

CONTEXTUALIZING STRUCTURAL BASED EXERCISES AS A STRATEGY FOR
PROMOTING PROFICIENCY IN ENGLISH FOR FIRST YEAR UNIVERSITY STUDENTS

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A C K N O W L E D G M E N T S

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Getachew Fantaye

A B S T R A C T

The purpose of this study is to find out the effectiveness of an "intermediate approach" which is based on the technique of creating communicative contexts for structural exercises. The subjects of the study are 173 first year students of Addis Ababa University who were divided into study and control groups by using a random sampling technique. The control groups were taught English by using materials based on the structural approach while the study groups were taught using materials prepared by the researcher in line with the "intermediate approach". At the end of the experiment both the study and control groups were given a post test. The result of the test was analyzed by comparing it with the ESLCE results of the students. Subsequently, the hypothesis is tested through the analysis of co-variance.

The result of the analysis shows that there is a significant difference between the results of the study and control groups at 5% level. Therefore, the hypothesis (H_0) that there is no difference between the "intermediate approach" and that of the structural approach on the English Language proficiency of first year students has been rejected and the alternative hypothesis (H_1) is supported. The other finding of this study obtained from an interactional analysis of classroom observation is that the "intermediate approach" has a higher surrender value than the structural approach since it allows more pupil talk than teacher talk. Moreover, it has been found out from the analysis of responses of English language experts that the "intermediate approach" lends efficiency to the teaching-learning process by integrating the quality of linguistic knowledge with the ability of using it in real communicative situations.

The conclusion drawn from the results are: "intermediate approach" helps the learners to cultivate the ability to associate linguistic forms with their use in different contexts. The "intermediate approach" also facilitates meaningful and interesting language practice and by giving more student talking time, it promotes the confidence of the learners in using the language.

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CHAPTER I
INTRODUCTION

A. Statement of the Problem

Students who join Addis Ababa University are required, among other things, to write papers, compile reports, expound on their views, elaborate concepts, and participate in different forums in English. In order to carry out these tasks effectively, they need to be proficient in the basic skills of the language. However, their pre-university language training, which is predominantly characterized by parrot-learning, does not equip them with adequate learning experiences. In view of this fact, several attempts have been made to develop an English course at the Freshman level to improve the language performance of the students.

It appears that the Freshman English Language Programme has failed to cater for the language needs of the students. The purpose of this study is, therefore, to find out whether or not the "Intermediate Approach" is effective in promoting the students' language proficiency by using contextualized, structure-based exercises as a strategy.

B. Scope of the Study

In order to find out whether the "Intermediate approach" is any better or not in teaching a foreign language,¹ the investigation concentrates on relating linguistic forms to meaningful communicative functions so as to encourage the learner to apply their linguistic

¹In this case, the English Language.

skills in expressing their ideas effectively. The investigation does not, however, include linguistic items which aim to elaborate social functions, (which is the primary objective of the communicative approach), such as interpersonal, imaginative and emotional expressions.

In the investigation, no attempt has been made to propose a new language syllabus, because the centre of organization in the "Intermediate approach" remains structure based. On the contrary, grammatical items have been selected from the instructional materials currently in use for the first semester of Freshman English Programme. The materials selected have been presented in contextualized exercises in order to make the learning of the English language meaningful to students in the classroom.

C. Limitations of the Study

Teaching materials for the study group, classroom observation records, questionnaires and tests were prepared and administered. The study primarily deals with grammatical items. If time and money were available the experiment could have included more grammatical items and linguistic forms from the lexicon, pronunciation and morphology; and also a much larger population could have been considered, the present population being 198 students.

As is generally the case with many studies, here too, the classroom observation records made by the researcher regarding teacher and student interaction suffer from some limitations. For instance, one record is made every three seconds, but at times an utterance may be a little less or more than three seconds.

The classroom utterance recording was also impeded by non-verbal responses such as head nodding, shrugging of shoulders and facial expressions that suggest either approval, disapproval or indifference which are difficult to record.

D. The Significances of the Study

Research work regarding the methodological aspect of foreign language teaching carried out in Ethiopia is very rare. As a result, for the last few decades, the Addis Ababa University has been using the structural approach for the teaching-learning of the English language. No attempt has been made to change the structural approach except in a few cases.² This dominant approach does not help the learners to be productive and creative in the language use. In other words, the approach does not encourage them to use the language. For instance, students may not ask questions, give supplements or comments in class as much as they are expected to. It is thought that what the approach does is simply to drill different linguistic forms "beyond mastery". In fact, mechanical drill, a method that implements the structural approach or, a drill that has a "complete control" over the response, would not inspire learners to be proficient in the foreign language because they lack the necessary motivation to learn which is the main factor that brings about behavioral change. Regarding the structural approach Paulston has written: "Drilled beyond mastery of the pattern, it induces tedium and a distaste for language learning.

²C. Cleary and N. Mortimer; Freshman Intensive Remote English: Arts Section-workbook. English Language Unit-Addis Ababa University, August, 1977) and Hailom Bantiyrga, "English Conditional sentences: A Comparative Analysis of the Structural and Communicative Approaches in Teaching to Non-Native Speakers," (Addis Ababa: Addis Ababa University 1982).

Lambert points out that motivation is one of the prime factors in successful language learning, and we simply cannot afford student distaste."³

The structural approach also goes against the motivation of students because students do not have the opportunity to choose whatever they want to learn according to their interest. It seems that the structural approach has neglected the interests and needs of learners.

Below is what Paulston states:

Students have a tendency to learn what **they** are taught rather than what we think we are teaching. If we want students to be fluent in expressing their own opinions, then we have to teach that. The expected terminal behavior in communicative drills is normal speech for communication or, if one prefers, the free transfer of learned language patterns to appropriate situations.⁴

Due to the weakness of the structural approach, the freshmen are unable to write correct sentences, essays and term papers, after being exposed to the English language for about ten years.⁵ In his study Mammo Kifele⁶ (1981) has pointed out that several instructors complain about the performance of their students particularly with reference to their writing.

It is hoped that the finding of this study might serve as a spring board for stimulating further research along these lines.

³ Paulston and Bruder From Substitution To Substance (Massachusetts: Newbury House Publishers, Inc., 1975), P. 12.

⁴ Ibid. p. 15.

⁵ In Ethiopia, English is given as a subject from grade three to six, and as a medium of instruction from grade seven all the way through college.

⁶ Mammo Kifele "Classification and Explanatory Analysis of Student Errors in Advanced English Composition II, 1979-80." (Addis Ababa: Addis Ababa University, ILS) 1981.

E. Definition of Terms Used in the study

Cloze Test: A test based on an authentic text in which every sixth or seventh word is omitted to be filled in by the testee.

Skeleton procedure: is an approach, originally introduced by Michael Sharwood Smith (1976, P. 6), which requires the learners to complete the communication act using prompts given in skeleton structure. The learner has to draw on the whole range of his linguistic skills to participate in the role of either speaker/reader or listener/writer.

Acquired knowledge: as defined by Rod Ellis (1982, p. 74), arises as a result of processes of "Creative Construction" by which the learner internalizes the rules of the second language subconsciously; it takes place "naturally" and is not amenable to instruction.

Learned knowledge: is a conscious process that results from formal study and which can be influenced by it.

Information processing: a communicative skill which involves the ability to predict and encode information in a communicative act.

Synthetic teaching: as defined by Keith Johnson: (quoted by M. Shaw, 1982, P. 86) is a method whereby the teacher isolates and orders the forms of the linguistic system, systematically presents them to the student one by one, and thus incrementally builds up language competence.

- Analytic teaching:** is a method whereby the student does the analysis from data presented to him in the form of natural "Chunks."
- Information gap:** a process in communication which assumes that the listener should not know what the speaker will say and the speaker does not know what the listener will reply prior to the communication act.
- Utility:** information must be utilized in some way to discriminate the message that is very essential for the learner's purpose.
- Chaining:** the stimulus-response situation has to be arranged in such a way that every response serves as a stimulus so as to keep up the communication act without a break.
- Predicting:** every stimulus must cue in some way the expected response without giving away the whole message.
- Truth value:** every response must convey facts that are true about the people involved in the communication act.
- Co-occurrence** teaching must be organized in such a way that it includes the essential lexical and syntactic items that co-occur with the item being taught.
- Specificity:** teaching items should be based on simulated situations so that they are relevant and refer to people and objects familiar to the learners.

Surrender value: a term originally introduced by Pit Corder as quoted by D. A. Wilkins (1979, P. 93) refers to the potency of a language teaching approach in providing immediate, practical return for learning language.

Spiralling: according to A. M. Shaw (1982, p. 87), involves the introduction of items at successive levels with an increasing degree of sophistication.

CHAPTER II

REVIEW OF RELATED LITERATURE

The investigator has attempted to look for research work undertaken in Ethiopia on related topics. However, not much has been written on the communication oriented approach to foreign language teaching except in a few specialized areas. One that can be cited as an example is the approach employed in writing the FIRE SERIES⁷ English texts for freshman programme. Although the strategy of teaching advocated is similar to that of the present study (linguistic forms have been presented in meaningful and practical contexts), the texts are meant to cater for the language need of streamlined first year students. The other related area which has been treated by Hailom Bantiyrga (1982) deals with the adequacy of the communicative approach based on a functional syllabus.⁸ Since the results of this study have not yet been implemented, it would be premature to make any remarks about the merits of the approach.

A. Structural Vs Communicative View of Foreign Language Teaching

Shifting concepts in the field of linguistics and psychology, as a result of continuous research findings, have led to an enormous difference in approaches to foreign language teaching. The controversy about the structural and functional view of foreign language teaching is the result of such a trend.

⁷C. Cleary and N. Mortimer, Op. cit.

⁸Hailom Bantiyrga, op.cit.

The structural approach which is basically elaborated in terms of linguistic description of the instructional content has been criticized because it is mechanical and does not conform to the natural process of language acquisition. The concept of "competence and performance" as expounded by Noam Chomsky has greatly influenced the move away from the structural approach.

Christina Bratt Paulston and colleague assert that "... any amount of mechanical drilling will not lead to competence in a language, i.e. fluency to express one's own opinion in appropriate situations."⁹

The structural approach could not lend itself to communicative competence in a language because it focuses on the description of grammatical structures and patterns and the teaching of these forms in a highly controlled context. C. J. Brumfit and K. Johnson have summarized the major criticisms against the structural approach thus:¹⁰

- 1) 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.

⁹ Christina Bratt Paulston and Mary Newton Bruder, From Substitution to Substance (Massachusetts: Newbury House Publishers, Inc., 1975), p. 17.

¹⁰ C. J. Brumfit and K. Johnson (eds.) The Communicative Approach to Language Teaching (London: Oxford University Press, 1979), pp. 82-83.

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- 2) The structural approach is considered inefficient since its aim is to teach the entire linguistic system regardless of the fact that some parts of the system are not useful for most learners.
- 3) The learning of grammatical meaning is subordinated to the learning of grammatical form.
- 4) The structural approach organizes teaching materials by bringing together grammatically identical sentences ignoring real acts of communication which require sentences that are alike in meaning to occur together.

One can see that the structural approach based on pattern practice divorced from meaningful situations does not promote linguistic principles such as the semantic component of language which is the basis for communicative competence. It also works against psychological principles like: immediate reward increases motivation to learn and purposeful learning can promote transfer.

On the other hand, according to Rod Ellis, the communicative approach to foreign language teaching is characterized by the following salient features:

- 1) The success of the enterprise generated by the materials must be demonstrated by the outcome and not by the process of the activity.
- 2) The focus of the enterprise must be on the message throughout, rather than on the channel, i.e. the speakers must be concerned with what they have to say rather than how they are

going to say it.

- 3) There must be an "information gap", i.e. one speaker must not know what the other speaker is going to say, although at times he may be able to guess it.
- 4) The communication which the enterprise entails must be negotiated rather than predetermined. This will require the speakers to make adaptations both to what is said and how it is said in the light of the feedback they receive.¹¹

The essential element of the communicative approach that corresponds to the nature of language is "information gap." Rod Ellis has included it in his list of major features of the communicative approach because in a real communicative event there must be an information gap between the speaker and listener. If there is no gap there is often no reason to communicate and hence one can do away with language. Jeremy Harmer elaborates this point with the following example;¹²

A: Excuse me, could you tell me the time?

B: Certainly. It is three o'clock.

"A" may have many reasons for speaking. He may, for example, genuinely want to know the time. In this case he has no information what "B" has (the time) and there is therefore a "gap" in the information they possess. A's conversation is designed to close that

¹¹ Rod Ellis, "Informal and formal Approaches to communicative Language Teaching," English Language Teaching Journal, Vol. 36, No.2, (London: Oxford University Press, 1982), P. 75.

¹² Jeremy Harmer, "What is communicative," English Language Teaching Journal, Vol. 36, No. 3. (London: Oxford University Press, 1982), P. 166.

gap. If, however, A's question is merely an excuse to get into conversation with a woman, there is still a gap, though of a different nature. Now it is "A" who has some information (e.g. his desire to engage "B" in conversation) which "B" does not possess.

The communicative approach as an improvement upon the structural approach has at its centre the concept of information gap. Its other features like providing whole-task practice, improving motivation, allowing natural learning, and creating contexts which support learning (i.e. humanizing the classroom) are all results of the process involving information gap.

B. Context Vs Form-Two Extreme Perspectives in Foreign Language Methodology

The dichotomy between form and content has been used to explain the difference between concepts like: linguistic competence and communicative competence, language learning and language acquisition (See Definition of Terms for the difference between learned knowledge and acquired knowledge).

Advocates of the structural approach argue that mastery of the linguistic forms is the major task in the teaching learning process. These linguistic forms are presented in a predetermined sequence.

Learning assumes a body of knowledge to be systematically build up in such a way that the learner is aware of what he has learnt. This suggests the need for selection and sequencing of items in such a way as to facilitate the learning of the information; the information needs to be tailored to suit the individual student's capacity for learning.¹³

¹³ Rod Ellis, Op. cit., p. 77

On the otherhand, advocates of the communicative approach argue that such a procedure of language teaching has no communicative purpose and it does not create the desire to communicate but the need to attain accuracy. The presentation of lessons which focuses on form allows only one item to be taught at a time. The teaching-learning process is teacher dominated requiring the intervention of the teacher to control the responses of the learners. According to a communicative strategy language learning is not based on the produce of language description but on a repertoire of useful language functions.

A foreign language programme that employs the structural approach organizes the material on the basis of linguistic items which are systematically graded. That is, before teaching a new structural pattern, each item needed in the construction of that pattern has to be presented in isolation: for example, learning to construct simple conditional clauses is quite a complex task. It involves knowledge of the word "if", the simple present tense, the use and grammatical behavior of the auxiliary verb "will" as well as such things as pronouns, nouns, basic sentence structures, adverbials, and so on.

Therefore, before the task of constructing conditional clauses, one has to learn the structural pattern of each item. The linguistic forms have to be arranged in progressive order of difficulty. The different uses of linguistic items will be introduced in relation to other linguistic items.

The communicative view of language teaching gives little

importance to grading linguistic items on the grounds that the choice of linguistic forms is restricted by the nature of the situation in which one is using language. That is speakers or hearers can't determine the linguistic forms that they are going to use prior to the communication act. A wide range of linguistic forms is required to express one's ideas in different situations. Thus, all linguistic items and structural patterns required for a specific language function have to be presented together.

C. The Need for an Intermediate Approach to Foreign Language Teaching

The foregoing issues regarding the structural and communicative approaches to Foreign Language Teaching indicate the need for an approach which can utilise the advantages of both the structural and communicative approaches in an integrated manner. Such an approach which we call "the intermediate approach" for convenience, can be tested as a strategy for ironing out the shortcomings of both approaches. Jeremy Harmer believes that:

The job of a syllabus-or-course designer is purely to work out an efficacious balance between non-communicative and communicative activities...language learning can then be judged not according to whether it is communicative, but according to the balance of activities that students are involved in.¹⁴

The demand for an "intermediate approach" obtains from principles that the teaching process entails. Teaching involves a two-way

¹⁴ Jeremy Harmer, Op. Cit., p. 168.

transaction. Both the teacher and the student have their share in the process. In spite of this fact, the structuralists subscribe to synthetic teaching while the functionalists adhere to analytic teaching (See Definition of Terms for the meaning of synthetic and analytic teaching). A.M. Shaw elucidates how an "intermediate approach" could integrate these two processes of teaching to promote language competence through:

.... a systematic input of linguistic item (Structural and functional) based on a syllabus (synthetic) on the one hand, and plenty of opportunity-for free communication (analytic) on the other, with the added opportunity for systematic presentation of certain items, the need for which is shown in freer work to be recurrent....¹⁵

Regarding the polemics about the dominance of form over content and vice versa, the "intermediate approach" favours the process of recycling language functions and linguistic forms. The organization of spiral language syllabus (See Definition of Terms for the meaning of spiralling) as a strategy for facilitating both grading and variety in language teaching has been suggested by William Littlewood.

...with a functional-structural form of organization, the teacher can recycle functions, each time with more complex language to suit the learners' developing linguistic competence. For example, 'asking directions' might first be expressed by 'where's the station, please?' later by 'can you tell me the way to the station, please,?' and later still by 'Excuse me, I wonder if you could direct me to the station?' By this time, of course, the learners must also be made aware of the social meaning of alternative forms.¹⁶

Here we are able to see variety of language use, recycling of language elements from simple to complex according to the social

¹⁵ A.M. Shaw, "A Modular Communicative Syllabus", English Language Teaching Journal, Vol. 36, No. 2 (London: Oxford University Press, 1982), p. 87.

¹⁶ William Littlewood, Communicative Language Teaching (Cambridge: Cambridge University Press, 1981), p. 80.

context. The ultimate goal of language learning should be to acquire fluency to express one's opinion freely in natural situations. In order to attain such proficiency, communicating opportunity is necessary as the switch that starts the flow of learnt to acquired knowledge.¹⁷

The concept of "surrender value" is a key concept to be considered in adopting an eclectic view of foreign language teaching. "...the effectiveness of a given pattern is significantly increased by relating the language of that drill to communicative activity..."¹⁸

The structural approach, though it lacks communicative situations, enables the learner to master the linguistic forms which are the structural basis for communication. The communicative approach, on the other hand, has the advantage of providing the substance of communication while assuming knowledge of linguistic forms. In such a contrasting situation, an "intermediate approach" may have the merit of rewarding the learner in his attempt to express his ideas by providing a solid base in linguistic forms which are then applied in a variety of meaningful and communicative situations.

¹⁷ Rod Ellis, Op.cit., p. 80

¹⁸ Christina Bratt Paulston, Op.Cit., p. 5.

CHAPTER III

METHOD AND PROCEDURE OF STUDY

A. Method of Data Collection

The data for the experiment were collected by using an achievement test, observation schedule and questionnaire. The class observation is based on interactional analysis developed by Flanders. Its purpose is to find out whether or not an "intermediate approach" would maximize student participation and provide more learning time.

1. Achievement Test

At the end of the experiment a post-test was given to both the study and control groups to assess their achievements. The test was composed of three parts.

The first part of the test required the students to fill blank spaces with words or phrases in a continuous text that can be understood completely in a communication event. The exercises were designed after a cloze test model. The second part of the test required students to give complete utterances of their own without neglecting the necessary sequences. The ideas and notions that the students are expected to write in the second part of the test are assumed to be at a slightly higher level of linguistic competence. These exercises are modelled after the "skeleton approach".

The last part of the test requires students to join sentences together into paragraphs. This section enables the researcher to discover students' ability to discriminate sentences and assemble them coherently. Students are also expected to show which paragraph comes first and which one comes last. This is also believed to have been at a higher level of the students' linguistic competence because it pays particular attention to their understanding of texts.

2. Observation Schedule

Here, the term observation is considered as used by Flanders' interactional analysis of student and teacher talk. The researcher first studied the ten categories set by Flanders. Before attempting the class-room observation, the researcher had taken preliminary utterance practice by listening to native speakers' records in the language laboratory at the Addis Ababa University for one week. During the utterance marking practice, an attempt has been made to time and record both the utterances of students and teachers.

After the practice, the researcher went into the classroom and observed each student in the study and control groups for two contact hours. For the six sections the total time spent on the classroom observation and record is twelve hours. The researcher recorded during the observation every utterance made either by the teacher or student (individual or group in the form of chorus) for a period of three seconds.

During the observation, the researcher was unable to mark the smiles and laughter of the instructors that stood as a sign of accepting the student's response without saying a word. There were other similar problems encountered by the researcher regarding silence or confusion. The problem was much more serious when the observer heard the unfinished utterances of students due to lack of fluency in the foreign language. These and other factors made the classroom observation difficult when compared to the language laboratory utterance practice.

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Although this observation had its weaknesses, the researcher believed Flander's ten categories to be sufficient enough for the classroom observation of this nature that had a limited purpose.

3. Questionnaire

A questionnaire was set to assess the reaction of the Freshman instructors towards the communicative or structural approaches at Addis Ababa University, particularly those three instructors who were involved in the experiment and five other university instructors who had either done some research or were believed to have done intensive reading on the subject. The questionnaire was also given out to three English Language experts and text - book writers in the Ministry of Education at the Curriculum Department; and finally, it was given out to five senior high school teachers in Addis Ababa who were believed to have some knowledge about the communicative as well as the structural approaches.

B. Procedure of the Investigation

First of all, the researcher checked the aptitudes of the students who took part in the experiment by taking their Ethiopian School Leaving Certificate Examination (E.S.L.C.E) results. Then, they were grouped into study and control groups. Instructions and guidelines were given to instructors who took part in the experiment. Lessons were prepared in line with the "intermediate approach" and were given both to the teachers and study groups. Secondly, classroom observation was conducted by following Flander's interactional analysis. Finally, a post - test was given to students to assess their

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achievement (See appendix 4). Data from observation, questionnaire and test was analyzed in the light of the hypothesis of the study.

1. Control and Experimental Group

A population of 198 Freshmen of the academic year (1983-84) took part in the experiment both in the study and control groups. Of these 99 were in the study and 99 in the control groups. Regarding the composition of the subjects 66.6% of the students were from the College of Social Sciences while 33.3% of them were from the Natural Sciences.

2. Same Aptitude

Before the launching of the experiment the researcher thought of administering a pre-test to students who would be involved in the study. This was not possible because the freshmen started classes three weeks late. So, it was decided that the E.S.L.C.E. results be used to serve as a substitute for the pre-test. Thus students were grouped according to their E.S.L.C.E. results.

The letter grade distributions in each section were also made uniform. For example, in the study groups II, IV and VI the number of students who scored A's, B's and C's were 21, 8 and 5 respectively. Similarly in the control groups of sections I, III and V the number of students who scored A's, B's and C's were 22, 7 and 4 respectively.

3. Number of Students in each Group

First the researcher talked to the instructors who would volunteer to take part in the experiment. Five instructors volunteered. Two instructors had only one section of the Freshman programme. The other three had two each and it was thought that each one of them would handle one control and one study group.

Thus, the last three instructors were requested to teach both the study and control groups. The study and control groups were decided by lots.

The 198 students who took part in the experiment were grouped into six, each group consisting of thirty-three students. Thirty-three students in each class is the minimum number of students in the Freshman programme this year. In the previous years, the figure was as high as forty-five in one section alone for the English class though the official class size was supposed to be forty (Dean's letter).

As three instructors were involved in the experiment, the first instructor took Group I (control) and Group II (study); the second instructor Group III (control) and Group IV (study); and finally the third instructor took Group V (Control) and Group VI (Study). As each instructor handled one study and one control group, instructor variables were more or less controlled. The researcher himself did not take part in the actual teaching in the experiment to avoid subjectivity as much as possible, but remained an observer by going to the classrooms to find out student and teacher interactions.

Out of 198 students we had at the beginning of the experiment, about twenty-five students left the University of their own accord. 173 of them sat for the post-test.

4. Different Method of Teaching

Before the beginning of classes, teachers who were involved in the experiment were briefed about the aims and objectives of the experiment. Guides were also prepared and given to the instructors of the study groups that the methods and techniques they use in the

Study groups would be uniform. The researcher and the three instructors got together once every two weeks to get feedback from each other and through them the reaction of their students.

As the instructors of the control groups are the product of the structural approach and as they have been taught by the same method and technique employed by the structural approach for several years, there was no need to orient them except that constant warning was given to them not to apply the methods and techniques used in the study groups.

5. Different Materials Used.

For the control groups I, III and V the material prepared for the Freshman Programme (See Appendix 2) by Ato Demisse W. Aregay and Mr. J. Chopra (1980) was used. But for the study groups II, IV and VI different material (also see Appendix 3) was prepared by the researcher. The new material conforms to a systematic procedure that consists of four steps, namely, manipulation, familiarization, habituation and communication. In preparing the teaching materials the grammar items in Units One to Five were covered. Much attention and care was given to create the necessary communicative situations to practise the grammatical items. This was achieved by using seven criteria in constructing the exercises. These are information gap, utility, chaining, prediction, truth value, co-occurrence and specificity.

6. Scope of the Lesson

The experiment on situationalizing the grammar exercises of the

Freshman textbook had only considered the first five units. The experiment was supposed to last two months. Unfortunately, as the Freshman programme started classes two weeks late and as the instructors were too slow to cover the first five units for the mid-semester examination, they were only able to cover three units for the mid-semester unlike the previous years. This delay extended the time allotted for the experiment to four months. As a result of this, the experiment came to the end of the first semester roughly covering three-fourths of the semester's work.

7. Elements of Language Tested

In Unit one of the Freshman English grammar exercises, the elements of language practised are simple present, present continuous, adverbs and adverbial phrases. In unit two, the exercises focus on connectors and co-ordinators. In Unit Three, the exercises are on the future time in English with will and shall plus the going to form. Unit four deals with present perfect, simple past and present perfect continuous tenses. Unit five once again refers back to simple past, past continuous, past perfect continuous and past perfect tenses.

8. The post-test

The test was designed by integrating the three approaches together. Part I of the test is based on the principle of CLOZE TEST which is believed to be effective for measuring the proficiency of foreign language learners. Part II of the test is based on the SKELETON PROCEDURE which is structured in terms of the learners' ability to predict the nature of the communication act. The last part

of the test was based on the principles of INFORMATION PROCESSING approach which concentrates on the learners' ability to organize ideas coherently. These three approaches are characterized by similar features which are employed in designing the exercises for the experiment group. These include information gap, chaining, utility, prediction, truth-value, co-occurrence and specificity. (See definition of terms for the meanings of these key terms). In comparing the structural drills with contextualized drills, the following criteria were used:

- 1) The success of the enterprise generated by the materials must be demonstrated by the outcome and not by the process of the activity.
- 2) The focus of the enterprise must be on the message throughout, rather than on the channel, ie., the speakers must be concerned with what they have to say rather than how they are going to say it.
- 3) There must be an information gap, ie., one speaker must not know what the other speaker is going to say although at times he may be able to guess it.
- 4) The communication which the enterprise entails must be negotiated rather than predetermined. This will require the speakers to make adaptations both to what is said and to how it is said in the light of the feedback they receive.
- 5) The speakers involved should be allowed to use whatever resources- verbal and non-verbal they possess, irrespective of whether these resources conform to normal native speaker's behaviour or not.

C. Method of Analysis

1. The post-test

Both descriptive and inferential statistical procedures are used to analyse the different results found in the experiment.

2. Percentage

Different views and reactions gathered from the questionnaire are compiled and computed in terms of percentage. The purpose of the questionnaire is, however, to find out how Freshmen use English at Addis Ababa University; and also to find out what approaches, methods and techniques encourage them to improve their English and make them productive and creative in their linguistic competence, which is the ultimate goal of language learning. Furthermore, it is intended to find out which approach, structural or "Intermediate", gives maximum opportunity to students' participation in class or; which approach takes the learner from "a minimum control to a maximum creativity."

3. Interactional Analysis

The classroom observation recorded the utterances made both by the instructor and students every three seconds in class. The purpose of this study was also to find out which approach, structural or "Intermediate", created the necessary atmosphere to make the classroom situation student-centred or teacher-centred. If the "Intermediate" approach would prove to be student-centred, that would be the type of approach that is aspired for most, because in a foreign language classroom it is not the teacher who need the language exercise but the learners.

CHAPTER IV

SCORES, HYPOTHESIS TEST, AND DISCUSSIONS

In chapter three it has already been stated that the subjects of this study are first year students of Addis Ababa University. A total number of 173 students from six sections were involved in the experiment. The study and control groups consisted of three sections each with 85 and 88 students respectively. The Ethiopian School Leaving Certificate Examination (ESLCE) results of the students were used as an indicator of the homogeneity of the study and control groups.

Since the post-test which was administered to both groups at the end of the experiment could be influenced by the high school background of the students, it is assumed that a linear relationship exists between the ESLCE and the post-test grades. Consequently, to eliminate the effect of the ESLCE grade and establish the difference between the study and control groups in the post-test, a sample of 15 students was taken from each group by using table of random numbers. The result is shown in tables 1a and b. (See Appendix 4 for ESLCE and post-test results of all the subjects).

Table 1a
 A SAMPLE OF ESICE AND POST-TEST RESULTS TAKEN
 FROM STUDY GROUP

	ESICE GRADE	POST-TEST GRADE
1	35	34
2	65	56.5
3	60	70
4	65	46
5	65	64
6	60	68
7	65	50
8	65	39.5
9	65	45.5
10	65	74
11	65	62
12	35	25.5
13	65	65
14	60	43.5
15	35	67.5

Table 1b
 A SAMPLE OF ESICE AND POST-TEST
 RESULTS TAKEN FROM THE CONTROL
 GROUP

	ESICE GRADE	POST-TEST GRADE
1	65	37
2	35	37
3	65	33
4	65	34.5
5	60	62
6	65	35
7	60	47.5
8	60	28
9	60	64
10	65	22
11	60	24.5
12	35	48.5
13	65	33.5
14	65	38
15	65	44.5

To determine whether the intermediate approach has an effect (H_1) or no effect (H_0) on the English Language proficiency of the subjects of the study, the hypothesis was tested.

First, as shown in Table 2 below, the sums of scores of the ESLCE ($\sum x_{ij}$) and the post-test ($\sum y_{ij}$) of the study and control groups were computed.

Table 2

SUMS OF SCORES OF THE STUDY AND CONTROL GROUPS

GROUPS	SUMS OF SCORES			
	$\sum X$	$\sum Y$	$\sum x_{ij}$	$\sum y_{ij}$
STUDY	870	811	1760	1400
CONTROL	890	589		

Then the statistical computations of the total sum of squares (S_{yy} and S_{xx}) and cross products (S_{xy}), the treatment (in this case the teaching approach) sum of squares (R_{yy} and R_{xx}) and cross products (R_{xy}), and the error sum of squares (E_{yy} and E_{xx}) and cross products (E_{xy}) are necessary to make the analysis of covariance shown in Table 3a.

Table 3a

ANALYSIS OF COVARIANCE

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F
Regression	S_{xy}^2/S_{xx}	1		
Treatment	$SS'_E - SSE$	1	$SS'_E - SS_E$	$\frac{SS'_E - SS_E}{MS_E}$
Error	SS_E	27		
Total	S_{yy}	29		

Computation of the total sum of squares and cross products.

$$\begin{aligned} S_{yy} &= (\sum (y_{ij} - \bar{y}_{..})^2) \\ &= 72064 - \frac{1400^2}{30} \\ &= 6730.6667 \\ S_{xx} &= (\sum (x_{ij} - \bar{x}_{..})^2) \\ &= 106,750 - \frac{1760^2}{30} \\ &= 3496.6667 \\ S_{xy} &= (\sum (x_{ij} - \bar{x}_{..}) (y_{ij} - \bar{y}_{..})) \\ &= 82587.5 - \frac{1760 \times 1400}{30} \\ &= 454.1667 \end{aligned}$$

Computation of treatment sum of squares and cross products.

$$\begin{aligned} R_{yy} &= (\sum (\bar{y}_i - \bar{y}_{..})^2) \\ &= \frac{811^2}{15} + \frac{589^2}{15} - \frac{1400^2}{30} \\ &= 1642.8 \\ R_{xx} &= (\sum (\bar{x}_i - \bar{x}_{..})^2) \\ &= \frac{870^2}{15} + \frac{890^2}{15} - \frac{1760^2}{30} \\ &= 13.3333 \\ R_{xy} &= (\sum (\bar{x}_i - \bar{x}_{..}) (\bar{y}_i - \bar{y}_{..})) \\ &= \frac{870 \times 811 + 890 \times 589}{15} - \frac{1760 \times 1400}{30} \\ &= -148 \end{aligned}$$

Computation of the error sum of squares and cross products:

$$\begin{aligned} E_{yy} &= S_{yy} - R_{yy} \\ &= 6730.6667 - 1642.8 \\ &= 5087.8667 \end{aligned}$$

$$\begin{aligned} E_{xx} &= S_{xx} - R_{xx} \\ &= 3496.6667 - 13.3333 \\ &= 3483.3334 \end{aligned}$$

$$\begin{aligned} E_{xy} &= S_{xy} - R_{xy} \\ &= 454.1667 + 148 \\ &= 602.1667 \end{aligned}$$

The appropriate statistical model to analyze the linear relationship between the ESLCE grade (x) and the post-test (y) is

$$y_{ij} = \mu + \tau_i + \beta (x_{ij} - \bar{x} \dots) + \epsilon_{ij}$$

Where:

$$i = 1, 2, \dots, k$$

$$j = 1, 2, \dots, 15$$

μ = overall mean

τ_i = effect of the i^{th} approach

β = Regression coefficient

ϵ_{ij} = Random component

In order to calculate the ratio (F) between the mean square of the treatment and the error variables, the values of SS_E and SS'_E have to be determined.

$$\begin{aligned} SS_E &= E_{yy} - \frac{E_{xy}^2}{E_{xx}} \\ &= 5087.8667 - \frac{602.1667^2}{3483.3334} \\ &= 4983.7696 \end{aligned}$$

$$\begin{aligned} SS^2 E &= S_{yy} - \frac{S_{xy}^2}{S_{xx}} \\ &= 6730.6667 - \frac{454.1667^2}{3496.6667} \\ &= 6671.6670 \end{aligned}$$

The result of the hypothesis testing based on the statistical model described above was analysed in the following way. If the calculated value of F is greater than the value from table at 5% significance level, the null hypothesis (H_0) is not accepted.

Table 3b

THE RESULTS OF THE HYPOTHESIS TESTING

Source of Variation	Sum of squares	Degrees of freedom	Mean square	F
Regression	58.9897	1		
Teaching Approach	1687.9074	1	1687.9074	9.14
Error	4983.7696	27	184.5841	
Total	6730.6667	29		

Table 3b shows that the calculated value of F being 9.14 and F .05 from table at 1, 27 degrees of freedom is 4.21; thus the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is supported. In other words, the intermediate approach has a stronger effect than the structural approach in improving the English Language proficiency of the subjects of this study.

The comparison of the post-test result of the control group with that of the study group indicated that improvement in the English

Language proficiency of the study group is the result of the intermediate approach. The approach with its potentiality influences teacher and student behavior in classroom interaction has greatly influenced the communication pattern of the study group. The researcher, with this premise in mind undertook an analysis of the interaction between instructors and students in the study and control groups.

N.A. Flanders' interactional analysis, the model that was employed to observe the study and control groups, has ten categories of classroom behaviors (See Appendix 5 for an explanation of the categories). Out of the ten categories seven are used when the teacher is talking, two are used when any pupil is talking, and the last category is used to indicate silence or confusion. Within these three conditions of communication (usually verbal), two observations in each sections of the control and study groups have been made.

The communication that took place between the teacher and the student after every 3 seconds is recorded following Flanders' procedure of coding initiatives and responses. "Observation continues at a rate of 20 to 25 tallies per minute, keeping the tempo as steady as possible. This usually works out to about one tally every 3 seconds".¹⁹

Inferences could be made about the characteristic features of the intermediate approach such as maximum student participation, self-confidence, sustained interest and motivation in classroom activities from the results of the interactional analysis. The opportunities to express one's feelings and ideas facilitates proficiency in a language.

¹⁹N.A. Flanders, Analyzing Teaching Behaviors (Mento Park: Addison - Wesley Publishing Company, 1970), p. 37.

Therefore, the higher the ratio of pupils' talk a teaching approach affords, the better is its effectiveness . The quotation from the 1962 year book of the Association for supervision and curriculum Development (ASCD) by Flanders substantiates this idea :

Experiences which inhibit the individual's freedom to be and to express his deeper self reduce his ability to be creative. Creativity is not learned from restraint . It is a product of the lowering or removal of barriers . It is a matter of being different, of daring to change, of venturing forth.... conformity and creativity are essentially antithetical. What produces one tends to destroy the other. ²⁰

The three conditions of communication, that is, teacher talk, pupil talk and confusion are recorded in order to analyze the proportion of categories in different episodes .

Table 4a

TOTAL TALLIES OF INTERACTION IN THE STUDY GROUP

Categories	O B S E R V A T I O N S						TOTAL
	1	2	3	4	5	6	Tallies
Teacher talk	176	288	395	201	115	255	1430
Pupil talk	690	553	430	747	438	490	3348
Confusion	11	60	20	52	10	10	163
	GRAND TOTAL						4941

²⁰ Flanders, Ibid., p.15.

Table 4b

TOTAL TALLIES OF INTERACTION IN THE CONTROL GROUP

Categories	O B S E R V A T I O N S						Total Tallies
	1	2	3	4	5	6	
Teacher talk	590	634	570	674	554	580	3602
Pupil talk	112	235	235	207	160	230	1179
Confusion	27	12	25	100	7	4	175
	GRAND TOTAL						4956

As Tables 4a and b clearly show, there is a marked difference between the tally patterns of the study and control groups. However, the difference between the total tallies of the study group (4941) and the control group (4956) renders the proportion of teacher-pupil talk incomparable. To solve this problem the category totals of the control group are reduced by multiplying each category by the fraction $4941/4956$. The percentage of teacher talk, pupil talk and confusion is then calculated for the study and control groups.

Table 5

A COMPARISON OF THE DISTRIBUTION OF TEACHER AND PUPIL TALK IN THE STUDY AND CONTROL GROUPS

Categories	Control Talk %	Study Talk %
Teacher talk	72	28
Pupil talk	24	69
Confusion	4	3

Table 5 shows a higher percentage of pupil talk in the study group than in the control group. On the other hand, the percentage of the teacher talk is higher in the control group than the study group. The implication of this result has to be examined in the light of what N.A. Flanders says on this issue:

When classroom interaction shifts toward more consideration of pupil ideas, more pupil initiation and more flexible behavior on the part of the teacher...the pupils will have more positive attitudes toward the teacher and the school work, and measures of subject-matter learning adjusted for initial ability will be higher. A relatively small percentage increase in attending to pupil ideas, for example from 6 to 12 percent, has a constructive influence on educational outcomes.²¹

The comparison of the interaction in the study and control groups is shown in a histogram (Figure 1). The result of the interactional analysis affirms the fact that the intermediate approach allows more student talking time which is a major factor for improving one's proficiency in a language.

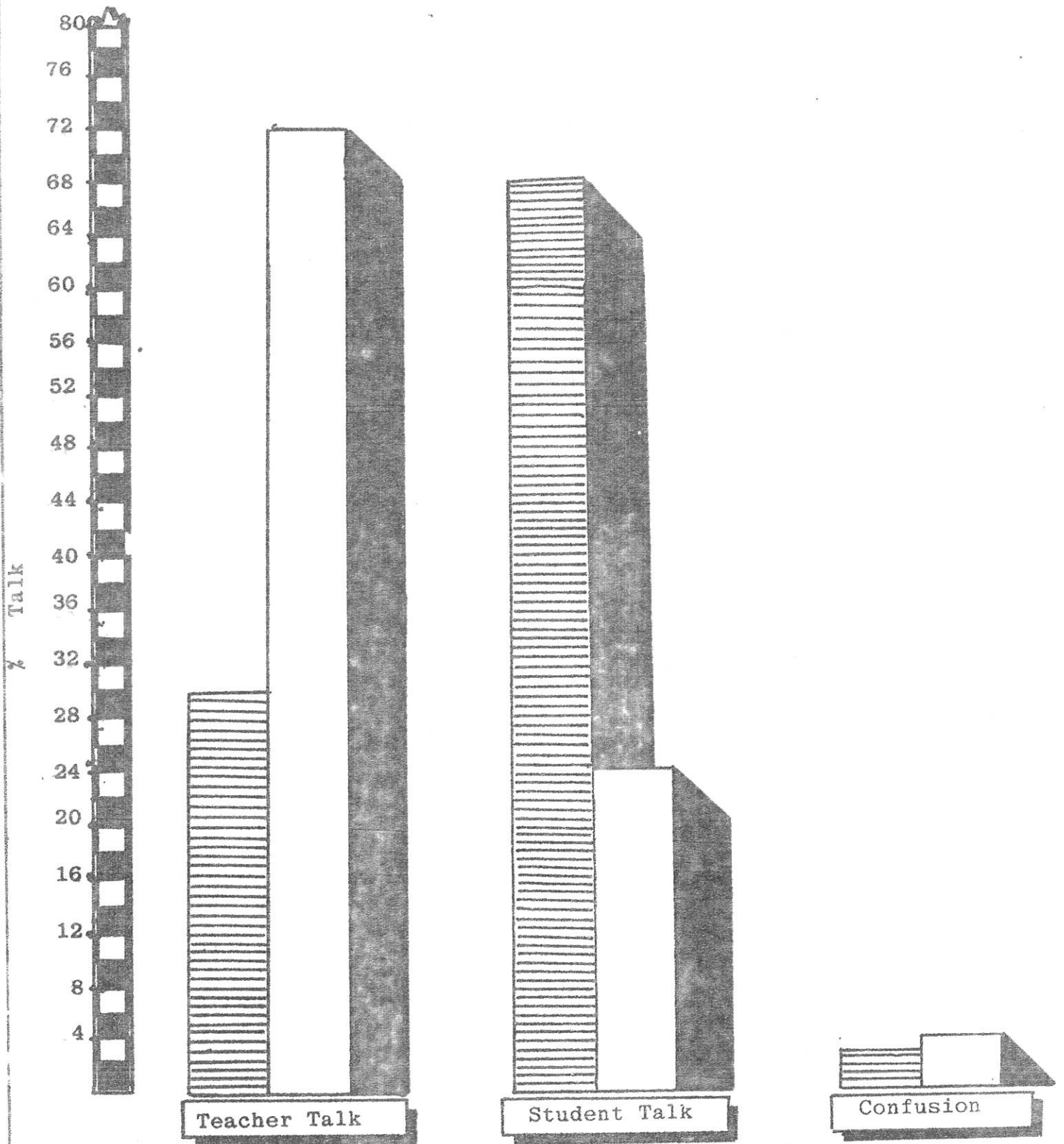
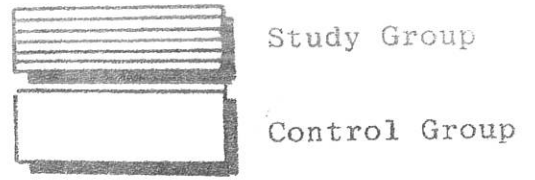


Fig.1 A Comparison of the Interaction in the Study and Control Groups

The third instrument the researcher used for collecting data is a questionnaire. The questionnaire was designed by constructing twenty items from the assumptions that underlie the research hypothesis (These assumptions have been reviewed in chapter II). The responses were arranged into five scales of reaction. The first two reactions (A and B) are indicative of complete and predominant agreement with the assumptions respectively. The third and fourth reactions are indicative of predominant disagreement with the assumptions while the last reaction indicates indifference (See Appendix 8 for the questionnaire format).

The opinions of the respondents (eight English Language instructors from Addis Ababa University and eight English Language experts and high school teachers from the Ministry of Education) were tallied and tabulated.

Table 6. shows that the majority of the assumptions that underlie the research hypothesis were accepted to be true. Some of the major assumptions that received favourable responses are: the process of being taken only through the grammatical system often reduces the motivation of language learners; the effectiveness of a given pattern is significantly increased by relating the language to communicative activity; the structural view of language is not sufficient on its own to account for how language is used as means of communication; and the quality of a foreign language programme should be demonstrated by the adequacy of both the process and outcome of the learning activity.

Table 6

VIEWS OF RESPONDENTS TOWARDS THE ASSUMPTIONS THAT
UNDERLIE THE RESEARCH HYPOTHESIS

ITEM NUMBER	A	B	C	D	NOT COMMITTED
1	11	5			
2	9	6	1		
3	15	1			
4	8	7	1		
5		8	5	1	2
6	10	6			
7	7	7	1	1	
8	2	2	6	4	2
9	9	5	2		
10	12	4			
11	9	5	2		
12	7	2	6	1	
13	9	2	3	1	1
14	9	6			1
15	9	2	3	1	1
16	6	3	3	3	1
17	13	3			
18	2		10	3	1
19	4	2	7	3	
20	11	4	1		

N.B. Responses to the assumptions that underlie the research hypothesis are to be read as: A. Complete agreement, B. Pre-dominant agreement, C. Predominant disagreement, D. Complete disagreement.

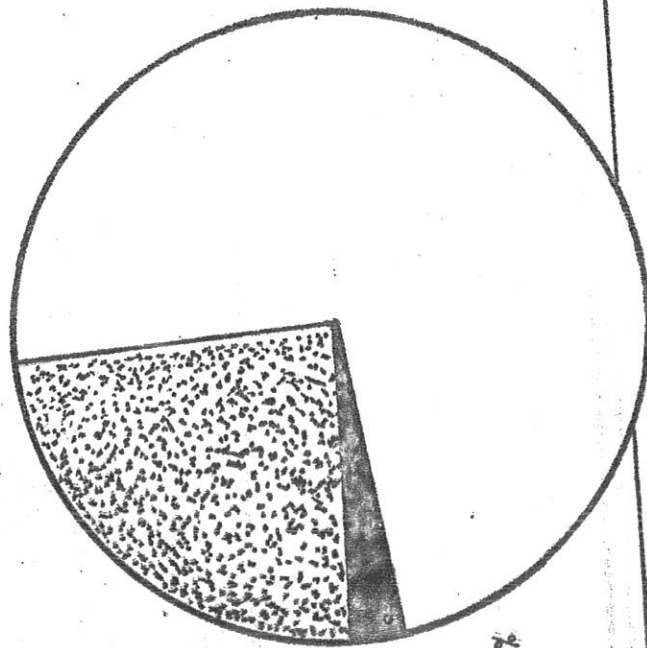
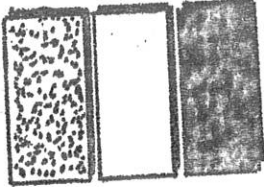
The pie-charts show that (See Figure 2 and 3) the distribution of responses of both groups is more or less the same. Their reaction towards the assumptions that underline the research hypothesis is positive (73.12% of the responses of university instructors compared to 78.12% of the responses of English Language experts).

The analysis of the responses indicates that the respondents from both groups recognize the effectiveness of the intermediate approach in improving the proficiency of students in using English as a medium of instruction. The intermediate approach by striking a balance between the structural and communicative approaches achieves efficiency in integrating what the learners have to say with how they say it. Moreover, the intermediate approach facilitates the preparation of instructional materials by taking into consideration crucial factors such as the learner's capacity for learning and his language needs.

Disagreement with Assumptions

Agreement with Assumptions

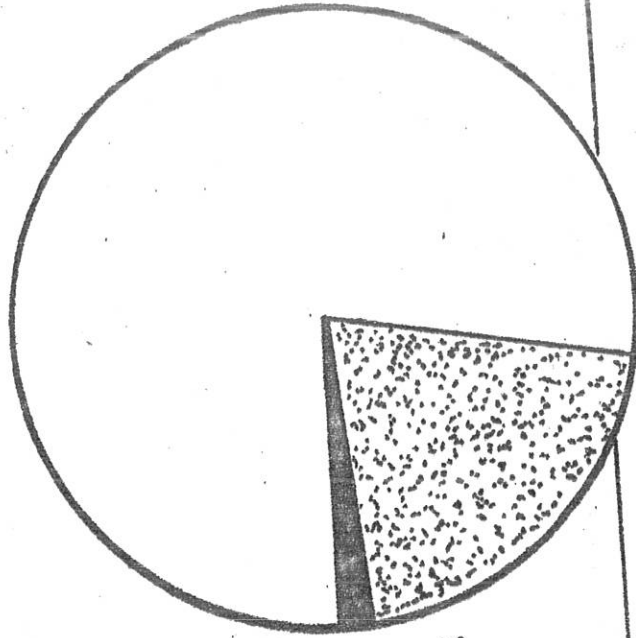
Not Committed



23.75%

9.13%

73.12%



78.12%

2.50%

19.38%

Fig. 3 Distribution of Responses of English Language Experts

Fig. 2 Distribution of Responses of University Instructors

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION, INFERENCES AND RECOMMENDATIONS

A. SUMMARY OF FINDINGS

The findings of this study are summarized as follows:

1. The intermediate approach helps the learners to cultivate the ability to associate linguistic forms with their use in different contexts.
2. Based on the principle of information gap, the intermediate approach facilitates meaningful and interesting language practice.
3. By giving more student talking time, the intermediate approach promotes the confidence of the learners in using the language.
4. The structural approach encouraging teacher-dominated activities and focusing on mastery of linguistic items alone does not allow the learners to improve their proficiency by participating in real acts of communication.

B. CONCLUSION

The subjects of this study underwent an experiment designed to investigate the effect of the structural and the "intermediate approaches" on the English Language proficiency of first year students of Addis Ababa University. The control and study groups took a post-test at the end of the experiment. The test was designed to measure the students' language proficiency in terms of their ability to predict the contents of the communicative act presented to them and their ability to utilize their linguistic repertoire to express their ideas and feelings in new situations. The statistical computations made have shown that there is a significant difference between the proficiency of the study group and the control group.

The results of the interactional analysis and the judgement of the respondents of the questionnaire have established the fact that the "intermediate approach" makes learning meaningful and rewarding which in turn helps to sustain the motivation of the learners and promote transfer of learning.

C. INFERENCES

The research hypothesis (H_1) was accepted after rejecting the null hypothesis (H_0) at 5% significance level. That is to say, there is a significant difference between the proficiency of students in the study group and that of the control group. Even though the scope of the study is limited to grammatical elements, an inference could be made from the result of the study about the effectiveness of the intermediate approach in teaching other linguistic elements.

The other inference that could be made from the findings is that first year students could benefit more from their English course if teaching were based on the intermediate approach. This will avoid shifting to a purely communicative approach before the learners have internalized the basic linguistic forms the adoption of a communicative approach presupposes an adequate knowledge of the structure of the language. It will also avoid making a decision regarding the selection and grading of content without considering the language needs of the learners.

The findings of the study have wider implications for the methodological problem of teaching English for the purpose of instruction both at the school and university levels. School teachers and students could gain better facility in the teaching-learning process if the "intermediate approach" were adopted because the result of the study indicates that it has a high surrender value.

D. RECOMMENDATIONS

The following recommendations are made on the basis of the findings and the conclusions arrived at.

1. A spiral language syllabus must be developed specifying the arrangement of linguistic items according to their function in different contexts.
2. An inventory of suitable contexts for practising the structure of the language must be prepared by analysing the situations in which the students are expected to use the English Language.
3. Learning activities must be designed in such a way that they give appropriate guidance to the language teacher and maximum participation to the learners.
4. Language testing must be based on measuring the overall proficiency of the learners rather than on the accuracy of isolated linguistic items.
5. English Language teachers must be trained to organize and lead student-centered language activities.
6. Class size, modes of instructional grouping and the assignment of roles must be modified to create a flexible and natural teaching-learning atmosphere.

7. Further research must be done to assess the effectiveness of the intermediate approach in teaching learners with different aims, background and conditions of learning.

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APPENDIX 1

GUIDELINES GIVEN TO THE STUDY GROUP INSTRUCTORS

A research exercise entitled "Contextualizing grammar exercises-a technique to make a linguistic approach communicative" has been initiated as a partial fulfillment of the requirement for an M.A. post graduate programme in TEFL. The proposed approach is going to be tried out in an experiment whose subjects are students enrolled in the Freshman Programme of the 1983-84 academic year. Since your section is selected as one of the study groups, you are kindly requested to teach the grammar sections of the first five units in Freshman English 101 A text keeping in mind the following principles:

- a) Teaching has to be based on a deductive rather than an inductive method;
- b) Teaching-learning should concentrate on language use rather than language usage; and
- c) Communication is a two-way process and thus students must practice asking questions as well as answering them.

In order to implement the above principles, it is very important to consider seriously the procedure that has to be followed. Besides, the success of a foreign language teaching approach such as the one under study depends, by and large, on the ingenuity and perseverance of the teacher. Consequently, I would like to request your whole hearted assistance in realizing the objective of this study.

The procedure that you are going to follow in presenting the grammar lessons is demonstrated below with teaching items prepared by the researcher.

Step 1

Manipulation

A new set of patterns is first established as an automatic reflex habit by means of pattern practice at the mechanical level.

Example

1. I need some envelopes.

 stamps.

 ink.

 paper.

2. I want some envelopes.

 need

 have

3. I don't have any envelopes.

 stamps.

 ink.

 paper.

4. I don't have any.

 need

 want

Step 2

Familiarization

The students must be acquainted with lexical and syntactic devices that co-occur with the item being taught.

Examples

1. Operators:

Pause words

Rejoinders

Interjections

Hmmm

Really?

Oh!

well	How interesting! Quih!
	Is that so? Whoops!
	I see! Birr!

2. Syntactice devices

connectors
conjunctions

3. Lexical devices

prefixes
suffixes
idiomatic expressions

Step 3

Habituation:

Give the students facility in using the patterns in tightly controlled situations.

Examples

A: Excuse me, (name of B). I need some envelopes.
B. Sorry, (name of A). I don't have any.
A₁: Excuse me, (name of B₁). I need some stamps.
B₁: Sure, I have some. How many do you want?

Step 4

Communication

The patterns taught are used as means of communication between teacher and student, or student and student(s).

Example

A: 1) Say, (B). Do you have any _____?
2) Excuse me, (B). I need some _____.

3) Excuse me (B). Can you lend me some _____ -?

4) (B), can I borrow some _____ ?

B: 1) Sorry, (A). I don't have any. May be (C) has some.

2) No, I don't, (A). But I think (C) has some.

3) Sorry, (A). But I can't spare any right now.

4) Sure, I have some. How many (much) do you want (need)?

A: 1) Thanks, I'll ask him (her).

2) Thanks, anyway.

3) Appropriate answer to B's fourth choice.

APPENDIX 2

LESSONS GIVEN TO THE CONTROL GROUPS

Unit 1

Grammar and Usage

Verb: Transitive, Intransitive

Tense: Simple present tense, present continuous tense.

Exercise A.

Put the verbs in brackets into the simple present or the present continuous tense.

1. The leaves (be) usually oval in shape.
2. "I (have) no confidence in him," she said.
3. You can't see Alemu now; he (have) a bath.
4. He usually (drink) coffee but today he (drink) tea.
5. What she (do) in the evening?
6. Cuckoos (not build) nests. They (use) the nests of other birds.
7. I (wear) a hat today because the sun is very hot.
8. You (enjoy) yourself or would you like to leave now?
9. I (enjoy) myself very much. I (want) to stay to the end.
10. I won't tell you my secret unless you (promise) not to tell anyone.
11. You (love) him? No, I (like) him very much but I (not love) him.
12. You always (write) with your left hand?
13. He always (say) that he will mend the window but he never (do) it.
14. In Spain Women usually (not wear) hats.
15. Almaz usually (learn) languages very quickly but she (not seem) to be able to learn English.
16. My mother hopes that Mulu (not come) to the party because he always (get) drunk.

17. Why you (walk) so fast today? You usually (walk) quite slowly. I (hurry) because I (meet) my mother at 4 o'clock and she (not like) to be kept waiting.

Adverbs

Exercise B.

Complete the following sentences by putting the adverb or adverbial phrase in its correct position in the sentence.

1. I arrive home later when I travel by bus. (usually)
2. Does John stay out late? (often)
3. The postman brings the letters at eight o'clock. (everyday)
4. Our letters are sent by airmail. (seldom)
5. He writes to his parents (twice a week)
6. She doesn't look unhappy. (generally)
7. Whenever I'm busy, I forget the time. (always)
8. Who is the man who sits next to you on the bus? (sometimes)
9. He worked hard when he was a young man. (never)
10. Do you drink a lot of water in hot weather? (usually)

Exercise C

Complete the blanks in the following sentences using one of the words given below for each blank.

so	very	precisely	rapidly	at present
how	when	absolutely	steadily	inquisitively

1. The international situation is (1) delicate (2).

2. (3) how the situation can be improved is not at the moment very clear.
3. The land is so rocky that it is (4) impossible to grow crops of any kind.
4. (5) did you find your way there (6) quickly?
5. She knitted (7) as the bus (8) rushed along the hills. Once (9) it stopped, she looked up (10) and then turned again to her clicking needles.

Exercise D.

As you complete the following table, notice how adverbs are often derived from adjectives.

	<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
e.g.	collect	collection	collective	collectively
1.	popularize	_____	_____	popularly
2.	_____	comparison	_____	comparably
3.	persuade	_____	_____	persuasively
4.	_____	observation	observant	_____
5.	originate	_____	original	_____
6.	deceive	_____	_____	deceitfully
7.	continue	_____	_____	continuously
8.	oppose	_____	_____	oppositely
9.	_____	_____	_____	defiantly

Unit 2

Structure and usage: ~~Sentences~~ Connectors

Exercise A Here are some sentences with but and although as

connectors - change them using however.

1. Although she is very old, she keeps her house clean.
2. Although he is afraid to go out in the dark he has never refused to go.
3. He refused at first but later he decided to go.
4. The barter system existed for many centuries, but it was never very convenient.
5. Air travel is expensive but it is much quicker.

Exercise B

Join the following pairs of sentences into one substituting although and but for however.

1. We foresee many difficulties. However, we shall do our best.
(use although).
2. I didn't expect there would be any. There was, however, just enough.
3. We didn't like him very much. However, we had to go and see him (use but).
4. He wasn't paid for the extra work. However, he did it.
(use although).
5. He bought the book. However, he didn't read it. (use but)

Exercise C

Substitute however for the underlined words:

1. He will never accept your point of view although you argue persuasively.

2. Although Tsegaye earns twice as much money as he did five years ago he does not save any money.
3. Although we had to go and see him we didn't like him very much.
4. Although the task was difficult we could accomplish it.

Exercise D

Rewrite the following passages using suitable co-ordinating and connecting words wherever appropriate. In addition to the linking words you have practised you may also use so and because.

- (a) It was a fine day. There wasn't a single cloud in the sky.
We did not trust the weather. We know that it was unreliable.
We decided to take our raincoats. It was lucky we did.
By midday the sky was very cloudy. Soon afterwards it started to rain. We did not get wet. We put on our raincoats. We made for the nearest shelter. After an hour or so the rain stopped. The sky cleared. We were able to continue our walk.
- (b) Tsegaye was the first person to be told of his brother's illness. He was very upset. He drove to the hospital immediately. His brother was seriously ill. The doctor did not want him to be disturbed. Tsegaye was not willing to be turned away. At last the doctor allowed him to see his brother for a few minutes.
- (c) My sister keeps a diary. She usually writes something in it everyday. Sometimes she forgets. She writes about things that happen to her and about people she knows. She keeps the diary in a safe place. She locks it up. One day she left the diary on her desk. I had gone into her room to look for a book. I

found the diary. I began to read it. I did not like some of the things my sister had written about me. I could not tell my sister that I ought not to have read the diary.

Unit 3

Grammar: Future time in English

Exercise A

Put the verbs in brackets into the future tense using will or shall.

1. It (not be) long before he comes.
2. We (talk) it over tonight.
3. The decision (go) into effect on Monday.
4. I hope I (find) it.
5. He (mind) if I bring my dog?
6. You (need) a visa if you're going to Sweden.
7. Do you think that he (recognize) me?
8. I (not be) here next week.
9. When you are in bed I (be) at work.
10. What we (do) now? wait!
11. _____ we (go) to the cinema? Yes.
12. Where I (be) in 5 years time, I wonder?
13. _____ you have a cigarette? No, thanks.
14. Do you know the way? No. Then I (show) you.
15. Where I (put) it? Behind the door.

Exercise B

Put the verbs in brackets into the going to form.

Example: You (miss) your train.

You're going to miss your train.

1. The bull (attack) us.
2. It (rain). Look at those clouds.
3. The cat (have) kittens.
4. When the gardener (cut) the grass?
5. When you (behave) like an adult?

Exercise C

Read the following sentences and decide whether you think they refer to the present time, future time, or are ambiguous.

1. We are running out of money.
2. We are getting additional aid.
3. Scientists are looking for ways to control storms.
4. A leading scientist is constructing a model of molecule.
5. Cancer is causing growing concern.
6. Where are you eating dinner tonight?
7. They are looking for new evidence.
8. I am having my car repainted next week.
9. Expenditure in this field is being increased next year.
10. Our research is nearing its conclusion
11. There is reason to believe that the universe is at present expanding.
12. Many drugs are being withdrawn from the market soon.

13. Reports of unidentified flying objects are being discussed at a conference next month.
14. Reports of unidentified flying objects are pouring in from all over the world.
15. Disposal of nuclear waste is presenting a considerable problem.

Unit 4

Grammar: Present perfect tense simple and continuous.

Exercise A Put the verbs in brackets into the present perfect or simple past tense.

Example: I'm sure she (already, study) her lesson for tomorrow.

I'm sure she has already studied her lesson for tomorrow.

1. I (already, see) that movie.
2. He (live) in Addis for two years and then (go) to Lekempte.
3. Please come in now. We (just finish) our meeting.
4. He (be) a driver since he graduated in 1971.
5. Tsege (just return) from Moscow.
6. We (already have) breakfast.
7. The students (not master) all the English language patterns yet.
8. When I (leave) school I (cut) my hair and (wear) it short ever since.
9. I (fly) over the Semen Mountains. You (see) the Semen Mountains?

11. You (be) here before? yes, I (spend) my holidays here last year. You (have) a good time? No, it never (stop) raining.
12. The history of Ethiopia (be) a history of life and death struggle with the forces of imperialism and colonialism.

Exercise B

Complete the following sentences using the correct tense form of each verb in brackets.

1. She (be) a teacher since she (graduate) in 1970.
2. The thief (hide) there since last night.
3. Please come in now. I (just, finish) telephoning.
4. She (check) the accounts for hours but she can't find the error.
5. We (practise) the present perfect tense for two weeks, but I still do not understand it.
6. For many years he (live) only on rice.
7. She (say) the same thing for an hour.
8. They (complain) about the cold ever since they (arrive) here.
9. He (live) in Axum since he graduated in 1965.
10. He says that during the last few years he (often, fly) from Addis to Nairobi.
11. The farmers (try) to get new equipment now for over a year.
12. How many times (you, write) to her since Timket?
13. My father (be) a policeman ever since I was a small girl.
14. They (just, bring) him in on a stretcher. Get the oxygen immediately.
15. How often (I, tell) you to read instructions carefully?

16. I (not know) how often she (made) the same mistake since I first (warn) her about it.
17. I'm sure he (already, prepare) his speech for the election meeting.

Unit 5

Grammar and Usage:

Simple past and simple past perfect tenses, simple past continuous tense, past perfect tense and past perfect continuous tense.

Exercise A. Supply the Simple past tense of the verb in brackets.

Example: Maru (arrive) at our house yesterday.

Maru arrived at our house yesterday.

1. I (give) Alemu your message and also (tell) him my ideas on the subject.
2. We (go) to Langano yesterday and (get) wet when it rained.
3. The Romans (destroy) Jerusalem.
4. Ethiopia (do) all in its power to help bring about a peaceful settlement of the Italo-Ethiopian dispute.
5. Marx and Engels (teach) the working class to know itself and be conscious of itself.

Exercise B. Supply the past continuous tense of the verbs in brackets.

Example: Yesterday afternoon I (read) a book.

Yesterday afternoon I was reading a book.

1. While I (read) a book, my mother was cooking supper.
2. What he (do) all last week?
3. She (leave) the house every morning before seven and meeting me by the bus stop.
4. He (always, tell) me to do things I didn't want to do.
5. Mussoloni (make) plans for the invasion of Ethiopia.

Exercise C Supply the past continuous tense.

Example: I (buy) a hat before I returned home by five.

I had bought a hat before I returned home by five.

1. She (write) a letter by lunch time yesterday.
2. They (bring) the tools by early morning
3. When I saw him, he (wait) for you over half an hour.
4. At 9 o'clock I (read) for two hours.
5. The villagers (repair) the old houses.

Exercise D.

Rewrite the following sentences, putting one of the verbs in brackets into the simple past, and the other into the past perfect tense.

1. She (rise) after he (go).
2. She (think) she (repulse) him too much.
3. He (say) that he (write) her a letter.
4. At that moment I (glance) round at the crowd that (follow) me.
5. I (bring) the letter to your office as soon as I finish it.
6. He (receive) his money after he (sign) the cheque.

7. I (go) to his shop as soon as he (telephone).
8. After I (arrive), he (leave) the office.
9. The plane (leave) as soon as all the passengers (arrive)
10. She (cancel) the order because they (not deliver) the goods
on time.

APPENDIX 3

LESSONS GIVEN TO THE STUDY GROUPS

FIRST LESSON PLAN FOR THE STUDY GROUPS

Instructor's Name _____

Level - Freshman

General Topic - Tense

Specific Topic - Simple and Continuous forms of the present tense.

Instructions

The teaching items you are going to teach in this lesson are identical with the items in the official text, i.e., Freshman English 101A, Unit 1, page 9. However, the approach and methodology you are going to use in presenting the lesson is quite different. (Please see the attached sheets for further information).

You are requested to follow the procedures indicated hereunder and use the exercises, specially prepared for the purpose of this research, for class practice. Your kind cooperation is needed not to use the grammar material for the first five units in the official text in teaching the section selected for use.

Step 1.

Manipulation

The following exercises are meant to give the students practice in order to make the reproduction of the teaching items automatic. You have to be aware of the fact that the questions in the exercises are

not meant to be answered; and the statements that individual students make do not necessarily have to be true.

Write the lead sentences on the blackboard along with the list of items that are required to construct sentences following the model in the lead. The list of items in each category can be extended by supplying additional items whenever it is felt necessary.

When individual students make sentences according to the cue, the rest of the class should write down the sentences in their notebooks. This will help to check on their listening and writing abilities.

Divide the class into four groups before you start the lesson. Then assign the lead sentences to each group for practice.

EXERCISE 1

LEAD SENTENCE

Group 1

You (He) usually eat(s) injera.

Group 2

They (she) do (es) not usually eat injera.

Group 3

Do/does you (he) usually eat injera?

Group 4

What do/does they (she) usually eat?

Subject

Verb

Object

Adverb

They

write

wine

usually

She

speak

letters

often

We

drink

meat

always

I

play

English

sometimes

You

buy

stories

everyday

He

beer

seldom

tennis

on Sundays

Exercise 2

Group 1

Group 2

Group 3

Group 4

Lead Sentence

What are (is) you (he) writing?

Are/is they/ she writing a letter now?

I/he am (is) writing a story now.

They/she are/ is not writing a letter
now.

Step 2

Exercise 3

Little or no attention is paid to the general truth statements and state (mental or emotional) of the simple present tense in the new material. This is simply because it is difficult, if not impossible, to create situations for them. If there is a need to acquaint the students with those forms, here are a couple of exercises.

Lead Sentence

Group 1

Water (boils/freezes) at 0°C/100°C).

Group 2

We breathe (in/out) (carbondioxide/
oxygen)

Group 3

The sun (rises/sets) in the (west/
east).

Group 4

The earth (rotates/revolves)
(around the sun/on its axis).

Exercise 4

Group 1

Lead Sentence

He remembers you

loves

likes

Group 2

They agree (s) with them

she

I

Group 3

The bus arrives at Massawa tonight.

The train

The ship

Group 4.

He drinks coffee everymorning.

before breakfast.

after breakfast.

Exercise 5

Group 1

He is leaving for Kenya tomorrow.

Coming from

Group 2

Mr. X joins the university next

year.

our department

the army

Group 3

I am going to apply for a scholarship

soon.

job

Group 4

Mrs Y is writing a thesis for her

M.A.

a letter

an article

Step 2

Familiarization

The students should be familiar with the following items to engage themselves in a realistic conversation. Make sure that they can identify the context in which each of the items is used.

Rejoinders

really
how interesting
what a pity
Is that so
by the way
I see
in fact
any way

Laconic utterances

of course
certainly
definitely
fine
I think so
what do you mean?
I don't understand
what is the matter

Courtesy words

Excuse me	It's my pleasure
I am sorry	I am obliged
Thank you	It is very kind of you
By no means	Please do me a favour

Step 3

Habituation

Write the following stems and cues on the blackboard and make the students practice the pattern in pairs.

Stem

Student A

1. (Name of student B), Do you usually _____?
2. (Name of Student B), What do you usually do _____?

Student B

1. (Name of student A), Yes/No I _____.
2. (Name of student A), I _____.

Cues

- | | |
|------------------|----------------|
| 1. read books | 2. on Sundays |
| go to the cinema | on weekends |
| drink beer | after class |
| eat injera | in the evening |
| play tennis | |

Step 4

Communication

In the following exercises the students are expected to predict what one of the speakers would say and by so doing fill the information gap. Divide the class into two groups. Let the students who fill the information gap in each group write down the missing information. Then go all over again and do the conversation but this time using the information recorded by each group.

Group 1

- A. Do you usually read books on Sundays, (name of B)?
- B. Yes, _____.
- A. I seldom read because of my eyes.
- B. What a pity! _____?
- A. Well, I do a lot of things but I usually play tennis.
- B. _____ sometimes.
- A. How interesting! Can you join me today?
- B. Sorry, _____ now.
- A. It is alright, we can play together on another day.

Group 2

- A: _____, (name of B)?
- B. Yes, (name of A), I usually read novels on Sundays.
- A. I seldom _____.
- B. What a pity! what do you do instead?
- A. Well, _____.
- B. I also play tennis sometimes.
- A. How interesting! _____?
- B. Sorry, I can't. I am reading an interesting story now.
- A. It is alright _____.

Exercise 1 In this exercise group 1 asks and group 2 answers or group 2 asks and group 1 answers. They do the exercises interchangeably.

Group 1 Does water boil at 100°C ?

Group 2 Yes, water boils at 100°C .

Group 3 Does water freeze at 70°C ?

Group 1 Of course not. It freezes at 0°C .

Group 1 Do you know the boiling point for oil?

Group 2 Yes, it is 70°C .

Group 2 Do you know the freezing point for oil?

Group 1 What do you mean? Oil does not freeze.

Exercise 2

Group 1 What do people breathe in?

Group 2 Of course, they breathe in oxygen.

Group 2 When do people breathe-in carbondioxide?

Group 1 They do not breathe in carbondioxide.

Group 2 Why not?

Group 1 Simply because they will be choaked.

Group 1 Do you know where the sun rises from?

Group 2 Of course, it rises from the east.

Group 1 It sets in the west.

Second Lesson Plan for the Study Group

Instructor's Name _____

Level - Freshman

General Topic - Sentence connectors

Specific Items - and, but, however, nevertheless, otherwise, infact,
then, consequently, hence, therefore, moreover,
indeed, though, or and although.

Step 1

Manipulation: Although freshman students have fairly been exposed to sentence connectors while they were in the High Schools, not much attention have been given to those items (it seems that they have been touched in passing) in Unit 2 of the freshman English (grammar exercises) except the use of "and, but, however and although". As there are several ways of connecting utterances, rather than sentences, we will observe a few examples and try out different exercises.

In examples 1, 4 and 5 below there are elements of contrast. First let us see how but is used.

Example 1

Laughing/ not smiling - the boy.

Correct Response: The boy was laughing but not smiling.

Follow the above example and do the following exercises.

Exercise 1

a) milk/no sugar - there

- b) good/no salt - The 'Dorowat'
no 'injera'
- c) new/has no engine oil - The car
no brake
- d) wood/no axe - there
- e) bread/no tea - there
no milk
no beer
no tej

The use of or (see the next example).

Example 2

order tea/coffee

Correct Response Shall we order tea or coffee?

Now let the students do the following exercises.

Exercise 2

- a) walk/ride a bus
- b) invite John/Mary
grandmother
- c) talk to a guard/soldier
officer

Now let us see how and is used

Example 3 I saw Robert. I saw Jane.

Correct Response I saw Robert and Jane.

Exercise 3 Do the following exercises as the example above:

- a) Wondimu is a student. Almaz is a student
- b) Tsegay is sad. Bekele is sad.
- c) Ayele is not hardworking. Regeassa is not hardworking.
- d) Bezabih/Kejela - stupid.
- e) I like reading a book-magazine.

The Use of however.

Example 4

He lighted his cigarette. He did not smoke it.

C.R. He lighted his cigarette. However, he did not smoke it.

Now try the following exercises:

Exercise 4

- a) She is attractive. She does not have a husband.
- b) He earns a lot of money nowadays.
He doesn't save any money.
- c) He bought a car. He could not maintain it.
- d) She likes to dance. She does not go to a party.
- e) Mulu likes fishing. She does not have a fishing line.

The use of Although

Example 5

The sun is very hot. Tsehay feels very cold.

Correct R. Although the sun is very hot, Tsehay feels very cold.

Try the following exercises

Exercise 5

- a) He has a lot of money. He doesn't want to give to the poor.

- b) It does not have enough water. The town is beautiful.
- c) He had a big wound. He fought very bravely.
- d) She wears the latest fashion. The lady is old.
- e) She is going to marry a handsome guy. She is ugly.

The use of then (showing sequence)

Example 6 He provoked the girl. He smiled at her.

Correct R. He provoked the girl then he smiled at her.

Exercise 6 Connect the following sentences with then.

a) The girl was laughing at first.

She burst into tears.

b) Wolde boiled a nice tea. He poured out into the glasses.

c) He began to drag it behind.

The dog got his leg broken.

d) They sat for the exam.

They studied for over two months.

e) Mary opened the door to the garden.

She called out the gardner.

N.B. If different sentence connectors, such as however, appear at different position in sentences, it is advisable to show that to the students.

Step 2

Familiarization

To help our students involve in realistic conversation, the students must try out the items, time and again, until the items become

part of the students' experience. It is also very significant to make the students aware of the fact that most of the items that appear here are extremely influenced by the context.

Go through the following by giving statements to students to which they respond using one of the items.

Rejoinders

how interesting

what a pity

really

is that so

by the way

I see

infact

anyway

Laconic utterances

-of course

certainly

definitely

fine

I think so

What do you mean?

I don't understand

what is the matter?

Courtesy words

excuse me

I am sorry

thank you

by no means

it is my pleasure

I am obliged

it is very kind of you

please do me a favour

if you don't mind

Step 3

Habituation

Under habituation there are two parts. The first part relates

what the students have learned under step 2: with rejoinders, laconic utterances and courtesy words. The second part of the conversation deals with sentence connectors. Both forms appear in the form of dialogues. Of course, you have to divide the group into two and try out the exercises. Make sure you change roles after every interaction.

Part I The following dialogue is a conversation between two friends who do not like to attend classes. Let us assume that they are freshman students.

Student A Do you know what next Friday is?

" B Certainly not. What is it?

" A Of course!, new year.

" B How interesting! I was really bored of meeting my
instructors.

" A What is the matter?

" B Simply because they are very strict.

Part 2

Student A: (To student B), did you get a good grade in the last
test?

Student B: No, I didn't.

Student A: But you studied very hard.

" B: Although I studied very hard, I failed in the exam.

" A: How unfortunate!

Part 3

Student N: (To student M) Have you heard that I had a fight with a bus driver?

Student M: No, I haven't. What happened?

" N: I tried to get into the bus through the front door.

" M: Then what?

" N: The driver refused to open the door although I showed him my ticket.

" M: You should be smart otherwise you can't handle such people.

" N: In fact, I tried to explain but he picked a quarrel.

Student M: Therefore?

Student N: He wanted to fight therefore I had to defend myself

Student M: Consequently

" N: After the fight I walked to school. Consequently, I was late for class.

" M: What a coincidence!

Step 4

Communication

Part 1. First write the items and cues on the blackboard and then make the students practice the patterns in pairs. After they have done the practice, let them write down the patterns in their exercise books.

Let the students fill the gaps by taking words or phrases from the cues. At times more than one cue can fill the blank space in the exercise.

Cues

but infact moreover
 and then indeed
 however consequently though
 nevertheless hence or
 otherwise

Student X: (name of y), your friend (name of Z)
 name seems intelligent _____ he does not talk much in the
 class.

Student Y:
 (name) You are right (name of X). In fact, he _____.

Student X:
 (name) You are lucky. Then can you _____?

Student Y: Although _____.
 (name)

Student X: That is a pity. Excuse me (name of Z) do you mind
 giving me an example of how to use consequently.

Student Z: You have to be attentive in the class _____, you
 can't understand your lessons.

Student X: I agree with you, indeed, but _____

Student Z: I am sorry, I can't keep on explaining to everybody.
 _____, I have no time today.

Student Y: I know I am not better than yourself, however, _____.

Student X: It is very kind of you. (name of Z), you have
 discouraged me very much; nevertheless, I _____.

Part 2

You might as well tell your students to make dialogues of their own and act them in class during the next lesson. As an instructor you might choose which dialogue to be acted in class. Let the students make their dialogues following the situation.

Situation: Two students came out from an examination hall after writing for three hours. One of the students seems to be tired of doing anything.

Third Lesson Plan For The Study Group

Instructor's Name _____

Level - Freshman

General Topic - Future time in English

Specific items - shall, will

As we have been doing in the previous units: I and II, this time also we will start with manipulation

Step 1:

Manipulation

In order to make the response of our students automatic, in the course of time, we have to provide them with ample manipulative exercises. As this is our main purpose in this part of the unit, students have to go through the following manipulative exercises.

First different examples are given on the Future time (Tense) in English. By looking at the examples provided, students will work on the **exercises**.

Remember: At times the omission of a time word or phrase such as now or next-week makes the statement ambiguous.

Example 1

1. We / / have breakfast at 8.

Correct Response: a) We shall have breakfast at 8.

b) We'll have breakfast at 8.

Now do the following exercise: use shall or will whichever is appropriate.

- 1) My girl friend, Mary, / / come tomorrow.
- 2) The issue / / decided by the vote.
- 3) We / / fight our enemy to the last.
- 4) They / / fight our enemy to the last.
- 5) She / / buy one if you ask her.

Example 2 I'll finish reading the book next week.
She

Correct Response: She'll finish reading the book next week.

Now do the following exercise:

- A) He'll finish the assignment next week.

the lesson

the course

the book

the work

- B) She'll do the work next month.

next week end.

the day after tomorrow.

- C) She'll finish the work next month.

do

start

- D) He'll finish the work next month.

They

We

I

Remember In the above exercise, we have been using the contracted form of will, i.e. 'll. This is simply because, for the most part, we use the contracted form of will in speech.

Example 3. This time we'll change affirmative statements into negative. We'll do the exercise

Correct Response: We won't do the exercise.

In the next exercise, when the instructor says out statements to the students, they change the statements into negative forms. If, however, the instructor says out negative forms, students must say the affirmative.

Exercise 3:

Teacher: She'll read the newspaper.

Student: She won't read the newspaper.

Teacher: We'll listen to Sunday morning's radio programme.

S. We won't " " " " radio programme.

T. She'll save a lot of money by next year.

S. She won't save a lot of money by next year.

T. We won't drive to Sodere

S. We'll " " "

This time we'll try on the question forms:-

Example 4: Read the newspaper

Correct Response:- Will (you) read the newspaper tomorrow?

Correct Response Yes, I'll
or

Correct Response No, I won't have time.

Exercise 4 Following the above model, try the next exercise.

- come to school

- bring the money

- help the poor
- visit the patient
- go to the cinema.

In unit 1, we have learned that the future time can be expressed by the present continuous tense form. Now let us see the next example and do the remaining part of the exercise. Make sure students include time words like tomorrow; otherwise, the statements they make become ambiguous.

Example 5 Almaz / / to Europe soon.

Correct Response: Almaz is going to Europe soon.

Exercise 5 Now complete the following exercise by looking at the example 5 above.

- 1) I / / for Gondar tomorrow.
- 2) He / / to have Sauna bath this afternoon.
- 3) They / / to cancel the meeting _____
- 4) She / / to go for a picnic _____.
- 5) We / / to apply for a scholarship.

Cues: (To be used in exercise 5).

<u>Verb</u>	<u>Time Phrase</u>
is going	today
are going	early next month
am leaving	next Monday
	next week

Step 2

Familiarization

In this part of the unit, the students must be familiar with the different uses of rejoinders, laconic utterances and courtesy words. Such short but expressive forms of the language must be learned so that they facilitate the students' communication which is our ultimate aim.

Rejoinders

Is that so
by the way
really
in fact
anyway
I see

Laconic Utterances

- so to speak
- quite happy
- certainly
- definitely
- fine
- what a co-incidence
- may be
- that's right

Courtesy words

excuse me
I am sorry
Thank you
By no means

It is my pleasure
It is very kind of you
If you don't mind
Would you mind
Please do me a favour.

Step 3

Habituation

Whatever the students have learned under familiarization both in this and other units will be exemplified below.

Part 1:

Student A (To Student B)

Have you heard that Wondimu is going to England soon?

Student B No, I haven't. When is he planning?

Student A I think, he'll leave before X-mas.

B. Who goes with him?

A. May be his girl. She goes to the U.S. to pursue her studies. They fly together.

B. What a coincidence!

Part 2

Student X (To Student Y). You'll meet Jane before soon. Won't you?

Y. Yes, that's right; but who told you?

X. My friend told me all about her.

Y. I wonder, if he knows her.

X. Take it easy, after all they are neighbours

You will meet him in her house this afternoon.

Y. Oh! I see.

Part 3 Mr. M and Mr. N are going to exchange greetings soon. Let us see how the greeting proceeds. You might tell your students to make dialogues of their own and say them out in class for a few

minutes. Remember that the dialogue has eight parts like the example below.

Mr. M. Good morning Mr. N.

N Good morning Mr. M. How are you?

M fine, and you?

N fine, thank you.

M. By the way, how is your wife?

N. Oh! She is eating the flue

or

home sick.

M. I am so sorry, please pass my regards to her.

N. Definitely, I'll do that.

Step 4

Communication:

Part 1 Semi-controlled exercise

Teacher Will you finish the assignment tomorrow?

Student A. Yes, _____

Student B. No, _____

Teacher: (This time to student B only)

Why not?

Student B May be _____

Teacher If that is so, don't expect a good grade from me.

Student B Please, sir _____.

Part 2

Student A: How will you get to the Registrar from here?

Student B. First, _____ Second _____
_____. Then, _____

Student A That is n't easy to _____
If you don't mind, _____

Student B. If that is difficult to _____
I'll get you a _____

Student A. Thank you, _____.

Part 3

You want to pass your vacation at Sodore. Explain to your friend what you will arrange for the trip. Ask him if he is interested to accompany you.

Fourth Lesson Plan for the Study Groups

Instructor's Name _____

Level - Freshman

General Topic - Present Perfect Tense (Simple and Continuous)

Specific Topic - Present Perfect & Simple Past

Step 1

Manipulation:

Present Perfect tense as well as the simple past tense of the English Language is not entirely new to our freshman students. It has been believed that they have been exposed to the English language at least for nine years -- both as a subject and medium of instruction. Here, however, our aim is to show our students how to use both the present perfect and past tenses distinctly. We also know that the English past and present perfect tenses create considerable problems to our students

Let us observe the following couple of examples and do the rest of the exercises that appear under manipulation:

Present Perfect

Example (on present perfect tense)

i) ie (be) a teacher since 1970.

Correct Response He has been a teacher since 1970.

ii) Zewdie has already (go) home.

Correct Response Zewdie has already gone home.

Exercises

1. Ayele has returned from abroad

We

They

She

2. Has Bekele finished eating?

writing?

drinking?

speaking?

3. I have _____ eaten a delicious cake.

already

just

4. It has been raining since morning.

for three hours.

5. They have not (arrive) from Gondar yet.

(return)

(come)

(phone)

Simple Past:

Example. I (go) to Ambo last Sunday.

Correct Resp. I went to Ambo last Sunday.

Exercises

1. She sold her car last week.

bought

washed

2. He broke his leg yesterday.

lastnight

the day before

3. Tsega read the instructions carefully.

We

Almaz

I

Step 2

Familiarization

This time we feel that the students are familiar with the different uses of rejoinders, laconic utterances and courtesy words. It is believed that these forms would help the students in their natural conversation, among individuals or groups, as in the exercise that comes under step number 4, that is, communication.

Rejoinders

Laconic Utterances

What a pity

I think so

in fact

of course

fine

how interesting

certainly

definitely

by the way

I suppose

Courtesy words:

I am sorry

I am obliged

excuse me

It is very kind of you

Thank you

Please do me a favour

by no means

It is my pleasure

Step 3

Habituation: In tightly controlled situations, students learn or form habits of lexical as well as syntactic devices that co-occur together. Such devices and patterns lead the students to a higher form of learning that is communication (learning for a purpose).

Exercise 1

Student A: Have you seen Othello?

" B. Yes, I _____ (past time).

" A. I _____ yet.

" B. Don't miss it. It is showing at the Ambassador.

Exercise 2

Student X: (Name of Student Y),

Where have you been for the last two days?

Student Y: I _____

Student X: That's why I _____

Student Y: That's right.

Exercise 3

Student A: Where do you plan to spend your vacation, (Name of B).

Student B: I haven't decided yet. Why?

Student A: Well, I want you to join me on a holiday tour to Langan.

Student B: Sorry, I have already been there. Thanks anyway.

Student A: It is alright. By the way, when did you go there?

Student B: Last summer.

Exercise 4:

Student A: You have been to London, I suppose?

" B: That's right. I have only been there for a brief moment.

Have you been there?

" A: No, I haven't. But I have been to many other places.

Student B: Such as.....

" A: I have been to Cairo, Nairobi, etc.

" B: Oh I see, you must be lucky.

Step 4

Communication: The patterns taught so far can be used to facilitate communication between the teacher and the student (s) or between a student and student (s) on different topics. The first two exercises will be semi-structured while the last exercise is going to be unstructured. Let the students work out both the semi-structured as well as the unstructured exercises on their own after the teacher's explanation on the nature of the exercises.

Exercise 1

Student A: Do you recall what has happened since the eruption of the Revolution, (Name of B)?

Student B: _____.

Student A: When did that happen?

" B: _____

And _____

Student A: I forgot when that took place.

" B: _____

Then _____

Student A: Have you _____

Student B: Yes, I was in Addis Ababa.

Exercise 2:

Student X: (Name of Student Y), the earthquake has done a lot of damage.

Student Y: What a pity! What has been damaged?

Student X: It _____, _____,
_____, and _____.

Student Y: Let us hope that this is the end of it.

Exercise 3

Teacher: Student X, tell us what you have been doing for the last three days.

Student X: (starts reporting)

The Class: At the end of every event, the class interrupts student X with questions (introduced by when, who, where, why, etc.). Using the simple past tense form of the verb.

Fifth Lesson Plan for the Study Group

Instructor's Name _____

Level - Freshman

Specific Topics: Simple past, simple past continuous, past perfect
and past perfect continuous tense.

Step 1

Manipulation: The following exercises are put in such a way that they give enough practice to the students and at the same time make the production of the teaching items automatic. As the students have been doing such exercises in the previous units, they will practice on substitution drills without much difficulty.

Exercise 1

A. They played football yesterday

She

He

The children

B. The boys thought that the examination was difficult.

assumed

felt

said

C. The soldiers fought bravely last week.

last month.

yesterday.

Exercise 2

A. She was reading while he was repairing the car.

swimming

knitting

smoking

B. They were reading a magazine while he was repairing the car.

greasing

washing

fixing

testing

C. They were playing football while you were listening to the
radio.

She

I

We

Exercise 3

A. Tsehay was talking to her friend when her husband came.

Almaz

She

B. I was telephoning when he knocked on the door.

sleeping

singing

dancing

C. They were eating their breakfast when he came in.

knocked on the door.

broke the glass.

Exercise 4

A. She was weeping all day yesterday

They

He

I

B. Bekele was playing all day yesterday.

reading

drinking

swimming

C. They were drawing pictures all last week.

night.

month.

Past Perfect Tense

Exercise 5

A. He went to his office as soon as he had telephoned.

answered a call.

eaten his breakfast.

B. The woman opened the door after the thieves had left.

called the police

woke up her husband

shouted for help

C. The girl answered the telephone call after her father had gone to office.

The daughter

Almaz

Exercise 6

A. At 7 o'clock yesterday evening, it had been raining.

hailing .

showering.

B. Ayele had been reading in the library for three hours when the light went out.

- studying in the class room

- knitting in the living room

- sitting in the corridor

C. Wondimu had been sitting in the sun for two hours before his mother came.

- The baby
- The child
- The boy

If the instructor feels that the students need some more exercises, it is possible to use the following cues.

<u>CUES</u>			
<u>Subject</u>	<u>Verb</u>	<u>Object</u>	<u>Adverb</u>
Worku	killed	the man	in 1980
The postman	kicked	a dog	a year ago
Animals	ran	books	the day before
The teacher	smiled	a pen	last Sunday
My sister	jumped	some toys	until yesterday

Step 2

Familiarization: Now we are definite that the students are familiar with the rejoinders, laconic utterances and courtesy words introduced so far. It is also believed that the students use the different forms of expressions in their day to day communication with in the classroom or outside both with their classmates and others.

<u>Rejoinders</u>	<u>Laconic Utterances</u>
What a pity!	of course

Is that so	definitely
By the way	What do you mean
Infact	What is the matter?
Any way	fine

Courtesy words

Excuse me	By no means
I am sorry	It's my pleasure
thank you	Please do me a favour

Examples

- 1) Student A (To student B) I met your friend at Arat Killo yesterday.
By the way what had happened to him? He had a bad limp.
- 2) Student X (To student Y). Tesfaye is an intelligent student.
In fact, he got all A's in the E.S.L.C.E.
- 3) Student M (To student N). Excuse me, is this the way that takes to Makonnen Hall?
Student N Yes, that's right.
- 4) Student A (To student B). Excuse me, is Tsehay your sister?
Student B. Yes, what is the matter?
Student A. Nothing, but I want to talk to her.
Student B. I'm sorry, she does not live here any more. She had already gone to Shashemene.

N.B. Please tell the students to make sentences of their own, by using the different expressions that appear under step number two.

Step 3

Habituation: In this part of the unit, our purpose, as teachers of a foreign language, is to make the students build some sort of habit. This habit formation must be partial and in turn must lead to automatic response of the language taught. In this particular instance, we talk of the English language.

Exercise 1

Teacher: (To student X) your friend (Name of Y) went on a picnic last month. Ask him about it.

Student X: (Name of Y), did you have a good time?

Student Y: Yes, I did. We _____.

Student X: Was it interesting?

Student Y: Yes, for the most part it was. It was (student M) who was not _____.

Student X: But why?

Student Y: Simply because he _____.

Student X: What a pity!

Exercise 2

Student M: Yesterday at 6:00 I saw you when I was going to a movie. Why were you driving so fast?

Student Y: I was driving home fast because I had an appointment with my grand mother.

Student M: Were you late then?

Student Y: I was late only by two minutes. My grandmother wasn't angry, too.

Student N: If your appointment were with an Ethiopian, even if you were late by one hour, I think it is normal.

Student Y: What do you mean? I have a lot of Ethiopian friends, but no such thing has happened so far.

Student N: May be your friends know that you are strict with appointments.

Student Y: Do you say there is a difference in the time concept between the educated and uneducated Ethiopian?

Student M: Definitely, there is a difference.

Student Y: Thank you. This is a new experience to me.

Exercise 3

Student S: (Name of T). Had you eaten 'Ambasha' before you went to Mekele?

Student T: No, I hadn't. I ate Ambasha after I had gone to Mekele. Since I came to Addis Ababa, I hadn't the chance of eating.

Student S: What a pity! You missed a nice thing.

Exercise 4

Student X: (Name of student Y) How long had you been living in Wellega before you came here?

Student Y: I had been living there for three years.

Student X: Had you been speaking Oromegana?

Student Y: No, I hadn't. I was only able to say a few words.

Exercise 5:

Student M (To student O about Student N).

What had student N been doing when I came in last night?

Student O He (student N) had been reading a novel when you came in last night.

Student M How long had he been reading that novel?

Student O He had been reading that novel for two hours.

Student M: He had done a good job. May be he would finish his assignment before time.

Student O Of course, he would.

Step 4

Communication: As it is difficult to start teaching English with communication, we are forced to go through the four steps: manipulation, familiarization, habituation and finally communication. As a result of these sequential steps, we are able to help our students with their communicative need be it with their classmates in the class or others outside class.

Exercise 1

Student A: (Name of student B) did you have a good time last week end?

Student B: Yes, _____, I went 100 kms out of the city to visit my old dad. _____ two nights _____.

Student A: Had you been there before? No, _____.

Student B: In fact, it was a surprising visit. _____.

Student A: When did you return?

Student B: _____.

Student A: Had you gone to class after you returned?

STUDENT B: No, _____

Exercise 2:

Student X: Had your father been wounded at the EtióSomali border dispute?

Student Y: Yes, he _____.

Student X: Where was he taken then? After _____.

_____.

Student Y: Yes, he got better _____ hospital.

Student X: _____ before he was wounded?

Student Y: Yes, he _____ ten Somalis as prisoners.

Exercise 3

Unstructured:

- a) Report to the class about your last birthday celebration. (Use simple past or past perfect tense).
- b) Assume that you had worked for two years as an elementary school teacher to support your family before joining the university. Tell us how you earned your living and in what ways you helped your family. (Use simple past or past perfect tense).

APPENDIX 4

RAW SCORES OF ESLCE AND POST TEST OF THE STUDY AND CONTROL GROUPS

Ser. No	ESLCE	POST TEST
1	65	82
2	65	47
3	65	62
4	60	45
5	65	65
6	60	68
7	35	25½
8	65	66
9	65	55½
10	65	51½
11	65	66
12	65	84½
13	60	55
14	65	58
15	60	64
16	35	12
17	65	74
18	65	79
19	65	62
20	35	62
21	60	46½
22	65	47½
23	65	34½
24	65	56½

Ser. No	ESLCE	POST TEST
25	65	59½
26	60	52½
27	65	61½
28	65	34½
29	65	65
30	65	39½
31	60	69½
32	65	54
33	65	65
34	65	55
35	65	35
36	60	70
37	60	66
38	65	29
39	65	46
40	35	26½
41	65	62
42	65	52
43	65	38
44	35	54
45	65	51
46	65	50
47	65	43½
48	60	43½

Ser. No	ESLCE	POST TEST
49	35	67½
50	65	44
51	65	74½
52	65	31½
53	65	25½
54	65	27½
55	35	40
56	65	63
57	60	63
58	65	60
59	65	65
60	35	49
61	35	32½
62	65	49½
63	65	45½
64	35	34
65	65	64
66	65	70½
67	35	47
68	60	50½
69	65	59½
70	65	11
71	60	35
72	60	24½

Ser. No	ESLCE	POST TEST
73	60	37
74	65	72
75	65	78½
76	65	53½
77	65	51
78	65	29
79	35	38½
80	65	46
81	65	55
82	60	57
83	65	33½
84	60	51½
85	60	56
86	60	60½
87	65	60½
88	65	55½
89	65	69
90	65	28
91	35	25½
92	60	33
93	65	54½
94	65	66
95	65	33
96	65	59

Ser No	ESLCE	POST TEST
97	65	57
98	35	48½
99	65	47
100	65	39½
101	65	42½
102	65	41½
103	65	60
104	65	58
105	65	28
106	60	38
107	65	22
108	65	27
109	65	60½
110	60	24½
111	60	47½
112	65	58
113	65	64
114	65	55½
115	35	37
116	60	64
117	65	55
118	60	57½
119	65	38
120	60	55

Ser. No	ESLCE	POST TEST
121	65	37
122	65	45½
123	65	40½
124	60	48½
125	60	28
126	65	21½
127	65	20
128	65	39½
129	35	37
130	35	52½
131	65	29
132	65	49
133	65	44½
134	65	47
135	65	18½
136	65	33½
137	67	52
138	60	51
139	65	52½
140	65	77½
141	60	62
142	65	35½
143	65	19½
144	35	45

Ser. No	ESLCE	POST TEST
145	60	37½
146	65	46½
147	65	25½
148	65	46
149	65	35
150	65	30
151	60	18
152	65	36½
153	35	33
154	65	36½
155	65	34½
156	35	11½
157	60	41½
158	60	54½
159	65	77
160	65	42½
161	65	23½
162	60	29
163	65	26½
164	65	41½
165	35	63½
166	65	37
167	65	42
168	65	46

Ser. No	ESLCE	POST TEST
169	65	35
170	35	32¼
171	65	27½
172	65	54½
173	60	44

NB. The E.S.L.C.E. result is converted to raw score by the scale obtained from E.S.L.C.E. office.

APPENDIX 5

Flanders' Interactional Analysis Categories

TEACHER TALK	INDIRECT INFLUENCE	<p>1. ACCEPTS FEELING: accepts and clarifies the tone of feeling of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.</p> <p>2. PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual, nodding head or saying "umhm?" or "go on" are included.</p> <p>3. ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category 5.</p> <p>4. ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.</p>
	DIRECT INFLUENCE	<p>5. LECTURING: giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions.</p> <p>6. GIVING DIRECTIONS: directions, commands, or orders which students are expected to comply with.</p> <p>7. CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.</p>
SILENCE	STUDENT TALK	<p>8. STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement</p> <p>9. STUDENT TALK-INITIATION: talk initiated by students. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk.</p>
		<p>10. SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.</p>

Ned A. Flanders, Categories for Interactional Analysis, 1959.

APPENDIX 6a

TOTAL NUMBER OF TALLIES FOR STUDY GROUP OBSERVATIONS

GROUP	OBSERVATION	FLANDERS' INTERACTIONAL ANALYSIS CATEGORIES									
		1	2	3	4	5	6	7	8	9	10
2	1	1	18	28	33	34	58	13	630	60	11
	2	-	11	25	75	115	55	7	543	10	60
4	1	-	10	20	60	200	105	-	390	40	20
	2	-	10	4	40	100	40	7	740	7	52
6	1	-	-	-	70	35	10	-	425	13	10
	2	-	-	-	100	155	-	-	470	20	10
Grand total			1430						3348		163

APPENDIX 6b

TOTAL NUMBER OF TALLIES FOR CONTROL GROUP OBSERVATIONS

GROUP	OBSERVATION	FLANDER'S INTERACTIONAL ANALYSIS CATEGORIES									
		1	2	3	4	5	6	7	8	9	10
1	1	-	9	10	70	350	146	5	82	30	27
	2	-	-	5	202	300	120	7	200	35	12
3	1	-	55	10	80	300	100	25	210	25	25
	2	-	-	7	160	330	170	7	205	2	100
5	1	-	-	-	217	272	65	-	145	15	7
	2	-	-	-	150	365	65	-	205	25	4
Grand total			3951.096						1175.428		174.467

N.B. Total Tallies of each category are reduced, multiplying them by 0.9969733

APPENDIX 7

POST-TEST GIVEN TO STUDY AND CONTROL GROUPS

Part 1.

- A. Complete the following paragraphs by using the appropriate word from the list below. You may use a word more than once. Put the verbs either in the simple past or past perfect, whichever is more appropriate.

Cues find, be, feel, arrive
 tell, start, get, realize

When I first 1 in Addis Ababa, I 2 a little uncomfortable because I not 3 what to expect. I 4 that the days 5 very hot, but that the nights 6 very cold. After I 7 here for several days, I 8 that it 9 unwise to run upstairs in the hotel. I soon 10 used to altitude, however. After I 11 here about six weeks, I 12 playing tennis. I 13 no ill effects from this, even though a friend of mine 14 me beforehand that I might feel very short of breath.

- B. Complete the following paragraph, choosing the correct linking words or phrases from the following list. Not all the words or phrases may be needed. Some of them may be needed twice.

in spite of, when, however, before, after
then, but, if, eventually, so
immediately, and, although, because, since,
at first, despite,

1 he was feeling very tired he decided to go to the meeting anyway, 2 the speaker was a person he wanted to

hear for a long time. 3 he arrived at the hall, 4,
he discovered that the meeting had been cancelled. 5 he was
very disappointed, 6 7 he saw a girl he knew.
8 he had counted how much money he had in his wallet, he
went over and asked her 9 she would like a cup of coffee.
She said she would. 10 he stopped feeling tired. So,
11 the way he felt 12 he left home, he 13
had a very enjoyable evening.

Part 2

A. Complete the following conversation by using the verbs either
in the Simple Present or Present Continuous, whichever is more
appropriate.

- X: What are you doing at the moment?
Y: _____ (Continuous).
X: Daniel has a pair you can borrow.
Y: _____ (Simple).
X: But he has refused to lend me nothing. Any way, I am going now.
Are you coming?
Y: _____ (Simple)
X: What is wrong with the ones you are wearing now?
Y: _____ (Simple/Continuous).
X: I am afraid, you don't know where your second-best shoes are.
Y: _____? (Continuous)
X: No, by no means. Take your time.

B. Complete the following conversation by using the verbs either
in the simple Present Perfect or the Present Perfect Continuous,
whichever is more appropriate.

W/zo Aster: Where's Abebe?

W/zo Almaz: _____

W/zo Aster: Have you found a good teacher for him?

W/Almaz: _____

W/zo Aster: Has Abebe learnt to play real tunes yet?

W/zo Almaz: _____

W/zo Aster: Are you busy?

W/zo Almaz: _____

W/zo Aster: What lovely cakes! Have you ever made a Christmas cake?

W/zo Almaz: _____

W/zo Aster: Then you have learnt to make them perfectly, I am sure.

C. Complete the following conversation by using the verb in the "going to" future form.

Kebede: _____

Fikeru: I was going to watch it, but I can't now because my brother is going to arrive in three hours' time. Are you going to be there?

Kebede: _____

Fikru: Is your father going to be with you?

Kebede: _____

Fikru: When is he going to come back?

Kebede: _____

Fikru: What a pity! He is going to miss the match.

Kebede: _____

Fikru: Watching it on TV is not as exciting as watching it live.

Part 3

Write three paragraphs from the following group of sentences. Each paragraph should consist of six sentences, and you must use only one sentence from each group in the same paragraph. Don't change the order of the sentences.

- 1) Firstly, we should visit a dentist twice a year,
 - a) so that our teeth can be checked regularly.
 - b) but this is of little use unless we clean our teeth daily.
 - c) although this is only one of the things we must do.
- 2)
 - a) we should eat the kind of food that makes our teeth healthy.
 - b) such daily care of our teeth prevents food from sticking to them.
 - c) He will control any tooth decay by filling the small holes in our teeth.
- 3)
 - a) Moreover, he will examine our teeth to ensure that they are growing in the right way
 - b) Milk, cheese, fish, brown bread, potatoes, red rice, raw vegetables and fresh fruit are good for them.
 - c) It is advisable to brush our teeth with a tooth-brush and toothpaste after breakfast and at bed-time.
4.
 - a) However, chocolate, sweets, biscuits and cakes are bad, especially when we eat them between meals.
 - b) Unfortunately, many people never visit a dentist until they have toothache.
 - c) although many people do this regularly, they do not know how to
them correctly.
5.
 - a) In most cases, they finish up by having their teeth extracted

- b) the recommended way is to move the brush from the gum to the tip of teeth
 - c) They stick to the teeth and cause decay.
- 6.
- a) We can also use wooden tooth-picks to clean between the teeth after a meal.
 - b) Consequently, it is good to finish a meal with an apple as it helps to clean the teeth.
 - c) Then they have to wear false teeth while they are still young.

APPENDIX 8

QUESTIONNAIRE ISSUED TO ENGLISH LANGUAGE EXPERTS

Introduction:

Dear Colleague:

This questionnaire is prepared to collect data for a research work with the purpose of investigating the effectiveness of contextualized structural exercises as an alternative approach to integrate content and form in language teaching. Using this "intermediate approach" as a strategy, an experiment is conducted to improve the communicative skills of first year students at the Addis Ababa University.

The study is designed to provide a strategy for using linguistic forms in concrete and meaningful contexts. Therefore, for the purpose of this study, the advantages of the structural and communicative approaches are taken into account in preparing the sample exercises.

In order to counter-check the results of the experiment with intelligent judgements of experienced English language teachers, syllabus designers and textbook writers, some of the major tenets underlying the theoretical construct of the study are organized in a questionnaire format.

Your co-operation to share your invaluable experience by filling this questionnaire in accurate and frank terms would undoubtedly contribute to the success of this study. Remember that you are not to write your name, and thus your opinions would remain confidential. Thanking you in advance,

Getachew Fantaye
ADDIS ABABA UNIVERSITY
ILS, 1984

Part I.

Personal Data

1. Place of work _____
2. Profession _____
3. Status _____
4. Experience _____ (in years)
5. Qualification:
 - 5.1. B.A.
 - 5.2. M.A.
 - 5.3. Ph. D.
6. Specialization

Part II.

The Questionnaire

Instructions;

A four-point scale is given for each questionnaire. Choose the point which correctly represents your opinion and put a tick in the box against your choice.

1. The process of being taken only through the grammatical system often reduces the motivation of language learners.
 - a) strongly agree
 - b) agree
 - c) disagree
 - d) Strongly disagree

2. A grammatical syllabus is considered inefficient since its aim is to teach the entire system regardless of its significance for satisfying the language needs of the learners.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
3. The effectiveness of a given pattern is significantly increased by relating the language to communicative activity.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) Strongly disagree
4. Any amount of mechanical drilling will not lead to competence in a language, ie. fluency to express one's own opinion in appropriate situations.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) Strongly disagree
5. The structural view of language has not been in any way superseded by the functional view.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) Strongly disagree

6. The structural view of language is not sufficient on its own to account for how language is used as a means of communication.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
7. The most effective communicator in a foreign language is not always the person who is best at manipulating its structures.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
8. Prompt and response belong together, only by virtue of their grammatical structure, not because they might be expected to occur together in the course of a real exchange of meanings.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
9. The quality of a foreign language instructional material can be measured by its success to work out an efficacious balance between non-communicative and communicative activities.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree

10. The quality of a foreign language programme should be demonstrated by the adequacy of both the process and outcome of the learning activities.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
11. A foreign language programme should emphasize what the learners have to say as well as how they are going to say it.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
12. In foreign language teaching, linguistic forms should be carefully selected and sequenced to suit the individual student's capacity for learning.
- a) strongly agree
 - b) agree
 - c) disagree
 - d) strongly disagree
13. One of the shortcomings of the functional syllabus is the fact that it is linguistically unstructured and heterogeneous.
- a) strongly agree
 - b) agree

- c) disagree
- d) strongly disagree

14. Language teaching based on linguistic forms divorced from content invites rote-learning and thus has a low transfer value.

- a) strongly agree
- b) agree
- c) disagree
- d) strongly disagree

15. The communicative approach is well-suited to learners who have already mastered the linguistic structures of a given language.

- a) strongly agree
- b) agree
- c) disagree
- d) strongly disagree

16. A foreign language programme for academic purposes aspires for accuracy in using linguistic forms.

- a) strongly agree
- b) agree
- c) disagree
- d) strongly disagree

17. A teacher dominated teaching climate reduces the effectiveness of a communicative approach.

- a) strongly agree
- b) agree
- c) disagree

d) strongly disagree

18. A functional syllabus can work out well for an "immersion programme", but not for a general course in foreign language.

a) strongly agree

b) agree

c) disagree

d) strongly disagree

19. The provision of real acts of communication is very difficult in a language programme designed for classroom instruction.

a) strongly agree

b) agree

c) disagree

d) strongly disagree

20. A teaching approach to foreign language will have a "high surrender value" if it encourages student participation and maximizes student learning time.

a) strongly agree

b) agree

c) disagree

d) strongly disagree

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

NAME: Getachew Fantaye

SIGNATURE: 

PLACE: INSTITUTE OF LANGUAGE STUDIES,
ADDIS ABABA UNIVERSITY

DATE OF SUBMISSION: JUNE 11, 1984.