

<https://doi.org/10.59982/18294359-23.14.2-uk-15>

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Abstract

There are many approaches, strategies, and methods used in learning a foreign language. Some of them are very useful for learning speaking skills, while others work best for teaching grammar. Some strategies are most effective at the beginning stage, while others are preferred by advanced learners. Some strategies work well with systematic, organized students, while others are preferred by learners who rely on their intuition and use their imagination. Teaching grammar is a vital part of any English-language course. While teaching grammar, it is important to take into consideration some nuances because, on the one hand, the learners have to memorize large amounts of new grammar rules and patterns, which is not easy for them; on the other hand, the new rules and concepts must be introduced in such a way as to capture their attention and be clearly understood by them. We have presented some effective methods of teaching grammar, in particular modal verbs, methods that can be used to make the teaching process easier, more interesting, and more effective

Keywords: Adverbs, modal adverbs, teaching grammar, teaching modal adverbs, EFL classroom

Introduction

The word "adverb" derives from the Latin word "ad-verbum," meaning "belonging to the verb." This is a grammatical category that serves to modify some verbs, adjectives, other adverbs, and whole clauses semantically. [Bussmann, 22]

The traditional definition of the adverbs describes them as some words generally ending in *-ly* that describe different verbs. [De Capua, 102] An adverb is a word or a phrase modifying a verb, an adjective or another adverb, making its meaning more specific. The adverb forms a mixed word class. Traditionally they are divided into various meaning-related categories, such as manner, frequency, time, place, degree, modality, etc. By saying "a modal adverb" we mean an adverb that expresses modal meaning, such as the speaker's judgment about a proposition.

A modal adverb is an adverb that expresses a modal meaning, such as the speaker's judgment about a proposition (e.g. *arguably, possibly, probably, maybe, surely, apparently*, etc.) [Aarts et al., 252] The modal adverbs are used to express the speaker's view of the truth value of the proposition it is associated with.

This paper **aims** to describe the main methods of teaching grammar, in particular, modal adverbs. It gives a solid introduction to teaching this subject, offering practical and relevant advice, as well as plentiful ideas for teaching grammar in class.

The **objective** of the study is to describe the main methods of teaching modal adverbs in EFL classroom.

The relevance of the research is based on the strategies and methods that facilitate the process of teaching modal adverbs in an EFL classroom.

The following **methods** have been applied in our research: descriptive method, comparative method, cognitive approach. The methods are chosen according to the degree of efficiency as the analysis will be more revealing and easy to perceive if illustrated on specific examples.

Essentially, the term "grammar" designates the part of the language study which deals with the forms of the words, their organization in clauses and sentences, and the rules governing different structures. It describes the way the language is organized to convey meanings up to the sentence level and at the text level.

The traditional approaches to language teaching adopted an overt approach to explaining grammar, usually involving an extensive language description and an intensive practice. Such explicit teaching is based on the erroneous assumptions about how the language is acquired. Although there are occasions where the explicit teaching may be desirable as a way to focus the teachers' attention on a specific structure, it has clear limitations, and its use should not become too protracted.

The grammar teachers need a wide range of the subject knowledge and a large repertoire of professional skills to be able to teach their students to read and write, to understand the world around them, and to use their developing intelligence and knowledge in life. All this requires that an effective teacher should possess good knowledge and understanding of the content of the subject being taught, as well as the ability to manage the class, explain clearly, ask appropriate questions, and assess learning. Foreign language teaching encompasses what the teachers do to help their students to learn and develop their listening, thinking, reading, speaking and writing skills, solve problems, and communicate with each other easily. When making decisions about the activities most teachers give priority to the traditional teaching methods, while others prefer using modern interactive methods and approaches. The teaching strategies should be chosen so that they fit the requirements of the language tasks, the learners' goals and their style of learning, and give them plenty of opportunities for practicing their communication skills during their language classes. The teaching should be integrated into regular learning activities over a long period of time, rather than be taught as a separate, short intervention. It should include explanations, handouts, activities, brainstorming, and materials for reference and home study. A good lesson should be student-oriented, that is, it should be organized around the learners and their interests.

Teaching Modal Adverbs in an EFL Classroom

The system of the English adverb is considered to be one of the most complex grammatical structures of the language. The most troublesome problems are concentrated in the area of the modal adverbs. This seems to be an area of grammar which has always gained the greatest interest in language learning [Modern English Grammar, 99]. The adverbs play a crucial role in grammar by providing an extra level of information about the words they modify. The classes concerning the adverbs should start with the explanation of the basic categories of adverbs with a slideshow presentation and clearly organized explanations, this informative slideshow provides a detailed

definition of adverbs along with plenty of contextual examples and be followed by a series of exercises that will allow the students to construct their own sentences with adverbs.

Here are some tips and activities for teaching the adverbs effectively:

1. Go over the basic characteristics of the adverbs.

The teachers should identify all the possible questions the learners can ask and remind their students about the importance of all types of adverbs by listing out the questions they can respond to.

2. List out all categories of adverbs.

It's important for the students to know that adverbs fall into different categories. Therefore, the teachers should explain their students that the knowledge of these categories will make it easier to identify and modify the adverbs in oral and written speech. Adverbs of time (now, then), place (somewhere, there), manner (carefully, happily), degree (so, very, really).

Put the adverbs from the list below into the correct column.

Name: _____

Adverb Sort

Adverbs Answer How, When and Where
For each of these adverbs, put them in the right column.

awkwardly	happily	before	quickly	carefully	daily	seldom
there	anywhere	away	upstairs	outside	soon	never
before	unevenly	sweetly	randomly	yesterday	away	everywhere
loudly	afterwards	somewhere				

How	When	Where
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This worksheet challenges students to sort a given list of adverbs into three categories based on how they modify the verb: how, when, and where. Developing students' ability to differentiate between the different types of adverbs can help develop critical thinking and writing skills [Mastering Adverbs].

Adverbs word search

Adverbs Word Search - 13x13

Topic: - Find the Given Words hidden inside the puzzle and circle them

Words: daily, darkly, deeply, down, during, early, easily, fairly, fully, gladly, kindly.

W	T	E	D	A	I	L	Y	G	O	D	P	X
O	B	A	P	T	I	S	M	O	K	A	K	D
R	N	B	A	S	S	B	A	L	I	R	N	E
S	N	A	E	L	P	O	H	F	N	K	X	E
H	I	S	T	Y	L	C	H	U	D	L	H	P
I	N	K	O	W	A	I	W	Q	L	Y	K	L
P	E	E	U	G	L	A	D	L	Y	N	R	Y
S	N	U	G	G	L	E	N	D	K	G	T	N
F	U	L	L	Y	L	I	N	G	Z	L	Y	T
F	E	S	T	I	V	A	L	O	P	J	N	L
E	A	S	I	L	Y	D	F	A	I	R	L	Y
S	R	E	L	I	G	I	E	A	R	L	Y	K
D	O	W	N	R	D	U	R	I	N	G	H	M

1. Besides promoting relaxation, this educational word search can offer a fun challenge that boosts memory, and concentration while helping learners improve their ability to recognize adverbs in different contexts [Adverb Search Worksheet].

3. Ask the students to transform the given adjectives into adverbs.

The teachers may get their students to come up with a list of adjectives and help them to turn them into adverbs explaining them the basic rules of forming adverbs in English.

Forming adverbs from adjectives

In most cases, an adverb is formed by adding **-ly** to an adjective

Adjective	Adverb
cheap	cheaply
quick	quickly
slow	slowly

If the adjective ends in **-y**, replace the **y** with **i** and add **-ly**

Adjective	Adverb
easy	easily
angry	angrily
happy	happily
lucky	luckily

If the adjective ends in **-able, -ible, or -le**, replace the **-e** with **-y**.

Adjective	Adverb
probable	probably
terrible	terribly
gentle	gently

If the adjective ends in **-ic**, add **-ally**. Exception: **public -> publicly**

Adjective	Adverb
basic	basically
tragic	tragically
economic	economically

Some adverbs have the same form as the adjective: **early, fast, hard, high, late, near, straight, wrong**, e.g

It is a **fast** car.

He drives very **fast**.

This is a **hard** exercise.

He works **hard**.

We saw many **high** buildings.

The bird flew **high** in the sky.

Well is the adverb that corresponds to the adjective **good**.

EXAMPLES

He is a **good** student.

He studies **well**.

She is a **good** pianist.

She plays the piano **well**.

They are **good** swimmers.

They swim **well**.

4. Practice using the adverbs in pairs.

The teachers may tell their students to complete a correction-based exercise. Generally the students like this learning approach because it looks like a grammar game.

For this activity, the teachers should divide the students into pairs. The first student should make a false statement including an adverb. The second student should use the same sentence replacing the adverb with another one.

Fill in the blanks with a suitable adverb.

1. I _____ go to bed at 11 o'clock.

- once
- ever
- usually

2. I have been to Spain just _____.

- one
- once
- ones

Adverbs require a great deal of effort to be mastered, and even the most advanced users of that language have difficulty in using them correctly [Narita et al., 13]. The correct use of the adverbs is one of the major challenges the foreign language learners face during the process of learning a language. One way to solve the problem is to assist the students in becoming independent learners during the course of the second language vocabulary learning. Furthermore, this can be achieved through instructing the learners to apply different vocabulary learning strategies as efficiently as possible.

Answering the questions using the adverbs given below.

1. *Can you decode it for me?*
2. *Do you think Henry would like to marry Mary?*
3. *Will you come to the new Art Exhibition with me?*
4. *Is Gloria willing to work at school?*
5. *Would Ann help you if you ask to?*
6. *May the weather change for the better tomorrow?*
7. *Could Bill possibly arrange it for you?*
8. *You will certainly remember your trip to Italy?*
9. *It was brave of her to stand up for her rights.*

(certainly, of course, perhaps, probably, sure, naturally, undoubtedly, maybe, not possibly)

Here are some other strategies that may help the teachers to integrate the strategy instruction into their foreign language classroom teaching:

• ***Finding patterns***

Purpose: The students use a rule they already know or create a new rule that helps them to learn the new information.

Context: It is useful in situations where the students can generalize about a language structure, procedure or concept.

Example: A student who knows how to use the modal adverb *certainly* wants to use the adverb *definitely* in his/her story. Since these adverbs have almost the same ending, she may decide that they are used the same way.

• ***Paraphrasing***

Purpose: Rather than stopping at a dead end, the students find different ways to say the same thoughts. The beginners may use simple words or structures instead of more complex ones they do not know yet. More advanced learners may replace a term with its description or by explaining it in the target language.

Example: A student cannot think of the word *clearly* (հստակ) while he is speaking, so he says in Armenian, "in a way that is easy to see."

Fortunately, he happened to be there at the time.

It is fortunate that he was there at the time.

Certainly, the early years are crucial to a child's development.

It is certain that the early years are crucial to a child's development.

• ***Break up the Words***

Many abstract words have prefixes and suffixes which can help the students to decode their meanings. By developing this strategy they will learn to work out the meaning of the new words independently. For example, the word *unfortunately* can be broken up into three parts, making it

possible for the students to construct its meaning in the context, especially if they know the prefix *un-* and the suffix *ly-*. Likewise, we can introduce "*happily*".

• ***Draw on the World of the Learner***

For this activity, the teacher should relate as many abstract words to the world of the learner as possible. For example, if the teacher is teaching the word *beautifully*, he/she may ask the students to think of the nicest place they have ever been. In this way she/he links this to the new word they have to learn. After that they discuss what makes a place noticeably beautiful. By associating the new word with an individual place where they have been, the students are likely to remember it much better. The same can be done with the modal adverbs such as *happily*, *fortunately* or their negative forms.

• ***Three Adverbs that Describe You***

For this activity, the teacher asks the students to choose three adverbs to describe themselves. This is an excellent icebreaker that gives the students an opportunity to share things about themselves and learn about their peers. It also gives them some positive reinforcement and points out their personality strengths. For example,

She spoke certainly at the meeting.

She can manage happily on her own.

She played her role quite naturally and everybody admired her performance.

Such activities often get the students moving or thinking creatively. Besides, they can be lots of fun and dissolve any tension that might be in the classroom.

It is very important that the students be able to interact with each other easily because to learn English means to learn how to communicate with people in English. Therefore, the students should feel comfortable sharing ideas with the class and talking with other students in groups or in pairs on a regular basis.

• ***Writing a Story***

Topics: *Your holiday*

Weekends

They may be asked to describe the picture they can see on the whiteboard; or they may be asked to use some modal adverbs to tell the class about their habits, likes and dislikes, and so on.

One of the most effective ways to get the students to play with words is to have them use all the words in a vocabulary list in a story. The patterns must be repeated many times until using them becomes a habit. This will allow the students to use these patterns in their own speech. This is an interesting task, requiring them to understand the meanings of the words well enough to find a framework for them.

The teacher asks the students to use their vocabulary words to write a novel or a short story, which they are going to read in class. [Rider, 15]

Some students have some difficulties in writing. In this case teachers should allow them to use any "leftover" words in separate sentences or make statements on the given topic using several modal adverbs that show their meaning.

These are some types of the exercises that can be suggested to the learners in EFL classroom as far as modal adverbs are concerned. Naturally, the teacher should not restrict herself/himself by doing only the above suggested types of exercises, but create some more types to make the process of teaching and learning an interesting and rewarding activity.

Conclusion

The main goal of the EFL teachers is to help their students to acquire language skills that will enable them to communicate effectively. When the students learn a language, they develop both their receptive and productive skills. The development of these skills requires different teaching methodologies and poses many pedagogical difficulties. It is important for all EFL teachers to consider the relationship between their students' thinking skills and the language they are going to teach because the latter ones are going to deal with thinking in the process of learning that language.

The novelty of our work is concluded in the fact that it is based on the investigation of the strategies and methods that facilitate the process of teaching the modal adverbs in an EFL classroom. This paper presents modern approaches to teaching grammar and especially it provides an appropriate methodology for teaching modal adverbs and presents some sample types of exercises to be done in class. All the activities described in this work intend to be used as collaborative and interactive processes to stimulate the learners knowledge about language.

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Ներկայացվել է՝ 18.10.2023թ.

Ուղարկվել է գրախոսման՝ 05.12.2023թ.