

Macro Analysis of the Distribution of English Language Modals in the Algerian English Foreign Language Second Year Secondary School Textbook “Getting Through”

التحليل الكلي لتوزيع الأفعال المساعدة للغة الانجليزية في الكتاب المدرسي للغة الانجليزية كلفة اجنبية في الجزائر للسنة الثانية ثانوي “Getting Through”

Karima Annani
كريمة عناني
Setif 2 university, Algeria
Karima_annani@yahoo.com

Dr. Salah Atouta
د. عتوتة صالح
Setif 2 university, Algeria
atoutasalah@gmail.com

Pr. Mouloud Ait Aissa ⁽¹⁾
أ.د. مولود آيت عيسى
Setif 2 university, Algeria
aitaissamouloud7@gmail.com

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Abstract

The present research is intended to analyse the distribution of modals in-use in the English Foreign Language textbook. The research adopts the quantitative research approach. The research sample is the secondary school second year in-use textbook “Getting Through”. A self-designed checklist is used for data collection procedures. The findings show that there is a mismatch in the modals use in the “Getting Through” textbook and the English for real life purposes, as the almost modals are either overused or underused in “Getting Through”, and giving more importance to some modals at the expense of others, henceforth, it doesn't enable EFL learner to communicate successfully. In the light of the findings, pedagogical recommendations are suggested to researchers, syllabus designers, teachers, and learners to bridge the gap between the real life communication needs and the distribution of modals.

Introduction

Modals play a significant role in softening the speech and their teaching is highly recommended. However, in the EFL classroom, and for their wide range of meanings and forms, modals represent a tremendous challenge to both teachers and learners, and they are still considered as one of the most difficult areas in English grammar which may negatively affect the learners' communicative competences because if he/she doesn't use or misuse a modal he/she might be considered impolite or uncertain. Modal verbs constitute one of the most problematic items in English grammar and one of the most difficult areas of

English verbs. Palmer (1990) says, “There is, perhaps, no area of English grammar that is both more important and more difficult than the system of the modals”. He adds that many books and papers were written about the modals issue in order to simplify and clarify its complexity, however; it is still a minefield, messy, and untidy area. Consequently, the modal verbs in the EFL classroom represent a tremendous challenge for both teachers and learners (Thornbury et al. as cited in Torabiardakani et al., 2015) for their difficult structures and overlapped meanings.

In Algeria, to teach modals, teachers generally rely on the

¹ corresponding author

textbook as a main material source in the EFL classroom. Unfortunately, it is insufficient for the learners' needs because they do not introduce the modals accurately. Teachers confirm that the secondary school second year in-use EFL textbook "*Getting Through*" does not represent modal verbs in an appropriate and correct way, and their distribution has many flaws. Therefore, the present research aims at the macro analysis distribution of modals in the English Foreign Language Secondary School textbook: Case of "*Getting Through*" textbook for Second Year. In other words, the research seeks to answer the following questions:

- How are modals presented in the Algerian secondary school second year in-use EFL textbook compared to their use in the real life language?
- To what extent does secondary school second year in-use EFL textbook introduce the different forms and meanings of English language modals?

1-Forms and Functions of Modals

1-1-Can / Could

"Can" is a central modal and one of the most frequent modals after "will" (Leech et al., 2003). "Can" has two pronunciations: weak form /kən/, and strong form /kæn/. "Could" is also a modal verb, it is the remote pair (preterite or past) of "Can". "Could" is ranked as the fourth most frequent modal (Leech et al., 2009). Like "Can", it has two pronunciations: weak form /kəd/, and strong form /kod/. The three main uses of Can/could are ability, possibility, and permission.

Greenbaum points out that "Can" has three main uses: possibility (very common), ability (common), and permission (less common), though the ability is considered a special case of possibility, i.e., ability implies possibility (Quirk et al., 1985). On the other hand, "Could" is its past time equivalent of the same main meanings (Nordberg, 2010) but it expresses General ability which means that somebody could do anything, whenever he/she wanted (Parrott, 2000; Swan, 2005), and for the ability of one occasion, other expressions (managed, succeed to, was able to) are used.

1-2-May/might

The meaning can be paraphrased as "it is possible that...", the possibility can be in present or future (Leech, 2004).-Careful, that knife may wound you (it is possible that the knife wounds you).

-Don't wait James, he may come late.

-The weather may improve.

There might be technical troubles.

Don't call James now, he might be at the meeting.

If you take this medicine, you might feel better.
(hypothetical possibility)

When "May" combines with "event verb" it indicates a future event, i.e., may go, may come, may lose, ...and so forth.

-Alex may go to the party.

-Susan may come at any moment.

-Stop gambling; you may lose all your money.

Will / Would

"Will" is a central modal. It is among the most frequent modals (Römer, 2004; Leech et al., 2009). It is pronounced as /wɪl/. It has no past or future tense. "Would" is a central modal. It is the remote pair of "will". It is highly used in the present-day English (Biber et al., 1999; Römer, 2004; Leech et al. 2009; Aarts, 2011). "Would" expresses past or non-past ideas. "Will" for is the very common meaning of Will" and can be paraphrased as "I confidently predict that..." (Leech, 2004; Nordberg, 2010). While "would" is used to express the idea of "future in the past"; to indicate past action which had not yet happened at the moment of talking (Quirk et al., 1985; Greenbaum & Quirk, 1990).

1-3-Should / Shall

According to Greenbaum and quirk (1990), Leech (2004), Leech et al.(2009), and Budinova (2017), to express prediction or futurity, "Should" is the more formal substitute for "will" with first person subjects.

-According to the opinion polls, I shall win quite easily (Greenbaum & Quirk, 1990; p. 64).

-We shall know the results of election soon.

-I shall meet you in two hours.

-I shan't know you when you return, i.e., I predict that I will not know (Quirk et al., 1985; p 795).

"Shall", in statements, is the polite (more formal) alternative intension of "Will" (Leech, 2004).

-We shall respect the people's wish.

-We shall find solutions to this problematic issue.

"Shall" with the second person expresses granting offer. Thus, Should" is an "authoritarian" tone, i.e., it is a permission given by the speaker (Quirk et al., 1985;

Leech, 2004.

-Emma, here is my library, you shall choose the book you like.

-She shall get her money as soon as she has earned it (Quirk et al., 1985, p. 230).

“Should” is used to talk about weak obligation. (less strong than “must”); good or important thing to do as it represents an ideal situation (Swan, 2005; Carter and McCarthy, as cited in Myllyniemi, 2015). “Should” implies the speaker’s authority with a less stressed tone, and without his / her confidence whether the event will take place or not (Quirk et al, 1985; Leech, 2004; Budinova, 2017). Thus, the obligation of “Should” is reduced to desirability.

-Milo should pay for that broken window (but he probably won’t) (Leech, 2004, p. 101).

-Everybody should wear car seat belt (Swan, 2005, p. 510).

-You shouldn’t behave like that in front of people.

-Reports should be sent before November 5th.

-You should read this book.

“Should” is used in questions as a less definite form of “Shall”.

Should I check merchandise at the factory?

What should we do? (Swan, 2005, p. 510).

“Should have” + past participle is used to express past unfulfilled obligation, i.e., a desirable action that did not take place. So the meaning is contrary to fact. (Greenbaum & Quirk, 1990; Leech, 2004; Swan, 2005).

-Hilda should have met Elizabeth at her house, but she refused.

-Police shouldn’t have killed the man (but they did).

-I should have called my parents, but I forgot.

-It is eight o’clock, Fiona should have arrived in office by now (but she did not).

-You shouldn’t have called him a fool, it really upset him (Swan, 2005, p. 511).

1-4-Must /have to

“Must” is used primarily for obligation and necessity. This meaning is quite common, and can be paraphrased as “be obliged (by me) to...” or “I require you to...” (Greenbaum & Quirk, 1990; Leech, 2004). Must is used to express internal obligation, speaker’s authority, either over himself / herself (I / we in which he/she expresses its sense of duty and social responsibility) or over another

addressee to emphasize the importance of doing something (Leech & Svartvik, 2003; Leech, 2004; Parrott, 2000; Imre, 2017). Thus, in Must obligation, there is a speaker’s judgment or involvement (Lewis, 1986).

-I must stop smoking (I want to do)

-You really must go to church on Sundays (by father to his son).

-I really must practice sports (speaker’s authority over himself / herself)

-To be healthy, a plant must receive a good supply of both sunshine and moisture. (it is necessary for a plant to receive sunshine and moisture) (Greenbaum & Quirk, 1990, p. 62).

In addition, “Must not” is used to express negative deduction.

-I haven’t see John this morning. He must not come to work.

-She went away. She must not have met us (can’t have met us) (Swan, 2005, p. 337).

On the other hand, “Have to” expresses external obligation which is imposed by regulations, conventions, and somebody’s will, outside the power of the speaker (Parrott, 2000). Its meaning can be paraphrased as “it is necessary for you to...”. So, in Have to obligation, there is no speaker’s judgment or involvement (Lewis, 1986).

-You have to subscribe before the deadline.

-You have to sign your name here (otherwise the document isn’t valid) (Leech & Svartvik, 2003, p. 126).

-To save lives, people have to stay home during pandemic time.

-Catholics have to go to church on Sundays (Their religion tells them to) (Swan, 2005, p. 336).

Do you have to wear a tie at work? (is there a regulation? (Swan, 2005, p. 336).

In questions, similar to “Must”, “Have to” authority is inversed from speaker to listener (Swan, 2005).

-Do I have to keep driving on that side?

-Do you often have to travel to business? (Myllyniemi, 2015, p. 40).

Speaker’s involvement with “have to”. The speaker’s involvement can be associated with “have to”, in indirect way, to express politeness.

-Someone will have to clean the kitchen (by mother to her children) which implies “I want someone to clean the kitchen”.

Furthermore, like “Must”, “Have to” is used to express assumptions or inferring conclusions from findings based on logical evidence and circumstances (Myllyniemi, 2015).

-So I said, ‘Maureen, this one’ll be our train,’ and of course it had to be the wrong one. So we got off at the next stop.

-You have to be joking.

-Everyone has Everybody has to die sometimes....(Leech, 2004, p. 81).

-There has to be some mistake

(Greenbaum & Quirk, 1990, p. 62).

In addition to obligation and logical necessity, “Have to” is used to express habitual meaning (Leech, 2004).

-Jim has to check the temperature every 12 hours (Leech, 2004, p. 145).

-The Olympic games have to be organized every four years.

1–5–Need to

“Need to” is used to express internal obligation (necessity) which its strength lies between “Must” and “ought to”. Its meaning can be paraphrased as “ necessary for..” (Greenbaum & Quirk, 1990; Leech, 2003; Leech, 2004).

-You need to leave the site immediately.

-Curriculum designers need to revise textbooks.

-Peter seems sick, he needs to see a doctor.

-Need I clarify more the explanation?

“Need to” is used , in negative form, to give permission or to cancel obligation.

-Many European citizens needn’t get visa to visit the neighbor countries (it is not necessary for the citizens to get visa).

-You do not need to show your Registration Document when relicensing with a reminder form (Collins, 2009, p. 75).

-Get in, you needn’t wait all this time.

The present research study is an attempt to analyse the distributin of English language modals in the Algerian secondary school in-use EFL textbook “*Getting Through*” for second level.

2–Research Methodology

2–1–Research Design

Research design is a plan or framework for collecting, analysing, and interpreting data in a research. The research design includes the research approaches: the

quantitative, the qualitative, and the mixed method which are the three common approaches to conduct a research. Quantitative approach presents data through numbers, qualitative approach relies on verbal descriptions as data, and mixed method is the approach that combines the both approaches. Based on the above-mentioned elaboration, and since the present study aims at analysing the modal verbs and their frequencies in the secondary school second year in-use EFL textbook “*Getting Through*”, the study is quantitative research design in nature.

2–2–Research Method: Content Analysis

Dealing with secondary school second year in-use EFL textbook “*Getting Through*” Analysis, this study is classified as document analysis. Thus, in nature, it is content analysis. Whatever the tool and names of steps to conduct a content analysis, the principles have kept constant. Krippendorff (2004) proposes the components (procedure) of content analysis as follow:

-Unitizing: The target units in the present study are the modal verbs (central modals, in addition to “have to”, “need to”, and “ought to”). So, the researcher conceptualizes them by defining, lists them for being analysed.

-Sampling: The target samples in the present study is the secondary school second year in-use EFL textbook “*Getting Through*”.

-Recording/coding: Regarding the present study, a checklist is used to classify modals frequency with their functions and forms. Each category a modal (with its forms and meanings), and counting the frequencies by sequences through micro analysis, then by units and a whole textbook through macro analysis.

-Reducing data: In the present study, the researcher reduces the number of units (forms and meanings) by highlighting only the main forms and meanings throughout the all units of the textbook “*Getting Through*”. Thereafter, the researcher counts the frequency of modals within the same unit of the textbook and in the whole in-use EFL textbook. Consequently, the statistical data are ready to be analysed.

-Abductively inferring: In the present study, the researcher analyses the data and interprets the meaning from the obtained findings. i.e., revealing the different forms and meanings are distributed in “*Getting Through*”, then compare them to BNC findings.

-Narrating: In the present study, the researcher answers

the research questions of how modals are presented the three secondary school second year in-use EFL textbook by making inference after the analysis of data, then shares this inference with the audience.

2–3–Population and Sample

The sample (source) of the current study is the content of the secondary school second year in-use EFL textbook “Getting Through”. It was introduced by the Algerian Ministry of Education for second level.

Table 2. 3. 1 Background information of “Getting Through”

Number	Title	Level	Publication date	Number of units	Number of pages
1	“Getting Through”	Second	April 2006	08	207

2. 4 Research Tool

In the present study, the a checklist is chosen as a data-collection tool because the researcher seeks a descriptive frequency data. The checklist is self-constructed by the researcher according to the wanted elements and based on the what is found in the review of literature.

3–Data Analysis and Interpretation

3–1–Statistitics

Table. 3. 2. 9: Distribution of Modals in the Textbook “Getting Through”

Modals		Forms										Meanings									
		A					N					I					NI				
		F	%				F	%				I	%				NI	%			
Can		112	18,57	30	4,98	25	4,15	0	0,00	93	15,42	60	9,95	8	1,33	-	-	-	-	-	-
Could		29	4,81	12	1,99	4	0,66	0	0,00	18	2,99	14	2,32	0	0,00	5	0,83	-	-	-	-
May		39	6,47	6	1,00	3	0,50	0	0,00	41	6,80	-	-	4	0,66	-	-	-	-	-	-
Might		23	3,81	3	0,50	0	0,00	0	0,00	26	4,31	-	-	0	0,00	-	-	-	-	-	-
Will		169	28,03	9	1,49	7	1,16	0	0,00	-	-	-	-	-	-	-	-	148	24,54	34	5,64
Would		38	6,30	3	0,50	13	2,16	0	0,00	-	-	-	-	-	-	29	4,81	11	1,82	14	2,32
Shall		3	0,50	0	0,00	2	0,33	0	0,00	-	-	-	-	-	-	-	-	0	0,00	2	0,33
Should		21	3,48	4	0,66	4	0,66	0	0,00	-	-	-	-	-	-	3	0,50	-	-	-	-
Must		25	4,15	5	0,83	1	0,17	0	0,00	-	-	-	-	-	-	-	-	-	-	-	-
Have to		7	1,16	2	0,33	1	0,17	0	0,00	-	-	-	-	-	-	-	-	-	-	-	-
Ought to		1	0,17	0	0,00	1	0,17	0	0,00	-	-	-	-	-	-	-	-	-	-	-	-
Need to		0	0,00	1	0,17	0	0,00	0	0,00	-	-	-	-	-	-	-	-	-	-	-	-
Total		467	77,55	75	12,44	61	10,12	0	0,00	178	29,52	74	12,27	12	1,99	37	6,14	159	26,37	50	8,29

Note . A= affirmative; N= negative; I= interrogative; NI= negative-interrogative; Pos= possibility; Abi= ability; Perm= permission; HM= hypothetical meaning; Pred= Prediction; Vol= volition; O/N= obligation/necessity; Ded= deduction; Proh= prohibition; Adv= advice

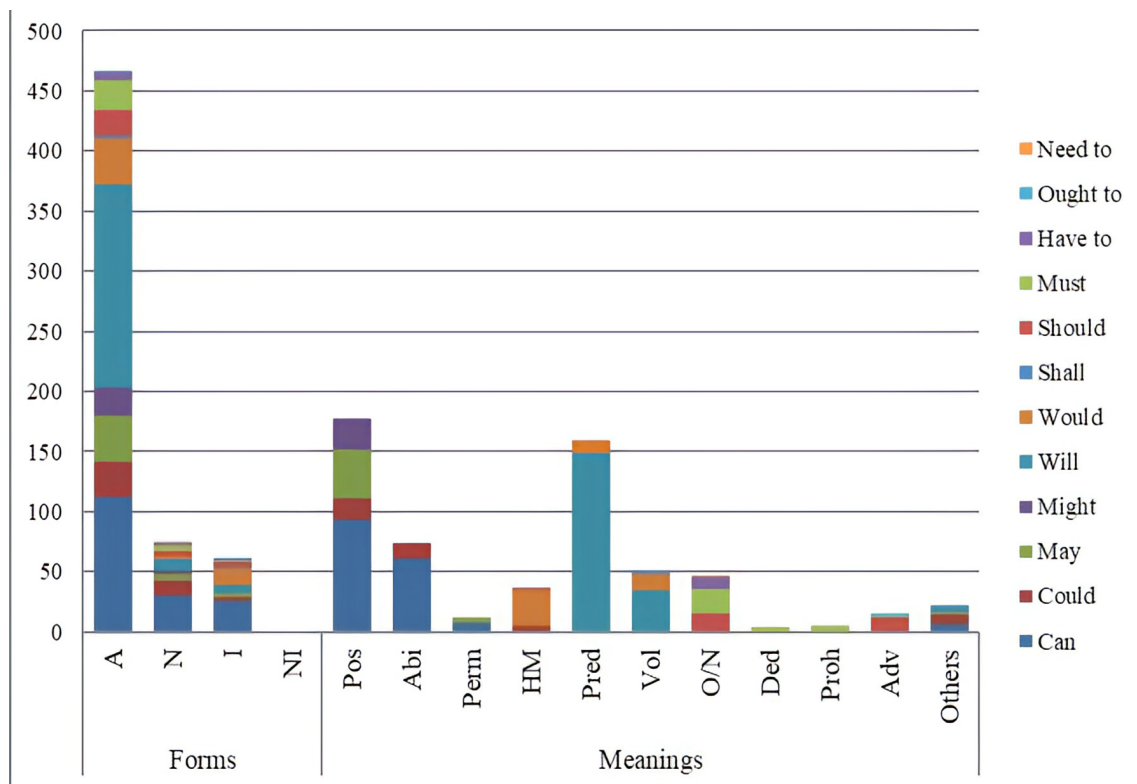


Figure 3.2.9 Distribution of Modals in the Textbook “Getting Through”.

3–2–Discussion

After collecting and analysing the distribution of modals in secondary school second year in-use EFL textbook “*Getting Through*”, in general, there are altogether 603 modals occurrences distributed in three forms and ten meanings. Regarding “Can”, there is an overuse with 167 (27,69%) instances instead of (22,68%) as found in the target textbook (Römer, 2004). The overuse is probably at the expense of “Be able to”. The 167 instances are distributed on forms as follow: the affirmative (18,57%) is more common three times than the negative (4,98%), and four times than the interrogative (4,15%). For the meanings, possibility is more used with (15,42%), ability (9,95%), then permission (1,33%). “Can” expresses other meanings (1,16%). In Contrast to “Can”, “Could” is underused with 45 (7,46%) instances instead of 10,86% in the target textbook. The affirmative form represents (4,81%), more common two times than the negative (1,99%), and seven times than the interrogative (0,66%). In terms of meanings, possibility and ability mark approximate values (2,99%) and (2,32%) respectively, more common three times than the hypothetical meaning (0,83%), whereas the other communicative functions (1,33%)

Looking at the modal “May”, it is over-used with 48 (7,96%) instances instead of 2,24%. The three forms

are distributed as follow: the affirmative (6,47%) more common six times than the negative (1%) and 13 times than the interrogative (0,50%). while the meaning Possibility represent (6,80%) , more common ten times than permission (0,66%), and 13 times than other functions (0,50%). Regarding to “ Might”, it is slightly overused in “*Getting Through*” with (4,81%) whereas in the target textbook it represents (3,93%). “Might” occurs in the most instances in the affirmative form (3,81%), seven times more common than the negative (0,50%). Yet, in “*Getting Through*”, possibility has an absolute predominance (4,31%) with a total overlooking of permission meaning. As far as Will is concerned, it is overused with 185 (30,68%) versus (26,01%) in the target textbook. This over-presentation may be caused by the ignorance of the auxiliary modal “be going to” which is overlapped with “Will” in meaning as stated by (Kennedy, 2003). The affirmative is overwhelming (28,03%), more common 18 times than the negative (1,49%) and 24 times than the interrogative (1,16%). On the other hand, prediction is predominating the meanings (24,54%), more common in four times than volition (5,64%). Apart its main uses, “Will” expresses other functions (0,50%). In contrast, “Would” is underused in “*Getting Through*” since it presents 54 (8,96%) instances whereas it accounts (23,48%) in the target textbook. Like with the previous

modals, the affirmative is at the head of forms (6,30%), presenting the double of the interrogative (2,16%), and more common 12 times than the negative (0,50%). In “*Getting Through*”, “Would” is used to express three different uses, hypothetical meaning (4,81%), volition (2,32%), and prediction (1,82%). Similarly, “Shall” is underused in “*Getting Through*” with 5 (0,84%) instances in two times as frequent as in the target textbook (1,29%). The affirmative and the interrogative mark approximate values (0,50%) and (0,34%) respectively, with a total ignorance to the negative form

“Shall” is used to express Volition (0,33%) and obligation (0,17%), in addition to other functions (0,33%). The most noticeable observation is the prediction meaning accounts (0,31%) in the real English, yet; is totally overlooked in “*Getting Through*”. Looking at “Should”, to some extent, it is also underused in “*Getting Through*” with 29 instances (4,81%) instead of (6,09%) in the target textbook. “Ought to” of 29 instances, 21 (3,48%) instances occur in the affirmative form, more common five times than the negative and the interrogative (0,66%) for each. For the meanings, “Should” is more used to express obligation (2,32%) and advice (1,99%). (Whereas it is assigned for hypothetical meaning (0,50%) Regarding “Must”, it is overused as it marks 31 (5,14%) versus (2,87%) in the target textbook, and declines in use over the rise of “Should” in the real written language particularly. In terms of forms, similar to the majority of modals, the affirmative outgrips (4,15%), exceeding the negative in five times (0,83%), and the interrogative in 25 times (0,17%). The more common meaning of “must” in “*Getting Through*” is obligation (3,48%), prohibition (0,83%). Deduction is underused since it accounts only (0,66%) though it represents (39%) of “must meaning in the real language (Leech et al., 2009), then advice which marks (0,17%). In “*Getting Through*”, “Have to accounts (1,66%) with 10 instances, less common than “must three times, though, in the real language it marks rise in use over “must” in the spoken language. For the distribution of forms, the affirmative (1,16%), the negative (0,33%), and the interrogative (0,17%). In “*Getting Through*”, “Have to” is used to express necessity only (1,66%) without any instance to deduction. Looking at “Ought to”, to some extent, there is no big difference in use between the target textbook (0,54%) and “*Getting Through*” (0,33%) with 2

instances. The two frequencies are shared in equal values between the affirmative and the interrogative (0,17%) for each, and both of them express advice (0,33%).

Last but not least, “Need to”, is the less frequent modal in “*Getting Through*” with only one single instance (0,17%) assigned to express obligation (0,17%). Need to keeps most the same use rate as in the target textbook (0,1%) where it suffers from declining in use

3–3–Results

From the findings and discussion, it is clear that the real language is not successfully presented in secondary school second year in-use EFL textbook “*Getting Through*”. Most modals are either overused or underused in the comparison to the real-life language. Moreover, the findings indicate a difference in modals frequency order between the real English and Algerian secondary school second year in-use EFL textbook “*Getting Through*”, i.e., in “*Getting Through*” is: “Will” → “Can” → “Would” → “May” → “Could” → “Must” → “Should” → “Might” → “Have to” → “Shall” → “Ought to” → “Need to versus “Will” → “Would” → “Can” → “Could” → “Should” → “Might” → “Must” → “May” → “Shall Have to” → “Ought to” → “Need to”. To conclude, the modals distribution in second year secondary school in-use EFL textbook doesn’t mirror their existence in the authentic language neither in terms of use of each modal nor in terms of all modals frequency order.

Likewise, the distribution of modals, some forms and meanings are totally left out, whereas others are either overused or underused in “*Getting Through*”. Therefore, the forms and meanings of modals in “*Getting Through*” are misrepresented, i.e., they are introduced inaccurately and insufficiently.

After collecting and analysing the data about modals use in Algerian secondary school second year in-use EFL textbook “*Getting Through*”, it is clear that the way how they are distributed and taught doesn’t fit the learners’ needs to communicate successfully in the target language, and in different situations since the context, in many cases, is ignored, and the presentation of modals forms and meanings is different from the real English. In other word, the modals use in “*Getting Through*” is still far from reaching the authenticity.

All in All, the findings reveal that the distribution of modals in Algerian secondary school second year in-

use EFL textbook “*Getting Through*” is inaccurate. The reason might be the preparation of the textbook is based on authors’ intuitions and assumptions rather than empirical studies.

4–Pedagogical Implications

The present study hopefully has pedagogical implications to researchers, syllabus designers, teachers, and learners. As far as researchers are concerned, could serve as an eye-opener to researchers and may drive them to carry out further examinations on the matter. Thus, enriching the literature of this important and difficult area in English grammar particularly.

As far as the syllabus designers are concerned, modals can give insights on how modals are taught, and when to be taught according to the learners’ level and needs, i.e., which material should be included in the textbook since the study is corpus-based and the frequency has an important role in shaping the teaching material accurately. As far as the English language teachers are concerned, the present research may be useful for lesson preparing as it presents insights on how to teach modals, and how to distribute them in classroom activities and practices. In other words, the findings of the study may contribute to the teaching process and raise the teachers’ awareness on how modals are used in the real-life language.

As far as English language learners are concerned, the present research raises their awareness on the modals as they are used by the native-speakers. Moreover, the learners would benefit from the present research as he/she may directly be exposed to different modal meanings and forms as they are in the real language. In this sense, Römer, 2004, p. 2011) says, “confront the learner as directly as possible with the data, and to make the learner ...” a linguistic researcher

5–Recommendations

From the findings of the present study, secondary school second year in-use EFL textbook “*Getting Through*” has many flaws as far as the modals use is concerned. A number of recommendations may be formulated to improve the modals use throughout Algerian secondary school second year in-use EFL textbook “*Getting Through*”.

-Clarify the difference between modal auxiliaries and regular verbs forms, i.e., the emphasis on modals properties.

-Change the modals order “Will”→ “Can”→ “Would”

→ “May”→ “Could” → “Must” → “Should”→ “Might”→ “Have to”→ “Shall”→ “Ought to” → “Need to” To “Will” → “Would” → “Can” → “Could” → “Should” → “Might” → “Must” → “May” → “Shall Have to” → “Ought to” → “Need to” according to their frequency in the real language.

-Give more space to drill and practice when teaching modals in order to memorize the modals and boost learners’ production.

-Expand modals’ explicit exposure to other sequences not only in the grammar section. Since “*Exploring Matters Further*” contains only authentic material, it is an appropriate space to discover how modals are used by native speakers.

-To enable the learner to communicate successfully, he/she should be exposed to the full array of meanings that a modal can have, and don’t leave out some forms without explicit teaching. Moreover, don’t leave out any modal even if it is very rare in the real language, i.e., Shall, Ought to, and Need to.

-Emphasizing on the differences between the past forms and the communicative functions (polite request) of some modals like Could and Would.

-Promote the pragmatic teaching of modal auxiliaries by the emphasis on their social and cultural functions.

-The learners’ level should be taken into consideration whether he/she is beginner, intermediate, or advanced. In other words, the modals’ exposure should take place in a progressive and gradual way to the learner’s level and needs.

Conclusion

Modal auxiliaries have an important role in the English language not only from a linguistic point of view, but also from a social interactional perspective. However, they are assumed to be the most problematic area in English grammar, and still represent difficulties for both EFL learner and teacher. As far as the material presented in the EFL classroom, numerous studies reveal that textbooks don’t introduce the modals accurately. The present study aimed at the analysis of modals use in Algerian EFL context. Secondary school second year in-use EFL textbook “*Getting Through*” was selected as a sample. The study was undertaken by adopting a content analysis approach. A self-designed checklist was used as a data collection tool. The analysis was based on counting the frequencies of modals and carry out through two stages.

The first one is the micro analysis where the data collected were analysed through sequences, and the second one is the macro analysis in which the data were collected unit by unit, then the textbook as a whole. The findings of the present study show that there are discrepancies between the way the modals are used in “*Getting Through*” and the real-life language. Consequently, the learner is unable to communicate successfully for not being exposed to the appropriate input. To fill in the gap between the real

and “*Getting Through*” use of modals, syllabus designers, shouldn’t have relied on their intuition to prepare textbooks materials. Rather, they are recommended to depend on empirical studies because “textbooks that are not based on empirical studies misinform learners in terms of the range of modal language available to them, and provide inaccurate descriptions of both the qualitative functions of” modality and the frequencies with which the modals occur

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التحليل الكلي لتوزيع الأفعال المساعدة للغة الانجليزية في الكتاب المدرسي للغة الانجليزية كلفة اجنبية في الجزائر للسنة الثانية ثانوي "Getting Through"

ملخص

الكلمات المفتاحية

الأفعال المساعدة

المبنى

المعنى

التكرار

تهدف هذه الدراسة إلى تحليل محتويات الكتاب المدرسي لتعليم اللغة الانجليزية للسنة الثانية بالطور الثانوي من ناحية استعمال الأفعال المساعدة. اعتمدت الدراسة على المنهج الكمي، وتم جمع البيانات باعتماد أداة تقييم ذاتية التصميم، تم تحليل النتائج المحصل عليها وفق تحليل كلي. أظهرت النتائج أن هناك اختلافا بين استخدام الأفعال المساعدة بالتركيز على المبنى على حساب المعنى. على ضوء النتائج المحصل عليها، تم تقديم توصيات بيداغوجية لمؤلفي الكتاب المدرسي والمعلمين من أجل سد الفجوة الموجودة.

Analyse macro de la repartition des auxiliaire de langue anglaise dans le manuel algerien de langue etrangere anglaise de deuxieme annee du secondqire "Getting Through"

Résumé

La présente étude vise à analyser la distribution des verbes auxiliaires dans le manuel scolaire Anglais pour le niveau deuxième année secondaire, et la comparant à leur utilisation dans la langue réelle. La présente étude se base sur une analyse de manière quantitative. Une liste de contrôle auto-conçue est utilisée comme un outil de recherche pour la collecte de données et pour effectuer l'analyse du contenu. Les résultats montrent qu'il existe un décalage dans l'utilisation des modaux entre le manuel scolaire et le vrai anglais, car les verbes auxiliaires sont soit sur-utilisés soit sous-utilisés dans le manuel scolaire, et accordent plus d'importance à certaines formes et significations au détriment d'autres. L'utilisation des verbes auxiliaires dans le manuel scolaire ne permet pas à l'apprenant de communiquer avec succès. À la lumière des résultats, des implications pédagogiques, des recommandations et des recherches supplémentaires sont suggérées aux chercheurs, concepteurs de programmes, enseignants et apprenants pour combler le fossé entre la vie réelle et le manuel scolaire.

Mots clés

verbes auxiliaires

manuel scolaire

formes

significations



Competing interests

The author(s) declare no competing interests

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