

“YOU MUST BE JOKING!”:
Presentation of the English modal auxiliary
verbs in Finnish 9TH grade EFL textbooks

Bachelor's thesis
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Tiivistelmä – Abstract <p>Suomessa tekstikirjat ovat yhä tärkeässä roolissa vieraiden kielten ja etenkin niiden kieliopin opetuksessa. Tässä tutkimuksessa selvitän täten, miten englannin kielen modaalisia apuverbejä esitellään suomalaisissa yhdeksäsluokkalaisille suunnatuissa englannin tekstikirjoissa. Tutkimuksessa ovat osallisena Otavan Top 9 ja Sanoma Pron On The Go 3. Vaikka tekstikirjat ovat yhä tärkeä osa kieltenopetusta Suomessa, ei ole tutkittu paljoa, kuinka niissä käsitellään kielioppia.</p> <p>Tutkimuksessani on kaksi tutkimuskysymystä. Ensinnäkin selvitän, minkälaisia esiintymistiheyksiä modaaliset apuverbit saavat tekstikirjoissa. Toisin sanoen tutkin, mitä apuverbejä esiintyy kaikista eniten ja mitä apuverbejä taas vähiten. Lisäksi selvitän, kuinka apuverbejä esitetään suhteutettuna Larsen-Freemanin teoriaan kieliopin opettamisesta.</p> <p>Löytääkseni vastaukset tutkimuskysymyksiini etsin kummastakin tekstikirjasta kaikki modaalisten apuverbien esiintymät. Jätin ainoastaan pois kirjojen aivan viimeisimmät sivut, joista löytyvät muun muassa sanastot. Kokosin esiintymät ja niiden lisätiedot Microsoft Word Excel -taulukointiohjelmaan, jonka avulla on helppo nähdä, kuinka usein eri apuverbit esiintyvät. Analysoin datan sekä määrällisen että laadullisen sisällönanalyysin keinoin saadakseni vastaukset molempiin tutkimuskysymyksiini.</p> <p>Tutkituissa tekstikirjoissa kolme yleisimmin esiintyvää modaalista apuverbiä ovat <i>can</i>, <i>will</i> ja <i>would</i>. Kolme vähiten esiintyvää apuverbiä puolestaan ovat <i>may</i>, <i>might</i> ja <i>shall</i>. Suurin osa apuverbeistä saa suurimmat esiintymistiheytensä juuri tekstikirjojen kielioppiosion yhteydessä, eikä niinkään muualla kirjojen sisällöissä, kuten tekstikappaleissa. Yleisimpien apuverbien osalta tekstikirjojen kielioppiosioissa käsitellään kattavasti niiden muoto, merkitys ja käyttö. Toisaalta mitä harvinaisempi apuverbi sitä vähemmän sen muotoa, merkitystä ja käyttöä on käsitelty.</p> <p>Tulokset voivat hyödyttää paitsi oppikirjojen suunnittelijoita myös opettajia. Opettajilla on valta päättää, ottavatko he kieliopin opetuksessaan esille joitakin sellaisia merkityksiä, joita oppikirjoissa ei välttämättä esitellä. Jatkotutkimusten osalta tulisi ottaa suurempi otanta tekstikirjoja. Lisäksi voitaisiin tutkia modaalisten apuverbien kaltaisten verbien, kuten <i>be going to</i> ja <i>used to</i>, esiintymistä.</p>	
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TABLE OF CONTENTS

1 INTRODUCTION	4
2 GRAMMAR IN FOREIGN LANGUAGE TEACHING	5
2.1 Teaching grammar	5
2.2 Pedagogical grammar.....	6
2.3 The English modal auxiliary verbs	7
3 DATA, RESEARCH QUESTIONS, AND METHODS	9
4 THE MODAL AUXILIARY VERBS IN FINNISH EFL TEXTBOOKS	11
4.1 General findings on the frequency.....	11
4.2 Analysing each auxiliary individually	12
4.2.1 Can.....	13
4.2.2 Could.....	13
4.2.3 May	14
4.2.4 Might.....	15
4.2.5 Must	16
4.2.6 Shall	17
4.2.7 Should	17
4.2.8 Will	18
4.2.9 Would.....	19
5 CONCLUSION.....	19
References.....	21
Primary Sources	21
Secondary Sources	21

LIST OF TABLES

Table 1. The total frequency of the modal auxiliaries.....	12
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1 INTRODUCTION

In this study, I will examine the presentation of the English modal auxiliary verbs in Finnish 9th grade EFL textbooks. Since textbooks are still an important part of language learning in English language classrooms in Finland, I decided to study how a grammatical item is presented in them. To narrow down the topic, I decided to study the English modal auxiliary verbs: *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, and *would*. Further, I chose to study 9th grade textbooks because each modal auxiliary should be presented in them in some way, if not as a new grammatical item, then at least as a summary of what has already been learnt by then. The textbooks I have chosen for the analysis are Top 9 (Blom et al. 2013) and On the Go 3 (Daffue-Karsten et al. 2018).

One of the aims of the study is to look how frequently the English modal auxiliary verbs appear in the two textbooks. Since Leech (2013) has observed that the use of the English core modal auxiliaries is decreasing, I wanted to see if this shows in the chosen textbooks, which are both fairly recently published. Another aim of the study is to find out whether contemporary Finnish EFL textbooks are up-to-date by comparing their contents to recent research on how grammar *should* or could be taught. An important keyword to this debate is *pedagogical grammar*. How textbooks can be evaluated regarding pedagogical grammar is something Keck and Kim (2014) have studied using Larsen-Freeman's (2003) theory of Form, Meaning, and Use as a framework. This theory, with Keck and Kim's (2014) additions, acts as the theoretical framework of the present study that tries to fill a research gap as there has not been much research done on the presentation of grammar in EFL textbooks in Finland. However, some research on the matter exists, and I will refer to Nordberg's (2010) study on the portrayal of modality in upper secondary school EFL textbooks in Finland as its topic is closely related to that of the present study. The findings could be beneficial to English teachers in Finland and to those who design materials for language classes.

This paper follows the structure typical for quantitative studies although the study itself is both quantitative and qualitative by nature. Chapter 2 concerns the theoretical background relevant to the present study. Chapter 2.1 presents studies on teaching grammar in general, whereas chapter 2.2 concerns more specifically pedagogical grammar. The English modal auxiliary verbs and studies on the decline in their use are presented in Chapter 2.3. Chapter 3 introduces the methods in which the data was gathered and analysed. The analysis of the data, showing the results of the

study, is presented in chapter 4. Finally, in chapter 5, the results are summarised, while also considering the benefits and the limitations of the present study.

2 GRAMMAR IN FOREIGN LANGUAGE TEACHING

2.1 Teaching grammar

Grammar is an essential part of any language. Dykes (2007: 5) explains that grammar is “a language to talk about language”. Further, as Sinclair (2010: 6) notes, grammar can be seen both as a study of language use and as rules through which language is used correctly. According to Ur (2016: 113), teaching these rules has been, and still is, a key element in language classrooms, which is an observation that Keck and Kim (2014: 7) agree on as well. Sinclair (2010: 7) comments that people have a tendency of making presuppositions of each other on the basis of how they use grammar. Despite this and the overall importance of grammar, Dykes (2007) states that not only students but also teachers seldom view grammar in a positive light. It could therefore be argued that if grammar is seen as a negative aspect of a language, there must be something wrong in the way grammar is taught.

In regards to learning foreign languages in Finland, the most recent National Core Curriculum for Basic Education (NCCBE 2014) emphasises working in pairs and small groups. It says nothing on how grammar in particular should be approached, but the emphasis on learning languages together can be applied to concern grammar as well. This communicative aspect of learning grammar is also emphasised by Folse (2016: 64–66) who observes that grammar should be taught in terms of students’ needs and so that they acquire not only linguistic competence but also, and perhaps more importantly, communicative competence. Dykes (2007: 9–10) suggests that teachers should take into account the various learning strategies that their students have adopted and provide their students with different methods of learning grammar. Based on these observations, it could be assumed that the Finnish EFL books contain such use and presentation of grammar that students may find meaningful for their everyday language use and that emphasise the communicative aspect of language learning overall.

Larsen-Freeman (2003) introduces a theory of *The Three Dimensions: Form, Meaning, and Use* that is aimed to be used in teaching second language (L2) grammar. Each of the three

important notions in the theory – Form, Meaning, and Use, which together create grammar – contains at least one area of linguistics. Form contains phonology, graphology, semiology, morphology, and syntax, Meaning contains semantics, and Use contains pragmatics (Larsen-Freeman 2003: 34–35). The notions can be clarified by giving each of them a question to which they try to answer. The question for Form is “How is it formed?”, the question for Meaning is “What does it mean?”, and the question for Use is “When/why is it used?” (ibid. 38). As will become clear in the following chapter, the theory of The Three Dimensions can be useful in evaluating materials used in L2 grammar teaching.

2.2 Pedagogical grammar

In regards to this research, it is important to observe that there is not just one large understanding of grammar but rather many different approaches to grammar. Such approaches include, for instance, descriptive, theoretical and pedagogical grammar. Since the textbooks studied for this research do not directly reveal what kind of grammar approach they are based on, I have decided to label their approaches as *pedagogical grammar*. The most important reason for this decision is the fact that the books studied are specifically intended for language learning. According to Keck and Kim (2014: 1), pedagogical grammar is an area of research and an approach to teaching grammar in L2 classrooms, which is a perspective that Odlin (1994: 1) shares as well. Another aspect for pedagogical grammar proposed by Fink (1977) contains suggestions that it is closely linked to language use, especially when it comes to verbal communication. Tomlin (1994: 142–143) also emphasises the role of communication and adds that communicative language learning theory is closely linked to the organisation of pedagogical grammar. He further notes that pedagogical grammars should provide teachers with pedagogical descriptions which they could then use to construct activities around learning a specific grammatical item. This definition of the importance of pedagogical grammar would justify it as a useful theoretical framework for this study.

Keck and Kim (2014) provide language teachers with information about teaching grammar and try to make teachers reconsider the ways in which they approach it. They offer tips for teachers to evaluate their teaching materials and to design their own tasks, clearly putting a strong emphasis on the communicative aspect of language learning, similarly to Fink (1977). Keck and

Kim's (2014) tips rely heavily on the framework by Larsen-Freeman (2003) and her theory of The Three Dimensions: Form, Meaning, and Use. In the following paragraphs, I will have a closer look at these tips.

As Keck and Kim (2014: 69) observe, the most important thing that many materials aimed towards L2 grammar learning should do is to provide language learners with explanations on how grammar works in the target language. Since these materials can provide very different guidance, it is important for teachers to be able to evaluate the contents of the materials (Keck and Kim 2014: 69). In this evaluation process, the notions Form, Meaning, and Use by Larsen-Freeman (2003) play a decisive role. Keck and Kim (2014: 72) propose the following four questions to evaluate the coverage of Form, Meaning, and Use: 1) "To what extent does the textbook address the Form, Meaning, and Use of the target feature?"; 2) "Is one Dimension (e.g., Form) emphasized over others?"; 3) "Does the textbook provide a manageable focus for the lesson, or are there too many forms, meanings, and uses covered at once?"; 4) "Are there any explanations that might be confusing to learners? In what ways would you need to modify or supplement the information provided?"

Besides explaining how grammar works, L2 learning materials often contain activities in order for the learners to practice what they have been taught. When evaluating practice activities, teachers must identify the focus of the activity they are planning to include in their class (Keck and Kim 2014: 79). As with evaluating explanations, Keck and Kim (2014: 81) propose three questions on how to evaluate practice activities, once again focusing heavily on Larsen-Freeman's (2003) Form, Meaning, and Use: 1) "Do the activities provide students with repeated opportunities to comprehend or use the target feature?"; 2) "Do the activities provide opportunities for learners to make important form-meaning connections?"; 3) "Do the activities push learners to make choices about which grammatical forms would be most appropriate in a given situation?"

2.3 The English modal auxiliary verbs

While discussing modal auxiliaries, it is important to know what the term *modality* means. As Martin (2010) suggests, modality concerns the attitudes the speaker has towards what they are about to say. With the help of this definition it can be said that modal auxiliaries are verbs that

show the speaker's attitude. Mortelmans, Boye, and van der Auwera (2009) explain how the modal auxiliaries differ from other English verbs in terms of structure:

The English modals have no -s form in the present tense (**he cans*), i.e. they make no person or number distinctions, they do not have non-finite forms (**canning, *to can*), they show abnormal time reference to the extent that past tense forms do not normally express past time and they can only be combined with a bare infinitive (*He must be there, *He must it*) (14).

The modal auxiliaries can be divided into two groups: core modals and semi-modals. In my research, mainly to narrow down the subject, I have chosen to study the presentation of what are mostly regarded as core modals: *can, could, may, might, must, shall, should, will, and would*. All the other verbs that carry some kind of modality are, in this research, considered as semi-modals, which according to Leech (2013: 100), are becoming more prominent in everyday language use, whereas the use of core modals in general is decreasing. According to Martin (2010), there is much controversy of what are considered as core modals or as semi-modals. He emphasises that many consider the verb *ought* as a core modal. The verb *ought*, however, requires the following verb to be in *to*-infinitive. This contradicts with the definition by Mortelmans et al. (2009: 14), in which they state that only bare infinitives can be combined with modal auxiliaries. Due to this contradiction, the verb *ought* has been left out of my research. Further, Martin (2010) observes that the verbs *need* and *dare* are considered as core modals by many as well, but taking into account the definition by Mortelmans et al. (2009: 14), it is clear that these two verbs do not qualify as core modals. Both *dare* and *need* can be seen having -s forms in the present tense.

Modality can be divided into different categories, but how this division occurs varies. As Krug (2000: 41) notes, modality is traditionally divided into *deontic* and *epistemic* modality. Deontic modality has to do with *obligation* and *permission*, whereas epistemic modality has to do with *probability, necessity, and possibility* (ibid.). Collins (2009), in turn, divides modality into epistemic, deontic and *dynamic* modality, of which the latter two are sometimes put under the umbrella term *root* modality. Dynamic modality has to do with *ability* and *volition* (Collins 2009: 23). Palmer (1986) comments that the difference between deontic and dynamic modality lies in what affects the discourse-participant: the affection derives from an external source in deontic modality and from an internal source in dynamic modality. When it comes to categorising core modal auxiliaries, Collins (2009) suggests the following: *must* and *should* signify necessity and

obligation, *can*, *could*, *may*, and *might* signify possibility, permission, and ability, and *will*, *would*, and *shall* signify prediction and volition.

As mentioned earlier, the use of core modals is decreasing. Leech (2013: 100) observes that this decreasing is faster in American English (AmE) than it is in British English (BrE). He also observes that the increase in the use of semi-modals shows no greater difference between these two variations of English. Leech (2013: 101) introduces figures on the use of core modals in AmE and BrE, and it can be clearly seen that the use is in decline. An interesting point is, however, that in BrE the use of core modals *can* and *could* has actually increased a little from 1961. According to the figures by Leech (2013: 101), the most popular core modals are, unsurprisingly, *would*, *will*, and *can*, whereas the core modals *must*, *might*, and *shall* are used the least frequently. It should, however, be noted that the figures show the change that has happened between years 1961 and 1992, meaning that it is difficult to draw any conclusions on how the situation is today. Much can have happened in 27 years, so these figures should be looked at critically.

In his master's thesis, Nordberg (2010) observes how modality is portrayed in four upper secondary school textbooks that were published between 2002 and 2005, while greatly emphasising the categorisations deontic, epistemic, and dynamic modality. He found that the most frequently appearing core modals are *will*, *can*, and *would*, whereas *must*, *might*, and *shall* are the least frequent. The results are similar to those of Leech's (2013) study.

3 DATA, RESEARCH QUESTIONS, AND METHODS

The two English textbooks that I chose for this study are Top 9 (Blom et al. 2013), published by Otava, and On the Go 3 (Daffue-Karsten et al. 2018), published by Sanoma Pro. Despite the number in the name of the latter book, both series are designed for Finnish 9th graders. Top 9 consists mainly of reading texts on many different subjects – such as environment, future, wellbeing and working – and a large grammar section at the end of the book. Some oral exercises can be found included in the reading texts and the grammar section. On the Go 3 also consists of reading texts on similar topics as the texts in Top 9 and a large grammar section, but besides oral exercises, the textbook contains listen-and-repeat exercises as well. The data gathered from these

books is a collection of the English modal auxiliary verbs and the sentence level contexts in which they occur. With this data, I try to find the answer to the following research questions:

1. How frequently do the modal auxiliary verbs appear in the textbooks?
2. How are they presented in terms of Larsen-Freeman's theory of Form, Meaning, and Use?

The data was gathered by going through both books page by page and collecting all the instances of the English core modal auxiliary verbs. The instances were not collected from the alphabetical glossary found at the end of both books or from anything beyond that section, since I consider them as attachments that hold no relevant content to the present study. The collected instances were then tabulated using Microsoft Excel spreadsheet program, thus creating a small corpus. In the Excel file, each row contained the following information: the name of the auxiliary in question, the words surrounding the auxiliary (in order to see the textual context in which the verb appears), the page from which the instance was found, and the type of text in which the instance occurred (such as a reading text or an oral exercise). Additional information was added if the instance in question could be perceived as erroneous, for example due to a typographic error.

In order to find answers to the research questions, the data was analysed through the means of both quantitative and qualitative content analysis. With the help of Microsoft Excel, it is easy to filter data and see the frequencies of each modal auxiliary and the contexts in which they occur. Because the use of core modals is decreasing (Leech 2013: 100), it was interesting to see if this shows in the data in any way. One could assume that since the two studied textbooks have an age difference of five years, Top 9 (the one published first) would contain more modal auxiliary verbs than On the Go 3. It is, however, impossible to draw any deeper conclusions only based on two textbooks from two different publishers. More confident claims would require a wider sample of textbooks over a longer period of time.

4 THE MODAL AUXILIARY VERBS IN FINNISH EFL TEXTBOOKS

In these chapters, I will present the findings of the analysis which are then used to answer the research questions. In Chapter 4.1, the overall numbers and frequency of the modal auxiliaries are introduced and compared. While chapter 4.2 and its subchapters also concern frequency, more emphasis is given to how these auxiliaries are presented in both textbooks, specifically stressing Form, Meaning, and Use. Further, each auxiliary has been dedicated its own subchapter in order to clarify the analysis.

4.1 General findings on the frequency

The textbook *On the Go 3* contains 485 modal auxiliary verbs, the first of which is found on page 3 and the last on page 202. Altogether, there are approximately 2.4 modal auxiliaries per page. It should, however, be noted that the modal auxiliaries are not evenly spread across the pages: the grammar section at the end of the textbook is only 17 pages long but contains 84 modal auxiliaries, which means that the frequency there is almost 5 modal auxiliaries per page.

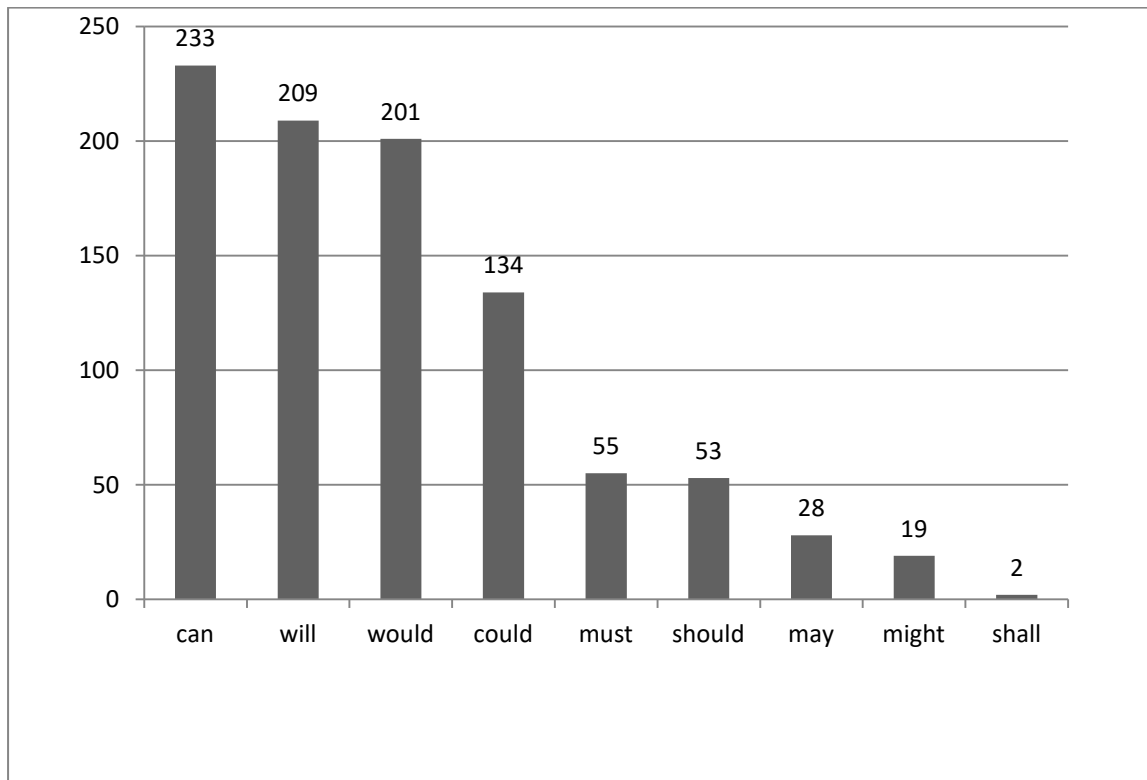
The textbook *Top 9* contains 449 modal auxiliary verbs, the first of which is found on page 4 and the last on page 164. Altogether, there are approximately 2.8 modal auxiliaries per page. The frequency is therefore higher than what it is in *On the Go 3* although the difference is just 0.4 units. However, similarly to the other textbook, the modal auxiliaries in *Top 9* are not evenly spread: the grammar section, being 31 pages long and containing 145 modal auxiliaries, has the frequency of approximately 4.7 modal auxiliaries per page.

As indicated above, *Top 9* contains more modal auxiliary verbs than *On the Go 3* when comparing the instances to the number of pages. *Top 9* is also 5 years older than *On the Go 3*. While the difference in the frequency is not remarkable and while there are only two textbooks included in the study, increasing the possibility of a coincidence, Leech's (2013) observations on the decrease in the use of core modal auxiliaries can be seen in this comparison.

4.2 Analysing each auxiliary individually

Altogether there are 934 instances of core modal auxiliary verbs found in the two textbooks. Table 1 illustrates the total frequency of these auxiliaries. It can clearly be seen that the modal auxiliaries *can*, *will*, and *would* appear far more frequently than the rest, having over 200 instances each. This follows the trend seen in the figures by Leech (2013: 101) with the exception that in the present study *can* is the most frequent, exceeding both *will* and *would*. Additionally, Table 1 looks quite similar to that of Nordberg's (2010: 77) study with two exceptions. Firstly, in the present study *can* has a higher frequency than *will* instead of having exactly the same frequency. Secondly, in the present study *must* has a higher frequency than both *should* and *may*. Considering that the differences are, however, rather minor, it can be argued that the mutual order of how frequently one modal auxiliary appears over another does not differ between 9th grade textbooks and upper secondary school textbooks. In the following sub-sections, each of the nine core modal auxiliaries will be analysed individually in alphabetical order, regarding both their frequency and their overall presentation in the studied textbooks.

Table 1. The total frequency of the modal auxiliaries.



4.2.1 Can

There are 108 instances of the modal auxiliary verb *can* in *On the Go 3* and 125 instances in *Top 9*, that is, a total of 233 instances out of the maximum 934. This means that approximately 24.9 % of all the modal auxiliaries in the textbooks are *can*, making it the most frequently used auxiliary.

Being the most frequent auxiliary in the textbooks, *can* is found almost everywhere. Its high frequency, however, makes it difficult to analyse. The only section in both textbooks in which *can* is clearly emphasised is the grammar section. It seems that most instances of *can* refer to someone's or something's ability to do something in a specified or unspecified moment, such as in the sentences "Flying glass can kill you" (*On the Go 3*, p. 48) and "No, but you can buy it" (*Top 9*, p. 15). In the textbooks, *can* is also used to refer to someone's skills, such as in the sentences "Come on, you can do it!" (*On the Go 3*, p. 30) and "I can play three musical instruments" (*Top 9*, p. 41). This latter use is, however, much more uncommon.

Since *can* is the most frequent auxiliary, it appears in many parts in the grammar sections even if the focus is not on the auxiliary itself. In *On the Go 3*, *can* is most prominent in the part that is dedicated to the auxiliaries *can*, *must*, and *may*. It is said that *can* means "osata, voida, pystyä" (p. 193) in Finnish and that because it cannot be used in all situations (such as when talking about future), an alternative for *can* is *be able to*, meaning "osata, voida, pystyä". In *Top 9* as well, *can* is most prominent in the part dedicated to auxiliary verbs. *Can* is translated as "osata, voida, pystyä" and examples are given in the forms of statement, question, and negation: "Squirt can trick her", "Squirt can't trick her", and "Can Squirt trick her?" (p. 134). Considering Larsen-Freeman's theory (2003), the high frequency and diverse inclusion of *can* in different parts of the textbooks makes the textbooks cover at least some parts of all Form, Meaning, and Use.

4.2.2 Could

There are 70 instances of the modal auxiliary verb *could* in *On the Go 3* and 64 instances in *Top 9*, that is, a total of 134 instances out of the maximum 934. This means that approximately 14.3 % of all the modal auxiliaries in the textbooks are *could*.

Both textbooks have many instances of *could*, but considering that it is one of the more used modal auxiliaries, it is hardly a surprise. In both textbooks, *could* appears in polite questions and as the past tense form of *can*. The politeness aspect shows most clearly in oral exercises in which the learner is required to ask something from their partner, whereas the past tense aspect is most visible in reading texts.

In both textbooks, *could* is heavily presented in the grammar section. It appears in parts concerning conditional, second conditional, auxiliary *can*, auxiliary and passive, infinitive verb form, indirect quoting, and indirect question. In *On the Go 3*, *could* is translated as “voisi” (p. 189), and two examples are given regarding conditional and second conditional: “I could travel around the country” (p. 189) and “Mum could’ve helped me” (p. 190). It is told that the second conditional consists of *would*, *have*, and the third form of a verb (also known as the past participle), but that instead of *would*, the auxiliaries *could*, *should*, and *might* can be used as well. *Top 9* presents *could* in a very similar way, but the main difference is that *Top 9* also focuses on the role of *could* in indirect quoting and indirect questions, such as in the examples “Nia thought Squirt could help” (p. 150) and “Nia asked if I would/could help her” (p. 153). Since *could* is vastly presented in both textbooks, it can be argued that Form, Meaning, and even Use are covered.

4.2.3 May

There are 18 instances of the modal auxiliary verb *may* in *On the Go 3* and 10 instances in *Top 9*, that is, a total of 28 instances out of the maximum 934. This means that approximately 3.0 % of all the modal auxiliaries in the textbooks are *may*.

May mainly appears in the reading texts, but both textbooks also have a grammar section devoted to it. *May* is not really emphasised in any of the reading texts, but the grammar sections compensate this. In *On the Go 3*, it is said that *may* means the following: “saada, olla lupa, saattaa” (p. 193). It is also mentioned that, unlike most verbs, *may* does not have three forms and can therefore be replaced with *be allowed to* (for example when talking about an event that had happened in the past). The grammar section gives some examples on the use of *may*: “May I leave my suitcase here?” and “You may be right” (p. 193). Considering Larsen-Freeman’s theory (2003), it can be argued that these explanations provide the learner with the information on how

sentences with *may* are formed and what *may* means, but lack the information on when and why *may* is used.

Top 9 has quite a similar grammar section devoted to *may*. It is explained that the only tense *may* has is the present tense and that *may* means “saattaa, saada lupa, olla lupa, ehkä” (p. 135). Only one example of the use of *may* in a sentence is given: “Squirt may trick Nia’s mom” (p. 135). As is the case with On the Go 3, this grammar section does not really answer to when and why *may* is used, though Form and Meaning are covered.

4.2.4 Might

There are 17 instances of the modal auxiliary verb *might* in On the Go 3 and 2 instances in Top 9, that is, a total of 19 instances out of the maximum 934. This means that approximately 2.0 % of all the modal auxiliaries in the textbooks are *might*, making it the second least used auxiliary in the textbooks after *shall*.

Little attention is given to *might* in Top 9 in which it only appears in two different reading texts. In On the Go 3, *might* mostly appears in reading texts as well but also in some oral and listen-and-repeat exercises in which *might* is not, however, the main emphasis. The auxiliary is briefly mentioned in the textbook’s grammar section which concerns the second conditional. In the section, it is told that the second conditional consists of *would*, *have*, and the third form of a verb (also known as the past participle), but that instead of *would*, the auxiliaries *could*, *should*, and *might* can be used as well. An example on the use of *might* in second conditional clauses is given: “She might’ve had some good tips” (p. 190). Considering Larsen-Freeman’s theory (2003), it is safe to say that these explanations clearly illustrate how the second conditional is formed. Since *might* is only presented as an element in creating second conditional clauses, whether or not it can be used in other contexts may remain unclear to learners. It could therefore be argued that Use could be more emphasised.

4.2.5 Must

There are 29 instances of the modal auxiliary verb *must* in On the Go 3 and 26 instances in Top 9, that is, a total of 55 instances out of the maximum 934. This means that approximately 5.9 % of all the modal auxiliaries in the textbooks are *must*.

In Top 9, *must* mainly appears in reading texts and in the grammar section dedicated to it. In On the Go 3, however, *must* is not only present in the reading texts but also in the other parts of the textbook in quite equal numbers. The auxiliary appears in the table of contents, reading texts, grammar section, instructions, comic strips, oral and listen-and-repeat exercises, and in one headline. The phrase “You must be joking” appears five times and is therefore the most frequently appearing phrase with the auxiliary *must*. The phrase, however, only appears in two consecutive pages, meaning that the phrase is very central in just one part of the book.

Both textbooks have a particular grammar section dedicated to *must*. In the grammar section in On the Go 3, it is said that *must* means “täytyä, olla pakko” (p. 193), and some examples are given, such as “I must go now” and “You must visit me soon” (p. 193). The negative form of *must* is also presented, explaining that *mustn't* means “ei saa” (p. 193). The following example is given: “You mustn't leave your bags unattended” (p. 193). Because it is not possible for *must* to be used in all tenses, an alternative option is presented as *have to*, meaning “täytyä, olla pakko” (p. 193). Considering Larsen-Freeman's theory (2003), Form is well presented in the grammar section, but some things are lacking from Meaning and Use. Although *must* is often used in the textbook to signify uncertainty (which could be translated as ‘varmaankin’ or ‘varmastikin’ in Finnish), no mention of that is provided in the grammar section. Since the textbook does not mention the uncertainty aspect, it is the teachers' responsibility to disclose this information to the learners.

The grammar section regarding *must* is more compact in Top 9 than in On the Go 3. In Top 9, it is said that *must* only appears in present tense and that *must* means “täytyä, olla pakko” (p. 134). Three examples are given in the forms of statement, question, and negation: “Squirt must trick her”, “Must Squirt trick her?”, and “You mustn't do it” (p. 134). The uncertainty aspect is ignored here as well, which means that Meaning and Use are left comparatively with less attention, creating a clear blank in the possible applications of the auxiliary.

4.2.6 Shall

Since the modal auxiliary verb *shall* is the most distinct from the group in terms of its low frequency, there is not much to analyse. There are no instances of *shall* in *On the Go 3* and only 2 instances in *Top 9*, that is, a total of 2 instances out of the maximum 934. This means that approximately 0.2 % of all the modal auxiliaries in the textbooks are *shall*, making it extremely rare compared to the other auxiliaries.

On the Go 3, being the more recent of the two to have been published, ignores *shall* completely. This is not too surprising, considering that the modal auxiliary in question is remarkably less used compared to the others, not only in the textbooks studied but in the English language in general (Leech 2011). *Shall* is, however, still considered as one of the nine core modal auxiliaries and not mentioning it at all in the textbook is rather strange. *Top 9*, in turn, recognises the existence of *shall*, giving an example of its usage in the form of the question “Shall we go?” (p. 144) and explains that *shall* is used instead of *will* in suggestions that have the pronouns *I* or *we* as the subject. While the space dedicated to *shall* is scarce, *Top 9* succeeds in covering at least some of Form, Meaning, and Use for this particularly rare modal auxiliary.

4.2.7 Should

There are 36 instances of the modal auxiliary verb *should* in *On the Go 3* and 17 instances in *Top 9*, that is, a total of 53 instances out of the maximum 934. This means that approximately 5.7 % of all the modal auxiliaries in the textbooks are *should*.

In both textbooks, *should* is mostly present in the reading texts but also appears in some oral and listen-and-repeat exercises. In *On the Go 3*, the chapter concerning recycling and environment has many instances of *should*. *Top 9* contains a chapter concerning similar issues and containing some instances of *should* although the frequency is not that remarkable compared to the chapter in *On the Go 3*. That *should* appears frequently in this kind of context is not surprising considering that environmental issues often entail questions such as what we as humans should do to protect the nature.

Both textbooks have some parts in the grammar section – namely conditional and second conditional – that concern *should*. In *On the Go 3*, *should* is translated as “pitäisi” (p. 189), and

some examples are given: “Should I start saving money?” (p. 189) and “I should have practiced for the interview” (p. 190). It is told that the second conditional consists of *would*, *have*, and the third form of a verb (also known as the past participle), but that instead of *would*, the auxiliaries *could*, *should*, and *might* can be used as well. In Top 9, *should* is also translated as “pitäisi” (p. 145), and the sentence “They should do it” (p. 145) is given as an example. Further, as is the case in On the Go 3, a similar formula regarding the second conditional is given, and in the case of *should* it is translated as “olisi pitänyt” (p. 146). Considering Larsen-Freeman’s theory (2003), Form, Meaning, and maybe even Use are quite well covered when it comes to this particular modal auxiliary.

4.2.8 Will

There are 107 instances of the modal auxiliary verb *will* in On the Go 3 and 102 instances in Top 9, that is, a total of 209 instances out of the maximum 934. This means that approximately 22.4 % of all the modal auxiliaries in the textbooks are *will*.

The high frequency of *will* means that it appears almost everywhere in the textbooks. It is very prominent in chapters concerning how the future will be like in terms of things such as science and jobs. While the frequency is rather similar in both textbooks, the grammar sections differ from each other.

In the grammar section of On the Go 3, *will* only appears in parts concerning future and if-clause, and auxiliary and passive. It is told that *will* is the auxiliary used to talk about future and that it is often abbreviated as *'ll*. Further, it is mentioned that the negative form of *will* is *won't*. *Will* is not translated as it really does not have a Finnish equivalent. Examples are given on all the presented forms of *will*: “They will talk about their plans later”, “I’m afraid it’ll rain tomorrow”, and “I won’t tell anyone”. The grammar section of Top 9 explains *will* in a similar way. However, *will* is also prominently included in parts concerning tag questions, indirect quoting, and indirect question, which are all prominent in the spoken language. This entails the communicative aspect that NCCBE (2014) promotes. Since the use of *will* is clearly explained and since the auxiliary appears in many different sections in the textbooks, it can be argued that Form, Meaning, and Use are all well covered when it comes to *will*.

4.2.9 Would

There are 100 instances of the modal auxiliary verb *would* in On the Go 3 and 101 instances in Top 9, that is, a total of 201 instances out of the maximum 934. This means that approximately 21.5 % of all the modal auxiliaries in the textbooks are *would*.

Would is a usable auxiliary regarding polite questions and requests, and being one of the more frequent auxiliaries, it is found almost everywhere in the textbooks. While the other auxiliaries mostly appear in reading texts, *would* is prominently featured in oral exercises, which is hardly a surprise: the oral exercises in the textbooks often consist of exercises in which one learner asks polite questions from another learner. Besides the oral exercises, *would* has prominent parts dedicated to it in the grammar sections.

The grammar section of On the Go 3 features *would* most prominently in parts concerning conditional, second conditional, and indirect question. It is told that *would* is one of the auxiliaries (along with *could*, *might*, and *should*) used with conditional and that it is often abbreviated as *'d*, such as in the example sentence “I’d like to spend a couple of months there” (p. 189). The translation for *would like* is said to be “haluaisi” (p. 189). Further, it is mentioned that *would* is used in indirect questions to make the questions sound more polite. In the grammar section of Top 9, *would* is included in similar parts and explained much like it is explained in On the Go 3. Much like is the case with the other high-frequency auxiliaries, *can* and *will*, it seems as if Form, Meaning, and even Use are all well covered to the extent that learners can correctly use the language not only inside the classroom but also in the world outside it.

5 CONCLUSION

Based on the findings, it seems that the decrease in the use of core modal auxiliaries (Leech 2013) is still an ongoing phenomenon. While the auxiliaries *can*, *will*, and *would* are quite commonly found in the textbooks, *may*, *might*, and particularly *shall* are not given as prominent a role in teaching. The overall frequency of the core modals in the 9th grade textbooks are similar to the frequency in upper secondary school books studied by Nordberg (2010). Some core modals will perhaps be replaced with semi-modals, which is something that could be further researched.

In his study, Nordberg (2010) emphasised the notions deontic, dynamic and epistemic modality. This is something that I, however, decided not to do in the present study, as I did not find the notions to be relevant regarding textbooks for 9th graders. In this sense, there seems to be implications that in upper secondary school textbooks, modality is presented in a way that is more directed towards language learners who are supposed to be at a more advanced level.

Considering Larsen-Freeman's (2003) theory of Form, Meaning, and Use, it seems that Form is still heavily emphasised in contemporary Finnish EFL textbooks. Descriptions of Form can be found concerning each modal auxiliary, whereas Meaning and Use are given less space. It appears that the more frequent an auxiliary is the more thought is dedicated to all three areas, as can be seen in the frequently occurring *can*, *will*, and *would*. Besides the grammar sections, the modal auxiliaries were not too prominent in the overall content of the textbooks. Some exceptions worth naming are the appearance of *should* in reading texts concerning environmental issues and the appearance of *will* in reading texts concerning futuristic themes.

As the study suggests, textbook designers should consider emphasising the least frequent modal auxiliaries to the same extent the most frequent are considered. While the use of modal auxiliaries is decreasing (Leech 2013), they are unlikely to disappear, at least in a very long time. Further, teachers should also look at the materials more critically and consider whether they want to add something more in terms of modal auxiliaries than what the textbooks contain – not only of their forms but also of the broad range of meanings and uses they carry. This is most visible in the case of *must*, the uncertainty aspect of which seems to be neglected completely in the textbooks, and in the case of *shall*, which does not appear in the other textbook at all.

It is difficult to make prominent generalisations of the findings because only two textbooks were analysed. A wider collection of textbooks would give a stronger presentation on how modality and modal auxiliaries are considered in EFL textbooks in Finland and thus what kind of language is taught to students. Possible future research could study modal auxiliaries in a larger number of not only textbooks but also workbooks, which were not included in the present study. Further, more research could be dedicated to semi-modals. It would be interesting to see how much more they are present in contemporary textbooks than in older textbooks and how frequent they are compared to core modals.

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