

Adverbs Alive: Interactive Learning with Pear Deck

¹Nur Hidayatie Md Adnan, ^{*2}Fatihah Hashim, ³Nur Suhaila Aminudin, ⁴Rusreena Rusli, ⁵Farhanah Syazwani Md Safian, ⁶Nur Zafirah Zainol

^{1 2 3 4 5 6}Academy of Language Studies, Universiti Teknologi MARA (UiTM) Shah Alam, Malaysia

*Corresponding Author

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ABSTRACT

ESL learners frequently view adverbs as one of the most challenging grammar items, leading to placement errors and confusion with other parts of speech. Conventional teaching methods such as worksheets and traditional lectures with static slides frequently fail to maintain engagement or provide timely feedback and this causes teachers to have limited visibility into students' understanding in class. To address this gap, Adverbs Alive is developed with a ready-to-teach digital lesson created using Google Slides and powered by Pear Deck. It follows a four-stage scaffold which are recognition, categorisation, placement, and production. Combined with the built-in features of Pear Deck, Adverbs Alive allows learners to engage in interactive tasks while enabling teachers to monitor responses in real time and provide instant, task-related feedback. Learners will be able to improve in identifying and classifying adverbs, placing them correctly within sentences, and producing brief, well-formed sentences using the adverbs they have learned. The lesson created is editable, supports EAP, ESP, and school curricula, and can be extended to other grammar items while keeping the same scaffold. The result of this lesson is a system that balances accuracy with communication, boosts learner confidence, and makes grammar instruction active, visible, and measurable. Adverbs Alive transforms adverb learning from a static task into a dynamic, collaborative process.

Keywords: ESL learners; Adverbs acquisition; Grammar instruction; Interactive learning; Pear Deck.

INTRODUCTION

In learner writing, placing adverbs accurately is important for clarity and cohesion and yet it remains a constant challenge across secondary and tertiary ESL contexts. The range of acceptable places within and between sentences, the multifunctional character of adverbs, and the influence of first language patterns that mold learners' word order intuitions are the main causes of the issue. Due to these factors, uncertainty about both form and discourse function arises. This results in the misidentification of adverbs, inconsistent categorisation by type, and placement that disrupts sentence focus or naturalness. Recent studies using learner data demonstrates that these issues persist and that focused, structured practice is necessary for improvements rather than just rule awareness (Özkan Miller & Larsson, 2024; Tran & Sukying, 2024).

Problem Statement

Conventional grammar instruction typically delays feedback until after tasks are completed, allowing misconceptions to solidify before correction. An effective alternative should make learners' decisions visible during the task, capture those decisions in real time, and provide brief, targeted feedback that maintains manageable cognitive load.

Adverbs Alive addresses this need by focusing instruction specifically on adverbs. It structures learning as a progression from recognition to production and is delivered through Pear Deck, enabling instructors to monitor responses in real time and address errors during the lesson. The scaffold adapts easily from secondary classrooms to university seminars and webinars, requiring minimal localisation while maintaining pedagogical effectiveness (Black & Wiliam, 2009).

Objectives

This project aims to:

1. Address the adverb-placement gap by transforming grammar rules into interactive, on-screen decisions that learners justify briefly, improving identification, categorisation, and placement.
2. Enhance visibility of learner thinking through synchronous Pear Deck sessions, allowing immediate, task-specific feedback.
3. Manage cognitive load through a fixed instructional progression: recognition, categorisation, placement, and production.
4. Minimise preparation time with an editable, pedagogically sound template that can be quickly adapted to EAP, ESP, or school curricula.
5. Support scalability across various educational settings, including secondary and tertiary levels, in both small and large, online or in-person formats.
6. Establish a transferable framework that can be applied to other complex grammar topics using the same instructional scaffold.

PRODUCT DESCRIPTION & METHODOLOGY

Scope and Audience

Adverbs Alive is a highly contemporary, instructor-ready product that transcends traditional slide-based learning. With the embedment of PearDeck, lessons become more interactive and dynamic as students of secondary and tertiary levels can proactively respond to real-time questions displayed on their devices. Focussing on adverbs can greatly enhance clarity and strengthen understanding of its forms, types and functions. The implementation of this innovation can be done across various modes of learning such as physical and virtual classes, hybrid seminars as well as workshops.

Four-stage scaffold and intended outcomes

Recognition: Students identify the forms of adverbs in real-world, naturally occurring examples.

Categorisation: Students sort the adverbs into different classifications, which are Manner, Place, Time, Frequency and Degree.

Placement: Students posit the adverb at the right part of the sentence be it at the beginning, middle or end, while maintaining its semantics and suitability.

Production: Students compose short, authentic sentences using the right adverbs' types and putting them at the correct positions.

Pedagogical Frame

The sequence above follows past research on scaffolding and gradual release (Schaper et al., 2022). Instructors' swift feedback to students' live response has a profound influence in learning Grammar (Alisoy, 2024; Sladek, 2022).

Implementation

In Google Slide, instructors must first go to the Extensions tab, select the pre-installed PearDeck Add-On and proceed with Start Lesson. Once the PearDeck page appears, the instructors can share the PearDeck link to the students on an online platform. The students can access and answer the questions displayed on their screen while the instructors can monitor and give feedback accordingly to them. The timeframe for each slide is flexible as it can either be extended or shortened to fit a period.

Access and Inclusion

Plain language is used in prompts so the students can comprehend the instructions or rules. Sentences are simple and topics are neutral. Formatting can be edited and final prompts can be exported.

POTENTIAL FINDINGS AND COMMERCIALISATION

Potential Findings

The use of Adverbs Alive is expected to help students learn to use adverbs more accurately and confidently. Research shows that interactive, gamified apps result in better grammar performance compared to traditional instruction (Pham, 2023) and that learner motivation is elevated when instructional activities are designed around interactive, participatory tasks (Chen, 2025). Combining these findings, it appears that the design of Adverbs Alive can deliver tangible linguistic gains while also encouraging learners to engage more actively.

For teachers, the use of analytic tools provides specific pedagogical benefits. With real-time feedback informed by learning analytics, teachers can quickly identify areas of difficulty and offer corrective guidance more efficiently. Such data-driven approaches are valuable in helping to inform instructional decisions and improve learner outcomes (Tsai, 2022).

Commercialisation

Adverbs Alive has been designed with scalability and adaptability in mind, so the same template can be used for a variety of grammar topics and can be integrated into digital and in-person learning environments, customized to meet the needs of specific programmes, making it a viable technology-enhanced resource for ESL contexts (Kupchyk & Litvinchuk, 2025). Its flexibility also allows instructors to tailor the materials according to learners' proficiency levels and classroom needs, encouraging differentiated instruction and active learner engagement. This adaptability ensures that the resource not only supports content delivery but also promotes meaningful interaction and reflective teaching practices.

The lesson package could be distributed as a downloadable, editable file, accompanied by a brief guide outlining major instructional stages, potential learner challenges, and recommended teaching techniques. Institutions might decide to roll it out across the site as a licensed resource or as part of a low-cost instructional bundle and the editable format enables departments to adapt examples while maintaining the pedagogical scaffold. Such adaptability helps standardise grammar instruction across courses while still allowing contextual variation, enhancing both teaching consistency and learning outcomes. Additionally, these design principles could be expanded into a Grammar Alive series for other grammatical areas, such as prepositions, connectors, and modality, making it more relevant to instruction while also increasing its commercial viability over time. In doing so, the innovation continues to prioritise pedagogical value providing teachers with ready-to-use yet customisable tools that support effective, student-centred grammar learning.

NOVELTY AND RECOMMENDATIONS

Novelty

Adverbs Alive is novel in what it targets, how it trains the skill, and when feedback happens.

Problem specificity: most grammar tools treat adverbs as a minor subtopic inside broad courses whereas Adverbs Alive isolates adverb mastery as an autonomous objective ensuring decision points are not diluted by other content.

Decision training, not recall: the scaffold requires learners to select the type and position of the object, then provide a rationale for their decision in plain rule language. In contrast, conventional materials accept a correct response without a rationale, which does not facilitate transfer.

Live formative loop: responses are captured synchronously where instructors address the errors during the task, not after submission. This shortens the correction cycle and prevents error consolidation.

Stage-visible errors: the established sequence clears misconceptions by stage (misidentification at recognition; mislabelling at categorisation; misplacement at clause level; weak rationale at production), this lets instructors to deploy brief, stage-specific interventions.

Low-prep, high-transfer template: a single file with editable language samples, maintaining pedagogy preserved and instructors can customise it for secondary ESL, EAP, or ESP without rebuilding the method.

Scaffold that scales: the same four stages support small seminars and large webinars whereas the pace and participation stay consistent because the cognitive path is fixed.

Innovation claim: Adverbs Alive turns adverb instruction from merely just learning to decision making with justification. This is executed in a synchronous, feedback-rich loop that works for all levels.

RECOMMENDATIONS

Adverbs Alive is designed not only to improve learner outcomes but also to scale effectively across contexts. Its adaptability may be used for multiple grammatical themes or topics, integrated into existing curricula, and delivered in both face-to-face and online settings which positions it as a sustainable, technology-enhanced solution for ESL instruction (Chapelle & Sauro, 2017). To support adoption, the lesson can be distributed as a downloadable file with a one-page guide outlining stages, common errors, and concise teaching moves. Institutions may license it site-wide or acquire it as part of a low-cost bundle. Because the file is editable, departments can align examples to discipline or syllabus without changing the scaffold. The same framework can also be extended into a Grammar Alive series that includes prepositions, connectors, and modality, ensuring both pedagogical impact and commercial viability.

Further development and evaluation are essential for long-term success. This innovation can be strengthened through targeted development and research. Pilot studies in classrooms can help gather learner feedback and performance data, validating its teaching impact and identifying areas for improvement. Comparative studies with other grammar tools could also highlight its unique advantages. To support wider use, concise teacher-training materials can guide educators on Pear Deck integration, real-time feedback, and data-informed reflection. Addressing issues like tech access, learner diversity, and teacher readiness will be crucial for sustainable implementation. These steps build on rather than change the existing design, enhancing Adverbs Alive's educational value, research potential, and institutional reach.

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