

STRUCTURAL AND SITUATIONAL APPROACHES IN DEVELOPING THE
COMMUNICATIVE ABILITY OF NINTH GRADE ETHIOPIAN STUDENTS
IN SPEAKING ENGLISH

A Thesis
Presented to
The School of Graduate Studies
Addis Ababa University

In Partial Fulfilment of the Requirements
for the Degree of Master of Arts in
Teaching English as a Foreign Language

by
Haile Getachew

June 198⁶
Addis Ababa

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Structural and Situational Approaches
in Developing the Communicative Ability
of Ninth Grade Ethiopian Students
in Speaking English

by

Haile Getachew

Institute of Language Studies

Approved by:

HAYDIT T. GEORGE
Advisor

Haydit T. George

MURWAN H. AR-RASHEED
Examiner

Murwan H. Ar-Rasheed

ALI ABDALLA ABBAS
Examiner

Ali Abdalla Abbas

ACKNOWLEDGEMENTS

I am happy to acknowledge my indebtedness to Dr. Mekonnen Yimer, for his constructive and valuable suggestions with regard to the preparation of the proficiency Test, and Dr. Lakew W/Teclé, who advised me on the statistical analysis of the study. I would like to express my gratitude to all my friends who have in various other ways made this study possible.

Financial support from the Swedish Agency for Research Co-operation with Developing Countries (SAREC), obtained through the Ethiopian Science and Technology Commission from Addis Ababa University which was used for undertaking the experiment is gratefully acknowledged.

ABSTRACT

In this study an attempt has been made to find out whether or not a Situational Approach is more effective than a Structural Approach in developing the communicative ability in speaking English. Teaching materials were prepared in line with the principles of the Situational and the Structural Approaches.

One hundred Grade Nine students were randomly assigned to the Experimental and the Control Groups. A pre-test was given to record the backgrounds of the students before the experiment was started. Their English proficiency was found to be almost the same.

At the end of the instructions of the Experimental Lessons, a post-test was administered to observe the outcome of the Experiment. Thus, any change that might come after the experiment can be attributed to the difference in methodology. In the scores obtained, as determined by the t-test, the Experimental Group achieved significantly better results than the Control Group.

On the basis of the findings, it is recommended that non-native speakers of English should be taught English through the Situational Approach to develop their communicative competence. It is also recommended that more research work should be carried out before any concrete move is taken.

TABLE OF CONTENTS

	Page
INTRODUCTION	
I. The Statement of the Problem	2
II. The Purpose of the Study	2
III. The Importance of the Study	3
IV. The Scope of the Study	3
V. Hypothesis	4
VI. Definition of Terms Used	4
VII. Symbols Used	5
VIII. Abbreviations Used	5
CHAPTER ONE	
REVIEW OF RELATED LITERATURE	
1.1 Review of Developing a Situational Language Syllabus	6
1.2 Review of Related Theoretical Studies	8
CHAPTER TWO	
PLAN OF THE STUDY	
2.1 Procedure	16
2.11 Subjects	16
2.12 Data Collection: Pre-test and Post-test	16
2.2 Methodology	
2.21 Teaching Materials	19
2.22 Treatment	19
2.221 Presentation of the Situational Lessons	20
2.222 Presentation of the Structural Lessons	20

CHAPTER THREE

ANALYSIS AND RESULTS

3.1 Analysis 22

3.2 Hypothesis Test 22

3.3 Results 24

CONCLUSIONS 26

RECOMMENDATIONS 28

BIBLIOGRAPHY 32

Appendix A Pre-test 34

Appendix B Post-test 36

Appendix C The Situational Lessons 39

Appendix D The Structural Lessons 68

Appendix E Test Statistics of the Pre-test 99

Appendix F Test Statistics of the Post-test 101

TABLES

1. Classroom Procedures for Teaching the Experimental Group: Situational Approach	21
2. Classroom Procedures for Teaching the Control Group: Structural Approach	21
3. Statistical Computation of the Pre-test	24
4. Statistical Computation of the Post-test	25

Figure I

Distribution of Results of the Pre-test and the Post-test	29
--	----

INTRODUCTION

Since the beginning of formal programmes for Teaching English as a Foreign Language (TEFL), different methods have been used in an attempt to achieve the best learning results. Despite the ample research that has been done in this field so far, methodologists have not yet agreed on the most effective TEFL methodology. William Francis Mackey discussed fifteen methods of foreign language teaching, most of which are still in use in one form or another.¹ Out of these methods, particular merit has been claimed for those which appear to facilitate language learning.

Many teachers are consequently adopting the Situational and the Structural Approaches in Teaching English as a Foreign Language.²

From the theoretical point of view the Structuralists, who are concerned with "Stimulus-Response" relationships, assume that language is a system which can be acquired as a set of habits through practice and repetition of patterns, without regard to the meaningfulness of the drills to the learner. They assume that this method helps the learner to use the language.

The assumption of the structuralists has been criticized and challenged by the situationalists, who assume that language is a system acquired not by the "Stimulus-Response" basis but through applying it in effective communication

¹ Language Teaching Analysis (London: Longman Group Ltd., 1965), p. 151.

² Carl James, "The Applied Linguistics of Pedagogic Dialogue," English Teaching Forum, X(May-June, 1973), 32.

which provides the learner with meaningful practice, through conversational situations. They claim that this method helps the learner to adopt gradually the rules of the language.

The writer's concern is to find out the adequacy of Situational Approach in promoting oral competence, and developing and sustaining motivation in teaching English as a Foreign Language with Grade Nine students in Ethiopia.

I. The Statement of the Problem

Ethiopian students spend a great deal of time in studying English, but their English proficiency is not satisfactory in comparison with the time spent on teaching the language.

The text-books which are based on the Structural Approach emphasize linguistic forms such as grammatical patterns and lexical items. The method is usually limited to the memorization of phrases or patterns and endless repetition. Teachers spend most of their teaching time in analyzing the grammatical structures of the English language.

Again the environment does not encourage the speaking of English. Students rarely have the opportunity to talk to native speakers of English or to use the language in their daily lives.

The Situational Approach stresses that language competence can only be achieved through a long period of integrated and meaningful practice of the basic skills. In order to lay the foundation for fluency in language learning, ways and means of facilitating spoken skill should be considered as an important aspect in language studies. Schools should not merely teach the language, but

ensure that their students can use it competently. In order to use the English Language for effective communication, foreign language students should practice it.

II. The Purpose of the Study

The purpose of the study is to assess the relative strengths and weaknesses of the Situational and the Structural Approaches to the teaching of English and suggest an approach which promotes the students' speech competence better.

III. The Importance of the study

Most language teachers agree that their goal in the classroom is to have their students achieve some level of functional language mastery; that is, they want their students to be able to use the foreign language to communicate successfully with other speakers of English.

The Situational Approach has been claimed to be an effective method in developing communicative ability in English. The writer sought to test the effectiveness of the Situational Approach in developing the communicative ability of non-native speakers of English. The result of this study would be significant for motivating students towards a better performance in using the English language.

IV. The Scope of the Study

Since this paper deals with tackling the difficulties of students in expressing themselves by improving their communicative abilities in speaking English, the study is designed to give more weight to the promotion of the Oral Language for effective communication.

V. Hypothesis

The writer tried to answer the following questions: Would students taught by the Situational Approach score higher or lower marks in the post-test than students taught the same forms by the Structural Approach, regardless of variables such as sex and age?

A NULL and ALTERNATIVE hypotheses were made. The NULL hypothesis (H_0) stated that there would be no significant difference between the Situational and the Structural Approaches in developing the communicative ability of Ninth Grade students in speaking English.

The ALTERNATIVE hypothesis (H_1) stated that there would be a significant difference between the Situational and Structural Approaches in developing the communicative ability of Ninth Grade students in speaking English.

VI. Definition of the Terms Used

Target Language is a foreign language to be, or being taught and learnt.

Foreign Language is a term used in a condition where children learn a language which is not spoken in the place where they live.

Second Language is a term used in a situation in which the Mother Tongue and another language are actually employed by their speakers in everyday communication.

Oral Language refers to the learner's ability to communicate effectively by means of speech. It is what a learner says that can be heard as well as what he is able to hear and understand.

Communicative Competence is the ability to recognize and produce authentic and appropriate language correctly and fluently in any social situation.

Linguistic Competence is the knowledge of the grammatical structures and rules of a language.

A Situational Syllabus is a syllabus which is based on a collection or sequences of situations usually illustrated and conveyed through dialogue.

A Structural Syllabus is a syllabus which focuses on the linguistic structures of a language.

Approach is a general view of how language teaching should be carried out.

Method is procedural plan for the orderly presentation of language materials.

Technique is the implementation of plans which is used to accomplish an immediate objective.

VII. Symbols Used

\bar{X}_1	mean of the Experimental Group
\bar{X}_2	mean of the Control Group
S_1^2	variance of the Experimental Group
S_2^2	Variance of the Control Group
N_1	Number of the Experimental Group
N_2	Number of the Control Group
0	Pooled Variance

VIII. Abbreviations Used

EX	Experimental Group	S2	Student two
CG	Control Group	T	Teacher
df	degree of freedom	S	Student
S1	Student one	t-cal	Calculated
		t-tab	tabulated

CHAPTER ONE

REVIEW OF RELATED LITERATURE

In this chapter the related literature will be reviewed in two parts. In the first, "The Developing of a Situational Language Syllabus" will be discussed. The teaching materials for the experimental Group are based on this syllabus. Secondly, "Related Theoretical Studies" will be reviewed. This will give theoretical support to the approaches studied.

1.1 Review of Developing a Situational Language Syllabus

The primary focus of the situational syllabus is the spoken language. Its objective is to teach the learner how to use a language in a variety of social situations for a variety of purposes. Its basic assumption is that language structure must be related to the social setting. As M.V. Kitchin puts it, "Structures are dead without the situation which engenders them."³ The situational syllabus restructures the presentation of the target language in such a way that coincides with situation. On the other hand, texts based on the structural syllabus present the items or patterns through repetitive oral drills without using them in situations.⁴ Consider the following examples:

Structure: Continuous Present Tense

Teacher: Ali is shopping.

Chorus of students: Ali is shopping.

Teacher: Ali is playing tennis.

Chorus of students: Ali is playing tennis.

³ "Some Thoughts on Situationalized Teaching," English Language Teaching, IV (June, 1974), 294.

⁴ Sandra Lee McKay, "On National Syllabuses," Modern Language Journal, 64 (Summer, 1980), 180.

In this example, no act of communication is taking place because the approach does not give the learner the chance to use items or patterns in life-like situations such as:

Structure: Continuous Present Tense

Situation: Playing Tennis

S1: Hello, Aster. Is Ali in?

S2: No, he is not.

S1: Where is he?

S2: He is at the Sports' Club.

S1: What is he doing?

S2: He is playing tennis.

The situational syllabus gives the learner a better opportunity to talk in a meaningful interaction with each other than in isolated practice with their teacher.

With regards to sequencing and grading of situational materials, Philip C. Hauptman writes:

*A Situational Approach sequences materials by situations only, without concern for relative linguistic difficulty of the materials. It is necessary only that the materials be presented in contexts representative of actual speech and that it be meaningful to the students.*⁵

Generally, situational syllabuses are designed in such a way that the learner will encounter the situation. In order to implement the situational syllabuses, dialogue - oriented lessons are designed. This procedure provides a short intensive practice of certain linguistic forms.⁶

⁵ "A Structural Approach versus A Situational Approach to Foreign Language Teaching," Language Learning, XII(December, 1971), 236.

⁶ Leo R. Cole, "The Structural Dialogue," IRAL, VII(May, 1969), 132

Such an integrated design is feasible. It can be implemented effectively in Teaching English as a Foreign Language for Ninth Grade Students in Ethiopia.

1.2 Review of Related Theoretical studies

In Modern Language Teaching, the method of teaching a foreign language can be planned in two major ways. These are meaningful practice and mechanical drills. The two techniques have their roots in the Situational and the Structural Approaches respectively. However, both approaches use dialogue for oral practice in foreign language learning.

The major question that should be asked regarding an approach to foreign language learning is: What is the most effective way of developing the communicative ability of speaking English of a learner?

The proponent of the Structural Approach, Fries, has justified his approach in terms of linguistic, psycholinguistic and pedagogical principles. However, a major criticism against this approach is that it prepares the learner only for a mechanical manipulation of linguistic elements and not for spontaneous communication and interaction. Describing the Structural Approach, Kenneth Chastain writes:

In order for behaviour to be conditioned the student must be led through a series of stimulus-response situations in which his active response is followed by immediate reinforcement ...meaning has been postponed in order to stress the development of automatic response.⁷

Mechanical drills are the result of this influence. The objective is the internalization of language habits. In this respect, the learners who have been

⁷"The Audio-Lingual Habit Theory Versus the Cognitive-Code Learning Theory," IRAL, VII (February, 1969), 99.

taught in mechanical drills can respond to a given stimulus like "a well trained parrot"⁸, without being aware of what they are saying. However, the structuralists give support to the merits of the approach. Nelson Brooks, a proponent of the Structural Approach, states that "The single paramount fact about language learning is that it concerns not problem solving, but the formation and performance of habits."⁹ There is an assumption in this remark that this approach of habit formation proves of some value in achieving the objectives of the foreign language programme. One of the objectives of this programme is that a learner should use the foreign language in every situation with reasonable fluency and correctness. The Structural Approach, advocated by Fries and others, claims to be effective in achieving these objectives. However, the value of teaching English in the structural way has been questioned for years. A substantial body of research has indicated that such a method does little to increase communicative ability of speaking English.¹⁰

The Structural Approach, which claims language as a collection of habits, "...dictates that one should avoid any real communication until the set of habits is established correctly."¹¹ In accordance with this idea, language teaching in the ordinary classroom situation mainly consists of repetitive practice with selected sentence patterns, divorcing them from the real situation. The structuralists assume that the learner must achieve some degree of linguistic competence before he can engage in linguistic performance of a communicative

⁸Frederick P. Veidt, "The Dialogue: An Aid to Oral Production in Beginning Language Study," Modern Language Journal, LVII(February, 1973),3.

⁹Language and Language Learning: Theory and Practice (New York: Horcourt Brace, 1964), p. 64.

¹⁰H.D. Barrett, "Illusions and Realities," Perspectives on Second Language Teaching, ed. H.H Stern (Ontario: The Ontario Institute for Studies in Education, 1970), p. 7.

¹¹Karl Conrad Diller, The Language Teaching Controversy (Rowley, Massachusetts: Newbury publisher, 1978), p. 51.

nature. Kenneth Chastain, for example, advocates the separation of "linguistic competence" from "Communicative competence" in teaching foreign language. He affirms that "Linguistic competence must precede performance... Before asking the student to perform, the teacher should establish the basic foundation."¹² However, as Geoffrey Broughton observes "...for a foreign language learner, it might sometimes be more important to achieve communicative competence than to achieve linguistic correctness."¹³ This being so, the communicative ability in speaking English has to be achieved through use itself. But, the structuralists maintain that a learner should be engaged in practice during most of the teaching time until control is achieved.¹⁴ They demand the accuracy of structure isolated from the actual use of the language. However, if the students are not made aware of the relationship between the rules of the language and its use, it seems logical to ask whether the language drills will be readily available to the learner when appropriate situations arise. The users of the Structural approach hold the view that a learner will somehow be able to say things automatically when appropriate situations arise. It seems, as James Ward maintains that "... linguistically, they cannot create novel utterances. Communication becomes an echo of previously memorized dialogue."¹⁵ This is because the learner is not first exposed to the conventions of the language.

Leslie Hill acknowledges that progress in communication is hindered by artificiality of language learning through drills, which usually take up class time without providing the learner with opportunities to draw on his learning experience to express himself. He remarks:

¹⁵ "The Teacher, The Student, The Classroom, and Communication Activities," English Teaching Forum, XXII (July, 1984), 12.

*The essence of language is communication. Unless we are mere students of linguistics, we learn a language to communicate.... Any mechanical type ... in which the student does not have to think about the situation in which the language is used is unrealistic. It is the oral equivalent of what used to be called 'barking at prints.'*¹⁶

Psycholinguistically, it is claimed that a language is only observed when the learner sees it fulfilling its primary function of being meaningful; that is, the learner should find the sentences as they are used in real life. For this to happen, the language class should become a language community in which the learners can themselves experiment with the target language. It seems likely, however, that the language teaching approach inherent in the Structural Approach necessitates this type of classroom presentation. This is because the strength of the Structural Approach lies in building up the grammatical rules of the target language rather than in using the language. Thus, the failure of a teaching methodology to promote communicative competence can be a drawback of that approach.¹⁷

At present the Structural Approach is itself subject to criticism, both on theoretical and practical ground.¹⁸ But psycholinguists such as Wilga M. Rivers and others stress the importance of the Structural Approach in foreign language instruction.¹⁹

Justification for the Situational Approach has been offered by many writers. Leonard Newmark and David A. Reibel suggest the use of the Situational Approach

¹⁷Richard Allwright, "Language Learning through Communicative Practice," The Communicative Approach to Language Teaching, eds. C.J. Brumfit and K. Johnson (Oxford: Oxford University Press, 1979), p. 168.

¹⁸Mats Oskarson, "An Experiment Assessing the Relative Effectiveness of Two Methods of Teaching English Grammatical Structures to Adults," IRAL, XXII (February, 1972), 262.

²⁹Rules, Patterns, and Creativity in Language Learning, English Teaching Forum, XXII (April, 1975), 131.

rather than a Structural Approach in teaching and Learning a foreign language.²⁰ John B. Carroll, especially, has given theoretical support for the Situational Approach in relation to its cognitive relevance. He remarks:

*According to this theory, learning a language is a process of acquiring conscious control of the patterns of a second language... facility will develop automatically with use of the language in meaningful situations.*²¹

It seems that situational factors are cognitive prerequisites for the development of communicative competence. John A. Ushur adopted a view similar to Carroll's and he substantiated this theory experimentally. He reported that the Situational Approach and meaningful learning are compatible in the learning and teaching process.²² Rod Wheller argues in support of the Situational Approach in learning and teaching a language. He says: "The Situational Approach gives practice in the communicative use of the structure and it increases oral fluency because it emphasizes continuity of speech."²³ This suggests that the influence of the Situational approach upon oral language is tremendous.

H.H. Stern contends that the only way of learning a language is by using it. He suggests that drill practice is not enough for a learner to improve his mode of expression; he needs to be made aware of the various uses of the language through contact with models of effective English.²⁴ To help the language learner develop communicative ability in a foreign language, Stern recommends the Situational Approach for language teaching activities. From Stern's view, the Situational Approach has a profound impact during the learning process.

²⁰ "Necessity and Sufficiency in Language Learning," *IRAL*, 6 (February, 1968), 145.

²¹ "The Contribution of Psychological Theory to the Teaching of Foreign Language" *Modern Language Journal*, 5 (May, 1965), 273.

²² "Four Experiments on the Relation between Foreign Language Teaching and Learning," *Language Learning*, 18 (January-February, 1968), 11.

²³ "Structure Interaction," *English Language Teaching*, XXXV (January, 1981), 109.

²⁴ "Bilingual Schooling and Second Language Teaching," *Focus on the Learner: Pragmatic Perspective. for Language Teacher*, ed. John W. Oller (Rowley, Massachusetts: Newbury House, 1973), p. 280.

Foreign Language methodologists such as A.S.Hornby affirm that, "Language is used for situations and should be taught in situations."²⁵ This kind of teaching depends on an appropriate curriculum and a method of teaching. The Situational Approach necessitates this method of teaching. Thus, The Situational Approach seems to have a positive application to the study of a foreign language.

William R. Slager says that it is by teaching a language in a situation that a student can learn to communicate and internalize the rules of the target language as he learn to communicate and internalize the rules of the target language as he learned his first language.²⁶ Undoubtedly, the Situational Approach has some similarity with the first language learning. In this interpretation, learning a foreign language would be more effective if you let the learner come into contact with it.

J.C. Sagar says, "We do not study words and grammatical forms in isolation. Language should be studied only in the context of real situations."²⁷ The use of situations is highly desirable as an end to learning the foreign language. The situational Approach seems to integrate linguistic patterns and situations in the teaching and learning process. The Situational Approach in language teaching would help the learner to develop communicative competence.

David A. Wilkins, explaining the pedagogical process involved in foreign language learning disagrees with Fries about the role of mechanical drills in language learning. He writes: "From the linguistic point of view,...learning will be incomplete if the contact with a second language is not meaningful."²⁸

²⁵"The Situational Approach to Language Teaching." Teaching English as a Second Language, eds. Harold B. Allen and Russell N. Campbell (New York: McGraw-Hill International Book Company, 1972), p. 88.

²⁶"Creating Contexts for Language Practice," English Teaching Forum, XI (September-October, 1973), 2.

²⁷"The Language Laboratory and Contextual Teaching Method," IRAL, VII (August, 1969), 216

²⁸"Second Language Learning and Teaching (London: Edward Arnold, 1982), p. 39.

The basic premise of this position is that the study of a language in a context in which meaningful use and linguistic drills are combined is necessary for foreign language learning. A language class should prepare the learner to use the target language in situations. The foreign language will never become a truly effective means of communication if experience with it is limited only to the grammatical forms as it is happening in Ethiopian schools.

Clifford H. Prator warns that "...the purpose of language is communication. Until it is used for communicating ideas, it is not language learning but parroting."²⁹ This implies that learning a language should not be a recitation of items or patterns, but should be experienced by the learner in situations. Then, if learning a language involves communication, an approach should attach meaning to language practice in a situation. Situational Approach, then, attempts to simultaneously account for both linguistic forms and situations in teaching and learning a foreign language.

Advocates of the Situational approach such as Hauptman and Wilkins have stressed that the system of language is acquired through meaningful experiences and conversational exchanges rather than through practice of isolated structures. They assume that language should be taught with a constant focus on developing the purposes it serves, namely the purposes of communicating intentions in certain situations. As a result, they make situations the basis of language teaching. This is most likely a method by which the objectives in foreign language learning may be achieved.

²⁹ "English as a Second Language: Teaching," Teaching English as a Second Language, ed., Harold B. Allen (New York: McGraw-Hill, 1965), p. 91.

The above researchers have provided evidence that the Situational Approach helps for developing the communicative ability in speaking English. The writer's purpose is to conduct an experimental study to test the relative effectiveness of the Situational and the Structural approaches in developing communicative ability in speaking English.

CHAPTER TWO

PLAN OF THE STUDY

2.1 Procedure

In this chapter the writer describes the sample of the study, the data collection and the methodology of the study.

2.11 Subjects

One hundred Grade Nine students studying English as a foreign language at Inteto Comprehensive Secondary School, Addis Ababa, were randomly selected. Fifty of the students were assigned to the Experimental Group and the other fifty to the Control Group. The students had studied English for seven years at school. Ninth Grade students were chosen as the target of the study because the writer had taught English in this grade for many years, and he is quite familiar with the kind of problems Ninth Grade students face.

2.12 Data Collection: Pre-test and Post-test

First a pre-test was administered to both the Experimental and the Control Groups to record their English performance level. The questions were prepared from the Ministry of Education English syllabus for the Eighth Grade. The syllabus was based on the Structural Approach. The pre-test was shown form comment to some teachers who used the same method of teaching; namely, the Structural Approach. Moreover, the pre-test used in the study was tested on a group of English language students a year previous to the actual experiment. No student who participated with the pre-test was a student in Entoto Comprehensive Secondary school. The results of the pre-test revealed that there was no significant difference in the English proficiency of the Experimental and Control Groups. Since the purpose of the study was to make a comparison of two teaching approaches, an experimental justification was required to observe the progress the learners make.

The Experimental Group was taught by the Situational Approach and the Control Group by the Structural Approach. Though developing communicative ability in speaking language requires a long period of learning, the researcher decided that the experimental lessons should be limited to a short time so that they should not affect the regular course. For this reason, the experiment was conducted for three months. After the Experimental Lessons were conducted, a post-test was given to both the Experimental and the Control Groups, to determine whether there was any significant difference in English proficiency between the respective groups.

The pre-test and the post-test consisted of two main parts: recognition and production. They were administered along these lines:

1. The teacher held up an item or showed a picture and asked, "What is this?" or he told the testee to ask him about the item or the picture.
2. The teacher placed the examinee in a certain situation, and asked the student what he would say or ask when he is confronted with a certain situation.

Although the tests were supposed to be objective, some questions had more than one possible answer. For example, the answer to question twenty, "What is this?" could be "It's an umbrella", or "This is an umbrella". (see Appendix A).

These were the ways of eliciting responses and questions. Both the responses and questions were oral. The responses were open-ended. In the open-ended responses, "The testee is free to initiate, elaborate or quantify and adapt the attitude he considers appropriate."³⁰

Theoretically, the examinee was expected to employ the totality of integrated skills that constitute a language: pronunciation, grammar, lexicon and fluency. The major errors were found to be the ones that caused misunderstanding of whole utterances such as unintelligible pronunciation, incorrect structure, inappropriate vocabulary and failure to give the correct information.

Three teachers conducted both tests. One of them put the questions to the students and the others did the scoring. A check-list was given to the examiners. The purpose of using a check-list, in addition to the rating scale, was to help the tester evaluate each student according to the same criteria. The testees were rated on a 0-4 scale. Each score had this value:

0 = Failed to answer

1 = Unsatisfactory

2 = Fair

3 = Good

4 = Very Good

In spite of any shortcomings the tests may have had, when the two teachers did the scoring, the results came very close. Such results, according to C.J. Brumfit and J.T. Roberts, are degrees of measurement, which tests should produce.³¹

³⁰John B. Carroll, Testing Communicative Performance (Oxford: Pergamon Press, 1980), p. 34.

³¹An Introduction to Language and Language Teaching (London: Batsford Academic and Educational Ltd., 1983), p. 130.

2.2 Methodology

2.21 Teaching Materials

The grammatical patterns that were eventually used for the experiment were selected on the basis that they should be part of the regular course and easy for students at this level to learn. Once the items or patterns to be taught had been selected, the Experimental Lessons were prepared according to the Situational and the Structural Syllabus designs. The Situational Lessons were designed in accordance with the principles of language teaching advocated by Wilkins. The Structural materials were similar to those advocated by Fries and others. This method is characterized by the presentation of the language rules through drills.

The structural grading patterns used in both the Experimental and the Control Groups were adapted from the Ninth Grade English Syllabus for Ethiopian Secondary Schools.³²

The Lessons of the respective groups had a great deal in common, but the difference was in how the common aim was to be achieved. For experimental reasons, however, the lessons were strictly apart from each other.

2.22 Treatment

The Experimental and the Control Groups were taught by two different teachers. The materials of the two approaches were broken into smaller components of each covering a segment of the entire subject. The Situational Lessons

³²S.C. Murison-Bowie, Contact: The Oxford Secondary English Course in Ethiopia (Addis Ababa: Oxford University, 1974), pp. 167-287.

were handed in the form of a dialogue involving two or more students. The teacher tried to build communicative competence while providing the learner with an understanding of linguistic items. The Structural Lessons, on the other hand, were presented in repetitive drills. The Experimental Lessons consisted of ten units.

In order to eliminate teachers' variables and to maintain consistency of the treatment during the experimental process, the learners of both approaches were supplied with work-sheets. The differences between the Situational and the Structural Approaches are summarized in Table 1 and Table 2, which reflect the meaningful practice on the one hand, and the mechanical drills on the other hand.

2.221 Presentation of the Situational Lessons

Each unit of the Situational Lessons was prepared in two major parts:

1. Situations: The events on topics which the learner needs to talk about were identified.
2. Presentation: Pairs of students were given a dialogue containing the items that the teacher had just modeled for them. The purpose of the dialogue was to enable the learner to use the target language in a more natural and life-like situation than isolated practice with their teacher.

2.222 Presentation of the Structural Lessons

The students learned the structural patterns through oral stimulus and oral responses. In the oral stimulus, the teacher presented the key examples. In the oral responses the class repeated the key examples given by the teacher. In this respect, the teacher acted as a initiator rather than a model. No

effort was made to relate the teaching of grammar to meaningful practice. Errors were minimized through controlled drills. The learners were made to memorize the patterns through repetition.

TABLE 1

Classroom Procedures for teaching the Experimental Group:
The Situational Approach

OBJECTIVES	STUDENT'S ROLE	TEACHER'S ROLE
To train the learner to respond to questions or statements at a fairly natural pace.	To act out the dialogue in front of the class	To read the mispronounced words in the context.

TABLE 2

Classroom Procedures for Teaching the Control Group:
The Structural Approach

OBJECTIVES	STUDENT'S ROLE	TEACHER'S ROLE
To train the learner to internalize the target language.	To listen to the teacher's explanation.	To explain and to write examples on the blackboard
To promote fluent production of the language items in a very controlled way.	To repeat the language items after the teacher.	To give stimulus, using the information in the exercise.

CHAPTER THREE

ANALYSIS AND RESULTS

3.1 Analysis

The writer wants to find out that students taught Oral English by the Situational Approach would score significantly higher ($p > 0.01$) in the post-test than those taught the same forms by the Structural Approach. In order to measure the difference in effectiveness between the two approaches, an experiment was conducted. The better performance of one of the groups must be statistically significant as measured by the statistical test. The expected results were:

1. If the Experimental and the Control Groups perform similarly in the post-test; that is, if the difference between their means is not statistically significant; the NULL hypothesis (H_0), which states that there is no difference between the Situational and the Structural Approaches in developing the communicative ability in speaking English, will be accepted.
2. If the Experimental Group or the Control Group performs better; that is if the difference between their means is statistically significant; then, the ALTERNATIVE hypothesis (H_1), which states that there is a difference between the Situational and the Structural Approaches in developing the communicative ability in speaking English, will be accepted.

3.2 Hypothesis Test

To test the hypothesis, the results of each group were computed by the t-test analysis. The t-test was chosen for testing the hypothesis because it supplies an exact distribution applicable to less than thirty sample sizes.

Since the variance (S_1^2 and S_2^2) of the two groups are unknown, their estimates must be pooled to obtain a common variance (σ), which is needed for evaluating the difference between the two means. The common variance is estimated by pooling the two sample variances using the equation.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$\sigma = \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2}} \quad 33$$

The NULL hypothesis (H_0) was the hypothesis parameter value which was compared with the sample results. The hypothesized value can be either accepted or rejected. The ALTERNATIVE hypothesis (H_1) can be accepted only if the NULL hypothesis (H_0) is rejected.

A significant level of 0.01 was taken as a critical region for supporting or rejecting the NULL hypothesis of the study. The sample size of each group was fifty students. The degree of freedom was ninety-eight.

It is established that if the t-cal. is greater than the t-tab. obtained from the value given in the statistical table, then the ALTERNATIVE hypothesis is supported by rejecting the NULL hypothesis, and the reverse is true if t-cal. is less than t-tab.

³³Murray R. Spigel. Theory and Problem of Statistics, (New York: McGraw-Hill International Book Company, 1972), p. 194.

3.3 Results

In the light of the recent research findings presented by Terry Walker and Paul Gallagher, a pre-test and a post-test with contextual content were utilized.³⁴ Since homogeneity of the students' background was required, it was hypothesized that the two groups should not show statistically significant differences from each other in terms of their language proficiency. For this reason, the writer developed a pre-test to be administered to the Experimental and the Control Groups before the treatment (see Appendix A). After the raw scores of the students were computed, the pre-test showed practically no difference (see Table 3). This implies that both groups had the same English proficiency level before the experiment started. Thus, the NULL hypothesis (H_0) is accepted. Therefore, any difference that might come after the experiment can be attributed to the difference in methodology.

TABLE 3

Statistical Computation of the Pre-test

Group	N	\bar{X}	S S ²	t-cal	t-tab	Significant
EX	50	34.80	134.46	1.7	2.62	No
CG	50	34.46	140.95	Inside range		significance

df = 98

Alpha = 0.01

³⁴"Oral Situational structure Test," English Language Teaching, XI (June, 1978), 243.

When the experiment was completed, a post-test was conducted. The idea of giving the post-test was to evaluate the progress made by the Experimental and the Control Groups. According to the t-test analysis, the Experimental Group achieved significantly better results than those attained by the Control Group. The results were 56.80 versus 37 of the respective groups (see Table 4). In this respect, the t-tab. is beyond the significant level of 0.01, which is outside the range of ± 2.62 . Such a high deviation could certainly be considered statistically significant.

TABLE 4

Statistical Computation of the Post-test

Group	N	\bar{X}	S^2	t-cal	t-tab	significance
EX	50	56.80	125.652	8.742	2.62	statistically
CG	50	37	125.2	out side range		significant

— df == 98

Alpha = 0.01

The results of the experiment implies that a language class doing situational oriented activities can achieve a higher level of performance than a class using the Structural Approach, which is predominantly based on manipulative oral exercises. This achievement reflects the effectiveness of the method in developing communicative ability in speaking English.

The achievement of the Experimental Group tends to agree with the efficacy of the Situational Approach in the teaching of communicative competence of English as a Foreign Language. Therefore, the Null hypothesis (H_0), which

states that there is no statistically significant difference between the Situational and the Structural Approaches in developing the communicative ability in speaking English, is rejected. The ALTERNATIVE hypothesis (H_1), which states that there is a significant difference between the situational and the structural approaches in developing the communicative ability of students in speaking English, is accepted.

On the basis of the results, the Situational Lessons were more favourable than the Structural Lessons in developing the communicative ability of students in speaking English. Moreover, the experiment indicates that relating the language patterns to the context of real language situations significantly enhances language learning. It seems that a learner will not become a competent speaker of a foreign language unless he is exposed to a condition in which he can use the language. Therefore, it can be concluded that the results of the Experimental Group was due to the methodological and motivational factors which the Situational Approach provided.

CONCLUSIONS

As it is cited in the introduction of this paper, today there are two widely accepted theories of teaching foreign language. This study was undertaken in an effort to assess the relative effectiveness of two methods of teaching communicative competence of English; namely, the Situational and Structural Approaches.

The English language syllabus prepared by the Ministry of Education has overemphasized the accumulation of vocabulary and patterns, disregarding communicative activities. In the absence of communicative activities, the

students tend to become more bookish and are handicapped in communicating their ideas in natural situations. Thus, the standard of English obtained at the end of the secondary schools is unsatisfactory, and does not fulfil the requirements outlined in the syllabus. If a foreign language course fails to produce competent speakers who can speak fluently and in varied situations, there must be something wrong with the syllabus.

The ultimate objective of language learning is to use it for effective communication. To communicate effectively, a mastery of the language is indispensable. To achieve this aim engaging in communicative activities related to real-life situations with appropriate teaching materials is imperative. The Situational Approach appears to be appropriate because it exposes the students to practice in meaningful and communicative contexts. This has been demonstrated by the good results the Experimental Group obtained in the post-test. The extent of the progress that the experimental Group have made can be seen from the statistics given in Fig. 1. (converted to 40%)

Therefore, on the basis of the results of the experiment, the writer concludes that the learner gains more from the Situational Approach than from the Structural Approach in developing his communicative competence. According to the findings, the Structural Approach seems to have little to offer to language learners in developing their oral communicative skills.

However, it must be clear that the results of this study should not be interpreted in broad terms. The writer has only compared two teaching Approaches with regard to the teaching of spoken English and not overall language proficiency.

Nevertheless, the study can be considered as one step in identifying one single problem and suggesting a possible alternative. Moreover, more research work should be carried out along these lines before the method is adopted by the school system.

RECOMMENDATIONS

The structural method of teaching English; that is, teaching the patterns of language instead of the use of the language has been widely used in Ethiopian schools. The method has reduced the opportunities for effective and control exposure to, and practice in, the use of the language. As a result, this leaves the learners at a considerable disadvantage since it does not help them to communicate well. This may be considered as one factor which led to the deteriorating standard of English. The writer concludes that failure to teach the spoken language is one of the reasons why students are lacking in even the most elementary speaking facility in the target language.

It is generally acknowledged that Ethiopian students learn English not as an end in itself, but to study other subjects through it. If English is to be used as a medium of instruction, developing the communicative competence of the learner is a pressing need for Ethiopian foreign language students. The syllabus the quality of teachers and the methods of teaching should be closely integrated in order to transtate this need into reality.

The current methodological trends in foreign language teaching centre around the need to teach the communicative competence of English rather than merely the patterns and vocabulary of English. If one would concede that the

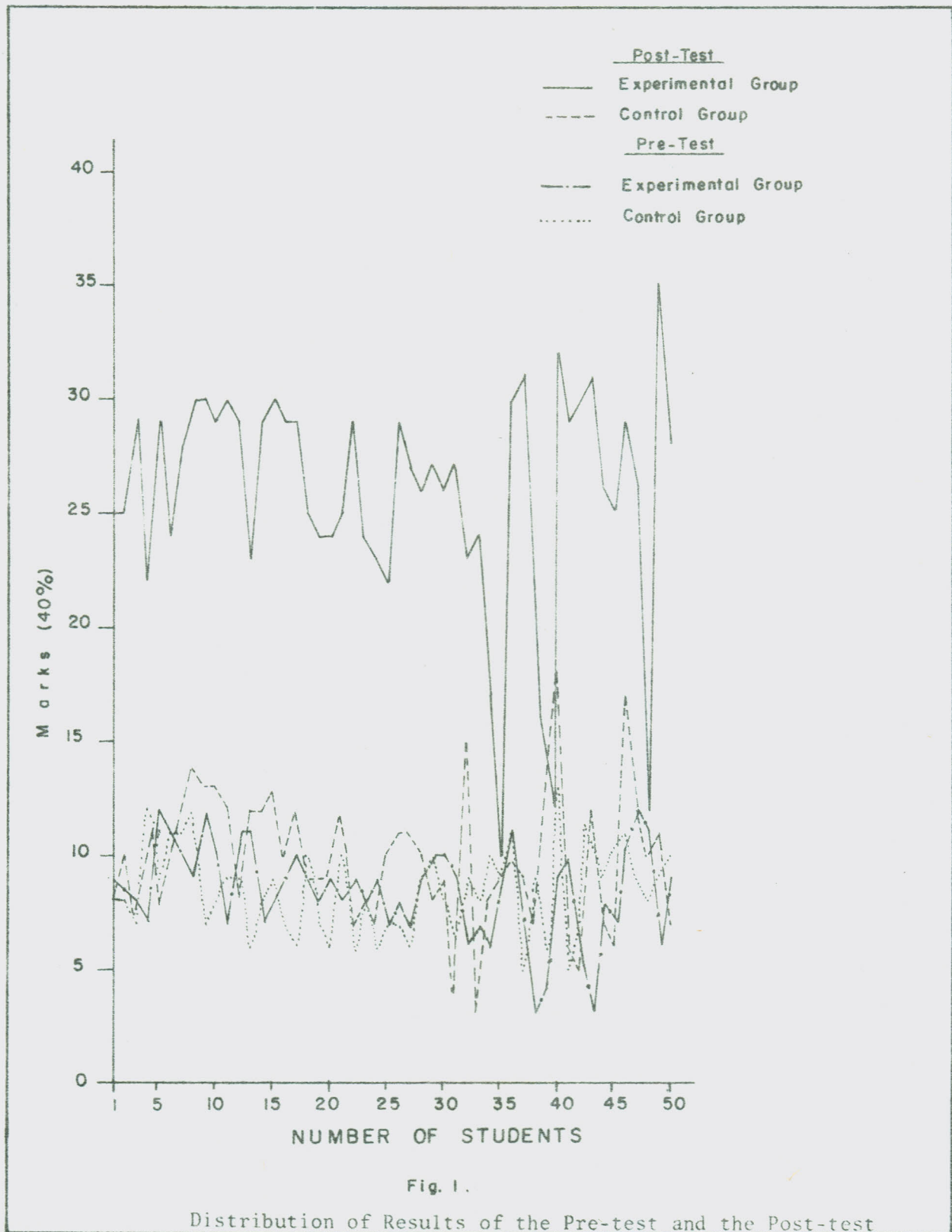


Fig. 1.

Distribution of Results of the Pre-test and the Post-test

development of communicative competence is a viable end of foreign language learning, several properties of this process should be considered in developing a syllabus. Thus, it is necessary to develop a syllabus which correspondingly reflects the spoken language.

Since the ultimate objective of language learning is communication, classroom presentation should, from the beginning, be directed toward the development of communicative competence. It is obvious that learning a language requires practice, but this practice should be communicative practice, not mere pattern practice, as it is happening in Ethiopia. As far as the objective of foreign language learning is concerned the learner should use the language he is learning. In order the learner use the language it is urged that greater prominence should be given to the spoken language. The exposure of the foreign language to the target language through extensive communicative practice is needed in the classroom as an aid to the development of communicative competence. Thus, the foreign language teaching in Ethiopia should be taught with a constant focus on developing the purposes it serves.

Returning to the specific situation in Ethiopia, since English is used as a medium of instruction, the learner is expected to express himself orally and in writing with ease and accuracy, and follow the spoken language with full understanding. To develop these demands, deliberate teaching of a spoken language is, therefore, indispensable for Ethiopian foreign language students. In this respect, situational method accords the spoken language a central role in acquiring the command of language. If the spoken language has come to be one

of the central purposes of language study, the situational syllabus, therefore, seems more appropriate and feasible for teaching spoken language for Ethiopian students. According to the results of this study and the conclusions drawn from these, it is recommended that:

1. The Ministry of Education should prepare text-books and teaching aids embedded in the context of meaningful communication, which provide the learner with experiences in the spoken language. This will gear its objectives to what a learner actually needs.
2. The learner should be provided with a broad range of language contexts in which to use language and a broad range of experiences in which the learner recodes reality into language. This can be done by dialogues, role-plays and conversational activities in the class.

BIBLIOGRAPHY

- Allen, Harold B., ed. Teaching English as a Second Language. New York: McGraw-Hill, 1965.
- Allen, Harold B. and Russell N. Campbell. eds. Teaching English as a Second Language. New York: McGraw-Hill International Book Company, 1972.
- Brooks, Nelson, Language and Language Learning: Theory and Practice. New York: Harcourt Brace, 1964.
- Broughton, Geoffrey. Teaching English as a Foreign Language. London: Routledge and Kegan Paul, 1981.
- Brumfit, C.J. and J.T. Roberts. An Introduction to Language and Language Teaching. London: Batsford Academic and Educational Ltd. 1983
- Brumfit, C.J. and K.Hohnson, eds. The Communicative Approach to Language Teaching. Oxford: Oxford University Press, 1979.
- Carroll, John B. Testing Communicative Performance. Oxford: Pergamon Press, 1980.
- "The Contribution of Psychological Theory to the Teaching of Foreign Language," Modern Language Journal, 5(May, 1965), 273-281.
- Chastain, Kenneth. "The Audio-Lingual Habit Theory Versus the Cognitive - Code Learning Theory," IRAL, VII(February, 1969), 97-106.
- Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally College Publishing Co., 1976.
- Cole, Leo R. "The Structural Dialogue," IRAL, VII(May, 1969), 125-132.
- Diller, Karl Conrad. The Language Teaching Controversy. Rowley, Massachusetts: Newbury Publisher, 1978.
- Fries, Charles C. Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan Press, 1945.
- Hauptman, Philip C. "A Structural Approach versus A Situational Approach to Foreign Language Teaching," Language Learning, XII(December, 1971), 235-244.
- Hill, Leslie, "Reconciling Grading and Contextualization," English Teaching Forum, X(January-February, 1972), 6-9.
- James, Carl, "The Applied Linguistics of Pedagogic Dialogue," English Teaching Forum, X(May-June, 1973), 32-36.



- Kitchin, M.V. "Some Thoughts on Situationalized Teaching." English Language Teaching, IV(June, 1974), 190-294.
- McKay, Sandra Lee, "On National Syllabuses," Modern Language Journal, 64(Summer, 1980), 179-186.
- Mackey, William Francies. Language Teaching Analysis. London: Longman Group Ltd. 1965.
- Murison-Bowie, S.C. Contact: The Oxford Secondary English Course Ethiopia. Addis Ababa: Oxford University. 1974.
- Oller, John W., ed. Focus on the Learner: Pragmatic Perspective for Language Teacher. Rowley Massachusetts: Newbury House, 1973.
- Oskarson, Mats, "An Experiment Assessing the Relative Effectiveness of Two Methods of Teaching English Grammatical Structures to Adults," IRAL, XXII(April, 1975), 131-135.
- Rivers, Wilga M. "Rules Patterns, and Creativity in Language Learning," English Teaching Forum, XXII(April, 1975), 131-135.
- Sagar, J.C. "The Language Laboratory and Contextual Teaching Method," IRAL, VII(August, 1969), 216-231.
- Slager, William R. "Creating Contexts for Language Practice," English Teaching Forum, XI(September-October, 1973), 2-9.
- Spigel, Murray R. Theory and Problem of Statistics. New York: McGraw-Hill International Book Company, 1972.
- Stern, H.H. ed. Perspectives on Second Language Teaching. Ontario: The Ontario Institute for studies in Education, 1970.
- Ushur, John A. "Four Experiments on the Relation between Foreign Language Teaching and Learning." Language Learning. 18(January-February, 1968), 10-12.
- Veidt, Frederick P. "The Dialogue: An Aid to Oral Production in Beginning Language study," Modern Language Journal. LVII(February, 1973), 3-8.
- Walker, Terry and Paul Gallagher, "Oral Situtational Structure Test," English Language Teaching, (June, 1978), 242-244.
- Ward, James, "The Teacher, The Student, The Classroom and Communication Activities," English Teaching Forum, XXII(July, 1984), 11-13.
- Wheeler, Rod, "Structure Interaction," English Language Teaching, XXXV(January, 1981), 106-109.
- Wilkins, David A. Second-Language Learning and Teaching, London: Edward Arnold, 182.

APPENDIX A

PRE - TEST

Instructions: Answer the questions orally in complete sentences.

No.	ORAL QUESTIONS	CRITERIA				
		0	1	2	3	4
1	Can you tell us your address?					
2	The teacher writes on the blackboard, then he tells the testee to ask him what is he doing.					
3	The teacher shows X doing something, then asks this question: What is X doing?					
4	How do you spend your free time?					
5	Do you often play football?					
6	Ask someone to lend you a pen.					
7.	Assume that you are waiting for someone at a bus station. You want to know the time. You notice a woman sitting next to you has a watch. you say:					
8	Ask your friend what she or he likes to drink.					
9	Assume that you are eating dinner with your family. You want someone to pass you a piece of "ingera". you say:					
10	Stand up. What have you done?					
11	Pick up your pencil. What have you done?					
12	How do you come to school?					

No.	ORAL QUESTIONS	CRITERIA				
		0	1	2	3	4
13	How do you ever seen a lion?					
14	Do you like these flowers which I have in my hand?					
15	What is the job of Ato A in your school?					
16	What are you going to do to anight?					
17	Do you speak Arabic?					
18	Ask your friend what he did yesterday.					
19	Ask how much this item costs.					
						
20	What is this?					
						
21	The teacher tells the testee to turn his book to page eight, then asks this question: What are you doing?					
22	The teacher shows somebody's shirt, then asks this question: Whose shirt is this?					
23	Can you ride a bicycle?					
24	You will soon be going home, won't you?					
25	At what time do you eat your lunch?					
	Total					
	Grand Total					

APPENDIX B

POST - TEST

Instructions: Answer the questions orally in complete sentences.

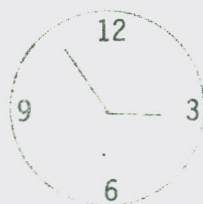
No.	ORAL QUESTIONS	CRITERIA				
		0	1	2	3	4
1	Let's say that you are in Addis Ababa now. You want to know where the bus station is. you say:					
2	A man asks you where the airport is. your answer is:					
3	You have a pencil, but you do not have a sharpener. Ask your friend for his sharpener.					
4	Make a sentence using the work <u>able</u> .					
5	Where did you go yesterday?					
6	Ask me where the post office is.					
7	Do you have an English class on Sundays?					
8	At what time your English class starts?					
9	What were you doing at two o'clock yesterday?					
10	Ask me if I have ever seen a helicopter.					
11	Have you ever been in Addis Ababa?					
12	Can you translate this sentence into Amharic? (any amharic sentence)					
13	In what shift do you come to school?					

14 From this table, we can say E is (height).

PLAYERS	HEIGHT
A	1.82 meter
B	1.87 meters
C	1.88 meters
D	1.85 meters
E	1.80 meters

15 Ask me if I can touch the ceiling.

16 Look at the watch and tell the time.



17 Stand up. What have you done?

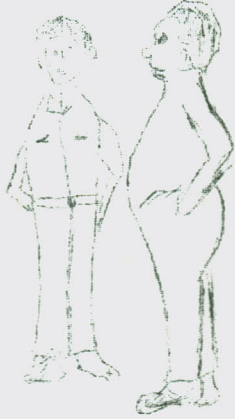
18 What is this?



19 Your friend bought a pair of trousers. You want to know the cost of the trousers. How do you ask him?

20 You want to use your teacher's pen. How do you ask him politely?

21 Why do you learn English?

		0	1	2	3	4
22	Is your roll number fifty-five?					
23	Are your English teachers from America?					
24	Touch one of these pictures. Which one did you touch? (comparison)					
						
25	Do you read Bible everyday?					
	Total					
	Grand Total					

APPENDIX C

THE SITUATIONAL LESSONS

Unit One

Structure: The verb to be : Am. Is. Was. Are, Were

Instructions: The Underlined words are to be replaced by inserting the substitution words or phrases. After practicing the language, adapt the information to suit your own circumstances.

A Lost Pen

S1: I lost my Pen. I can't find it, Aster.

S2: It was on the bookcase ten minutes ago.

S1: It is not there now

S2: Check whether it is near the desk, please.

Subsitution

pencil

book

Break

S1: Aster, it is break. Let us go out.

S2: It is not. There are five minute more.

Would you like to go out?

S1: Yes, I would. I need a rest. It is a very boring English class.

e

Class Attendance

S1: Were you in the class, Aster?

S2: Yes, I was.

S1: Where are the students, please?

S2: They are in the class, are they not?

S1: No, they are not. Who takes the class attendance?

S2: Aster, the monitor of our class.

S1: Were you at school yesterday, students?

S2: Yes, we were at school.

S1: What about the monitor?

S2: She was in the class studying chemistry.

Happiness

S1: You look happy today, Aster!

S2: Yes, I am happy. I have passed my physics examination.

S1: Congratulations. I am glad somebody is happy.

S2: Thank You.

Unit Two

- A. Situation: Studying English. After practicing the language, adapt the information to suit your own circumstances.
1. Structures: Do, Does, Did.
 2. Instructions: The underlined words are to be replaced by the substitution words or phrases.

A

S1: Do you speak English?

S2: Not very well.

S1: Do you know many words?

S2: No, I do not. I know only the important words.

Substitution

Amharic

Tigrigna

Oromigna

B

S1: Do you study English?

S2: Yes, I do.

S1: What about your sister?

S2: No, she does not.

Substitution

write listen

read understand

C

S1: Do you enjoy reading English books?

S2: Yes, I do.

Substitution

writing travelling

playing chess cooking

D

S1: Does your brother speak English?

S2: Yes, he does.

S1: Does your sister speak English?

S2: Yes, she does. She speaks it very well.

Substitution

fluently

rapidly

correctly

E

S1: Do you want to learn English?

S2: Yes, I do.

S1: Why do you want to learn English?

S2: Because it will be useful in the future.

Substitution

helpful very much needed

F

S1: Do you think English is easy?

S2: No, I do not.

S1: Why do you not?

S2: Because I do not understand it.

B. Situation: Asking about activities.

A

S1: Did you eat your lunch, Aster?

S2: Yes, I did.

S1: When did you eat?

S2: Five minutes ago.

S1: Where did you have your lunch?

S2: At home.

B

S1: Did you work last night?

S2: Yes, I washed my clothes.

S1: Did you do anything else?

S2: Yes, I studied my lesson.

C

S1: Did you have a good time last night?

S2: Yes, I did.

S1: Where did you go?

S2: I went to the Stadium.

Unit Three

A. Situation: A Meeting. Friends S1 and S2 are talking to each other when they meet.

1. Structure: The Present Perfect Tense

2. Instructions: The underlined words are to be replaced by the substitute words or phrases. After practicing the language, adapt the information to suit your own circumstances.

A

S1: Hello, Ail. How are you?

S2: I am fine, thanks.

S1: It is good to see you again.

S2: Thank you.

B

S1: What have you been doing?

S2: I have been studying.

S1: Has the school examination started?

S2: Yes, it has.

C

S1: Where have you been lately?

S2: I have been busy with extra work.

Substitution

recently

this week

since last July

D

S1: Aster, Have you met Ali?

S2: No, I haven't

S1: Aminaz told me that she has seen him in the class.

S2: I have had an appointment with him.

S1: Have you told your teacher that you have an appointment?

S2: Yes, I have. In fact, I told him that I will leave early.

S1: Have you informed the monitor to change your number?

S2: No, I have not. I am sure it will be all right.

Substitution

at school

at the market

E

S1: Has your sister done the assignment?

S2: Of course, she has.

S1: How did she find question number ten?

S2: She has found it difficult to work.

F

S1: Have you covered your book?

S2: Sorry I have not

S1: What about your exercise books?

S2: Yes I have.

Unit Four

A. Situation: Asking Information.

1. Structure: Wh- question forms.

2. Informations: The underlined words are to be replaced by the substitution words or phrases. After practicing the language, adapt the information to suit your own circumstances.

A

S1: What is your name, please?

S2: My name is Aster.

S1: How old are you?

S2: I am ten.

S1: Where do you live, Aster?

S2: I live in "Kefteгна" ten, "Kebele" five.

S1: Do you live with you family?

S2: Yes, I do.

B

S1: What do you do?

S2: I am a student. (A)

S1: When is your birthday?

S2: It is on the Tenth of May. (B)

S1: How many brother do you have?

S2: I have no brothers at all.

S1: How many sisters do you have?

S2: Just one.

S1: Where does your sister live?

S2: She lives in Jimma.

Substitution

A

clerk typist

librarian, teacher

B

in June

May 14th

C

S1: What time do you get up? A

S2: I get up about seven;fifteen. B

S1: What time is breakfast at your house?

S2: It is always at a quarter to eight.

Substitution

A

B

have breakfast

leave for work

leave home

return home

study

go to bed

D

S1: What do you usually do in the afternoon?

S2: I usually study or read.

S1: What do you generally do over the weekends?

S2: I generally watch sports and visit friends.

Substitution

on Monday

in the morning

in the evening

at lunch time

E

S1: Do you ever go to the museum?

S2: Yes, I do. I go every now and then.

S1: What things do you like to see?

S2: I enjoy seeing old paintings.

F

S1: Do you watch television very often?

S2: Well, I sometimes watch it.

S1: What is your favourite programme?

S2: I like the three o'clock Theatre best of all.

47

G

S1: When does school start, Aster?

S2: Well, it starts at 8 o'clock.

S1: When does it end?

S2: It ends at 12 o'clock.

H

S1: When do you leave your house, Aster?

S2: I usually leave at seven minutes past ten?

S1: What do you do in the evening?

S2: I do my assignments.

S1: When do you rest, then?

S2: Usually I rest when I am tired.

S1: When did you buy that?

S2: Oh, just a few days ago.

Substitution

find learn

get hear

B. Situation: Asking Directions. S1 is asking S2 how to get from one place to another place.

A

S1: Where is the airlines office, please?

S2: It is near the bus station.

S1: How far is that from here?

S2: About half a kilometer, I think.

Substitution

hospital

library

B

S1: Where is the post office, please?

S2: It is three buildings that way.

S1: What did you say?

S2: Three buildings along that street.

C

S1: Where is the airport, please?

S2: It is south of the city.

S1: What is the best way to get there.

S2: Take bus Number 2.

Substitution

north	west	south-west
east	north-east	

D

S1: How do I get to the nearest bus station?

S2: It is near the police station.

S1: Do you mean in the center of the town?

S2: Yes, that is the one.

E

S1: Is this the right way to the National Theatre?

S2: No, you are going the wrong way.

S1: Which way should I be going then?

S2: Go that way.

F

S1: What is the best (A) way to get to the stadium? (B)

S2: You can go by taxi.

S1: Is there any other way?

S2: Yes, by bus.

Substitution

A	B
fastest	the center of the town
easiest	the Central Hotel
shortest	the Gibe Hotel

G

S1: Where is the nearest telephone, please?

S2: There is one in the pharmacy.

S1: Do you mean, The Holy Saviour Pharmacy?

S2: Yes, that is the one.

Substitution

It is behind the bank	It is near the hospital
It is in that flat	It is over there

UExercise

A. Instructions: Suppose that you are in Addis Ababa. You want to visit the following places. How do you ask?

The Tourist Office

The National Museum

The Red Lion Hotel

The Library

The National Theatre

B. Instructions: Ask Wh-questions about the underlined words in the conversation.

S1: Yesterday, I visited my friends.

S2: What did he offer you?

S1: He gave me a cup of coffee.

S2: What did you do later?

S1: We went to a cinema for the evening show. We came back home very late.

Key

When did you visit your friend?

What did he offer you?

When did you get back home?

Unit Five

Situation: Asking for Time and for Dates. After practicing the language, adapt the information to suit your own circumstances.

Structure: would, could, just, around, nearly, exactly, almost.

A

S1: Excuse me, could you tell me the time, please?

S2: It is twenty five to four.

S1: Thanks a lot.

S2: Do not mention it.

Substitution

would

B

S1: What time do you have?

S2: It is almost eight.

S1: Do you have the exact time?

S2: Yes, it is two minutes to eight.

Substitution

just

nearly

around

C

S1: Excuse me. Would you please tell me what time is it?

S2: It is a quarter to two.

S1: Is that the correct time?

S2: Yes, it is.

D

S1: What time do you usually go to school?

S2: I usually start at eight-thirty.

S1: How do you go to school?

S2: I usually walk.

Substitution

always, generally

E

S1: When can I meet you, Aster?

S2: I will see you about (A) at two o'clock. (B)

Substitution

A

B

exactly

three minutes past one

almost

a quarter to two

half past nine

at any time

F

S1: Could you tell me the time, please?

S2: It is five minutes past three. (A)

S1: My watch says three o'clock.

S2: Then your watch is five minutes slow.

Substitution

four twenty, five to eight, fifteen minutes to nine

G

S1: What day is today?

S2: It is A today.

S1: What is the date?

S2: It is B.

Substitution

A

B

Monday

March the fifteenth

Tuesday

October the twenty-first

Friday

The third of August

Unit Six

A. Situation: Ordering a Meal and a Drink.

1. Structure: A, An, some

2. Instructions: Replace the underlined words with the given substitution words or phrases

A

S1: Would you like a drink, Aster?

S2: Yes, please.

S1: Would you like tea or coffee?

S2: A cup of coffee, please.

Substitution

a glass of milk

a bowl of soup

a cup of tea

a glass of water

a bottle of beer

a beaker of milk

B

SI: Will you have some more bread?

S2: No, but I would like some more tea, please.

SI: I think there is still some in the teapot.

C

SI: Excuse me, Almaz, could I have a spoon, please?

S2: Yes, of course, just a moment.

Substitution

a knife a pencil

a pen a dish

D

SI: May I have a light, please?

S2: Yes, you may.

Substitution

an apple an orange

a book a chair

E

SI: Would you like some tea?

S2: I beg your pardon?

SI: Would you like something to drink? to eat?

S2: No, thank you.

Substitution

some bread some sugar

some fruits some milk

F

SI: Excuse me, Aster. Do you have a watch?

S2: Sorry, Ali. I do not.

Substitution

the new book	a match
a dictionary	a pencil

G

SI: Excuse me. Could I have some milk, please?

S2: Of course. Here you are.

SI: Thanks a lot.

H

SI: I want some oranges. Some good ones, please. A

S2: We have no bad ones, Aster. We only buy the best.

SI: Would you like some of these oranges. B

Substitution

A	B
a loaf of bread	this butter
a kilo of sugar	this coffee
a piece of meat	this paper
a bottle of beer	this bread

I

SI: Did the teacher give you some paper?

S2: Yes, he did. Here is the paper he gave me.

Substitution

A	B
some fruit	fruit
some money	money

J

S1: The fruit looks rather nice. Do you think there is any chance of buying any?

S2: Yes, there is.

K

S1: Waiter, would you please bring us some oranges?

S2: Sorry, we have none.

L

S1: Is your sister married?

S2: Yes, she is. Her husband is an engineer.

Substitution

an accountant

a journalist

a taxi driver

a salesman

M

S1: I have a brother and a sister.

S2: I have an uncle and an aunt.

S1: Good morning. Can I help you? Do you want some oranges.

S2: No, thanks.

S1: Do you have some flowers in your garden at home?

S2: Yes, lots of them.

Substitution

vegetables

fruit

birds

trees

- S1: Excuse me, Aster. I need some ink.
 S2: Sorry, I do not have any. Maybe Ali has some.
 S1: Thanks. I will ask him.

Substitution

envelopes
 stamps
 paper

Unit Seven

- A. Situation: Comparison. After practicing the language, adapt the information to suit your own circumstances.
1. Structures: as-as, er-than, more than, the-est, the most
 2. Instructions: The underlined words are to be replaced by the substitution words or phrases.

A

- S1: Kebede, Haile and Tesfaye are equally handsome.
 S2: What about Ali?
 S1: Well, Ali is as handsome as Tesfaye.

Substitution

strong	tall
intelligent	slow
fat	dirty
good	noisy
lazy	rich
brave	weak

B

S1: This is a good pen. Is it not Aster?

S2: Yes, it is. It is one of the best in the town.

Substitution

biggest

most modern

newest

C

S1: Are you taller than me?

S2: Yes, I am.

S1: Do you not know that Haile is stronger than
Tsfaye? A

S2: Tsfaye is not as strong as Haile. (B)

S1: He is fatter than Haile. (A)

S2: I think so.

Substitution

A

B

heavier

heavy

fiercer

fierce

better

good

D

S1: Is Jimma like Addis Ababa?

S2: No, Jimma is much newer than Addis Ababa.

Substitution

older

cooler

larger

hotter

bigger

warmer

S1: Do you write clea

E

S1: Do you write clearly?

S2: No, I do not. Aster writes more clearly.

Substitution

better less carefully

less clearly faster

F

S1: I think, this pen is prettier than that.

S2: Well, I do not know. Why do you like that better?

S1: In fact, the design is more interesting and

t the colours are brighter. Furthermore it is

n not as expensive as that one.

S2: I will buy it then.

G

S1: I like this chair very much. (A)

S2: Did you see the other one?

S1: Yes, I did, but this chair is more comfortable

than the other. (B)

S2: I think, it is more attractive, too.

Substitution

A

B

colour

more practical

suit-case

warmer

desk

more modern

H

S1: I think Yohannes is quite strong. (A)

S2: I noticed that.

S1: He is always quicker than his brother.

S2: I know he always does thing more accurately
than I do. B

Substitution

A	B
patient	more patiently
neat	neater
slow	slower

I

S1: Is Mimi a wise person? (A)

S2: She is wiser than her sister. (B)

S1: In my opinion, her sister is the wisest person in
the family.

Substitution

A	B	C
calm	calmer	calmest
breave	braver	bravest
kind	kinder	kindest

J

S1: Did you not like the lat one we saw?

S2: Yes, I did, It is certainly very strong. A

S1: In fact, it is as strong as the first one.

S2: In my opinion, it is the strongest of all. B

Substitution

A	B
accurate	the most useful
useful	the biggest
comfortable	the tallest
	the most comfortable

Unit Eight

Structure: can, able

Instructions: The underlined words are to be replaced by the substitution words or phrases.

Acquaintance

A

- S1: Hello, I am Aster Kebede.
 S2: Pleased to meet you. I am Belay Haile.
 S1: Can you speak English?
 S2: Yes, I can. In fact, I can write and read well.
 S1: Can you spell well?
 S2: Yes, I can.

B

- S1: Can you understand spoken English well?
 S2: I can understand you.
 S1: Can you carry on a conversation?
 S2: I am really not very fluent yet.

61

C

S1: Are you able to speak Amharic quite well?

S2: Yes, I am

S1: Are you able to speak Tigrigna?

S2: No, I am not.

Substitution

read

write

understand

D

S1: What are you going to do tonight?

S2: I have not decided yet

S1: Would you like to go to the movie?

S2: Yes. I would

S1: Can I call for you?

S2* Yes, you can.

Help

A

S1: Can you give me some information, please?

S2: How much is the fare to Addis Ababa?

S1: It is twenty birr

S2: Where can I buy a ticket?

S1: You can buy a ticket in the office.

S2: Can you tell me when the bus leaves?

S1: It leaves at six o'clock.

B

S1: Excuse me. I am lost. Can you help me please?

S2: What is the matter?

S1: Can you tell me where a hotel is?

S2: Well, I am sorry, I cannot.

C

S1: Excuse me. Can you help me, please? How can I get to the hospital?

S2: You can go by bus.

S1: Can I go by taxi?

S2: No, you cannot. You cannot find a taxi easily at this moment.

D

S1: Friend, do you know where I can buy an envelope?

S2: You can buy it in any bookshop.

S2: Can I buy it easily?

S2: Yes, you can.

Unit Nine

1. Structure: May

2. Instructions: The underlined words are to be substituted for by the substitution words or phrases.

A

Asking Permission

S1: May I have the book, please?

S2: Yes you may.

S1: May I read it?

S2: No, you may not.

Substitution

use

cover

take

B

S1: Where is our history teacher?

S2: He is not around.

S1: Where has he gone?

S2: He may be in the class. A

S1: When will he come?

S2: He may come at two o'clock.

S1: May I help you?

S2: Yes, I would like to borrow the history book.

S1: You may, but bring it back soon.

S2: What about the handouts?

S1: No, you may not take them.

Substitutionat the office

in the garden

on the coffee table

Unit TenA. Situation: Chatting1. Structure: Prepositions (At, In, To, For, On)2. Instructions: The underlined words are to be substituted for by the substitution words or phrases.

A

S1: Aster, I will call at the house for you.

S2: Very well. I will expect you at two o'clock.

S1: Yes, at two or just after two.

B

S1: Where is your team?

S2: I think it is at the stadium now. AS1: Will it come back here at the usual time? BSubstitution

A

B

office

two o'clock

the library

ten past two

Church

half past two

C

S1: Do people give gifts at Christmas here?

S2: Everybody gives gifts at Christmas.SubstitutionNobody

Almost everybody

D

S1: What are you doing?

S2: I am cleaning the window.Substitution

open

wash

close

repair

E

S1: Where would you like to go?

S2: I would like to go to Addis Ababa

F

S1: Do you know how to sew?

S2: Yes, but I am not very good at it.

Substitution

cook

draw

type

paint

G

S1: Is this pen easy to write with.

S2: Yes, it is.

H

S1: I am sorry to bother you.

S2: Oh, that is all right.

S1: Substitution

trouble

disturb

interrupt

I

S1: Will you stay for the second period?

S2: I shall be late for that.

S1: Were you looking for me?

S2: Yes, I was looking for you yesterday.

J

S1: What are you looking for?

S2: I am looking for a pen.

Substitution

a gift bank

a hotel a rubber

pencil Ali

K

S1: How long have you been here?

S2: I have been here for a month

Substitution

two weeks a year

a few days three days

66

L

S1: When are you leaving for Addis Ababa?

S2: I am leaving soon.

Substitution

shortly tomorrow

next month in a few minutes

M

S1: What do you think of Television in Jimma?

S2: I enjoy it.

Substitution

hate

dislike

like

N

S1: What are your hobbies?

S2: I am interested in collecting stamps.

Substitution

music art

drama cooking

O

S1: Do you ever go dancing?

S2: Yes, I do. I often go in the afternoon.

Substitution

in the evening

in the weekend

in the morning

67

P

S1: What sport do you play in your school ?

S2: We play football.

Substitution

volleyball.

ground tennis

basketball

Q

S1: Do you work at the weekend?

S2: Yes, I do. I work on Sunday mornings.

Substitution

Friday

Tuesday

Thursday

R

S1: Is the examination beginning on time?

S2: Yes, it is.

S1: But, where are the students?

S2: They are at a picnic.

APPENDIX D

THE STRUCTURAL LESSONS

Unit One

Structure: The Verb to Be: Am, Is, Are, Were, Was

Instruction: Repeat the following sentences after your teacher.

Example:

Teacher: Ali is a student.

Student: Ali is a student.

Drills

- | | |
|-----------------------|-----------------------|
| T: It is a pen. | S: It is a pen. |
| It is a chair. | It is a chair. |
| It is a desk. | It is a desk. |
| It is a port. | It is a port. |
| It was a city. | It was a city. |
| T: It was a town. | S: It was a town. |
| I was cold. | I was cold. |
| I was hungry. | I was hungry. |
| I was very happy. | I was very happy. |
| She was very happy. | She was very happy. |
| T: He was very happy. | S: He was very happy. |
| He is an engineer. | He is an engineer. |
| She is a doctor. | She is a doctor. |
| They are students. | They are students. |
| They are teachers. | They are teachers. |
| T: They were here. | S: They were here. |
| They were playing. | They were playing. |
| They were at school. | They were at school. |
| She was at school. | She was at school. |
| He was at school. | He was at school. |

Negative Forms

Instructions: Repeat the following sentences after your teacher.

Example:

Teacher: They are not here.

Student: They are not here.

Drills

T: He is not at school.	S: He is not at school.
She is not at school.	She is not at school.
They are not at school.	They are not at school.
We are not at school.	We are not at school.
I am not a student.	I am not a student.
He is not an actor.	He is not an actor.
He is not an engineer.	He is not an engineer.

Question forms

Instructions: Repeat the following sentences after your teacher.

Example:

Teacher: Is he an actor?

Student: Is he an actor?

Drills

T: Is she a student?	S: Is she a student?
Is he a student?	Is he a student?
Are they students?	Are they students?
Were they at school?	Were they at school?
Is she married?	Is she married?
Are you married?	Are you married?

T: Was she a student?

S: Was she a student?

Is she a student?

Is she a student?

Were you at school yesterday?

Were you at school yesterday?

Are you a teacher?

Are you a teacher?

Short Answers

Instruction: Answer the following questions by giving positive and negative short answers.

Example:

Teacher: Were you at school yesterday?

Students: Yes, I was.

No, I was not

Drills

T: Were you a teacher?

S: Yes, I was.

No, I was not.

T: Were they at school?

S: Yes, there were.

No, They were not.

T: Were you a student?

S: Yes, I was.

No. I was not.

T: Is it break?

S: Yes, it is.

No. it is not.

T: Are you happy?

S: Yes, I am.

No, I am not.

T: Are you studying English?

S: Yes, I am.

No. I am not.

T: Were they studying?

S: Yes, they were.

No. they were not.

Unit Two

Structure: Do, Does, Did

Instructions: Repeat the following sentences after your teacher by substituting the words or phrases given.

Example:

Teacher: Do you speak English?

Students: Do you speak English?

Drills

T: Do you speak English?

S: Do you speak English?

Substitution

your brothers

Do your brothers speak English?

your sisters

Do your sisters speak English?

the girls

Do the girls speak English?

T: Do you study English?

S: Do you study English?

Substitution

write

Do you write English?

read

Do you read English?

listen

Do you listen to English?

understand

Do you understand English?

T: Do you smoke?

S: Do you smoke?

Substitution

drink

Do you drink?

dance

Do you dance?

swim

Do you swim?

T: Do you think English is
difficult to learn?

S: Do you think English
is difficult to learn?

Substitution

hard

Do you think English is hard
to learn?

simple

Do you think English is simple
to learn?

Negative forms

Instructions: Repeat the following sentences after your teacher by substituting the words or phrases given.

Example:

Teacher: She does not speak English.

Students: She does not speak English

Drills

T: She does not read English.

S: She does not read English.

Substitution

write

She does not write English.

study

She does not study English.

understand

She does not understand English.

T: I do not speak English
fluently.

S: I do not speak English
fluently.

very well

I do not speak English
very well.

correctly

I do not speak English
correctly.

Question Forms

Instructions: Repeat the following sentences after your teacher by substituting the words or phrases given.

Example:

Teacher: Do you speak English?

Students: Do you speak English?

Drills

T: Do you speak English fluently? S: Do you speak English fluently?

Substitution

rapidly

Do you speak English rapidly?

very well

Do you speak English very well?

correctly

Do you speak English correctly?

T: Do the men work on Sundays? S: Do the men work on Sundays?

Substitution

rest

Do the men rest on Sundays?

drink

Do the men drink on Sundays?

eat

Do the men eat on Sundays?

sleep

Do the men sleep on Sundays?

T: Do you sing well? S: Do you sing well?

Substitution

dance

Do you dance well?

speak

Do you speak well?

T: Does your sister speak English? S: Does your sister speak English?

Substitution:

your brother

Does your brother speak English?

the girl

Does the girl speak English?

the man

Does the man speak English?

T: Do you enjoy reading?

Substitution

travelling

playing cards

T: Do you like the way people dress
in Ethiopia?

Substitution

dance

walk

T: Did you work last Saturday?

Substitution

play

sing

study

T: Does your teacher like coffee.

Substitution

coca cola

cooking

beer

S: Do you enjoy reading?

Do you enjoy travelling?

Do you enjoy playing cards?

Do you like the way people dress in
Ethiopia?

Do you like the way people dance in
Ethiopia?

Do you like the way people walk in
Ethiopia?

S: Did you work last Saturday?

Did you play last Saturday?

Did you sing last Saturday?

Did you study last Saturday?

S: Does your teacher like coffee?

Does your teacher like coca cola?

Does your teacher like cooking?

Does your teacher like beer?

Instructions: Answer the following questions by giving positive and negative short answers.

Example:

Teacher: Does he work?

Students: Yes, he does

No, he does not

Drills

T: Do you study English

S: Yes. I do.

No, I do not.

T: Does he study?

S: Yes, he does.

No, he does not.

T: Does Kebede read the newspaper?

S: Yes, he does.

No, he does not.

T: Do you want to learn English?

S: Yes, I do.

No, I do not.

T: Do you work hard?

S: Yes, I do.

No, I do not.

T: Did you copy the answers.

S: Yes, I did.

No, I did not.

T: Did you come yesterday?

S: Yes, I did.

No, I did not.

T: Did you tell the teacher the story?

S: Yes, I did.

No, I did not.

T: Did you find English difficult to learn?

S: Yes, I did.

No, I did not.

T: Does he like coffee?

S: Yes, he does.

No, he does not.

Exercise

Instructions: Student A asks a question. Student B gives an affirmative statement and student C gives a negative statement.

Example:

A: Does Ali feel sick?

B: Yes, he does.

C: No, he does not.

A: Did the lesson seem easy?

B: Yes, it did.

C: No, it did not.

A: Does the floor look clean?

B: Yes, it does.

C: No, it does not.

A: Does Ali speak French?

B: Yes, he does.

C: No, he does not.

A: Did your parents like you to study at home?

B: Yes, they did.

C: No, they did not.

A: Did you see a horse yesterday?

B: Yes, I did.

C: No, I did not.

Unit Three

Structure: The Present Perfect Tense.

Instructions: Repeat the following sentences after your teacher by substituting the words or phrases given.

Example:

Teacher: She has seen you.

Student: She has seen you.

Drills

T: I have met Aster.

S: I have met Aster.

Substitution

Seen

I have seen Aster.

told

I have told Aster.

informed

I have informed Aster.

talked to

I have talked to Aster.

T: I have had a lot of work to do.

S: I have had a lot of work to do.

Substitution

a great deal

I have had a great deal of work to do.

too much

I have had too much work to do.

T: They have stopped working.

S: They have stopped working.

Substitution

started

They have started working.

paid them

They have paid them.

found him

They have found him.

bought a car.

They have bought a car.

T: She has moved it already.

S: She has moved it already

Substitution

opened

She has ppened it already.

returned

She has returned it already.

written

She has written it already

T: He has taught us.

S: He has taught us.

Substitution

told

He has told us/

given

He has given us a gift.

seen

He has seen us.

meet

He has met us.

Drills

T: I have not seen him since July.

S: I have not seen him since July.

Substitution

for quite a while

I have not seen him for quite a while.

for many years

I have not seen him for many years.

T: She has not sold it.

S: She has not sold it.

Substitution

bought

She has not bought it.

burned

She has not burned it.

broken

She has not broken it

opened

She has not opened it.

Question Form

Instruction: Repeat the following sentences after your teacher by substituting the words or phrases given.

Example:Teacher: Has she been in Asmara?Student: Has she been in Asmara?Drills

T: Have you seen him?

S: Have you seen him?

Substitution

told

Have you told him?

met

Have you met him?

T: Has she read the book?

S: Has she read the book?

Substitution

started reading

Has she started reading
the book?

covered

Has she covered the book?

T: Have you ever written a letter?

S: Have you ever written a letter?

Substitution

read the Bible

Have you ever read the Bible?

done your assignment

Have you ever done your
assignment?

given him money

Have you ever given him money?

taken a book

Have you ever taken a book
from the library?Short AnswersInstructions: Answer the following questions by giving positive and negative short answers.Example:Teacher: Have you ever eaten a babana?

Students: Yes, I have.

No, I have not.

Drills

- T: Have they studied History?
 S: Yes, they have.
 No, they have not.
- T: Has she worked for a living?
 S: Yes, she has.
 No, she has not.
- T*: Have the students read the book?
 S: Yes, they have.
 No, they have not.
- T: Have you learned the language?
 S: Yes, I have.
 No, I have not.

Unit four

1. Structure: Wh-question Forms.
2. Instruction: Repeat the following sentences after your teacher by substituting the words or phrases given.

Example:

Teacher: What is your name?

Students: What is your name?

- | | |
|------------------------------|------------------------------|
| T: What is your name? | S: What is your name? |
| What do you do? | What do you do? |
| What time do you get up? | What time do you get up? |
| What time is breakfast? | What time is breakfast? |
| What do you do here? | What do you do here? |
| What do you like to drink? | What do you like to drink? |
| What is your favourite game? | What is your favourite game? |

- | | |
|---------------------------------|----------------------------------|
| T: What does a baby drink? | S: What does a baby drink? |
| What does a man breathe? | What does a man breathe? |
| What does a teacher write with? | What does a teacher write with ? |
| What did she use for writing? | What does she use for writing? |
| What did she give you? | What did she give you? |

Drills

- T: What is there to drink?
S: There is orange juice.
- T: What is there to buy here?
S: There is a wooden ornament
- T: What is there to visit in the town?
S: There is a lake.

Drills

- | | |
|---|---|
| T: My name is Aster.
I am studying.
I get up at seven.
It is one o'clock.
I am a student.
I usually study.
I generally enjoy sport.
I enjoy seeing old paintings.
I like the Three O'clock Theatre. | S: My name is Aster.
I am studying.
I get up at seven.
It is one o'clock.
I am a student.
I usually study.
I generally enjoy sport.
I enjoy seeing old paintings.
I like the Three O'clock Theatre. |
| How old are you? | How old are you? |
| How many sisters do you have? | How many sisters do you have? |
| How many brothers do you have? | How many brothers do you have? |
| How far is that from here? | How far is that from here? |
| How do you go to school? | How do you go to school? |

Drills

- | | |
|-------------------------------|-------------------------------|
| T: Where do you live? | S: Where do you live? |
| Where is the airline office? | Where is the airline office? |
| Where is the airport, please? | Where is the airport, please? |

Where is the nearest tele-
phone?

Where is there a good grocery?

Where is the pharmacy?

Where is a primary school?

Where is the nearest
telephone?

Where is there a good grocery?

Where is the pharmacy?

Where is a primary school?

Answers

T: I live in Addis Ababa.

There is one behind the
bank.

It is near the hospital.

It is in that flat.

It is near the Church.

It is over there.

S: I live in Addis Ababa.

There is one behind the
bank.

It is near the hospital.

It is in that flat.

It is near the Church.

It is over there.

Exercise

Instructions: With the word where, make questions to which the sentences are the answers.

Example:

Teacher: The book is on the table.

Students: Where is the book?

T: Mary is at school.

Ali is at home in bed.

We were at the hospital.

The letter is on your desk.

S: Where is Mary?

Where is Ali?

Where were you?

Where is the letter?

Drills

T: I am ten.

I have three sisters.

I have just one.

It is half a kilometer.

S: I am ten.

I have three sisters.

I have just one.

It is half a kilometer.

Exercise

Instructions: Give answers to the questions asked by the teacher using one of the phrases.

a sack of

a piece of

a kilo of

a cup of

a bottle of

T: How much meat did she buy? S: She bought a kilo of meat.
 How much oil did she use? She used a cup of oil.
 How much bread did you eat? I ate a piece of bread.
 How much milk did you drink? I drank a bottle of milk.
 How much sugar did you buy? I bought a sack of sugar.

Exercise

Instructions: With the word how, make questions to which the sentences are the answers.

Example:

- Teacher: They^y crossed the bridge carefully.

Students: How did they cross the bridge?

T: He reads very well. S: How does he read?
 She sings beautifully. How does she sing?
 You look very well? How do I look?
 You go there by Bus Number 2. How do I go there?
 The key is in the door. Where is the key?
 I came from Addis Ababa. Where did you come from?

Haile teaches at my school.

He is working in Agaro.

Where does Haile teach?

Where is he working?

Drills

T: When is your birthday?

When does school start?

When does school end?

When do you leave your house?

When do you rest?

When did you buy this book?

When Can I meet you?

S: When is your birthday?

When does school start?

When does school end?

When do you leave your house?

When do you rest?

When did you buy this book?

When can I meet you?

Exercise

Instruction: With the word when, make questions to which the sentences are the answers.

Example:

Teacher: I will go.

Students: When will you go?

T: She will help you.

We left Jimma in 1982.

The boy will arrive today.

They arrive last night.

It will start In January.

The movie begins at 4:30.

S: When will she help you?

When did you leave Jimma?

When did the boy arrive?

When did they arrive?

When will it start?

When does the movie begin?

Exercise

Instricutions: Ask questions about the underlined words in the sentence.

1. Yesterday afternoon, I visited Aster.

2. She gave me a good tea.
3. We went to the cinema for the evening show.
4. They went to the library.
5. I borrowed a novel from the library.

Answers

1. When did you visit Aster?
2. What did she give you?
3. Where did you go for the evening show?
4. Where did they go?
5. What did you borrow from the library?

Unit Five

1. Structure: would just nearly almost
 could around exactly about
2. Instructions: Repeat the following sentences after your teacher by substituting the words or phrases given below.

Drills

- I: Would you tell me the time, please? S: Would you tell me the time, please?

Substitution:

- | | |
|---------|-----------------------------|
| exactly | It is exactly eight-thirty. |
| nearly | It is nearly eight-thirty. |
| about | It is about eight-thirty. |

T: Excuse me, could you tell me
where the post office is?

S: Excuse me, could you
tell me where the post
office is?

Substitution

would

Excuse me, would you
tell me where the post
office is?

can

Excuse me, can you tell
me where the post office
is?

T: Would you like some fruit?
What would you like?
What would you like to drink?

S: Would you like some fruit?
What would you like?
What would you like
to drink?

Would you like some bread?

Would you like some bread?

T: I would like some oranges?

S: I would like some oranges.

Substitution

apples

I would like some apples.

fish

I would like some fish.

eggs

I would like some eggs.

Unit Six

Structure: A, An, Some

Instructions: The teacher holds up an object. The students mention
the name of the object using the article a or an.

T: a pen

S: It is a pen.

a knife

It is a knife.

a book

It is a book.

an apple

It is an apple.

an orange

It is an orange

T: Give him a pen, please.

Substitution

pencil

pin

spoon

S: Give him a pen, please.

Give him a pencil, please

Give him a pin, please.

Give him a spoon please.

T: May I have a light, please.

Substitution

an orange²

an apple

an envelope

an umbrella

S: May I have a light please.

May I have an orange, please?

May I have an apple, please?

May I have an envelope, please?

May I have an umbrella, please?

T: Would you like a cup of coffee

Substitution

a loaf of bread

a piece of meat

a kilo of sugar

a cup of tea

a glass of water

a bottle of milk

S: Would you like a cup of coffee?

Would you like a loaf of bread?

Would you like a piece of meat?

Would you like a kilo of sugar?

Would you like a cup of tea?

Would you like a glass of water?

Would you like a bottle of milk?

Drills -

T: My mother bought some fruit.

Substitution

salt

ink

books

Oranges

S: My mother bought some fruit.

My mother bought some salt.

My mother bought some ink.

My mother bought some books.

My mother bought some oranges.

milk

My mother bought some milk.

chairs

My mother bought some chairs.

furniture

My mother bought some furniture.

DrillsInstructions: Answer the following questions using the word some.Example:Teacher: Have you any bread?Students: Yes, I have some bread.

T: Did you see any bird?

S: Yes, I saw some birds.

T: Are there any desks over there?

S: Yes, there are some desks.

T: Have you put some sugar in the coffee?

S: Yes, I have put some sugar in the coffee.

T: Shall I put some salt in the soup?

S: Yes. Put some salt in the soup/

T: Did Aster return any books?

S: Yes, she returned some books.

T: I need some envelops.

S: I need some envelopes.

Substitution

paper

I need some paper.

stamp

I need some stamps

ink

I need some ink.

fish

I need some fish.

meat

I need some meat.

oranges

I need some orange.

T: I want some envelopes.

S: I want some envelopes.

Substitution

need

I need some envelopes.

have

I have some envelopes.

Unit Seven

Structure: Comparison

as---as

-er---than

Instructions: Repeat the following sentences. Put in the new words each time.

Example:

Teacher: My house is as big as yours.

Students: My house is as big as yours.

Drills

T: Ali is as good as Tesfaye.

S: Ali is as good as Tesfaye.

Substitution

strong/heavy

Ali is as strong/heavy as Tesfaye.

intelligent/fierce

Ali is as intelligent/fierce as Tesfaye.

fast/calm

Ali is as fast/calm as Tesfaye.

tall/kind

Ali is as tall/kind as Tesfaye.

slow/neat

Ali is as slow/neat as Tesfaye.

dirty/bad

Ali is as dirty/bad as Tesfaye.

good/patient

Ali is as good/patient as Tesfaye.

noisy/lazy

Ali is as noisy/lazy as Tesfaye.

Not so----as

T: This man is not so fat as that man.

S: This man is not so fat as that man.

Substitution

clever/small

This man is not so clever/small as that man.

heavy/large

This man is not so heavy/large as that man.

handsome/brave

This man is not so handsome/brave as that man.

good/bad

This man is not so good/bad as that man.

er-----than

T: Addis Ababa is newer than Jimma

S: Addis Ababa is newer than Jimma.

Substitution

bigger/richer

Addis Ababa is bigger/richer than Jimma.

larger/better

Addis Ababa is larger/better than Jimma.

cooler/vaster

Addis Ababa is cooler/vaster than Jimma.

T: Tesfaye is fatter than Haile.

S: Tesfaye is fatter than Haile.

Substitution

heavier

Tesfaye is heavier than Haile.

fiercer

Tesfaye is fiercer than Haile.

better

Tesfaye is better than Haile.

Exercise

A. Instructions: Make sentences in which the two nouns are said to be equal using the adjectives suggested.

Example: My hat is as large as yours.

<u>Noun</u>	<u>Adjective</u>	<u>Noun</u>
the box	heavy	the bags
father	tall	mother
car	fast	bus
oranges	sweeter	apple
tomatoes	fresh	lemons

Key:

1. The box is as heavy as the bags.
2. My father is as tall as my mother.
3. This car is as fast as that bus.
4. The oranges are as sweet as this apple.
5. The oranges are as fresh as those lemons.

B. From this table, we can say:

player	Height
A	1.82 meters
B	1.87 meters
C	1.88 meters
D	1.80 meters

A is _____ than _____. C is _____ than _____.

B is _____ than _____. D is _____ than _____.

-er-----than

T: This chair is more comfortable than that one. S: This car is more comfortable than that one.

attractive

attractive than that one.

more modern/more beautiful

This car is more modern/more beautiful than that one.

Negative Forms

Instructions: Repeat the following sentences after your teacher by substituting the words or phrases given.

Example:

Teacher: I cannot speak English.

Students: I cannot speak English.

Drills

T: I cannot see him.

S: I cannot see him.

Substitution

find/support

I cannot find/support him.

tell/force

I cannot tell/force him.

call/understand

I cannot call/understand him.

Question Form

Instruction: Repeat the following sentences after your teacher by substituting the words or phrases given

Example:

Teacher: Can I use your pen, please?

Students: Can I use your pen, please?

Drills

T: Can you talk?

S: Can you talk?

Substitution

write/read

Can you write/read English?

understand/listen

Can you understand/listen English?

Short Answer

Instruction: Answer the following questions by giving positive and negative short answers.

Example:

Teacher: Can you speak English?

Students: Yes, I can.

T: Can you walk?

S: Yes, I can.

No, I cannot.

T: Can you open the window?

S: Yes, I can.

No, I cannot.

T: Can you dance well?

S: Yes, I can.

No, I cannot.

T: Can you write Arabic?

S: Yes, I can.

No, I cannot.

T: Can you do some shopping for me?

S: Yes, I can.

No, I cannot.

Unit Nine

Structure: May

Instructures: Repeat the following sentences after
your teacher.

T: He may come.

S: He may come.

You may do it.

You may do it.

You may understand him.

You may understand him.

They may do it.

They may do it.

Example:

Teacher: Where has he gone? (at the office)

Students: He may be at the office.

Drills

Instructions: Do this drill in the same way as in the example.

T: Where is the newspaper? S: It may be on the office table.
(on the office table)

Where is my book? It may be in the cupboard.
(in the cupboard)

T: Where is he now? S: He may be in Addis Ababa.
(in Addis Ababa)

Where is your father? He may be in bed.
(in bed)

Where is he now? He may be in the office.
(in the office)

Negative Form

Instructions: Repeat the following sentences after your teacher.

Example:

Teacher: I may not use this.

Students: I may not use this.

T: I may not tell him.	S: I may not tell him.
I may not find him.	I may not find him.
I may not see him.	I may not see him.
I may not come tomorrow.	I may not come tomorrow.
She may not read the book.	She may not read the book.

Question Form

Instructions: Repeat the following sentences after your teacher.

Example:

Teacher: May I borrow your pen?

Students: May I borrow your pen?

Drills

T: May I use your camera?	S: May I use your camera?
May I talk to him?	May I talk to him?
May I see him?	May I see him?
May I come in?	May I come in?
May I take this?	May I take this?

May	I	Take your photograph?
	we	go now?
Can	they	see the film?
	he	borrow your bicycle?

Short Answers

Instructions: Answer the following questions by giving positive and negative answers.

Example:

Teacher: May I borrow your rubber?

Students: Yes, you may.

No, you may not.

Drills

T: May I use your camera?	S: Yes, you may.
	No, you may not.
T: May I have a cigarette?	S: Yes, you may.
	No, you may not.
T: May we help you?	S: Yes, you may.
	No, you may not.

T: May I talk to him ?

S: Yes, you may.

No, you may not.

Unit Ten

1. Structure: Prepositions: At, To, In, On, For

2. Instructions: Repeat the following sentences after your teacher.

Example:

Teacher: He is at school.

Students: He is at school.

T: I think she is at the
stadium

Substitution

at the store

at the office

at the bank

at the library

at home

at the factory

S: I think she is at the
stadium.

I think she is at the store.

S: I think she is at the office.

I think she is at the bank.

I think she is at the library.

I think she is at home.

I think she is at the factory.

T: I will come at two
o'clock.

Substitution

five-thirty

ten to five

S: I will come at two o'clock.

I will come at five-thirty.

I will come at ten to five.

T: I would like to go to
Asmara.

Substitution

clean the desk

close the door

wash myself

repair the car

S: I would like to go to Asmara.

I would like to clean the desk.

I would like to close the door.

I would like to wash myself.

I would like to repair the car.

T: I know how to sew.

S: I know how to sew.

Substitution

cook

I know how to cook.

type

I know how to type.

draw

I know how to draw.

paint

I know how to paint.

write

I know how to write.

T: I have to meet someone.

S: I have to meet someone.

Substitution

see

I have to see someone.

to talk

I have to talk someone.

FOR

T: I shall be late for that.

S: I shall be late for that.

I am looking for you.

I am looking for you.

This is for Aster.

This is for Aster.

T: I have been here for a month.

S: I have been here for a month.

Substitution

two weeks

I have been here for two weeks.

a few days

I have been here for a few days.

a year

I have been here for a year.

T: I am interested in reading.

S: I am interested in reading.

Substitution

music

I am interested in music.

dancing

I am interested in dancing.

art	I am interested in art.
drama	I am interested in drama.
cooking	I am interested in cooking.
painting	I am interested in painting.

T: I often go in the afternoon. S: I often go in the afternoon.

Substitution

in the evening	I often go in the evening.
in the weekend	I often go in the weekend.
in the morning	I often go in the morning.
at lunch time	I often go at lunch time.
at night	I often go at night.

On

T: I study on Monday.

S: I study on Monday.

Substitution

Tuesday	I study on Tuesday.
Wednesday	I study on Wednesday.
Friday	I study on Friday.

Appendix E

Test Statistics of the Pre-test

EXPERIMENTAL GROUP				CONTROL GROUP			
No	Scores %	$\bar{X}-\bar{X}$	$(\bar{X}-\bar{X})$	No	Scores %	$\bar{X}-\bar{X}$	$(\bar{X}-\bar{X})^2$
1	29	-5.8	33.64	1	28	-6.46	41.73
2	38	3.2	10.24	2	35	0.54	0.29
3	62	27.2	739.84	3	57	22.54	508.05
4	32	-2.8	7.84	4	27	-7.46	55.65
5	31	-3.8	14.44	5	29	-5.46	29.81
6	30	-4.8	23.04 ²	6	31	-3.46	11.97
7	40	5.2	27.04	7	37	2.54	6.45
8	32	-2.8	7.84	8	32	-2.46	.05
9	30	-4.8	23.04	9	27	-7.46	55.65
10	57	22.2	492.84	10	41	-6.54	42.77
11	31	-3.8	74.44	11	59	24.54	602.21
12	31	-3.8	74.44	12	29	-5.46	29.81
13	27	-7.8	60.84	13	26	-8.46	71.57
14	28	-6.8	45.24	14	38	3.54	12.53
15	29	-5.8	33.64	15	29	-5.46	29.81
16	70	35.2	1239.04	16	27	-7.46	55.65
17	29	-5.8	33.64	17	26	-8.46	71.57
18	28	-6.8	46.24	18	70	35.54	1239.04
19	29	-5.8	33.64	19	26	-8.46	71.57
20	58	23.2	538.24	20	47	12.54	157.25
21	29	-5.8	33.64	21	30	-4.46	19.89
22	28	-6.8	46.24	22	26	-8.46	71.57
23	29	-5.8	33.24	23	28	-6.46	41.73
24	27	-7.8	60.84	24	26	-8.46	71.57
25	28	-6.8	46.84	25	27	-7.46	55.65
26	47	12.2	148.84	26	47	12.2	148.84
27	29	-5.8	33.64	27	26	-8.46	71.57
28	30	-4.8	23.04	28	49	14.54	211.41
29	30	-4.8	123.04	29	30	-4.46	19.89
30	48	13.2	174.24	30	28	-6.46	41.73
31	36	1.2	1.44	31	36	1.2	1.44
32	27	-7.8	60.84	32	40	5.54	30.69
33	26	-8.8	77.44	33	58	23.54	554.13

No.	Scores %	$X-\bar{X}$	$(X-\bar{X})^2$	No.	Scores %	$X-\bar{X}$	$(X-\bar{X})^2$
34	29	-5.8	33.64	34	60	25.54	652.29
35	31	-3.8	14.44	35	29	-5.46	29.81
36	27	-7.8	60.84	36	21	13.46	181.17
37	33	-1.8	3.24	37	25	-9.46	89.49
38	34	-0.8	0.64	38	29	-5.46	29.81
39	29	-5.8	33.64 ²	39	26	-8.46	71.57
40	30	-4.8	23.04	40	33	-1.46	2.13
41	26	-8.8	77.44	41	26	-8.46	89.49
42	23	-11.8	139.24	42	25	-9.46	89.49
43	28	-6.8	46.24	43	31	3.46	11.97
44	47	12.2	148.84	44	69	34.54	1193.91
45	30	-4.8	23.04	45	30	-4.46	19.97
46	32	-2.8	7.84	46	31	-3.54	11.27
47	31	-3.8	14.44	47	29	-5.46	29.81
48	26	-8.8	77.44	48	28	-6.46	41.73
49	60	34.2	1169.64	49	29	-5.46	29.81
50	50	25.2	635.04	50	30	-4.46	19.89

TOTAL = 1740

 \bar{X} = 34.8 S^2 = 134.46

N = 50

calculation

TOTAL 1723

 \bar{X} = 34.46 S^2 = 140.95

N = 50

$$\sqrt{\frac{50(134.46) + 50(140.95)}{50 + 50 - 2}} = 11.854$$

$$t\text{-cal} = \sqrt{\frac{34.8 - 34.46}{11.854 \left(\frac{1}{50} + \frac{1}{50} \right)}} = 1.7$$

$$t\text{-tab} = 2.62, 0.01$$

Appendix F

Test Statistics of the Post-test

EXPERIMENTAL GROUP				CONTROL GROUP			
No.	Scores %	X-X	(X-X) ²	No.	Scores %	X-X	(X-X) ²
1	55	1.78	3.16	1	30	-7	49
2	59	2.22	4.92	2	38	1	1
3	72	15.22	231.64	3	60	23	529
4	64	7.22	52.68	4	32	-5	25
5	63	6.22	38.68	5	32	-5	25
6	50	-6.78	45.96	6	32	-5	25
7	64	7.22	52.12	7	42	5	25
8	56	-9.78	0.60	8	35	-2	4
9	55	-1.78	3.16	9	28	-9	81
10	48	-8.78	77.08	10	32	-5	25
11	52	-4.78	22.84	11	50	13	169
12	36	-20.78	431.80	12	32	-5	25
13	48	-8.78	77.08	13	30	-7	49
14	56	-0.78	0.60	14	46	9	81
15	80	23.22	539.16	15	35	-2	4
16	51	-5.78	33.40	16	30	7	49
17	57	0.22	0.04	17	32	-5	25
18	61	4.22	17.80	18	76	39	1521
19	45	-11.78	138.76	19	50	13	169
20	65	-8.22	67.66	20	26	-11	121
21	56	-0.78	0.60	21	35	-2	4
22	56	-0.78	0.60	22	26	-11	121
23	63	-0.78	38.68	23	28	-9	81
24	58	6.22	1.48	24	38	1	1
25	56	.22	0.60	25	47	10	100
26	73	0.78	262.08	26	36	-1	1
27	44	16.22	163.32	27	50	13	169
28	66	-12.78	85.00	28	30	-7	49
29	58	11.22	124.78	29	28	-9	81
30	74	17.22	296.44	30	42	5	25
31	72	15.22	231.64	31	58	21	441
32	48	-8.78	77.08	32	62	25	625
33	45	-11.78	138.76	33	39	2	4

No.	Scores %	X-X	(X-X) ²	No.	Scores %	X-X	(X-X) ²
34	40	-16.78	25.60	34	21	-16	256
35	50	-6.78	45.96	35	36	-1	1
36	53	-3.78	142.28	36	29	-9	64
37	50	-6.78	45.96	37	26	-1	1
38	58	1.22	1.48	38	36	-1	1
39	50	45.96	2112.32	39	30	-7	49
40	40	281.56	7896.00	40	25	-12	244
41	34	518.92	26927.96	41	30	-8	49
42	28	826.28	68273.63	42	50	23	529
43	54	7.72	59.59	43	30	-7	49
44	63	33.68	1496.14	44	32	-5	25
45	58	1.48	2.19	45	30	-7	49
46	70	13.22	174.76	46	48	11	121
47	64	7.22	52.12	47	29	-8	64
48	54	-2.78	7.72	48	28	-9	81
49	81	24.22	586.60	49	29	-8	64
50	76	19.22	396.40	50	34	-3	9

-Total = 2839

Total = 6260

$$\bar{X} = 56.78$$

$$\bar{X} = 37$$

$$s^2 = 125.652$$

$$s^2 = 125.2$$

$$N = 50$$

$$N = 50$$

Calculation

$$t\text{-cal} = \frac{56.78 - 37}{\sqrt{\frac{50(124.652) + 50(125.2)}{98}}} = 11.313$$

$$t\text{-tab} = \frac{56.78 - 37}{\sqrt{11.3.3 \frac{1}{50} + \frac{1}{50}}} = 1.742$$

$$t\text{-tab} = 2.62, 0.01$$

DECLARATION

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

Name: Haile Getachew

Signature: 

Place: Addis Ababa

Date of Submission: June, 1985