

ENGLISH CONDITIONAL SENTENCES: A COMPARATIVE
ANALYSIS OF THE STRUCTURAL AND COMMUNICATIVE
APPROACHES IN TEACHING TO NON-NATIVE SPEAKERS

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A B S T R A C T

In this study an attempt was made to find out whether or not the 'Communicative approach' in the teaching of English Conditional Sentences is more effective than the 'Structural Approach'. To test this, English functions that employ conditional sentences were identified. Then, teaching materials were prepared along the principles of the 'Communicative Approach' and given to three study groups. For the three control groups, teaching materials based on the 'Structural Approach' were given.

All in all, 102 students, all Amharic speakers, were randomly distributed into six groups. Out of these, 78 students attended the experimental classes regularly and took the two tests given. In the scores obtained, the study groups performed better than the control groups at a significance level of .05. It was also observed that the study groups showed more interest, motivation, creativity, involvement, and sensitivity to learn the materials they were given than the control groups.

On the basis of the findings, it was recommended that non-native speakers should be taught English through the 'Communicative Approach'. It was also recommended that intensive research should be carried out in 'Discourse Analysis' in order to facilitate the designing and application of a 'Communicative Syllabus.'

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CHAPTER I

1. THE PROBLEM, DEFINITIONS OF TERMS, ABBREVIATIONS AND SIMBOLS USED

1.0 THE PROBLEM

1.0.1 Statement of The Problem

It is generally observed that students joining institutions of 'higher education'¹ lack the required language skills for that level as expressed by Widdowson (1981: 49):

It has been found..., that students entering higher education with the experience of six or more years of instruction in English in the secondary schools, have considerable difficulty in coping with language in its normal communicative use.

Such difficiency is attributed to the inherent limitations of the 'Structural Approach', which is widely used in the teaching of foreign languages. The alternative approach suggested by current works in Applied Linguistics is the 'Communicative Approach' to foreign language teaching. They maintain that it is more functional and effective.

In this paper an attempt is made to determine whether or not the 'Communicative approach' is more effective than the 'Structural Approach' in the teaching of English as a foreign language. The following NULL and ALTERNATE HYPOTHESES are thus made:

¹The term is used to mean any post high school training as recognized by the concerned authority for 'higher education'.

H₀ There is no difference between the 'Structural' and 'Communicative' approach to the teaching of English in making non-native learners acquire 'Communicative Competence.'

H₁ There is difference between the 'Structural Approach' and the 'Communicative Approach' to the teaching of English in making non-native learners acquire 'Communicative Competence.'

1.1 IMPORTANCE OF THE STUDY

It is obvious that non-native speakers study foreign languages to meet their communicative needs in given areas of language use. Adults attending institutions of 'higher education', for example, study English to acquire skills for using the language in their school and post school life.

In Addis Ababa University, for instance, students take English courses in order to be able to use the language as a medium of communication, particularly in their academic endeavour. In fact, Ethiopia uses English as a medium of instruction starting from grade seven. Moreover, English is an international language.

Though the teaching of English as a foreign language has become a fast growing industry, recent critiques maintain that the output (acquired skills) in relation to the input incurred, in terms of money time, and energy, is discouraging. Firstyear students of Addis Ababa University, for example, despite their training in the language for a good number of years, seem to have serious problems in the language. Instructors are forced to repeat their lectures several times, and in some

cases they have to use Amharic. There could be many factors contributing to this problem. This paper, however, examines the effect of the teaching approach: The 'Communicative' Vis-a-Vis the 'Structural Approach'. In Ethiopia, the 'Structural Approach' to foreign language teaching has been widely used since the late 1960s. Nevertheless, it seems to be a general belief that the language problem of students has worsened since then.

To objectively determine the effect of approach as stated in the hypotheses, an experiment on English conditional sentences was made. English language functions that employ conditional sentences were taught to three study groups following the principles of the 'Communicative Approach'. Also, English Structures that are used in the composition of English conditional sentences were taught to three control groups along the principles of the 'Structural Approach'. The reasons for selecting English conditionals are:

- 1.1.0 To limit the scope of the paper due to time shortage.
- 1.1.1 Conditional sentences were observed to be more difficult to non-native speakers as observed by the researcher during his five years of Freshman English teaching. In the second semester course, Freshman English 101-B, emphasis is given to conditional sentences. However, in the academic year 1980 - 81, it was reported that a large number of first year students failed.

Out of 2172 day-students, 677 got 'F' and 533 'D'. It means 55.71% failed (31.17% 'F's and 24.54% 'D's)².

The situation of the Extension students was believed to be even worse. However, counting was not made since records were not available.

Infact, for the day students it was reported that the office of the Freshman-Coordinator, particularly that of science students refused to recognize the grades given. After a series of meetings and discussions, the foreign languages department of the Institute of Language Studies agreed to re-examine 350 failures.³ In the second examination given, questions on conditional sentences were practically omitted.

The coordinator for Freshman English later reported that the students did well, almost all of them got pass grades. It must be noted that in the first exam, both mid and final, many questions were set on conditional sentences. It is, thus, felt that errors in conditional sentences must have played an important role in causing failure of a large number of students.⁴

1.2.1 It is believed that the ability to use conditional sentences appropriately and meaningfully is a necessary communicative need to students attending 'higher education'. This is because they frequently use them in their writings, and discussions involving hypothetical situations.

²The counting was made by the researcher from the grade report cards available in the office of the co-ordinator for Freshman English.

³Source: Office of the co-ordinator for Freshman English.

⁴The researcher tried to statistically determine the extent contributed to the number of failures due to mistakes in conditionals. However, it was found out that the exam papers were burned a few weeks after they had been handed to the office of the coordinator.

1.2 LIMITATION

The major limitation of this paper is that everything is done in the capacity of the researcher: the preparation of the teaching materials, the preparing and writing of the tests given, the methodology used, particularly the designing of the experiment and the application of the statistical tests. This is considered to be a limiting factor in that the researcher could not locate any standard methodology for conducting experiments in language skills of this nature. The researcher, thus, devised a statistically supported method with the hope of making a valid conclusion.

1.3 DEFINITIONS OF TERMS

The terms which commonly appear in this paper namely Approach, syllabus, Methodology and Materials are used in the sense Strevens (1980: pp. 13-14) define them.

1.3.0 Approach "is the fully developed 'package' deal of attitudes, principles, perhaps theories, backed by substantial range of teaching materials and exemplifications, of the ideology in practice that inform a particular school of thought in language teaching."

1.3.1 Syllabus "is the reasoned, principled statement of aims and objectives, of content, of sequence, of suggested methodology, of intensity and duration of a given and for a given set of learners."

1.3.2 Methodology "means the entire gamut of teaching techniques, instructional procedures and 'methods' ..."

1.3.3 Materials "refers to text books, readers, workbooks, flashcards, recordings, games, songs, reference, books - and the vast range of pedagogical tools that teachers and learners make use of - together with the equipment and aids that may be necessary in order to present particular materials."

1.4 ABBREVIATIONS USED

C.A. 'Communicative Approach'

S.A. 'Structural Approach'

S.G. Study Group

C.G. Control Group

Ap Appropriateness

Me Meaningfulness

UN VA Use of Non - Verbal Aids

VF Verbal Facility

AUSI Ability to Understand the Speech of the Interviewer.

E₁ Examiner₁

E₂ Examiner₂

E₃ Examiner₃

t-cal t - calculated

t-tab t - tabulated

1.5 SYMBOLS USED

\bar{X} - Mean

S - Standard Deviation

- μ_1 = Mean of Population 1
- μ_2 = Mean of Population 2
- d_0 = Difference assumed to be zero
- σ_1^2 = Variance of population 1
- σ_2^2 = Variance of population 2
- s_1^2 = Variance of sample population 1
- s_2^2 = Variance of sample population 2
- n_1 = Number of sample population in 1 (used
for study groups)
- n_2 = Number of sample population in 2 (used
for control groups)
- t-test = Means difference test
- X = Instructor of groups I and II (Ato Hailom
Banteyerga)
- Y = Instructor of groups III and IV (Ato Abdul-
kadir Ali)
- Z = Instructor of groups V and VI (W/t Olga
Yazbec)
- T = Total
- G.T = Grand Total
- O = Oral
- W = Written

2. REVIEW OF LITERATURE

The 'Communicative Approach' to foreign language teaching is a resultant of current shifts in linguistics from language code to language use. Nevertheless, no scientific paper has been published so far to show its effectiveness when compared with the 'Structural Approach'. In this chapter, the central ideas and main works of the 'Structural' and 'Communicative' approaches are outlined.

2.0 The 'Structural Approach'

The limiting of the analysis of language to its recurrent patterns that are predictable and controllable gave way to the development of the 'Structural Approach' to foreign language teaching. After Ferdinand de Saussure made a distinction between 'language' and 'parole', linguistics became the study of language code.

In the area of foreign language teaching, structuralism and behaviorist theory of learning became the basis for syllabus design. Mimicry-Memorization and Pattern Practice were developed. In Mimicry, some basic sentences are memorized through imitation. Based on similar principles of the Mimicry, Pattern Practice, was developed. Pattern, according to Lado (1964: 219) is "Any recurring design on arrangements of sounds, morphemes, words, phrases, or sentences." Pattern practice drills are based on the assumption that the psychology of a second or foreign language learner as being different from that of the first. Lado (1964) elaborates:

The child is forced to learn the first language because he has no other effective way to express his wants. In learning a second language this compulsion is largely missing since the student knows that he can communicate

through his native language when necessary. Furthermore, with the first language the child's mind can be thought of as a tabula rasa, where the patterns become impressed, where as with a second language the habit patterns of the first language are already there, and the second language is perceived through the habit channels of the native tongue. (p.6)

Pattern practice drills are also based on the descriptions provided by linguists on the distinctive elements of intonation, pronunciation, morphology and syntax that constitute the basic sentences and variations of language one (L_1) and language two (L_2). The practice aims at establishing as habits the patterns rather than the individual sentences — especially where transfer from the native language creates problems. Contrastive analysis is used to locate areas of difficulty. Moreover, Pattern-Practice, is based on the assumption that foreign language learning is a mechanical process of habit formation. Habits are strengthened by repetition and reinforcement—giving the right response by avoiding mistakes. (Paul: 1972: 129-138)

Teaching proceeds from the component parts of the language to its whole. The smallest distinctive unit being a phoneme and the largest a sentence. The principle of 'Partial Experience' is observed in the teaching process. This principle is based on the psychology that attention is limited to the number of items that can be held simultaneously under it. Lade (1964: 40), believes that learning a language through total experience is not possible even when the learner is fully exposed to the language. He has recommended that expression, content, and their association should be learned separately: "Learning

occurs when attention can be shifted to larger units and patterns and eventually to the total utterance by increased facility with the smaller units and patterns." (p. 41)

2.1 THE 'COMMUNICATIVE APPROACH'

The reaction today in linguistics and language teaching, according to Brumfit (p.3) "is a reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part." This reaction he adds, is "Crystallizing itself in the 'Communicative Approach' to language teaching." (p. 3). In his summary of works which directly or indirectly contributed to the communicative language teaching, the following are included: under Sociolinguistics, the works of Hymes, Gumperz, and Goffman; in the field of ethnography of speaking, ethnomethodology and anthropology the works of Laver and Hutcheson (1972) Turner (1974); Pride and Holmes(1972) and Robinson(1972); in the philosophy of language, the works of Katz (1966), Austin (1962) and Searle (1969); in the field of linguistics as a reaction against the 'centrality of syntax' in Chomsky, the works of Ross, Fillmore and Lakoff, Also works in Discourse Analysis, Halliday (1964), Crystal & Davy (1969), Huddleston et al (1968) Sinclair and Coulthard (1975), Coulthard (1977) are said to be of major influence. The general criticism posed against structuralism is based on the assumption that all languages are used for communication and are similar in their functions. Dik (1979: p.5) outlines the main language principles taken as the basis for the

arguments raised by the communicativists as:

- Language is an instrument of social interaction.
- The primary function of language is communication.
- The psychological correlate of language is communicative competence: the ability to carry on social interaction by means of language.
- The study of the language system must from the very start take place within the framework of the system of language use.
- The description of linguistic expressions must provide points of contact for the description of their functioning, in given settings.

Works done by Labov (1971), Grimshaw (1971), Fishman (1971), Ervin Tripp (1971), and Hymes (1976) show that language is a form of social behavior and is subject to social and situational constraints. In the process of communication, interlocutors have to recognize their role-relationship that exists between them in a given time.

Fishman says (1971: 242-243):

Such recognition is part of the communality of norms and behaviors upon which the existence of speech communities depend. Father-son, husband-wife, teacher-pupil, clergyman-layman, employer-employee, friend-friend.

Role relationships are realized in social situation which is defined as "The implementation of the rights and duties of a particular role relationship, in the place (locale) most appropriate or most typical for that relationship, and at the same time societally defined as

appropriate for the relationship." (p. 256). Communication, thus, is constrained by the status of interlocutors, locales and time. Ervin Tripp (1971: 15) says: "Linguistic selection is deeply enmeshed in the structure of society: members can readily recognize and interpret socially codified deviations from the norms." She adds (p. 51):

We see that there are constraints on expected activities, rights, and obligations, and that there are in several cases, clearly defined speech events such as the church service, the classroom lecture, the order to the waitress, the welcome, oxygen lecture of the stewardess, and the medical history in the clinic. Both the activities and the speech events are likely to be specific to the locale, though one might conceive of asking some information questions of the teacher or physician when he is off duty.

Paul (1973), Hymes (1974), Firth (1973), Jakobson (1973), Scinto (1977), Halliday (1965, 1973), Rossenbaun (1973), Cordor (1973), and Allen (1974) argue that language should be taught in its communicative value as realized in society. Prator (1965: 9) comments language that is not used for communicating ideas is not language but only parroting. Wilkins (1974) indicated that communicative skills in foreign language cannot be attained by teaching foreigners separate and clearly distinguished units of grammatical structures presented in a linear organization. Prator (1972:41), infact, says teaching structural units like Pattern-Practice and communication are antithetical since true communication implies the absence of external controls. Mackey (1973: 244) goes as far as saying that

structural analysis is not essential to learn any language for foreign languages have successfully been mastered throughout the ages without benefit of analysis. Slager (1973: 2) quotes Reibel saying that, it is by teaching language in the right contexts that the EFL student can learn to communicate and can also learn the grammar of the target language automatically and unconsciously, as he learned the grammar of his first language. Ross (1973: 11) says language class should prepare the learners to use the language in normal situations. The practice given in class should not be practice of patterns of unrelated lexical meaning, but practice in a framework of meaning.

Allen (1974) remarks that fluency cannot be achieved simply on the basis of rote learning and the memorization of a long list of sentences. But the learner has to acquire a "Knowledge of the code together with the ability to use that knowledge in producing appropriate utterances and in understanding what is said by other speakers." (p. 66). Widdowson (1974) elaborates that the learner should acquire the knowledge of the rules of the code to achieve grammaticality and the conventions which regulate the use of these rules in the production of messages to achieve appropriateness. He says:

It has often been wondered at that human beings continually generate utterances which they have never spoken or heard before; what is equally to be wondered at is the fact that those novel

utterances are understood. The reason for this is that though they are novel as manifestations of code, they are familiar as messages. The user of a language is creative because the novel linguistic forms he generates function as familiar units of communication, if they didn't he would only generate gibberish. (p. 202).

Leeson (1975) says success in fluency should be seen not in terms of linguistic facility produced in a vacuum but in "Functional terms related to the context of use and the goals achieved by the individual user of a given language." (p.7)

2.2 THE COMMUNICATIVE SYLLABUS

There is no well established communicative syllabus as such. But a syllabus that reflects the ideas forwarded by the proponents of the communicative approach can be accepted as a communicative syllabus. Leeson (1975) explains: "Given an adequate initial analysis of the functional needs of the students and the application of consistent pedagogic principles to the solutions of the problems thus defined, a functional syllabus can be carried out effectively." (p.149).

The communicative syllabus mainly takes the following ideas as its basis:

- The making of prior specification and identification of the communicative needs of the learner.
- The taking of semantic features and functions of language to form the central part of language teaching and learning; the grammar of the target language is incorporated as part of a greater-whole.

- The role of the language teacher is to stimulate not to determine the learning process - the learner's development of his abilities through his own learning process is encouraged; teaching, thus, should be student centered.
- The occurring of 'Parole' as a result of some kind of social intercourse rather than as a means of exemplifying 'langue'.
- The giving of priority to use over linguistic usage, and communicative value of utterances over signification of linguistic items.
- The conveying of information, ideas, attitudes, and other human values through the target language, approximating the learner's concept of the function of language - the learner uses his first language to meet his functional needs ranging from the material to the intellectual and imaginative functions of language.
- The taking of errors made by the learner as a natural process of learning language - "Errors are the result of the learner's attempt to convert linguistic usage into communicative use." (Widdowson: 1979:6).
- The overall basing of the communicative syllabus on the User - Model: 'a participant rather than observer oriented'; 'learners are users not analysts of language'. (p. 243)

2.3 THE STRUCTURALISTS VIS-A-VIS THE COMMUNICATIVISTS: SUMMARY

Two approaches i.e. the 'Structural Approach' as a defender, and the 'Communicative Approach' as a challenger dominate the current controversy of foreign language teaching. Both claim to have the same objective: to enable the learner attain communicative competence in the target language. The difference, therefore, lies in the approach followed in attaining the same goal. The main areas of controversy are summarized as follows:

STRUCTURAL APPROACH

- The structure of language is primary, use is secondary.
- Exercises should be structurally homogeneous irrespective of their semantic aspects.
- Classroom situation should be made conducive for imitation and repetition to form correct habits.
- The teacher should be the best model to be imitated and should determine the process of learning.

COMMUNICATIVE APPROACH

- The use of language is primary, structure is secondary.
- Exercises should be semantically homogeneous irrespective of their structural aspects.
- Classroom situation should be made conducive for interactions in such a way that learners could express their ideas and feelings.
- The teacher should stimulate the process of learning, but should not determine it; the society of language users is the best model to be imitated.

- The learner should be taught the component parts (units) of the language from smaller units to greater wholes, through the use of partial experience.

- The learner should avoid mistakes; exercises should be limited and graded on linguistic basis in such a way that the learner could be free from mistakes.

- The language used in teaching is the idealized one—the standard variety.

- Foreign language learning is more of an analytic and intellectual process.

- The learner should be introduced to the language as used by its speakers; he has to experience it as a meaningful whole, using selected samples.

- The learner should not be discouraged from making mistakes—Mistakes are part of the natural process of language learning; selecting and grading should be based on the communicative needs of the learner.

- The language used in teaching should be the real language used by its speakers in its varied forms.

- Foreign language learning is more of a synthetic and functional process.

CHAPTER III

3. DESIGN OF EXPERIMENT: PROCEDURES AND METHODOLOGY

3.0 PREPARATION OF TEACHING MATERIALS

Teaching materials on conditional sentences were prepared in both the 'Communicative' and 'Structural' approaches. The fundamental principles for writing and producing teaching materials of each respective approach were observed.

3.0.0 The 'Communicative Approach'. In preparing communicative materials, the assumptions made for teaching language use are stated in Appendix I. Most of the exercises are adapted with some modifications from different work-books and texts on current English teaching. The following sources are acknowledged as the basis of most of the exercises: English in Situations (1978) by R.O. Neill; Incentive English, 1, 2, and 3 (teachers edition, 1979) by W.S.Fowler, J. Pidcok and R. Rycroft; Beginning Scientific English, 2 (1976) by D.E. Royds-Irmark; Advanced English Practice (1979) by B.D. Graver; Advanced use of English (1977) by Colin Robinson. The ideas suggested by proponents of the 'Communicative Approach,' particularly those of Widdowson, Wilkins, Mackey, Candlin, Trim, Allen, Van EK, and Kieth were taken as the basis for writing additional exercises as well as for modifying the adapted ones. Others are included in the Bibliography.

3.0.1 The 'Structural Approach'. Most of the exercises are directly adapted from different texts and workbooks. The items are selected and graded following the principles argued by the advocates of this approach, particularly Fries and Lado.

The assumptions made are stated in Appendix II. The framework of the exercises is also stated there. The direct sources of the drills in the materials are: Freshman Intensive Remote English: Arts Section-Work Book (1977) by C. Clearly and N. Mortimer; Freshman English: FLEN 101-A (1980) by Demissie W/Aregay and J. Chopra; Freshman English: FLEN 101-B (1980) by V.K. Uniyal and N. Mortimer; Living English Structure: A Practice Book for Foreign Students (1964) by S.W. Allen; English for New Ethiopia. Books 5, 7, 8 (semesters 1 and 2), and 9 (semester 1), and English Pattern Practices: Establishing the Patterns as Habits (1963) by Robert Lado and Charles C. Fries.

3.1 POPULATION: SELECTION, GROUPINGS, CONSTANTS & VARIABLES

The population of the experiment was composed of seventy-eight students.

3.1.0 Selection and Groupings. Freshmen students in the arts stream were briefed about the aims and objectives of the study. Hundred and two students volunteered to participate and attend the experimental class during the specified time: 2 months (eight weeks), **four** hours a week- a total of 32 hours. The 102 students were remandomly classified into six groups, each seventeen students. On lot

basis I, IV and VI formed the study groups, and II, III and V the control groups. 78 students consistently attended the experimental classes and took the examinations set to measure the effectiveness of each respective approach.

Three instructors were involved in teaching. Groups I (study) and II (control) had one instructor; groups III (control) and IV (study) another, and groups V (control) and VI (study), another one. This was made to avoid variation in instructors. The instructors were properly oriented about the methodology and technique of teaching in the 'Communicative Approach'. Of course, they were quite familiar in using the structural approach, too. Films borrowed from the British Council in Addis were of major help for the demonstration of the classroom situation in a communicative class.

3.1.1 Constants and Variables. The constants for the study and control groups were Language one L_1 (Amharic); Instructor; Time (32 hrs.) and their academic back ground assumed to be equal. The variables were teaching approaches: The 'Communicative' Vis-a-Vis the 'Structural Approach.'

3.2 THE CLASSROOM TEACHING

Throughout the experiment, all attempts were made to respect the psychological and pedagogical principles followed by each respective approach in the respective study and control classes.

3.2.0 The 'Communicative Approach' - The Study Groups.

Every endeavour was made to minimize the intervention of the teacher, on the basis of Newmark's (1981) suggestion on "How not to Interfere with Language Learning." Artificial situations to approximate real ones were used. Size of chunks were controlled and limited (cf Newmark: 1981, 164). Limited structural drills in meaningful context were used. The method of minimal language teaching strategy of Allwright (1981) was observed: use of samples, giving guidance or direction in the form of cues, giving feedbacks, and the management of activities. Learners struggle toward independence from the teacher and towards peer interdependence was encouraged. They were allowed to work on their own pace and they were made busy talking and writing.

They were also made to relax and concentrate on the content, based on Brumfit's (1981: 90) principle "Language teaching is not packaged for learners, it is made by them. Language is whole people." The principle of Semantic homogeneity as suggested by Keith Johnson (1981: 202) was observed. Students were also made to produce texts (connected sentences and discourses) as suggested by Allen and Widdowson (1981: 124), Candlin (1981) and Widdowson (1981). Mistakes made by learners were considered as inevitable and necessary part of the process of language learning (cf Wilkins: 1981: 37). Instructors were told to appreciate the learners attempt to use the language freely and communicatively. Situations were specified and students were

made to play roles in given setting during the teaching process as suggested by Trim (1981: 102) and Van EK (1981). All attempts of teaching linguistic forms through the process of semanticization were made.

3.2.1 The 'Structural Approach' - The Control Groups. In the classroom teaching, the principles and techniques recommended by Lado (1964), Language Teaching: A Scientific Approach, were observed. Structural items were presented in isolation. Students were made to imitate through repetition. After intensive drills on discrete language items were given, students were made to have drills in sentence completion and sentence production. Errors were minimized through the use of graded and controlled exercises. All attempts were made to make students memorize the patterns through repetition. Free communication was discouraged (see Appendix II). The principle of learning through partial experience was observed.

3.3 MEASUREMENT

Two Tests were given: Test I (communicative based) and Test II (Structural based). It must be noted that communicative testing is not yet fully developed and established. But attempts were made to base the test on the ideas suggested by proponents of the 'Communicative Approach'. To determine the significance of the Means Difference between the study and control groups, the t-test was used in two

situations of different possible combinations. (See Hypothesis Test under 4:1). The expected outcomes were:

- If the Study and Control Groups perform similarly in both tests, say their mean difference being statistically insignificant in both situations, i.e. in each possible combination, then, the NULL HYPOTHESIS (H_0) will be accepted.
- If either the study groups or the control groups perform better say their mean difference being statistically significant in both situations, i.e., in each possible combination, then, the ALTERNATE HYPOTHESIS (H_1) will be supported.

3.3.0 TEST I - Communicative Based. In designing Test I, the ideas suggested by Morrow (1981) "Revolution or Evolution," were observed. Moreover, ideas suggested by Ingram (1974) "Language testing", Archer and Nolan-Woods (1980) Practice Tests for Proficiency and Heaton (1975) Writing English Language Tests, were considered.

The objectives and the rationale of the examination in relation to each part are stated as follows:

3.3.0.0 Comprehension: This part is meant to measure the students capacity and ability to comprehend and interpret communicative acts accomplished in a given passage through the use of different types of conditional sentences. This ability is felt to be essential for college students because they are required to understand texts composed of different sentences of which conditional are some. The ideas expressed by conditional sentence forms; though con-

plicated in nature, should be visualized and interpreted correctly and appropriately by students. This skill of understanding and interpreting sentences from context is expected of every student joining the various departments of the University if he is to be successful in his studies.

3.3.0.1 Texts: The questions set on selected texts (assumed to be fairly of college standard) are meant to measure the students ability to identify and use appropriate form of the verbs and verbal phrases put in brackets in the expression of the intended communicative acts. The texts were given in such a way that the testee gets clues as to the appropriate use of the verbs. The reason verbs and their forms were selected for testing in textual contexts is that because they express tense and characterize the different forms of English conditionals.

3.3.0.2 Text Development - Conditional Sentences Cued:

The objective of this part was to measure the students ability to write connected sentences in expressing communicative acts of a hypothetical nature. This was felt to be an essential skill because students joining the various departments of the University are required to have the skills of developing texts of different sizes depending on the nature of the communicative acts intended to be expressed. The texts which were to be developed by students in this test, however, were limited to three sentences, each. This was felt to be relative to their level of training and education.

It was also assumed that if students could visualize and realize the relationships of sentences at the immediate level, they could be easily trained to see relationships of sentences at the intermediate and remote levels. Then, they could write longer texts.

3.3.0.3 Generating Conditional Sentences Out of Given Situations. The objective of this part was to test the students ability to realize and understand situations and their ability to use the appropriate linguistic forms to express them. Situations were selected in which the use of conditional forms would be appropriate. This skill was felt to be essential for students because they are expected to use the language to express different topics in different settings appropriately and meaningfully.

3.3.0.4 Oral Test: Appropriate Use of Conditionals in Speaking. The objectives of this part was to measure the students ability to use appropriate conditional forms in the expression of intended communicative acts. Situations and questions that require the use of conditional forms were deliberately set. This skill was felt to be essential because students are expected to use the language orally.

Quantitative scoring was made in all the parts (See Test I Appendix III). This was done based on the recommendation Morrow (1981) made: though qualitative evaluations are preferable they could be converted into quantitative

scorings.

The reliability and validity of test I was seen in lines of the arguments of the communicativists. Reliability was subordinated to face validity—the test looks like a good one. Morrow (1981: 154) says: "Suprious objectivity will no longer be a prime consideration...." Activities were, thus, specified as indicated in numbers I and V in Appendix III. Validaty was, therefore, established by those activities claimed to be measured in terms of content, construct, and predictive validity. Concurrent validity—the test gives similar results to existing tests which have already been validated does not apply to this Test since there is no test validated as such. Communicativists do not take this into consideration (Of Morrow, 1981).

3.3.1 Test II Structure Based. This Test was based on the ideas of Lado (1962): Language Testing: The Construction and Use of Foreign Language Tests. The test is composed of three divisions and four subdivisions. The four subdivisions are: multiple choice, completion of sentences by supplying appropriate forms of verbs and verbal phrases, appropriate conditionals and main clauses. These constitute the first main division. The other two are: Sentence Embedding and Sentence Composition.

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3.3.1.0 Sentence Completion. It has four parts:

3.3.1.0.0 Multiple Choice. In this part, the students ability to choose the right response from a set of responses in order to complete a given conditional sentence was measured. The distractors were deliberately set to test the students knowledge of tenses, auxiliary verbs, negatives, agreement and infinitives which usually characterize students errors in writing different types of conditional sentences. It was felt that these structures constitute important part of the language code.

3.3.1.0.1 Supplying of Appropriate Forms of Verbs. This part was prepared to test and measure the students ability to complete conditional sentences by supplying appropriate verb forms. It was made different from 'A' in that the students had to supply appropriate forms of verbs to make the sentences grammatically correct. It was based on the observation of students errors in constructing grammatical sentence using appropriate verb-forms. It is obvious that verbs play a ~~key~~ role in the structure of sentences.

3.3.1.0.2 Supplying Clauses (Conditional or main) to Complete Sentences Inorder to Make Grammatical Conditional Sentences. This was based on the errors made by students in writing sentences. They seem to have difficulty in realizing a grammatical complete sentence, especially the difference between a main and a subordi-

nate clause. This is felt to be essential in constructing grammatical sentences.

3.3.1.1 Sentence Embedding. This part was prepared to test and measure the testees' knowledge of constructing one grammatical conditional sentence out of two given sentences. It was also meant to test and measure their grammatical competence in transforming sentences through the process of embedding, which was felt to be a very essential feature of the language system.

3.3.1.2 Sentence Composition. This section was prepared to test and measure the ability of students to respond in complete and grammatical sentences to given set of questions. This was felt to be away of marking the mastery of the language system by the learner.

In Test II, the measurement made is from discrete grammatical items via phrases and clauses to complete sentence composition. The movement indicated was from parts to the whole. The sentences given in the form of questions were used to exemplify the code of the language as realized in the form of utterances. Use value of sentences or utterances was not measured as such— emphasis was given to the grammaticality of sentences.

This Test was felt to be valid in its own right. It has face, content, and construct validity. But its predictive and construct validity are unknown. This is because it is based on the code taught not on the future

performance expected (performance as understood to mean language in use). Moreover, there is no validated test on conditional sentences to be matched with. The test is reliable in that the scoring was objective.

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The administration of the tests in the three study and three control groups was also meant to be used as a test of validity and reliability. It was assumed that if the average scores computed in the study groups show similarity, their differences being insignificant, and the same case in the control groups, then the tests are valid and reliable.

The t-test was used to compute significiance difference at .05, in the following combinations.

- Group I and Group IV - both study groups - in Test I and Test II.
- Group I and Group VI - both study groups - in Test I and Test II;
- Group IV and Group VI - both study groups - in Test I and Test II;
- Group II and Group III - both control groups - in Test I and Test II;
- Group II and Group V - both control groups - in Test I and Test II;
- Group III and V - both control groups in Test I and Test II.

As can be noted from the computations in table I, Test I is accepted as a valid and reliable Test. Differences in the study groups were computed insignificant. In Test II, however, out of six combinations two significant differences were computed as can be observed from Table II. The reason could be due to the inherent limitations of structural tests where chance factors could result in such happenings. Nevertheless, these cases only won't make the Test unreliable and invalid. The computed differences in the four combinations are insignificant. Thus, on the average, the Test is accepted as a valid and reliable one.

Moreover, reliability of the whole Test I and the whole Test II was estimated in each group using the formula:

$$r_{11} = \frac{N}{N - 1} \left(1 - \frac{m(N - m)}{NX^2} \right)$$

Where N = the number of items in the test;

m = the mean score on the test for all the testees in each group;

X = the standard deviation of all the testees' scores in each group.

The following estimates were computed for Test I and Test II;

	<u>Test I</u>	<u>Test II</u>
- Group I	0.88	0.66
- Group II	0.87	0.93
- Group III	0.57	0.59
- Group IV	0.87	0.88

- Group V	0.90	0.90
- Group VI	0.79	0.77
- A.S.G.	0.86	0.86
- A.C.G.	0.85	0.90

According to Heaton (1975) a test with a reliability estimate of .5 is accepted as an effective measure. Both tests are, thus, reliable. Furthermore, the Facility Value (F.V) and Discrimination Index (DI) of both tests was computed (See Appendix VII, 1 and 2). The over all Average Facility Value (AFV) for Test I was computed .32 and 0.61 in Pre-test and Post-test, respectively. According to Heaton (1975), a test of an Average Facility Value between .3 upto .7 could be used as an effective measure. This means, Test I is a fairly standard test. The Average Discrimination Index of Test I was computed .48 and .61 in Pre test and Post-test respectively. According to Heaton (1975) test items that have a discrimination power of .3 and above could be effectively used. This again makes Test I to be accepted as an effective measure. The Average Facility value of Test II was computed .45 and .7 in Pre-test and Post-test respectively. The average Discrimination Index for the same test was computed .41 & .4 in Pre-test and Post-test, respectively. This shows that both tests are fairly standardized and are effective measures.

Note: 'N' was taken to be 100 in both tests. This is because both tests were graded out of 100. This means that a question that was assigned 2 points was taken equivalent to 2 items. The oral part of Test I was considered to be equivalent to twenty items.

TABLE I: Significance Difference in Test I

Case	S.G.	S.G.	S.G. \bar{X} .	S.G. \bar{X} .	S.G.S	S.G.S.	S.G.S ²	S.G.S ²	S _p	t.Comp t.05	t.tab .05	Significance
1	I n=14	IV n=12	I 76.39	IV 74.85	I 12	IV 10.93	I 144.04	IV 119.52	11.52	0.34	2.064	insignificant
2	I n=14	VI n=13	I 76.39	VI 71.20	I 112	VI 9.58	I 144.04	VI 91.84	10.91	1.24	2.060	insignificant
3	IV n=12	VI n=13	IV 74.85	VI 71.20	IV 10.93	VI 9.58	IV 119.52	VI 91.84	10.24	0.89	2.069	insignificant
4	C.G II n=14	C.G III n=12	C.G. \bar{X} II 44.78	C.G. \bar{X} III 43.72	C.G.S II 13.39	C.G.S III 7.51	C.G.S ² II 179.34	C.G.S ² III 56.37	11.09	0.24	2.064	insignificant
5	II n=14	V n=13	II 44.78	V 39.27	II 13.39	V 14.71	II 179.34	V 226.40	14.04	1.02	2.060	insignificant
6	III n=12	V n=13	III 43.72	V 39.27	III 7.51	V 14.71	III 56.37	V 216.40	11.83	0.94	2.069	insignificant

TABLE II: Significance difference in Test II

Case	S.G.	S.G.	S.G. \bar{X}	S.G. \bar{X}	S.G.S	S.G.S	S.G.S ²	S.G.S ²	S _p	t.comp .05	t.tab .05	Significance
7	I n=14	IV n=12	I 92.54	IV 86	I 4.46	IV 9.05	I 19.86	IV 81.95	7.34	2.26	2.064	significant
8	I n=14	VI n=13	I 92.54	VI 81.38	I 4.46	VI 7.96	I 19.86	VI 63.32	6.38	4.54	2.060	significant
9	IV n=12	VI n=13	IV 86	VI 81.38	IV 9.05	VI 7.96	IV 81.95	VI 63.32	8.89	1.30	2.069	insignificant
10	C.G II n=14	C.G III n=12	C.G. \bar{X} II 69.68	C.G. \bar{X} III 76.66	C.G.S II 16.13	C.G.S III 6.89	C.G.S ² II 260.10	C.C.S ² III 47.47	12.75	0.59	2.064	insignificant
11	II n=14	V n=13	II 69.68	V 66.92	II 16.13	V 13.92	II 260.10	V 193.84	15.11	0.47	2.060	insignificant
12	III n=12	V n=13	III 72.66	V 66.92	III 6.89	V 13.92	III 47.47	V 193.82	11.13	1.29	2.069	insignificant

CHAPTER IV

4. SCORES, HYPOTHESIS TEST, AND DISCUSSIONS

In this chapter the findings of the experiment are shown in terms of the raw scores obtained in the two tests given for both the study and control groups. The raw scores of each respective group are tabulated. Then, a hypothesis test is made to demonstrate the significance of the score difference in two situations each with different combinations. Lastly, an explanation is given for the findings and their significances.

4.0 SCORES

Tables III - VIII show the raw scores obtained by each group in both tests. The averages of each section of each test are computed. Difference in score distributions are shown in Tables IX and X by aggregating the three study groups into one control group. Ogives and frequency polygons are used to show the frequency distributions in relation to scores obtained by the Aggregate Study and Control Groups. (see Figures 1 - 4).

4.0.0 Group I (S.G) and Group II (C.G).

In tests I and II Group I scored an average of 76.54% and 92.54%, and Group II scored an average of 44.78% and 69.68%, respectively. The averages computed in each of the five parts of Test I for Group I are: 19.79/26, 25.14/34, 8.0/10, 8.43/10, 15.04/20 (Total 76.54%). The respective averages computed for Group II are 11.29/26, 16.29/34, 3.79/10, 4.21/10, and 9.21/20 (Total 44.78%).

The averages in each of the three divisions and four subdivisions in test II for Group I are: 64.25/70 (21.64/25, 14.0/15, 14.25/15, 14.36/15), 19.14/20 and 9.14/10 (Total 92.54%). The respective averages of Group II are: 47.25/70 (18.57/25, 9.93/15, 9.21/15, 9.54/15), 16.14/20, and 6.29/10 (Total 69.68%). In Tables III and IV, the raw scores in both Tests of both Groups are respectively shown.

4:0:1 Group III (C.G) and Group IV (S.G.)

In Tests I and II Group III scored an average of 43.64% and 72.66% and Group IV an average of 74.85% and 86%, respectively.

The average computed in each of the five parts in Test I for Group III are: 9.33/26, 15.33/34, 4.08/10, 4.25/10 and 10.33/15, 11.25/15), 15.58/20 and 4.5/10 (Total 72.66). The respective averages for Group IV are; 57.63/70 (19.92/25, 11.58/15, 13.13/15, 13/15), 18.83/20, and 9.5/10 (Total 86%), In Tables V and VI the raw scores of both groups are shown, respectively.

4:0:2 Group V (C.G) and Group VI (S.G.)

In Tests I and II, Group V scored an average of 39.27% and 66.92% and Group VI scored an average of 71.20% and 81.38% respectively. The averages computed in each of the five parts in Test I for Group V are; 8.62/26, 15.46/34, 0.77/10, 3.85/10 and 10.58/20 (Total 39.27%). The respective averages for Group VI are: 19.85/26, 23.46/34, 5.96/10, 6.77/10, and 15.43/20 (Total 71.20%).

The averages computed in each of the three divisions and four subdivisions in Test II for Group V are: 49.57/70 (19.62/25 10.31/15, 9.46/15, 10.15/15), 11.54/20 and 5.85/10 (Total 66.92%). The respective averages for Group VI are: 55.92/70 (19.69/25, 12.92/15, 11.65/15, 11.65/15), 16.77/20, and 8.69/10 (Total 81.38). In tables VII and VIII the raw scores in both tests of Group V and VI are shown respectively.

4:0:3 Aggregate Study Group and Aggregate Control Group

The three study groups (Groups I, IV and VI) were aggregated to form one study group of a population of 39 students. The three control groups (Groups II, III and V) were also aggregated to form one control group of a population of 39 students.

The means in Tests I and II for the Aggregate Study Group were computed to be 74.24% and 87% and the means for the Aggregate Control Group to be 42.59% and 69.68% respectively.

The data of both groups in both tests were grouped along a class interval of 6 units. Tables IX and X were obtained showing the frequency distributions in both groups and tests, respectively. From the grouped data the mode and median in Test I for the study group were computed to be 80.95 and 74.11 and for the control group 38.54 and 42.80, respectively. In test II the mode and median for the study group were computed to be 94.12 and 90.61, and for the control group 67.57 and 69.93 respectively. Figures 1 - 4 were graphed from the respective tables (IX and X) to pictorially show score differences and distribution in both aggregate groups.

TABLE III: Scores of Group I (S.G.) in Tests I and II

CN	TEST I						TEST II								
	P A R T S						P A R T S								
	I	II	III	IV	V	T	I					II	III	G.T	
	26%	34%	10%	10%	20%	100%	A 25%	B 15%	C 15%	D 15%	T 70%	20%	10%	100%	
1	21	22	9	10	12.09	74.09	23	15	15	13½	66½	20	10	96½	
2	16	22	5	4	16.58	63.58	20	12	13½	12	57½	18	8	83½	
3	17	23	8	6	10.74	64.74	25	15	15	15	70	20	6	96	
4	-	--	-	-	-	-	-	-	-	-	-	-	-	-	
5	25	25	9	10	16.51	85.51	22	15	13½	15	65½	18	10	93½	
6	-	-	-	-	-	-	-	--	-	-	-	-	--	-	
7	26	33	10	10	18.18	97.18	23	15	15	15	68	20	10	98	
8	20	29	10	10	16.34	85.34	23	14	15	15	67	20	10	97	
9	24	24	10	9	16.17	83.17	23	14	15	15	67	20	10	97	
10	25	30	10	10	15.00	90.00	24	14	15	15	68	16	10	94	
11	17	27	54	4	13.33	66.33	24	14	15	13½	66½	20	4	90½	
12	24	31	10	8	13.16	92.16	19	15	15	15	64	20	10	94	
13	16	21	9	9	17.51	72.51	21	13	15	13½	62½	220	10	92½	
14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
15	12	18	8	10	13.33	61.33	19	10	12	15	56	18	10	84	
16	12	24	5	8	14.74	63.74	20	15	13½	13½	62	18	10	90	
17	22	23	4	10	12.84	71.84	17	15	12	15	59	20	10	89	
Tot.	277	352	112	118	210.52	1071.52	303	196	199½	201	899½	268	128	1295½	
Avr.	19.79	25.14	8.0	8.43	15.04	76.54	21.64	14	14.25	14.36	64.25	19.14	9.14	92.54	

TABLE IV: Scores of Group II (C.G.) in Tests I and II

CN	TEST I						TEST II							
	PARTS						PARTS							
	I	II	III	IV	V	Total	I					III	III	G.Total
	26%	34%	10%	10%	20%	100%	A	B	C	D	T	20%	10%	100%
1	3	8	3	2	8.74	24.74	11	3	3	3	20	10	1	31
2	8	20	2	2	9.01	41.01	22	13	9	9	53	12	4	69
3	9	12	6	0	7.08	34.08	22	14	10½	10½	57	20	10	87
4	18	18	3	8	10.99	57.99	22	13	9	12	56	20	8	84
5	10	19	4	2	8.58	43.58	19	9	6	7½	41½	18	8	67½
6	6	13	5	5	8.16	37.16	20	7	9	9	45	16	6	67
7	11	15	3	8	6.67	43.67	21	7	9	9	46	10	4	60
8	6	8	1	4	7.08	20.08	17	11	4½	10½	43	20	2	65
9	13	24	5	4	12.33	58.33	21	13	12	13½	59½	18	8	85½
10	20	20	6	6	10.50	62.50	20	10	13½	13½	57	20	10	87
11	17	19	6	6	10.66	56.66	18	13	13½	10½	55	14	8	77
12	13	16	4	8	10.25	51.25	17	6	13½	6	42½	20	8	70½
13	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	20	25	3	2	9.49	59.49	16	13	12	12	53	16	10	79
15	4	12	2	2	9.42	28.42	14	7	4½	7½	33	12	1	46
16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	158	228	53	59	128.96	626.96	260	139	129	133½	661½	226	88	975.5
Aver.	11.29	16.29	3.79	4.21	9.21	44.78	18.57	9.93	9.21	9.54	47.25	16.14	6.29	69.68

TABLE V: Scores of Group III (C.G.) in Tests I and II

CN	TEST I						TEST II							
	P A R T S						P A R T S							
	I	II	III	IV	V	T	I					II	III	G.T.
	26%	34%	10%	10%	20%	100%	A 25%	B 15%	C 15%	D 15%	T 70%	20%	10%	100%
1	8	23	5	6	9.67	51.67	20	13	10½	10½	54	18	0	72
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	8	14	5	4	8.91	39.91	20	11	10½	13½	55	14	0	69
4	11	14	5	10	10.24	50.24	19	12	7½	12	50½	19	2	71½
5	9	11	5	6	9.16	40.16	23	11	7½	7½	49	18	10	77
6	16	14	4	1	10.59	45.59	20	11	13½	13½	58	12	4	74
7	5	12	3	0	8.66	28.66	18	10	9	9	46	18	2	66
8	7	17	2	0	12	38	19	12	12	10½	53½	12	0	65½
9	2	18	2	4	8.34	34.84	20	9	7½	9	45½	20	10	75½
10	18	14	4	1	15.17	52.17	19	12	13½	13½	58	16	10	84
11	7	15	8	9	13.50	52.50	18	12	9	7½	46½	14	6	66½
12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	14	11	3	2	12.67	42.67	22	13	9	13½	57½	18	10	85½
14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	6	21	3	8	9.25	47.25	20	9	13½	15	57½	8	0	65½
16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tot	112	184	49	51	128.86	523.66	238	135	124	135	631	187	54	872
Avr	9.33	15.33	4.08	4.25	10.72	43.64	19.83	11.25	10.33	11.25	52.58	15.58	4.5	72.66

TABLE VI: Scores of Group IV (S.G.) in Tests I and II

CN	TEST I						TEST II							
	PARTS						PARTS							
	I	II	III	IV	V	Total						II	III	G.T.O.
	26%	34%	10%	10%	20%	100%	A 25%	B 15%	C 15%	D 15%	E 70%	20%	10%	100%
1	11	23	4	10	12.25	60.25	23	15	13½	15	66½	20½	10	96½
2	26	25	6	8	16.92	81.92	19	15	12	15	61	20	10	91
3	24	25	10	9	14.91	82.91	24	14	13½	13½	65	16	10	91
4	17	17	4	10	14.34	62.34	18	6	12	10½	46½	18	8	72½
5	18	20	9	10	14.42	71.42	15	12	13½	12	52½	18	10	80½
6	21	19	6	8	13.75	67.75	18	6	10½	6	40½	20	10	70½
7	23	24	5	10	17.75	79.75	20	9	15	13½	57½	20	8	85½
8	21	29	10	8	17.83	85.83	20	15	13½	15	63½	20	10	93½
9	22	32	5	10	16.91	85.91	24	15	15	15	69	20	10	99
10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	14	16	8	8	12.08	58.08	17	8	15	12	52	16	10	78
12	26	27	10	10	16.50	89.50	22	15	15	15	67	20	8	95
13	20	21	8	8	15.58	72.58	19	9	9	13½	50½	18	10	78½
14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tot.	243	278	85	109	183.25	898.25	239	139	157½	156	691½	226	114	1032
Ave.	20.25	23.17	7.08	9.08	15.27	74.85	19.92	11.58	13.13	13	57.63	18.83	9.5	86

TABLE VII: Scores of Group V (C.G) in Tests I and II

CN	TEST I						TEST II								
	P A R T S						P A R T S								
	I	II	III	IV	V	Total	I					II	III	G.T.	
	26%	34%	10%	10%	20%	100%	A 25%	B 15%	C 15%	D 15%	T 70%	20%	10%	100%	
1	21	19	4	4	11.50	59.50	21	14	12	12	59	14	6	79	
2	10	26	4	4	10.83	54.83	22	13	15	13½	63½	18	10	92½	
3	13	13	0	2	10.59	38.59	18	6	12	7½	43½	14	2	59½	
4	16	15	0	4	11.16	46.16	22	10	15	6	53	14	10	67	
5	16	24	0	8	11.92	59.92	19	15	12	12	58	18	10	86	
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7	8	12	0	0	9.83	29.83	17	11	9	9	46	14	6	66	
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
10	8	20	0	10	12.50	50.50	22	15	13½	15	65½	10	8	83½	
11	12	13	0	4	11.24	40.24	20	11	7½	13½	52	4	6	62	
12	0	11	0	2	10.51	23.51	18	7	3	6	34	8	2	44	
13	4	16	0	4	9.17	33.17	20	11	6	10½	47½	12	8	57½	
14	2	0	0	0	8.49	10.49	18	9	6	7½	40½	12	4	56	
15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
16	2	14	0	6	9.67	31.67	17	5	6	10½	38½	0	4	42	
17	0	18	2	2	10.08	32.08	21	7	6	9	43	12	0	55	
Tot.	112	201	10	50	137.50	510.49	255	134	123	132	644	150	76	870	
Avr.	8.62	15.46	0.77	3.85	10.58	39.27	19.62	10.31	9.46	10.15	49.54	11.54	5.85	66.92	

TABLE VII Scores of Group VI(S.G.) in Tests I and II

CN	TEST I						TEST II								
	P A R T S						P A R T S								
	I	II	III	IV	V	G.T.	I					II	III	G.T.	
	26%	34%	10%	10%	20%	100%	A 25%	B 15%	C 15%	D 15%	T 70%	20%	10%	100%	
1	24	26	5	9	18.42	82.42	23	13	13½	15	64½	20	10	94½	
2	21	21	5	4	16.41	67.41	21	13	13½	7½	55	20	9	84	
3	-	-	-	-	-	-	-	-	--	-	-	-	-	-	
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5	21	28	5	7	15.09	76.09	20	11	10½	10½	52	20	10	82	
6	21	22	8	8	14.42	73.42	19	13	12	12	56	20	10	86	
7	24	29	5	8	17.92	83.92	20	15	15	13½	63½	14	10	87½	
8	18	22	5	10	12.83	67.83	22	14	9	13½	58½	14	8	80½	
9	9	26	7	3	14.91	59.91	16	13	10½	7½	47	20	8	75	
10	24	20	5	2	11.25	62.25	20	13	13½	15	61½	18	8	87½	
11	23	23	10	10	16.17	82.17	18	13	12	12	55	20	10	85	
12	24	29	5	3	16.75	82.75	19	11	15	15	60	14	7	81	
13	15	17	4	6	13.83	55.83	17	14	7½	10½	49	18	7	74	
14	18	24	5	3	17.16	67.16	18	11	6	9	44	10	8	62	
15	16	13	5	10	15.42	64.42	23	14	13½	10½	61	10	8	79	
16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Tot.	258	305	74	88	200.58	925.58	256	168	151½	151½	727	218	113	1058	
Avg.	19.85	23.46	5.69	6.77	15.43	71.20	19.69	12.92	11.65	11.65	55.92	16.77	8.69	81.38	

TABLE IX: Classes indicating the comparative score distribution for the study and control groups in Test I.

C.I.	S.G. f	C.G. f	S.G. c.f.	C.G. c.f.	Mi
10.47 - 15.49	-	1	-	1	12.99
15.50 - 20.50	-	-	-	1	18.00
20.51 - 25.51	-	2	-	3	23.01
25.52 - 30.52	-	4	-	7	28.02
30.53 - 35.53	-	4	-	11	33.03
35.54 - 40.54	-	7	-	18	38.04
40.55 - 45.55	-	4	-	22	43.05
45.56 - 50.56	-	5	-	27	48.06
50.57 - 55.57	-	5	-	32	53.07
55.58 - 60.58	4	6	4	38	58.06
60.59 - 65.59	7	1	11	39	63.09
65.60 - 70.60	5	-	16	-	68.10
70.61 - 75.61	6	-	22	-	73.11
75.62 - 80.62	2	-	24	-	78.12
80.63 - 85.63	10	-	34	-	83.13
85.64 - 90.64	3	-	37	-	88.14
90.65 - 95.65	1	-	38	-	93.15
95.66 - 100.00	1	-	39	-	98.16

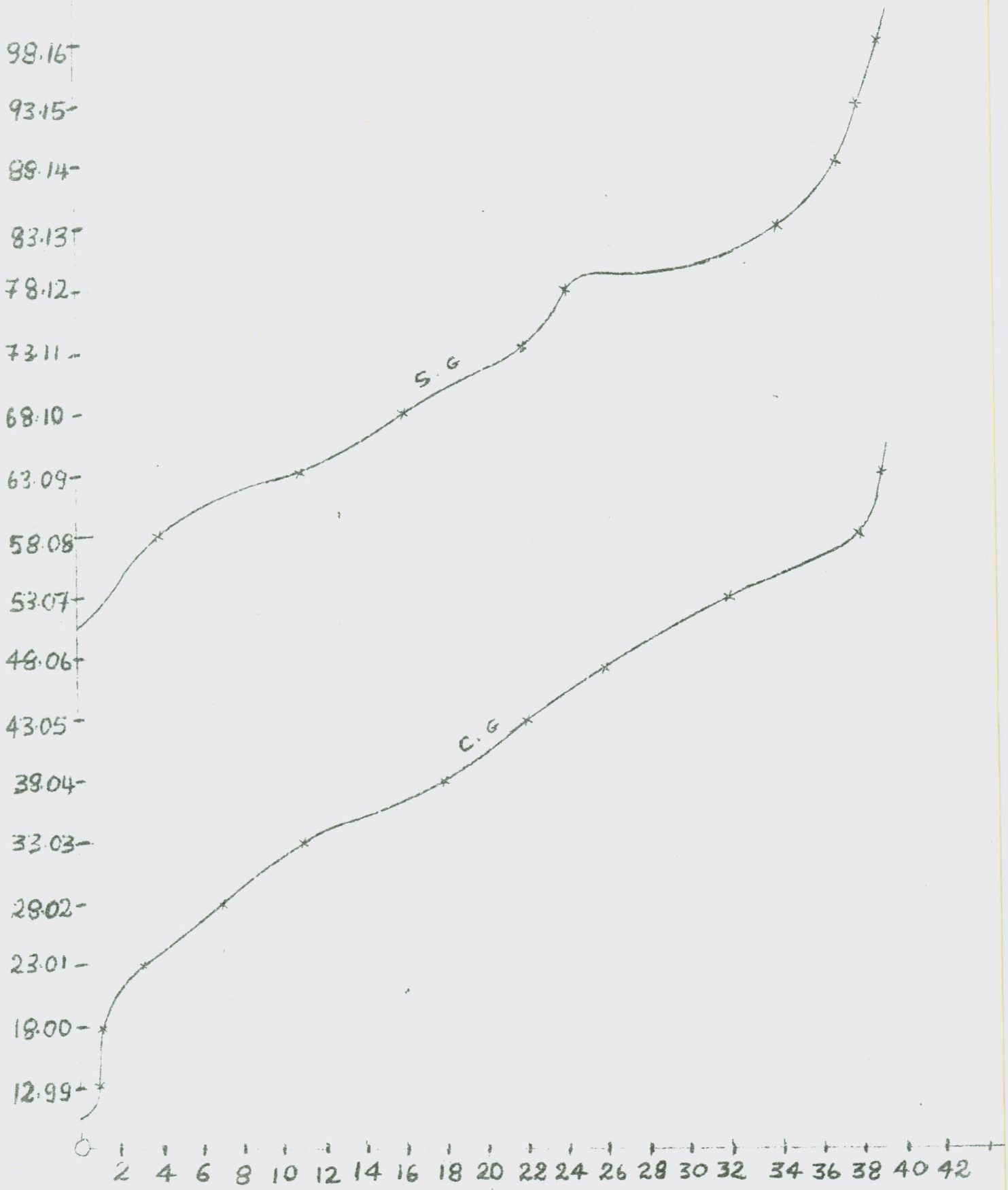


Figure 1: Ogives indicating comparatively the cumulative frequency distribution of the Control Group (C.G) and the study group (S.G) in Test I.

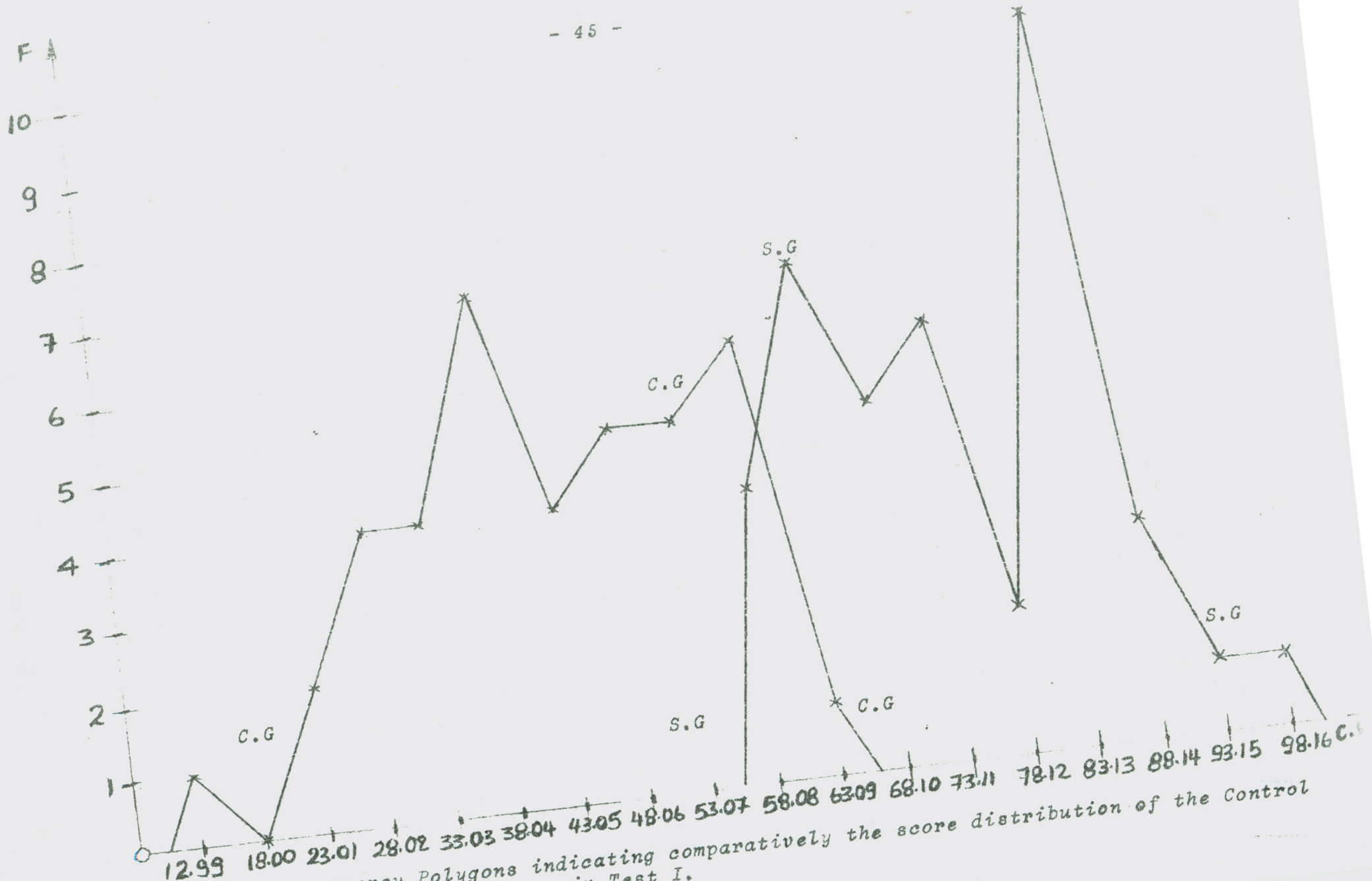


FIGURE 2: Frequency Polygons indicating comparatively the score distribution of the Control Group and Study Group in Test I.

TABLE \bar{X} : Classes indicating the comparative score distribution for the study and control groups in Test II.

C.I	S.G f	C.G f	S.G c.f.	C.G c.f.	Mi
31.00 - 36.00	-	1	-	1	33.50
36.01 - 41.01	-	-	-	1	38.51
41.02 - 46.02	-	3	-	4	43.52
46.03 - 51.03	-	-	-	4	48.53
51.04 - 56.04	-	1	-	5	53.54
56.05 - 61.05	-	4	-	9	58.55
61.06 - 66.06	1	6	1	15	63.56
66.07 - 71.07	-	7	1	22	68.57
71.08 - 76.08	4	4	5	26	73.58
76.09 - 81.09	5	4	10	30	78.59
81.10 - 86.10	8	6	18	36	83.60
86.11 - 91.11	6	2	24	38	88.61
91.12 - 96.12	9	1	33	39	93.62
96.13 - 100	6	-	39	-	98.63

/...

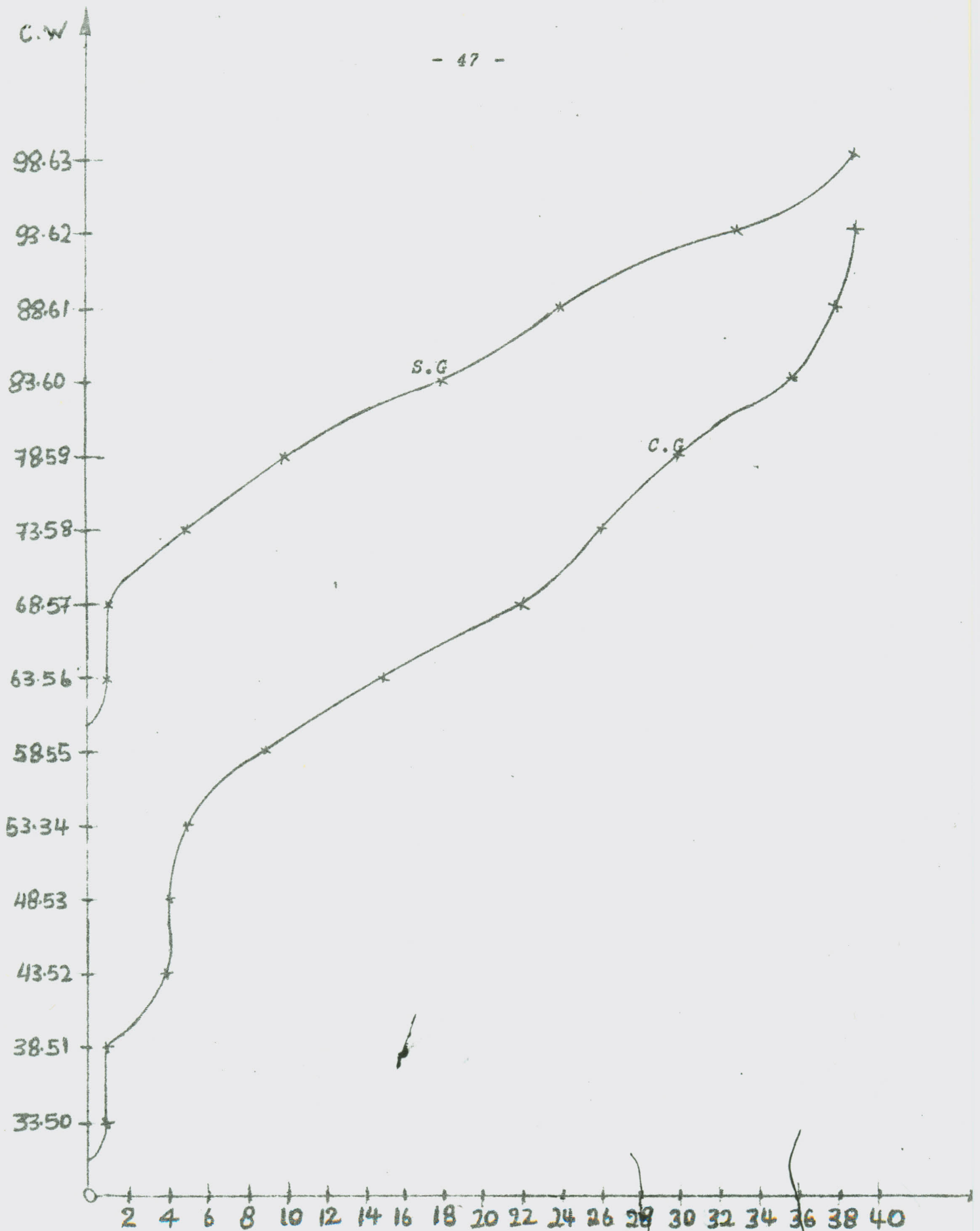


FIGURE 3: Ogives indicating comparatively the cumulative frequency distribution of the control group (C.G.) and the Study Group (S.G) in Test II.

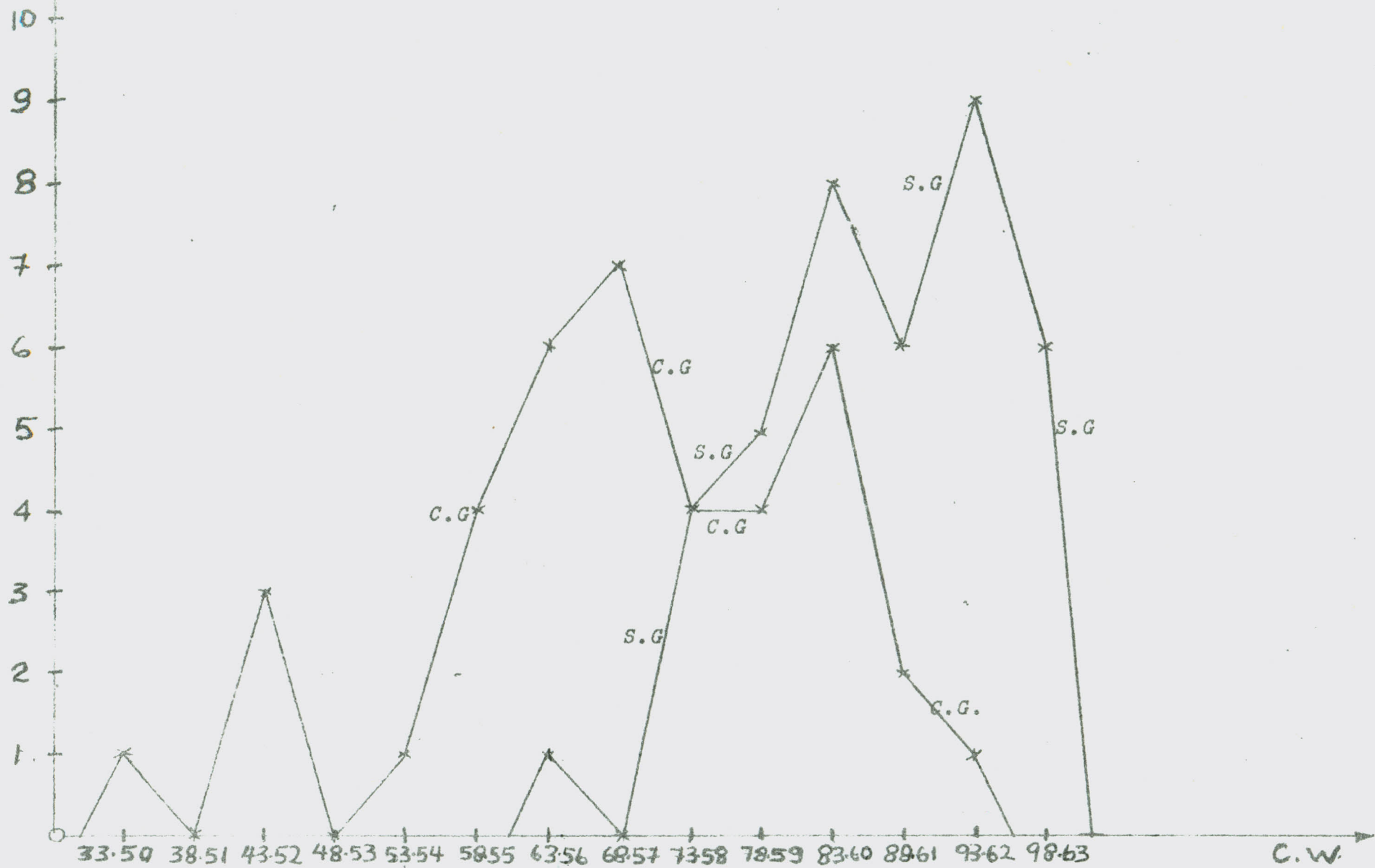


FIGURE 4: Frequency Polygons indicating comparatively the score distribution of the Control group and Study Group in Test II.

4.1 HYPOTHESIS TEST

The decision criterion for testing the Null hypothesis (H_0) that $\mu_1 - \mu_2 = 0$ was based on the 't' distribution assuming that $\sigma_1^2 = \sigma_2^2 = \sigma^2$ and the population being normal. The reason why this was selected is because σ_1^2 and σ_2^2 were unknown and the sample sizes were small. The common variance σ^2 was estimated by S_p^2 where:

$$S_p^2 = \frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}$$

$$S_1^2 = \frac{(X_1 - \bar{X}_1)^2}{n_1 - 1}$$

$$S_2^2 = \frac{(X_2 - \bar{X}_2)^2}{n_2 - 1}$$

and $t = \frac{(\bar{X}_1 - \bar{X}_2) - 0}{Sp \sqrt{\left(\frac{1}{n_1}\right) + \left(\frac{1}{n_2}\right)}}$

A two tailed test was made since the ALTERNATE HYPOTHESIS is non directional.

The t - test was computed into two situations of different combinations. The .05 significance level was decided as a critical region for supporting or rejecting the Null hypothesis (H_0) because it is a standard level accepted in social sciences. It is established that if the t - calculated is greater than the t - tabulated, then the Alternate Hypothesis is supported, rejecting the Null Hypothesis; and the reverse if the t - calculated is less than the t - tabulated.

4.1.0 SITUATION I

The significance of the means difference of each of the three Study Groups (I, IV, and VI) against their respective Control Groups (II, III, and V) as framed below was computed.

- Group I (S.G) against Group II (C.G) in Test I and Test II; the same instructor, X.
- Group IV (S.G) against Group III (C.G) in Test I and Test II; the same instructor, Y.
- Group VI (S.G) and Group V (C.G), in Test I and Test II; the same instructor, Z.

In these tests, the constants taken were:

- the same mother tongue, Amharic;
- the same instructor for each study group and its counter group;
- the same amount of instructional time 8 weeks (4 hours a week).

The variable tested was the teaching approach: the 'Communicative Approach' Vis-a-Vis the 'Structural Approach'.

4. Aggregate Study Group (the three study groups, I, IV, and VI put together; instructors X, Y, and Z respectively) against Aggregate Control Group (the three control groups, II, III, and V put together; instructors X, Y, and Z respectively). In this combination, personality difference in teaching was ignored.

The computed significance tests for the eight cases in situation I are shown in Tables XI and XII for Tests I and II, respectively.

4.1.1 SITUATION II

The significance of the means differences is computed in each possible combinations between the Study Groups and the Control Groups as framed below. In this situation the ~~of~~ personality difference of teachers is assumed to be insignificant and hence ignored. The effect of teaching approach is measured by comparing two groups (one study group against another control group) as instructed by different instructors. This is different from situation I in that personality difference of teachers is not controlled but ignored.

- Group I^{1B} (S.G) and Group III^{1A} (C.G); instructors X and Y, respectively, in Test I and Test II.
- Group I^{1B} (S.G) and Group V^{2A} (C.G); instructors X and Z, respectively, in Test I and Test II.
- Group IV^{2B} (S.G.) and Group II^{1A} (C.G.); instructors Y and X, respectively, in Test I and Test II.

TABLE XI: Hypothesis Test findings situation I, Test I

Case	S.G.	C.G.	S.G. \bar{X}	C.G. \bar{X}	S.G.S	S.G.S	S.G.S ²	C.G.S ²	S _p	t-comp .05	t-tab .05	Significance
1	I n=14	II n=14	76.39	44.78	12.00	13.39	144.04	179.34	12.72	6.57	2.056	significant
2	IV n=12	III n=12	74.85	43.72	10.93	7.51	199.52	56.37	9.38	8.13	2.074	significant
3	VI n=13	V n=13	71.20	39.27	9.58	14.71	91.84	216.40	12.41	6.56	2.064	significant
4	A.S.G n=39	A.C.G n=39	74.18	42.62	11.27	12.29	126.98	151.13	11.79	11.82	2.000	significant

TABLE XII: Hypothesis test finding in situation I, Test II.

Case	S.G.	C.G	S.G. \bar{X}	S.G. \bar{X}	S.G.S	C.G. \bar{S}	S.G.S ²	C.G.S ²	S _p	t-comp .5	t-tab .05	significance
5	I n=14	II n=14	94.54	69.68	4.29	15.54	18.44	241.52	11.83	5.11	2.056	significant
6	IV n=12	III n=12	86.00	72.68	9.05	6.89	81.95	47.47	8.47	3.86	2.074	significant
7	VI n=13	V n=13	81.38	66.92	7.96	13.92	63.32	193.84	11.34	3.12	2.064	significant
8	A.S.G. n=39	A.C.G. n=39	87	69.68	8.73	13.77	76.20	189.55	11.53	6.64	2.000	significant

TABLE XIII: Hypothesis Test findings in Situation II, Test I

Case	S.G.	C.G.	S.G. \bar{X}	C.G. \bar{X} .	S.G.S.	C.G.S.	S.G.S ²	C.G.S ²	S _p	t-comp .5	t-tab .05	Significance
1	I n = 14	III n = 12	I 76.39	43.72	12	7.51	144.04	56.37	10.19	8.4	2.064	significant
2	I n = 14	V n=13	76.39	39.27	12	14.71	144.04	216.4	13.37	7.21	2.060	significant
3	IV n = 12	II n=14	74.85	44.78	10.93	13.39	119.52	179.34	12.33	6.20	2.064	significant
4	IV n = 12	V n=13	74.85	39.27	10.93	14.71	119.52	216.40	13.04	6.82	2.069	significant
5	VI n = 13	II n=14	71.20	44.78	9.58	13.39	91.84	179.34	11.72	5.86	2.060	significant
6	VI n = 13	III n=12	71.20	43.72	9.58	7.51	91.84	56.37	8.65	7.94	2.069	significant

TABLE XIV: Hypothesis Test Findings in Situation II, Test II

Case	S.G.	C.G	S.G. \bar{X}	C.G. \bar{X} .	S.G.S	C.G.S	S.G.S ²	C.G.S ²	S _p	t-comp 0.05	t-tab 0.05	Significance
7	I n=14	III n=12	92.54	72.66	4.46	6.89	19.86	47.47	5.7	8.88	2.064	significant
8	I n=14	V n=13	92.54	66.92	4.46	13.92	19.86	193.84	10.17	6.54	2.060	significant
9	IV n=12	II n=14	66.00	69.68	9.05	16.13	81.95	260.1	13.60	3.05	2.064	significant
10	IV n=12	V n=13	86.00	66.92	9.05	15.92	81.95	193.84	12.13	3.93	2.069	significant
11	VI n=13	II n=14	81.38	89.68	7.96	16.13	63.32	160.1	12.87	2.36	2.060	significant
12	VI n=13	III n=12	81.38	72.66	7.96	6.89	63.32	47.47	7.47	2.92	2.069	significant

- Group VI ^{2B} (S.G.) and Group II ^{2A} (C.G.); instructors Z and X, respectively, in Test I and Test II.
- Group VI (S.G) and Group III (C.G.); instructors Z and Y, respectively, in Test I and Test II.

The computed tests for the twelve cases in situation II are shown in Tables XIII and XIV for Tests I and II, respectively.

4.2 DISCUSSIONS

The statistical computations made strongly show that the 'Communicative Approach' to the teaching of English is more effective than the 'Structural Approach'. The question that should be answered is 'why did the study groups, who were taught in the 'Communicative Approach', perform better than the control groups who were taught in the 'Structural Approach'? In order to answer this question, a brief account is given on the observations made through out the experimental season.

During the experimental period it was observed that the study groups showed progress in interest, motivation, involvement, creativity, and confidence in learning and using the language. On the other hand these were observed diminishing in the control groups. Following is a brief account on the observations made by the three instructors involved in the experiment.

In the first two weeks of the experiment, the classes of the study groups were full of confusion and instability. Some of the students disappeared after the first three contact hours. In the classes of the control groups, the situation observed was different, however. They were stable and active until the first three weeks. After the first week, ten students were reported to have dropped from the study groups. During the second week, only two students dropped. The instructors denoted as 'Y' and 'Z' started to doubt about the practicality of the 'Communicative Approach.'

Towards the end of the third week, situations started to change in favour of the 'Communicative Approach'. The classes of the study groups became stable and active. The classes of the control groups, however, started to decline. The number of students was continuously decreasing. During the fifth week, eight students dropped, two were disqualified for attendance cases, and two refused to sit for the tests. All in all, twenty four students dropped from the programme.

It was stated above that the study groups showed progress in interest, motivation, involvement, creativity, and confidence in learning and using the language. But, it was reported to be the reverse in the control groups. This can not be explained in terms of negative and positive transfer from L_1 to L_2 since they were all native

speakers of Amharic. This can not be accounted to individual differences, since all the 102 students were randomly distributed into six groups and the study groups and control groups were decided by lot. This means there was equal chance of distributing the best or the worst students to the study and control groups. This is also shown by the observation made in the first two weeks of the experiment where students in the control groups were reported to be active. But students in the study groups were not.

This is not because they were all weak but because they were unfamiliar with the 'Communicative Approach.' This can not be explained in terms of attitude, too. This is because no one forced any individual to participate in the programme. They were all volunteers. It is, therefore, strongly felt that the difference observed is due to the difference of teaching approach.

The question that follows this, then, is 'why is the 'Communicative Approach' in the teaching of English found more effective than the 'Structural Approach?'. In order to answer this question, another fundamental question should be raised and answered. This is 'what do we mean by the 'Communicative Approach' to language teaching?' The phrase 'Communicative Approach' refers to syllabus, teaching materials, and class room practice. Therefore, any syllabus, any teaching material, and any class room

practice that enables learners to develop communicative competence in language use is categorized as a 'Communicative Approach.' The other question that should be answered is that. 'Does the 'Communicative Approach' have linguistic and psychological basis?'

To answer this question one need not examine sophisticated linguistic models. The answer is a strong 'Yes'. This is a matter of common sense. Its linguistic basis is that 'language is a means of communication whereby speakers express their intention'. Therefore, language is a functional object and is realized in society. Thus, language is a social behavior. The psychological basis of language is seen as a continuation of its social basis. Children acquire their first language functionally, by using it to meet their own needs: material, social, psychological, etc. They never acquire their first language by studying its structure. It takes this process as the only way of learning any language, be it second or foreign.

Then, the question that follows this is; 'Is it possible to teach a foreign language such as English to non-native speakers in classes following the natural process?' The answer is again a strong 'Yes'. The learner's needs should be specified and he should be given ample experience in selected samples of language use. Classroom techniques could be devised simulating the natural

use of the samples. Teaching materials could be prepared demonstrating authentic use of language. It must be noted that communicativists do not claim that the classroom could be a natural setting for language use. But, they strongly argue that the classroom could be approximated to a natural setting of language use.

Depending on the level of training, they suggest different syllabuses within the 'Communicative Approach'. Out of these, the FUNCTION-FORM-SITUATION model is recommended for advanced learners such as students in senior high schools and first year college education. It was this model that was used in the writing of the communicative materials, in this experiment. Therefore, when we speak of the 'Communicative Approach' it is understood that it is this model which is more or less discussed.

Before an attempt is made to answer the question: 'Why is the 'Communicative Approach' to the teaching of English found more effective than the 'Structural Approach'?' I would like to say some words concerning the 'Structural Approach'. As noted in the Review of Literature, the 'Structural Approach' is based on the advances made in microlinguistics and behaviourist theory of learning—the theory of transfer and habit formation. Linguistically, it takes syntax as the center of language study and language teaching. Hence, it tries

to teach the structure of the target language. In the teaching of structures, then it basis its teaching approach on the theory of transfer and habit formation.

In the teaching of adults, it assumes that the habit established in their mother tongue either facilitates or delays the process of learning the target language. It assumes, too, that similarities in the structure of L_1 and the target language facilitate learning and hence it is called positive transfer. On the other hand, differences in the structure of L_1 and the target language delay learning and it is called negative transfer. Following this assumption, it uses the principle of partial experience in forming, correct habits in the target language. Emphasis is given to the areas where negative transfer is predicted. It is implied that the learner can achieve communicative competence by establishing the correct syntactic patterns of the language. It was in this philosophy that the structural materials were prepared and presented to the control groups.

Two important theories are raised above: the theory of transfer and the theory of habit formation. A question may be asked: 'Do communicativists deny the theory of transfer and the theory of habit formation (S-R theory)?' The answer to this question is plain 'No'. They recognize these theories like what the structuralists do. But

their interpretation of these theories in language learning is different from that of the structuralists. They say that all languages are functionally similar in that they are used for communication. Hence, they assume that the negative transfer that structuralists stress to be insignificant. They also recognize the theory of S-R, but they do oppose the training of students to connect one 'S' to one 'R'. They believe that one 'S' could be realized in many 'Rs' and viceversa, depending on the situation. Therefore, students must be taught to make generalizations in such a way that what they learned in the model could be transferred to life situations. Moreover, they argue that the structure must be connected with the function by demonstrating it in a sample situation. They believe that this will help the learner to assimilate the structure consciously, while spontaneously assimilating other structures in the situation. This enhances the learning process.

Moreover, the theory of transfer can best be utilized in this model. The stating of functions explicitly provides learners with a purpose for imitating the model example. It can help him to make a generalization of the specific use of the FUNCTION-FORM-SITUATION MODEL.

This obviously facilitates the learner's recall and transfer of the model when similar functional demands arise. (Bernddette: 1981).

Then, to answer the question: Why the 'Communicative Approach' is more effective than the 'Structural Approach' seems now clear. The 'Communicative Approach' creates a conducive environment for positive transfer of learning as well as appropriate habit formation of language behaviour. Hence, it is effective. The question that could follow this explanation is, 'How does it create a conducive environment for positive transfer and appropriate habit formation in language behaviour?'

This question is partly answered. We have stated that the FUNCTION-FORM-SITUATION-MODEL, for example, helps the learner to realize the purpose why he learns the structures and the model itself. Then it is obvious that if a learner is convinced of what he is doing, his interest, motivation, involvement, and creativity will increase. He is made to see the immediate value of his effort. Therefore, the answer to the above question is clear. It can be answered as: the approach is efficient enough to make the learner realize what he is doing. Thus it sustains his interest, motivation, involvement, and creativity. And these make the environment conducive for positive transfer and appropriate habit formation in language behaviour.

Moreover, the class room practice through role playing, group work, class discussion gives the learner appro-

priate experience in language use. It makes language learning natural and interesting. Sticchi - Damiani (1981) after teaching 21 first year students (Italian speakers) in writing and reading skills through group work, notes:

Although I was expecting some progress in reading and writing, I did not expect much improvement in spoken English. But to my surprise, at the end of the year the class performed very well both in the written and at the oral examinations. (P. 246)

Farrington (1981), after making a series of observations in her, 'Conversation Class' explains the advantages as follows:

The advantage of the 'Conversation Class' is that every body is participating all the time and the wide variety of topics staves off boredom. Another advantage is that they are very readily disposed to learn from each other, since they are all manipulating, more or less well, the same sort of language for the same purpose in a fairly controlled situation. They notice, for example, which contributions are easy to listen to, and why. At the same time the linguistically poor need not be at a disadvantage as regards subject-matter as well as language. An interesting topic can boost their confidence. (PP 242 - 243).

The question why the 'Communicative Approach' is more effective than the 'Structural Approach' seems to be fairly answered. In order to give it a complete answer the question 'why the 'Structural Approach' is less effective than the 'Communicative Approach'?' has to be answered. Wilkins (in Brumfit: 1981) says: "The process of being taken systematically through the grammatical system often reduces the motivation of those who need to see some

immediate practical return for their learning." (.82).

Moreover, he argues:

... in real acts of communication it is sentence that are alike in meaning that occur together and not those that are alike in structure. It (the 'Structural Approach') fails to provide the necessary conditions for the acquisition of communicative competence. (P. 83).

According to Wilkins then, the 'Structural Approach' has two shortcomings: organization and communication.

Newmark elaborates this (in Brumfit; 1981):

If the task of learning to speak English were additive and linear as present linguistic and psychological discussions suggest, it is difficult to see how any one could learn English. If each phonological and syntactic rule, each complex of lexical feature, each syntactic value and stylistic nuance in short if each item which the linguist's analysis leads him to identify had to be acquired one at a time, proceeding from simplest to most complex and then each had to be connected to specified stimuli or stimulus sets, the child learner would be old before he could say a single appropriate thing and the adult learner would be dead... a person, even an intelligent one who knows perfectly the structures that a linguist teaches can not know that the way to get his cigarette lit by a stranger when he has no matches is to walk up to him and say one of the utterances, 'Do you have a light?' Or 'Got a match?' (not one of the equally well-formed questions 'Do you have fire?' Or 'Do you have illumination?' Or 'Are you a match's owner?'). (PP. 160-162).

It is felt that by teaching language structures, the learner won't appreciate it since he practices it devoid of communication. This means it is not transferable to real life situations. Moreover, the isolation of structures from the context of language use hinders the process of language learning. Newmark explains:

... such insolation and abstraction of the learner from the contexts in which that language is used constitutes serious interference with the language learning process. Because it requires the learner to attach new responses to old stimuli, this kind of interference that applied linguists like to talk about-the kind in which a learner's previous language structures are said to exert deleterious force on the structure being required. (P. 162)

Unlike the 'Communicative Approach' the 'Structural Approach' is unable to make the learner see the value of his effort. Consequently, his interest, involvement and motivation can not be sustained. Therefore, it fails to create, a conducive environment for positive transfer and appropriate habit formation in language behaviour. The mastery of structure won't make the learner a proficient user of the language. Morrow (in Brumfit: 1981) says:

Knowledge of the elements of a language in fact counts for nothing unless the user is able to combine them in new and appropriate ways to meet the linguistic demands of the situation in which he wishes to use the language. Driving a car is a skill of a quite different order from that of performing in isolation the various movements of the rattle, brake, clutch, gears, and steering wheel. (P. 145).

The other interesting observation in the finding could be stated in the form of a question: 'Why did not the control groups perform at least similar to that of the study groups in Test II which is structure based?' All efforts were made to make the control groups competent in the recognition and production of grammatical sentences. But their performance in the structure based test was found significantly less than that of the study groups. This observation supports the views of Reibel:

that it is by teaching language in the right context that the EFL student can learn to communicate and can also learn the grammar of the target language automatically and unconsciously as he learned the grammar of his first language. (in Slager 1972: 2)

This has a direct implication to the theory of transfer as well as the theory of habit formation in language learning. In the tests given, the transfer and recall rate of the control groups was observed, on the average, to be relatively lower than that of the study groups. This is because they could not see any relation between the language they study in class and the language they see in actual life. For example, students in the control groups were drilled in the different structural forms used to compose the different types of English conditional sentences. But in their readings they see conditional sentences along other sentences used to accomplish communicative acts. In this respect, transfer and recall are hindered. Moreover, the formation of generative habits that help learners to judge intuitively whether sentences are grammatical and acceptable or not is hindered. This is because the 'Structural Approach' didn't help them to make generalizations about the functions of the structures they studied. This again demonstrates that even in the assimilation of the code of the target language this time English, the 'Structural Approach' looks deficient.

Infact, the averages scored obtained in each part of the two tests can give a clear picture about the limitation of the 'Structural Approach' in the tasks tested. The study groups I, IV and VI scored, on the average, in the comprehension part of Test I: 19.79/26, 20.25/26, and 19.85/26. Their respective control groups scored 11.29/26, 9.33/26, and 8.62/26. This shows that the 'Structural Approach' is relatively ineffective in developing the students' ability in comprehending subjects written in the language. This skill, however, is of utmost importance to students attending 'Higher Education'. On the other hand the average scores obtained by the study groups are more than satisfactory. This implies that the 'Communicative Approach' is effective in developing the comprehension ability of students.

The reason why the above situation happened seems to be due to the emphasis of the 'Structural Approach' in structural forms, and the 'Communicative Approach' in the use of the language. And to comprehend texts and passages, it demands proficiency in the use of the language.

In part II of Test I, the study groups I, IV and VI scored averages of 25.14/34, 23.17/34, and 23.46/34. Their respective control groups scored 16.29/34, 15.33/34, and 15.46/34. This part tests the students' ability to understand the use of appropriate verbal forms in the context of authentic texts. As the average scores show, the control groups fell behind in this skill. This shows that the study of structural forms

in isolation does not help much the learner to master the code of the language and realize it when used in longer texts. On the other hand, the scores obtained by the study groups are much better and prove that the learner can unconsciously assimilate the grammar of the target language effectively and he can realize it intuitively when used in longer texts.

In part III of Test I the study groups I, IV, and VI scored averages of 8/10, 7.08/10, 5.69/10 and their respective control groups scored averages of 3.79/10, 4.08/10, and 0.77/10. This part tested the ability of students to write connected sentences. The scores obtained, however, are difficult to interpret since there is marked variation within the study groups. This is assumed to be due to the few tasks tested in this part (five questions only), as well as due to the missing of instructions by some students. Nevertheless, the scores indicate that the study groups performed better. This implies that the 'Communicative Approach' is relatively effective in enhancing the learner's ability to write connected sentences.

In part IV of test I the study Groups I, IV, and VI scored averages of 8.43/10, 9.08/10 and 6.77/10 and their respective control groups scored averages of 4.21/10, 4.25/10 3.85/10. This part tested the ability of students to express given situations in appropriate conditional forms. The

scores show that the study groups performed better. They were able to transfer what they practiced in class in performing the given tasks. This implies that the 'Communicative Approach' enhances the learners ability to cognize given situations and express them in appropriate linguistic forms.

In Test II, part I there were four subdivisions classified as 'A', 'B', 'C', and 'D'. In section 'A' objective questions were set. This part was meant to show the students ability to recognize grammatical forms that are used in the composition of different conditional sentences. In this part, the study groups I, IV and VI scored averages of 21.64/25, 19.92/25, and 19.69/25 and their respective control groups scored averages of 18.57/25, 19.83/25 and 19.62/25. In the objective part, the variation observed is insignificant. This observation can be interpreted in two ways. The first interpretation could be attributed to the limitation of the test itself as well as to the limitation of the multiple choice examination. The test was not efficient enough to discriminate them, and the 25% chance factor could have made the variation insignificant. The second interpretation is that both the 'Communicative Approach' and the 'Structural Approach' are equally efficient in making the learner recognize structural forms. The second interpretation seems

reasonable though the first interpretation can not be ruled out. This is because, the students in the control groups were drilled to recognize and produce structural items in a frame work of a sentence. It is assumed that their ability to recognize structural items in a text may not be equal to that of the study groups as shown in Test I, part II, but in a sentence, it may be.

In section B, the averages scored by the study groups are: 14/15, 11.58/15 and 12.92/15; and their respective control groups 9.93/15, 11.25/15 and 10.31/15. In this part, the ability of students to complete sentences by supplying appropriate forms of verbs was tested. The scores indicate, with slight variation, that the study groups performed better. In the tasks performed, on the average, the 'Communicative Approach' is found relatively efficient in enabling students supply appropriate structural forms in the completion of sentences.

In section 'C', the study groups scored averages of 14.25/15, 13.13/15, and 11.65/15; and their respective control groups scored averages of 9.93/15, 10.33/15, and 9.46/15. This part tested the students' ability to complete sentences by adding a main clause to a conditional clause. As shown in the scores obtained, the study groups performed relatively better. This implies that the 'Communicative Approach' is relatively efficient in helping the learner compose sentences. Section 'D' also tested similar skills except that students

were asked to supply appropriate conditional clauses. The average scores obtained in this part for the study groups are 14.36/15, 13/15, and 11.65/15; and their respective control groups, 9.54/15, 11.25/15, and 10.15/15. This area also shows similar tendency infavour of the 'Communicative Approach'; that students taught in the 'Communicative Approach' are better equiped in composing sentences.

Part II of test II tested students' knowledge in sentence embedding. The average scores obtained for the study groups are 19.14/20, 18.83/20, and 16.77/20; and their respective control groups, 16.14/20, 15.58/20 and 11.54/20. On the average, the study groups performed better. This implies that students taught in the 'Communicative Approach' are relatively good in their knowledge of the code of the language. Part III also tested similar skills of sentence composition. But, this time the testees were asked to write complete sentences of their own by responding to a set of questions. The average scores obtained for the study groups are: 9.14/10, 9.5/10, and 8.69/10; and the averages of their respective control groups are 6.29/10, 4.5/10 and 5.85/10. In this part there is marked difference between the study groups and control groups. It clearly shows that at production level, the 'Communicative Approach' is very efficient. The reason is that the production of sentences in response to given questions demands ability in language use, in addition to knowledge of the code.

In the interpretations of the scores of Test II, difficult situations were observed. In most cases there were not marked differences. But, the cumulative differences in **these** parts tested were found out to be statistically significant. But, in terms of teaching the code of the language, the 'Structural Approach' is not very poor. However, when compared to the 'Communicative Approach', even in this area, it is less effective.

So far we discussed the scores in the written tests. Following, an analysis is made of the average scores obtained in the oral interview. In the Oral Test (See Appendix VI) the study groups scored averages of 15.04/20, 15.27/20, and 15.43/20 and their respective control groups scored averages of 9.22/20, 10.72/20, and 10.58/20. This clearly demonstrates that the 'Structural Approach' is less effective in developing oral skills in learners. The scores obtained for the study groups are more than satisfactory. The reason is obvious. The 'Communicative Approach' gives enough time to class room interaction giving students the opportunity to improve and develop proficiency in oral skills. In the five specified criteria - Appropriateness, Meaningfulness, Use of Non-Verbal Aids, Verbal Facility, and Ability to Understand the Speech of the interviewer-the study groups performed well.

All in all, it is the efficiency of the 'Communicative Approach', this time the FUNCTION - FORM - SITUATION MODEL used in the teaching of English, which made the Study Groups

perform better than the Control Groups. It was able to sustain their interest, motivation, creativity, involvement which a language course demands. It was able to give them experience in 'Language Behaviour' rather than in 'Language Like Behaviour'.

CHAPTER V

CONCLUSION, SUMMARY OF FINDINGS, INFERENCES AND RECOMMENDATIONS

5.0 CONCLUSION

It is quite difficult to give a conclusive answer to the methodological problems of foreign language teaching, in absolute terms. This is partly due to the fact that the learning process, in its broadest sense, is not yet adequately explored and explained. The teaching process, moreover, is affected by many variables which are hardly controllable and predictable, at least in the present state of knowledge.

Nevertheless, relatively valid conclusions could be drawn by conducting researches, experiments, and testing the applications and effectivity of existing accepted theories as well as hypothesized ones. This means that conclusions could be made from the measurements of methods and classroom techniques that follow consistently accepted or suggested principles and philosophies of the teaching learning process, and/or from observations and interpretations of authoritative works on given tasks over a reasonable length of time. It was with the hope of finding a better approach in the teaching of English as a foreign language that this experimental research was made.

As noted in Chapter I, the scope of this paper is limited to the teaching of English Conditional Sentences. Moreover, the researcher does not claim definitiveness as to the teaching materials used and the two tests given. But it is felt that differences computed statistically in the tested tasks, observations made throughout the experiment as noted in Appendix V, 1 and 2, and other observations made and opinions given by scholars and educators in the area, show the general trend as to the relative effectiveness of the two approaches tested.

As outlined in the Review of Literature, the arguments put forward by the communicativists and structuralists could be put in the following general framework. According to the communicativists: All languages are functionally similar in that they are used to express the intentions of their users. Therefore, foreign language learners should be taught functionally in the same way they learned their first language. But since all functions of the target language are not equally important, the learners' communicative needs should be identified first. Then, they should be given appropriate language experience through samples of use meeting their communicative needs. This would enhance their motivation, interest, involvement, and creativity which a language course demands.

According to the structuralists, on the other hand: All languages are structurally unique from each other and foreign language learners should not be taught in the same way they learned their mother tongue. This is because they have already established

habits in their first language which would be transferred into the target language. Transfer could be positive, or negative or both. Structural similarities between L_1 and L_2 (the target language) would enhance learning while structural differences would delay it since the transfer is negative. Therefore, learners have to be taught to establish the correct patterns of the target language through the principle of partial experience. Syntax forms the center of language teaching. Structural exercises are drilled repetitively until learners assume correct production. It is, thus, implied that once the learner achieves grammatical competence, he will be able to use the language for communication when the need arises.

In this study, then, the teaching materials in the 'Communicative Approach' and 'Structural Approach' were given to the study and control groups respectively in order to find the effective approach to English teaching. The NULL HYPOTHESIS (H_0) and the ALTERNATE HYPOTHESIS (H_1) were stated. The finding of the experiment clearly support the argument of the communicativists. The computed t - test in twenty combinations — the study groups vis-a-vis the control groups — show that the 'Communicative Approach' as applied to the teaching of English conditional sentences to first year students is more effective than the 'Structural Approach'. The Study Groups which were taught by employing the 'Communicative Approach' showed high motivation, willingness, involvement, creativity, sensativity and satisfaction in learning than the control groups taught in the 'Structural Approach'. (See Appendix V, 1 & 2).

5:1 SUMMARY OF FINDINGS

The findings in this study could be summarized under two major headings.

5:1:0 The first major finding of this study is that the 'Communicative Approach' to the teaching of English as a foreign language is effective proving that:

5:1:0:0 The learning of L_1 and a foreign language in this case Amharic and English is the same process; by giving appropriate experience in language behaviour the learner can attain communicative competence as he did in his mother tongue.

5:1:0:1 The stating of English functions and demonstrating them in sample situations enhances the communicative competence of the learner.

5:1:0:2 The use of role playing, group work and class discussion helps learners to practice the language and transfer it to normal life situations; it creates a conducive environment for spontaneous assimilation of the use and code of the language; it facilitates the learning process in attaining communicative competence by learners giving them confidence as users of the language.

5:1:0:3 The FUNCTION - FORM - SITUATION MODEL is appropriate for the teaching of English to first year students.

5:1:0:4 The communicative syllabus can be handled by non--native instructors and this can be done in the teaching of English to Ethiopian students.

5:1:0:5 Teaching approach plays a decisive role in the learning of English as a foreign language.

5:1:0:6 Learners could master the code of the language while concentrating on its functions and that spontaneous assimilation of the code is more productive than conscious assimilation. The study groups performed better in Test II than the control groups.

5:1:1 The second major finding of this study is that the 'Structural Approach' to the teaching of English as foreign language appears to be ineffective. This implies that the presentation of structural forms devoid of their context of use is intransferable to life situations. Positive transfer through generalization is hindered.

5:2 INFERENCES

Although the findings of this study are limited to the scope of the research, i.e., the teaching of English conditional sentences, they have strong implications to the teaching of English as a whole. As repeatedly noted and discussed in chapter IV, the 'Communicative Approach' was found to be efficient enough to sustain the motivation, interest, creativity, involvement, and sensitivity of learners. It enhanced their rate of attaining communicative

competence. From the statistical computations made the NULL HYPOTHESIS (Ho) is rejected at .05 significance level. Thus the ALTERNATE HYPOTHESIS is supported. The rejected NULL HYPOTHESIS is stated as;

Ho There is no difference between the 'Structural' and 'Communicative' approach to the teaching of English in making non-native learners acquire communicative competence.

The supported ALTERNATE HYPOTHESIS is stated as:

H₁ There is difference between the 'Structural Approach' and the 'Communicative Approach' to the teaching of English in making non - native learners acquire communicative competence.

The finding in this paper, in addition to their wider implications in terms of foreign language teaching, are of considerable importance in solving the problems of English in our students joining the freshman programme every year. This is because it can be the basis for revising and improving the English courses offered in the programme.

Moreover, it is felt that it can be of help to educators and linguists in the Institute of Language Studies to take appropriate measures to solve the problem of methodology noticed in the teaching of Freshman English. The lecturing on structures and their patterns which has become a tradition in the teaching of Freshman English has to be completely abandoned. The presentation of stru-

ctures from here and there that characterize both freshman courses are manifestations of lack of methodological principles and consistency in the philosophy of foreign language teaching and learning.

This shows that our methodological deficiency and lack of consistency of purpose and philosophy are some of the factors contributing to the existing language weaknesses in our students. In this respect, it can be said that we are part of the problem.

This paper has experimentally shown that the 'Communicative Approach' is an effective approach to the teaching of English to our students in the freshman programme. It is, thus, felt that it is by using this approach that instructors can be of help to their students. In order to apply it effectively, some recommendations conceived to be necessary are made.

5:3 RECOMMENDATIONS

From the findings, interpretations and conclusion made, the following are recommended in teaching English to non native speakers.

5:3:0 Stating purposes and objectives in relation to the specified communicative needs of learners;

5:3:1 Selecting and grading samples of authentic language use on the basis of the communicative needs of learners;

5:3:2 Creating conducive situation for students to practice using the language in pairs, or in groups where they have equal opportunity to ask, answer, imitate, and respond;

5:3:3 Using language varieties for class room situation since in normal communication varieties of language are used as appropriate to given situation;

5:3:4 Limiting the role of the teacher in class to initiating activities, listening, helping, and advising as appropriate to a given level of training; encouraging students to communicate freely rather than merely producing grammatically correct forms of English;

5:3:5 Increasing the learners' communicative repertoire in social areas such as asking for and giving permission, asking for and giving directions, etc.; and developing an awareness of the different levels of formality;

5:3:6 Relating what is said to what is done in the context of a real community of native speakers and their culture through simulated contexts and situations;

5:3:7 Devising classroom techniques consistent with the principles of the 'Communicative Approach' as appropriate to given levels of training. The use of role playing in pairs or groups, group discussion and class discussion are recommended at first year level in developing spoken skills. Moreover, authentic texts could be broken to mini - texts in the teaching of cohesive devices in texts at the immediate, intermediate, and remote levels;

5:3:8 Prior analysis of the structure of discourses must be made before designing and applying a communicative syllabus;

5:3:9 It is, therefore, strongly recommended that research in discourse analysis should be intensively carried out.

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APPENDIX I

Materials on Conditional Sentences (if clauses): The Communicative Approach.

Assumptions:

After reviewing the curriculum of the Ministry of Education English curriculum from grade seven to twelve the following assumptions are made in the preparation of these materials.

1. Freshmen (first-year college students) are fairly exposed to the structures of English language.
2. Freshmen are to some extent aware of the use of English patterns through other subjects like geography, history, science, etc.
3. In doing the exercises, first-year students are assumed to have enough vocabulary for use. Moreover, the instructor is assumed to supply them the necessary lexical items where and whenever necessary.

FRAME WORK

Each section is prepared in terms of five major parts:

1. Functions. In the first place language functions are selected.
2. Forms. In the second place language forms are selected from 'if clause' to express the stated function(s).
3. Role. The roles played are identified.
4. Practice. In this part exercises that demonstrate the use of the form are given. They are played by students according to the roles identified.
5. Exercises. Lastly several exercises are given to students. The exercises are designed in such away that students are made to generate utterances appropriate to a given situation. The exercises are fairly controlled at the beginning but rapidly progress to free communication. Spoken exercises are followed by written exercises.

APPENDIX I.1

Function : Cause and effect (expressing statements of universal truth or general validity. 'If' corresponds closely in meaning to when (ever). It is mostly used in scientific and technical materials).

Form : If ... V-present, ... V-present (main clause)

Role : Teacher and student. Student A plays the role of a teacher and student B plays the role of a student.

Practice : Student A. X and Y are numbers
 Student B. then, X + Y is a number
 Student A. If X and Y are numbers, then X + Y is a number.

Exercises : (1) Study the practice exercises above. Play the role of A and B with your friend and remember to exchange roles after every interaction. B has to choose the appropriate consequence for every condition uttered by A from the 'consequence column' given in the table below.

Conditions	Consequences	Conditional Sentence
- One heats ice	- it expands	If ...
- <u>X</u> and <u>Y</u> are even numbers	- it melts	
- The gas is heated	- <u>X</u> + <u>Y</u> is even number	
- Set <u>N</u> is a subset of <u>M</u>	- the animals become aggressive	
- An animal community lives in overcrowded conditions	- We must repeat the experiment	
- Our results are inconclusive	- 2X = 6	
- X = 3	- <u>N</u> is entirely contained within <u>M</u>	
- The glass is heated inside	- it may crack	

Exercise 2. Study the examples given below and play the role of A and B with your friend. Do the exercises that follow by playing the role of A and B with your friend. Remember to exchange roles after every interaction. In giving answers, B should use the pattern 'well, if ...'

A. What happens if one heats ice?

B. Well, if one heats ice, it melts.

Or

B. Well, it melts.

A. What happens if flowers don't get any water?

B. _____

Or

B. _____

A. What must a motorist do if the traffic lights are at red?

B. _____

Or

B. _____

A. What materials does one need if one wants to write a letter?

B. _____

Or

B. _____

A. Who do you go to see if you want to borrow money?

B. _____

Or

B. _____

A. Who do people go to see if they fell ill?

B. _____

Or

B. _____

A. What must one have if one wants to visit a foreign country?

B. _____

Or

B. _____

A. How do people dress in your country if they work in an office?

B. _____

Or

B. _____

Exercise 3. Homework

Write ten questions of your own and give answers for each of them. Imagine yourself playing the role of A and B. Remember to use the form 'If ...'

APPENDIX I, 2

- Function : Instruction
- Form : If ... V-present, V-present (main)
- Role : Teacher and student. Student A plays the role of a teacher and student B plays the role of a student.
- Practice : B comes to the office of A and tells him that he couldn't follow some chapters in quantitative methods.

A says:

- A. If you find a particular unit too difficult, attend that class again.
- B. I'd, provided it doesn't clash with my other courses.

Exercise 4. Play the role of A and B with your friend in the exercises given below. A gives an instruction with 'if' out of the given situation and B responds appropriately. Remember to exchange roles after every interaction.

1. B comes to the office of Mr. A and tells him that he could not follow philosophy class. (Mr. A tells B to read books on philosophy).
2. B meets A at the tea-room and tells him that he would like to talk to him. (A tells B to see the secretary first and then take an appointment)
3. B tells A that he could not study effectively because he has fallen in love with one girl. (A tells B to forget the girl and to concentrate on his studies).
4. B tells A that he doesn't like his mathematics teacher as well as the subject, itself. (A tells B to change his mathematics teacher and start liking the subject).
5. B tells A that he can't continue his education because of financial problems (A tells B to look for part-time job, which is plenty, and continue his education).

Exercise 5. Think of ten instructions on matters you like to give to your friend, assuming that you're his teacher. Imagine of the situations in which the instructions could be given. Then, play the role of A and B with your friend. (This time your friend also has ten instructions to give to you).

Exercise 6. Homework

Write ten exam instructions like the example given below:

If you use abbreviations, make sure they are not confusing.

Exercise 7. Study the following dialogue between an agent and a corporation manager. (The manager plans to send his agent to Asmara by the 7:15. The secretary informs the agent. He talks to the manager.

Agent : Excuse me sir, I suppose I am flying for Asmara tomorrow morning.

Manager : Yes, if things go alright, you'll take the 7:15.

Practice the dialogue above and do the following exercise by playing the role of A (agent) and your friend that of B (manager). Change your roles after every interaction. A is informed by the secretary and A talks to the manager.

1. B plans to send A to Deridawa by the 8:00 O'clock train.
2. B plans to send A to Ambo by the 2:00 O'clock bus.
3. B plans to send A to Rome by the 9:40 plane.
4. B plans to send A to Awassa by the 7:00 O'clock bus.
5. B plans to send A to Harar by the 9:30 O'clock bus.

Exercise 8. Imagine and write ten situations like the above.

Generate the dialogue that springs from each situation.

Exercise 9. Assume that B (manager) plans to leave for Asmara and gives instruction to his secretary (A).

Manager(B): Excuse me, I'm going for Asmara tomorrow morning. If possible I'll return the day after tomorrow. But if the minister returns from his tour, phone me immediately.

Secretary(A): I'm afraid sir, you have already appointed Dr.Abera at 2:45 tomorrow.

Manager (B) : Oh! yes, but I can't help it. Anyhow, if he doesn't mind, try to make some arrangements with him sometime next week.

Write five dialogues like the above by imagining of the situation in which they occur. Play them in class with your friend. (Remember that your friend will also have another five dialogues). Remember to exchange roles whenever convenient.

Function : Warnings

Form : If ... V-present, (Main) ... future simple.

Role : Teacher and student. A plays the role of a teacher and B plays the role of a student.

Practice : Student (B) likes to be absent from class. The teacher warns him.

Teacher (A): Why didn't you come to class yesterday?

Student (B): Excuse me Sir, I was extremely tired.

Teacher (A): I am worried, if you aren't attending classes regularly, you won't pass this course.

Exercise 10: Write five situations and generate dialogues that are appropriate to the situation like the example given above. Play the dialogues with your friend. (Remember that your friend will also have five situations with their appropriate dialogues).

Exercise 11: The statement, 'I am worried, *If you are not attending ... you won't pass this course*' would be restated emphatically, 'I'm worried, unless you *attend classes regularly*, you *won't pass the course*.'

Rewrite the five dialogues you wrote in exercise 10 by replacing the 'if clause' by 'unless'. Play the dialogues again with your friend.

Exercise 12: Study the following dialogue between Almaz who bought a washing machine and Tamru, the mechanic. In the dialogue, conditional sentences are used to give instructions, demonstrations how things work and warnings, too.

Almaz : Excuse me, can you show me how to use it, please?

Tamru : Yes, this machine'll give you good service *if* you use it properly. *If* you *press* this button, engine *will be* on. *If* you *press* that button, engine *will be* off. *When* you *put* clothes, *don't* put too many of them. Because *if* you *overload* it, it *will use* too much power and *blow* the fuses. Don't put in the maximum load because it *works* better if you *put* in less. All right?

1. Imagine that you have bought a record player, a dishwasher, a TV set, or an electric iron. In each case invent a conversation with the mechanic. Do this with a friend.

2. Homework.

Describe how to use any type of machine you know. (use structures like: If you do this, If you do that ...)

Function : Remote possibility for the condition to be fulfilled.

Form : If ... should/by any chance ... infinitive, (main) future.

Role : Director personnel and worker.

Practice : A (worker) cynically asks B (Director personnel).

A. Excuse me sir, what'll happen to my pension if I should die before retiring age?

B. Well, if you should die before retiring age, your widow will receive your pension for a period of seven years after your death.

Note: Should and by any chance could be interchangeably used in such situations. For example, A could have said, ... if by any chance I die ..., and B could have also said, '...., if by any chance you die...'

Exercise 13: Study and practice the above dialogue. By exchanging roles after every interaction do the following exercises. B has to choose the appropriate response from the 'response column' and has to state the whole conditional statement.

A	Response column	B
1. Sir, what should I do, if by any chance you are a little late coming home.	don't wait up for me I'll start parttime job	well, if by any chance I am a little late coming home, don't wait for me.
2. Mother, what should I do if the baby should wake up?	I shall spend a few months abroad.	
3. Father, what'll happen to uncle if he should accept the nomination?	I'll take another equivalent course give him some warm milk.	
	a lot of electors will vote for him	
4. Tekle, what will you do if your father should give you permission this summer?		
5. Debebe, what will you do if you should get an 'F' in philosophy?		
6. Tamru, what will you do if your father should stop sending you money?		

Exercise 14. Study the examples given below and do the exercises that follow by changing roles after every interaction.

- A. What'll happen to Almaz if she should get below 1.5 grade point average in the first semester of the freshman programme?

B. If Almaz should get below 1.5 grade point average in the first semester of the freshman programme, she would be dismissed.

Or

B. She would be dismissed.

1. A. What'll happen to a sickman if he should remain without visiting a doctor?

B. _____ Or

B. _____

2. A. What'll happen to the economy of the country if workers should stop working?

B. _____

Or

B. _____

3. A. What'll land owners do, if their property should be taken by the state?

B. _____ -

Or

B. _____

4. A. What'll the state do if students should revolt against its policy?

B. _____

Or

B. _____

5. A. What'll the United States do, if Israel should invade Egypt?

B. _____

Or

B. _____

Exercise 15. Homework

Write five questions and appropriate answers using the ... if ... should ... pattern.

- Function : agreement, co-operation or willingness
Form : If ... will ... infinitive, (main) future or imperative.
Role : Two friends doing something in co-operation or agreement.
Practice : A. I'll cook the dinner
B. If you'll cook the dinner, I'll do the washing up afterwards.

Exercise 16: Play the role of A and B as demonstrated in the above practice in doing the following exercises. Remember to exchange roles after every interaction. B has to choose the appropriate response from the 'Response column' and state the whole conditional sentence.

A	Response column	B
1. The Unions are prepared to accept new productivity agreement	a lot of electors will vote for him	If ...
2. He is willing to accept the nomination	he'll see what I mean	
3. Tamrat is prepared to take the trouble to read my letter carefully	The doctor'll see her without her making an appointment	
4. She is agreeable to waiting a few more minutes	I shall see my mother	
5. Your father is ready to give you money	the salary of workers will be increased	

Exercise 17: Homework

Write ten conditional sentences that express agreement or cooperation or willingness. Imagine of the situations in which they are appropriate.

- Function : Prediction
 Form : If (V-present) ... will (main clause)
 Role : Two friends' discussing about a particular event. One states a condition and the other adds the prediction.
 Practice : A. Abebe studies hard
 B. If Abebe studies hard, he'll get good grades.

Exercise 18: Study the above practice. A gives the condition and B states the conditional sentence by choosing the predicted event from the 'response column'.

A	Response Column	B
1. This material is flexible	'he'll live longer it'll bend easily	<u>If</u> this material is flexible, it'll bend easily.
2. Tamru knows how to make business	she'll succeed in her courses.	<u>If</u> ...
3. Debebe doesn't love his girl.	he'll not make her a good husband	
4. Yeshi doesn't attend classes regularly	he'll be a rich man she'll fail her courses	
5. Abraham drives slowly and carefully	he'll live longer	
6. Abebech attends classes regularly		

Exercise 19: Write ten conditional sentences that express predictions. Imagine of the situations in which they are appropriate.

- Function : Warning (emphatic)
- Form : Main clause (will, only if + V - present)
- Role : Manager and worker
- A plays the role of a worker and B that of a manager.
- Practice : A (worker) worked with the same salary for a long time and asks the manager:
- A. Sir, I've been working without salary increment for a long time. Shouldn't I get salary increment?
- B. Oh! you always complain, you *shall get* salary increment *only if* you work effectively and productively.

Exercise 20: Imagine of five situations in which you can generate dialogues like the above using the structure '*only if...*' Write the situations and generate the appropriate dialogue for each.

Exercise 21: Study the example given below and write ten similar sentences using the pattern 'only if'.

1. The workers will work only if they are paid in time.
2. The students will go to class ...
3. The peasants will produce more ...
4. The teachers will effectively teach ...
5. Ethiopia will rapidly develop ...
6. My mother will talk to you ...
7. My father will invite you dinner ...
8. The secretary will type your paper ...
9. The president will allow you to talk to him ...
10. You will pass this course ...

Exercise 22: Write ten conditional sentences using the structure 'only if'. Imagine of the situations in which they are appropriate.

Exercise 23: Study the following illustrative situation and do the exercises that follow.

Illustrative situation

An Ethiopian militia in the Ogaden has a prisoner. The prisoner is a member of the so-called Western Somalia Liberation Front. The militia thinks he is going to run away, or at least try to. He says:

I'll shoot you if you run!

I'll shoot you if you move!

Make sentences with the above pattern for the following situations.

Example:

A. Perhaps it is going to rain. You'll cancel the picnic then.

B. I'll cancell the picnic if it rains.

1. Perhaps the sun is going to shine. You'll sit in the garden, then.
2. It is possible that you are going to get a rise. You'll buy a car, then.
3. There is a chance you'll go to Dessie. You'll visit your uncle there, then.
4. Some people say cigarettes are going to get expensive. You'll smoke fewer.
5. Perhaps the boss will give you a rise. You'll stay, then.
6. Some people say taxes are going to go up. You'll emigrate to the Sudan.
7. There is a chance you'll fail the exam. You'll take it again.
8. Perhaps you are going to miss the bus. You'll take a taxi, then.

Exercise 24: Study the example given below and write five paragraphs of two to five sentences each following the given conditional clause.

Example:

1. If my father comes, he will take me to the show. I will see there the latest dancing styles.

2. If my father comes, he will take me to the show. I will see there the latest dancing styles. If father allows me, I will practice them later at home.
3. If my father comes, he will take me to the show. I will see there the latest dancing styles. If father allows me, I will practice them later at home. I am sure, Hana will join me.
4. If I pass my freshman programme ...
5. If I get a beautiful girlfriend ...
6. If I get a scholarship ...
7. If I graduate from the University ...
8. If I get married, ...

Exercises 25. Add two to five sentence to develop connected discourse.

1. If we catch the train we will be in Deridawa this night.
2. If I see her again, I'll invite her to attend the party.
3. I will accept your explanation only if you are ready to consider my points.
4. If my bank manager lends me the money, I will build a nice house.
5. If the government continues to antagonize the workers in this way, production will decline.

Exercise 26. Write five connected discourse. In each discourse there must be at least one conditional sentence similar in pattern to those in Exercise 25.

APPENDIX I,3

Function : Suggestion (regarding something as improbable but not impossible)

Form : If ... V-past ... would (could, might) ...

Role : Two friends in Addis Air Port.

Practice : Ato A was told that his mother was seriously sick and he had to see her as soon as possible. He had to fly from Addis to Asmara. He missed the 7 O'clock plane and he had to wait another four hours. He sees little hope of meeting his mother alive. He says to his friend, B.

A. 'If I met my mother alive I would give half of my fortune to the poor!

B. You shouldn't worry too much. I'm sure you'll find her alive, but remember to keep your word.

Exercise: Practice the dialogue above by playing the role of A and B. In the situations stated in the table, A has to complete the 'If ...' sentence. B has to choose the appropriate response from the 'Response column'.

Remember to exchange roles after every interaction.

A	Response Column	B
<p><u>A</u> took an examination but he found it difficult. He sees very little chance of getting a passmark. He tells his friend <u>B</u>: 'If I ...'</p>	<p>Don't be pesimist, to go to war does not necessarily mean to die.</p>	
<p><u>A</u> tells <u>B</u> that his girl friend has just left for England for further education. He sees very little chance of getting married to her, <u>A</u> says to his friend <u>B</u>: 'If ...'</p>	<p>This is minor, there are many beautiful girls to choose.</p>	
<p><u>A</u> tells <u>B</u> that his father went to join the war in the Eastern front. He sees very little chance of seeing his father alive. <u>A</u> say to his friend <u>B</u>: 'If ...'</p>	<p>You shouldn't be foolish, you have to adjust and leave peacefully.</p>	
<p><u>A</u> tells <u>B</u> that he doesn't like the socialist way of living and he sees no hope of progress. <u>A</u> tells <u>B</u>: 'If ...'</p>	<p>That is not the end of the world. You have all the chance to make it again.</p>	

Exercise 28. Study the dialogue below:

A imagines of a favourable situation and suggests it to B.

A. If I came into a fortune, I'd give up working.

B. I think, you are wrong. If you give up working you could be poor again.

1. Imagine of ten hypothetical situations like the example given above and generate the appropriate dialogues that spring from each situation. Play the dialogues in class with your friend by changing roles. (Remember that your friend will also have his situations and their appropriate dialogues).

2. Homework

Write ten hypothetical conditional sentences like the example given above and write the responses that you expect from your friend.

Function : Polite way of suggesting something.

Form : If ... V-past ... would (could, might)

Role : A (secretary) and B (manager)

Practice : A and B were going to catch the 8 O'clock plane.

They had one hour left, which was more than enough, to catch it. A spoke to B in a polite way: 'If we caught the 8 O'clock plane, we would arrive at Nairobi by breakfast time.' B says, 'No doubt, we'd, we have ample time.'

A. If we caught the 8 O'clock plane we'd arrive at Nairobi by break-fast time.

B. No doubt, we'd. We have ample time.

Exercise 29. Imagine of five situations in which polite ways of suggesting something could be generated. Write the appropriate dialogues generated from the situations and play them in class with your friend.

Function : Commenting after an event took place—indicating what went wrong (contrary to present reality).

Form : (If) past tense, (Main) conditional

Role : Two friends A and B discuss something that took place.

Practice : A bought a stereotape. He made a mistake in operating it and as a result certain mechanisms of the tape got mixed up. A got angry and asked his friend B who was watching him:

A. Did you know how the tape worked?

B. No, if I knew how it worked, I could tell what to do.

If I knew how it worked, I could tell what to do.

Exercise 30: Imagine of five situation and generate appropriate dialogues using the above pattern. Play the dialogues in class with your friend.

Exercise 31: Write ten sentences like the underlined sentence above. Imagine of the situations in which your sentences are appropriate.

Exercise 32: Study the following situations.

A is thinking of buying a car. The car he has in mind is a used car. It is over ten years old and rather expensive.

His friend B does not think the car is a very good buy. A is looking for B's advice.

A. What do you think if I buy the car I showed you yesterday?

B. I wouldn't buy that car if I were you.

Write appropriate conversations like the example given above for the following situations.

1. A third person has asked Ato A for some money. Ato B knows that person will never pay it back.
2. Your friend wants to wear a pair of white shoes. It is winter and the streets are very dirty.
3. Ato A is overweight. His friend thinks he eats too much.
4. Your friend is thinking of staying at a hotel. You know it is not very good.
5. Ato A is thinking of taking another job. His friend does not think it as good as his present one.
6. It is raining. Your friend has a very bad cold, and he says he'd like to go out.

Exercise 33: Study the following dialogue between A and B.

A. I've strong head ache, what should I do.

B. I'd take an asprin if I were you.

1. Write five dialogues like the example given above. Remember to use the pattern 'if ... were ...' and the following items.
 - this umbrella
 - to the doctor's
 - in bed
 - warmer clothes
 - another car
2. Imagine of five appropriate situations to use the pattern 'if ... were ...' in generating dialogues like the example given above. Write the dialogues and play them in class with your friend.

Exercise 34: Study the following illustrative situation carefully.

Illustrative Situation

Some people are rather fat because they eat too much and take no exercise.

They would be thinner if they ate less and took more exercise.

Use the patterns for these situations.

1. Bekele is an intelligent person but he never studies. He never learns anything either.
2. Your car looks awful. It's only because you never clean it.
3. People never speak to Abainesh because she never speaks to them.
4. You never read the papers and you never know what is happening.
5. Tamenech never studies her lessons. That's why she gets bad grades.
6. Alemnech never saves any money. That's why she never has any.
7. Debebe isn't happy. He hasn't any money.
8. The manager isn't popular. He never talks with his employees.

Exercise 35: Study the following situation and the example given below.

Situation : You are talking about something that is not satisfactory, you are saying what would make it satisfactory.

Given the items *happy* and a *car* you can say:

I'D BE HAPPY IF I HAD A CAR.

Given the following items write conditional sentences using the above pattern.

1. the cinema more often/more time
2. a lot of weight/ less manager
3. a card to her/ her address
4. a walk today/ warmer
5. a better job/ more languages
6. the beach everyday/ so many people
7. better marks/ have work every evening

Exercise 36: Study the following illustrative situation. Mr. James Black is an important British politician. He often loses his temper in public. As a result, journalists follow him everywhere. He frequently complains about this.

THEY WOULDN'T FOLLOW HIM EVERYWHERE IF HE DIDN'T LOSE HIS TEMPER SO OFTEN.

Make sentences with the above pattern from the following situations.

1. Tesfaye loses his temper a lot, too. It's because he drinks too much.
2. Abebech hates her professor. He often says sarcastic things to her.
3. I carry an umbrella all the time. It rains so often.
4. Detectives follow Demeke all the time. They think he's a spy.
5. The Italians sell a lot of goods here. They know what we want.
6. The workers there lose a lot of time. They drink 'tej' all the time.
7. Some athletes win everything. They train all the time.
8. Abrehet always buys Jadin perfume. She thinks it is the best.

Exercise 37: Study the following illustrative situations carefully. Note the differences in meaning.

Illustrative Situations

- a) There are plenty of jobs around and Damene has very good qualifications. He hasn't found a job yet simply because he hasn't looked.

HE WOULD FIND JOB IF HE LOOKED.

- b) Tegene says he cannot learn how to dance. He says he simply hasn't got the talent. You think it is simply because he doesn't try hard enough.

HE COULD LEARN IF HE TRIED HARDER.

Write conditional sentences of the above pattern using WOULD/ COULD/ or MIGHT for these situation's:

Example: Abebe never gets any exercise.

He can't lose any weight.

HE WOULD LOSE SOME WEIGHT IF HE TOOK SOME EXERCISE.

1. You know your friend has talent for languages. However, you think the school he is going to is very bad. He isn't learning.
2. Abraham wants to get a particular job. So do a hundred others with good qualifications, but Abraham hasn't even applied yet.
3. Susan wants a particular job. She is the only person with the right qualification's. She hasn't applied yet.
4. Daniel never writes to his mother. She never knows how he is.
5. Joseph cannot tell wine from Coca-Cola. He never drinks them.
6. Fetwi is a stupid, prejudiced man. He doesn't understand foreigners but he never talks to them.
7. It is difficult to learn Chinese but you never even study.
8. You can't see the river from this window. It is possible from the other window.
9. You never know what's in the notice board. You never look.
10. That student can't read the words on the board. She never wears her glasses.
11. You can't hear the professor. You're not near enough.
12. Your friend says he can't learn English because it's too hard. You think it's because he never studies.

13. Your friend wants to go to Gondar in an hour. There is a good plane service there.
14. It is always difficult to get a seat at the opera. You haven't tried.
15. Abebe is looking in her purse but she can't find her money. It's in her pocket.
16. You can't find any continental coffee, but you don't go to the right shops.
17. You want to get to Paris quickly, there is an express train.

Exercise 38. Study the following three examples below.

1. If we caught the early train, we'd get there by lunch-time.
2. If we were to miss the early train we wouldn't get there by lunch-time.
3. If by chance we missed the early train we wouldn't get there by lunch-time.

The three sentences above have similar meanings except sentence 2 and 3 emphasize the suppositional nature of the condition.

1. Write ten sentences using the form 'If ... were to ... (main)' and imagine of the situations in which they are appropriate.
2. Re-write your sentences by substituting *by chance* in place of *were to*.

Note: Were to used as part of conditional construction, and the different forms is/are to and was/were to used to indicate obligation. The difference is illustrated in the following pair of sentences.

1. If he were to get in touch with me, I could explain—supposing he got in touch with me, I could explain.

2. If he was to get in touch with me, why hasn't he done so?
If the arrangement was that he should get in touch with me, why hasn't he done so?

Exercise 39: Study the example below where WOULD is not used as part of the conditional tense but as a modal verb introducing the idea of 'your' agreeing or being willing to do.

IF YOU WOULD RESERVE SEATS FOR US WE WOULD BE SURE OF A COMFORTABLE JOURNEY.

Write ten conditional sentences using the above pattern. Imagine of the situations in which they are appropriate.

Note: You should be sure that when you use WOULD in this way, the context will support the idea of co-operation, agreement, or willingness on the part of the subject.

In the sentence below WOULD is wrongly used.

*If he would get my letter in time, he would be able to change his plans.

WOULD is wrongly used in the above sentence because 'he' can hardly exercise any willingness or unwillingness to get the letter.

Exercise 40: Answer the following questions with appropriate conditional statements.

1. What cities or other places of interest would you visit if you were to Europe?
2. What would you do (or not do) if you would live your life over again)?
3. What would you say or do if someone called you a fool?
4. What just name would you choose for yourself if you were able to change now?
5. What famous person would you like to meet if you had the chance?
6. Which country would you choose if you decided to live abroad?

7. What changes would you make in your house, assuming you have the money?
8. What would you do if you saw a house on fire?
9. What would you do if you had something stolen?
10. Which books would you take with you if you went to live on a desert island?

Exercise 41. Study the example given below.

If ... I WOULDN't think of changing my job.

If I got salary increment, I wouldn't think of changing my job.

Moreover, I wouldn't think of joining the university extension.

Most probably I would think of having a wife.

Complete the sentences following one of the appropriate patterns for conditionals. Add one to five sentences to develop connected discourse like the example given above.

1. If my father were to say such a thing to me, ...
2. If only you would read more carefully, ...
3. If you were to stay in England just a few months longer ...
4. I wouldn't buy the picture even if ...
5. It might only add to our difficulties if ...
6. I might see you if ...
7. If only he would admit he was wrong ...
8. I would give you a pass grade only if ...
9. You have to respect your father if ...
10. If you would reserve us seats we would ...

Exercise 42: Study the question and answer given below carefully.

SUPPOSING WE MADE PERMANENT PEACE WITH SOMALIA, WHAT WOULD HAPPEN THEN?

If we made permanent peace with Somalia, we would use our resources to the economic development of our country. We would build many schools and industries. Our strong men would work in the productive sector of the economy. We would feed our people and keep them healthy. We would have a strong nation and strong people.

Write connected discourse using a conditional sentence at the beginning in response to the following questions like the example given above.

1. Supposing we conducted classes in the university in Amharic language, what would happen, then?
2. Supposing we succeeded in replacing oil by other energy, what would happen to the Arabs.
3. Supposing the United States followed socialist philosophy of development, what would happen to the world as a whole?
4. Supposing Ethiopia succeeded in changing the direction of the Nile, what would happen to the Sudan and Egypt?
5. Supposing Ethiopia started producing atomic bombs, what would happen to Somalia?
6. Supposing Ethiopia declared war on Saudi Arabia, what would happen, then?

Function : Commenting on something contrary to past fact-usually in a problem situation.

Form : Would/wouldn't + have + V-past participle
if had/hadn't + V-past participle

Role : Two friends. A asks questions and B answers.

Practice : Ato B liked the job but the pay was not any good. As a result he got another job. His friend Ato A asks:

A: Why did you leave your job?

B: ... the pay was not good.

A: So, YOU WOULD HAVE STAYED IF THE PAY HAD BEEN GOOD

Or

YOU WOULDN'T HAVE LEFT IF THE PAY HADN'T BEEN SO POOR.

Exercise 43: Practice the above dialogue with your friend by playing the role of Ato A and Ato B. Then, develop appropriate dialogues from the situations given below. Play them in class with your friend.

1. The goal was wide open and Ato B, the centre-forward, was just about to shoot when someone tripped him. When the game ended Ato A, the coach, asks Ato B:
2. Ato B liked his wife very much but she was not honest to him. As a result he divorced her. His friend Ato A asks him:
3. Ato B bought a big house. He liked it very much but he was unable to cover his debts. He sold it at a cheaper price. Ato A asks Ato B:
4. Ato B loved his mother and used to live with her. One day he got drunk. His mother got angry and told him not to come to her house. As a result he now lives in a hotel. His friend Ato A asks Ato B:
5. Ato B liked teaching but his wife didn't. As a result he changed his profession. His friend Ato A asks Ato B:

Exercise 44: Write sentences of your own like the example given below using the items given in the main clause.

Given	Sentence
1. such a bad mark	1. You wouldn't have got such a bad mark if you had studied harder.
2. such headache this morning	2.
3. so wet yesterday	3.
4. that accident last year	4.
5. that cold last week	5.
6. to prison when he was 18	6.
7. so much money these last few years	7.
8. so tired this afternoon	8.
9. such a good vacation last summer	9.
10. such a nice instructor	10.

Exercise 45: Write appropriate conditional sentences for the following situations following the example given below.

Example : You went out and got terribly wet. Five minutes later the rain stopped.

IF I HAD STAYED FIVE MINUTES MORE, I WOULDN'T HAVE GOT TERRIBLLY WET.

1. You missed the 10 O'clock plane. It crashed.
2. You didn't visit your friend. You did not know he was ill.
3. You were just about to get on the bus when you remembered your money was at home.
4. You studied very hard. You just managed to pass the test.
5. Almaz married Kebede. Then she found he snored. She can't bear people who snore.
6. Aster wasn't interested in the old man at all. Then, someone said he was a millionaire.
7. Alemu had the right qualifications for the job, but the manager thought his hair was too long.
8. Gebremedhin happened to sit down in the park. There was a girl on the same bench. They got married later.
9. The mountain-climber looked up when someone shouted. He slipped and fell.
10. Abebe thought the salesman was honest. That's why he bought the car.
11. The writer of this course banged on a type-writer for 6 months. The type writer wore out.
12. A film - director happened to see Lola in a night - club. She is a famous actress now.
13. The famous heart surgeon did not want to become a doctor when he was young. His father persuaded him.

Exercise 46: Read the following story about Martha and answer the question that follow. Use the structure:

IF ... HADN'T ... (DONE)

WOULDN'T HAVE (DONE)

A Series of Coincidences

Quite by chance Martha went into a coffee-bar one Saturday morning where she happened to meet an old friend of hers who was going to the races. His girl-friend was ill and he did not fancy going alone, so he asked Martha to come. She had never been before. She decided to bet 10 shillings on a horse called "Dublin Boy" simply because she had once spent a very pleasant holiday in the city. However, when she got in the betting-window, all she had in her purse was a £10 notes. She did not realise she could ask for change and hesitated. The man behind her shouted "Hurry up!", Martha became nervous and confused and bet the whole £10. The odds on the horse were 100-1. At the last fence it was running second. The leading horse suddenly stumbled and fell, and "Dublin Boy" won. When Martha went to collect her £1,000, a television-reported happened to hear what had happened before. That evening she was interviewed on a news programme. The regular interviewer was ill and his place was taken by a young man who fell in love with Martha. They got married shortly afterwards and now have three children.

1. What are all the things that wouldn't have happened if Martha had not gone into the coffee-bar that morning?

Use If ... hadn't ... (Done)

Wouldn't have (Done) + the words given

Given	Sentence
a) Coffee-bar/her old friend	a) If she hadn't gone into the coffee-bar that morning, she wouldn't have met her old friend.
b) his girl-friend/Martha	b) If his girl-friend hadn't been ill, he wouldn't have taken Martha to the races.
c) a holiday in Dublin/the horse	c)
d) a ten-shilling note/£10	d)
e) the man behind her/confused	e)
f) confused/the whole £10	f)
g) the whole £10/ £1000	g)
h) the leading horse/"Dublin boy"	h)
i) a television reporter/the interviewer	i)
j) the regular interviewer/young man	j)

Class Discussion

1. Had Martha planned to meet her old friend?
2. Why didn't he go with his girl-friend?
3. What would have happened if his girl-friend had been well?
4. Was there any other reason he asked Martha to come?
5. Why was it lucky for her she had once been in Dublin?

6. What happened to Martha when she got in the betting-window?
7. Why she became confused in the betting window?
Was this lucky for her? Why?
8. What were the odds? What was the horse doing at the last fence?
9. What happened to the leading horse at the last fence?
10. Why was this a lucky thing for Martha?
11. Was it also lucky for her that a television-reporter overheard her later? Why?
12. What happened that evening?
13. Was Martha lucky that the regular interviewer was ill and why?

Exercise 47: Write sentences like the given example basing your conditional clause on the given fact, and adding a suitable main clause, e.g.

She didn't take the medicine.

If she had taken the medicine, she would have felt much better.

Given	Sentence
1. He passed his examination 2. We didn't get there on time 3. She didn't read the book. 4. We understand what he was saying. 5. The rocket didn't go into orbit.	

Note: It is possible for each of the two clauses in a conditional sentence to have a different time reference, and in this case we get a 'mixed' type of sentence.

e.g. If we *had bought* a map with us, we *would know* which road to take.

In the above sentence the conditional clause represents a situation contrary to a *past fact* (we didn't bring a map), and the main clause represents a situation contrary to a *present fact* (we don't know which road to take).

Exercise 49: Write sentences like the example above, based on the given facts.

1. He failed his examination last year, so he is taking it again in June.
2. The Government made so many mistakes when it first came to office that it won't win the next election.
3. We missed the train, so we're waiting on this cold flat form.
4. There was a very sharp frost last night, so we're able to go skating today.
5. Since you didn't take my advice, you're in a difficult position now.

Exercise 50: Study the following situation carefully and answer the questions that follow using conditional type three like the examples given below.

Einstein began his investigations of relativity by asking the question:

'What would the world look like, if I rode on a beam of light?' Much later, when he saw some of the results of his research, he said, 'IF I'D KNOWN WHAT WAS GOING TO HAPPEN, I'D HAVE BEEN A WATCHMAKER'.

Comments

IF EINSTEIN HAD BEEN A WATCHMAKER, HE WOULDN'T HAVE DEVELOPED HIS THEORY OF RELATIVITY.

Exercise: What would/wouldn't have happened if:

1. Lenin had died at the age of five.
2. Newton hadn't sat under an apple tree.
3. Apollo 11 had been unable to lift off from the moon.
4. Germany had won the second World War.
5. Ethiopia had lost the war in the Ogaden.
6. The revolutionary government had not nationalized land.
7. The price of coffee had fallen by 100%.
8. Israel had lost the 1967 war.
9. Marx had supported idealist philosophy.

Exercise 51: Homework

1. Write three or four ways in which your life might have been different if you hadn't done certain things, or if certain things hadn't happened.
2. What would have the world looked like if the following discoveries had not been made?
 - a) that the world is round
 - b) the law of gravity
 - c) Marx's surplus value
 - d) penicillin
 - e) the origin of species (Darwin)
 - f) splitting the atom
3. What would have the world looked like if the following inventions had not been made?
 - a) the car
 - b) the aeroplane
 - c) the computer

- d) the telephone
- e) electricity
- f) the radio
- g) the tape recorder
- h) the camera

Practice: study the illustrative situations and the dialogues that generate from them given below. Note the difference in meaning they have.

1. Alemnesh, though potentially good, was a very careless girl. She never studied her subjects. As a result she failed the first semester freshman examination and got dismissed from school.

Her brother Ato A tells his friend Ato B.

A. Have you heard anything of Alemnesh?

B. No, what happened to her?

A. She failed the first exam and got dismissed from school. People say she didn't study at all.

B. I know she is potentially strong girl. She would have passed the examination, if she had studied hard.

SHE COULD HAVE PASSED THE EXAMINATION, IF SHE HAD STUDIED HARD.
(the pattern ... could have + V-past participle ..., If ... Past perfect ... is used to express ability contrary to past reality).

2. Tsehai was potentially average girl. She was careless and never studied her subjects. She finally failed the first semester examination and got dismissed from school.

Her brother Ato A tells his friend Ato B:

A: Have you heard anything of Tsehai?

B: No, what happened to her?

A: She failed the first exam and got dismissed from school.

People say she didn't study at all

B: I know she is potentially an average girl. She might have passed the examination, if she had studied hard.

SHE MIGHT HAVE PASSED THE EXAMINATION, IF SHE HAD STUDIED HARD.

(The pattern ... might have + V-past participle ..., If ... (past perfect) ... expresses probability or possibility contrary to past reality. In the above sentence the speaker also feels that the girl could have failed even if she had studied hard).

3. Abeba was potentially strong and serious girl. She studied and worked hard. However she failed the first semester examination and got dismissed from school.

Her brother Ato A, being surprised, tells his friend Ato B:

A: Have you heard anything of Abeba?

B: No, what happened to her?

A: She failed the first exam and got dismissed from school. People say she used to work and study hard.

B: I know she is clever and serious girl. She ought to have passed the examination, if she had studied hard.

SHE OUGHT TO HAVE PASSED THE EXAMINATION, IF SHE HAD STUDIED HARD.

O r

SHE SHOULD HAVE PASSED THE EXAMINATION, IF SHE HAD STUDIED HARD.

(The pattern ... should/ought to + have + V-past participle, if ... past perfect ... is used to express an action which should be a necessary outcome of a situation but contrary to past reality).

Exercise 52: Write five situation for each of the above patterns (could have + V-past participle, might have + V-past participle and ought to/should + V-past participle) and generate dialogues as given in the examples. Play the dialogues in class by playing the role of A and B.

Exercise 53: Study the example given below and do the exercises that follow.

Example

If Einstein had been a watchmaker he wouldn't have developed his theory of relativity. In the absence of this theory scientists couldn't have developed the atomic bomb. Man would have lived in peace being free from the terror of destruction.

Develop the following conditional sentences in connected discourse following the example given above.

1. If Lenin had died at the age of five, the Russian revolution wouldn't have been successful.
2. If Newton hadn't sat under an apple tree, he wouldn't have discovered the law of gravity.
3. Alemnesh could have passed the examination, if she had studied hard.
4. Tsehay might have passed the examination, if she had studied hard.
5. Abeba should have passed the examination, if she had studied hard.
6. She would have loved me, if I had enough money.
7. I could have stood first in class, if I had agreed to what the teacher said.
8. She might have succeeded in getting a passport, if she had tried.
9. If he had passed the qualifying examination, he ought to have continued his university education.

Exercise 54: Write five connected discourses like those in exercise 53 using the following patterns for each beginning sentence.

If ... would/wouldn't have + V-past participles (Main)

If ... could/couldn't + have + V-past participle (Main)

If ... might/mightnot + have + V-past participle (Main)

If ... ought to/oughtnot to + have + V-past participle (Main)

If ... should/shouldn't + have + V-past participle (Main)

Exercise 55: Read the following story about Lord Byron.

No one expected Lord Byron to become a lord when he was born. If a number of his relatives had not died he would have remained Mr. Gordon all his life. He would not have inherited the title and the estates that made him a rich man. He might not have become well-known and he might not even have become a poet.

Byron was handsome but lame. One of his legs was shorter than the other. He probably would not have taken so much exercise and would not have been so attractive to women.

When he was 21 he decided to make a journey to the Mediterranean. It is interesting to speculate how different his life would have been if he had not made that journey. He would not have written the poem based on his travel that made him famous. He would probably not have gone to live in Italy when his marriage broke up. Above all, he might not have become such a strong supporter of Greek independence. And if he had not gone to Greece to help the patriots, he would not have died of fever at Missolonghi at the age of 36.

(Adapted from Fowler. 1979)

Answer the following questions:

1. What would have happened to Mr. Gordon if a number of his relatives had not died?
2. What would Byron have done if he had not been lame?
3. Why is Byron's journey to the Mediterranean described important?
4. Imagine and write a similar story of a person you know or heard of and read it in class.

APPENDIX II

MATERIALS ON CONDITIONAL SENTENCES (If Clauses): THE STRUCTURAL APPROACH

A. After reviewing the English Curriculum of the Ministry of Education, the following assumptions are made in the preparation of these materials.

1. First-year students are fairly exposed to the English Structure.
2. First-year students have a fair knowledge of English Vocabulary.
3. First-year students are indirectly aware of the use of English Language through other subjects offered in English.

B. Framework

In the preparation of these materials the following framework is observed. Lado, Robert (1964). Language Teaching: A Scientific Approach.

1. Attention pointer. A phrase or sentence directing the attention of the students to the problem being taught.
2. Examples. Following the attention pointer, pair or series of examples are given illustrating the problem.
3. Repetition. Exercises involving repetition of a pattern with variations of the elements are given to form habits and make production automatic.
4. Exercises-Types. The materials have the following types of exercises:
 - 4.1 Oral repetition. In the practice the student repeats the pattern sentences provided orally by the model. Then he does the other sentences orally by choosing the appropriate forms given in brackets.

- 4.2 Oral substitution. In the practice, the student substitutes variants in conditional sentences such as 'unless' and 'if' repetitively until production becomes satisfactory.
- 4.3 Transformations. In the practice, the student makes transformations of the different types of conditionals. For example, the student transforms a sentence with 'likely' condition to the other types - 'unlikely' and 'hypothetical' conditions, and viceversa.
- 4.4 Conversation Practice. In the practice, one student asks a question and another gives an answer.
- 4.5 Completion. In the practice, the student completes given sentences using his given words to make them conditional sentences.
- 4.6 Synthesis. In the practice, the student constructs conditional sentences out of given statements - two simple sentences.
- 4.7 Composition. In the practice, the student writes single sentences using given patterns of conditional sentences.

Exercise 1. Repeat the following sentences orally following the model sentences as read by your teacher.

1. If X and Y are numbers, then $X + Y$ is a number.
2. If one heats ice it melts.
3. If the gas is heated it ____ (expanded/expands)
4. If set N is a subset of M, N is entirely ____ within M. (contain/contained)
5. If our results are inconclusive we must ____ the experiment. (repeated/repeat).
6. If the glass is heated on one side it may ____ (cracked/crack)
7. If flowers don't get any water, they ____ (die/died)
8. If the traffic lights are red, a motorist must ____ (stops/stop)
9. If one wants to write a letter, he ____ a pen and a piece of paper. (needed/needs)
10. If you want to borrow maney, you have to see a banker and ____ to him. (talk/talked)
11. If one wants to visit a foreign country, he must ____ a passport. (have/had)
12. If people work in an office they like ____ like Europeans. (dressed/dress)

Exercise 2. Repeat the following sentences orally following the model sentences as read by your teacher.

1. He'll come if you call him.
2. You'll spoil it if you aren't careful.
3. They'll get wet if it rains.
4. We'll answer if we ____ (could/can)
5. I'll help you if I ____ (could/can)
6. You'll help me if I ____ (could/can)
7. I'll come if you ____ (waited/wait)
8. I'll have it if there ____ no other alternative. (was/is)
9. You'll miss the bus if you ____ run. (didn't/don't)
10. He'll keep on fooling people, if somebody ____ stop him. (didn't/doesn't)

Exercise 3. Repeat the sentences orally following the model sentences as read by your teacher.

1. If you ring the bell, the servant will come.
2. If the clock is right, we shall catch the train.
3. If he ___ to me, I shall write to him.
4. If you ___ a telegram now, he'll get it this evening.
5. If you ___ attend the lectures, he'll be annoyed.
6. If you ___ take down the notes, you'll forget everything
7. If Debebe works hard he ___ speak English.

Exercise 4. Study the model sentences below and do the exercises that follow in both oral and written forms.

1. comb his hair
He can comb his hair if he has his comb.
2. tell me that time
He can tell me the time if he has his watch.
3. open the door
He can open the door if he has his key.
4. brush his teeth
5. eat the salad
6. be thankful
7. iron his clothes
8. protect his clothes
9. cut the meat
10. eat the soup
11. brush his hair
12. write his address

Exercises 5. Study the model sentences and do the rest in both oral and written forms. Use the contracted forms in the oral production.

1. today

I will go by bus if I go to the bank today.

2. next Sunday

I will go by taxi if I go to church next Sunday.

3. this month

I will go by plane if I go to Chicago this month.

4. this weekend

5. now

6. this morning

7. tonight

8. next summer

9. next Monday

10. next year

Exercise 6. "WOULD" in present and future situations. CLASSWORK AND HOMEWORK: Be sure to use contracted forms in the oral production.

1. today

I would go by taxi if I went to church today.

2. next Sunday

I would go by taxi if I went to church next Sunday.

3. this month

I would go by plane if I went to Chicago this month.

4. This weekend.

I would go by train if I went to the country this weekend.

5. now

6. tomorrow morning

7. tonight

8. next summer

9. next Monday

10. next year

Exercise 7. To force WILL or WOULD

Classwork and Homework: Be sure to include a present or future time expression, and to pronounce the contracted forms.

1. went
John would go by bus if he went to the bank today.
2. go
John will go by taxi if he goes to church next Sunday.
3. went
John would go by plane if he went to Chicago this month.
4. went
John would go by train if he went to the country this weekend.
5. go
6. go
7. went
8. go
9. go
10. went

Exercise 9. A conversion practice with WILL, WOULD and CAN, COULD

1. a) Will Mary go by bus if she goes to the bank tomorrow?
b) Can Mary go by bus if she goes to the bank tomorrow?
2. a) Would Mary go by plane if she went to Chicago tomorrow?
b) Could Mary go by plane if she went to Chicago tomorrow?
3. a) Will Mary go by train if she goes to the country tomorrow?
b)
4. a) Would Mary go by street car if she went to the store tomorrow?
b)
5. a) Would Mary go on foot if she went to the store tomorrow?
b)
6. a) Will Mary go by bus if she goes to school tomorrow?
b)
7. a) Will Mary go by taxi if she goes home tomorrow?
b)

Exercise 10. To test the ability to choose WILL or WOULD in a new set of situations. This practice is in preparation for the next one.

1. if he remembers to

He will hang his coat on the door if he remembers to.

2. if she went to school

She would ride the bicycle if she went to school.

3. if he had the time

He would build the house if he had the time.

4. if she wants him to

5. if his mother asked him to

6. if it isn't too big

7. if she got tired

8. if they didn't know each other

9. if he goes to the bank

10. if they are going to meet this afternoon

11. if his mother remained to

12. if she liked them there

Exercise 11. To force WILL or WOULD with 'IF' and 'UNLESS'

1. if Debebe works hard

If Debebe works hard he will speak English.

2. unless Tesfay attends classes regularly

Unless Tesfaye attends classes regularly he will fail the exam.

3. Unless her mother said not to

She would ride the bicycle unless her mother said not to.

4. if she had some

5. unless the bank is closed

6. unless he drinks the milk

7. if she asked him to

8. if she does

9. if they went this afternoon

10. unless he wanted to

Exercise 12. I WOULD HAVE HELPED YOU LAST WEEK IF YOU HAD NEEDED HELP THEN.

Classwork and Homework: Be sure to use the contracted forms in oral production.

- | | | |
|-----|--|---|
| 1. | I could stay on now | I could have stayed on yesterday. |
| | I might stay on now | I might have stayed on yesterday. |
| 2. | If he asked me now | If he had asked me yesterday. |
| | If he called me now | If he had called me yesterday. |
| | If he told me now | If he had told me yesterday. |
| 3. | I would stay on now if he asked me | I would have stayed on yesterday if he had asked me. |
| 4. | I could stay on now if he called me | I could have stayed on yesterday if he had called me. |
| | I might stay on now if he told me | I might have stayed on yesterday if he had told me. |
| 5. | last Sunday | |
| | I would have gone by taxi if I had gone to church last Sunday. | |
| 6. | yesterday | |
| 7. | last week | |
| 8. | last summer | |
| 9. | last year | |
| 10. | last night | |
| 11. | two years ago | |

Exercise 13. Classwork and Homework: Do not omit the appropriate time expression. Use contractions in oral production.

- | | | |
|----|--|--|
| 1. | go | |
| | I will go by bus if I go to the bank next Saturday. | |
| 2. | went | |
| | I would go by taxi if I went to church next Sunday. | |
| 3. | had gone | |
| | I would have gone by plane if I had gone to Chicago last week. | |
| 4. | go | |
| 5. | went | |

6. had gone
7. go
8. went
9. had gone
10. go
11. went
12. had gone
13. go
14. went
15. had gone
16. go

Exercise 14. Classwork and Homework: Do not omit the appropriate time expression. Use contractions in oral production.

1. go I will go by bus if I go to the bank next Saturday.
2. went I would have gone by plane if I had gone to Chicago last week.
3. had gone I would have gone by plane if I had gone to Chicago last week.
4. go
5. went
6. had gone
7. go
8. went
9. had gone
10. go
11. went
12. had gone
13. go
14. went
15. had gone
16. go

Exercise 15. To force the appropriate form of WILL, WOULD or WOULD HAVE with WHEN, UNLESS, IF

1. When he comes in

He will hang his coat on the door when he comes in.

2. unless her mother said not to

She would ride the bicycle unless her mother said not to.

3. if she had asked him

4. unless the bank had been closed

5. if she had some

6. unless he had drunk it

7. if he is to live here

8. if she had studied hard

9. unless she works efficiently

10. unless he sees me

Exercise 16. Supply 'if' or 'unless' in the following sentence, noticing carefully the tense sequence.

1. He wouldn't have wanted ... you'd been late.

2. He won't speak French ... he goes to France.

3. I'll go to the door... I hear the bell.

4. ... you ring the bell, the servant will come.

5. He'll come ... you ring the bell.

6. ... you don't ring the bell the servant won't come.

7. He won't come ... you ring the bell

8. ... he wrote to me, I should write to him.

9. I shan't write to him ... he writes me.

10. ... the clock had been right, we should have caught the train.

11. ... my watch had not been slow, I shouldn't have been late.

12. He will not learn much ... he works harder.

13. ... you send a telegram now, he'll get it this evening.

14. ... he started immediately, he would arrive by midday.

15. I should never have found the house... the policeman hadn't helped me.

16. ... you rang, he would come.

17. He would come ... you rang.

Exercise 17. Study the following examples.

- a) He will come if you wait. (He'll come ...)
- b) He would come if you waited. (He'd come ...)
- c) He would have come if you had waited. (He'd have ... you'd ...)

Now read each of the following sentences first in the form printed, and then in the other two forms:

1. He'll come if you wait.
2. If you ring the bell, the servant will come.
3. You'll catch the train if you take a taxi.
4. If he wrote to me, I should write to him.
5. You should have found the book if you had opened the bag.
6. If he saw you, he would speak to you.
7. The streets would be wet if it rained.
8. You'll be ill if you drunk that water.
9. What will you do if you meet Mr. Robinson?
10. What would happen if the bridge broke?
11. If he had fallen into the river, he would have been drowned.
12. If he had been able to swim, he wouldn't have been drowned.
13. If you buy that big house, you will need several servants.
14. Will you be angry if I steal your pocket knife?
15. I shall come and see you if I have time.

Exercise 18, Read the following sentences in the form printed, and then in the other forms.

1. We won't go out unless it stops raining.
2. If you could do so, it would be very nice.
3. It would have been better if they hadn't come.
4. I'll give it to you if you must have one.
5. If my boy-friend Cyril doesn't object, I shall join you.
6. He'll certainly do it if it's possible.
7. If the sun didn't shine, fruit wouldn't ripen.
8. He would steal it from you if he could.
9. If you go to town, will you buy something for me?

10. My girlfriend Maise would do it if she wanted to.
11. If they hadn't told us, we shouldn't have found the way.
12. What would you do if a bee stung you?
13. He wouldn't have written unless he had heard some news.
14. If I had enough money, I should buy a wireless set.
15. I shall have to buy a thick coat if the weather gets colder.
16. If you hit the dog, it will bite you.
17. We shall be pleased if our school wins the match.
18. You'll be able to speak English better if you study harder.
19. If he buys a house for £2,000 and sells it for £6,000, he'll make a lot of profit.
20. The soldiers will fight bravely if they understand their orders.

Exercise 19. Supply the correct tense of the verbs in brackets.

1. You will be ill if you (eat) so much.
2. I (go) if I had known.
3. If my car not (break) down, I shall have caught the train.
4. If she were older, she (have) more sense.
5. If you (read) that book carefully, you would understand it.
6. If the children (be) good, they can stay up late.
7. I (buy) that hat if it were not so clear.
8. You (kill) yourself if you always work as hard as that.
9. If they had waited, they (find) me.
10. I'm sure she will do well if she (go) to the university.
11. If it (be) fine tomorrow, I shall play tennis.
12. I shouldn't have thought it possible unless I (see) it.
13. I'm sure my sister would go out with you if you (ask) her nicely.
14. We (enjoy) the play better if it had not been so long.
15. They would do it if they (can).
16. If dinner is not ready, I (go) without it.
17. I (show) you how to do it if I knew myself.
18. If the dog had not waken us, we (never hear) the burglar.
19. Black pool (be) ideal for a holiday, if there were not so many people there.

20. If he wants to play the violin, I (play) the piano for him
21. The dog (bite) you if it had not been tied up.
22. If you don't shut that window, we all (die) of cold.
23. I shall be very angry if you (break) any more plates.
24. The child (be killed if the train hadn't stopped quickly.
25. I should have come yesterday if I (have) nothing to do.

Exercise 20. Supply the correct tense of the verbs in brackets.

1. If you (go) away, please write to me.
2. I would knit another sweater if I (have) more wool.
3. We are going to play tennis this afternoon if it (stop) raining.
4. If you (be) in, I should have given it to you.
5. If Johnny (eat) another cake, he will be sick.
6. If you (not turn) off that noisy wireless, I shall scream.
7. If you (can) type, you ought to be able to get a job easily.
8. If men (be) only more reasonable, there would be no more war.
9. You would be talking a great risk if you (invest) your money in that concern.
10. We should not have dispatched the goods if they (not be) in good condition.
11. If it (be) convenient, let's meet at nine o'clock.
12. I shouldn't do that if I (be) you.
13. It will be impossible for me to finish my work if you (not cease) this chatter.
14. If my boy-friend Cyril (take) my advice, everything ought to go well.
15. I would have come sooner if I(know) you were here.
16. If you (want) to have tea ready in time, put the kettle on now.
17. It is easy to paint pictures if one (know) how to.
18. If she (not answer) the telephone, she would never have heard the good news.
19. Tell him he must visit the Tower if ever he (go) to London.
20. My uncle would be able to help us if he (be) here.
21. If I (have) the courage, I should have answered him back.
22. If it (rain), you will get wet.
23. If you (want) me to help you, why didn't you say so?

24. My girl-friend Maisie's mother would have known what to do if she (be) alive.
25. If the sentence that had "had had" had had "had" it (be) correct.

Exercise 22. Study the following sentences and do the exercises that follow.

1. He had to extend his stay for three more days if the mission were not to fail.
2. The country had to take up arms if the enemy were not to succeed in its sinister designs.
3. The government had to take recourse to austerity measures if the economic structure were not to break down.
4. The team of engineers had to work day and night if the dam were not to burst.
5. The old manager had to stay on if the administration were not to collapse.

Use the following information to construct sentences on the above pattern.

1. The patient/see the doctor immediately/the disease/do irreparable damage to the system.
2. He/convince his wife of his sincerity/the marriage/break up.
3. She/reduce the flame/the milk/boil over.
4. The police/take stern action/the riots take place.
5. The old men/undergo a delicate operation/the kidneys/cease functioning.

Exercise 23. Study the following examples:

- a) When he was at school, he would catch the bus home in the evening.
- b) If you should feel ill, you can take one of these tablets.

Use a form of the verb in corporating WOULD or SHOULD in each of the following sentences.

1. The employee received a letter saying that his wages (reduced) if he did not come to work on time.
2. Open a Saving Account if you (be ill) and cannot work.
3. If you (get fired), you can easily hire a mule.
4. You (come) tomorrow if you want to take the examination.
5. The escaped prisoner announced that he (surrender) if the state secured his life.

Exercise 24. Study the following examples:

- a) He will visit Asmara. His father sends him money.
He will visit Asmara only if his father sends him money.
- b) He puts the fire on. It is exceptionally cold.
He puts the fire on only if it is exceptionally cold.

Join the following pairs of sentences into one using only if.

1. He will pass the examination. He studies hard.
2. She will marry him. He is honest to her.
3. The teacher teaches properly. The students attend classes regularly.
4. Students are given part-time job. They are extremely poor.
5. She likes to help poor people. They are handicapped.

Exercise 25. Study the following examples:

- a) If only she had studied the last chapter of the course, she would have passed the examination.
- b) If only they had attended classes regularly, the teacher would have had a positive attitude towards them.

Rewrite the following sentences using the correct forms of the verbs inside brackets as well as supplying the phrase if only.

1. ... the teacher (speak) clearly, I would have (attend) his class regularly.
2. I (help) my brother, ... he had informed about his problem.
3. She could have saved her life... she (follow) the Doctor's advice.
4. The standard of the university could (improve) ... instructors had been encouraged to emphasize proficiency not achievement.
5. The workers could have been productive ... they (give) salary increament.
6. The peasants would have grown more crops ... their property (secure).
7. I'd have allowed my sister to live with me ... she (obey) my wife.
8. I'd have sent my father monthly one hundred birr ... he(stop) going to his second wife.
9. Almaz would have got married to Demeke ... he (buy) a car.
10. I'd have joined the university ... I (has) enough money.

Exercise 26. Complete the following sentences.

1. They need to work very hard if ...
2. What would Taddesse do if ...?

3. If the materials were available ...
4. She ought to take the doctor's advice if she ...
5. If it had rained ...
6. We should enjoy ourselves if ...
7. If she really knew ...
8. If she would only sit quite for a whole ...
9. Production will increase if ...
10. What would you do if ...
11. If you hadn't missed the lectures ...
12. You need not show any feelings if ...
13. Taxes have to be paid if ...
14. The problem could have been solved if ...
15. I'll tell you a secret if ...
16. He can't get that job if ...
17. If they borrow ...
18. If he had only been sincere ...
19. What would have happened if ...?
20. Nothing can improve if ...

Exercise 27. Complete the following sentences:

1. The cake would have been burnt if ...
2. You will get into trouble if ..
3. Your dress would look better if ...
4. She would not have married him unless ...
5. Don't give him anything unless ...
6. If I had time ...
7. If it hadn't been raining ...
8. I might have learnt more English if ...
9. The teacher would not be angry with you if ...

10. You will lose your money if ...
11. Flowers will not grow well if ...
12. A violinist must practice if ...
13. You could live more cheaply if ...
14. I don't like tea unless ...
15. I should have won the prize if ...
16. The soup will get cold unless ...
17. We would have gone to the cinema with you if ...
18. You would be ill if ...
19. I cannot wake at six O'clock unless ...
20. She will play the piano for you if ...
21. My friend would have helped you if ...
22. The photograph would have been better if ...
23. If I had plenty of money ...
24. Get ready quickly if ...
25. I don't like meat unless ...

Exercise 28. Complete the following sentences.

1. If your message had not come, ...
2. If you had worked harder, ...
3. Why didn't you do it if ...
4. He will not come unless ...
5. I should not have lost my money if ...
6. If you don't visit me soon, I ...
7. If I met your girl-friend Maisie in the street,....
8. If I had been in love with him (her), ...
9. You would be very angry with us if ...
10. You would not have been angry with us if ...
11. If I were you, ...

12. If I had know he was here, ...
13. If he wants to see me, ...
14. If I know the details before next week, ...
15. We shall be very disappointed if ...
16. He wouldn't have listened to me unless ...
17. Come before seven O'clock if ...
18. I shall not pay you unless ...
19. Unless someone tells me the ...
20. If the Seine overflowed its banks, ...
21. Unless you go to France ...
22. If she were a good girl, ...
23. If you had been a faithful wife, ...
24. I would not have liked your boy-friend Cyril if ...
25. If our teacher were not strict ...

Exercise 29. Complete the following sentences using the same structure as in the example.

Example: If we want to eat and keep warm, we have to work hard.

1. If you want to stay with us, you ...
2. If you want to borrow the book, you ...
3. If you want him to work for you, you ...
4. If you want to succeed, you ...
5. If you want to buy a tractor, you ...
6. If you want to grow good crops, you ...
7. If you want to finish the job in time, ...
8. If you want to be popular, you ...
9. If you want to go early tomorrow morning, you ...
10. If you want to leave for Asmara you ...

Exercise 30. Complete the following sentences.

1. If you washed your hands before eating, you ...
2. If you were to get up in the mornings, you ...
3. If you condemn that person for being a leper, you ...
4. If leprosy can be cured, every leper should ...
5. If he had known that leprosy could be cured, he would have...
6. If they had known who he was, they would have ...
7. If I were him, I would ...
8. If I were a leper, I would ...
9. If you run fast, you will ...
10. If you catch the first bus, you should ...
11. If her brothers go, she is going ...
12. If you work hard, you will ...
13. If I get eight hours sleep, I feel ...
14. If I eat too much, my stomach ...
15. If I had enough money, I would ...
16. If you had read the book, you would ...
17. If I were you, I should ...

Exercise 31. Study the examples given below and complete the sentences that follow.

He would pass the examination if he worked.

If he were to work harder, he would pass the examination.

He would pass the examination if he were to work harder.

1. If he were to stop smoking, he would ...
2. If he went to his office, he would ...
3. If he were to stop drinking, he would ...
4. If he stopped complaining, he would ...
5. If Almaz came to class every day, she would ...
6. If Debebe washed his shirt, he would ...

7. If Fikre ate less, he would ...
8. If Demissie were to study more, he would ...
9. If Debebe talked less, he would....
10. If Tigist read more, she would ...

Exercise 32. Study the examples given below and complete the sentences that follow:

If he had worked, he would have succeeded.

Had he worked, he would have succeeded.

If he had been working he would have sent us away.

Had he been working, he would have sent us away.

If you had eaten that fruit, you would have been feeling ill now.

Had you eaten that fruit, you would have been feeling ill now.

1. If she had been sick, she would have ...
2. If we had known she was sick, we would have ...
3. If we had found it, we would have ...
4. If we had finished, we would have ...
5. If Zenash had come, we would have ...
6. If Tigist had left early, she would ...
7. If this book had been shorter, I would have ...
8. If our car had not broken down, we would have ...
9. If that donkey had not been lame, it could have ...
10. If the rain had stopped, we could have ...
11. Had the smoke bitten you, you would have ...
12. Had the donkey kicked Tekie, he would have been ...
13. Had we seen the fire, we would have ...
14. Had Abebe come when he was called, he would not have been ...
15. Had your father come, he would have ...
16. Had the cow died, we would have had ...
17. Had your teacher been ill, he would have ...

18. Had the dog bitten you, you would have ...
19. Had we missed the bus, we would have had to ...

Exercise 33.. Study the examples given below and complete the sentences that follow:

If I were him, I would spend more time on my lessons.

If donkeys were human, they would talk.

1. If you were me, you would not ...
2. If my shoes were new, they would not ...
3. If this donkey were lazy, it would not ...
4. If pigs flew, they would have ...
5. If cats could speak, they would have ...
6. If money were worthless, it would have ...
7. If books were free, people would ...
8. If all airoplanes crashed, no one would ...

Exercise 34. Put the correct tenses of the verbs given in brackets.

1. You _____ (be) strong and healthy if you eat plenty of fruit.
2. If he hadn't been such a drunker, he _____ (not lose) his job.
3. If all countries _____ (unite), world peace would soon be achieved.
4. Had his parents not encouraged him, he ... (not have) the courage to face all the problems alone.
5. Were I the Minister of Education, _____ (make) all the students do at least two hours manual labour a day.
6. If you put lead into the water, the lead _____ (sink).

7. They _____ (not steal) if they had enough money for their food.
8. If you burn the rubbish quickly, the flies _____ (not yet) to it and spread disease.
9. If the enemy _____ (attack) our country, we will fight for it.
10. The rain _____ (not erode) the soil if trees are planted.

Exercise 35. Re-write the following paragraphs by using the appropriate forms of the verbs in brackets.

1. This metal (be) unsatisfactory. When we heat it to operating temperature, it (melt). If we (cool) it down with lubricant, it (rust). If we use a thinner bearing, it (break). What (be) we going to do about it?
2. What I shall (do) now? If I (ask) Boris to help me, he'll (laugh).. If I (ask) the ministry, they'll (want) the patent. If I (suggest) a different metal, they'll refuse to help me at Boronic Laboratories. I suppose I'd better (try) and (develop) a solution on my own.
3. I'm afraid it (be) not going very well. If he (has) more time, he could try different combinations. If he (has) a better microscope and a bigger laboratory, he'd be able to work faster. If I (understand) his handwriting, I'd be happier.
4. I (be) very lucky really. If I hadn't accidentally (drop) the metal on the floor one day, I'd never (have) (think) of using the annealing effect. If I (have, not) (meet) Joe Frinsky on the way home, I would never have thought of the solution by myself. Though perhaps if I (has) (think) long enough about it, I'd have (work) it out on my own.

5. Mrs. Allen writes:

I'm forty and (marry) with two children. My trouble (be) that I haven't got enough to do. The kids (be) at school day and the house (be) empty. I (have) put on a lot of weight, but I can't (give) them up. I (try) as hard as I can but I just can't stop eating.

Doctor Bruce writes:

I think Mrs. Allen would be happier if she (find) a job, or if she (get) out of the house more and (make) some interesting friends. If she (do) that, I think the weight problem would be (solve).

6. Tom writes:

I'm sixteen, my trouble (be) my spathy skin. I've (use) all the creams on the market, but none of them (do) any good. And now I've (meet) a marvellous girl. But I'm afraid to ask her to go out with me.

Dr. Bruce writes.

Most teenagers (suffer) from this, of course, at some time or other. And it (make) them very shy and self-conscious, 'what will other people (think) of me, if they (see) me like this? They (wonder). And it (be) a pity, because if they didn't (worry) so much, the skin trouble would soon (disappear). Tom should (learn) a relaxation technique, yoga for example. Then I (think) he'd (solve) the problem very quickly.

7. Mr. Tyler writes:

My problem (be) time. I haven't enough of it. I (sleep) badly, and I (wake) up tired. I (get) indigestion everyday and now I'm beginning to get bad headaches and pains in my chest. And (don't) (tell) me to take holiday, doctor. I (haven't) (got) time.

Coctor Bruce writes:

If Mr. Tyler (have) more common sense, he'd (find) the time to have a holiday, or (change) his job. If he (think) for a minute, he'd see that he can't go on like this. He should (rest) more. Then he'd (work) better. But that's the silly thing about men like him. They only (believe) they (be) ill when they (be) almost dead.

CONVERSATION PRACTICE

Exercise 36. Study the examples given and answer the questions that follow.

1. A. What happens if one heats water?
B. It evaporates.
2. A. What'll you do if you pass the university entrance examination?
B. I'll stop working and continue my education.
3. A. When shall I get salary increament?
B. You shall get salary increament only if you work effectively and productively.

Or

When you work effectively and productively.

4. A. What'd you do if you were a head of state?
B. I'd advocate peace and friendly relations among nations
5. A. What'd have happened to man if there hadn't been any electricity?
B. He'd have remianed primitive.
6. A. What happens to flowers if they don't get water?
B.
7. A. What will happen to our economy if the arabs increase the price of fuel?
B.

8. A. What'd you do if your father stopped sending you money?
B.
9. A. What'd you do if your teacher dismissed you from class?
B.
10. A. What'd you do if your girl-friend loved your enemy?
B.
11. A. What should you do if you get sick during the exam time?
B.
12. A. What'd have happened to man if there hadn't been any means of transportation?
B.
13. A. What could you have done if you had been elected president?
B.
14. A. What might have happened to the people of the world, if Hitler had succeeded in defeating the Allied Forces?
B.
15. A. What would you do if the government appointed you minister of education?
B.
16. A. What would you do if the wife of your friend fell in love with you?
B.
17. A. What would have happened to man if there hadn't been any electricity ?
B.
18. A. What might have happened to you if your father had died during your childhood?
B.
19. A. What would have happened to the Russian Revolution if Trotsky had succeeded in taking power?
B.

Exercise 37. Combine the following pairs of sentences to construct conditional sentences.

1. Ice expands. One heats ice.
If one heats ice, it expands.
2. I met my mother alive. I'd give half of my fortune to the poor.
If I met my mother alive, I'd give half of my fortune to the poor.
3. You'd have stayed. The pay had been good.
You'd have stayed, if the pay had been good.
4. An animal community lives in overcrowded conditions. The animals become aggressive.
5. The glass is heated in one side. The glass may crack.
6. You aren't attending classes regularly. You won't pass this course.
7. It'll give you good service. You use it properly.
8. You'll cook the dinner. I'll do the washing up afterwards.
9. Abebe studies hard. He'll get good grades.
10. You shall get salary increment.
You work effectively and productively.
11. I'll cancel the picnic. It rains.
12. I came into a fortune. I'd give up working.
13. I knew how it worked. I could tell what to do.
14. I'd be happy. I had a car.
15. He took some exercises. He would lose some weight.
16. We were to miss the early train. He would get angry.
17. You would reserve seats for us. We would be sure of a comfortable journey.
18. He could learn. He tried hard.
19. I had stayed five minutes more. I wouldn't have got terribly wet.
20. She would have taken the medicine. It hadn't tasted so awful.
21. We had brought a map with us. We could know which road to take.

COMPOSITION

Exercise 38. For each example given below construct ten other different sentences using the same pattern.

1. If a material is flexible, it expands.
 - a) If you heat water, it evaporates.
 - b. If you cut your skin, it bleeds.
 - c. If you heat ice, it melts.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.
 - j.
2. If you play well, you'll be selected to the National Team.
3. If you should get sick during the exam time, I'll treat you on time.
4. You shall get salary increament only if you work effectively and productively.
5. I'll shoot you if you run.
6. If I met my mother alive I would give half of my fortune to the poor.
7. If we were to miss the early train we wouldn't get there by lunch time.
8. He would find job if he looked.
9. If I knew how it worked, I could tell what to do.
10. If you would reserve seats for us, we would be sure of a comfortable journey.
11. You would have stayed if the pay had been good.
12. If we cought the 8 O'clock plane, we'd arrive at Nairobi by break-fast time.

13. If we had bought a map with us, we would know which road to take.
14. If Einstein had been a watch-maker he wouldn't have developed his theory of relativity.
15. She could have passed the examination if she had studied hard.
16. She might have passed the examination if she had studied hard.
17. She should have passed the examination if she had studied hard.
18. She ought to have passed the examination if she had studied hard.

APPENDIX III

TEST I

(Communicative Based)

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES

Department of Foreign Languages and Literature.

Student's Code Number _____

Group Number _____

Time allowed: 3 hrs.

N.B. Do not detach any sheet from the question paper.

PART I

A. COMPREHENSION

Read the following passage and then answer the questions set on it.

THE SOURCE OF THE NILE

The Nile was the most famous river in the ancient world, but no one knew exactly where its source was until a hundred years ago. A scottish explorer, James Bruce, had followed the course of the shorter Blue Nile from Khartoum in the 1770's, but no one had succeeded in navigating the White Nile to its source. Yet ptolemy, the ancient geographer, had drawn a map of Eastern Africa in A.D. 150, showing the source as a great lake. He based it on the report of a Greek merchant, Diogenes. Diogenes had travelled from the coast. If Ptolemy was right, it would appear to follow Diogenes' example. So Burton and Speke, two English explorers, set out from Zanzibar in 1857.

If they had known each other better, they might have chosen different companion and if they had realised what the eventual outcome of the expedition would be, they would have separated from the beggining. Both had been officers in the army in India, but their previous careers and, above all, their personalities were quite different. Burton the leader, was a

brilliant linguist, a scholar and a poet, a man who had made a journey to Mecca disguised as an Arab. He was already
20 famous and loved an exciting life. Speke was younger and quicker, someone whose only pleasure seemed to be by himself, exploring and hunting. But if Burton thought Speke was the obedient follower he was looking for, he was wrong. Speke had a personality and ambitions of his own.

25 In the summer of 1858, while Burton was resting at a place called Kazeh, Speke went off on his own and discovered Lake Victoria. As soon as he saw it, he was convinced that it was the great lake Diogenes had referred to, he came back without exploring it, saying he had found the source of the Nile. But
30 he could not prove it. If he had travelled round the lake, his argument would have been more convincing, but in any case Burton did not want to believe him. He thought the true source was further west, perhaps in lake Tanganyika.

The explorers returned to England in different ships, each thinking that he was right. When Burton arrived, Speke had
35 already obtained enough money for a new expedition. With a new companion, Grant, he reached Lake Victoria and then, leaving Grant behind for some strange reasons, he went overland to the Nile eighty kilometers north and traced the river back to
40 the Ripon Falls in Lake Victoria.

Two years later, there was a meeting of the Royal Geographical Society in Bath. Speke was going to lecture on his expedition and Burton was there, too, determined to show that he still had not proved his case. On the afternoon, before the
45 expected confrontation between the two explorers, the delegates heard some terrible news. Speke had died in a hunting accident. He had fallen, fired his gun accidentally and killed himself.

Burton thought it was suicide, but the mystery still remains. If Speke was such a great hunter, how could he have been so
50 careless? But if he was afraid of meeting Burton, suicide
might have seemed the only escape.

Ten years passed before Stanley explored the whole area and proved that Speke was right. The Nile does start its course towards Egypt and the sea at the Ripon Falls in Lake
55 Victoria.

Fowler (1979). Incentive English.

II. Comprehension Questions (26 points)

Explain in not more than two sentences what the writer of the article wanted to say by the following conditional sentences.

1. 'If Ptolemy was right, it would appear to follow Diogenes' example'. (Lines 9-10).

2. 'If they had known each other better, they might have chosen different companions.' (line's 11-12).

3. '... if they had realised what the eventual outcome of the expedition would be, they would have separated from the beginning.' (line's 13-15).

4. '... if Burton thought Speke was the obedient follower he was looking for, he was wrong.' (lines 22-23).

5. 'If he had travelled round the lake, his argument would have been more convincing ...' (lines 30-31)

6. 'If Speke was such a great hunter, how could he have been so careless?' (lines 49-50).

7. '... if he was afraid of meeting burton, suicide might have seemed the only escape.' (lines 50-51)

B. Answer the following questions using appropriate conditional sentences.

8. What would you do if you were Burton?

9. What would you have done if you had been Speke?

10. What would you have done to Speke, if you had been in the place of Grant?

11. Why did Speke leave Grant behind in Lake Victoria?

12. What does the exploration of Stanley prove?

13. How did Speke die?

II. Write the appropriate forms of the verbs in brackets in the given blank space at the end of each text corresponding its number. (34 points).

If what has so far been said had been in the form of a sermon it would probably (has)1 the following explanation.

1. _____

Text 2.

If the earth (be)2 flat, columbus' ship (fall)3 off the edge.

2. _____ 3. _____

Text 3.

If you (spend)4 the weekend in Awassa, I'm sure you (have)5 a good time. 4. _____ 5. _____

Text 4.

Tekle (invest)6 his money in a friend's business if he(withdraw)7 the savings bank. 6. _____ 7. _____

Text 5.

Remember that in presenting data, even if the arithmetic (involve)8 is correct, if the design is too complicated, if the mathematical assumptions (wrong)9, if the control group (wrong)10, if the medical techniques (wrong)11, then the answer to out original question (wrong)12. 8. _____

9. _____ 10. _____

11. _____ 12. _____

Text 6.

If the information (count)13, discrete or qualitative, like sex, as already (describe)14, it is normally enough to draw a pie diagram or a bar chart. 13. _____ 14. _____

Text 7. (Discussion)

Maria: I thought I was very unfairly treated. After all, it's a bit hard to be (book)15 for parking when I was only there for five minutes. 15. _____

Yasmin: But what if everyone did the same thing? If everyone (park)16 in Bridge Street, as you did, life (become)17 unbearable for people like me who live there!

16. _____ 17. _____

John: It wouldn't matter so much if it (be, not)18 such a narrow street. But sometimes there's a big traffic jam there, and traffic can't get through. 18. _____

Maria: But I wasn't blocking the road at all! And where else could I (park)19. 19. _____

Yesmin: In the car-park, of course.

Maria: But that's the other side of the town. All I (want)10 to do was to deliver a very heavy parcel to the post office. 20. _____

John: That's true. If she had been unloading a lorry, the policeman (probably not say)21 a word. 21. _____

Maria: And another thing: I think he (just; pick)22 on me because I said I was a teacher. 22 _____

John: Yes; if you'd said you were a nurse, I bet he (let)23 you off. Policemen are always kind to nurses. 23. _____.

Yasmin: Yes, you ought (say)24 you were a nurse. 24. _____.

John: After all, you needn't (say)25 you were a teacher. 25. _____.

Maria: Oh, I think he (book)26 me anyway. Policemen have to book a certain number of people everyweek, you know. Otherwise, they get into trouble. 26. _____.

Yasmin: That's right! The more people they book, the quicker they get promotion!

John: No, I don't think that's true. The police like to have the support of the public, so that if anyone sees something suspicious, he (report)27 it to a policeman. If he (do, not)28 like the police, then he won't want to report it, will he? 27. _____ . 28: _____.

Text 8.

Like you, Dane, I wish parents (be, not)29 so snobish at times. If only they (realise)30 what harm their snobbery can do to their own children, I'm sure they (stop)31. But the trouble is that most snobs are very think-skinned as well as narrow-minded. If I (be)32 you, I (live)23 my own life, work hard, and show the world that Dane Webster is a young man with character and prospects. In other words, I (behave)34 as if people like Lynn's parents do not exist. And I'm sure that if Lynn can break free of their snobbery (it's more her problem than yours, believe me). She'll begin to respect your independence.

29. _____ . 30. _____ . 31. _____
 32. _____ . 33. _____ . 34. _____ .

III. Complete the following sentences; and add to each sentence two logically related sentences to make it a text.(10 points).

1. Geography would have been an interesting subject

2. I will major in philosophy only if

3. If she were to see the instructor

4. She might have seen her father

5. If I were the mayor of Addis Ababa

IV. Study the following example carefully. Then express the given situations using appropriate conditional sentences. (10 points)

Example

Asmerom didn't know his wife was going to be sitting at the next table, and so he took his secretary to the Black Lion Restaurant.

IF HE HAD KNOWN HIS WIFE WAS GOING TO BE SITTING AT THE NEXT TABLE, HE WOULDN'T HAVE TAKEN HIS SECRETARY TO THE BLACK LION RESTAURANT.

1. Bob didn't hear about it in time, and so he didn't join Oliver's expedition to Afghanistan.

2. She will change her nationality, and so she doesn't need to have her visa extended.

3. Ato Abera didn't marry the girl he loved thirty years ago, and so he wasn't a happier man.

4. Almaz does not see that the customer is going out without paying, and so she won't rush out and stop him.

5. There was no chance of rescuing survivors, and so they called off the search.

V. Oral Examination (20 points)

A. Choose any one of the following topics and speak to the class for five minutes. (5 points)

1. If I get my B.A. degree
2. If I were a lecturer
3. If I had been in grade nine
4. If only I had talked to her
5. Only if you speak English
6. If I were married
7. If I new French
8. If I were a soldier
9. If my wife hates me
10. If I go to

B. Interview Questions (15 points)

1. Suppose that you are a millionaire, what would you do with your money?
2. If you get a distinction grade in the first semester exam results, how would you explain it to your parents or friends?
3. Assuming that you are a teacher and your students make spelling mistakes repeatedly, how would you warn them?
4. Assuming that you are a manager of a certain organization, say the Coffee Board of Ethiopia, how would you instruct your secretary in case she allows people to get in to your office without any prior appointment?
5. Assume that we are workers under your organization. And due to carelessness we destroyed some important documents of the organization. Comment on our activity using the appropriate conditional sentence?
6. Assume that you are a state official and given the chance to choose and take one car out of several types. Which type of car would you like to take? and why?
7. Suppose that you are given the chance to join any organization you like to work in. Which one would you join? and why?

C. Explain the differences in each set of the following conditional sentences. (6 marks)

1. a) He would have done well if he had taken the exam.
b) He could have done well if he had taken the exam.
c) He might have done well if he had taken the exam.
2. a) He will work for you, if you will give him money.
b) He will work for you, only if you give him money.
c) He would work for you, if you would give him money.
3. a) Unless you work hard, you won't pass the exam.
b) If you work hard, you will pass the exam.
c) If you don't work hard, you won't pass the exam.

APPENDIX IV
TEST II
(Structure Based)

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

C.No. _____

Group No. _____
Time allowed: 2hrs.

I. Completion Questions

A. Circle the letter of the alternative that best completes each given sentence. (25 points)

1. I _____ to manage them if you gave me the job.
 - a) will be able
 - b) can be able
 - c) would be able
 - d) may be able

2. He _____ on Monday if you wanted him to.
 - a) would started
 - b) could started
 - c) would start
 - d) may started

3. Had I been a millionaire, I _____ a beautiful villa.
 - a) would have bought
 - b) had bought
 - c) would had buy
 - d) have been bought

4. If he _____ his English Examination, he would not have bought this book.
 - a) had been passed
 - b) would pass
 - c) had passed
 - d) could have passed

5. He ought to have won the game if he _____ this much.
- a) was practiced
 - b) had practiced
 - c) has practiced
 - d) would practiced
6. If you work hard, you _____ a lot of money.
- a) are earn
 - b) will earn
 - c) have earn
 - d) earned
7. If the last young man _____ an adding machine properly, he would still have been working here.
- a) had used
 - b) used
 - c) would use
 - d) been used
8. You shall get a passing grade only if you _____ classes regularly.
- a) have been attended
 - b) had been attended
 - c) attend
 - d) are attended
9. If he _____ her she would feel happier.
- a) were to see
 - b) would to see
 - c) able to see
 - d) seen
10. If she asked me to go, I _____.
- a) would agree
 - b) agreed
 - c) have agreed
 - d) would agreed

11. If the brakes _____ properly, there would be an accident.
- a) does not function
 - b) do not function
 - c) had not functioned
 - d) are not functioned
12. If everyone parked in Bridge Street, as you did, life _____ unbearable for people like me who live there.
- a) would become
 - b) would have had been
 - c) had been
 - d) would have
13. What would you do if you _____ by a bandit?
- a) attacked
 - b) would attack
 - c) had attacked
 - d) were attacked
14. If he _____ harder, he would have passed the examination.
- a) studied
 - b) had studied
 - c) would studied
 - d) had had studied
15. I should not have tolerated his rudness, if I _____ you.
- a) was
 - b) were
 - c) would been
 - d) might be
16. If I _____ so tired, I would go for a walk with you.
- a) am not
 - b) were not
 - c) had not
 - d) have not

17. If Harry brought his wife and children with him, it _____ easy to put them all up.
- a) wouldn't be
 - b) wouldn't have been
 - c) couldn't have been
 - d) might have not been
18. Even if we bought it, I don't know where we _____ it.
- a) could have put
 - b) would have put
 - c) may have put
 - d) could put
19. If the position _____ to you, would you accept it?
- a) was offer
 - b) offered
 - c) was offered
 - d) had offered
20. If that ladder slipped, you _____ a nasty fall.
- a) would have
 - b) would have had
 - c) could had had
 - d) could have had
21. If animals do not get air, they _____ immediately.
- a) die
 - b) would die
 - c) will die
 - d) would have died
22. If I _____ you ten pounds, how would you spend it?
- a) were to give
 - b) would have given
 - c) will giving
 - d) had been given

23. If he _____ the writing of the 'Agenda' I will do the editing.
- a) will do
 - b) could have done
 - c) might have done
 - d) may done
24. If I have time, I _____ the exhibition.
- a) visit
 - b) shall visit
 - c) would have visited
 - d) should have visited
25. If you heat water it _____.
- a) evaporates
 - b) is evaporating
 - c) will evaporate
 - d) could evaporate.

B. Complete the following sentences by inserting in the blank spaces the correct forms of suitable verbs with appropriate helping verbs when necessary. (15 points)

1. If it _____ we shall not go out.
2. If I _____ you I should refuse to accept his excuse.
3. We will have a game of tennis tomorrow, if the weather _____ suitable.
4. If only we _____ two minutes earlier, we should have caught the train.
5. I shall leave the office at 4:30, if nothing _____ me.
6. If you _____ me, I could have helped you.
7. If the train _____ punctually, we shall be in.
8. If you _____ to win £1,000, what would you do with the money?
9. I shall call and see him tomorrow evening if I _____ time.

10. If he _____ more careful, the accident would not have happened.
11. If I _____ his address, I'd have called on him.
12. I could never have solved the problem if you _____ me.
13. If they _____ my advice, they would not have made this mistake.
14. If I _____ old enough, I would join the Air Force.
15. Nothing could have saved your life if you _____ over that cliff.

c. Complete the following to make grammatical meaningful sentences.
(15 points)

1. If it is not too far, _____

2. If he had learned his lesson properly, _____

3. If we had known they were here, _____

4. If she would like a ticket for the concert, _____

5. If they are expected to see the Dean, _____

6. If he were to have told me the truth in the first place, _____

7. If only I were rich, _____

8. If you had explained your problem to me, _____

9. If I should study English _____

10. If it hadn't been for your laziness, _____

D. Complete the following sentences using conditional clauses.
(15 points)

1. We'll just manage to catch the train _____

2. _____,
_____, she would be able to give
you the answer.

3. I might have passed the examination _____

4. The talks will continue throughout the night _____

5. What difference would it have made _____
_____?

6. I'm sure she wouldn't have married him _____

8. She could have met her father _____

8. _____,
_____, you won't get there till
tomorrow..

9. _____,
_____, I would be able to give you
the answer.

10. We could have eaten dinner together, _____

III. Combine the pairs of sentences below so that the first sentence of each pair is an if-clause. (20 points)

1. Please help me. Then we can finish before dark.

2. Please come tomorrow. I will have everything ready for you.

3. Can you lend me five pounds? I'll pay you tomorrow.

4. Please let me know the time of your arrival. I'll meet you at the station.

5. Would your brother mind calling at my house this evening? I'll give him the books you've asked for.

6. Do you mind taking two pounds now? I'll let you have the rest of what I owe you next week.

7. Please go to the counter opposite. The sales-girl there will attend to you..

8. Would you mind getting me another tin of white paint? Then I shall be able to finish painting the kitchen.

9. Will you please stay here in the car? I'll go and get the tickets. _____

10. Takele works hard. He earns a lot of money. _____

IV. Answer the following questions using complete conditional sentences. Your sentences should be grammatical and acceptable. (10 points)

1. What will you do if you get a scholarship? _____

2. What should a teacher do if his students are to attend his class regularly? _____

3. What would you do if you were a taxi driver? _____

4. What would have happened to Ethiopia if Italy had won the battle of Adewa? _____

5. What would your parents feel if you pass your examination with distinction? _____

My Observations of the two groups I taught

The observations I made while instructing Groups III and IV for eight weeks are stated below:

I taught Group III (control group) using the structure-based materials on conditional sentences, and group IV (study group) using the communicative materials on English language functions that use conditional sentences. In the first two weeks, students in the 'Control Group III' were active in class. Their motivation to learn was remarkable. The 'Structure based materials' were smoothly followed. In the 'Study Group IV', the situation was different, however. During that time neither the students nor I felt that there was any teaching going on at all. It was during this time that five of the seventeen students in the group disappeared.

During the third week, situations were observed gradually changing. Students in the 'Control Group' started to manifest a feeling of complacency. The first seven sessions, however did not very much change their habits with regard to conditional sentences. Their motivation and interest were noted gradually declining. Their number also started to decrease. Four students disappeared in the fourth and fifth weeks. One student did not sit for the tests given.

On the other hand students in the 'Study Group IV' began showing notable interest and motivation to learn as of the third week. They were observed trying their best to express themselves in the given sample situations. They were also observed using the language creatively as appropriate to the given situations of language use. Their involvement was also observed to have been very high. There were times when students wanted to remain behind in class to continue the discussion they had started during class hours. Their confidence in conversing and writing in the language increased.

Their language behaviour was notably changing as the experiment proceeded. However, there was no notable change of language behaviour

in the control group. Even during the last week of the experiment, most of them were observed to have considerable difficulty in producing sentences of their own, despite all the efforts made to make them produce grammatically correct sentences.

Nevertheless, it is worth noting that the 'communicative Approach' requires the creative thinking ability of the instructor. Moreover, the instructor has to be a proficient user of the language. Though it requires little talk on the side of him in class, he has to supply appropriate utterances of language use to students, when needed. Moreover, the immense written assignments students have to do is quite a taxing job to correct. This obviously would demand the industriousness of the instructor, who will have to devote a lot of his leisure time. With proper training of instructors in language use and appropriate size of class, I am of the conviction that the 'Communicative Approach' can be used with a considerable success in schools that offer foreign languages for communicative purposes; developing at the same time the creativity, sensitivity and imaginativeness of both students and instructors.

Abdulkadir Ali.

APPENDIX V, 2

I made the following observations during the experiment:

I was instructing group V (control group) and group VI (study group) on conditional sentences, based on the structural and communicative approach, respectively.

During the first week, there were seventeen students in each group. Interest in the experiment was noted to be high among the control group. The students' participation in the study group was, however, low. We could not cover much within a session. The students were divided into small groups, and at first, it was difficult for the instructor to have full control over the situation and to do the work systematically. By the end of the first week, two students in the study group expressed their unwillingness to continue on the pretext that they had too much work to do.

During the second week, the number of students dropped to thirteen in the study group, and to fifteen in the control group. Growing interest and gradual improvement were observed in the study group as the students began to acquire boldness and confidence in the situational use of language. An attempt was also made by the students to add a touch of humour to the situations as their creativity was being stimulated. In the control group, classes were as usual smoothly conducted.

During the third and fourth weeks, the number of students in the control group lowered to thirteen. This was due to the fact that the drills, which were restricted, to the sentence level, did not give the students the opportunity to make use of their imaginative power. Consequently, language learning became a monotonous exercise for them. During the last weeks, the students in the control group were not as eager to learn as during the first weeks. On the other hand, participation in the study group was more than satisfactory. The students expressed, their genuine appreciation

for the communicative approach. They eventually understood that the objective of language learning is to enable them to communicate their thoughts effectively. They further suggested that the communicative approach be applied to the teaching of Freshman English in the future.

I personally feel that the communicative approach should be implemented to the teaching of English at the university level - This will make language teaching an enjoyable exercise for the instructor. It will also arouse the students' interest to learn the language, and enhance their motivation and creativity. Consequently, language teaching will become a rewarding job.

It cannot, however be denied that the communicative approach makes language teaching a demanding task. From the instructor it requires a mastery of the language of instruction and extensive preparation in order to be able to provide the students with the necessary vocabulary items called forth by the situations. Though the instructor's involvement during the sessions is minimum, he had the responsibility of correcting the class assignments done by the students.

Olga Yazbec

pt. Questions 1-25															B. Each 1pts. Ques. 1-15															C. Each 1½pts. Q. 1-10															D. Each 1½ pt. Q. 1-10															E. Each 1-5																																						
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10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1																																												
TOTAL	303														TOTAL 196														TOTAL 1995														TOTAL 201														TOTAL 268														TOTAL 128														1295													
Ave.	21.64														Ave 14.0														Ave. 14.25														Ave. 14.36														Ave. 19.14														Ave. 9.14														92.													

APPENDIX VI.2: Scoring of Test II, Group II (Control Group)

SCORES

TEST II QUESTION NUMBERS

Quest. 1 - 25															B. Each 1pts. Ques. 1-15															C. Each 1½pts. Q. 1-10															D. Each 1½ pt. Q. 1-10															Part III Each 1 pts. Q. 1-10															Part II @2pts. Q. 1-15															G.														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10																																								
1	1	0	1	1	0	0	1	0	0	0	1	1	0	0	3	0	0	1	1	0	0	0	0	1	0	3	0	0	0	1	1	0	0	0	0	3	0	0	0	1	1	0	0	0	0	3	2	2	2	2	0	0	0	0	0	2	1	0	0	0	1	0	0	0	0	1	3	1	0	0	0	0	0	0	0																													
2	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	0	1	1	1	0	1	1	1	1	1	9	1	1	1	1	1	0	1	1	1	9	1	1	1	1	1	0	1	1	1	9	2	2	2	2	0	0	2	2	0	0	1	2	0	0	0	0	0	0	0	4	6	9	0	0	0	0	0	0	0																													
3	1	1	0	1	1	1	1	1	1	1	0	1	1	1	14	1	1	0	1	1	1	1	1	1	1	10	1	1	1	1	1	1	1	1	1	10	1	1	1	1	1	1	1	1	1	10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	10	2	2	2	2	2	2	2	2																													
4	1	0	1	1	0	1	1	1	1	1	0	1	1	1	13	1	1	1	1	1	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	9	2	2	2	2	2	2	2	2	2	0	1	1	1	1	1	1	1	1	1	3	6	7	2	2	2	2	2	2	2																													
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7	0	1	1	1	1	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	9	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	6																																						

CN	AI					ME					UN VA					VF					AUSI					T.As 20
	E ₁	E ₂	E ₃	T	A:T 3	E ₁	E ₂	E ₃	T	A:T 3	E ₁	E ₂	E ₃	T	A:T 3	E ₁	E ₂	E ₃	T	A:T 3	E ₁	E ₂	E ₃	T	A:T 3	
1	3.00	3.00	2.00	8.00	2.67	2.25	2.00	2.25	6.50	2.17	2.50	2.00	2.25	6.75	2.25	2.75	2.00	2.25	7.00	2.33	3.00	2.50	2.50	8.00	2.67	12.09
2	3.75	3.25	3.50	10.50	3.50	3.25	3.00	3.50	9.75	3.08	2.00	3.50	3.50	9.00	3.00	3.50	3.50	3.00	10.00	3.33	3.00	4.00	4.00	11.00	3.67	16.58
3	2.00	2.50	2.50	7.00	2.33	2.00	2.50	2.50	7.00	2.33	2.00	1.50	2.00	5.50	1.83	2.00	2.00	1.50	5.50	1.83	2.25	2.50	2.50	7.27	2.42	10.74
4																										
5	3.00	3.00	3.00	9.00	3.00	3.00	3.00	3.50	9.50	3.17	3.50	2.50	3.50	9.50	3.17	3.50	3.00	4.00	10.50	3.50	4.00	3.00	4.00	11.00	3.67	16.51
6																										
7	4.00	4.00	3.00	11.00	3.67	4.00	4.00	4.00	12.00	4.00	3.50	4.00	3.00	9.50	3.17	4.00	4.00	3.00	11.00	3.67	4.00	4.00	3.00	11.00	3.67	18.18
8	3.00	2.75	3.25	9.00	3.00	3.00	3.50	3.75	10.25	3.42	2.00	3.00	3.00	8.00	2.67	3.00	3.50	3.75	10.25	3.42	3.50	3.00	3.75	10.25	3.42	16.34
9	3.00	3.00	3.25	9.25	3.08	3.50	3.50	3.25	10.25	3.42	3.00	3.00	3.25	9.25	3.08	3.50	3.50	3.25	10.25	3.40	3.00	3.00	3.50	9.50	3.17	16.17
10	3.00	3.50	3.50	10.00	3.33	3.25	3.75	3.00	10.00	3.33	2.25	2.50	2.50	7.25	2.42	2.00	3.00	3.00	8.00	2.67	3.00	3.50	3.25	9.75	3.25	15.00
11	3.00	3.00	3.25	9.25	3.08	2.50	2.75	3.00	8.25	2.75	2.50	2.50	2.50	7.50	2.50	2.00	2.00	2.50	6.50	2.17	2.50	3.00	3.00	8.50	2.83	13.33
12	3.75	3.75	4.00	11.50	3.83	4.00	3.75	3.75	11.50	3.83	3.75	3.75	3.57	11.25	3.75	4.00	3.50	3.75	11.25	3.75	4.00	4.00	4.00	12.00	4.00	19.16
13	3.50	3.75	3.75	11.00	3.67	3.50	3.50	3.75	10.75	3.58	3.25	3.00	3.25	9.50	3.17	3.25	3.50	3.00	10.25	3.42	3.50	3.75	3.75	11.00	3.67	17.51
14																										
15	2.00	2.50	2.50	7.00	2.33	3.00	3.25	2.75	9.00	3.00	3.50	2.75	2.75	9.00	3.00	2.75	2.50	2.75	8.00	2.67	2.00	2.00	3.00	7.00	2.33	13.33
16	3.00	3.00	3.25	9.25	3.08	2.75	3.00	3.50	9.25	3.08	2.75	2.75	3.00	8.50	2.83	2.50	2.75	2.75	8.00	2.67	3.00	3.25	3.00	9.25	3.08	14.74
17	2.75	2.75	2.50	8.00	2.67	2.25	2.75	2.75	7.75	2.58	2.75	2.25	2.25	7.25	2.42	2.50	3.00	2.50	8.00	2.67	2.75	2.25	2.50	7.50	2.50	12.84
T.	42.75	43.75	43.25	129.75	43.24	42.25	44.25	44.25	131.75	43.74	39.25	39.00	40.50	118.75	39.26	41.25	41.75	41.00	124.00	40.52	43.50	43.75	45.75	133.00	44.35	210.52
Av.	3.05	3.13	3.09	9.27	3.09	3.02	3.00	3.16	9.41	3.12	2.80	2.71	2.89	8.48	2.80	2.91	2.98	2.93	8.86	2.89	3.11	3.13	3.27	9.50	3.17	15.04

APPENDIX VI. 14 Scoring of Test I, Oral part (20%) Group II (Control Group)

CN	EVALUATION CRITERIA																									
	E ₁	AP E ₂	4pts E ₃	T	A:T 3	E ₁	ME E ₂	4pts E ₃	T	A:T 3	UNVA E ₁	4pts E ₂	E ₃	T	A:T 3	VF E ₁	4pts E ₂	E ₃	T	A:T 3	AUSI E ₁	E ₂	E ₃	T	A:T 3	T.As 20
1	2.00	1.75	2.50	6.25	2.08	2.00	1.50	2.00	5.50	1.83	2.00	1.25	1.50	4.75	1.58	1.50	1.25	1.50	4.25	1.42	2.00	2.00	1.50	5.50	1.83	8.74
2	2.50	2.00	2.00	6.50	2.17	3.00	2.50	2.00	7.50	2.50	1.50	1.00	1.00	3.50	1.17	2.00	1.50	1.00	4.00	1.50	1.50	1.50	2.00	5.00	1.67	9.01
3	1.50	1.00	1.50	4.00	1.33	2.00	2.00	1.50	4.50	1.50	1.50	1.00	1.25	3.75	1.25	1.75	1.25	1.25	4.25	1.42	1.75	1.75	1.25	4.75	1.58	7.08
4	2.50	2.25	2.00	6.57	2.25	2.00	2.00	2.25	6.25	2.08	1.50	2.00	2.00	5.50	1.83	2.25	2.25	2.50	7.00	2.33	3.00	2.00	2.50	7.50	2.50	10.99
5	1.57	1.50	1.50	4.75	1.58	2.00	2.00	1.75	7.75	2.58	1.50	1.00	1.00	3.50	1.17	1.50	1.50	1.25	4.25	1.42	2.00	1.50	2.00	5.50	1.83	8.58
6	2.00	1.75	1.50	5.25	1.75	1.50	1.25	2.00	4.75	1.58	1.25	1.25	0.75	3.25	1.08	1.50	1.50	1.25	4.25	1.42	2.50	2.00	2.50	7.00	2.33	8.16
7	1.57	1.75	1.50	5.00	1.67	2.00	2.00	1.50	5.50	1.83	0.75	0.75	1.00	2.50	0.83	1.50	1.00	1.00	3.50	1.17	1.00	1.00	1.50	3.50	1.17	6.67
8	2.00	1.50	2.50	6.00	2.00	1.50	1.25	1.00	3.75	1.25	0.75	0.50	1.00	2.25	0.75	1.75	1.75	1.75	5.25	1.75	1.50	1.00	1.50	4.00	1.33	7.08
9	3.00	2.50	3.00	8.50	2.83	3.00	2.50	2.50	8.00	2.67	2.00	1.50	2.00	5.00	1.83	3.00	2.50	3.00	8.50	2.83	2.50	2.00	2.00	6.50	2.17	12.33
10	2.50	2.00	3.00	7.00	2.50	2.50	2.00	2.00	6.50	2.17	2.00	1.50	1.25	4.75	1.85	2.00	1.75	2.25	6.00	2.00	2.25	2.00	2.50	6.75	2.25	10.50
11	3.00	2.50	3.00	8.50	2.83	2.73	2.50	2.50	7.75	2.58	2.00	1.50	1.50	5.00	1.67	1.50	1.50	1.50	4.50	1.50	2.25	2.00	2.00	6.25	2.08	10.66
12	2.25	2.00	1.75	6.00	2.00	2.50	2.00	2.00	6.50	2.17	2.00	2.00	1.75	5.75	1.92	2.25	2.00	2.00	6.25	2.08	2.50	1.75	2.00	6.25	2.08	10.25
13																										
14	2.00	2.00	2.00	6.00	2.00	2.00	1.50	2.00	5.50	1.83	2.25	1.75	1.50	5.50	1.83	2.00	2.00	1.50	5.50	1.83	2.00	2.00	2.00	6.00	2.00	9.49
15	2.00	1.50	2.00	5.50	1.83	2.50	2.00	2.00	6.50	2.17	2.00	1.75	2.00	5.75	1.92	2.00	1.75	1.75	5.50	1.83	1.75	1.75	1.50	5.00	1.67	9.42
16																										
17																										
T.	30.75	26.00	29.75	86.00	28.72	31.25	27.00	27.00	85.25	28.74	23.00	18.75	19.50	61.25	21.33	26.50	24.50	23.50	74.50	24.50	29.50	24.25	26.75	80.50	26.49	128.96
Av.	2.20	1.86	2.13	6.18	2.05	2.23	1.93	1.93	6.09	2.05	1.64	1.34	1.39	4.38	1.52	1.89	1.75	1.68	5.32	1.75	2.11	1.73	1.91	5.75	1.89	9.21

EVALUATION CRITERIA																											
CN	AP 4pts					ME 4pts					UN VA 4pts					VF 4pts					AUST		T.A 20				
	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂		E ₃	T	A=T/3	
1	2.00	2.50	2.00	6.50	2.17	2.00	1.50	2.25	5.75	1.92	1.50	1.50	1.75	4.75	1.88	2.25	2.00	1.75	6.00	2.00	2.00	2.00	2.00	2.00	6.00	2.00	9.67
2																											
3	2.00	1.50	2.00	5.50	1.83	2.25	2.00	1.75	6.00	2.00	2.00	1.25	1.50	4.75	1.58	2.00	1.25	1.50	4.75	1.58	1.75	1.50	2.50	5.75	1.92	8.91	
4	2.00	1.50	2.00	5.50	1.83	3.00	2.00	2.50	7.50	2.50	2.00	1.75	1.50	5.25	1.75	2.25	1.75	2.25	6.25	2.08	2.00	2.00	2.25	6.25	2.08	10.24	
5	2.00	2.00	2.00	6.00	2.00	2.25	2.00	2.00	6.25	2.08	1.75	1.25	1.50	4.50	1.50	2.00	1.75	1.75	5.50	1.83	2.00	1.50	1.75	5.25	1.75	9.16	
6	2.50	2.00	2.00	6.50	2.17	2.50	2.00	2.25	6.75	2.25	2.00	2.00	2.00	6.00	2.00	2.50	2.50	2.25	7.25	2.42	2.00	1.50	1.75	5.25	1.75	10.59	
7	1.50	1.25	1.75	4.50	1.50	2.00	1.75	1.50	5.25	1.75	1.50	1.75	1.50	4.75	1.58	2.00	2.00	2.00	6.00	2.00	1.75	1.50	2.25	5.50	1.83	8.66	
8	2.25	2.50	2.75	7.50	2.50	2.50	2.75	2.25	7.50	2.50	2.00	2.50	2.25	6.75	2.25	2.00	2.75	2.50	7.25	2.40	2.50	2.25	2.25	7.00	2.33	12.00	
9	2.00	1.50	1.50	5.00	1.67	1.50	1.50	1.50	4.50	1.50	2.00	1.75	2.25	6.00	2.00	2.00	2.50	2.00	6.50	2.17	1.50	1.50	1.50	4.50	1.50	8.84	
10	2.75	3.50	3.50	9.75	3.25	2.75	3.00	3.25	9.00	3.00	2.75	2.75	2.75	8.25	2.75	3.25	2.75	2.00	9.00	3.00	3.50	2.75	3.25	9.50	3.17	15.17	
11	3.50	2.75	2.75	9.00	3.00	3.00	2.25	2.50	7.75	2.50	2.50	2.75	2.25	7.50	2.50	2.75	2.75	2.75	8.25	2.75	2.75	2.75	2.50	8.00	2.67	15.50	
12																											
13	2.25	2.75	2.25	7.25	2.42	3.00	2.50	2.75	8.25	2.75	2.50	2.50	2.50	7.50	2.50	2.50	2.50	2.25	7.25	2.42	2.50	2.75	2.50	7.75	2.58	12.67	
14																											
15	1.75	2.25	2.25	6.25	2.08	2.00	1.75	1.25	5.00	1.67	1.50	1.50	2.00	5.00	1.67	2.25	1.75	2.00	6.00	2.00	1.75	1.50	2.25	5.50	1.83	9.25	
16																											
17																											
T	26.50	26.00	26.75	49.25	26.42	28.75	25.00	25.75	72.50	26.50	24.00	23.25	23.75	71.00	23.67	27.75	26.25	26.00	80.00	26.75	26.00	23.50	26.75	76.25	25.42	25.63	
Av.	2.21	2.17	2.25	6.60	2.20	2.40	2.08	2.15	6.63	2.21	2.00	1.94	1.98	5.92	1.97	2.31	2.19	2.17	6.67	2.22	2.17	1.96	2.23	6.35	2.12	10.72	

APPENDIX VI.16: Scoring of Test I, Oral part (20%) Group IIV (Study Group)

EVALUATION CRITERIA																											
CN	AP 4pts					ME 4pts					UN VA 4pts					VF 4pts					AUST		T.A 20				
	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂	E ₃	T	A=T/3	E ₁	E ₂		E ₃	T	A=T/3	
1	2.50	3.00	2.00	3.50	2.50	2.75	2.50	2.00	7.25	2.42	2.50	2.00	2.25	6.75	2.25	2.75	2.25	2.00	7.00	2.33	2.75	3.00	2.50	8.25	2.75	11.25	
2	4.00	3.50	3.00	10.50	3.50	3.25	4.00	3.25	10.50	3.50	3.00	3.00	2.75	8.75	2.92	3.50	3.50	3.00	10.00	3.33	3.75	4.00	3.25	11.00	3.67	10.92	
3	3.25	3.25	3.00	9.50	3.17	3.25	3.25	2.75	9.25	3.08	2.50	3.00	2.25	7.75	2.58	3.25	3.25	2.50	9.00	3.00	3.50	3.25	2.50	9.25	3.08	11.90	
4	3.00	3.00	2.75	8.75	2.92	3.00	3.25	2.75	9.00	3.00	3.25	2.55	2.50	8.50	2.83	2.75	2.75	2.50	8.00	2.67	3.00	3.00	2.75	8.75	2.92	11.34	
5	3.00	3.50	3.25	9.75	3.25	2.75	3.00	2.50	8.25	2.75	3.25	3.00	2.50	8.75	2.92	2.75	2.75	2.00	7.50	2.50	2.75	3.25	3.00	9.00	3.00	11.42	
6	3.00	2.75	2.75	8.50	2.83	2.75	3.25	2.75	8.75	2.92	2.50	2.75	2.00	7.25	2.42	2.75	2.75	2.25	7.75	2.58	2.75	3.50	2.75	9.00	3.00	11.75	
7	3.50	3.50	3.25	10.25	3.42	3.25	3.75	3.25	10.25	3.42	4.00	4.00	3.50	11.50	3.83	3.50	4.00	3.25	10.75	3.58	3.50	3.50	3.50	10.50	3.50	11.75	
8	3.50	4.00	3.25	10.75	3.58	4.00	3.75	3.25	11.00	3.67	3.50	3.50	3.25	10.25	3.42	4.00	3.50	3.25	10.75	3.58	4.00	3.50	3.25	10.75	3.85	11.83	
9	3.50	4.00	3.50	11.00	3.67	3.50	3.50	2.75	9.75	3.25	2.75	3.25	2.50	8.50	2.83	3.50	4.00	3.25	10.75	3.58	4.00	3.25	3.50	10.75	3.58	10.91	
10																											
11	3.00	2.25	2.75	8.00	2.67	2.50	2.50	2.00	7.00	2.33	2.50	2.75	2.00	7.25	2.42	2.50	2.50	2.00	7.00	2.33	2.50	2.25	2.25	7.00	2.33	12.08	
12	3.00	2.50	3.00	8.50	2.83	4.00	3.50	3.25	10.75	3.58	3.50	4.00	3.50	11.00	3.67	3.00	3.25	3.50	9.75	3.25	3.00	3.00	3.50	9.50	3.17	16.50	
13	3.50	3.25	3.50	10.25	3.42	3.00	2.75	3.25	9.00	3.00	2.75	2.50	3.25	8.50	2.83	3.25	2.75	3.25	9.25	3.08	3.00	3.50	3.25	9.75	3.25	15.58	
T	38.75	38.50	36.00	113.25	37.75	38.00	39.00	33.75	110.75	36.92	36.00	36.50	32.25	104.75	34.92	37.50	37.25	32.75	107.50	35.83	38.50	39.00	36.00	113.50	37.83	183.25	

APPENDIX VII: STANDARDIZATION OF TESTS I AND II

Both tests were given to a sample of twenty students. All of them were first year complete. They were felt to be appropriate for the pre-tests in that:

1. they were fairly exposed to the different types of conditional sentences during the second semester of their freshman programme;
2. they were assumed to be of the same standard at least to the control groups. This is because they were taught in the same approach -- the 'Structural Approach'.

In computing the Facility Value (F.V.) and the Discrimination Index (D.I.), all scores in the pre-tests were considered. But in the post-test the scores of the upper ten and lower ten of the seventy-eight students were considered.

CN	AP 4pts					ME 4pts					UNVA 4pts					UNf 4pts					AUSI 4 pts					T.As 20
	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	
1	3.00	2.00	2.50	7.50	2.50	3.00	2.50	2.50	8.00	2.67	2.00	1.50	2.00	5.50	1.83	2.50	2.00	2.50	7.00	2.33	2.00	2.00	2.50	6.50	2.17	11.50
2	2.50	2.00	2.75	7.25	2.42	2.00	2.00	2.50	6.50	2.17	2.00	1.75	1.75	5.50	1.83	2.50	1.75	2.00	6.25	2.08	2.75	2.00	2.25	7.00	2.33	10.83
3	2.50	2.00	2.00	6.50	2.17	2.50	2.00	2.75	7.25	2.42	2.00	2.00	1.25	5.00	1.75	2.00	1.75	2.25	6.00	2.00	2.50	2.00	2.25	6.75	2.25	10.59
4	2.25	2.25	2.25	6.75	2.25	2.25	2.00	2.75	7.00	2.33	2.00	2.00	2.00	6.00	2.00	2.25	2.00	2.00	6.25	2.08	2.25	2.50	2.75	7.50	2.50	11.16
5	2.25	2.25	3.04	7.50	2.50	2.25	2.25	2.25	6.75	2.25	2.25	2.00	2.00	6.25	2.08	2.25	2.50	2.50	7.25	2.42	2.75	2.25	3.00	8.00	2.67	11.92
6																										
7	2.00	1.75	2.00	5.75	1.92	2.50	2.25	2/25	7.00	2.33	1.50	1.50	2.00	5.00	1.67	2.00	1.50	2.00	5.00	1.83	2.25	2.00	2.00	6.25	2.08	9.83
8																										
9																										
10	2.50	2.50	2.75	7.75	2.58	3.00	2.50	2.75	8.25	2.75	2.00	2.00	2.25	6.25	2.08	2.75	2.50	2.75	8.00	2.67	2.50	2.00	2.75	7.25	2.42	12.50
11	2.00	2.00	2.25	6.25	2.08	2.25	1.75	2.00	6.00	3.00	2.00	1.75	2.25	6.00	2.00	2.25	2.00	2.00	6.25	2.08	2.25	2.00	2.00	6.25	2.08	11.24
12	2.00	1.75	2.25	6.00	2.00	2.25	2.00	2.50	6.75	2.25	2.00	2.00	2.05	6.50	2.17	2.00	2.00	1.75	5.75	1.92	2.00	2.00	2.50	6.50	2.17	10.51
13	1.75	1.50	2.25	5.50	1.83	1.75	1.75	1.75	5.25	1.75	2.00	1.75	2.00	5.75	1.92	2.00	1.75	1.50	5.25	1.75	1.75	2.00	2.00	5.75	1.92	9.17
14	1.50	1.75	1.25	4.50	1.50	1.50	2.00	1.75	5.25	1.75	1.57	1.75	2.00	5.50	1.83	1.50	1.50	1.75	4.75	1.58	12.00	2.00	1.50	5.50	1.83	8.48
15																										
16	2.00	2.00	2.50	6.50	2.17	2.50	2.00	1.75	6.25	2.08	2.00	2.00	2.00	6.00	2.00	1.75	1.57	1.57	5.25	1.75	1.50	1.75	1.75	5.00	1.67	9.67
17	2.00	2.00	2.25	6.25	2.08	2.25	2.00	1.75	6.00	2.00	2.00	1.50	2.00	5.50	1.83	2.00	1.75	2.00	5.75	1.92	2.75	2.00	2.00	6.75	2.25	10.08
T.	28.25	25.75	30.00	84.00	28.00	30.00	27.00	29.25	86.25	29.75	25.50	23.50	26.00	75.00	25.00	27.75	24.75	26.75	79.25	26.47	29.25	26.50	29.27	85.00	28.34	137.50
Av.	2.17	1.98	2.31	6.46	2.15	2.31	2.00	2.25	6.63	2.29	1.96	1.81	2.00	5.77	1.92	2.13	1.90	2.06	6.10	2.03	2.25	2.04	2.05	6.54	2.18	10.58

APPENDIX VI 18: Scoring of Test I, Oral part (20%), Group III (Study Group)

ORAL TEST 20%

EVALUATION CRITERIA

CN	AP 4pts					ME 4 pts					UNVA 4pts					UF 4pts					AUSI 4 pts					TAs 20
	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	E ₁	E ₂	E ₃	T	A= $\frac{T}{3}$	
1	3.75	3.00	3.50	10.25	3.42	3.75	3.25	3.50	10.50	3.50	3.75	3.75	3.50	11.00	3.67	3.75	3.75	4.00	11.50	3.83	4.00	4.00	4.00	12.00	4.00	18.42
2	3.00	3.25	3.75	10.00	3.33	3.75	3.25	3.00	10.00	3.33	3.75	3.50	3.25	10.50	3.50	2.75	2.75	3.25	8.75	2.92	3.00	3.75	3.25	10.00	3.33	16.41
3																										
4																										
5	2.75	2.75	2.75	8.25	2.75	3.00	3.50	3.25	9.75	3.25	2.50	3.25	3.25	9.00	3.00	2.75	2.50	2.75	8.00	2.67	3.50	3.50	3.25	10.25	3.42	15.09
6	3.00	2.75	3.00	8.75	2.92	2.75	3.25	3.25	9.25	3.08	2.50	3.00	3.25	8.75	2.92	2.50	2.50	3.25	3.25	2.75	2.75	2.50	3.00	8.25	2.75	14.42
7	3.25	4.00	4.00	11.25	3.75	3.25	4.00	4.00	11.25	3.75	3.00	3.00	3.50	9.50	3.17	3.25	3.75	3.75	10.75	3.58	3.50	4.00	3.50	11.00	3.67	17.92
8	2.00	2.50	3.00	3.50	2.50	2.50	2.75	2.75	8.00	2.67	2.25	2.50	3.00	7.75	2.58	2.00	2.75	3.00	7.75	2.58	2.00	2.50	3.00	7.50	2.50	12.83
9	3.50	3.50	3.00	10.00	3.33	3.75	3.25	3.50	9.50	3.17	2.50	2.75	2.25	7.50	2.50	2.75	2.75	3.00	8.50	2.83	2.75	3.25	3.25	9.25	3.08	14.91
10	2.25	2.00	2.75	7.00	2.33	2.75	2.00	2.00	6.75	2.25	2.00	2.00	2.00	6.00	2.00	2.75	2.00	2.75	7.50	2.50	2.50	2.00	2.00	6.50	2.17	11.25
11	3.50	3.00	4.00	10.50	3.50	3.25	3.25	4.00	10.50	3.50	3.00	2.50	3.25	8.75	2.92	2.75	2.75	3.50	9.00	3.00	3.50	3.00	3.25	9.75	3.25	16.17
12	3.50	3.25	3.50	10.25	3.42	3.50	3.50	3.25	10.25	3.42	3.25	3.75	3.00	10.00	3.33	3.00	3.75	3.25	10.00	3.33	3.00	3.25	3.50	9.75	3.25	16.75
13	2.75	3.00	2.75	8.50	2.85	2.75	3.25	2.75	8.75	2.92	2.50	2.50	2.75	7.75	2.58	2.75	2.75	2.75	8.25	2.75	2.75	2.75	2.75	8.25	2.75	13.83
14	3.00	4.00	4.00	11.00	3.67	3.25	3.50	4.00	10.75	3.58	2.50	2.75	3.00	8.25	2.75	3.50	3.50	3.75	10.75	3.58	3.25	3.50	4.00	10.75	3.58	17.16
15	3.50	3.25	3.25	10.00	3.33	3.25	3.5	3.00	9.75	3.25	2.75	3.25	2.75	8.75	2.92	3.00	2.75	3.25	9.00	3.00	3.00	3.00	2.75	8.75	2.92	15.42
T.	30.75	40.25	47.25	127.25	41.08	40.50	42.25	40.25	123.00	41.00	36.25	39.25	35.50	110.00	36.68	37.75	37.75	42.25	127.75	37.92	41.00	41.50	41.50	123.00	40.67	200.58
Av.	2.05	2.75	3.25	8.25	2.74	2.71	2.75	2.68	8.25	2.74	2.27	2.68	2.68	7.33	2.68	2.75	2.75	3.17	8.25	2.74	2.71	2.71	2.71	8.25	2.74	13.37

	U.(10)	L.(10)	U + L	F.V	U-L	DI
1	6	0	6	.3	6	.6
2	7	0	7	.35	7	.7
3	6	1	7	.35	5	.5
4	6	0	6	.30	6	.6
5	5	1	6	.30	4	.4
6	5	1	6	.30	4	.4
7	6	1	7	.35	5	.5
8	7	1	8	.40	6	.6
9	6	0	6	.30	6	.6
10	6	0	6	.30	6	.6
11	6	0	6	.30	6	.6
12	6	1	7	.35	5	.5
13	6	0	6	.30	6	.6
14	3	0	3	.15	3	.30
15	6	1	7	.35	5	.5
16	5	2	7	.35	3	.3
17	5	2	7	.35	3	.3
18	5	2	7	.35	3	.3
19	7	2	9	.45	5	.5
20	6	2	8	.40	4	.4
21	6	2	8	.40	4	.4
22	5	1	6	.30	4	.4
23	5	1	6	.30	4	.4
24	6	1	7	.35	4	.4
25	4	2	6	.30	2	.2
26	5	1	6	.35	4	.4
27	7	1	8	.40	5	.5
28	7	1	8	.40	6	.6
29	5	2	7	.35	3	.3
30	6	2	8	.40	4	.4
31	7	2	9	.45	5	.50
32	7	1	8	.40	6	.6
33	7	0	7	.35	7	.7
34	7	0	7	.35	7	.7
1	7	1	8	.40	6	.6

Part I							
	1	7	3	10	.5	4	.4
	2	10	1	11	.55	9	.9
	3	9	1	10	.5	8	.8
	4	9	1	10	.5	8	.8
	5	10	4	14	.7	6	.6
	6	9	3	12	.6	6	.6
	7	10	0	10	.5	10	1
	8	10	2	12	.6	8	.8
	9	10	2	12	.6	8	.8
	10	10	2	12	.6	8	.8
	11	10	6	16	.8	4	.4
	12	10	4	14	.7	6	.6
	13	9	0	9	.45	9	.9
Part II	1	4	2	6	.30	2	.2
	2	7	3	10	.50	4	.4
	3	10	2	12	.6	8	.8
	4	10	8	18	.9	2	.2
	5	10	6	16	.8	4	.4
	6	10	5	15	.75	5	.5
	7	9	3	12	.6	6	.6
	8	9	3	12	.6	7	.7
	9	9	2	11	.55	5	.5
	10	9	5	15	.75	8	.8
	11	9	1	10	.5	3	.3
	12	10	7	17	.75	7	.7
	13	8	1	9	.45	5	.5
	14	10	5	15	.75	8	.8
	15	10	2	12	.6	5	.5
	16	10	5	15	.75	7	.7
	17	10	3	13	.65	6	.6
	18	10	4	14	.70	5	.5
	19	9	4	13	.65	4	.4
	20	8	4	12	.6	4	.4
	21	6	1	7	.35	5	.5
	22	5	1	6	.30	4	.4
	23	10	6	16	.80	4	.4
	24	5	3	8	.40	2	.2
	25	3	0	3	.15	3	.3
	26	5	0	5	.25	5	.5
	27	10	7	17	.85	3	.3
	28	10	4	14	.70	6	.6
	29	6	1	7	.35	5	.5
	30	8	1	9	.45	7	.7
	31	8	0	8	.40	8	.8
	32	10	7	17	.85	3	.3
	33	10	4	14	.70	6	.6
	34	9	1	10	.50	8	.8
Part III	1	10	1	11	.55	9	.9
	2	10	3	13	.65	7	.7

	Q.No.	U(10)	L(10)	U + L	F.V.	U - L	
Part I A.	+1	7	4	11	5.5	3	
	2	6	1	7	3.5	5	
	3	7	3	10	5.0	4	
	4	7	4	11	5.5	3	
	5	8	4	12	6.0	4	
	6	7	3	10	6.0	4	
	7	5	2	7	3.5	3	
	8	8	5	13	6.5	3	
	9	7	4	11	5.5	3	
	10	6	1	7	3.5	5	
	11	5	2	9	4.5	3	
	12	6	3	9	4.5	3	
	13	7	3	10	5.0	4	
	14	7	2	9	4.5	5	
	15	9	4	13	6.5	5	
	16	7	3	10	5.0	4	
	17	7	2	9	4.5	5	
	18	8	4	12	6.0	4	
	19	6	2	8	4.0	4	
	20	6	3	9	4.5	3	
	21	3	0	3	1.5	3	
	22	8	5	13	6.5	3	
	23	7	4	11	5.5	3	
	24	8	4	12	6.0	4	
	25	7	3	10	5.0	4	
Part II B.	1	6	2	8	4.0	4	
	2	6	1	7	3.5	5	
	3	8	3	11	5.5	5	
	4	5	2	7	3.5	3	
	5	5	2	7	3.5	3	
	6	7	2	9	4.5	5	
	7	8	4	12	6.0	4	
	8	8	5	13	6.5	3	
	9	7	1	8	4.0	6	
	10	7	3	10	5.0	4	
	11	6	2	8	4.0	4	
	12	8	5	13	6.5	3	
	13	8	4	12	6.0	4	
	14	7	3	10	5.0	4	
	15	7	4	11	5.5	3	
C.	1	6	2	8	4.0	4	
	2	5	2	7	3.5	3	
	3	6	1	7	3.5	4	
	4	7	2	9	4.5	5	
	5	6	2	8	4.0	4	
	6	8	3	11	5.0	5	
	7	5	1	6	3.0	4	
	8	8	3	11	5.5	5	
	9	7	1	8	4.0	6	
	10	7	3	10	5.5	4	
D.	1	6	2	6	4.0	4	
	2	6	3	9	4.5	3	
	3	7	3	10	5.5	4	
	4	5	1	6	3.0	4	
	5	6	1	7	3.5	5	
	6	5	2	7	3.5	3	
	7	5	1	6	3.0	4	
	8	7	2	9	4.5	4	
	9	7	3	10	5.5	4	
	10	7	1	8	4.5	6	
Part II	1	5	1	6	3.0	4	
	2	6	1	7	3.5	5	
	3	6	3	9	4.5	3	
	4	5	2	7	3.5	3	
	5	5	1	6	3.0	4	
	6	7	1	8	4.0	6	
	7	7	3	10	5.5	4	
	8	5	2	7	3.5	3	
	9	6	1	7	3.5	5	
	10	6	1	7	3.5	5	
Part III	1	5	1	6	3.0	4	
	2	5	1	6	3.0	4	
	3	7	2	9	4.5	5	
	4	7	1	8	4.0	6	
	5	6	2	8	4.0	4	

