

## MANNER ADJUNCT IN ENGLISH AND THE IMPLICATION IN THE TEACHING OF EFL

Ni Luh Ketut Mas Indrawati

English Department, Udayana State University, Indonesia  
mas.indrawati@yahoo.com

### Abstract

This paper aims at analyzing the forms and position of the English manner adjunct and the implication in the teaching of English grammar in EFL. Manner adjunct in a sentence shows how the activity or event stated in the verb is performed. This study applied descriptive qualitative method and the data were collected through library research. The data were taken from the novels *'Knife of Dreams'* and *'The Lord of the Rings'*. The theory adopted in this study was the theory of manner adjunct proposed by Quirk et al (1985) and the theory of communicative language teaching by Harmer (1983). Quirk et al (1985) mentions that the English manner adjunct can be in the form of an adverb of manner (i.e.: quickly, slowly) prepositional phrase (i.e.: in a different way), and clause (i.e.: as I tell you). Meanwhile the position of the adverbial of manner can take initial, middle, and end position. The findings show that Adverbial of manner could be in the form of prepositional phrase and clause in terms of positions; they are found in the initial, medial and end position. This implies that in the teaching of manner adjunct in EFL should be directed to students' communicative efficiency which is apply to student at different levels, grammar, situational and context, pronunciation and accent and skills.

*Keywords: adverbials of manner, forms, positions, teaching implications.*

### Introduction

Traditional grammar defines a sentence as a group of words containing at least a subject and verb and expresses a complete thought. The study of the principles and processes by which sentences are structured in particular languages is referred to as Syntax. Syntactic investigation of a given language has as its goal the construction of a grammar that can be seen as a kind of tool for producing the sentences of a language under analysis (Noam Chomsky, 1971).

The elements that build up a sentence can be categorized into subject, verb, object, complement, and adverbial. The adverbial is a clause element describing when, where, why, or how the action or event expressed in the verb is performed. Manner adverbial expresses the manner how the action or event expressed in the verb is performed. Quirk et al (1985:501) classify adverbial functions in a clause or sentence into four: disjunct, conjunct, subjunct and adjunct. They also state that a manner adverb adjunct can normally be replaced by *in a...manner* or *in a...way* with its adjective base in the blank position (Quirk et al, 1985:557).

Manner adjunct in a sentence shows how the activity or event stated in the verb is performed. The common way of forming the manner adjunct is by adding a -ly suffix to an adjective. The form of manner adjunct in a sentence can be realized by phrases, clauses and its position is not only in the end of the sentence but also in the initial and medial position.

Manner adverbial or adjunct is interesting to be discussed and has been done by some researcher; however, most of them did not relate it to the teaching of EFL. Their analysis only focused on the manner adverb in the form of adverb phrase and they analyzed functions, positions, explicit and implicit meaning from grammatical or semantic point of view.

This study aims at analyzing the forms and position of the English manner adjunct by applying the grammar theory proposed by Quirk Quirk et al (1985) and the result will be related to the teaching of English grammar in EFL by adopting Harmer's theory.

This research can be classified into descriptive qualitative and the data were taken from the novels *'Knife of Dreams'* and *'The Lord of the Rings'*. The method applied in collecting the data was observation and documentation method by following some steps; reading the story intensively, identifying the data to find the term relating to the topic, and finally by note taking. And the data were descriptively presented.

### Brief Review of Related Theories

Brown and Miller (1980: 353) states that subject, object and complements compose the nucleus of a sentence. They are the constituents which, in terms of constituent structure, are either obligatory or are introduced by an expansion of VP (verb phrase), and therefore relevant to strict sub categorization. They are also to be identified with nuclear participants. All other constituents are considered to be adjuncts. Adjuncts

are normally adverbials, whether they are adverb phrases, prepositional phrases, adverbs or subordinate clauses of time, place, manner etc. of which distributional functions are similar to adverbials. They are typically non-obligatory sentence elements, and have a mobile degree within the sentence denied to the nuclear constituents. Adjuncts are obviously a somewhat 'mixed bag', in that syntactically there are numerous subclasses that have different and overlapping distribution, and they fill a variety of semantic roles. Givón (1984:77) claims that manner adverbs tend to change the meaning of the verb itself. In other words, they have the verb alone under their semantic scope.

An adjunct is an adverbial function. Manner indicates the manner or way how the event described by the verbs is performed. Adjunct of manner can be placed in the verb constituent, it follows the VP, and it can follow other adverbs. The difference between adverb and adverbial is that an adverb is a category and adverbial is the name of a function. An adverbial is a form that functions to modify or describe verbs. The meaning of that verb can be changed when adverb modifies a verb.

Quirk et al (1985:556) claims that manner adjuncts can be realized by prepositional phrases such as: She uttered the words *with cold deliberation*. It can also be realized by noun phrases i.e.; I'd like to send the parcel *air mail*. Manner adjuncts especially those of means and instrument can also be expressed by adverb phrases i.e.; He glanced at her *very lovingly*. At last manner adjunct can be realized by clauses i.e.; I try to cook vegetable *as the Chinese do*.

As manner adjuncts can serve as the responses to *how-questions* as can be seen in the following examples quoted from Quirk et al (1985:558):

- |                                |                                   |
|--------------------------------|-----------------------------------|
| A: How does she dance?         | B: <i>The same way as I do</i>    |
| A: How should I write to him?  | B: <i>As a friend would write</i> |
| A: how do they prefer to cook? | B: <i>In the French style</i>     |

They also mention that the characteristics of adjunct are as follows;

1. It is obligatory when it occurs after the class of copular verb. The verb requires adjunct to form a sentence structure and it can occur after a verb.
2. Adjunct is optional if a sentence is still well formed without an object.
3. Manner adjuncts cannot be the focus on the cleft sentence, but their acceptability is increased if they are modified or if the clause is interrogative or negative.
4. The occurring of manner adjunct in a sentence can be gradable (it can be compared). Examples: *more carefully and most carefully*.

Quirk et al (1973:208,1985:558):describe three positions of the occurrence of adjunct in declarative form of the clause. they are:

1. Initial position, (before the subject).  
For examples:
  - *Nervously*, the man opened the letter (Quirk et al, 1973:119).
  - *With a great courtesy* she replied to my question (Quirk et al, 1972: 465).
2. Medial position, (after the subject or auxiliary).  
For example:
  - She *slowly* drove the car into the garage (Quirk and et al, 1973:138)
  - Tear the gas was *indiscriminately* sprayed on the protesters (Quirk et al 1973:138)
3. Final position, (after an intransitive verb, object, or complement).  
For example:
  - I paid for the book *immediately* ( Quirk et al, 1973; 209).

Traditional views of language learning stressed mainly on the grammatical competence and it is this competence that allows a child to be creative as a language user.

Harmer (1983) argues that we cannot expect our students to have the same Communicative competence as the native speaker's without actually living for sometimes in the target language community. Furthermore he claims that communicative competence is often discussed but seldom defined in terms of level. Therefore he states that Communicative competence is not only an unattainable goal but also unnecessary one in the classroom. The possible goal is *communicative efficiency*.

Communicative efficiency refers to the capability of students to express what they intend to say. If they intend to express disagreement they are able to do so and their meaning is understood.

On the other hand, Richard (2006: 2) mentions that the goal of language teaching is communicative competence. Communicative competence is different from grammatical competence in that the later refers to the knowledge we have of a language that accounts for our capability in producing sentences in a language. It refers to the knowledge of the components that build up the sentences and knowledge of how sentences are structured. At the same time, as grammatical competence is an important aspect of language learning, it is undoubtedly not all is occupied in learning a language since one can master the rules of sentence structure in

a language and still cannot be very successful at being able to use the language for meaningful communication. He mentions that the goal of communicative language teaching is Communicative competence which includes knowing:

- how to use language for a variety of different purposes and functions.
- how to vary our use of language according to the setting and the participants (i.e.; when to use formal and informal speech)
- to produce and understand various types of texts.
- how to maintain communication (i.e.; using different types of communication strategies).

#### Data Analysis and Discussion

The analysis will be started by presenting the forms and positions of the manner adjunct and then followed by the implication on the teaching of EFL.

#### Forms and position of manner adjunct

It has been mentioned in the theory that manner adjuncts can be realized in the form of adverbs, noun phrases, prepositional phrases, and clauses, however in the data the noun phrase realizing manner adjunct was not found. In terms of positions, all the positions (initial, medial, and final) were found for the manner adjuncts realized by adverb of manner, prepositional phrases, but for the one realized by clauses the medial position could not be found. The analyses of the forms and positions of manner adjunct in English are described as the followings.

#### Manner adjuncts realized by adverb of manner ending in *-ly*

Manner adjunct can take the forms of adverbs or adverb phrases of manner, most of the adverb of manner are realized by adjective ending in *-ly*, but some have the same forms as adjectives such as *fast*, *hard*, (have the same forms for both adjectives and also adverbs), and *well* is the adverb of manner derived from *good* (adjective). The following data show manner adjunct in the form of Adjective *-ly*

1. He paused and his eyes closed *wearily*. (Tolkien, 1966: 6)
2. *Happily* his leers were directed (Jordan, 2005:408)
3. He *carefully* folding the kimono (John, 2006:203)
4. *Sorrowfully* they cast loose the funeral boat; (Tolkien, 1966: 10)

*Wearily*, *happily*, *carefully* and *Sorrowfully* on the data (1- 4) are all adverbs of manner derived from adjectives; *wearily*, *happy*, *careful* and *Sorrowfully* by adding suffix *-ly*. *Wearily* on data (1) expresses the way how his eyes closed, meanwhile *happily* on data (2) refers to how *his leers were directed*, and *carefully* on data (3) shows how he is *folding the kimono*, and *Sorrowfully* on data (4) describes how they cast loose the funeral boat. *Wearily*, *happily*, *carefully* and *Sorrowfully* can also be the respond of question with question word 'how' as shown in the followings;

- |  |                       |
|--|-----------------------|
| A: How did his eyes close?                   | B: <i>wearily</i> .   |
| A: How were his leers directed?              | B: <i>Happily</i>     |
| A: How is he folding the kimono              | B: <i>Carefully</i>   |
| A: How did they cast loose the funeral boat? | B: <i>Sorrowfully</i> |

Data (1-4) also indicate that this type of manner adjunct can occur in initial, medial and final positions.

#### Manner adjuncts realized by prepositional phrase

Prepositional phrases can also realize manner adjunct, as can be seen in the following data;

1. She closed the door *in a hurry* (John, 2006: 240)
2. *With a smile* Joseph said it (John, 2006: 86)
3. He said something *in tones of sorrow* (Jordan, 2005:16)
4. He is going *with great speed*. (Tolken, 1966:426)

Data (1-4) show that the manner adjuncts can be realized with prepositional phrases. All the prepositional phrases in italics express the manners or ways how the activities described by the verbs are performed. Therefore they can answer the questions starting with the question word *how* as shown in the followings;

- |                                |                              |
|--------------------------------|------------------------------|
| A: How did she close the door? | B: <i>in a hurry</i>         |
| A: How did Joseph say it?      | B: <i>with a smile</i>       |
| A: How did he say something?   | B: <i>in tones of sorrow</i> |
| A: How is he going?            | B: <i>with great speed</i> . |

As shown by the data above that the prepositional phrases forming the manner adjunct can take initial, medial and final position.

#### Manner adjuncts realized by Clauses

Manner adjuncts can be realized by clauses as can be shown in the following data;

1. The riders gazed up at Théoden *like men startled out of dream.* (Tolkien, 1966:586)
2. 'We cannot leave him lying *like carrion among these foul Orcs*' (Tolkien, 1966:7)
3. *As if fresh from a night's rest* they sprang from stone to stone. (Tolkien, 1966: 560)

Data (1-3) showed that the clauses in italics realized manner adjuncts. They could be the answer of the question with question word 'how', i.e.: how did the riders gaze at Théoden? The respond was *like men startled out of dream.*

#### The Implication of the English manner adjuncts in the Teaching of EFL

The analysis on manner adjuncts in English showed that manner adjuncts expressed how the activities or events described by the verbs were performed. It could be the respond of question with question word 'how'. These could be realized not only by the adverbs of manner but also by prepositional phrases and clauses; and the positions in the sentence could be in initial, medial, and final positions. The problem here is how to relate this to the teaching of EFL?

Following Harmer (1983), who states that communicative competence is impossible goal in the teaching of EFL. It is true that we cannot expect our students to have the same competence as the native speaker's without actually living for sometimes in the target language community. What is possible to be the goal in the EFL teaching is *communicative efficiency*. Therefore he states that *Communicative efficiency* refers to the capability of students to express what they intend to say. If they intend to express disagreement they are able to do so and their meaning is understood. We have to consider how the concept of *Communicative efficiency* is applied to student at different levels, grammar, situational and context, pronunciation and accent and skills.

In order to attain communicative efficiency in the use of manner adjunct in communication, the forms and the position of manner adjunct taught to the student should be adjusted to the student levels of proficiency. For beginners it is impossible to expect students to be able to use manner adjunct which are formed by prepositional phrases or clauses. What can be introduced in this level to express how the activities are performed is using manner adjunct formed by adverb of manner ending in -ly, i.e.: how does John write? We cannot expect the responds *with care or like his father does* since this is too complicated for them and their knowledge of English is still limited. What we can expect that they can respond to it by *slowly, carefully*, etc. However for students majoring in English we expect that they should be able to understand the concept of manner adjunct and use it in communication. We have to make sure that our students can use the simplest form of manner adjunct in communication through classroom activities in communicative language teaching to attain the goal of communicative efficiency.

In terms of grammar Hammer (1983) states that for a student to be communicatively efficient he needs to know grammar from the simplest to the most complex one. In relation to the teaching of manner adjunct, the manner adjuncts formed by adverb ending in -ly with the final position should be mastered before the others. Students need to know manner adjunct in -ly with the final position to express how the activities are performed to attain communicative efficiency.

Situational and context. The manner adjunct should not be taught as an abstract system, teachers should teach it as it is used in real life, in its situation and context which is referred to as the teaching of communicative value. Teachers should make sure that during presentation and practice stage that this value is clearly demonstrated.

Pronunciation and accent. In terms of pronunciation and accent we do not expect our students to be able to speak exactly like the native speakers to attain communicative efficiency. What we can expect is that students can use the manner adjunct in accordance with their level of language proficiency and can be understood. Teachers and students should persist on a level of pronunciation that guarantees communicative efficiency. Skills. Students are expected to be able to perform in the four skills within their language capability. In the productive skills students can use the manner adjuncts properly and in the perceptive skills they can recognize and understand their occurrence.

Language varieties. English has many varieties, i.e.: British English, American English, Australian English etc., and there are certainly differences in their common use of manner adjuncts in order to attain communicative efficiency teachers do not need to be confused which to teach, if you refer to American or British, just stay with it. However students of advanced levels need to be preoccupied by differences of variety than is generally supposed.

#### Conclusion and Suggestion

Manner adjuncts in English could express how the activities or events described by the verbs were performed. It could be the respond of question with question word 'how'. These could be formed not only by adverbs of manner but also by prepositional phrases and clauses; and the positions in the sentence could be in initial, medial, and final positions.

In the teaching of EFL, manner adjunct should be taught to attain students' communicative efficiency. The concept of communicative efficiency applies to student at different levels, grammar, situational and context, pronunciation and accent and skills.

#### References

- Brown, Keith and J. E. Miller. 1991. *Syntax: A Linguistic Introduction to Sentence Structure*. Great Britain: London.
- Chomsky, Noam. 1968. *Syntactic Structures*. The Hague: Mouton
- Givón, T. 1984. *Syntax a Functional-Typological Introduction*. John Benjamins Publishing Company: Amsterdam.
- Harmer, Jeremy. 1983. *The Practice of English Language Teaching*. Longman Group Limited: New York.
- Jordan, Robert. 2005. *Knife of Dreams*. Tom Doherty Associates: New York.
- Quirk et al. 1972. *A Grammar of Contemporary English*. Longman: London.
- Quirk et. al. 1985. *A Comprehensive Grammar of The English Language*. Longman Group Limited: New York.
- Richards, Jack C. *Communicative Language Teaching Today*. Cambridge University Press: Cambridge.
- Tolkien, J.R.R. 1955. *The Lord of the Rings*. George Allen & Unwin.