STEP-BY-STEP ALGORITHM FOR GRAMMAR TOPIC PRESENTATION: ENGLISH CONDITIONALS

Abstract. Grammar is considered to be the most important part in learning the foreign language and students’ language development is severely constrained without a good knowledge of it. English grammar is traditionally seen as a syntactic system determining the order and the usage of analytical structures arranged in sentences. Conditional sentences are regarded complex patterns as in the English language there are at least three types of them differing in structure and meaning. Moreover, in the models of such complex conditional sentences, a special backshifting is observed. It causes a certain number of difficulties for students to study English as a foreign language.

The paper attempts to outline a step-by-step algorithm for the presentation of the grammar topic “English conditionals” using the pedagogical experience of foreign teachers and our own (the work with students of non-philological specialities) in order to facilitate the process of teaching the specified topic to teachers of secondary and higher educational establishments.

The article highlights the eight steps of grammar material presentation, which are used at classes on the discipline “Foreign Language (English)”. The main attention is focused on the linguistic and cognitive nature of conditional sentences, which are easier to perceive within grammar dimension (form, meaning, usage).

The following steps are outlined: description of the general picture of the mood as a grammatical category; demonstration of the main types of the mood; providing information on semantically universal features of conditional sentences in English and Ukrainian; identification of the main problems that students face when studying the topic; analysis of basic textbooks; introducing types of conditional sentences with an emphasis on probable, improbable and impossible conditions; some tips for choosing exercises to train practical material.

Keywords: mood, English conditionals, grammar dimension, backshifting, form, meaning, probable conditional, improbable conditional, impossible conditional, semantically universal features.

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ПОКРОКОВИЙ АЛГОРИТМ ПРЕЗЕНТАЦІЇ ГРАМАТИЧНОЇ ТЕМИ: «УМОВНІ РЕЧЕННЯ АНГЛІЙСЬКОЇ МОВИ»

Анотація. Граматика вважається найважливішою складовою у вивченні іноземної мови, а розвиток мови здобувачів постає суворо обмеженим без її гідного знання. Граматика англійської мови традиційно розглядається як синтаксична система, що визначає порядок і вживання аналітичних структур, оформлених у речення. Умовні речення вважаються складними патернали, адже в англійській мові існує щонайменше три їхні види, які відрізняються структурою та значенням. Більше того, в моделях таких складнопідрядних реченнях умови спостерігається особливий зсув видо-часових форм дієслова, що й становить певну низку складнощів для здобувачів, які вивчають англійську мову як іноземну.
Defining the problem and argumentation of the topicality of its consideration.

Grammar will be very attractive to learn when it can be understood perfectly. Grammar is meaningful where elements of the grammar itself have meanings in their own right. Additionally, “grammar allows us to construct and symbolize the more elaborate meaning of complex expressions like phrases, clauses, and sentences” [1, P. 67]. Moreover, “grammar is a key when learning a language in which it has arranged the combination of words and phrases into sentences and the grammatical structure in spoken and written discourse” [2, P. 11]. We agree “that grammar is far too crucial to be disregarded” [3, P. 134].

It is common knowledge that English conditionals are complex sentences cognitively as well as linguistically [4, P. 18]. The basic problem of conditional sentences is the dependence of one situation on another. We mean the correlation of actions in the main clause with the specific situation described in the if-clause. In this light English conditionals are attracting increasing interest due to their structures and meanings. It should be stated that English conditionals convey the logical meaning: “if A, then B”, depending on the truth of the constituent premises. The possible meanings of conditionals vary from possible and impossible, real and unreal to cognitive reasoning and hypothetical actions.

There is a great variety of conditional sentences. The three main semantic groups are: “1) those with clauses that contain a condition that may or may not be fulfilled; 2) those with clauses in which the condition is combined with improbability or unreality in either present or future; 3) those with clauses in which the condition was not fulfilled and is related to past impossibility” [5, P. 67].

Let us note that there is another classification of English conditionals: 1) Future Conditional: If + pres., will; 2) Present Conditional: If + past, would; 3) Past Conditional: If + had + -en, would have + -en. It was proposed by M. Celce-Murcia and D. Larsen-Freeman in 1999. R. Norris uses it while outlining “the difficulties inherent in the teaching and learning of conditionals” [6, P. 39].

Previous Research in the Area. Much work on the potential of English conditionals, on the one hand, and problems both teachers and students run into, on the other hand, has been carried out by scholars all over the world (Indonesia, Japan, Iraq, Turkey, China, Spain, Saudi Arabia). These scholars are practicing teachers. The whole list of references to their findings is given in our previous paper [7, P. 34]. Some of them will still be mentioned in this one [2; 3; 4; 5; 8; 9]. The objective of that work was to inspect the basic methodological approaches and teaching techniques for teachers of secondary as well as higher educational establishments to use them when teaching conditionals [7, P. 37].
Some criteria unite the teachers. Among them we can point out their indicating the complexity of the matter discussed; searching efficient ways of teaching English conditionals taking into account the fact of English being a second / a foreign language for their students; the students’ problems in understanding and constructing English conditional sentences, and using “tests and interviews as data collection techniques” [2]. The same applies to our case (Ukrainian secondary and higher educational establishments).

R. Norris in his paper “How Do We Overcome the Difficulties of Teaching Conditionals?”, after having analyzed recent developments in conditional sentences, offers “Model for Introducing “If” Sentences”. That is a system aimed at making “the connection between the actual time reference and backshifting” [6, P. 49]. The scholar introduces the verbs hope and wish together with corresponding if-sentence patterns and divides conditionals into five helpful categories [6, P. 49].

Thus, recent findings regarding English conditionals and our own teaching experience once more prove that a conditional sentence is a complicated structure. Its complicacy is connected with the expression of a variety of meanings which are realized through diverse forms. Due to the grammar dimension (Form, Meaning, Use), it looks difficult for students, especially the students of non-philological specialities, to deal with conditional sentences since their structures or forms are different. In accord with this statement, students face a number of problems while learning English conditionals.

The students may understand the syntactic changes of each type, but they may have difficulties in understanding the semantics of all types. This, in its turn, causes some frustration and confusing. Thus, a conditional sentence is significant to learn in terms of Form, Meaning and Use.

We share R. Norris’ point of view that “conditional sentences are a significant obstacle to overcome for teachers and students of English as a second or foreign language” [6, P. 39]. Moreover, “much research has been done on conditionals and certain proposals have been made, but for the practical needs of teachers and students in the classroom no easily-explained or easily-learned solution has been forthcoming” [6, P. 39].

In this context we try to outline step-by-step and effective, in our view, algorithm for grammatical material presentation of the topic “English conditionals” while conducting lessons with students of non-philological specialities.

Let us note, not for the first time, that the basic textbook we use at English classes is “Англійська для економістів=English for Economists” [10], and, besides, we deal with the foreign resources of various fields. Consequently, we are going to illustrate our thoughts by giving the examples from the textbook mentioned above where it is possible.

Results and Discussion. After the teacher has familiarized himself/herself with the theoretical and practical developments regarding the topic “English Conditionals” [7] and can now decide for himself/herself what approach or teaching tactics to use at lessons, another problem arises: a step-by-step and productive algorithm for the presentation of this grammatical material.

Step 1. The first task for the teacher is to provide a general picture of this grammar phenomenon, pointing out the peculiarities of the mood as a grammatical category as a whole and drawing some parallels of conditional sentences usage in English and Ukrainian.

The students should be informed that there is such a grammatical category “Mood” which “reflects the speaker’s view of the ontological character of an event. This character may be, for example, real or unreal, certain or possible, wished or demanded” [11]. The teacher may offer the translation of this word – настрій, and, thus, add that we will be dealing with “the mood of the sentence” in particular and “the mood of the situation” in general. The students will see how the mood changes due to some reasons. Here one can briefly compare a person’s changing of mood with the way the context may vary because of some grammar components or structures. “The psychological state of the speaker (e.g., sorrow, regret, disbelief, cynicism) is an important element in natural speech. … the notion of desirable/undesirable allows us to begin to understand the psychological state of the speaker, the context, and the semantic meaning of conditionals” [6, P. 41]. At this stage, in our opinion, the examples may be given in Ukrainian, and, in this way the topic is gradually starting to be introduced. We also believe that the teacher should outline the complexity of the topic, on the one hand, and the ways of its solution, on the other hand.
Step 2. Next, the teacher should demonstrate the main types of mood in English. The Indicative Mood expresses real actions and events that take place in time; it points out the action as a fact. The Imperative Mood denotes potential actions in the form of a request, advice, order. The Subjunctive Mood, in its turn, outlines the potentiality (possibility, desirability, necessity, obligation) of the implementation of the communication or the unreality of the action itself.

It should be mentioned that at the same time, all three moods are combined into a system that is based on a categorical feature – the expression of modality through a verb-predicate. The distinctive features of each mood are: the real action (the Indicative Mood): This desire to earn a profit is a second ingredient in a market economy [10, P. 74]; the potential action (the Subjunctive Mood): Experts find that if all the nation’s resources were used to produce farm products, 15 million bushels could be produced [10, P. 81]: the command or request (the Imperative Mood): Decide yourselves how to use limited income, savings, and other resources [10, P. 23].

This fact allows us to speak about the modal colouring of the studied grammatical structures. Conditional sentences in this case refer to the Subjunctive Mood and indicate hypotheticality, desirability, necessity, requirement, proposal, etc. Conditionals are used to refer to actions that do not occur or did not occur, because of inappropriate conditions for this, or these conditions are not feasible in this situation. Let us add that all these given above must be illustrated by the teacher.

Step 3. To our mind it is necessary both for students and teachers to know about semantically universal features of conditionals to avoid misunderstanding while teaching-learning conditionals in the field of two languages – Ukrainian and English.

Actually, every language has conditional structures which can be open, probable, improbable or impossible. However, the structure and the conditional sense may vary from one language to another. The two English sentences, for example, If I had money, I would buy the car and If I had had the money, I would have bought the car, are translated into Ukrainian Якщо є у мене гроші, я куплю машину. The literal understanding of these Ukrainian sentences is the only one: Якщо є у мене гроші (я розумію, що в мене їх немає), я купив машину (я розумію, що я цього не зроблю за відсутності коштів). It is obviously, the tense and the conditional sense are not the same in English and Ukrainian.

To find semantically universal features of conditionals, first of all, one must start the matter with identifying the concept of factuality. A fact is something which is assumed actually to take place or to have taken place. This can be illustrated by the following example: They will send us postcards of the sights they visit (Вони надішлють нам листівки визначних пам’яток, яких відвідають) implies They will visit (some) sights (Вони відвідають визначні пам’ятки). Thus, this sentence is factual and truth-committed. But If you enjoy history, Athens is the European city for you to visit (Якщо тебе цікавить історія, то Афіни – це те європейське місто, яке тобі потрібно відвідати) does not imply You will visit some European cities (Ти відвідаєш деякі європейські міста).

The conditional If I go to London, I will visit the Tower (Якщо я поїду до Лондона, то відвідаю Тауер) carries the probability of factuality; it does not show fact-based statement; on the contrary, it has fact-based neutral utterance.

Truth-neutral conditions may be traced in both English and Ukrainian: If he doesn’t do it, I will do it (= maybe he will not do it, then I will do it) = Якщо він не зробить це, я це зроблю (можливо, він не зробить це, тоді я це зроблю). The flavour of the so-called theoretical meaning is felt.

So, the examples above show that the conditional form can express a real possibility, open or a truth-neutral condition in English as well as in Ukrainian. Hence, the first semantic universal is there are conditional form(s) denoting real possibilities or open or truth-neutral conditions in languages (English and Ukrainian).

The second semantic universe is all languages have the conditional form(s) denoting unreal, impossible or contrary-to-fact statements in the past: If I had been you, I wouldn’t have done it (Натвоєму місці, я б цього не зробив) (= а я не ми) – hypothetical meaning is implied. We refer to imaginary past events, the hypothetical forms generally have the categorical sense of contrary to fact.
As for the third semantic universe (some languages have the conditional form(s) denoting exactly contrary-to-assumption statement in the present and contrary-to-expectation ones in the future [5, P. 45]) it works in English (If it rained, I would stay at home – Якщо б дощило, я б залишився вдома (but I assume that it isn’t raining)). But we lack these meanings in Ukrainian due to its syntheticity (the particle би/б is the only helper); English being the analytical language possesses a number of various analytical patterns and in this way we can compare it with Maths.

Thus, in our case we must learn all the patterns of English conditionals by heart as the multiplication table. Moreover, the problem is the forms, patterns, to be exact, the students deal with in their native language and the foreign one. Students must comprehend and understand at least three patterns (Type 1, Type 2, Type 3) of English conditionals not only linguistically, but also cognitively. Such an approach, in our opinion, will help to avoid confusions and mistakes in teaching-learning this grammar topic. Sometimes the way of translating cannot assist, but the reconstructing of real, probable or impossible situations do.

**Step 4.** Judging by own pedagogical experience students in general and the students of non-philological specialities in particular face three main problems in studying English conditionals: the usage of grammar tenses (the tense shifts or backshifting, in other terms), the form and the meaning in conditional sentences.

As for the implementation of tense form, we think, the teacher should pay special attention to them while explaining three types of conditionals (each type separately). The form of conditionals can be strictly presented by two clauses: if-clause and the main one (for all types). In addition, “the lack of knowledge about irregular verbs, difficulty in distinguishing the use of had and have in Type 3 clauses, and lack of context understanding inhibit students from understanding conditional sentences” [2, P. 17].

One more problem the students come across – the discrepancy between the meanings of the tenses used in conditional sentences and their primary meanings, i.e. those meanings the students are accustomed to use, the Past Simple, for instance, for past actions.

**Step 5.** Before announcing the conditional, students should be able to use easily and correctly the Present Simple, the Past Simple, the Past Perfect tenses and the modal auxiliaries, especially can and could. Only after having realized they have actually learned these verb forms, the conditionals can be introduced.

As these constructions are considered to be “complex”, all types cannot be introduced at once in a short period of time. That’s why, the three types should be taught, beginning from the first type with certain time intervals. Due to such regularity students concentrate on the mechanical memorizing of the grammatical constructions and do not contemplate about the meaning and use of the patterns studied.

As a result, conditionals should be presented on account of meaning and use. To understand meaning and use, the question of context and situation is key. Specifically, real language equals real-life situations or as an effect of real information. By context, we imply the situation or the part of the information resulting in language being used. In case of offline teaching and learning it can be the classroom with physical surroundings and students. By situations we mean either invented stories or simulated real-life ones.

**Step 6.** Before introducing the theoretical material as for English conditionals the teacher as a rule should examine the textbook/textbooks the students are going to follow. At our University this topic is studied by fourth-year students and according to the academic programme “Foreign Language (English)” we use the textbook “Grammarway 3” by J. Dooley and V. Evans [12]. One unit (Unit 8) of the textbook is designed for the topic discussed (“Conditionals-Wishes-Would Rather/Had Better-Unreal Past”) [12, P. 98]. Having scanned the unit, we see the first section presents simultaneously the information about four types of the conditionals (Type 0, Type 1, Type 2, and Type 3). The information is presented in the table. At the same time, we observe the passages of the usage of will, would, should in if-clauses; unless instead of if…not; were for all persons; the construction if I were you (for giving some advice); the expressions used instead of if (provided, providing that, suppose/ supposing) [12, P. 99].
Nine exercises follow then. It is odd, but still, the first two exercises offer the training of Type 1, one exercise – Type 2, two exercises – Type 3. Next, all of a sudden, there is one exercise for practicing Type 0. The rest of exercises (three of them) are focused on the choice of correct tenses [12, P. 99-101].

The subtopic “Mixed Conditionals” is given in the table and only one exercise is shown [12, P. 102]. On the next page we see the passage of the information as for “Wishes” and six exercises to perform [12, P. 103-104]. As for would rather and had better (preference and advice, accordingly) four exercises are proposed to do [12, P. 105-106]. Unexpectedly, after twenty-one exercises, the rubric “The unreal Present and Past” appears [12, P. 106]. It looks strange, on the one hand, as it is located practically at the end of the unit, but, it presents some summarizing information as for the Past Simple and the Past Perfect usage for indicating unreal actions (all information is generalized), on the contrary. Although, we must admit that the usage of the tenses mentioned above with such conjunctions as as if/as though as well as the construction it’s (about/high) time has not been explained before in the textbook. After that some training exercises follow plus Revision Box (the text working out, oral activity and written activity as well) [12, P. 107-109].

Further, we have analyzed some more textbooks on the subject of the topic being discussed [13; 14]. We want to share some troubles we personally come across while inspecting the exercises of these textbooks. Some exercises seem to be confusing as give the pattern (the first sentence, as a rule) and, accordingly, students try to follow it without paying attention to the task (exercise 13) [14, P. 104]. Moreover, while explaining the status of to be within the topic “English conditionals” we always pay attention to the form were for all persons. These textbooks, and not only these ones, point out that “we can use were instead of was in all persons” [13, P. 66], “However, were is more often used in formal English” [14, P. 105]. Two, at least, questions arise – how is it reflected in exercises? – and how to check the students up?

One more passage that bewilders us personally and the students as well: the table presenting Mixed Conditionals [13, P. 69]. As you can see three types of them are offered with possible tense combinations “if the context permits it” [13, P. 69]. Three patterns combining if-clause and the main one present the following: Type 2+Type 1, Type 2+Type 3, Type 3+Type 2, accordingly. As for the last two mixing it is out of the question. However, the sequence of Type 2+Type 1 (If nobody phoned him, he won’t come to the meeting [13, P. 69]) raises a lot of questions, at least two of them: How to interpret the statement? What about hypothetical condition in the past or present? We, personally, cannot accept this piece of information.

We should state that the theoretical passages in the textbook “Grammarway2” are consistent and dosed in a way [14, P. 100-107]. We mean that each type of conditionals is given separately, including “Wishes”. As for the textbook “Round-up 5” the theoretical information of the types of conditionals is simultaneously presented [13, P. 66-69]. It, to our mind, causes some difficulties for students to comprehend. Moreover, only seven exercises are proposed to perform. It is not enough to follow the forms and meanings of English conditionals.

What we appreciate is the exercises for oral and writing activities, that is “a communicative focus instead of the traditional one which is based extremely on deductive presentation as well as practice” [8, P. 155].

Thus, the teacher may choose either one textbook or the combination of some to achieve the goal taking into account the form, the meaning and the use of conditionals.

**Step 7.** Introducing the Types of Conditionals, starting with the Type 1, and doing it steadily is the next step. We believe the teacher should begin with the following general pattern: if-clause + main clause or main clause + if-clause [15, P. 120], thus, focusing the students’ attention on the complex sentence: “Guns and butter” tradeoff means that if you buy weapons you can’t buy food [10, P. 36]; They will make a profit if they can produce goods and services that buyers want [10, P. 97]; Consumers will travel to a store across town to purchase goods and services, if they can save enough money to onset the travel expense and the cost of their time [10, P. 116].
Here also one should state that if the subordinate clause (if-clause) occupies the initial position it is separated from the main one by comma: If they can produce goods and services that buyers want, they will make a profit.

**Type 1** is used to refer to the present or future where the situation is real. In other terms we can call this type **probable conditional**. In these sentences, if-clause is in the Present Simple, and the main clause is in the Future Simple. The first conditional sentences emphasize about the possible future events or situation and the result. For example: Or, if I’m a baker, maybe I won’t change my use of butter directly, but the profit motive will make me cut back on buying something else to be able to keep buying butter [10, P. 131]. The table on page 100 may come in handy [14, P. 100].

Here one can add that the first conditionals express a lot of functions among which we outline commands, offers, suggestions and warnings [15, P. 121]: Shall economists study how people make decisions if they work, buy or invest their savings?; I will complain is you don’t satisfy my demand; If the result of the analysis is encouraging, then prepare a business plan [10, P. 130].

Pay special attention to grammar tenses used in this type of conditional sentences: the Present Simple in if-clause whereas the Future Simple in the main clause. Moreover, the teacher may point out that the conjunction if is the marker of the subordinate clause. It means that the Future Simple is not allowed in this part of the complex sentence. Some Internet resources may assist the students to master Type 1 [16].

**Type 2** is used to refer to a time that is now or any time, and the situation is unreal. This is **improbable conditional**. “The second conditional sentences describe about an event or situation that might not occur in the present and future. The condition is unlikely to be fulfilled because the future event is unlikely to happen” [2, P. 15]: If Florida ignored its advantage in oranges and tried to grow apples, it would force the United States to operate within its curve, and the standard of living would fall [10, P. 88]; This doesn’t mean that all apples will be sold to jam makers – if this happened, the resulting oversupply of apple jam would cause jam prices to crash and reduce the maximum price that the jam maker is able to pay for the apples [10, P. 127].

The table on page 102 may be of service [14, P. 102]. According to this table would/could/might + bare Infinitive are used. We guess that in this case the teacher should recall the grammar status of would – the Future-in-the-Past, for instance: Last week the company announced that it would set aside 20 seats on that flight for sale at half the regular fare [10, P. 27]; Government planning agencies decided how goods and services would be produced in command economies [10, P. 62]. Some other statuses of would may be observed on the valid resources [17; 18].

Pay special attention to grammar tenses used in this type of conditional sentences: the Past Simple in if-clause whereas would/could/might + bare Infinitive in the main clause. Some authors state “the main clause uses the past future” [2, P. 13] or “would” is a modal verb most commonly used to create conditional verb forms” [18]. But, we think, it is superfluous as the structure given above is easier to remember, with the table assisting. Moreover, in this way we avoid terms confusion.

Also, the teacher should emphasize that were is used for both singular and plural subjects; If I were ..., I would... is a common form of advice.

**Type 3** expresses the hypothetical action or situation in the past. The event happened in the past and the meaning is contrary to the fact. Here we deal with **impossible conditional**. The teacher should focus the students’ attention to the fact that this type deals with the past not similar to Type 1 and 2. “This type of conditionals talks about the past, unlike the first and second which discuss events in the real or unreal future. These conditions, too, are therefore impossible, because they have either already occurred or might have occurred but will not anymore” [9, P. 79]: Would that never have happened if they had accomplished this goal? [10, P. 82]; No one would have mistaken the model for a real person if these plastic models had not been actual human bodies [10, P. 90].

The table on page 103 may assist to comprehend the pattern [14, P. 103]. In accordance to this table would/could/might + have + Past Participle are used.
Step 8. The introduction of each type of English conditionals must be accompanied by performing various exercises. They can be taken from different sources (textbooks, websites, the findings of other teachers, etc.). We are sure that special attention should be paid to the students’ constructing conditionals themselves just to overcome the problem of the forms, meanings and use of tenses (backshifting) as “students’ ability to understand the use of tenses, sentence form and understand the meaning of conditional sentences are a complete package that makes students able to understand and construct conditional sentences well” [2, P. 42].

The teacher must not just focus on giving and explaining the grammar material. The training and its implementation are also dominant for students to be skillful in using conditional sentences. Besides traditional training exercises one can use Students’ Interview Questions: ask the students, for instance, what they have done first when constructing conditional sentences or what difficulties they have found in the process of learning conditional sentences, etc. Moreover, translation exercises should be applied. The same situation may be beaten several times within probable, improbable and impossible conditionals. The conditional quizzes must be developed in a way that the different types of conditionals are arranged randomly. More exercises may be observed here [19]. And do not forget that teaching techniques may diversify the monotony of the lesson [7].

Conclusions and perspectives. More generally, these basic findings are consistent with the research showing that there are difficult grammar topics, but at the same time there are productive and effective ways out of the problem – and English conditionals are no exception. Everyone should realize it by summing up the existing findings, on the one hand, and inventing one’s own algorithm for grammar material presentation aiming at mastering the topic well and applying it in different contexts, otherwise. These findings provide a potential mechanism for gradual implementation of the subject matter.

Future research is needed to delimitate various types of errors students make while learning English conditionals such as interference, ambiguous and performance mistakes, overgeneralization, incorrect association, teacher-induced errors, etc. They should be analyzed within each type of conditionals with the reference to the students’ performing exercises and interviews.

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