

English for the Traffic Police in Iraqi Kurdistan

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Abstract

The main aim of this research is to design a short-term English program focusing on the speaking skill for the traffic police officers in Iraqi Kurdistan. The program presented in this research is designed based on Nation and Macalister's (2010) model of curriculum design. In this research, the necessary steps of curriculum design are taken through detailed investigation so as to form a convenient English program for the target participants. Additionally, a typical lesson and lesson plan are presented in the appendices to better guide the future course tutors when giving the course to the traffic police officers.

Introduction

Nowadays English has become a global lingua franca and the most widely used language for various purposes. Therefore, many people around the world are using English in situations where they do not share the same first language. In touristic countries, many people and government officials should speak at least basic English so as to have better communication with the foreign tourists. Iraqi Kurdistan, as a touristic place, welcomes thousands of foreigners who do not speak Kurdish; and many of them have or rent cars. This phenomenon necessitates many traffic police officers in Iraqi Kurdistan to learn basic survival English for specific or occupational purposes, because they have frequent contacts with these non-Kurdish drivers.

English, as a global language, is important for the traffic police because it is a barrier that causes misunderstanding between the traffic police and the drivers, and makes the traffic police less effective. Consider the routine traffic stop. When an officer is unable to communicate effectively during such a stop, he or she cannot transmit vital information, including the reason for the stop, the need for identification, the meaning of a written citation, and an explanation of the proper course of conduct. Therefore, the main aim of this research is to design a short-term course for the traffic police officers in Iraqi Kurdistan so that they learn basic English for their occupational purposes.

Research Background

“When I am stopped by a police officer in the traffic police stop, I speak in English, because I realize that they do not understand me, and then let me go”. This is what one of drivers said while discussing daily issues. This was a source of inspiration to think about a short-term English course covering some basic elements of speaking that traffic police officers need to use and know in the traffic police stops in Iraqi Kurdistan. Therefore, this research argues the steps that should be taken to design a short-term course taking no more than 2 months for the purpose of training the traffic police officers in Iraqi Kurdistan to communicate with the foreign drivers during a traffic stop. The blueprint for designing this course is the framework of Nation and Macalister’s (2010) curriculum design. Moreover, according to their framework, an effective curriculum or syllabus is designed as a result of following some subsequent steps. In this paper, the current English language program is designed based on such steps.

The current course can be a framework or a starting point for future related courses or those who wish to expand the notion of the course. Furthermore, it can be taken into account for designing an English for Specific Purpose (ESP) program for traffic police academy or it can be an entrance requirement to the traffic police profession.

Research Context

The potential context of this course is Slemani, a touristy city in Iraqi Kurdistan. Due to its stability and beautiful nature, thousands of foreigners continuously visit the city. Many of the visitors do not speak Kurdish, which is the official language in the city. One of the most common aspects noticed from these foreigners is that many of them own or rent cars while staying in the city. Since many of them do not speak Kurdish, this necessitates the government officials to learn one mutual language so as to communicate with these foreign drivers; this mutual language is English. The targeted government officials focused in this research is traffic police officers. They should know or be trained to know some basic elements of communication in English while talking to the foreign drivers because it can be inferred from the quotation of the driver given in the introduction part that many of the traffic police in Slemani do not speak English.

In the view of the aforementioned facts, the context of this research is an ESP course for the traffic police in the traffic police stop in Slemani. It aims at training the traffic police officers who are in the traffic stops to use some basic elements of English communication with the foreign drivers. The targeted elements will relate to using particular dialogues, vocabulary, and linguistic structures that are commonly used by the traffic police while communicating with the foreign drivers in the traffic stop.

Data Collection: Conducting Needs Analysis

Investigating the students’ needs has been seen as an essential part and the starting point of any course or program design (e.g. Nation & Macalister, 2010; Richards, 2001). Needs of the participants of this potential course are investigated from many sources of information. One of the sources is that authentic interactions are collected

on the internet. These materials are traffic police dialogues and communications taken from the real-life situations in the traffic police stop. Another source of information for investigating the needs is the authentic videos recorded by either the police or other people during the traffic police stop. The videos are found on YouTube. These videos provide real-life traffic police communications with the drivers while stopped in a traffic stop. The reason for focusing on authentic materials is that these kinds of materials serve the potential course participants better than those found in the commercial textbooks because in the textbooks the modeled language is mostly very generic and bears little resemblance to what is frequently used in real-life interactions. Inauthentic materials, according to Barlett (2005) and Granena (2008), are likely not to help the participants to achieve the goal of such course.

There are also other sources of investigating needs, which can be considered by future course developers, but not conducted in this research. One of these sources is to visit the police department in Slemani. Here, some traffic policemen/policewomen can be interviewed and asked about what sort of words, sentences, and phrases they frequently use while talking to drivers at traffic stops. Another source may be going on "ride-alongs" (car-based-patrol) with the traffic police or joining the traffic police in a traffic stop. In this part, the researcher observes the communication process goes on with the drivers, and extract the discourse that is frequently used throughout the communication process. Although such duties are mostly carried out in the native language (e.g. Kurdish), the researcher's aim is to collect the necessary discourse generally used by the traffic police at traffic stops. In other words, the same discourse cannot be used in the training course unless it is translated into the target language.

Data Analysis: Extracting Necessary Discourse from Needs Analysis

Identifying or investigating a specialist discourse is not a separate stage of course design; rather, it proceeds hand in hand with the process of needs analysis (Basturkmen, 2010). Since the major aim of the current research is to develop English communication skills of the traffic police, speaking, a particular jargon, and some grammatical structures constitute the essential parts of the discourse of this course. Therefore, after investigating the related dialogues, communications, and videos used in the needs analysis section, the following commonalities are detected. These commonalities are shown in order of high frequency.

1. Introduce self: the police officer introduces himself/herself when starting communication with the drivers at traffic stops.
2. Providing license and registration: after the introduction, the police officer asks the drivers to provide license and registration.
3. Remaining in the vehicle: the traffic police officer tells the drivers to stay in the car while checking their license and registration.
4. Asking about car owner: the officer asks this question when the name of the driver and the name on the vehicle registration do not match.
5. The reason for being stopped: the officer explains to the driver why he/she is stopped.

From the analyses of the sources, some other discourse functions are found, but they are not as commonly used as those mentioned above; they are detected in some dialogues and videos. These less common discourse functions are:

1. Asking where license and registration are kept.
2. Asking for other ID cards in case of not providing license
3. Asking for blowing into alcohol test meter
4. Asking about the address of the driver
5. Explaining the warning or citation if given
6. Providing drivers with citizen information brochure

It can also be inferred from the examination of the analyzed sources that there are several lexical items occurred repeatedly; these repeated lexical items would probably be useful for the traffic police officers to understand and use in various circumstances. The following table shows some frequent lexical items used during traffic police interactions.

driving license	having alcohol	speeding	speed limit
breaking/exceeding speed limit	driving on the wrong side of the road	traffic signals	Obey/did not obey the traffic signals
wearing/not wearing your seat belt	allowed/not allowed to part here	give a ticket	pay the fine
get your driving license back	police station	rental car	zero tolerance of drinking
blow into the breathalyzer	step out of your vehicle	respect traffic rules	have your car towed to ...
car insurance	Grant/sentence leniency	shown in the system	issuing a warning/citation

Additionally, the discourse samples extracted from the sources show that police officers do most of the talking during traffic stops. This means that they should have a rich repertoire of the related words and sentences so that the communication does not break down. Therefore, the focus of this course should be aimed at enhancing the traffic officers' successful communication skills. This covers greetings, asking necessary documents, clarifying why the drivers are stopped, and what the outcome is. In the next section, the content of the course including these elements will be presented.

Designing the Course

1. Content and Sequencing

The major aim of the current course explained in this article is to develop English communication skills of the traffic police. Therefore, particular dialogues related to specific circumstances, some contextual vocabulary, and related grammatical structures constitute the essential parts of the content of this course.

Before designing the course, the participants' entry level should be identified. This can be done by giving a diagnostic test in which their strengths and weaknesses are detected. This serves as a starting point to decide about the content of the course. According to Nation and Macalister (2010), placement assessment is a good starting point to assess the learners at the beginning of a course to see what level of the course or content should be included. This mostly may have an aim of ensuring that the course is not going to be very easy or difficult.

Prior to designing the course content, identifying the linear structure of the discourse is recommended. This linear structure is created based on two essential sources of information, namely, the analyses of the sources explained in needs analysis and Ventola's (1983) method analysis of the structure of service encounters. Moreover, it covers the communication process takes place in a period of time – that is from greeting to farewell.

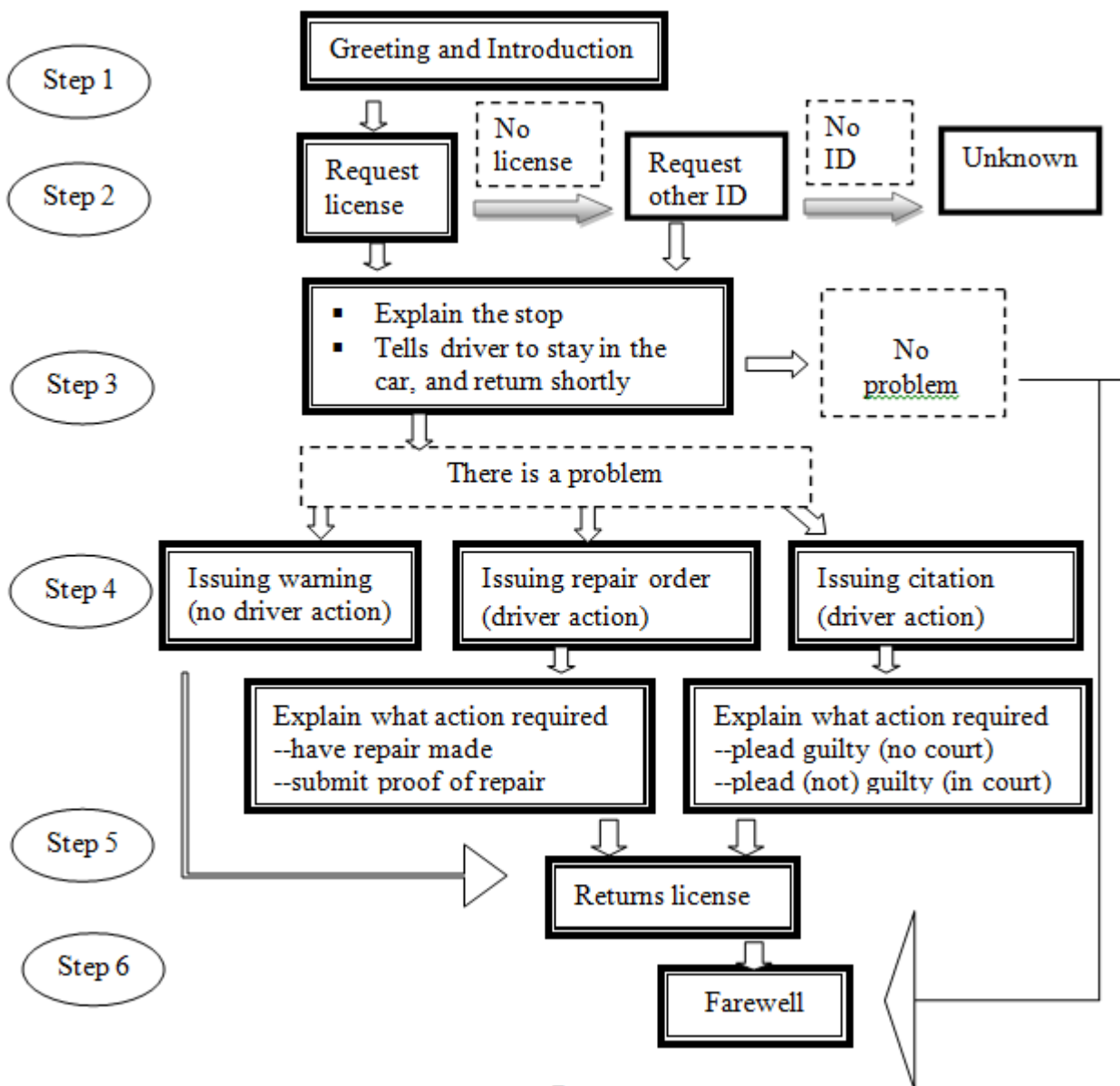


Figure 1: Linear Schematic Structure for the Traffic Stop (O’Connell, 2015)

This linear structure (shown in Figure 1) provides clearer picture of the nature of communication process carried out by traffic police officers during traffic stops. Additionally, this can also be a model for the course designers who want to develop such course in the future.

These six steps mentioned in (figure 1) constitute the framework of the current course of English communication for the traffic police. The main principle behind providing this course is to enhance communication skills of the traffic police officers in Slemani. This principle is broken down into three major elements, namely, speaking, vocabulary, and grammar.

The results of the investigation of needs and specialist discourse obtained from the sources are incorporated into the design of this course through the specification of course objectives. The objectives aim one language skill (i.e. speaking) and two language knowledge or components (i.e. vocabulary and grammar). To design further materials, the following objectives are set:

- To develop the traffic police officers’ speaking skills in the context of traffic stops
- To develop the traffic officers’ awareness of lexical items frequently used in traffic stops
- To develop grammatical range and accuracy for speaking skills

II. Format and Presentation of the Materials

The linear schematic structure provided in (Figure 1) is set as the framework of the course. This framework consists of six major steps. In the following sections, each step of the framework will be conceptualized.

Step One: Greeting and Introduction

The first step of starting traffic police and driver communication in traffic stop, the officer greets and introduces himself/herself. In this step, the following content can be incorporated:

Vocabulary	Grammar	Example in a Typical Dialogue
<ul style="list-style-type: none"> ▪ Good morning sir/madam ▪ Good afternoon sir/madam ▪ Good evening sir/madam 	<ul style="list-style-type: none"> ▪ I am officer from Slemani Police station. ▪ My name is officer from Slemani Police station. 	<ul style="list-style-type: none"> ▪ Good evening sir; I am officer Ahmed from Slemani Police station. ▪ Good afternoon madam; my name is officer Awaz from Slemani Police station.

These components are frequently used in prototypical traffic police dialogues. The given examples can be chosen preferably; but for the vocabulary column, depending on particular circumstances, learners can choose given examples. For example, if the traffic stop is in the evening, the officer should use “good evening” to greet drivers.

Step Two: Requesting necessary documents

After greeting and introduction, the police officer asks the driver to provide necessary documents. These documents can be driving license, car registration, car insurance, and other ID cards. In this step, there are particular lexical items and grammatical structures, which form a particular prototypical dialogue.

Vocabulary	Grammar	Example in a Typical Dialogue
<ul style="list-style-type: none"> ▪ Driving license ▪ Registration ▪ Car insurance ▪ Other ID card (in case of not having license) 	<ul style="list-style-type: none"> ▪ May I see, please? ▪ Can I see, please? ▪ Do you have with you? 	<ul style="list-style-type: none"> ▪ May I see your license and registration, please? ▪ Do you have car insurance? Can I see it, please?

Under different circumstances, the traffic police officers can use each of the lexical items presented in the vocabulary column. Furthermore, in the grammar section, there are three common structures. Although it is the preference of the officer to choose any, the degree of formality should be considered. For instance, the first structure is most formal, and it is more ethically preferable for the traffic police officers to be as formal as possible, because they are government officials.

Step Three: Explaining the Stop

In this section, the traffic police officer explains the reason for stopping the driver. In this case, there are many special lexical items and grammatical structures that are used to have successful communication with the driver. The following is an example.

Vocabulary	Grammar	Example in a Typical Dialogue
<ul style="list-style-type: none"> ▪ Speed limit ▪ Breaking traffic rules ▪ Break lights ▪ Going on the wrong side 	<ul style="list-style-type: none"> ▪ I stopped you because ▪ The reason for stopping you is that 	<ul style="list-style-type: none"> ▪ I stopped you because you exceeded the speed limit. ▪ The reason for stopping you is that your left break light is out.

Each of these lexical items and grammatical structures can be used depending on particular situations. However, sometimes cars are stopped not necessarily because of breaking traffic rules, but because it is a traffic stop and if there is no problem with the stopped cars, they are let to go.

Step Four and Five: Issuing a Ticket and Taking Actions

After a car is stopped by the traffic police officer, the driver may have no problem with the necessary documents; in this case, he/she is let to go. However, when the drivers have problems with the documents or violating traffic rules, the traffic police officers issue the drivers a ticket. This ticket can be a warning ticket, a repair order, or a citation ticket. In the following table, some related lexical items and grammatical structures are shown.

Vocabulary	Grammar	Example in a Typical Dialogue
<ul style="list-style-type: none"> ▪ Warning ticket ▪ Citation ticket ▪ Plead guilty/not guilty ▪ Pay the fine ▪ Appear in court 	<ul style="list-style-type: none"> ▪ I am giving you a warning ticket for ▪ I am giving you a citation on 	<ul style="list-style-type: none"> ▪ I am giving you a warning ticket for your left break light. ▪ I am giving you a citation on exceeding the speed limit.

Concerning issuing the repair order, the traffic police officer can direct the driver to the repair garage. Here the officer should say “*you have to have this repair made as soon as possible and submit the repair proof so as to get your license back*”.

After going through these steps, the driver can get the license back (step 6). Traffic officers can use some fixed sentence while handing the license to the drivers; for example they may say “*here/there is your license and registration*” or “*here you go (giving the license)*”. Then, the communication ends.

Apart from compartmentalizing the communication discourse, dialogues can be used as models for improving the traffic police officers’ speaking or communication skills. These prototypical dialogues are derived from real-life situations, which help the learners (the traffic police) realize the contexts. The following are three useful prototypical dialogues between the traffic police officer and a driver in traffic stops.

Officer:	Good evening sir. I'm Officer Aram from Slemani Police Department. Can I see your license and registration, please?
Driver:	Sure, here they are. ((Gives officer the documents.))
Officer:	Okay, and is this still your current address?
Driver:	Yes, it is.
Officer:	Okay. Now, I stopped you because one of your brake lights, your left brake light, is out. Were you aware of that?
Driver:	No, I wasn't.
Officer:	Okay. Please remain in the car and I'll be back with you in a minute. (after 5–10 minutes)
Officer:	Okay, sir. I'm giving you a warning on the brake light. ((Gives driver warning.)) You need to get that fixed, though, as it's a violation that you could be cited for. Okay?
Driver:	Yes, sir, thank you.
Officer:	And if you're stopped again, the officer will know that you got this warning because it's in the system. So please get that fixed soon.
Driver:	Okay.
Officer:	And here is your license and registration. ((Gives driver the documents.))
Driver:	Thank you.
Officer:	Have a safe evening, and be careful pulling out here.

Figure 2: Prototypical Traffic Police Dialogue 1 (Adapted from O'Connell, 2015)

Officer:	Good evening, madam. I'm Officer Jwan from Slemani Police Department. May I see your license and registration, please?
Driver:	Sure. Here they are. (Gives officer the documents.)
Officer:	Okay. And is this still your current address?
Driver:	Yes.
Officer:	Okay. You know why I stopped you, right?
Driver:	was I driving over the speed limit?
Officer:	Yes, you were driving well over the speed limit. I clocked you on the radar gun at 63 – this is a 45-kilometer-per-hour zone.
Driver:	Sorry, I didn't realize I was going that fast.
Officer:	Right. Just stay in the car for a few minutes. I'll be right back with these. (5–10 minutes))
Officer:	Okay. I'm giving you a citation for speeding. Now, you've got three options for how to proceed. One, you can plead guilty and pay the fine. Two, you can plead guilty but ask for a court appearance, and you'll have a chance to explain whatever reasons you had for driving almost 20 miles per hour over the speed limit. And maybe the judge will reduce your fine or the number of points. Okay? And your third option is you plead not guilty and you go to court and I go to court and we both tell our side of the story and the judge makes a decision. You got all that?
Driver:	Yes.
Officer:	That same information is printed on the citation (pointing) there, as well. (Gives driver the citation.)
Driver:	Okay.
Officer:	And here is your license. (Gives driver license and registration.) Now, I Could have also given you a citation for reckless driving, which would be an additional (.....) Dinars fine, but I'm giving you a break.
Driver:	Okay, thank you.
Officer:	You have a safe evening, and watch your speed.

Figure 3: Prototypical Traffic Police Dialogue 2 (adapted from O'Connell, 2015)

Police: Good afternoon sir. My name is Shorsh from Slemani Police Department. Can I see your driving license please?

Man: Ah, yeah. I think it's in my pocket. No. Maybe in my wallet. Uh. Yeah here.

Police: Do you know how fast you were driving?

Man: No, sorry. It's a rental car. I'm not used to it.

Police: Have you been drinking tonight, Mr. Omed?

Man: I had one or two drinks. I'm okay to drive, though. I know my limit.

Police: How long have you been in Slemani?

Man: A few weeks, why?

Police: It seems you are unaware of our zero tolerance for drinking and driving.

Man: I'm not drunk. I'll blow into a breathalyzer.

Police: In Slemani, you cannot operate a vehicle after consuming any alcohol.

Man: Oh, I didn't know that.

Police: You were also going over the speed limit, Mr. Omed. I'm going to have to ask you to step out of your vehicle and get into my car.

Man: This is crazy. But what about my car?

Police: We will have the car towed to the agency. When you're in our country you have to respect our rules.

Figure 4: Prototypical Traffic Police Dialogue 3 (adapted from O'Connell, 2015)

Pedagogical Implications

Presenting these prototypical dialogues will be useful for increasing the course participants' communication skills in particular situations. Other external materials, however, can also be incorporated into these tasks to enrich the learning process. For instance, course tutors can ask the learners to listen to one or more samples of recording of actual traffic stop interactions and then ask them to work in pairs, where one acts as a police officer and the other as a driver. However, we should keep in mind that this technique may work, but it is unlikely to lead a thorough understanding of what is involved in comprehension and successfully carrying out the task. Therefore, course tutors should make the language and steps involved accessible. The following pedagogical steps (see Long, 2014; O'Connell, 2014) can be useful in making the input accessible.

1. Introduce the topic:

In this session the instructor tells students that the lesson is going to be about police traffic stops. Moreover, she may also ask students what sorts of things police officers stop drivers for, for example, speeding, running red lights, failing to stop at a stop sign, broken headlight, etc.

Furthermore, s/he can ask students what kinds of questions they think police officers ask drivers after they have stopped them. By the end of this session, there may be some students who are willing to share their experiences; in case of having this, s/he can ask some students to recount a traffic stop that they experienced (e.g. when and where they were stopped, why they were stopped, what the outcome was).

2. Practice with police officer questions

After the first session, in this part the instructor may give students a handout with some responses that drivers typically give. Furthermore, she tells the students to go through the answers and write the possible questions that traffic police officers would ask.

3. Demonstrate target task

In this part, the instructor plays recording of a sample dialogue to give learners an understanding of the overall linguistic demands of the target task. After finishing this, she may play the same sample dialogue but this time in segments such as playing each segment of the police officer's turn, and pausing to allow students to summarize it on a piece of paper.

4. Information-gap activity

Depending on students' second language (L2) proficiency, the instructor should use a genuine dialogue or an elaborated version taken from the real-life situation. She asks the students to do this in pairs in which one student (Student A) reads the officer version of the dialogue to another student (Student B). This can follow other role-change activities. For instance, student B is encouraged to ask clarification questions to Student A. After each turn, Student B supplies a summary of what the officer said to him or her. Finally, they ask and answer some questions like "why was the driver stopped?", "What was the outcome (warning or citation)?" and "What does the driver have to do?"

5. Role play

Role-play can be an effective activity that involves students into such topics. In this section, the course tutor places students in groups (for instance groups of three), and gives them a sample scenario. In each group, one student plays the role of the officer, another student is the driver, and the third student observes what is going on during the interaction between the police and driver. When the interaction is complete, the third student is asked to summarize some components of the interaction to the students. These components may be about why the driver was stopped, what the outcome was, and what the driver needs to do. This can be done with the other groups and students may change roles in the groups.

Assessment and Evaluation of the Course

The course and learning of individual participants can be evaluated through internal and external measures. Internal evaluation can involve many dimensions. Observation of learning and learners' process is one of them. This occurs at the learning activities. It does not test the process of learning through testing techniques, but the learners are directed towards the tasks that they can do. The major purpose of this evaluation dimension is to see it is necessary to make changes to the learning activities so as to encourage learning (Nation & Macalister, 2010). According to Nation (2001), when observing learning activities, identifying the goal of the activity, the learning conditions, and observable signs of learning should be noticed and considered. For example, learners' involvement in communicating with the partner and high speed of speaking and understanding can be good signs of achievement. Another dimension of assessment can be progressive achievement tests. Throughout the course period, the instructor may monitor the product of activities and their effectiveness on learning achievement. The purpose of this type of assessment is to see if the learners are making progress on a daily or weekly basis (Nation & Macalister, 2010). To have a clearer picture about this achievement, the instructor can compare the scores of these progressive achievements and see whether the scores are increasing (as a sign of positive achievement). These types of internal assessment and evaluation can be considered as a main source of course evaluation and they contribute significantly to the learners' and instructor's sense of achievement which ultimately leads to motivation (Nation & Macalister, 2010).

External evaluation, on the other hand, can be done outside the course atmosphere. For instance, the instructor can join the traffic police, who participated in the course, in traffic stops and see to what extent they are able to establish successful communication with the foreign drivers. The instructor can take notes and investigate them as a basis of course improvement. Another useful way for doing external evaluation is collecting their (the traffic police officers) colleagues' opinions about their performance while carrying out duties (i.e. traffic stops). This is a good way, because the instructor may not be always with the officers while carrying out their duties due to time constraints or confidential issues. Therefore, these colleagues can provide information about whether the course participants (traffic police officers) are communicating effectively in the workplace (i.e. traffic stops), and whether their communication skills have developed sufficiently enough to interact with the foreign drivers.

In addition to these internal and external assessments, which are mostly done by the instructor, the course participants can also directly be involved in the evaluation process. Two ways of doing this is to interview them and give them a questionnaire. Interviews, for example, can be conducted on one-to-one basis, in which there are some preset or open-ended questions about the course evaluation. If they do not have time for conducting the interviews, since they are government officials, giving them a questionnaire is a solution. The questionnaire can be designed by the researcher or borrowed from other reliable sources that are related to course

evaluation. Thus, from these two instruments, the instructor can have a clear picture of the effectiveness of the course.

Limitations

One main limitation of this research is that for conducting the needs analysis the direct contact with the traffic police officers in Slemani could not be made due to some constraints. Therefore, their needs, wants, and lacks should have been accessed so that the course would better meet their needs. Having had access to these, the content would be more effective in reflecting their needs. Future course developers, therefore, can access to these needs though using questionnaires or interviews so as to design more effective courses for the traffic police. Another limitation is that data for needs analysis are collected from some online prototypical dialogues and authentic videos about traffic police and driver interactions. Although the extracted discourse seems to be repeatable in other circumstances due to its frequency, some required discourse may still be missing.

Conclusion

This part reported the development of a course about English communication skills designed for the traffic police in Slemani. Based on Nation and Macalister's (2010) model of curriculum design, the current research started with needs analysis as the first step towards the course design. Following this, necessary and required discourse was extracted and set as the basis of designing the course content and materials. Then, the sequence and presentation of the content were presented in a way to help the course tutor follow the materials easily. Finally, the process of the course evaluation and assessment dimensions were provided so as to see the participants' improvement and the effectiveness of the course.

Appendix 1: A Typical Lesson

Topic: At a traffic stop

- ✓ Warming-up activity:
 - What do the following photos show?
 - Have you ever been in such situation? If yes, tell the students about it.



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Learning point 1: Vocabulary

- ✓ The following words are taken from a dialogue between a traffic police officer and a driver. Check the words and circle any work you do not know.
 - Glove compartment (noun)
 - School zone (noun)
 - Odometer (noun)
 - Malfunction (verb)
 - Pay fine (verb)
- ✓ Now, guess the meaning of the words from the sentences below.
 1. People usually keep the car's registration and other small items in the glove compartment.
 2. You cannot park your car here, because it is a school zone.
 3. Check your odometer. I think you're speeding.
 4. If any part of your car malfunctions, you should show it to a mechanic.
 5. She had to pay a one hundred dollar traffic fine for running a red light.
- ✓ Share your guesses with the person sitting next to you. Find whether your guesses are different or similar?
- ✓ Now check their meanings:
 - Glove compartment: a small space, usually on the dashboard of the car, used for storage
 - School zone: an area on a street near a **school** or near a crosswalk leading to a **school**
 - Odometer: a device in a car that measures speed and traveled distance
 - Malfunction: fail to perform properly
 - Pay fine: money that is paid as a penalty
- ✓ Dialogue: see how the words are used in an authentic traffic police – driver dialogue.

Officer: good morning sir; may I see your license and registration please?

Driver: good morning; oh yeah; it is there, in the glove compartment.

Officer: sir, did you realize that you were speeding in a school zone?

Driver: no, I did not; that is probably because my odometer is broken; I mean it is malfunctioning.

Officer: Yes, you were going 50 kilometers per hour in a 30 miles per hour zone.

And your driver's license expired 2 months ago; were you aware of this?

Driver: Oh! Really? No sir, I did not know that.

Officer: OK, then. Here is your ticket; you need to pay the fine within ten days.

Have a nice day.

- ✓ Why is the driver given a ticket?

Learning point 2: Grammar

Strategy focus: present simple

Function: request

- May I see your license and registration, please?
- Can I see your license and registration, please?
- ✓ Do you notice any difference? Which word is different?
- ✓ Both “may” and “can” are used to make request. Generally, “may” is used in making polite requests. But “can” is used in making less polite requests.
- ✓ Use the vocabulary below to make polite and less polite requests. Use “May” and “Can”.
 - Driving license
 - Registration
 - Car insurance
 - Personal ID card
- ✓ Share your sentences with a partner.
- ✓ Read four of your sentences aloud to the class.

Learning focus 3: speaking

- ✓ Preparation
 - Look at the photos in your handout, and try to guess what vocabulary can be used to describe the action in the photos.



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- Write the sentences given in the box that best the photos

- ✚ Good morning sir; may I see your driving license and registration, please?
- ✚ You exceeded the speed limit; were you aware of that?
- ✚ Please wait a few minutes; (the officer is checking the system in the car)
- ✚ Here is your ticket. You need to pay the fare within two weeks.



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(.....) (.....) (.....) (.....)
.....
.....)

- ✓ In groups of two, write a scenario in which you should use the vocabulary and grammar points you studied today.

Officer:

Driver:

.
. .
. .

- ✓ Role-play activity
 - Now I am going to choose some groups to dramatize their dialogues on the stage. One of you will be the officer, and the other will be the driver. After they finish, you should give them feedback on their performance.

Appendix 2: A Typical Lesson Plan

Topic: At a traffic stop

Class time: 60 minutes

Stages of the lesson	Time	Stage aims	Teacher activity	Students activity	Interaction patterns	Materials/aids
Warming-up activity	5 minutes	To prepare students for the lesson	Explaining what students should do	Looking at the pictures and giving their ideas	-Individual -Pair work	Photos Handouts
Vocabulary (checking)	2 minutes	To prepare students for the speaking activity	Explaining what students should do	Checking the words and circling those they do not know	-Individual -Pair work	Handout Board Marker
Vocabulary (sharing ideas)	3 minutes	To share ideas and check their work	Giving necessary instruction	Looking at and comparing each others' answers	-individual -pair work	Using previous handout
Reading (reading the dialogue)	3 minutes	To see how the words used in real-life context	Asking the students to read the dialogue silently	Reading the dialogue silently	Individual	Handout

Reading (checking comprehension)	3 minutes	To check their understanding	Asking comprehension question	Answering from the dialogue	individual	Using the same handout
Grammar (introduction)	5 minutes	To familiarize the students with the grammar focus	Explaining and giving information	Listening to the teacher		Board, marker, (high-tech devices)
Grammar (noticing differences)	2 minutes	To prepare the students for the grammar focus	Giving instructions	Looking at the given sentences	Individual	Handout
Grammar (sentence formation)	5 minutes	To practice the grammar focus	Giving instructions	Writing sentences using "may" and "can" to form request sentences	-Individual -pair work	Paper and pencil
Reading (reading aloud)	5 minutes	To practice pronunciation To get feedback from the class (if	Facilitating the activity	Reading their sentences aloud to the class	-individual -group work (feedback)	Previous materials

Speaking (preparation)	5 minutes		there are mistakes)	To prepare the students for speaking activity	Providing instructions	Looking at the photos and guess vocabulary used in the photos Match sentences to the photos	-individual	Handouts including the photos
Writing (writing dialogue)	7 minutes			To practice learnt vocabulary and grammar	Providing instructions	Write dialogues between traffic police and a driver in a traffic stop recycling the previous vocabulary and grammar	Pair work	Paper and pencil
Speaking (role play)	15 minutes			To practice acquired knowledge orally	Choosing groups and managing the role-play activities Encouraging students not read the dialogue	Coming to the stage; one becomes the officer, the other a driver, they may change roles	Pair work	Chairs

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Photos presented in “Section 2” are retrieved July 1, 2015 from (images.google.com).

پوختەى توێژینهوه

ئامانجى سەرەكى ئەم توێژینهوهیه بریتیه له دانانى پرۆگرامىكى گفتوگۆ كردنى ئینگلیزى ماوه كورت بۆ كارمەندانى هاتوچۆ له كوردستانى عێراق. ئەم پرۆگرامه لهسەر نمونهى (Nation and Macalister 2010) بنیادنراوه و كه تايبهته به دانانى پرۆگرامى پهروهردى زمان. لهم توێژینهوهیهدا، له رینگای لیکۆلینهوهیهكى چروپ، ههنگاه پێویستهکانى دانانى پرۆگرامىكى گفتوگۆ كردنى ئینگلیزى گونجاو بۆ بهشداربووانى مهبهست (واتا كارمەندانى هاتوچۆ) جیبهجی كراون. ههروه ها نمونهیهك له وانه و پلانى پرۆگرامى پيشنیاكرائو لهپاشكۆى ئەم توێژینهوهیه خراوتهپوو بۆ ئەوهى یارمەتى ئەو مامۆستاينانه بدات كه له داهاوودا ئەم پرۆگرامه پيشكەش به كارمەندانى هاتوچۆ دهكەن.

ملخص البحث

الهدف الرئيسي من هذا البحث هو تصميم برنامج اللغة الإنجليزية على المدى القصير مع التركيز على مهارة التحدث لشرطة المرور في كردستان العراق. تم تصميم البرنامج في هذا البحث على أساس نموذج Nation and Macalister (2010) لتصميم المناهج الدراسية. هذا البحث اتخذ الخطوات اللازمة لتصميم المناهج الدراسية عن طريق التحقيق التفصيلي لتشكيل برنامج اللغة الإنجليزية مناسبة للمشاركين (لشرطة المرور). في ملاحق هذا البحث يتم النموذج من عرض درس و خطة درس لتوجيه المدرسين في المستقبل عند اعطاء دورة لشرطة المرور المشاركين .