

تقييم كتاب رقم (١) من سلسلة الرافدين لتعليم
اللغة الانكليزية في العراق للصف الخامس من المرحلة
الابتدائية من وجهة نظر المشرفين والمعلمين

رسالة مقدمة الى
مجلس كلية التربية - جامعة ديالى
جزءاً من متطلبات درجة الماجستير - تربية
في طرائق تدريس اللغة الانكليزية لغة اجنبية

تقدم بها
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بإشراف
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الأستاذ المساعد الدكتورة الهام الخالدي

ملخص الرسالة

في العام الدراسي ٢٠٠٢-٢٠٠٣، وضع في الاستخدام كتابٌ جديدٌ لتعليم اللغة الانكليزية في مرحلة الدراسة الابتدائية في العراق كأول كتاب مقرر جديد من سلسلة تسمى (سلسلة الرافدين لتعليم اللغة الانكليزية في العراق).

ويُعد هذا المقرر تحولاً جذرياً في التوجه من الطريقة السمعية Audiolingual Method الى الطريقة التواصلية Communicative Approach وبذلك انعكس هذا التحول في اعداد وتصميم المنهج فضلاً عن طريقة التدريس.

وتهدف الدراسة هذه الى تقييم الكتاب الاول من هذه السلسلة الجديدة (كتاب رقم ١) من زاويتين: وجهة نظر المشرفين ووجهة نظر معلمي المادة وذلك لعدم استشارتهم قبل وضع هذا المقرر في الاستخدام، لذا كان ضرورياً الكشف عن آراء المعلمين الذين يدرسون هذا المقرر والمشرفين الذين يتابعون تطبيق هذا المقرر، آخذين وجهات نظرهم وانتقاداتهم واقتراحاتهم بالحسبان في الطباعات القادمة لهذا الكتاب، والافادة منها عند اعداد الكتب الاخرى من هذه السلسلة الجديدة.

ولتحقيق هدف الدراسة، أُخذت عينةً من (١٨) مشرفاً (أي بحدود ٧٠% من مجتمع البحث)، و (١١٨) معلماً من معلمي اللغة الانكليزية (أي بنسبة ٥% من مجتمع البحث)، هاتين العينتين أُخذتا بطريقة عشوائية من مرحلة التعليم الابتدائي من أربعة مديريات عامة للتربية هي: الرصافة الاولى، الكرخ الاولى، ديالى وكركوك.

واستخدمت الاستبانة أداة للقياس في هذه الدراسة لتقصي وجهات نظر المشرفين والمعلمين لما لهذه الاداة من فوائد وميزات تميزها عن سائر الادوات الاخرى ومن اهم هذه الميزات ان المعلومات التي نحصل من خلالها تكون اكثر دقةً واقل كلفةً، وقد عززت هذه الاداة بسلسلةٍ من المقابلات الشفوية وحضور الدروس الصفية للحصول على صورةٍ اكثر وضوحاً ودقةً.

وأعدت النسخة الاولى من الاستبانة وعرضت على محكمين من عشرة مختصين في مجال تدريس اللغة الانكليزية لغةً اجنبية من اساتذة الجامعات العراقية، وبعض المختصين في اعداد المناهج في وزارة التربية للوقوف على وجهات نظرهم في ملائمة فقراتها، وفي ضوء آرائهم ومقترحاتهم، تم تصميم النسخة النهائية من الاستبانة والتي وزعت على العينتين المشار اليهما آنفاً مع نسخة مترجمة للغة العربية لضمان الفهم الكامل للفقرات من قبل المشاركين، كعملٍ يساعد على ضمان انتزاع او تقصي معلومات يمكن اعتمادها بثقة عالية.

وتقع هذه الدراسة في خمسة فصول:

الفصل الاول، وهو المقدمة، ويرسم مهاد الدراسة في تحديد مشكلة البحث، اهمية الدراسة، حدود الدراسة، وصفاً للاجراءات المستخدمة، تقريراً مختصراً للمقرر الجديد المعتمد في تدريس اللغة الانكليزية في العراق، ومسحاً لكتاب رقم (١) من هذه السلسلة وكذلك العروج على الحاجة المنطقية للتغيير في مقرر اللغة الانكليزية من سلسلة NECI الى السلسلة الجديدة RECI .

ويبدأ الفصل الثاني بالخلفية النظرية لتصميم واعداد المناهج ويُقدم مسحاً لبعض الدراسات او الادبيات وثيقة الصلة الى حد ما بهذه الرسالة.

أما الفصل الثالث فيتعامل مع جمع البيانات، مجتمع البحث، العينة، الاداة التي تستخدم في الدراسة، ووصفها والوسائل الاحصائية المستخدمة لتحقيق الهدف.

أما الفصل الرابع فهو مكرس لتحليل البيانات، بينما الفصل الاخير (الفصل الخامس) يقدم عدداً من الاستنتاجات التي أُستقيت من نتائج الدراسة الحالية مع عددٍ من التوصيات التي بنيت عليها، وبعض المقترحات للفادة منها في دراسات لاحقة.

ومن اهم الاستنتاجات التي تم التوصل اليها في هذه الدراسة هو اتفاق المشرفين والمعلمين بأن كتاب رقم (١) من هذه السلسلة الجديدة، هو كتابٌ ممتع للعينتين كليهما وانهما يجدانه ممتعاً للطلبة ايضاً ويتفقون على أن هذا الكتاب ذو فائدة جيدة لتدريس اللغة الانكليزية لغة اجنبية مع بعض الملاحظات والانتقادات لبعض مجالات اعداد أو تصميم المنهج، ويتفق بالاجماع كلاً من المشرفين والمعلمين على أن العيب الرئيس لهذا الكتاب هو وضعه في العمل بدون توفير الادوات الضرورية لانجاحه، وهذه تتضمن التدريب المسبق للمعلم، والوسائل أو المعينات التعليمية الضرورية، وتوفير خلفيات أو ارضية الصف الملائمة واتخذت توصيات تربوية مناسبة بشأنها وقدمت اقتراحات لدراسات لاحقة.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

یَرْفَعُ اللّٰهُ الَّذِیْنَ اٰمَنُوْا مِنْكُمْ وَالَّذِیْنَ
اٰتَوْا الْعِلْمَ دَرَجٰتٍ

صدق الله العظيم

سورة المجادلة، من الآية "١١"

Dedication

*To my late parents
who struggled for enlightening my way
towards success.*

*To my teachers and students
from whom I have learned so much.*

To all whom I love.

Natiq

We certify that this thesis was prepared under our supervision at the University of Diala, College of Education as a partial requirement for the degree of Master of Arts in Methods of Teaching English as a Foreign Language.

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Abstract

In the academic year 2002-2003, a new textbook for teaching English in Iraqi primary schools was put in practice as the first book in a new course called *Rafidain English Course for Iraq* (henceforth RECI).

This course is meant to mark a radical shift in orientation and subsequently syllabus-design and teaching methodology.

The aim of this study is to assess Book -1- of the new series from two angles : the supervisors' and teachers' points of view since they were not consulted before putting the new course in use. Therefore it is essential to find out what the teachers who have taught the book and the supervisors who have followed its application think of it, taking their viewpoints, comments and suggestions into consideration in the coming editions of the book as well as in other books of this new series.

To fulfil the aim of the study, a sample of (18) supervisors (about 70% of the population), and another of (118) teachers of English Language (5% of the population) at the primary education stage are taken randomly from four General Directorates of Education: Al-Rusafa the First, Al-Karkh the First, Diala and Kirkuk.

A questionnaire as an instrument of measurement is used in this study to be an investigatory instrument for the supervisors' and teachers' viewpoints. The questionnaire is supplemented by oral interviews and attending classes to get a more clear picture.

The first version of the questionnaire was exposed to a jury of ten specialists in TEFL to elicit their viewpoints of the suitability of its items and in the light of their opinions, the final version was

designed and dispatched to the two independent samples mentioned above with a copy translated into Arabic to ensure full understanding of the items on the part of the participants, an act which might subsequently help to ensure the elicitation of the most dependable information.

The thesis falls into five chapters.

Chapter One which is an introduction, gives a brief account of the problem being investigated, the significance of the study, its limits, a description of the procedures used, a brief account of the new ELT course in Iraq, a survey of Book -1- of RECI and the logical need for a change.

Chapter Two commences with the theoretical background of syllabus-design, survey of literature available which is relevant to the present study.

Chapter Three deals with data collection , population, sample, the instrument of the study, a description of that instrument and the statistical means used for achieving the aim.

Chapter Four is devoted for data analysis while the last one (Chapter Five) presents a number of Conclusions drawn from the findings of the present study and a number of recommendations are put forward and finally some suggestions for further studies are drawn.

Both the supervisors and teachers agree that Book -1- of RECI is interesting for them and they have found it is interesting for the pupils, too. They have also agreed that it is of a good utility for teaching English as a foreign language with some comments on some aspects. The major drawback in this respect is, as both teachers and supervisors unanimously stated, that the course-book has been put in practice without the necessary tools for its success made available.

These include prior teacher training, the necessary teaching-aids and the availability of adequate classroom settings.

Finally , relevant pedagogical recommendations are made and suggestions for further research are put forward.

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LIST OF ABBREVIATIONS

A.L.	Applied Linguistics
CLT	Communicative Language Teaching
C. A.	Communicative Approach
D.P.	Degree of Power
EFL	English as a foreign language
ELT	English Language Teaching
ESP	English for Specific Purposes
EST	English for Science and Technology
G.Ds.	General Directorates
L2	Second Language
LT	Language Teaching
NECI	The New English Course for Iraq
N-F	Notional-Functional
OUP	Oxford University Press
P.W.	Percentile Weight
RECI	Rafidain English Course for Iraq
TEFL	Teaching English as a Foreign Language

Acknowledgements

First of all, I would like to express my deepest gratitude and heartfelt thanks to my two supervisors: Prof. Abdullatif Alwan Al-Jumaily (Ph.D.), and Assistant Prof. Ilham N. Al-Khalidi(Ph.D.) for their instructive remarks and support during the various stages of writing this piece of research.

I am also grateful to my dearest friend Dr. Salih M. Salih (Al-Mustansiriyah University) for his great efforts and guidance concerning the statistical means needed for achieving the aim.

Thanks are due to the teaching staff who taught me in the first and second courses of the M.A. studies, the members of the jury who examined the validity of the first version of the questionnaire, the Head of the Department of the English language of the University of Diala Dr. Khalil I. Al-Hadidi, to Dr. Adnan Al-Mahdawi, the Head of Educational and Psychological Studies of the University of Diala, to Mr. Amthal M. Abbas, the Head of Department of the English language (Al-Yarmouk University), and to my colleague Mrs. Ekhlal M. Hassan for various contributions to the attainment of the research.

Finally, I owe great debt to my family, especially my wife, for their support and patience.

Baquba, 2004

Natiq

**AN ASSESSMENT OF BOOK -1- (RECI) FOR
THE FIFTH GRADE OF THE PRIMARY STAGE
FROM THE SUPERVISORS' AND TEACHERS'
POINTS OF VIEW**

**A THESIS
SUBMITTED TO
THE COUNCIL OF THE COLLEGE OF
EDUCATION –UNIVERSITY OF DIALA
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN
METHODS OF TEACHING ENGLISH AS A
FOREIGN LANGUAGE**

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MARCH, 2005 A.D.

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في العام الدراسي ٢٠٠٢-٢٠٠٣، وضع في الاستخدام كتابٌ جديدٌ لتعليم اللغة الانكليزية في مرحلة الدراسة الابتدائية في العراق كأول كتاب مقرر جديد من سلسلة تسمى (سلسلة الرافدين لتعليم اللغة الانكليزية في العراق).

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وأعدت النسخة الاولى من الاستبانة وعرضت على محكمين من عشرة مختصين في مجال تدريس اللغة الانكليزية لغةً اجنبية من اساتذة الجامعات العراقية، وبعض المختصين في اعداد المناهج في وزارة التربية للوقوف على وجهات نظرهم في ملائمة فقراتها، وفي ضوء آرائهم ومقترحاتهم، تم تصميم النسخة النهائية من الاستبانة والتي وزعت على العينتين المشار اليهما آنفاً مع نسخة مترجمة للغة العربية لضمان الفهم الكامل للفقرات من قبل المشاركين، كعملٍ يساعد على ضمان انتزاع او تقصي معلومات يمكن اعتمادها بثقة عالية.

وتقع هذه الدراسة في خمسة فصول:

الفصل الاول، وهو المقدمة، ويرسم مهاد الدراسة في تحديد مشكلة البحث، اهمية الدراسة، حدود الدراسة، وصفاً للاجراءات المستخدمة، تقريراً مختصراً للمقرر الجديد المعتمد في تدريس اللغة الانكليزية في العراق، ومسحاً لكتاب رقم (١) من هذه السلسلة وكذلك العروج على الحاجة المنطقية للتغيير في مقرر اللغة الانكليزية من سلسلة NECI الى السلسلة الجديدة RECI .

ويبدأ الفصل الثاني بالخلفية النظرية لتصميم واعداد المناهج ويُقدم مسحاً لبعض الدراسات او الادبيات وثيقة الصلة الى حد ما بهذه الرسالة.

أما الفصل الثالث فيتعامل مع جمع البيانات، مجتمع البحث، العينة، الاداة التي تستخدم في الدراسة، ووصفها والوسائل الاحصائية المستخدمة لتحقيق الهدف.

أما الفصل الرابع فهو مكرس لتحليل البيانات، بينما الفصل الاخير (الفصل الخامس) يقدم عدداً من الاستنتاجات التي أُستقيت من نتائج الدراسة الحالية مع عددٍ من التوصيات التي بنيت عليها، وبعض المقترحات للافادة منها في دراسات لاحقة.

ومن اهم الاستنتاجات التي تم التوصل اليها في هذه الدراسة هو اتفاق المشرفين والمعلمين بأن كتاب رقم (١) من هذه السلسلة الجديدة، هو كتابٌ ممتع للعينتين كلتيهما وانهما يجدانه ممتعاً للطلبة ايضاً ويتفقون على أن هذا الكتاب ذو فائدة جيدة لتدريس اللغة الانكليزية لغة اجنبية مع بعض الملاحظات والانتقادات لبعض مجالات اعداد أو تصميم المنهج، ويتفق بالاجماع كلاً من المشرفين والمعلمين على أن العيب الرئيس لهذا الكتاب هو وضعه في العمل بدون توفير الادوات

الضرورية لانجاحه، وهذه تتضمن التدريب المسبق للمعلم، والوسائل أو المعينات التعليمية الضرورية، وتوفير خلفيات أو ارضية الصف الملائمة واتخذت توصيات تربوية مناسبة بشأنها وقدمت اقتراحات لدراسات لاحقة.

APPENDICES

APPENDIX (1)
The Items, Rank, Degree of Power and
Percentile Weight of the Teachers' Responses

The Axes of the Questionnaire	Items	Rank	Degree of Power	Percentile Weight
1- Language Skills (A) Listening and Speaking	1	7	3.23	64.6
	2	1	3.92	78.4
	3	4	3.64	72.8
	4	2	3.90	78
	5	8	3.01	60.2
	6	5	3.55	71
	7	7	3.23	64.6
	8	6	3.40	68
	9	3	3.70	74
(B) Reading	1	1	4.03	80.6
	2	4	2.98	59.6
	3	3	3.49	69.8
	4	5	2.92	58.4
	5	2	3.87	77.4
(C) Writing	1	1	3.57	71.4
	2	2	3.46	69.2
	4	3	3.28	65.6
	3	4	3.02	60.4
	5	5	2.55	51

The Axes of the Questionnaire	Items	Rank	Degree of Power	Percentile Weight	
2- Language Functions	1	1	3.35	67	
	2	3	3.14	62.8	
	3	2	3.18	63.6	
3- Content	1	2	3.59	71.8	
	2	5	3.09	61.8	
	3	4	3.18	63.6	
	4	1	3.70	74	
	5	3	3.33	66.6	
4- Structures	1	2	3.54	70.8	
	2	5	3.33	66.6	
	3	3	3.44	68.6	
	4	6	3.29	65.8	
	5	5	3.33	66.6	
	6	1	3.75	75	
	7	4	3.38	67.6	
	8	7	3.24	64.8	
	9	8	2.97	59.4	
5- Teaching-Aids	1	6	2.61	87	
	2	2	2.83	94.33	
	3	5	2.66	88.66	
	4	4	2.71	90.33	
	5	2	2.83	94.33	
	6	11	2.24	74.66	
	7	7	2.55	85	
	8	3	2.76	92	
	9	10	2.40	80	
	10	10	2.40	80	
	11	9	2.46	82	
	12	7	2.66	88.66	
	13	8	2.50	83.33	
	14	10	2.40	80	
	15	1	2.93	97.66	
6- Technical Aspects	1	—	2.45	81.66	} Three-rating scale
	2	3	1.77	88.5	
	3	1	1.93	96.5	
	4	1	1.93	96.5	
	5	4	1.62	81	
	6	2	1.83	91.5	
	7	5	1.37	68.5	

Three-rating scale

Two-rating scale

APPENDIX (2)
The Items, Rank, Degree of Power and
Percentile Weight of the Supervisors' Responses

The Axes of the Questionnaire	Items	Rank	Degree of Power	Percentile Weight	
1- Language Skills	(A) Listening and Speaking	1	8	3.22	64.4
		2	3	4	80
		3	4	3.66	73.2
		4	2	4.05	81
		5	9	3	60
		6	6	3.44	68.8
		7	7	3.38	67.6
		8	5	3.5	70
		9	1	4.16	83.2
	(B) Reading	1	1	4.11	82.2
		2	4	3.05	61
		3	3	3.66	73.2
		4	5	3.05	61
		5	2	4	80
	(C) Writing	1	1	3.66	73.2
		2	2	3.61	72.2
		3	4	3.16	63.2
		4	3	3.44	68.8
		5	5	2.66	53.2

The Axes of the Questionnaire	Items	Rank	Degree of Power	Percentile Weight	
2- Language Functions	1	1	3.61	72.2	
	2	3	3.16	63.2	
	3	2	3.33	66.6	
3- Content	1	2	3.77	75.4	
	2	5	3.16	63.2	
	3	4	3.33	66.6	
	4	1	3.88	77.6	
	5	3	3.5	70	
4- Structures	1	2	3.72	74.4	
	2	5	3.5	70	
	3	3	3.61	72.2	
	4	6	3.38	67.6	
	5	5	3.5	70	
	6	1	3.94	78.8	
	7	4	3.55	71	
	8	7	3.33	66.6	
	9	8	3.11	62.2	
5- Teaching-Aids	1	6	2.72	90.66	
	2	3	2.88	96	
	3	5	2.77	92.33	
	4	4	2.83	94.33	
	5	2	2.94	98	
	6	8	2.61	87	
	7	7	2.66	88.66	
	8	3	2.88	96	
	9	9	2.5	83.33	
	10	9	2.5	83.33	
	11	9	2.5	83.33	
	12	5	2.77	92.33	
	13	8	2.61	87	
	14	9	2.5	83.33	
	15	1	3	100	
6- Technical Aspects	1	—	2.55	85	Three-rating scale
	2	4	1.83	91.5	
	3	1	2	100	
	4	2	2	100	Two-rating scale
	5	5	1.66	83	
	6	3	1.88	94	
	7	6	1.33	66.5	

APPENDIX (3)
The Comparison of the Supervisors' (S)
and Teachers' (T) Points of View

The Axes	Sample	Calculated me.	SD	Calculated t-Value	Tabulated t-Value	Level of Significance	
[1] Language Skills							
S	18	65.61	6.5	0.06	1.97	0.05	Non-Significant
T	118	65.48	6.7				
[2] Language Functions							
S	18	58.27	8.3	2.29	1.97	0.05	Significant
T	118	54.34	5.2				
[3] Content							
S	18	48.44	6.3	0.09	1.97	0.05	Non-Significant
T	118	48.54	9.3				
[4] Structure							
S	18	61.27	4.2	1.01	1.97	0.05	Non-Significant
T	118	59.66	4.3				

The Axes	Sample	Calculated me.	SD	Calculated t-Value	Tabulated t-Value	Level of Significance	
[5] Teaching-Aids							
S	18	40.11	9.4	0.73	1.97	0.05	Non-Significant
T	118	38.44	8.6				
[6] Technical Aspects							
S	18	30.66	5.4	0.01	1.97	0.05	Non-Significant
T	118	30.69	11.8				
*All the axes in general							
S	18	304.38	15.4	8.3	1.97	0.05	Significant
T	118	297.15	12.6				

APPENDIX (4)
The Covering Letter of the
First Version of the Questionnaire

Diala University,
College of Education,
Dept. of English,
Higher Studies.

Dear.....,,

The researcher intends to carry out an M.A. study entitled “An Assessment of Book -1- (RECI) for the Fifth Grade of the Primary Stage from the Supervisors’ and Teachers’ Points of View.” The attached questionnaire is proposed to elicit such viewpoints.

You are kindly requested, as a specialist in the field of ELT, to read it and express your opinions on the suitability of its items. Any comments, suggestions and modifications will be highly appreciated.

Thanks in advance for your cooperation.

Natiq T. A. Al-Azzawi
M.A. Candidate

No.		a	b	c	d	e
	<p>9. take part in short simple social exchanges such as:</p> <p>a. greeting.</p> <p>b. identifying and expressing likes and dislikes.</p>					
B.	<p>Reading:</p> <p>The pupils are expected to:-</p> <ol style="list-style-type: none"> 1. identify and name the letters of the English alphabet in their print script forms both small and capital. 2. associate letters with sounds (graphemes with phonemes). 3. read the words, phrases, and sentences that are introduced in the Pupil's Book. 4. read with understanding a short dialogue, a group of sentences centered around one theme and a short paragraph. 					
C.	<p>Writing:</p> <p>The pupils are expected to:-</p> <ol style="list-style-type: none"> 1. write the letters of English alphabet in their small and capital forms and numbers using a semi-cursive simple modern handwriting. 2. copy words and very simple material. 3. list, identify and label words related to various topics. 					

No.		a	b	c	d	e
	4. write simple words and sentences similar to those in the Pupil's Book.					
	5. write very simple paragraphs using dialogues and familiar material.					

• Language functions

The aim is that the pupils can understand, respond, and produce English in oral and written forms for the following purposes.

* The Key

- f. more than adequate. g. very adequate. h. adequate.
i. quite adequate. j. inadequate.

No.		f	g	h	i	j
1.	Social Functions: - addressing people formally (Mr., Mrs.). - greeting and leave-taking. - thanking. - apologizing. - courtesy. - presenting oneself. - introducing others. - congratulating.					
2.	Directing Activity: - ordering others to do things. - ordering others not to do things. - requesting. - giving simple directions.					

No.		f	g	h	i	j
5.	Place: - location (in, on, under, here, over, there). - direction (to).					

• Forms/Structures:

The following structures and linguistic forms are presented to express the language functions and notions:

No.		f	g	h	i	j
1.	Nouns: - singular/plural. - definite/indefinite references.					
2.	Pronouns: - personal: subject, object. - demonstrative pronouns. - indefinite pronouns: (one, ones).					
3.	Articles: - indefinite: a / an. - definite: the. - zero article: absence of article before certain nouns.					
4.	Adjectives: - possessive adjectives: my, our. - descriptive: big, small, fat, thin, short, long.					
5.	Adverbs: - of place: here, there, up, down, over there.					

No.		f	g	h	i	j
6.	Prepositions: - of place: in, on, under, at. - of direction: to.					
7.	Question-words: - what, who, how many, how old, where.					
8.	Basic word order: - declarative sentences { affirmative and } - imperative sentences { negative } - interrogative sentences: yes/no questions wh-questions					
9.	Tenses: - present simple (durative verbs: like, want). - present simple: verbs to be (am, is, are). - present simple: verb to have.					

• Teaching-Aids:

Does the material require the use of:?

No.		Yes	To some extent	No
1.	Chalk board(s)			
2.	Coloured chalk			
3.	Cassette-recorder			
4.	Flash-cards			
5.	Wall charts			
6.	Overhead projector			
7.	Language lab			

No.		Yes	To some extent	No
8.	Film strips			
9.	Real objects			
10.	TV. lessons			
11.	Video-recorder			
12.	Pictures			

• Technical Aspect:

Have the layout and form of the course books been taken into consideration?

No.		Yes	To some extent	No
1.	The size of the book?			
2.	The colourful pictures, figures and illustration?			
3.	The legibility of letters, words and sentences?			
4.	Number of pages?			
5.	The suitability of the book cover?			
6.	The avoidance of misprinting?			
7.	The design?			

No.		a	b	c	d	e
	<p>7. understand and use short utterances and take part in short dialogues.</p> <p>8. recite with understanding some songs and rhymes.</p> <p>9. take part in short simple social exchanges such as:</p> <p>a. greeting.</p> <p>b. identifying and expressing likes and dislikes.</p>					
B.	<p>Reading:</p> <p>The pupils are expected to:-</p> <ol style="list-style-type: none"> 1. identify and name the letters of the English alphabet in their print script forms both small and capital. 2. associate letters with sounds (graphemes with phonemes). 3. read the words, phrases, and sentences that are introduced in the Pupil's Book. 4. read with understanding a short dialogue, a group of sentences centered around one theme and a short paragraph. 5. associate words with pictures. 					
C.	<p>Writing:</p> <p>The pupils are expected to:-</p> <ol style="list-style-type: none"> 1. write the letters of English alphabet in their small and capital forms and numbers using a semi-cursive simple modern handwriting. 					

No.		a	b	c	d	e
	2. copy words and very simple material. 3. list, identify and label words related to various topics. 4. write simple words and sentences similar to those in the Pupil's Book. 5. write very simple paragraphs using dialogues and familiar material.					

• Language functions

The aim is that the pupils can understand, respond, and produce English in oral and written forms for the following purposes.

* The Key

- f. more than adequate. g. very adequate.
 h. adequate. i. quite adequate.
 j. inadequate.

No.		f	g	h	i	j
1.	Social Functions: - addressing people formally (Mr., Mrs.). - greeting and leave-taking. - thanking. - apologizing. - courtesy. - presenting oneself. - introducing others. - congratulating.					

No.		f	g	h	i	j
4.	Time: - point of time (morning, afternoon, evening). - days of the week. - months of the year. - seasons of the year.					
5.	Place: - location (in, on, under, here, over, there). - direction (to).					

• Forms/Structures:

The following structures and linguistic forms are presented to express the language functions and notions:

No.		f	g	h	i	j
1.	Nouns: - singular/plural. - definite/indefinite references.					
2.	Pronouns: - personal: subject, object. - demonstrative pronouns. - indefinite pronouns: (one, ones).					
3.	Articles: - indefinite: a / an. - definite: the. - zero article: absence of article before certain nouns.					

No.		Yes	To some extent	No
3.	The suitable furniture for the group-work			
4.	Chalk board(s)			
5.	Coloured chalk			
6.	Cassette-recorder			
7.	Flash-cards			
8.	Wall charts			
9.	Overhead projector			
10.	Language lab			
11.	Film strips			
12.	Real objects			
13.	TV. lessons			
14.	Video-recorder			
15.	Pictures			

• Technical Aspect:

1. Have the layout and form of the course books been taken into consideration:

No.		Yes	To some extent	No
a.	The size of the book?			
b.	The colourful pictures, figures and illustration?			
c.	The legibility of letters, words and sentences?			

No.		Yes	To some extent	No
d.	Number of pages?			
e.	The suitability of the book cover?			
f.	The avoidance of misprinting?			
g.	The design?			

2. Have you been able to finish RECI (Book 1) within one academic year? Yes No

3. Do you think that the pupils like the book? Yes No

4. Do you enjoy teaching this book? Yes No

5. Have you had any training courses on how to teach this course? Yes No

6. Do you have a copy of the Teacher's Guide? Yes No

If yes, is it helpful? Yes No

7. Do you face difficulties or problems in teaching this book? Yes No If yes, mention them briefly.

8. What do you suggest to improve this book?

APPENDIX (6)

Misprints and Notes on Book -1- of RECI Series

Page	Item	Printed or Written	Notes
2	1.1	teacher	printed twice
4	1.3	sit dawn →	sit down
7	1.7	I	i
7	1.8	and ثم	and و
8	1.9	It is preferable to add	“Thank you” at the end.
8	1.11	Touch smallr →	Touch small “r”
9	1.13	miss	Miss
16	2.4	ice to meet you	nice to meet you
21	2.11	yo	you
22	2.12	How Many	How many
27	3.6	What’s her name...?	What’s her name?
33	4.2	ice cream	Ice-cream
34	4.3	What’s this? No It isn’t. } →	What’s this?
30	3.11	who’ s that’s	who’s that’s
40	4.11	Good Morning Mr. Miller.	Good Morning, Mr. Miller.
41	4.12	Ice cream	Ice-cream

Page	Item	Printed or Written	Notes
49	6.2	keep quiet	→ keep quiet
51	6.4	complete with:	his, her, name, and ball There is no connection between the sentences and these words
52	6.5	Okay	It is preferable to use O.K. for beginners.
54	6.7	pencil sharpen	pencil-sharpener
56	6.9	YeS	Yes,
	6.10	pencil-sharpener	pencil-sharpener.
		Pardon	Pardon?
61	7.3	Dontturn left Dont	Don't turn left Don't
64		Okay	It is preferable to use O.K.
65		on the tableb under the tabled	on the table b- under the table d-
64	7.6	use him, her, me, it or them	use him, her, it or them.
66	7.10	turn Right	turn right
67	7.11	Where is my Pencil? chair کرسی	Where is my pencil? chair کرسی
70	8.2	watch	No watch in the picture
73	8.4	What are then	What are they then?
74	8.7		The picture is not accurate
78		This is a Book a Bird an Ice-cream	This is a book a bird an ice-cream

Page	Item	Printed or Written	Notes
77	8.8	5) His ——— eighth letter	H is ——— eighth letter
89	9.10	lod	old
92	10.2		The picture should be provided with a telephone number.
93	10.3	orit	or it
103		Ramad	Ramad- or Ramadan
112	12.3	Do Ali and Pat like Masgoof?	Do Pat and Bob like Masgoof?
105	11.10	6 th Jan	6 th Jan.
121	-	Unite 12	Unit 12
		Unite 13	Unit 13
124	13.3	Abhas	Abbas
128	13.6		The clours grey, brown, blue and red are not associated with the words.
129	13.7	It's red, white and black	It's red, white, black and green
130	13.8	Contoury	Country
130	13.8	—————	There is no flag for Pakistan in the picture.
132	13.10	The word "blue" is not	associated with the colour.
135	14.2	There is no indicator in the	picture to the word "nose".
140	14.9	$6 \div 6 = 0$ six divided by six is zero	$6 \div 6 = 1$ six divided by six is one

Work Book 1

Page	Item	Printed or Written	Notes
18	3.17	Good bye	Goodbye
57	11.17	Al-Khalis is a town in Baquba	Al-Khalis is a town near Baquba (or in Diala)
71	14.18	My ears re long	My ears are long.

CHAPTER ONE

INTRODUCTION

1.1 Significance of The Study

The teaching process is based on four essential pillars: syllabus, method, teacher and learner. A syllabus is of great importance. It is the central axis around which everything else revolves (Herring, 1996:36).

The organization of a teaching syllabus is compared to the planning of an industrial process. This analogy depicts the role of the syllabus designer and the importance of the syllabus in the teaching process.

In recent years, the need for a new syllabus of English as a foreign language (henceforth , EFL) has become more acute due to the inadequacies of structuralism (Al-Jumaily, 2002: 33ff), the developments in multi-media (telecommunication, satellite, internet, E-mail, etc.), and the political changes which have taken place in our country. Moreover, the motivation of Iraqi pupils towards English is undergoing a considerable change. At one time, English was unpopular to them. Now, it is becoming more and more attractive to them due to the increasing need for it in everyday life and in career development. It is an important means of communication in modern life. We daresay that the

status of English, especially in Iraq, has changed from “Foreign Language” to “Second Language” since the occupation of the coalition forces.

As a result of the foregoing discussion, we are in need for a syllabus which meets the pupils’ needs and demands and incorporates recent developments in our knowledge about the pedagogy of language. In this respect, Al-Jumaily (Ibid.:63) states: “The need for syllabus reform thus stems from developments of our knowledge about the nature of language and learning process ... the design of a syllabus and teaching materials must reflect these developments in our knowledge.”

In the light of the recent change in the role of English in Iraq, the need arises for a communicative syllabus that is more process-oriented than the one in current use. Finocchiaro and Brumfit (1983:207) assert that :

The movement towards communicative syllabus is not a total revolution, but a reorientation of our work towards the needs of the students and the demands of authentic communication .

1.2 The Problem of the Study

Syllabus design is a task that demands the utility of a number of principles, assumptions and human needs and wishes or demands which are dynamic, not static. It requires, according to Corder (Allen and Corder, 1975:13), cooperative efforts in which experienced teachers work together with specialists in the subject matter. Finocchiaro and Brumfit (1983:105) highlight the idea that the task of translating a curriculum specification into materials and of translating materials into effective teaching is never an easy one. From another perspective, Hamash and Younis (1978:21) maintain that :

One of the most powerful ideas in modern curriculum-planning is the idea that planning should be done on experimental bases. One should plan, apply and then revise.

Thus, it is obvious that experienced teachers' and supervisors' points of view are vital in syllabus design.

For the sake of brevity, the problem can be summarized in the following extract:

1. Book -1- is the first book of the new series for Iraqi schools (RECI); therefore it should be assessed in order to realize its positive and negative aspects.
2. This new series (RECI) is designed according to the communicative approach (henceforth, C. A.) instead of the audio-lingual method of the previous series (NECI). Owing to the completely different orientations, this new approach is completely different from the previous one in the philosophy of teaching-learning process and syllabus design (Richards and Rodgers, 2001:156f).
3. The problem to be studied presents itself in the form of the following question:

Will the new English syllabus enable both pupils and teachers to create a reaction leading to natural communication?

The answer to such a question is best be sought in teachers who have taught the book and supervisors who have followed the application of the new materials. Such a study has not yet been carried out and this is the task of this piece of research.

1.3 The Aim of the Study

This study aims at assessing the teachers' and supervisors' opinions about the new English course (RECI), Book -1- for the fifth grade of the primary education stage and making comparison between them .

1.4 Limits of the Study

This study is limited to:

1. The assessment of Book -1- (RECI) for the fifth grade of the primary education stage (First published in 2002) and the accompanying books, for the academic year 2003-2004.
2. Both the supervisors and the teachers of English in four Directorates General of Education in Al-Rusafa the First, Al-Karkh the First (Baghdad Governorate), Diala and Kirkuk constitute the target population of this study.

1.5 Procedures

To achieve the aim of the present study, the following procedures will be adopted by the researcher to collect data.

1. Visits and informal interviews with some elite language teachers and supervisors will be carried out to decide the broad outlines of the questionnaire.
2. An initial version of the questionnaire will be set and given to a number of specialists to examine the validity of its items and to make comments, suggestions and modifications if necessary.
3. The final version of the questionnaire will be set and dispatched to a random sample.
4. Responses to the questionnaire will be analysed and then computed using adequate statistical techniques.

1.6 Value of the Study

The present study is expected to be of value especially for the educationists in the Ministry of Education to benefit from its findings. It will also be of great use to the new syllabus designers and text-book writers since it is going to provide feedback about the new text-book having in mind the fact that the new book has been applied without the necessary experimentation.

1.7 Definitions of Basic Terms

To shed light on the terminologies used in this study, it is felt necessary to present the definitions of the following basic terms:

1.7.1 Assessment

Assessment is differently defined by different writers. Hornby (1974:46), for instance, defined it as “Deciding or fixing the value of a property for certain purposes,” while Good (1973:4) sees it as “The process of making the official valuation of a property.” According to *MacMillan Essential Dictionary* (2003:36), assessment means “Thinking about something carefully and making a judgement about it.”

The operational definition is that assessment is a process of assembling evidence on the syllabus design for giving its value.

1.7.2 Primary School

The Ministry of Education (Educational Legislation, 1989) defines a primary school as a school in which the duration of the cycle is six years covering the age group 6-11. (Ramadan, 2001:10)

1.7.3 Supervisors

Supervisors are elderly teachers who have had long experience in TEFL. Their functions as set officially include visiting the English classes and reporting on each teacher; helping the teachers to employ more effective techniques, through their notes, lecturing and arranging demonstration lessons and participation in curriculum change. (Al-Chalabi, 1976:83)

1.8 The New ELT Course in Iraq

According to Al-Jumaily, (Personal Communication),¹ in 2001, the Ministry of Education formed a committee of specialists and an advisory board to write down new text-books. The syllabus adopted was one that had been designed in the late 80s of the last century and was “shelved” for two main reasons:

1. The syllabus was heavily criticised by specialists for various reasons.
2. Iraq, at that time, was leading a Pan-Arab-Gulf-States programme to unite the ELT curriculum in all these states. The efforts ended successfully in early 1990 with the writing of the syllabuses of the pupils’ text-books, workbooks, teachers’ guides and all the supplementary materials. The actual text-book writing process was supposed to start in September 1990, but the First Gulf War brought an end to the programme and the whole material was lost in Iraq after it had been moved from the Gulf Arab States Educational Research Centre in Kuwait.²

In 2001, pressure from “Higher Authority” to start immediately in text-book writing and to start the application process

in 2002, forced those in charge to adopt the “scrapped” syllabus (Al-Jumaily, personal communication). Therefore, the Ministry of Education formed a committee of Iraqi specialists in ELT curriculum. The Committee³ decided that the new syllabus which bears the name “Rafidain English Course for Iraq” (henceforth RECI) should base on the C. A.

The committee succeeded in putting Book 1 of the new series in use in the academic year 2002-2003 in spite of a lot of difficulties arising from the economic sanctions and embargo imposed on Iraq at that time. Some of the difficulties were the need for a foreign expert in English, and the need for native speakers to record the material on cassettes. (Al-Khazraji, personal communication)⁴

1.8.1 A Survey of Book -1- of RECI

Book 1 of Rafidain English Course for Iraq (RECI) for fifth grade of the primary education stage, is designed on the basis of a communicative language teaching (henceforth , CLT). It begins with “Introductory Unit” in which the teacher takes three or four weeks to carry out some commands in order to train the pupils’ ears to the accurate pronunciation of some words and also to realize their meanings.

Although the prevailing approach recommended in teaching this book is the C. A., there are some other approaches or methods used in teaching some activities (an eclectic approach). In the “Introductory Unit”, the Total Physical Response is used in teaching commands. The teacher presents commands verbally, and the pupils respond physically. The audiolingual method is also used in some situations when there is no information-gap

between the teacher and the pupils, i.e., the pupils' responses are mechanical.

In addition to the Introductory Unit, there are fifteen other units. Each fifth unit reviews the four previous ones. So the units Five, Ten and Fifteen are "Review Units".

Each unit involves several linguistic activities such as short conversations, games, songs and rhymes. Reciting or performing songs and rhymes are used to reinforce the oral performance and to make the teaching material more interesting. In the C. A., the use of language (Al-Nassiri, 2001:23) is something the people enjoy, i.e., teaching with fun and games is the easiest and most effective way to teach language and encourage conversation. Therefore, the syllabus designers (Hamash, 1979a:9) should exploit or invest this principle and present situations where pupils can enjoy the language.

The main goal of this book (Darwesh et al., 2002:9) is to enable the pupils to handle the four skills of the language, i.e., they can take part in short simple social exchanges such as: greetings, introduction, expressing likes and dislikes with acceptable fluency and accuracy, to read the words, phrases and sentences that are introduced in the Pupil's Book, and write them, too.

Here, a language is an individual and a social process: therefore, it should be used as a vehicle through which speaker communicates with hearer (Allan, 1986:281). Language is not a habit-formation, but it is a means of communication. If pupils are encouraged and motivated to speak, they will produce thousands of

novel utterances that they have never heard before. Finocchiaro and Brumfit (1983:97) stress this view when they state that :

“Language is created by learners, not given to them”

Book -1- has plenty of misprintings, some are in the size of the first letter, in punctuation, in spaces between words or in spelling. (See Appendix 6).

Book -1- (RECI) is accompanied by two books which are not colourful:

1. Teacher’s Guide-1

It is written in Arabic. The purpose as it was stated by Dr. A. A. Darwesh to the participants in the Course of English Language training leaders at the Institute for In-service training and Educational Development (Sept. 2001)⁵ is to let or help all the teachers of English at the primary schools benefit from its instructions and information.

At the end of the Teacher’s Guide, there is a word-list of (371) words and expressions with their simplified transcription and next to them the number of the units in which they are first used. The teacher can consult this list when there is doubt in pronunciation.

2. Work Book and Handwriting Manual-1

Work Book-1 and handwriting Manual-1 are unified in one book.

In addition to the books mentioned above which are considered as a core material, there are extension materials which are called “Extra Curriculum Activities”. These activities are supposed to be implemented by pupils to widen their knowledge of the language. They are related to the core material and used in conjunction with it . Therefore , teachers can :

1. urge and encourage pupils to use English outside the classroom; during the breaks, school trips and even at home.

2. encourage pupils to make-out a private dictionary named “My Picture Dictionary”. Its vocabulary is preferable to be associated with pictures. The dictionary is divided into two halves; in the first half, the words are arranged alphabetically, while in the second half they are arranged according to notions or topics (under headings such as furniture, fruit, clothes, etc.).

The course also emphasizes the importance of using incidental teaching of some common expressions used by the teacher inside the classroom “Classroom English Language” in order to let the pupils be familiar with their use in real-life situations. These expressions are for instance:

- Open your books at page
- Look at the picture.
- Look at me.
- Repeat after me.
- Who is absent?
- Good! Very good! Excellent! Bravo!
- Close your books.
- Write this in your copybooks.
- Just listen.
- Next, please.
- Thank you.
- That’s right. That’s wrong, etc.

1.8.2 The Need for a Change

Since the early seventies of the previous century or so, huge changes in TEFL have been taking place. At the end of 1960s, there was a controversy between atomistic and gestaltic

teaching strategies. In the 1970s, the controversy was settled in favour of the latter strategy. Therefore, concentration was placed on meaning, i.e., words in contexts, not on form and minimal segments of the utterance, without losing the sight of form (syntax). Thus, CLT has become fashionable.

Accordingly, NECI was heavily attacked at the end of 1970s. This was due in part to the refutation of the habit-formation theory of language acquisition and in part to the fact that both teachers and pupils often found the required repetition boring and unmotivating and speech enjoyed a relative lack of interest. Moreover, the patterns used inside the classrooms were not always transferred outside when one was in contact with real-life situations (Larsen-Freeman, 1987:6).

As for the pedagogical aspect, in the audiolingual method, the four skills do not go together. One of the principles of this method is that the written form of language should be withheld from the pupils until they are able to use the material orally. Many experienced teachers have objected to this aspect. They have found that some pupils feel very insecure when they are forced to depend on the ear alone because they find it hard to remember all they hear inside the classroom. Therefore, they will make their own imperfect notes without letting the teacher see them and this deed will lead them to incorrect learning. (Rivers, 1980:47, 48)

During that period, a great deal of activities were made by many of the Scientific Centres of Study especially in the Gulf area to support this strategy, for instance:

1. In 1977, a seminar about English language teaching was held in Abu Dhabi and arranged by Oxford University Press (henceforth

OUP). In that seminar, Henry Widdowson of London University outlined the theoretical and philosophical bases of the C. A. Also the features of the new ELT textbooks intended for Arabic-speaking pupils were presented. That seminar was a good chance for Hamash, the chief co-author of NECI series to come into a close contact with the C. A. to foreign language teaching. (Hamash, 1979a:1)

2. A similar chance was repeated again in March, 1979 when Hamash was invited by OUP to visit Kuwait about materials written on the basic principles of the C. A. (Hamash, 1979b:1, 2).
3. In July, 1979, the Institute of Education of London University held a panel discussion about the major concepts and ideas underlying the C. A. (Hamash, 1979b:3). The panelists were Professor H. G. Widdowson, Mr. C. P. Hill and Mr. C. T. Brumfit.

Those three incidents had a clear impression on Dr. Hamash which is obvious in the designing of Books 7 and 8, especially the latter of NECI set.

Hamash (1979a:51) agrees that the Crescent Course (of Kuwait) as an applied form of the C. A. has registered a great deal of initial success and that curriculum improvement demands coordinated efforts.

Undoubtedly, the above-mentioned is an obvious hint for the necessity of the syllabus change and updating, especially when there is a consensus or semi-consensus that structuralism and the audiolingual method are inadequate for TEFL at least in foreign language situations such as that in Iraq.

Al-Bazaz et al. (1973:97) mention that the course of the fifth grade is lengthy; therefore, the teachers cover the topics quickly in order to go on with the annual plan, while others intend to spend

more time on each topic. In both situations, the pupils' benefit will be limited and their language skills will be weak and that will affect their learning in the sixth grade. Therefore, they suggest that the course should be shortened and the oral activities be given sufficient time. They also mention (p. 24) that failure in English (in primary stage) was higher than history, geography, science and Arabic and that was due to the method adopted which was based on memorization instead of comprehension. Therefore, they suggest (p. 132) the necessity of the revision of the course in order to avoid the wastage in education.

Finally, the most cogent reason for the change is that NECI was first put in use in the early 1970s and this means that the series has been applied in teaching for over thirty years and that was done in faith and with the belief that the approach was best for that time, (Al-Jumaily, 2002:30), but now everything is different. Rivers (1981:25) sides with this opinion when she says:

The curriculum must be continually reviewed in the light of present and future needs. Traditional acceptance can no longer justify the inclusion of anyone subject in the program.

All the foregoing discussions and views have paved the way for the change which came late.

Notes to Chapter One

¹In late 1980s, Al-Jumaily was the specialist in charge of the ELT unit at the Directorate General of Curriculum and Text-books at the Ministry of Education. He was also vice-chairman and then chairman of the Iraqi National Committee for ELT.

²The decision to adopt the syllabus and to start the process was taken in a conference held in Kuwait in late March, 1990 chaired by Dr. Abdullatif al-Jumaily, Iraq and also attended by Khudhair S. Al-Khazraji. The conference also appointed Al-Jumaily General Consultant for the Course. (Al-Jumaily and Al-Khazraji personal communication).

³The Committee consists of:

- Dr. Abdul-Jabbar Ali Darwesh (Ph.D.) College of Teachers.
- Hisham Ibrahim Abdulla (M.A.) The Ministry of Education
- Khudhair S. Al-Khazraji (Dip.) The Ministry of Education

The Advisory Board consists of:

- Ayif Habeeb (M.A.) College of Education
- Firas Awad Maroof (M.A.) College of Education
- Lamia A. Al-Ani (M.A.) College of Education
- Nejat A. Al-Juboury (M.A.) College of Education for Women.

⁴Al-Khazraji, K. S. is one of the three authors of the text-book.

⁵The researcher is one of the participants in that course.

CHAPTER TWO

SYLLABUS DESIGN

THEORETICAL BACKGROUND AND PREVIOUS STUDIES

2.1 An Introductory Note

During the last two decades of the previous century, radical changes in TEFL have taken place all over the world. There has been a shift of emphasis from linguistic competence to communicative competence, from frontal teaching to group-work, from form to meaning and from accuracy to fluency, i.e., there has been a moveback from teaching grammar for its own sake (Urquhart and Weir, 1998:232, 233, 257). If grammar is to be taught, it has to be used in everyday communication (Hutchinson, 1988).

Finocchiaro and Brumfit (1983:165) state that fluency should take precedence over accuracy and Brumfit (as cited in Maurice, 1987:10) points out that as pupils progress in their communicative language studies, the time spent on accuracy-based activities increases. The pupils, as Willis (1990:61) explains, have to speak well, clearly and above all accurately.

There has also been a shift in emphasis from controlled practice activities and prefabricated chunks of language to freer practice or uncontrolled practice activities.

All the above-mentioned points have their obvious impression on the syllabus design. Thus, these have led to more change. Thus, White (1988:138) argues that:

Successful organization are biased towards action and they avoid stultification by developing and changing rather than remaining routinized and standardized.

Urquhart and Weir (1998:267) add that emphasis is placed nowadays on the value of communication in teaching foreign language and this might be a problem for some teachers because pupils are quite receptive to formal grammar. This, of course, creates a dilemma for syllabus designers and materials writers, that is how to strike a balance between the necessary changes and their learners' interests.

2.2 Syllabus Design

It has just been implied that the design of a syllabus is not an easy task. It is an extremely laborious process, particularly for a developing country which lacks a basis of syllabuses designed to meet its local needs and conditions. Debates over this have never ended, and will continue, because syllabuses, in all subjects and at all levels of education, have been developed more as an art than being as a science (cf., in this respect Grayson, 1977:9, 67).

Some of the syllabus-designers think that emphasis should be placed on the following:

- a. task
- b. content
- c. methodology
- d. learners and so on.

It is unsatisfactory to copy exactly a syllabus that exists in another country, particularly when there are differences in religion, native language, the way of life, national and political conditions and the cultural and social backgrounds. These are important factors that must be taken into account in designing any syllabus (Ibid.:116).

Syllabus design, as procedures for deciding what will be taught in a language programme, should include three main points: (*Longman Dictionary of L.T. and A.L.*, 1992:94).

1. Needs Analysis

The study of the purpose behind learning the target language by the learner.

2. The setting of the goals, objectives, development of a syllabus, teaching methods and materials.
3. The evaluation of the effects of these on the learner's language ability.

It is axiomatic that the design of a syllabus should begin with the analysis of pupils' needs. This analysis provides a basis for setting the goals and objectives upon which the syllabus is structured.

The structure includes selecting and organizing the content and specifying the teaching approaches or methods to be used, and then the implementation and evaluation of the final syllabus.

According to Grayson (1977:96) syllabus design is a mechanistic process which is primarily concerned with the selection and structuring the material and should be concerned with both aspects: the behaviour to be developed, and the content to be learned.

White (1988:44-45) classifies syllabuses into what he calls “Type A” (an interventionist approach) and “Type B” (a non-interventionist, experiential, natural growth approach). The first type concentrates on “What to be learnt?” i.e., it concentrates on linguistic content or skill objectives, while the second type concentrates on “How is it to be learnt?” i.e., it concentrates on a method of teaching. The aim of the second one is how to immerse the learners in real-life communication without any artificial pre-selection.

But the prevailing taxonomy of language teaching syllabuses are three (*Longman Dictionary of L.T. and A.L.*, 1992:368). They may either be based on grammatical items and vocabulary (called Structural Syllabus), on the language needed for different types of situations (called Situational Syllabus), or they may be based on meaning and communicative functions which the learner needs (called Notional Syllabus).

Lately, some methodologists have begun to differentiate between two common terms “notional/functional” and “communicative” which are used mistakenly nowadays. The term “notional/functional” is often mistakenly used to mean communicative. CLT is not synonymous with a “notional/functional” syllabus. The fact is that a syllabus may be functionally/notionally organized without being communicative in methodology (such as Book 8 in the *New English Course for Iraq Series*), and it is possible to adopt a communicative methodology in the realization of a syllabus designed along structural lines. The problem at present is that many so-called communicative activities are not communicative at all. Grammar still remains the hidden agenda (Savignon, 1987:19-20; Widdowson, 1990:130; Schollaert, Rudi, 7).

The main organizational criteria for syllabus design are: language structure, functions and notions, situations, skills and topics. Over the last three decades or so, three of these criteria, structure, functions and notions, and skills have had primacy and have developed from language analysis based on sentence structure to a communicative perspective (i.e., contexts) with a focus on the learner as language processor. Situations and topics are less used as features of the syllabuses. They are only used as vehicles for language content (*Encyclopedic Dictionary of L.A.*, 1999:283).

White (1988:47) maintains that in practice, syllabus designers will try to balance structural control and functional requirements. He calls these types “proportional and hybrid syllabuses”.

As for implementation, there are some factors which affect syllabus design. For example, the implementation of syllabus-design must be concerned with decisions about sequencing and grading (linear, cyclical, ...) and another factor is the possibility of linking more than one principle of the feature of the syllabus design; for example, structures and topics, or skill and function, or more. Thus in the organization of a syllabus, more than one orientation operates at the same time. This mode is increasingly found nowadays under the heading of “multi-syllabus”.

From another perspective, syllabuses are either based on a synthetic or analytic approach. Many traditional syllabuses such as the structural syllabus (also known as a grammatical syllabus) are called “synthetic”, while a notional syllabus is called “analytic”.

Synthetic approach is a term used to refer to procedures for developing a syllabus in which the different parts of language are taught separately and step by step. Language is presented as analysed

parts or units and in a later stage, the learner has to synthesize them. So a synthetic syllabus is one which works semantically from the inside out (bottom-up).

In an analytic approach, it is not seen as necessary to make prior analysis of the language system into a set of discrete pieces of language. As a result, an analytic syllabus is one which adopts pragmatic procedures and works from the outside in (top-down) (Yalden, 1983:20-23 and Widdowson, 1990:134-136).

This may be theoretically simple, but in implementation it is certainly not, especially when there are some hindrances facing the designers such as management system, budgetary needs and inefficiency of the cadres who will teach that syllabus.

Yalden (1983:109-110) asserts that many of those who have been working in syllabus design have to come to the conclusion that more flexible approach to syllabus design is now required. He adds that one should feel freer to emphasize all the components (form, topic, function, ...) which any teaching situation demands, especially the environment of real language use. He also asserts that the syllabus should not be entirely bound by any of the three basic syllabus types: structural, situational or functional.

2.2.1 Needs Analysis

Needs analysis refers to the process of determining the needs for which a learner or a group of learners requires a language and arranging these needs according to priorities, taking into account the wide range of variables such as the learning environment (*Longman Dictionary of L.T. and A.L.*, 1992:242). Al-Timimi (1989:39) stresses this point when he states that the pupils' needs should not

only be examined, but should also be compared with the reality of the learning situation.

The data can be obtained informally and personally through one-to-one sessions, or can be obtained formally through administering a needs assessment instrument such as questionnaires, tests, etc. (Richards and Rodgers, 2001:167).

As a concept, needs analysis became most fully discussed and explored from the mid 1970s onwards. It evolved partly within the framework of communicative approach (*Encyclopedic Dictionary of A.L.*, 1990:107). This concept was crystallized when a group of experts began to investigate the possibility of developing language courses on a unit-credit system. In this system, learning tasks are broken into “portions or units”, each one corresponds to a component of a learner’s needs and is systematically related to all the other portions or units (Richards and Rodgers, 2001:154). This concept has been considerably extended and enriched, after a good deal of experimentation, criticism and re-evaluation (Yalden, 1983:90).

Yalden (Ibid.:91) differentiates between two terms: “needs” and “wishes”. These two terms are quite indistinct. A distinction may be made between “needs” as externally imposed and reflecting one’s ability to operate as a member of society, and “wishes” as being internally generated, having to do more with personal aspirations.

The process of diagnosing the learner’s needs is crucial for the success of syllabus-design. Therefore, syllabus-designers should be cognizant of the learners’ needs and interests in order to take them into consideration. This will create a kind of environment in which learners think that their learning is meaningful and

purposeful and their needs are being addressed (Larsen-Freeman, 1987:8). Consequently, syllabuses have changed and will continue to change in direct response to the present and future needs and because these needs will probably change overtime as learning goals are reset.

Finocchiaro and Brumfit (1983:60) stress the idea that the learner's needs should be taken into consideration in organizing the syllabus and they identify two kinds of needs: objective needs (foreseeable) and subjective needs (partially or not all foreseeable). The first kind can be deduced from a job analysis, or from a study of a person engaging in the duties of his profession. These needs will differ widely as one think of the individual concerned. The second kind depends on the people one meets or the events that occur in an unexpected situation.

Needs analysis, as a springboard to the next step in the process of syllabus-design, syllabus-designers have to start with an assessment of what the learner needs to be able to do (Yalden, 1983:67).

2.3 Types of Syllabuses

2.3.1 Structural or Grammatical Syllabus

A structural syllabus is the oldest type of syllabus used in foreign language teaching and it held sway for countless years and came to be seen until the early 1970s. It was associated with the grammar-translation method which has encouraged the explicit teaching of grammar (*Encyclopedic Dictionary of A.L.*, 1999:154). Later, the structural course writers benefited from the recent developments in methodology to improve the material.

A structural syllabus which is also known as a grammatical syllabus is produced from the synthetic strategy which defines its units in lexical terms and gradually introduces elements of grammar. This type of a syllabus works semantically from inside out (bottom-up) (Yalden, 1983:22 and Widdowson, 1990:134-135). It is built on the following linguistic and pedagogical assumptions (Sa'ad, 1996:33).

1. Language is based on a finite set of rules. The acquisition of which enables learners to understand language and speak it correctly.
2. The transition from one rule to another is intended to enable one rule to prepare the ground for the next. Language acquisition should be in small doses.

Yalden (1983:19) adds that this type of syllabus has generally consisted of two components: a list of linguistic structures and a list of words, i.e., the lexicon to be taught. The items in each list are arranged and sequenced according to various criteria: the level of the pupils (beginning, intermediate and advanced), simplicity, regularity, frequency and contrastive difficulty.

In the last decades of the previous century, this type (Ibid.:19-20) has come to be regarded as deficient because it emphasizes the grammatical system and memorization of the meaning of some words, phrases, or sentences as isolates and not on their meaning within stretches of discourse. What has been missing from the language programmes of this type is a consideration of how we use language in everyday situations.

A structural syllabus belongs to "Type A" according to White's classification (White, 1988:44). It is interventionist, external to the learner, determined by authority and the teacher is a decision-maker.

Johnson (1982:113-114) believes that a structural syllabus can be developed by making use of the recent developments in methodology to make it more communicative without resorting to the use of semantic syllabuses at the zero beginner level. He avers (Ibid.:93) that reconciling functional organization with structural grading leads to a structural disorganization. Al-Khazraji (1980:146) sides with Johnson in asserting that it is essential, especially with zero beginners, that material is graded structurally and presented in doses that can be easily swallowed or understood by the learners. He argues that there are no structures which have no functions or communicative value, except when they are taken out of contexts. He also stresses the importance of methodology in the remedy of this type of syllabus. He insists that it is possible to achieve communicative competence by a structural syllabus.

Structural syllabuses, especially in the late 1970s faced a strong criticism because they do not allow learners to see the application of language to real life and that is due to teaching a language out of context. Consequently, learners who follow a structural syllabus have a “low surrender value”. They have to study for several years before they get any pay-off in terms of communicative ability. This period of “incubation”; the period between the time they first hear the items and their mastery by the learners, is quite long. Moreover, this type of syllabus does not leave much room for learners to use their personal input or the real-life situations (Johnson, 1982:108, 111).

Widdowson (1978:74) focuses on this viewpoint and decides that many of the difficulties that the learners have had in the past stem from the teaching that has been imposed upon them outside a real communicative context (sentences in isolation) and that has led to absence of a real communicative purpose.

2.3.2 Situational Syllabus

A situational syllabus has a situational need as a starting-point, and thus it is concerned with language in a social context. It comprises units about specific situations, such as “At the Post Office”, “Booking a flight,” etc., and then employs the procedures of grouping lessons around that topic. One of the most popular themes in this model is travel (Yalden, 1983:35).

The aim of this type of syllabus is to enable the learners to cope in a foreign language with concrete situations of the world. Generally, selecting the situations is done according to the specific needs of certain learners, such as academic pupils, vocational pupils, tourists, etc. (*Encyclopedic Dictionary of A.L.*, 1999:293).

The philosophy behind adopting this type of syllabus is that language is always used in a social context; therefore, we need the language so that we can use it in the situations we may meet (Nasr, 1980:159). As a result, it should be taught in those situations in which the learners are likely to meet. There will be grammatical and lexical forms that have a high probability of occurrence in those situations. The main shortcoming of this sort of syllabus is that it depends upon predictability. For instance, the learner may have studied a situation in which he goes to a bureau of the Iraqi Airways to book a flight, but now he does not want to book a flight, he wants to phone the bureau to put off the flight he booked for a certain reason. What will he say? The situation he has studied at school fails to provide him with the means to deal with that existing situation. A further example is when someone is asked about the way to a mosque in a town, he may use “right, left, the second turning” and so on, but when he is asked the same question in a small village, these words

may be inappropriate. He may need to use an expression like, “You can follow this river”.

Hence, it is obvious that situations are changeable and one cannot follow certain examples in the real life. The problem is that not all that we have studied will apply literally. It is very often that a situation in real life is different; therefore the learner must be ready (and able) to make the necessary modification and that requires functional component. Thus, the absence of this component will impede interactions in such situations.

A situational syllabus represents a step towards more emphasis on the semantic component of syllabus design, but there is no general agreement on exactly where the situational syllabus belongs. Wilkins classifies such a syllabus as semantic and therefore it is closer to the analytic approach (Wilkins, 1976:2), while Canale and Swan (as cited in Yalden, 1983:34) classify it under either the grammatical or the communicative approach and that depends on how it is treated.

A situational syllabus is useful in certain circumstances when there are limited aims such as in situations of a tourist, a waiter or a telephone switchboard operator. These situations may provide learners with adequate means to handle within the same ones, but in other situations, we may fail to provide them with the means to handle significant language needs (Wilkins, 1976:18).

2.3.3 Notional-Functional Syllabus

Wilkins (1976:18) argues that there are limits to what can be achieved through grammatical and situational syllabuses and he also believes that both syllabuses leave the learner short of adequate communicative capacity. As a result, the Notional-Functional

syllabus (henceforth, N-F) emerges and takes the desired communicative capacity as a starting-point.

N-F syllabus, as the most recent type of syllabus, appeared during the last three decades of the previous century. This type starts from questions: “What do learners need to do with the language?” and “What kind of meanings do learners need to express in the language?” not from the question “What is the grammar of the language?” Therefore, the first step in designing this type is to specify the learner’s needs (Finocchiaro and Brumfit, 1983:47). The linguistic items are not to be taught first (Yalden, 1983:41). Units are arranged around meaning of the functions that language serves rather than around grammatical items (Newton, 1987:51).

Some believe that the N-F syllabus is an alternative for the structural syllabus or a reaction to over-emphasis on structures, but others believe that it can best be seen as a means of developing the structural syllabus rather than replacing it, i.e., it complements the structural syllabus rather than opposes it, and they also believe that the principles and techniques of the former should be systematically controlled in order to achieve the latter (Widdowson, 1979:250 and Al-Khazraji, 1980:138).

This type requires the presentation of language as holistic chunks of behaviour, leaving the learner to do the necessary analysis, i.e., it adopts the pragmatic procedure and works from the outside in (top-down) (Widdowson, 1990:134). It adopts the analytic strategy which is based on the notion of a general competence in language and is concerned with language as context-dependent. This context of situation depends upon the society in which the speech act takes place. Thus, language is seen as a function of society making each speaker a member of the speech

community through its use. As a result, it draws ideas from sociolinguistics and views language as an interpersonal rather than a personal behaviour. This strategy is completely different from the previous one which is atomistic whereas the strategy adopted in N-F syllabus is gestaltic or holistic. Wilkins (1976:2) explains this philosophy when he says:

Components of language are not seen as building blocks which have to be progressively accumulated.

Al-Khazraji (1980:139) maintains that the idea of presenting material in a functional way is not new. An example of this type of orientation is Hornby's book entitled *A Guide to Patterns and Usage in English* which was published in 1954. The material of Chapter Five of that book is introduced in a functional way and it includes functions and notions such as: commands, prohibitions, requests, invitations, suggestions, refusals, etc.

During the 1980s, N-F syllabus came under fire for providing learners with "useful phrases", but no generative knowledge of how the language works and for being quite theoretical. Therefore, it is now rare to find textbooks which are designed completely or exclusively along N-F lines, and that has led some syllabus-designers to return to a predominantly structural syllabus with emphasis on including an N-F dimension. This type is known as "multi-dimensional syllabus" where focus might be on structures, sometimes on functions and sometimes on settings according to changing learners' needs (cf. Hutchinson, 1988 and *Encyclopedic Dictionary of A.L.*, 1990:231).

N-F syllabuses are arranged according to notions (concepts) and/or functions (uses); therefore it is essential to give some idea of what these terms mean to those who use or hear them.

These two major terms have been defined and agreed upon during a panel discussion held at the Institute of Education of London University on July 12, 1979. The panelists were professor H. G. Widdowson, Mr. C. P. Hill, and Mr. C. T. Brumfit (Hamash, 1979b:3-4). The definitions are as follows:

Notional is a designation of a syllabus often (not necessarily) used by followers of communicative approach. Such a syllabus is concerned with semantic categories of languages, i.e., language notions such as suggestion, preference, classification, definitions, etc.

Wilkins (1976:18) maintains that the term “notional” is borrowed from linguistics where grammars based on semantic criteria are commonly called notional grammar.

Functional is a designation of a syllabus that relies on a specification of the functions of language, i.e., the uses into which the language is put. Examples are interrogation, reporting, etc. (cf. also Johnson, 1982:34).

One of the useful innovations of the N-F syllabus is that communicative value is given priority without neglecting structural material (cf. Al-Khazraji, 1980:150).

Communicative is a designation of an approach that uses, as one of its means, an N-F syllabus and recommends certain methods of treatment such as group-work, tolerating pupils’ errors, use of audio-visual aids, etc. It is a very wide term encompassing any or all ways of teaching that emphasize the actual communication of meaningful information, opinions or feeling (Hamash, 1979b:4 and Newton, 1987:51).

A C. A. requires qualified and competent teachers. An N-F syllabus depends for its success on those teachers who know how to create interaction inside classrooms, how to devise a variety of activities based on their knowledge and experience and how to encourage their pupils to make active contributions. The strategy of encouragement is essential for activating pupils. It is considered as a dose of medicine for them.

Littlewood (1984:6) stresses this principle on which the communicative approach relies when he says that :

The child's language is not simply being shaped by external forces: it is being creatively constructed by the child as he interacts with those around him.

As for this point Dulay and Burt (as cited in Littlewood, 1984:6) have attacked the unique role of habit-formation in L₂ learning, i.e., this does not mean that habit-formation plays no role at all. They mention that the process of habit-formation is inadequate and that learning an L₂ develops through a process of "creative construction".

The above-mentioned viewpoints and the like hit at the very foundations of the behaviourist approach and prepared the ground for the C. A. and its offspring the N-F syllabus, as a new innovations to be prevalent.

In an N-F syllabus, the communicative channel (written or spoken) should be authentic in order to bridge the gap between classroom knowledge and an effective capacity to participate in real language events.

In a conventional language course, learners are not accustomed to hearing or reading the language as it is produced by

native speakers for native speakers. As a result, they face or meet serious problems in comprehension when they come in contact with native speakers (Wilkins, 1976:79). The N-F syllabus offers a solution for this problem by giving priority to receptive skills and by using authentic material. Moreover, new aspects or activities such as songs, rhymes, crossroads, riddles are introduced to facilitate the teaching process and make it more interesting to learners.

2.4 Essentials of Communicative Approaches

2.4.1 Communicative Competence

According to the Chomskyan view, competence means grammatical competence, the knowledge of grammar. It contrasts with the functionalist approach in which it means communicative competence. It is associated with pragmatics and sociolinguistics and includes grammatical accuracy, intelligibility and acceptability, contextual or situational appropriateness and fluency (Nyysönen, 1995:160).

Communicative competence is the ability to use the language system appropriately in any circumstances or situations in which speech occurs, i.e., the ability to cope with situations or problems that require communication. It is not only the ability to use grammatically correct sentences or utterances, but also to know when and where to use these utterances and to whom, i.e., the ability to negotiate meaning and successfully combine a knowledge of linguistic and sociolinguistic rules in communicative interactions. It requires knowledge of grammar and vocabulary of the language, knowledge of rules of speaking; how to begin and end conversations, knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, invitations, etc. recognizing the social settings, the relationship with other person(s) and the type of

language that can be used for a particular occasion (*Longman Dictionary of L.T. and A.L.*, 1992:65).

Yalden (1983:91) sees that grammatical or linguistic competence opens the door for communicative competence, or in other words, it is a cornerstone of it. He says:

If the learners gain command of the grammar of language, communication will come in good time.

Widdowson (1978:67, 144) sees that communicative abilities embrace linguistic skills, but not the reverse and that one cannot acquire the former without acquiring the latter and that bringing these two components or elements into close association with each other will lead to communicative competence.

Hymes (1972:110) distinguishes four sectors which make up communicative competence. These are:

- a. What is possible.
- b. What is feasible.
- c. What is appropriate to contexts, and
- d. What is actually done.

Canale and Swain (as cited in Richards and Rodgers, 2001:160), on the other hand, also distinguish four facets of the communicative competence which they call them:

- a. Grammatical competence.
- b. Sociolinguistic competence.
- c. Discourse competence, and
- d. Strategic competence.

Grammatical competence refers to what Chomsky calls “linguistic competence” and what Hymes calls “knowledge of

what is possible". Sociolinguistic competence refers to an understanding of social context in which communication takes place. Discourse competence refers to the interpretation of individual message elements, i.e., the intended meaning, while strategic competence refers to the coping strategies that communication employs to initiate, terminate, maintain, repair and redirect communication.

As for the concept of "appropriateness", Johnson (1982:47) points out that it means appropriateness to the situations in which we are using language, to the topic we are dealing with, the setting we are operating in, and the role we wish to fulfil.

An illustrative example is provided by Johnson (1982:15) of a mother who wants to scold a naughty child who has come home holding some object which he found. She has at her disposal a number of utterances which she may use to show her disapproval.

1. You're very naughty.
2. I'll smack you if you do that again.
3. I don't like you to do that.
4. That thing does not belong to you.
5. Daddy would be very cross.
6. You make mummy very unhappy by disobeying.
7. That's not allowed.

2.4.2 Group-Work

Teaching a communicative syllabus depends on arranging pupils into small groups working together in order to activate pupils' role in the acquisition of the target language. So group-work is a key element or an integrate part of the communicative methodology. The size of the groups usually ranges from three to eight pupils. This

process provides a good chance for the negotiation among pupils (*Encyclopedic Dictionary of A.L.*, 1990:157).

It is a teacher's responsibility to organize the classroom as a setting for communication and communicative activities. The success of communicative activities depends on the organization of group-work. Groups can be selected randomly or on certain bases. The latter requires prior knowledge of the pupils' linguistic abilities by the teacher in order to distribute the good pupils over the groups. The aim is to give an equal chance for all groups to participate actively in discussion. In this way, pupils cooperate, negotiate and synthesize the information through discussion.

To make the transition from the traditional to communicative classroom is not a simple task especially since some pupils may be comfortable in just passively sitting in the classroom or repeating some utterances with their teacher without thinking of language or without being challenged.

The purpose behind the use of small groups is to increase the number of opportunities for language practice, to improve the quality of pupil talk, to create a positive affective climate in the classroom and to increase pupils' motivation (Maurice, 1987:9).

The use of a group-work activity is fashionable nowadays rather than a teacher-centred frontal lesson, but this does not mean that we must throw away the role of the grammar, translation on teacher-fronted activities. Group-work is not a panacea (Ibid.:9).

In group-work, the classroom should be large and suitable for teaching English as a foreign language. It should be supplied with special furniture such as light desks and chairs that can be easily arranged for individual or group-work. The furniture should be used in a manner that leads to an informal and relaxed

atmosphere to facilitate teaching-learning process. This necessitates the use of separate classroom for teaching English (Al-Helaly, 1987:49).

It is worth-mentioning here that each group should choose a leader. The leader has the duty of keeping order during the discussions, and each group should consist of strong and weak pupils and that teachers should avoid putting companions in the same group to cut down on distractions (Rubin, 1987:46).

2.5 Previous Studies

This section is devoted to reviewing a number of studies that have some sort of relevance to the current study. The studies reviewed are about syllabus-design or teaching programmes concerning EFL and ESP. Most of the studies involving syllabus-design in Iraq, as will be evident from the ones reviewed below, were carried out during the late eighties of the last century when the notions ESP, EST, etc., were in vogue. This is why almost all studies have to do with the application of these notions, i.e., they tackle syllabus-design more from the point of orientation or content than from deep concern with the nature of the approach; the researchers are more concerned with what to include as materials than with serious criticism and evaluation of the assumptions behind the existing syllabus and the targeted one.

2.5.1 Al-Jumaily (2002)

This study is placed here because it was actually conducted in 1988 when the researcher was in a British Council sponsored attachment with Tom Hutchinson in IELE (Institute for English Language Education) at the University of Lancaster, England. This study provides an extensive survey of the approaches to language

teaching in Iraq, namely, the structural approach with its accompanying audio-lingual methodology, the so-called eclectic approach, in Books 6 and 7 of NECI and the functional approach in Book 8. Then after discussing the most recent versions of communicative language teaching, Al-Jumaily draws the conclusion that the need for syllabus reform stems from developments in our knowledge about the nature of language and the learning process. Such developments indicate that learning a foreign language is an immensely complex and rather untidy process. The design of a syllabus and teaching materials must reflect these developments in our knowledge.

2.5.2 Al-Timimi (1989)

This study aims at finding out through objective analysis and assessment whether the English Course at the Military Signal School has followed sound principles in English for Specific Purposes (ESP) and English for Science and Technology (EST) in course design and materials writing.

This study contains a brief survey of syllabus design, methods, and approaches which are used in foreign language teaching with relative emphasis on the C. A. as a recent movement in ELT.

A questionnaire and oral interviews are used as investigatory tools for the learners' needs. The use of these tools has revealed that there are numerous language skills and activities essential for the learner, but not recognized in the language course and that the topics are dull and uninteresting because they are extracted and reproduced from another course book. Besides, it has revealed that no apparent methodology has been adopted in teaching the course where reading and translation are the only methods used.

After pointing out the drawbacks of the language course, the researcher sets out to describe in an outline form the recommended programme as an alternative to the existing one.

The population of the study are the learners, the teaching staff and the working graduates.

2.5.3 Alwan (1989)

This study presents an assessment of the adequacy of the present English programme (Book 7 and Book 8 of NECI) which are taught in fifth and sixth classes of the preparatory stage respectively. The present programme is unified for both scientific and literary branches.

The study is based on the hypothesis that two separate textbooks for each branch results in better learning of English than the unified textbooks in use at present.

A test is devised to measure the achievement of the students in both streams. The test is administered in two stages on a sample of pupils from both branches, and their results are analyzed. The results of the sixth-year Baccalaureate examination are relied upon in the case of the subjects of the sixth year who study Book 8 to determine the levels of the pupils' achievement in both branches. In addition to the previous tools, a questionnaire is set up for (39) teachers of English in preparatory schools to get their evaluation concerning the English programme taught at this stage.

The analysis of the results reveals that the achievement of the literary pupils is lower than their counterparts in the scientific branch although the number of the weekly hours allotted to them is more than their counterparts, i.e., the scientific.

The study stresses the importance of specification of the pupils' needs and interests in designing any syllabus. The needs and

interests of the pupils of scientific branch are different as compared to the needs and interests of those in the literary branch. The topics which are considered “scientific” may not receive the same interest as compared to the literary topics because they have no relevance to their area of specialization and vice versa.

At the end, the researcher concludes that Book 7 and Book 8 which are intended for both branches of the preparatory stage should be separated and he hopes that this point (recommendation) should be taken into consideration by the syllabus-designers when designing new course books.

The results and conclusions of this study are questionable on two grounds:

1. On the basis of the level of achievement, the results are questionable since it is well-known that the pupils who join the literary branch are generally lower in their overall performance in all subjects than their colleagues who select the scientific branch or stream. This fact has been recognized by syllabus-designers and materials producers who have recommended more time allotment to the literary branch than the scientific branch although the pupils of both sections will eventually sit for the same examination. In order for such results to be sound and reliable, the subjects have first to be equalized before taking the achievement test. This is a principle well-known and universally recognized in psycholinguistic studies.
2. On the basis of materials orientation, the argument is counter-argumentative and two directional, i.e., what is true for the pupils of the literary branch should be true for their counterparts of the scientific branch since the topics are evenly balanced between the two specializations. There is an equal number of literature-oriented subjects and science-oriented ones.

2.5.4 Shaba (1989)

This study deals with the assessment of the English Course used at the Department of Laboratory Technicians in the Technical Institutes in Iraq. The aims of this study are to point out if the above-mentioned course is in line with ESP and to specify its drawbacks in order to be rectified.

The assessment is carried out through the interviews with the teaching-staff of English as well as the teachers of other courses given in English, and with the working graduates. Then distributing the questionnaire which has largely been built on those interviews to find out the opinions of the teaching-staff of English, the learners and the working graduates of the said course.

The researcher provides an analytical description of the course horizontally and vertically.

The interpretation of the responses of the questionnaire reveals many distinctive features (both positive and negative) of the textbook under the study such as: the time allotment is insufficient, there is no Teacher's Guide for the textbook, the textbook does not meet the teachers' and learners' satisfaction, most of the teachers are not well-informed with what is going on in methodology, the textbook is subject-oriented, has long dialogues and reading passages, has a lot of spelling, printing and grammatical mistakes; moreover the topics do not cover what the learners need vocationally in the future.

At the end, the researcher recommends a proposed model which is designed on the principles of ESP courses. He adds that the new course should provide materials related to the learners' needs in order to evolve their performance on both aspects: communicative and linguistic. He also confirms that these materials cannot be adequate unless they prove to be in line with the overall objectives and with the recent approaches in syllabus-design.

2.6 Discussion of the Studies Reviewed

The present study benefits from the previous studies albeit there is no full parallelism with any of them . The majority of the studies reviewed in this chapter are related , in one way or another , to the present work . The relevance of these studies lies mainly in their procedures , samples or their dealing with matters related to assessment of syllabuses .

Each of these studies has its own sample according to the nature of the population and the aim of the study . The samples of these studies range from (39) to (137) subjects mostly taken from the Capital , while the sample of the present study involves (136) supervisors and teachers of English from three governorates , including Baghdad , the capital and that is not easy nowadays due to the insecure situation we live .

It is worth mentioning that this study does not take the pupils as sample because they are beginners and they cannot express their opinions in a new field to them , i.e., English .

Al-Jumaily's study is the most informative in this respect in that it sets the foundation and specifies the characteristics of any future syllabus and materials in Iraq . As such it may be taken as criteria for assessing the syllabus and materials .

CHAPTER THREE

DATA COLLECTION

3.1. An Introductory Note

The purpose of this chapter is to discuss the steps taken in designing the main research instrument , i.e., a questionnaire for both the supervisors and teachers . The topics presented in this chapter include the following :

- 1- Selection of the sample and population of the study ,
- 2- Construction of the questionnaire ,
- 3- Validation of the questionnaire , and
- 4- Administration of the questionnaire and the statistical procedures used for the treatment of the research data .

3.2 Population and Sample

3.2.1 Population

Al-Samawi (2000:111) defines population as a group of people or documents of special features used for collecting data or represented by a sample selected from among this group.

Thus, to specify the limits of the population and the extent to which the results will be generalized is the first step for specification of the sample.

The population of this study comprises both the supervisors and teachers of English at the primary stage in four General Directorates of Education in Al-Rusafa the First, Al-Karkh, the First, (Baghdad Governorate), Kirkuk and Diala Governorates, as shown in Table 1.

Table (1)
Distribution of the Population of Supervisors and Teachers
of English in the G.D.s of Education

General Directorate of Education	Rusafa the First	Karkh the First	Kirkuk	Diala	Total
Supervisors	8	10	5	5	28
Teachers	500	700	570	600	2370
					2398

The population is finite, but very large; therefore it is economically advantageous to work with samples rather than with the population (Sax, 1987:371).

3.2.2 Sample

Sampling as defined by Al-Samawi (Ibid.:112) is selecting a number of individuals to represent the population; or in other words, a sample (Sax, 1978:180) is a limited number of elements selected from a population to be representative of that population. Therefore, a sample should reflect the characteristics of the population from which it has been drawn.

The size of the whole population of the present study is too large. It is not easy for the researcher to take all the supervisors and teachers of English in the study because that will take time and cost a lot of money.

The total number of the population is (2398); (28) supervisors and (2370) teachers as shown in Table 1.

The sample of the teachers was randomly chosen with an (average) of 5% of the population, whereas the sample of the supervisors, due to their small population as compared with teachers, was chosen on the average of about 70%. Therefore the participants are (136); (18) supervisors and (118) teachers as shown in Table 2.

Table (2)
The Sample of the Supervisors and Teachers
of English in the G.D.s of Education

General Directorate of Education	Al-Rusafa the First	Al-Karkh The First	Kirkuk	Diala	Total
Supervisors	5	7	3	3	18
Teachers	25	35	28	30	118
					136

3.3 The Instrument of the Study

Questionnaires are well-known data collection instruments in scientific research, especially in descriptive research, if not the most known. They have many advantages over other methods. They are easy to administer, they take little time, and they allow the researcher to involve many people in his research (Al-Samawi, 2000:132). Therefore, the data are uniform, standard and more accurate (Seliger, 1989:172).

In order to fulfil the aim of the present study , which is “Assessing the teachers’ and supervisors’ opinions about the new English course (RECI) Book -1”, a questionnaire was constructed by the researcher .

A questionnaire is an important means used by the educational research workers in order to collect data about the conditions and techniques that actually exist or to conduct research related to attitudes and opinions . It may be the only practical means that is accessible to conduct such studies or certain aspects by exposing the respondents to selected stimuli arranged carefully for the purpose of collecting the required data for the research (Vandalin, 1984 : 431) .

There are three commonly used formats for a questionnaire:-

1. open-ended questionnaires .
2. multi choice questionnaires, and
3. rating scales questionnaires .

A strength of the third one is that it elicits responses to specific question in the form of scaled, quantifiable data which can then be subjected to powerful statistical analysis (Bachman and Palmer, 1996:243).

The point of departure for any researcher is the review of the literature available concerning the topic. Thus, literature, a series of interviews with some supervisors and teachers of English and distributing an open-ended questionnaire¹ which provides a clear picture of procedures are the bases for building up the items of a questionnaire. This format of a questionnaire (Ibid.:243) provides feedback by means of a free response to a question and it elicits responses that might not be anticipated.

The information obtained from the literature, interviews, the open-ended questionnaire and the information found in the Teacher's Guide have formed the broad outlines of the first version of the questionnaire (See Appendix 4) .

3.3.1 Face Validity Of The Questionnaire

An instrument validity is a reflection of how well it measures what it is designed to measure (Bergman , 1981 : 150) . Face validity is the best type of validity in the case of self-rating (Nunnally , 1972 : 353) . It is secured if the list of items appear to be measuring what is intended to be measured (Ebel , 1972 : 78) .

Accordingly , the first version is exposed to a jury² of ten specialists in teaching English in Iraqi universities including some specialists in syllabus design in the Ministry of Education to decide on the appropriateness and the suitability of the questionnaire and to pass judgement concerning the face and content validity.

The jury agree by general consensus that the questionnaire is applicable. Two of the members suggest adding further (12) items to the questionnaire and these items are incorporated in the final version (See Appendix 5) .

3.3.2 Description of the Instrument

A Likert Scale is the type of questionnaire adopted in this research. Longman Dictionary of Language Teaching and Applied Linguistics (pp. 25 and 213) defines Likert Scale (or Attitude Scale) as a technique for measuring a person's reaction to something. In this scale, people can show how strongly they agree or disagree with the items of the questionnaire, i.e., there is a graduation in attitude.

This scale is the most common, preferable one and has many distinctive characteristics such as: (Al-Rubai'e, 2003:90)

1. It is easy in constructing and scoring.
(Al-Atiyah, 1995:24)
2. It precisely states the individual achievement concerning the topic.
(Al-Immam et al., 1992:352)
3. It has a high degree of reliability.
(Mu'aud, 2000:269)
4. It permits a great deal of variation among individuals.
(Elms, 1976:106)

The questionnaire is divided into six axes (components): Language Skills, Language Functions, Contents, Structures, Teaching-Aids and Technical Aspect. The first four axes have five rating scales:

- (a) All the pupils will,
- (b) Almost all of them will,
- (c) The majority of them will,
- (d) Few of them will and
- (e) None of them will

or they are:

- (f) More than adequate,
- (g) Very adequate,
- (h) Adequate,
- (i) Quite adequate and
- (j) Inadequate

The fifth axis has three rating-scales (Yes, To some extent and No), while in the last axis, seven of the items have three rating-scales (Yes, To some extent and No), and the last seven items have two rating-scales (Yes or No).

3.3.3 Administration of the Questionnaire

The final version of the questionnaire was distributed to the participants at the end of April, 2004 together with a copy translated into Arabic to ensure full comprehension of the items on the part of the participants, an act which will subsequently help to ensure the elicitation of the most dependable information.

The participants were asked to give their views on the items according to Likert scale of five or three dimensions . The teachers' and supervisors' responses have been utilized by the researcher.

The period of distributing and receiving the copies of the questionnaire lasted from the end of April to the end of May, 2004. At this time, it is supposed that all the teachers have finished Book -1- and the pupils have been prepared to take the final examination in English early in May.

3.4 Statistical Means

In order to fulfil the aim of the present study namely "An Assessment of Book -1- (RECI) for the Fifth Grade of the Primary Stage from the Supervisors' and Teachers' Points of View," the following statistical means are used:

1. The Fisher Formula has been used to find out the degree of power of each item of the questionnaire.

$$\text{Degree of Power} = \frac{F_1 \times 5 + F_2 \times 4 + F_3 \times 3 + F_4 \times 4 + F_5 \times 1}{\text{Total Frequency}}$$

F_1 = Frequency of first alternative

F_2 = Frequency of second alternative

F_3 = Frequency of third alternative

F_4 = Frequency of fourth alternative

F_5 = Frequency of fifth alternative

(Fisher, 1956:327)

2. The percentile weight of scale for each item of the questionnaire in order to find out its degree and its sequence compared with other items of the questionnaire.

$$\text{The Percentile Weight} = \frac{\text{The degree of power}}{\text{The highest score of the scale}} \times 100$$

(Salih, 1991:84)

3. The t-Test for the two independent samples is used to find out the differences between the supervisors' and the teachers' responses, if any.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \cdot \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

\bar{x} = mean

S^2 = variance

n = size of sample

(Tawfeeq et al., 1977:260 and Sa'ad, 1996:148)

4. The t-Test for one sample is used to get at the value of the item for each sample.

$$T(n-1) = \frac{\bar{x} - me}{s / \sqrt{N}}$$

\bar{x} = calculated mean

me = theoretical mean

s = standard deviation

N = size of sample

(Tawfeeq et al., 1977:254 and Al-Musawi, 1990:333)

Notes to Chapter Three

¹The questionnaire consists of the following questions:

- Do you enjoy teaching Book -1- of RECI? Why?
- Do you think that this book is better than the old one in teaching pupils English with acceptable fluency and accuracy?
- What problems or difficulties have you faced in teaching this book?

²The jury consists of the following members whose names are arranged alphabetically:

1. Abdullah A. Salman(Ph.D.)College of Education. University of Diala .
2. Abdul-Hamid N. Sa'ad (Ph.D.) College of Languages .
3. Ayif H. Al-Ani (M.A.) College of Education, Ibn Rushd .
4. Fatin Khairi (Ph.D.) College of Education , Ibn Rushd .
5. Intissar I. Hassan (Ph.D.) Teachers Training Institute. Ministry of Education .
6. Kadhim Al-Khazraji (Ph.D.) Ministry of Education.
7. Khalil I. Al-Hadidi (Ph.D.) College of Education. University of Diala .
8. Khudhair S. Al-Khazraji (Dip.) Ministry of Education .
9. Lamia A. Ani (M.A.) College of Education, Ibn Rushd .
10. Omran M. Mahood (Ph.D.) College of Education , Ibn Rushd ..

CHAPTER FOUR

DATA ANALYSIS

4.1 An Introductory Note

This chapter deals with the analysis of the data obtained from processing statistically the responses of both the supervisors and teachers to the items of the questionnaire.

4.2 Data Analysis

In order to achieve the aim of the present study, namely “An Assessment of Book -1- (RECI) for the Fifth Grade of the Primary Stage from the Supervisors’ and Teachers’ Points of View”, the teachers’ and supervisors’ responses to the items of the questionnaire are collected and processed statistically. The Fisher formula is used as shown in the previous chapter (3.3) to find out the degree of power for each item of the questionnaire. Then, the percentile weight of each item is also found out.

Later, the results are arranged according to the degree of power and percentile weight of each item as shown in Appendix (1) which illustrates the teachers’ responses and Appendix (2) which provides the supervisors’ responses.

4.3 Results Pertaining to the Teachers' Responses

Appendix (1) provides the teachers' points of view concerning the six axes of the questionnaire. Each axis is discussed separately below:

4.3.1 The First Axis: Language Skills

This axis is classified into three fields:

- a. Listening and Speaking,
- b. Reading , and
- c. Writing .

4.3.1.1 Listening and Speaking

The nine items of this field are arranged in a descending order according to their degree of power (henceforth D.P.) and percentile weight (henceforth P.W.) as shown in Table (3).

Table (3)
Statistics of Listening and Speaking

Rank	Item	D.P.	P.W.
1	2	3.92	78.4
2	4	3.90	78
3	9	3.70	74
4	3	3.64	72.8
5	6	3.55	71
6	8	3.40	68
7	7	3.23	64.6
7	1	3.23	64.6
8	5	3.01	60.2

The figures show that these items range in power in listening and speaking skills between 3.92 and 3.01 with percentile weight (78.4-60.2).

It is worth mentioning here that this field is of a five-rating scale with the score of (3) as the cut-point. Since there is no degree of power less than a score of (3), all the items are acceptable.

4.3.1.2 Reading

This field is also of a five-rating scale, and the cut-point is (3).

The five items of this field are arranged in a descending order according to their D.P. and P.W. as shown in Table (4).

Table (4)
Statistics of Reading

Rank	Item	D.P.	P.W.
1	1	4.03	80.6
2	5	3.87	77.4
3	3	3.49	69.8
4	2	2.98	59.6
5	4	2.92	58.4

The table shows that these items range in power in reading between (4.03-2.92) with P.W. (80.6-58.4).

Thus, all the items are satisfactory, except Item No. (2) which reads, “The Pupils are expected to associate letters with sounds (graphemes with phonemes)” and Item No. (4) which reads, “The

pupils are expected to read with understanding a short dialogue, a group of sentences centered around one theme and a short paragraph.”

4.3.1.3 Writing (Five-rating scale)

The five items of this field arranged in a descending order according to their D.P. and P.W. are as displayed in Table (5).

Table (5)
Statistics of Writing

Rank	Item	D.P.	P.W.
1	1	3.57	71.4
2	2	3.46	69.2
3	4	3.28	65.6
4	3	3.02	60.4
5	5	2.55	51

It is evident that these items range in power in writing between (3.57-2.55), with P.W. (71.4-51).

Consequently, all the items are satisfactory except Item No. (5) which reads “The Pupils are expected to write very simple paragraphs using dialogues and familiar material.”

4.3.2 The Second Axis: Language Functions (Five-rating scale)

The results in Table (6) indicate that these items range in power in Language Functions between (3.35-3.14) with P.W. (67-62.8); therefore all the items of this axis are satisfactory.

Table (6)
Statistics of Language Functions

Rank	Item	D.P.	P.W.
1	1	3.35	67
2	3	3.18	63.6
3	2	3.14	62.8

4.3.3 The Third Axis: Content (Five-rating scale)

The statistics in Table (7) reveal that these items range in power in Content between (3.70-3.09), with P.W. (74-61.8); therefore, all the items are satisfactory.

Table (7)
Statistics of Content

Rank	Item	D.P.	P.W.
1	4	3.70	74
2	1	3.59	71.8
3	5	3.33	66.6
4	3	3.18	63.6
5	2	3.09	61.8

4.3.4 The Fourth Axis: Structures (Five-rating scale)

The figures in Table (8) show that the nine items of this axis range in power between (3.75-2.97), with P.W. (75-59.4); therefore, all the items are satisfactory except Item No. (9) which reads, "Tenses: Present Simple (durative verbs: like,

want), Present Simple: (verb to be: am, is, are) and Present Simple (verb to have) are presented to express the language functions and notions.”

Table (8)
Statistics of Structures

Rank	Item	D.P.	P.W.
1	6	3.75	75
2	1	3.54	70.8
3	3	3.44	68.6
4	7	3.38	67.6
5	2	3.33	66.6
5	5	3.33	66.6
6	4	3.29	65.8
7	8	3.24	64.8
8	9	2.97	59.4

4.3.5 The Fifth Axis: Teaching-Aids (Three-rating scale)

As for Teaching-Aids, the results displayed in Table (9) indicate that the (15) items of this axis range in power between (2.93-2.24), with P.W. (97.66-74.66).

This axis is of a three-rating scale, and the cut-point is (2). There is no degree of power which is less than (2). As a result, all the items are satisfactory.

Table (9)
Statistics of Teaching-Aids

Rank	Item	D.P.	P.W.
1	15	2.93	97.66
2	2	2.83	94.33
2	5	2.83	94.33
3	8	2.76	92
4	4	2.71	90.33
5	3	2.66	88.66
5	12	2.66	88.66
6	1	2.61	87
7	7	2.55	85
8	13	2.50	83.33
9	11	2.46	82
10	9	2.40	80
10	10	2.40	80
10	14	2.40	80
11	6	2.24	74.66

4.3.6 The Sixth Axis: Technical Aspects

The first item of this axis consists of a three-rating scale (Yes, To some extent, No) (see Appendix (5)); therefore the cut-point is (2).

The following table reveals that this item has got degree of power (2.45), with P.W. (81.66).

Table (10)
Statistics of the 1st Item

D.P.	P.W.
2.45	81.66

Consequently, this item which reads, “The lay-out of the course-book has taken into consideration the size of the book, the colourful pictures, figures and illustration, the legibility of the letters, words and sentences, the number of pages, the avoidance of misprinting...” is satisfactory with some comments or critiques raised by many of the teachers about the size of the book, the misprints which should be completely avoided especially in Book -1- which is intended for beginners.

The remaining six items of this axis (Technical Aspects) are made up of a two-rating scale (Yes, No).

As indicated in Table (11), these six items range in power between (1.93-1.37), with P.W. (96.5-68.5).

Table (11)
Statistics of the Last Six Items of Technical Aspects

Rank	Item	D.P.	P.W.
1	3	1.93	96.3
1	4	1.93	96.3
2	6	1.83	91.5
3	2	1.77	88.5
4	5	1.62	81
5	7	1.37	68.5

The cut-point of this scale is (1.5); therefore all the items are satisfactory except Item No. (7) which reads, “Do you face difficulties or problems in teaching this book? If yes, mention them briefly,” occupies the sixth and bottom rank in the scale according to the teachers’ responses.

It is worth mentioning that the teachers mention some difficulties and problems which can be itemized as follows:

- a- Many of them [the teachers] had not taken part in training-courses about how to teach this book and how to set up exams.
- b- Those who had been trained complain that their training-courses had been insufficient. They had been short-range courses of three or five days.
- c- The teaching-aids for teaching this course are not available.
- d- Time-allotment for teaching this course communicatively is insufficient. As a result, some suggest increasing the time, while others suggest teaching English from the 4th grade of the primary stage.

4.4 Results Pertaining to the Supervisors’ Responses

The results illustrated in Appendix (2) display the supervisors’ points of view concerning the six axes of the questionnaire. Each axis is discussed separately below:

4.4.1 The First Axis: Language Skills

This axis is classified into three fields:

- a- Listening and Speaking,
- b- Reading , and
- c- Writing .

4.4.1.1 Listening and Speaking

The nine items of this field arranged in a descending order according to their D.P. and P.W. are shown in Table (12).

Table (12)
Statistics of Listening and Speaking

Rank	Item	D.P.	P.W.
1	9	4.16	83.2
2	4	4.05	81
3	2	4	80
4	3	3.66	73.2
5	8	3.5	70
6	6	3.44	68.8
7	7	3.38	67.6
8	1	3.22	64.4
9	5	3	60

The items range in power between (4.16-3), with P.W. (83.2-60)

Since this field is made out of a five-rating scale, the cut-point is (3). As Table (12) illustrates, there is no degree of power less than (3). Consequently, all the items are satisfactory.

4.4.1.2 Reading

This field is also made out of a five-rating scale and the cut-point of this field is (3).

Table (13)
Statistics of Reading

Rank	Item	D.P.	P.W.
1	1	4.11	82.2
2	5	4	80
3	3	3.66	73.2
4	2	3.05	61
5	4	3.05	61

In D.P., the items range between (4.11-3.05), with P.W. (82.2-61). Thus, all the items are satisfactory.

4.4.1.3 Writing

A statistical analysis of the items regarding the skill of writing from the supervisors' point of view yields the figures displayed in Table (14) below.

Table (14)
Statistics of Writing

Rank	Item	D.P.	P.W.
1	1	3.66	73.2
2	2	3.61	72.2
3	4	3.44	68.8
4	3	3.16	63.2
5	5	2.66	53.2

As the figures indicate, the items range in power between (3.66-2.66) with P.W. (73.2-53.2). And since this field is made up of

a five-rating scale with the cut-point of (3), all the items are satisfactory except Item No. (5) which reads, “The pupils are expected to write very simple paragraphs using dialogues and familiar material”, which occupies the fifth rank in the scale according to the supervisors’ responses.

4.4.2 The Second Axis: Language Functions

As far as Language Functions are concerned, the figures indicating the supervisors’ points of view are illustrated in Table (15).

Table (15)
Statistics of Language Functions

Rank	Item	D.P.	P.W.
1	1	3.61	72.2
2	3	3.33	66.6
3	2	3.16	63.2

The results show a range in power between (3.61-3.16) with P.W. (72.2-63.2).

This axis is made of a five-rating scale. Thus the cut-point is (3). Consequently, all the items are satisfactory.

4.4.3 The Third Axis: Content (Five-rating scale)

The figures in Table (16) below specify the range in power of the items concerned with the content to be between 3.88 and 3.16 with P.W. ranging from 77.6 to 63. The cut-point of the axis is (3). Since the D.P. with all items is higher than this point, all the items are satisfactory.

Table (16)
Statistics of Content

Rank	Item	D.P.	P.W.
1	4	3.88	77.6
2	1	3.77	75.4
3	5	3.5	70
4	3	3.33	66.6
5	2	3.16	63.2

4.4.4 The Fourth Axis: Structures

Nine items make up this axis with a rating scale of five for each item. This means that the cut-point is (3). The D.P. and P.W. of each item are computed with the items ranked accordingly in a descending order in Table (17).

Table (17)
Statistics of Structures

Rank	Item	D.P.	P.W.
1	6	3.94	78.8
2	1	3.72	74.4
3	3	3.61	72.2
4	7	3.55	71
5	2	3.5	70
5	5	3.5	70
6	4	3.38	67.6
7	8	3.33	66.6
8	9	3.11	62.2

The results in the table above show a range in power in structures from 3.94 to 3.11 with P.W. between 78.8 and 62.2. And since all powers exceed the cut-point, all of the nine items are satisfactory.

4.4.5 The Fifth Axis: Teaching-Aids (Three-rating scale)

The figures shown in Table (18) indicate that the items range in this axis of the questionnaire (Teaching-Aids) between (3-2.5) with P.W. ranging from (100) to (83.33).

Table (18)
Statistics of Teaching-Aids

Rank	Item	D.P.	P.W.
1	15	3	100
2	5	2.94	98
3	2	2.88	96
3	8	2.88	96
4	4	2.83	94.33
5	3	2.77	92.33
5	12	2.77	92.33
6	1	2.72	90.66
7	7	2.66	88.66
8	6	2.61	87
8	13	2.61	87
9	9	2.5	83.33
9	10	2.5	83.33
9	11	2.5	83.33
9	14	2.5	83.33

With the cut-point of (2) and all powers exceeding the cut-point, all of the fifteen items are satisfactory.

4.4.6 The Sixth Axis: Technical Aspects

The first item of this axis, namely, “The lay-out of the course-book has taken into consideration the size of the book, the colourful pictures, figures and illustration, the legibility of the letters, words and sentences, the number of the pages, the avoidance of misprinting...” is made of a three-rating scale and the cut-point is (2). Thus, this item is satisfactory as indicated in Table (19) below.

Table (19)
Statistics of the 1st Item

D.P.	P.W.
2.55	85

The main objections raised by the supervisors are about the size of the book and the misprints which should be completely avoided especially in Book -1- which is intended for beginners.

As regards the remaining items of this axis which are made of a two-rating scale, the results indicate that these six items range in power between (2-1.33) with P.W. (100-66.5).

As Table (20) below illustrates, there is no degree of power less than (1.5) which is the cut-point of these items. Thus, the items are judged to be satisfactory.

Table (20)
Statistics of the Last Six Items

Rank	Item	D.P.	P.W.
1	3	2	100
2	4	2	100
3	6	1.88	94
4	2	1.83	91.5
5	5	1.66	83
6	7	1.33	66.5

4.5 Comparison of the Teachers' and Supervisors'

Points of View

In order to get a clear picture of both the teachers' and supervisors' points of view, a t-test of significant difference among percentages has been used to determine whether there is any significant difference among percentages in responses of the study sample.

Appendix (3) reveals that all the items in the axes are not statistically significant at 0.05 level of significance when comparing the responses of both the teachers and supervisors. Since the calculated t-value is less than the tabulated t-value. However, it has been found out that the language function axis is statistically significant at 0.05 level of significance and in favour of the supervisors. This comparison of the rank order of the items in the scale which is made by the researcher with reference to the teachers' and supervisors' responses can be broken down into their relevant fields or axes as follows:

4.5.1 The First Axis: Language Skills

4.5.1.1 Listening and Speaking

Tables (3) and (12) illustrate that both the supervisors and teachers agree that all the items concerning this field are satisfactory. Thus, Book -1- of RECI series considerably manages to cover this field.

As shown in the tables mentioned above, Item No. (9), namely, “The pupils are expected to take part in short simple social exchanges such as: greetings, identifying and expressing likes and dislikes” occupies the first rank according to the supervisors’ responses and the third rank according to the teachers’, while Item No. (2), “The pupils are expected to recite the names of the English alphabet” occupies the first rank by the teachers and the third rank by the supervisors.

Item No. (5) which reads, “The pupils are expected to pick-out main ideas and keywords in familiar contexts” has got the lowest percentile weight (60 by the supervisors and 60.2 by the teachers). This can be explained as being due to the absence of a target language model since the teacher is the only model to follow. Both pupils and teachers are not exposed to spoken English naturally by native speakers of English.

4.5.1.2 Reading

As the figures in Table (4) and (13) illustrate, there is no full agreement between the teachers on the one hand and the supervisors on the other regarding the issue of Reading. While all the items have proved to be satisfactory in the supervisors’ point of view, only three, namely, 1, 5 and 3 have proved to be so according to the teachers.

The satisfactory items (1, 5 and 3) occupy the first, second and third ranks respectively in the responses of both groups.

Item No. (1) which reads, “The pupils are expected to identify and name the letters of English alphabet in their print script forms both small and capital” has got the highest P.W. That is due to the intensive training on this activity.

Item No. (5) “The pupils are expected to associate words with pictures” occupies the 2nd rank. This relates to the merit of Book -1- in which meanings are illustrated by the use of colourful pictures and the legibility of letters and words.

Item No. (2) “The pupils are expected to associate letters with sounds” and Item No. (4) which reads, “The pupils are expected to read with understanding a short dialogue, a group of sentences centered around one theme and a short paragraph” are the lowest in rank. Both items have failed to reach the cut-point according to the teachers’ responses; therefore they are dissatisfactory. The comparatively low rating in the supervisors’ responses of these items and their failure to pass the cut-point in the teachers’ responses leads to the adoption of the teachers’ point of view and renders these items unsatisfactory.

Reading a short dialogue of a group of sentences with understanding associating letters with sounds is not an easy task for beginners.

To support this opinion, the following examples are taken from Book -1- in which groups of letters are pronounced differently:

- (tu) in the words picture and turn.
- (th) in the words with, this and thank, birthday
- (gh) in the words laugh and eight

- (ow) in the words town and borrow
- (ge) in the words get, tiger and orange

From the researcher's experience as a teacher of English for more than 25 years, most pupils even at the intermediate or preparatory stage, in the previous syllabus NECI, are weak at these activities.

4.5.1.3 Writing

As far as the writing skill is concerned, the responses of both groups are almost identical as shown in Tables (5) and (14). It is interesting to note that the items 1, 2, 4, 3 and 5 occupy the first, second, third, fourth and fifth ranks respectively by both groups.

Item No. (5), "The pupils are expected to write very simple paragraphs using dialogues and familiar material" has never got the minimum score of the cut-point which is (3) by both the supervisors and teachers. Therefore, it is unsatisfactory.

In NECI, writing paragraphs begins in Book -3; nevertheless most pupils do not master this activity. This activity requires excessive practice and teacher's patience.

Items 1, 2, 4, and 3 which read respectively "The pupils are expected to write the letters of English alphabet in their small and capital forms and numbers using semi-cursive simple modern handwriting, to copy words and very simple material, to write simple words and sentences similar to those in the Pupil's Book and to list and identify and label words related to various topics," indicate that the new syllabus manages to develop and reinforce these activities as

initial building blocks for language, i.e., without them, one cannot do with language.

In C. A., the four skills should be taught as a nexus, i.e., they should go together from the beginning.

4.5.2 The Second Axis: Language Functions

The three items of this axis occupy the same ranks by both groups and they are also judged to be satisfactory by both as illustrated in Tables (6) and (15).

Item No. (1) which reads, “The pupils can understand, respond and produce English in oral and written forms for social functions such as: addressing people formally (Mr., Mrs.), greetings, leave-taking, thanking, apologizing, introduction, etc.” occupies the first rank because these represent the pupils’ needs, i.e., everyday conversation.

The pupils now can say “Hi, Ali” but “Good-morning, Mr. ...”. Thus the new syllabus manages to be in line with the principles of N.F. syllabus. Finocchiaro and Brumfit (1983:101) believe that the interpersonal function should start from the first day of the first level of learning. The previous syllabus, NECI, had deferred these to the preparatory stage.

The same is true with other items which also meet the pupils’ needs and interests such as asking others to do things or not to do things, requesting, identifying things, animals, people, etc.

4.5.3 The Third Axis: Content (Topics and Notions)

As for Content, the results displayed in Tables (7) and (16) illustrate that there is a full agreement between the teachers on the one hand and the supervisors on the other on the rank order of the

five items of this axis and all the items are proved to be satisfactory by both groups.

According to the results mentioned in the tables above and with reference to the cut-point adopted, the new syllabus considerably covers what the pupils need in their daily life such as time (Item No. 4): the days of the week, months of the year, seasons; in Item No. (1) people and their environment such as parts of the body, self, family, friends, etc., in Item No. (5) place such as location (in, on, under, here, there, over) and direction (to) and in Item No. (3) quantity such as cardinal numbers (1-200), ordinal numbers (1st-33rd), age and quality (short, long, etc.).

4.5.4 The Fourth Axis: Structures

The results in Tables (8) and (17) reveal that all the nine items are equally ranked for both the supervisors and teachers and they are also proved to be satisfactory for both groups according to the cut-point adopted in this scale except Item No. (9) which is judged to be unsatisfactory by the teachers.

Item No. (9) which reads, “Tense: present simple (durative verbs: like, want); present simple: verbs to be (am, is, are) and present simple: (verb to have) are presented to express the language functions and notions.” These topics are not easy for beginners, especially for Arabic-speaking pupils who are used to reducing verbs to be and this is a dilemma even in the advanced stages. This may be supported by the evidence that this aspect should be remedied and reinforced in syllabuses for Arabic-speaking learners. (Al-Jumaily, 1982:219)

The same is largely true to tenses with “s” of the third singular person like “has”, “wants”. Tenses should be spoonfed, i.e., presented bit by bit, as food is fed to a baby.

Item No. (6) “prepositions of place” (in, on, under, at) and “of direction” (to) occupies the first rank, Item No. (1) nouns (singular, plural) occupies the 2nd rank, while Item No. (3) which is about definite and indefinite articles (the, a, an) and zero article; the absence of article before certain nouns, occupies the 3rd rank.

From the researcher’s experience in this field, these are the chronic problems for nearly all the pupils even in the preparatory stage. The sufficient coverage of these topics in the new syllabus may help pupils to overcome these problems and have a good command over them.

4.5.5 The Fifth Axis: Teaching-Aids

A comparison of the results shown in Tables (9) and (18) indicate that all the items are satisfactory by both groups, but with a slight disparity in the rank order as illustrated in Table (21) below:

Table (21)
The Ranks of the Items According to the Supervisors'
Responses (S), and Teachers' Responses (T)

Rank	Item	
	S	T
1	15	15
2	5	2
3	2	5
3	8	8
4	4	4
5	3	3
5	12	12
6	1	1
7	7	7
8	6	13
8	13	11
9	9	9
9	10	10
9	11	14
9	14	6

The results in Table (21) above reveal that there is a consensus by both groups that the first rank is for Item No. (15) which reads, "The teaching material requires the use of pictures."

Pictures are available and easy to be made; moreover, they are easy to be used inside the classroom in order to activate the pupils' interaction.

Item No. (2) which stresses the limited number of pupils inside the classroom occupies the second rank by the teachers and the third rank by the supervisors.

To be in line with the principles of a communicative language Teaching, the classroom should be divided into several small groups and that necessitates a limited number of pupils. (See 2.4.2).

Item No. (5) which stresses the use of coloured chalk occupies the second rank by the supervisors and the third rank by the teachers.

The use of coloured chalk is essential for beginners to draw their attention to certain letters or words and to association graphemes with phonemes.

The teaching-aids which function with electricity occupy the lowest ranks in the scale by both groups due to the shortage of electricity, the chronic problem in our country and the non-availability of a separate classroom for teaching English.

4.5.6 The Sixth Axis: Technical Aspects

As far as the First Item of the axis, namely, “Have the lay-out and form of the course-book been taken into consideration: the size of the book? The colourful pictures, figures and illustration? The legibility of letters, words and sentences? Number of pages? The avoidance of misprinting? The design?” is concerned, figures in Tables (10) and (19) show that the item answered by both the supervisors and teachers is satisfactory; yet there are some comments of the number of misprints, the design of the course as two separate books (Pupils’ Book) and (Work Book and Manual) and their sizes.

The remaining items, Tables (11) and (20) illustrates that these six items have got the same ranks by both groups and they are also proved to be satisfactory.

Item No. (3) which reads, “Do you think that the pupils like this book?” and Item No. (4) “Do you enjoy teaching this book?” occupy the first and the second ranks respectively. These results indicate that the new syllabus is interesting for the supervisors, teachers and pupils, and it is considered the initial step for learning. The fear is that admiration of this syllabus comes from the comparison with the old one (NECI), not from being in line with the principles of a communicative approach.

Item No. (6) which reads, “Do you have a copy of the Teacher’s Guide? If yes, is it helpful?” occupies the third rank. All the respondents of the questionnaire find that it is helpful, but some of them mention that they do not have a copy of it.

Item No. (2) “Have you been able to finish RECI (Book 1) within one academic year?” occupies the fourth rank. Many teachers (personal communication) declare that they cannot finish teaching this book unless they occupy the periods of other subjects or give extra lectures.

Item No. (5), “Have you had any training courses on how to teach this course?” occupies the 5th rank. Most of the teachers have had short-range courses of several days which are insufficient, and many of them complain that they do not have even a course on the modern handwriting “semi-cursive” which is recommended for this syllabus.

Item No. (7), “Do you face difficulties or problems in teaching this book? If yes, mention them briefly,” occupies the sixth rank with D.P. ranges between (1.33-1.37) and P.W. (66.5-68.5).

Below different points raised by the respondents concerning this item are itemized as follows:

- 1- Time-allotment for teaching this course communicatively is insufficient.
- 2- The need for long-training courses about how to teach this book.
- 3- The need for a course about the modern handwriting (Semi-Cursive).
- 4- The need for teaching-aids.
- 5- The need for a separate classroom for teaching English.

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 An Introductory Note

This chapter draws a number of conclusions based on the findings of the study. Later, some relevant recommendations and suggestions are put forward for the pedagogical purposes and for the possible extension of the present study.

Some of the recommendations may seem next to the impossible at the present time due to many reasons such as the need for modern and suitable school-buildings, the need for highly qualified teachers (pre-service and in-service training), the crowdedness of the present classrooms, non-availability of a separate classroom for teaching English, the necessity for teaching-aids and technical equipment, and the severe shortage in electricity, the artery of modern life. But these obstacles should not impede our ambition.

The educationalists ought to do their best and seize every opportunity available to carry out what is necessary in order to raise the standard of our pupils in English.

Finally, what is introduced here does not claim to be more than what it really is, i.e., recommendations in the hope for the best.

5.2 Conclusions

According to the results obtained from the study, the following conclusions have been drawn:

- (1) This course has proved to be of a good utility in language teaching, especially when it meets the interests and motivation of the supervisors, teachers and pupils as well.
- (2) There is integration among the four skills from the beginning.
- (3) The course begins with the interpersonal functions which every course should start with from the first level of learning.
- (4) This course lacks teaching-aids, especially cassettes for the songs and rhymes that most teachers suffer because they do not know how to perform such activity. They know the performance of only one song which is “Happy Birthday”.
- (5) Time-allotment for teaching this course communicatively is insufficient.
- (6) The course-book abounds with a lot of spelling, small and capital letters, and punctuation errors as well as some mistakes in information (See Appendix (6)).
- (7) The size of both (Book -1-) and (Work Book and Manual -1-) is unsuitable for the primary-school pupils. They are not easy for them to handle and carry the prescribed books to school in their bags. Being separate books is another problem. The teachers and supervisors complain that the pupils always leave at least one of the above-mentioned books at home and pretend to be forgetful.

- (8) Book -1- of RECI series needs modification in the items which have been found dissatisfactory as stated in Chapter Four.
- (9) No sufficient training provided for the teachers on how to teach the new syllabus before putting the course-book into use.
- (10) The success of teaching a new syllabus does not depend only on the material presented, but also on the proficiency of the teacher since there is a high correlation between any syllabus, especially communicative ones, and the teacher's proficiency. Qualified teachers employ more effective teaching strategies.
- (11) The supervisors of English, as compared to the teachers of English, are very few in number. (See Table (1) in Chapter 3). This indicates the absence of good supervision and following up of the application.
- (12) The new syllabus was born with one leg from the beginning. It is designed on the basis of the principles of a C. A. which necessitates a limited number of pupils inside the classroom with special furniture which is easy to be re-arranged for individual and group-work.
There is always too large a number of pupils inside the classrooms and there is no large separate classroom with suitable furniture for teaching English in groups available to ensure a successful application of the book. These obstacles and the like impede the implementation of the new syllabus successfully.
- (13) Most of the teachers and supervisors prefer cursive handwriting recommended in the NECI to semi-cursive handwriting of Manual -1- of RECI due to their little knowledge of the latter

type of cursive; therefore they either follow the former one, or imitate the latter one as they imagine.

- (14) Experimentation before application is necessary. The new material should be experimented upon before it is applied in order to ensure that any loopholes that may exist may be handled before they cause general damage.
- (15) During a visit carried out by the researcher to a number of teachers inside a classroom (a model lesson); it has been found out that the teachers' inaccurate pronunciation plays a damaging role in pronunciation. A teacher changes his pronunciation within a period of the lesson. For example, the word "west" is pronounced by the teacher and the supervisor in three different ways: /west/, /weist/ and /wi:st/. This will certainly create confusion and misunderstanding. So, the pupils, as well as the teachers, are in need for ear-training of correct pronunciation in order to enable them to pick-out main ideas and key-words in familiar contexts.
- (16) The teachers are more logical and practical as shown in their responses than the supervisors because teachers have a more accurate picture of their pupils in their teaching-process than the supervisors.
- (17) There is a variance in the teachers' professional qualification; some have Bachelor degrees, some have Diploma degrees, while others have courses of six months or less. As a result, many of them who are not well-qualified and poorly trained try to avoid communication and put their heavy emphasis not on language, but around the language such as on cursive and script forms both small and capital letters, meaning of isolated words, etc.

- (18) All in all, the course-book is really a sound foundation for subsequent books provided the tools for its success are made ready before implementation.

5.3 Pedagogical Implications and Recommendations

In the light of the analysis of conclusions in the previous section, the following pedagogical implications are drawn with recommendations where necessary.

- (1) Since the teaching of Book -1- (RECI) is limited to four periods a week, and the pupils are not exposed to sufficient communication in the classroom, it is recommended that either the time allotted for teaching this course be six periods a week, or the pupils be given a propaedeutic course of English from the fourth grade of the primary stage as a step for introducing Book -1-. The course suggested for the fourth grade may include small and capital letters, numbers, some active words and phrases from the pupils' environment.
- (2) Since the new syllabus partly follows a C. A., and the teachers of English are not accustomed to teaching methods accompanying such an approach, and they faced difficulties in teaching when they come into contact with the new course, Book -1-, long training-courses for the teachers are necessary to bridge the gap especially for the teachers who are standpat. They should be aware of the aims of this course, the approach on which it is designed, the use of the techniques required inside the classroom as well as for the exams, and how to create motivation in their pupils. All these require long training-courses. This means that the other books of the series should not be brought into use before adequate training of the

teachers who are going to teach them. Training and experimentation before application is an unquestionable principle in LT. Further, the teachers' proficiency in all levels of English should be developed, especially in English phonology.

- (3) The two books of RECI (The Pupils' Book) and (Manual and Work Book -1-) ought to be unified in one book. It is also preferable that the size of the books (21 x 28 c.m.) be reduced in order to be easier for the pupils to handle and carry to school.
- (4) Schools should be provided with teaching-aids and technical equipment in order to simplify the teaching process and implement the new course successfully.
- (5) The Handwriting Manual -1- is insufficient, consequently, there is a need for adequate course in this field.
- (6) In the coming editions, more care should be paid for the misprints. Misprints, especially in a course intended for beginners, lead to misspellings and miswriting which are going to be rooted in the mind of the beginners, and these will not be easy for them to get rid of in later stages. (See Appendix (6))
- (7) The implementation of the new course necessitates the use of a separate classroom for teaching English. A large classroom should be furnished with light desks and chairs which can be easily re-arranged for individual or group-work.
- (8) The spelling of some common Arabic names like (Ahmad and Mohammad) ought to be systematic and consistent. These names and the like are sometimes written (Ahmed and Mohammed) and (Ahmad and Mohammad) in others. It is preferable to follow the former spelling for two reasons:

First: It seems to be the most acceptable form for the time being. Secondly, this spelling has the merit of being closer in pronunciation to what we call them. (Bailie et al., 1979:185)

- (9) In order to be in line with the new syllabus, a new educational television programme is essential as a means of raising the professional qualification of teachers.
- (10) The Ministry of Education has to adopt the policy of holding wide educational conferences and seminars before setting the work of syllabus-design for the purpose of reaching objective conclusions based on wider participation of educationalists.
- (11) The hope is that the RECI series which consists of eight books comes out regularly at a rate of one book a year and thus gradually replace the old NECI series.
- (12) The number of the supervisors ought to be increased in order to follow the application of the new syllabus precisely.
- (13) Syllabuses should not be heavily politicized or used as instruments for political ends. Rather the pupils' interests and needs, both linguistic and extralinguistic should be the only determining factors in the selection of material.

5.4 Suggestions for Further Research

The following suggestions are found to be suitable for further investigation:

- (1) A similar study is needed to investigate the pupils' performance according to the aims of the new syllabus.

- (2) A study may be carried out to assess the new syllabus according to the teachers' professional qualification.
- (3) A study may be needed to identify the problems faced by the teachers of English in teaching RECI series.

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