

Teaching the Passive Voice in English to our EFL Student-Teachers Through the Organic Approach

Dr. Esam Ahmed Abdulrahim
University of Mosul - College of Basic Education

Received: 6/6/2006 ; Accepted: 11/7/2006

Abstract:

The present study seeks EFL Student-Teachers (STs) views on two main Grammars of teaching the passive voice in English: a teaching grammar and a linguistic (transformational) grammar. Firstly, a range of exercises on the two grammars were compiled. Next, the Student-Teachers attempted the exercises and then evaluated them. Later, their views were elicited by a questionnaire. After doing the exercises, a large number of Student-Teachers changed their minds about the linguistic (transformational) grammar of the passive. Consequently, the Organic Approach (O.A.) was suggested as a comprehensive teaching grammar.

تدريس المبني للمجهول في الإنكليزية للطلاب-المدرسين الذين يتعلمون الإنكليزية كلغة أجنبية من خلال الطريقة العضوية

د. عصام احمد عبد الرحيم
جامعة الموصل / كلية التربية الأساسية

ملخص البحث :

تبحث الدراسة الحالية في اراء الطلاب- المدرسين الذين يتعلمون الإنكليزية كلغة أجنبية حول نوعين من النحو لتدريس المبني للمجهول في الإنكليزية: النحو التعليمي والنحو اللغوي (التحويلي). ولهذا فقد تم أولاً إعداد عدد من التمارين المتنوعة حول كلا النوعين من النحو ، حيث قام الطلاب-المدرسين بحل هذه التمارين ومن ثم تقويمها. وبعد ذلك تم التعرف على آرائهم من خلال استبيان نظم لهذا الغرض ، حيث اتضح بان عدد كبير من الطلاب-المدرسين غير رأيه بطريقة تدريس المبني للمجهول التي يعرضها النحو اللغوي (التحويلي). وعليه ، تم اقتراح الطريقة العضوية لتدريس المبني للمجهول باعتبارها طريقة تعليمية شاملة لتدريس النحو.

1. Introduction :

The learner is now at the center of any approach to EFL teaching-learning process, and his needs have taken precedence in organizing the curriculum. Also, “if the goals of language instruction include teaching students to use grammar accurately, meaningfully, and appropriately, then a compelling case can be made for teaching grammar”,(Larsen-Freeman,1997:1). In order to realize such a teaching of grammar, a different approach should be followed because conventional language teaching “has concentrated on developing a knowledge of the structures through the manipulation of sentences and has tended to neglect the ways in which this knowledge is realized as communicative behaviour” (Brumfit and Windeatt,1984:2).

Such an approach has to deal with grammar with care i.e. to present it in a way that integrates form and communicative function. This is so because of the misconception that lies in the view that “grammar is a collection of arbitrary rules about static structures in the language” (Larsen-Freeman,1997:1). To overcome such misunderstanding and to satisfy EFL Student-Teachers, (Henceforth STs) needs embodied in commanding EFL, grammar should be presented “so that it is learned as a formal basis for functional use” (Brumtit and Windeatt,1984:2).

I. The Problem to be Investigated

Teaching English grammar out of context to EFL STs is thought to hinder its successful learning. Thus, teaching them the Possive Voice, for example, in context through the Organic Approach (O.A) is belived to make its learning a success.

II. The Hypothesis

It is hypothesized that teaching English grammar to EFL STs in context through the O.A is much more beneficial than the other out of context approaches. Thus, the Passive Voice is chosen as an element to realize this hypothesis.

III. Aim of the Study

The aim of the present study is to present the Passive Voice in English in a pedagogical way that enables EFL STs to give appropriate responses as well as grammatically correct ones. Such presentation will be done by suggesting the O.A. In addition to the theoretical groundings, a field study is carried out upon which STs preferences are taken on the teaching the Passive Voice in EFL.

2. Linguistic and /or Teaching Grammars:

A clear distinction should first be made between linguistic (scientific) and teaching (pedagogic) grammars. Allen and Widdowson (1979:133) think that a linguistic grammar is concerned with a specification of the formal properties of a language, while the purpose of a pedagogic grammar is to help a learner acquire a practical mastery of a language. Also, a knowledge of linguistic grammars will provide teachers with pedagogically useful insights into language structure, but the teachers should not expect that the content of a linguistic grammar will be reflected in any direct or systematic way in a pedagogic grammar based on it. Furthermore, pedagogic grammars are typically eclectic. The applied linguist must pick and choose among theoretical linguistic statements in the light of his experience as a teacher, and decide what are

pedagogically the most appropriate ways of arranging the information that he derives from linguistic grammars. Thus, the insights incorporated in a pedagogic grammar are expected to be drawn from a number of linguistic models, and that the teaching materials will be judged solely in terms of whether or not they promote quick and efficient learning by the student.

Halliday et al., draw a distinction between scientific and pedagogical grammars by saying: “A grammar for the teaching of a language does not look like a grammar written for linguists” (1964:150). Scientific or theoretical grammar it “studies languages with a view to constructing a theory of its structure and functions, without regard to any practical applications that the investigation of language might have” (Crystal,1987:35). It is in this sense in contrast with pedagogical grammar which is “designed specifically for the purpose of teaching or learning a foreign language, or for developing one’s awareness of the mother tongue” (Ibid:141).

Moreover, a scientific grammar is concerned with logical generalizations about the way language operates. It attempts to account formally and logically for the structure of a language without reference to pedagogy, sequencing, levels of difficulty, or ease of explanation. In other words, scientific grammar goes beyond the study of individual languages, using language data as a means of developing theoretical insights into the nature of linguistic inquiry as such, and into the categories and processes needed for successful linguistic analysis. Thus, it is quite different from a pedagogical grammar, i.e. what a teacher wants to use in a classroom with his students, or the grammatical description of a language specifically designed as an aid to teaching that language. In other words, a pedagogical grammar is definitely descriptive. It aims at presenting language patterns or rules to the learners in the most

acceptable fashion, i.e. with a minimum of technical terms (cf.Hodgson, 1963; Thomas,1965; Brown,1980; Saksena, 1984; Coll, 1986; Masdison, 1986).

Some more views on the distinction between scientific and pedagogical grammars are worth adding. A pedagogic grammar needs to take into account the best insights available from the field of scientific grammar despite their differences in aims and in methodology.Hence, a pedagogical grammar, as its name implies, aims at providing teachers of EFL with the linguistic information required for effective teaching, i.e. for helping their pupils learn English (cf.Berman, 1974:280;McTear, 1979:100;Dagut,1985:2).

In addition to that, Jarvis (1972:238) indicates that teaching materials, based on pedagogical grammar, are used to develop a native-like ability to recognize and produce sentences in a second language (Henceforth L₂) to the point that pedagogical grammars are coexisted with textbooks.

Accordingly to that, pedagogical grammars can be seen to occupy an area between scientific grammars and actual teaching materials. This is reflected clearly in Roulet's (1976:197) remarks that pedagogical grammars take into account the acquisition and use of language as an instrument for communication. It is also reflected in Harman (1990:231) who states that pedagogical grammars "provide a range of explanations for indirect speech changes, many of them either over-simplified or over-elaborate".

3. Two Main Grammars of Teaching the Passive Voice in EFL:

In the academic year 2002-2003, a new subject has been prescribed for 4th year EFL STs at the Department of English, College of Basic Education, University of Mosul. This subject which is entitled "Advanced

Comprehension" includes three minor subjects: Grammar, Literature and Translation.

To avoid the traditional way of teaching grammar and to satisfy the discorsal nature of the other two minor subjects (Literature and Translation), the researcher taught grammar in discourse (i.e. in Context). Before arriving at this decision, the researcher carried out a study during the above academic year in which his EFL STs preferred learning grammar inductively rather than deductively. Accordingly, the (O.A.) is suggested at the end of that study to satisfy the natural treatment of grammar in context.

In the present study, it is thought worth considering an element of EFL grammar through the (O.A.) to give boost to its suggestion and application. This element is the Passive Voice. Before suggesting the O.A., a field study is carried out for the second time at the end of the second Academic year 2003-2004 in which "Advanced Comprehension" is newly adopted. This Field study, seeks STs evaluation and preferences of two main Grammars of teaching the Passive Voice in EFL context:

3.1 Scientific or Linguistic Grammar of the Passive Voice in EFL:

Allen and Valette (1977:81) state that "The word 'grammar' brings to the minds of many high school Students a formal and often uninteresting analysis of language. Some Students think only of conjugations, paradigms, declensions, and diagramming, all of which appear to be an end in themselves". Thus, such Students encounter many difficulties in realizing an appropriate communicative act whether spoken or written. To overcome these problems a lot of solutions must be taken into consideration. One of these is the textbook and the approach on which it is based, since "most English course-books contain structural

tables” mainly which hinder them from feeding communicative abilities into their learners”. (Lott,1972:249).

Concerning the teaching of the passive voice in EFL for example, it brought a lot of fame to the Transformational-Generative school of theoretical linguistics. But , in the course of time, it has become a theoretical problem of increasing complexity, after introducing it as the pattern of transformation. It has also become a theoretical problem after being introduced as a readily generated structural rearrangement “ until its actual transformational derivation has even been called in question, and the debate still continues” (Dagut, 1985:3). Such a retreat in the clarity and certainty of transformation has been connected with a constant shift away from the syntactic ‘purity’ of Chomsky’s original syntactic structures formulation towards ever greater semantic contamination. So, the linguistic research of the passive has been directed, for some years, towards semantic and pragmatic terms. That is to say, “it took TG over a decade to reach the natural starting-point for a teachers’ grammar of the passive- a close examination of its semantic and pragmatic functions” (Ibid).

There is also the traditional way of teaching English the passive is as an exercise of conversion (i.e. as a transformation). Such a teaching is done by taking a sentence in the active voice and, by making the suitable additions and rearrangements, turn it into the passive voice. It is to be noted that the grammar adopted in such teaching of the passive hinders the learning process indeed, instead of facilitating it, since it is a transformation grammar not teaching one. This is so because, it is entirely syntactic rather than semantic or pragmatic (Ibid:4). In this respect, Pollock states that “ when speaking or writing, semantics and syntax work together to transmit meaning, and a message will be anomalous if there is a mistake in one or the other” (1982:ix).

Dagut refers to two ways that hinders this learning process. First, assuming that any SVO active construction can be passivized misleads learners by the wholly formal and non-functional introduction of the passive. Secondly, learners are left with no justification of any communicative reason for using the passive. So, the passive becomes for them an extra classroom exercise. Consequently, one can imagine the harmful impact of such meaningless teaching on the learner's understanding and motivation. Such an impact is entirely the result of taking a linguistic grammar as the basis of teaching rather than a teaching grammar (Ibid:4).

3.2 Pedagogical or Teaching Grammar of the Passive voice in EFL:

communication is considered a criterion for the success or failure of any ELT situation. "Traditionally, the role of formal instruction in ELT has been assessed in terms of the contribution it makes to developing Students' ability to use the language for communication" (Borg, 1999:159). This is on one hand. On the other hand, no communication is achieved without having an appropriate command of EFL Grammar. "If Students are eager to communicate their thoughts, and if to do so they must select the proper forms and put them in the correct order, grammar study takes on a new meaning". (Allen and Valette, 1977:82). The new meaning which must be taken by the study of grammar leading to successful communication, should be a teaching grammar. Such a teaching method must create in the EFL STs an awareness of their errors. This awareness "improves Students' ability to monitor and self-correct their use of language" (Borg, 1999:158). In addition, an awareness of patterns in EFL grammar facilitates STs' understanding of the way the language works.

A teaching grammar, as its name implies, “ aims to provide teachers of EFL with the linguistic information that they require for effective teaching, i.e. for helping their pupils to learn English” (Dagut, 1985:2). Thus, a teaching grammar is concerned with the ‘meaning’ which the various forms of English express, rather than with the forms themselves. Moreover, a teaching grammar focuses on the semantic and pragmatic performance, rather than on competence. This is so because what primarily concerns the learner, and therefore the teacher “is not structure X of English as such, but the function (s) which X performs in the act of communication” (Ibid).

In addition, a teaching grammar is eclectic besides being partial and non-comprehensive. This means that it selects its rules from any of the various theoretical grammars of English. In this case, “ the only criterion for the choice being the pedagogical suitability and applicability of the given rule” (Ibid:3). Also, a teaching grammar aims at practical adequacy rather than a theoretical one and that its power of explanation is measured by the extent to which it facilitates teaching and learning not by its illumination of the hidden sources of language. Thus, the teaching grammar of EFL is considered a performance grammar. It takes the surface forms as its input and their functioning as its output, with no attempt to discover any underlying uniform system of English structure. In fact, the only relation that a teaching grammar tries to decide between the different forms and patterns is that of contrastive functioning (e.g. past tense vs. present perfect), as a way of deciding the definition of the meaning of a form or pattern (Ibid).

Consequently, when trying to draw up a set of representative passive data in which treatment of the semantic and pragmatic elements is guaranteed, it might look like the following:[Adapted from Pollock (1982:164)]

The pupil writes the lesson clearly.	}	Simple Present
The lesson is written clearly.		
The pupil writes the lessons clearly.		
The lessons are written clearly.		
The pupil wrote the lesson clearly.	}	Simple Past
The lesson was written clearly.		
The pupil wrote the lessons clearly.		
The lessons were written clearly.		
The pupil is writing the lesson clearly.	}	Present progressive
The lesson is being written clearly.		
The pupil is writing the lessons clearly.		
The lessons are being written clearly.		
The pupil was writing the lesson clearly.	}	Past progressive
The lesson was being written clearly.		
The pupil was writing the lessons clearly.		
The lessons were being written clearly.		
The pupil has written the lesson clearly.	}	Present perfect
The lesson has been written clearly.		
The pupil has written the lessons clearly.		
The lessons have been written clearly.		
The pupil had written the lesson clearly.	}	Past perfect
The lesson had been written clearly.		
The pupil had written the lessons clearly.		
The lessons had been written clearly.		
The pupil will write the lesson clearly.	}	Simple Futureetc.
The lesson will be written clearly.		
The pupil will write the lessons clearly.		
The lessons will be written clearly.		

For space limitation, the reader is referred to Unit 5, p.163 of Pollock's (1982) for various communicative exercises on the Passive.

In addition, Dagut believes that when writing a teaching grammar of the passive a very different procedure must be adopted. In general the distinctive passive form of the verb is identified and analysed into its

morphological components (be+ V-en) and that is all. Here, the question of the generation or derivation of the verb form, or its place in the total grammar of English, or its syntactic relation to other forms, does not arise. “What matters in a teaching grammar is that the passive in English is primarily used to enable the speaker/ writer to describe an action or event, without being obliged to specify the doer or cause of the action or event” (Ibid:5).

4. Which Grammar to Choose?

Instead of viewing grammar as a static system of arbitrary rules, EFL STs should see it as “ a rational, dynamic system that is comprised of structures characterized by the three dimensions of form, meaning, and use” (Larsen-Freeman, 1997:1). This is so because the grammatical rules of a language alone do not inform us of what to say. They, in fact , inform us of how to respond correctly in the realm of the structural system of a language only. Thus, EFL STs have to realize the communicative resource of grammar for themselves. To do so, their grammatical materials and approach must be designed to involve them in problem-solving tasks which focus the STs attention on the effective use of their grammatical knowledge. Such grammatical materials should invite EFL STs to understand and produce linguistic forms as a part of purposeful activity, not just as an exercise in language practice.

Before deciding which Grammar to choose, or suggesting a more comprehensive one, a field study is carried out as in the following.

5. The Questionnaire

In sections 3 and 4, reference has been made that a field study is carried out during the academic year (2003-2004) in the light of which

the choice between the above two main Grammars is decided. The field study involves 36 (22 females and 14 males) EFL 4th year STs at the Department of English, College of Basic Education, University of Mosul. Their ages range between (22 and 25) years.

5.1 Aim of the Questionnaire:

The main aim of the study is to discover EFL STs preferences of either the linguistic (Transformational) or pedagogical Grammars.

5.2 Elicitation of the Data:

The EFL STs are asked to answer a one-item questionnaire (adapted from Fortune, 1992:170). This questionnaire is designed to elicit basic information about the STs evaluation and preferences on the two Grammars of EFL passive teaching. These STs are asked to fill in the questionnaire twice. The first is at the beginning of the academic year 2003-2004, while the second is towards its end. This is so, because the researcher wants to discover whether there will be any change in his STs views towards the end of the academic year or not. It is to be noted that exercises on the two main Grammars are provided with the questionnaire as examples, but they are not mentioned for space limitation. Also, STs are asked to do the above exercises before filling in the questionnaire. In addition, it is anticipated that utilizing the questionnaire twice would yield more precise information than either technique alone.

5.3 Text of the Questionnaire:

Following is a full text of the one-item questionnaire:

- * Write (a) or (b) in the space alongside: To learn the passive voice of EFL, I prefer _____.
- (a) the linguistic (Transformational) Grammar.
- (b) the teaching or pedagogical Grammar (Ibid).

5.4 Results of the Questionnaire:

Findings of the field study are divided into two main groups:
(adapted from Fortune, 1992:166)

1) At the Beginning of the Academic Year

The main findings are:

***23 out of 36 EFL STs (i.e. 63.8 per cent)**

Prefer learning the passive voice of EFL through the linguistic (Transformational) Grammar.

*** 13 out of 36 EFL STs (i.e. 36.1 per cent)**

Prefer learning the passive voice of EFL through the Teaching or Pedagogical Grammar.

2) At the End of the Academic Year:

The main findings are:

*** 12 out of 36 EFL STs (i.e. 33.3 per cent)**

Prefer learning the passive voice of EFL through the linguistic (Transformational) Grammar.

*** 24 out of 36 EFL STs (i.e. 66.6 per cent)**

Prefer learning the passive voice of EFL through the Teaching or Pedagogical Grammar.

5.5 Discussion of the Results:

Following Fortune (1992:167), the results drawn above show that the experience of being taught the Passive Voice of EFL (amongst other grammatical elements) through the pedagogical Grammar persuades the majority of EFL STs to provide worthwhile and interesting practice. Although not few of the EFL STs (33.3 per cent) still express a preference for linguistic (Transformational) Grammar, the proportion preferring the pedagogical Grammar raises from (36.1 per cent) to (66.6 per cent). This means that the trend towards semantic and pragmatic passive voice of EFL has notably increased. This also means that teaching the passive voice of EFL through discourse grammar is more preferable and fruitful than through sentence grammar. “Students are more likely to retain the new structure if it is presented in a meaningful context”. (Allen, and Valette,1977:92).

Added to that, when the EFL pedagogical Grammar connects structure with language use, it will be of great benefit to not only the EFL teacher, but also to the EFL STs as a result. “Grammatical description which relates structure to language use could be of assistance to the EFL teacher” (Stokes, 1975:7). Thus , the more the passive voice of EFL is presented through contextual pedagogical Grammar, the more the relation between its structure and language appropriate use will be consolidated. This is so, because “we assume that the Students have some knowledge of how the language works, which derives from pedagogical Grammar. We also assume that this knowledge will be consolidated as the Students experience language used in meaningful contexts” (Allen and Widdowson, 1979:133).

6. Conclusion:

From the results above, the following conclusions can be drawn:

- 1) EFL STs interest in the passive voice through the pedagogical Grammar has increased significantly after encountering it. This is because they have found that learning the passive voice through the pedagogical Grammar is more motivating.
- 2) EFL STs motivation has increased, which means that pedagogical Grammar engenders better learning.
- 3) The experience acquired from the passive voice exercises through the pedagogical Grammar causes many of our EFL STs to prefer it to the more familiar passive exercises through linguistic (Transformational) Grammar.

The above conclusion reveals that a new approach is urgently needed to satisfy not only the pedagogical needs of EFL grammatical materials (in our case the passive voice), but also the whole new course entitled “Advanced Comprehension”. Besides teaching grammar in context the approach which satisfies the above requirements besides enabling our STs to command the learning of EFL comprehensively is the Organic Approach (O.A.).

7. Suggestions:

Before suggesting the Organic Approach (O.A.), some pedagogical prerequisites are worth considering. To begin with, EFL STs have had a good deal of instruction in grammar and are likely to possess considerable competence in English. One of the principal aims of advanced language teaching should be to activate this ability and to extend it. This can be done by “leading the Student to relate his previously acquired linguistic knowledge to meaningful realization of the

language system” (Allen and Widdowson, 1979:133). The task for the advanced learner is not simply to experience more language material, but “to develop a complex set of organizational skills over and above those which he needed to cope with the elementary syllabus, and to learn to put these to use in serving a variety of communicative purposes” (Ibid:132).

Moreover, it is of no use presenting a remedial English grammar with a speeded-up sort of the secondary school syllabus at the University level, because the Students will soon become fed up of grammar however pedagogical it is. This is so, because “a pedagogic grammar for advanced learners must provide the Student with fresh and stimulating material” (Ibid). Thus, the Organic Approach is suggested since “ teachers should be encouraged to try out a variety of approaches and discover which work is best for them and for their Students” (Allen and Valette, 1977:81).

For full text of the Organic Approach (O.A.), the reader is referred to Nunan (1998). AL-Juwari (2002: 109-118) reviews the theoretical and practical aspects of the O.A. For space limitation, the researcher reviews in (Appendix I) the principles of the O.A. only through which different types of partly adapted contextual passive exercises can be presented . (Ibid):

References :

- AL-Juwari, Esam Ahmed Abdulrahim (2002). A Critical Study of Teaching English Grammar to EFL Student-Teachers at the University of Mosul, (Unpublished Ph.D. Thesis), University of Mosul.
- Allen, Edward David and Valette, Rebecca M. (1977). Classroom Techniques: Foreign languages and English as a Second Language, Harcourt Brace Jorovich, Inc.
- Allen, J.P.B. and Widdowson, H.G. (1979) "Teaching the communicative Use of English" in The communicative Approach to Language Teaching, edited by: Brumfit, C.J. and Johnson, K., Oxford University Press.
- Badalamenti, V. and C. Henner-Stanchina. (1993). Grammar Dimensions One. Boston: Heinle and Heinle.
- Berman, Ruth Aronson. (1979) "Rule of Grammar or Rule of Thumb", IRAL, Vol.17, No.4, pp.279-301.
- Borg, Simon. (1999). "Teachers' Theories in Grammar Teaching", ELT Journal, Vol.53, No.3.
- Brown, H. Douglas. (1980). Principles of Language Learning and Teaching, Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Brumfit, Ann and Widdowson, Scott. (1984). Communicative Grammar, Teacher's Guide, Oxford University Press.
- Coll, Trinity. (1986). "Grammatical Instruction in the Second Language Class: Beware the Pendulum", TEANGA: Journal of the Irish Association for Applied Linguistics (Dublin), Vol.6, pp.60-74.
- Crystal, David. (1985). A Dictionary of Linguistics and Phonetics, 2nd ed. Oxford: Basil Blackwell Ltd.

- Dagut,B.(1985). “A Teaching Grammar of the Passive Voice in English”, IRAL, Vol.23,No.1,pp.1-12.
- Fortune,Alan.(1992). “Self-Study Grammar Practice:Learners’ views and Preferences” in ELT Journal,Vol.46,No.2.
- Halliday,M.A.K.McIntosh,A. and Stevens,P.D.(1964).The Linguistic Sciences and Language Teaching, London:Longman.
- Harman,Ian P.(1990). “Teaching Indirect Speech:Deixis Points the Way”, ELT Journal, Vol.44,No.3,pp.230-238.
- Heath,S.B.(1992).Literacy Skills or Literate Skills? Considerations for ESL/EFL Learners’, Cambridge:Cambridge University Press.
- Hodgson, F.M.(1963). “Language-Learning Situations”, ELT, Vol.xviii, No.1, pp.17-21.
- Jarvis,R.A.(1972). “A Pedagogical Grammar of the Modal Auxiliaries”, ELT Journal, Vol.26,No.3,pp.238-248.
- Larsen-Freeman, Diane.(1997). Grammar and Its Teaching: Challenging the Myths, ERIC Clearinghouse on Languages and Linguistics, Washington, Digest.
- Lott,Bernard.(1972). “Preparing Structural Tables”, ELT Journal, Vol.26, No.3.
- Madison,Wis.(1986). “The Problem with Grammar: What kind can the language learner use?” Modern Language Journal, Vol.70, No.2, pp.133-148.
- McTear, Michael F.(1979). “Systemic-Functional Grammar: Some Implications for Language Teaching”,IRAL,Vol.17,No.2,pp.99-121.
- Nunan,D.(1996).Academic Writing for Nursing Students.Hong Kong:The English Centre, University of Hong Kong.
- Nunan,David.(1998). “Teaching Grammar in Context”, ELT Journal, Vol.52,No.2, pp.101-109.

- Pollok,Carroll Washington. (1982) Communicate what you Mean,
Prentice-Hall, Inc.,Englewood Cliffs,N.J.
- Roulet, Eddy.(1976). Theories Grammaticales Et pedagogie Des
Langues, Language Teaching and Linguistic Abstracts, Vol.9,
No.4, pp.197-211.
- Saksena,Anuradha.(1984). “Linguistic Models,Pedagogical Grammars,
and ESL Composition”,IRAL,Vol.22,No.2,pp.137-143.
- Stokes,P.M.(1975). “A Note on Grammatical Description and EFL
Teaching” in ELT Journal, Vol.30,No.1.
- Thomas,Owen.(1965).Transformational Grammar and the Teacher of
English, New York:Holt,Rinehart and Winston,Inc.
- Wajnryb,R.(1990).Grammar Dictation,Oxford: Oxford University Press.
- Woods,E.(1995).Introducing Grammar,London:Penguin.

Appendix I

Principles of the Organic Approach:

Nunan (1998: 103) states that there are many different ways of activating organic learning, and there are many "traditional" exercise types that, with a slight twist, can be brought into harmony with the O.A. especially if they are introduced into the classroom as exploratory and collaborative tasks (See, for instance, Wajnryb's 'grammar dictation' tasks (1990), Woods' 'gap and close exercises' (1995); and Nunan exercises which are mainly in the form of texts rather than invented sentences (1998). Concerning the ways of activating the O.A., reference will be made in the following pages to the principles and exercises on which they are built.

1. Teaching Language as a Set of Choices:

A main reason behind the difficulty to give learners hard and fast grammatical rules is that once grammar is pressed into communicative service, decisions about which forms to use will be determined by the meanings learners wish to make. For instance, if learners wish to give equal weight to two pieces of information, they can present the information in a single sentence by using coordination. If they wish to give one of the two pieces of information greater weight, they can use subordination.

In order to help learners see that alternative grammatical realizations exist for the sake of enabling learners to make different kinds of meanings, and that it is ultimately up to them to decide exactly what they wish to convey, Nunan often begins his language courses with, what he calls, 'ice-breaker' tasks (See exercise (1) below). To complete this task, learners come to fashion their own understanding of the functional distinctions between contrasting forms. They also come to appreciate the

fact that in many instances it is only the speaker or writer who can decide which of the contrasting forms is the appropriate one.

Exercise (1):

In groups of 3 or 4, study the following conversational extracts. Focus in particular on the parts of the conversation underlined. What is the difference between what Person A says and what Person B says? When would you use one form, and when would you use the other? When would you appropriately use the passive or the active voice?

Example:

A: You know that many older citizens use the library.

B: Yes, the library is used by many older citizens.

1. A: I've seen Romeo and Juliet twice.

B: Me too. I saw it last Tuesday, and again on the weekend.

2. A: Want to go to the movies?

B: No, I'm going to study tonight. We have an exam tomorrow, you know.

A: Oh, in that case, I'll study as well.

3. A: Looks wet outside. I'm supposed to go to the **Central**, but I don't have an umbrella. If I went out without one, I'd get wet.

B: Yes, I went out a while ago. If I'd gone out without an umbrella, I'd have got wet.

4. A: I finished my essay just before the deadline for submission.

B: Yes, mine was finished just in time as well.

5. A: My brother, who lives in New York, is visiting me here in Hong Kong.

B: What a coincidence! My brother, who is visiting me in Hong Kong,
lives in New York. too.

6. A: I need you to look after the kids. You'll be home early tonight,
won't you?

B: Oh, you'll be late tonight, will you?

7. A: I won a prize in the English-speaking competition.

B: Yeah? I won the prize in the poetry competition.

8. A: The baby was sleeping when I got home.

B: So, he'll be sleeping, when I get home, then?

9. A: Are you hungry?

B: No, I've already eaten.

C: Well. I'll have already eaten by the time you get home.

*Now compare explanations with another group. What similarities
and differences are there in your explanations?*

2. Providing Opportunities for Learners to Explore Grammatical and Discoursal Relationships in 'Authentic Data:

Non-authentic texts are meant to make language easier to comprehend, but an unvarying diet of such texts can make language learning more, not less, difficult for learners. Contrariwise, authentic language shows how grammatical forms operate in the 'real world', rather than in the mind of the textbook writer. It allows learners to encounter language items, such as the comparative adjectives and adverbs in Exercise (2), in interaction with other closely related grammatical discoursal elements. What learners need is a balanced diet of both types of text: authentic and non-authentic

Exercise (2):

Study the following extracts. One is a piece of genuine conversation, the other is taken from a language teaching textbook. Which is which? What differences can you see between the two extracts? What language do you think the non-authentic conversation is trying to teach? What grammar would you need in order to take part in the authentic conversation? Which extracts can be changed to the passive or the active voice?

Example:

A: Excuse me please, is the library used by many older citizens?

B: Well, no, not really.

Text (A):	Text (B):
A: Excuse me, please. Do you know Where the nearest bank is?	A: How do I get to Kensington Road?
B: Well, the City Bank isn't far from Here. Do you know where the main Post office is?	B: Well you go down Fullarton Road...
A: No, not really. I'm Just passing through.	A:What, down Old Belair, and around ... ?
B: Well, first go down this street to the Traffic light.	B: Yeah. And then you go straight...
A: OK.	A: ...past the hospital?
B: Then turn left and go west on Sunset Boulevard for about two blocks. The Bank is on your right, just past the post Office.	B: Yeah, keep going straight, past the race course to the roundabout. You know the big roundabout.
A: All right. Thanks!	A: Yeah.
B: You're welcome.	B: And Kensington Road's off to the right.
	A: What, off the roundabout?
	B: Yeah.
	A: Right.

3. Teaching Language in Ways that Make Form/ Function Relationships Transparent:

This principle can be activated by creating pedagogical tasks in which learners structure and restructure their own understanding of form/ function relationships through inductive and deductive tasks. Exercise (3), taken from Badalamenti and Henner-Stanchina (1993: 105), is useful for exploring a range of structures including ‘there + be’, ‘articles, yes/no questions, and conjunctions. The teacher can determine which form/function relationships are focused on by giving the learners certain types of prompts, for example: Whose apartment is this? How much can you tell about the person who lives here? Is the person poor? Why is the person fit?

Exercise (3):

Look at the picture. Whose apartment is this? Make guesses about the person who lives here. Circle your guesses and then explain them by circling the clues in the picture. State the guesses which can be reworded to be changed into passive voice.

Example:

A: The person has served lunch already.

B: Lunch has been served already.

1. The person is a man/ a woman
2. The person has a baby / doesn't **have** a baby.
3. The person has a pet / doesn't **have** a pet.
4. The person is athletic / not athletic.
5. The person is a coffee drinker / not a coffee drinker.

6. The person is well-educated / not well-educated.
7. The person is a smoker / not a smoker.
8. The person is middle class / poor.
9. The person is a music lover / not a music lover.
10. The person is on diet / not on diet.

4. Encouraging Learners to Become Active Explorers of Language:

By exploiting this principle, teachers can encourage their Students to take greater responsibility for their learning. A striking example of this principle, in an EFL setting, can be found in Heath (1992). Students can bring samples of language into class, and work together to formulate their own hypotheses about language structures and functions. Nunan (Ibid) sometimes gave his Students a Polaroid camera, and got them to walk around the campus taking photographs, either of signs and public notices which they believed were ungrammatical, or of signs they thought were interesting, or puzzling, or which contained language they would like to know more about. The photographs then became the raw material for the next language lesson.

Classrooms where the principle of active exploration has been activated will be characterized by an inductive approach to learning in which learners are given access to data and are provided with structured opportunities to work out rules, principles, and applications for themselves. The idea here is that information will be more deeply processed and stored if learners are given an opportunity to work things out for themselves, rather than simply being given the principle or rule. (For numerous practical examples, see Woods 1995).

Exercise (4):

Study the following experiment, inducting the passive Tenses used:

A Scientific Experiment “ Air Exerts Power Upwards”

- An empty glass can be taken.
- Then, it must be filled with water to its brim.
- Later, a card should be placed on it.
- After that, your hand ought to be placed on it firmly.
- Next, the glass must be inverted upside down.
- Then, your hand can be taken away carefully.
- Finally, you can notice that the card remains in its place preventing water from flowing.
- (This means that air exerts power upwards as well).(The Researcher, 2006: 19)

5. Encouraging Learners to Explore Relationships Between Grammar and Discourse:

Tasks exploiting this principle show learners that grammar and discourse are inextricably interlinked, and that grammatical choices (for example, whether to combine two pieces of information using co-ordination or subordination) will be determined by considerations of context and purpose. Such tasks help learners to explore the functionality of grammar in context, and assist them in deploying their developing grammatical competence in the creation of coherent discourse

Exercise (5):

Consider the following piece of information about nursing:

The nursing process is a systematic method.

The nursing process is a rational method.

The method involves planning nursing care.

The method involves providing nursing care.

These can be packaged into a single sentence by using grammatical resources of various kinds:

The nursing process is a systematic and rational method of planning and providing nursing care.

Task(I):

Using the above sentences as the topic sentence in a paragraph, produce a coherent paragraph incorporating the following information: (You can rearrange the order in which the information is presented, using the passive voice where appropriate.

- The goal of the nursing process is to identify a client's health status.
- The goal of the nursing process is to identify a client's health care problems.
- A client's health care problems may be actual or potential.
- The goal of nursing process is to establish plans to meet a client's health care needs.
- The goal of the nursing process is to deliver specific nursing interventions.
- Nursing interventions are designed to meet a client's health care needs.
- The nurse must collaborate with the client to carry out the nursing process effectively.
- The nurse must collaborate with the client to individualize approaches to each person's particular needs.
- The nurse must collaborate with other members of the health care team to carry out the nursing process effectively.

- The nurse must collaborate with other members of the health care team to individualize approaches to each person's particular needs.

Task (2):

Compare your text with that written by another Student. Make a note of similarities and differences. Can you explain the differences? Do different ways of combining information lead to differences of meaning?

Task (3):

Now revise your text and compare it with the original.
[This is supplied separately to the Students].(Adapted from D. Nunan, 1996).