Teaching Conversational EFL to Iraqi Non-Specialists through the Organic Approach

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

Abstract:

Many Iraqi Non-specialists of English have been attending a lot of conversational EFL courses, but in vain, because of being based on memorization mainly. To make a success of such courses, the researcher adopts the Organic Approach although the material adopted "What to Say" is not based on it. Such a success is reflected in the marks obtained by the Learners in their Post-Test in General English, their achievement in the conversational EFL course, and the application of the O.A. principles themselves. Thus, the O.A. is suggested.

تدريس المحادثة في الانكليزية كلغة أجنبية للعراقيين غير المختصين
من خلال الطريقة العضوية

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

ملخص البحث :

ينظم معظم العراقيين من غير المختصين بالانكليزية إلى العديد من دورات المحادثة في الانكليزية كلغة أجنبية ، ولكن من دون جدوى بسبب التركيز على الحفظ بصورة رئيسة .ولكي يكتب النجاح لمثل هذه الدورات، يتبنى الباحث الطريقة العضوية على الرغم من عدم اعتماد المنهاج الذي يتبناه على الطريقة العضوية. أما النجاح فقد تجسد في الدرجات التي حصل عليها المتعلمون في الاختبار البعدي في الانكليزية العامة ، وفي الاختبار التحصيلي لمنهاج دورة المحادثة نفسها 'ماذا تقول' ، وفي تطبيق مبادئ الطريقة العضوية نفسها وعليه، فقد تم اقتراح الطريقة العضوية.

1. Introduction:

Many Iraqi non-specialists of English have been attending a lot of conversational EFL courses hoping that, by the end of the course, they would be able to speak English fluently. But, as soon as the course is ended, they find out that they have been after an illusion in one way or another. But, who is to be blamed in such a case? Are we to blame their course teacher, or the material adopted, or themselves? The answer is that, they are all to be blamed in one way or another. As for the course teacher, s/he usually acts the role of a preacher where fruitful interaction with the learners rarely takes place. As for the learners, they are simply asked to memorize the dialogues of the course adopted after being translated into Arabic. As for the material adopted, it is generally tailored so as to be learnt by heart only.

Although non of the above three parties is blameless, one may realize that too much blame ought to be devoted to the teacher himself/herself, since s/he is the master of the situation. It is true that s/he is confined to the material adopted, but s/he can do a lot in making the best use of it. The researcher, in the present study, tries to make full use of such material by presenting it through the Organic Approach (henceforth O.A.). Thus, the aim of the present study is to make the teaching of conversational EFL to the above learners a success through the O. A.

2. English as an International Language

English enjoys an eminent place all over the world. This place is held due to the prominent commercial, cultural and other activities with the English speaking countries. Such activities result in a favourable attitude towards English and a strong endeavour to learn it. Recently, this status has been supported by the rapid growth of science and technology. "Perhaps the only international culture is the culture of multinational

business, or of transnational science and technology". (Widdowson, 1992: 336).

Also, English is considered the most popular means of international communication. "Arabs need to learn English to communicate with native speakers of English as well as with inter language users of English abroad or within the Arab world". (AL-Mutawa and Kailani,1989:3). Consequently, English is often used as a lingua franca when, for instance, an Arab doctor wants to confer with an Indian or a Japanese doctor. Quoting Burchfield, Swales (1993:283) states that "English has also become a lingua franca to the point that any literate, educated person on the face of the globe is in a very real sense deprived if s/he does not know English".

In addition, the teaching of English is always emphasized in the Arab World because of its universality and the advanced culture of the English Speaking world. This is so because, many Arab countries send many of their students and academics to the USA and Britain for undergraduate and postgraduate studies. In this case, the students normally benefit a great deal through integrating themselves with the people, the culture and the modern technology. English is also employed in the other aspects of life, such as travelling abroad, sport and medicine.

3. A Love-Hate Relationship with English

To be in love with a language is a prerequisite for its learning. Even if the language, in question is, foreign or second…etc, the learner can create miracles for its successful learning. These miracles are embodied in the manner through which the learner expresses himself or herself by using the language. Also, the more such learning is comprehensive, the more the manner through which the learner's

expression of himself or herself is creative. As for the teacher, s/ he acts the role of a means by which such learning becomes a success or failure.

Since EFL has no internal function in Iraq, its learning is almost confined to the classroom. Thus, there is little or hardly no reinforcement for the language because it is generally taught and used in school only. In this case, English is learnt like other subjects in the school curriculum, where motivation for its learning is not high. Consequently, "motivation depends largely on the teacher, the method, the language activities, the textbooks and the classroom situation". (AL-Mutawa and Kailani, 1989:3). Such a case is especially represented in the early stages where young children are not aware of their needs and interests.

In spite of that, there are a lot of people in Iraq who evaluate the importance of EFL highly. The majority of these people are graduates of Colleges, Institutes, and Secondary Schools, or still continuing their studies. Although they may have different impressions about the native speakers of English, the above Iraqis still evaluate the importance of EFL highly according to their views, needs and interests. Borrowing the above title from Abbott (1992:174) he states that "the educated classes of developing countries may even practice a kind of double-think with regard to English, a love-hate relationship with a language which is resented yet whose great importance is acknowledged". Although they evaluate EFL importance highly, some of the above Iraqis suffer from not being able to understand the foreign language well. Thus, linguists, educators, and teachers. are required to play their role to improve the above teaching-learning process "so that students no longer complain that they studied language for several years in school and still can't say (or understand) a word". (Finocchiaro and Brumfit,1983:3).

4. Teaching Conversational EFL through the Organic Approach :
4.1 Introductory Note

Following Abbott (1992), Swales (1993), and McCarthy (1995), the researcher conducts the present study summarizing his application of Nunan's (1998) Organic Approach (O.A.) in teaching conversational EFL to some of the above Iraqi non-specialist learners. The learners are of different educational levels ranging from graduates of the secondary schools to Ph.D.holders. Most of the materials adopted are publications of the British Broadcasting Corporation (B.B.C.)(see Appendix I). The most widely adopted of these is "What to Say" (see 4.5,4.7 and 4.8).

As for the learners needs and objectives, they are almost the same. All the learners need conversational EFL and hope to command its learning in order to communicate with native and non-native speakers of English on various daily life situations. The researcher has taught many courses adopting the O.A. These courses have been taught outside the University of Mosul at non-governmental Institutes. The courses with a large number of learners have been mainly taught at the Institute for Teaching Foreign Languages. The researcher also taught courses with a small number of learners at EL-Alamiya Institute for Teaching International languages.

Since the total number of the learners joined the course is beyond the researcher's memory now, he will choose randomly a sample of (20) recently taught learners. They range from one-learner courses to courses with up to (4) learners, as in the following:

Course 1

This is a two-learner course. They are females:

They are graduates of the College of Law . In addition to realizing the objectives (outlined in 4.5,4.6 and 4.7), the course enabled them to pass the College of Arts English Proficiency Test on their first attempt.

Course 2

This is a four-learner course. They are males:

They are graduates of the secondary school. In addition to realizing the objectives (presented in 4.5,4.6 and 4.7) , they attended the course for the sake of Tourism. One of them (who seemed to be taken and benefit a lot from the course) was even hoping to be a translator later on!

Course 3

This is a one –learner course. She is a female. She is a graduate of the Secondary School. In addition to realizing the objectives (shown in 4.5,4.6 and 4.7) , she attended the course for the sake of taking the job of a secretary.

Course 4

This is a one –learner course. She is a female. She is a graduate of the Trade Secondary School. In addition to realizing the objectives (of sections 4.5,4.6 and 4.7) , she attended the course for the sake of immigrating to the U.S.A.

Course 5

This is a two-learner course. They are males:

They are graduates of the College of Engineering-Department of Electricity. In addition to realizing the objectives (see 4.5,4.6 and 4.7), they attended the course for the sake of working in foreign companies in the future.

Course 6

This is a two-learner course. They are males:

They are graduates of the Secondary School. In addition to realizing the objectives (see 4.5,4.6 and 4.7), they attended the course for the sake of making their communication with the foreign company people in which they were working easier.

Course 7

This is a three-learner course. They are males:

The first is a graduate of the College of Law . The second is a graduate of the Military and Staff Colleges. The third is a musician. He is a graduate of the Institute of Arts. In addition to realizing the objectives by them all (see 4.5,4.6 and 4.7), the third attended the course for the sake of immigrating to Australia.

Course 8

This is a four-learner course. They are females:

They are graduates of the College of Law. The fourth is a holder of a Master Degree in Law. In addition to realizing the objectives by them all (see 4.5,4.6 and 4.7) , the fourth attended the course for the sake of continuing her Ph.D.Law studies in India.

Course 9

This is a one-learner course. She is a female.

She is a Ph.D.holder in Law . In addition to realizing the objectives (see 4.5,4.6 and 4.7), she attended the course for the sake of participating in conferences abroad besides Tourism.

4.2 The Learners Pre-course Level in EFL

The Learners are pre-tested in General English to find out how far they will benefit from their conversational EFL course in this respect. Since all the learners are graduates of the secondary school at least, the standard of their pre-test does not go beyond that. On the contrary, the reader can notice that almost half of the questions are of an Intermediate level or even lower than that, taking into account that most of them have left their schools for a long time and their accumulation of expertise (see Appendix II). But in spite of that, the marks obtained by the learners are not up to the researcher's expectation (see table 1).

Table (1): Shows the pre-test marks obtained in General English

Range of marks obtained	No. of Learners obtained the marks	Percentage of Learners obtained the marks
11-20	1	5
21-30	2	10
31-40	6	30
41-50	8	40
51-60	3	15
Total No. of Learners	20	100%

The reader can notice that the marks range from (11 to 60) and as follows: The marks of only 15% of the Learners range from (51 to 60); The marks of 40% of the Learners range from (41 to 50); The marks of only 30% of the Learners range from (31 to 40); The marks of 10% of the Learners range from (21 to 30); and the marks of 5% of the Learners range from (11 to 20).

The above marks show that the learners' achievement in their Pre-Test is not that promising. It also shows that too much effort need to be exerted if any progress is to be expected. This is so because most of the learners left their schools a long time ago. Although the learners are highly motivated , their being away from their schools for such a long time is expected to hinder their learning to a large extent.

4.3 Importance of Grammar

Grammar and Language are just like two sides of the same coin. They are so integrated that they cannot be dismantled. They can be considered prerequisites for each other as well. "You cannot learn a language without learning its grammar". (Widdowson,1992:334). Grammar also increases language learning. It does so, by supporting the language skills. " Grammars, like dictionaries, could further develope the language learning process and enhance self-learning skills. They should , therefore, play a definite role in language teaching and formal learning". (Leitner, 1990:153).

The above discussion shows that teachers of EFL should pay greater attention to grammar teaching in a way that makes its acquisition easier on the part of learners. If such a way or an approach is fruitful, then a successful communication will be the result. "The acquisition of the grammatical system of a language remains a most important element in language learning. The grammar is the means through which linguistic creativity is ultimately achieved and an inadequate knowledge of the grammar would lead to serious limitations on the capacity for communication". (Rutherford,1980:60).

This means that the approach to adopt must take into account the comprehension ability of learners, time allotted, the amount of material given…etc, "The only way grammatical information can be utilized

pedagogically is through overt factual presentation in teachable units".(Ibid).

Another worth mentioning point is that a difference ought to be established between written and spoken grammars. Such a difference need not be that strict to the point of trying to make it clear cut. This is so because one cannot blind an eye on the fact that they are interwoven. In this respect , quoting Rings, McCarthy and Carter (1995:207) state that "There are dangers, in both English as a mother tongue and EFL/ESL domains, of producing speakers of English who can only speak like a book, because their English is modeled on an almost exclusively written version of the language".

In order to overcome this problem, McCarthy and Carter (Ibid) go on to suggest that "Learners need to be given more grammatical choices if they are to operate flexibly in a range of spoken and written contexts".

Finally, Eastwood (2000:65) draws some worth-mentioning differences between spoken and written English in the following:

1) A speaker normally uses more words than a writer does. For example, Tom repeats some words:

I had one appointment… I had another one… had another one… another one…

* In writing, meaning might be expressed like this:

I had appointments at nine o'clock, ten o'clock, half past twelve and quarter past four.

Tom uses separate clauses, and this gives him more time to remember the details of what he is saying. It also makes it easier for the listeners to take in the information because it does not come all at once. In writing, more information can be in fewer words.

2) In speech there are often a number of clauses with <u>and</u> one after the other:

So I got… and we… and then we… and we…

*This is less usual in writing.

3) There are a number of words and phrases used only or mainly in spoken English. For example, the word <u>well</u> often comes at the beginning of a clause.

well, I'm not quite sure.(Hesitating before answering)

well, wasn't that fun! (expressing feelings)

well, I think I'v done enough for today.(changing the topic)

4) There are some vague expressions more typical of speech than writing. For example, a speaker uses <u>you know</u> when unsure of the best way to express something:

I was late for an appointment and I was feeling a bit impatient, you know.

5) <u>Kind of/sort of</u> is used when a word may not be exactly the right one, for example:

There was a kind of/sort of sit-in at the college: some of the students met there to protest about something.

The ribbon kind of/sort of slides in here.

6) The phrase <u>or something</u> makes the meaning more vague, for example:

There was a sit-in or something at the college.

Are you drunk or something?

7) In informal speech we use <u>thing</u> or <u>stuff</u> instead of a more exact word, for example:

(of a food mixer) This thing isn't working properly.

(of luggage) Put your stuff upstairs.

8) The speaker sometimes stops to correct things, for example:

So I got on the Underground at Green Park at about ten past five,no, twenty past five.

…at about ten past five, I mean twenty past five.

9) The speaker can also stop to go back and explain something that was missed out, for example:

So I timed it very carefully that I was going to leave at about ten past five-this was in, er, this was in central London.

4.4 Conversational EFL through the Organic Approach:

Learning by heart is considered an important part of EFL learning. But many of the Iraqi non-specialist learners of conversational EFL mentioned in 1,2 and 3 suffer from not being able to command its learning, since their teaching – learning process is based on memorization only. This is why such learning soon fades away. " In conversation, it is usual not to repeat parts of a sentence already uttered. Instead, only the new constructions are supplied, with the understanding that they be mentally tackled onto the original. This habit not only speeds communication, but reinforces the unity of discourse" (Chaika,1978:782).

In 4.1,4.2 and 4.3 reference is made to some of the courses in which the researcher taught some of the above learners through the O.A. The Handbook adopted is "What to Say". It is one of the B.B.C. publications (see Appendix I). It contains 28 units (dialogues). Each dialogue is preceded by a short situational introduction about the situation of the dialogue in question. After the dialogue some of the most important vocabulary mentioned in the dialogue is explained in English. At the end , some of the most important sentences are extracted for practice. Though the (28) dialogues are all translated into Arabic, the researcher used to blind an eye on the translation part of the units, dealing with the English part as if it were an unseen passage. These dialogues are also recorded on two cassettes by native speakers of English to support their learning. " The whole point is to get students to use language

correctly and well, so why not use examples from people who use language well?" (Kane,1997:20).

In order to solve his learners problems (4.2), to satisfy their needs as well as realizing their objectives (4.1), and to utilize their urgent motivation for commanding conversational EFL , the researcher adopted the O.A. For full text of the O.A., the reader is referred to Nunan(1998: 101-109). AL-Juwari (2002:109-118) reviews the Theoretical and Practical aspects of the O.A. besides its principles .

In the following, the researcher presents the above material "What to Say" through the principles of the O.A. (Ibid). (see 4.5,4.6,4.7 and 5 as well).

4.4.1 Teaching Language as a Set of Choices:

In the real world, language is not static. On the contrary, it is dynamic. This is why "it is impossible to imagine a person being communicatively competent without being linguistically competent" (AL-Mutawa and Kailani,1989:167). This competence includes grammar (in its broad sense), Lexis/ words or vocabulary of the language…etc. Thus, "the emphasis is on meanings and how they govern the choice of grammatical pattern". (Eastwood,2000:VII).

Moreover, it is of a great importance for the conversational EFL teacher to have a grammatical description which relates structure to language use. In this respect, s/he must keep in mind the pragmatic meaning as well i.e. " what people might mean by linguistic forms in contexts of use"(Widdowson,1992:334).Also,conversational EFL learners 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.

Example (1):

The use of gerunds and their dual nature as verbs and nouns can be shown in the following sentences as a set of language choices: [Adapted from B.B.C., What to say, unit 9,p.43].

Teresa likes fish.

Teresa likes fishing.

Teresa likes her friend's fishing.

Example (2):

Study the following conversational extracts. What is the difference between what Teresa says and what her friend John says? When you use one form, and when would you use the other? [Adapted from Nunan,1998].

1) Teresa: I've seen king Lear twice.

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

2) Teresa: I finished my essay just before the deadline for submission.

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

4.4.2 Providing Opportunities for Learners to Explore Grammatical and Discoursal Relationships in Authentic Data:

It is very important for the teacher of conversational EFL to use an authentic material as well if s/he wants to make his/ her teaching-learning situation a success. So, he must include example texts and conversations, many of them authentic "to show how grammar is used in connected writing and in speech" (Eastwood,2000:VII).Also, an authentic text refers to "a structured text that constitutes sequences of speech acts rather than a jumble of unrelated utterances "(AL-Mutawa and Kailani, 1989: 168).

In addition, the use of authentic texts rather than isolated sentences makes linguistic communication easier and more realistic. "It may seem counter-productive to call much attention to isolated sentences devoid of context or relevance at a time when there is increasing interest in the teaching of language as communication" (Rutherford,1980:6).

Newmark (1973:209) supports this by saying that "teaching particular utterances in contexts which provide meaning and usability to learners is both sufficient and necessary". Finally, authentic language shows grammatical forms operate in the "real world", rather than in the mind of the textbook writer.

Example

Study the following extracts. One is a piece of genuine conversation. Both of them are taken from a language teaching textbook. Which is which?

Text A

Teresa : Good afternoon

Dentist: Good afternoon. Would you like to sit in the chair please. Now, which tooth is giving you trouble ?

Teresa: I think it's this one, here.
 It hurts when I bite.

Dentist: I see. Well, I'll have a look at it, and give you a general examination.

[B.B.C., What to Say, Unit 20,p.87

Text B

Teresa : Taxi ! Taxi !

Taxi-driver: where to madam?

Teresa: Victoria Station, please.

Taxi-driver: Right <u>O</u>!

[B.B.C.,What to Say, Unit 10,p.47

4.4.3 Teaching Language in Ways That Make Form/Function Relationships Transparent

It is very important for the conversational EFL teacher to highlight the importance of Form/Function relationship. As a start "grammar is often referred to as functional, by which is meant that the statements we make are statements about the semantic and communicative significance of particular points of grammar, about how language is used" (Strevens,1977:63). To realize this, the conversational EFL teacher must help his/her learners "to give semantically and situationally correct responses as well as grammatically correct ones" (Pollock,1982:ix). This is so, because "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" (Ibid).

In addition, the relationship between form and function is so closely connected that they cannot be disconnected. If they are disconnected, misunderstanding will certainly arise. "The use of a correct form in an unsuitable context, however, can interfere with understanding just as much as a mistake" (Eastwood,2000:VII). Finally, Nunan (1998:106) thinks that 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.

Example

The use of one tense or another is determined by the attitude to the action in the mind of the speaker, rather than by the application of a mechanical grammatical rule to the time of the happening. As the present is most real and nearest to the speaker, the present tenses are most used

and are therefore usually taught and revised first (Finocchiaro and Brumfit,1983:16):

Function: making a suggestion

Teresa: How do you feel about going to the theatre tonight?

Function : expressing anger

John: I'm afraid I don't agree, because, I'm very angry with you.

[adapted from B.B.C.,<u>What to Say</u>, Unit 17,p.75]

4.4.4 Encouraging Learners to Become Active Explorers of Language

Nunan (1998:106) thinks that by exploiting this principle, teachers can encourage their students to take greater responsibility for their learning. Students can bring samples of language into class, and work together to formulate their own hypotheses about language structures and function. 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.

Accordingly, "it is assumed that one first learns how to manipulate structures, that one gradually builds up a repertoire of structures and then, somehow, learns how to put the structures to use in discourse. We would like to consider the possibility that just the reverse happens. One learns how to interact verbally, and out of this interaction syntactic structures are developed" (Rutherford,1980:68). In addition, contextual teaching attempts to teach the structures of the language in everyday situations where they are likely to occur. These situations are presented in the form of dialogues with titles such as 'at the supermarket' , 'going to the post office' , 'visiting a friend' , or 'a school libaray',….etc (AL-Mutawa and Kailani, 1989: 21). Finally, "The potential for making meanings with

language is infinite, and not restricted to the generative capacity of grammatical rules" (Widdowson, 1992:334).

Example :

Change the following sentences to the passive voice in two ways after inducting their tenses:

John gave Teresa a wonderful watch on her birthday.

Teresa was given a wonderful watch on her birthday.

A wonderful watch was given to Teresa on her birthday .

[Adapted from B.B.C., What to Say,Unit 22,p.95]

4.4.5 Encouraging Learners to Explore Relationships Between Grammar and Discourse:

Nunan (1998:107) believes that 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. Accordingly, the teaching of conversational EFL should recognize that "the acquisition of receptive and productive knowledge of a language must involve the learning of rules of use as well as rules of grammar" (Allen and Widdowson,1974:20). Also, "meaning of forms (spoken or written) can be determined by the situation or context in which they are said or used" (AL-Mutawa and Kailani,1989:10).

Moreover, the conversational EFL teacher should help his/her learners through various means, to perceive the relationships between the elements of the language. This is so because the appropriate use of a language is not "a question of focus on form or on meaning, but a focus on meaning as a function of form" (Widdowson,1992:335).Thus, the learners are supposed to be introduced to discoursal activities which focus

on "interpersonal uses of language and the negotiation of meanings, and which are designed to raise conscious awareness of these interactive properties through observation and class discussion" (McCarthy and Carter, 1995:217).

Example: Pronoun Reference.

In the following extracts, <u>It</u> refers to:

a) Scales

b) Parcel

c) Pence

Teresa : And I also want to send this parcel.

Clerk: Put it on the scales, please.

[Adapted from B.B.C., <u>What to Say</u>, Unit 6,p.31]

4.5 The Learners Post-Course Level in EFL

At the end of the course, the learners are post-tested to find out how far they have benefited from their conversational EFL course in general English. The reader can notice in (Appendix II) that the learners are given the same Pre-Test questions in order to guarantee reliability. Later, the researcher finds out that the marks obtained by the learners are as high as expected (see table 2).

Table (2): Shows the Post-test marks obtained in General English

Range of marks obtained	No. of Learners obtained the marks	Percentage of Learners obtained the marks
51-60	4	20
61-70	9	45
71-80	5	25
81-90	2	10
Total No. of Learners	20	100%

The reader can notice that the marks range from (51to 90) and as follows: The marks of only 10% of the Learners range from (81 to 90); The marks of 25% of the Learners range from (71 to 80); The marks of only 45% of the Learners range from (61 to 70); and the marks of 20% of the Learners range from (51 to 60).

The above marks show that the learners achievement in their Post-Test in general English is very promising as expected. Although most of the learners left their schools a long time ago, their high motivation is exploited so positively through the O.A. that the results have become promising as such, for more information (see 4.6,4.7 and 5) .

4.6 The Learners Achievement in Conversational EFL

In addition to the Post-test in general English mentioned in 4.6, the researcher tested his above learners an achievement test in conversational EFL based on the handbook adopted 'What to Say' to find out how far they have benefited from their course in this respect. Concerning the variety of questions included besides their types, they are thought to be too varied and comprehensive to speak for themselves (Appendix III). As for the results, they are included in Table (3).

Table (3): Shows the Learners marks obtained in Conversational EFL Course based on 'What to Say'

Range of marks obtained	No. of Learners obtained the marks	Percentage of Learners obtained the marks
61-70	3	15
71-80	8	40
81-90	6	30
91-100	3	15
Total No. of Learners	20	100%

The reader can notice that the marks range from (61to 100) and as follows: The marks of 15% of the Learners range between (91 to 100); The marks of 30% of the Learners range from (81 to 90); The marks of 40% of the Learners range from (71 to 80); and the marks of 15% of the Learners range from (61 to 70).

The above marks show that the learners achievement in their conversational EFL course based on 'What to Say' is very promising as expected. Although most of the learners left their schools a long time ago, their high motivation is exploited so positively through the O.A. that the results have become promising as such,for more information(see 4.7and5)

4.7 Some More Application of the Organic Approach

To support the presentation of the above conversational EFL Handbook 'What to Say' through the principles of the O.A. (4.4), the researcher, in the present section, presents it through Fromkin and Rodman's (1983:v-vii) Grammatical Aspects of Language as well so as to guarantee the application of the O.A. principles to its full extent and the natural treatment of language as one united whole as well. Thus, for space limitation and for more information, the reader is referred to (Appendix IV) where the questionnaire concerning the above topic is stated.

In the following, a brief comment will be made on Table (4) which summarizes the learners reaction and viewpoints about the Non-Achieved Items of the questionnaire only. The reader can notice that the table is as simple and easy to understand as the questionnaire itself. It is based on the idea of the questionnaire of having two main columns 'Achieved' and 'Non-achieved'. Achieved items are those which the learners agree that they are applied when presenting the above Handbook , while Non-achieved items are those which the learners disagree that they are applied. The reader can also notice that the questionnaire is in Arabic to avoid any

sort of misunderstanding on the part of Learners. It is to be noted that, the researcher explained to the learners his aims behind the questionnaire besides the items themselves, although its introduction is satisfactory. Also,an English Text of the questionnaire items is provided in(Appendix V).

Table (4): Shows the Non-achieved Items which the learners disagree that they are applied when presenting 'What to Say' Course

No. of Item	Text of the Non-achieved Item	No. of Learners	Percentage of learners
1	The English Text of the Dialogues is taught only blinding an eye on the Arabic Text (for the sake of meaning)	2	10
2	The English Text of the Dialogues is taught as if it were an unseen passage	1	5
5	Conjugation of Verbs into Nouns and Vice Versa	1	5
6	Conjugation of Adjectives into Adverbs and Vice Versa	2	10
7	Conjugation of Verbs into different tenses	1	5
10	Deductive and /or Inductive teaching of Grammar	1	5
13	Changing simple sentences into compound and complex and vice versa	1	5
14	Re-arrangement of Sentences (Subject, verb, object,…)	1	5
19	Reference is done, such as "What did Teresa say when asking about the way?"	2	10
20	Reference is done, such as "What do the Passengers do to go through the Automatic Door?"	2	10
Total No. of Learners		20	100%

Since the Achieved Items are taken for granted, reference will only be made to the Non-Achieved ones, and as follows. Although the researcher is sure that he has achieved all the items, few of his learners (may be they were absent or forgotten….etc) disagree that the following

items are applied: Items No.(1) 10% of the Learners, Item (2) 5%, Item (5) 5%, Item (6) 10%, Item (7) 5%, Item (10) 5%, Item (13) 5%, Item (14) 5%, Item (19) 10%, and Item (20) 10%.

5. Conclusions

At the end of the course, the researcher's learners have become very happy for they have become very confident of themselves. Accordingly, they have become too aware of the grammatical rules to correct themselves when they speak. This is so , because repeated performance can lead to an automatic routine. Thus, restoration of the rule is no more needed since it has become part of the learner's linguistic competence.

In the light of the above brief discussion, one may briefly draw the following points:

1) In (4.2), the learners Pre-Test marks show that their achievement in general English is not that promising and too much effort need to be exerted.

2) In (4.5), the learners Post-Test marks show that their achievement in general English has become promising as expected.

3) In (4.6) the learners achievement in conversational EFL course based on What to Say is very promising as expected.

4) In(4.7), the learners responses on the questionnaire show that at least 90% of the O.A. is applied. This is why the above points are satisfactorily so promising and the adoption of the O.A. is the reason for all this.

6. Suggestion

In (section 5) above, some conclusions are drawn. Also , learners such as those mentioned above are aware of their needs and objectives. This is reflected in the successful application of the O.A. (see 4 and 5), Thus, spite of being embodied, the following points are worth emphasizing when suggesting the O.A:

1) Grammatical forms and functions need to be intermingled when presenting conversational EFL always.

2) Teaching conversational EFL is best and successfully done by specialists adopting the O.A.

3) conversational EFL teachers adopting the O.A. should always search for creative ways of facilitating learning.

4) conversational EFL teachers adopting the O.A. should always take into consideration their learners motives for learning English.

Finally, for full text of the O.A., the reader is referred to Nunan (1998).

References

Abbott, Gerry.(1992) "Development, Education, and English Language Teaching" in <u>ELT Journal</u>, Vol.46,No.2,Oxford University Press.

Allen,J.P.B. and Widdowson,H.G.(1974) "Teaching The Communicative Use of English" in <u>IRAL Journal</u>,Vol. xii,No.1.

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.

Al–Mutawa, Najat and Kailani, Taiseer.(1989) <u>Methods of Teaching English to Arab Students</u>, London:Longman.

Chaika, Elaine.(1978) "Grammars and Teaching" in <u>College English Journal</u>, Vol.39, No.7.

Duffley,Patrick.(1990) "The Importance of Grammar in ESL Teacher Education" in <u>Cross Currents</u>, Vol.40,Issue 1.

Eastwood, John. (2000) <u>Oxford Guide to English Grammar</u>, Oxford: Oxford University Press.

Finocchiaro,Mary and Brumfit,Christopher.(1983) <u>The Functional-Notional Approach</u>,Oxford University press.

Fitch,Deborah A.(1995) "Teaching Grammar to Adults and Second Language Learning Research" in <u>Education Journal</u>,Vol.116,Issue 1.

Fromkin, Victoria and Rodman, Robert. (1983) <u>An Introduction to Language</u>, Holt, Rinehart and Winston.

Gronlund, Norman E.(1981) <u>Measurement and Evaluation in Teaching</u>, Macmillan Publishing Co.,INC.

James, Carl. (1986) "Five uses for grammar in Foreign Language Teaching" in <u>Anglo-American Studies Journal (Spain)</u>, Vol.6,No.2.

Kane, Sharon.(1997) "Favorite Sentences: Grammar in Action" in <u>ReadingTeacher Journal</u>, Vol.51,Issue 1.

Leitner, Gerhard (1990) "Students' Uses of Grammars of English-Can we Avoid Teaching" in <u>IRAL Journal</u>, Vol.28,No.2.

Mc Carthy,Michael and Carter. (1995) "Spoken Grammar: What is it and how can we teach it?" in <u>ELT Journal</u>,Vo.49,No.3,O.U.P.

Newmark,Leonard.(1973) "Grammatical Theory and the Teaching of English as a Foreign Language" in <u>Readings in Applied Transformational Grammar</u>, Holt,Rinehart and Winston,INC.

Nunan,David.(1998) "Teaching Grammar in Context", <u>ELT Journal</u>, Vol.52,No.2, pp.101-109.

Pollock, Carroll Washington.(1982) <u>Communicate what you Mean</u>, Prentice-Hall,Inc.,Englewood Cliffs,N.J.

Preskill,Hallie.(1997) "Using Critical Incidents to Model Effective Evaluation Practice in the Teaching of Evaluation" in <u>Evaluation Practice Journal</u>,Vol.18,Issue 1.

Ramsden, Paul and Dodds, Agnes (1989). <u>Improving Teaching and Courses</u>: <u>A Guide to Evaluation</u>. 2nd Edition. Victoria, Australia: Center for the Study of Higher Education,University of Melbourne.

Reagan,Timothy.(1997) "The Case for Applied Linguistics in Teacher Education" in <u>Journal of Teacher Education</u>,Vol.48,Issue 3.

Rutherford,William.(1980) "Aspects of Pedagogical Grammar" in <u>Applied Linguistics Journal</u>, Vo.1,No.1,O.U.P.

Strevens, Peter.(1977) <u>New Orientations in the Teaching of English</u>, Oxford University Press.

Swales, John.(1993) "The English Language and its Teachers: Thoughts Past,Present, and Future" in <u>ELT Journal</u>, Vol.47,No.4, O.U.P.

Weaver, Gilbert G. and Cenci, Louis. (1960) <u>Applied Teaching Techniques</u>, Pitman Publishing Corporation.

Widdowson,H.G.(1992) "ELT and EL Teachers: matters arising" in <u>ELT Journal</u>, Vol.46,No.4,O.U.P.

Appendix I

Some of the B.B.C. Publications on Conversational

EFL including 'What to Say'

Tourism:

WHAT TO SAY

Introduces phrases, expressions and information which the overseas visitor to Britain is likely to find useful. The 24 recorded dialogues present situations such as making a hotel reservation, traveling by bus and train, asking the way, shopping. etc.

A revision Course:

KEEP UP YOUR ENGLISH

By W. Stannard Allen

40 lessons for those whose English needs brushing up, with recorded dialogues between a group of young English people. It begins with a quick review of the elements and comments on features of the language which often give difficulty at the intermediate level. The textbook with teaching notes and exercises **is** published in English and in 5 other language editions.

Conversation and idiom:

MEET THE PARKERS

by David Hicks

This 40 lesson course assumes a basic knowledge of English, and sets out to explain some of the important structures used m conversational English today. The lessens are based on recorded dramatised episodes in the daily life of a London family, the Parkers. The textbook is published in English and 5 other language editions.

The new BBC advanced course:

CHOOSING YOUR ENGLISH

By Terence Creed and John Hayraft

A 40 lesson course which aims to help the advanced learner to acquire a wider range of expression, by choosing the style and idioms appropriate to various situations and states of mind. The illustrated textbook contains dialogues which feature the same characters as in "Getting on in English". Each dialogue is followed by exercises and a reference section commenting upon the teaching points. The textbook is accompanied by a set of recordings of the dialogues and drills.

Appendix II

Per-Test and Post-Test in General English

NB.Answer questions 1,2,3 and any other two please

Q.1.)*Do as required***: (Choose Ten only)** *(20 marks)*

    1- Define a factory [Use : the prompts ; goods-made]

    2- Your friend is asking whether he has to wait for you. Release him from this obligation.

    3- You can not attend a meeting at the office this evening. You will be too busy. Apologize to your boss.

    4- Classify fruit (price . quality)

    5- Prevent your friend from going too close to the machine. (Use: Don't and the prompt (dangerous) as justification)

    6- You are invited to a party. .How would you refuse politely?

    7- "Do you think Hani is working overtime?"(likelihood. Respond Use; might possibly)

8- Show the way to the manager's office, (up the stairs, left, fourth door)

9- He looked sad and pale. (Conclusion. Use: disappointed)

10- Ask Layla about her ability to speak French. (Use: able)

11-Disagree with Ala-am who thinks that the plan will prove successful.

12-Suggest something to your brother whose car is old. (Use: might)

Q.2.)A- *Join each two sentences by using the prompts given: Do only Four* *(8 Marks)*

1- Sami left early. He didn't want to be late. (the purpose of).

2- She had a high fever. She didn't go to doctor.(contrast: but)

3- I waited for him. School was over at one o'clock.(Sequence :until)

4- It was quite an easy exercise. I did it quickly. (Cause and Effect: such ..... that)

5- Fermentation and decay. Germs (Cause and Effect: caused by)

B- *Finish these sentences in such a way that it means exactly the same as the sentence before it:* *(4Marks)*

1- In spite of the heavy rain, we went out for a walk . Though ....

2- The weather is very hot, therefore, he sweats. Very hot weather makes......... .

3- Both Sami and Hani are brave. Sami is as ....

4- Hashim can drive a lorry. He is ....

C- *What do you say if you want to .... ? Do only FOUR:*

1- greet a close friend. *(8 Marks)*

2- ask for permission to take the day off.

3- express your certainty of Muna's arrival next week.

4- make a suggestion to your friend who is sick.

5- apologize for losing Layla's pen and offer to buy her a new one.

Q. 3.) Fill in the blanks with the missing words :   *(20 Marks)*

1. perfect, imperfect ; wanted,----------.   4. long , length ; poor,--------.

2. solve , solution ; produce,-------.   5 .medicine , medical, cube---

3.victory, victorious ; advantage ,----------.

Q. 4.)Write the letter of the correct answer.   *(20 Marks)*

1- These are their pencils. They're --------.[(a) his (b) theirs (c) yours
   (d) hers].

2- He is ----------. [(a) engineer   (b) an engineer   (c) engineers].

3- I am from Iraq-------- is he. [(a) So (b)Neither (c) And   (d) but].

4- He is not Sick--------are we. [(a) So (b)Neither (c) And   (d) but].

5- Susan-------helping her mother [(a) is (b)are   (c) am   (d) does].

6- I-------four books. [(a) am (b)are   (c) is   (d) have].

7- Do you have a bicycle? No, I-------.[(a) doesn't (b)aren't (c) don't].

8- The pupil is going -------- school. [(a) in (b)to   (c) at   (d) on].

9- He is cutting the cheese----- a knife. [(a) of (b)in   (c) with   (d) to].

10- My father is------ Iraq.He's Iraqi. [(a) with (b)to   (c) of   (d) from].

Q. 5.) Fill in the blanks with the correct choice between brackets : *(20 Marks)*

1- Ali is my cousin. His father is my----.[(a) aunt   (b)uncle   (c)son]

2- Karim is ----- history now.[(a) playing   (b)studying   (c)singing]

3-Huda is working in a hospital. She is a -------.[(a)nurse   (b)teacher
   (c)typist].

4- I am going to sing a -------.[(a) game (b)letter   (c)map   (d) song].

5- What time is it? (8.30). It's-----.[(a) half past eight (b)eight   o'clock
   (c)a quarter past eight] .

317

6-He is not working because he is ----.[(a) sick (b)young   (c)healthy].

7- Ali is not tall. He is -----.[(a) thin   (b)short   (c)sad   (d) old].

8- Samir is going to study law. He's going to be a ------.[(a) lawyer (b)doctor   (c)driver]

9- I'm going to have lunch in the --------.[(a) morning   (b)evening (c)afternoon].

10- Seven minus two is -----.[(a) nine   (b)five   (c)fourteen   (d) seven].

Q. 6.)Answer the following question so as to form a complete paragraph

1- What are you?   *(20 Marks)*

2- How old are you?

3- Where are you from?

4- When are you going to have your breakfast?

5- When are you going to play games?

6- Are you writing English or Arabic now?

7- What are you going to be?

8- How many brothers do you have?

9-Do you like your teachers?

10- Do you like English lessons?

Appendix III

Examination in the Conversational EFL course based on

'What to Say'

Q.1 Do as Required: *(20 Marks)*

1- Greet your friend George in the evening.

2- Ask a foreigner whether he speaks English or not?

3- Ask your friend Layla about her health.

4- Introduce your friend Johanna to your father.

5- Take a leave from your Boss because you can not go on working .

6- Your friend William asks you about the date of your travelling for England. Give yourself time to think before answering.

7- You do not understand what your friend Peter has said to you because of the aeroplane. Ask him to repeat.

8- You are at a Restaurant. Ask for food and drink.

9- Ask for Information.

10- Give Information.

Q.2 Give an example on each of the following: *(20 Marks)*

1- Greeting.

2- Asking about Health.

3- Meetings.

4- Introductions.

5- Leave –Taking.

6- Courtesy.

7- Time.

8- Getting Angry.

9- Asking for things.

10- Friendship.

Q.3 Reply: *(20 Marks)*

1- How's everything?

2-Where do you come from?

3- How do you do?

4- What do you do?

5- Did you enjoy his company?

6- How should I address you?

7- Where's the Chinese Restaurant?

8- Shall we take a break?

9- What's there on TV Tonight?

10- What are you up to?

Q.4 Who said following? To Whom? On what occasion?   *(20 Marks)*

1- Oh,I should like to be called in the morning at 8 o'clock.

2- And then I turn to the right, I think you said?

3- Would you mind telling me when we get there?

4- You'll find them in that box over there.

5- And would you kindly sign the exchange form, giving your name and address.

6- First dial the code number, the first part; then dial the second part.

7- Well, I can recommend this one Madam.

8- This packet is only one new penny.

9- Can you put me under a hot dryer.

10- How many miles does she do to the gallon?

Q.5 Give the meaning of the following expressions in English.   *(10 Marks)*

1) duty free allowance   8) the rush hour   15) Oh,I see

2) charged for separately 9) hold tight there   16) how to get there

3) single room   10) street Index   17) to catch a train

4) underground station   11) Bus route   18) Admission fee.

5) passer-by   12) goods to declare   19) Public telephone-box

6) past the church   13) postal order   20) lift the receiver

7) keep on this road   14) traveller's cheques

Q.6 Give the meaning of the following words in English. (10 Marks)

1) Colleague   8) private   15) guide

2) luggage   9) registration   16) suburb

3) articles   10) nationality   17) Abbey

4) excess   11) porter   18) parcel

5) evidence   12) fares   19) rate

6) to book   13) pound note   20) chemists

7) offer   14) change

Q.7 Answer the following questions. (10 Marks)

1- Which customs channels did Teresa decide to go through? What made her take that decision?

2- Why did Teresa go to a large hotel?

3- Teresa said to the conductor "I am a stranger here".Why?

4- Why did Teresa go to the travel agency?

5- One day,Teresa and her friend John were looking for a garage. Why?

NB: Answer question: 1,2,3,4 and any other two please.

Appendix IV (Arabic Text)

Application of the Organic Approach Questionnaire

* لغرض تحقيق أفضل درجات الاستيعاب لدورة المحادثة التي اعتمدت منهاج What to Say (من منشورات هيئة الإذاعة البريطانية B.B.C) ، فقد اعتمد الباحث الطريقة العضوية في تدريسه للمنهاج أعلاه ، علماً بان النص الانكليزي من المحادثات مسجل على أشرطة (عدد 2) بصوت شخصيات انكليزية من اجل تعزيز وتحقيق أهداف الدورة أعلاه.

* ولغرض استكمال الجوانب الرئيسية للطريقة العضوية في تدريس المنهاج أعلاه ، فقد تمت عملية التعليم والتعلم وفق المحاور التالية:

* لذا يرجى وضع علامة ( ) أمام العبارة الصحيحة وعلامة (×) أمام العبارة الخاطئة،مع التقدير .

آ– الاستيعاب Comprehension

1) يتم تدريس النص الانكليزي من المحادثة فقط دون الرجوع إلى النص العربي لغرض المعنى.

2) يتم تدريس النص الانكليزي من المحادثة وكأنه قطعة خارجية.

3) يتم الربط بين مضمون الوحدة Unit والواقع مثل كيفية استخدام التلفون العمومي....الخ.

4) يتم الربط بين مضامين بعض الوحدات فيما بينها ، مثل حجز غرفة في فندق وحجز منضدة في مطعم.

ب– الصرف (المفردات) Morphology

5) تحويل الأفعال إلى أسماء وبالعكس.

6) تحويل الصفات إلى ظروف وبالعكس.

7) تصريف الأفعال.

8) تحويل النكرة إلى معرفة وبالعكس.

9) استخدام حروف الجر بمواضع مختلفة.

ج– النحو (أنواع الجمل) Syntax

10) اشتقاق القاعدة من النص (المثال) وبالعكس.

11) تحويل الجملة إلى أزمنة مختلفة.

12) تحويل جملة المبني للمجهول إلى المعلوم وبالعكس.

13) تحويل الجملة إلى أنواع مختلفة (بسيطة، مركبة، معقدة).

14) إعادة تركيب الجمل (فاعل ، فعل ، مفعول به ، .....الخ).

د – الدلالة (المعاني) Semantics

15) السؤال عن معاني الكلمات بالعربية والانكليزية.

16) استخدام الكلمات في جمل مفيدة.

17) إعادة صياغة الجمل وتركيبها مع الاحتفاظ بنفس المعنى.

هـ – الإشارة (الربط) Reference

18) يتم الإشارة أو الربط بين بعض المواقف في الوحدة الواحدة أو الوحدات المختلفة ، مثل استخدام الفعل book للحجز في فندق ، بينما يستخدم الفعل reserve للحجز في مطعم.

19) تتم الإشارة أيضاً مثل (ماذا قالت Teresa عند سؤالها عن الطريق؟).

20) تتم الإشارة أيضاً مثل (ماذا يفعل المسافرون للدخول من الباب الأوتوماتيكي Automatic Door).

* ملاحظة: يرجى تدوين اية ملاحظة اغفل الباحث عن ذكرها أو ترونها مناسبة ، مع التقدير.

Appendix V (English Text)

Application of the Organic Approach Questionnaire

NB: Please Tick (   ) the correct statements only

A: Comprehension

1)The English Text of the Dialogues is taught only blinding an eye on the Arabic Text (for the sake of meaning).

2) The English Text of the Dialogues is taught as if it were an unseen passage.

3) A relationship is done between the context of the unit (Dialogues) and the Real World, such as 'How to use the Public Telephone'.

4) A correlation is done between the contexts of some Units (Dialogues) such as Booking a Room in a Hotel and Reserving a Table in a Restaurant

B: Morphology (Vocabulary)

5) Conjugation of Verbs into Nouns and vice versa .

6) Conjugation of Adjectives into Adverbs and Vice Versa.

7) Conjugation of verbs into different Tenses.

8) Changing of Indefinite into definite and vice versa.

9) Using Prepositions in different contexts.

C: Syntax (Kind of Sentences)

10) Deductive and/or Inductive teaching of grammar.

11) Changing sentences into different Tenses.

12) Changing Passive voice sentences into active and vice versa.

13) Changing simple sentences into compound and complex and vice versa.

14) Re-arrangement of sentences (Subject,Verb,Object,….etc.).

D: Semantics (Meaning)

15) Asking about the meaning of words in Arabic and English.

16) Using words in meaningful sentences.

17) Repharsing and restructuring sentences keeping the same meaning.

E: Reference (Correlation)

18) Reference or correlation is done among the situations in the one unit or the different units, such as using the verb book for rooms in a hotel, while using the verb resave for tables in a Rest.

19) Reference is done, such as " What did Teresa say when asking about the way?"

20) Reference is done, such as "What do the Passengers do to go through the Automatic Door?