The Effect of Using First Letter Technique on the Acquisition of Vocabulary by Fifth Class Primary Pupils in English Language

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Abstract:

The present research aims at investigating the effect of using first – letter technique on the acquisition of vocabulary by fifth class primary pupils in English. The population of the research consists of fifth class primary female pupils in Mosul.

The researcher has chosen Al-Ma'aly School girls deliberately, The sample consists of (54) pupils who have been chosen randomly from the among the fifth primary school pupils. The sample has been divided into two groups, experimental and control with (27) pupils in each. The experimental group has been taught by first – letter technique, while the control group has been taught by the traditional method. After achieving co-equivalence between the two groups, the researcher prepared a final test made out of (20) multiple – choice and completion items. At the end of the experiment, the tool was applied on both groups. After using T-test, the results showed the superiority of the experimental group on the control group in the final test. Accordingly, the researcher has put forward some recommendations and suggestions for further studies.

أثر استخدام أسلوب الحرف الأول في اكتساب المفردات لدى تلميذات الصف الخامس الابتدائي في اللغة الانكليزية

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ملخص البحث :

يهدف البحث الحالي إلى معرفة اثر استخدام أسلوب الحرف الأول في اكتساب المفردات لدى تلميذات الصف الخامس الابتدائي في اللغة الانكليزية. تألف مجتمع البحث من تلميذات الصف الخامس الابتدائي في مدينة الموصل، وقد اختارت الباحثة مدرسة المعالي للبنات بصورة قصدية.

شملت عينة البحث (54) تلميذة اختيروا بصورة عشوائية من بين تلميذات الصف الخامس الابتدائي ووزعت العينة على مجموعتين تجريبية وضابطة إذ شملت كل مجموعة (27) تلميذة. درست المجموعة التجريبية بأسلوب الحرف الأول، بينما درست المجموعة الضابطة بالطريقة الاعتيادية. وبعد إجراء التكافؤ بين المجموعتين، أعدت الباحثة اختبار نهائي وهو اختبار الاختيار من متعدد واختبار التكملة والمتكون من (20) فقرة.

وفي نهاية التجربة تم تطبيق الاختبار على المجموعتين التجريبية والضابطة وعند تحليل النتائج باستخدام الاختبار التائي أظهرت النتائج تفوق المجموعة التجريبية على المجموعة الضابطة في الاختبار النهائي. طبقاً لذلك، قدمت الباحثة بعض التوصيات والمقترحات للدراسات اللاحقة.

1.Introduction:

Language is the expression of ideas by means of speech sounds combined into words. Words are combined into sentences similar to the combination of ideas into thoughts (Mohammad et al., 1988: 6). language is also a vehicle for communicating meanings and messages (Richards and Rodgers, 2003: 180).

Rasheed and Mohammed (2007: 369) state that, learning vocabulary is essential to acquiring a language. In fact vocabulary is included in the related content of both the core and enriched ESL (English as a second language) programs. However, the way to teach vocabulary in classroom might change. A language teaching method is a

single set of procedures which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. For many years, the goal of language pedagogy was to "find the right method" a methodological magic formula that would work for all learners at all times (Nunan, 2003: 5). The task of teaching therefore, is to establish strategies and techniques that may help learners to input knowledge and expertise then symbolize them in a way that facilitates recall (Qutami and Qutami, 1993: 44).

Al-dardir and Abdullah (2005: 61) state that there are some techniques and strategies which help to use memory effectively. They are called mnemonics. Qutami and Qutami (1993: 44) point out that mnemonics witnesses attention as means and strategies of memorizing due to its importance for learners and participants in various age stages and materials too. Joyce et al. (1992: 177) add that the mnemonic devices are specifically designed to increase the capacity to store and retrieve information. One of these mnemonics is the first – letter technique, which means as Qutami and Qutami (1993: 55) say "creating words from first letters of each word or sentence the learner wants to retain". Levin (1996: 3) state that with the first letter mnemonic, the first letter of each word to be remembered is successively linked.

Likewise, numerous studies assert that using first letter technique in mediation process as a means to remember is effective especially when word arrangement is crucial in store or retrieve (Qutami and Qutami, 1993: 57). Additionally, many experts on memory and study skills recommend that mnemonics can be used mainly when you need to memorize a list of items or specific facts. However, in most cases, techniques that promote memory by understanding the material are better than rote memorization (Santrock, 2005: 341). To sum up, continuing

research on mnemonic helps teachers and students realize the limits of the educational potential (Levin, 1996: 5).

2- Significance of the Research:

The current research is important for the following reasons:

1. It can be helpful for fifth primary pupils to acquire vocabulary by a new technique.
2. It will be useful to encourage teachers of English to use this technique in their classes.
3. It Facilitates the teaching / learning process when applied by teachers and practiced by pupils.

3- The problem of the research:

Many students are frustrated in listening, speaking, reading, and writing of English out of insufficiency of English vocabulary. And English teachers have difficulties helping students comprehend grammar rules and apply them mainly because their students assumed limited command of vocabulary (Guey et al., 2000: 1). In primary schools a large number of vocabulary items have been presented to the pupils in English On the other hand pupils learn these vocabulary items in one time but they forget them later. The reason of this problem is closely related to the effect of instruction in the classroom.

Thus, this research is an attempt to find out and suggest a new technique for teaching vocabulary i.e. first letter technique.

4- The aim of the research:

The current research aims to investigate the effect of using first – letter technique as one of the mnemonic devices on the acquisition of vocabulary by fifth class primary pupils in English.

5- The Hypothesis:

To achieve the set objective, the current research attempts to test the following hypothesis:

"There is no statistically significant difference between the mean scores of the experimental and control groups in the acquisition of vocabulary in the final test".

6- Limits of the Research:

The current research is limited to:

1. Fifth primary class female pupils in the city center of Mosul, during the second term of the academic year (2009-2010).
2. The teaching material is limited to units 11, 12, 13 and 14 of Book (1) of the Rafidian English Course for Iraq, with the pupil's workbook and manual 1.
3. Using just one of the mnemonic devices namely, first letter technique.

7- Definition of Basic Terms:

7.1. First – Letter Technique:

a. Eggen and Kauchak (2004: 255) say "In first letter method learner creates a word from the first letter of each word or sentence which learner needs to recall".
b. Al-dardir and Abdullah (2005: 62) define first letter technique as "a technique in which the first letter of the target words are collected and then deriving a word or a sentence from these letters help in memorizing".

Operative Definition of first letter technique:

A teaching technique that helps fifth primary pupils to acquire new English vocabularies through identifying the first letter of words that will be memorized and recalled.

7.2. Acquisition:

a. Whemeier (2000: 12) defines acquisition as "the act of getting something, especially knowledge, a skill,… etc.".
b. Santrock (2005: 272) states that "acquisition is the initial learning of the stimulus response link".

Operative Definition of Acquisition:

It is obtaining some English vocabulary by fifth class primary pupils in the two groups and recalling them in the final test.

7.3 Vocabulary:

a. Thorndike and Barnhart (1983: 1230) define vocabulary as "collection or list of words, usually in alphabetical order with their translation or meaning".
b. Lubbadeh (1993: 1056) states that vocabulary are "words or items taken from a book or a paragraph that the teacher will explain or collect in a form of list, used by the teacher who is teaching a foreign language".
c. Gatti (2004: 14) states that according to Allen "vocabulary can be defined as a set of lexical items including single words, compound words, and idioms".

Operative definition of Vocabulary:

It is a list of words covered in units (11 – 14) of English textbook for fifth primary pupils, which learners acquire, understand, and memorize with the assistance of first letter technique.

8. Mnemonic (Theoretical Survey):

Since the mid-1970ˢ, mnemonic techniques have been the subject of extensive research attention by psychologists. This attention has been directed at both analyzing the presumed components of mnemonic techniques and evaluating their effectiveness in numerous applied and academic contexts (Levin, 1996: 1). Guey et al.(2000:2) points out the fact that according to Robert Gagne successful learning relies heavily on cognitive association between what has been learned and what has yet to be learned, rather than on rote memory. Numerous studies show that visual imagery is an appropriate strategy especially when using the imagination processes to create words. Researchers also found that this process surpass repetition and parroting regarding retention of expertise or words (Qutami and Qutami, 1993: 45).

Joyce et al. (1992: 165) point out that, recollection of our early years in school usually includes an image of struggles to master lists of unstructured material such as new words, new sounds, the days of the week, the fifty states, and the nations of the world. Therefore, the capacity to take information, to integrate it meaningfully, and later to retrieve it at will is the product of successful memory learning. Eggen and Kauchak (2004: 254) add that when learners think of a mnemonic, they link it to the items or information it represents. Mnemonics are used to help remember vocabulary, names, rules, lists, and other kinds of factual knowledge.

Meece (1997: 428) states that, there are several different mnemonic methods, key word, and first letter mnemonics which can be applied to teaching new vocabulary words. One common mnemonic for remembering lists consists of an easily remembered acronym, or phrase with an acronym that is associated with the list items. The idea tends

itself well to memorizing hard – to – break passwords as well. For example, to remember the "classic" named colours of the rainbow (Red, Orange, Yellow, Green, Blue, Indigo, Violet), it can be easier to remember the mnemonics "Roy G. Biv" (a made – up name) instead (Wikipedia, 1995: 1). Meece also points out that first letter mnemonics is used to improve memory and to recall important concepts by linking unfamiliar information to familiar information (Ibid.) Al-dardir and Abdullah (2005: 62) assert that using first letter technique in mediation process as a mnemonic is effective especially when words arrangement is crucial in retention.

In the current research, the target words consist of nouns and adjectives, and the researcher creates group of letters and words to represent them.

9- Vocabulary :

When most of us think about language, we think first about words (Pyles and Algeo, 1970: 96). Thus, Celce Murcia (2001: 285) mentions that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Vocabulary is considered as one of the areas of language teaching, which is arguably the most important area of foreign language learning (Gatti, 2004: 14).

Acquiring vocabulary is one of the most tedious learning tasks confronting the language learners. Hence, vocabulary is a vehicle for thought, self-expression, interpretation, and communication (Ibid: 18). However, the hardest part of learning a foreign language may seem to be memorizing its vocabulary; when we observe a child first acquiring speech, we talk of his progress as a matter of learning new words (Pyles and Algeo, 1970: 96).

Rivers (1981: 463) believes that vocabulary cannot be taught, it can be presented, explained, included in all kinds of language activities, but it must be learned by the individuals. Therefore, learners need to learn how to commit vocabulary to long-term memory. Rivers (1981:465) suggests two ways of doing so .First, by constantly reentering vocabulary in class work and by providing activities. Second, by constant use of what has been stored. Celce-Murcia (2001: 288) adds, especially at beginning levels, the teaching of word lists through word association techniques which has proven to be a successful way to learn a large number of words in a short period and retain them over time.

10- Literature Review:

10.1. Ahrens study (1988):

The aim of this study was to investigate the effects of using the first letter mnemonic strategy adaptation for elementary pupils, with fourth, fifth, and sixth grades. The sample of the study consisted of (24) pupils, (12) were pupils identified by Kansan criteria as learning disabled, and (12) were from the regular classroom population. The learning disabled group and the regular classroom group were divided into an experimental group (6 learning disabled pupils and 6 regular classroom pupils) and a control group (6 learning disabled students and 6 regular classroom pupils). The experimental group received instruction in first letter mnemonics adaptation for elementary students. The control group did not Pretests, and posttests were given to both groups. The test scores were submitted to a multifactor analysis of variance, chi-squares, and t-tests. The Results showed a significant difference between the two groups and for the benefit of the learning Disabled experimental group (Ahrens, 1988: 3326).

10.2. Nemati's study (2009):

This study was an attempt to compare the impact of teaching through memory strategies (namely, acronym, imagery and grouping) on the experimental group compared to a control group, where students were taught the meaning of new vocabulary items through giving synonyms and mini-contexts. The results were reflected in the students short-term and long-term retention. The participants of the study comprised 310 Indian pre-university females. The results indicated that the students of the experimental group outperformed both in short-term and long-term scores, portrayed the superiority of memory strategies in short-term and long-term retention. As many learners do not develop sufficient mastery of vocabulary explicit instruction of memory strategies and giving strategy awareness can facilitate storing and retrieving new vocabulary items. Also, it was shown that being over-dependent on survey tools were open to question, in spite of being widely used (Nemati, 2009: internet).

11. The Experimental Design:

To achieve the aim of the current research, the researcher adopted the post test and equivalent groups design (Best, 1981: 69). Building on this, the researcher has chosen two equivalent groups, namely, experimental and control groups.

The experimental group was taught using first letter technique and the control group taught by the conventional method as shown in figure (1) below:

Groups	Independent Variable	Dependent Variable (post-test)
Experimental	First-letter	Vocabulary
Control	Conventional	

Figure: The Experimental Design

11.1. The Population:

The population of the present research consisted of fifth year female pupils in the primary schools in Mosul city / left bank during the second term of the academic year (2009-2010). The total number of schools for girls was (97) and the number of girls was (7244).

11.2.The Sample:

The researcher deliberately selected Al-Ma'aly school for girls, because both the administration and English language teacher were ready to cooperate with the researcher. Moreover, the teacher of English has reached the unit of study which is the starting point of the research. The total number of fifth year primary pupils in this school is (54) divided into (27) in the experimental group and (27) in the control group.

11.3. Equivalence of Groups:

The researcher made an equivalence between two groups depending upon certain information taken from the pupils and school records. This information included:

11.3.1. Pupils Age:

The researcher used the t-test of independent samples to find out the significant differences between groups in the variable of age measured by months at the beginning of the academic year (2009-2010). The results showed that, no statistically significant difference was found at (0.05) level of significance, where the calculated t-value was (1.636) which is less than the tabulated t-value which was (2.0084) with (52) degree of freedom as shown in table (1) below:

Table (1) T-test Results of Pupils Age

Group	Number	Mean	S.D.	T-Value	
				Calculated	Tabulated
Experimental	27	126.7407	5.67445	1.636	2.0084
Control	27	124.4074	4.76574		

11.3.2 Pupils Grades in English:

The researcher got mid-year examination grades for each pupil in the two groups. The results indicated that there was no statistically significant difference between the two groups at (0.05) level of significance, where the calculated t-value was (0.816)which is less than the tabulated t-value which was (2.0084) with (52) degree of freedom as shown in table (2) below:

Table (2) T-test Results of Pupils Grades in English

Groups	Number	Mean	S.D.	T-Value	
				Calculated	Tabulated
Experimental	27	70.7778	18.93376	0.816	2.0084
Control	27	67.0000	14.85313		

11.3.3 Intelligence Test Scores:

The researcher used the intelligence test prepared by Dr. Ahmed Zaki Salih and applied by Mahfodh Al-Kazaz (1989, 190). The results showed no statistically significant difference was there between the two groups at (0.05) level of significance where the calculated t-value was (1.750) which is less than the tabulated t-value which was (2.0084) and (52) degree of freedom as shown in table (3) below:

Table (3) T-test Results of Pupils Intelligence

Groups	Number	Mean	S.D.	T-Value	
				Calculated	Tabulated
Experimental	27	39.222	4.01280	1.750	2.0084
Control	27	37.1111	4.81451		

11.3.4 Fathers Educational Achievement:

The researcher used t-test to measure the level of fathers achievement between groups. No statistically significant difference was found between the two groups in fathers educational achievement at (0.05) level. The calculated t-value was (1.335) which is less than the tabulated t-value which was (2.0084) and (52) degree of freedom as shown in table (4) below:

Table (4) T-test Results of Fathers Educational Achievement

Groups	Number	Mean	S.D.	T-Value	
				Calculated	Tabulated
Experimental	27	11.7407	4.18415	1.335	2.0084
Control	27	10.2222	4.17256		

11.3.5 Mothers Educational Achievement:

The researcher used t-test to measure the level of mothers achievement between the two groups. No statistically significant difference was found between two groups in mothers educational achievement at (0.05) level. The calculated t-value was (0.990) which is less than the tabulated t-value which was (2.0084) and (52) degree of freedom as shown in table (5) below:

Table (5) T-test Results of Mothers Educational Achievement

Groups	Number	Mean	S.D.	T-Value	
				Calculated	Tabulated
Experimental	27	9.8519	3.95847	0.990	2.0084
Control	27	8.8889	3.14194		

11.4 Prescribed Teaching Materials:

Teaching material was limited to four units from the Rafidian English Course for Iraq. Pupils, Book 1 and Pupils workbook and manual 1 for fifth grade of the primary education.

11.5 Lesson Planning:

After specifying the units and formulating their behavioral objectives, the researcher prepared daily lesson plans for the two groups (experimental and control) according to two methods of teaching, i.e. first letter technique for the experimental group and conventional method for the control group. The plans have been presented to a number of experts specialized in methodology and applied linguistics. The experts accepted the plans and put forward some notes that have been considered by the researcher. (See Appendix I)

11.6 Tools of the Research:

11.6.1 Final Test:

The researcher prepared a final test for the two groups for four units to measure pupils progress in the acquisition of vocabulary. The test consisted of twenty items that were designed on the basis of two sections, viz. multiple choice and completion items (See Appendix 2)

In this research, testing vocabulary items, was achieved by measuring a variety of outcomes in the knowledge, understanding and

application. The researcher depended on some references in preparing the final test, like, Dawson et al. (1978), Heaton (1990), Darwesh (2002), and Hasasan (2002).

11. 6.2 Validity:

Validity refers to the extent to which a test measures what it is intended to measure (Santrock, 2005: 394). In the present research, the researcher has used face validity to verify the validity of the final test. Therefore, this test was given to a group of experts to judge the validity of items (See Appendix 3). An agreement of 80% among experts was an indicator of the validity of the items. The experts also put forward some suggestions to improve the items.

11.6.3 Reliability:

Reliability concerns the degree of confidence that can be placed in the results and the data. It is often a matter of statistical calculation and subsequent test redesigning (Cohen et al., 2003: 334). To find out the reliability of the tool, the researcher used the test and re-test method. The test was applied on a pilot sample consisted of (25) female pupils of fifth primary class in Teachers college primary school for teaching practice. After calculating correlation coefficient between the first application degrees of the test and the second application degrees by using Pearson correlation coefficient, the reliability coefficient was (0.86) which is both good and acceptable. Thus the test is approved in its final form.

11.7 Applying The Experiment:

The experiment started on the 15th of February 2010. The experimental group was taught by the first letter technique, while the

control group was taught by the conventional method. The experiment lasted nine weeks, and finished on the 22nd of April, 2010. The researcher applied the final test on both groups on the 25 of April, 2010.

12- The Statistical Means:

The researcher used the following statistical means:

1. Two samples t-test of the two tailed type for independent samples. (Ferguson, 1981: 187)
2. Pearson formula of correlation to calculate the reliability of the final test. (Ebel, 1972: 297)

13- Presentation and Discussion of Results:

To verify the null hypothesis which states that "there is no statistically significant difference between the mean scores of the experimental and control groups in the acquisition of vocabulary in the final test", the researcher found out the mean scores and standard deviation of the final test for the two groups and applied t-test as shown in table (6) below:

Table (6) Results of T-test for the Two Groups in the Final Test

Group	Number	Mean	S.D.	T-Value		Level of significance
				Calculated	Tabulated	
Experimental	27	14.8889	3.71414	2.292	2.0084	0.05
Control	27	12.5556	3.76557			

It is clear from table (6) that the calculated t-value was (2.292), which is higher than the t-tabulated (2.0084) at (0.05) level of significance under (52) degree of freedom. This means that there is a statistically significant difference between the mean scores of the two

groups in favour of the experimental group. Therefore, the null hypothesis is rejected.

The results indicates that there was a significant effect of first letter technique i.e. this technique was superior to conventional method. Thereupon, the reasons of this result are due to:

1. The effectiveness of first letter technique in activating pupils memory and simplifying vocabulary recall.
2. Its contribution in organizing pupils knowledge.
3. The effectiveness of using diagrams, drawings and colours which seem to have positively affected the processing of meaning in memory.
4. The first letter technique strengthens the link between the first letter of the word and the whole word.

14- Conclusions:

1. The first letter technique helps pupils in memorizing many words.
2. The results indicate that this new first letter technique may be adopted as one of the means for Iraqi pupils to learn English vocabulary.
3. The results present an optimistic view for improving the quality of instruction and pupil learning outcomes in English language classes.

15- Recommendations:

According to the identified results, the researcher would like to present the following recommendations:

1- Since most teachers of English try to find methods that will help their pupils to memorize many vocabulary, it is necessary for teachers to use first- letter technique in teaching new vocabulary words.

2- To obtain a better English language teaching, mnemonic techniques and strategies should be introduced in methodology subject in English Department of the college of basic Education.

3- Since the first-letter technique has presented it's effectiveness in remember vocabularies by fifth class primary pupils, it is necessary to adopt this techniques in other educational levels, and in various instructional materials.

16 - Suggestions:

The researcher suggests the following topics for further studies:

1. Carrying out a similar study with male pupils.
2. The effect of first letter technique as an independent variable on other dependent variables such as retention, attitudes, and motivation.
3. A comparative study between first letter technique and other kinds of mnemonic devices in vocabulary achievement.

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Appendix (1)

A Model Daily Lesson Plan

The Experimental Group

Topics: Unit Thirteen (13.6).

Class: Fifth Year Primary.

Group: A.

Time Allotted: 40 minutes.

Method of Teaching: First- Letter Technique.

Behavioral Objectives: The pupil will be able to:

1. know the meaning of the word (colours) in Arabic,
2. distinguish the names of the colours,
3. spell correctly each name of the colour,
4. read aloud the colours with correct pronunciation, and
5. write The names of the colours correctly.

Teaching Aids: Chalk and board, coloured cards and real objects .

Introduction:

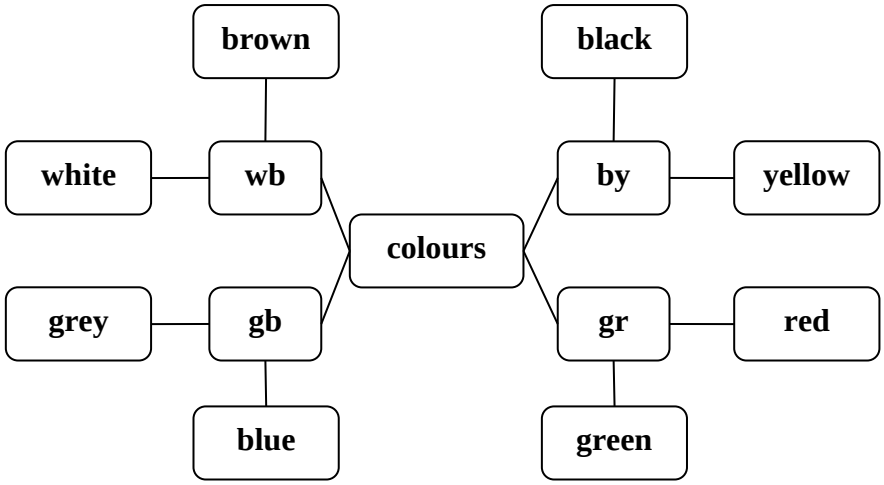
The teacher may give a quick review of the material presented in the previous lesson by asking her pupils some questions about the exercise (13.5), such as: How many seasons are there in a year? What are they? Then, the teacher asks a pair of pupils to recite the dialogue about the seasons in Iraq. After that, the teacher tells her pupils that in this lesson they will learn the colours.

1. Presentation:

(13.6) This exercise presents the main colours: (white, brown, black, yellow, grey, blue, green, and red). The teacher writes the names of the colours from white to red on the board? Then she holds a white card in her hand and points to the written word on the board (white) by the other

hand and says this color is white. The teacher can also use real objects like coloured pencils, rulers, bags.....etc.

To make pupils remember the names of colours, the teacher takes the first letter of each color and put it in this way (wb by gb gr), these pairs of letters refer to the main colours ,and colour each letter with the colour representing it. The teacher presents this technique by showing pupils a diagram pointing to the main colours as follows:



The teacher points to the circle no. l (wb) and says (w) is the first letter of the word white, and (b) is the first letter of the word brown, and so on with the other colours. Then the teacher may read aloud the names of the colours from white to red and the dialogue below them from the textbook.

2. Practice:

(13.6) The teacher asks the pupils to open their books, listen and repeat the colours and the dialogue chorally then individually after her. The teacher can also point to the coloured cards, real objects and diagram, then says the name of the colour and asks pupils to repeat after her chorally then individually. The teacher should train her pupils to spell the names of the colours.

3. Production:

(13.6) The teacher asks pupils some questions about the colours by pointing to each colour, the pupils say the word which represents the colour. Then, the teacher says the colour and asks her pupils to point at the coloured cards or real object.

The teacher also can ask pupils to say the letters which represent the main colours. Then, the teacher writes on the board acronyms of the main colours and asks some pupils to write the names of the colours below each letter which represents it. Finally, the teacher assigns some pupils to read aloud the names of the colours and the dialogue from the textbook.

Homeworks:

The teacher assigns exercise number (13.20) in the workbook and lesson (44) in the handwriting manual 1, as homework. Also pupils should write down on their copybooks the names of the main colours.

A Model Daily Lesson Plan

The Control Group

Topics: Unit Thirteen (13.6)

Class: Fifth Year Primary

Group: B

Time Allotted: 40 minutes

Method of Teaching: Conventional Method .

Behavioral Objectives: The pupil will be able to :

1. know the meaning of the word (colours) in Arabic,
2. distinguish the names of the colours,
3. spell correctly each name of the colour,
4. read aloud the colours with correct pronunciation, and
5. write the names of the colours correctly.

Teaching Aids: Chalk and board, real objects and coloured cards.

Introduction:

The teacher may give a quick review of the material presented in the previous lesson by asking her pupils some questions about the exercise (13.5) , then assigns a pair of pupils to recite the dialogue about the seasons in Iraq. After that, the teacher tells her pupils that in this lesson we-will learn the colours.

1.Presentation:

(13.6) This exercise presents the main colours: (white, brown, black, yellow, grey, blue, green and red). The teacher writes the names of the colours on the board then points to real objects like: coloured pencils, bags, sharpeners.....etc. which represent the colours. The teacher can also use coloured cards, then she may read aloud the names of the colours from white to red and the dialogue below
them from the textbook.

2.Practice:

(13.6) The teacher asks her pupils to open their books listen and repeat the colours and the dialogue chorally and individually after her. Then, the teacher points to the real objects or cards and says the names of the colours and asks pupils to repeat after her chorally and individually.

3.Production:

(13.6) The teacher asks pupils some questions about the colours by pointing to each colour, the pupils say the word which represents the colour. Then, the teacher says the colour and asks her pupils to point at the real objects or cards. The teacher also can ask two pupils to collect their things like (bag, ruler, sharpener, pencil....etc) and put them on their desks, then one of pupils can ask about the colour of things, another can answer interchangeably. Finally, the teacher assigns some pupils to read aloud the names of the colours and the dialogue from the textbook.

Homework:

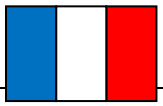
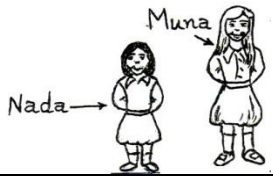
The teacher assigns exercise number (13,20) in the workbook and lesson (44) in the hand-writing manual 1 , as homework.

Appendix (2)

First Test

Rafidian English Course for Iraq. Book 1, Fifth Class

No.	Items	Fit	Unfit	Notes
	Section one: Circle the correct answer.			
1.	Iraq is my …… a. city b. country c. capital			
2.	Father and mother are …… a. brother b. sister c. parents			
3.	One hundred ……. One is hundred and one. a. plus b. divided by c. minus			
4.	Basra is in the ……. Of Iraq. a. middle b. north c. south			
5.	Mother's day is in the 21st of …… a. May b. March c. April			
6.	This is a …….. a. neck b. ear c. hair			
7.	The flag of …… is black, white, red, and green. a. Egypt b. Palstine c. India			
8.	There are four …… in a year. a. months b. days c. seasons			
9.	Ali is putting his hand on his …… a. shoulder b. knee c. head			
10.	This colour is …… a. black b. red c. brown			

No.	Items	Fit	Unfit	Notes
No.	**Section Two:** **Complete the following sentences with suitable words:**			
1.	7 × 7 = 49 seven ……. Seven is forty nine.			
2.	This is my ……			
3.	The colour of banana is ……..			
4.	The season that begins with "w" is ……..			
5.	This face needs a …….			
6.	Baquba is in the …….. of Iraq.			
7.	The flag of France is ……., white and ……. 			
8.	Nada is …….., Muna is …… 			
9.	S ……. is a hot season.			
10.	This is my ……			

Appendix (3)

Names of Experts and their Titles

1.	Dr. Fadhil K. Ibrahim	Prof. / Methodology / university of Mosul / College of basic education
2.	Dr. Wayis J. Ibrahim	Asst. Prof. / Linguistics / university of Mosul / College of basic education
3.	Dr. Ansam A. Al-Halawachy	Asst. Prof. / Applied linguistics / university of Mosul / College of basic education
4.	Dr. Mohammed H. Kan'an	Asst. Prof. / Pragmatics / university of Mosul / College of basic education
5.	Dr. Esam Ahmed	Asst. Prof. / Applied linguistics / university of Mosul / College of basic education
6.	Dr. Ahlam Adeeb	Asst. Prof. / Methodology / university of Mosul / College of basic education