

# Comparative Study Of The Use Of English Modals (Should And Ought-To) Among Educated Ghanaians

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**ABSTRACT:** In his study, Holloway (2014) intimated that English takes the crown as the most common second language around the world with 55 countries speaking it as a second language. This corroborates Mydans' (2007:2) expression that English is "riding the crest of globalization and technology", because it dominates the world as no language ever has. By the most common estimates, 400 million people speak English as a first language, another 300 million to 500million as a fluent second language, and perhaps 750 million as a foreign language. Mydans further stated that it is "the common language in almost every aspect of life, from science to air traffic control and to a student playing with his classmates and on the radio, pop music carries the sounds of English to almost every corner of the earth" (p. 2). Little wonder, Winter (2014), the coordinator of a multidisciplinary research team, refers to English as the most influential language in the world.

## INTRODUCTION

In Ghana, the influence of English could be seen everywhere, because it enjoys the status of a 'language on which the sun never sets' in the Ghanaian society. Nelson and Todd (1992:440) indicated that Ghanaians were "among the first in West Africa to come in contact with English-speaking expatriates as early as the 16<sup>th</sup> century." As a result, due to colonization, English has historically enjoyed pre-eminence in the Ghanaian society. Albakry and Ofori (2011) posit that this dominance in the linguistic ecology of Ghana is as a result of the desire of the British to give a sense of cohesion to the separate political units they had annexed. Hence, English was imposed as the official language of the Crown Colony. Summarizing the general perception of Ghanaians about the English language, Boadi (1971:71) stated that the English language was perceived "as a unifying language for the distinct ethnic and linguistic groups [the British administration] had colonized and was administering". Throughout the colonial period local languages declined in use because Ghana had no single indigenous language that could be used as the mother tongue of all citizens and also because English was established as the language of the government administration, education, and social interactions. Because of its ubiquitous presence in social life and activity, English was elevated in prominence over about 79 indigenous languages (Ethnologue: Language of the World, 2009). Ghanaians who could fluently speak the English language were regarded as the high and mighty in the society, proficiency in English is seen as "the road to knowledge and wealth." Even after Independence, English remained the official language of Ghana and the language of formal education in schools. Without comprehension of English, there could be no participation in economic and political activities and secondary school students could not gain admission to university of their choice. English was associated with occupational choice and therefore wealth – as wealth, knowledge, and authority was determined by occupation, while occupation was dependent on an individual's proficiency in English. English became the language of social mobility for educated Ghanaians, who grew into an elite group whose influence rested on their command of English; bilingualism emerged as the trademark of an educated Ghanaian (though code-switching occurred often among this socially mobile

population as most Ghanaian population spoke a local language or some variant of Standard English) and as Sackey (1998) argues, it served as the cohesive force for educated Ghanaians. Hence, according to Adjaye (2005), "being educated in Ghana, means, being literate and having the ability to speak English" (p.10). Obeng (1997) also argues that there is such a close connection between formal education and English in that the number of English speakers directly depends on the extent of education. Similarly, Mazrui (1966) contends: "although English did have a status independent of its role as a vehicle of literacy, there is no doubt that a connection did exist between the prestige of the English language and the prestige of education at large" (p.18). He further stated: "one's ability to speak the language has consistently been used as a measure of one's level of education." Additionally, Nartey (1982) observes: "all educated Ghanaians are bilingual in English and at least one Ghanaian language" (p.183). In his article, Breaking out of the Colonial Shell, Acheampong (2011) corroborated Sey's (1973) expression that "Educated Ghanaians does not only have the tendency to use learned and archaic forms but is also known for flamboyance of prose style and frequent cases of hyper-correctness. It comes as no surprise that public speakers, journalists and writers in Ghana known for using flamboyant prose style and learned forms are those seen as beacon of excellence. Adika (2012) also confirmed the truthfulness of the popular expression in Fante: "Brɔfoyedur" (English is weighty, very powerful) "Otubrɔfo" (He digs up English) and "Tu bra (Dig it up - An exhortation to public speakers to utter more English expression of pleasing cadences)). Probably as a result of their early exposure to English (in the early 16<sup>th</sup> century) and intimacy with English, Ghanaians are known, in West Africa, to have developed a particularly positive attitude toward English (Nelson & Todd (1992:440). At the time when the return to the indigenous languages has virtually become the song of the day in other parts of the continent, Acheampong (2011) indicated that several educated Ghanaians still give priority to English in their homes, and make their children acquire it as their first language. Educated Ghanaians are very sensitive about the systems of rules for the English language, rules for the placement of words within sentences; and rules for the choice of subjects, verbs and other parts of speech. Nordquist (2011) indicated that a thorough

knowledge of these rules and pattern serves as a means of fostering precision and exploiting the richness of expression available in English. It facilitates a clearer understanding of how the English language works and helped these elites gain greater control over the way he or she shape words into sentences and sentences into paragraphs. In short, it enhances their ability to become a more effective speaker and writer of the language. For example, several Ghanaian elites are able to balance the usage of the traditional eight parts of speech. This balance suggests a thorough understanding and usage of modal verbs whose forms does not follow the conventional rules of grammar, and can be very confusing due to its varied meanings. Christina (2011) sees modal verb as a type of auxiliary verb that is used to indicate modality (that is, an auxiliary verb that can be used to change the modality of a sentence). The key way to identify a modal verb is by defectiveness (a defective verb is a verb with an incomplete conjugation). In addition, modal verbs do not take the inflection –s or –es in the third person singular, unlike other verbs. The principal English modal verbs are can, could, may, might, must, shall, should, will and would. Certain other verbs are sometimes, but not always, classed as modals; these include ought, had better, and (in certain uses) dare and need. Verbs that share some but not all of the characteristics of the principal modals are sometimes called "semi modals".

### Statement of the problem

Though should and ought-to as modals are fundamental in everyday life, playing important role in both spoken and written English, it has received very little attention within academic community in Ghana and beyond. Studies on modals, from a descriptive perspective in connection with the distinction between should and ought-to are scanty. Most studies within the academic community around the world consider forms of modals as defined by their functions without much emphasis on the differences in their usage. The notable research materials include work of Facchinetti, Krug, & Palmer (2003) entitled: Modality in Contemporary English, which discussed modals in general and Wellige (2005): The modal verb MUST, provided readers with in-depth discussion of **must** as an important form of modal. In Ghana, in-depth discussion on the semantic difference between should and ought to, as far as the researcher knows, has not been done. It is therefore expedient to conduct adequate investigation into the distinction between the uses of should and ought to in educated Ghanaian English.

### Objectives of the study

The study was intended to:

- i. Establish the usage of should and ought-to in educated Ghanaian English
- ii. Ascertain the distinction between the uses of should and ought to in educated Ghanaian English.

### Research Questions

The research was guided by the following research questions:

- i. How often does educated Ghanaian use should and ought to in their expressions in English?

- ii. Is there any distinction between the uses of should and ought to in educated Ghanaian English?

## Review of related literature

### Definition and classification of modal verbs

Modal verbs are difficult to define in any language because of the wide range of pragmatic uses of modal verbs by native speakers. In his study, Murphey (2013) defines modal verbs as a verb that combines with another verb and is used to show possibility, intention, obligation, and necessity. In other words, according to Murphey, modal verbs are auxiliary verbs or helping verbs. Palmer (2001) also sees modal verb as an auxiliary verb that is used to indicate modality – that is, likelihood, ability, permission, and obligation. Modals have a wide variety of communicative functions, but these functions can generally be related to a scale ranging from possibility ("may") to necessity ("must"), in terms of one of the following types of modality:

- i. **epistemic modality**, concerned with the theoretical possibility of propositions being true or not true (including likelihood and certainty)
- ii. **deontic modality**, concerned with possibility and necessity in terms of freedom to act (including permission and duty)
- iii. **dynamic modality**, which may be distinguished from deontic modality, in that with dynamic modality, the conditioning factors are internal – the subject's own ability or willingness to act<sup>[3]</sup>

Modal verbs are always combined with other verbs to show complete meanings. There are both single-word modals and phrasal modals.

The single-word modals **are**: can, could, may, might, must, shall, should, will, would **Phrasal modals** include the following: be able to, be going to, be supposed to, had better, have to, have got to, ought to, used to

**Figure 1: Common Modals**

<b>Common Modals</b>			
Modals	Use	Form	Example
Might	possibility	Might (not)	The accents in the Listening test <b>might</b> be British or American. It <b>might</b> also be Japanese-English.
May	possibility; permission	May (not)	You <b>may</b> register at the British Council or IDP Australia for your IELTS. You <b>may not</b> go out during the test.
Must	requirement; strong possibility	Must (not)	You <b>must</b> improve your grammar to get a higher score in the IELTS test. You <b>must not</b> go against the rules set by the examiners.
Have to	requirement	(don't) have to <i>singular: has to</i>	A candidate <b>has to</b> pay around PHP8,000.00 for the test. An examiner <b>doesn't have to</b> bring food during the exam.
Can	ability	Can (not)	You <b>can</b> achieve your required band score. Wrong spelling and bad grammar <b>cannot</b> be considered correct.
Could	past tense of "can"; possibility	Could (not)	When I was younger, I <b>could</b> join debates anytime I wanted to. With a lot of time, effort and patience, you <b>could</b> get your desired band score.
Should	Something right	Should (not)	You <b>should</b> practice your Speaking and Writing skills whenever you have the opportunity. You <b>should not</b> be shy when it comes to speaking in English.
Ought to	Same as "should"	Ought (not) to	A person <b>ought to</b> be confident when communicating. She <b>ought not to</b> be a person with no opinions.

Source: Grammar in Use Intermediate by Raymond Murphy

Depicted in Figure 1 are the common modals, their uses, forms and practical example composed by Murphy. As indicated above, should and ought-to are occupying the lower section of the table and for the purpose of this study, in-depth explication will be provided in relation to the semantic distinction between the two verbs.

#### Distinction between should and ought-to

In their article on the distinction between should and ought to, Cappelle and De Sutter (2010), indicated that some linguists have been dissatisfied with the generally acknowledged view that these modals are semantically equivalent and have put forward claims about subtle semantic differences. For example, in his study, Simpson (2000) posits that the fact that should and ought to have all this time (used in old English before the mid-twelfth century as shown in Oxford English Dictionary) been allowed to co-exist as distinct forms occupying the same semantic patch would seem to justify the conclusion reached by Visser (1963:1637), "that they never had exactly the same meaning, however closely synonymous they always have been." Though the distinction between should and ought-to are not readily decipherable, some linguists have itemised semantic and non-semantic distinction and they are listed below:

#### Proposed semantic differences between should and ought-to

1. Subjectivity vs objectivity
2. Absence vs presence of an implication of non-fulfillment, and
3. Relative frequency vs in-frequency of epistemic reading

#### Proposed non-semantic differences between should and ought-to:

4. Should is much more frequent in use than ought-to
5. Ought-to is more informal (especially when phonologically reduced to oughta)
6. Unlike should, ought-to occur mostly in positive statements, not in negative and interrogative sentences.

Cappelle and De Sutter (2010) made interesting findings in connection with the above mentioned distinctions between should and ought-to, their findings are summarized below:

#### Subjectivity vs. Objectivity

Swan (1980: 550), Declerck (1991: 377) contended: "Although should and ought to are often interchangeable, there is a slight difference between them. When using should the speaker expresses his own subjective view; ought to is more objective and is used when the speaker wants to represent something as a law, duty or regulation. For this reason ought to may sound more emphatic than

should.” Clarifying their point, Swan (1980: 550), Declerck (1991: 377) gave the following contrast and accompanying comment:

#### Example on Subjectivity vs. Objectivity

- a. You should / ought to congratulate her.
- b. I ought to congratulate her, but I don't think I will. (Should would sound odd here: it would be strange to give yourself advice and then add that you were not going to follow it.)

In line with the two linguists above, Collins (2009) also argued that while should and ought to are both “more commonly subjective than objective, the proportion of objective cases is higher with ought to.” He calls a deontic modal “subjective” when it “indicates what the speaker considers desirable, appropriate or right” (Collins (2009: 45)) or when “the speaker is giving advice authoritatively to the addressee” (Collins (2009: 54)) and “objective” when “the appropriateness or desirability of the course of action described stands independently of the speaker's endorsement” (Collins (2009: 45)), i.e., when “generally accepted standards of appropriate behaviour are being invoked” (Collins (2009: 54)). In their studies, Gailor (1983: 348, and Aarts&Wekker (1987: 193) also intimated that ought to, more strongly than should, suggests that the obligation is a duty leading to the greater public good. This claim tallies with Myhill's (1996) study, that should expresses an individual opinion while ought to stresses that an opinion is shared by a group.

#### Absence vs. presence of a Non-fulfillment implication

Close (1981:121) claimed that ought-to suggest that the actualization of the situation referred to “is overdue or may be delayed”, similar to his claim, Gailor (1983:348-349) stated that the actualization of the situation might not even take place at all, implications which are thought to be absent with should. Highlighting another important distinction, Westney (1995: 170) posits that it could also be the reason why As you should know... is less aggressive than As you ought to know ... as an opener to give (superfluous) information or advice, since the latter would impolitely suggest that the hearer might not yet know. Giving credence to Westney's observation is the relative normality of titles of websites or articles starting with “Ten things you ought to know about...” with such expression, the writer has a good motivation to assume or suggest that the reader does not yet have the knowledge about the relevant topic, since otherwise writing the text would be rather pointless. Notwithstanding, Westney underscored the fact that the suggestion of non-fulfillment is often associated with ought to, as revealed by the following excerpt from the book: *Between the Woods and the Water*, by Leigh Fermer, Patrick (1986): “Whenever he got a chance, Malek broke into a canter, and one of those bursts turned into a long twilight gallop; he may have thought we were far from home and **ought to** get a move on...” Non-fulfillment is therefore at best a (pragmatic) implicature rather than a (semantic) implication (i.e. entailment) in the strict sense. The excerpt cited by Westney above demonstrates a situation where actualisation can be deduced from the context, which is rather exceptional, however. Whether or not the situation actually comes to fulfillment is not coded in the modal but is

usually something to be derived extra-linguistically. Palmer points out that this neutrality with respect to actualisation especially holds when the proposition refers to a future situation. In his corpus-based study of ought to, Degani (2009: 338), noted that the majority of sentences are indeed “non-factual” (rather than “actualised” or “counterfactual”). In such sentences, ought to simply convey the idea that there is a situation whose actualisation is considered desirable or expected. Cappelle & De Sutter (2010) contended that it is hard to verify via corpus research whether ought to in such cases, on top of this notion of desirability or expectation, commonly suggests a lesser likelihood of actualisation than if should had been used. Cappelle & De Sutter stated further that it would not be a reliable method to check whether the likelihood of fulfillment increases or decreases when replacing ought to by should in individual examples, since such judgments could only be made on a subjective basis. A more valid operationalisation would be to count the number of instances of should and ought to followed by a perfect infinitive (e.g. You {should/ought to} have asked me first) or a present progressive (e.g. I {should/ought to} be revising now), since these verb forms implicate counterfactuality.

#### Relative Frequency vs. Infrequency of Epistemic Use

Several linguists have claimed or reported that should convey epistemicity more commonly than ought to does. Coates (1983) reports that the ratio of epistemic versus deontic uses is roughly 1:4 in the case of should but only roughly 1:8 in the case of ought to. This difference is even more pronounced in Collins's (2009) recent corpus counts, from which we can infer an epistemic/deontic ratio of about 1:6 for should and of about 1:32 for ought to. In relation to epistemic use, Palmer (1987: 134) posits: it is only “theoretically possible to imagine ought to being used epistemically but that seems very rarely to occur. In general ought to is interpreted deontically.” However, later, Palmer (1990:60) reported in his study not to have found a single example of epistemic ought to, although he acknowledges the existence of cases of merger. In sharp contrast, Degani (2009: 333) discovered corpus counts of ought to in his corpora study as high as 31% and 36% for the epistemic use. Expressed as epistemic/deontic ratios (disregarding cases of merger), this amounts to roughly 1:1.5 for UK English and almost 1:1 for US English. Cappelle & De Sutter (2010) intimated that Degani also shows that the epistemic use of ought to seem to have increased in frequency since the early 1960s, from 21% in the LOB corpus (UK English) and 24% in the Brown corpus (US English), or from epistemic/deontic ratios of roughly 1:3 and roughly 1:5, respectively. In view of the foregoing, it is clear that the assessment of epistemic ought to differ widely across studies, ranging from being only a theoretical possibility to an interpretation which is as frequent as deontic ought to.

#### Should is much more frequent in use than ought-to

Studies revealed that should is much more frequent in use than ought to. For instance, Kennedy (2002) indicated that in the British National Corpus (BNC), there are 111,237 occurrences of should but only 5,979 occurrences of ought to, which amounts to a should/ought to ratio of 19:1. In a

separate study, Collins (2009) reported that the ratio of should to ought to appears to be 19:1.

### **Ought-to is more informal (especially when phonologically reduced to oughta)**

In their study, Celce-Murcia and Larsen-Freeman (1983:89) discovered that deontic should and deontic ought to contrast with each other in that the latter is more informal (most markedly so if it is phonologically reduced to oughta). Cappelle & De Sutter reported that a similar register-based difference for ought to was noted by Collins (2009:46) because he did not differentiate between deontic and epistemic uses. Among other things, Collins stated "Despite its small numbers in the present study, ought to was found to be considerably more robust in British and American speech than writing," with the speech/writing ratios being roughly 3:1 and 4:1, respectively. (The number of epistemic uses of ought to was too low in Collins's study to allow a comparison between speech and writing.) Collins (2009: 52) also notes that should is much more evenly distributed across speech and writing, but that "deontic should shows a stronger tendency to be associated with the written word (...) than does epistemic should." This might be somewhat surprising, given that ought to has been shown to be in serious decline (e.g. Leech (2003))—one usually expects to encounter archaic linguistic items in the written rather than the spoken mode. But note that many remnants of older language phases which have long disappeared from the standard language can be preserved in dialects, which are by their nature also informal. As a result, studies conducted by Celce-Murcia and Larsen-Freeman (1983:89), Collins (2009:46), and Leech clearly support the notion that ought-to is more informal (especially when phonologically reduced to oughta).

### **Unlike should, ought-to occur mostly in positive statements, not in negative and interrogative sentences**

Studies conducted by Harris (1986), and Aarts & Wekker (1987: 193) clearly demonstrated that ought to occurs mostly in positive statements, not in negative and interrogative sentences" which is quite different in the case of should because it can be used in both positive and negative statements, and also in interrogative sentences. The researcher envisaged that the present study would provide ample information in connection with comparing the use of ought to with should in Ghanaian elite English.

## **METHODOLOGY**

### **Data Collection**

Modal verbs are prerequisite for effective communication in the English language. One of the commonest avenues where educated Ghanaian employ the use of should and ought-to is on the radio. During interviews, panel discussion and call-in programmes, animated discussion often lend itself to the use of modal verbs by participants. It is therefore appropriate that the researcher use one of such program or panel discussion recorded from the local FM station. By means of a portable recorder, the data was surreptitiously gathered and transcribed for analysis.

### **Data description**

The data analysed was a recording of panel discussion regarding the ongoing fight against corruption instituted by the incumbent president, John Mahama. The panel comprised educated Ghanaians occupying important positions in the country, for example, one of the participants was the editor-in-chief of the new Crusading Guide newspaper, and another member of the panel was the former deputy Minister of Information. Interestingly, the third member of the panel is a lecturer in the University of Cape Coast. The constitutive members of the panel were very explicit as far as President Mahama's effort is concerned in tackling the perennial problem in Ghana – Corruption. The data was obtained in its natural form because it was recorded surreptitiously, panel members were not aware of any recording and so this data can be graded as very authentic and reliable.

### **Manner of Analysis**

The researcher adopted qualitative and quantitative research paradigm for the study. The choice of these research designs was informed by their appropriateness and suitability. Ereat (2011) posits that qualitative analysis allows a researcher to sort and arrange information so as to identify themes, glean insight and develop meaningful conclusions and Reinard (2008) corroborated Ereat by stating that qualitative method of analysis helps an investigator to study naturally occurring phenomenon in all their complexities. On the other hand, quantitative research method involves the use of numerical measures. Measurement must be quantitative and statistically valid. This allows the researcher to accurately determine frequency and occurrence of a phenomenon. As a result, the researcher employs inter-paradigmatic approach for the study. This approach to study has a lot of advantages because the undergirding assumptions of the two paradigms appear to result in distinctions that tend to go beyond the epistemological, ontological and methodological commitments. According to Phiri (2008) there appear to be implicit strength and weaknesses of the quantitative and qualitative paradigms which are often not explicitly exposed by researchers. The application of the two paradigms therefore, seams, synthesize, amalgamate and cohesively join them together to form highly functional paradigm to the research study.

### **Data Analysis**

This section concerns itself with both quantitative and qualitative methods of analysis of data gathered. The quantitative method looked at the non-semantic distinction between the use of should and ought-to in Ghanaian elite English, while qualitative method of analysis would help the researcher ascertain any semantic distinction between the two modal verbs in educated Ghanaian English. In all, four different texts were analysed. The text are labeled as FSH TEXT, SCD TEXT, ACC TEXT, and JD TEXT

### **Research question 1: How often do educated Ghanaian use should and ought-to in their expressions in English?**

The crux of this question is to ascertain the frequency/occurrence of should and ought-to, so as to know the extent to which educated Ghanaians are familiar with

the two modal verbs. Statistics used for analysis were based on item in the appendices, labeled: FSH TEXT, SCD

TEXT, ACC TEXT and JD TEXT. Table 1 provides adequate information in connection with research question 1.

**Table 1: Frequency of should and ought-to usage by educated Ghanaians**

MODAL VERBS	FSH TEXT	SCD TEXT	ACC TEXT	JD TEXT	TOTAL
Should	4	4	3	3	14
Ought-to	1	2	3	1	7
Grand Total	5	6	6	4	21

N=4

As shown in Table 1, educated Ghanaians are quite familiar with modal verbs should and ought-to, for example SCD TEXT contains six occurrences of these two modal verbs. SCD TEXT also recorded six occurrences, while FSH TEXT recorded five occurrences and JD TEXT recorded only four occurrences of these modal verbs respectively. Interestingly there is none of the texts that do not contain these modal verbs. This is in line with what Acheampong (2011) that educated Ghanaians are fond of using archaic forms and often strive towards hypercorrectness. Unequivocally, the 21 occurrences of these two modal verbs (should and ought to) within few pages of information testify unerringly to the fact that educated Ghanaians, which includes the lecturers in the various Ghanaian Universities, are quite familiar with modal verbs and its varied usage in the evolving English language that its sun never set.

**Research question 2: Is there any distinction between the use of should and ought to in Ghanaian elite English?**

Essentially, this question was to ascertain the distinction between should and ought to especially in terms of its significance statistically. In other words, does available data collected for the study justify conclusion reached by previous linguists such as Collins (2009) and Kennedy (2002) or can the findings accruing from the present study be used as a reference point on modal usage in Ghana? In answering this question, the independent sample t-test was employed using the Statistical Packages for Social Sciences (SPSS). Computation in Tables 2 and 3 serves as the basis for calculating independent sample t-test for the study.

Verbs	N	Mean	Std. Deviation	Std. Error Mean
Should	4	10.2828	5.80458	1.79344
Ought to	4	15.2899	4.14039	0.54338

**Table 2: Group Statistics**  
N=4 M=Mean SD=Standard Deviation

Table 2 revealed that should (M= 15.2, SD=4.1) on frequency of usage, while ought-to (M= 10.2, SD= 5.8). It becomes very clear from the results that should have a higher mean for quantifier usage than ought-to. However, it

is important to find out whether this difference has any statistical significance and table 3 presents the results of the t-test.

**Table 3: Results of Independent Samples T-test**

	Levene's Test for Equality of Variance		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. 2-tail	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.8	.04	2.02	127	.047	3.86	1.91	.091	6.64
Equal variances not assumed			2.13	131	.069	3.85	1.09	-.369	7.14

N=4 p<0.05

From Table 3, appropriate conclusion can be reached that the mean of should on frequency of usage (M= 15.2, SD=4.1) and the mean of ought-to on frequency of usage (M= 10.2, SD= 5.8) revealed that the difference is

statistically significant (t=2.02, p=.047). Therefore because p<.05, it can be concluded that there is a distinction between the use of should and ought to in Ghanaian elite English and it is noteworthy that the result of this study is

similar to the findings of Kennedy (2002) and Collins (2009) that should is much more frequent in use than ought to.

## Summary and Conclusion

The essence of the study was to establish the distinction between the uses of should and ought-to by educated Ghanaians by means of recorded programmes featuring panel discussion on some FM radio stations. The recorded items were later transcribed and used as data for the study. Data analyses involved the use of descriptive statistics and independent sample t-test at 0.05 level of significance. The study clearly demonstrated that educated Ghanaians are quite familiar with modal verbs especially should and ought to as shown by Table 1. Table 2 and 3 also revealed that there is a particular distinction between the uses of should and ought to by educated Ghanaians, underscoring the fact that should scored higher mean ( $M= 15.2$ ,  $SD=4.1$ ) than ought-to ( $M= 10.2$ ,  $SD= 5.8$ ) indicating that  $p(0.47) < 0.5$ , which means a significant distinction between the two modal verbs.

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## APPENDICES

### FSH TEXT

We will discuss that briefly, and come to the three broader issues that I have intimated to you that we are going to discuss via the introduction. Now President DramaniMahama yesterday announced that no government official will be allowed to buy state bungalow or vehicle. It **oughtto** sounds good, isn't it? He said the government will soon come out with a measure that **should** enable all government officials to acquire vehicles on hire purchase bases. Eh... President Mahama said this when he met the Anti-Corruption Organisations at the Flag Star House, Kanda. The groups included the Commission on Human Rights and Administrative Justice and anti-corruption coalition. He said the directives **should** enhance government's ability to stop the practice where ministers and other public officials were given the option to buy official vehicles and bungalows they were using during their tenure of office. This **should** serve as a deterrent against corruption according to the president. President Mahama further said the government was awaiting the passage of the right to information bill, public officers code of conduct bill and the witness protection act solutions contract, as investigations were being carried out, so he has, as you know, ordered the .. ministries of Finance and the Attorney general, **should** do everything in their power to make sure that the part of the Suber info solutions contract that are... , you know, questionable, you know, are dealt with, accordingly by the appropriate persons.

### SCD TEXT

a band had been placed on the award of new contracts. You remember the monies that the Supreme Court, not too long ago, also declared, that **ought tobe** retrieved from waterveil and from, you know, waterveil and Ancifotel, all of those monies to be retrieved **should** be within a certain range. I want to introduce my guests eh....in the studio now are Abdul Malik KwakuBako Junior, the editor in chief of the new Crusading Guide newspaper, James AgyenemBoateng, the president of Staffer, the former Deputy Minister of Information and Mustafa Hamid, is also an aid of Nana Addo Danquah Akufo-Addo, the NPP flag

bearer for the 2012 elections. You're still lecturing at the University of Cape Coast, right? Great! All right, so these are my guests, but we will soon be joined by Hon. InusaFuseni, the minister responsible for Lands and Natural resources, whom we feel **ought totake** care of other matters including the matter pending and that is likely to go to the UN office in respect to the issue with Ghana and Ivory Coast. Now, gentlemen, I want us to quickly look at the president's directives yesterday. I think we **should** listen to the president briefly and I will take James' views on what the president has done, and, and how that **should** help in fighting corruption. All right, lets go straight forward, now tell me, you might have felt good about it, the president has come out to fight corruption because is every almost every week there is something coming out from the government which is putting the government into bad light and some say the government **should** be in charge and make every effort to stamp out corruption.

### ACC TEXT

... I'm not sure that the president did this yesterday, em merely to satisfy a certain expectation and again I'm not sure on a weekly basis eh, em, there is something about corruption. May be there are some allegations and....and these are matters that, I mean, ordinarily, the government **should**look into them to establish its veracity, or otherwise. Again, it is important to underscore the fact that they **ought to** know that this is a country governed by rule of law so that the mere allegation in themselves may not be, the mere allegations in themselves may not be sufficient so that you may want to look into matters, you may want to give people, in fact it is an opportunity to speak to the very issues that that come up and I think that yesterday was particularly exciting. I was privileged to sit in that meeting when the president met with the anti-corruption campaigners. By the time he finished addressing them, he opened the forum for questions to be asked, there was only one or so questions that came because they...eh they said that they **ought to** be satisfied by the president's interventions. The president said we **should** look at the issue at stake, we **should** investigate Again, the president has committed himself to a very specific time line. The president is asking that certain specific actions should be done by a certain date. Indeed, many have questioned the under pinning of some of these models. As I speak the GYEDA bill has been drafted and submitted to the minister for comment. Work on the bill **ought to**have been completed so that appropriate instruction or directives could be given via the minister for Finance and the Attorney General to the appropriate participants who **should**know.

### JD TEXT

Within three calendar months starting from yesterday, the policy that allows government officials to purchase the state bungalows allocated to them**should** be scrubbed. The president has been very emphatic about this policy and I'm sure many Ghanaians would appreciate or side with government on this very issue. In place of that he is asking that a scheme **should** be put in place under which senior public officials will be able to acquire their own vehicles through hire purchase but then they **ought to** be responsible for servicing the financial transactions involve. Again, the president has asked the chief of staff not to grant

any request by any government official. Time will not allow us to.....but then he made another important point about how he will implement without hesitation the report of the sole commissioner who is looking into issues of judgement debt. The government has really shown once again, his commitment to running an open, transparent and accountable governance. He is trying to.....the host asks a question: Now, in one minutes, why **should** he do this and why at this time?

Answer: You have to understand that one of the pillars on which the president was elected in to office is to run an open and accountable governance so he is telling us that 10, 11, 12 months into his administration, he is delivering on the very promises he made.