a tour package
Leave	Leave me a message and I'll get back to you
Wish	Everyone wished us all the best for the future
Lend	Could you lend me 1000 rupees?

Table 3: Intransitive verb

Verb	Transitive	Intransitive
Move	I can move my eyes	The train is moving from Egnore
Start	Start the music	Cricket match starts at 8 p.m.
Change	Susee change his mobile phone	My life will change tomorrow
Close	Close your laptop	Canteen closes at 5.30 p.m.
Open	I opened a new restaurant	The college opens at 10 a.m.
Stop	Will you stop the car?	They stopped
Do	Do me a favor	I am doing
Catch	The police caught the thief	The thief was caught yesterday
Wash	Wash your hands	I washed, dressed and went out
Write	Do I write your name here?	I write

Intransitive verb: The sentences do not have object. Table 3 words a short list of some common verbs that can be used either transitive or intransitive.

Finite verb: These verbs are usually the main verb of sentence and can inflect according to the noun. They are used only in simple present (indefinite) and simple past tense. They can be indicative of voices (passive or active voice) and also of number (singular or plural).

Note: If you add suffix "s" into the noun it automatically becomes plural in contrast if you add the "s" into the verb as suffix it obviously considers subject as singular:

- I run fast. Here we see that the finite verb is run and the pronoun is first person singular
- He runs fast. Here we see that the finite verb is runs and the pronoun is third person singular
- He ran fast. Here we can see how the verb modified to change the tense of the sentence
- They run fast. Here, it shows the voice of the verb

Non-finite verb: Non-finite verbs are not usually functioned as the main verb in a sentence even they do not function as verb and it does not take about the action that. They do not inflect. They do not indicate any tense, mood or gender. They are used solely as nouns, adverbs and adjectives. They are also used to form non-finite clauses which are not the principal clause but they are simply dependent clauses. Infinitives (to go) present participles (going) and past participles (gone) are the non finite verbs:

- I went to the office to work (Adverb)
- I love reading books (Noun)
- Driving fast causes accidents (Adjective)
- Broken pieces are there (Adjective)

Note: The words to research, reading, driving and broken used in the above sentences seem as verb but they actually function as adverb, noun, adjective and adjective, respectively.

Stative verbs: Verbs has been classified into two kinds, they are stative and action verbs. Stative verbs are also called as state verbs and non-continuous verbs. Stative verbs can be used only in simple present tense. Continuous tenses are always used with action verbs. The use of stative verbs as follows:

- To refer mental and emotional state
- Verbs indicating possession
- To express copular verbs

List of stative verbs:

- Like; know; belong
- Love; realize; fit
- Hate; suppose; contain
- Want; mean; consist
- Need; understand; seem
- Prefer; believe; depend
- Agree; remember; matter
- Mind; recognize; see
- Own; appear; look (= seem)
- Sound; taste; smell
- Hear; astonish; deny
- Disagree; please; impress
- Satisfy; promise; surprise
- Doubt; think (= have an opinion); feel (= have an opinion)
- Wish; imagine; concern
- Dislike; be; have
- Deserve; involve; include
- Lack; measure (= have length, etc.) possess
- Owe; weigh (= have weight)

It cannot be used in continuous tenses. For examples:

- Ashok wants to go home (correct); ashok is wanting to go home (incorrect)
- Susee doesn't remember the place (correct); susee is not remembering the place (incorrect)

Dynamic verb: "Dynamic" is an adjective which means something is always active or changing. Linguistically,

“dynamic verb” means that the verb describes an action rather than a state. Dynamic verbs are sometimes known as “action verbs”. It can be used in all tenses. Some verbs can be used as both stative and dynamic verbs. The following examples show the difference in syntax and semantic:

- I think it is true-stative verb. It shows an opinion
- I am thinking-dynamic verb. It speaks about the process of action
- I have three books-stative verb. It talks about possession
- I am having a party on Monday-dynamic verb. It states a part of an expression
- He is stupid. It is part of your personality and habitual
- He is being stupid. It tells the short period of time, not usually

Perception verbs: Here, see, watch, notice, look, listen, feel, taste and similar verbs are known as verbs of perception which is otherwise called perpetual verbs. These verbs express one of the physical senses. They can be followed by infinitive, object or participles. Those verbs cannot be used in present progressive tense. It is usually used as bare infinitives. Rajesh saw Jai do exercise in the morning (It is meant to see the whole of an action or event). Ramesh saw Dinesh working for his project day and night (it states the repetition). Sufi saw Jasmine going in the bus (it speaks the short span of time not the entire song). I saw the film run several times in the Sun TV (the film was run several times, here, past participle (run) has the passive meaning).

Prepositional verbs: A prepositional verb is a verb+preposition, e.g., ask for depend on which preposition goes after the verb is mainly a matter of idiom. Some verbs can take a number of different prepositions:

- Come and look at the view
- We spent an hour looking round the shops
- Can you help me look for my cheque book
- I had to stay at home to look after the dog
- The police are looking into the incident
- People look on this neighborhood as the least desirable in town (oxford grammar)

Phrasal-prepositional verbs: A phrasal verb is verb that forms by combining with an adverb or a preposition whereas phrasal-prepositional verbs are combined with an adverb and preposition. Both phrasal verbs and phrasal-prepositional verbs give a new meaning. Get on with put up with look forward to and run out of are the example of phrasal prepositional verb and they are inseparable:

- I look forward to seeing you (right)
- I look forward seeing you to (wrong)
- I cannot put up with her terrible behavior (right)
- I cannot put up her terrible behavior with (wrong)

Copular verb: The copula is derived from Latin which means “tie” or “link”. Generally, it means connect two different things together. Linguistically, the copula verbs are used to join a noun or noun phrase an adjective or adjective phrase, preposition or prepositional phrase and an adverb or adverbial phrase. Be (am, is, was, are, were) appear, seem, look, sound, smell, taste, feel, become and get are the copular verbs which is also known as copulative verbs:

- Ahobilan and Sri Ragav are my nephews (Noun phrase)
- Natraj becomes a professor (Noun)
- Rajesh looks handsome (Adjective)
- Murugavel seems good at yoga (Adjective phrase)
- Charger is on the desk (Prepositional phrase)
- Your book is here (Adverb)

CONCLUSION

It is hoped that this study would be the reference for the students to away from errors in the use of English language. Having got the sufficient knowledge in the basic verb forms, it guarantees the students would do better in the complex grammatical units. This study advocates the learner to study more related android application in these fields. Through the study, the errors of the students will not be repeated. Day by day, the errors will not be presented in the use of language.

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