



**THE EFFECT OF LANGUAGE FRAMEWORK  
PLANNING STRATEGY FOR SUPPORTING THE  
FUNCTIONS OF LANGUAGE IN THE  
CLASSROOM**

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**THE EFFECT OF LANGUAGE FRAMEWORK PLANNING STRATEGY FOR  
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## **THESIS APPROVAL PAGE**

I certify in my opinion, the thesis submitted by Dhia'a Nseif JASSIM titled "THE EFFECT OF LANGUAGE FRAME WORK PLANNING STRATEGY FOR SUPPORTING THE FUNCTIONS OF LANGUAGE IN THE CLASSROOM" is certainly valid in both scope and quality, as thesis research to acquire the master degree in Applied linguistics.

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Prof. Dr. Hasan SOLMAZ

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Director of the Institute of Graduate Programs

## **DECLARATION**

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

**Name Surname:** Dhia'a Nseif JASSIM

**Signature :**



## **FORWARD**

First of all, I would like to thank to present extreme gratitude to our greatest creator

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## **ABSTRACT**

Language Framework Planning Strategy has been used as a strategy in teaching the functions of the language inside the class; it helps students increase students' knowledge that makes them better at using language to communicate in daily life situations and support teachers to become more organized in teaching the language. Therefore, the study aims to find out the role of using Language Framework Planning Strategy (henceforth: LFWPS) in teaching the functions of language to EFL preparatory school students. The study's sample included (100) randomly selected students from the Iraqi EFL fourth preparatory school from Al-Dulia, Al-Jahid Preparatory School during the academic year (2021-2022), that represents 73,17 percent of its original population with two equal groups, i.e., the experimental and control groups. The groups were equalized in terms of age, parents' level of education, and their degrees in English language subject in the previous grade of the academic year (2020-2021). The students of the experimental group were taught by using (LFWP) strategy, whereas the control group followed the conventional method. The data were collected and analyzed statistically, and the obtained results revealed that there are statistically significant differences between student's mean scores of the control group, who are taught according to the conventional method, and the mean scores of the experimental group, who are taught by using the language framework planning strategy in the posttest. Second, there are statistically significant differences between students' mean scores of the pretest, and the mean scores of the posttest of the experimental group, who are taught by using the language framework planning strategy. Consequently, LFWPS is a strategy that is more effective and useful compared with using the conventional method for teaching any language functions.

**Keywords:** Effect; Framework Planning; Supporting; Functions of Language

## ÖZ

Dil Çerçevesi Planlama Stratejisi, dilin işlevlerinin sınıf içinde öğretilmesinde bir strateji olarak kullanılmış; öğrencilerin günlük yaşam durumlarında iletişim kurmak için dili daha iyi kullanmalarını sağlayan bilgilerini artırmalarına yardımcı olur ve öğretmenleri dil öğretiminde daha organize olmaları için destekler. Bu nedenle, çalışma, İngilizce Hazırlık Okulu öğrencilerine dilin işlevlerinin öğretilmesinde Dil Çerçevesi Planlama Stratejisi (bundan böyle: LFWPS) kullanmanın rolünü ortaya çıkarmayı amaçlamaktadır. Çalışmanın örneklemini, akademik yıl boyunca (2021-2022) Al-Dulia, Al-Jahid Hazırlık Okulu'ndan Irak'taki EFL dördüncü hazırlık okulundan rastgele seçilen (100) öğrenciyi içeriyordu; bu, iki eşit öğrenciyle orijinal nüfusunun yüzde 73,17'sini temsil ediyor. gruplar, yani deney ve kontrol grupları. Gruplar, akademik yılın bir önceki sınıfında (2020-2021) yaş, velilerin eğitim düzeyi ve İngilizce dersindeki dereceleri açısından eşitlendi. Deney grubu öğrencilerine (LFWP) stratejisi kullanılarak eğitim verilirken, kontrol grubuna geleneksel yöntem uygulandı. Gerekli veriler toplanmış ve istatistiksel olarak analiz edilmiş ve elde edilen sonuçlar, geleneksel yöntemle eğitim gören kontrol grubu öğrencilerinin puan ortalamaları ile eğitim gören deney grubunun puan ortalamaları arasında istatistiksel olarak anlamlı farklılıklar olduğunu ortaya koymuştur. son testte dil çerçevesi planlama stratejisini kullanarak. İkinci olarak, dil çerçevesi planlama stratejisi kullanılarak eğitim gören deney grubunun öğrencilerin ön test puan ortalamaları ile son test puan ortalamaları arasında istatistiksel olarak anlamlı farklılıklar vardır. Sonuç olarak, LFWPS, herhangi bir dil işlevini öğretmek için geleneksel yöntemi kullanmaya kıyasla daha etkili ve kullanışlı bir stratejidir.

**Anahtar Sözcükler:** Etki; Çerçeve Planlama; Destekleme; Dilin İşlevleri

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## **ABBREVIATIONS**

|              |                                      |
|--------------|--------------------------------------|
| <b>LFWPS</b> | Language Framework Planning Strategy |
| <b>EFL</b>   | English as a Foreign Language        |
| <b>EG</b>    | Experimental Group                   |
| <b>CG</b>    | Control Group                        |
| <b>DP</b>    | Discrimination Power                 |
| <b>DL</b>    | Difficulty Level                     |
| <b>SD</b>    | Standard Deviation                   |
| <b>DF</b>    | Degree of Freedom                    |

## **SUBJECT OF THE RESEARCH**

The Effect of Language Framework Planning Strategy for Supporting the Functions of Language in the Classroom.

## **PURPOSE AND IMPORTANCE OF THE RESEARCH**

English language teachers in Iraqi schools believe that certain academic languages are essential for all students to succeed in the course. Teachers often design exercises to encourage students to use language for various purposes and help their students learn English. Besides, English teachers create a Framework for each lesson, such as detailing the topics, activities, the functions of language, structures of language and vocabularies that will be covered during the lesson.

## **METHOD OF THE RESEARCH**

This study applies the experimental design. It involves two groups: the experimental group treated by language framework planning strategy and the control group that is taught using the traditional method.

## **RESEARCH PROBLEM**

For most Iraqi teachers who are still learning and have little experience, language lesson planning is still a complicated process. Every English teacher should prepare a lesson plan to help him/her guide the daily lessons. It is necessary to use the lesson plan before the lesson because it provides information to guide the teacher on what he/she wants to do and what to say in the class.

## **POPULATION AND SAMPLE**

The current study included (100) students who are studying English as a foreign language at Al-Jahid Preparatory School for Boys.

## **SCOPE AND LIMITATIONS**

The study is based on Gibbons's (1993) and Hinkle's (2006) methods, since both of them define the term language framework planning as a strategy. Concerning the language functions, the study is based on Halliday's (1975) framework. According to Halliday, there are seven types of functions of language as follows: instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational functions.

The study also focused on the English textbook and activity book for Iraqi EFL Forth Preparatory School AL-**Jahid** School for Boys who are enrolled in the academic year (2021-2022).



## CHAPTER ONE: INTRODUCTION

### 1.1. The Problem

In the process of learning and teaching, the planning for any lesson is very necessary, since it is the written procedures of activities. The lesson plan is made up of basic competence and standard competence, learning and objective activities, and assessment. Many teachers complain that the language lesson plan does not fit into the teaching process due to the lack of modern methods of preparing lessons. Iraqi teachers face the obstacle of students' indifference to contribute to the development of the educational process due to the boring daily routine and the lack of modern plans that develop their motivation towards active participation in the educational process. In addition, the students faces the level of difficulty which represented by the educational program in comparison to the student's ability, which may be above average or below average. Therefore, many students do not do well in their studies. So, any language teacher must prepare and outline a framework language lesson plan to overcome this problem (Ratnawati, 2017, p.1).

The term "teaching plan" refers to a comprehensive explanation of the manner in which this lesson will be presented by numerous instructors. The most essential function of a daily lesson plan is to direct the learning that takes place in the classroom. The instructor will make use of a variety of specifics in accordance with his or her own choice, the topic at hand, the requirements of the pupils, and any other mandates imposed by the educational system. The lesson plan consists of learning objectives, an explanation of how to carry out the method, and assessments to determine whether or not the objectives have been met. The majority of instructors of English acknowledge that language lesson plans are an essential component in increasing the overall quality of education (Ratnawati, 2017, p.1). It is necessary for instructors to create comprehensive lesson plans that are well-organized and will have a significant influence on the manner in which their teachings are delivered to students in the classroom. The goals for the teaching-learning process, activities for the teaching-learning process, and evaluation of the teaching-learning process are all included in the standard method. These are used in order to make the functions of language more successful and efficient overall.

## **1.2. Research Question**

1-What is the effect of the language Framework planning strategy on supporting the functions of the language in the classroom in the two groups: experimental and control in the post-test?

2-How does language Framework planning strategy affect students' achievement in the classroom for the experimental group in pre- and post-tests?

3-Is there any statistically significance difference between the average level of the students' achievement and theoretical level of achievement in the posttest?

4- Which one can improved grammar or vocabulary by using the LFWP strategy for Iraqi EFL preparatory school students' achievement in pre- and post-test for the experimental group?

## **1.3. Research objectives**

1-To find out the effect of language framework planning strategy on supporting the functions of the language in the classroom in the two groups: experimental and control in the post-test.

2-To find out how language framework planning strategy affects students' achievement in the classroom of the experimental group in pre and post-tests.

3-Assessing the average level of the of the 4th year preparatory school students' achievement in functions of Language.

4-To explain which criteria (grammar or vocabulary) can be improved by using LFWP strategy for Iraqi EFL preparatory school students' achievement in pre and post-tests of the experimental group.

## **1.4. Hypothesis**

1-There are statistically significant differences in the mean scores of students' achievement between the two groups: experimental and control groups in the post-test.

2-There are statistically significant differences in the means scores of students' achievement of the experimental group in pre and post-tests.

3- There is statistically significant difference between the average level of the students' achievement and theoretical level of achievement in the posttest.

4- There are statistically significant differences in the means scores of students' achievement in (grammar and vocabulary) of the experimental group in the pre and post-tests.

### **1.5. The Model Adopted and Method of the Research**

The present study used Haugen's (1983) model. According to Haugen's model (1983, p.270), the language planning process consists of four stages: (1) selection of norm, (2) codification of norm, (3) implementation of functions, and (4) elaboration of function. This study is a quantitative research. The research applies an experimental design by giving the participants pre and posttest. The study's sample included (100) randomly selected students from the Iraqi EFL fourth preparatory school from Al-Dulia, Al-Jahid Preparatory School during the academic year (2021-2022). It involves two groups: the experimental group treated by language framework planning strategy and the control group that is taught using the traditional method.

### **1.6. Limitations of the Study**

The study is based on Gibbons's (1993) and Hinkle's (2006) methods, since both of them define the term language framework planning as a strategy. Concerning the language functions, the study is based on Halliday's (1975) framework. According to Halliday, there are seven types of functions of language as follows: instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational functions. This study is entitled "The effect of framework planning strategy on language functions in the book of English for Iraq EFL students". The study also focused on the English textbook and activity book for Iraqi EFL Forth Preparatory School AL-Jahidh School for Boys who are enrolled in the academic year (2021-2022).

## **1.7. Significance of the Study**

It is expected that the findings of this study will contribute to several issues like Language Framework planning strategy determines lesson objectives. The objectives should include sentence patterns and language functions as well as the structure of the lesson materials. As Dörnyei (1994) states that when students successfully use language in context, teachers will create methods to consolidate this achievement and provide them more experience in using the language functions and structures they have learned.

Teachers have laid a solid foundation for students' learning. Supporting teachers to become more organized as mention in Nugraheni (2010) study. The lesson plan enables any teacher to be confident when introducing and explaining the lesson. Providing a good framework for future language plans Tollefson (1991). Helping teachers plan lessons that are suitable for different students. Finally, it is helpful for teachers to facilitate their work in the classroom.

## **1.8. The Study Plan**

The following procedures were followed in this study to validate its hypotheses and accomplish its objective:

1-Choosing a random sample of EFL preparatory school students and dividing them into two groups: experimental and control groups which are equivalent in age and in parent's education levels.

2-The first group that uses Language Frame Work Planning Strategy is referred to as the experimental group, whereas the second group is referred to as the control group.

3-pre-and post-tests were administrated to both the experimental and the control groups to identify the effect of utilizing the Language Frame Work Planning Strategy on students' success.

4-Construction a pre-test and a post-test.

5-Measuring the test's validity, reliability, discrimination power, and difficulty level.

6-Subjecting both groups of students to the achievement test.

7-Handling the obtained results statistically.

### **1.9. The Main Definitions of the Terms**

**Language Framework Planning Strategy:** According to Das Gupta and Ferguson (1977) (as cited in Chris, 1982, p. 256) define it as language resource assessment, preference and function assignment, and language development following previously established goals.

**Functions of Language:** According to Simanjuntak & Manik (2013), they defines the functions of language as “the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes”.

**Strategy:** Steiner (1979) states that "Strategy refers to basic directional decisions, that is, to purposes and missions".

## **CHAPTER TWO: THEORETICAL BACKGROUND & PREVIOUS STUDIES**

This chapter introduces the theoretical background which will be divided into three main parts. Each section contains a detailed explanation of one of the research variables. The first part of this chapter discusses the language framework planning strategy, whereas the second part describes functions of language, and the last part describes the previous studies that are related to the current work.

### **2.1. Section One: Language Framework planning Strategy**

#### **2.1.1. The Concept of Language Framework Planning Strategy**

Gibbons (1993) and Hinkle (2006) (as cited in Herrell & Jordan, 2012, p.126) define the term language **framework planning Strategy** as :

A strategy in which a teacher identifies the academic language necessary for the student to be successful in a lesson and plans activities that support the use of the language in multiple functions. It is called language framework planning Strategy because the teacher creates a framework before the lesson that identifies the topic, activities, language functions, language structures, and vocabulary that will be a part of the lesson. In this way, language and content acquisition are both supported. Therefore, process of strategic planning is one in which the aims and objectives of an organization are determined.

Uriel Weinrich was the first who proposed the term language planning in a seminar at Columbia University in (1957). Einar Haugen, an American-Norwegian sociolinguist, is often cited as the inventor of "language planning" in literature. According to Haugen when he wrote contemporary Norwegian linguistics standardized orthography, grammar and lexicon are developed to guide authors and speakers in non-homogeneous language communities.

To solve communication problems, language planning is defined by Weinstein (1980, p.56) and Chris (1982, p.256) as a long-term, continuous, and deliberate effort authorized by the government.

In this regard, language planning is a deliberate attempt to affect how the language or its variants functions and structures are acquired by members of the language community. Both governmental and non-governmental organizations are related to this term since it involves policy choices and a huge proportion of social changes (Holmes, 1992).

Language planning, according to Kablan (2013, p.2), is a government-led initiative aimed at promoting long-term language change for specific speaker groups. This change is due to the government-developed organization network model, which aims to maintain civil order and communication, while also pushing the entire community in a direction that the government considers "good" or "useful." The implementation of a government's language strategy is a direct result of language planning.

Language planning, also known as language planning policy, is a phrase used to describe government policies and strategies that affect language use in speech communities. Besides, language planning refers to the use of all available resources to achieve language status and corpus goals, regardless of whether these new functions are involved (Joshua Fishman,1987). The four main categories of language planning are status planning (dealing with the social status of a language), corpus planning (how a language is structured), language education planning (using a language), and prestige planning (benefiting from status or rewards in return for behavior, I. e. images). Further, language planning may occur at the broadest level (i.e., country) or at the fine-grained level (lexical level, i.e., community).

### **2.1.2. Six Elements of Effective Framework Strategic Planning**

According to Overgaag (2020), he states that despite the fact that the framework for teaching operations is a never-ending cycle in which each stage feeds into the next, the ideal place to begin is with the development of a strategic plan.

During the process of strategic planning, a plan of education will carry out the following three steps:

1. Establishes or alters the primary strategic vision and objective of the language acquisition.

2. Makes a commitment to objectives that will improve their overall health.

3. Crafts a strategy for the long term to attain the goals.

A great strategic plan puts the education in a position to be successful and defines success in a way that is apparent at every level. Overgaag (2020) states that there are six elements that make up an efficient strategic plan as the following:

1. Define your vision

The Pyramid Model of Strategic Planning, With a Primary Focus on Vision. A statement of vision for an educational institution is an aspirational depiction of what the institution hopes to accomplish in the years to come. A vision statement is a description of where you want your plan to go in the long run. It serves as a clear guide for selecting current and future courses of action and is a declaration of where you want your plan to be.

2. Determine what it is that you want to accomplish.

In contrast to your mission, which focuses on how you intend to realize the vision, your vision serves as an overarching objective for the whole educational system. If you don't have a goal in mind, your strategy will be lacking in both the why and the how. If everyone involved in your teaching technique has their own perception of the vision, this might result in competing plans and efforts being implemented.

3. Set your goals

An individual or system has objectives when it comes to the precise goals it seeks to accomplish within a certain amount of time. Early on in a project, you should define success so that you can evaluate whether or not you are on the right track to accomplishing your goals and achieving your vision. By stating your goals in a clear and concise manner, you are able to establish goal posts by which your business can evaluate the effect that strategic efforts have had on the organization as a whole.

4. Formulate a plan for your operation.

Your strategy is a plan that you will follow over the course of a lengthy period of time to accomplish the goals of your firm. Vision and action are both essential components of a successful plan. The vision, purpose, and goals of an organization are significantly more broad in scope than the strategies that the company employs. In



most cases, they are not spoken outside of an organization's walls, and their construction should ideally revolve around the requirements and objectives of the organization's strategy. Long-term goals should be mapped to objectives and concrete tasks, new thinking should be encouraged, and possible pitfalls should be anticipated and mitigated via strategic planning.

#### 5. Outline your approach

The execution of your plan may be facilitated by the use of a technique that is provided by an approach. The strategy provides a framework for answering essential questions, the answers to which will eventually be used to establish approaches. In addition to this, it provides an institution with direction about how to put the strategic plan into action.

#### 6. Get down to the nitty gritty of your strategy

Initiatives, projects, or programs with a specific goal in mind are referred to as tactics, and they are what enable an educational institution to put a strategic plan into action. The successful carrying out of an operation depends heavily on sound tactics. These are the steps that you have to do in order to make everything come to fruition.

### **2.1.3. The Procedures of Strategic Planning**

According to Mizell (2010), the procedure through which the executives of an institution of education articulate their aspirations for the plan's trajectory into the future and determine its priorities and objectives. The process involves determining the order in which those objectives ought to be accomplished in order for the education to arrive at the vision with which it began.

These three essential components must be addressed and included into an effective lesson plan:

1. Goal in terms of learning for the students.
2. Exercises for teaching and learning.
3. Strategies to evaluate students comprehend.

As for Mizell (2010) states that you find a variety of questions here to assist you better prepare for the class that you will be attending. Make an effort to get the answers to these questions before you put your strategy into action.

1. How will you determine whether or not the pupils have any prior thoughts or knowledge about the issue that you will be discussing?

2. What are some frequent notions (or misunderstandings) that students could have about this subject matter?

3. What is your plan for introducing the subject matter?

The ways in which a strategic planning framework might assist you in accomplishing your most important objectives It's possible that you have the goal of making the world a better place (hey, aren't we all?). Or maybe you just want to have the best customer service in the industry. Regardless matter the particular objective you are trying to accomplish, the complete team

#### **2.1.4. The Meaning of the Term "Strategic Planning Framework"**

A strategic planning framework is a tool that you and your team will use to zero in on a particular aspect of your strategic plan. You may think of this framework as a map. The whole of your strategic plan has to include a lot of different things, including the following:

1. The place where you are at this very moment
2. The destination that you have in mind
3. A strategy for accomplishing those aims

Putting all of that together might be quite intimidating; but, a framework for strategic planning can assist you in reducing the size of that iceberg.

You may, for instance, massage the kinks out of the goals that are a part of your strategic plan by using the objectives and key results (OkRs) framework. You might also utilize a model known as Porter's Five Forces, which we will discuss in more detail later, to investigate your competitors and get a better understanding of how issues related to competition will affect the future of your firm. Frameworks for

strategic planning allow you to go more deeply into a certain element of your strategy so that you may design something all-encompassing that will truly function.

### **2.1.5. Significance of Planning Something**

The instructor's success may be mapped out with careful preparation. When you establish a strategy, you are aware of the goals that you want to accomplish. While this is happening, it also becomes very evident what your objectives are and what the future may contain. Because your objectives have been determined via preparation, your decision making will be more effective and more direct as a result. This is due to the fact that you are aware of how a selection will effect your strategy in the long run and whether or not this option will assist you in accomplishing your objectives. As a result, you are able to make decisions more quickly.

Mizell (2010) states that planning requires a significant investment of both time and effort. It is simple to put things off or to dismiss them as being superfluous. It is impossible to unsee the amount of time and effort that can be saved with careful preparation, however, once you have seen it for yourself. Developing a lesson plan, which may seem like a relatively simple task, may really be a game-changing experience that catapults your teaching to a higher level almost immediately.

### **2.1.6. The Way to Get Those Objectives Accomplished**

Overgaag (2020) mentions that the process of bringing all of objectives together might be very intimidating; but, a framework for strategic planning can assist you in chipping away at that iceberg. You might, for instance, massage the kinks out of the objectives and key results (OKRs) framework by applying it to the goals that are a part of your strategic plan. Frameworks for strategic planning allow you to go more deeply into a certain element of your plan, which enables you to build something all-encompassing that truly assists you in putting your thoughts into action.

### **2.1.7. Steps of Language Framework Planning Strategy**

Herrell and Jordan (2012) explain that there are five steps of language planning strategy as follows:

#### **1-Identifying Language Objectives**

The first step is to determine the lesson goals. These language goals should be linked to the functional language structure that the classroom will learn throughout the course. There are two important questions raised here:

- What are the demands of language lessons?
- What is the student's proficiency level?

The teacher uses a checklist to record the answers of their students so that he/she has the ability to design courses. Thus, students get experience utilizing new linguistic functions in any topic (p.126).

#### **2-Identifying and Modelling Problematic Structures**

In the second step, the teacher points out the most problematic language structure students use, makes a decision as early as possible in class, and implements a strategy to show how they will use it. To design language courses, teachers should keep records of students' language samples regularly.

#### **3-Planning an instructional sequence**

In this step, the teacher creates a chart to plan the sequence of lessons. As part of the exercise, students use this diagram to practice language functions, structures, and vocabulary.

#### **4- Assessing and documenting the progress of the students**

Teachers try to record students' progress by designing new methods to show how well students use language throughout the course. Based on this lesson, teachers will provide students with further experience of the language and structural functions that they have learned. Teachers use checklists and anecdotes to track this learning.

#### **5-Incorporating modern technology**

Teachers provide new technology in their teaching by using computer games, and designing and printing exercise cards of the structures presented in the course so that all students can apply the knowledge they have learned.

### **2.1.8. Principles of Language Framework Planning Strategy**

Language planning is a systematic project; it is not only related to language and its application, but also has a direct connection with social life. It is closely related to everything including economy, politics, culture, education, ethnicity, religion, etc. The implementation of language planning should follow certain principles. To standardize all aspects and the entire process of language planning, we should not define many principles but define the most important basic principles. So, the basic principles of language planning are the scientific principle, policy principle, safe principle, and economic principle (Zhangtai, 2005, pp.51-62).

### **2.1.9. Types of Language Framework Planning Strategy**

Ferguson (2006) divided language planning into three categories: planning for the corpus, planning for acquisition, and status planning.

#### **1. Planning for the corpus**

Organizing the corpus mainly focuses on three aspects: the underlying grammar, the code itself, and the design of the language form. Planning work that stems from ideas of whether the language form is suitable for the intended purpose usually begins with a study of the corpus. Corpus planning is mainly carried out by planners with a high language ability, which is different from status planning, because corpus planning is usually not carried out by administrators and politicians. In terms of corpus planning, there are three broad methods: Graphization, standardization and modernization.

Ferguson (2006) explains three of the corpus planning which are:

**1-Graphization:** it means the graphical representation of the choice of alphabet, punctuation, spelling, and capitalization.

**2-Standardization:** Standardization development will become the language diversity of a speech community. It is closely related to society's attitude toward a certain language. Language standardized is based on some steps, such as selection, compilation, function, elaboration, and acceptance. Among them, some language components need to be standardized, including orthography, pronunciation, vocabulary, grammar, spelling, writing system, and terminology.

**3-Modernization:** This means expanding the vocabulary of the selected species so that it can keep up with the ever-increasing needs of society. Modernization of language is used in science, technology, etc. According to Cobarrubias (1983), in a particular culture, four ideologies influence decision-making on language planning:

- Language assimilation means that everyone in the society should be able to learn popular languages.

- The existence of linguistic diversity means acknowledging that many languages are considered equally effective.

- In official or national use, veneralization means the revival or restoration of indigenous languages.

In this case, Internationalism means using a language that is not native to the country as the country's official language.

## 2.Acquisition planning,

This kind of language planning, known as acquisition planning, focuses on language elements that affect the national or ethnic distribution and the literacy rate of a country's public schools. Non-governmental organizations (NGOs) also use acquisition planning, although it is most often associated with government plans.

As part of the broader language planning process, the language statuses are updated, the corpora are updated, and finally, the social change is incorporated at the national, state, and municipal level through the education systems from elementary school to university. There may be many modifications in this process, such as changing the textbook layout, introducing a new language teaching method, or creating a bilingual language course. For example, the government may issue a law requiring a teacher to use only elevated language and textbooks that can only use words in this

language. This will provide support for language assessment or may improve its status. Language revitalization and language conversion are other ways to promote language learning.

**3.Status planning** solving the function of language in society usually involves assigning language to official roles in different fields. Usually, the process of assigning language functions occurs spontaneously, but it may also occur as the result of language planning. In addition, according to Kloss and Stewart (1968), there are four common attributes in status planning:

a-Language origin

The status of a language origin determines whether it is a native language or a language that has been introduced into the speech community.

b-Degree of b-standardization

It refers to the level of development of a set of formal specifications that define the correct usage of the language.

c-Juridical status

It refers to the status of a language whether it is an official language, a national language, a common language, or vernacular lingua franca.

d-Vitality

Vitality refers to the ratio of users of one language to another variable, such as the total population.

### **2.1.10. Stages in the Process of Language Framework Planning Strategy**

Eastman (1983) explains four important stages in the process of planning any language:

1-Selection: When selecting or adapting words from other countries, such as English or Arabic words, language planners should consider certain aspects of words: easy to remember prestige

2-Codification: Define methods to achieve goals in practice by establishing a legal system to record changes and goals. This is a stage in the language process,

including spelling, pronunciation, grammar, and terminology. It is necessary to improve the uniformity of its structural standards or linguistic characteristics.

3-Elaboration: Consider the fact that related languages may be also used in other contexts. This means that in many cases new registers must be created because they did not exist before. It includes codified but is still in need of further variant development or socialization. Thus, the government plays an important role in this elaboration, such as the use of language in parliaments, courts, government agencies, education, and other documents to support this process.

4-Implementation: Provide financial incentives and resources to help individuals accomplish their objectives, and encourage the use of policy language (Eastman,1983, p.12).

Haugen (1983, 1997) developed the language planning model as in Table 2.1.

**Table 1.** Haugen's Model of Language FrameWork Planning Strategy

|                            | Norm/Structure                   | Status/Function              |
|----------------------------|----------------------------------|------------------------------|
| Changes in social function | 1-Changes in normality diversity | 3-Implementation/ acceptance |
| Changes in language syntax | 2-Codification                   | 4-Elaboration                |

#### Bloom’s Taxonomy Verbs

Bloom's Taxonomy was developed by a group of psychologists to serve as a framework for organizing and categorizing various stages of learning. Bloom's Taxonomy is divided into six stages (from lowest to highest): knowledge, understanding, application, analysis, synthesis, and assessment. Each level corresponds to how the brain processes information and ideas.

Keep this list handy while you design a curriculum for your class. This will assist you in determining the expected degree of reaction from your students.



|               |  |
|---------------|--|
| Knowledge     | Match, Write, Count, Define, Describe, Draw, Name, Quote, Recall, Recite, Tell, etc...                                       |
| Comprehension | Paraphrase, Summarize, Conclude, Demonstrate, Explain, Identify, Illustrate, Interpret, Predict, Discuss, etc....            |
| Application   | Show, Apply, Change, Use, Select, Choose, Interview, Prepare, Produce, Role-, etc....  |
| Analysis      | Diagram, Analyze, Characterize, Compare, Contrast, Debate, Differentiate, Discriminate, Distinguish, Examine, Classify, etc, |
| Synthesis     | Rewrite, Plan, Compose, Construct, Design, Integrate, Make, Organize, Perform, Rewrite, etc.....                             |
| Evaluation    | Justify, Appraise, Argue, Select, Choose, Conclude, Decide, Evaluate, Judge, Prove, Rate, Rank, Select, etc.....             |

Nathan Webb created Webbs' Depth of Knowledge based on studies into student's thinking in order to help students learn more. In contrast to Bloom's Taxonomy, Webbs' Depth of Knowledge emphasizes on students' thinking processes rather than their final result.



planning as well as private efforts, such as individual secondary schools and individual classroom interactions (Donkey, 2007, p. 21).

**Table 2.** Levels of Language Framework Planning

|   |
|---|
| Level                                     |
| Macro Language Planning      a-Government |
| b-Ministry                                |
| c-Regional                                |
| d-Institution                             |
| e-Department                              |
| Micro Language Planning      f-Classroom  |

## **2.2. Language Functions and the Role Language Lesson Plan**

### **2.2.1. The Definition of Language Functions**

The function of language is speech function or communicative function. Of all the inventions of human civilization, language is by far the most critical one. Language helps us ask for help, understand others, share our thoughts, tell jokes, expressions, etc. (Newmeyer, 2000, p. 89)

### **2.2.2. Classification of Language Functions**

There are four important classifications

#### **2.2.2.1. Jacobson (1960)**

Jacobson (1960) classified functions of language into six functions:

##### **1. Phatic Function**

This function is related to the speaker's connection. In addition, it increases the listener's perception of the proficiency of the speaker. The main aim of this feature is to warm up the conversation. It is usually a small conversation before the main conversation, such as "Hi", "How are you" (Narcis, 2017, pp. 59-60.)

Expressing solidarity and empathy for people means phatic function. This feature uses social capabilities. This is why some vernacular words are used in this function, such as the use of Dear, Sir, and Madam at the beginning of the letters. Also, the use of "yours faithfully " at the end of the letters (Zegura & Clark,1999, p.567, ascited in Hassan & Jabbar, 2018, p.13).

## 2. The Poetic Function

Jacobson defines this term as "the attitude towards the message itself, centering on the message itself". It is mainly used in poetry and helps distinguish poetry from other genres.

The Poetic Function, also called the aesthetic Function, deals with a language whose primary focus is the beauty of the language itself. A necessary function is to be in poetic texts, but it only appears in a subordinate role (i.e.in political slogans, advertising, commemorative speeches, etc. (Hohenstein, 1974, p.164).

## 3. The Metalingual Function

When someone has a metalingual function, he/she will use language to explain how he/she uses it. It is used to test whether the sender and recipient are using the same code, as well as when speaking a language. Obtaining the mother tongue involves extensive use of metalingual activities throughout the language learning process (Tribus, 2017, p.16).

## 4. The Emotive Function

What matters is not the context, but the emotion associated with the phrase. Interjections and exclamations, such as "oh," and "such a pity" are good examples. Unfortunately, an interjection is a word or a phrase used to express sudden surprise, pleasure or annoyance. It is also called as "expressive or affective function". In this function, the focus is on the addresser, since this function is applied when anyone wants to express his/her emotions without speaking about any information (Tribus, 2017, p.10).

## 5. The Conative Function

In imperative programming, it is a function that points to the receiver. You can use an exclamation point. It includes ordering someone to do things, such as "Go Out",

"Drink the milk". The order is related to the recipient; In its use in these sentence, we find the purest grammatical expressions (Tribus, 2017, p.12).

## 6. The Referential Function

The context determines the behavior of this function. These words are often used to describe various events, objects, or mental states. Deictic terms, such "the autumn leaves have fallen now" is an example of the referential assertions that refer to the referential function. When the truth value in the actual universes and the hypothetical universe are equal, the referential function is applied to the element whose true value is the true value (Tristan, 1987, p. 19 as cited in Hassan & Jabbar, 20018, p.14).

### 2.2.2.2. Leech (1974)

Leech classified the functions of language into five functions:

#### 1. The Informative Function

It involves providing and receiving information. The content of this function is used for valuable and creditable purposes, such as providing suggestions, and opinions, and asking questions. The conversation between people is a form of sharing information (Leech, 1974, p.53 as cited in Hassan & Jabbar, 20018, p.14).

Crystal (2005) explained that the example of "the book is small" and " the house is red", provide real valuable information which is related to the sender's message (p. 227). Moreover, Leech (1966, p.59) (as cited in Hassan & Jabbar, 20018, p.14) reveals that information can help people describe things, explain information, and provide the listeners with new information that is considered very important.

#### 2. The Expressive Function of Language

We must be able to communicate our thoughts and emotions. We still use the terminology used to express our thoughts and emotions in the past. For instance, curse words and different exclamations give us insights into the personality and emotions of the speaker. Expressive language may not contain actual information, because its only function is to convey emotion. The ability to inspire and amuse lies in the expressive language is used in literature, music, and the performing arts (Crystal, 2005, p.228).

### 3. The Aesthetic Function

Leech (1974) (as cited in Hassan & Jabbar, 2018, p.14) states that this function will not send any requests or messages. However, this function is not required. It helps us use words, lyrical art tools and signals. Further, Jakobson (1933) (as cited in Hassan & Jabbar, 2018, p.14) assures that aesthetics is shaped by structural and cultural standards.

### 4. Directive Function

It is used to induce certain actions or reactions, such as commands and requests. Language is a tool of social organization, whereby a common directive language like traffic signs and regulations promotes society's health and safety. Using the command in casual conversation is shown by the phrase "Eat your fruit". This means that the situational and the effective meaning of any phrase or sentence is more important than the general meaning (Leech , 1974, p. 216, as cited in Hassan & Jabbar, 2018, p.14).

### 5. The Phatic Function

This linguistic feature is related to the medium of information change. To see whether the communication is possible, or to attract the attention of the listener and confirm that the listener is still following the communication line, it is used to open, maintain, or end the communication line. Therefore, and in most cases, the service goal of the phatic function is to maintain social cohesion between social groups by keeping interpersonal relationships in a good working order. Welcome (which opens the discussion), introduction, goodbye, and regular polite inquiries are all examples of this function in action (Cohen , 2005, p.279).

#### **2.2.2.3. Halliday (1975)**

Halliday (1975) classified the seven functions as follows:

**1. Instrumental:** It means the use of language by any child who wants to express his/her needs and desires (e.g., "Want Milk").

**2. Regulatory:** This means the use of language to tell other people what they want to do (e.g., "Go out").

**3. Interactional:** This means that language is used to establish contact and build connections with people (e.g., ‘Love you, my sister’’).

**4. Personal:** Here, the language is used to convey their thoughts, emotions, and self-awareness (for example, Me good boy). In addition to the heuristic, creative, and representational functions mentioned earlier, children also use them as a means of dealing with their surroundings.

**5. Heuristic:** The language is used for acquiring knowledge related to the environment (e.g., ‘What the farmer doing? ‘)

**6. Imaginative:** The language is used for creating an imaginary environment and telling jokes and stories.

**7. Representational:** The language is used here to convey information and facts (p.43)

#### **2.2.2.4. Finch (1997)**

Finch (1997) introduces seven functions of language as follows:

##### **1. Physiological Function**

It is a trivial function but it has a physiological purpose use of language. Some TV- watching sports fan say some useless things, go on, do not take nonsense, for God's sake shoot! These words have no purpose in communication, but they increase people's energy. In addition, people say that when they are angry, whereby the moment of enthusiasm is just to describe the physical and nerve energy produced by emotional plain (p. 23).

##### **2. Phatic Function**

According to Johnson (1958, p. 163) "emphatic" is derived from the same root as phatic. As a result, this is speaking for the sake of talking. A person's social tendencies can be expressed in the language of their choice.

##### **3. Recording Function**

The recording function is the most formal language used. It is used more than the first two functions because it is serious, whereby language is being used by people

to keep track of things they wish to recall in the future. You can use short-term records like a to-do lists or a shopping list, or long-term records like dairies or history (Harris, 1988, p. 9). 4

#### 4. Identifying Function

Using language is essential to understanding the world around us because it enables us to record and identify a wide range of events and things very accurately. When individuals are familiar with the names of objects, they can refer to them quickly and easily. Some civilizations forbid the name of God from being uttered except through sacrifices because the word has great power (Joyce, 1960, p.16).

#### 5. Reasoning Function

When almost everyone is awake, a comment will be instinctive to people in their minds, just like breathing, it is instinctive. To conduct this kind of thought experiment, please do your best and avoid using words as much as possible. Many people find it difficult to blank their minds because the brain is always active, and the main goal of the brain is to keep us a live (Finegan, 1994, p.88)

#### 6. Communicating Function

This function is considered the principal purpose of language and it should be selected first by most people. The purpose of language is to use it for communication between people to express themselves and understand each other by using these functions, such as ordering, promising, requesting, etc. In this regard, language is used for performing direct speech acts (Finegan, 1994, p.89)

#### 7. Pleasure Function

Individuals experience many types of pleasure when engaging in a conversation. If we compare directly, we will say that the pure pleasure of sound and the melody of specific sound combinations are at the same level. The main purpose of poetry is to use this kind of rhythm, which is to improve our enjoyment of human language, including onomatopoeia, alliteration, and assonance. In language acquisition, this enjoyment is essential (Kenworthy,1991, p.72).



**Table 3.** Classifications of Language Functions

| Model    | Year | Functions   |
|----------|------|---|
| Jacobson | 1960 | 1. Phatic Function<br>2. The Poetic Function<br>3. Metalingual Function<br>4. Emotive Function<br>5. Conative Function<br>6. Referential function                                 |
| Leech    | 1974 | 1. Informative Function<br>2. The Expressive Function of Language<br>3. The Aesthetic Function<br>4. Directive Function<br>5. The Phatic Function                                 |
| Halliday | 1975 | 1. Instrumental<br>2. Regulatory<br>3. Interactional<br>4. Personal<br>5. Heuristic<br>6. Imaginative<br>7. Representational  |
| Finch    | 1997 | 1. Physiological Function<br>2. Phatic Function<br>3. Recording Function<br>4. Identifying Function<br>5. Reasoning Function<br>6. Communicating Function<br>7. Pleasure Function |

### **2.2.3. Using Language Functions in the Classroom**

The use of the dialogue is one of the most important activities to use language functions in the classroom. The teacher's role is:

1. -Choosing a real situation to interact with the students during the lesson.

2. -Increasing and enhancing the relationship between the students by changing their roles.
3. -Using the target function of the language by all students naturally.
4. -Let the students discover the target functions and underline the linguistic exponents of it.
5. -The teacher develops and allows the visual display of the forms in the language by using context that is related to social variables.
6. -The teacher transfers the linguistic forms in isolation or in another situation and lets the students rearrange them and use them in other contexts.
7. -The teacher should supply his/her students with linguistic forms of the target functions and provide examinations for them.
8. -The teacher should supply the students with tasks and realistic exercises since these exercises should not be simple that can make all the students give the correct linguistic form.
9. -Whenever possible the teacher can use group work.
10. -Giving the students enough practice and helping them if they need help.
11. -During communication, the teacher can encourage his students to teach the information.

Here are some examples that the teacher can use them inside the class to practise the language functions, such as opening gap, information gap, games, role-play, discussion, and interviews.

In any communication, we need to use language functions in speaking and in writing every day and every time. The researcher wants to explain some examples of language functions such as, inviting, apologizing, agreeing, disagreeing, greeting, advising, refusing.... etc.

The teacher emphasizes the use of language in meaning in context. Teachers use language grammar and lexis through functions as functions mean the way of using the language. An exponent is a word that refers to the use of language to express a function. At the same time, it expresses many different functions which depend on the context. Through different exponents, one function can be expressed. Look at these examples, different exponents refer to one situation:

1. -Would you like to come for lunch with us?

2. -Come for lunch.
3. -We would be very pleased if you could join for lunch.
4. -Why do not you come for lunch with us?
5. -Come for lunch with us.

Exponents may be classified into three categories based on the degree of formality they convey:

1. -When speaking in formal settings, formal exponents are employed.
2. -Exponents in informal settings are casual and thus are relaxed.
3. -Exponents in neutral circumstances that are neutral (between formal and casual).

It is important to dress appropriately according to the situation. This is called appropriateness.

#### **2.2.4. Language Lesson Plan**

One of the concepts that instructors must understand is the importance of a plan in teaching-learning. According to Harmer (2007, p. 156), a plan provides a framework for the lesson, giving it an overall structure. That is, a lesson plan enables instructors to have a clear understanding of the guidelines for teaching and learning. However, instructors often encounter difficulties in relation to class planning. Also, the most frequent difficulties encountered while developing lesson plans include articulating the purpose, selecting the assessment, selecting the content, selecting the instruction, and selecting the teaching activity. According to Harmer, a plan helps instructors remember what they planned to accomplish, particularly if they get sidetracked or temporarily forget what they recommended.

In addition, Harmer (2007, p. 157) states that lesson planning plays a critical role; it is the time period during which instructors are observed as part of an evaluation or performance review. It may assist instructors in developing a clear understanding of what they wish to order and evaluate how successfully that purpose is carried out.

In other words, the instructors must be properly prepared when creating lesson plans since they have an impact on whether the learning objective is accomplished

successfully or not. When a teacher wants to arrange a lesson, he must align it with the curriculum that prevailed.

In this regard, Farrell (2002) defines it as a "unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teachers' thoughts about what will be covered during a lesson" (p.78). It is important to note that a daily lesson plan includes written explanations of how students will work toward achieving specific goals. It also explains how teachers should act so that their students can learn.

Further, using lesson plans provide teachers with a road map of what they want their students to learn and how to teach. The following elements go into the lesson planning preparation:

1. lesson number, date, time, class, subject, age, lesson topic, lesson goals (specific goal and general goal), materials aids, prior knowledge, introduction, goal statement, presentation, comprehensive question, black-board summary, application, and homework are all included. The course number is assigned to the student (p.30).

According to Brown (2001, p. 152), "Scripting the lesson plan enables instructors to be more precise in their planning." In other words, visualizing a situation before performing in class is necessary. Everything is more transparent than when professors teach straight without creating an environment. It assists instructors in being more thorough in their preparation prior to teaching. Therefore, Harmer (2007, p.156) states "for instructors, planning provides a framework, an overall structure for the session." This implies that lesson plans direct instructors to provide teaching-learning activities methodically based on the content of the lesson plan.

Woodward (2009, p. 181) advances various arguments in favor of instructors planning their courses and classes. To begin, it may help alleviate anxiety and fear associated with material delivery. By organizing the lesson, instructors can maintain confidence and clarity during the classroom activity. Second, it may boost pupils' confidence by instilling a sense of purpose, advancement, and coherence. Third, it may assist instructors with time management and activity flow in the classroom. Fourth, instructors get a diverse range of resources, content, and modes of engagement throughout the course. Fifth, it may help instructors establish their own unique teaching styles, and so on.

“Lesson planning is a critical method for designing individual lesson results in a way that they are mutually supportive of the course's overall objectives. Instructional plans aid in the organization of lesson objectives and accompanying activities" (p.119). That is, a lesson plan is a tool used to create a certain setting in the classroom. It keeps all activities on track, ensuring that the teaching and learning objectives are met.

Thus, a concluding lesson plan is critical for instructors since it is a method of planning for teaching to ensure that all activities in the classroom go smoothly. Besides, teachers will have a strong vision of what they should accomplish in the classroom. As a result, instructors must develop lesson plans that facilitate the learning process.

### **2.2.5. Types of Language Lesson Plan in Language Framework Planning Strategy**

There are several sorts of lesson plans in language framework planning strategy you may develop depending on how many grades or topics you want to teach daily and how far in advance you want to organize your lessons. A variety of lesson plans may be used in your classroom, and the following are five examples:

#### **a-Daily**

Every day of the week has its own set of lesson ideas, according to some educators. For the full week, there are five unique lesson plans for each of the five class periods. As a check on the students' grasp of the day's material and as an evaluation of whether or not they understood the day's purpose, there is a short assessment after each day.

#### **b-Weekly**

There is just one lesson for the whole week in the weekly lesson plans. Five consecutive class sessions are required to fulfill the plan's length. After a week, instructors evaluate whether or not pupils have mastered the material they were taught earlier in the week.

#### c-Unit

Teaching and assessing a unit that has been preplanned by an instructor might take anytime from a week to a month or more! Because they cover a larger variety of material, some lesson plans are more comprehensive than others. Teachers may find it helpful to plan an entire unit so that they know how long a unit will take to finish and can pace their classes accordingly. Teachers may choose to alter the unit lesson plan based on the speed at which their students can finish a unit.

#### d-Content area

Each day, some teachers divide their time between many classes, necessitating different lesson plans. For example, many primary school instructors spend their whole day teaching math, English, science, and social studies, which necessitates separate lesson plans for each subject. It is up to the instructor to decide how long each topic area's lesson plan will last, from a few days to a few weeks.

#### e-Grade level

Teachers in middle and high school classes, generally grade six through 12, may teach several grade levels at the same time. Each period, these instructors develop a new set of lesson plans based on the grade level they are instructing. During the first half of the school day, a teacher may teach all 6th-grade science courses, then switch to 8th-grade science after lunch. Each grade level has its own unique set of learning objectives; therefore, teachers create individualized lesson plans. (<https://www.indeed.com/career-advice/career-development/lesson-plan-Strategies> for Effective Lesson Planning).

### **2.2.6. The Importance of Language Framework Lesson Plan**

Teacher theories and beliefs "influence their perceptions, plans, and actions," according to research. Besides, teachers "plan in a rich variety of ways [that] have real consequences in the classroom," according to research. Further, teachers "make planning decisions frequently during interactive teaching" according to research (Clark & Peterson, 1986, p.292).

Thus, the preparation of teachers's lesson directly affects what and how pupils absorb the information; therefore, it is crucial to research how instructors prepare. Smith (1977) adds "Teacher planning is crucial for educational research and policy in seven ways".

1. The quality, amount, and type of classroom education are strongly influenced by planning choices and activities.

2. It is possible to evaluate the impact on the teaching of various planning choices and actions.

3. Planning may be an effective method for improving education because of the low cost of making changes and revisions to existing plans (p.1). Teachers' ability to prepare lessons is still largely unknown, despite the expanding volume of research on both teachers' effectiveness in general and instructional planning in particular. Hence, teachers and administrators both benefit from a better understanding of the lesson preparation process and how to intervene in the process to enhance teaching.

Watching instructions and pre-active or planning phases are two ways to do this. A dearth of research exists on the connection between good instructional planning and the research available on this topic. However, administrators and supervisors cannot assist teachers plan well unless they grasp the link between the planning process and good teaching, as noted by Jasper (1986).

Preparation for the class if a teacher's duty is not to educate but to facilitate learning (Danielson, 2007), thus many of the choices a teacher must make to get pupils ready for class show how important lesson preparation is. Therefore, teachers must make a deliberate effort to construct "a cohesive system of activities that enhance the development of students' cognitive structures" while designing lessons, according to Panasuk, Stone, and Todd (2002, p. 808).

Good instructors must also be good planners. A teacher's mental process of preparing for a lesson is known as lesson preparation. Consideration must be given to a variety of factors in the classroom, such as how to best engage students and how they may respond to various teaching strategies. "The purpose of planning is to assure student learning; thus, planning helps generate, arrange, and organize instructional events to allow that learning to occur," said Burden and Byrd (2003, p. 23).

The planning must be good for the instructional events to be effective and for learning to follow. As a result, a good teacher should be capable of planning in a way that appreciates the intricacies of teaching and learning, employing a range of skills and knowledge to fulfill the requirements of all students. When teaching effectively, instructors need to have a well-thought-out strategy in place before they can begin. Students, material, resources, and instructional styles all play a role in developing this strategy. To deepen instructional planning, Marshall (2012) recommends investigating why children do what they do and how they do it, as well as addressing each child's unique needs.

Students at all educational levels benefit from well-designed lesson plans and instructional strategies. An unexpected finding was reported by Yinger's (1980) study on teacher's planning: routines had a significant effect. For planning purposes, the instructor employs routines to keep things on track.

### **2.2.7. The Advantages of Language Lesson Plan**

The advantages of writing lesson plans in the classroom during the teaching process are as follows:

1. It gives an opportunity to teachers to think carefully about the course objectives, the types of activities, how much time the materials need to spend, and how teachers divide their students into groups.

2. It helps teachers to connect the prepared lesson with the previous lessons and activity with the next and includes learning activities, assessment methods, and the relationship between them.

3. When the teacher wants to teach the grammatical structure but he is not sure about the rules, the lesson plan can help them assess their understanding of the material, and he can get the necessary information about the important steps from lesson planning.

4. The teacher obtains more confidence from the lesson plan. Teachers need to understand how, when and what needs to be done in the class.



5. The teacher will not encounter problems when preparing the lesson plane. On the contrary, s/he will be relaxed and will not waste time thinking about what to do in the class.

6. The administrator can understand what is being taught by viewing the lesson plan.

7. Last but not least, the teacher's lesson plan can be used to demonstrate their professionalism. ([tesol.org/docs/default-source/books/14002-lesson-planning-ch-1](http://tesol.org/docs/default-source/books/14002-lesson-planning-ch-1)).

### **2.2.8. Disadvantages of Lesson Plan**

There are some disadvantages of using the lesson plan in the classroom:

1. Limits the freedom in the classroom, since the teacher cannot do whatever he wants. So, this reduces his/her originality.

2. The teacher will ask repeatedly students the same question. This ignores individual differences.

3. Students do not have any motivation to learn because teachers are more active than students.

4. While teaching subjects, such as geography, history, and arts, there is no need to generalize when teaching.

5. In the teaching process, all teachers pay attention to students' interests, abilities, and attitudes according to the students' psychological development. It is also emphasizing that all subjects of the course are taught in a similar order. This makes all students have no interest in acquiring new knowledge.

6. It is difficult for teachers to establish the association between various subjects to integrate into the psychological life of the students.

([mpbou.edu.in/slm/B.Ed-SLM/bedteb3u4.pdf](http://mpbou.edu.in/slm/B.Ed-SLM/bedteb3u4.pdf)).

### **2.2.9. Teacher Facilitated Instruction**

The teacher-facilitated instruction is a crucial (and time-consuming) component of the class in which the instructor gives a step-by-step description of the steps

students must take to complete the lesson's objectives, starting with the Anticipatory Set and concluding with the Closure of the session.

Direct teaching, modeling, guided practice, active engagement tactics, checking for knowledge, and autonomous practice are all part of the Instructional Sequence. The step-by-step instructional sequence part of the lesson plan must provide evidence of each component.

**Anticipatory Set with Purpose** (written in narrative form): The purpose of the preparatory set is to pique the interest of the pupils. The instructor actively engages and inspires the students in the class subject via discussion, visuals, read-aloud, computer clips, critical thinking questions, and more. Students' past knowledge should be linked to the present lecture topic in the anticipatory set. Teaching students about new concepts, abilities, and techniques should be done in such a way that it is immediately applicable in the students' daily life (age-appropriate).

As a technique of teaching, known as direct instruction, involves having students follow the teacher's lead and follow his or her instructions step by step.

1. Modeling is the act of a teacher showing the students how to do a task or a method. Direct teaching or "think aloud" may be used.

2. Student practice of a new skill or a method with the teacher's assistance is known as "Guided Practice."

3. To engage all learners in the class, teachers use active engagement practices.

4. In the course of a class, the instructor will take advantage of chances to check that learners are comprehending the material.

**Independent Activity:** During this part of the class, post-assessments may be given. There is no instructor to help correct errors or aid with task completion during unguided practice. The goal of this practice is to help students remember and show their understanding of the subject they studied. The individual activity may be done before or after the lesson's conclusion.

**Closure** (written in narrative form): This is the lesson's apex, or the point at which learners' ideas are organized into a meaningful framework. Closure is only a last "check for comprehension" at the conclusion of a class session or before moving on to the next topic, thereby keeping this in mind while planning your lessons. In the future,

teachers will use the materials acquired in this section to design their own lessons ([https://www.riosalado.edu/web/oer/EDU\\_prep\\_program\\_docs/lesson\\_design\\_guide.shtml](https://www.riosalado.edu/web/oer/EDU_prep_program_docs/lesson_design_guide.shtml)).

### **2.2.10. Language Lesson Plan Functions**

According to Richards (2011, p. 35) "...planning a lesson before teaching is regarded critical for giving a successful lesson". This implies that the first step in teaching is to create a lesson plan. In other words, lesson plans serve as a guide for instructors to ensure the highest possible quality throughout the process of teaching and learning. It enables instructors to arrange their classrooms efficiently and ensures that teachers understand exactly what they should do. Thus, there is no pointless activity occurring in any class.

"There are both internal and external motives for lesson preparation," whereby McCutcheon (1980) states that teachers prepare for internal reasons to increase their confidence, better understand the subject matter, ensure that sessions go smoothly, and foresee difficulties before they occur. Thus, teachers prepare for external reasons to meet the principal's or supervisor's requirements and lead a replacement teacher if the class needs one. In other words, instructors absolutely need lesson plans to organize all classroom activities. It may serve as a road map for the learning process, and instructors can prepare to tackle a challenging situation.

The conclusion is that as a teacher, you must organize your actions in the classroom so that you know what you need to do. The most critical thing that instructors can do in the classroom is to ensure that they have a plan since this has an effect on the teaching process. Creating lesson plans is a process that results in effective teaching and success. It is a necessary initial step in the process of teaching and learning. Teachers must understand what they are expected to accomplish in class, and this serves as a framework for instruction. The lesson plan consists of the information that the material wishes to impart, the technique, and it might be a tactic or a comprehensive exercise in the classroom. Further, the instructors use lesson plans to construct step-by-step exercises in the classroom. In conclusion, lesson plans assist teachers in achieving a goal more easily and in preparing for the next meeting.

### **2.2.11. Principles of Designing Language Lesson Plan**

According to Dörnyei (1994) when designing lesson plans, several important principles should be considered:

1. Taking into account differences in learners' characteristics, such as gender, prior ability, intellectual level, interest, motivation for learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, cultural background, norms, and values, and learners' environment. This implies that before designing a lesson plan, instructors must observe and evaluate a variety of factors related to students' characteristics and backgrounds to produce a lesson plan that is both acceptable and beneficial for students.

2. Encouraging students to participate actively. By increasing students' motivation, curiosity, creativity, initiative, inspiration, autonomy, and excitement for learning, the process of teaching-learning puts students at the center. Without a doubt, this idea needs instructors to motivate children to become engaged via a variety of beneficial actions. This implies that you, as a teacher, must engage in critical thinking so that the teaching concept becomes a reality.

3. Providing feedback and follow-up, including the development of a draft program of positive reinforcement, empowerment, enrichment, and remediation.

Teachers must offer feedback and follow up on students' assignments or performance after completing teaching-learning activities or during the post-teaching stage.

4-Maintaining relevance and cohesion. The lesson plan is developed with the primary competence, fundamental competence, materials, teaching-learning activity, an indicator of standard competence accomplishment, assessment, and resources integrated into the learning experience in mind.

5. Utilizing technology and communication information in accordance with the situation and circumstance. In other words, while preparing lesson plans, teachers might include technology such as the internet and newspapers to pique students' attention.

The developing learning activities' principle includes finding out materials, whereby learning is based on multiple sources of information and the scientific

approach, competency-based learning that incorporates multiple dimensions of truth answers, and the development of applicative skills that are balanced between physical skills and cognitive abilities (soft skill) (soft skill), learner-centered, values-based instruction that emphasizes the integration of classroom, home, and community settings while also providing students with the tools and resources they need to succeed as lifelong learners. Anybody can teach, anyone can learn, and anywhere is class; learning that makes use of modern information and communication technologies to boost productivity and effectiveness. and learning that takes into account students' individual variations as well as their cultural upbringing.

### **2.2.12. Steps for Preparing a Language Lesson Plan**

Fink (2005) states that there are six steps to help a teacher get started with lesson planning. For each phase, we have included a list of questions to help a teacher reflect on his/her teaching and learning strategies.

1. Outline learning objectives
2. Developing the introductory material
3. Deciding the exact methods for instruction (the main body of the lesson).

Using a variety of teaching methods to engage students of all ages and learning types can help you reach the largest possible audience.

4. Making sure that everyone understands and see whether pupils have grasped what has been instructed.

5. Write a summary and a sneak peek. Most teachers start a quick review of what their students learned in class by summarizing the key elements.

6. A reasonable schedule should be created to know how simple it is to run out of time and not cover all of the things meant to be addressed. Besides, limiting the number of learning goals to no more than two or three of the most important things

### **2.2.13. Elements of Language Lesson Plan**

According to Tollefson (1991), The instructors are expected to provide their lesson plans varies by state and school district. The same holds true for certain private

and charter schools, which may need additional requirements not specified here. Here are eight general aspects that you may want to do in your own lesson plans:

#### 1 .Grade level and subject

The grade level and topic of the lesson you are going to teach are included in the first portion of a lesson. If someone or your administration asks to view your lesson plans, you should tell them who the target audience is and what you plan to teach them.

#### 2 .Type of lesson

This is a quick introduction to the sort of class you want to provide. Lessons might be for a single session, a week, or even a full unit, as previously noted. Many instructors are free to pick the sort of lesson they want to teach, but there are also those who must follow the restrictions of their school system.

#### 3 .Duration

The length of a lesson plan tells you how long it will take to finish the lesson. The whole class time may be required for a daily lesson plan. For a weekly lesson plan, you may need to use up all of your scheduled students' meetings for that week. If you are putting together a lesson plan, you may have 20 sessions of 50 minutes each. Depending on the learning styles of your pupils, you may need to make adjustments to your lesson ideas.

#### 4 .Topic

Your lesson plan's theme is the subject matter you want to cover throughout the course of the class. Lesson plans often include a brief section called "theme" that lists just the subject matter of the lesson. If you are a scientific teacher, you may choose the subject "genetics" for a full unit. If you are planning to teach a unit on genetics, instead of planning the full course at once, you will focus on "genetic changes" for one week.

#### 5 .Objective

As a critical component of the lesson plan's structure, the aim identifies the specific outcome students should achieve by the end of the class. To begin a lesson, teachers often set goals that students can easily grasp and then post them on the board

for the class to evaluate. This helps pupils comprehend the lesson's purpose and what they want to accomplish at the end.

## 6. Materials

To complete the lesson, students and teachers need to bring the resources listed in this section. These contain textbook pages, printouts, and any other resources that students may require to complete their assignments. Including resources in your lesson plan can help you better anticipate the requirements of your students.

## 7. Directions

To accomplish this portion, you will need to devote much time since it offers detailed instructions for the course. The lesson's beginning, middle, and end are all included in the instructions. Rather than going into minute detail, some educators prefer to provide basic instructions. According to the policies of your school, you may check the instructions in your lesson plans for clarification.

## 8. Assessment

In most classes, there is an evaluation at the end to see how well the students comprehended the lesson's material. When it comes to evaluation, it might range from a short "yes/no" to a full-blown exam at the conclusion of the class session, depending on how much time you have available. There are several factors that go into the design of an assessment, including the lesson aim and the student's progress. The creation of successful lesson plans for students is a crucial part of education. Setting up a lesson plan gives a teacher a way to plan out the content, gather supplies, and establish a timetable for the lesson's execution. Preparing a lesson plan ahead of time increases the likelihood of a successful session as well as improves student's comprehension. There are five kinds of lesson plans; eight aspects are to be considered when designing a lesson. It is important to have a clear idea of what you want to accomplish with each phase of the lesson you are going to teach your students. You may use this tool to assist you achieve your lesson's goal. As a teacher, you need a lesson plan to outline what the student will learn and what you think they will be able to do by completing the session. In addition, you will be able to describe how you intend to evaluate students' comprehension of the material. Preparing a lesson plan ahead of time is common practice for teachers.

### **2.2.14. Aspects of Language Lesson Plan**

**Reflection.** The efficacy of your teaching as a whole and the progress of your students may both be briefly discussed on the lesson plan form. The example lesson plan form in the material includes an area for reflection

1. Developmental appropriate lesson plans ensure that students learn at their own pace and that the skills they learn are matched to their level of aptitude. It is important to remember that a lesson plan has several components:

2. Anticipatory set or lesson introduction. Using an anticipatory set helps students become excited about the session and better comprehend its goal.

3. Connection to state and national standards. To show to others (e.g., administrators) that you are teaching in accordance with state and national standards, you need to explain how the lesson and its goals are linked to those standards.

4. Lesson focus. The lesson focus describes the focal point of the lesson.

5. Learning objectives. An educator uses learning goals in a lesson plan to specify exactly what they want their students to take away from it. Content, criteria, and a condition are all part of a learning aim.

6. Safety. Concerns about space, flooring and field surfaces are included here, as are concerns about a particular unit that may be present (i.e., goggles for floor hockey).

7. Materials and equipment. It is essential that all materials and equipment needed for the class should be outlined in advance.

8. Organization of students and equipment. Organizing pupils and equipment is a critical part of any work that has to be completed. Ensure that pupils have enough room to carry out their work in a safe manner.

9. Closure. The lesson's goals are reinforced and checked for comprehension during the close.

### **2.2.15. Strategies for Effective Language Lesson Plan**

Fink (2005) states that the lesson plan is the teacher's road map for what learners should learn and how it will be accomplished during class time. You must first define the class meeting's learning goals before you can design your lecture. Afterward, you will be able to construct relevant learning activities and devise methods



for obtaining feedback on students' progress. For a lesson plan to be effective, it must address and incorporate the following three elements:

1. Learning objectives for students
2. Activities teaching and learning
3. Checking for student's comprehension by some strategies

Defining clear learning goals can assist you in determining the kind of teaching and learning activities you will use in class, as well as how you will assess whether the learning objectives have been met (Fink, 2005).

### **2.3. An Introductory Note**

This literature review will include many details such as samples, methods, and some findings. There have been many previous studies on how to organize language courses.

#### **2.3.1. Previous Studies: The procedures of these Study**

Nesari and Heidari (2014)

In their study, Nesari and Heidari (2014) aimed to investigate the opinions of thirty-nine English teachers on the language teaching plans of secondary school and other educational institutions. The sample included thirty-nine English foreign language teachers from high school and institutions in Eubanks, Ilam, Ilam province-west of Iran (fifty-three are females and forty are males). The sample answered a questionnaire that adopted from Ramaala teal, (2014). Teachers' attitudes toward lesson preparations were assessed, including the degree of educational disparity between them. Descriptive statistics and the T-test were used to analyze the data. It begins from November to December (2014). According to the findings, all of the participating teachers are in favor of adopting lesson plan. There are no major discrepancies in the perspectives of the teachers. Furthermore, since lesson plans are so important, conducting specialist workshops may help educators come up with better lesson plans.

Ratnawati (2017)

In another study, Ratnawati (2017) focused on research and information planning and development of preliminary products in the form. The sample included teachers and lecturers and the tool that is used is an interview.

The findings revealed that the new language lesson plan is more enticing, useful, and instructive than the old one. According to the result, educational growth is critical. More specifically, the best approach to foster creative and inventive thinking is via education. The effectiveness of the teaching and learning process will be determined by the development of a language lesson plan.

Janta Rach and Soontornwipast (2018)

Using the grounded theory, Janta Rach and Soontornwipast (2018) aimed to explain the lesson preparation of Thai EFL student instructors. The tools of the study are semi-structured interviews and observations, and the sample included twenty-two students majoring in English teaching in the college of education of a national university. The results show that the language lesson plan of EFL students teachers explains (4) stages:-The first stage is pre-planning by which students' teachers take information from the following sources: Personnel (supervisors, school university supervisors, students' teachers) and institutions school and the faculty of education.- During the second stage of planning, students and instructors use the knowledge they gathered during the first stage or which affects the language lesson components that they are preparing.- Implementing language lesson plans in actual classrooms is the third step, since supervisors and educators from universities and schools monitor these implementations.- Finally, students and instructors remark on the results of implementation, where they reflect, assess, or record after-lesson notes in order to draft the next lesson plan.

Angelopoulos and Darra (2018)

Besides, Angelopoulos and Darra (2018) examined the perceptions, attitudes and experiences of the teachers participating in the teaching plan in the context of studying the lesson. The time of the experiment is (12) weeks from February to (1) April during the academic year (2016). The sample consisted of (31) students, including four teachers of literature and the director of the secondary education school (second grade). The instruments included :meetings , teaching , meeting & calendars, planning protocol of the research lesson-research lesson review protocol ,-Teachers'

questionnaire . The findings indicated that the research lesson's meticulous planning and preparation have a beneficial impact on the participating instructors, who gained important experience and information throughout the study's implementation stages. More specifically, their opinions and attitudes toward the lesson sessions and workshops are found to be favorable.

Nugraheni (2010)

In Nugraheni's (2010) study, , its aim is to find out its form and use by the teacher inside the classroom at school. The participants are (8) teachers from English language in SMK Negeri 2 Pengasih. The tools used in this study were observation and interview.

The setting of data is SMK Negeri 2 Pengasih; it is a school in the Kulonprogo. The results explain that the speech functions used in the school by the teacher are divided into three groups, such as stating the lecture, during the lecture, and the end of the lecture and sub-groups such as: a) The greeting may represent some functions. B) The influences of seat position are the quality and quantity of the students' responses. C) One way of informing students' mentality is the praying activity. D) Due to time- consuming, checking attendance rate is not for every student.

Asdar (2017)

In Asdar's (2017) study, the aim is to discover out what types of language functions are utilized at Fort Rotterdam's BPEC (Benteng Pananyua English Club); therefore, this study aims to identify the dominant language function in BPEC. The results suggest that the presence of language functions in speech, as our mode of communication, is crucial for both the speaker as the addresser and the listener as the addressee. Context, addresser, addressee, contact, common code, and message are six factors that must be present for communication to occur. Therefore, the speaker must understand the aim of their speech in order to choose the appropriate language functions (Jakobson, 1995). These components play a crucial function in conveying their message properly to the audience. Without a grasp of the components and kinds of language functions, it will be difficult for the speaker to choose the proper utterances, particularly if the speaker has a prominent position in society, as did Meghan Markle. Likewise, the listener must understand the functions of the speaker's

statements. Without this information, individuals will also find it difficult to comprehend the communication's central meaning.

### **2.3.2. Discussion of Previous Studies**

#### The Aims

According to Nesari and Heidari (2014), their study aimed to investigate the opinions of thirty-nine English teachers on the language teaching plans of secondary school and other educational institutions. While Ratnawati (2017) aimed to focus on research and information planning and development of preliminary products in the form. Furthermore, Janta Rach and Soontornwipast (2018) aimed to explain the lesson preparation of Thai EFL student instructors. Following that Angelopoulos and Darra (2018), the purpose of their study is to examine the perceptions, attitudes and experiences of the teachers participating in the teaching plan in the context of studying the lesson. Whereas Nugraheni's (2010) study aimed to find out its form and use by the teacher inside the classroom at school. Finally, Asdar's (2017) study, the aim of this study is to discover out what types of language functions are utilized at Fort Rotterdam's BPEC (Benteng Paninyua English Club); therefore, this study aims to identify the dominant language function in BPEC.

The current study aims to find out the effect of language framework planning strategy on supporting the functions of the language in the classroom in the two groups: experimental and control in the post-test. It also aims to find out how language framework planning strategy affects students' achievement in the classroom of the experimental group in pre and post-tests. It also aims to assess the average level of the of the 4th year preparatory school students' achievement in functions of Language. Finally, it aims to explain which criteria (grammar or vocabulary) can be improved by using LFWP strategy for Iraqi EFL preparatory school students' achievement in pre and post-tests of the experimental group.

#### The Sample

According to Nesari and Heidari (2014), the study sample included thirty-nine English foreign language teachers from high school and institutions in Eubanks, Ilam, Ilam province-west of Iran (fifty-three are females and forty are males). While

Ratnawati (2017) the sample of his study consisted of teachers and lecturers. Furthermore, Janta Rach and Soontornwipast (2018) their study sample are twenty-two students majoring in English teaching at a state university ( Faculty of Education). Following that Angelopoulos and Darra (2018), The sample consisted of (31) students, including four teachers of literature and the director of the secondary education school (second grade). Whereas Nugraheni's (2010) study, the sample of his study is (8) teachers from English language in SMK Negeri 2 Pengasih. Finally, Asdar's (2017) study, the sample of this study includes (30) participants. They are attending a meeting every week of BPEC in 2016 in Makassar.

The study's sample included (100) randomly selected students from the Iraqi EFL fourth preparatory school from Al-Dulia, Al-Jahid Preparatory School during the academic year (2021-2022).

#### The Instrument

According to Nesari and Heidari (2014), the instrument of their study are questionnaire. The researcher used Statistical Package for Social Science (SPSS) version 16 for analyzing the data. While Ratnawati (2017), The researcher depends on an interview and hand analysis for data analysis. Furthermore, Janta Rach and Soontornwipast (2018) they used Semi- structured interviews, and observation. The data are analyzed by means of coding to identify emerging categories and generate a substantive theory. Following that Angelopoulos and Darra (2018), Meeting and teaching, Meeting and calendars, Planning protocol of the research lesson, Research lesson review protocol, Teachers' questionnaire. Subsequently, these files were imported into the Atlas to analyze the questionnaires and generate quantitative data, which were used to enhance the in-depth analysis of the qualitative data. Editing and encoding the data, i.e. dividing the texts into parts by giving them a title. Whereas Nugraheni's (2010) study aimed to find out its form and use by the teacher inside the classroom at school. Finally, Asdar's (2017) study, the aim of this study is to discover out what types of language functions are utilized at Fort Rotterdam's BPEC (Benteng Panynyua English Club); therefore, this study aims to identify the dominant language function in BPEC.

The researcher uses in the current study t-test and depends on pre and posttest to test the participants in this experiment.

## The Results

According to Nesari and Heidari (2014), the study results clarifies that all of the participating teachers are in favor of adopting lesson plan. There are no major discrepancies in the perspectives of the teachers. Furthermore, since lesson plans are so important, conducting specialist workshops may help educators come up with better lesson plans). While Ratnawati (2017) the results revealed that the new language lesson plan is more enticing, useful, and instructive than the old one. According to the result, educational growth is critical. More specifically, the best approach to foster creative and inventive thinking is via education. The effectiveness of the teaching and learning process will be determined by the development of a language lesson plan. Furthermore, Janta Rach and Soontornwipast (2018) their study The results show that EFL students teachers' language lesson plan will be in (4) stages: pre planning, Planning, Implementing, and Evaluating. Following that Angelopoulos and Darra (2018), the results indicated that the research lesson's meticulous planning and preparation have a beneficial impact on the participating instructors, who gained important experience and information throughout the study's implementation stages. More specifically, their opinions and attitudes toward the lesson sessions and workshops are found to be favorable. Whereas Nugraheni's (2010) study, the results explain that the speech functions used in the school by the teacher can be divided into three groups, such as, stating the lecture, during the lecture and, the at end of the lecture. Finally, Asdar's (2017) study, the results reveals that Four important types of functions of language and the referential are the dominant and most used functions of language in BPEC.

**Table 4.** Summary of Previous Studies

| No | Name                     | Sample  | Tool and data analysis  | Types of data | Results  | Limitation and suggestions   |
|----|--------------------------|---|---|---------------|--|--|
| 1  | Nesari & Heidari<br>2014 | It includes (39) EFL teachers (53) females and (40) males from high schools and institutions in Iran. | Questionnaire: the researcher used Statistical Package for Social Science (SPSS) version 16 for analyzing the data. | quantitative  | The results showed that all teachers in using lesson plan. No significant differences are observed among teachers' view. | The instrument of this study was limited to a questionnaire; further studies can adopt other instruments such as interviewing teachers and students in order to understand their awareness of lesson plan. |

|   |                    |                               |   |             |   |   |
|---|--------------------|-------------------------------|---|-------------|---|---|
| 2 | Ratnawati,<br>2017 | teachers<br>and<br>lecturers. | An<br>interview-<br>hand<br>analysis for<br>data<br>analysis. | Qualitative | the new<br>language<br>lesson plan<br>is more<br>enticing,<br>useful, and<br>instructive<br>than the old<br>one. Also,<br>educational<br>growth is<br>critical. The<br>best<br>approach to<br>foster<br>creative and<br>inventive<br>thinking is<br>via<br>education.<br>The<br>effectiveness<br>of the<br>teaching<br>and learning<br>process will<br>be<br>determined<br>in part by<br>the<br>development<br>of a<br>language<br>lesson plan. | This study is limited to<br>research-based design<br>which is proposed by<br>Borg and Gall (1983).<br>The following is the<br>schema of the steps of<br>Research and<br>Development proposed<br>by Borg<br>and Gall<br>(1983).<br>In line with the result,<br>development is very<br>important in education.<br>Educational<br>development is a way to<br>build creative and<br>innovative thinking.<br>Also, developing a<br>lesson plan is needed to<br>determine the success of<br>the teaching and<br>learning process. |
|---|--------------------|-------------------------------|---|-------------|---|---|



|   |                                    |   |   |             |  |  |
|---|------------------------------------|---|---|-------------|--|--|
| 3 | Jantarach and Soontornwipast, 2018 | twenty-two students majoring in English teaching at a state university ( Faculty of Education). | Semi-structured interviews and observation. The data are analyzed by means of coding to identify emerging categories and generate a substantive theory. | qualitative | The results show that EFL students teachers' language lesson plan will be in (4) stages: pre planning, Planning, Implementing, and Evaluating. | This study is limited to generating a theory to explain Thai EFL student teachers' lesson planning by adopting the grounded theory,, semi-structured interviews, as well as observations of 22 student teachers majoring in Teaching English. For further studies, an investigation can focus on the thought process of supervisors giving information to and supervising student teachers. Moreover, studies based on a mixed-method design can be conducted to test the theory in larger population of student teachers and any other personnel involved in the lesson planning process. |
|---|------------------------------------|---|---|-------------|--|--|

|   |                               |   |   |              |  |   |
|---|-------------------------------|---|---|--------------|--|---|
| 4 | Kanelloponlon and Darra, 2018 | (31) students, four teachers of literature and the director of secondary Education (second grade) Attica. | <p>-Meeting and teaching</p> <p>-Meeting and calendars</p> <p>-Planning protocol of the research lesson</p> <p>-Research lesson review protocol</p> <p>-Teachers' questionnaire</p> <p>Subsequently, these files were imported into the Atlas to analyze the questionnaires and generate quantitative data, which were used to enhance the in-depth analysis of the qualitative data. -----</p> <p>- Editing and encoding the data, i.e. dividing the texts into parts by giving them a title</p> | Quantitative | <p>The findings indicate that the research lesson's meticulous planning and preparation have a beneficial impact on the participating of instructors, who have gained important experience and information throughout the study's implementation stages.</p> | <p>The survey was conducted at the General Lyceum of Eastern Attica from February 12 to April 1, 2016, on the subject of literature with the permission of the relevant school advisors and the school principal. The implementation of such a program in a larger group of pupils and with the participation of a larger number of teachers and the comparative study of the data is expected to provide a more complete picture of the effectiveness of the study in relation to other parameters of the didactic-learning process, such as exploring its contribution to the motivation of pupils, the development of more positive attitudes of pupils towards school and learning as a result of its implementation, and others.</p> |
|---|-------------------------------|---|---|--------------|--|---|

|   |                |  |   |             |   |  |
|---|----------------|--|---|-------------|---|--|
| 5 | Nugraheni 2010 | the participants are (8) English teachers in SMK Negeri 2 Pengasih.                                  | Data were collected via observation and in-depth interviews. The data were analyzed, and the observation data were used to develop interview questions.     | Qualitative | The results explain that the speech functions used in the school by the teacher can be divided into three groups, such as, stating the lecture, during the lecture and, the at end of the lecture | The limitations include an attempt to uncover and characterize the speech functions used by the teacher in controlling the English classroom at a Vocational High School in 2010. The participant was a teacher at SMK Negeri 2 Pengasih. Furthermore, it is recommended for future research to stress on the speech functions that are transmitted via classroom English as part of the recommendation.   |
| 6 | Asdar, 2017    | It includes (30) participants . They are attending a meeting every week of BPEC in 2016 in Makassar. | The instrument was observation sheet. The observation sheet was used to collect the data, and the researcher transcribed, classified and analyzed the data. | qualitative | Four important types of functions of language and the referential are the dominant and most used functions of language in BPEC.   | Based on the explanation above, the researcher analysed language functions at BPEC (Benteng Panynyua English Club) in Ford Rotterdam by Jacobson's theory. According to Jacobson's Hebert theory, there are six functions of language as follows: Expressive function, directive function, phatic or social function, metalinguistic function, referential function, and poetic function. In this case, language function analysis refers to types of language function used and more dominant language functions. It is a suggestion for future research, for the narrator to study the function of language and use it in the meeting to make the conversation better. |

The table above briefly clarifies the samples, the instruments, the results and the design of previous studies as well as the limitations and suggestions. All these details serve as a guide to help the present study to conduct a successful study about the effect of Language Framework Planning Strategy for supporting the functions of language in the classroom.

## CHAPTER THREE: METHODOLOGY

This chapter outlines the methods implemented to collect the necessary data for this study. In addition, a comprehensive explanation of each of the samples and populations involved and the design of both pretest and posttest are provided. Further, a discussion of the statistical techniques used to evaluate the data gathered is included in this chapter.

### 3.1. Research Design

This study followed an experimental design; it includes two groups: the experimental group that is dealt with through the LFP strategy and the control group that is taught without the LFP framework. This study depended on the quantitative research design by using the pre-test and the post-test, which were conducted on the two groups. This experiment aims to find out the effect of language framework planning strategy on supporting the functions of the language in the classroom between the two groups, experimental and control in the post-tests, and to find out how language framework planning strategy affects students' achievement in the classroom for the experimental group. Further, this study aims to find out how language framework planning strategy affects students' achievement to explain which criteria (grammar or vocabulary) can be improved using LFWP strategy for Iraqi EFL preparatory school students' achievement in pre and post-test of the experimental group.

Experimental design refers to "an objective observation of a phenomenon which is made to occur in strictly controlled situation in which one more factor is varied and the others are kept constant" (Christensen, 1980, p.35).

As for 'design', it refers to "the planning outline, or strategy conceived in an attempt to gain an answer to the research questions. Hence, it is known that the design should be an appropriate one as it identifies the possibility of obtaining valid, objective and accurate answers to research questions"(Christensen, 1980, p.158).

"The Posttest Only, Equivalent-Group Design" is a design that contains the elements, which are explained in Table (1.3) below:

1-Select students randomly and divide them into groups. One group is called the experimental group (Ex) and the other is called the control group (Co).

2- Make sure that some variables are more or less balanced between students in the (Ex) group on the one hand and other students in the (Co) group.

3- Only the experimental group received the administration of the independent variable.

4-According to the control group, teaching them the identical teaching materials that were given to the experimental group, but in a more conventional manner.

5-Conduct a follow-up test with both groups of students.

6-Use statistical techniques to check the collected data to determine the final results.

**Table 5.** The Experimental Design of the study

| Groups       | Independent variable                    | Posttest |
|--------------|---|----------|
| Experimental | Language Framework<br>Planning strategy | Posttest |
| Control      | Traditional method                      | Posttest |

### **3.2. Data Collection**

There are many ways to collect data, and the method used to collect the data in the current study is the quantitative method, which consists of the following tests: the pre-test that was given to the two groups. The post-test was also given to the two groups after a period of time which involved the treatment of the experimental group and the traditional method for the control group.

### **3.3. Data Analysis**

There are many ways to analyze the data. In the current experiment, the researcher used the SPSS program to analyze the data. The researcher used mainly

pretest and posttest analytical tests in the study. The first one was a t-test in order to determine the significant differences between the study variables and the impact of framework planning on the students in supporting the functions of the language in the classroom. In addition, the t-test was used to discover the results of the paired sample test for the experimental group in the case of pre-test and post-test in supporting the functions of language in the classroom.

### 3.4. Population and Sample

This study was conducted at Al- Jahat Secondary School for Boys, which is located in Al-Hardaniyah District, Salah Al-Din, Iraq. The school was known for its influential role in this area. This school consists of 12 classes, but this study was limited to the fourth grade of middle school for boys

The sample of the whole study consisted of (130) fourth preparatory school year students at Al-Duluaia city during the academic year (2021-2022). The researcher divided the students into two sections: A and B. Sections A and B represent the control and experimental groups whose total number is (100). Section A consists of (50) students, and Section B consists of (50) students, whereas section C represents the pilot study as mentioned in Table (3.2).

**Table 6.** Population and Sample of the Study

| Groups       | No. of students | No. of pilot study | No. of sample |
|--------------|-----------------|--------------------|---------------|
| Experimental | 64              | 14                 | 50            |
| Control      | 66              | 16                 | 50            |
| Total        | 130             | 30                 | 100           |

### 3.5. Equivalence of the Two Groups

The two groups of the study have to be equalized based on more than one variable. Since identical balancing is impossible, the means and variables must be equal as much as possible (Best & Khan, 2008, p.69).

To ensure that both groups are equal, the researcher equalized them by using these variables:

### 3.5.1. Ages of the Students

For this purpose, it is required to calculate the students' age until the first of November (2021) in order to establish whether or not there is a difference in their age between the two groups, as detailed in the appendix (G). "There is no statistically significant difference in age between the EX G and the CO G," according to the experimental results, when the t-test formula is applied to two independent groups. This is based on the fact that the mean value of the experimental group is (195.92) and the standard deviation is (9.37). According to the control group, the mean value is (196.62), and the standard deviation is (9.02). After taking into account the significance level and degrees of freedom (89), the t-value (calculated) is as follows: (0.38). At the 5% level of significance, it is lower than the value in the table, which is (1.98) at the significance level (0.05) Consequently, it may be assumed that both groups of students are around the same age, as seen in Table (3.3):

**Table 7.** Mean, Standard Deviation, T-Value of Students' Age

| Groups | No. of students | Mean   | SD.  | T-Value    |           | DF | Level of Significance |
|--------|-----------------|--------|------|------------|-----------|----|-----------------------|
|        |                 |        |      | Calculated | Tabulated |    |                       |
| EG     | 50              | 195.92 | 9.37 | Calculated | Tabulated | 98 | 0.05                  |
| CG     | 50              | 196.62 | 9.02 | 0.38       | 1.98      |    |                       |

### 3.5.2. Parents' Level of Education

#### 3.5.2.1. Fathers' Level of Education

This study examined the difference in educational attainment between the fathers of students to see whether there was any statistical significance. "There is no statistically significant difference between both groups" (ie, in terms of their fathers' educational attainment) as illustrated by the findings, which show a chi-square of (2.71), and (11.07) less than the list value, and a degree of freedom of (5).



**Table 8.** The Chi-Square Value of the Level of Fathers' Education

| Level of education | Groups |    | Total | Chi-Square Value |           | DF | Level of Significance |
|--------------------|--------|----|-------|------------------|-----------|----|-----------------------|
|                    | EG     | CG |       | Calculated       | Tabulated |    |                       |
| Illiterate         | 6      | 5  | 11    | 2.71             | 11.07     | 5  | 0.05                  |
| Primary            | 11     | 14 | 25    |                  |           |    |                       |
| Secondary          | 15     | 17 | 32    |                  |           |    |                       |
| Diploma            | 4      | 2  | 6     |                  |           |    |                       |
| Bachelor           | 12     | 8  | 20    |                  |           |    |                       |
| Higher studies     | 2      | 4  | 6     |                  |           |    |                       |
| Total              | 50     | 50 | 100   |                  |           |    |                       |

### 3.5.2.2. Mothers' Educational Level

There are no significant differences in educational attainment between the two groups when the chi-square formula is applied. The calculated value (3.30) is lower than the tabulated value (11.07), thus resulting in a disagreement between the two values because of the degree of freedom (5) and significance level (0.05). These results show that this measure does not show any statistical difference between the two groups, as seen in Table (3.5).

Table 9. The Chi-Square Value for the Level of Mothers' Educational

| Level of education | Groups |    | Total | Chi-Square Value |           | DF | Level of Significance |
|--------------------|--------|----|-------|------------------|-----------|----|-----------------------|
|                    | EG     | CG |       | Calculated       | Tabulated |    |                       |
| Illiterate         | 10     | 8  | 18    | 3.30             | 11.07     | 5  | 0.05                  |
| Primary            | 16     | 12 | 28    |                  |           |    |                       |
| Secondary          | 11     | 15 | 26    |                  |           |    |                       |
| Diploma            | 4      | 2  | 6     |                  |           |    |                       |
| Bachelor           | 8      | 10 | 18    |                  |           |    |                       |
| Higher studies     | 1      | 3  | 4     |                  |           |    |                       |
| Total              | 50     | 50 | 100   |                  |           |    |                       |

### 3.5.3. Students' English Language Proficiency in the Previous Academic Year

It can be seen how students' English performance was rated and compared in the appendix during the previous academic year (2020-2021). (B). There is a statistically significant difference in mean values between the (Ex) and (Co) groups, with the (Ex) group having a standard deviation of (7.47) and the (Co) group having a standard deviation of (5.94). In addition, it was discovered that given the degrees of freedom (68) and the significance level (0.05), the calculated t-value (0.80) is less than the tabulated value (1.98), there indicating that it is statistically less significant (1.98). According to prior findings, this finding indicates that there is no statistically significant difference between the two groups, as seen in Table (3.6).

**Table 10.** Mean Scores, Standard Deviations, and T-value for the students' Achievement in English in the Previous Academic Year

| Group | No. of students | Mean  | SD   | T-Value    |           | DF | Level of significance |
|-------|-----------------|-------|------|------------|-----------|----|-----------------------|
| EG    | 50              | 59.26 | 7.47 | Calculated | Tabulated | 98 | 0.05                  |
| CG    | 50              | 58.18 | 5.94 | 0.80       | 1.98      |    |                       |

### 3.5.4. Pre-test English Proficiency of Students

Students from the two groups (Ex and Co) were given the Pretest by the researcher. According to the findings, the (Ex) group's mean score and mean standard deviation (50.18). The (Co) group, on the other hand, obtained an average score and an average standard deviation of (6.08). The T-test of the two independent groups is used to demonstrate that when the average scores of both groups are compared, there is no difference in the average scores received by the participants in each group (0.05). The estimated t-value (0.02) is smaller than the table's value of (1.98), and the degree of freedom (98) indicates that the two groups are equal in the pre-test, as seen in Table (3.7).

**Table 11.** Mean Scores, Standard Deviations, and T-value of Students' Achievement in Pre-test

| Group | No. of students | Mean  | SD   | T-Value    |           | DF | Level of significance |
|-------|-----------------|-------|------|------------|-----------|----|-----------------------|
| EG    | 50              | 50.18 | 7.11 | Calculated | Tabulated | 98 | 0.05                  |
| CG    | 50              | 50.16 | 6.08 | 0.02       | 1.98      |    |                       |

### 3.6. Educational Materials

The material is divided into two groups of pupils (English for Iraq and textbook), with each group receiving eight units and 10 lessons. The material was

separated into two sections: the Student Book and the Activity Book, and each subsequent item is a re-examination of the three previous.

1. Unit one (lesson 7, topic: a tour of the self-access center)
2. Unit three (lesson 7, topic: At the Hotel).
3. The grammar focus- Asking permission)
4. Unit five (lesson 5, topic: Would you like to go to the cinema?)
5. Grammar (Invitation, Suggestion, Offer, and Permission).
6. Unit five (lesson 9, topic: If only I'd listened)
7. Grammar (Regret (I wish/If only)

During the academic year (2021 – 2022), namely in the first semester, the experiment was conducted. The researcher started teaching the two groups on **the second of December** and continued for about ten weeks, and ended on the **fourth of February (2022)**.

### **3.6.1. The Plan of the Lesson**

The study plan is one of the most important basic tools that the teacher sets for the students and gives the scientific material sequentially. In this regard, Nesari and Heidari (2014) states that a lesson plan is either a succession of related lessons around a specific theme or a systematic record of the views of a teacher about what will be taught in a given class period. According to Spratt (2014), another definition of a lesson plan is a series of course plans that give guidance to a teacher on what kinds of study materials to teach and how to teach them. The teacher's criteria were used to develop the lesson plan for the "control" students. The LFPS strategy guide is followed in the development of the experimental group training.

#### **The Lesson Plan for Teaching the Experimental Group**

**Date:** 9 December / 2021

**Class and section:** Forth preparatory school students

**Period:** 40-50 minutes

**Topic:** Functions of language

Textbook (English for Iraq).

**Unit:** One

Lesson 7

**SB:**11

**AB:**13/14

**Topic/** A tour of the Self-access center

Objective

- Listen to directions and instructions.
- Develop the vocabulary related to language learning.
- Practice polite requests.

The application of LFPS started on the 9<sup>th</sup> of December / 2021, whereby the pre-test was applied.

Language

- Indirect questions

Vocabulary

- Directions (left/right/forward/behind/next to/opposite).

Procedures

- Before we start the lesson, review the previous lesson.
- Make sure that they understood the lesson
- Ask them to open the (ST) on page 11 unit 1, lesson 7
- Ask them about the title
- Elicit the basic vocabulary for giving directions on blackboard.

Examples (left/right/turn/next to....)

- Look at the diagram on (SB)
- Tell them it is the map of the school
- Ask students to point the direction on the map like (right/left...)
- Tell them listen to the audio and tell them to write the direction they hear.

-Then tell them to practice it

-Choose two students and ask them to present a short play (for example someone wants to ask about Al-Rasheed Street).

A-Excuse me, could you tell me how to get to Al-Rasheed Street?

B-Of course, go through the street and turn to the left, then go forward, it will be next to the status.

A-Thank you...

-Then ask students to open the (AB)p (13)

Grammar Focus

-Tell the students that we have two types of questions:

Direct and Indirect

1-Direct questions (Question word+ verb+ subject)

Or question words such as (When-What-How.....)

Example: Where is the post office?

2-Indirect Questions (phrase-question word+ subject +verb)

Example: What sport do you offer?

Example: Can you tell me what sport do you offer

-Also tell the students that we have auxiliary verbs (is, are, was, were, has, have)

That we never delete but we put them before the main verb.

Ex: Where is the school?

Ex: Could you tell me where the school is?

At the end of the lesson, make sure that the student understood the whole lesson, and give them homework and a new lesson.

### **3.6.1.1. Lesson Plan for Teaching the Control Group**

Date: 8<sup>th</sup> December / 2021

**Class and section:** Forth preparatory

**Period:** 40-50

**Topic:** Functions of the language

Textbook (English for Iraq).

Objectives

- Explain polite requests for all students
- Explain that there are two types of questions: Direct and indirect.
- Give the students examples
- On that date, the pre-test was applied.

Steps of presenting the lesson material

- The teacher reads the direction and instruction and make the students listen to them.
- Explaining the meaning of the difficult and ambiguous vocabularies.
- Each sentence related to polite requests should be explained to the students on the board.
- Ask students to give more examples.
- Assign homework from the Activity book.

### **3.7. Structure of the Achievement Test**

Based on the content and behavioral goals of the educational material, an achievement test was developed and implemented. As shown in Table (3.8), the post-test includes (5) questions with (39) items which are scored according to the possible (100) points.

1. Question (1) includes (A) and (B). A includes (4) questions, and the students are required to answer these questions after listening to the dialogue. The mark for each item is (2) marks, and the total number of marks is (8). B consists of (6)

items and the students are required to match the opinions from list A to their responses in list B. The mark for each item is (2) marks, and the overall mark is (12).

2. Question (2) has five items, whereby the students should rearrange the word in order to make questions. The mark for each item is (5) marks, and the overall mark is (20).

Question (3) includes A and B. A includes five items, whereby the students should be able to complete the direction in the missing words. The mark for each item is (2) marks, and the overall mark is (1), whereas B includes five items. The students should match words in list A with phrases in list B then choose their definitions in list C. The mark for each item is (2) marks, and the overall mark is (10).

Questions (4) includes five items. The students should correct the verbs in the correct form. The mark for each item is (4) marks, and the overall mark is (10).

1. Question (5) has just one item, and the students should read Sami's essay and then order the events sequentially according to their understanding. The total mark is (20).

The test is constructed depending on (unit one & unit two) from "English for Iraq", namely Student book and Activity book. For behavioral goals, the achievement test is utilized as a method of evaluation. (See Appendix F for further information)

**Table 12.** Specifications of the Content, Behavior, Items, and Marks of Post-test

| No. of Questions | Content   | Behavioral Objectives   | No. of Items | Marks |
|------------------|---|---|--------------|-------|
| A-1              | A Dialogue that the students should listen to and answer the questions according to their understanding | Students' ability to find out the main idea to answer the question. | 4            | 8     |
| 1-B              | Students should match opinions in list A with their responses in list B.                                | Students recognize and match the opinions with their responses.     | 6            | 12    |
| 2                | Reorder the words   | Students' ability to rearrange the words to make questions.         | 5            | 20    |
| 3-A              | Understand the meaning of words, phrases and sentences  | Listen to the dialogue and complete the phrases of the missing      | 5            | 10    |



|       |  |   |    |     |
|-------|--|---|----|-----|
|       | in dialogue in order to complete missing words.  | words (giving directions)   |    |     |
| 3-B   | Words in list A students should match them with a word in list B to make a phrase and then match them with their definitions in list C | Students recognize the suitable word to match and give a meaningful definition. | 5  | 10  |
| 4     | Correct the verb in the correct form.  | Students' ability to correct the verb according to the suitable tense.          | 5  | 20  |
| 5     | Reorder the events, explosion, hint at conflict, rising action, and build suspense.  | Students' ability to understand and order the events sequentially.              | 9  | 20  |
| Total |  |   | 39 | 100 |

### 3.8. Posttest Scoring Scheme

The post-test sample consists of (5) questions. The total mark of the test is (100 MS). Question one includes two branches: A and B; for every item, two marks are allotted, with a total of (20) marks. Question two includes five items and for each correct item four marks are specified and for each wrong answer zero is given with a total of (20) marks. The researcher himself scored this question. The four researchers who correct the students' papers as a committee correct the four last questions (M A student and two teachers) based on general criteria, namely vocabulary, grammar and idea, as in Table (3.9). The third question consists of two branches (A and B), whereby (10) marks are allotted to each branch. The fourth question is allotted twenty marks.

Finally, the last question includes nine items, whereby (20) marks are allotted to each item. The scoring committee includes: 1. The Supervisor herself, Dr. Dunia Taher Hameed

2- Teacher, Jasim Mohammed Mezal

3-Teacher, Ahmed Samer Mohammed

4-Teacher, Mezal Mohammed Mezal

**Table 13.** Scoring Scheme of the Post-test

| Criteria     | Qualities | Scores       |          |               |
|--------------|-----------|--------------|----------|---------------|
|              |           | Q1<br>A<br>8 | Q2<br>20 | Q3<br>B<br>10 |
| Organization | Very good | 2            | 7        | 2             |
|              | Good      | 1            | 4        | 1             |
|              | Weak      | 0            | 0        | 0             |
| Idea         | Very good | 2            | 5        | 3             |
|              | Good      | 2            | 3        | 2             |
|              | Weak      | 0            | 0        | 0             |
| Grammar      | Very good | 2            | 4        | 3             |
|              | Good      | 1            | 2        | 2             |
|              | Weak      | 0            | 0        | 0             |
| Vocabulary   | Very good | 2            | 4        | 2             |
|              | Good      | 1            | 2        | 1             |
|              | Weak      | 0            | 0        | 0             |

### 3.9. The Validity of the Achievement Test

Gipps (1994) pointed out that honesty has traditionally been considered more important than reliability, and a test with high reliability is rarely used if it is not honest, and a test is not honest - in the classical theory of tests - if it does not have a basic level of reliability. Thus, honesty is more important than persistence and reliability.

There are two ways to measure:

1 .Correlation coefficients: This method depends on calculating the correlation coefficients on which the experimental validity depends, and it is one of the most widespread methods in measuring the validity of the selection of scientific research.

2. Calculating the average of different test sections: This method depends on choosing the statistical significance of the difference between the average of the test sections and making road comparisons. Validity means to base on the results from a particular measure that one can make correct generalization (Macky & Gass, 2005, p.

369). The examiner should have a clear idea about what the researcher wants to examine and convey that the test explains the use of the particular ability to be measured (Morris & Murry, 2005, pp.116-118). Brown (1988) states that if a test is designed to measure reading ability in the French language, then it should test that ability. In other words, validity means the degree to which a test measures what it aims to measure (Brown,1988, p.101). The three subdivisions of validity are face, content, construct and empirical validity because validity is the important feature of any test (Bachman & Palmer,1996, p.38). In another study, Weir (1990) states that a test should be easy and familiar with which the validity of the content is recognized (p.19).

### **3.10. Test Pilot Administration**

An exploratory study is done to analyze an issue that has not been thoroughly investigated before to establish priorities, generate operational definitions, and optimize the design of the final research. An exploratory study assists in determining the most appropriate research designs, data gathering techniques, and topic selection. It is the experience that the researcher goes through after learning about all the disadvantages of doing the mini-exploratory experiment that he conducted. It is a mini-experiment done on a subset of the same research community under comparable circumstances to the main experiment.

The study plan is one of the primary methods used by the English language teacher to achieve the expected result. According to Nesari and Heidari (2014), a lesson plan is either a succession of related lessons around a specific theme, or a systematic record of the views of a teacher about what will be taught in a given class period. According to Spratt (2014), another definition of a lesson plan is a series of course plans that give guidance to a teacher on what kinds of study materials to teach and how to teach them. Therefore, the exam was administered to (30) who were randomly chosen from Section (c). The instructions given for a particular exam are not ambiguous, as the results show, and this indicates that the time required to complete all the questions is between 60 and 70 minutes.

### **3.11. The Achievement Test Reliability**

The researcher achieved the stability of the test using the same measuring tool and the same conditions and testing the students again (post-test after a specified period of time, for example, fifteen days) and when the results are close, the researcher achieved stability. According to Weir (1990, p.32), reliability is checked by the test-retest method where the similar test is re-administered to a similar group or sample population after a short period of time.

Besides, Silverman (2011) states that reliability 'refers to the degree of consistency between two measurements taken from the same test is referred to as reliability' (p. 360). There are many methods for assessing the reliability of the test. For example, if a person has taken two different forms on the same test on two separate days, the results of both tests should be the same. In this regard, the Alpha-Cronbach Formula is used to determine the dependability of a post-test result. It is represented by the number (0.84), which indicated that the exam questions are homogeneous.

### **3.12. Analyses of the Test Items**

Analyzing the test items is important to define two critical aspects of the exam: discrimination power and difficulty level.

#### **3.12.1. The Level of Difficulty (DL)**

It is also called the item facility; "it is a measure of the ease of a test item. The DL has to do with how ease or difficult an item is from the viewpoint of the group of students or examines taking the test of which that item is a part" (Mosuavi, 1999, p.193). It is the degree to which an item appears to be complicated or convenient for tests that are referred to as an item difficulty. It just shows the proportion of students who answered the relevant items correctly. The most suitable test item has an item difficulty range of (0.15) to (0.85) and a range of 1 to 10 (Brown, 2010, pp.70-1), whereby the current test items' DL varies between (0.46) and (0.69), as mentioned in Table (3.10)

### 3.12.2. The Power of Discrimination

Alderson (1995) defines the power of discrimination as “calculating the degree to which a particular item's results correspond with the results of the entire test”. When high-skilled and low-skilled students correctly evaluate the same item, it shows that the discriminative power of the object is weak, which means that it has weak discrimination (p.80).

Item discrimination refers to the degree to which a given item can distinguish between excellent and bad testers in terms of performance. The ability to discriminate good students from poor students is shown. Because the discrimination's high power is close to (1.0), in this case, there is no resolution at all (Brown, 2010, p. 71). The results show that the test item DP falls between (0.27) and (0.53) on the scale. The following is a list of the test items in DP and DL:

**Table 14.** Difficulty Level and Discrimination Power

| Questions | Items | Higher | Lower | Difficulty | Discrimination |
|-----------|-------|--------|-------|------------|----------------|
| Q1/A      | 1     | 10     | 6     | 0.53       | 0.27           |
|           | 2     | 12     | 6     | 0.60       | 0.40           |
|           | 3     | 11     | 6     | 0.57       | 0.33           |
|           | 4     | 9      | 4     | 0.43       | 0.33           |
| Q1/B      | 1     | 13     | 5     | 0.60       | 0.53           |
|           | 2     | 9      | 5     | 0.47       | 0.27           |
|           | 3     | 10     | 5     | 0.50       | 0.33           |
|           | 4     | 11     | 7     | 0.60       | 0.27           |
|           | 5     | 10     | 6     | 0.53       | 0.27           |
|           | 6     | 7      | 6     | 0.43       | 0.67           |
| Q2        | 1     | 46     | 32    | 0.65       | 0.23           |
|           | 2     | 45     | 29    | 0.62       | 0.27           |
|           | 3     | 45     | 30    | 0.63       | 0.25           |
|           | 4     | 50     | 36    | 0.72       | 0.23           |
|           | 5     | 49     | 30    | 0.66       | 0.32           |
| Q3/A      | 1     | 11     | 6     | 0.57       | 0.33           |
|           | 2     | 11     | 7     | 0.60       | 0.27           |
|           | 3     | 10     | 4     | 0.47       | 0.40           |
|           | 4     | 11     | 7     | 0.60       | 0.27           |
|           | 5     | 10     | 5     | 0.50       | 0.33           |
| Q3/B      | 1     | 24     | 15    | 0.65       | 0.30           |
|           | 2     | 24     | 17    | 0.68       | 0.23           |
|           | 3     | 22     | 14    | 0.60       | 0.27           |
|           | 4     | 20     | 13    | 0.55       | 0.23           |

|    |   |     |     |      |      |
|----|---|-----|-----|------|------|
|    | 5 | 20  | 12  | 0.53 | 0.27 |
| Q4 | 1 | 44  | 26  | 0.58 | 0.30 |
|    | 2 | 37  | 18  | 0.46 | 0.32 |
|    | 3 | 37  | 22  | 0.49 | 0.25 |
|    | 4 | 42  | 25  | 0.56 | 0.28 |
|    | 5 | 48  | 35  | 0.69 | 0.22 |
| Q5 | 1 | 209 | 119 | 0.55 | 0.30 |

### 3.13. Final Administration of the Posttest

After confirming reliability, validity, and pilot administration, the test is ultimately administered to two groups of students on the fourth of February in 2022. The study team gave the test papers to the intended test subjects and instructed them to carefully read the instructions for each question and respond to each question within the time constraints of the test session (50 minutes). At the conclusion of that period, all of the test papers were gathered and assessed in accordance with the scoring system that was established.

The researcher distributed test papers to the participants and instructed them to read the test descriptions carefully and answer them within the test time limit. At the end, all of the test papers were collected and evaluated in accordance with the established scoring system.

## CHAPTER FOUR :FINDINGS

Chapter four introduces the research questions and findings.

What is the effect of language framework planning strategy on supporting the functions of the language in the classroom between the two groups (experimental and control) in the posttest?

### 4.1. Comparison Between students' Mean Scores of the Ex-G and the Co G in the Posttest

This study presented and compared both groups' mean scores to validate the first hypothesis, implying "a statistically significant difference between the average scores of the experimental and control groups in the posttest". The EX-G students' mean score is (61.36), whereas the CO G students' mean score is (48.98). For two independent samples, the study employed the t-test formula, whereby the result revealed that the calculated t-value is (6.60), whereas the tabulated t-value is (1.98) at (98) the degree of freedom, and the level of significance is (0.05).

**Hypothesis one:** There are statistically significant differences in the mean scores of students' achievement between the two groups (experimental and control) in the posttest.

**Table 15.** Mean Scores, Standard Deviations, and T-Values of The Two Groups in the Posttest

| Group | No. of students | Mean  | SD   | T-Value    |           | DF | Level of significance |
|-------|-----------------|-------|------|------------|-----------|----|-----------------------|
|       |                 |       |      | Calculated | Tabulated |    |                       |
| EG    | 50              | 61.36 | 9.34 | 6.60       | 1.98      | 98 | 0.05                  |
| CG    | 50              | 48.98 | 9.43 | 6.60       | 1.98      |    |                       |

The results in Table (4.1) show the difference in the numbers of Ex Gs' scores and CO Gs' scores, thereby implying that the first group is better. In sum, the EX-G achievement is better since the Language Framework Planning Strategy is used, compared with the CO G, whereby the conventional method is used. This means that the 1<sup>st</sup> hypothesis is accepted.

How does the language Farm Work planning strategy affect students' achievement in the classroom of the experimental group in the pre- and posttest?

#### 4.2. Comparison Between students' Mean Scores of the Ex-G in the pre and Posttest

To test the second hypothesis, "Students' performance in the experimental group differs statistically substantially between the before and after tests". This study compared and contrasted the mean scores of the pre-and post-tests. According to the findings, the pretest has a mean score of 50.18 and a standard deviation of 7.11, whereas the posttest has a mean score of 61.36 and a standard deviation of 9.34. For the two paired samples, the study employed the test- procedure to assess whether there was a significant difference between the acquired mean scores of the two Ex-G before and post accomplishment. Finally, the estimated t-value is (8.64), whereas the tabulated t-value is (1.68) with 49 degrees of freedom and significance (0.05).

**Hypothesis two:** There are statistically significant differences in the means scores of students' achievement of the experimental group in the pre- and posttests.

**Table 16.** T-test Value of Paired Samples of the Experimental Group Performance in the Pre and Post-Test

| Group    | No. of students | Mean  | SD   | T-Value    |           | DF | Level of significance |
|----------|-----------------|-------|------|------------|-----------|----|-----------------------|
|          |                 |       |      | Calculated | Tabulated |    |                       |
| Pretest  | 50              | 50.18 | 7.11 |            |           | 49 | 0.05                  |
| Posttest |                 | 61.36 | 9.34 | 8.64       | 1.68      |    |                       |



The results in Table (4.2) show differences in the numbers of Ex Gs' scores in pre-test and post-test scores, thus implying that the second group is better. In sum, the students' EX G achievement is better because of following Language Framework Planning Strategy, compared with the achievement of the EX-G which followed the conventional method. This means the 2<sup>nd</sup> hypothesis is also accepted.

How does the conventional method affect students' achievement in the control group depending on the pre- and posttests?

### 4.3. Comparison Between the Mean Scores of the pre and post-tests of the control group

"Students' performance in the control group did not differ statistically between the pre-and post-test" according to the third hypothesis. The mean scores of the pre-test were 50.16 with a standard deviation of 6.08, whereas the mean scores for the post-test were (48.98) with a standard deviation of (9.43). The test- formula for the two paired samples is then used to assess whether or not there is a statistically significant difference between the mean scores obtained from the two samples. The estimated t-value is (0.80), whereas the tabulated t-value is determined to be (1.68) at the degree of freedom (49) and level of significance (0.05), as shown in Table (4.3).

**Hypothesis three:** There are statistically significant differences in the means scores of students' achievement of the control group in the pre and post-tests.

**Table 17.** T-test Value of Paired Samples of the Control Group's Performance in the Pre-Test and Post-Test

| Control Group | No. of students | Mean  | SD   | T-Value    |           | DF | Level of significance |
|---------------|-----------------|-------|------|------------|-----------|----|-----------------------|
| pretest       | 50              | 50.16 | 6.08 | Calculated | Tabulated | 49 | 0.05                  |
| posttest      |                 | 48.98 | 9.43 | 0.80       | 1.68      |    |                       |

The result in Table (4.3) indicates that there is no significant difference between the mean scores of the control group based on the pre and post-tests so that the third hypothesis is rejected.

Which one can improved grammar or vocabulary by using the LFWP strategy for Iraqi EFL preparatory school students' achievement in pre- and post-test for the experimental group?

#### 4.4. Comparison between students' achievement in grammar and vocabulary of the experimental group in the post test

The fourth hypothesis indicates that there are statistically significant differences between students' success in grammar and vocabulary for the experimental group and the control group. Students' performance in grammar is measured by the mean scores of 30.54 and standard deviation of 5.50, whereas students' achievement in vocabulary is measured by the mean scores of 30.82 and standard deviation of (4.69). To assess if there is a statistically significant difference between the two paired samples, the test-formula for the paired samples is used. According to the degree of freedom (49) and level of significance (0.05), the computed t-value is (0.47), and the tabulated t-value is determined to be (1.68), as shown in Table (4.3).

**Hypothesis four:** There are no statistically significant differences in the means scores of students' achievement in (grammar and vocabulary) for the experimental group in the pre- and posttests.

**Table 18.** Comparison between students' achievement in grammar and vocabulary of the experimental group in the post test

| Type       | No. of students | Mean  | SD   | T-Value    |           | DF | Level of significance |
|------------|-----------------|-------|------|------------|-----------|----|-----------------------|
| Grammar    | 50              | 30.54 | 5.50 | Calculated | Tabulated | 49 | 0.05                  |
| Vocabulary |                 | 30.82 | 4.69 | 0.47       | 1.68      |    |                       |

The result of Table (4.4) indicates that there are no statistically significant differences between the mean scores of students' achievement in grammar and vocabulary for the experimental group in posttest, so the fourth hypothesis is also accepted.

#### **4.5. Findings and Discussion**

Concerning the first question, this research is similar to that of Nesari & Heidari (2014)

According to the findings, all of the participating teachers are in favor of adopting lesson plan. There are no major discrepancies in the perspectives of the teachers. Furthermore, the findings have showed that, since lesson plans are so important, conducting specialist workshops may help educators come up with better lesson plans.

The current results indicated that there is agreement with the results of the current study on the importance of conducting specialized workshops to improve teachers' standards to help them prepare good lesson plans.

In addition, the research that was done by Nugraheni (2010), the results explain that the speech functions that are used in the school by the teacher are divided into three groups such as starting the lecture, during the lecture and at the end of the lecture and sub-groups that the greeting may be representing some functions. and these functions help teachers in developing their performance to prepare suitable lessons.

The present study indicates that teachers' speaking roles in the classroom are split into three main categories, such as greetings to begin, mid-lecture comments, and concluding remarks. Teachers may use these capabilities to improve their performance and to plan classes that are appropriate for their students.

The sample for the research that Jantarach and Soontornwi (2018) conducted consists of undergraduate students. The same findings from this research reveal that English as a Foreign Language students and instructors, The following a lesson plan for teaching language in four stages: The first stage is called preplanning, and it involves the instructors of the students gathering information on their pupils. In addition, the researcher conducting this study draws information on their pupils from a

variety of sources in order to provide a level playing field between the two groups, and the second stage is planning. During this stage, the instructor of the students thinks about the information obtained in the previous stage and whether or not it has an impact on the components of the language lesson planning. Implementing, the lesson plan for the language is carried out in actual classrooms. Finally, stage is called "reflecting," and it is here that the instructors of the students think about the consequences of the implementation. This is also the stage when they reflect, assess, or write after-class notes in preparation for preparing the next lesson plan.

The second question, the findings of the research by Kanelloponlon and Darra (2018) are comparable to those of the present investigation. The findings indicate that the careful planning and preparation of the research lesson had a positive effect on the participating instructors, who benefited from the experience and gained important information throughout the stages of implementing the lesson study. Additionally, their perspectives and attitudes towards the meetings and workshops that were carried out as part of the lesson study were appraised favorably.

The results of the current study indicated the effectiveness of this strategy in planning and preparing the lesson accurately, and a positive impact on the participating teachers who benefited from the experience.

Concerning the third question, the findings of the Ratnawati 2017 research are comparable to those of this study in that they demonstrate that the progression of language, lesson plane is more appealing, relevant, and instructive than the one that came before it. In education, progress is of utmost importance, which is in accordance with the results. The cultivation of innovative and creative thought may be fostered via educational growth. To evaluate the effectiveness of the teaching and learning process, the creation of a lesson plan in the target language is essential.

The results of the current study confirmed that the student's level has developed and become more attractive to the lesson than it was before the experiment.

The last question, the research conducted by Asdar in 2017 shed light on which linguistic function is more prevalent in academic settings like schools and universities. Because the researcher conducting this study relied on observation as a method of data collection, the findings demonstrate that there are four essential categories of language functions, with referential being the preeminent and most typical example of language usage. As we all know, the function of language is speech function or communication; therefore, when people talk about the reason for focusing on language, they are referring to language function.

The result of this study, show the emphasis and usefulness of the LFWP strategy supported all the language function of all learners and increased their vocabulary and grammar. Language is the single most significant means of communication that human civilization has ever developed. Language makes it easier to seek assistance, comprehend the experiences of others, communicate our ideas, and use idiomatic expressions, among other things.

The purpose of this research is to provide the results of a pilot Lesson Study implementation that took place at a Turkish foundation university during the months of May and June of 2016, with the involvement of three EFL teachers. The institution was located in Turkey. Because an in-depth analysis of a group of teachers was required in order to gain a complete understanding of how the model was implemented, what issues and challenges were encountered, and what lessons were learned by person involved teachers, the research was designed as a qualitative phenomenological research study. The purpose of the study was to gain a greater understanding of how the model was put in place, what issues and challenges were experienced, and what lessons were learned by participant teachers. Following the coding and interpretation of the data gained via content analysis, the data were gathered through interviews. However, findings also show that it could make a contribution to the professional development of teachers in certain aspects such as cooperative lesson planning, trying to be less focusing the teacher on the lessons, concentrating more on pupils, and improving time management skills. The main issues with Lesson Study were primarily related to feelings of anxiety, workload, attempting to understand the model, and going to perform the model, Bayram, & Bıkmaz (2018).

The finding of the current study indicates that this study contributes to developing the professional enhancement of teachers by organizing their time and lesson plans.

Some studies discussed about Language Framework Planning Strategy for Supporting the Functions of Language in the Classroom, according to Alanazi, (2019), the purpose of this research is to investigate the perspectives, ideas, and challenges encountered by pre-service teacher trainees while developing lesson plans. Participants in the sample were pre-service teachers who were enrolled in a teaching practice course at the College of Education and Arts Northern Border University, located in the Kingdom of Saudi Arabia. The study was carried out with the participation of fifty pre-service trainee instructors, and the data was obtained via casual and informal interviews, as well as daily and weekly lesson plans. For the purpose of this investigation, a methodological triangulation research design was used. This design incorporated qualitative and quantitative methods of data gathering. This technique provides better and more locally specific information into the perspectives that pre-service teachers have towards the process of preparing lesson plans. Examine, as well, the challenges that have arisen in the process of organizing and setting out the material that is associated with the lesson or the subject. The results of the study showed that the pre-service trainee teachers did have some difficulties when they were preparing their lessons. While the significance of this previous study, they had a good understanding of lesson planning.

The results of the current study prove that this experiment improved the performance of teachers in preparing their lessons and managing their time. The English accomplishment exam was utilized both as a pre-test and a post-test to define the English language levels of the students, and a semi-structured interview form was used to ascertain the perspectives of the instructors on the practice of lesson study. According to the findings of the research, pupils' levels of learning have greatly enhanced as a consequence of lesson study. In addition, instructors said that lesson study was really helpful and had a significant impact on their overall professional growth. According to the instructors who participated in the research, lesson study provided them with the opportunity to monitor and evaluate their own teaching abilities, which in turn led to a considerable improvement in the students' overall levels of learning. In addition, all of the educators were of the opinion that using a lesson

study as a model for in-service training may be an approach used for a variety of different courses as well as nationwide, Kincal, Ozan, & İleritürk,. (2019).

The purpose of this research was to investigate the level of lesson planning expertise possessed by second-year university students majoring in English at a public higher education institution located in Cebu City, Philippines. We used a descriptive survey research approach, gathering primary and secondary data from the research respondents as well as from online peer reviewed research publications. The study of the data consisted of determining the amount of lesson planning abilities, as well as their strengths, weaknesses, and overall quality, in addition to determining the results of lesson preparation. According to the findings of the research, pre-service teachers might benefit greatly from improving their potential by acquiring skills related to lesson preparation. In conclusion, exposing sophomore students to ways to improve instructional preparation helps them see chances to create methods that allow them to overcome hard circumstances in the teaching practice. In addition, sophomore students who are aware of the problems that are involved in lesson preparation are able to better prepare themselves for the duties that they will be doing in the real environment. A lesson plan that is carried out effectively results in the activity of lesson preparation, which should include participation in a series of analyses starting with instructional planning. Educators who are both effective and efficient and have a high level of professional competence. It is our recommendation that you do so. Cuñado, & Abocejo, (2019).

The goal of the current research is to investigate the first experience of organizing a lesson that teacher candidates have had and to determine the responses that they gave. The research was conducted with the participation of one hundred fifty student teachers in their second year of training at the English Language Teaching (ELT) department at Uluda University in Turkey. The data is acquired by conducting an analysis of the comments made by the teacher trainees and by evaluating the lesson plans that they have developed. The findings highlight the fact that teacher trainees confront challenges throughout the planning process, such as setting goals and choosing activities that are suitable for various phases. The main issues consist of trainee teachers' reluctance regarding the process, difficulty with time, difficulties in sequencing and choosing activities, delivering appropriate transitions, and locating sources. Gülten, (2013).

This technique will be dissected in this research with the intention of determining how much of an impact it has on the overall professional development of future instructors of English to speakers of other languages 'ESOL' in Turkey. All of the participants had never seen the lesson study format before, and the data collection consisted of research lessons, observations, and reflections made while the participants were teaching. According to the results, conducting lesson studies helps instructors improve their professional development by providing them with real-world examples of best teaching practices, Cicek & Tok (2014).

The objectives of this research are to examine the preparation that teachers put into teaching English, and investigate the execution of lesson plans those instructors use while teaching English. In order to conduct a case study, the research was carried out in three of Majalengka's secondary schools. There were three different English professors that participated as responders. The data was collected via a combination of interviews, observations, and documentation. According to the findings, teachers prepare the lesson plan by performing the following steps; reviewing the core competence and basic competence from the syllabus; searching for learning resources; selecting instructional media, deciding the material, selecting learning method, and, compiling indicators and goals. On the other hand, not all of the activities that were included in the lesson plan were carried out. Some disruptions in the learning process were brought on by the instructors themselves, and these disruptions included things like meetings, teacher professionalism training, and other events at the schools. In the event that certain educational tasks were not carried out, instructors were required to make transactional decisions in order to complete the course. Emiliasari. (2019).

The process of selecting acceptable educational goals, recognizing difficulties, requirements, facilities, and constraints which may manifest themselves in reaching educational objectives, and then organizing lessons is known as lesson planning. The purpose of this research was to assess the teachers at Ardabil University of Medical Sciences in terms of their knowledge and attitudes about the process of lesson preparation. The findings revealed a statistically significant disparity between the mean scores for knowledge and attitudes. In addition, substantial differences were found between the genders in terms of mean knowledge on writing course goals. It is vital to pay more attention and conduct more research in order to find out the elements that impact instructors' lesson planning because of the significance of lesson preparation in



enhancing educational goals. This is because of the relevance of lesson planning. Yüzbaşıoğlu, & Babadoğan,(2016).

Participants in this research were teachers at the elementary level from both the United States and Turkey. The instructors came from two different areas in each country. We looked at their demographics as well as data about the amount of time spent working each week, the amount of time spent on planning each week, and their thoughts on the dynamics of planning. The results of the research showed that American and Turkish educators approach planning from their own cultures in different ways from a cultural viewpoint. The many obstacles that teachers had to overcome brought to light new approaches that might be used to assist teachers in becoming better at what they do. Kincal, Ozan, & İleritürk (2019).

The purpose of this study is to get a better understanding of how pre-service teachers see lessons and the ways in which they believe their lesson plans help them to effectively create teaching and learning processes. Pre-service elementary teachers who were enrolled in a Teaching Practice course at a college of education were selected to participate in the sample. In all, there were 18 future educators who took part in the study. Interviews that were just semi-structured were used to acquire the data. In order to conduct a thorough examination of the data, content analysis was performed. The results of the study showed that primary pre-service teachers are aware of the significance of lesson preparation; nonetheless, they encountered various challenges when engaging in such activity. They reported that during their trips to elementary schools, they do not have enough time to get to know the pupils in terms of their needs, characteristics, and levels of learning, among other things, and that these difficulties impact their planning. As a result, the process of preparing a lesson plan got difficult. The findings imply that chances should be made for pre-service instructors to get to know their pupils while they are practicing their craft in the classroom. Further research will help us learn more about how we can assist our future teachers in developing the skills necessary to properly prepare their lectures, which is another important aspect of our work, Sahin-Taskin, (2017).

This study's objective is to examine and draw comparisons between the annual and daily lesson plans used at educational institutions located in the United States and Turkey. Both nations' lesson plans were compared and contrasted in order to determine

their similarities and differences, as well as their purposes and impacts within the context of the learning and teaching process. It was discussed how the lesson plans were developed and how they were used in the learning system. The findings of this research suggest novel approaches to the composition and delivery of lesson plans, with particular attention paid to making efficient use of instructional time and maintaining order in the classroom via the establishment of high academic standards for individual pupils. An investigation is being conducted into ways to make more efficient use of lesson plans by integrating the C-Scope program into the academic curriculum of public schools in the United States, beginning with kindergarten and continuing through the twelfth grade. Aydin, (2014). The same subject will be covered in the second teaching and lesson plan, but it will be revised based on the comments and observations made by the members of the group in the first teaching and lesson plan. The pupils' self-assurance will grow as a result of more teaching sessions, and this will ensure that they will not repeat the same mistakes that they made during the first class. The reiteration of this lesson will be beneficial to the other members of the group as well, Coşkun, (2017).

## CONCLUSIONS

Chapter five current study the conclusion, the recommendation, the main suggestions for Future Research, and a summary of the chapter.

### Conclusions

Language Framework Planning Strategy has been used as a strategy in teaching the functions of the language inside the class; it helps students increase students' knowledge that makes them better at using language to communicate in daily life situations and support teachers to become more organized in teaching the language. The purpose study assessing the average level of the of the 4th year preparatory school students' achievement in functions of Language. It also aims to explain which criteria (grammar or vocabulary) can be improved by using LFWP strategy for Iraqi EFL preparatory school students' achievement in pre and post-tests of the experimental group.

The significance of this study can be noticed when students effectively utilize language in context through instructors' devise techniques to cement this accomplishment and offer students with further practice in employing the language functions and structures that they have acquired. Therefore, the education process of the pupils is off to a strong start thanks to the efforts of the teachers in dealing with this strategy. Helping instructors become more organized by providing support. Any instructor may feel secure when presenting and discussing the lesson since it is laid out in the lesson plan. provide a solid basis for the formulation of future language strategies. Assisting instructors in developing lesson plans that are appropriate for their particular classes of students. The findings of this study preparing and providing a lesson plan for every English teacher is necessary because the lesson plan is regarded as a key for his/her daily lessons. Furthermore, many studies show that students' learning is correlated to teaching planning, since teachers do not need to think about the implementation of the lesson; teachers only care about the following steps of the prepared lesson. Beginner teachers regard planning a lesson a process which is complex, and most teachers state that planning is the basis of teaching. Planning for a lesson gives teachers an outline to what he/she will do in the class in order not to waste the time of the lesson. Elements of planning for any lesson enhance the understanding

of strategies and professional development opportunities to promote the future development of planning capabilities and deepen the knowledge and understanding of the modern language as a subject and its learning method (teaching subject knowledge) in order to provide information and support planning and decision-making. Further, the lesson plan provides a structured and practical starting point for lesson planning for elementary teachers of modern languages. It will be understood as part of the planning goal. Consequently, to increase the quality of education teachers and insist on the concept that the lesson plan is an important task in the process of teaching.

### **Benefit of Study**

When a teacher has a lesson plan, he or she is better equipped to manage their time, efforts, and resources effectively. It should come as no surprise that formulating a strategy for a set of instructional activities may be challenging and time-consuming work. However, this allows instructors to save a significant amount of time over the course of the next several years since the lesson plan that is prepared may be used many times without the need to remember to change it. In addition to this, it gives instructors access to a wide variety of activities, approaches, and resources, which they may use to avoid making the learning process boring and repetitive for their students. In addition, the use of lesson plans may assist educators in accomplishing the set goals and aims in a suitable manner, in addition to assisting them in building up their sense of self-confidence and in solving issues.

This study's lesson planning hypothesis may be utilized to describe the lesson preparation procedures of student instructors. Personnel and institutions participating in the processes may also have a better knowledge of one another. It's okay if student instructors have varied approaches to lesson preparation, since there are several ways to communicate it. Educated student teachers can be taught many things, including how to consider the impact of many different factors before planning, how to be confident in their own design of a lesson plan that suits the context and student learning during planning, how to put plans into action and take supervisors' feedback into consideration during implementation, and how to reflect on or evaluate all lesson plans using pedagogical knowledge for future lesson plans. As a result, the idea may be used to enhance a teacher training program.

### **Limitations of the Study**

This study is limited to AL-Jahid School for Boys who are enrolled in the academic year 2022-2021. also limited to framework planning strategy on language functions in the book of English for Iraq EFL. The study is limited to the Haugen's (1983) model, limited to time, limited the number, limited to males and a limited school student.

### **Recommendations**

English teachers should know that planning and preparation help identify the general and specific educational goals, and thus the teacher will work hard to achieve them. In addition, English teachers should know that the lesson plan eases the educational effort, facilitates the learning process, and provides the learner with the opportunity to view the entire course. Teachers prepare a lesson because preparation is a record of the teacher's activity, which is useful for the teacher when referring to him/her and setting the monthly and quarterly exams. Use new technologies to enrich the syllabus. Stimulate students' learning by planning that increases the students' motivation to learn and keeps learners away from idleness, boredom, and melancholy. Planning is important to provide the learner with the opportunity to implement extracurricular activities that develop his/her creativity and skills. Also, planning strategy helps the students organize his/her study time and distribute it according to the importance given to the objectives and contents. Planning makes the student more able to comprehend because the material is already organized for him/her. Finally, the function of language is speech function or communication. Thus, language helps us ask help, understand others, and share our thoughts, etc.

### **Suggestions for Future Research**

The researcher suggests studies, a Relationship between Language Framework Planning Strategy and Teachers' Success. The influence of Language Framework Planning on Achieving Teachers' and Students' Goals. The Importance of Language

Framework Planning in Teaching Process. Finally, assessing Language Framework Planning in Teaching the English Language for Beginners.

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## **Appendix (A) A letter for pre/post -test to the Jury Members**

KarabukUniversity

Department of English Language and Literature

Dear Prof., Asst. Prof

MA student wrote a study in titled “The Effect of Language Frame Work Planning Strategy for Supporting Functions of the Language in the Classroom ” the study aims at:

-Finding out the effect of Language Frame Work Planning strategy in teaching functions of the language to EFL preparatory school students .

- Determining if the students' mean scores of posttest of the EX G and the CO G vary significantly.

-Determining if the experimental group's mean accomplishment score differs significantly between the pre and posttest.

MA student has constructed an achievement test on Forth preparatory school for boys in order to know the effect of Language Frame Work Planning Strategy for supporting functions of the language in the classroom. You as one of the juries in the field of method of teaching English as a foreign language give me your judgment on the validity and suitability of the test items. Any if you have any comments or modifications would be highly regarded and appreciated. Thank you

Yours, M. A. candidate

The Supervisor

Dhia'a Nseif Jassim

Assit.Prof.Dunia T. Hameed (phD)

The Achievement Pre Test



Q1: Complete the conversation with questions from the box.

(15 M)

And could you tell me if you have a swimming pool?

Can you tell me if you have art classes?

Could you also tell me what sports you offer?

Could you tell me where the school is?

Can you tell me how much it costs for four weeks?

**Secretary:** Good morning, Fisher School, how can I help you?

**Rashid:** Hello. I'd like some information about your summer programmes.

**Secretary:** Certainly. What would you like to know?

**Rashid:** First of all,-----

**Secretary:** Of course. It's near Cambridge. Do you know where that is?

**Rashid:** Yes, I do.-----

**Secretary:** Yes, we do. We have drawing and painting classes.

**Rashid:** Oh good. I'd really like to do some drawing this summer.

**Rashid:**-----

**Secretary:** Yes, you can play volleyball or basketball.

**Rashid:**-----

**Secretary:** I'm afraid we don't. But it's a perfect area for cycling.

**Rashid:** Can I rent a bicycle there?

**Secretary:** Yes, of course. Can I help you with anything else?

**Rashid:** Yes, -----

**Secretary :**It depends how many classes take, but probably around 1,500.

**Rashid:** Thank you. Good bye.

**Secretary:** Good bye.

(Activity, U1, lesson 6,p:10)

Q2:Put the verbs in brackets into the present continuous. (15M)

1-The number of tourists-----.(go up)

2-The number of people who live in London -----.(rise)

3-Travel costs-----, so more people can visit other countries.(fall)

4-The number of Europeans who don't speak English-----.(fall)

5-Sales of computers-----.(rise)

(Activity, U 1,lesson 2 A,P:3)

Q3: Read the article and mark the sentences true (T) or false(F). (15 M)

Why are there so many words with similar meanings in English? Why do we have two words- sick and ill- that look very different but both mean not very well? Why is a reply also an answer ? And why are there wedding and marriages in English? The answer lies in the history of Britain.

Old English was a very different language from the English we know today. It included words brought to England by Anglo-Saxons and Vikings. The Anglo-Saxon brought their language with them in the 5<sup>th</sup> century. The Vikings invaded in the 9<sup>th</sup> century and brought more words. This mixture of languages was first written down in the 10<sup>th</sup> century.

The same thing happened after 1066, when the Normans invaded Britain. They brought the French language and this added more words to the mixture (close for shut, desire for wish and liberty for freedom).

Over time, the pairs of words –or synonyms- started to have a very small differences in meaning. In fact, it is almost impossible to find two words that mean exactly the same thing. One word in pair of synonyms is usually more formal or more specific than the other. The example sentences in dictionaries will help you decide if you can use either word, or if you must choose one.

Now answer(T) or (F)

1-English does not have many words with similar meanings.

2-The English language has changed a lot over time.

3-People first wrote in English in the 9<sup>th</sup> century.

4-When the Vikings arrived, people stopped using Anglo-Saxon words.

5-The Normans invaded Britain in 1066.

(Activity,U1, lesson 9,P:16) (student,P:12)

Q4:Match the words with their definitions. (15 M)

1-communication            a-an unspoiled area where no people live

2-border                    b-where something or someone comes from

3-origin                    c-a large area of slowly-moving ice

4-glacier                    d-the exchange of information or ideas between people

5-wilderness            e-the separation between two countries

(Activity,U1,Lesson 10,P:18)

Q5:A-Read the first paragraph of Sami's essay. Find and correct the six mistakes. Look at punctuation, spelling and grammar.(10 M)

My uncle give me a monkey. He bought it in special pet shop. My uncle know I love monkeys, so he bought it for my fifteenth birthday. My monkey is small, with brown and black fir. It eat fruit and loves to play.

(Activity,U2,lesson 9,P:36)

B-Math the words with their antonyms(10 M)

1-dead                    unofficial

2-official                old

3-different              impure

4-modern                alive

5-pure                    similar

(Activity,U1, lesson ,9 p:17)

Q6:A: Circle the correct word in each sentence.(10)

1-All children should get an education and/because good nutrition.

2-Some schools are destroyed by natural disasters or/ so children can't go to school.

3-Education is important because/or it can help get a good job.

4-Students who finish secondary school can get a job or /so go to university.

(Activity,U2,lesson 5-6,p:30)

B: Write the words in the box below in your notebook in alphabetical order.  
(10 M).

|                  |          |             |       |      |
|------------------|----------|-------------|-------|------|
| Communicate      | software | password    | click | icon |
| careful election | solution | interpreter | dairy |      |

## Appendix (B) The Achievement Post Test

Q1: A: Listen to Ali and Rashid talking about study programmes .

**Rashid:** Hi Ali.

**Ali:** Hi Rashid.

**Rashid:** Did you see these poster for summer study programmes ?

I'd love to go on a study programme. I could improve my English.

**Ali:** Me too. And I need to work on Maths.

**Rashid:** Look. This poster says the school is in the country. I bet you can do lots of sports there. If I went on a summer programme, I'd like to go swimming and play basketball too, not just work.

**Ali:** Well, I think it's better to learn about the history of the country. See- this poster says you can take classes in the morning or in the afternoon, and go to museums and visit the city the rest of the day.

**Rashid:** Cities are noisy, though, and you might not be able to do as much sport. Wouldn't you like to play volleyball?

**Ali:** Yes, but I can play volleyball at home ! Anyway, I think it's more important to learn about the culture of the country.

**Rashid:** Well, I don't. I want to be in the country where there's lots of fresh air. Look, with this programme you stay in a dormitory at the school. That's great! You can really get to know the other students that way.

**Ali:** Maybe, but it's much better to stay with a family. That way, you have to speak English and you make progress much faster.

**Rashid:** Well, I'm going to get more information about this programme. I want to find out about the sports they offer. I'd like to take drawing classes too. Maybe I can go this summer.

Now: Answer the questions.(8 M)

1-What does Rashid like about the programme?

2-What does Ali like about the other programme?

3-Why would Ali prefer to stay with a family?

4-What does Rashid want to find out?

B:Look out the opinions. Match each sentence with a response. (12 M)

A

B

|  |   |
|--|---|
| 1-I'd love to go on a study programme.   | a-I agree. It might be very different from ours.                  |
| 2-I need to work on my English.  | b-So would I. I love art.   |
| 3-I think it's really important to learn about the culture of the country you're in. | c-I wouldn't. I'd rather go on holiday with my family.            |
| 4-I want to be in the countryside where there's lots of fresh air.                   | d-So do I. I failed the exam last week.                           |
| 5-I think it's much better to stay with a family.                                    | e-I disagree. I'd rather meet lots of new people.                 |
| 6-I'd like to take drawing classes.  | f-I don't. I think it's boring. Cities are much more interesting. |

(Activity, U1, lesson 4,p:7)

Q2: Reorder the words to make questions. (20 M)

1-doing you last when night I phoned were What ?

.....

2-that carrying Why a rod fishing was man ?

.....

3-when you Where Amal going her saw was ?

.....

4-lost What your you when doing were wallet you ?

.....

5-who happened the accident driving when was ?

(Activity, U2, lesson 7, P:32)

Q3: Listen and find the self-access center.

**Rashid:** Excuse me. Could you tell me how to get the self-access center?

**Man:** Of course. Go through the door and turn left. Go straight on until you see the vending machines, then turn right. Walk past the cafeteria. The self-access center is the second door on your right, opposite the teacher's room

**Rashid:** Thank you.

Now: Complete the phrases for giving directions with words from the box.(10 M)

|        |      |         |      |       |          |
|--------|------|---------|------|-------|----------|
| Second | left | through | past | right | straight |
|--------|------|---------|------|-------|----------|

1- Turn-----/-----.

2-Go-----on.

3-Go-----the school.

4-Go-----the gate.

5-It is the -----house on your left.

(A,U1,L7,p:13)

B-Match the words to make phrases. Then match each phrase with its definition.(10 M)

| A         | B        | C  |
|-----------|----------|--|
| 1-child   | a report | Floods, earthquakes ,droughts-                   |
| 2-health  | an exam  | -Describing what you have found out in an essay. |
| 3-natural | labour   | -When children work and don't go to school.      |
| 4-take    | care     | -being tested on what you have learned .         |
| 5-write   | disaster | -doctors, medicine and hospital.                 |

(Activity,U2,Test,P:40)



Q4: Put the verbs in brackets into the correct form. (20 M)

1-I -----English at school. (study)

2-How often-----to the self-access center/? (you/go)

3-How much -----? (that dictionary/cost)

4-Interpreters-----a difficult job, because they need to speak many languages very well. (have)

5-When-----to school? (he/go)

Activity, U1,p:2))

Q5: Read Sami's essay. Number the events in the correct order they happened. (20 M)

My uncle gave me a monkey. He bought it in special pet shop. My uncle knows I love monkeys, so he bought it for my fifteenth birthday. My monkey is small, with brown and black fur. It eat fruit and loves to play.

One day my science teacher asked us to give a presentation about an interesting animal. I decided to bring my monkey to school. The class thought he was great. Earlier. I had decided not to feed him. When I brought him to school, he was very excited and wanted to play with everyone . My teacher told me I should leave him in the cage in the science room until after lunch.

Just before lunch, I went to see how many monkey was. He looked lonely. I opened the cage and patted his head. Then I hurried to the cafeteria because I was hungry . After lunch, I went to the playground with my friends and, a little later, I went to my science class. That's when I saw the monkey was gone.

Everybody helped me look for him. First, we looked for him in the classroom. Then I said he was hungry , so we looked in cafeteria. Finally, we heard a yell from the principal's office. We ran to see what it was, and saw my monkey hiding under the desk.

- We found the monkey in the principal's office.
- We had lunch.
- I decided not to give him any food.
- I patted his head because I thought he looked lonely.
- The monkey was very excited.
- We looked in the cafeteria.
- I brought my monkey to school.
- I went to Science class and saw the empty cage.
- We went to the playground.

Students,U2,lesson 9 P:24 & Activity P:36))

### Appendix (C) Students' Age in Months

| Experimental Group |        | Control Group |        |
|--------------------|--------|---------------|--------|
| No                 | Scores | No            | Scores |
| 1                  | 189    | 1             | 213    |
| 2                  | 204    | 2             | 189    |
| 3                  | 196    | 3             | 207    |
| 4                  | 158    | 4             | 194    |
| 5                  | 208    | 5             | 189    |
| 6                  | 206    | 6             | 188    |
| 7                  | 196    | 7             | 193    |
| 8                  | 190    | 8             | 194    |
| 9                  | 196    | 9             | 210    |
| 10                 | 199    | 10            | 193    |
| 11                 | 209    | 11            | 196    |
| 12                 | 189    | 12            | 209    |
| 13                 | 196    | 13            | 208    |
| 14                 | 200    | 14            | 189    |
| 15                 | 205    | 15            | 196    |
| 16                 | 193    | 16            | 199    |
| 17                 | 183    | 17            | 182    |
| 18                 | 184    | 18            | 193    |
| 19                 | 200    | 19            | 187    |
| 20                 | 208    | 20            | 205    |
| 21                 | 187    | 21            | 197    |
| 22                 | 183    | 22            | 198    |
| 23                 | 212    | 23            | 181    |
| 24                 | 185    | 24            | 208    |
| 25                 | 194    | 25            | 197    |
| 26                 | 190    | 26            | 212    |
| 27                 | 204    | 27            | 196    |
| 28                 | 189    | 28            | 194    |
| 29                 | 201    | 29            | 208    |
| 30                 | 180    | 30            | 188    |
| 31                 | 211    | 31            | 197    |
| 32                 | 187    | 32            | 200    |
| 33                 | 182    | 33            | 187    |
| 34                 | 210    | 34            | 213    |
| 35                 | 204    | 35            | 195    |
| 36                 | 185    | 36            | 186    |
| 37                 | 196    | 37            | 186    |
| 38                 | 182    | 38            | 194    |

|    |     |    |     |
|----|-----|----|-----|
| 39 | 193 | 39 | 211 |
| 40 | 212 | 40 | 200 |
| 41 | 199 | 41 | 185 |
| 42 | 187 | 42 | 193 |
| 43 | 201 | 43 | 204 |
| 44 | 209 | 44 | 193 |
| 45 | 196 | 45 | 211 |
| 46 | 190 | 46 | 198 |
| 47 | 189 | 47 | 184 |
| 48 | 194 | 48 | 198 |
| 49 | 198 | 49 | 201 |
| 50 | 210 | 50 | 182 |

### Appendix (D) Students Previous Year Degrees in English

| Experimental Group |        | Control Group |        |
|--------------------|--------|---------------|--------|
| No                 | Scores | No            | Scores |
| 1                  | 55     | 1             | 50     |
| 2                  | 60     | 2             | 55     |
| 3                  | 62     | 3             | 51     |
| 4                  | 54     | 4             | 66     |
| 5                  | 68     | 5             | 58     |
| 6                  | 53     | 6             | 52     |
| 7                  | 52     | 7             | 65     |
| 8                  | 58     | 8             | 55     |
| 9                  | 53     | 9             | 58     |
| 10                 | 53     | 10            | 65     |
| 11                 | 53     | 11            | 55     |
| 12                 | 58     | 12            | 53     |
| 13                 | 53     | 13            | 55     |
| 14                 | 53     | 14            | 58     |
| 15                 | 65     | 15            | 53     |
| 16                 | 64     | 16            | 65     |
| 17                 | 56     | 17            | 76     |
| 18                 | 57     | 18            | 66     |
| 19                 | 64     | 19            | 56     |
| 20                 | 70     | 20            | 59     |
| 21                 | 54     | 21            | 65     |
| 22                 | 70     | 22            | 56     |
| 23                 | 60     | 23            | 60     |
| 24                 | 55     | 24            | 57     |
| 25                 | 58     | 25            | 70     |
| 26                 | 59     | 26            | 56     |
| 27                 | 66     | 27            | 65     |
| 28                 | 58     | 28            | 50     |
| 29                 | 55     | 29            | 52     |
| 30                 | 65     | 30            | 61     |
|                    | 60     |               | 64     |
|                    | 55     |               | 55     |
|                    | 55     |               | 50     |
|                    | 67     |               | 56     |
|                    | 56     |               | 65     |
|                    | 55     |               | 67     |
|                    | 65     |               | 55     |
|                    | 78     |               | 54     |

|    |    |
|----|----|
| 79 | 65 |
| 78 | 55 |
| 50 | 52 |
| 56 | 56 |
| 55 | 50 |
| 67 | 57 |
| 50 | 65 |
| 54 | 56 |
| 56 | 59 |
| 54 | 45 |
| 45 | 53 |
| 67 | 58 |

### Appendix (E) Students' Scores in the Pre-Test (100 M.)

| Experimental Group |        | Control Group |        |
|--------------------|--------|---------------|--------|
| No                 | Scores | No            | Scores |
| 1                  | 57     | 1             | 53     |
| 2                  | 44     | 2             | 44     |
| 3                  | 56     | 3             | 46     |
| 4                  | 34     | 4             | 47     |
| 5                  | 65     | 5             | 45     |
| 6                  | 56     | 6             | 55     |
| 7                  | 53     | 7             | 56     |
| 8                  | 43     | 8             | 53     |
| 9                  | 62     | 9             | 57     |
| 10                 | 55     | 10            | 44     |
| 11                 | 53     | 11            | 47     |
| 12                 | 38     | 12            | 55     |
| 13                 | 60     | 13            | 60     |
| 14                 | 56     | 14            | 44     |
| 15                 | 54     | 15            | 45     |
| 16                 | 53     | 16            | 66     |
| 17                 | 52     | 17            | 56     |
| 18                 | 44     | 18            | 54     |
| 19                 | 46     | 19            | 55     |
| 20                 | 54     | 20            | 54     |
| 21                 | 64     | 21            | 45     |
| 22                 | 55     | 22            | 52     |
| 23                 | 43     | 23            | 43     |
| 24                 | 42     | 24            | 45     |
| 25                 | 56     | 25            | 55     |
| 26                 | 52     | 26            | 63     |
| 27                 | 53     | 27            | 52     |
| 28                 | 45     | 28            | 44     |
| 29                 | 47     | 29            | 42     |
| 30                 | 49     | 30            | 45     |
|                    | 63     |               | 54     |
|                    | 45     |               | 43     |
|                    | 50     |               | 54     |
|                    | 43     |               | 44     |
|                    | 47     |               | 45     |
|                    | 45     |               | 43     |
|                    | 47     |               | 47     |

|    |    |
|----|----|
| 57 | 52 |
| 42 | 38 |
| 41 | 52 |
| 46 | 55 |
| 42 | 46 |
| 56 | 55 |
| 45 | 56 |
| 46 | 54 |
| 42 | 44 |
| 56 | 48 |
| 45 | 52 |
| 41 | 58 |



### Appendix (F) Students' Scores in the Post-test

| Experimental Group |        | Control Group |        |
|--------------------|--------|---------------|--------|
| No                 | Scores | No            | Scores |
| 1                  | 64     | 1             | 35     |
| 2                  | 55     | 2             | 38     |
| 3                  | 59     | 3             | 58     |
| 4                  | 74     | 4             | 45     |
| 5                  | 66     | 5             | 65     |
| 6                  | 65     | 6             | 60     |
| 7                  | 59     | 7             | 70     |
| 8                  | 55     | 8             | 71     |
| 9                  | 77     | 9             | 46     |
| 10                 | 84     | 10            | 55     |
| 11                 | 69     | 11            | 50     |
| 12                 | 52     | 12            | 57     |
| 13                 | 71     | 13            | 51     |
| 14                 | 63     | 14            | 52     |
| 15                 | 60     | 15            | 44     |
| 16                 | 57     | 16            | 50     |
| 17                 | 52     | 17            | 63     |
| 18                 | 56     | 18            | 54     |
| 19                 | 77     | 19            | 32     |
| 20                 | 66     | 20            | 44     |
| 21                 | 81     | 21            | 45     |
| 22                 | 67     | 22            | 47     |
| 23                 | 56     | 23            | 49     |
| 24                 | 69     | 24            | 55     |
| 25                 | 54     | 25            | 46     |
| 26                 | 55     | 26            | 43     |
| 27                 | 60     | 27            | 59     |
| 28                 | 54     | 28            | 34     |
| 29                 | 67     | 29            | 39     |
| 30                 | 62     | 30            | 35     |
| 31                 | 57     | 31            | 58     |
| 32                 | 70     | 32            | 60     |
| 33                 | 51     | 33            | 56     |
| 34                 | 57     | 34            | 57     |
| 35                 | 66     | 35            | 40     |
| 36                 | 50     | 36            | 44     |

|    |    |    |    |
|----|----|----|----|
| 37 | 64 | 37 | 50 |
| 38 | 73 | 38 | 44 |
| 39 | 74 | 39 | 34 |
| 40 | 71 | 40 | 32 |
| 41 | 60 | 41 | 41 |
| 42 | 54 | 42 | 56 |
| 43 | 46 | 43 | 55 |
| 44 | 48 | 44 | 48 |
| 45 | 53 | 45 | 50 |
| 46 | 45 | 46 | 54 |
| 47 | 60 | 47 | 42 |
| 48 | 45 | 48 | 43 |
| 49 | 63 | 49 | 48 |
| 50 | 55 | 50 | 45 |

### Appendix (G) Jury Members

| No | Name                                | Specialty | Position/College of  |
|----|-------------------------------------|-----------|--|
| 1  | Prof. Dr Nahida T. Majeed           | TEFL      | Education for the Humanities / Tikrit University .   |
| 2  | Prof. Dr Amra I. Sultan             | TEFL      | Education for the Humanities / Tikrit University .   |
| 3  | Prof. Dr Nagham Q. Yahya            | TEFL      | Education for the Humanities / Tikrit University .   |
| 4  | Asst. Prof Dr. Manal O. Musa        | TEFL      | Education for the Humanities / Tikrit University .   |
| 5  | Asst. Prof. Dr Shaima M. Salih      | TEFL      | Education / Baghdad University.  |
| 6  | Asst. Prof. Dr Shoaib S. Abdulfatah | TEFL      | Education for the Humanities / Mosul University .  |
| 7  | Asst. Prof. Dr Brween Sh. Kawther   | TEFL      | College of Education for the Humanities / University of Saladin.                           |
| 8  | Asst. Prof. Dr Alaa I. Challob      | TEFL      | College of Education for the Humanities / University of Anbar                              |
| 9  | Asst.Prof. Dr.Samara .M.Ahmed       | TEFL      | College of Education for Humanities Department of English Tikrit University.(Linguistics). |

**Appendix (H) Photos of using the role of Framework planning in the Class**





## **CURRICULUM VITAE**

Dhia'a Nseif JASSIM finished Al- Dhuluiya school for boys in 2003 and graduated from Tikrit University in Iraq in 2008. He received his Bachelor's degree in the English language department. he worked as an English teacher at a high Al-Jahid school from 2009 to still now. In order to complete his study, he joined Karabuk University from 2021 to 2022 to get a master's degree.