

THE STRUCTURAL V. THE FORM - FUNCTION APPROACH
TO THE TEACHING OF ENGLISH MODAL AUXILIARIES
AT UNIVERSITY FRESHMAN LEVEL

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Worede Yisehak
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by
Worede Yisehak

Approved by :

Melake Asfaw

Advisor

Mustafa M. Abdel-Magid

Examiner

Christopher B. Hudson

Examiner

Y. Asfaw

For / Tilahun Ganta

For / Tilahun Ganta

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ABSTRACT

The purpose of this study was to find out the relative effectiveness between the structural approach and the form-function approach in the teaching of the modal auxiliaries to Addis Ababa University first year students. An experiment, in which a sample population of one hundred and three in four groups took part, was conducted for eight weeks. Two of the four groups formed the control group and the other two formed the experimental group.

Two sets of teaching materials were prepared for both groups on the bases of the pedagogical principles of the stated language teaching approaches. The control groups were taught in the structural approach and the experimental groups in the form-function approach. There were two participating teachers each having one control and one experimental group.

At the end of the experiment, an achievement test was administered to both the control and experimental groups. Statistical tests showed that the average score of the experimental groups was significantly greater than those of the control groups. Therefore, the null hypothesis that there would not be any significant difference between the achievement test average scores of the control and experimental groups attributable to the adoption of the form-function approach had to be rejected. A conclusion was drawn that the form-function approach was more effective than the structural approach in the teaching of the modal auxiliaries to Addis Ababa University first year students.

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CHAPTER I

INTRODUCTION

A. Statement of the Problem

English is taught in Ethiopia at four different educational levels.

At the primary level (grades 3-6), it is taught as a subject to help the student be proficient in the language so that he can use it as a medium of instruction later on. At the junior secondary (grades 7-8) and senior secondary (grades 9-12) levels, English is taught both as a subject and a medium of instruction to facilitate the overall teaching-learning process. Similarly, at the tertiary level, it serves as a medium of instruction.

At Addis Ababa University there are two service courses which are given to first year students. Each course takes a duration of about four months at the rate of three contact hours per week. The aim of these courses, as G. Mosback (1977:344) notes is to "improve the students' skills in following textbooks and lectures in other subjects and to encourage thoughtful and logical expression in their second language."

But in spite of the fact that English is taught for about ten years prior to college entrance and for two semesters as a service course at university level, the language performance of Addis Ababa University students is very poor. As a matter of fact, the language deficiency of the students has become the concern of almost all instructors who are teaching subjects other than English, not to speak of the reactions of the English language instructors. At the moment, there is a tendency to ascribe poor academic performances of students, by and large, to their language deficiency.

In response to this grave problem, several studies have been carried out at Addis Ababa University. A few of

these are those of Hailom Banteyerga (1982), B. Morris (1983) and Haile Michael Aberra (1984).

Hailom Banteyerga conducted an experiment to compare the effectiveness of the communicative approach and the structural approach in the teaching of 'English conditional sentences' to Addis Ababa University first year students. The findings of his experiment have revealed that the communicative approach showed better results than the structural approach. Similarly, Barbara Morris carried out a study on 'the English language communicative needs of Addis Ababa University students.' The results of her study have proved that the Addis Ababa University students have serious language deficiency. Haile Michael Aberra also carried out an experiment to compare the effectiveness of the communicative approach and the traditional approach in the teaching of 'English reading comprehension' to Addis Ababa University first year students. The findings of his study were similar to that of Hailom's.

In language teaching, the question of appropriateness of teaching materials and effectiveness of teaching methods has always been and still is a matter of controversy among linguists as well as among teachers. Some language experts claim that their teaching materials and methods are more effective than those of others. While some others, on the other hand, come up with different teaching materials and methods to refute such claims. But, in spite of all these controversies, as W.F. Mackey (1978:138) put it, "no single teaching method has so far been found to resolve the controversies" once and for all.

Under these circumstances, there is a great need on the part of the language teacher to experiment with new teaching materials and approaches in different environments and at different educational levels; and then, draw conclusions as to which of the approaches is more effective.

The need for such a decision on the part of the teacher is further elaborated by Wilga M. Rivers and Mary S. Temperley (1978:vii) below:

Since the nature of language and its complex operations is still a matter of controversy and since the psychologists have still much to learn about how language is acquired - the native language as well as a second or third language - we, as language teachers, have an open field. We are free to experiment and innovate.

Similarly, Karl Conard Diller (1978:102) also argues that:

It is very difficult to conclude that one method of teaching is superior over or to the other without giving justifiable reasons which are adequately experimented and proved by the classroom teacher.

If one reads currently published English language teaching journals, one will notice that most of the contributors write on issues which support either the structural approach or the communicative approach. In view of the contributors' arguments, it is very difficult for the language teacher to decide which one to side with, except to test the two approaches in actual practice.

It is with the assumptions of the two above quotations in mind that the researcher decided to compare the effectiveness of the 'structural and Form-Function Approaches' in the teaching of the English modal auxiliaries by conducting an experiment.

B. Importance of the Study

In teaching English to first year Addis Ababa University students, the researcher has repeatedly observed that his students have serious difficulties in using modals effectively. It was such language barriers which motivated the researcher to investigate if there is

another language approach which can help to alleviate the recurrent language deficiencies of the students.

Experience shows that the modals are of great importance for making discourse in different communicative situations. For instance, they are widely used in routine service, familial, professional, and social situations to imply; requests; permission; duties; obligations; habits; advice, willingness; and for making logical deductions. In fact, it can be said that there can hardly be any natural verbal or written communication without the effective use of the modals. When Martin Joos (1964:148) discusses the relevance of the modals as communicative tools, he states that "We are in our daily lives so dependent on mutual understanding by means of modals"

Therefore, to facilitate the teaching - learning process and to foster positive interactions between teachers and students, it is necessary to equip the students with a reasonable knowledge of the modal auxiliaries. This need is especially felt at the tertiary educational level where both national and foreign staff are involved in the teaching - learning process. The students have to be able to communicate their ideas clearly orally or in writing. An effective use of the modals can also help the students to listen to the radio or watch television programmes which are broadcast in English. Besides this, it is also assumed that students who have a good knowledge of English stand a better chance of getting jobs in institutions where English is used fully or partially in the running of routine activities.

C. Limitation of the Study

Although much care has been taken to control all possible variables which can bias the results of the study, it is likely that some extraneous variables may occur in

The process of the experiment.

Due to shortage of time on the part of the researcher, unforeseen weaknesses may occur in the selection, gradation, and organization of the teaching materials as well as in the designing of the test. Moreover, in the absence of accepted intelligence and language proficiency tests in Ethiopia, the researcher had adopted random sampling procedure in which chance factors could have come influence on the outcome.

It is also true that this paper is limited in scope, and the inclusion of all the different meanings of the modals is impossible. It is only those meanings which the researcher feels are relevant and common to the students have been dealt with. No attempt has been made to entertain regional and educational differences in the use of the modals.

In spite of these limitations, the researcher hopes that the study would reveal important findings.

D. Definitions of Terms

1. Approach: Approach to language teaching involves an application of a particular theory in the teaching of a language.
2. Communicative Approach: The communicative approach to language teaching gives primacy to 'use' rather than 'usage'.
3. Form: It refers to the actual words (written) or sounds (spoken) used to express something in language, as opposed to meaning or use.
4. Form-Function Approach: Form-Function approach is coined by the researcher and is used in the paper to convey very similar concepts to that of the communicative approach.

5. Function: Function of a structure is the communicative purpose of that structure on a particular occasion what the speaker is trying to do through languages.
6. Method: It refers to a specific set of teaching techniques and materials, generally backed by stated principles but not necessarily having any reference to linguistics.
7. Methodology: It refers to principles and techniques of teaching, with no necessary reference to linguistics.
8. Modal Auxiliary: It is a verb which does not bear the subject - agreement marker (-s) or change its form with the third person subject in the present tense. It does not bear the 'past' inflection (-ed).
9. Syllabus: Syllabus is the reasoned, principled statement of aims and objectives, of content, of sequence, of suggested methodology, of intensity and duration of a given period and for a given set of learners.

E. Hypothesis

In this paper, the null hypothesis (H_0) to be tested is:

H_0 There would not be any significant differences between the achievement test scores of the study and control groups due to the employment of the Form-Function approach to the teaching of English modals auxiliaries.

H_1 And the alternate hypothesis (H_1) is:

There would be significant differences between the achievement test scores of the study and control groups due to the employment of the Form-Function approach.

CHAPTER II

REVIEW OF RELATED LITERATURE

A brief look at the past trends of language teaching approaches, as Robert Lado (1964:5) notes, reveals that different theories of language study are responsible for differences in teaching methods. When a prescriptive theory of language was popularly practised in language study, the Grammar Method, which emphasises the definition of the parts of speech, memorization of verb conjugations, and grammar rules, was commonly applied in the teaching of a language. On the other hand, with the shift of emphasis from a prescriptive theory to a descriptive theory of language, under the umbrella of the 'Structural Approach', which according to D. H. Hymes (1972:272) "takes structure as a primary end in itself, and tends to depreciate use", a host of methods, like the Direct Method, the Audiolingual, and the Natural Methods, have been strongly emphasised as a reaction to the old one. Nevertheless, the claimed success of these structural approach orientated methods is currently being challenged by the supporters of the 'Communicative Approach' which focuses more on language use, that is, the realization of language as a communicative behaviour, rather than usage which is the acquiring of the ability to compose correct sentences regardless of their appropriateness in particular contexts.

According to W.F. Mackey (1978:16-17), the adherents of the structural approach derived their theory from Ferdinand de Saussure's ideas of 'la langue', which was generally interpreted as the privileged ground of structure, and 'la parole', which was considered as the residual realm of variation. Accordingly, the structuralists viewed structure as primary and use as secondary. The advocates of the communicative approach, on the other hand, trace the origin of their theory in the works of J. R. Firth who asserts that "language, being an essentially human activity, must not exclude the mind, thoughts and ideas of those who use it, nor the situations in which it is used." Therefore, the communicativists consider use as primary to the structure of a language.

A brief examination of the salient features of the two approaches is discussed below.

A. The Structural Approach

The structural approach to language teaching takes two basic assumptions into consideration. In Mackey's opinion, it views language learning "as acquiring the ability to use its structure within a general vocabulary, ... and defines it as mainly a matter of interrelated habits." (p. 257).

As observed by R. Lado, this approach is characterized by imitation and memorization of basic **isolated** words and sentences. New items are learned through the intermediary of the known ones. The new ones are taught on the bases of the already learned structural patterns. (p. 218). Massive practice is given to reinforce the newly learned items.

Explaining what qualifications the structural approach demands of the language teacher, Lado points out that the language teacher must know the description of the structure of the language; he must know the linguistic facts of the students' mother-tongue so that he can understand the particular problems the students will face in learning the target language; and he must also know the chief differences and similarities of the two systems and the major vocabulary of the target language (p. 9).

From the above sentences, one can easily deduce that the structural approach gives too much emphasis to structure and assumes that the target language can best be taught by means of ~~contrasting the~~ mother and target languages.

In a structural approach orientated-method, as it is noted by Li Xiaojun (1984:10), the process is teacher-centred and is characterized by student-passivism. Extensive listening

and imitation are drilled until forms become automatic habits on the assumption that there is a direct connection in the mind of the learner between what he sees and what he says. In the process the structure of the language is thought to be assimilated through inferences and abstractions. Xiaoju further states that for the structuralists "the whole process of language-learning is a discipline" (p.11).

Although the structuralist pattern-drill school has been one of the most dominant ones for several years, its effectiveness as a tool of equipping the foreign language learner with the necessary language skills has come under severe criticism. Many language experts as well as school teachers have raised their voices for the reassessment of its practicality. Some have even put forward new language-teaching practices which they have considered as better alternatives to that of the structuralist pattern-drill school.

Challenging the structuralists' ideas that language learning is acquiring the ability to use its structure and that language is mainly a matter of interrelated habits, M.A.K. Halliday et al (1970:18) write:

... learning takes place readily if the language is encountered in active use than if it is seen or heard only as a set of disembodied utterances or exercise.

Thus, foreign language learning is not merely a cramming of linguistic forms, but involves reasoning, making deductions and propositions. And, above all, it requires a clear definition of purpose.

Extending his argument. Halliday contrasts the first language learning with that of the second language learning. He states that "when we acquire our primary language, or first language, we do so by learning how to behave in situations, not by learning rules about what to say" (p. 179).

It is possible to deduce from the above quotation that the child learns its first language without systematic instructions in its efforts to satisfy its needs. At the same time, it develops awareness of the language by using it in real life situations in a free environment. Whereas in the case of a foreign language learning, the student learns the language in a much more systematic presentation of teaching materials as well as controlled environment, especially under structural approach-orientated method. The learner is repeatedly exposed to rigidly structured exercises with the assumption that he would internalize them. But, according to W. R. Lee (1969:3):

Effective learning is doubtless not in direct proportion to the frequency of repetition, but it is tempting to think that repeatedly successful communication has very much more to do with it, since success of this kind is likely to impress the learner with what the language can do and he can do with it.

Hence, success in language communication does not seem to rely on the mastery of abstract system of the language, but on the ability of using the language in realistic life experience.

B. The Form-Function Approach

Current studies in sociolinguistics and psycholinguistics have greatly influenced linguists and language teaching experts to re-examine their theories of study and language teaching as witnessed by D. H. Hymes (p. 294). The beliefs that 'language learning is habit-formation' and that the foreign language should be learnt by 'rote memorization' have faced oppositions from the proponents of language use. For instance, E.W. Stevick (1976:128) defines language as "purposeful behaviour between people, intertwined with other kinds of purposive behavior between the same people". This is the same as implying that one cannot learn language by memorizing its linguistic forms only, or by learning rules about how

to say it, but by creatively applying it in actual life situations. In addition to this, language learning must have a well-defined purpose to achieve.

It was in response to such a demand that the Communicative approach has been introduced. The move away from the structural approach to the communicative approach has also resulted in the move from structural syllabuses to functional syllabuses. Structural syllabuses were designed by listing vocabulary items and structures on the basis of their formal similarities, regardless of their usefulness to the learner. The functional syllabuses, on the other hand, are made with survey studies of vocabulary items as well as structures. Language items are taught on the basis of their appropriateness in particular contexts and their usefulness to the learner irrespective of their formal differences.

According to the structuralists, language learning means memorizing certain linguistic items without having the ability to use them effectively when a need arises. According to H.W. Widdowson (1978:18), "they (structuralists) simply emphasise usage, which is the citation of words and sentences as manifestation of the language system."

To the advocates of the communicative approach, use is more important than usage as stated by K. Morrow (1981:62), who is himself a supporter of this approach. Morrow explains that:

A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communication, so that practice of the forms of the target language can take place within a communicative framework.

Furthermore, he adds that "another crucial characteristic of communication is that the participants have choice, both in

terms of what they will say and more particularly, how they, will say it" (p. 62). In other words, the learner becomes aware of the ideas that he intends to express and the appropriate linguistic forms that are necessary to convey those ideas.

In line with this, H.W. Widdowson elaborates that:

We may say that the realization of language as use involves two kinds of ability. One kind is the ability to select which form of sentence is appropriate for a particular linguistic context. The second is the ability to recognize which function is fulfilled by a sentence in a particular communicative situation (p. 6).

Criticizing the methods that give too much attention to usage at the cost of use, Widdowson further argues that "a method which concentrates too exclusively on usage may well be creating the very problems which it is designed to solve (1978:18)."

From the above elaboration, it is not difficult to see how a method which focuses more on the homogeneity of forms rather than on the homogeneity of meanings of language items can make it difficult for the student to use a foreign language in discourse proficiently. As a result, he may lose the drive to learn it with zeal and appreciation.

Discussing some of the good points of the communicative approach, K. Johnson (1983:235-236) states:

One thing the communicative approach has done is to allow us to appreciate the context in which language is used. When one was teaching simply the grammatical syllabus, one of the disadvantages was that one didn't always think of the context in which the language was used.

Thus, if the student is made to be aware of the selection of certain language items in relation to their appropriateness in particular social situations, it is likely that he would be motivated to learn the language effectively. On the other hand, if the student is not made to be ware of the applicability of language items that he learns in the classroom in specific social conditions, he may not be able to handle the language successfully. Raising a similar example, Peter Cole (1972:2) states that "EVERY TEACHER of foreign languages is familiar with a student who has good control of structure in oral and written drill but is unable to express his ideas in conversation."

Therefore, it seems that the acquisition of forms is in itself insufficient for the effective use of a language. Realistic and effective communication cannot be probably forced through drills but must arise naturally from real situations. Such an attitude is the main concern of the form-function approach to language teaching.

A functional syllabus prepares a list of inventories of semantically homogeneous linguistic forms and weighs them up by assessing their relevance to the immediate needs and interests of the learner. It checks the appropriateness of these forms to the functions to be fulfilled. It defines its objectives by limiting them to the fulfillment of specific goals. This syllabus ensures that there is harmony between forms and functions. The functional syllabus assumes, as C. Brumfit (1981:48) put it, that learning will be effective provided that there is extensive exposure to the target language and plenty of opportunities for the learner to use it in actual life activities by making reasons, propositions and deductions.

Discussing the main characteristics of a functional syllabus, J. Morrow (1981:55) states that "functional syllabuses are designed to encourage the chaining of individual functions in an interactive way---interactive between the functions themselves and between the participants in the

conversation." With the organization of such syllabuses, it is believed that the student will acquire proficiency in English.

According to Rod Ellis (1982:73), a communicative approach orientated method of teaching is characterized as facilitative rather than prescriptive. It is a student-centred method. It encourages role-play in order to enhance students' participation. This method focuses on learners' immediate needs rather than on far-fetched goals. It assumes that learning is the learners' main responsibility. The teacher's role is to help, advise, supervise, set up pair, or group work, and teach when necessary. But only the learner can learn by applying the learning theory which says that you learn to do by doing.

CHAPTER III

DESIGN OF THE EXPERIMENT: PROCEDURES AND METHODS

A. Preparation of Teaching Materials

Although the aim of this research paper is not to deal with the linguistic analysis of the modals, the nature of the topic calls for a brief general explanation of the modals in relation to the pedagogical procedures applied in the paper.

According to M.A.K. Halliday, Angus McIntosh and Peter Strevens (1970:214), "the teaching of the modals presupposes twofold problems; conceptual problems (which is linguistic in nature) and methodological problems (which is pedagogical procedures)".

On the basis of this presupposition, the researcher has tried to find out how the modals are semantically viewed by various linguists and grammarians before preparing the teaching materials for the experiment. In the works of S. Robertson (1954); H. Whitehall (1960); W.F. Twaddell (1963); Robert Lado and Charles C. Fries (1963); Martin Joos (1964); and M. E. Ehrman (1966) the modal 'used to' is not included in the list of classifications of the modals. But in the works of A.S. Hornby (1968); R.W. Zandvoort (1972); Randolph Quirk and Sidney Greenbaum (1974); R.A. Close (1975); G. Leech and J. Svartvik (1975); and A.J. Thomson and A.V. Martinet (1979) it is included in the classification of the modals. The modals 'dare' and 'need' are also described in all the above works as marginal modal auxiliaries because of their dual character of serving as ordinary and auxiliary verbs. Another important point which can be observed in the works of these authors is that the modals are characterized semantically by partial similarities and differences, in which case their

teaching needs careful organization of teaching materials and systematic presentation of lessons.

1. The Structural Approach

According to the pedagogical principles of the structural approach, emphasis is put on the importance of the selection and gradation of language items in the preparation of teaching materials. Accordingly, the researcher has selected the most common meanings of the modals in the preparation of the teaching materials. Pattern practices were designed in such a way that the students could develop accuracy in manipulating the structures without making mistakes in grammar.

Although recent views of the nature of language acquisition allow more and more trial and errors, and consequently for more classroom freedom (Corder, 1981), the materials were prepared by putting the modals in rigid contexts. This type of material organization is assumed to help the students to master the structures by minimizing errors. Of course, one can argue that if students are deprived of the right to use the foreign language freely, they may not have the chance of maximizing their available foreign language resources in natural communication. Moreover, their language development might also be severely limited. But, since the main aim of the structural approach is the mastery of the forms of the language, more attention was given to the structures of the language.

The materials were prepared by treating each modal separately, that is, by giving contextual clues for each

of its meanings (see Appendix B). Most of the exercises were directly or indirectly taken from A Practical English Grammar (1979), by A.J. Thomson and A. V. Martinet; A University Grammar of English (1974), by Randolph Quirk and Sidney Greenbaum; and A HANDBOOK OF ENGLISH GRAMMAR (1972), by R.W. Zandvoort. Relevant techniques of material organization and presentation were also adapted from ENGLISH STUDIES /8: Language Teaching Texts: A Manual for Teachers (1974), by H.G. Widdowson.

2. The Form-Function Approach

According to William Littlewood (1983:95), who is one of the advocates of the communicative approach, "Foreign language teaching must be concerned with the reality; with reality of communication as it takes place outside the classroom and with reality of learners as they exist outside and inside the classroom." Therefore, in the preparation of the teaching materials on the basis of this language approach, efforts were made to realize the importance of the above quotation by setting the modals in different appropriate social situations. Dialogues were prepared based on different practical social situations to create opportunities for the students to engage them in real language use so that the students can practise the language freely and confidently despite their language deficiencies. Consequently, the students can envisage the relevance and practicality of the learning of a foreign language. Systematic attention was also paid to the functional as well as the structural aspects of the language in the preparation of the materials in order to help the students develop their verbal and written communicative abilities. Dialogues were prepared to facilitate this. Each dialogue is followed by different dialogue practices in the belief that "Our students must learn early to express their personal

intentions through all kinds of familiar and unfamiliar recombinations of the language elements at their disposal. The more daring they are in linguistic innovation, the more readily they progress (Rivers and Temperley, 1978:46). Thus, in the preparation of the teaching materials, appropriate modals and appropriate situations were matched as much as possible to help the students understand the modals meaningfully.

Most of the explanations which are given at the beginning of each lesson were directly or indirectly taken from A Communicative Grammar of English (1975), by Geoffrey Leech and Jan Svartvik. The techniques of writing the dialogues were mostly adapted from Linguistics in language teaching (1977), by D. A. Wilkins and AN INTRODUCTION TO DISCOURSE ANALYSIS (1978), by Malcolm Coulthard.

B. Classroom Teaching Methodology

In the following two different groups, the principles of the two language approaches were strictly applied and followed:

1. The Control Groups: The Structural Approach

Each lesson begins with a specific explanation of the meaning of a modal. Examples are given for each explanation. The teacher reads out the explanation and the examples to the class before he moves on to the actual pattern practices. When he finishes reading the explanation and the examples, he calls on a student to read them again. Whenever the teacher detects mistakes, he intervenes and corrects the mistakes by supplying the students

with the correct pronunciation or construction of sentences (Ellis, 1982) as the case may be.

In conducting lessons the teacher denies the students the freedom of using the language creatively for fear that the mother-tongue may interfere and influence the students to develop undesirable language habits (Clark, 1975). The exercises are based on the model patterns.

In this classroom, no effort is made to practise the language as it is realized in real life situations. Repeated drilling of patterns is encouraged so that the students would be able to master the language forms. Exercises are corrected and given back to the students in order to motivate them to work harder and better.

2. The Experimental Group: The Form - Function Approach

In the experimental classes, the students are divided into five groups in each classroom because:

Psychologically, group work increases the intellectual and emotional participation or involvement of the individual pupil in the task of learning a foreign language.

Some pupils are more intelligent than others, while some (not necessarily the same ones) are more gifted in learning languages, some pupils are outgoing, communicative, extrovert personalities, while others are shy, withdrawn introverts. In small groups, all types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners (Jolly and Early, 1974:2).

In each group there are six students. Grouping is done voluntarily and each group elects its leader democratically. The group leader is responsible for organizing the members into pairs for practising the dialogues in turns. He chairs discussions and gives assignments to the members. He encourages them to actively participate in the lesson by giving them a fair chance of participation. Nevertheless, he does not dominate the classroom discussions. In fact, group decisions and suggestions are more dominant. Lesson activities are characterized by group interactions and interdependences.

In the experimental classes, every lesson starts with a model dialogue practice. After each practice, there are dialogue exercises to be written and played by the students. Every group first practises the model dialogue by changing roles in pairs and by rotating turns. Then it moves on to the subsequent dialogues for intensive practice.

Since the exercises are designed to engage the students in the process of actual communication as it takes place inside or outside the classroom, the students would not remain passive listeners but they would have every chance to use the language

freely and creatively. Consequently, they would be able to develop confidence.

In the communicative classes, the role of the teacher is to provide conditions for the smooth running of the lessons. He supervises, observes and notes how each group is carrying on its activities. But the teacher gives help or guidance when it is necessary for the smooth flow of the pattern. He gathers feedbacks by monitoring the students' activities and he also tries to improve things when problems arise. The teacher evaluates group work by correcting assignments punctually.

C. Sampling and Grouping

At Addis Ababa University, all Freshman students are divided into small sections, of 30 students each, at the beginning of the academic year. The purpose of dividing the students into sections is to facilitate the teaching - learning process in general and to facilitate the offering of the freshman English service courses in particular. Smaller groups, as C. Brumfit (1984:76) explains, serve "as a means of developing communicative competence."

The names of all freshman are listed in alphabetical order from A-Z. Then classes of 30 students each are formed. In the first semester a class list usually consists of about 30 students. But in the second semester it may consist of less than 30 students because some students are dismissed from the University for their poor academic performances in the first semester. Therefore, when the researcher set the experiment in the second semester, there were less than 30 students in

some of the sections. However, the researcher made the assumption that since the freshman population was divided into different sections randomly, a few groups could be taken by casting lots as sample to represent the population.

In the study, out of twenty-three social science classes (sections), four classes were used as sample. Two of the classes (classes C1 and C2) formed the control class and the other two (classes SG1 and SG2) formed the experimental class. A total of 103 students attended the control and experimental classes regularly. There were 45 students in the control classes, out of which 4 were females. And there were 58 students in the experimental classes, out of which 6 were females. The average age of the experimental and control classes was between seventeen and eighteen years.

There were two participating teachers from the Department of Foreign Languages and Literature. The teachers are both Ethiopians, who have M.A. degrees in English. Both of them have taught English at the University for about six years. They have also been involved in the teaching of the freshman English Service courses. Prior to this study, they were involved in similar research works. Each teacher had one control and one experimental classes. In order to minimize class differences in motivation and concentration, both teachers were scheduled to teach all their classes in the morning. The experiment lasted eight weeks and each class had three class hours a week.

The researcher did not take part in the teaching of the lessons. But, throughout the eight weeks, he had weekly meetings with the teachers to assess the relevance and effectiveness of the teaching materials. He had also

weekly observation periods in each class to see the actual reaction of the students in the process of the experiment. The researcher has received relevant comments from the teachers on how to improve some parts of the materials. On the bases of their important comments and the researcher's actual observations, some alterations were made.

Before the start of the actual teaching periods, the two teachers who were involved in the programme were given a brief orientation on how to teach the materials and handle the students. With the control groups the teachers were advised to encourage the students to develop accuracy in grammatical structures. But with the experimental groups, they were advised to divide the students into smaller groups.

D. Measurement

At the beginning of the experiment, no pre-test was given to the classes to see if there were significant differences between the control classes and the experimental classes in their understanding of the modal verbs. The researcher assumed that all the classes were exposed to the English language for about ten years, prior to college entrance. All the students had passed a compulsory college entrance English test. Since all the students came from different schools in the country and since they have been randomly streamed into different sections, it is assumed that the classes have similar language abilities. But to be more certain, the researcher has checked up the students' English results of the Ethiopian School Leaving Certificate Examination (ESLCE). After collecting the students' English results from their ESLCE report-cards, the researcher classified all the grades into A, B, and C. In the experimental

classes there were 10 students who scored As, 13 students who scored Bs and 35 students scored Cs. But in the control classes there were 8 students who scored As, 10 students, who scored Bs and 27 students scored Cs. As the grades indicate, there are no significant differences between the control and experimental classes.

At the end of the experiment, an achievement test was prepared for both groups to determine which of the two language approaches was more effective in the teaching of the modals by comparing the results of the two groups. The test paper consists of five major parts. The first and the second parts, which carry 50% of the total marks, were based on the materials prepared for the control classes. The last three parts, which carry 50% of the total marks, were based on the materials which were prepared for the experimental classes. Thus, parts I and II could be assumed to be for the control classes and parts III, IV and V for the experimental classes (see Appendix D).

To determine the significance of the Means Difference between the control and experimental classes, the t-test was used. The expected results were:

- If the control and experimental classes perform similarly in the achievement test, say their mean difference being statistically insignificant, then, the NULL HYPOTHESIS (H_0) would be accepted.
- If either the control classes or the experimental classes perform better, say their mean difference being statistically significant in the achievement

test, then, the ALTERNATE HYPOTHESIS (H_1) would be supported.

The achievement test was prepared on the bases of the following objectives and rationale.

1. Multiple Choice questions

In this part of the test, the ability of the students to choose the right response from a set of modals in order to complete a given sentence was measured. The distractors were carefully set to test the ability of the students in using the modal auxiliaries correctly.

2. Sentence Completion

This part of the test was prepared to measure the students' ability to complete sentences by supplying appropriate modals along with other necessary words. The words the students were expected to use were mostly main verbs. This part was made different from part I, in that the students were required to reason out and to supply which appropriate modals and other necessary words would make the sentences grammatically correct. It was based on the observation of the students' errors in constructing grammatically correct sentences using appropriate modal auxiliaries and other main verbs. It is clear that verbs play a key - role in the structure of sentences and they have to be tested and studied thoroughly.

3. Completion of dialogues

This part is different from part II, in that the testees were required to supply appropriate modals along with other necessary words to complete sentences which depict different contexts. Unlike in part II, the completions here could appear at the beginning, in the middle, or at the end of a natural conversation. The word groups that were needed to complete the dialogues were of different combinations from that of part II. They were longer and more complex than those of part II. This part was prepared to assess whether the students were able to identify requests, invitations, permissions, etc., by using appropriate modals in their appropriate contexts. This part is felt to be essential for helping the students to see how ideas flow in natural conversation. At the same time, it is also believed the students would develop their written communicative ability.

4. Writing dialogues

This part is more or less based on part III, because the students were expected to write similar dialogues. But, unlike in part III, the students were not restricted to specific modals and to specific contexts. They were free to choose appropriate situations with their appropriate modals. This part was prepared to test and measure the ability of the students in using the modals appropriately and creatively, on a larger scale. This was felt to be important for the students to help them use the modals in realistic life situations.

5. Subjective questions

This part is different from part IV in that the students were free to use the modals in expressing their reactions to the given situations. This part of the test was necessary to test the ability of the students on how they organize their ideas and as to how they argue for or against an idea. In this part of the test, the students were expected to use the language as a whole by describing different topics in different settings.

CHAPTER IV

RESULTS AND DISCUSSIONS

A. Results

1. Achievement Test

The Achievement Test scores of Study Group 1 (SG1) and Control Group 1 (CG1), both of which were handled by one of the two instructors, are shown in table I. Study Group 1 consisted of thirty students. Its average score and standard deviation are 65.0 and 9.8 respectively. Control Group 1 had twenty seven students and the group's average score and standard deviation are 53.9 and 9.5 respectively.

TABLE I: Achievement Test score distribution of Study Group 1 (SG1) and Control Group 1 (CG1)

SG1			CG1		
C.I	f	c.f	C.I	f	c.f.
45-49	3	3	36-39	2	2
50-54	2	5	40-43	4	6
55-59	5	10	44-47	2	8
60-64	3	13	48-51	3	11
65-69	5	18	52-55	1	12
70-74	7	25	56-59	5	17
75-79	4	29	60-63	5	22
80-81	1	30	64-67	5	27
N = 30			N = 27		
$\bar{x}$ = 65			$\bar{x}$ = 53.9		
SD = 9.8			SD = 9.5		

The Achievement Test Scores of Study Group 2 (SG2) and Control Group 2 (CG2), both of which

were handled by one instructor, are given in Table II. Study Group 2 consisted of twenty eight students. The group's average score and standard deviation are 61.6 and 8.8 respectively. Control Group 2 had eighteen students and its average score and standard deviation are 52.3 and 8.5 respectively.

TABLE II: Achievement Test score distribution of
Study Group 2 (SG2) and Control Group 2 (CG2)

SG2			CG2		
C.I	f	c.f	C.I	f	c.f.
41-44	1	1	35-38	2	2
45-48	1	2	39-42	1	3
49-52	3	5	43-46	1	4
53-56	3	8	47-50	3	7
57-60	6	14	51-54	4	11
61-64	5	19	55-58	4	15
65-68	2	21	59-62	1	16
69-72	4	25	63-66	2	18
73-76	2	27			
77-80	1	28			
	N = 28			N = 18	
	$\bar{x}$ = 61.6			$\bar{x}$ = 52.3	
	SD = 8.8			SD = 8.5	

The Achievement Test scores of the overall Study Group, SG1 and SG2 taken together and that of the Control Group CG1 and CG2 taken together are shown in Table III. The overall Study Group (OSG), i.e. SG1 and SG2 put together, had a total of fifty eight students. The groups' average score and

standard deviation are 63.3 and 9.43 respectively. The average score and standard deviation of the overall Control Group CG1 and CG2 taken together are 53.2 and 9.06 respectively. The overall Control Group (OCG) had forty five students.

TABLE III: Achievement Test score distribution of the overall Study Group (SG1 and SG2) and the overall Control Group (CG1 and CG2).

SG1 and SG2			CG1 and CG2		
C.I	f	c.f	C.I	f	c.f.
41-45	1	1	35-38	4	4
46-50	5	6	39-42	4	8
51-55	6	12	43-46	3	11
56-60	12	24	47-50	6	17
61-65	9	33	51-54	6	23
66-70	10	43	55-58	9	32
71-75	8	51	59-62	4	36
76-80	6	57	63-66	8	44
81-85	1	58	67-70	1	45
N = 58			N = 45		
$\bar{x} = 63.3$			$\bar{x} = 53.2$		
SD = 9.43			SD = 9.06		

2. Hypothesis Test

The null hypothesis in this research was that there would not be a significant difference on the achievement test results of the study and control groups due to the employment of the form-function approach to the teaching of English modals to Addis Ababa University first year students. The alternate hypothesis was that there would be a significant difference between the achievement test results of the two groups.

A two - tailed t - test at 0.025 level of significance was applied to determine whether the difference was significant or not because the alternate hypothesis is non-directional.

The overall achievement test average score of the Control Group, CG1 and CG2 ($N_1 = 45$) was 53.2 and its standard deviation was 9.06. The overall achievement test average score of the Study Group, SG1 and SG2, ($N_2 = 58$) was 63.3 and its standard deviation was 9.43.

The t-calculated for the overall Control group and overall Study group was computed to be 5.41. The value of t-tabulated at $N_1+N_2-2 = 101$ degrees of freedom and $\alpha .05/2$ was found to be 1.9840. The null hypothesis that there would not be any significant difference between the overall achievement test average score of the Study group (SG1 and SG2) and that of the overall Control group (CG1 and CG2) had to be rejected because the t-calculated (5.41) was greater than the t-tabulated (1.9840). The t-test indicated that the difference between the achievement test score of the Study groups which were taught in the form - function approach, and that of the Control groups, which were taught in the Structural approach, was statistically significant.

The t-calculated for the Study Group one, SG1, ($N_1 = 30$) and the Control Group one, CG1, ($N_2 = 27$) was 4.34. The value of t-tabulated at $N_1+N_2-2 = 55$ degrees of freedom and $\alpha .05/2$ was found to be 2.0086. Since the t-calculated = 4.34 is greater than the t-tabulated = 2.0086, the difference in the achievement test average scores of the two groups is statistically significant showing that Study Group one (SG1) was superior to Control Group one (CG1).

1 The t-calculated for Study Group Two, SG2, ($N_1 = 28$) and Control Group Two, CG2, ($N_2 = 18$) was 3.58. The value of t-tabulated at $N_1+N_2-2 = 44$ degrees of freedom and alpha .05/2 was found to be 2.0141. The t-calculated = 3.58 is greater than the t-tabulated = 2.0141. Therefore, the difference in the achievement test average scores of the two groups is statistically significant indicating that Study Group Two (SG2) did better than the Control Group Two (CG2).

The t-calculated for Study Group one, SG1, ($N_1 = 30$) and Study Group Two, SG2, ($N_2 = 28$) was 1.42. The value of t-tabulated at $N_1+N_2-2 = 56$ degrees of freedom and alpha .05/2 was found to be 2.0003. It can be seen that the t-calculated (1.42) is less than the t-tabulated (2.0003). Therefore, the difference in the achievement test average scores of the two groups is not statistically significant, which means that the two Study groups, SG1 and SG2, did equally well on the achievement test.

The t-calculated for Control Group one, CG1, ($N_1 = 27$) and Control Group Two, CG2, ($N_2 = 18$) was 0.59. The value of t-tabulated at $N_1+N_2-2 = 43$ degrees of freedom and alpha .05/2 was found to be 2.0086. The t-calculated (0.59) is less than the t-tabulated (2.0086). This means that the difference in the achievement test average scores of the two groups is not statistically significant. The two groups performed equally poorly on the achievement test. The summary of hypothesis test findings is given in Table IV.

TABLE IV: Summary of the hypothesis test findings.

Type of Comparison	N	$\bar{x}$	SD	T-cal	t-tab	deg.f	Significance
OSG v. OCG	58 45	63.3 53.2	9.43 9.06	5.41	1.9840	101	Significant
SG2 v. CG2	28 18	61.6 52.3	8.8 8.5	3.58	2.0141	44	Significant
SG1 v. CG1	30 27	65 53.9	9.8 9.5	4.34	2.0086	55	Significant
CG1 v. CG2	27 18	53.9 52.3	9.5 8.5	0.59	2.0086	43	Not Significant
SG1 v. SG2	30 28	65 61.6	9.8 8.8	1.42	2.0003	56	Not Significant

B. Discussions

In Chapter III, it was explained that the control and study groups had been exposed to the English language for a similar number of years and language learning environments. Thus, it was assumed that the two groups had similar language proficiencies. But when an achievement test was administered to the two groups at the end of the experiment, the study group, which was taught in the form-function approach, performed much better than the control group, which was taught in the structural approach. This means that the form-function approach is more effective in teaching the modal auxiliaries to Addis Ababa University first year students than the structural approach. But why is this

so? It is because of the influence of the two participating teachers? Or the influence of the two different teaching materials? Or the basic differences between the pedagogical principles of the two approaches?

An attempt was made to see if the difference in average scores between the control and the study groups was due to the influence of the two instructors who were involved in the teaching of the experiment. The difference in average scores between control group one (C1) and control group two (C2) was found to be 1.6. But this was not statistically significant. Similarly, the difference between study group one (SG1) and study group two (SG2) was found to be 3.4, but this was not statistically significant. Again, the average scores of the two groups which were taught by the same instructor were compared. The difference in average scores for the first instructor, between study group one (SG1) and control group one (C1) was found to be 11.1, and this was statistically significant at 5% level of significance. Likewise, for the second instructor, the difference between study group two (SG2) and control group two (C2) was 9.3, and this was statistically significant at 5% level of significance. The difference in average scores between the study groups put together and the control groups put together was also found to be 10.1, and this was again significant at 5% level of significance. Therefore, the difference in average scores between the two groups cannot be due to the influence of the two instructors.

When the achievement test was prepared, the first two parts of the paper which emphasised linguistic forms (structure) and which carried 50% of the total marks, were designed on the basis of the pedagogical principles of the structural approach. Since the control groups were taught in this teaching approach, it was expected that they would do better than the study groups on these parts of the test.

On the other hand, parts III, IV and V which emphasized communicative competence and which carried 50% of the total, were designed on the basis of the pedagogical principles of the form-function approach. Since the study groups were taught in this teaching approach, it was expected that they would do better than the control groups on these particular parts of the test. But, the results of the two groups revealed that the study groups scored slightly higher than the control groups on the first two parts of the test and much higher on the last three parts of the paper. From this, it can be deduced that the study groups performed better in the test due to the effectiveness of the pedagogical principles of the form-function approach. (See Appendix D).

During his observation hours in the study and control group classes, the researcher observed certain basic differences in the reactions of the control and study groups to the language lessons. In the beginning of the experiment, the control groups were active and enthusiastic in doing the exercises. But, after a week, the control groups showed a decline in their participation, despite the fact that the participating teachers were trying to motivate them. The students were inactive and hesitant to give their opinions in the classroom discussions. There was a feeling of boredom and indifference in the classes. On the other hand, the study groups increased their participation by actively playing and writing the dialogue practices and exercises. There was significant progress in the students' interest, motivation, involvement, and confidence. The dialogue practices and exercises fostered healthy group interactions and inter-dependences.

The differences in participation between the control and study groups were similarly noted by the participating teachers as explained in their observation reports, which appear under Appendix A in this paper.

The roles of the participating teachers in the control and study classes were different. In the control classes, the teachers dominated most of the classroom discussions. They were more cautious about the students' pronunciation and grammatical mistakes than about the students', free and creative use of the language. They were rigidly following the prepared teaching materials by emphasising the structure of the language, because the pedagogical principles of the structural approach demand this. But, in the study group classes, the roles of the teachers were limited to guidance and supervision, because the pedagogical principles of the form-function approach advocate for more student participation and less teacher involvement. The teaching materials for the study group were prepared in such a way that they minimized the teacher's participation and maximized the students' participation in the belief that "Teachers cannot learn the language for their students. They can set their students on the road, helping them to develop confidence in their own learning powers" (Rivers and Temperley, 1978). The dialogue practices gave the students a chance to use the language creatively and confidently in a natural way. Each student was able to interpret what was said to him by giving correct and appropriate responses.

An important question could be raised concerning the two types of teaching materials which were prepared for the control and the study groups. If dialogues were prepared for the control groups on the basis of the pedagogical principles of the structural approach, could the control groups have performed better in the achievement test than the study groups? The answer to this question is no. The study groups performed better in the achievement test than the control groups not because they were taught the modals in dialogue forms, but, because they were taught the modals through meaningful dialogues. On the other hand, the control groups would not have performed better in the achievement test than the study groups even if they had been

taught the modals in dialogues, because structure-oriented dialogues emphasise usage and not communicative competence. Opposing those who say that the structural approach can help the students to develop their oral fluency if dialogues are used in classroom activities, Scott (1981:70) argues that:

Certainly dialogues are used, but their purpose is not to teach rules of communication, appropriacy or use. No matter how many grammatical forms may appear in a structural dialogue, the focus is always a structural one and no account is offered of how a sentence takes on meaning from its relation to surrounding utterances and non-linguistic factors.

Hence, it is possible to conclude that, since the two participating teachers had one control and one study groups each, the differences in the average scores of the control and the study groups were not due to the influences of the teachers, but due to the effectiveness of the form-function approach.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

A. Summary of Findings

The results of the achievement test which was administered to the Control and Study groups are given in Chapter IV.

The average scores of the achievement test for the Control and the Study groups were 53.2 and 63.3 respectively. The difference between the average scores was found to be statistically significant proving that the Study groups performed better than the control groups. On the other hand, it was statistically proved that there was no significant difference between the average scores of Control group one and control group two. Similarly, there was no significant difference between the average scores of study group one and study group two,

From the findings of the experiment, it was possible to clearly see that the form-function approach was more effective in the teaching of the modal auxiliaries to the first year students of Addis Ababa University.

B. Conclusion

Perfectly Controlled experiments on language teaching and learning are difficult to conduct, because "The biggest technical difficulty with research on language teaching is that there are so many variables to deal with" (Diller, 1978:98). Therefore, researches which are carried out on foreign language teaching should be considered as something suggestive rather than conclusive. Nevertheless, this does not mean that we cannot judge the relative strengths and weaknesses of the structural and functional approaches to language teaching.

In the experiment, the study groups who were taught in the form - function approach performed better in the achievement test than the control groups, who were taught in the structural approach even though the experiment was carried out in fairly controlled situations. The experiment has shown that the form - function approach was relatively more effective than the structural approach in the teaching of the English modals to first year students of Addis Ababa University.

The study was restricted to the teaching of the English modal auxiliaries to regular first year students of the College of Social Sciences of Addis Ababa University. Two participating teachers with similar qualifications and teaching experiences were involved in the teaching of the experiment. All the groups were taught their experimental lessons in the morning. Two types of teaching materials were prepared. In the preparation of the teaching materials, which were designed for the control groups, emphasis was placed on the structural forms of the language. This was done, because the structural approach emphasises usage rather than language use. In the preparation of the communicative materials, however, emphasis was given to language use so that the students could practise the language through role playing and group work.

At the end of the experiment, an achievement test was prepared on the basis of the two different teaching materials in order to give equal chances to the control and the study groups. But, statistical computations of the test results revealed that the study group performed better than the control group. This can reasonably be ascribed to the effectiveness of the form-function approach.

C. Recommendations

In order to properly assess the relevance and effectiveness of the various methodological principles that are being used in the teaching of English at the elementary, secondary and tertiary levels in Ethiopia, it is wise to continually and rigorously carry out experiments on how best to teach a foreign language.

Based on the findings of this study, the following recommendations could be made:

1. The purposes and objectives of the teaching of a foreign language must be based on the specific communicative needs of the students. The teaching materials must be based on the clearly defined purposes and objectives.
2. The modal auxiliaries should be taught in carefully and appropriately selected contexts so that the students can easily understand the subtle meanings of these auxiliary verbs.
3. In teaching structural items like the modals, the students should be organized in pairs or groups so that they can practise the language freely and confidently through mutual help. The teacher's role should be geared to giving guidance and supervision.
4. Further studies are needed to identify the communicative needs of Addis Ababa University students to prepare appropriate teaching materials, and to devise suitable teaching methods. The studies should be conducted with a large sample population over a reasonable length of time.

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APPENDIX A
CLASSROOM OBSERVATION OF PARTICIPATING TEACHERS

TEACHER I

The experiment on the use of modals in English involved a study group and a control group. The students were taught for two months, and during the process of the experiment, the instructor could make the following observations.

The teaching material in the control group used the structural approach. The uses of the various modals were explained at length, and illustrated with numerous examples. After going over the material with the students, they were required to do the exercises carefully. Generally, they did not have any difficulty in doing the exercise given after each unit. The sessions were conducted normally, and no remarkable improvement was noticed in the students' ability to speak or write. The sessions which were rather teacher centered were sometimes monotonous both for the instructor and the students.

The study group, on the other hand, was taught the modals according to the form - function approach. Although the instructor had already been exposed to this method of teaching, controlling the situation was difficult at first, and progress in the work was rather slow. However, it was encouraging for the instructor to see the students' enthusiasm in doing something different from what they usually did in class, where little room is given for students' active participation. They enjoyed playing the dialogues in groups or with their companion. The classes were lively and interesting.

Students had the opportunity to produce their own dialogue in groups or individually based on the model dialogues provided in the material. Not only did this experiment give them an opportunity to practice writing, and to develop the extent of their vocabulary, but to their satisfaction, they realized

how important it is to be able to speak in English. They would speak boldly without being conscious of the presence of the instructor, who interfered very little, except when pointing out general mistakes or supplying the vocabulary items called forth by the various situations.

Many students expressed their opinion saying the structural method used in the teaching of English in the university did not as such help them develop their speaking skills. They suggested, therefore, that this form - function method be used in the teaching of English at university level.

Olga Yazbec

TEACHER II

I was one of the participating teachers in Ato Worede's experiment the purpose of which was to see whether the structural or the form - function approach was effective in the teaching of English modal auxiliaries. I had one study group and one control group and the experiment lasted two months. Both classes were Social Science freshman students.

The control class was taught in the structural approach. The form of a modal was first given and then its meaning was explained to the class with several sentences to exemplify usage. The students were then drilled so that they might master the structures. Mistakes in usage and pronunciation were corrected as they occurred. Finally the students wrote the exercises in their notebooks and these were marked and returned to the students promptly.

The form - function approach was employed in the study class. The form of a modal was given along with model dialogues. The dialogues were not meant to exemplify mere usage but the function

of a modal in different contexts. The class was divided into small groups of six students each and they practised the dialogues in pairs. They then wrote their own dialogues on the model given them and practised these in their groups. All homework was marked and returned to the class. Mistakes in grammar and pronunciation which appeared in the course of the discussions were tolerated but corrected after the discussions and in the students' written work. My role was limited to supervising and guiding the class activities.

Generally the control group treated the lesson on a modal auxiliary as yet another portion they had to learn in order to pass a test. The class lacked in enthusiasm and were mostly passive listeners.

In the study group, however, it was a completely different picture. The class was divided into smaller groups in which the students could actually practise speaking the language and the seating arrangement was changed to suit the purpose. Each student felt relaxed in his small group and freed from the strictly formal class atmosphere he was used to. This developed his confidence and participated fully in the group discussions. He had the opportunity to use the language and to learn from others. The discussions were thus lively and fruitful though it must be admitted that at the beginning of the experiment it took some time before the students were completely at home with the task.

Haile Michael Aberra

APPENDIX B

Teaching Material: Structural Approach

Modals

Unit 1

The modals express a variety of moods or attitudes towards a possible state or action.

1. Will

a) Will you? can express an invitation:

- e.g. Will you have some wine?
Will you come to tea tomorrow?
Will you come with me?
Will **you** come **inside**?
Come inside, will you?
Take a chair, will you?
Have a cup of tea, won't you?
Have a little soup, won't you?

b) Will you? can express a request:

- e.g. Will you type this, please?
Will you post this letter, please?
Will you speak louder, please?
Will you repeat that, please?
Will you lend me your pen for a moment, please?
Open the door, will you?

c) Will in the affirmative can express a command:

- e.g. You will stay here till you are relieved.
All boys will attend roll-call at 9 o'clock.
You will wait till I return.

- d) Will can express a habit normally expressed by the simple present but will + infinitive can be used to emphasize the characteristics of the performer rather than the action performed:
- e.g. Daniel will sit and look at the sea for hours.
She will sit quietly and listen to the radio.
- e) Will can express obstinate insistence, usually habitual.
- e.g. If you will ask unnecessary questions it is not surprising that people do not like you.
You can't get a job if you will sit here all day.
- f) Will can introduce an assumption:
- e.g. He'll be there by now - I'm sure he is there.
She'll finish by now - I'm sure she has finished.
- It can be followed by the perfect infinitive:
- He will have reached Paris by now - I'm sure he has reached Paris.
- You will have heard about this - I'm sure you have heard about this.
- g) Will can express a promise:
- e.g. You'll have your money tomorrow, I promise.
I promise I will not tell this to anyone.
I promise I will take good care of your book.
- h) Will can express willingness on the part of the person referred to by the subject:
- e.g. Asfaw will help you.
I'll answer the phone.
the chairman will follow up your case.

2. Shall

a) Shall I? Shall we? is used in requests for orders or advice, offers, suggestions:

i. request for orders:

e.g. How shall I cook it?

Where shall we put this?

What shall I do next?

How shall we write the exercise?

ii. request for advice:

e.g. Which one shall I buy?

Shall I take this one?

Where shall I wait for him?

Shall I see him today?

iii. request for offer:

e.g. Shall I wait for you?

Shall I help you to pack?

Shall I give you the bigger one?

iv. request for suggestion:

e.g. Shall we meet at the theatre?

Shall I call you this afternoon?

Shall we do this first?

Let's eat now, shall we?

b) Shall is used to express a speaker's intention:

e.g. You shall have a sweet. (I will give you a sweet).

He shall not come here. (I won't let him come.)

They shall not pass. (We won't let them pass.)

We shall fight the enemy wherever he is.

c) Shall is used to express a command!

e.g. Members shall pay a monthly contribution of five birr.

Each competitor shall wear a number.

/Note: Both uses of shall in b and c are old-fashioned and formal and normally avoided in modern English.

Shall in c is chiefly used in regulations or legal documents./

To report the examples in c above in indirect speech, shall is usually replaced by must, have/had to, is/was to.

e.g. The regulations say that each competitor ~~must~~/has to/ is to wear a number.

Exercise I

Use will or shall in the blanks in the following sentences.

1. Asfaw _____ chair the meeting tonight.
2. I = _____ drink alcohol if I want to.
3. You can't persuade him. He _____ do things his own way.
4. _____ we have coffee outside?
5. _____ you clean the floor?
6. I promise she _____ have a copy of the book next week.
7. _____ I read you the article?
8. You _____ have a fair trial soon.
9. _____ you lend me your typewriter please?
10. Let's go to cinema, _____ we?
11. My father _____ sit and think of the family problem for hours on weekends.
12. "All teachers _____ attend the meeting," said the director like a general.
13. Go to Ato Getachew. He _____ help you.
14. Close the window, _____ you?

15. I _____ have rice for dinner if I want to.
16. _____ you come inside?
17. I'll bring you coffee, _____ I?
18. They _____ not let me go where I like.
19. The army _____ fight the enemy to the last.
20. Tesfaye is always like that. He _____ attack people if he is beaten in an argument.

Unit 2

Would

- a) Would you? Can express an invitation. It is a milder, more hesitant replacement for will you?

e.g. Would you come inside now?
Would you sit down?
Would you like another glass of wine?
Would you like to have some more soup?
Would you like to have a beer?

- b) Can be used for a request in the present:

e.g. Would you show me the way to the station?
Would you give him this letter?
Would you type this for me, please?
Would you repeat that, please?

- c) Expresses habits in the past replacing used to:

e.g. They would come for us at dawn and we would mount our horses and go back with them to their camp. (contracted ~~from~~ possible)
They would wait for us at the bridge.

- d) Would is used to express obstinate insistence, usually habitual, in the past:

e.g. We all tried to stop him smoking in bed but he would do it.

- e) Would can express a polite request:

Would you? is a more polite form than Do you want?

e.g. Would you like to see the director?
Would you mind opening the window, please?
Would you mind waiting a moment, please?
Would you please let me know as soon as possible?

f) Would + rather/sooner expresses preference:

e.g. I would rather go.

g) Would is used after wish

i. to express a not very hopeful wish concerning the future:

e.g. I wish it would stop raining.

I wish he would not come to the party.

ii. to express regret that another person is unwilling to do something that the speaker approves of or persists in doing something that the speaker disapproves of:

e.g. I wish he would go to dances.

I wish he wouldn't keep talking about his illness.

h) Would can be used to express regret after if only:

e.g. If only he would help me, I would finish the work in no time.

If only you would keep quiet, I could read the book with concentration.

i. Would is used in sentences containing conditional clauses:

e.g. If you parked your car there, they would take it away.

If I were you, I would keep quiet.

I could lend you five birr, if that would help.

I would have liked to go yesterday, but I didn't have the chance.

j) In the past, i.e. in indirect speech, it is possible to use would:

e.g. He asked me if I would have some more wine.

He asked me if I would come to tea tomorrow.
He asked me if I would come with him.
He asked me if I would show him the way.
I said that I would help him.
He said that he wouldn't help me a cent.
He know he would be late.

Should

- a) Should is used to express duty and to indicate a correct or sensible action. It is therefore a usual way of expressing advice:

e.g. You should pay your debts (duty).
You shouldn't tell lies (duty).
You should eat more fruit (advice).
There should be eleven players (correct action).
Shops should remain open till later in the evening (sensible action).
They shouldn't allow parking in this street; it is too narrow.

- b) Should + Present infinitive has a present or future meaning:

e.g. You should go today.
You should go tomorrow.

- c) Should is used in indirect speech:

e.g. He said that I should go that day.
He said that I should go the next day.

- d) Should + perfect infinitive (you should have gone) expresses a past ~~un~~fulfilled duty or sensible action which was not performed:

e.g. You should have stopped at the red lights.
You shouldn't have been rude to him.
You should have done your homework yesterday.

e) Should is used after certain verbs:

i. suggest, propose, insist + that ... should

e.g. Asfaw suggested that I should sell the house.
Asfaw proposed that Aster should sell the car.
Asfaw suggested that the house should be sold.
He proposed that the trip should be postponed.
She insisted that nothing should start till she arrived.

He proposed that a chairman be elected.

ii. recommend, advise + that ... should

e.g. He recommended that we should buy new tyres.
He advised us that we should buy new tyres.

iii. determined, was determined, agreed, demanded + that ... + should

e.g. He was determined that nobody should get there before him.

She agreed that the prize should be given to Asefa.

The workers demanded that they should get pay raises.

iv. arrange, be anxious + that ... + should

The teacher arranged that I should study with Asfaw.
He was anxious that everyone should pass the test.

v. order, command + that + should

He ordered that Asfaw should go.
He commanded that the men should shut the gates.
He commanded that the gates should be shut.

vi. It is vital, essential important, necessary, advisable + that ... + should

It is essential that the house should be prepared.

It was advisable that we should sell the car.

- f) Should is used to express an assumption
e.g. He should be there by now. (it is reasonable to assume this)

He should have finished by now.

These assumptions are ~~less~~ confident than assumptions with will. He will be there.
(I am quite certain of this)

Exercise 2

Complete the following sentences by using Would or Should in the blanks:

1. _____ you have a drink?
2. You _____ post the letters on time.
3. One _____ not tell lies.
4. _____ you come in, please?
5. Hospitals _____ remain open 24 hours a day.
6. _____ you copy out this for me, please?
7. When we were younger, we _____ always rise in the morning and play football.
8. The students _____ to miss classes as this _____ affect their final grades.
9. We advised him to stop drinking alcohol but he _____ not do so.
10. _____ you like to visit the museum now?
11. Aster _____ see her doctor now before her illness gets worse.
12. Tesfaye said that I _____ see him in his office the next day.
13. She _____ rather divorce her husband than lose her job.
14. I wish you _____ stop smoking.
15. Amare suggested that we _____ hold a meeting soon.
16. I wish he _____ work hard to earn a living.
17. The teacher recommended that we _____ have a remedial course in English.
18. The general ordered that his men _____ be redeployed to another front.
19. If only you _____ dictate the letter to me, I could write it faster.
20. It is necessary what new equipment _____ be bought soon.
21. I _____ have liked to see him, but I did not have the time.

22. I don't know why everybody _____ want to know about my financial position.
23. By now the students _____ have finished the examination.
24. He asked me if I _____ come to his place for a drink.
25. _____ you mind going with me to Arat Kilo?

Unit 3

Can

- a) Expresses permission. It is an informal alternative to may. But it has a wider use in that it can be used not only to grant, refuse, or ask for permission but also with all persons to express the idea of having permission.

e.g.

You can park your car here.

Asfaw can't leave till six.

Can I attend the lecture?

We can attend the meeting.

Can I see you in your office?

You can't enter the exam hall now.

Can I leave now?

- b) Expresses request

e.g.

Can I borrow your car?

Can I use your telephone?

Can I have a beer?

Can I have a kilo of oranges?

Can I have four eggs, please?

- c) Expresses possibility. "You/one can" means it is possible i.e. circumstances permit (present)

e.g. You can drive upto the hilltop. (It is possible)

You can't bathe here because of the sharks.

You can go there by taxi.

One can hire a car to move around easily in the city.

One can borrow as many as ten books from the library.

A future possibility of this kind is expressed by using "it will be possible" or "people/we/you ... will be able ..."

e.g. When the new road is ready we'll be able to get to Motcha easily.

When the garage gets the new equipment, we will be able to service our cars there.

The peasants will be able to produce more when they get the fertilizers.

It will be possible to attend evening classes when electric lights are installed.

d) Expresses ability

e.g. I can drive a car.

She can type.

Asfaw can speak Arabic.

The child can write his name.

The woman can't answer the question.

Can you jump over the wall?

Can you play draughts?

e) Expresses negative deductions

e.g. You can't be hungry.

It can't be an aeroplane.

It can't be the teacher.

He can't have done it by himself. (Past)

He can't have carried the table by himself.

Could

a) Could can be used with a present meaning when there is an idea of condition:

e.g. Could you run the business by yourself if the manager resigned?

Could he get another job if he left this one?

I could get you a copy if you want one.

- b) Could you: Can be used as an alternative to would you, it is a little more polite.
e.g. Couldn't you come a little earlier?
Could you mend a leak in my hot water tank?
- c) Could (was able): used for past ability.
When I was young I could climb any tree.
I could play tennis when I was a student.
- d) Could + perfect infinitive is used for past ability when:
- i. the action was not performed:
He could have stopped the train (but he didn't).
I could have lent you the money. Why didn't you ask me?
He could have passed the exam.
Asfaw could have lent you the book.
 - ii. We do not know whether it was performed or not.
Who could have taken the book?
- e) Could + perfect infinitive - Expresses negative deduction about a past event.
e.g. He couldn't have done it by himself.
It couldn't have been her husband.
Tesfaye couldn't have stolen the money.

Exercises

Complete the following sentences by filling in 'can', 'could' or 'will be able to' in the blanks.

1. You _____ leave your book here if you want to go out now.
2. When the road is ready, we _____ drive on it.
3. I _____ read in a dark room.
4. When the college gets the new books, we _____ use them.
5. You _____ enter the room, it is full of gases.

6. _____ I have that shirt, please?
7. _____ you arrange the seats a little earlier?
8. _____ I borrow your books, please?
9. Lemma _____ have passed the Chemistry test.
10. Who _____ have stolen the handbag? Saba _____ have stolen it, she was here all the day.
11. Kebede _____ finish the work till seven.
12. We _____ attend the meeting, because we are busy.
13. You _____ go with me up to Sodere.
14. He _____ be tired, he has just started the work now.
15. The students _____ study hard when living conditions improve.
16. It _____ be a cow such a monstrous animal.
17. _____ he buy a new car if he sold this one?
18. They _____ buy a new house if they sell this one.
19. He _____ meet his sister if he comes late.
20. _____ you help me with the work?
21. When the college gets the money, it _____ complete the project.
22. We _____ go out now because it is raining.
23. The father _____ have disciplined the child.
24. _____ you repair the car for me, please?

Unit 4

May a) May is used to express permission. It is chiefly used when we grant, refuse or request permission. Except with the first person it is normally used to express the idea of having permission:

e.g. I/we may go (I/we have permission to go).

I/we are allowed to go)

He/you/they may go. (I allow him/you/then to go).

Asfaw may attend the meeting.

The students may bring books to class.

You may ask questions.

The children may go to the zoo.

You may borrow some books from the library.

Past tense form of may: be allowed

I may go today: I was allowed to go yesterday.

He may go today: I allowed him to go yesterday.

He was allowed to play with the team.

Almaz was allowed to go to the party.

The students were allowed to attend the meeting.

b) May expresses polite requests

e.g. May I use your phone? (more polite than: Can

I use your phone?

May I borrow your book, please?

May I have a look at the pictures?

May I borrow your pen, please?

c) May expresses possibility in the present or future;

i.e. at or after the time of speaking.

He may come today/tomorrow (perhaps he will come)

Asfaw may pass the examination.

My father may be admitted to hospital tomorrow.
Amare may marry her.
I may visit them next week.

- d) In questions to express probability we use do you think?
or Is he likely? and not may.

e.g. Do you think it will rain?
Are we likely to meet any snakes?
Do you think she knows we are here?
Is he likely to come to the meeting?

- e) 'May + perfect infinitive' is used in speculations
about past actions.

e.g. He may have gone. (It is possible that he went)
She may have sold her car.
Asfaw may have gone to the meeting.
Aster may have got an 'A' in English.
He may have gone to the library.
He may have been killed in the shoot-out.

- f) May can be used in conditional sentences to
indicate a possible result.

e.g. If he sees you, he may stop.
If you ask him, he may help you.
If you come tomorrow, you may get the book.
You may get a ticket if you wait.

Might

- (a) Might expresses possibility in the present or
future, i.e. at or after the time of speaking:
might makes the possibility a little more remote
than may.

e.g. He might come tomorrow (perhaps he will come).
She might not know that you are here (perhaps she
doesn't know).

Asfaw might pass the examination.

Aster might get the job.

b) 'Might + perfect infinitive' is used in speculations about past actions.

e.g. He might have gone (It is possible that he went).
He might have sold the car.
The murderer might have been arrested.
He might have seen the film.

c) Might is used when the main verb is in the past.

e.g. He said he might go that day.
She said she might come to the party.

d) Might is used in conditional sentences:

e.g. If he saw you, he might stop.
If you poured hot water, it might crack.
If you had left it there, someone might have stolen it.
If we had taken the other road, we might have arrived earlier.

Exercise

Use 'may' or 'might' in the blanks in the following sentences:

1. He said to us, "you _____ come to the musical show."
2. _____ I use your bicycle, please?
3. He seems to be very busy, but he _____ attend the meeting.
4. Tesfaye is not in his house. He _____ have gone to the cinema.
5. She said that she _____ visit them the next Sunday.
6. If she comes, she _____ help him solve the problem.

7. If he saw you he _____ be angry.
8. If we had known earlier, we _____ have arrived there on time.
9. _____ I see you in your office this afternoon.
10. Asfaw _____ telephone us before we leave.
11. He _____ not understand the danger.
12. _____ I take my annual leave?
13. If she knew that you were here, she _____ call the police.
14. The lecturer was mumuring, the students in the corner _____ not have heard him.
15. He is very sick; he _____ fall down, help him.

Ought

- (a) expresses moral obligation or desirability like should, but it is more emphatic than should

e.g. She ought to accept the offer.
He ought to help his wife.
We ought to respect the dean.
We ought to go.
They ought to read.
You ought not to keep the room dirty.
He ought not to refuse.
We ought not to break the window.
Ought we to go?
Ought we to play?

- (b) 'Ought to + perfect infinitive' expresses non-fulfilment.

e.g. He ought to have been ashamed of himself.
It ought to have been done long ago.
She ought to have attended classes.
You ought to have helped your father.

Must

- (a) is used for all persons in the present and future tenses. It is followed by the infinitive without to and is used to express obligation or very emphatic advice.

e.g. You must go. (I want you to go)
You must go. (It is your duty to go.)
You must go. (Go! imperative)
When you are in Gondar you must visit the Castles
(emphatic advice)
You must tell the truth (advice -- father to son).

- (b) must and have to/has to

- must expresses an obligation imposed by the speaker;
have to/has to expresses an external obligation - external authority or circumstances.

e.g. You must clean your own boots. (These are my orders)

You will have to clean your own boots when you join
the army. (regulation, external obligation)

We must support our aged parents. (obligations is
internal)

We have to employ a new secretary as the old one
has resigned.

You must brush your teeth every morning.

(c) Shall/will + have to for external obligations in the future.

e.g. Shall I have to obey the teachers when I go to school?

Will you have to read Socrates when you go to college?

- obligations in the present

Has that man to carry all those parcels by himself?

(for 3rd person)

Does she have to do it by hand? (for 3rd person)

Must I clean my teeth tonight?

Have I got to clean them?

Must you go now or can you wait a little longer.

Have you got to go now?

Have I got to come again?

Do I have to come at 3 p.m.?

(d) Must not expresses negative obligation in the present or
future.

Like must it implies the speaker's authority or very strong
advice.

e.g. You must not move = I forbid you to move.

= Don't move.

= I very strongly advise you not
to move.

= You are not to move.

Visitors must not feed these giraffes (notice)

You mustn't miss that film. (strong advice)

(e) Must can express a deduction.

e.g. He is carrying a stethoscope. He must be a doctor.

She is driving a Rolls Royce. She must be rich.

Must + perfect infinitive. Present deductions about past actions.

e.g. Here are the prisoner's footprints. He must have escaped this way.

The paths are muddy. It must have rained last night.

All the students failed the exam. It must have been difficult.

Need

(a) expresses absence of obligation in the present and future.

e.g. You need not go. (It is not necessary for you to go).

You need not bring your book to class.

You need not go to school tomorrow if it is rainy.

she need not iron the shirt.

cf. You don't have to go.

You mustn't go.

(b) Absence of obligation. Future forms: needn't

won't have to

won't need to

e.g. You needn't bring drinks with you tomorrow;
we have bought enough.

The lessons are easy; you won't have to work hard.

(c) Absence of obligation - past forms

didn't have to

(the most usual form)

didn't need to

hadn't (got) to

e.g. When I last crossed the border, I didn't need to show my passport.

We didn't have to pay the telephone bill last year, my brother was here then and he paid it.

(d) needn't + perfect infinitive - expresses an unnecessary action which was nevertheless performed:

e.g. I needn't have written to him because he phoned me shortly afterwards.

You needn't have brought your umbrella for we are going by car.

He needn't have left home so early; the train won't be here for an hour.

Exercise

Complete the following sentences using must or need

1. The girls _____ go home now.
2. You _____ take a bath every morning.
3. We _____ to work hard in order to pass the exam.
4. Patients _____ not drink alcohol.
5. You _____ not pay for tea as it is served free on Sundays.
6. The play is very interesting. You _____ not miss it.
7. He can't walk properly. He _____ be drunk.
8. You _____ obey your parents.

Complete the following sentences by using the present, past or future forms of need.

1. When you go to college next year, you _____ to work hard as you will major in one subject.
2. I _____ telephone him in the morning because he came shortly afterwards for the meeting.

3. When I last visited Italy, I _____ to show any documents.
4. He _____ bought some sugar as there was enough in the house.
5. Do I need to bring my calculating machine with me? No, you _____.
6. He _____ worry, everything will be all right.

Complete the following sentences using must or have to.

1. People _____ help others when they are in trouble.
2. The organization _____ to employ a new secretary as the old one resigned.
3. We _____ not tell lies.
4. We _____ go home at mid-night.
5. We _____ to close the shop.

Dare

is used in the present and the past tense in interrogative and negative sentences. It is followed by the infinitive without to.

- e.g. He dare not return to the house.
He dare not be cruel to kill his wife.
They dare not confuse Abebe with the thief.
She dare not disobey her mother.
How dare you come **herê**?
How dare you insult your father?

Used

Is followed by the infinitive with to. It is used to contrast past and present, often with idea of habit or repetition implied.

- e.g. When I was a child I used to help my mother.
When she was young she used to dance well.
When they were in Gondar they used to go to church.
They used to play together when they were children.
They used to play together when they were in school.

Nowadays I am used to getting up early.

Nowadays I am used to eating rice.

Exercise

Fill in 'dare', 'need' or 'used' in the blanks.

1. There is no _____ to go to the cinema. The film isn't that much interesting.
2. He _____ to play football when he was young.
3. She _____ not ask for a rise, for fear of losing her job.
4. There _____ to be a forest here long ago.
5. There is no _____ to worry about the baby, I'll take care of it.
6. How _____ you speak to the teacher like that?

APPENDIX C

Teaching Material: Form-Function Approach

Modals

The modals express a variety of moods or attitudes towards a possible state or action.

Unit 1

Modals: will, would

Function: invitation/offering

Form: Will + you + have
Would + you + like

Role: A host and a guest, the host trying to treat his guest.

Practice: A: Good evening, how are you?
B: Very well, thank you. How are you?
A: Fine, thanks. Will you come inside?
B: Thank you.
A: Please take a chair. Will you have a drink?
B: Yes, please.
A: Here you are.
B: Thank you.

Practice: A: Would you like a cup of tea?
B: Yes, please.
A: How many sugars?
B: Two please.
A: Here you are.
B: Thank you.

Exercise 1

Study the above dialogue by changing the role of a host and a guest. Then write dialogues for the following using

will or would to express invitation or offering. Remember to play the dialogue by changing roles.

1. A wants to offer B a beer.
2. A wants to offer B a cup of coffee.
3. A wants to invite B for a film show.
4. A wants to invite B to dinner.
5. A wants to invite B to lunch.

Functions: Invitation/Offering

Form: Would + you + have
 Would + you + like

Role: A guest and a host

 'A' playing the role of a host and 'B'
 playing the role of a guest.

Practice: A: Would you have a cup of coffee?
 or would you like a cup of coffee?
 B: No, thank you. I've just had one.
 A: What about 'tella'. It is nice; would you
 like to try it?
 B: Yes, I'd love to.

Exercise 2

Practise the above dialogue by changing the roles of 'A' and 'B'. Then write the possible dialogues for the following situations using the forms 'would + you + have', 'would + you + like'. Play the dialogues in class with your friend by changing roles.

1. 'A' offers 'B' a glass of whisky.
2. 'A' offers 'B' a glass of milk.
3. 'A' invites 'B' for a film show.
4. 'A' invites 'B' to a dinner.
5. 'A' invites 'B' to a lunch.

Exercise 3

Write five dialogues using the form 'would + you + have' and 'would + you + like' in situations where they could be **appropriately** used to express invitations or offerings. Play the dialogue in class with your friend by changing rules.

Function: Requests
Form: Would + you; or will + you + simple form
(more authoritative)
Role: A department head and his secretary
A plays the role of a department head,
B plays the role of a secretary.
Practice: A will you type this, please?
B Ok. Is it very urgent?
A Yes, it's.
B How many copies are needed?
A Five copies.
B Let me have the script.
A Here it is. Thank you.

Exercise 4

Write dialogues for the following situations using 'will + you' to express requests.

1. 'A' gives a letter to 'B' to be given to 'C'.
2. 'A' gives 'B' a handwritten report to be typed.
3. 'A' gives 'B' some markers to be given to the instructors.
4. 'A' gives 'B' some pencils to be given to the instructors.

Exercise 5

Write five dialogues where you can use 'will + you' appropriately to express requests. Play the dialogues in class by changing the roles of a manager and a secretary.

Function: Requests
Form: Would + you + simple form (less authoritative)
Role: An instructor in a department and a secretary of the department.
'A' teaches English
'B' is the secretary of the department of English
Practice: 'A' Would you please type these notes?
'B' Ok, I'll type them in the afternoon, provided the head doesn't ask me to type urgent matters.
'A' But this is urgent too. I have a class tomorrow.
'B' I know, it's a matter of priority.

Exercise 6

Practise the above dialogue by ~~changing~~ roles with your friend; and write dialogues for the following situations using the form 'would + you'.

1. 'A' asks 'B' to give him a book.
2. 'A' asks 'B' to give him a pen and a pencil.
3. 'A' asks 'B' to type him a letter of application to be given to the head.
4. 'A' asks 'B' to type him some lecture notes for his students.

Exercise 7

Write five dialogues using the form 'would + you' to express unauthoritative requests. ~~Remember~~ to play the dialogues with your ~~friend~~ by changing roles.

Function: Commands
Form: 'will' + simple form
Role: An officer and non-commissioned officer.
'A' plays the role of a captain and 'B' the
role of a corporal.
Practice: 'B' Shouldn't I go home, sir?
'A' You will stay here till you are relieved.

Exercise 8

Play the above dialogue by changing roles and subsequently write suitable dialogues for the following situations using the form 'will' in the affirmative.

1. The Dean of the faculty tells the staff members, to remain in their offices till the president finishes his visit.
2. The manager of the printing press tells his workers to work for ten hours a day.
3. The 'Kebele' chairman tells the people on duty to patrol the area till midnight.

Homework

Write six dialogues using 'will' in the affirmative to express command. Play the dialogues in class by changing roles.

Unit 2

Shall/Should

- Function: Request for orders
Form: Shall + I/We + simple form
Role: Mother and daughter; the daughter requesting for instructions.
Practice: A: How shall I make the tea, mum?
B: Fill the kettle with water. Put the kettle on the stove. Boil the water. Put some tea into the kettle.
A: Shall I use a big kettle or a smaller one?
B: Use the smaller one. There are only a few kids, as you can see.
A: Thank you, mum.

Exercise 1

Study the above dialogue by changing the roles of the mother and the daughter. Then write dialogues for the following using shall to express request for order.

1. A doesn't know where to put the books.
2. A doesn't know what to do next.
3. A doesn't know how to write the exercises.
4. A doesn't know when to mail the letters.
5. A doesn't know what to bring to class.

- Function: Requesting for advice
Form: Shall + I/We + simple form
Role: Two friends at a shop. One of them wants to buy a cap.
Practice: A How do you like those caps.
B They are wonderful.
A Which one shall I buy?
B You better buy the green one. It is smarter.

A But it is expensive. Shall I offer him 10 birr?
B Good. I think it is a good bargain.

Exercise 2

Study the above dialogue, by changing the roles of A and B and then write dialogues for the following using shall to express request for advice.

1. A can't decide which to take: a taxi or a bus.
2. A " " where to go: to the stadium or the cinema.
3. A " " what to do: to read a book or to watch a film show.
4. A " " what to have for lunch: spaghetti or 'Doro Wat'.
5. A " " what to buy: a pair of shoes or a pair of trousers.

Function: Request for offer.
Form: Shall + I/We + simple form
Role: Two people at the airport.
Practice: A Can you show me the nearest hotel?
B Yes, it is not far.
Shall I ring them up for reservation?
A No, let's go there together, please.
B Shall I help you carry the luggage, then?
A No, thank you. It's not heavy.

Exercise 3

Study the above dialogue by changing the roles of A and B and then write dialogues for the following using shall to express request for offer.

1. A is willing to help B pack his things.
2. A wants to give B the orange.
3. A is willing to wait for B till he finishes his work.

4. A is willing to go with B to the hospital.
5. A is willing to clean the room for B.

Function: Request for suggestion
Form: Shall + I/We + simple form
Role: Two colleagues chatting.
Practice: A What are you doing next Sunday?
B I don't have anything in mind!
A Shall we visit the museum?
B That's a good idea. Shall we take the children with us?
A Of course, why not.

Exercise 4

Study the above dialogue by changing the roles of A and B and then write dialogues for the following.

1. A suggests going to the cinema to B.
2. A " visiting the zoo to B.
3. A " going to Sodere to B.
4. A " staying at home on Sunday to B.
5. A " having lunch at 1 P.M. to B.

Function: expressing a speaker's intention
Form: Noun/Pronoun + Shall + simple form
Role: two colleagues analysing the enemy's position.
Practice: A Do you think the enemy will strike soon?
B It doesn't matter. We're prepared for any attack.
A But the enemy is heavily armed.
B Never mind, we shall fight him to the end.

Exercise 5

Now, write dialogues for the following.

1. A says to B that the team is strong.

2. A tells B that climbing the Semein Mountains is dangerous.
3. A tells B that C is a very strong boy to fight with.

Homework

Write five dialogues where you can use shall + I/we to express requests for advice, order, and suggestion.

Function: expressing advice
Form: Noun/Pronoun + Should + simple form
Role: Two friends talking about examination.
Practice: A I failed the examination.
B Did you prepare for it?
A Well, not much really.
B Well, in future you should work hard.
You should discuss the lessons with your friends.
You shouldn't neglect your study.

Exercise 6

Now, write dialogues for the following.

1. A tells B that he has caught a bad cold.
2. A tells B that he has lost his watch.
3. A tells B that he has a headache.
4. A tells B that he had a car accident.

Function: expressing an indirect speech.
Form: Sould + Simple form.
Role: Two students chatting.
Practice: A Did you see the teacher in his office?
B Yes, I saw him yesterday.
A What did he say to you?
B He said that I should study hard. He also told me that I should not miss classes. He advised me that I should not smoke.

Exercise 7

Study the above dialogue and then write dialogues for the following by changing roles.

1. A asks B what the father said.
2. A asks B what the dean said.
3. A asks B what the child said.
4. A asks B what the girl said.
5. A asks B what the tourist said.

Function: expressing a past unfulfilled duty.
Form: Noun/Pronoun + Should + Perfect infinitive.
Role: A teacher and a student talking about his homework.
Practice: A Did you write the exercise at home yesterday?
B No, I didn't. I'm writing it now. Sorry, my father was sick yesterday, and I had to take him to hospital.
A But, you should have done it this morning. You should have come prepared to class.

Exercise 8

Study the above dialogue by changing the roles of A and B and then write dialogues for the following.

1. A failed to clean the room yesterday.
2. A failed to post the letter yesterday.
3. A forgot to buy coffee yesterday.
4. A failed to visit his uncle last week.
5. A failed to report the theft to the 'Kebele' last night.

Function: expressing suggestion/demand/command/advice/etc.
Form: Suggest/recommend/demand/arrange/order/etc.
+ that ... should
Role: A and B are talking about C's opinion of something.

- Practice: A: What did your wife say about the car?
 B: Well, she suggested that we should sell it.
- Practice: A: What did the Medical Board decide?
 B: They recommended that I should go abroad for
 further treatment.
- Practice: A: What did the police say about the traffic
 regulations?
 B: They demanded that we should drive carefully.

Exercise 9

Study the above dialogue by changing roles of A and B and then write dialogues for the following.

1. A asks B what decision has the school director taken regarding C's misconduct.
2. A asks B what the mechanic advised them to do with their car.
3. A asks B what the father agreed to.
4. A asks B what the boss ordered them to do.
5. A asks B what the manager proposed.

Homework

Write six dialogues using should expressing unfulfilled duty, suggestion, recommendation, order, and agreement.

Unit 3

- Function: duty, to indicate a correct or sensible action and advice.
- Form: Should + simple form.
- Role: A teacher and a student
'A' plays the role of a teacher.
'B' plays the role of a student.
'B' wants to get some advice from 'A' about his studies and goes to 'A's office.
- Practice: 'B' Good afternoon, sir.
'A' Good afternoon.
'B' May I come in?
'A' Yes, what can I help you?
'B' If you don't mind, would you please give me some advice as to what I should do to pass the examination.
'A' Well, you should attend classes regularly. You shouldn't miss any class. You should submit your homeworks regularly to the instructor. You should pay attention to every activity in the class. And if there are points which are not clear to you, you should ask your instructor for help during office hours. When you are given a chance to ask questions in the classroom, you should raise your questions politely.

'B' But, the problem is, I'm usually shy to ask questions in class as well as to see my instructors in their offices.

'A' You shouldn't be. You should know that we are here to help you not only in the classroom but also outside the classroom.

Helping our students is our major concern.
I think, you should understand this. You should
also know that your success is our success too.
But, don't forget that you should always be
polite to your teachers.

B: In the future, I should follow what you have
told me.

I'm very grateful to you for all the advice.
Thank you, very much.

A: If you have anything to ask, you can see me
during my office hours. I'll try my best to
help you. But, you shouldn't be afraid to ask
your teachers for help anymore.

B: Thank you, sir.

Exercise 1

Practise the above dialogue by changing roles. Then, write
dialogues for the following situations using should + verb ...

1. 'A' is a student. One day he fell ill and went to see
a doctor. The doctor observed that 'A' had vitamin
deficiency and advised him to eat more fruit.
2. 'A' is a student. One day he borrowed some money from his
friend 'B', who is also a student. 'A' failed to pay his
debt. 'B' tells 'A' that it is his duty to pay the money that
he had borrowed from him.

Exercise 2

Write two dialogues to show, 'duty', 'advice', or 'sensible
action' using the form should + verb.

Function: Permission
Form: May + simple form
Role: 'A' plays the role of a teacher and 'B' plays the role of a student. 'B' wants to be admitted into the class, after being late for five minutes.

Practice: B: Excuse me sir, may I come in?
A: But, why are you late? Can you tell me the reason?
B: Since my home is far away from the college, I usually come by taxi. But today, I couldn't get one.
A: Oh, if that is the case, you may come in.
But, in the future, you won't be excused if you come late.
B: Thank you very much, sir. I hope, I won't be late hereafter.

Exercise 3

Practise the above dialogue by changing roles.

Then, write two dialogues for the following situations using may.

1. 'B' is a student and he wants to get permission from 'A', who is the dean of students, to be served with special food in the cafeteria. 'B' produces a medical certificate for his claim.
2. 'B' is a student and he wants to get a pass-paper from the office of the Dean of students because 'B' wants to see his family. 'A', the Dean of students, asks 'B' why he wants to go home. After 'B' explains his reasons, 'A' gives 'B' the pass-paper.

Exercise 4

Write two dialogues using may/might; can/could to express

permission and possibility. Play the dialogues in class.

Function: Speculations about past actions

Form: May/might + perfect infinitive

Role: Two friends talking about their friend, whom they haven't seen for a week.

Practice: A: I haven't seen Bekele for the last five days.

...

B: I, too.

A: I'm not sure but I think he had the intention of going to Harar to see his parents.

B: Oh, then, he might have gone. That could have been the reason why he asked me to lend him some money. When he asked me for the money, I thought, he was not serious about it.

A: But do you know that people say Bekele is a cheat. And if you had lent him the money, you might never have got it back. His father is a poor man; he can't afford to give him a single cent. His mother is a poor woman too; she can't even support herself.

Exercise 5

Practise the above dialogue and write a similar dialogue in a situation that you can easily imagine. Play it in the classroom.

Function: Possibility. Might makes the possibility a little more remote than may.

Form: May/might + V-present

Role: 'A' is 'B's girl-friend. 'C's 'A's sister and wants to go to Sidist Killo to attend the eight o'clock class.

- Practice: C: I really doubt if I can reach on time to attend the class.
- A: Why don't you phone 'B'. Don't you know that he also attends the same class with you? You better try; he may give you a lift. But, tell him your problem sincerely otherwise, he might misunderstand you.
- C: You're right. I think, he is a nice person. Let me ring him up.

Exercise 6

Practise the above dialogue and write a dialogue using 'may/might' for the following situation.

'A' is a student who got an 'F' in the English final examination, and he didn't want to repeat the course.

His friend 'B' advises him to request the instructor to change the 'F' into a 'D'.

Exercise 7

Write a dialogue using 'may/might' indicating possibility.

- Function: Possibility
- Form: Could/may/might + be ...
- Role: Two friends talking about their instructor, who failed to come to class.
- Practice: A: I wonder where our English teacher is today.
- B: Well, he may/might/could be in the library because I usually see him reading books there. He seems to enjoy reading and perhaps that makes him forgetful of his other duties.

A: It may/might/could be.

Exercise 8

Practise the above dialogue and write a dialogue using 'could/may/might' in a similar way.

Function: Negative deduction
Form: Can't/couldn't + be ...
Role: Two friends 'A' and 'B' talking about their friend, 'C'.

Practice: A: He is still reading 'Theodros'.
B: He can't/couldn't be still reading it, because I gave it to him ages ago and it is quite a simple short book.
A: Perhaps, he can/could be a very slow reader.

Exercise 9

Practise the above dialogue, and write a dialogue using can't/couldn't for the following situation.

'B' is a child and 'A' is a mother. 'B' asks his mother for some bread telling her that he is hungry. She tells him that he couldn't be hungry because he had plenty of eggs, bread, butter and milk for lunch, an hour ago.

Exercise 10

Write a dialogue using can't/couldn't to show negative deduction as indicated in the above practice.

Function: ability
Form: Can/could + verb ...
Role: 'A' and 'B' are friends. They are talking about the days when they were young.

Practice:

- A: When I was young, I could kill a lion and climb up any tall tree in the forest. What good old days.
- B: I too. I could shoot a tiger and jump as high as an ape onto a tree when I wanted to hide myself. I could also run as fast as an elephant when I was in a dangerous situation.
- A: It really disturbs me when I remember my youth days.
Anyway, let us forget the past and think what we can do now.
- B: We should not forget the past, because the present depends on the past and the future on the present. I feel we can write a book on our past experiences and pass it over to the next generation
- A: That sounds a good idea. But, do you think we can have the patience and time to write it?
- B: Why not! We can do it. It's a matter of determination. As to the money for publication, we can ask one of the publishing houses to publish it for us on a loan basis.
- A: If we had thought about it earlier, Tameru could have lent us the money; but unfortunately, he died a week ago.
- B: Don't worry about the money, we can get help from book publishing organisations.
- A: Well, it seems this is the only thing we can do now.

Exercise 11

Practise the above dialogue, and write one dialogue to show 'ability' using 'can/could' along the other modals as already

shown in the above dialogues. And play the dialogue in class by changing roles.

Function: Request
Form: Can/could + V-present
Role: B at a shop; A is a shop assistant. B wants to buy some polish.
Practice: A: Good morning. Can I help you?
B: Good morning. Can I have some polish, please?
A: Certainly. Floor polish or shoe polish?
A: Here you are.
B: Thank you.

Exercise 12

Function: Permission
Form: Could + simple form
Role: A secretary, A, and an instructor, B, in an office.
Practice: A. Do you have the latest edition of Webster's Dictionary?
B. Oh, yes.
A. Could I have a look at it, please?
B. Sorry, I don't have it here; it is in my house.
A. Could you bring it for me tomorrow?
B. Certainly.
A. Thanks.

Exercise 13

Write dialogues for the following.

1. A wants to use B's telephone
2. A wants to have a look at B's new book.
3. A wants to use B's car.

Unit 4

Function: Expressing moral obligation or desirability
Form: Ought + to + simple form
Role: A son and a father
'A' Plays the role of a father
'B' Plays the role of a son
'B' Fails to study his lessons seriously and
'A' Tells him to be serious about the work.

Practice: 'A' Abebe, I don't see you reading books or doing your homework these days. I always see you either listening to some music or watching films. You've been one of the top students so far, but now I'm afraid you're going to face problems. Of course, I don't mean that you should study all day, but you ought to have time for your studies as well. As a fourth year college student you ought not to neglect your studies completely. You know that you are expected to do a lot of work this year.

B: You're right dad, but this year I don't feel well. I've no appetite and I'm getting weaker and weaker every time. When I read books I don't even grasp a single idea. Sometimes I read the same sentence over and over unconsciously.

'A' Well, what do you think the cause might be?

'B' I'm not sure, but it may be the effect of too much smoking. Last year I was smoking one packet a day but this year I'm smoking two packets a day.

'A' You ought to stop smoking. I assume a college student is mature enough to understand the risk

of too much smoking. How can you fail to understand this? I really don't understand why people spend so much money on cigarettes and turn themselves into a chimney. Your problem doesn't seem to need a specialist, but your determination.

'B' I've tried to stop smoking several times, but I couldn't make it. I know smoking is harmful as well as a waste of money. But still I find it difficult to stop.

'A' Well, if you really tried to give up smoking in earnest, you shouldn't find it too difficult. You can't expect to stop it at once, but you can cut it down by so many a day. My belief is you can't afford to destroy yourself and it is high time that you concentrate on your work.

Exercise 1

Practise the above dialogue by changing roles in the classroom. Then, write dialogues for the following situations using ought + to + infinitive to express obligation or desirability.

1. 'A' is a husband who spends his money on alcohol
'B' is his wife who wants him to be responsible.
2. 'A' is the dean of a college and 'B' is a lecturer who usually fails to carry on his duties carefully. 'A' warns 'B' to be responsible.
3. 'B' is a patient who doesn't take his medicine regularly and as a result complains that his health is deteriorating.
'A' is his doctor who tells 'B' to take his medicine regularly.

Function: Non-fulfilment

From: Ought + to + perfect infinitive

Role: 'A' plays the role of a customer. 'B' plays the role of a shop-assistant. 'A' has forgotten her handbag at the shop.

Practice:

A: Good afternoon.

B: Good afternoon. What can I help you?

A: I'm sorry, it's a very embarrassing thing.

Yesterday morning I was here for shopping and I forgot my handbag on the counter when I paid the cashier money. Would you mind asking her for me if she has come across the handbag?

B: The counter is usually crowded with people and it is very difficult for the cashier to notice things carefully. By the way, was there anything inside?

A: Yes, there were very important personal documents and three hundred dollars.

B: That is very bad news. You ought to have held it in your hand.

A: You're right. I ought to have been more careful.

B: What colour is it? And size?

B: Brown and medium.

B: Wait for me a moment. I'll ask the cashier.

Good news. Your handbag is found madame.

The cashier kept it in one of the drawers yesterday.

A: Thank you very, very much.
Goodbye.

Exercise 2

Study the above dialogue carefully by changing roles in the classroom, and then, write two dialogues using ought to + perfect infinitive to express non-fulfilment.

- Function: expressing speaker's authority
- Form: must + simple form
- Role: mother and daughter. 'A' plays the role of a daughter and 'B' plays the role of a mother.
- Practice: A: Mam, I don't want to go to school today.
I feel tired and I want to take rest.
- B: Listen love, it is wrong to be absent from school.
If you don't go to school, you'll be punished or dismissed from school.
- A: No mam, I'd like to stay at home and watch TV.
- B: You shouldn't say that love, you must go now to school.
- A: But I haven't done my homework.
The teacher will be angry with me.
- B: You needn't worry about that because I'll go with you and tell the teacher that you'll hand in your homework on Friday. We mustn't waste time, let us go now.
- A: Ok !. Mam.

Exercise 3

Practise the above dialogue and write appropriate dialogues using must + simple form to express a speaker's authority in the following situations.

1. 'A' is a father and 'B' is a son.
'A' Wants 'B' to study hard so that he may get his B.A. degree.
'B' on the other hand tells 'A' that the examination papers are not fairly corrected at the college.
'A' rejects this idea.

2. 'A' is the dean of students and 'B' is a student.
'B' is accused of misconduct at the cafeteria and
'A' tells 'B' to behave well.

Exercise 4

Write three dialogues using must + simple form to indicate the speaker's authority.

Function: expressing deduction

Form: must + be

Role: Two friends, 'A' and 'B'. One of them has been to Dire Dawa; the other hasn't been.

Practice: A: I wonder why most of the people who come from Dire Dawa always wear shirts, shorts and sandals. It's odd to wear such items in Addis Ababa.

B: Haven't you been to Dire Dawa?

A: No. I've visited many places in Ethiopia, but I've never been to Dire Dawa so far. Of course, I'm thinking of going there in the near future. How about you? Have you been there?

B: Yes. I lived there for four years. I was teaching chemistry at one of the high schools in Dire Dawa. Besides this, I always go there at the end of each academic year.

A: Then you must know the town very well. How is the weather like there?

B: It's very hot. The temperature sometimes rises up to 39°C. You can hardly walk in the streets at midday. You have to either sleep or sit in a pleasant shade.

A: Oh, then, it must be a terrible place to live in.

- B: No, In fact, it is a nice place to live in.
The people are very friendly and easy-going.
The cost of living is not that much
expensive. Even the weather is not too harsh.
You can easily get used to it.
- A: Well, if this is the case, I must visit Dire
Dawa.

Exercise 5

Study the above dialogue by changing roles in the classroom.
Then write three dialogues using must + be express deduction.

Unit 5

Function: expressing actions done unnecessarily

Form: needn't + have + past participle.

Role: 'A' is a father and 'B' is a son. 'B' writes a letter to 'A' asking for money and 'A' phones to 'B' just before 'B's letter has arrived. The contents of the letter make the telephone call a waste. 'C' is a warden.

Practice:

A: Excuse me madame, I'm looking for B. I think this is lunch time and B must be in the dormitory.

C: I would think so. In fact, at lunch time he is always in his room either writing or taking a nap. Oh! What a coincidence; he's coming.

B: Hello dad, how are you? How nice to see you here. I've just sent you a letter, probably before half an hour. We are told by the college to buy books urgently at our own expenses and I don't have enough money for that. Would you mind sending me the money as soon as possible, dad?

A: How much do you need for that?

B: One hundred dollars.

A: Well, in this case, you needn't have written the letter as I have more than enough at hand.

B: You're always kind, dad.

A: Don't worry about money, but you must work very hard. Goodbye.

B: Goodbye dad.

Exercise 1

Write dialogues using needn't + present infinitive/past participles for the following situations.

1. A is a husband and B is a wife. A has bought three kilos of banana but B has already bought some bananas.
2. A has walked upstairs on foot to the tenth floor, his friend B tells him that he could have used the lift.
3. A is a daughter and has bought a book on house management but her mother, B, has already bought the same book.

Exercise 2

Write three dialogues using needn't + present + infinitive/past participle.

Function: expresses interrogative and negative sentences in the present and the past.

Form: dare + not + simple form; how + dare + subj. + simple form.

Role: A is a major and B is a captain in the army.

Practice:

A: After the fierce battle at Ogaden in 1978, the Somalis dare not cross our border even for a single day or night. We have given them a hard lesson which they can't forget for ever.

B: You're right. If we look back into past records, the Somalis had crossed our border several times. They killed our people cruelly. They robbed off our cattle and ran away unpunished. But at last they got it.

A: Well, you should remember one thing. There is no small enemy as **such**. The Somalis can come back at any time and attack us unless we keep an eye on them. As a matter of fact there is an evidence that the Somalis are trying to cross our borders unnoticed these days.

B: How dare they cross our borders?
We must give them a deadly blow.

Exercise 3

Write three dialogues using dare + not + simple form to express negative and interrogative sentences.

Function: expressing habit or repetition

Form: used + to + simple form
v-to be/get/become + used to + noun

Role: A and B are two friends. They narrate their past experiences.

Practice: A: I can't recall exactly what my childhood experiences were like. But one thing I can remember is when I was a child, I used to play with Almaz and Bekele in the school compound.

B: My childhood experiences are different from yours. When I was ten years old, I used to ride horses and paint drawings. My father used to encourage me whenever I participated in horse riding and paintings. But, now, I'm used to swimming only.

Exercise 4

Study the above dialogue carefully. Then write two dialogues using used + to + infinitive or used + to + N to express habit or repetition.

TEST

Time: 2½ hrs. Sec.

PART I: MULTIPLE CHOICE QUESTIONS

DIRECTION: Complete each of the following questions with the best alternative. Write the letter of your choice in the space provided on the left. (25 marks)

- _____ 1. The dress looks well, but _____ it really wear well on you?
- a. will c. shall
b. would d. should
e. a and b
- _____ 2. Almaz is looking for a new job.
Oh! What kind of work _____ she do?
- a. may c. can
b. will d. need
e. ought
- _____ 3. We _____ not let the enemy cross the border
- a. will c. should
b. would d. shall
e. all of the above
- _____ 4. You _____ look well if you comb your hair differently.
- a. would c. shall
b. will d. should
e. all of the above
- _____ 5. I thought you didn't like Abebe.
I _____ but I don't now.
- a. am c. used to
b. can't d. ought to e. must

- _____ 6. This looks like a nice dress. I don't know if you _____ like to buy it or not.
- a. may c. would
b. will d. might
e. c and d
- _____ 7. He _____ be in bed since he never gets up before this time.
- a. can't c. must
b. will d. ought
e. all of the above
- _____ 8. Since you have finished your homework, you _____ go now to the cinema if you want.
- a. shall c. should
b. must d. may e. c and d
- _____ 9. He knocked on the door and asked if there was anything he _____ do for them.
- a. could c. can
b. would d. will
e. all of the above
- _____ 10. The secretary had skipped her lunch hour for the fear that the dean _____ call while she was out.
- a. could c. might
b. can d. may e. b and d
- _____ 11. This type of fruit _____ be grown in Ethiopia because the climate is suitable.
- a. shall c. should
b. will d. can e. c and d
- _____ 12. The children _____ be well fed in order to protect them from malnutrition.
- a. shall c. should
b. would d. will e. c and d

- _____ 13. I don't understand why such a luxurious hotel
_____ be in this remote area.
- a. might c. shall
b. ought to d. dare
e. all of the above
- _____ 14. You _____ have brought your books for
we are not going to have classes today.
- a. needn't c. shouldn't
b. mustn't d. wouldn't
e. a and c
- _____ 15. He was in such a temper that I _____
ask questions.
- a. must not c. need not
b. should not d. dare not
e. shall not
- _____ 16. Abebe said, " _____ I use your car?"
- a. Might c. Could
b. May d. Can
e. b, c and d
- _____ 17. We _____ be grateful to the donor
countries for the help they have given us.
- a. should c. shall
b. would d. will e. can
- _____ 18. If he sees you tomorrow, I am sure he
_____ stop.
- a. may c. would
b. will d. might e. shall
- _____ 19. He _____ surely have more friends if he
spoke differently.
- a. would c. will
b. might d. may e. a and c
- _____ 20. Almaz can speak English, but Saba _____.
- a. won't c. can't
b. wouldn't d. couldn't e. b and d

- _____ 21. We _____ be free and unknown there.
a. should c. shall
b. will d. would
e. b,c and d
- _____ 22. If he wants to catch the bus, he _____
get up earlier.
a. will c. shall
b. ought to d. need to
e. a and d
- _____ 23. How _____ you speak to me like that?
a. would c. will
b. dare d. shall e.c and d
- _____ 24. There _____ be a house here before the
war.
a. must c. can
b. need to d. used to
e. a,b and c
- _____ 25. Can you go to the party tonight?
No, I can't. I _____ study my lessons.
a. must c. can
b. ought to d. need e. a and b

PART II: SENTENCE COMPLETION

DIRECTION: Complete each of the following sentences by using a modal and one or two other words. A list of modals is given below. Write your answer in the space given. (25 marks).

will	should	may	ought to
would	can	might	used to
shall	could	must	need
dare			

26. He stood up and looked around for the sound, but
_____ nothing.

27. The test _____ difficult for
some and too easy for others.
28. The doctor's prediction _____
true.
29. He _____ hard when
he was at college but now he is lazy.
30. He asked if I _____ with
him to the wedding.
31. The teacher _____ to the
meeting if he is busy.
32. Almaz _____ her own
dress. No one is willing to help her.
33. My father was seventy years old five years back. By now
he _____ seventy five
years old.
34. He hoped his son _____
the examination.
35. Take a chair, _____ ?
36. You _____ tomorrow
if you are tired now.
37. She said, " _____
like to have some more tea?"
38. The woman said emphatically, "How _____
_____ come to my house at this time of the night!"
39. I am studying French so that I _____
_____ get a job in that hotel.
40. The students _____
because the examination has been postponed.
41. He advised us that we _____
_____ the tickets at least a week in advance.
42. If you have enough money, you _____
your poor parents.

43. I am sorry to hear that you _____
_____ with us for ten days.
44. If you go to Yirgalem you _____
_____ the hot springs there.
45. He asked if he _____
a dictionary in the examination.
46. Saba' _____ bananas
when she was young but now she doesn't.
47. If you want to score an 'A' in this test you _____
_____ the directions carefully.
48. "We _____ corruption
in all its forms!" they shouted in unison.
49. What _____ if you
saw someone picking the pockets of a passenger on a bus?
50. "You _____ these
bananas; we have enough bananas for our guests in the
refrigerator," she said to her husband.

PART III: COMPLETION OF DIALOGUES

DIRECTION: Complete the following dialogues using appropriate modal verbs along with other necessary words. Write your answers in the space given. (20 marks)

Examples:

- A. Shop assistant _____ (1) _____ you?
Customer: Yes, I'm looking for a shirt. I need size fifteen.
Shop assistant: Local made or foreign made?
Customer: Foreign made, please.
Shop assistant: Here's size fifteen. These are the latest fashion. We received them just two days back.

Customer: Oh, _____ (2) _____ it on.

How much is it?

Shop assistant: Thirty birr only.

Customer: All right, _____ (3) _____.

Answer: (1) What can I help you?

(2) I'll try it on.

(3) I'll take it.

B. Guest: Good morning.

Host: Good morning. Please sit down.

_____ (1) _____ some cake?

Guest: Thank you. Yes, _____ (2) _____ Oh,
they are delicious.

Do you always make cake?

Host: Yes, it is better to have home-made cake than
to buy bread from the bakery. The quality of
bread is very poor these days. Besides,
you _____ (3) _____

for hours to get them.

Guest: You are right. I am tired of that.

Answer: (1) Would you like to have

(2) I would

(3) will have to queue up

1. Customer: _____ some bread, please?

Baker: Certainly. White or brown.

Customer: White, please.

Baker: There you are.

Customer: Thank you.

2. Guest: Excuse me. Do you have a telephone?

Host: Ues. It's there in the corner.

Guest: _____ use it, please?

Host: of course.

Guest: T hank you.

3. Doctor: Your health is deteriorating every day.
You _____ smoking once
and for all.

Patient: I find it difficult to stop smoking.

Doctor: Well, if you were serious about it,
you wouldn't find it difficult.

4. Mother: How _____ that rude
remark to your father. You _____
_____ ashamed of yourself.

Son: I'm sorry. I was so nervous
I couldn't control my emotions.

Mother: Well, I understand that young men are hot-blooded.
However, you should have behaved well.

Son: I will in the future.

5. Tourist: Excuse me. _____
me which is the way to Hilton Hotel?

Policeman: Yes, it's that way. You go up straight to the
Bank. Then turn left. It's on the corner
opposite the bank.

Tourist: Thank you.

6. Asfaw: Well, Almaz, I'm glad you succeeded in persuading
me to watch the film.

Almaz: Yes, isn't it interesting?

Asfaw: Certainly. But the seats are not comfortable.

Almaz: If you had not wasted so much time at home,
we _____
comfortable seats.

7. Mother: Saba, where is the sugar? I can't find it.

Daughter: It is on the table.

Mother: But, you _____
in the cupboard.

Daughter: I'm sorry. I was in a hurry.

8. Uncle: Excuse me. Would you please tell me when
your sister leaves for Rome:
Cousin: She leaves for Rome next week.
Uncle: And when _____ back?
Cousin: Probably in a month.
9. Patient: Excuse me. I had an appointment with the
doctor, but I'm late.
Nurse: This isn't good enough, you know.
Patient: I'm sorry, I missed the bus.
Nurse: Well, this _____ happen again.
Patient: No, I will be on time.
10. Friend one: I got an 'F' in Philosophy.
Friend two: Oh, really, you _____
hard.
Friend one: I thought the exam would not be that difficult.
Friend two: Oh, no. I think you will have to take a
supplemental Exam. Well, now you _____
_____.
Friend one: I will. Thank you.
11. Son: Dad, I've finished my homework. _____
_____ with my friends outside?
Father: No, you have a test tomorrow.
You _____ now. After the test;

_____ if you like.
Son: But I can study in the afternoon.
Father: Let us not waste time; you must listen to your
father.
12. Student: Excuse me. _____ that
green book on the shelf near the talbe, please?
Librarian: What year are you?
Student: I am a first year student.
Librarian: But we don't give service to first year students
here. You _____ to the Freshman
Library.

Student: Where is it?
Librarian: Downstairs in the basement
Student: Thank you.

13. Abebe: Did you say you are going to take a vacation next month?
Mesfin: Yes, my family and I are going to Axum for a week. We want to visit the churches and obelisks there.
Abebe: I envy you Mesfin. I haven't had a vacation for a long time. I wish I could get away for a while.
Mesfin: You will have a vacation sometime soon, _____?
Abebe: Oh, no; there is too much work to do. Listen Mesfin; if you are going to stay in Axum for a week, you _____ the tomb of king Kaleb. It's only a few minutes drive from Axum.
Mesfin: Thank you. We will try to see it.
14. Friend one: Somebody stole my dictionary from my room this afternoon.
Friend two: Who do you suspect?
Friend one: I suspect Tesfaye
Friend two: Oh, no. He _____ your dictionary. He was taken to hospital yesterday and hasn't returned yet.

PART IV: WRITING DIALOGUES

DIRECTION: Write dialogues using the modals given below.

In each question it is possible to use modals other than those indicated against each number. You may also use negative, interrogative forms. (20 marks)

1. Will, would, can, could, used to (6 marks)
2. can, could, may, might (6 marks)
3. shall, should, dare (4 marks)
4. must, ought to, need (4 marks)

PART V: SUBJECTIVE QUESTIONS

DIRECTION: Study each of the following questions carefully.
Then answer each one using modals. (10 marks)

1. Your friend, Tesfaye, is a smoker. You would like him to stop smoking. Give him some advice with regard to his health, money, food, etc.

2. In your opinion, should a teacher punish his students?

3. Suppose you won the National Lottery (birr 90,000), what would you do with the money?

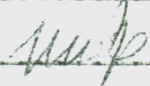
4. What can a student gain from a good knowledge of English? Give examples in relation to other subjects he studies, general knowledge, etc.

5. How would the farmers of Ethiopia be taught new methods of farming?

DECLARATION

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

Name: Worede Yisehak

Signature: 

Place: Institute of Language Studies,
Addis Ababa University

Date of Submission: 11th June, 1986.