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AN EXPERIMENT IN TRANSACTIONAL DRILLS

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RESUMO

Esta dissertação foi um trabalho prático realizado com dois grupos de alunos do primeiro período semestral do Curso de Letras-Inglês da Universidade Federal do Paraná, em 1978.

Antes do início das experiências, os 46 alunos da disciplina de Língua Inglesa I foram submetidos a pré-testes de Competência Comunicativa, Competência Gramatical e questionários nos quais revelariam suas atitudes em relação à aprendizagem de Inglês. Depois destes testes os alunos foram divididos em dois grupos do mesmo nível. Um grupo foi chamado "Grupo de Controle" enquanto que o outro foi chamado de "Grupo Experimental".

Os dois grupos tinham aulas práticas de gramática cinco vezes por semana, durante 13 semanas. Além disso eles também participavam em três sessões experimentais, nas quais o grupo de controle tinha prática de laboratório e o grupo experimental praticava exercícios de conversação (TRANSACTIONAL DRILLS).

O objetivo destas três sessões experimentais era desenvolver a competência comunicativa oral dos alunos.

Depois do período de 13 semanas experimentais os alunos de ambos os grupos foram submetidos a pós-testes de Competência Comunicativa e Competência Gramatical além de questionário de atitude em relação ao aprendizado de Inglês. De acordo com os resultados obtidos nos pós-testes não havia nenhuma diferença entre os dois grupos quanto a competência gramatical e atitude em relação ao aprendizado de Inglês. Por outro lado o grupo experimental que havia praticado "Transactional Drills" era bastante superior ao grupo de controle em termos de Competência Comunicativa de acordo com os resultados obtidos no pós-teste de Competência Comunicativa.

ABSTRACT

This dissertation was a practical study which dealt with two groups of the first semester of English Language Learning of the Letters Course at the Federal University of Paraná, in 1978.

Before we began the experiments the 46 students attending ENGLISH LANGUAGE ONE were given tests of Communicative Competence, Grammatical Competence and an Attitudinal questionnaire towards the learning of English. After these tests two standardized groups were made up. One of the groups was called THE CONTROL GROUP and the other one was called THE EXPERIMENTAL GROUP.

The two groups attended grammar sessions five times a week for a period of 13 weeks. In addition they attended three experimental sessions in which THE CONTROL GROUP had LAB DRILLS and the EXPERIMENTAL GROUP had TRANSACTIONAL DRILLS.

The goal of the three experimental sessions was to develop students' oral communicative competence.

After 13 experimental weeks the students of both groups were given post-tests of Communicative Competence and Grammatical Competence plus an Attitudinal questionnaire towards the learning of English. There was an absence of differences between the two groups according to the scores obtained by the students on the test of Grammatical Competence and the figures obtained on the Attitudinal questionnaire. On the other hand THE EXPERIMENTAL GROUP which had practised TRANSACTIONAL DRILLS was far superior to the CONTROL GROUP according to the scores obtained on the test of COMMUNICATIVE COMPETENCE at the end of the school semester.

1. INTRODUCTION

1.1. RESEARCH THEME:

At the present time large number of students devote much time, energy and money to learning foreign languages, while the end product is, in the majority of cases, a total inability to actually communicate with native speakers in a spontaneous situation. This seems to indicate that the necessary training is not being given, that students are being led towards grammatical competence but not towards communicative competence.

Language teachers are now recognising that their first priority is to train people to communicate in a foreign language. As a consequence a communicative approach to language teaching is being more and more widely adopted.

1.2. THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING:

For the communicative approach, language teaching should aim at developing the learner's communicative competence. According to MORROW³⁹ (p.4) this consists of the grammatical competence which is the competence to produce and understand an infinite number of grammatically well-formed sentences and the knowledge of when and in what situations a sentence is relevant and appropriate.

MORROW³⁹ (p.5) goes on to state what COMMUNICATIVE COMPETENCE involves. He suggests that:

- 1.2.1. Communicative competence cannot exist apart from grammatical competence. Communicative competence, he says³⁹ (p.5) , consists of grammatical competence plus other features.
- 1.2.2. What these other features involve has been a matter of speculation, he continues.³⁹ (p.5) Their function is to specify when an utterance is appropriate to the environment

in which it is spoken.

Joos*, mentioned in MORROW³⁹, distinguishes five different styles in English:

1.2.2.1. FROZEN - style used in notices, in official documents and the like.

1.2.2.2. FORMAL - style used in impersonal human contact situations, e.g. announcers when addressing large groups of people.

1.2.2.3. CONSULTATIVE - style normally used by total strangers.

1.2.2.4. CASUAL - style used by friends or acquaintances, when the use of slangs and ellipsis are allowed.

1.2.2.5. INTIMATE - style used by close-friends and family, when silence and grunts are acceptable.

Communicative competence would involve the recognition of the appropriateness of each one of these different levels of speech.

Another feature of communicative competence, MORROW³⁹ (p.5) suggests based upon WIDDOWSON⁵⁸, would be the recognition of the implicative content of a sentence. He exemplifies by saying that while grammatical competence would account for the production of:

HAVE YOU GOT A TUBE OF TOOTHPASTE?

as a well-formed interrogative sentence, communicative competence enables us to see that it has the value of a request to purchase or a request to borrow, not of a request for information.

MORROW³⁹ (p.11) suggests that techniques and procedures

* JOOS, M. (1962). The Five Clocks. I.J.A.L., 28-5.

to foster grammatical competence are relevant in developing communicative competence. However, he goes on³⁹ (p.11), such procedures and techniques should be seen as a part of the language teaching process rather than the whole.

One example of a recent approach which places communication as the priority of language teaching is the TRANSACTIONAL ENGINEERING APPROACH.

1.3. THE TRANSACTIONAL ENGINEERING APPROACH

This approach is mainly ethnocentric in nature, that is, the focus is on the community of students. This ethnocentric view focuses on the exchange of ideas as the unit of analysis and under it TALK is the subject matter.³⁰ (p.2)

The Transactional Engineering Approach suggests that at the beginning of learning a foreign language the student will feel like a stranger in the language class, in the sense that he will have to get informed about the regular talking practices* of the country whose language he wants to acquire. Examples: he will have to know how to ask for directions, for prices of merchandise, he will have to know how to take turns at conversations, etc.

The language teacher will be the representative of this foreign country and so he will be the informant**, for instance if the student wants to know how to apologise he will have to consult the teacher - his guide and source.

* regular talking practices: most common subjects and ways of talking about subjects by the native speakers of the target language.

** informant: he will tell the students how to say things in the target language and what to say in particular contexts.

According to the transactional engineering approach the noticeables* of any target language must be part of the student's repertoire.³⁰ (p.3)

Once the learner gets this repertoire he will become a regular** in that specific language. This repertoire gives the learner the conditions for spontaneous talk. Now the student has got the background he needed for transactions, that is, now he is able to engage someone else in a conversation in the target language.

In order to have a better language training the teacher can suggest TOPICS*** for the students to interact among themselves. Then the student will make use of the repertoire of the target language he has already acquired.

By engaging in transactions the student, who had been astonished by the number of noticeables he had to acquire at the beginning of language learning, will become bit by bit regularized**** in the target language.

The Transactional Engineering Approach suggests³⁰ (p.20) the following phases for the teacher to set up the instructional frames for helping students engage in transactions in the target language:

1.3.1. RE-ENCULTURATION³⁰ (p.20)

The student will receive information concerning the

* noticeables: particular aspects of the target language such as ways of saying that one does not remember someone else's name: WHAT'S HIS NAME?

** regular: fluent speaker.

*** topics: subjects common speakers of the target language talk about.

**** regularized: familiar with the conversational routines used by speakers of the target language.

noticeables of each situation in the target culture, for instance the student will learn how to start and end exchanges in the target language.

1.3.2. RE-SOCIALIZATION³⁰ (p.21)

The student will have to acquire special techniques of initiating moves in a conversation such as body posturing and facial expressiveness.

1.3.3. RE-ASSIMILATION³⁰ (p.21)

The student will have to be informed about the appropriateness of references to self-descriptions and self-values.

1.3.4. THE ENACTIVE STAGE³⁰ (p.22)

This is a stage at which the student will engage someone else in a transaction by raising contentions, taking turns at talk, presenting arguments, justifying, describing, etc.

At this stage the teacher tells the student how to act in particular situations, by suggesting the topic and giving them some topical sequences* and as a spontaneous follow-up, students' talk will emerge naturally.

1.4. PURPOSE OF THE RESEARCH

The Transactional Engineering Approach was applied to the production of TRANSACTIONAL DRILLS.

Transactional Drills are a kind of conversation class which we applied to students attending the first period

* TOPICAL SEQUENCES: the sequences of a particular conversation, e.g. the use of "HELLO!" at the beginning and "BYE!" at the end of the transaction.

of English Language of the Letters Course at the Federal University of Paraná.

Our first objective was to investigate the possibility that TRANSACTIONAL DRILLS might lead to students' achievement of oral communicative competence more successfully than laboratory drills, in a short period of 13 weeks.

Because we felt that inhibition would be a factor that could affect students' positive identification as speakers of the English Language, our second objective was to help students get rid of inhibition against talking English to a community of native speakers.

1.5. RESEARCH LIMITATION:

The experiments dealt with in this dissertation were made possible thanks to the flexibility of the timetable of the first semester of English Language for students who study the Letters Course of the Federal University of Paraná in Curitiba, capital of Paraná, a southern state of Brazil. This timetable suggests:

- two hours of language laboratory
- one hour of oral/aural practice
- one hour of reading and writing practice
- four hours in which the students are to practice grammar.

We limited our experiments to three of the eight hours a week of the above mentioned timetable. The limiting of our research hours was due to the fact that the undertaking of an experiment which lasted eight hours a week would require a total reform of the English Language syllabus. This reform would be beyond our research possibilities, viz., that would require the scope of a doctoral dissertation, rather than research at Masters' level.

1.6. RESEARCH METHOD:

1.6.1. Group Selection:

Two groups of students of English Language One; one control group, which will be called "C" from now on, and one experimental group, which will be called "E" from now on; participated in the study of this dissertation. Each group corresponded to a class section of the Letters Course at the Federal University of Paraná.

To provide us with reasonably similar groups, the students were given tests of achievement in grammatical and communicative competence at the beginning of the semester.

Grammatical competence was assessed by means of a multiple choice test of elementary grammar* plus a reading comprehension test and a writing test. Communicative competence was measured by a communicative competence test**, devised specifically for this research. It consisted of an interview with a native speaker and situations in which the students would have to provide appropriate remarks. The purpose was to establish the common standards of the incoming students so as to have a set of scores against which to measure the final communicative skills of the same students at the end of the experiment.

In order to have standardized groups, one attitudinal questionnaire*** towards the English Language and a

* See appendix 3

** See appendix 5

*** See appendix 2

catalogue questionnaire* were also applied to students. Standardization in aspects such as the following was sought: age, sex, previous experience with English, visits abroad, schools attended, other languages spoken, reasons for learning English and outside work.

Having all this information (tests and questionnaires) at hand, we classified the students into four categories:
A - B - C - D:

A: excellent

B: good

C: fair

D: below fair

After having classified the students, it was quite easy to divide them into two standardized groups, by means of a systematic method: half of the "A" students would be placed in group C and half of them in group E, half of the "B" students would be placed in group C and half of them in group E, half of the "C" students would be placed in group C and half of them in group E, half of the "D" students would be placed in group C and half of them in group E.

1.6.2. Application of Research:

Both groups met for eight 50 minute periods a week. These periods were distributed as follows:

five hours for grammar instruction and writing practice,

three hours for English related activities.

* See appendix 1

For the control group, C, the English related activities consisted of two hours of language laboratory practice based on the material presented in the course and one hour of listening comprehension practice with the aid of laboratory tapes.

For the experimental group, E, the English related activities consisted of three hours of performance of specific communicative acts. These performances were trained by means of Transactional Drills. These Transactional Drills progressed from simple exchange of greetings to discussions of current events and descriptions of social occasions that are common in English speaking countries.

The students dealt with two kinds of transactional drills: structured and semi-free transactional drills.

The Structured Transactional Drills worked as follows: after having received oral and written instructions on a topic the students worked in pairs or threes according to whether a third participant was considered likely to produce a more natural situation. As soon as the individual students felt confident enough to speak in front of the big group, the small groups would be dispersed and new groups would be formed. These prep sessions used to last 20 minutes. The performances in front of the big group, which lasted from 5 to 7 minutes were recorded on tape. There would not be any interference by the teacher in students' grammatical mistakes during the performance of these specific communicative acts. During the session after the experiment the teacher used to rewind the tape and to point out students' mistakes.

The Semi-Free Transactional Drills worked as follows:

the students did not receive any instruction, but they had time to prepare, in pairs, descriptions of social occasions or descriptions of cities or states. These descriptions which lasted from 10 to 30 minutes were recorded on tape. Once more there would not be any interference by the teacher in students' grammatical mistakes at the time of the performance of the semi-free transactional drills. Nevertheless after the performance of the semi-free transactional drills, the teacher used to rewind the tape and to point out students' mistakes.

1.7. RESEARCH PERIOD:

The research project lasted a total of 15 weeks, including the two weeks used for pre-testing and post-testing (see below) and was specifically aimed at ridding the students of any inhibition they might have about speaking English to their teachers, friends and particularly speakers of the target language.

The post-tests applied at the conclusion of the experiment took the same form as the pre-tests and covered the same aspects; that is to say; communicative and grammatical competence tests and an attitudinal questionnaire towards English studies. The purpose however was to establish which of the two variables-lab drills or transactional drills had been more successful in producing ORAL COMMUNICATIVE COMPETENCE. Group variation in Grammatical Competence and Attitude to English studies, while potentially an area of further research, were not our primary concern here. These tests were administered simply in case they might throw some interesting light on any unexpected results of the research which might lead to future investigation in a different

direction.

1.8. RESEARCH PLAN

The lay-out of this dissertation is presented in two parts: a theoretical one and a practical one.

The theoretical part will be called THEORETICAL BACKGROUND and it will be divided into two chapters:

1.8.1. The first chapter will offer some theoretical considerations about Transactional Drills.

1.8.2. The second one will consider how to test Communicative Competence.

The practical part will be called THE EXPERIMENTAL PROJECT and it will be divided into four chapters:

1.8.3. In the first chapter we will relate some preliminary investigation we did before starting the experiments of this dissertation.

1.8.4. In the second one we will describe the separation of the students involved in this study into two standardised groups.

1.8.5. In the third one we will describe the experiments of this dissertation.

1.8.6. Finally in the fourth chapter we will compare the two groups of students involved in the study of this dissertation after a period of 13 experimental weeks.

2. FIRST PART

THEORETICAL BACKGROUND

2.1. TRANSACTIONAL DRILLS THEORY

In this dissertation we designed our experiments based upon the transactional engineering approach to language teaching. Our experiments were called TRANSACTIONAL DRILLS. The reason for calling them TRANSACTIONAL DRILLS is that there was some preparation for the transactional episode. In this dissertation we dealt with two types of TRANSACTIONAL DRILLS which went from STRUCTURED to SEMI-FREE.

In the STRUCTURED TRANSACTIONAL DRILLS the experimental group students received oral and written instructions on a particular topic. These instructions did not have to be necessarily followed, provided that the topic did not get lost.

In the SEMI-FREE TRANSACTIONAL DRILLS there were no instructions and the experimental group students had to present a series of descriptions of social occasions of English speaking people. This kind of activity was performed in pairs because it was not a mere report on a topic, they had really to talk to one another, in a transactional episode.

The practice of DRILLS had been previously criticised by the Transactional Engineering Corporation (JAKOBOVITS²⁶, 1970). Nevertheless the technique PATTERN DRILLS is still used in one form or another by recent textbook writers*. Because of this important fact, in 1974, The Transactional Engineering Approach offered a transactional rationale for the technique PATTERN DRILLS which is presented in steps²⁸ (p.67):

Step One: Define the transactional skills to be

* See bibliographical references: 4, 9, 11, 12, 18, 19, 38, 44, 54, 56.

covered in a course or in a block of lessons. This dissertation calls the transactional skill practices TRANSACTIONAL DRILLS.

Step Two: Define the structural components of the transactional skills. In this dissertation the structural components of the transactional drills are called TOPICAL SEQUENCES. As an illustration we have the Transactional Drill whose topic is: AVOIDING UNDESIRABLE TOPICS. The structural components* are:

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings
- (d) first one makes a nasty remark
- (e) second one tries to change the topic
- (f) first one maintains same topic
- (g) second one expresses unwillingness to discuss the topic
- (h) first one understands and changes topic

Step Three: Provide frame sentences that exemplify some Transactional Idioms** available for the structural sequences. The structural sequence "g" mentioned above says:

second one expresses unwillingness to discuss the topic

*Topical sequences

**Transactional idioms are conventionalised ways of expressing particular ideas in a language.

There are some transactional idioms available for this topical sequence such as:

"Let's not discuss that..."

"Let's not go into that..."

"I'd rather not discuss that..."

By practising transactions the students will get used to TALK in the target language. JAKOBOVITS and GORDON²⁸ say that:

Conversations consist of a set of transactions sequentially performed in time and hierarchically organized. (p.137)

This means that the transaction EXCHANGING GREETINGS will always come first in a conversation while the transaction LEAVE-TAKING will always appear last in the same conversation. In between we will have the transactions the co-participants of a conversation are interested in.

As an illustration we have adapted the conversation that is transcribed in JAKOBOVITS and GORDON²⁸. (p.138)

(a) Hi, John. What's up?

(b) Hi. Mr. Smith hasn't come in today. I need to talk to him. Do you have any idea where he might be?

(c) Did you try the golf course?

(d) I tried all possible places. No one has seen him.

(d.1.) Would you do me a favor?

(e) Sure!

(f) Drive me over to his house. There is no phone and he might be ill.

- (g) Well, I can't leave the office until 6:00 p.m. I have a meeting in half-an-hour. But I'll ask my secretary to do it.
- (h) Thanks friend. I appreciate it.
- (i) That's nothing. I enjoy helping friends.
- (j) Thanks again. Chow!
- (k) See you later.

The above mentioned conversation can be split into TRANSACTIONS such as the following:

EXCHANGING GREETINGS

- (a) greets
- (b) acknowledges greetings

ASKING FOR EXPLANATION

- (a) asks for explanation
- (b) gives explanation and asks for suggestion

ASKING FOR SUGGESTION

- (b) asks for suggestion
- (c) gives suggestion
- (d) refuses suggestion

ASKING FOR A FAVOUR

- (d.1.) asks for a favour
- (e) agrees
- (f) tells the kind of favour he needs
- (g) refuses favour, gives explanation and offers another suggestion

THANKING

- (h) thanks
- (i) acknowledges thanking

LEAVE TAKING

(j) takes leave

(k) acknowledges leave-taking

JAKOBOVITS and GORDON²⁸ suggest that the use of specific transactional performances in the classroom will help the teacher convince the unwilling students of the desirability of the study of foreign languages and moreover they will increase the atmosphere of authenticity with willing students. They finally conclude:

Language Teaching will go
without worry, though not
without effort. (p.259)

NOTE: The Transactional Engineering Approach is presented by the TRANSACTIONAL ENGINEERING CORPORATION which is divided into two sub-corporations. One of them is located in Kailua, Hawaii and the other one is located in Miami Beach, Florida. The President of this corporation is Dr. BARBARA GORDON who co-works with Dr. LEON JAKOBOVITS.

2.2. TESTING COMMUNICATION

In any project aimed at the analysis of students' performances in any sphere, some means of measuring that performance with a reasonable degree of accuracy needs to be devised.

In our research we were primarily interested in measuring the communicative skills of the two groups of students. It was therefore essential that some means could be found of testing communicative competence.

Our tests of communicative competence were based upon MORROW's Techniques of evaluation for a notional syllabus (1977).

MORROW³⁹ (p.27) assumes that a test of communicative ability in a foreign language must measure more than idealised accuracy. He offers two approaches to communicative testing. The first one is based on discrete-feature tests³⁹ (p.27) intended to measure the control of the communicative system such as the appropriateness of a sentence to a particular context or the purpose of an utterance, because obviously every utterance is made for a reason. The second one consists of integrative tests³⁹ (p.27) intended to measure the candidate's ability to perform in behavioural activities.

2.2.1. THE DISCRETE-FEATURE APPROACH³⁹ (p.27)

In this approach the candidate will receive an INPUT datum (either written or oral), then he will process a communicative operation which will finally offer an OUTPUT response (either written or oral).

MORROW calls our attention to the fact that in this kind of testing approach the candidate will have to behave sometimes as the INITIATOR of an interaction and sometimes as the RESPONDENT.

MORROW³⁹ (p.29) suggests that for the RESPONDENT it is possible to offer a MANIPULATION procedure. This consists of providing the candidate with some data (INPUT OPERATION) and asking him to indicate their relevance to specified situations

(OUTPUT OPERATION). The candidate might be asked to choose from a set the most appropriate element in a given situation, for instance:

"Situation: Someone makes a remark that you don't understand. You are a polite person. You reply:

1. What did you say?
2. I beg your pardon?
3. I am not understanding.
4. Repeat."

Another example of MANIPULATION PROCEDURE is when we give the candidate two sets of sentences and he is supposed to match them. One set of sentences may be written on the candidate's paper and the other one is read out by the examiner. For instance the examiner says:

"Excuse me!"

and the candidate has on his paper the following alternatives, so as to match the oral INPUT to the appropriate response:

1. My sister had a baby.
2. Can you tell me the way to the bus station?
3. I feel terrible this morning!
4. Did you really?

Because it may be argued that the candidate's identification of communicatively important features does not allow the candidate to produce language, MORROW³⁹ (p.33) also suggests the PRODUCTION PROCEDURE where the candidate is the INITIATOR of a novel utterance. This time the candidate may be asked to make oral appropriate remarks to some oral input data he receives. For instance he could be asked to provide a remark

to the statement:

"You are standing on my foot".

In the Manipulation Procedure there would be no assessment problem since the students' OUTPUT RESPONSES were either right or wrong. In the Production Procedure, however, there is such a problem. Nevertheless MORROW³⁹ (p.33) suggests that "there is a possibility of standardization so that the candidate's response may be compared to a range of native speakers' responses". MORROW³⁹ (p.35) adds that the standardization is more likely to be based on a "fairly large population of native speakers".

2.2.2. THE INTEGRATIVE APPROACH³⁹ (p.37)

Morrow suggests that in such tests the candidate would be offered communication tasks that would be based on behavioural activities he would have to engage in. For example he would have to:

2.2.2.1. answer questions in an oral interview;

2.2.2.2. ask questions about real life situations in an oral interview;

2.2.2.3. engage in interactions.

MORROW³⁹ (p.41) suggests that this interactional participation test may go from structured to free.

2.2.2.3.1. STRUCTURED:

The candidate receives a written dialogue and he has to read out one part while the examiner reads out the other one.

2.2.2.3.2. SEMI-STRUCTURED:

The candidate receives a written dialogue with

his part missing which he is supposed to provide. Attention has to be paid to the fact that not only single words but also complete utterances are required in the gaps.

2.2.2.3.3. SEMI-FREE:

The candidate is told in advance about a particular topic he will have to give his opinion about.

2.2.2.3.4. FREE:

This would consist of an entirely unpredictable exchange of ideas between the examiner and the candidate.

In the tests of communicative competence of this dissertation we chose the semi-structured interactional participation test because it best suited the level the students we had*, and it would be helpful from the assessment point of view: the candidate's responses would be registered in the written mode and they would be assessed based upon a scale of 0-1-2-3 as being:

0 - nothing uttered

1 - not appropriate

2 - appropriate but full of grammatical mistakes

3 - appropriate

MORROW³⁹ (p.43) calls the kind of activities related to the integrative approach above mentioned PRODUCTIVE TESTS. So he³⁹ (p.44) also suggests RECEPTIVE TESTS related to the integrative approach. These RECEPTIVE TESTS consist of READING

* First semester of English Language Learning.

COMPREHENSION and LISTENING COMPREHENSION tests.

In the tests of communicative competence of this dissertation we chose the LISTENING COMPREHENSION TEST because our goal was to measure students' oral and also aural Communicative Competence. MORROW³⁹ (p.48) suggests that this kind of activity should be provided with authentic texts, that is to say, texts which consisted of authentic areas of language USE for the candidate and questions which went from facts to interpretation of the facts.

Based upon Morrow's communication testing theory we made up the pre and post tests of communicative competence of this dissertation. In describing them, they could be said to be a mixture of items, some of which had an oral stimulus and an oral response, some with oral stimulus and written response and others with written stimulus and response. They were made up of receptive and productive tests so as to perceive the students' ability to choose the required style for particular situations.

They consisted of five sections: (see appendices 5 and 6).

I - ORAL INTERVIEW

The candidates were asked to make an appropriate remark to 10 statements delivered by a native speaker examiner. The remarks were recorded on tape.

MARKS: 30 (on a scale* of 0 -1 -2 - 3 per question)

II - ORAL/WRITTEN TASKS

The candidates were asked to match 5 oral responses

*This scale of appropriateness was presented on the previous page.

they listened to, against the corresponding written remark they had received. The oral response was the end of a sentence whose beginning was written on the students' paper.

MARKS: 10 (2 per question)

III - LISTENING COMPREHENSION

The students were asked 10 questions orally on a simple passage read out by the examiner. The answers were written.

MARKS: 20 (2 per question)

IV - SELECTING APPROPRIATE STYLE

The students would choose from a set an appropriate remark for 5 different situations. This part consisted of written stimulus and response.

MARKS: 10 (2 per question)

V - WRITTEN TASK

The students would have to provide appropriate fillers for the blanks of a written dialogue, where the candidate's part was missing.

MARKS: 30 (on a scale of 0 - 1 - 2 - 3)

Summing up the sub-totals an overall total of 100 points for the students' scores would be obtained.

It is important to stress that these tests of communicative competence were but tentative. As MORROW³⁹ (p.39) says, the students who obtain high scores on this kind of tests are likely to perform well in a true situation in the target language. Nevertheless, the ones who obtain low scores on

these tests cannot be said to perform badly in true situations, because the fact that they are facing a TEST implies natural consequences such as nervous tension, memory limitation and loss of attention. However at the time of writing, these tests were felt to be as effective a test of communicative competence as current theories permitted.

3. SECOND PART
THE EXPERIMENTAL PROJECT

3:1. Exploratory Studies

In 1977 a preliminary small-scale investigation was carried out in order to test the efficacy of transactional drills to offer the writer practice in applying the technique and to iron out any unseen difficulties that might arise during the main experiment in the following year. The principal goal of both investigations however was to check the effectiveness of practice in communicative acts as apposed to lab drills practice in leading oral communicative competence and greater sociability, i.e., greater human contact.

This preliminary investigation covered twenty weeks (ten in the first semester of 1977 and ten in the second semester of 1977). The experiments were conducted once a week and they lasted an hour each, involving 30 students in the first semester of 1977 registered for English Language One and 18 students of English Language Two in the second semester. In both semesters we had a control group and an experimental one, both groups being taught by the author of this dissertation.

Table 1
TOTAL OF EXPERIMENTAL STUDENTS IN 1977

SEMESTER	Group C	Group E	TOTAL
First	15	15	30
Second	9	9	18
Total	24	24	48

The control group practised lab drills once a week while the experimental group practised transactional drills once a week.*

In the middle of the first semester of 1977 it happened that 10 of the students of the control group dropped out of the English Language Course. These students had been subjected to an entrance examination called "VESTIBULAR" where they had two course options. In almost every case the students who dropped out were those who had originally selected English as their second rather than their first option. Once their first option became available they naturally switched to it. Thus the resulting scarcity of final figures made it impossible to check which teaching technique had worked better - transactional drills or lab drills.

In the second semester of 1977 the students were subjected to a pre-test of communicative competence** at the very beginning of the semester in order to ensure standardized groups in terms of oral communicative competence. According to the results there was a possibility of dividing the students into two groups consisting of excellent, good and bad students in terms of COMMUNICATIVE COMPETENCE.

Table 2
CLASSIFICATION OF EXPERIMENTAL STUDENTS AT THE
BEGINNING OF THE SECOND SEMESTER OF 1977

	Group C	Group E	Total
EXC.	2	2	4
Good	4	4	8
Bad	3	3	6
Total	9	9	18

* These transactional drills are still recorded on tape.

** See appendix 5

At the end of the semester the students were given a post-test of communicative competence*. In this post-test it was found that there was a greater number of students who had achieved better standards of communicative competence in the Experimental group than in the Control group.

Table 3

CLASSIFICATION OF EXPERIMENTAL STUDENTS AT THE END OF THE
SECOND SEMESTER OF 1977

	Group C	Group E	Total
EXC.	4	4	8
Good	3	5	8
Bad	2	0	2
Total	9	9	18

The figures obtained in both pre-test and post-test are shown in table 4.

Table 4

RESULTS OBTAINED IN THE SECOND SEMESTER OF 1977

	Pre-Test	Post-Test
CONTROL GROUP	600	636
EXPERIMENTAL GROUP	578	688
ARITHMETICAL DIFFERENCE	22	52

These figures were obtained by means of the arithmetical sum of the scores obtained by the students of each group. In the pre-test there was a difference of 22 points in favour of the control group which was surpassed by the experimental group in the post-test with a difference of 52 points.

Upon finding these slight but significant differences

* See appendix 6

of scores between the two groups it was assumed that transactional drills had proved to be more effective than lab drills in producing a higher standard of oral communicative competence.

Because of those gratifying results of the experiments in the second semester of 1977 we decided to use these same transactional drills in a scientific investigation in the first school term of 1978 with students of English Language One so as to have a definite indication of the effectiveness of the practice of transactional drills when the teaching goal was the development of students' oral communicative competence.

3.2. Pre-Tests

In the first semester of 1978, 60 students were enrolled in English Language One. Fourteen of them did not appear and a group of only 46 students was made up.

In the interest of scientific accuracy it was obviously necessary to divide the students into two groups of equal ability and motivation.

This was done on the basis of the following criteria:

3.2.1. A pre-test of general grammatical competence

(see appendix 3)

This took the form of multiple choice questions of elementary grammar, a reading comprehension test and a writing test.

The average score for both groups, control and experimental was 58%.

3.2.2. A pre-test of communicative competence

(see appendix 5)

This test was specially devised for this research.

The average score for both groups, control and experimental was: 39%.

3.2.3. A questionnaire designed to elicit students' attitudes towards the learning of English. It was felt that this was a particularly significant fact in ensuring that the two groups really start the experiments at the same level. (see appendix 2).

The attitudinal questionnaire consisted of a series of 26 questions in each of which a score of 2 was awarded for most positive motivation, 0 for most negative and 1 for anything between the two. Generally motivation was found to be fairly high. One exception to this pattern was put in each group, as shown in table 5.

Table 5

ATTITUDINAL QUESTIONNAIRE - FINDINGS

Motivation	Motivated	Non-Motivated	TOTAL
Group C	22	1	23
Group E	22	1	23
TOTAL	44	2	46

3.2.4. A Catalogue Questionnaire:

As far as possible some other factors were taken into account such as: age, sex, outside work and foreign languages spoken. These data were obtained by means of a catalogue questionnaire. (see appendix 1)

With the catalogue questionnaires at hand it was soon ascertained that almost all students spoke the same language at

home - this language was PORTUGUESE. There was only one exception, a Bolivian girl who was temporarily living in Brazil because of her undergraduate studies. Even this girl had to speak Portuguese at home because she lived in a Brazilian women's Hall of Residence.

The average age of the students was 18 years. There were only two girls who were 30 years old. One of them was placed in the control group and the other one was placed in the experimental group.

Table 6

STUDENTS' AVERAGE AGE

AGE	Average 18	30 years old	TOTAL
Group C	22	1	23
Group E	22	1	23
TOTAL	44	2	46

In the big group of 46 students there were 4 boys and 42 girls. Two of the boys were placed in the control group and two of them were placed in the experimental group.

Table 7

TOTAL OF MALES AND FEMALES

SEX	MALE	FEMALE	TOTAL
Group C	2	21	23
Group E	2	21	23
TOTAL	4	42	46

In the big group of 46 students there were 20 of them who had outside work and 26 who had not. Ten of these students who had outside work were placed in the control group and the other 10 were placed in the experimental group.

Table 8
STUDENTS' OUTSIDE WORK

OUTSIDE WORK	Work outside	No outside work	TOTAL
Group C	10	13	23
Group E	10	13	23
TOTAL	20	26	46

In the big group of 46 students there were 6 students who spoke the foreign languages: German, French, Italian and Spanish. Three of these students were placed in the control group while the other three were placed in the experimental group.

Table 9
TOTAL OF STUDENTS WHO SPOKE FOREIGN LANGUAGES

FOREIGN LANGUAGES	FLs spoken	No FLs spoken	TOTAL
Group C	3	20	23
Group E	3	20	23
TOTAL	6	40	46

None of the 46 students had ever lived in a country where the English Language was the mother tongue.

3.2.5. Students' Classification

Before starting the experiments it was also found convenient to divide the students into sub-groups: A - B-C - D. This was done on the basis of the pre-tests and provided us with the following break down:

Table 10
PRE-TEST OF GRAMMATICAL COMPETENCE

Sub-group	Test Score	Number of students
A	100 - 90	4
B	89 - 70	8
C	69 - 50	28
D	49 - 00	6

Table 11
PRE-TEST OF COMMUNICATIVE COMPETENCE

Sub-group	Test Score	Number of students
A	100 - 90	4
B	89 - 70	8
C	69 - 50	8
D	49 - 00	26

After the above mentioned classification: we divided the students into two groups of 23 each by means of a systematic method: half of the "A" students were placed in the control group and half of them in the experimental group, half of the "B" students were placed in the control group and half of them in the experimental group, half of the "C" students were placed in the control group and half of them in the experimental group and finally half of the "D" students were placed in the control group and half of them in the experimental group.

3.3. The Instructional Program

In the first semester of 1978, the two groups of English Language One met for eight 50 minute periods a week. These eight hours were distributed as follows:

five hours for grammar instruction and writing practice

three hours for English related activities

There were two instructors of English, one for the control group and one for the experimental group. Both instructors were native speakers of Portuguese with a fluent command of English. Both were women in their late twenties.

The instructional project lasted 13 weeks. In addition, two weeks were included: one for pre-testing at the beginning of the school semester and one for post-testing at the end of the same school semester.

3.3.1. THE CONTROL GROUP

The five grammar sessions the control group attended were held under the oral approach to language teaching. In addition written exercises, which were called PACKET WORK, were also used to reinforce the grammatical points. Special composition material was also included in the form of "guided" material.

For the control group the English related activities consisted of two hours of language laboratory practice based on the material presented in the course and one hour of listening comprehension practice with the aid of laboratory tapes. The laboratory tapes were taken from O'NEILL et alii. Kernel Lessons Intermediate.⁴⁵

In this lab course the units are presented as follows:⁴⁵ (p.1)

3.3.1.1. the student listens to a conversation,

3.3.1.2. special phonological difficulties are presented and practised,

3.3.1.3. The student repeats one part of the conversation,

3.3.1.4. the student performs various drills drawn from utterances in the conversation, that is, the student's response follows the convention of normal conversation in which something one of the speakers says leads to the other speaker's response using the patterns or structures under study, for example:

Boss: I gave you some important letters yesterday. Why haven't you typed them yet?

Secretary: But I have! I typed them yesterday, in fact.

Boss: I asked you to buy some things for the office yesterday. Why haven't you bought them yet?

Secretary: But I have! I bought them yesterday, in fact.

3.3.2. THE EXPERIMENTAL GROUP

The experimental group followed the same grammar and writing practices as the control group. However the three hours for English related activities were different. For the experimental group these activities consisted of performance of specific communicative acts which progressed from structured to semi-free transactional drills.

3.3.2.1. STRUCTURED TRANSACTIONAL DRILLS

In the structured transactional drills the experimental

group students received oral and written instructions* on a particular topic.

The oral instructions were similar to the following one:

"Today the topic is: "SHOPPING IN A SUPERMARKET". One day you will have to know how to ask about prices and how to comment on the quality of some material. You will certainly need to use some transactional idioms such as "check out" , "basket" or "trolley". The opening and closing rules will be the ones you have been practising. You can change the topical sequences which are written on you paper as long as the topic "SHOPPING IN A SUPERMARKET" does not get lost."

The written instructions were similar to the following one:

TRANSACTIONAL DRILL 30

TOPIC: SHOPPING IN A SUPERMARKET

- (a) displaying visual acknowledgment
- (b) approaching
- (c) greeting
- (d) inviting to go shopping together
- (e) first one chooses a trolley
- (f) second one chooses a basket
- (g) first one comments about prices
- (h) second one acknowledges
- (i) first one comments about quality of fruit and vegetables

* These instructions were submitted for approval to a native speaker of the English Language, professor of English at the Federal University of Paraná, to ensure appropriateness and linguistic accuracy.

- (j) second one acknowledges
- (k) approaching the check-out
- (l) first one comments about high prices
- (m) second one acknowledges
- (n) after paying for fruit and vegetables, leave-taking.

After having received oral and written instructions on a topic the experimental group students worked in pairs or threes according to whether a third participant was considered likely to produce a more natural situation. These preparatory sessions lasted 20 minutes. As soon as these prep sessions were over, the small groups were dispersed and new groups were formed so as to have a spontaneous transactional drill. Although the students had prepared the transactional drill, it was a natural communicative situation because they did not know what exactly they were going to say before the conversation began.

The performances of the transactional drills after the prep sessions lasted from 5 to 7 minutes and were recorded on tape.

The structured transactional drills, whose instructions are transcribed in appendix 7, covered the following topics:

1. Exchanging greetings, leave-taking and postponing taking-leave;
2. Giving directions;
3. Requests and reactions to instructions and orders;
4. Common forms of politeness in shopping centers;
5. Common forms of complaints in shopping centers;
6. Making arrangements;
7. Postponing arrangements;
8. Apologising for coming late to an appointment;
9. Description of home and its neighbourhood;
10. Avoiding undesirable topics;

11. Typical days in a hotel;
12. Application for jobs and selection of candidates;
13. Giving in notice;
14. Exchange of information about daily lives at school time;
15. Exchange of information about daily lives during vacation;
16. Description of unlucky days;
17. Discussion about the weather and its influence on games;
18. Discussion about recently seen films;
19. Discussion about people and places;
20. Discussion about future lives after University studies.

The conversations which were held at the actual time of the performance of the transactional episode are transcribed in appendix 8.

The Structured Transactional drills lasted seven weeks of three hours of transactional episodes each. This would have made a total of 21 experiments but the last one wasn't held because it fell on a holiday. Consequently a total of 20 experiments was carried out in the first part of transactional drills.

During these weeks of structured transactional drills some interesting observations were made:

Week 1: During the study of the written instructions the students chose as partner the one who was sitting nearest. At the actual time of the performance of the transactional episodes they chose as partners their friends. The fact that they were being recorded did not disturb their performances from the second experiment onwards.

Week 2: The students who had more experience with English helped the weaker ones during the study of the written instructions. Nevertheless they still continued to choose their friends for the actual performance of the transactional episode.

Week 3: In the third experimental week, all the experimental group students lost their inhibition against speaking English to each other. The teacher's admonition to speak only English in these sessions was no longer necessary.

Week 4: The experiments which were held this week showed some surprising results: there was no discrimination among the students any more, that is to say, at the actual moment of the performance of transactional episodes, the student who had more experience with English chose as partners in the transactions the weak students and vice-versa.

Week 5: This week presented gratifying results. Students in the experimental group could talk to any of their classmates in the target language. Even when the students who had started with a low standard of communicative competence talked to each other, both could maintain a spontaneous transactional episode in the target language.

Week 6: Further consolidation. All the experimental group now

speaking freely with their classmates in the target language, and demonstrating an eagerness to talk in spite of the grammatical mistakes they made.

Week 7: This week's experiments showed that the weak students did not need to be prepared for the transactional episodes by the ones who had more experience with English because they had already acquired the conventionalised conversational routines used by native speakers of the English language.

When we say that students of the experimental group had already acquired the conventionalised conversational routines by the end of seven weeks of Structured Transactional Drills we refer to:

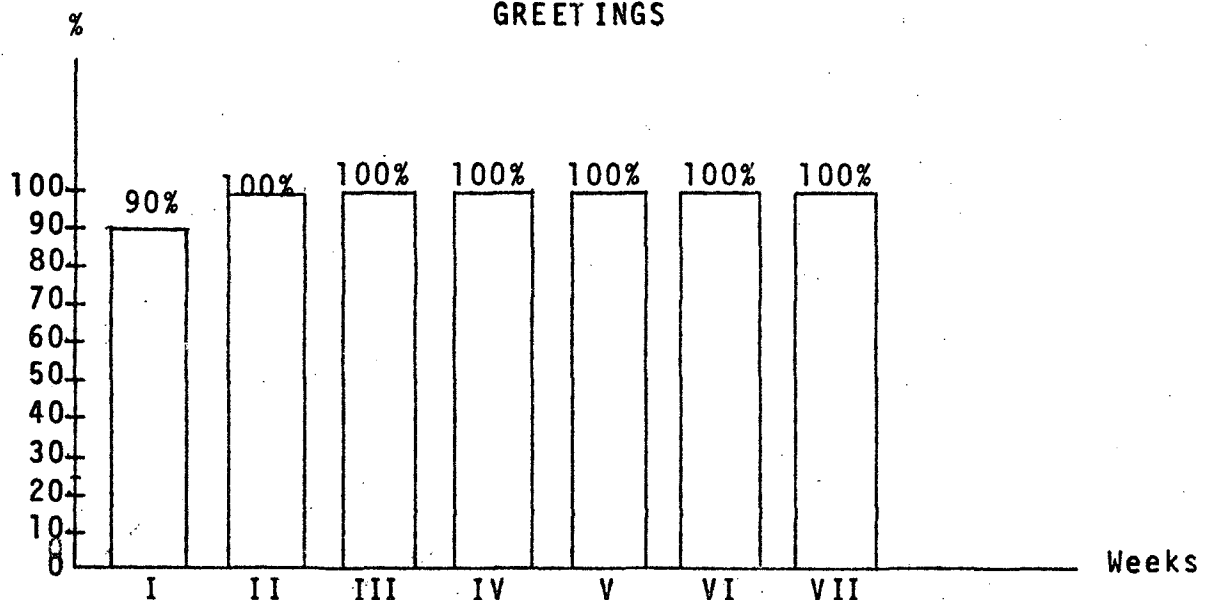
- a) greetings
- b) leave-taking
- c) thanking and answering to thanks
- d) apologies and response to apologies
- e) initiation of discourse
- f) topic switching

Some conversational routines were acquired by the students more easily than others. The achievement of the conversational routines is considered in such an order so as to show the degree of difficulty or facility felt by the experimental group students.

3.3.2.1.1. GREETINGS

It may be convenient at this stage to explain what we mean by greetings. Greetings are expressions used when seeing somebody. There are two kinds of greetings: formal greetings and informal greetings. By formal greetings we mean the expressions: "Good morning", "Good afternoon", "Good evening" and "Good night". By informal greetings we mean the expressions "Hi" or "Hello". This is a conversational feature much practised in secondary schools so that almost every student could use it correctly from the first experiment onwards. From the second experimental week on 100% of the students could handle this conversational feature quite easily. (see table 12)

Table 12
GREETINGS



3.3.2.1.2. INITIATION OF DISCOURSE

The expression "initiation of discourse" is here used to denote the expressions used when beginning a new topic. Right from the first experimental week there was a high percentage of students (87%) that could use this conversational feature correctly. This may be due to the fact that Portuguese and English speaking

people have similar conventionalised ways of initiating conversations such as the expressions:

"Have you heard about...?" (English)

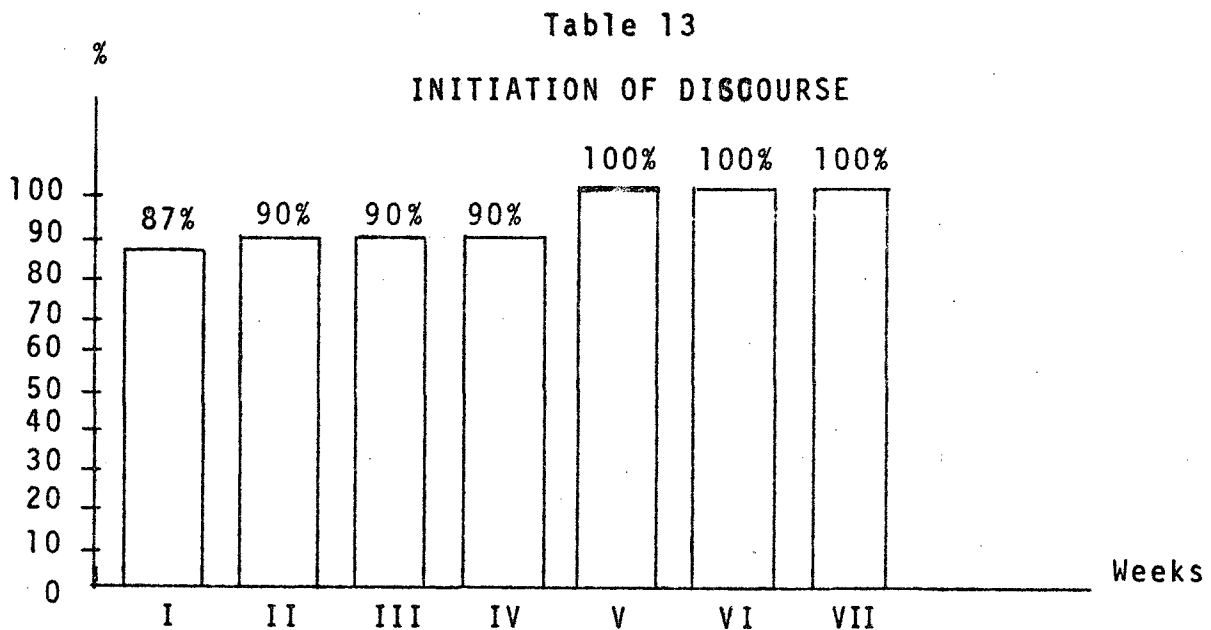
"Você ouviu falar...?" (Portuguese)

or

"Do you know that...?" (English)

"Você sabe que...?" (Portuguese)

The maximum percentage (100%) of students to use this conversational feature was easily recorded in the fifth week. (see table 13)

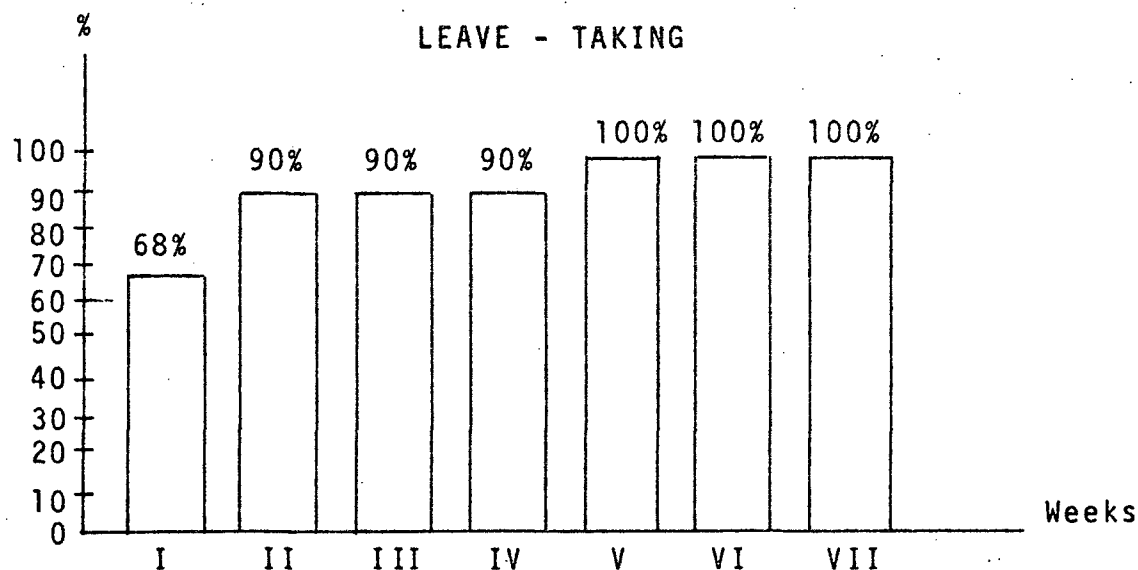


3.3.2.1.3. LEAVE-TAKING

Leave-taking is a special expression used when leaving. For the students to do well with this conversational feature a clear distinction had to be made between formal and informal leave-taking. By formal leave-taking we mean the expressions: "Good morning", "Good afternoon", "Good evening", "Good night"; while by informal leave-taking we mean the expressions "Good bye" and the like. Once this distinction was made clear a high

percentage of students (90% to 100%) who would use this conversational feature correctly was recorded. (see table 14)

Table 14

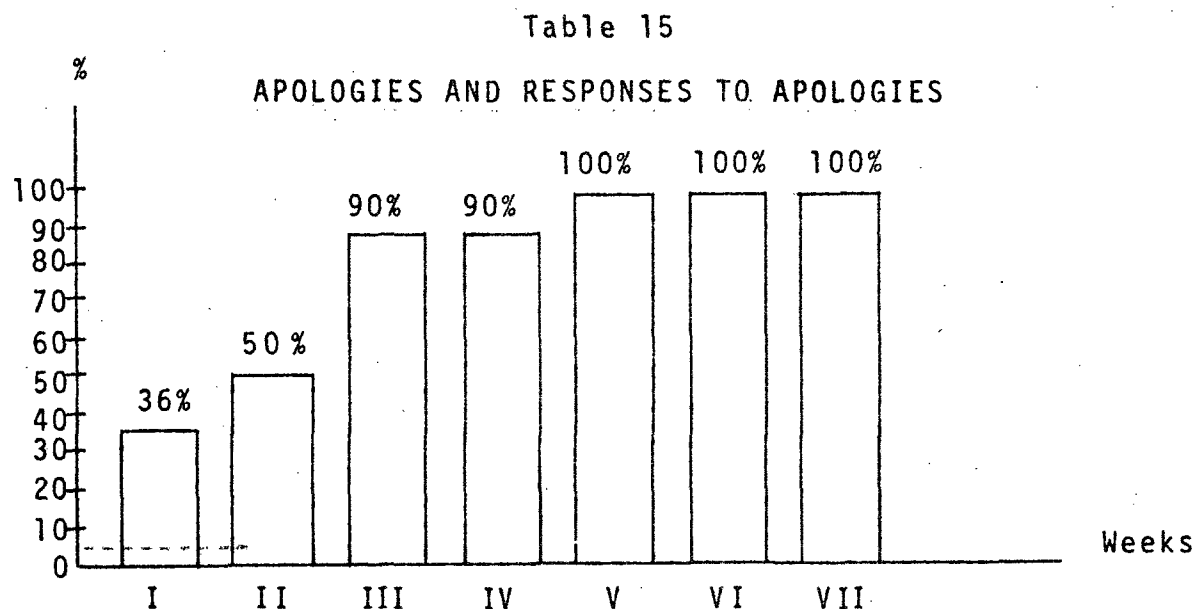


3.3.2.1.4. APOLOGIES AND RESPONSES TO APOLOGIES

An apology is an expression of regret used when doing something wrong, for being impolite or for hurting somebody else's feelings. Just a low percentage of students (36%) could use this conversational feature correctly from the first experiment onwards.

Students' main difficulty was to distinguish between the apology "I'M SORRY" and the expression "EXCUSE ME" used when one has to leave early in a meeting or when one arrives late and the like. In Portuguese we DO have expressions corresponding to the English expression "I'M SORRY" (Portuguese: "Desculpe-me") of the English expression "EXCUSE ME" (Portuguese: "Com licença"). Yet there is a verb in Portuguese that is "ESCUSAR" which comes from the Latin form "EXCUSARE" meaning "TO APOLOGISE FOR". This Portuguese verb has a similar sound to the English form "EXCUSE". We explain students' insistence in using only the form "EXCUSE ME" as a typical case of mother tongue interference. Once their

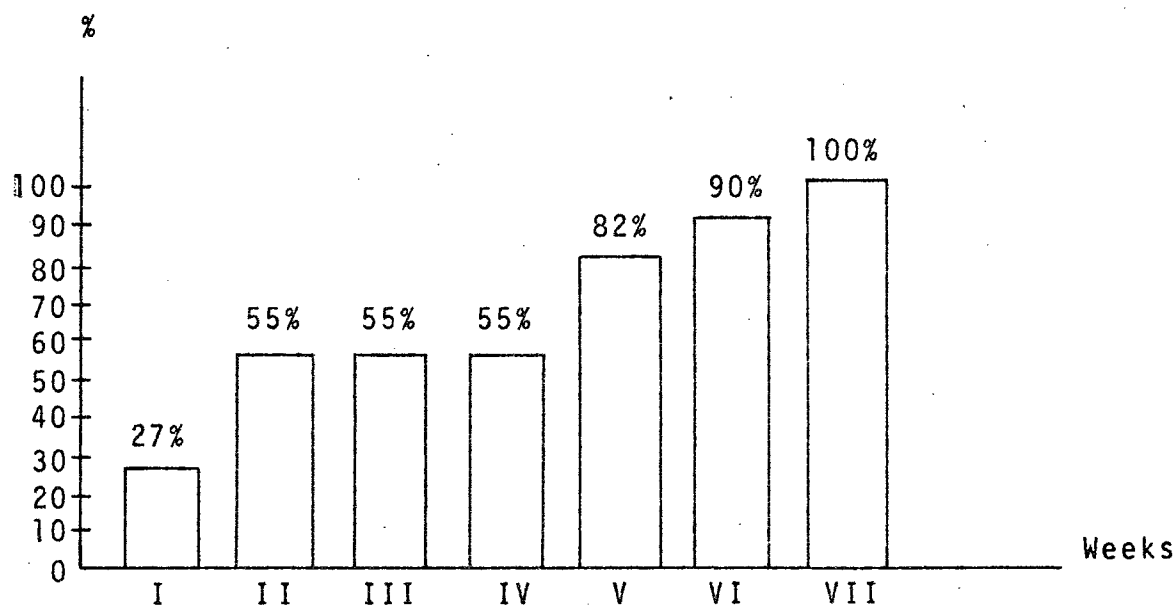
attention was called to the above mentioned facts, the percentage of students who used this conversational feature correctly increased and reached the highest percentage in the fifth week. (see table 15)



3.3.2.1.5. THANKING AND ANSWERING TO THANKS

Although the students had no difficulty when thanking, there was, in fact, some hesitation when responding to thanks. This may be due to the variety of ways of answering to thanks such as "DON'T MENTION IT", "NOT AT ALL", "YOU'RE WELCOME". During the first four weeks the students hesitated when answering to thanks as they themselves acknowledged because they were not certain of which form of answering to thanks to use. The problem was solved when they were told to use any of the above mentioned forms which are likely to be used by native speakers of English. From then on the percentage of students who used this conversational feature correctly increased until it reached the maximum record-100%. (see table 16)

Table 16
THANKING AND ANSWERING TO THANKS

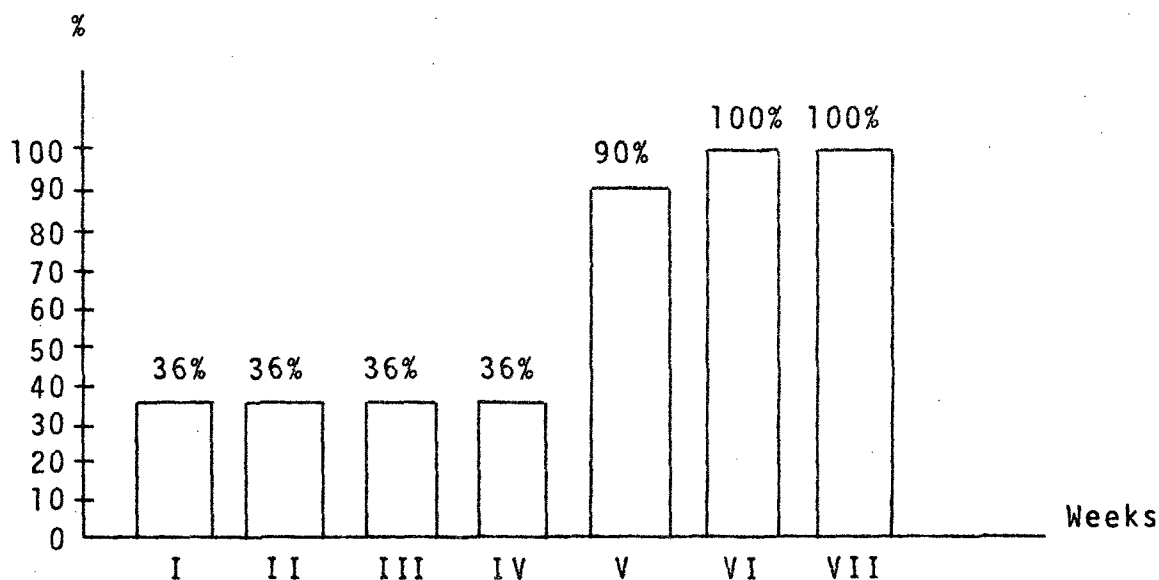


3.3.2.1.6. CONCLUSION OF DISCOURSE AND TOPIC SWITCHING

We have grouped together these two conversational features because there was some hesitation by the students when using these two forms. By CONCLUSION OF DISCOURSE we mean the final comments usually made at the end of a topic, e.g., if the topic is an invitation, the conclusion of this discourse will be the acceptance or the refusal of the invitation. By TOPIC SWITCHING we mean the change of the topic when the first topic is over. It happened that during the first four experimental weeks the students were so aware of the conversational feature Topic Switching that they did not wait for the conclusion of the first topic to change it. It took four experimental weeks for the students to distinguish between these two conversational features. Once they did there was a high percentage of students who used both conversational features correctly. (see table 17)

Table 17

CONCLUSION OF DISCOURSE AND TOPIC SWITCHING



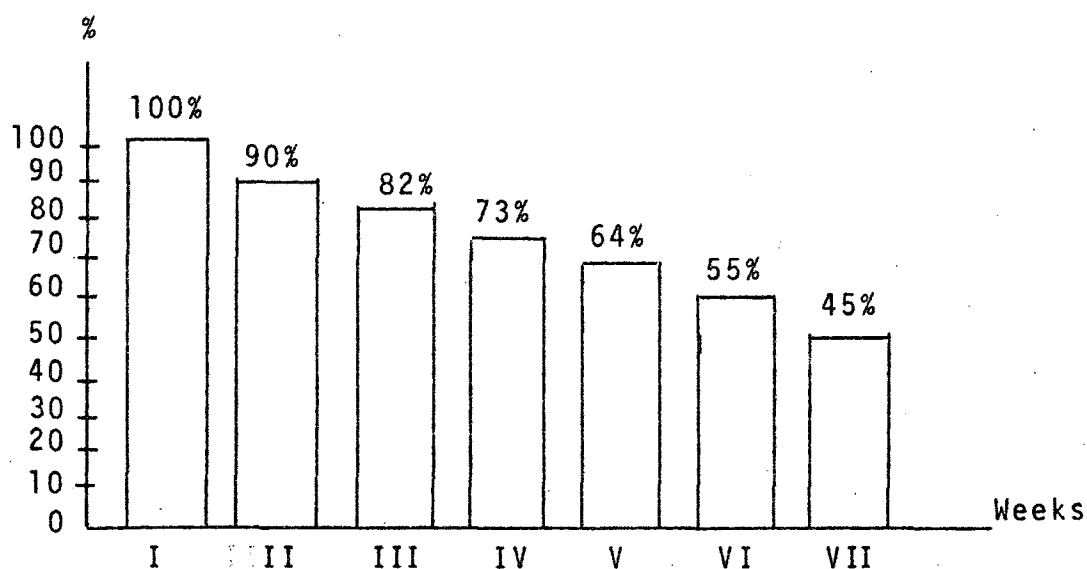
3.3.2.1.7. GRAMMATICAL MISTAKES

After each experimental session the teacher used to rewind the tape on which the experiment was recorded and students' main flaws were pointed out. Although in a short period of time the students could talk freely and according to the conversational routines conventionalised by the English speaking people, they nevertheless still made grammatical mistakes. By grammatical mistakes we mean errors of concord, incorrect use of pronouns and mainly pronunciation mistakes. The main grammar difficulties were elicited in the five sessions we had allotted to grammar instruction. After each experimental session we used to praise the students who managed to talk without making grammatical mistakes. By means of these two procedures we managed to decrease the number of students who made grammatical mistakes when talking. Nevertheless we could not eliminate the problem because 45% of the students still made grammatical mistakes during the transactional drills at the end of seven

week's experiments. (see table 18)

Table 18

GRAMMATICAL MISTAKES



3.3.2.2. SEMI-FREE TRANSACTIONAL DRILLS

In the eighth experimental week the students progressed from STRUCTURED to SEMI-FREE transactional drills

In these semi-free transactional drills the students did not receive any instruction from the teacher. They presented, in pairs, descriptions of social occasions typical of English speaking countries and descriptions of either American states or British and American cities.

The descriptions of the social occasions were presented by means of TRANSACTIONS. In these TRANSACTIONAL EPISODES the students were asked to choose the topic before the actual TRANSACTION. The chosen topics varied from invitations to parties and/or dinners to descriptions of visits to foreign countries.

Sometimes the chosen topics were descriptions of American states and American cities. After the descriptions all students of the experimental group made spontaneous comments.

We refer to these Transactional Drills as SEMI - FREE TRANSACTIONAL DRILLS because the students had some time to choose and prepare the TRANSACTIONAL SEQUENCES before presenting the descriptions.

These semi-free transactional drills, which are recorded on tape, lasted six weeks with three hours of transactional episodes each. We had a total of 17 experimental sessions. In the last session, which would have been the eighteenth experiment, the students of both groups; control and experimental; were visited by a native speaker of English, a professor of English in this University, because he would be the one to interview them in the post-test of communicative competence, having already interviewed them in the pre-test of communicative competence.

In each experimental session we had two semi - free transactional drills of half an hour each. The students prepared three descriptions per pair. That made a total of 33 semi - free transactional drills.

The semi-free transactional drills which were carried out during the second part of the experimental project are transcribed in APPENDIX 9. They covered topics such as:

a) Descriptions of social occasions:

1. Relationship between a man and a woman before and after MARRIAGE;
2. TV sessions;
3. Mutual misunderstanding;
4. No time to waste;
5. Borrowing a night dress;
6. An American in London;
7. An invitation to the theatre;
8. Growing potatoes;
9. Americans' entertainments;
10. An assault;
11. April Fool's day;
12. Getting information;
13. At the restaurant;
14. Talking about interesting places in the U.S.A.;
15. Talking about fresh water factories;
16. Talking about Pollution;
17. Talking about New York City;
18. Talking about London;
19. A History class;
20. Telling the story of a film;
21. Talking about football;
22. Plans to go camping;
23. Riding bicycles.

b) Descriptions of American states and British and American cities:

1. Describing some aspects of London;
2. Describing Miami;
3. Describing Iowa;

4. Describing Hawaii;
5. The names of the American states;
6. Describing Colorado;
7. Describing Wales;
8. Describing Washington D.C.;
9. Describing San Francisco;
10. Describing New York.

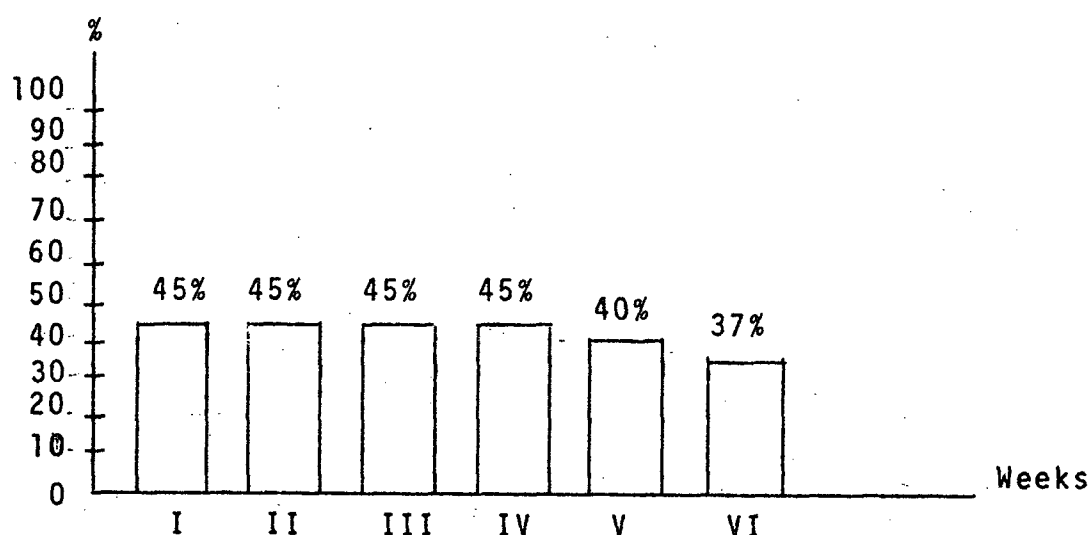
Although the most frequently chosen topic in the second part of transactional drills was the description of social occasions, which recorded 70% of the 33 presentations, we feel that there was a greater participation by the whole experimental group when the chosen topic was description of American states and British and American cities, which recorded only 30% of the 33 presentations. During the former presentations only the pair of students actually offering the description would be involved in the transactional drill, while during the latter presentations the whole group took part in the Transactional Drill by asking questions or by offering additional information they might have about the suggested topic.

We have already mentioned that after seven weeks of structured transactional drills 45% of the students still made grammatical mistakes. This same ratio was maintained during the first four weeks of semi-free transactional drills in spite of the fact that the students had time to prepare the transactional sequences beforehand, and that the teacher used to rewind the tape on which the semi-free transactional drills were recorded at the end of each transactional session and to point out the grammatical mistakes the students had made. It was only in the

fifth and sixth weeks of practice of semi-free transactional drills that this ratio decreased. In the fifth week only 40% of the students made grammatical mistakes and in the sixth week this figure dropped to 37%.

Table 19

PERCENTAGE OF STUDENTS WHO MADE GRAMMATICAL MISTAKES
DURING THE PRACTICE OF SEMI-FREE TRANSACTIONAL DRILLS



At the end of 13 experimental weeks of Structured (7 experimental weeks) and Semi-Free (6 experimental weeks) all the experimental group students could talk easily to one another in spite of the grammatical mistakes some of them still made. Nevertheless we think that a thorough mastery of the grammar of any target language requires a longer period of language learning than only one semester.

3.3.2.3. FREE TRANSACTIONAL DRILLS

A third step in Transactional drills would be "Free

Transactional Drills". These are experimental sessions in which the students are only told the topic of the transactional drill at the time of the actual class; they are not given the topical sequences, neither do they have time to prepare them beforehand.

These Free Transactional Drills would naturally require some similar training to the one the experimental group students had when practising structured and semi-free Transactional Drills.

The progression to Free Transactional Drills should be carried out in the semester following the one in which structured and semi-free transactional drills had been practised.

3.4. POST-TESTS:

At the end of the school semester we had a number of 21 students in each group, instead of 23, the number of students we had in each group at the beginning of the semester. This was due to the fact that the two students with no motivation towards the learning of English we had, at the beginning of the semester, dropped out of the course after the pre-tests.

Later in the semester another student from each group also left the course for domestic reasons.

This left us with a total of 21 students in each group and this number took the post-tests at the end of this research.

The post-tests were done on the basis of three criteria: post-test of grammatical competence, post-test of communicative competence and attitudinal questionnaire towards the learning of English.

3.4.1. ATTITUDINAL QUESTIONNAIRE:

The same attitudinal questionnaire which had been applied to students at the beginning of the semester was applied to them at the end of the same semester (see appendix 2).

Once more a positive attitude towards the learning of English was found to be high in both groups: experimental and control. No exception to this pattern was found in either one of the groups. In the absence of any significant differences between the two groups in the attitudinal measures, this attitudinal questionnaire was not taken into account in interpreting group differences in final achievement.

3.4.2. POST-TEST OF GRAMMATICAL COMPETENCE:

This followed the same patterns as the pre-test of grammatical competence (see appendix 4).

Both groups of students, control and experimental, developed their levels of grammatical competence. Both groups had achieved an average score of 58% in the pre-test of communicative competence.

The average scores for the post-test of grammatical competence were as follows:

Control Group: 66%

Experimental Group: 68%

At the beginning of the semester we had divided the students into four categories A-B-C-D in terms of grammatical competence. We divided them into four categories A-B-C-D once more at the end of the semester so as to identify the number of students who developed their standards of grammatical competence. This is shown in table 20.

Table 20
DEVELOPMENT OF STUDENTS' LEVEL OF GRAMMATICAL COMPETENCE

CATEGORIES	Control Group		Experimental Group	
	Pre	Post	Pre	Post
A	2	3	2	5
B	4	9	4	7
C	14	3	14	7
D	3	6	3	2

The lack of significant differences among the two group students on the post-test of grammatical competence is a strong argument ~~supporting~~ the fact that both groups, experimental and control, had undergone the same approach to language teaching in the grammar sessions under very similar conditions. Moreover Transactional Drills were not a factor influencing grammatical competence, at least in only one semester of English Language Learning. This shows that the experimental group students had not learnt more English, although they had learnt how to function effectively within the grammatical restrictions they still had at the end of the school semester, as shown in the post-tests of communicative competence.

3.4.3. POST-TEST OF COMMUNICATIVE COMPETENCE:

This followed the same patterns as the pre-test of communicative competence (see appendix 6).

As we had divided the students into four categories:

A-B-C-D at the beginning of the semester, we did so once more at the end of the semester. The number of students who developed their levels of communicative competence is shown in table 21.

Table 21
DEVELOPMENT OF STUDENTS' LEVEL OF COMMUNICATIVE
COMPETENCE

CATEGORIES	Control Group		Experimental Group	
	Pre	Post	Pre	Post
A	2	3	2	10
B	4	4	4	7
C	4	8	4	4
D	13	6	13	0

The highly significant superiority of the experimental group over the control group on tests of communicative competence is shown when comparing the average scores for the pre-and post-tests of communicative competence. The average score for the pre-test had been 39% for both groups. The average scores for the post-tests were as follows:

Control Group: 61%

Experimental Group: 81%

In addition to comparing the average scores for the tests of communicative competence we analysed the statistical significance of the observed frequencies, by means of the chi-square test.*

* The mathematical procedures involved in the chi-square test are shown in appendix 10.

The observed frequencies obtained during the school semester by means of pre-and post-tests of communicative competence are shown in table 22.

Table 22
FREQUENCIES OBTAINED IN TESTS OF COMMUNICATIVE
COMPETENCE

CONTROL GROUP		EXPERIMENTAL GROUP	
Pre	Post	Pre	Post
39	61	39	81

In order to compare the significance of the observed frequencies we had to state what frequencies would be expected.

Using the chi-square test we arrived at the conclusion that a chi-square to be significant at .05 level* should be 3.84.

The frequencies mentioned in table 22 yielded the following chi-squares:

Control group: 2.20

Experimental group: 5.35

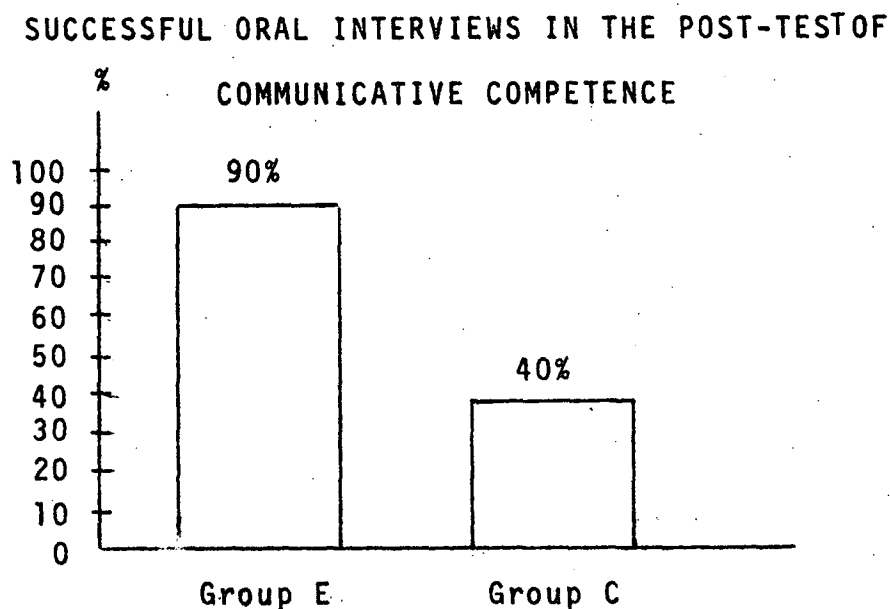
By analysing statistically these chi-squares we can see that the frequencies obtained by the experimental group were significant at .05 level, as the chi-square obtained by means of those frequencies were superior to the expected one. The frequencies obtained by the control group were not significant at .05 level as the chi-square obtained by means of those frequencies were below the expected one. These conclusions were

* .05 level = symbol for 95% statistical certainty.

drawn based upon SIEGEL⁵⁰ (p. 45).

Upon finding significant differences between the two groups in statistical terms and in terms of students' classification, it was assumed that the training of communicative skills by means of TRANSACTIONAL DRILLS had worked better than LABORATORY DRILLS as the teaching goal was students' achievement of ORAL COMUNICATIVE COMPETENCE. As an additional illustration we can show the percentage of students who were successful in the post-test interview with a native speaker of English: 90% of the experimental group students as opposed to 40% of the students of the control group. (see table 23)

Table 23



4. CONCLUSION

This research was essentially a practical application of the Transactional Engineering Approach to Language Teaching with the aim of improving the communicative skills of a group of students.

Two groups of the first period of English Language Learning of the Letters Course at the Federal University of Paraná received different training in English related activities during a period of 13 experimental weeks, three times per week. Each experimental session lasted an hour. For the CONTROL GROUP these English related activities consisted of LABORATORY SESSIONS in which students responded to lab drills or listened to stories recorded on tapes in a kind of listening comprehension class. For the EXPERIMENTAL GROUP these English related activities consisted of TRANSACTIONAL DRILLS devised for this study. The goal of these sessions was to develop students' communicative competence.

In order to anticipate any possible criticism we would like to stress that while on the one hand the experimental group participated in social interactions during conversation classes; on the other hand the control group listened to and repeated conversations held by native speakers of the English Language and so these students were also familiar with the conversational routines used by native speakers of the English Language.

At the end of the school semester the superiority of the Experimental Group over the Control Group was reflected in the post-test of Communicative Competence. The average score for the Experimental Group was 81% while the average score for the Control Group was 61%. By analysing these figures we can say that human contact works better than training by a laboratory machine when the final goal is HUMAN COMMUNICATION.

The students of the Experimental Group were certainly apprehensive about the TEST of Communicative Competence as a test always produces nervous tension. Nevertheless as the Experimental Group students were used to TALKING in the target language, they were free of any real inhibition about speaking English to a native speaker of this language when doing the test of Communicative Competence while the Control Group students were apparently more afraid.

As the practice of Lab Drills offers contact with native voices in the target language and Transactional Drills offer human contact, greater socialization among the students, all of them TALKING in the target language, a combination of the two techniques with greater emphasis on Transactional Drills might produce even higher standards of Communicative Competence than those obtained by the Experimental Group students at the end of this study.

The two groups had also received grammar instruction during these 13 experimental weeks, five times per week. Each grammar session lasted an hour. Both groups, control and experimental, received grammar instruction through the oral approach under similar conditions. At the end of the school semester, the Experimental Group had an average score of 68% on the test of Grammatical Competence while the Control Group had an average score of 66%. In the absence of significant differences between the two groups, just a fractional difference of 2%, it was assumed that the Transactional Drills were not a factor influencing Grammatical Competence in only ONE school semester. A further study of the training of Transactional Drills for two or more semesters might produce significant differences between

the two groups, in both Communicative and Grammatical Competence.

At the end of the semester the students of both groups, control and experimental, completed an attitudinal questionnaire towards the learning of English. The lack of difference between the two groups showed that the Transactional Drills had worked well with the Experimental Group students while the Control Group students had also enjoyed the lab sessions even though these sessions had not provided every one of them with Communicative Competence. In a further study over a longer period different figures on the attitudinal questionnaire might well be found.

In short, after 13 experimental weeks with two groups of the first period of English Language Learning we arrived at the conclusion that COMMUNICATIVE COMPETENCE can be acquired in only one semester of English* studies while GRAMMATICAL COMPETENCE appears to require a longer period of English studies. We feel that this follows the natural flow of human learning. At first one learns how to communicate in the native language and it is only later that one acquires grammatical competence in one's own language.

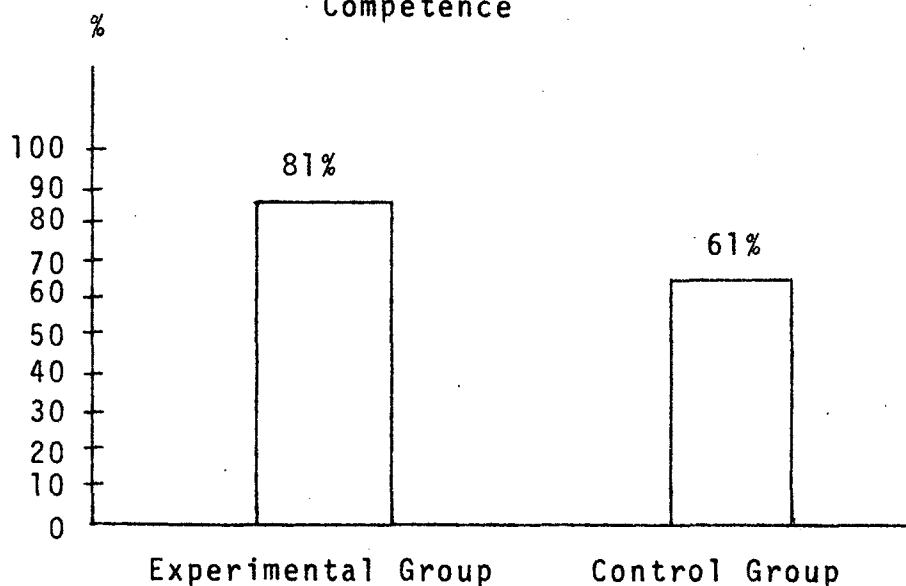
Nevertheless our concern was to show that Communicative Competence can be achieved in one semester and this we feel we have done, as shown in table 24.

By giving the EXPERIMENTAL GROUP students TRANSACTIONAL DRILLS and the CONTROL GROUP students LABORATORY DRILLS, the following average scores were obtained in the test of communicative competence, after 13 experimental weeks:

* We are particularly referring to the English Language because that was the target language in our research.

Table 24

Average Scores for the post-test of Communicative
Competence



Upon finding this marked difference between the two groups we are led to the conclusion that we achieved the goal we stated at the beginning of this dissertation which was: "help students of English Language One to acquire Oral Communicative Competence in the target language by means of the practice of Transactional Drills in only ONE semester".

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6. APPENDICES

6.1 Appendix 1: STUDENT CATALOGUE

I - Name:

II - Age:

III - Birth Place:

IV - Nationality:

V - Parents' ethnic background:

mother -

father -

VI - How many languages do you speak, apart from Portuguese?

6.1. What are they?

6.2. Which language do you speak at home?

VII - Do you have any work apart from your University studies?

Yes

No

7.1. Where?

7.2. How many times a week?

7.3. How many hours a week?

VIII - PREVIOUS EXPERIENCE WITH ENGLISH:

8.1. Where did you study English?

8.1.1. In primary school? (1º grau - primeira a oitava série)

Yes

No

8.1.1.1. How many times a week?

8.1.1.2. from 19.... to 19....

8.1.1.3. total of Hours of English studies:

8.1.2. At high school? (científico, normal, etc.)

Yes

No

8.1.2.1. How many times a week?

8.1.2.2. from 19.... to 19....

8.1.2.3. total of Hours of English studies:

8.1.3. In "cursinhos para Vestibular"?

Yes

No

8.1.3.1. How many times a week?

8.1.3.2. from 19.... to 19....

8.1.3.3. total of Hours of English studies:

8.1.4. In English Centers?

Yes

No

8.1.4.1. Cultura Inglesa

Inter Americano

any other (state)

8.1.4.2. How many times a week?

8.1.4.3. from 19.... to 19....

8.1.4.4. total of Hours of English studies:

8.2. After all these years of English studies, how would you describe your English:

Excellent

Good

Bad

8.3. Do you have any Certificate of English?

Yes

No

8.3.1. First Certificate (Lower)

Michigan

Proficiency in English (Cambridge)

any other (state)

8.4. Have you ever been in a country whose native language is English?

Yes

No

8.4.1. USA

Great Britain

Canada

Australia

Scotland

any other (state)

8.4.2. How long did you stay there?

8.4.3. Did this visit abroad help improve your English?

Yes

No

IX - Experience with English, outside the University in 1978:

9.1. Do you study English in any English Center?

Yes

No

9.1.1. Cultura Inglesa

Inter Americano

any other (state)

9.2. How many times a week?

9.3. Is your English Course:

entirely oral

entirely written

oral and written

X - REASONS FOR LEARNING ENGLISH:

a) I want to be a teacher of English

- b) I want to be a bilingual secretary
- c) I want to be a translator
- d) I want to be an interpreter
- e) any other reason (state)

6.2. Appendix 2: ATTITUDINAL QUESTIONNAIRE

The following questionnaire measuring attitudinal factors was administered at two points during the school semester: at the beginning of classes and at the end.

The numbers 0-1-2 following the indication:

"strongly agree"

"strongly disagree"

"doubtful"

show the direction in which that item was scored.

The total scores indicate:

52: strongly motivated towards the learning of English

32:- 51: motivated towards English learning but some teacher's encouragement required.

below 32: non-motivated.

ATTITUDINAL QUESTIONNAIRE

I. ATTITUDE TOWARDS LEARNING FOREIGN LANGUAGES

1. I would study a foreign language at the University even if it were not required.
- | | |
|-----------------------|---|
| () strongly agree | 2 |
| () strongly disagree | 0 |
| () doubtful | 1 |
2. I enjoy going to see foreign films in the original language.
- | | |
|-----------------------|---|
| () strongly agree | 2 |
| () strongly disagree | 0 |
| () doubtful | 1 |
3. I like to read the literature of a foreign language in the original.
- | | |
|-----------------------|---|
| () strongly agree | 2 |
| () strongly disagree | 0 |
| () doubtful | 1 |
4. I wish I could speak another language perfectly.
- | | |
|-----------------------|---|
| () strongly agree | 2 |
| () strongly disagree | 0 |
| () doubtful | 1 |
5. If I planned to stay in another country I would make a great effort to learn the language, even though I could get along in Portuguese.

- () strongly agree 2
 () strongly disagree 0
 () doubtful 1

II. MOTIVATIONAL INTENSITY SCALE

1. If English were not taught at the University I would try to obtain lessons in English somewhere else.

- () strongly agree 2
 () strongly disagree 0
 () doubtful 1

2. I actively think about what I have learned in my English classes.

- () very frequently 2
 () never 0
 () once in a while 1

3. On the average, I can spend the following amount of time doing home study in English:

- () one hour per week 0
 () four hours per week 1
 () seven hours per week 2

4. After I finish University studies, I will try to use my English as much as possible.

- () strongly agree 2
 () strongly disagree 0
 () doubtful 1

5. Compared to my other University courses (such as Portuguese, Latin and Greek) I will have to work harder on English than any other course.

strongly agree 2

strongly disagree 0

doubtful 1

III - ORIENTATION INDEX

The study of English can be important to me because:

1. I think it will some day be useful in getting a good job.

agree 2

disagree 0

2. It will help me better understand the English-speaking people and their way of life.

agree 2

disagree 0

3. One needs a good knowledge of at least one foreign language to merit social recognition.

agree 2

disagree 0

4. It will allow me to meet and converse with more and varied people.

agree 2

disagree 0

5. I need it in order to meet University requirements.

agree 0

disagree 2

6. It should enable me to think and behave as do the English-speaking people.

agree 2

disagree 0

IV - PARENTAL ENCOURAGEMENT TO LEARN ENGLISH SCALE:

1. My parents encourage me to study English

Yes 2

No 0

Doubtful 1

2. My parents think that there are more important things to study at the University than English.

Yes 0

No 2

Doubtful 1

3. My parents have stressed the importance that English will have for me when I leave the University.

Yes 2

No 0

Doubtful 1

4. My parents feel that studying English is a waste of time

- () Yes 0
 () No 2
 () Doubtful 1

5. My parents feel that I should really try to learn English.

- () Yes 2
 () No 0
 () Doubtful 1

V - SOCIETY ENCOURAGEMENT TO LEARN ENGLISH SCALE:

1. In our society, people are encouraged to learn English.

- () Yes 2
 () No 0
 () Doubtful 1

2. I need to learn English in order to merit a position in society.

- () Yes 2
 () No 0
 () Doubtful 1

3. Most songs I listen to are sung in English.

- () Yes 2
 () No 0
 () Doubtful 1

4. I need to learn English in order to converse with my friends.

<input type="checkbox"/> Yes	2
<input type="checkbox"/> No	0
<input type="checkbox"/> Doubtful	1

5. The films I usually watch on TV are spoken in English.

<input type="checkbox"/> Yes	2
<input type="checkbox"/> No	0
<input type="checkbox"/> Doubtful	1

6.3. Appendix 3: PRE-ASSESSMENT OF GRAMMATICAL
COMPETENCE

1. Where is Jack?
 - a. At the bus stop
 - b. At five o'clock
 - c. It's five o'clock
 - d. Yes, he is

2. How old are you?
 - a. I'm fine
 - b. I'm sixteen
 - c. No, I'm not
 - d. At ten o'clock

3. Who's wearing a blue blouse?
 - a. No, she isn't
 - b. Sally is
 - c. It's in front of Sally
 - d. She's sixteen

4. When is the next bus?
 - a. At the bus stop
 - b. No, it isn't
 - c. It's three o'clock
 - d. At three o'clock

5. Hello, Mike.
 - a. So long

- b. Yes, it is
- c. Hi
- d. It's Mike

6. Anything else?

- a. That's all, thank you
- b. Very well, thank you
- c. Yes, I am, thank you
- d. Yes, it is, thank you

7. What time is it?

- a. It's Mary
- b. It's seven o'clock
- c. At seven o'clock
- d. At the bus stop

8. So long!

- a. No, it isn't
- b. See you later
- c. Pleased to see you
- d. My name is Mary

9. What's he wearing?

- a. Tom is
- b. No, he isn't
- c. It's Tom
- d. Black boots

10. This is my friend Tom.

- a. Tom is
- b. No, he isn't
- c. Glad to meet you, Tom
- d. So long, Tom

11. _____ on the table? _____ The lamps.

- a. Where's
- b. Who's
- c. What's

12. What is she _____ ? An apple.

- a. eating
- b. doing
- c. drinking

13. What is he _____ ? Coffee.

- a. eating
- b. doing
- c. drinking

14. _____ are you? I'm fine, thanks.

- a. Where
- b. Who
- c. How

15. What's _____ name? My name is Bill.

- a. his
- b. her
- c. your

d. its

16. What is she doing?

- a. Coffee
- b. Mary is
- c. Two lamps
- d. Eating

17. Where is he going?

- a. To the bank
- b. Tonight
- c. He's reading
- d. There are two houses

18. Can Sam ski? No, he

- a. can't
- b. does
- c. can
- d. isn't

19. When is she going?

midnight.

- a. To
- b. In
- c. At
- d. On

20. How is he?

- a. Twenty
- b. At six o'clock

c. Yes, he is

d. He's fine

21. Is Tom in the living room? No, he

a. can't

b. doesn't

c. isn't

d. can

22. Can you swim? No, I don't know

a. it

b. to

c. swim

d. how

23. Sue can't do it alone. That's okay! John can help

a. them

b. him

c. her

d. she

24. Are there two theaters in Newtown? No, one.

a. there are

b. there is

c. it's

d. is

25. When are you going? Eleven o'clock night.

a. in

- b. of
- c. at
- d. for

26. What's she _____ ? Milk.

- a. doing
- b. eating
- c. drinking

27. _____ is it? It's Bill's.

- a. Where
- b. Whose
- c. Who
- d. When

28. Is _____ Mexican? I don't know.

- a. I
- b. she
- c. they

29. What's Uncle George _____ ? Reading.

- a. reading
- b. doing
- c. helping

30. _____ you help me? I'm sorry, I have to study.

- a. Are
- b. Do
- c. Can

31. How do you go to work? bus.
- On
 - In
 - Of
 - By
32. is Gloria going to sleep? For four hours.
- How
 - When
 - How long
 - What
33. Do you study every day? Oh, yes! I do my homework.
- never
 - always
 - sometimes
 - seldom
34. Have a cigarette. No, thanks. I smoke.
- always
 - sometimes
 - never
 - ever
35. What does a mailman do? He mail.
- does
 - delivers
 - plays
 - makes

36. What do you want for breakfast? Oh, I'll just some toast.
- a. eat
 - b. drink
 - c. do
 - d. have
37. What does Tom do first in the morning? He his face and hands.
- a. wash
 - b. washing
 - c. washes
 - d. washed
38. Don't you have a soccer ball? No, and I don't have a tennis racket
- a. either
 - b. ever
 - c. too
 - d. after
39. In the afternoon Gloria TV.
- a. hurries
 - b. watches
 - c. crashes
 - d. changes
40. Penny and Charles are brushing teeth.
- a. his
 - b. its

- c. her
- d. their

41. He is going to _____ the bus to Philadelphia tomorrow.

- a. make
- b. take
- c. do
- d. hope

42. Where is the towel? I want to _____ my face.

- a. dry
- b. fill
- c. catch
- d. miss

43. Mr. Adam is a mailman. He _____ a bag on his back.

- a. carries
- b. pushes
- c. chases
- d. kisses

44. Bob is going to _____ a bath because he is hot and dirty.

- a. make
- b. do
- c. take
- d. clean

45. _____ do you come to school? I walk.

- a. Why

- b. When
- c. What
- d. How

46. The Pattersons' dog always tries to _____ the mailman.

- a. splash
- b. dress
- c. wash
- d. bite

47. We're going to the movies, but first we have to buy our _____

- a. towels
- b. trucks
- c. tomatoes
- d. tickets

48. My cat always _____ mice, but she never catches them.

- a. chases
- b. hurries
- c. travels
- d. opens

49. You have to hurry. The train _____ at four-thirty.

- a. types
- b. leaves
- c. carries
- d. works

50. You have to hurry or you will _____ the bus.

- a. try
- b. dry
- c. miss
- d. kiss

51. What does a piano player do?

She

52. What in the basket? I have a bottle of milk.

53. Does Harry drive a truck? No, he

54. What time is it, Bruce? It's late. Hurry up and go **bed!**

55. I know Bob can play checkers, but chess, too?

Yes, he can play very well.

56. do you want to wear?

My new jeans.

57. What's the weather like?

snowing.

58. What do you want to do tonight?

I'm watch TV at eight and then go to **bed**
early.

59. When does Jack study? He now.

60. Alice going to Australia?
She's going next spring.
61. Which dog do you want? The big, brown
a. one
b. it
c. which
d. that
62. What did Alice want? She a glass of milk.
a. want
b. wants
c. wanted
d. did want
63. Where did you spend you vacation? Egypt.
a. At
b. In
c. On
d. By
64. What did you do in this afternoon? I a cake for dinner.
a. stretched
b. baked
c. touched
d. shouted
65. Did you like the movie? No, it wasn't very
a. ugly

- b. ready
- c. mild
- d. interesting

66. Is this your notebook? No, it's

- a. Randy
- b. of Randy
- c. Randy's
- d. to Randy

67. What is Mary's telephone number? Sorry, I don't

- a. shorten
- b. accept
- c. close
- d. remember

68. What do you want? me a cup of tea, please.

- a. Give
- b. To give
- c. Gives
- d. Giving

69. It's very cold tonight. Yes, I want another on my bed.

- a. blanket
- b. glass
- c. tire
- d. schedule

70. Did they listen to the radio last night?

I don't think so. They _____ to the radio while I was there.

- a. weren't listened
- b. weren't listen
- c. didn't listening
- d. weren't listening

READING COMPREHENSION

Four undergraduates

Harry Wilson, Ernest Nash, John Sharp and Elsie Draper are four undergraduates. They live in halls of residence at the University. Harry and Ernest live in College Hall and John lives in Newton Hall. Elsie lives in Nightingale Hall, a women's hall of residence. Harry and Elsie want to become doctors, so they are undergraduates in the Faculty of Medicine. Ernest wants to be an engineer. He is in the Faculty of Engineering. John Sharp has no plans for the future. He is an undergraduate in the Faculty of Arts and follows courses in History, Economics and English.

1. Find words in the passage that can complete these sentences:

- a. An _____ is a university student.
- b. Some students live in _____ of _____.
- c. The University is divided into _____ for the study of different subjects.
- d. Students who want to become doctor study in the _____.
- e. John Sharp does not yet know what he will do in the _____.

2. Answer these questions:

- a. Which hall does Elsie Draper live in?
- b. Who lives in College Hall?
- c. Why are Harry Wilson and Elsie Draper studying in the Faculty of Medicine?
- d. Does Ernest Nash want to be a doctor or an engineer?
- e. What are John's plans for the future?

3. Five questions and five answers are given here. Which answer fits each question?

- | | |
|---|--------------------------|
| a. Where does Elsie live? | I. in College Hall |
| b. Where do Harry and Ernest live? | II. a Doctor |
| c. What does Harry want to be? | III. in a hot climate |
| d. Where do cereals grow well? | IV. in Nightingale Hall |
| e. Where do sugar and rubber grow best? | V. on fertile land. |
| | VI. he doesn't know yet. |

WRITING

What are your professional plans for the future?

6.4. Appendix 4: POST-ASSESSMENT OF GRAMMATICAL
COMPETENCE

1. What does she do at eight?
 - a. She have breakfast
 - b. She has breakfast
 - c. They have breakfast
 - d. They has breakfast

2. How long does it take to get there?
 - a. About half an hour
 - b. Near the post-office
 - c. Tomorrow morning
 - d. This afternoon

3. What does she do before lunch?
 - a. She usually do some shopping
 - b. He usually does some shopping
 - c. She usually does some shopping
 - d. Tomorrow

4. What's the restaurant like?
 - a. Very good
 - b. Tomorrow night
 - c. At four o'clock
 - d. Too early.

5. The boat turned
 - a. over

b. into

c. on

d. to

6. They went the party.

a. over

b. into

c. on

d. to

7. Kate met John the party.

a. over

b. in

c. at

d. on

8. There weren't enough glasses everybody.

a. for

b. in

c. at

d. on

9. Put your sweater

a. in

b. on

c. over

d. underneath

10. He fell the water.

- a. into
- b. on
- c. in
- d. over

11. He is proud a peacock.

- a. than
- b. more
- c. as... as
- d. the most

12. He is I thought.

- a. more clever
- b. more clever than
- c. cleverer than
- d. cleverer

13. Mary is you think she is.

- a. good
- b. better
- c. the best
- d. better than

14. I am not sure you are .

- a. so... as
- b. more
- c. more than
- d. the most

15. wants to watch the game between England and Wales.
- a. He
 - b. Him
 - c. His
 - d. Her
16. She's brought her sister and I've brought
- a. I
 - b. me
 - c. mine
 - d. my
17. They blamed for the accident.
- a. her
 - b. she
 - c. he
 - d. his
18. Is this book ?
- a. you
 - b. yours
 - c. me
 - d. your
19. She dropped purse.
- a. she
 - b. her
 - c. hers
 - d. he

20. She hasn't read _____ of his books.

- a. some
- b. something
- c. any
- d. anything

21. Penny wrote _____ letters yesterday.

- a. some
- b. something
- c. any
- d. anything

22. Is there _____ at the door?

- a. any
- b. anyone
- c. some
- d. someone

23. _____ enjoyed the party.

- a. Everybody
- b. Everything
- c. Some
- d. Any

24. I have read _____ books this year.

- a. many
- b. a lot of
- c. much
- d. any

25. There weren't _____ people at the party.
- a. many
 - b. much
 - c. a lot of
 - d. a little
26. They won't like it, _____ ?
- a. will they?
 - b. won't they?
 - c. do they?
 - d. can they?
27. He can explain, _____ ?
- a. can he?
 - b. will he?
 - c. can't he?
 - d. does he?
28. It hasn't rained for weeks, _____ ?
- a. has it?
 - b. hasn't it?
 - c. have it?
 - d. haven't it?
29. You understand it, _____ ?
- a. do you?
 - b. are you?
 - c. can you?
 - d. don't you?

30. Most Brazilians can't speak Russian.

Most Italians can't

can most Germans.

a. either, neither

b. either, or

c. so, too

d. neither, nor

31. You must study hard.

Your friend must

a. either

b. or

c. too

d. so

32. They decided

a. to spend all their money

b. spend all their money

c. spending all their money

d. spent all their money

33. Do you want to spend your holidays in England?

a. No, I wouldn't

b. Yes, certainly

c. Yes, I can

d. Yes, I must

34. I tasted the ice-cream.

It so good.

I heard the music. It so lovely.

I touched the ground. It so hot.

I smelt the flower. It so sweet.

I saw the house. It so attractive.

- a. liked, sounded, looked, smelt, felt.
- b. tasted, sounded, felt, smelt, looked.
- c. tasted, sounded, felt, looked, smelt.
- d. tasted, looked, sounded, felt, smelt.

35. Now the rocket to the moon.

It to the moon every week.

- a. is flying, flies
- b. flew, was flown
- c. will fly, would fly
- d. doesn't fly, is flying

36. Do you know where Robert is going?

- a. Yes, I do
- b. Yes, she does
- c. Yes, he is
- d. Yes, she is

37. Their bus leaves at nine o'clock,

We arrive there tomorrow morning

She is seeing her boy-friend at 5.

WHAT TIME DO THE TENSES EXPRESS?

- a. Present time
- b. Future time
- c. Conditional

d. Past time

38. Mary bought a dress for

- a. her
- b. Mary
- c. herself
- d. she

39. I saw Peter _____ at the airport.

- a. Peter
- b. himself
- c. him
- d. his

40. John has _____ taken the bus.

Paul hasn't taken the bus

- a. just, already
- b. already, just
- c. yet, yet
- d. already, yet

41. They _____ to Brazil when they were young.

They _____ to Brazil to earn their living.

- a. are coming, came
- b. have come, came
- c. came, have come
- d. are not coming, came

42. Tom and Fred _____ their tickets before they left New York.

They _____ in Brazil in January.

- a. have bought, arrived
- b. arrived, will buy
- c. are buying, arrived
- d. bought, arrived

43. The Emperor lived in Brazil _____ many years.
Our country has made progress _____ the beginning of the 20th century.

- a. for, during
- b. since, for
- c. for, since
- d. during, for

44. Are you going to the cinema again?

You _____ to the cinema four times already this week.

- a. has been
- b. have gone
- c. has gone
- d. have been

45. I don't know what Robert is doing all the time.

He _____ there for hours and has not finished his letters yet.

All the other boys _____ for him all this time, they want to play football.

- a. has sat, have waited
- b. has been sitting, have been waiting
- c. sits, wait

- d. will sit, will wait
46. she get up early every day?
- a. Is
 - b. Does
 - c. Has
 - d. Do
47. She often a bath in the morning.
- a. has
 - b. have
 - c. is having
 - d. has had
48. Were you in London last week?
- a. No, I didn't
 - b. No, I weren't
 - c. No, I wasn't
 - d. No, I don't
49. He his hat last week.
- a. loses
 - b. has lost
 - c. lost
 - d. will lose
50. She went home early she had finished her work.
- a. because
 - b. while

c. without

d. why

SECOND PART
READING COMPREHENSION

Exports are either raw material or manufactured goods. Raw materials are products of the land, such as cotton, timber or rubber. Some raw materials such as iron ore come from mines. These raw materials are often exported by the country that produces them to other countries where they are made into manufactured goods.

Some countries produce food for export, for example, meat, sugar or cereals such as wheat and maize. These countries are agricultural countries. An agricultural country needs fertile land and a good climate. A cold, wet climate is not suitable for agriculture.

A country which produces manufactured goods is known as an industrialised country. An industrialised country cannot always produce enough food for its own needs. In this case it does not export foodstuffs, of course. It has to import them. It relies on exports of manufactured products and pays for imports with the money it earns from the exported goods.

1. Find words in the passage to complete these sentences:

- a. A country's _____ are the goods it sells to other countries.
- b. An _____ country produces food.
- c. Countries with a warm _____ can grow food.

- d. Some countries cannot grow all the food they need.
- e. Land is needed for growing food.

2. Answer these questions:

- a. What kind of land does an agricultural country need?
- b. What kinds of things are exported by an agricultural country?
- c. What are raw materials?
- d. What kind of country imports raw material?
- e. Do industrialised countries always produce enough food for their own needs?
- f. How do industrialised countries pay for their imports?
- g. Is a warm climate or a cold climate better for agriculture?
- h. What kind of things do industrialised countries export?
- i. Is the country you live in an agricultural country or an industrialised country?
- j. Can you give the names of some foodstuffs grown by agricultural countries for export?

3. Are these statements right or wrong?

- a. No country can export manufactured goods.
- b. An industrialised country exports only food.
- c. Cereals and meat are foodstuffs.
- d. Cereals do not grow well on fertile land.

- e. Industrialised countries always produce enough food for their needs.
- f. A country without enough food has to import it.
- g. Some industrialised countries rely on their exports for food.
- h. Most of us earn money by doing work.
- i. We pay for goods with money.
- j. Countries earn money by their imports.

THIRD PART
COMPOSITION

Is your country an agricultural country or an industrialised one? Justify.

6.5. Appendix 5: PRE-TEST OF COMMUNICATIVE
COMPETENCE

PART I - ORAL INTERVIEW

Candidates are asked to make an appropriate response to each of the following remarks:

1. Where are you from?
2. How long have you lived in ?
3. I wish I had a million dollars.
4. Excuse me. You're standing on my foot.
5. Could you tell me the way to the bus station?
6. Thank you very much for your help.
7. What a nice pen/watch you have.
8. It's my birthday today.
9. What will you do after finishing University?
10. How are you feeling now?

MARKS: 30 (on a scale 0-1-2-3 per question)

PART II - ORAL/WRITTEN

Below are seven sentences. You will now hear five more sentences spoken by the examiner, each one of which goes with one of the seven written ones to make a complete remark. Write down the letter of each sentence you hear against the appropriate written sentence:

1. My wife had twins yesterday.
2. I can't make up my mind.
3. The film was absolutely terrible.

4. I'm sorry, but this is not good enough.
5. It's very nice of you to ask.
6. You're standing on my foot.
7. Excuse me.

MARKS: 10 (2 per question)

<u>Reading order</u>	<u>Corresponding number</u>
a. What do you think?	sentence 2
b. It should have been ready a week ago.	sentence 4
c. But I'm afraid I have another engagement.	sentence 5
d. Could you tell me the way to the bus station?	sentence 7
e. We walked out half way through.	sentence 3

PART III - LISTENING COMPREHENSION

10 questions based on a simple passage read out by the examiner.

NOTE: passage taken from ALEXANDER, L.G. Question and Answer.
London, Longman, 1973. p.128-9.

GUESTS FOR DINNER

At a quarter to six Mrs. Alison heard her husband park the car outside the house and immediately went out to speak to him.

"What's the matter darling?", he asked, "You look

upset."

"I've made a terrible mistake Jim", she said. "Mrs. Johnson rang me today. We got talking and without any thinking I asked her and her husband to come and have dinner with us this evening."

"Well, that's nothing wrong. We should have a pleasant evening." he replied. "We haven't seen the Johnsons for ages."

"I'd like them to come but I've just discovered there's hardly any food in the house. You didn't by any chance remember to buy some steak? I asked you to get some on your way home three days ago", she replied.

"Steak?" Mr. Alison said. "Good heavens, yes. I remember now. As a matter of fact I did get some. You ought to have reminded me about it. It's in the boot of the car. It's been there for the past three days."

QUESTIONS

1. How did Mrs. Alison know her husband had arrived?
2. How did she look?
3. Why was Mrs. Alison upset?
4. Who rang Mrs. Alison up?
5. When will the Johnsons come to dinner?
6. How did Mr. Alison feel on hearing that the Johnsons were coming to have dinner with them that evening?
7. Why is Mrs. Alison sorry she asked them to come?
8. Why hadn't she prepared a meal for the guests?

9. How long ago did she ask her husband to get some steak?

10. Where is the steak Mr. Alison bought three days ago?

MARKS: 20 (2 per question)

PART IV - SELECTING APPROPRIATE STYLE

Choose the most appropriate remarks in each of the following situations:

1. (Situation: Someone makes a remark that you don't understand.

You are a polite person. You say:)

- a. What did you say?
- b. I beg your pardon?
- c. I am not understanding.
- d. Repeat.

2. (Situation: You are a polite person and you want to buy a new pair of shoes. The shop assistant says: "Can I help you?"

You reply:)

- a. I want shoes.
- b. Show me some shoes.
- c. You may show me some shoes.
- d. I'd like to see some shoes.

3. (Situation: You arrived late. Your teacher is already talking to the class. You are very polite. You say:)

- a. Excuse me.
- b. I'm late again.

- c. Hello!
- d. Sorry, I missed the bus.

4. (Situation: At the table you can not reach the sugar.
Remember you are a very polite person. You say:)

- a. Pass me the sugar.
- b. Would you pass me the sugar, please?
- c. I want some sugar.
- d. How about passing the sugar?

5. (Situation: An old lady is trying to lift a large suitcase.
You want to help her. You are very polite. You say:)

- a. You can't lift this heavy suitcase.
- b. You are too weak to lift this suitcase.
- c. Can I help you?
- d. I will pick up your suitcase.

MARKS: 10 (2 per question).

PART V - WRITTEN

Find suitable remarks for B in the following conversation:

A. Where did you get that lovely suntan?

B.

A. Really? How long were you there?

B.

A. Marvellous. I wish I could travel like that. Did you go by sea?

B.

A. No. I don't get my holidays until September.

B.

A. I don't think so. It costs too much. I'll probably just go down to the nearest beach.

B.

A. Me too! I'm late already. Look. How about having dinner with us tomorrow night?

B.

A. Oh, about eight.

B.

A. See you then. Bye now.

B.

MARKS: 30 (7x4 +2 for the last answer)

TOTAL MARKS AVAILABLE: 100

6.6. Appendix 6: POST-TEST OF COMMUNICATIVE
COMPETENCE

PART I- ORAL INTERVIEW

Candidates are asked to make an appropriate response to each of the following remarks:

1. How are you?
2. Would you give me a light?
3. I've got a terrible headache.
4. How about having dinner with us tomorrow night?
5. How much did this pen/watch cost?
6. There is no need to hurry.
We won't miss the bus.
7. Good night. It was a lovely party.
8. Shall I bring you some coffee?
9. Would you like some more sugar?
10. Good bye. See you tomorrow.

MARKS: 30 (on a scale of 0-1-2-3 per question)

PART II - ORAL/WRITTEN

Below are seven sentences. You will hear five more sentences spoken by the examiner, each one of which goes with one of the seven written ones to make a complete remark. Write down the letter of each sentence you hear against the appropriate written sentence.

1. Mary's party was great fun.
2. My wife had twins yesterday.

3. I can do it myself.
4. Excuse me.
5. I woke up late.
6. You're standing on my foot.
7. They didn't like Mary.

<u>Reading order</u>	<u>Corresponding number</u>
a. I'll miss the bus.	sentence 5
b. Thank you.	sentence 3
c. Can you tell me the time?	sentence 4
d. She was too dull.	sentence 7
e. Why didn't you go there?	sentence 1

MARKS: 10 (2 per question)

PART III - LISTENING COMPREHENSION

10 questions based on a simple passage read out by the examiner.

NOTE: Passage taken from HILL. Funny Stories. p.8.

OUT OF ORDER

Two friends went to a city and stayed in a big hotel. Their room was on the thirty-eighth floor, but there were fast lifts and they went up and down easily.

They came back to the hotel very late one Saturday night and then the lift man said to them: "The electricity is off and the lifts work by electricity."

They left their coats and began walking. It took a long time, but they laughed and sang funny songs and at

midnight they reached the thirty-eighth floor.

Then one of the men put his hand in his pocket and stopped. He said to his friend: "Now, I'm going to sing the funniest song of all. Its name is:

"I'VE LEFT THE KEY OF OUR ROOM DOWNSTAIRS IN MY COAT".

QUESTIONS:

1. Where did the two men stay?
2. Where was their room?
3. When they came back to the hotel late one night, what did the lift man say to them?
4. Why was the lift out of order?
5. How did they get to their room upstairs?
6. How long did it take to get to the thirty-eighth floor?
7. What did they realize when they were upstairs?
8. Where was the key?
9. Why hadn't they taken the coat with them?
10. How were they feeling that night?

MARKS: 20 (2 per question)

PART IV - SELECTING APPROPRIATE STYLE

Choose the most appropriate remark in each of the following situations:

1. (Situation: While passing, you trip over a friend of yours. You want to apologize. What do you say?)
 - a. You were in my way.
 - b. I'm terribly sorry.
 - c. Didn't you see me?

- d. What can I do for you?
2. (Situation: You want to phone your friend but you haven't got a telephone. How do you ask your neighbour who has got one?)
- a. I want to use your phone.
 - b. Are you using your phone at the moment?
 - c. May I use your phone?
 - d. Would you help me?
3. (Situation: Your friend has just told you he is going to get married next month. What do you say?)
- a. Congratulations!
 - b. Are you happy?
 - c. Where are you going to live?
 - d. Are you going to give a party?
4. (Situation: Your friend is insisting on talking about a topic you don't like. How do you interrupt him?)
- a. You're nasty.
 - b. Sorry. I'd rather not get into that.
 - c. Why are you talking about that?
 - d. Don't be silly.
5. (Situation: You are at a cock-tail party. You happen to drop a glass of wine. The glass breaks. What do you say?)
- a. Excuse me.
 - b. It was nothing.
 - c. Look at that.

d. I'm terribly sorry.

MARKS: 10 (2 per question)

PART V - WRITTEN

Find suitable remarks for B in the following conversation:

A. Hello Jim. How are you?

B.

A. Fine.

B.

A. They are fine too. My wife hasn't been well though.

B.

A. No, nothing serious. How's your wife?

B.

A. That's a good idea. Where shall we go?

B.

A. I would prefer to go to any other place. I don't like the service there. The waiters are too slow.

B.

A. That's all right.

B.

A. No, it's my turn to pay for the drinks.

B.

A. Yes, still there.

B.

A. Let's go.

MARKS: 30 (3 per response)

TOTAL OF MARKS AVAILABLE: 100

6.7. Appendix 7: INSTRUCTIONS FOR STRUCTURED
TRANSACTIONAL DRILLS

1. First Experiment :

Exchanging Greetings

- (a) displaying visual acknowledgment
- (b) waving hands
- (c) approaching
- (d) asking how the other is feeling
- (e) answering
- (f) asking how the first one is feeling
- (g) answering

Leave Taking

- (a) excusing oneself
- (b) extending hands
- (c) smiling
- (d) squeezing hands
- (e) saying good-bye
saying good-morning, good afternoon
- (f) releasing hand-shake

Postponing Taking-Leave

- (a) standing up
- (b) making an announcement to propose closing the
conversation
- (c) finding a pretext to insert a new topic
- (d) waiting till the end of the new topic and renew
ing his/her leave-taking.

2. Second Experiment:

Giving directions

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings
- (d) asking where his (her) brother is
- (e) answering and asking why
- (f) giving justification
- (g) asking the location of the new theatre
- (h) giving directions
- (i) thanking and leave taking

3. Third Experiment:

Requests and reactions to instructions and orders

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings
- (d) asking the receptionist where the dentist's is
- (e) giving directions
- (f) repeating directions and thanking

AT THE DENTIST'S

- (a) asking the secretary if he (she) is next
- (b) secretary requests the hour of the appointment
- (c) tells the secretary the hour of the appointment
- (d) checking and telling him/her that he (she) is next
- (e) thanking and leave-taking

4. Fourth Experiment:

Common Forms of Politeness in shopping centers

"You are in a shopping center. You want... This is the shop assistant."

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings
- (d) politely asking
- (e) giving it (some)
- (f) asking the price
- (g) telling the price
- (h) paying for
- (i) thanking
- (j) leave taking

5. Fifth Experiment:

Common Forms of Complaints in shopping centers

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings
- (d) shop assistant asks customer if he/she can help her (him)
- (e) customer answers and tells shop assistant that he/she wants such and such material
- (f) shop assistant shows the required material and tells its price
- (g) customer complains about prices:
 - "I'm afraid..."
- (h) shop assistant apologizes: "I'm sorry that..."
- (i) customer decides not to buy, thanks shop assistant

and takes leave.

6. Sixth Experiment:

Making arrangements

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings
- (d) asking friend to come the following day for supper.
- (e) answering positively and thanking
- (f) telling the exact hour of supper in his house
- (g) agreeing
- (h) leave-taking

7. Seventh Experiment:

Postponing arrangements

- (a) arriving
- (b) exchanging visual acknowledgment
- (c) first element reminds second one he was asked to come to his/her party
- (d) second element remarks that he is not going to miss it
- (e) first element apologises because the arrangement has to be postponed
- (f) second element asks for details
- (g) first one gives details
- (h) second element acknowledges
- (i) first element thanks, taking leave.

8. Eighth Experiment:

Apologising for coming late to an appointment

- (a) exchanging greetings
- (b) apologising for coming late
"I'm terribly sorry. I apologize."
- (c) accepting apology
- (d) giving reasons for lateness
- (e) accepting reasons for lateness
- (f) thanking

9. Ninth Experiment:

Description of home and its neighbourhood

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings
- (d) telling her/him that he/she has moved to another house in another neighbourhood
- (e) asking the new address
- (f) giving it and inviting to come and visit it
- (g) asking her/him to describe his/her new house and its surroundings
- (h) describing them
- (i) thanking for the invitation and leave-taking
- (j) taking leave

10. Tenth Experiment:

Avoiding undesirable topics

- (a) displaying visual acknowledgment
- (b) approaching
- (c) exchanging greetings

- (d) first one makes a nasty remark
- (e) second one tries to change the topic
- (f) first one maintains same topic
- (g) second one expresses unwillingness to discuss the topic
 - "Let's not discuss that"
 - "Let's not go into that"
 - "I'd rather not..."
- (h) first one understands and changes topic

11. Eleventh Experiment:

Typical days in a Hotel

- (a) displaying visual acknowledgment
- (b) approaching
- (c) receptionist bows; guest acknowledges
- (d) exchanging greetings
- (e) guest remarks that he/she has a room reserved
- (f) receptionist acknowledges
- (g) guest asks the daily rate
- (h) receptionist tells the daily rate
- (i) guest says that he/she is going to stay in the hotel for a fortnight
- (j) receptionist acknowledges and holds out a form for the guest to fill in
- (k) guest fills it in
- (l) receptionist thanks and calls porter to help guest
- (m) leave-taking

12. Twelfth Experiment:

Application for Jobs and Selection of Candidates

- (a) arriving
- (b) exchanging greetings
- (c) first one says that he/she came because of an advertisement in the paper and that he/she wanted to apply for the job.
- (d) second one asks for qualifications
- (e) first one gives qualifications
- (f) second one acknowledges
- (g) first one asks about salary
- (h) second one tells him/her the number of working hours and salary
- (i) first one acknowledges, and expresses interest in the job
- (j) second one tells him/her to wait for an answer on the following day
- (k) first one thanks and leave-takes

13. Thirteenth Experiment:

Giving in Notice

- (a) knocking at manager's door
- (b) allowing him/her to come in
- (c) apologizing for disturbing boss
- (d) manager asking the reasons why employee is there
- (e) employee explaining that he/she is there to give in his/her notice
- (f) manager asking the reason why employee wants to leave job
- (g) employee giving reasons for that

- (h) manager asking employee to keep his/her job
- (i) employee thanking and saying that that will be possible only if manager offers a rise in his salary
- (j) manager stating that employee had better give in his/her notice
- (k) employee agrees and takes leave

14. Fourteenth Experiment:

Exchange of Information about Daily Lives at School time

- (a) arriving and exchanging visual acknowledgment
- (b) exchanging greetings
- (c) remarking that the bus is late and that he/she will arrive late at the University
- (d) expressing shared feelings
- (e) remarking that he/she had hardly had time to have breakfast
- (f) expressing sympathy
- (g) saying that he/she is hungry and that he/she doesn't go home for lunch and telling the place where he/she has lunch
- (h) commenting about his lunch hour
- (i) complaining about food he/she eats at lunch hour
- (j) expressing sympathy
- (k) remarking that fortunately he/she has dinner at home
- (l) acknowledging
- (m) noise of bus coming

15. Fifteenth Experiment

Exchange of Information about Daily Lives During Vacation

- (a) arriving
- (b) exchanging visual acknowledgment
- (c) exchanging greetings
- (d) remarking that he/she is going to the beach on holiday
- (e) asking if he/she is going on holiday alone
- (f) giving the requested information
- (g) asking how long he/she is going to stay at the beach
- (h) giving the requested information
- (i) asking where he is going to stay
- (j) giving the requested information
- (k) expressing envious feelings: "I wish I could..."
- (l) expressing sympathy
- (m) thanking for sympathy
- (n) leave taking

16. Sixteenth Experiment:

Description of Unlucky Days

- (a) displaying visual acknowledgment
- (b) approaching
- (c) shaking hands
- (d) greetings
- (e) reporting feelings and requesting sympathy
- (f) giving encouragement and asking what the matter is
- (g) describing his/her unlucky day
- (h) expressing sympathy

(i) thanking and leave-taking

17. Seventeenth Experiment:

Discussion about the Weather and its Influence on Games

- (a) arriving
- (b) exchanging greetings
- (c) commenting on the bad weather
- (d) mentioning the... game that afternoon
- (e) expressing hard feelings towards the weather because of the game
- (f) stating opinion about weather and its influence on games
- (g) replying
- (h) changing topic

18. Eighteenth Experiment:

Discussion about recently seen films

- (a) arriving
- (b) exchanging greetings
- (c) saying that he/she has recently been to the cinema
- (d) asking her/him what film was
- (e) giving requested information
- (f) saying that he/she has also seen that film, stating opinion about film and giving details about it.
- (g) replying
- (h) changing topic

19. Nineteenth Experiment:

Discussion about people and places

- (a) arriving
- (b) exchanging greetings
- (c) asking if he/she has seen a third persons's new house.
- (d) asnwering positively and giving his/her opinion about it
- (e) replying that the house looks like an oriental one.
- (f) agreeing
- (g) giving his/her opinion about ORIENTAL PEOPLE
- (h) replying
- (i) changing topic

20. Twentieth Experiment:

Discussion about future lives after University studies

- (a) arriving
- (b) exchanging greetings
- (c) commenting that he/she will finish her University studies the following year
- (d) congratulating her/him and asking about her/his plans for the future
- (e) telling plans
- (f) asking about his/her activities at the present time
- (g) giving requested information
- (h) asking about his/her family
- (i) giving requested information
- (j) inviting for celebration of near future life.

(k) accepting invitation and offering to pay for
drinks

(l) refusing offer

(m) thanking

6.8. Appendix 8: SAMPLES OF CONVERSATIONS HELD
DURING STRUCTURED TRANSACTIONAL DRILLS

1. First Experiment:

Topic: EXCHANGING GREETINGS

A. Hello. How are you?

B. Fine, thank you and you?

A. I'm fine.

B. How's your family?

A. They are very well, thank you.

B. They are at home now. I'm homesick.

I've travelled for a week.

B. So, you are going home as soon as possible to see
your family, aren't you?

A. Yes, I am. Good-bye.

B. And I have to go to the University now. Good-bye.

2. Second Experiment:

Topic: GIVING DIRECTIONS

A. Hello. How are you?

B. I'm very well, thank you and you?

A. I'm fine, thanks. Where are you going now?

B. I'm going to my office.

A. Where is your office?

B. Two blocks ahead, on the right. Would you like to
go there with me?

A. I'm going home at this moment.

Sorry! I can't stay any longer.

B. That's all right. Good-bye.

A. Good-bye.

3. Third Experiment:

Topic: REQUESTS AND REACTIONS TO INSTRUCTIONS AND ORDERS

Part I: AT THE INFORMATION DESK

A. Good morning.

B. Good morning.

A. Can you tell me where the dentist's is?

B. It's on the second floor, room 212.

A. Thank you for your help.

B. That's all right.

Part II: AT THE DENTIST'S

A. Good morning.

B. Good morning. Can you tell me if I'm next?

A. Just a moment. Would you tell me your name and the hour of your appointment.

B. I'm Jane Parks. My appointment is at 9:00 a.m.

A. That's right. You're next.

The dentist's waiting for you.

B. Thank you wery much.

A. Not at all. Good morning.

B. Good morning.

4. Fourth Experiment:

Topic: COMMON FORMS OF POLITENESS IN SHOPPING CENTERS

A. Good morning.

B. Good morning. Can I help you?

A. Would you show me some shoes, please?

B. Sure! What shoe number do you want?

A. Number 40.

B. I see. Any favourite colour?

A. I prefer black shoes.

B. I have this pair of black shoes.

A. How much does it cost?

B. It costs CR\$ 200,00 .

A. Good! I'll take it.

B. Please, go to the cash-desk. I'll give your package there.

A. Thank you very much.

B. You're always welcome.

5. Fifth Experiment:

Topic: COMMON FORMS OF COMPLAINTS IN SHOPPING CENTERS

A. Excuse me! You told me the pair of shoes cost CR\$ 200,00 and when I went to pay for it, the cashier told me it cost CR\$ 500,00.

B. I'm terribly sorry! That's the right price.

A. I would like to see a cheaper pair of black shoes.

B. Sure. Do you like this one?

A. No, I'm afraid I don't.

B. What about that one? It is the cheapest pair of black shoes we have in our department store.

A. Sorry! I don't like that one either.

B. This one costs CR\$ 400,00. Do you like it?

A. Yes, it's just about what I wanted.

B. All right, but it costs CR\$ 400,00.

A. That's all right.

B. Thank you very much.

A. Not at all.

6. Sixth Experiment:

Topic: MAKING ARRANGEMENTS

A. Hello! How are you?

B. Hello! I'm fine, thank you and you?

A. Just fine! Can you come and have supper with us tonight? It's my husband's birthday.

B. It's very nice of you to ask. I would like that very much. At what time?

A. At 8:00 p.m. Is it good for you?

B. That's excellent!

A. I'll wait for you. See you tonight.

B. See you. Thank you for the invitation.

A. You're welcome.

7. Seventh Experiment:

Topic: POSTPONING ARRANGEMENTS

A. Good morning. How are you?

B. I'm fine thanks and you?

A. I'm very well. Do you remember that I invited you for supper tomorrow night?

B. Of course and I won't miss it.

A. I'm sorry but I have to postpone it because my brother is in hospital.

B. I'm sorry! But we can arrange another date when your brother gets better.

A. Thank you for understanding. I'll phone you as soon as my

my brother recovers.

B. Don't worry! He'll recover soon.

8. Eighth Experiment:

Topic: APOLOGISING FOR COMING LATE TO AN APPOINTMENT

A. Hello. How are you?

B. I'm fine, thanks and you?

A. Just fine.

Sorry for coming late.

B. Oh! I've been waiting for you for only half an hour. What happened?

A. I missed the bus. I'm sorry!

B. It's all right. We can still go to the movies if we hurry up.

A. O.K. Let's go.

9. Ninth Experiment:

Topic: DESCRIPTION OF HOME AND ITS NEIGHBOURHOOD

A. Hello! How are you?

B. Very well, thank you and you?

A. Fine. Do you know that I'm living in a new house?

B. Oh! Really? Congratulations!

What's your new address?

A. It's Ave. Pedro Álvares Cabral, 603.

B. I see! Tell me about your house.

A. It's surrounded by small houses. There are no skyscrapers near it. It's a quiet suburb. It's a small house. It has three bedrooms, two bathrooms, one living room, a dining room, a kitchen and

a laundry outside.

B. I like gardens. Is there a garden in your new property?

A. Yes, there is one in the backyard, behind the house. Wouldn't you like to see my new house?

B. I'd be delighted. Can I go tomorrow afternoon?

A. That'd be very nice.

B. Thank you.

A. That's all right.

10. Tenth Experiment:

Topic: AVOIDING UNDESIRABLE TOPICS

A. Hello!

B. Hello!

C. Hello!

A. How are you Ana?

B. Not very well. I've got a terrible headache.

A. I'm sorry. Oh! Sérgio! I saw you holding hands with a beautiful girl yesterday. Is she your sister?

C. Oh! Do you know I've bought a horse?

A. She was a beautiful girl.

B. I would rather not talk about that Sheila.

A. But the girl was beautiful.

C. Come on, Sheila! I don't want to talk about that!

B. Tell us about your birthday party, Sheila.

A. Oh! I understand, I'm terribly sorry.

11. Eleventh Experiment:

Topic: TYPICAL DAYS IN A HOTEL

A. Good evening.

B. Good evening.

A. I think I have a room reserved here.

B. What's your name, please?

A. I'm Peter Brown.

B. Wait a moment, please!

...

That's right! You have a room reserved here. It's room 25.

A. Could you tell me the daily rate?

B. It's CR\$ 300,00.

A. I'd like to stay here for a fortnight if it is possible.

B. Certainly. Would you fill in this form, please?

A. Sure!

B. I'll call a porter to carry your suitcases to your room.

A. Thank you.

B. You're welcome.

12. Twelfth Experiment:

Topic: APPLICATION FOR JOBS AND SELECTION OF CANDIDATES

A. Good morning.

B. Good morning. I came here because of your advertisement in the paper. I would like to apply for the job.

A. I see. What are your qualifications?

B. I'm a short-hand typist. I speak two foreign languages, French and German, very well.

- A. That's good.
- B. How much is the salary?
- A. It's CR\$ 8.000,00 for eight-working hours a day
five times a week.
- B. That would be fine for me.
- A. Well! We have to wait for some more candidates this
afternoon. You can have a definite answer tomorrow
morning.
- B. Thank you very much.
- A. You're welcome. Good morning!
- B. Good morning!

13. Thirteenth Experiment:

Topic: GIVING IN NOTICE

- A. Excuse me .
- B. Come in. What's the matter Miss Jones?
- A. I came here because I want to give in my notice.
- B. Why do you want to give in your notice?
- A. Because I have to work too much for a low salary.
- B. But I like your work. Wouldn't you like to keep
your job?
- A. If you give a rise in my salary.
- B. Sorry! I can't do that!
- A. In that case I will really give in my notice.
- B. That's up to you Miss Jones.
- A. Good morning.
- B. Good morning.

14. Fourteenth Experiment:

Topic: EXCHANGE OF INFORMATION ABOUT DAILY LIVES AT SCHOOLTIME

- A. Hello. How are you?
- B. I'm fine but a bit worried because the bus is very late and I won't arrive at the University on time.
- A. I'll arrive late in my office too.
- B. It looks as if it is a bad day for me. I woke up late and so I didn't have time to have breakfast. I'm hungry now.
- A. But you go home for lunch, don't you?
- B. No, I eat something in the University canteen.
- A. That's a shame!
- B. The food in the canteen is very bad and the place gets crowded when I'm there for lunch.
- A. That's terrible.
- B. Fortunately I have dinner at home.
- A. That's good.
- B. Oh! The bus is finally coming round the corner.

15. Fifteenth Experiment:

Topic: EXCHANGE OF INFORMATION ABOUT DAILY LIVES DURINGVACATION

- A. Hello. How are you?
- B. Fine, thanks and you?
- A. Just fine.
- B. Tomorrow morning I'm going to the beach on vacation.
- A. Congratulations! Are you going alone?
- B. No, I'm going with my family.
- A. Oh! How long are you staying there?

B. A month.

A. Where are you going to stay there?

B. In my brother's flat.

A. I wish I could go with you.

B. If you want, you can go with us.

A. I'm afraid I can't. I have to study for an English test.

B. That's a pity.

A. Anyway, it was very kind of you to invite me. Thanks.

B. You're welcome.

16. Sixteenth Experiment:

Topic: DESCRIPTION OF UNLUCKY DAYS

A. Hello. How are you?

B. I'm not very well! I broke my glasses yesterday and without them I can't see very much.

A. That's a pity.

B. Thanks for the sympathy.

A. Today is an unlucky day for me too.

B. What's the matter with you?

A. I've lost all my documents.

B. That's a shame!

A. I think so. I hope to find them soon.

B. You will be very lucky if you find them.

A. I think so. Now I need to go. Bye.

B. Good-bye.

17. Seventeenth Experiment:

Topic: DISCUSSION ABOUT THE WEATHER AND ITS INFLUENCE ON

GAMES

- A. Hello. How are you?
- B. I'm not very well because the weather is bad.
- A. What has the weather to do with you?
- B. I wanted to see a soccer game today but as it is raining there won't be any games.
- A. I don't like rainy days either. Last month I went to a volleyball game but right in the middle of it, it began to rain hard and it spoiled the game which was about to finish. Because of that rain the result was a draw and my team had to win in order to win the championship.
- B. I'm terribly sorry!
- A. That's all right now.

18. Eighteenth Experiment:

Topic: DISCUSSION ABOUT RECENTLY SEEN FILMS

- A. Hi! I phoned you last night but you weren't there. Where were you?
- B. I went to the cinema last night.
- A. What film did you see?
- B. I saw "Star Wars". Have you seen it?
- A. Yes, and I liked it very much.
- B. Did you notice the well-made robots?
- A. Of course! And I liked to see the fight between Good and Evil. I was sorry to see that Evil won the fight.
- B. Yes, but in the end the hero won the war.
- A. That's right. It's always nice when the hero wins

at the end of the fight.

B. I think so.

19. Nineteenth Experiment:

Topic: DISCUSSION ABOUT PEOPLE AND PLACES

A. Hello. How are you?

B. I'm very well and you?

A. I'm fine! Have you seen Peter's new house?

B. Oh! Yes! I went there last night. It's very pleasant and comfortable. It has an oriental style.

A. What's your opinion about oriental people?

B. I think they are very peculiar.

A. What do you mean?

B. I mean they have different customs from ours. I also think they are very intelligent. What do you think?

A. I agree with you. They are very interesting.

B. That's right.

20. Twentieth Experiment:

Topic: DISCUSSION ABOUT FUTURE LIVES AFTER UNIVERSITY STUDIES

A. Next year I'll finish my University studies.

B. Congratulations! I'm glad for you.

What are your plans for the future?

A. I intend to teach and to get married.

B. What are you doing at the present moment?

A. I study in the mornings and I work in a department store in the afternoons, from Monday to Friday.

B. How's your family?

A. They are very well, thank you.

B. Let's celebrate your near graduation.

A. That's a good idea but I'll pay for the drinks.

B. No, I insist. It's my turn.

A. All right! If you insist.

Thank you.

B. You're welcome.

6.9. Appendix 9: SAMPLES OF SEMI-FREE
TRANSACTIONAL DRILLS

a) Descriptions of social occasions:

1. Relationship between a man and a woman before and after marriage

We will show the three moments of relationship between two persons:

1.1. Boy and girl-friends:

Woman: It's going to rain.

Man: Oh! My dear! I have an umbrella.

Woman: Oh! But you are very wet! Come here under the umbrella.

Man: No, my dear, you can catch a cold!

Woman: You are very careful. You take care of me like a child.

1.2. Just before marriage:

Woman: It's going to rain.

Man: Oh! I have an umbrella.

Woman: You are very careful.

Man: Come over here. I can't catch a cold and I can't become ill. I must work tomorrow. Let's go.

1.3. After marriage:

Woman: It's going to rain.

Man: I have just seen!

Woman: Did you bring your umbrella?

Man: Yes.

Woman: Open it please, because I can't catch a cold.

Man: Don't be silly! You won't die of the rain.

Woman: But I am going to get wet.

Man: Don't bother me!

Woman: Look at my hair! and my shoes! When we were boy and girl friends you didn't treat me like that. You were very nice to me.

Man: Don't be silly. Let's go and don't bother me!

2. TV Sessions

A. Entertainment is important in modern life. Everybody tries to find the entertainment he enjoys.

B. How and where do young people find entertainment today?

A. In many ways and in many places. By going to football games or by playing tennis or by playing a musical instrument or by simply staying at home and watching TV.

B. How do they get to places they enjoy?

A. By bus, by bicycle, by calling a taxi...

B. Adults often prefer less active entertainment.

A. What kind of entertainment?

B. Concerts, dinners, reading books or watching TV.

A. What kind of TV sessions do they prefer?

B. They usually prefer to watch football games or films.

A. I think everybody likes TV sessions.

B. I think so too. What kind of TV sessions do you prefer?

A. I prefer films. How about you?

B. I prefer films too.

3. Mutual misunderstanding

A. I think somebody is knocking at the door.

B. What have you left on the floor?

A. I said THERE IS SOMEBODY KNOCKING AT THE DOOR.

Oh! Forget that. Let's watch TV.

B. Look at Paul Newman! He is wearing a beautiful tie.

A. No! I'm not eating a piece of pie.

B. I didn't say that. I think you becoming deaf my dear!

A. It's becoming cold. I'm going to get a cover.

B. No, the film isn't over.

A. Poor girl. You are becoming deaf.

B. I'm hungry. I'm going to bring some chocolate and two pieces of cake.

A. What did you break?

B. Oh! I think we'd better go to sleep. We can't manage to talk to each other.

4. No time to waste

A. This is the wrong time of the day to come and see me.

B. I just wanted to...

A. Everyone always "just wanted to..." I'm going out. What have you done to your face and hands? Did you

have a fight? Did you hurt yourself? Take your coat off.

B. I don't need to do that.

A. Yes, you DO. Take your coat off at once!

B. I won't.

A. Oh! Yes! You will! I've no time to waste!

B. I just wanted to...

A. If you don't take it off I'll do it for you.

B. I just wanted to...

A. Sit down and don't talk!

B. I just wanted to...

A. Don't talk! Your heart is running too fast.

B. But I just wanted to....

A. I have no time to waste. Don't talk.

B. But your house is on fire. That's where I burnt my hands and face.

5. Borrowing a night dress

A. Hi! How are you today?

B. Fine, thank you. And you?

A. I'm not very well... I'm rather worried...

B. What's the matter?

A. I've fallen in love, I guess.

B. This is great! How about your boy-friend, has he fallen in love too?

A. Sure he has. But he has such an intensive social life! We have to go to parties everyday.

B. But parties are great fun, don't you think so?

A. That's right. But we have the most important party

today and I don't have a night dress.

B. I could lend you one of mine if you wish.

A. Really?

B. Look! I think this one fits you.

A. This is the most beautiful night dress I've ever seen. Could you really lend me this dress?

B. Sure!

A. Thank you very much. You're the kindest girl in the world.

B. Oh! You're welcome.

6. An American in London

A. Hi! What on earth are you doing here in London?

B. Hi! I'm on vacation. I arrived here five days ago. I've been trying to contact you since I arrived.

A. I'm so sorry. My parents and I have been out of the city for a few days. What have you done all these days?

B. I've visited churches and museums. I went to see the changing of the royal guards at the Buckingham Palace.

A. Have you visited the Houses of Parliament?

B. No, I couldn't get an entry permit.

A. I can get you one this afternoon.

By the way, have you had any trouble with the Cockney accent?

B. Not that much.

A. Do you have any engagement today?

B. No, I don't.

A. Would you like to have dinner with us?

B. I'd love to.

A. Come at eight then.

B. All right. See you.

A. See you.

7. An invitation to the theatre

I am a secretary for an advertising firm in New York City. I've recently arrived from Michigan. I've met Daniel West, a young lawyer who often comes to see my boss.

Today I was reading a book when the phone rang.

A. Hello.

B. Hello. This is Dan West. Do you remember me?

A. Of course. How are you?

B. I'm fine, thank you and you?

A. Just fine.

B. I'd like to invite you to go to the theatre.

Do you have any engagement for Saturday night?

A. No, nothing special.

B. There's an excellent dancing group from Mexico, performing in the Washington Theatre.

A. I'd like to see their performance very much.

B. Good. The performance starts at nine o'clock. Can I fetch you at eight?

A. That's all right for me.

B. Good! So see you on Saturday evening.

A. See you.

8. Growing potatoes

A. Hi! It's a long time I haven't seen you.

What have you been doing?

B. I've been growing potatoes.

A. Potatoes? What's so important about potatoes?

B. If I can develop a new variety of potatoes, more people will eat them.

A. What are you carrying in this bag?

B. These are some potato plants. I want to grow them on my father's farm.

A. Sorry! I'm not interested in farms. I'd rather work in an office or even in a factory.

B. Well, I spent my childhood on a farm and I like farm work. I want to go back to the farm when I graduate.

A. I went to college to get away from farm work.

B. Well, I've always been interested in growing vegetables.

A. Really? I have some other preferences.

B. All's well. Look! Our bus is coming!

9. Americans' entertainments

A. Hello!

B. Hello! I haven't seen you for a long time.

What have you been doing?

A. Hello. I've been busy. I've been working since February.

B. That's good.

A. I came here because I have to do a composition about

Americans' entertainments and I know you've been to the States, so I thought you could help me.

B. Yes, sure!

A. Well, first of all I'd like to know about Americans' leisure time.

B. O.K. In spite of the fact that most Americans' time is taken up by the TV programmes, other sorts of entertainments have survived, for example, radio, modern authors...

A. How about the drive-in-theatres?

B. Well, they enjoy that very much.

A. What are these theatres like?

B. They are large parking lots with huge screens. The sound comes through individual loudspeakers which are placed inside each car.

A. Are they cheaper than regular movies?

B. I'd say so, because children don't pay for it.

People who have large families usually prefer them, because they can bring their children and the youngest can go to sleep when they are tired.

A. Do drive-in theatres show the same movies as the regular indoor theatres?

B. Yes, they do.

A. There's something else I'd like to know. How about the teenager's work in the United States?

B. The average American teenager goes to school in the fall, winter and spring and he works in the summer. A twelve-year-old boy for example works in a gas station or in a cafeteria. A fifteen-year-

girl usually works in her school library or in a department store.

A. What does the job mean for the typical teenager?

B. Well, it makes him feel responsible. After finishing high school many young people go on working while preparing their career.

A. That's interesting. Now I know what to write in my composition. Thanks a lot for your help.

B. You are welcome.

10. An assault

A. Be quiet. It's an assault. Don't shout and nobody will be hurt.

B. What do you want?

A. Give me your wallet and jewels.

B. Please, hold my coat while I open my purse.

A. It's an assault. Don't play with me. My gun is true.

B. Calm down. Wait a moment. I'm a woman and I carry many things in my purse. It's so difficult for me to find my wallet. Please, please help me. Hold my documents, my lipstick, my eye-shadow, my blush, my hair-brush, my mirror, my handkerchief, my glasses and my keys. Oh! Here's my wallet.

A. Women are so complicated!

B. I have some candies. Would you like a lollipop?

A. Are you kidding? I hate lollipop! But I like gum very much.

B. I have some in my purse. Do you want it?

A. Yes, please. But you are tiring me.

- B. You are very handsome. You look like an athlete!
What beautiful eyes you have!
- A. Do you really think so?
- B. Yes, I do.
- A. I give up. That was only a joke. I'm not an assaulter.
I'd like to know you better. Would you like to have
dinner with me?
- B. Sure! I'd be delighted.

11. April Fool's day

- A. Tomorrow will be April 1st.
- B. Yes, it will be April Fool's Day.
- A. I've read an April Fool's Day story. It was very
funny.
- B. Tell me about it.
- A. It happened in a small town. People, there, were
farmers. They worked in the fields but they lived
in the village. It was early in the morning and e-
verybody was sleeping. But one man wasn't. He was
Joe Salby.
- B. What was he doing early in the morning?
- A. He was in his garden digging a hole.
- B. Why?
- A. Because he wanted to fool the people of the town.
While he was digging the hole a man arrived and
asked him why he was doing that.
- B. What did he answer?
- A. He said he was going to find oil in his garden and
he was going to become rich.

- B. I can imagine what the other man did. He started to dig a hole in his own garden, didn't he?
- A. You're right. He went back and told his friends about Joe's story. Then everybody went to the store to buy axes.
- B. Did they begin to dig holes in their gardens too?
- A. Yes, they did. They wanted to find oil as well.
- B. But they didn't find oil, did they?
- A. No, they didn't. It was only a joke.
- B. What did they do to Joe?
- A. At first they got angry. But as it was April Fool's Day they started to laugh.

12. Getting Information

Robert and Sally are at the snack bar. They're deciding what to do after paying for the sandwiches.

- A. You would prefer to go to the movie, wouldn't you?
- B. You can choose my dear!
- A. Well, I'd rather go to the movies than go shopping. Waiter, where's the nearest drive-in-movie?
- C. After crossing the street take the first turning on the left. Then go straight to the Third Avenue. When you get to the traffic lights take the first turning on the right. The drive-in-movie is on your left. You won't miss it.
- A. Thank you very much for your help.
- B. Robert, I don't think you will remember all those directions.
- A. Sure I will. Let's go.

13. At the restaurant

We're in a restaurant. The waiter indicated us a table and gave us the menu. Now we're choosing the meal.

A. What would you like to eat?

B. I'd like some beefsteak, fried potatoes and tomato salad.

A. I'd like pork chops with carrots, peas and cauliflower. What would you like to drink?

B. Red wine.

A. That's fine for me.

The waiter took our orders and brought our meal. After eating, we paid for the meal and decided to see a movie.

GOING HOME AFTER THE CINEMA

A. Did you like the film?

B. Yes, I enjoyed the film and the meal we had together.

A. So did I.

B. Thanks for taking me.

A. You're always welcome.

14. Talking about interesting places in the USA

A. Hello. How are you?

B. I'm fine, thanks and you?

A. I'm very well, thank you.

B. I've heard you've been to the United States.

A. That's right.

B. How long were you there?

A. Four months.

B. What cities did you visit?

A. Well, I visited Chicago and...

B. Chicago? What's it like? Is it true that there are a lot of gangsters there?

A. Of course not.

B. But I always read about bank robberies in Chicago.

A. That's right. But this can happen anywhere. Chicago is something else. It's the center of steel and trade. Some of the best Universities in the world are there.

B. Did you visit Yellowstone National Park?

A. Yes, it's a large park with many natural wonders. I think the best-known sight is OLD FAITHFUL.

B. What's Old Faithful?

A. It's one of the most famous geysers in the world. It's really fantastic.

B. How about the American food? Is it good?

A. I like it very much. Well I've brought many photos of the most interesting places I visited. I can show them to you if you want.

B. I'd like that very much. When can I see them?

A. Tomorrow night if it is good for you.

B. No problem. Can I arrive at eight?

A. I'll be waiting for you at eight. See you tomorrow.

B. See you.

15. Talking about fresh water factories

A. Hello! How are you?

B. Fine, thanks and you?

A. Just fine.

B. Do you know I've been to Kwait?

- A. How interesting. Did you enjoy yourself there?
- B. Yes, I did. It's a very interesting place.
- A. It must be different from here.
- B. Yes, there is something different from here: fresh water factories.
- A. What's that?
- B. They do not have much water there, only oil. People have to bring water from the sea, by ship. As this is very expensive, they built water factories. These factories take the salt from the sea water and make it fresh water.
- A. They must use the process of destilation. I think they need a lot of coal and electricity to do so.
- B. Now they are discovering new sources of energy. There is a factory that burns garbage for its fuel, and some others use the heat of the sun.
- A. Do you have anything more to tell me?
- B. Well, I can show you the films I've brought.
- A. When can I see them?
- B. Tomorrow night if you wish.
- A. All right! I'll be at you home at eight. OK?
- B. Good! See you then!
- A. See you.

16. Talking about Pollution

- A. Hello. How are you?
- B. Fine, thanks, and you?
- A. Just fine.
- B. Do you know the Rogers are moving to the country?

- A. Yes, I've heard that.
- B. Lots of people are moving to the country because of the pollution.
- A. That's right. Everybody wants to live far from pollution and the noise of the big cities.
- B. Do you think people live in bad conditions in the big cities?
- A. I think so. Although the big cities provide us with comfort there's the problem of the pollution waste.
- B. Government people have been worried about this problem.
- A. I've seen, on television, a program about a city for the future. In that city there will be no pollution.
- B. That would be wonderful. But I didn't see this programme.
- A. In that programme they showed pictures of the houses of that city for the future. These houses would be held in the air.
- B. It would be funny to live in a house that would fly, wouldn't it?

17. Talking about New York City

- A. Hello. How are you?
- B. I'm fine, thanks and you?
- A. Just fine.
- B. I've heard you've been to the United States. Tell me about your trip.
- A. It was wonderful.

B. What cities did you visit?

A. I visited New York and Washington D.C.

B. Tell me about them.

A. Well, New York is the largest city in the United States. Perhaps it is the noisiest too. There are many high buildings and the most crowded subways in the world.

B. It must be a beautiful city.

A. In New York you can hear the best music and see the best plays. Broadway and the Fifth Avenue are the most famous streets in New York.

B. Tell me about Washington.

A. Washington is much smaller than New York though it is the capital of the United States.

B. In fact, several cities in the United States are larger than Washington. There are many national monuments and many government buildings. You have already been to Washington, haven't you?

B. No, I haven't. I'd like to see your films if you've brought any.

A. Sure, here they are.

B. Good!

18. Talking about London

A. Do you think you did well on your English test?

B. I hope so.

A. You have a different English accent. Are you from London?

B. Yes, I am.

- A. Tell me about London. I've never been there.
- B. London is famous for its fog. We have there the Big Ben, the Buckingham Palace, the Westminster Castle, The Waterloo Bridge over the Tamisa River. There are many important Universities. There are also many important parks with their green lawns, lakes and museums. We have many famous legends there, such as Robin Hood in the Sherwood Forest and King Arthur and the knights of the round table.
- A. I know all those legends. What do you know about Shakespeare?
- B. Shakespeare is the most important writer of all times. He wrote Romeo and Juliet, Hamlet, Macbeth, Othello...
- A. Thank you for all that information.
- B. You're welcome.

19. A History class

- A. Hi! What did you do yesterday?
- B. Hi! I studied the history lesson about the Hindi life. What about you?
- A. I studied it too.
- B. Did you read about their customs yesterday?
- A. Yes, I did. I liked to know about their religious customs. You know, they have to wear a turban because of their religious customs.
- B. They're worn on Republic Day to celebrate their independence from Great Britain.
- A. It must be a marvellous celebration.

- B. I think so too. Do you know that the capital is New Delhi?
- A. Yes, I do. But I think Old Delhi was much more interesting.
- B. Yes, but the old is mixed with the new. There are many modern offices in New Delhi.
- A. Yes, but there are much more peddlers along the side-walks, in pyjama-like suits, strolling around, doing nothing.
- B. I think we can see peddlers everywhere.
- A. Of course, but that is more common in New Delhi because people there are very poor.
- B. Oh! I have to go now. It's about class time.
- A. See you later.
- B. See you.

20. Telling the story of a film

- A. Hello. How are you?
- B. Fine, thank you and you?
- A. Just fine. Where are going now?
- B. I'm going home. Why?
- A. Because I'd like to invite you to go to the cinema with me.
- B. What film?
- A. Its title is HOW MUCH LAND A MAN NEEDS. I've read the book and now I want to see the film.
- B. What's the story about?
- A. It's about a man who wanted to buy much land from a farmer. the farmer said: "I'll sell you all this

land for nothing if you can walk along the fields without stopping from sunrise to sunset."

B. What happened?

A. The man died of course. And then the farmer said: "Now he has all the land he needs: six feet of land to lie. I hope he's satisfied."

B. It sounds interesting.

21. Talking about Football

A. Good morning.

B. Good morning.

A. Do you live in London?

B. No, I live in Brazil.

A. Oh! I'm American too. I live in New York.

B. I've never been to New York.

A. I often go to Brazil. First time I went there was in 1972 when Pelé still played football.

B. Do you like football?

A. More or less! What about you?

B. I like it very much. I played football 10 years ago. I scored many goals.

A. Pelé was the king of football, wasn't he?

B. Yes, he was. He scored almost 1.300 goals. He was 32 years old when he played his last match.

A. He is a well-born man, isn't he?

B. No, he comes from a poor family.

A. Really? I'd never thought so.

22. Plans to go camping

- A. Hello.
- B. Hello! Is Sergio there?
- A. Yes, hi Chris!
- B. How did you guess it was me?
- A. You told me you would call me this morning, remember?
- B. Sorry, I'm still sleepy.
- A. Why did you call me?
- B. I just wanted you to go camping with me.
- A. Is anybody else going?
- B. Of course, there are more 20 people going.
- A. Who are they?
- B. They are the people you met at the party last night.
- A. But I've never been in a camp before.
- B. Wouldn't you like to go then?
- A. Sure I would.
- B. Why don't you come here and I will tell you something about the last camp I've been.
- A. All right. I'll be there in half an hour.
- B. OK! I'll be waiting for you.
- A. Bye!
- B. Bye!

23. Riding Bicycles

- A. We are classmates and we enjoy riding bicycles very much. Today is a holiday and we decided to go out for a ride in the country.
- B. Oh! The sun is hotter than I thought.
- A. I'm not getting only hot, I'm tired too.
- B. We've ridden for four miles. I wish we had a motor bike.

- A. We'd rather have an electric bike.
- B. Let's rest for a bit. I'm too tired.
- A. Look at the lake. It's not far away from here. Let's go and swim there.
- B. All right. But I feel too tired.
- A. You can rest in a few moments.
- B. I hope so.

b) Descriptions of American states and British and American cities

1. Describing some aspects of London

London is one of the most interesting cities in the world. Its people are famous for their good humour and punctuality. Its architecture is secular and kept unchanged for years. One of the most interesting aspects of London is the variety of pubs. There are 23 different types - from traditional British to exocotic imports. The buffet bars also offer a devastating array of cold meat sausages, home-made soup and jacket potatoes. The recipes have been secretly handed down from landlord to landlord.

In London we have many important buildings: The Buckingham Palace, which is considered one of the most important because it is the official residence of the royal family of the United Kingdom.

The system of government is the Parliamentarism and it is formed by two parts: The Camera of Commons and the Camera of Lords.

2. Describing Miami

Miami is in the state of Florida- USA. It is divided into two parts: Miami Beach and Miami City.

Miami Beach has wide streets, expensive hotels, the most expensive being THE FONTAINEBLEAU HOTEL. It is in the principal avenue in front of Biscayne Bay. Biscayne Bay is occupied by the famous, rich and Spanish people who call the bay "Baia de Viscaya".

Miami Beach has many big shops where you can find different clothes, records and watches.

The black people live in another side of Miami City.

In Miami there are many touristic attractions like the Parrot Jungle and the Cypress Garden.

Beautiful islands in Miami contribute to delight the inhabitant of the city and the tourists as well.

3. Describing Iowa

Iowa is a middlewestern state of the United States, situated between the Mississippi River on the east and the Missouri and Big Sioux Rivers on the west. The state is bounded by Minnesota on the north, by Wisconsin and Illinois on the east, by Missouri on the south and by Nebraska and South Dakota on the west.

There are remembrances of Iowa during the civil war era: the Larrabee mansion at Clermont, home of Iowa's 12th governor, which is one of the finest preservations in the nation. Nearby Fort Atkinsons it is heard the story of government efforts to protect people from Indians. Iowa primitive past can be explored at the Effigy National Monument at Marquette.

Iowa is variety. And this applies to Buffalo Bill's story who was born in the Mississippi rivertown of LeClaire and made his fame as Indian fighter and showman.

It has been said that there are no strangers in Iowa, only friends you haven't met yet. You'll find this true in the southcentral of Iowa, because friendliness is there.

4. Describing Hawaii

Hawaii is a state that belongs to the United States of America. It's made of many islands and the major islands are Kawaii, Calu, Mami and Malokai.

Hawaii's sugar cultures now pay the highest agricultural wages in the world. Ever since Hawaii's first successful sugar mill opened in Koloa in 1835, cane has dominated the landscape and economy in Hawaii.

Like the bulk of island vegetation, most of Hawaii's residents have native roots elsewhere. Successive waves of Chinese and Japanese have come to this island, native Hawaiians now comprise only three percent of the population.

Although the cost of living in Hawaii runs about 15% higher than the mainland, they go to the north shore with their surfboard and dreams of an endless summer.

5. The names of the American states

Almost thirty or forty-eight states that now form the United States have names of Indian origin.

The name Massachussetts, for example, comes from an Indian word meaning "great hill-small place". The word Mississippi comes from two Indian words, one of them means "river" and the

other "fish". The word means "fish-river" in Indian language. And so it is with many states such as Michigan, Oklahoma, Arizona, Nebraska, Wisconsin and others. All these names were at first names of rivers, towns, mountains, etc.

The Spanish also gave names to some states. The word FLORIDA is of Spanish origin. The name CALIFORNIA is also Spanish.

6. Describing Colorado

Western Colorado:

This multi-colored region is massive in scale. From the stagy border, flat-topped mountains break the level sweep of the sage and juniper spatted plateau.

Fishing in Colorado:

Colorado has many beautiful places with big rivers and lakes, where a lot of men go fishing in the week-ends. One of them is Rocky Mountain trout.

Northern Colorado:

Massive mountains highlight the sculptured artistry of the canyons, the deep blue lakes, the frogen music of a waterfall and the sweep of lower-starred meadous.

Colorado for Camping:

Camping in Colorado is the real thing. All outdoors, in the silence of primaveral forests.

Many of the highways to the campgrounds follow the shoes' trail. Some lead to historic ghost towns. On holidays, some families stay there for almost one week.

North Central Colorado:

Denver is the 25th largest city of the United States. It has become the commercial, industrial and cultural center of the

Rocky Mountains west.

7. Describing Wales

Wales-like the other component parts of the kingdom of Britain- has retained its own character and individuality and no visitor to Wales can have a comprehensive idea of the country as a whole without including Wales in his itinerary. The visitor will meet there hospitable people who will charm him not only by their friendliness but also by the music of their speech.

He will also find in Wales some of the very finest scenery in Britain, such as high mountains, peaceful lakes and rushing streams in the north, valleys, farm lands and beautiful coastline in the south.

Apart from the principal resorts and the industrial area of the south, there are virtually no big towns in Wales. Most tourists will therefore rely for accommodations in hotels and inns in the country towns in the mountains and seaside villages.

Canal cruising in Wales is for the family or a group of friends who have a taste for the island water exploration.

8. Describing Washington D.C.

This city lies between Virginia and Maryland, on the Potomac River. Many buildings are built in the noble style of the ancient Greek temples. Most of them are museums and Government offices as Washington D.C. is the capital of the USA.

Government is the chief business of Washington D.C.

The chief building is the Capitol. A long wide

avenue called THE MALL leads to the Capitol. On both sides of the Mall are museums and Government Houses. At the other end of this avenue a tall, wide, needle-shaped building points to the sky. It's the WASHINGTON Monument. This is a city where America remembers her famous Presidents. The Jefferson Memorial is a very beautiful white building in the shape of a circle. Inside stands a statue of Thomas Jefferson.

The Lincoln Memorial is a huge building of white marble. Inside you can see a famous statue of Abraham Lincoln sitting in a great chair. There is the memorial to President Kennedy at Arlington. Here is a flame which was lit on the day of his funeral.

9. Describing San Francisco

San Francisco is a city in the west of California, in the occidental border of San Francisco Bay.

In San Francisco Bay there is one of the largest bridges of the world- the Golden Gate Bridge.

In San Francisco there is one of the finest natural harbors in the world which is the biggest emporium of the American occidental coast. Just across the bay there are steel mills, shipyards, chemical plants, oil refineries and many factories.

A blend of several cultures- oriental, Italian and western American has given the city a unique cosmopolitan flavor.

In San Francisco, there are four Universities and important museums. Along Grant Street, there is Chinatown, perhaps San Francisco's most famous touristic attraction.

In 1906 the city was almost completely destroyed by an earth-quake. Today, San Francisco is a city of almost incomparable beauty and enchantment.

10. Describing New York

New York is considered the greatest man-made wonder of the world. It comprises five boroughs: Manhattan, Queens, Brooklyn, Bronx and the Staten island. When people speak about New York, it is the island of Manhattan they usually have in mind. Bringing life and action to the city, there are: WALL STREET, with high finance and the thrill of the stock market, PARK AVENUE, the broad, flower-trimmed boulevard of luxury apartments and modern skyscrapers, SEVENTH AVENUE, the main artery of the country's fashion industry, FIFTH AVENUE, with its great shopping center.

One of the major touristic attraction of the city is MISS LIBERTY holding her lamp by the golden door of the city. Manhattan is a magic mighty island because it has a little bit of everything. New York has every nationality because millions of immigrants have been going there. Chinese people make an oriental island in Manhattan called Chinatown. So do the Germans, Italians and Greeks. One can see a lot of interesting places in New York such as GREENWICH VILLAGE where one can find folk-dancers and folk-singers and artists who display their works in the open air.

The most important building in New York is the EMPIRE STATE BUILDING, the most famous in the world. ROCKFELLER CENTER is a cluster of skyscrapers with shops, gardens and restaurants surrounding its GOLDEN PROMETHEUS FOUNTAIN. BROADWAY is the entertainment center of New York with leading stage, theatres and screen theatres.

The heart and brain of New York is the Hudson River.

6.10. Appendix 10: CHI-SQUARE TEST

a) EXPERIMENTAL GROUP

$$\chi^2 = \frac{\sum (x_i - \bar{x}_i)^2}{\bar{x}_i}$$

x_i IS THE OBSERVED VALUE

\bar{x}_i IS THE EXPECTED VALUE

OBSERVED VALUES (x_i)

	Students	Frequencies	Total
Pre-test	23	39	62
Post-test	21	81	102
TOTAL	44	120	164

EXPECTED VALUES (\bar{x}_i)

	Students	Frequencies	Total
Pre-test	16,63	45,37	62,00
Post-test	27,37	74,63	102,00
TOTAL	44,00	120,00	164,00

$$\chi^2 = \frac{(23-16,63)^2}{16,63} + \frac{(21-27,37)^2}{27,37} + \frac{(39-45,37)^2}{45,37} + \frac{(81-74,63)^2}{74,63}$$

$$\chi^2 = 5,35$$

From the chi-square table to $\alpha = .05$ (degree of freedom: 1)

$$\chi^2_{.05} = 3.84 \quad (\text{see SIEGEL}^{50}(\text{p.249}))$$

$$\chi^2 > \chi^2_{.05} \quad \text{is significant at .05 level.}$$

b) CONTROL GROUP

$$\chi^2 = \frac{\sum(x_i - \bar{x}_i)^2}{\bar{x}_i}$$

x_i is the observed value

\bar{x}_i is the expected value

OBSERVED VALUES (x_i)

	Students	Frequencies	Total
Pre-test	23	39	62
Post-test	21	61	82
TOTAL	44	100	144

EXPECTED VALUES (\bar{x}_i)

	Students	Frequencies	Total
Pre-test	18,94	43,06	62,00
Post-test	25,06	56,94	82,00
TOTAL	44,00	100,00	144,00

$$\chi^2 = \frac{(23-18,94)^2}{18,94} + \frac{(21-25,06)^2}{25,06} + \frac{(39-43,06)^2}{43,06} + \frac{(61-56,94)^2}{56,94}$$

$$\chi^2 = 2.20$$

From the chi-square table to $\alpha = .05$ (degree of freedom: 1)

$$\chi_{.05}^2 = 3.84 \quad (\text{see SIEGEL}^{50} \text{ (p.249)})$$

$\chi^2 < \chi_{.05}^2$ is not significant at .05 level.