



RESEARCH PAPER

Measuring the Cognitive Learning of Graduate Students about Zero Conditional Sentences in English at KFUEIT: The Descriptive and Explanatory Analysis

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ABSTRACT

The effect of conditional sentences on the cognitive learning of graduate students is important because, in different cognitive tests, the questions related to conditional sentences are included. During the studies, students should have proper awareness and knowledge about conditional sentences. Investigating the awareness, learning, knowledge as well as deficiencies about this topic is necessary. For this survey and descriptive nature study the quantitative and qualitative (QUAN-qual.) method was implemented. The explanatory sequential technique was implied. The researchers analyzed the responses of the participants of the two indicators: type-one indicator conditional sentences, and type-two conditional sentences. The results of the indicators were concerned according to the responses of the students. Results showed that majority of students have consciousness and knowledge of conditional sentences and they try to keep the practice of conditional sentences. The students understand the correct and incorrect sentences. In the end some recommendations are presented on the base of results. The study will prove beneficial for students, educators and future researchers.

KEYWORDS Cognitive Learning, Conditional Sentences, Insufficiencies, Learning, Opportunities

Introduction

Cognitive learning is a learning style that encourages students to use their brains more effectively. Moreover, this is a way of learning which encourages students to fully engage in the learning process so learning, thinking and remembering get easier and easier. Cognitive learning theory asks us to think about thinking and how thinking can be influenced by internal factors like how focused we are or how distracted we have become and external factors like whether the things we are learning are valued by our community or whether we receive praise from others when we learn. On the other hand the term zero conditional refers to the present real conditional, and it is used to talk actions and events that are always true. Moreover, it is also used to describe a cause and effect relationship between two facts or events. Likewise it is also used to express a general truth, scientific facts or instructions. Conditionals are extremely important in the English language because they are helping to express things that may happen in the present and future. Conditionals serve many purposes and take several forms, as they can be used to give advice, express regret and discuss facts, among other things.

The present Research Zero-type conditional sentences are based on truth, rules, and laws usually. For example:

- If I eat too much food, I can suffer from constipation.
- Ice cream melts if it heats.
- When the sun rises, the day comes.

Type Zero Conditional Sentences:

This type of Conditional Sentence shows the describing facts in a sentence.

Both clauses in these sentences are of simple present tense(Narayanan, Liu, & Choudhary, 2009). For example:

Yellow light switches on if they press the first button.

Water boils if we heat it at the degree of 100 Celsius.

In the Zero Types Conditional Sentences "if" can be replaced by when.

For example:

When they press the first button, the yellow light switches on.

When we heat water it boils

Structure of Zero-Type Conditional Sentences:

Main Part: Present Tense

If Part: Present Simple Tense

Important Grammatical Notes

The modal words take the place of will If they (can/could, may/might, or should) are used in the main part of the sentence..(Ehrman, 1966)

We can write an assignment if we have enough time for it.

If my mother allows me, I may join the trip with you next year.

you should study much harder If you want to pass the exam.

will and would are the words which not usually used in the if part, except when they express willingness.

For example, when in the sentence there are requests (that is when they carry a modal meaning):

If you will call the office now, he will surely make an appointment with you. (willingness)

I would be very grateful to you if you would help me with my homework. (very polite request)

In the if part the word can mean "if perhaps" or "by any chance."

if he should turn up at the party, I would be very happy.

In negative sentences, the use of not can be written in place of unless.(Jespersen, 1917)

unless you study very hard, you won't pass the exam. (if you don't study very hard)

if the word order in the sentence is changed, If can be omitted. In Type Three conditional sentences this is sometimes done if the if the part is at the beginning of the sentence, or in Type Two sentences if the verb were, is used:

Were you rich, you would buy a villa by the sea. (= if I were rich)

Had his cousin come earlier, he would have shown him around the house. (= if he had come earlier).

Conditional statement: "If today is Sunday, then yesterday was Saturday."

In this statement, the Hypothesis is: If today is Sunday, here our conclusion must follow, then yesterday was Saturday.

So by the rearrangement of the hypothesis and conclusion, we found the converse statement.

Converse: If yesterday was Saturday, today is Sunday.

The converse can be said to the interchangeable clauses.(Lehmann, 1988)

Inverse

By negative or making a negative statement of if-then statement to both hypothesis and conclusion in the conditional statement, for example:

Conditional Statement: "If today is Sunday, then yesterday was Saturday."

Inverse: "If today is not Sunday, then yesterday was not Saturday. "What the contrapositive statement is?

By negating both the hypothesis and conclusion and interchanging them the contra-position statement is formed, for example(Contrapositive)

"If yesterday was not Saturday, then today is not Sunday."

What is a Bi Conditional Statement?

When "if" and "only if" form combines in a reversible statement and surly or truly converse. We can say that both the conditional statement and converse are true, we continue by the initial condition, for example: "If today is Sunday, then yesterday was Saturday."

Bio conditional: "Today is Sunday if and only if yesterday was Saturday."

Table 1
Bi-Conditional Statements

Conditional Statement	If a, then b	$a \implies b$
Converse	If b, then a	$b \implies a$
Inverse	If not a, then not b	$\bar{a} \implies \bar{b}$
Contraposition	If not b, then not a	$\bar{b} \implies \bar{a}$
Bi conditional	a if and only if b	$a \iff b$

This table shows a (hypothesis) and b (conclusion). The hypothesis brings a conclusion.

In a converse situation, conclusion and hypothesis interchange the place. In an inverse situation if there is no hypothesis there is no conclusion and contraposition is the reverse situation of the inverse situation if there is no conclusion and no hypothesis.

In Bi conditional statements happen only and only if the statement is reversible. (Endicott Thomas, 2022). They both depend on each other, the existence of a is considered only and only in the situation if there is the existence of b. The sign \sim represents the inverse condition of "b" and "a" and contraposition in the next example.

Literature Review

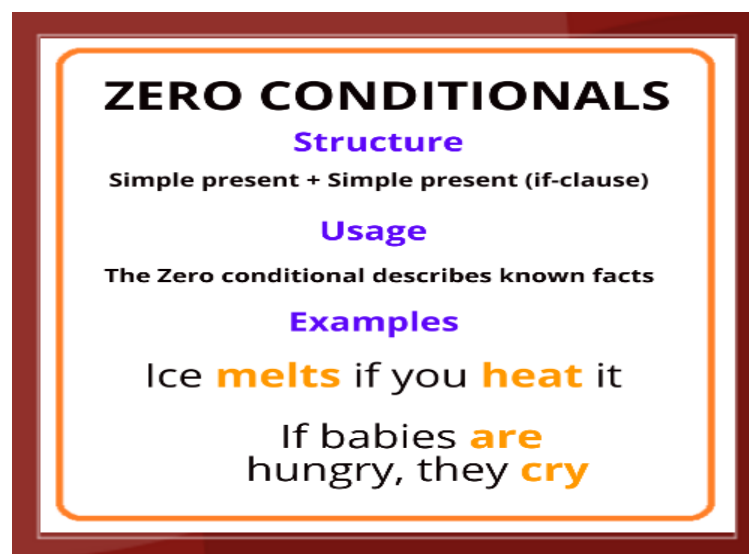
"A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic" (Ahmad et al., 2024, p.3). The main function of literature review is to evaluation and summarizes the writings from previous works related to the present topic. It also provides framework for the current topic. (Jalbani et al. 2023; Kalhorro et al, 2023; Maitlo et al, 2024). The literature review for the present research follows as:

The Role of conditional sentences in grammar:

A conditional sentence shows its results by the temporary hypothetical assumption this is the way it is understood. (Rips & Marcus, 2013). The correct use of them is important because they are varying in meaning. The verb tenses use different conditional modes so it's necessary to pay attention to them while writing. The next rule of using conditional sentences in grammar is the use of a comma after the "if" clause. The "if" clause precedes the main clause in the sentence.

Conceptual Framework

Conditional sentences describe the structure of the sentences by including the main clause and sub ordinary clause the component of the conditional sentences are described. (Haiman, 1978)



<https://myduotraining.com/english-grammar/zero-conditionals>

Theoretical Framework

The rules of the sentences are prescribed based on if simple present ,+ base verb

ZERO CONDITIONALS

FORM/STRUCTURE

In zero conditional sentences, the tense in both parts of the sentence is the **simple present**.

If clause (condition)	main clause (result)
If + simple present	+ simple present
If this thing happens	that thing happens.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical. In zero conditional sentences, you can replace "if" with "when", because both express general truths. The meaning will be unchanged.

Examples

If you heat ice, it melts.
Ice melts if you heat it.
When you heat ice, it melts.
Ice melts when you heat it.

If it rains, the grass gets wet.
The grass gets wet if it rains.
When it rains, the grass gets wet.
The grass gets wet when it rains.

<https://www.slideshare.net/slideshow/zero-conditional-ppt/45845584>

Hypothesis

The two hypotheses were being defined as follows:

Alternative Hypothesis

There is a significant role of the effect of conditional sentences on the cognitive learning of graduate students.

Null Hypothesis

There is no significant role of effect of conditional sentences on the cognitive learning of graduate students.

In this research, the researcher goes with the null hypothesis.

Material and Methods

"The methodical study of the procedure is called the research method" (Ahmad et al., 2023, p.5). This chapter deals with research methodology: design of research study, population, sample, sampling, sample size, research tools, pilot study, data collection, and data analysis mentioned in this chapter as well

Research Design

A design is a general strategy to conduct a research study. The description of the design shows the basic structure and objectives of the research study. According to the nature of the study, the variables are Cognitive Learning of Graduate Students about Conditional Sentences.

- The study was survey and descriptive.
- The quantitative, as well as qualitative (QUAN- Qual) method, was implemented.
- The explanatory sequential technique was implied.

The research design was based on the survey and descriptive study. The study is exploratory/exploratory sequential.

Population

“The population is defined as a set of individuals, data, or items from which a statistical sample is taken” (Younus et al., 2023, p.4). The term population, as used in research, refers to all the members of a particular group. It is group of interest to the researcher, the group to whom the researcher would like to generalize the result of study. Population of the study comprised of:

- The students of BS English studied in KFUEIT. Students of Semesters 2,3,4,5,8 were the population of this study
- Teachers of universities & college
- So students of the entire English department of KFUEIT were the population of this study.

Targeted Population

All the students of the English department in KFUEIT.

Accessible Population

100 BS students and 10 teachers, 7 teachers of KFUEIT, 1 NCBA,2 KIPS.

Sample, Sampling and Sample Size

Sample: The sample may be any part of the population of individuals on whom information is obtained (Rao et al., 2023).

Sampling:

Sampling is the process of selecting individuals who participate in the research study. “the selection of specific data sources from which data are collected to address the research objectives.”(Gentles, Charles, Ploeg, & McKibbon, 2015). The researcher used cluster sampling to conduct this research.

Table 2
Sampling Chart

University/college	RYk
Teachers of kfueit	7
NCBA teacher	1
Kips college	2
BS Students	100
Total	110

Sample Size

The sample size is a term used in market research to define the number of subjects included in a sample size. The cluster sampling technique was adopted for the proposed study. The desired data was collected from KFUEIT, RYK. The sample, sampling, and sample size of the study were comprised.

- University teachers with a ratio of 2 males and 8 females.
- hundred students of BS English with a ratio of 36 males and 64 females
- As the population of this research is the entire English department of KFUEIT, so there are more than 2000 students 10% will be the size of this research.

Research Tool

Questionnaire was used as a research tool. First part of the questionnaire was contained on three parts first part comprises demographic information of the participants while the second part contains on eleven close-ended questions and third part comprises open-ended questions. The questionnaire was send to the participants through email and WhatsApp for data collection.

Pilot study

A pilot research is a limited feasibility study that aims to evaluate several aspects of the approaches anticipated for a bigger, more thorough, or confirmatory investigation. Typically, researchers undertake pilot studies to assess the suitability of their proposed methodologies and procedures. (Polit and Beck, 2017).

The validity and reliability of research tools calculated:

Validity

The validity of the questionnaire will be ensured through expert opinion. The questionnaire will be refined and modified based on experts' opinion.

Content Validity Ratio (CVR)

The researcher contacted ten national experts and distributed a questionnaire to them. Based on their responses, the content validity ratio (CVR) and content validity index (CVI) were calculated. Law she (1975) provided a standard technique for determining content validity that involves expert evaluations in psychology. After that, she suggests calculating the content validity ratio (CVR) for each question.

$$CVR = \frac{N_e - (\frac{N}{2})}{N/2}$$

$CVR = (N_e - N/2) / (N/2)$, where N_e = number of experts voting 'essential' and N = total number of recruited experts. If experts are 10 then the CVR value will not be less than 0.62 (Lawshe, 1975; Singh & Sharma, 2015).

Table 3
CVR of Type Zero Conditional Sentences

Factor	St.#	E.1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Total Experts	Total Essentials	CVR
Type Zero Conditional Sentences	1.1	X	X	X	X	x	x	x	x	X	x	10	10	1
	1.2	X	X	X	X	x		x	x	X	x	10	09	0.8
	1.3	X	X	X	X	x	x	x	x	X	x	10	10	1
	1.4	X	X	X	X	x	x		x	X	x	10	09	0.8
	1.5	X	X	X	X	x	x	x	x	X	x	10	10	1
	1.6	X	X	X	X	x	x	x	x	X	x	10	10	1
	1.7	X	X	X	X	x	x	x	x	X	x	10	10	1
	1.8	X	X	X	X	x	x	x	x	X	x	10	10	1
	1.9	X	X	X	X	x	x	x	x	X	x	10	10	1

1.10	X	X	X	X	x	x	x	x	X	x	10	10	1
1.11	X	X	X		x	x	x	x	X	x	10	09	0.8
CVI											98.8		

Table 3.2 shows that the critical value of each statement is 0.80 and 1 which were above 0.62. The result shows that all statements have high content validity. The CVI value is calculated as the mean of CVR values. The CVI score is 98.8 which shows high content validity of **Type Zero Conditional Sentences**.

Content validity index (CVI)

The researcher employs the Yusoff (2019) CVI model to calculate the content validity index (CVI). Prior to/before calculating CVI, the relevance rating must be recorded as I (on a scale of 3 or 4) or 0 (on a scale of 1 or 2).

Table 4
CVI of Type Zero Conditional Sentences

Factor	ST. #	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Experts Agreed	I-CVI	UA
Type Zero Conditional Sentences	1.1	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.2	1	1	0	1	1	1	1	1	1	1	9	0.9	0
	1.3	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.4	1	1	1	0	1	1	1	1	1	1	9	0.9	0
	1.5	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.6	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.7	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.8	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.9	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.10	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.11	1	1	1	1	1	1	1	1	1	1	10	1	1
S-CVI/UA												0.99		
S-CVI/UA													0.82	
Relevance Proportion		1	1	0.92	0.92	1	1	1	1	1	1	Average Relevance Proportion	0.99	

Table 3.5 shows that the CVI value for each statement is 0.90, and 1 which shows that all statements have high content validity. The S- CVI/AVE is calculated as the mean of I-CVI VALUE. The S-CVL/Ave score is .99, and S-CVI/UA is 0.82 which shows high content validity of Type Zero Conditional Sentences.

Reliability

Furthermore, the reliability of instruments was calculated in SPSS -27 by Cronbach's alpha technique which was as follows.

Table 6
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.869	.868	11

Above table shows the reliability statistics of research tools. Reliability of research instruments i.e., questionnaires was 0.268 for students' questionnaire, through Cronbach's alpha technique which is considered good.

Data Collection

The researcher shared the link <https://forms.gle/D9BEpq166pQPBD016> of Google form with the students and collected the data from the sampled persons (respondents), same technique was used by Rao et al, (2023). The above link of the questionnaire is given to students to fill the questionnaire 100 students responded. The questionnaire was developed for data collection from BS Students of KFUEIT. Data from the expertise is collected by another Questionnaire in hard form, 10 teachers provided their opinions on the indicators that they are Essential, useful but not necessary, and not necessary.

Types of data collection

Questionnaire

The questionnaire used in this research had two parts:

First part: Demographic (General Information)

The first part of the questionnaire was developed for general information i.e., age semester, gender, university, locality

Second Part: Close-ended Questions

Type of factor 1

- in this factor 11 items included

Data Analysis

In the data analysis process, both SPSS-27 software and Microsoft Excel were utilized to analyze and interpret the data collected. The software allows for comprehensive analysis, and the results are presented visually through tables and graphs. The tables provide a detailed description of the data, presenting the findings in a structured manner. Each statement from the questionnaire is carefully described using the tables, providing a clear representation of the responses received. Through this analysis and interpretation, researchers can gain valuable insights and make informed conclusions based on the collected data. The researcher feeds the collected data into a data sheet. Further, the collected data was analyzed through SPSS 27 using frequency, percentage, standard deviation, and mean score.

Variables

The dependent and independent variables are as follows:

Dependent Variables:

In this research dependent variables are conditional sentences.

Independent variables:

Students are the dependent variables

Results and Discussion

A closed -Ended questionnaire was filled out by the students on Google form the options provided in the questionnaire were the following:

Table 6
Zero-type Conditional Sentences

Items/Themes	Stat.	Never	Rarely	Sometimes	Mostly	Always	Total	Mean	SD
Independent Clauses	F	13	19	50	14	4	100	2.77	0.99
	%	13%	19%	50%	14%	4%	100%		
Dependent clauses	F	14	27	37	20	2	100	2.67	1.03
	%	14%	27%	37%	20%	2%	100%		
Dependent and independent clauses	F	9	11	18	25	37	100	3.70	1.32
	%	9%	11%	18%	25%	37%	100%		
Recognition of conditional sentence	F	11	15	22	40	12	100	3.27	1.18
	%	11%	15%	22%	40%	12%	100%		
Sentences of simple present tense	F	7	15	36	31	11	100	3.24	1.06
	%	7%	15%	36%	31%	11%	100%		
Facts in a zero type-sentence	F	15	35	30	10	10	100	2.65	1.15
	%	15%	35%	30%	10%	10%	100%		
Understanding of zero-type sentences	F	13	32	29	18	8	100	3.03	1.13
	%	13%	32%	29%	18%	8%	100%		
Example of zero-type sentences	F	16	12	31	24	17	100	3.14	1.29
	%	16%	12%	31%	24%	17%	100%		
Zero-type and type-one	F	12	9	34	29	16	100	3.28	1.19
	%	12%	9%	34%	29%	16%	100%		
Replacement of "if" by "when"	F	12	11	33	32	12	100	2.22	0.85
	%	12%	11%	33%	32%	12%	100%		
use of zero type in two ways	F	11	22	25	29	13	100	3.07	1.22
	%	11%	22%	25%	29%	13%	100%		
Total	F	133	208	345	272	160	1118	33.04	12.41
	%	12%	18%	31%	24%	15%	100%		

Table 6 presents the Type-Zero conditional sentences. Data analysis presents that 100 % of type-zero conditional sentences while 12% of respondents selected 'Never', 18% of respondents selected 'Rarely', 31% of students selected 'sometimes', while 24% of students selected 'Mostly', and 15% students selected 'Always'.12% were undecided or they 'Never' used zero conditional sentences according with the given statement. As a whole majority of students used sometimes Type-Zero conditional sentences. The mean score is 33.04 and SD is 12.41.

Indicator 1: Zero-type conditional sentences

Zero-type conditional sentences were the first indicator. The given options were sentences 1: Never, 2: Rarely, 3: Sometimes,4: Mostly, 5: Always. Table 6 presents the Type-Zero conditional sentences analysis. Data analysis presents that 100 % of type-zero conditional sentences while 12% of respondents selected 'Never', 18% of respondents selected 'Rarely', 31% of students selected 'Sometimes', while 24% of students selected 'Mostly', and 15% of students selected 'Always'.12% were undecided or they 'Never' used zero conditional sentences according with the given statement. As a whole majority of students used sometimes Type-Zero conditional sentences. The mean score was 33.04 and SD 12.41. 11 items were in this table. In all items, the researcher asked questions related to Zero-type conditional sentences to check the ability and to check how they have interest and used those sentences in their writing. The researcher found that 31% of students responded 'Sometimes', they sometimes used them in their writings.

Indicator 2: Type One conditional sentences

Table 6 presents the Type-One conditional sentences. Data analysis presents that 100 % of type-one conditional sentences while 12% of respondents selected 'Never', 13% of respondents selected 'Rarely', 34% of students selected 'sometimes', 24% of students selected 'Mostly', and 17% students selected 'Always'. 12% were undecided or they 'Never' used one conditional sentences according with the given statement. As a whole majority of students used sometimes Type-One conditional sentences. The mean score is 38.87 and SD is 13.45. 12 items were in this table. In all items, the researcher asked questions related to Type-One conditional sentences to check the ability and to check how they have interest and used those sentences in their writing. The researcher found that 34% of students responded 'Sometimes', they sometimes used them in their writings

Discussion

The three indicators of conditional sentences analyzed Investigating the consciousness, learning, information as well as insufficiencies about this topic of the students of KFUEIT.

Responses of indicator one: 12% of respondents selected 'Never', 18% of respondents selected 'Rarely', 31% of students selected 'Sometimes', 24% of students selected 'Mostly', and 15% of students selected 'Always'.

By the close-ended Questionnaire analysis, the researcher found that the majority of students use 'Sometimes' conditional sentences in their writing.

- According to the respective responses of three indicators of 'sometimes' were: 31% the major figures obtained by the reactions of students. This showed that the students of KFUEIT have a good consciousness in the use of conditional sentences.
- As respectively responses of three indicators of 'mostly' were: 24% the second major figure was the responses of students. This showed that the students of KFUEIT have awareness and learning towards the use of conditional sentences.
- According to the respective responses of three indicators of 'Always' were: 15% of the major figures were by the reactions of students. This showed that the students of KFUEIT try to gain information about conditional sentences.
- According to the respective responses of three indicators of 'Rarely' were: 13% of the major figures were obtained by the reactions of students. This showed that the students of KFUEIT try to gain knowledge about conditional sentences.
- According to the respective responses of three indicators 'Never' was: 12% of the major figures obtained by the responses of students. That showed that some students of KFUEIT need to get more knowledge and should learn about conditional sentences to cover their insufficiencies.

Conclusion

This study was related to the 'An Analysis of Cognitive Learning of Graduate Students about Conditional Sentences in English at KFUEIT'. The researcher analyzed the responses of 100 students to the three indicators: Zero-type conditional sentences, as far as results of indicator were concerned according to the responses of the students the majority of the students understood the items of the questionnaire which were related to the conditional sentences. 100% of students chose 'Sometimes'. This means they sometimes use conditional sentences in their writing or learning. 24% of students out of 100 chose 'Mostly'.

This indicates that a good number of students have an interest in and knowledge of conditional sentences. This result showed that KFUEIT students have good learning opportunities in their classrooms. The option 'Always' was chosen by 15 % and 'Rarely' by 13 % of students. There is a difference of only 2% between always and rarely. It means some of the students avail the opportunities and always use conditional sentences in their writing they have awareness and knowledge of conditional sentences. On the other hand, round around the same figure, some students had insufficiencies in their learning and needed to cover those insufficiencies. 12% of students chose 'never' which also shows that there are some insufficiencies that should be covered. On the whole, this research showed that a good number of students have consciousness and knowledge of conditional sentences and they try to keep the practice of conditional sentences. The open-ended questionnaire also showed the same thing. So, the results were opposite to the hypothesis of the researcher that there is no sufficient role effect of conditional sentences on the cognitive learning and information of graduate students.

Recommendations

This study recommended that:

1. Through the students who use zero conditional sentences sometimes they should mostly use them in their writing practice.
2. The students who use rarely and never use them in their writing should focus on their learning.
3. This is the very initial stage of learning and understanding conditional sentences so the students should focus on them.

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