



ISSN: 1999-5601 (Print) 2663-5836 (online)

Lark Journal

Available online at: <https://lark.uowasit.edu.iq>

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Keywords:

Time distribution syllabus
 design evaluation
 English for

Iraq

ARTICLE INFO

Article history:

Received 20 Jun 2023
 Accepted 18 Sep 2023
 Available online 1 Oct 2023



Time Distribution in English for Iraq of Intermediate Schools: An Analysis of the Syllabus

ABSTRACT

It is undeniable that time, as a factor of consuming, has its impact on TEFL. This awareness has led the researcher to conduct his current study, entitled Time Distribution in English for Iraq of Intermediate schools: An Analysis of the Syllabus. This study deals with the syllabus of English for Iraq in terms of time distributed to achieve a single lesson. It aims at specifying the time needed for doing a single lesson. That's why two questions has been put forward to be answered. Accordingly, it is hypothesized that a large number of activities are suggested to be taught in limited period of time in a lesson.

Two scientific procedures have been adopted to verify the hypothesis of study. These are a survey and a classroom observation. The data has been collected depending on the criterion of the teacher's guide. The analysis of the data has shown that there a random distribution of the activities designed to achieve the goals of the process of TEFL and time needed for that. That's to say, no accurate distribution of the period of time represented by minutes has been noticed. Thus, a number of points has been highlighted by the conclusion which this study has arrived at.

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DOI: <https://doi.org/10.31185/lark.Vol3.Iss51.3148>

توزيع الوقت لمنهج اللغة الانكليزية للمرحلة المتوسطة في العراق: دراسة في تحليل المنهج

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الخلاصة:

تتناول الدراسة الحالية تأثير عامل الوقت على انجاز درس اللغة الانكليزية في المدارس العراقية لمرحلة المتوسطة. اعتمد الباحث في هذه الدراسة على اجرائين علميين هما المسح الاستقصائي بواسطة مدرسي اللغة الانكليزية والمعاينة الصفية اثناء اداء درس اللغة الانكليزية. وقد بدأت الدراسة بالاعتماد على سؤالي فرضية. فقد استفهم السؤال الاول عن مدى وضوح وصحة توزيع الوقت على مختلف الفعاليات المصممة لأداء درس انكليزي واحد. اما بالنسبة للسؤال الثاني المتعلق بكمية الوقت المطلوب لأداء مختلف الفعاليات

فقد أرتئى الباحث ان الوقت يعتمد على طبيعة الفعالية لهذا اقترح تحديد المدة الزمنية امام الفعالية المقصودة وهو ما يفقده دليل المدرس.

الكلمات المفتاحية: توزيع الوقت تصميم المنهج التقييم الانكليزية من اجل العراق

1. Introduction

No doubt that *time* has a crucial role in our general life including the process of language teaching and learning. Metaphorically, it is said that 'TIME IS MONY'. Time can be either successfully invested or badly wasted. It is an economic factor that needs management to be well spent. This factor, in turn, affects EFL teaching and learning.

In general, there is not a satisfactory answer to the question: How long does it take to learn EFL? EFL courses differ in design depending on goals of the process of teaching and learning. However, theorists in the field have attempts to estimate the time needed by relating it to levels of proficiency (see Cleavlan, Mangone, and Adams 1960). In this regard, they suggest a table of three levels of proficiency in which there are differences in daily time allowance, emphasizing the intensity of courses. For them, EFL courses can be divided into two types; intensive (massed) and extensive (regular/distributed). These two terms are borrowed from cognitive psychology and used to describe conditions of instructional time over a period of time. (Stoltzfus and Sukseemuang, 324, 2018). Intensive courses are the ones which employ an amount of instruction in one session. Extensive courses are the ones by which learners attend short sessions over a long (regular) period of time (see Dempster, 1988; Serrano, 2011; Rohrer, 2015). Typically and following the whole curriculum, classes in Iraqi schools gain short periods of time each week in which no more than forty five minutes are assigned to cover a single lesson (session). They are, then, extensive courses.

1.1 The Problem.

Within EFL teaching and learning, *time* controls the classroom context of situation. Though equal in time, it is factual that EFL lesson is limited in comparison to that of a lesson of other subjects such as mathematics and physics. This is because of the essence of the subject matter of teaching and learning EFL. In fact, getting enough time for EFL is a challenge in most Iraqi school settings due to the Iraqi educational system. Accordingly, the researcher finds it so important to evaluate the syllabus of *English for Iraq* in terms of the period of time distributed to cover a single lesson. Abu-Ghararah (1986:25) refers to certain factors that influence teaching

and learning EFL in the curriculum evaluation. These are the textbook, teaching methods, use of audio-visual aids and the classroom environment. Basically, all these factors are framed and influenced by an umbrella one which is *time*.

1.2 Research Question

The study is conducted for evaluating the syllabus of *English for Iraq* in terms of the distribution of time of a classroom single lesson. Taking into consideration the ready-made syllabus design, the following two questions are to be investigated and answered:

1. Is the period of time of a single lesson clearly and properly distributed for the horizontal sequence of language components to be well taught and learned in *English for Iraq*?
2. What is the perfect period of time required for an English single lesson to have a positive impact on students' achievements in *English for Iraq*?

1.3 Hypothesis

Due to the enquiry of the above mentioned research questions, it is hypothesized that *English for Iraq* lesson is limited and has shortage of time in classroom session and that the syllabus design pay less attention to the distribution of time over the horizontal sequence of language components.

1.4 Aims

The study aims at evaluating *English for Iraq* of the intermediate stage in terms of the period of time suggested to cover various components of the target language, EFL, in a single lesson. This evaluation will be restricted to evaluate the horizontal sequence of the content of the textbook designed to cover a single lesson in *English for Iraq*. The mentioned sequence includes the lexical areas, communicative activities, language learning activities, grammatical areas and pronunciation and phonology.

1.4 Definitions of basic terms

1. Evaluation refers to a sort of establishing the value of something for some purpose (Brown & Rogers: 2002: 289).
2. The syllabus is a list of the subjects used in a course of study. (Macmillan English Dictionary: 2006:1456)
3. The horizontal sequence: it refers to the sequence of materials which are designed to be taught in a single lesson according *English for Iraq* map.
4. Intermediate Stage: It is the stage after the primary stage in Iraqi schools. This stage involves three classes, namely first, second and third.

1.5 Limitations

The study is basically directed to be limited to EFL syllabus in Iraqi intermediate schools, represented by the first and second intermediate classes. The third intermediate class is excluded due to certain factors such as the nature of the current research and the nature of the Iraqi academic system and the syllabus design.

1.6 Methods of Investigation

The following procedures are to be followed:

1. Reviewing the literature.
2. Identifying the criteria of evaluation (Teacher's guide).
3. Designing a checklist depending on the criteria of evaluation.
5. Administering the evaluation checklist and collecting the data.
6. Analyzing and discussing the data.
7. Drawing conclusions.

2. Literature Review

Basically, several studies have been published to participate in the progress of research in EFL, among them the ones conducted to deal with the impact of *time* on the instructional process in the classroom. Research in the field shows significant analysis of the content of *English for Iraq* Textbooks. Recently, Ibtisam (2017: 20) concluded that the content is not compatible with the number of periods provided for the course of *English for Iraq* for the 2nd intermediate stage.

Carroll (1975) and Stern (1985) (cited in Collins 1999, 4) put the conclusion that more instructional time generally resulted in more learning. Recently, Lightbown and Spada (2019:1) propose two better steps for increasing the instructional time. The first is to provide periods of intensive instruction later in the curriculum. The second is to integrate the teaching of language and content to face the challenge of limited time in second and foreign language. According to their research paper, two common senses are to be challenged: (1) start as early as possible and (2) use only L2 in the classroom. They acknowledge that the limitations of classroom time constrain the types of proficiency that can be achieved.

More related piece of work can be identified in Serrano's article entitled *The Time Factor in EFL Classroom Practice* (2011). It investigates how the time devoted to EFL practice in the classroom has to be distributed in order to create optimal learning conditions. Two different programs were chosen which are intensive and regular. Student of both programs receive the same hours of instruction but in different periods of time. The intensive type of instruction offers the students 110 hrs, in 4.5 weeks during the summer, distributed over 5-hrs sessions that meet 5 days a week. The same hours are to be given to students in the regular type of instruction throughout the whole academic year (approximately 7 months). The same textbooks are used. The result showed that the advanced students achievements in the regular and in the intensive group are considerable in terms of listening skills, grammar, vocabulary knowledge, writing skills, and oral skills.

It is clear that research in the field of EFL regarding time distribution in a classroom lesson is dearth. This is mostly because investigating time is affected by different factors which frame the teaching and learning process of EFL such as educational policies, methods of teaching, learners' level of proficiency, etc. that's why it is a challenge for a researcher to decide where to begin in regard to time distribution. Nevertheless, reviewing the literature is important for a researcher to lead his research from the point that others have ended. Accordingly, this study deals with time in regard to the provided syllabus design of *English for Iraq* including most of the above mentioned factors.

3. The Practical side

3.1 The Criteria of Evaluation (Teacher's Guide)

Gunningsworth (1995: 14) indicates that a kind of this evaluation can be useful in helping to decide whether to use the same course book on future occasions or not. Els et al (1984: 298) indicate that an analysis of every textbook is subject to two sources: the textbook itself and its users. These two criteria are termed as textbook 'description' and textbook 'evaluation' respectively. The latter is related to the effectiveness of the textbook on the process as a whole, which can be identified by analyzing the selection of the content of the materials. The former, on the other hand, reflects certain aspects of textbook design such as the physical impact, gradation and sequence of the materials. In as much as *English for Iraq* is the subject matter of the current study, it is beneficial to make use of the above two criteria in question.

3.1.1 A description of the syllabus design

In general, *English for Iraq* as a course of study consists of Student's Book, Activity Book, Audio CDs and Teacher's Book. The following table shows the type and content of the components.

Table 1. Distribution of *English for Iraq* of the First Intermediate class

Type of components	Content of Components
Student's Book	text types to presents vocabulary and develop skills. Songs and rhymes are also included.
Activity Book	contains exercises to practice and consolidates the language presented in the Student's Book and to develop the writing skill
Teacher's Book	contains practical advice for using the course with content justification.
Audio CDs	comprise recordings of the listening texts.

In this regard, materials for first intermediate class involve two main textbooks, which are Student's Book and Activity Book. The two textbooks are organized into eight units. Following the curriculum design of the Iraqi educational system, units one to four are supposed to be taught in the first course, whereas units five to eight are to be taught in the second course. Units one to three and five to seven are organized on a topic basis which introduces new materials of the language each. Unit four revises language which is introduced in the previous three units, namely one, two and three. The same thing is true with unit eight, which also revises the last three units before it, namely five, six and seven. The first intermediate *English for Iraq* is designed to include ten lessons in each of the three major units of the two courses in which lesson ten is designed for extensive reading. In addition, seven lessons in each review unit are available. The Activity Book also involves part of extra activities at the end of each unit.

From the very beginning, Student's Book is designed to have an illustration of the content of the textbooks which is called The Book Map (see Appendix 2). The Book Map categorizes five language areas which are entitled as Lexical areas, Communicative activities, Language learning activities, Grammatical areas and Pronunciation and phonology.

3.1.2 The Teacher's Guide

The teacher's guide of second intermediate classes represents the main criterion on which this study is based. That's why reviewing these guides is necessary. Basically, it highlights the framework under which the procedure of content analysis is achieved. Accordingly, in the form of checklists, the researcher checks whether or not the specific aspects of the above mentioned language areas are beneficially consolidated in terms of time distribution for the process of TEFL in a single lesson.

According to its authors, the intermediate *English for Iraq* courses are topic-based ones that follow a clear grammatical and functional syllabus. Thus, individual lesson plans resemble the following table to include:

Table 2. Lesson Plan

Objectives	
Language	
Vocabulary	

Then, a suggested method for teaching a particular stage is put forward. The main teaching units are 1 to 3 and 5 to 7. The material is distributed over 74 lessons. In the first intermediate course, Unit 1 partly revises materials from the previous year. Thus, unit 2 is chosen as a sample to be evaluated in this study.

Concerning unit 2, three topics are to be taught which are the calendar, English weather and English school year. Students have to compare these with local calendar, weather and school year. Lexical areas in Unit 2 include names of the months and seasons, dates, ceremonies and festivals and the organization of the school year in England. The main areas of grammar are comparatives and superlatives and the Future tense for forecasting and ordinal numbers. There is also a strong focus on writing. That is towards the end of Unit 2, the students are asked to write a description of a festival. The topic of the project is the weather in both Iraq and England.

Authors of the *1st Intermediate Teacher's Guide* give no sign of time distribution for a single lesson though they suggest a few minutes to be spent in each lesson finding out how students are getting on with collecting material for the specific project of the unit. However, the researcher investigates three main tables to be the basis on which the current study achieves its criteria for the purpose of evaluation. The three tables are complementary in design to make use of the unit summary and the box of unit plan.

3.2 Procedures

Two procedures are to be followed in the current study, which are classroom observation and a survey. The two procedures are to be achieved depending the same design (see Table 4 below).

Adopting the procedure of classroom observation, the researcher checks the time consumed by teachers and learners for a specific activity during the period of a single lesson. This gives the advantage to have knowledge of the number of minutes spent for each activity. On the basis of availability, ten classes in five governmental different schools have been observed. The classroom context provides detailed descriptions of what is going on in the classroom especially for the activities designed to achieve a single lesson of *English for Iraq*.

In the same regard, the survey of this study has been divided into two parts, A and B, in order to gain a significant data. The researcher first fully explained the purpose of the survey by sending a leaflet to each participant before distributing the format (see Appendix 1). The total number of the informants intended for the current study is fifty participants who are teachers of EFL in Thi-Qar region. This kind of selection has been taken with regard to the teachers' experience in the intermediate stage of Iraqi schools.

3.3 Administration

As it is abovementioned, the following three tables are designed to help in collecting data about time distribution adopting information from Unit 2 Summary and Unit 2 lesson plan of *English for Iraq* of the first intermediate class. Table 3 is a sample of the materials distribution of a single lesson in terms of the language areas for achieving the process of teaching and learning *English for Iraq*. Table 4 involves the exact activities suggested by the Teacher's Guide as a plan for the successive stages of a single lesson. For purpose of the current study, Table 4 also designed to include a column of time consuming for each activity. Accordingly, this table represents the main procedure on which the data collection is to be done. Full information of these two tables is available in Appendices 4 and 5 respectively. However, Table 5 is intended to give a clear idea of the application of Tables 3 and 4.

Table 3: Materials Distribution of a Single Lesson

Lesson	Area	Activity
1	Lexical	Read and use pictures to work out meanings.
	Communication	Project work: a scrapbook presentation about weather.
	Language	Ask and answer questions about the weather in

	learning	England. Listen and read. Then answer the question below. Talk about the weather in Iraq.
	Grammatical	Future tense- will / position of adverbials / phrases of time
	Pronunciation & phonology	

Table 4. Procedures of a Single Lesson

Lesson	Stage	Procedure	Minutes
1	1	Introduce the topic SB14	
	2	Listen and read SB14/ audio	
	3	Use pictures to work out meanings	
	4	Ask and answer questions SB14	
	5	Check meanings of weather words AB Ex A	
	6	Write weather words SB 14 AB Ex B	
	7	Build words and use them in sentences	
	8	Practice reading SB 14	
	9	Apply information to a situation SB 14	

Table 5. Stages of Language Areas

Lesson	Stage	procedure	Area	Minute
1	1	Introduce the topic SB14	Communication	
	2	Listen and read SB14/ audio	L .learning / listening	
	3	Use pictures to work out meanings	Lexical	
	4	Ask and answer questions SB14	L. learning/speaking	
	5	Check meanings of weather words	Lexical	

		AB Ex A		
	6	Write weather words SB 14 AB Ex B	L. learning/writing	
	7	Build words and use them in sentences	Grammatical	
	8	Practice reading SB 14	L. learning /reading	
	9	Apply information to a situation SB 14	Communication	

4. Analysis and Discussion

The data collection part provides an account of the researcher's administration of the procedures by which the data were collected. The part of data analysis describes what is there in the syllabus design in regard to the factor of *time*. It is "sifting, organizing, summarizing, and synthesizing the data so as to arrive at the results and conclusions involved in the design and planning of the research" (Seliger and Shohamy, 1989: 201).

4.1 Data Analysis

The analysis of the data collected is one of the main tools of the current study to satisfy its aims. Both the classroom observation and survey adopted have supported the study in giving us a clear picture of the real time spent for achieving a single lesson.

4.1.1 Classroom Observation

In the form of a table (see Table 5), the researcher checks how many minutes are spent for a particular activity. The following table shows how the time is consumed in the identified activities of the single lesson observed:

Table 6: Time Consuming of a Single Lesson

Lesson	Stage	procedure	Area	Minute
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1	1	Introduce the topic SB14	Communication	
	2	Listen and read SB14/ audio	L .learning / listening	
	3	Use pictures to work out meanings	Lexical	
	4	Ask and answer questions SB14	L. learning/speaking	
	5	Check meanings of weather words AB Ex A	Lexical	
	6	Write weather words SB 14 AB Ex B	L. learning/writing	
	7	Build words and use them in sentences	Grammatical	
	8	Practice reading SB 14	L. learning /reading	
	9	Apply information to a situation SB 14	Communication	

4.2 Data Discussion

The analysis of the data collected provides an account of the researcher's orientation to treat the way by which a single lesson is achieved in terms of the factor of time.

The data collected reveals a number of activities which are suggested to cover a single lesson. This coverage is designed to be done over several elements of the language areas. However, the researcher tries to find out what time is needed for each activity of the language areas. In this regard, the results show evidence of more activities with lack of time in a single lesson (see Appendix 3). It is also understood by teachers' participation that certain activities can not be practiced because of a shortage of time. Their point of view is that certain activities are in need for more time than others such as the skill of reading or the activity of discussion. This matter put impact on other activities of the lesson to be neglected.

From the very beginning of this study, the researcher has put the following question as a first step to be answered: Is the period of time of a single lesson clearly and properly distributed for the horizontal sequence of language components to be well taught and learned in *English for Iraq*? The data collected shows a number of activities for each lesson. These activities are

supposed to be achieved during a period of 45 minutes. In this regard, lesson one of unit two consist of 9 stages. The results show that stages 1,2,3 and 5 take 5 minutes each of the time of the lesson. Stages 8 and ten take 10 minutes to be done, while no time is left for stages 4,6 and 9 (see Appendix 3). In this case, it can be said that the first question is clearly answered that *time* is not properly distributed. Thus, the hypothesis of the current study is accepted and proved that there is a lack of time when dealing with an *English for Iraq* single lesson.

In regard to the second question; What is the perfect period of time required for an English single lesson to have a positive impact on students' achievements in *English for Iraq?*, the researcher sees that a perfect way of distribution depends on two factors: first the syllabus design and second the exact activity and its goal in achieving the process of TEFL. This awareness leads to a sort of evaluation of the content of the syllabus which is the aim of the current study. For example, lesson two of unit two involves 4 stages only whereas there are 7 stages for lesson 3. This gives as an impression of lack of good distribution of the content. In addition, certain activities are in need for more time than the others. Thus, an activity such as the one in stage 1 lesson 2 which is a revision of vocabulary have to be taught in few minutes and that a stage like 6 needs more time because it involves discussion of the calendar (see Appendix 3).

5. Conclusions

On the basis of the data collected and analysis, the researcher arrives at the following conclusions:

1. Content organization is so affected by the factor of time.
2. No equality is distinguished between the different lessons of a specific unit.
3. On the above basis, the textbook language areas and activities are treated randomly
4. There is no concordance between the number of activities designed to achieve the language areas and the time decided for a single lesson.
5. There is a need to change the syllabus design of *English for Iraq* taking into consideration the factor of time distribution.

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APPENDICES

Appendix 1

(The Survey)
(A Research Leaflet)

Research Paper

TEFL

Directorate of Thi-Qar

Ministry of Education / Republic of Iraq

Topic: Time Distribution

Dear teacher,

The researcher would like to invite you to participate to this survey which is a kind of investigation that helps in gaining information about the EFL areas under study in this research. Your participation is not compulsory and it is up to you to decide whether or not to take part. The survey is about time distribution in a single lesson of *English for Iraq* for 1st intermediate class. The areas of investigation are limited to include only one lesson of the ten lessons of Unit 2. Following the 1st intermediate Book map, five areas have been dealt with. Lexical areas, Communicative activities, Language learning activities, Grammatical areas and Pronunciation and phonology. This survey consists of two parts A and B. part A is a closed-ended version and part B is an open-ended one. Following the teacher's guide lesson plan, specific stages with the type of activities have been addressed. In Part A, you are kindly required to respond by mentioning the exact minutes consumed when achieving the specific stage. In part B, the researcher wonders if there is any addition comment or suggestion regarding the different stages assigned to be taught in a single lesson.

The researcher thinks that it is necessary to evaluate *English for Iraq* in terms of time distribution of a single lesson. This can help teachers decrease the degree of difficulty and increase better teaching and learning of EFL. The researcher appreciates your experience in teaching EFL and thus your opinion is of considerable value for him. The following is a sample of the Survey intended:

Part A

Lesson	Stage	Procedure	Minute
	1	Introduce the topic SB14	
	2	Listen and read SB14/ audio	
	3	Use pictures to work out meanings	
	4	Ask and answer questions SB14	

1	5	Check meanings of weather words AB Ex A	
	6	Write weather words SB 14 AB Ex B	
	7	Build words and use them in sentences	
	8	Practice reading SB 14	
	9	Apply information to a situation SB 14	

Part B

1. What is your opinion in evaluating time distribution of a single lesson?

2. Do you think that 45 minutes are enough to achieve all the stages suggested by the Teacher's Guide lesson plan?

3. If you refer to the project unit, how many minutes do you spend in each lesson?

3. Please, indicate if you have additional comments or suggestions about time distribution of a single lesson in *English for Iraq for 1st intermediate class*.

Note: if you would like to add more information or propose a suggestion, the researcher has provided the following personal information to contact him.

Name: Ahmed Muhsin Mashkour

E mail:

Mobil

Appendix 2 The Book Map

Book map	Lexical areas	Communicative activities	Language learning activities	Grammatical areas	Pronunciation & phonology
Unit 1 My spare time	<ul style="list-style-type: none"> The holidays Spare-time activities and hobbies Routine activities 	<ul style="list-style-type: none"> Project work: a scrapbook presentation about hobbies. Playing language games. Reading for enjoyment and commenting on the text: <i>The bidwatcher</i>. 	<ul style="list-style-type: none"> Listening for gist and information; writing notes. Using a questionnaire to ask and answer questions. Reading for detail and inference. Writing sentences, a paragraph and a friendly letter of reply. Editing and improving own writing. 	<ul style="list-style-type: none"> Past and Present simple tense; Past continuous tense Adjectives Possessive 's' and possessive pronouns Adverbs of frequency Question formation 	<ul style="list-style-type: none"> Syllable stress Sounds /r/ /j/ Reading aloud
Unit 2 Dates and seasons	<ul style="list-style-type: none"> Weather words Months Seasons Ordinals 	<ul style="list-style-type: none"> Project work: a scrapbook presentation about weather. Comparing the school year and the weather in Iraq and England. Two rhymes. Reading for enjoyment and commenting on the text: <i>New Year's Day in London</i>. 	<ul style="list-style-type: none"> Listening for detail and writing notes. Asking and answering questions. Using pictures to predict speech. Telling a foreigner about a local festival; trying to improve oral delivery. Reading for detail and interpreting charts and symbols. Practising punctuation. Writing an account of a festival. 	<ul style="list-style-type: none"> Future tense: will Time adverbials Comparatives and superlatives 	<ul style="list-style-type: none"> Intonation: performing two rhymes
Unit 3 What have you done today?	<ul style="list-style-type: none"> Adjectives and adverbs describing moods and feelings Activities 	<ul style="list-style-type: none"> Project work: a scrapbook presentation of people showing different moods and feelings. A song. Reading a narrative for enjoyment and commenting on: <i>Khalid and the key</i>. 	<ul style="list-style-type: none"> Talking about inventions. Listening and writing notes. Using pictures to retell a story. Reading for gist and detail. Scanning for words. Writing a short story. 	<ul style="list-style-type: none"> Present perfect tense Adverbs of manner 	<ul style="list-style-type: none"> Past tense endings /d/ /id/ /t/ Intonation and stress in conversations
Unit 4 Review	Advice on and practice in ...	<ul style="list-style-type: none"> Vocabulary learning Speaking with expression. 	<ul style="list-style-type: none"> Working out meanings of unknown words from the context. 	<ul style="list-style-type: none"> Making your writing more interesting. 	
Unit 5 Other countries	<ul style="list-style-type: none"> Names of countries, industries and products 	<ul style="list-style-type: none"> Project work: a scrapbook presentation about famous sights from around the world. A song. Reading for enjoyment and commenting on the text: <i>Where have you been?</i> Playing language games. 	<ul style="list-style-type: none"> Listening for detail and writing notes. Using a questionnaire to ask and answer questions. Comparing countries. Reading factual texts for specific information. Writing about a country giving reasons for visiting it. 	<ul style="list-style-type: none"> Present perfect tense with ever/never Present perfect and Past simple tense Comparatives and superlatives Questions with prepositions at the end 	<ul style="list-style-type: none"> Intonation and stress in conversations
Unit 6 Friends abroad	<ul style="list-style-type: none"> Personal description Customs Nationalities 	<ul style="list-style-type: none"> Project work: a scrapbook presentation about pen-friends. Reading a narrative for enjoyment and commenting on: <i>A wolf in the forest</i>. 	<ul style="list-style-type: none"> Listening for gist. Listening and writing notes. Performing conversations. Reading a text about customs in Japan. Reading a friendly letter and identifying paragraph topic. Reading a description and identifying people. Writing a description of self and others. Writing a postcard message that will suit the reader. 	<ul style="list-style-type: none"> Link words and phrases Future continuous tense Frequency adverbs 	<ul style="list-style-type: none"> Formal introductions and greetings Pronunciation of nationalities Identifying feelings from intonation Reading aloud
Unit 7 Danger! ENVIRONMENT, SAFETY & HEALTH	<ul style="list-style-type: none"> Dangers in the home and in the street 	<ul style="list-style-type: none"> Project work: a scrapbook presentation about staying safe. Reading a narrative for enjoyment and commenting on: <i>Danger of ice</i>. 	<ul style="list-style-type: none"> Listening and identifying a situation. Listening and writing notes. Performing conversations. Talking about pictures. Identifying dangers in pictures. Reading and working out meaning in posters. Writing warnings. 	<ul style="list-style-type: none"> Imperative sentences Reflexive pronouns First conditional 	<ul style="list-style-type: none"> Intonation and stress in conversations
Unit 8 Review	Advice on and practice in ...	<ul style="list-style-type: none"> Concentrating when listening Pronunciation of Yes/No questions and answers. 	<ul style="list-style-type: none"> Using titles, headings and pictures to predict content of texts. 	<ul style="list-style-type: none"> Scanning a text for direct information; reading more carefully for indirect information. 	

Appendix 3

Stages and Procedures of Language Areas

Lesson	Stage	procedure	Area	minutes
1	1	Introduce the topic SB14	communication	5
	2	Listen and read SB14/ audio	L. learning	5
	3	Use pictures to work out meanings	Lexical	5
	4	Ask and answer questions SB14	L. learning	0
	5	Check meanings of weather words AB Ex A	Lexical	5
	6	Write weather words SB 14 AB Ex B	L. learning	10
	7	Build words and use them in sentences	Grammatical	0
	8	Practice reading SB 14	L. learning	10
	9	Apply information to a situation SB 14	Communication	0
2	1	Revise vocabulary	Lexical	10
	2	Introduce the unit project	Communication	10
	3	Make sentences from a table	L. learning	10
	4	Write sentences with time Adverbials	L. learning	15
3	1	Practice the pronunciation of new words	Pronunciation	5
	2	Listen to and read a poem	L. learning	10
	3	Perform the rhyme	L. learning	5
	4	Discuss the calendar	Communication	10
	5	Learn abbreviation	Lexical	10
	6	Ask and answer question orally	Grammatical	0
	7	Write answers to questions about the chart	L. learning	5

4	1	Learn a rhyme	Communication	10
	2	Presentation of ordinals	Lexical	10
	3	Ask and Answer	Grammatical	10
	4	Practice spelling abbreviation	Lexical	10
5	1	Match abbreviation and full forms	Lexical	15
	2	Write the number of days in each month	Lexical	15
	3	Listen for specific information	L .learning	15
	4	Complete sentences	Communication	15
6	1	Introduce the topic	Communication	15
	2	Study and practice using capital letter	L .learning	15
7	1	Read and write answers to questions	L .learning	10
	2	Practice using capital letters	L. learning	10
	3	Describe the school year	Communication	5
	4	Complete a written description of the school year	L. learning	10
	5	Classify vocabulary	Lexical	10
8	1	Introduction to the topic	Communication	5
	2	Talk about pictures	Communication	10
	3	Listen and work out the meaning	Lexical	5
	4	Listen and write notes	L. learning	0
	5	Prepare an oral explanation	Communication	0
	6	Practice giving an oral explanation	Communication	10

			on	
	7	Preparing for writing	L. learning	5
	8	Write a description of Eid Al-Fitr	Communicati on	10
9	1	Round up	Communicati on	5
	2	Find pair of words that rhyme	Lexical	5
	3	Reorder words to make correct sentences	Grammatical	10
	4	Write dates	Lexical	10
	5	Write answers to questions	Communicati on	5
	6	Listening practice	L. learning	0
	7	Vocabulary practice	Lexical	0
	8	Vocabulary work	Lexical	0
10	1	Introduce the story	Communicati on	5
	2	Read for enjoyment	L. learning	15
	3	Evaluate the story	Communicati on	10
	4	Listen for enjoyment	L. learning	5
	5	Talk about experience	Communicati on	10