A comparative Study of Three Languages (English, Persian and French) in Teaching French Grammar (Case Study, Frequency of Adverbs)

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Abstract

Nowadays, the importance of communication and relationship with other countries is undeniable. Language plays a crucial role in the dissemination of science, awareness, knowledge and technology in a world where there are diverse languages, cultures and nationalities, but the need to learn a language has become essential due to the conceptual differences of languages. French has always been considered by teachers as a widespread and effective language in the world, but structural difficulties, especially in the field of grammar, have created challenges in the process of teaching French. This study seeks to decipher the reasons behind the difficulty of teaching French grammar, especially adverbs, to non-French language learners (here, English and Persian).The present research study is based on a structural comparison of the three languages (French, English and Persian). In this study, the obvious differences between these three languages, especially Persian compared to the other two languages will be analyzed in the following sections of this study. In fact, these are conceptual differences that make it difficult to study a foreign language course, and the teaching course will be enjoyable by carefully examining these differences that are rooted in the culture of each country. In other words, the depth of language differences determines the severity of the difficulty of teaching French to non-French speakers.

Keywords: Grammar Teaching, Adverb, FLE (French as a Foreign Language), Non-French Language Learners.

1- Introduction

There is a close relationship between the validity of a language and its teaching. French continues to be taught as a mother tongue, and especially as a foreign language, around the

world. Education has undergone tremendous changes in recent decades. Because we do not teach the same people with the same needs and the same level of learning. Demand for learning French in general is evident in developing countries in particular, especially Brazil, Russia, India and China. Given that, nowadays language teaching has become based on efficient technologies, as a result, it tries to adapt itself to the very diverse realities available. Thus, French is widely taught as a foreign language in multilingual countries where different languages are integrated and compared. French is used to identify other disciplines such as mathematics, history, biology and even certain branches of medicine.This study focuses on how to teach French grammar, especially grammar teaching in the university environment, relying on three components: understanding, learning and teaching, in fact, it is important to know exactly each of these components for each teacher, because there are many models for language teaching, but it is important how to use each of these concepts so that learners benefit the most both theoretically and practically. Furthermore, the teacher should increase the level of students' knowledge of grammar, beyond the simple application of rules, concepts and methods, because it can have a significant impact on one's relationship with the world [1-3].

This part of the study focuses on presenting research that has already been carried out in this field. Then, the strategies, methods, experiences and theories of those who have worked in the field of teaching French as a foreign language will be examined. Isabel Boudoin, Jean-François Boutin, and Jean-Claude Hocquet carried out a study entitled "Teaching / Learning French Grammar at the Elementary Level: Theories of Future Teachers", aimed to describe current and past manifestations of teaching / learning (E / A) of the grammar that has been done by primary school teachers and undergraduate students in preschool and elementary education. They examined whether learning remained influenced by memories of teaching grammar in elementary school or destroyed by contemporary university education. 34 teachers and 148 students responded to a questionnaire on how to teach E / A grammar in the present and the past. According to the results, the memoirs are still in mind to learn all the topics of the past, but teaching current and new concepts about grammar E / A is influenced by tradition and modernity. University education seems to have changed these concepts. In fact, freshmen are more traditional than third- / fourth-year students. However, teachers had more traditional views than third / fourth year students [4-6].

The method of this study is based on a questionnaire, and its aim is to measure five variables related to the representation of French grammar E / A: 1) the type of attitude towards grammar and writing. 2) Self-image in relation to grammar and writing. 3) Knowledge of new grammar methods. 4) Two selected questions from the second part of the questionnaire, 5) School memories related to grammar teaching. Natalia Youssef, an FLE (French for French as a foreign language) teacher in Damascus, in her book "The Position of Grammar in FLE Teaching / Learning (especially in FOS)" took the lead in research on grammar teaching methods in the language department. French literature as well as research on FLE textbooks taught at the University of Damascus, she noticed a particular weakness in grammar teaching in Syrian universities by holding a grammar test on the Subjonctif and after discussing with French-Syrian doctoral students. , she proposed a new approach to education, then applied it to the subjonctif [7].

2

Danila Dinko in his book "Teaching Different Grammar: Why and How?" suggested that reflections be made on the teaching methods used by the grammar teacher in the first year in order to benefit students conceptually and methodologically alike. He considered the new parameters of grammar teaching in a directional approach to define new ways to solve these problems, after highlighting the main problems in grammar teaching in terms of the structure of grammatical and metalanguage content used: Oral language grammar that expresses grammatical concepts on communicational issues is a reflective grammar based on implicit analysis of language performance rules, a reference grammar for FLE teaching / learning suitable for Romanian learners [8]. Maria Ignacia Dorunzoro and Stella discuss the role of grammar in teaching foreign language and its role in foreign language reading and comprehension courses in their article entitled: The Role of Grammar in Foreign Language Teaching and Learning Courses, this ability is considered separately from other skills when teaching. They have discussed the importance of grammar, which, in general, has not been described either in textbooks or in theoretical studies. The involvement of different experts allows authors to consider specific features of a given grammar and provide a definition for it. Then, they analyzed the results of research conducted with university experts with the aim of providing social representations of valid tools for combining grammatical elements needed in reading. Then, they completed their work with considerations about possible educational intervention [9].

Andrew Atkins, in his study entitled "Educational Grammar" and "Learning a Second Language[1]," concluded that most current researchers support full knowledge of grammar as a means of facilitating second language learning. He intends to present his thoughts and understanding of what grammatical awareness really is and where it comes from. Research and reform in language teaching has meant that in the last hundred years, many methods have been considered in language classes at specific times. The main difference between these selection methods seems to be related to the role and importance given to teaching or learning grammar.

He during his study discussed contemporary methods of teaching grammar based on studies conducted on second language learning and the differences between these methods and traditional methods. Atkins in a part of his study provided general information about "traditional" methods, then provided notes on Krashen theories[2] about language learning in a comprehensible way, and finally knowledge of grammar and other related fields. He decided to present his theories, not for purely temporal reasons, but because they help each other respond to the perceived weakness of the previous approach [10].

Fangwan Wang in his book, "The Necessity of Language Learning", states that mastering grammar is the basis of mastering a language. Grammar education is also an essential part of language education. However, many foreign language teachers don't pay enough attention to grammar teaching with the communication approach that exists in China. From the point

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[1] Teaching grammar and learning a second language
[2] Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.
Stephen Carson, an American linguist, points out that a second language can be learned in the same way as the mother tongue.

of view of linguistic theory, this study examines in particular the status of grammar in language learning, the characteristics of foreign language learning, the theoretical foundations of the communication approach and the practical effect of "ignoring grammar teaching to change the teaching position for a comprehensive understanding of the need for grammar teaching.

Stephen Krashen during his study "Grammar Training: avoiding annoying?" analyzed the quality of grammar education in New Zealand. According to Krashen's research, the relationship between formal grammar teaching and writing ability is thought-provoking: and there is no relationship between grammar study and writing [11]. They conducted a three-year study entitled comparing the effects of traditional grammar, transformative grammar and lack of grammar on New Zealand high school students, and concluded that "... English grammar, although traditional or transformed has no significant effect on the language development of ordinary high school students, and according to similar research, there is a significant relationship between the ability to read and write: those who read more write better [12]. Furthermore, it is well proven that one can become a great writer with little learning of grammar, and those who care often about their ability to write: "I wanted to write and I did not know even a little English. I bought English grammar and found it boring, I felt that novels teach language better than grammar books.

In this article, we intend to examine the challenges in teaching French between the three languages of Persian, English and French from different aspects, especially the subject of adverbs, and also to better understand this issue by mentioning different examples from all three languages.

2- Theoretical Framework

2-1- The History of French Language Teaching

The traditional method or the grammatical translation method has been used since the eighteenth century and in the first half of the nineteenth century. As its name suggests, it has been studied based on reading and translating texts in foreign languages. Grammar is known as the most important thing and reading texts as the second factor. Thus, literary language has become more common than everyday language. The mother tongue was used in the classroom and the teachers played a big role: it was the only teacher who spoke, it was one-way interaction. The concept of "learn by heart" was preferred for learning vocabulary. This method became obsolete in the mid-nineteenth century due to the rigor of this method and the poor results obtained [13-14].

2-1-1- Direct Method

The direct method emerged from the 1870s until the beginning of the twentieth century. This method was based on three principles:

- Vocabulary learning was done without translating into the source language. The teacher showed pictures or objects during the FLE course in Strasbourg;

- Oral language was mostly used;

- Grammar was taught by the teacher not through explicit rules, but through practice and arranged questions and answers.

4

The direct method forbade any use of students' mother tongue, which was often accompanied by problems in the course [15].

2-1-2- Active Methodology

Active methodology was considered between 1920 and 1960, which is also called eclectic, hybrid or even oral, which is a compromise between old traditional techniques and simple methodology. Conversation in the mother tongue was allowed again in the classroom and writing was used as a teaching aid. Pronunciation was taught through imitation. Images were also used to prevent a word from being translated into the mother tongue. The student's motivation to learn was so important that grammar was taught according to his needs over time [16].

- **Structuro-Global Audio-Visual (SGAV) Methodology**

France sought to restore its international influence, especially in terms of language, after World War II and decolonization. The SGAV method appeared in the mid-1950s. This method was based on the triangular position of the position of communication, conversation and image. When we learn a language, our learning is done through hearing and sight. Thus, concepts related to grammar and linguistics are understood in a particular situation through external stimuli. SGAV thus made it possible to learn and communicate quickly with the natives, but it was not possible to understand it through the media. This method required a significant cost (recording, language labs, etc.) and a long training period (2.3 years) [17-18].

2-1-3- Communicative Approach

This method was developed as a reaction to SGAV during the 1970s to mid-1990s. New audience arrived: adult immigrants. Therefore, it became very important to combine research results to meet the needs of new audiences. The goal of this approach is to adapt to each person's language needs. We use target language codes to adopt the appropriate method. Thus, adult French students were more motivated to take a practical approach: they need French for professional reasons. Therefore, the communication approach responds to the urgent general need as well [19].

2-1-4- Action-oriented Approach

The action-oriented approach first emerged in the mid-1990s. The purpose of this approach was to emphasize the tasks to be performed in a global project. There is interaction to develop acceptor skills. The learner is the actor of his own learning. All individual capacities are considered: knowledge, human skills, life skills and learning skills. If speech behavior is considered as a language activity, it is also part of social action. This approach was used to emphasize the tasks to be performed in a global project. Interaction is necessary to develop receptive skills. The learner becomes the main actor in assessing and improving his or her learning. All individual capacities are considered: knowledge, human skills, life skills and learning skills. Considering speech behavior as a language activity, it is also a part of social activities [20-21].

2-1-5- Conceptual Approach

Here, the word "concept" means "mental image or part of the analysis of reality." Obviously, the concept is variable for groups of people who do not have the same definition of speed, frequency, localization, shape, or quantity. Therefore, a concept is also translated differently in different languages: classification, gender, number, inflection, etc. are effective. The use of a concept simultaneously depends on its meaning and depends on its role in expression,

that is, in effective communication". Therefore, concepts are related to grammatical forms: they are semantic-grammatical and abstract categories in which man organizes his reality according to them. For example, the word "genre" in French refers to a concept, but in English it means "meaning". Spatial localization is another concept that may be expressed in French: here, there, outside, inside, west, Paris, and so on. ….? Distinguishes between two types of concepts: general concepts; They are grammatical representations, in other words grammatical categories of meaning that imply, for example: space, duration, capacity, ...), and specific concepts; which depends on the dictionary [22].

2-1-6- Applied Approach

The term "Function, Performance" refers to "the operations that language performs and makes it possible to implement it in practice involving others and the world." Thus, performance here does not mean the role that one word can play grammatically relative to another word in the sentence (subject performance, complement, ...), but what we are trying to achieve. This is the purpose of the conversation, which is why we talk about the subject's need for expression and the reason for expressing themselves in a given situation. For example: performance can be the share of information, order, recommendation, civility, invitation, approval, disagreement, … and so on.

In fact, such functions are considered as a group of communicative functions. They show how we use language, how we treat others through it (English reference "use"). Thus, a conceptual-applied approach is based on the description of "social functions performed by verbal actions and their conceptual content." In other words: this is an approach that is part of a pragmatic perspective. The communicative approach is considered as a conceptual-applied or applied approach that invests in "French teaching in an applied way", which today is not only for specialized audiences but for all audiences whose goal is "fixed learning" with specific purposes and they seek to achieve those goals.

2-1-7- Interactive Approach

The term "interaction" is a concept that tends to replace two widely used concepts, first; It is the act of communication that has a significant relationship with the actions that are created in any communication and the second is the act of speech that is applied in teaching and learning the language. The concept of interaction by insisting on at least the dual dimension of any linguistic action adds a certain inner dynamism to these two concepts. Therefore, in the transactional approach, "the proposed learning model (...) focuses neither on the teacher nor on the student, but on the relationship that is established between the participants." In other words: this is an approach that refers to the concept of "relationship" as the constituent of any relationship. The communicative approach is an interactive approach that promotes "grammatical learning through interaction and discussion between students about language rules".

2-1-8- Cognitive Approach

The term "cognitive" refers to conscious cognition. Cognitive psychology "is the knowledge that a person already has, the main determinant of what one can learn; it is an implicit learning situation (daily experience) or explicit (school practice)." In fact, cognitive theory is based on two main aspects: the nature of the personality that guides behaviors and the design of achievements based on the concept of organizing environmental indicators. Therefore, "speech behavior" according to this theory will not be "Sequential movements of the lips and larynx" "flow of speech". It is basically a communicative activity aimed at

conveying a message or getting something through verbal production. The universal nature of behavior is also determined by the type of relationship one maintains with one's environment [23-25].

Therefore, a cognitive approach assumes that "all learning involves cognitive processes and the learner must exercise reflective control over what he has learned"; The Chomsky School of Language adheres to such a vision of language activity by adopting the inherent power of language. The communicative approach is a cognitive approach, as long as cognitive psychology incorporates learner participation into the heart of learning", In this sense, thought plays a key role in discovering the rules that enable new propositions to be made. And long-term memory integrates new information with previous knowledge [26].

2-1-9- Communicative Approach

After clarifying the meaning of the various revision terms, it is time to consider the communicative method. It should be noted that given that there are various names of approach, which covers its performance variation. Furthermore, the term "approach", derived from the "English approach", can reinforce the ambiguous feature of this method. In fact, in recent years, the term "communicative approach" has been used to refer to a wide variety of teaching methods and approaches. Therefore, educational experts cautiously prefer the name "way" to "method", because this method is not as solid and uniform as the formed method, but has a transient, diverse and open feature [27].

2-2- Teaching French as a Foreign Language

In the university environment, grammar teaching with three components; Understanding, learning and teaching is considered as an important issue for any teacher who, beyond the many models for describing language, discusses the use of these models in a way that learners benefit the most both in theory and in practice. Furthermore, the teacher should make learners aware that grammar can have a significant impact on a person's relationship with the world, beyond the simple assignment of rules, concepts and forms:

- Therefore, it is important to examine how a language works not only to use it, but also to understand how this discovery changes one's encounter with oneself in relation to the world and the other.
- Given the initial educational perspective of future FLE teachers, we begin with the simple observation that grammar which is taught to them during the course (undergraduate) did not give them the skills and teaching tools necessary for actual teaching in the classroom. And this is very formal at first, due to the heterogeneity of students' language levels and the impossibility of promotion, due to lack of time and motivation, and then due to the occasional explanation and teaching of grammar.

2-2-1- Task-Based Learning (TBL)[1] in Grammar Teaching

Grammar is a combination of knowledge, process and skill simultaneously. The three poles of the educational triangle (knowledge, teacher and learner) interact with the three dimensions in teaching / learning, so that the teacher must focus on how to organize the process of transferring code (knowledge) for teaching the language of instruction. Given the principle that the user and the learner are social actors who must perform their tasks in a specific area of action in certain contexts and environments, the action-oriented approach considers grammar teaching from a task-oriented perspective. Education supports the

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[1] Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in your lessons. Sometimes called 'Task-Based Language Teaching', TBL lessons students solve a task that involves an authentic use of language, rather than completing simple language questions about grammar or vocabulary.

understood without being openly expressed of language performance skills through verbal and spontaneous interaction. This means defining new parameters that the teacher must consider and we try to draw them for use in grammar teaching courses in university.

2-3- New Grammar Approach

In FLE teaching /learning methods, grammar is considered as a tool for acquiring oral expression, reading comprehension, and written expression skills in the service of teaching skills: grammar for comprehension or writing. These two approaches are complementary but inverse: from text to sentence. Grammar is not considered as an end in itself, but a tool that language learners can use to better understand a foreign language. Conversely, grammar becomes an end in itself in a grammar course for the education of future FLE teacher, as it is the subject of metalinguistic reflections. As far as we are concerned, we have used a variety of approaches to teaching new grammar, the approach of Jean-Louis Chase and Jacques David who speak from an "explicit perspective or grammar", on the other hand, various methods are considered when teaching a linguistic truth [28-35].

2-4- Grammar

Children learn grammar informally as they get older, first in their own family, then outside the family. Children use all grammar rules long before they go to school, and in informal situations.

There are several types of approaches, three of which are discussed below:

1. Point of view on oral and written performance: We have made a logical grammar of linguistics. We understand language by its mechanical nature. We separate it, we reassemble it. Meaning matters little. This is why we often make sentences.

2. Semantic perspective: In the text, we construct semantic grammar as a communicative tool. Texts are our suggested tool for understanding this perspective.

3. Point of view on written knowledge: we make a written structure from grammar. Outside of any activity, it is important to tell the child which perspective is being asked so that it does not confuse meaning and structure.

2-4-1- Why Teach Grammar?

While this discipline is not even taught in the classroom in many countries, especially the United Kingdom, Why teach grammar? Since the spelling rules of the French language are numerous and complex: it is important;

➢ Allow the child to reflect on their language, which is an integral part of their being.

➢ Just look at a text or sentence like an object to understand rather than learn grammar to encourage him to know his language like a linguist, and more generally:

➢ To encourage him to adopt and develop a scientific attitude

➢ Creating a critical mind

➢ Development of his abstract skills

French grammar is divided into various and broad parts, including: nouns, adjectives, verbs, adverbs, prepositions, and other elements that we can't name here. This study focuses on grammar, especially adverbs. In the following section, adverbs are categorized, and the complexity and variety of this small section of French grammar are discussed [36-40].

2-5- Adverb

Adverb is an immutable word that we use with another verb, adjective or adverb to change its meaning: he speaks well. He is a very poor man. He writes very fast. Constraint can be an issue in itself. Adverb, in many cases, is equivalent to the genitive case, which specifies the meaning of the word added to it in terms of nature, time, place, and so on. The adverb next to the verb plays the same role as the adjective in relation to the noun. As the etymology of verbs shows, this is a kind of object adjective. Compare sentences:

- He paints delicately, he is a delicate painter.

- He sings well, he is a good singer.

Adverbs can change some prepositions semantically, consider the common roots of prepositions and adverbs as described; Long before nightfall, he is on top of the house, he works all week, after you left, almost all of his actions (...) were much more than likely. Right in front of this white wall, right next to her husband, the queen is much above average and small, place one object exactly on top of the other, a little higher than the other. The adverb can also change some of the relations (relative issues) in the relative clauses: Just call me when the bell rings, he falls asleep during the performance and does not wake up for a long time after it has finished. After we put them in it. They laughed at their parents' naivety. The author (...) wrote his book in such a way that it was written long after the death of our generation. The adverb is attached to a noun that is intended as an adjective (he is very young, he was mostly a hero, etc.) or as an abstract noun in verbal expressions (he is very scared, I am very cold, etc.)

An adverbial phrase is a combination of words that is equivalent to an adverb: beyond, it, there, in vain, immediately, and so on.

3. Field Study

The quality of teaching a language depends on several factors, one of which is knowledge of the structural features of each language (mother tongue and foreign language). Grammar plays a very important role in the teaching process as an integral part of language teaching. It is necessary to conduct a comparative study between the three languages of French, Persian and English to analyze the role of adverbs: only a structural comparison of adverbs in these three languages shows us the reason for the difficulty of teaching French grammar [40-50].

1- Classification of the adverbs of place

English	French	Persian
Above	Au- dessus	بالا ، روی، برفراز
Abroad	A l'étranger	خارج
Here	ici	اینجا
Upstairs	En haut	بالا ، در بالای

2- Classification of the adverbs of time

English	French	Persian
Now	Maintenant	اکنون
Today	Aujourd'hui	امروز
Soon	Bientôt	به زودی
Then	Ensuite	سپس

3- Classification of the adverbs of manner

English	French	Persian
Warmly	chaleureusement	به گرمی
Nicely	agréablement	مطلوب، دلپذیر
Carefully	prudemment	با احتیاط، به دقت
Correctly	correctement	به درستی

We have selected several novels in three languages, French, English and Persian in different genres (scientific, literary, fiction, etc.) to study the role of adverbs, after obtaining the percentage of common adverbs. Here (place, time, manner) to show the numbers of each constraint in each language. The results of these percentages show the number of adverbs in these languages, the differences and similarities between these three languages, it also allows us to find the reason for the difficulty of teaching grammar and especially adverbs.
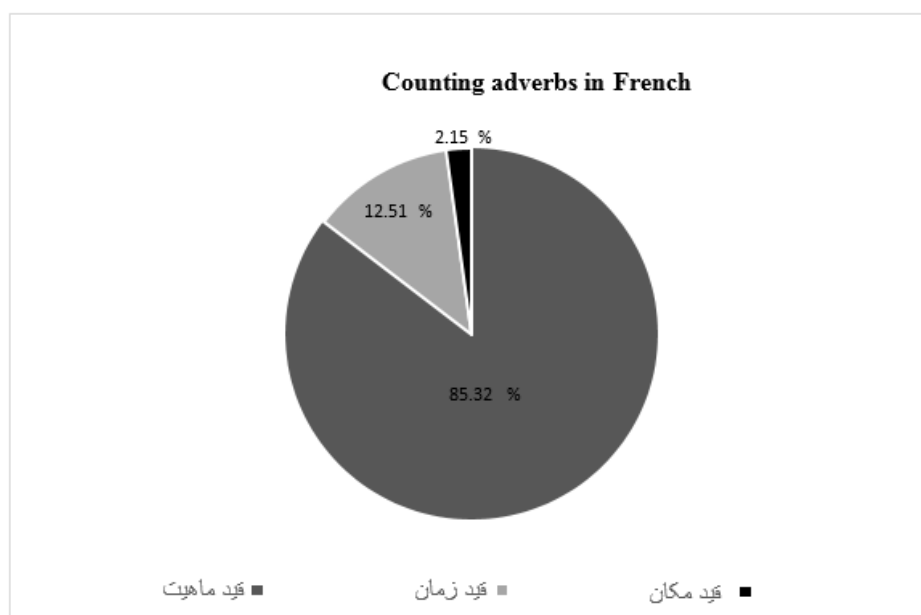

Figure 1- The adverbs of manner, the adverbs of time, the adverbs of place

3-1- Results from a Review of Diagrams Related to Many Adverbs in French:

These percentages can be seen by statistical analysis in three terms (manner, time and place). We should add that these percentages are included in different texts (French, English and Persian with different genres[1]) and the following results were obtained: As shown in the diagram, the adverbs of manner with 85.32% of adverbs in French texts have the highest number of adverbs. After that, the adverbs of time are in the second place with 12.51% of adverbs, and the last place belongs to the adverbs of place with 2.15% of adverbs (Figure1).

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[1] The Writer's Journey: PLON / LE FIGARO, Les Misérables by Victor Hugo - Part 5 - Jean Valjean, Twelve Stories of the Princess - Jacques Casaboa, - The Confessions of a Serial Salesman - Gal Gislen and Oude Rossino How to get great memory (by Jean Piaget method), Old Man Goriot by Honoré de Balzac
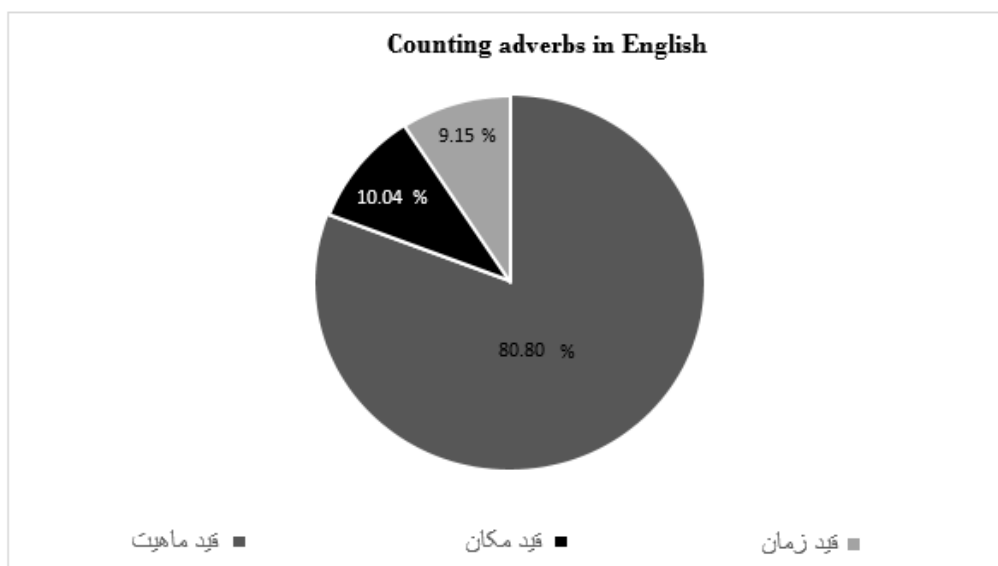
Figure 2- The adverbs of manner, the adverbs of time, and the adverbs of place

The number of different types of adverbs varies depending on the type of text, for example in literary and descriptive texts, the use of adverbs is more common, because adverbs play an important role in shortening and at the same time better describing sentences.The percentages recorded in this analysis are available with the total number of adverbs of all types of text.

3-2- The results of Examining the Diagrams of Many Adverbs in English

According to the results of the analysis of adverbs in different types of English texts[1], in English, such as French, adverbs of manner play a major role with 80.8% of adverbs, followed by adverbs of place with 10.04% of total adverbs and the adverbs of time which has 9.154% of the adverbs ranked in 3rd place (Figure 2). The number of the adverbs of place and time depends a lot on the subject and structure of the text. The adverbs of place or time are more common in fictional or descriptive texts or novels that describe a situation or event, but a large number of the adverbs of manner can be seen in all types of texts, for example in novels, in literary texts, Poetry, legal, political and scientific texts. The reason is hidden in the fact that the adverbs of manner describe a situation, examine an activity, indicate a method, and determine the method and purpose of a subject.

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[1] The Mysterious Key and What it opened by Louisa May Alcott, Spider-Woman by Glaris, Hafez's poems, translated by Gertrude Lucian Bell
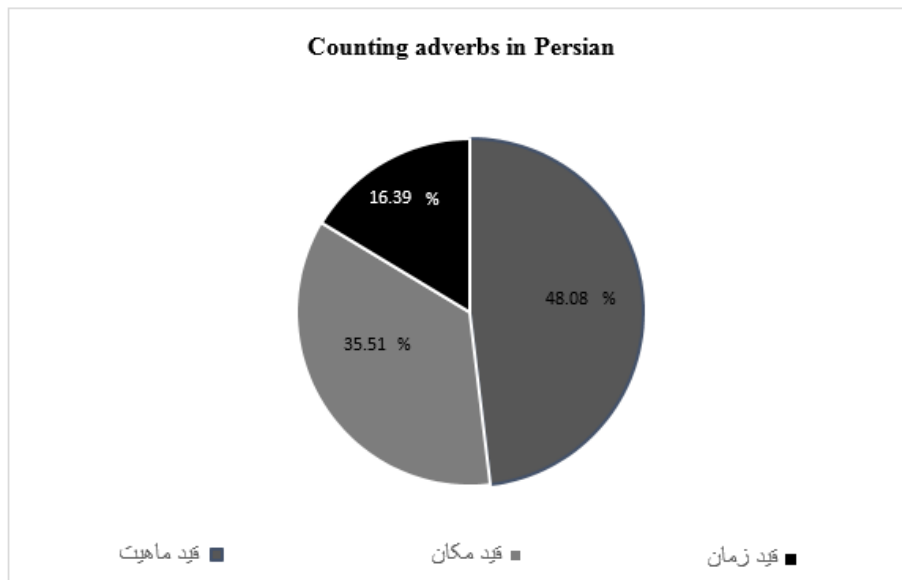
Figure 3- The adverbs of manner, The adverbs of time, The adverbs of place

3-3- Results obtained from the study of adverbs-related diagrams in Persian

- The relative balance between the numbers of adverbs at first glance attracts our attention, one of the reasons is the more obvious grammatical difference between French and English compared to Persian. In other words, there are many names (names such as school and mosque that can also be used as adverbs in Persian, but can't be used as an adverb in English and French.)

- Text adverbs are more visible in English and French texts because they are accompanied by suffixes (ment, in French and Ly in English), but the adverbs of manner in Persian do not have an undefined sign.

- Adverbs are defined according to their place in the sentence in Persian texts[1], they can be grammatically nouns, adjectives or even common names such as school, mosque, sea, etc.

- According to the results of these analyzes and these percentages obtained from examining different types of texts in three languages, Persian, English and French, the structural differences in languages play an important role in foreign language teaching that there is a significant difference between languages. Structure and manner (here, French and English derived from Latin) help the teacher to offer an ideal and of course easier teaching of languages, either structurally or even culturally, compared to Persian.

5- Conclusion

Some novels known in different languages and different genres have been selected to analyze the adverbs, such as Le Père Goriot by Honoré de Balzac in French, The School Principal[2] by Jalal Al-Ahmad School in Persian and the mysterious key and what opened by it by

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[1] Selected Works: The Blind Owl by Sadegh Hedayat and translation of Harry Potter by JK Rowling
[2] Selected Works: The School Principal by Jalal Al-Ahmad, and translations of works such as The Chronicles of Narnia: by Clive Staples, and Dostoevsky's Crime and Punishment

Louisa May Alcott in English. According to the results of statistical analysis of adverbs in French (common adverbs in French, Persian and English: adverbs of manner, place and time); 83.32% of the adverbs are adverbs of manner, 12.551 are adverbs of time and 2.15% are adverbs of place. According to the results of the English language analysis, 80.80% of the adverbs are adverbs of manner, 10.04% are adverbs of place and 9.15% are adverbs of time. According to the results of this analysis in Persian, 48.08% of the adverbs are adverbs of manner, 35.51% are adverbs of place and 16.39% are adverbs of time (Figure 3). According to the numbers obtained, the adverb of manner has the highest number in all languages, and these numbers are slightly different for the other two adverbs in other languages, and this difference in Persian is a little more or less due to structural differences between French, English and Persian. The chart above shows the result of a thorough examination of many adverbs in three languages.

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