



## Teaching English manner adverbs to Arabic-speaking EFL learners reflecting on Arabic prepositions [be shaklen]

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### Abstract

This study was conducted to investigate the impact of the grammar translation method (GTM) as a strategy to achieve the educational objective of teaching English manner adverbs to Arab students. This study compares specific parts of speech in both languages. A pre-test of five sentences with adjectives to be changed into manner adverbs in English was given to EFL learners. The test was performed to evaluate the students' knowledge of English manner adverbs before conducting the instructional intervention. To this end, 35 students in a remedial English class, beginners who did not pass the university's placement test, were examined. The researchers selected three adjectives in English and their translation in Arabic then changed them into adverbs in Arabic by adding the preposition (ـاً). Same adjectives were changed into manner adverbs by adding the suffix *-ly* to serve the task of analysis required to compare the two languages during the process of the instructional intervention. A post-test was then administered that included five sentences of adjectives in English to be changed into adverbs of manner. The subject of this study was to use the similarity of specific parts of speech in both Arabic and English in teaching Arab students at the beginner level the English manner adverbs. This paper provides an analysis of teaching English adverbs by emphasizing the Arabic language as the mother tongue of EFL learners in the classroom, which is significant in EFL composition because it can help EFL learners gain native competency and foster their rhetorical awareness.

*Keywords:* Arabic adverbs; English manner adverbs; teaching EFL learners; teaching adverbs; parts of speech

## 1. Introduction

Adjectives and adverbs enhance a sentence's meaning. They can be an important element when creating sentences (Ozlem, 2019). Xydopoulos (1995) argued that manner adverbs traditionally modify the subject of a sentence. Furthermore, Protopopescu (2010) explained that traditional grammar considers manner adverbs to be modifiers of a verb predicate without being mandatory components. According to Al Aqad (2013), all languages have grammar, as all grammar in languages is equal; grammar is alike somehow in all languages. However, every language has its own system. Compared to other grammatical categories, little interest was given to adverbs in scientific research in the Arabic language, at least in the papers written in English, until recently. As Jackendoff (1972) explained,

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"Adverbs are the least studied and misrepresented part of speech. This is somewhat understandable given their variety of syntactic and semantic functions in English." (p. 47). However, adverbs have increasingly become one important aspect of the syntactic (and semantic) investigation. The anatomy of adverbs and their placement and relationship to other sentential elements (especially verbs) have now been thoroughly explored (see, e.g., Baker 1981; B).

Many researchers found that using L1 in teaching the grammar of L2 helps in learning the grammatical rule faster, as in the iceberg analogy that was promoted by Cummins (2007), a model of bilingualism characterized by the Common Underlying Proficiency is when both languages are represented by icebergs, one floating above and one residing underneath the water. In other words, despite their differences in appearance, both languages have the same processing system (Cummins, 2000). Therefore, in this case, relying on EFL learners' first language would be a great help to understand the rules when teaching L2. Atkinson (1987) argued that the native language is considered beneficial for many learners as its supporters developed a view in favor of the grammar translation method, it is related to a student's preferred learning strategies. (GTM), which appeared in the late nineteenth century (Brown, 2000). GTM is used to apply translation as a technique for teaching and according to the theory, in any context and any language learners exposed to, this tool can help them find the meaning of certain problem words (Esmail, 2015). The classical method of GTM has been used for a long time. GTM evolved in Greece and Rome to teach classical languages such as Latin, Greek, etc. (Chastain, 1988). The aim of it, according to Richards and Rodgers (2001), is to know all there is to know about anything. The GTM argues that learners can better comprehend the target language if they memorize the structures and linguistic rules of their native language. On the other hand, the use of any other language while teaching an L2 has been considered an avoided practice, especially because of the influence of the Direct Method (Kantzou & Vasileiadi 2021). Pertaining to the similarity between the two speech parts in both Arabic and English, this study focuses on changing the adjectives into manner adverbs by adding *-ly* to the end of the word and doing the same by adding (تـبـشـكـلـن be shaklin] before the adjective [al sefaa] in Arabic. Therefore, this study aims to achieve the following objectives: to present a clear comparison between both English and Arabic adverbs and to have teachers follow a method to make it easier and clearer when teaching English adverbs to native Arab students at the beginner levels.

### 1.1 Literature Review

Many linguists described adverbs as being problematic. According to Haspelmath (2001), adverbs are heterogonous, unlike other words that can usually be identified by their semantic prototype. Quirk et al., (1985) classified adverbs into subclasses: setting adverbs (*here, there, below*), degree adverbs (*well, much, really*), linking adverbs (*meanwhile, otherwise, thus*) while adding *-ly* suffix to an adjective to form manner adverbs (*perfectly, calmly, gently*). According to Haspelmath (2001), almost all subclasses of adverbs are relatively small except for the manner adverbs, which are a sizable subclass and equivalents can be found in many other languages. In the counterpart, looking into the Arabic language, many linguists identified Arabic as a more complicated language. Language learners have struggled to acquire the adverb system, together with the fact that their written or oral production does not have native-like adverb usage; adverbs have been regarded as problematic aspects (Pérez-Paredes, Pascual & Sánchez, 2014).

The major differences between Arabic and English are explained by several researchers (Daimi, 2001; Daimi and Abdel-Amir, 1994; Ali, 1988; Hamoody, 1991; Al-Douri, 1992).

The Arabic language is an inflectional language, while English is an analytic language, Arabic contains morphological patterns and its verbs are extremely important in inflectional formation. Arabic

words can also be divided into roots, which are understood as lexical and semantic components of words, in contrast to English words, which consist of stems. Therefore, an Arabic sentence may contain a great deal of flexibility in word order. Consequently, the syntax of a sentence may differ based on differences in transformation mechanisms. According to Chejnová (2017), manner adverbs usually carry an abstract meaning, which makes learners depend on the adjective more than the adverbs in the sentences. On the other hand, for some learners such as Mandarin speakers of Chinese, adverbs appear to be an important part of post-verbal preference in generic sentences (Larson, 2018).

One of the theories that examine how adverbs are distributed in natural languages is the Universal Adverb Hierarchy (UAH), which is a syntax-based theory claiming that adverbs are distributed in a sentence according to a specific hierarchy that is built-in (i.e. part of Universal Grammar, UG; cf. Chomsky 1957).

Very little work has been done on Arabic adverbs, so when discussing and exploring the alternative in the Arabic language of manner adverbs in English, the adverb positioning in both languages will be explained here. According to Fassi (1997, 1998) who cited Cinque (1996), three types of adverbs exist in Arabic: class 1 words can neither move to the Inflectional Phrase (IP) nor the left side of the clause. Prepositional phrases (PP) and objects may only be positioned below them. There are some adverbs that are in class 2 that move above the participle IP or modality phrase (ModP). As a final type of adverb, class 3 adverbs can precede Negation Phrases (NegPs). They are generally found in the complementizer phrase (CP) layer and are known as "sentential adverbs."

Class 1 example:

[othqen Jaydan al loobaa]

I know exactly this game

"I know exactly how to play this game"

Class 2 example:

[Lam yakun al walad qablon qad qaad el sayara]

Not is the-boy before indeed drove the car

"The boy had not really driven a car before."

The adverb [qablu] "before" precedes the modal particle [qad] "indeed," which precedes the tensed IP. There seems to be a more important role for Past in this case (Fehri, 2003).

Class 3 example:

[mn al wadeeh lam yaqod al walad el sayara sabqaa']

Obviously, not drives the-boy. The car before

"Obviously, the boy did not drive a car before."

The adverb [mn al wadeeh] "obviously" appears at the left periphery of the clause.

A bare noun phrase adverb in Arabic has either a subject-oriented explanation or a manner-oriented explanation, unlike those in English. Fassi (1997) explains that Arabic adverbs show meaning variation depending on where they occur. Therefore, adverbs must not be vague between subject- and manner-specific interpretations. Haspelmath (2001) argued that many languages share the same features in adverbs, especially in the manner of adverbs, as they derive from adjectives with a slight amendment of adding -ly to the end of the adjective. Pollock (1989, 1997), who studied English and French languages, Adverbs appeared in preverbal or post-verbal positions because of the verb movement or the auxiliary movement, nonetheless, Belletti (1990, 1994) explained it by the fact that the subject is thematic, which causes the adverb to appear after the subject.

## 1.2 Theoretical Background

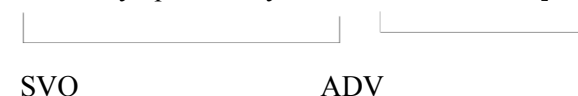
Many linguists who have worked in related topics have mentioned that the Arabic language is complicated compared with other languages. According to Al Aqad (2013), the adverb position in Arabic is flexible, as the “Arabic language is a free word order language” (Al Aqad, 2013).

In looking into the position and the shape of the manner adverbs in English and Arabic, it is noticeable that both have almost the same position in the structure of the sentence, for example:

The boy is driving the car slowly



[al walaad yaqood al sayara be shaklen batee'a]



الولي يوقد السي اوتش كل بطيء

AVD                      SVO

[al walaad yaqood al sayara be boto'a]



الولي يوقد السي ارقب طء

ADV                      SVO

[The boy], which is the noun, matches [al walaad], is driving, while the verb matches [yaqood], which is also the verb in Arabic. [The car], which is the object of the sentence, matches [al sayara], which is the object in the Arabic example. [be boto'a] and [be shaklen batee'a] represent the adverb in this sentence in Arabic, which corresponds with the adverb [slowly] in English. As noticed in the above example, the order of the sentence in both languages is the same: SVO + ADV.

Illustrating this to the students to change the adjective [slow] into the adverb [slowly] by adding *-ly* is equivalent to (يوقد السي ارقب طء) in Arabic, and by keeping the word order of the sentence from the source language the same as the target language might facilitate the process of learning this particular part of the speech. Focusing on the purpose of the adjective and the adverb in the sentence might also be clarified.

## 2. Methodology

### 2.1 Sample

Ten adjectives have been tested in this paper, and the study relied on the suffix *-ly* in English and (يوقد السي ارقب طء) as its counterpart in Arabic to explain the similarity. The participants of this study were 35 EFL learners in their first year of university at Al Ain University, Abu Dhabi, UAE. Learners were chosen because at this stage, all students are already in programs taught in the Arabic language and a proficiency test of English is not required from them during their years of university studies. In

addition, as shown in table 2, 95.1% of the participants undertook the National curriculum, while 4.9% undertook the American curriculum. Moreover, table i (see appendix) demonstrates that there were 46.3% male students and 53.7% female students. Their English is considered below average and they rely on their first language to understand and write English. A pre-test was given at the beginning of the lesson to test their knowledge of manner adverbs; a post-test was then given at the end of the lesson where the instructional intervention occurred. The researchers of this study conducted true experimental work that involved quantitative research (Kasim et al., 2020).

## 2.2 The activities

The learner's group had been taught the manner adverbs in English for almost a whole lesson (around two hours straight). Three adjectives were illustrated to the learners who share the same level of English and were native Arabic speakers as EFL learners.

**Table 1.** Three examples

Adjective in English	Manner adverb in English after adding -ly	Adjective in Arabic	Adjective in Arabic after adding (بشاكل/بـ)
clever	Cleverly	ثكبي Thakee	بشاكل ثكبي / بشاكل Bthakaa'a/ bshaklen thakee
quiet	Quietly	هادي Hadee'a	بشاكل هادي / بشاكل Behodoo'a/ bshaklen hadee'a
kind	Kindly	لطي lateef	بشاكل لطيف / بشاكل Belotof/ bshaklen lateef

The rule was explained to the group as follows:

Both Arabic and English have the same order in the sentence, and students were given three examples illustrated in the table (1). Students were shown that by adding the preposition (بـ) or (بشاكل) in Arabic to the adjective, it changes to an adverb [haal] or [tharf] and that is equivalent to adding *-ly* to an English adjective, which also changes it to a manner adverb. In all examples, adverbs describe the verb and the order in both sentences is the same. The researchers followed the approach of debate to let learners practice communication skills and brainstorming skills. According to Arzhadeeva and Kudinova (2020), debate can facilitate the process of learning and obtaining knowledge. The process relied on illustrating the information and repeating the rule to enhance understanding among the learners (Arredondo-Tapia & Garcia-Ponce, 2021). In addition, according to Altakhaineh and Hajjo (2019), the use of group work facilitates the learning process amongst elementary learners.

- In sentence 1, someone please give me an example with an adjective in the sentence. Some of the responses were:

*The boy is an intelligent student*

[al walad taleb thakei]

الولد طلب ثكبي

The *intelligent* here describes the noun, and it gives the meaning of something permanent.

- The students were asked to change the adjective into manner adverb, and one of the responses was as follows:

*The boy is thinking intelligently*

[al walad yofaker be thakaa]

[al walad yofaker be shakli thaki]

الرب ذكراً لم يشك في ذلك

The adverb *intelligently* here is describing the verb not the noun, and it gives the meaning of something temporary.

### 2.3 SPSS

In order to test whether there is a statistically substantial difference between the results of the same group before and after the instructional intervention took place, a commonly used type of statistical analysis was administered to compare the average scores of the same group of participants.

### 3. Results

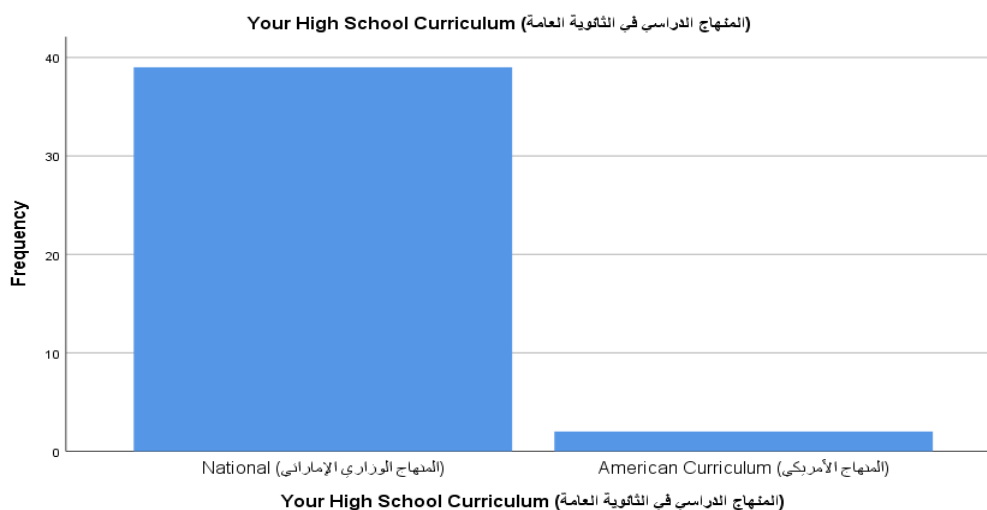
A general test of manner adverbs was used at the beginning of the class to measure the learners' knowledge of manner adverbs. The pre-test consisted of five questions and the post-test consisted of simple adjectives. At the end of the class, and after the instructional intervention took place, a post-test was conducted with different adjectives which were to be changed into manner adverbs, and that was done to ensure the reliability of the results of the two tests.

In this study, the primary objective was to examine the impact of different teaching techniques using the source language of the learners to contrast and compare English and Arabic adverbs and ways to teach the English manner adverbs to Arab students by using specific parts of speech in both languages. The data collected pre-intervention and post-intervention were analyzed to assess the performance of the students in line with the outcomes of the teaching process. In this section, the results include descriptive statistics for student demographics (see appendix Table i), pre-test results, post-test results, and a one-way ANOVA comparing the overall scores pre-and post-test results for each student.

**Table 2.** High School Curriculum

		High School Curriculum			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	National Curriculum	33	95.1	95.1	95.1
	American Curriculum	2	4.9	4.9	100.0
	Total	35	100.0	100.0	

95.1% of the participants undertook the National curriculum, while 4.9% undertook the American curriculum as seen in figure 1 below:



**Figure 1.** High School Curriculum

### *Results and Analysis of the Pre- and Post-Teaching Intervention*

To give more credibility to the teaching technique used, an analysis was performed on the results of the two tests. As previously discussed, the students were tested twice, once before and once after the teaching intervention. Table 3 below provides the percentage scores for each student in the study.

**Table 3.** Test scores percentages

Student	Pre-test %	Post-test %
1	100%	100%
2	100%	80%
3	80%	20%
4	60%	100%
5	100%	100%
6	60%	40%
7	100%	80%
8	100%	100%
9	20%	60%
10	40%	100%
11	20%	60%
12	100%	40%
13	100%	100%
14	100%	20%
15	20%	100%
16	80%	100%
17	100%	0%
18	60%	100%
19	60%	100%
20	100%	100%
21	60%	60%
22	20%	40%
23	40%	100%
24	60%	100%
25	100%	100%
26	80%	100%
27	100%	60%

28	0%	100%
29	80%	100%
30	80%	80%
31	100%	100%
32	80%	100%
33	60%	100%
34	20%	60%
35	100%	60%

In addition to considering the overall scores for each student, the analysis also evaluated the responses for each question in pre-and post-test results.

The five questions in the pre-test showed that the participants' responses came with the following results. It is evident that 82.9% of the students selected the correct answer, however, 17.1% selected either of the other two answers that were not correct (see appendix, table iii). Moreover, 80.5% of the students selected the correct answer in the second question, and 19.6% selected either of the other incorrect answers (see appendix, table iv), while 63.4% of the students were able to answer question 3 correctly, 36.6% selected the either of the other two incorrect options (see appendix, table v). As shown in (appendix, table vi), 75.6% of the students were able to answer question 4 correctly at the pre-test level of the study. On the other hand, 24.4% of the students were not able to get this question right. Question five had the lowest percentage of correct answers at the pre-test level with only 53.7% of the participants getting the correct answer. The rest of the 46.3% of the participants selected either of the other two answers that were not correct (see appendix, table vii).

As demonstrated in (Appendix, table viii), at the post-test level of the study, 91.4% of the students were able to answer question 1 correctly. Only 8.6% of the students selected either of the other two incorrect answers, 68.6% of the participants were able to answer question 2 correctly, while 31.5% were unable to determine the correct answer (see appendix, table ix). As shown in (appendix, table x), 85.7% of the students were able to determine the correct answer, while 14.3% could not 77.1% of the students were able to answer question four correctly after the teaching intervention, whole 22.9% were not (see appendix, table xi). Question 5 had 71.4% of students selecting the correct answer and 28.6% selecting either of the other two incorrect answers (see appendix, table xii).

#### *One-Way ANOVA Comparing Test Scores based on the participant Education level*

It is important to compare three or more group means where the participants are the same within each group with the aid of an analysis of variance with repeated measures as stated by Lix and Keselman (2019). In the ongoing study, the participants were measured more than once. (pre-test and post-test) to observe changes after being taught English manner adverbs. In this analysis, the dependent variable was the overall score of the students out of the five questions provided pre-and post-test. The independent variable (education level) was selected as it provides at least two related categorical groups. Prior to conducting the analysis, assumptions were checked where the dependent variable had no significant outliers, as shown in figures 2, 3, and 4 below (the pre-test score box plots). As shown in the box plots below. Furthermore, analysis of the descriptive statistics for the dependent variable indicates no significant differences between the mean and trimmed means, showing that outliers would not have a significant effect on our analysis. Data are normally distributed, as indicated by the linearity of the points shown in the Q-Q plots below (see figures 4 and 5).



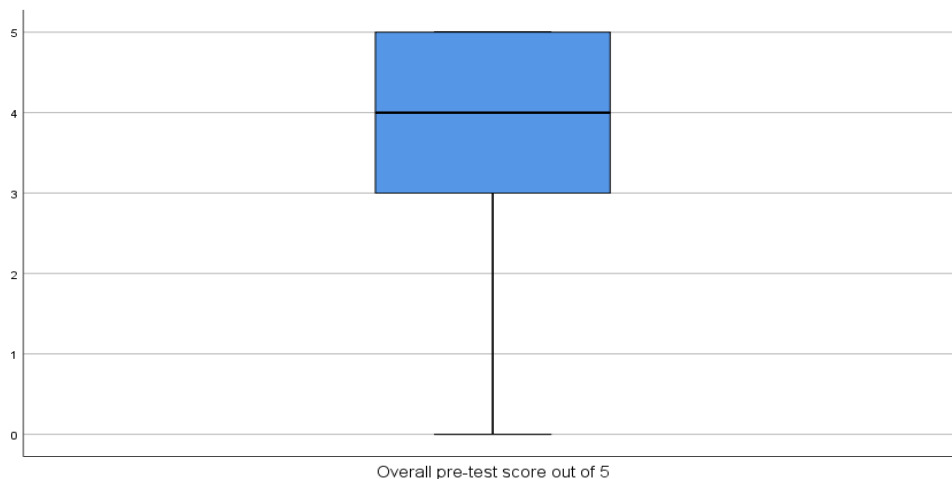


Figure 2. Pre-test scores box plot

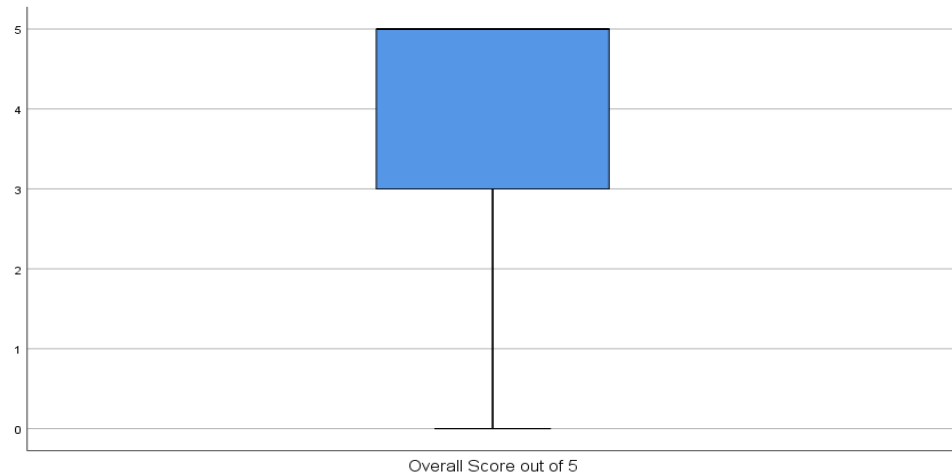


Figure 3. Post-test scores box plot

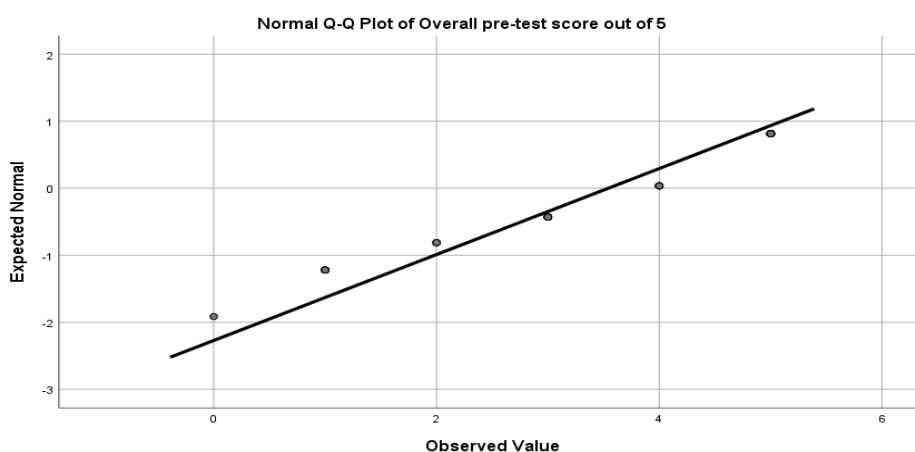


Figure 4. Normal Q-Q plot for pre-test scores

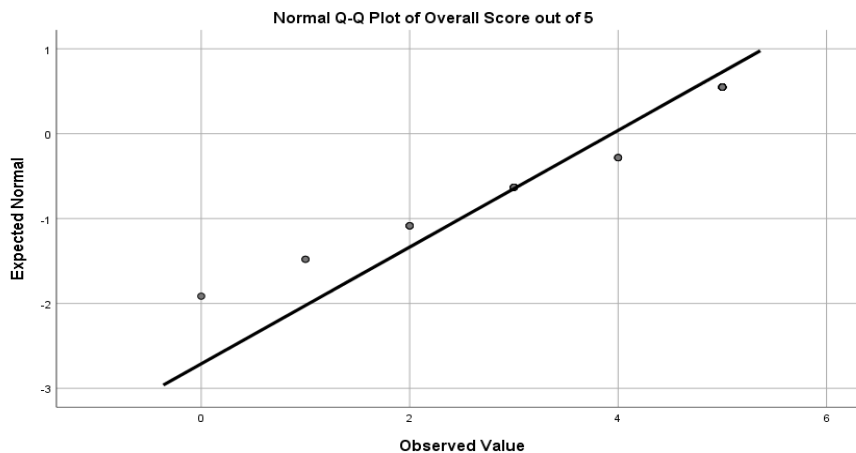


Figure 5. Normal Q-Q plot for post-test Scores

Considering that the data passed the assumption checks, we proceeded with the analysis to examine the differences in pre-test and post-test scores. To begin with, the analysis considered the overall mean scores for the pre-and post-test scores, as shown in Table 4 below.

Table 4. Overall Score Comparison

	Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
Overall pre-test score out of 5	35	5	0	5	3.54	1.559	2.432	
Overall Score out of 5	35	5	0	5	3.94	1.454	2.114	
Valid N (listwise)	35							

As table 4 above indicates, the overall mean score for the post-test results was 3.94, which was higher than the overall mean score for pre-test results of 3.54. As such, the results of the analysis indicate that the teaching intervention improved the students’ understanding of English adverbs. At the post-test level, students scored higher (M = 3.94, SD = 1.45) than at the pre-test level (M = 3.54, SD = 1.56). Consequently, an ANOVA with repeated measures was conducted to determine if the differences in scores were statistically significant.

Table 5. Test of within subjects effects

Tests of Within-Subjects Effects							
Measure: MEASURE_1							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Tests	Sphericity Assumed	2.800	1	2.800	1.187	.284	.034
	Greenhouse-Geisser	2.800	1.000	2.800	1.187	.284	.034
	Huynh-Feldt	2.800	1.000	2.800	1.187	.284	.034
	Lower-bound	2.800	1.000	2.800	1.187	.284	.034
Error(Tests)	Sphericity Assumed	80.200	34	2.359			
	Greenhouse-Geisser	80.200	34.000	2.359			
	Huynh-Feldt	80.200	34.000	2.359			
	Lower-bound	80.200	34.000	2.359			

The significance level for the tests factor and its effect size can be seen in table 5, which shows the F value for the tests factor. Based on the fact that our data did not comply with Greenhouse-Geisser's

assumption of sphericity, we used an ANOVA with repeated measures in order to find the answer, the overall pre-test and post-test mean scores were not statistically different ( $F(1, 34) = 1.187, p = .284$ ). Table 4 provides a detailed breakdown of the results in both the pre-test and post-test. Even though there was no statistically significant difference between the two tests, the table shows that the post-test scores improved slightly. The overall mean for the post-test results was higher (3.94) than that of the pre-test scores (3.54).

#### 4. Discussion

The results proved that applying the GMT strategy improved the learners' understanding of the manner adverbs of English. This can be explained by the fact that participants in the study were at the same level of English, beginners, and around 95% of them had graduated from the National curriculum of the UAE at high school, which usually does not focus as much on English compared to other popular curricula in the country, such as American or British (see table 2). The study showed that using their first language in this study, Arabic, facilitated the understanding process, especially when it was compared and contrasted with the English language sentence of similar syntax. According to Madriñan, (2014), in order to build not only the target language but also the cognitive skills that would be required for academic success and accomplishment in the workplace, it may be helpful for teachers to use the mother tongue as support when teaching a second language. According to Eldridge (1996), there is not enough empirical evidence that proves restriction in using the source language in classroom instruction will result in improved learners' proficiency; therefore, it is considered old-fashioned not to incorporate the first language into classroom instruction. It can be inferred here that the learners used their first language to translate the meaning and then transfer it to the target language. The statistical results revealed that there was an improvement and that was evident in the outcomes of the post-test. Therefore, teachers should not restrict the use of the source language in classes (Norman, 2008). Many of those who are in favour of using the source language argue that translating classroom lessons can assist a student's learning of a new language, according to Mahmoud (2006).

This study relied on the use of the first language of the learner, which was the method of teaching English manner adverbs, and that was under investigation because of the similarity between both the source language and the target language. Therefore, other studies could be carried out on other parts of speech where it might be also possible to apply this method for the purpose of facilitating the understanding of such rules in the target language, which was in this study the English language.

Teachers who share the same source language of the learners could use the results of this study as a starting point with learners who are at the beginners' level of English. They could then gradually abandon their reliance on the source language of the learners to depend only on the target language in the classroom once the learners' level was improved to a proficient level.

In light of the findings of this study, it is suggested to utilize the learners' first language when they are at a low level of English. Also, this method is recommended when grammatical rules are similar between the source language and the target language of the learners. Thus, the results of this study illustrate the importance of integrating L1 of the learners when teaching grammar of the target language at certain levels where learners are at their beginners' level of the target language.

In general, using strategies in teaching such as GTM resulted in good outcomes and enhanced the understanding of students. Teachers of English who have the privilege of speaking the source language of the learners should consider this method to explain certain rules of the target language in classroom situations similar to those described in this paper. Although results showed an improvement in the learners' academic achievement in manner adverbs of English, learners might have developed an understanding that any question with the choice of *-ly* at the post-test would be the correct answer.

The researchers tried to avoid that by adding multiple-choice questions with *-ly* as incorrect choices in addition to the correct answers. Moreover, the number of the sample was rather small, and the outcomes would be more accurate if the study was broadened to include more learners who share the same characteristics. Another limitation of this study is the number and type of questions, in future research more questions would be a good way to build a stronger and more comprehensive survey (Griful-Freixenet et al., 2020).

## 5. Conclusion

The main goal of this study was to examine whether using students' first language would facilitate the process of teaching and learning English grammar, particularly English manner adverbs when compared to the learner's first language, which was Arabic in this study. In addition, the teachers used the similarity between the source language and the target language in teaching the manner adverbs of English. An instructional intervention was conducted for 35 Arabic-speaking EFL learners at the beginner level, who had graduated from the National curriculum of the UAE at high school and a post-test was given to measure its effectiveness. An SPSS test, which is one of the common tests used in scientific research, was used to measure the participants' understanding of manner adverbs of English. The results of the test are valuable for language instructors who teach EFL learners, specifically Arab learners.

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## Appendix

### Demographic statistics

Table i: Gender

		:Gender (لجنس)			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Male (ذكر)	16	46.3	46.3	46.3
	Female (أنثى)	19	53.7	53.7	100.0
	Total	35	100.0	100.0	

Table ii: Academic Level

		Academic Level (الأكاديمية مستوى)			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	First Year (أولى سنة)	23	65.9	65.9	65.9
	Second Year (ثاني سنة)	10	26.8	26.8	92.7
	Third Year (ثالث سنة)	2	7.3	7.3	100.0
	Total	35	100.0	100.0	

### Pre-Test Results analysis

Table iii: Pre-test question 1

		This student is smart:			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	This student is smart thinking.	2	7.3	7.3	7.3
	This student is thinking smartly.	30	82.9	82.9	90.2
	This student is an smart thinkly.	3	9.8	9.8	100.0
	Total	35	100.0	100.0	

Table iv: Pre-test question 2

		The woman is loud.			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	This woman is signing loud.	2	9.8	9.8	9.8
	This woman is signing loudly.	31	80.5	80.5	90.2
	This woman is signing in loud.	2	9.8	9.8	100.0
	Total	35	100.0	100.0	

Table v: Pre-test question 3

		This football player is skilful.			Cumulative Percent
		Frequency	Percent	Valid Percent	

Valid	This football player is playing skilfully.	23	63.4	63.4	63.4
	This football player is playing skillful.	10	29.3	29.3	92.7
	This football player is playing in skillfully.	2	7.3	7.3	100.0
	Total	35	100.0	100.0	

Table vi: Pre-test question 4

**He is a quick thinker.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	He is a quickly thinker.	6	17.1	17.1	17.1
	He is thinking quickly.	27	75.6	75.6	92.7
	He is a quickly think.	2	7.3	7.3	100.0
	Total	35	100.0	100.0	

Table vii: Pre-test question 5

**He is a bad painter.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	He is painting badly.	20	53.7	53.7	53.7
	He is a badly painter.	10	29.3	29.3	82.9
	He is painting bad.	5	17.1	17.1	100.0
	Total	35	100.0	100.0	

### Post-Test Results Analysis

Table viii: Post-test question 1

**She is a careful woman.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	She is doing the homework carefully.	32	91.4	91.4	91.4
	She is doing the homework careful.	2	5.7	5.7	97.1
	She is doing the homework very careful.	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Table ix: Post-test question 2

**He is a happy boy.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	He is acting happily.	24	68.6	68.6	68.6
	He is acting happy.	8	22.9	22.9	91.4
	He is happily.	3	8.6	8.6	100.0
	Total	35	100.0	100.0	



Table x: Post-test question 3

**He is a gentle man.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	He is acting gently.	30	85.7	85.7	85.7
	He is acting gentle.	5	14.3	14.3	100.0
	Total	35	100.0	100.0	

Table xi: Post-test question 4

**We had heavy snow last month.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It snowed heavily.	27	77.1	77.1	77.1
	It snowed heavy.	3	8.6	8.6	85.7
	It snowed out heavy.	5	14.3	14.3	100.0
	Total	35	100.0	100.0	

Table xii: Post-test question 5

**I have a comfortable bed.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I slept comfortably.	25	71.4	71.4	71.4
	It was a comfortably night.	2	5.7	5.7	77.1
	I was sleeping comfortable.	8	22.9	22.9	100.0
	Total	35	100.0	100.0	