

Notes on the revised edition of the *English for Iraq, 3rd Intermediate Course*

د.ماهر عبد الحميد عبد الإمام الأسدي

مديرية تربية ذي قار

م.د. ليث فاروق رؤوف

مديرية تربية ذي قار

جامعة العين العراقية



Abstract

The current research assesses the Garnet Education-developed English for Iraq, Third Intermediate Course, updated in 2023. The course is a component of an extensive language curriculum designed to help Iraqi students master English as a foreign language. Despite the fact that the course incorporates a variety of educational aspects, the study pointed out a number of areas that still need development.

Specific issues noted in the revised course including spelling mistakes and inconsistencies in the answer keys provided in the Teacher's Book. Additionally, an arrangement error was identified in the Activity Book. The study also highlighted general statements that can mislead students, such as factual errors in instructional material and inconsistent character names in the narratives. Each detected issue was addressed with recommendations that emphasized the importance of careful rectification in order to maintain the course's instructional integrity.

The review aims to participate in the continuous improvement of the English for Iraq, Third Intermediate Course by providing these helpful notes and recommendations. Correcting the identified errors and putting the suggestions into practice will guarantee that the course satisfies all of its educational objectives and offers Iraqi students the best possible learning environment in which to advance their English language skills.

1. Introduction:

Designed by Garnet Education, the *English for Iraq, 3rd Intermediate* is the 9th of 12 comprehensive language courses put to improve the English proficiency of Iraqi students and provide a rich and stimulating learning experience. It has a mixed functional/structural syllabus and is divided into six theme-based sections and two review units. It emphasizes providing students with real-world language development tools.

The first edition of the *English for Iraq, 3rd Intermediate* was printed in 2015 and is revised in 2023 according to the plan of the Iraqi Ministry Of Education to renew the English curriculum in the Iraqi schools.

The course, planned to challenge and motivate students, integrates a diverse collection of pedagogical elements. From semi-authentic script types that involve learners in applied language to modern auditory and visual aids, '*English for Iraq, 3rd Intermediate*' looks robust. However, as I delve into the details of the materials, it becomes apparent that various aspects, including spelling, organizational lapses, and answer keys, demand alteration. This research endeavors to address these identified points and presents some notes that may enhance the constant development to confirm that the course aligns flawlessly with its pedagogical goals. Stating this evaluation, we try to contribute to the continuing improvement of this educational resource by offering recommendations for correcting these mistakes, with the ultimate objective of improving the educational integrity of '*English for Iraq, 3rd Intermediate*'.

2- Pointing out The mistakes and Registering The Notes

2-1. Spelling Mistakes/Noteworthy Spelling Errors

Throughout a close observation of the revised version of the *English for Iraq, 3rd Intermediate* printed in 2023, it is found out that on page 53 of the activity book of this course, Unit Three, Lesson 7, Exercise 4, item d, there is a spelling mistake in the word "**hedeghog**." In this Exercise, the word is printed mistakenly as **hedeghog** while it must be corrected and written as "**hedgehog**."

2-2-Answer Key Inaccuracies

Relating the inaccuracy of the answer key in the Teacher's Book, two important mistakes are pointed out:

1-In the Student's Book, pages 40-41, the story time entitled "How to fill a space," has two questions: the first one is "*What did each son buy?*", and the second one, which is stated in the activity book page 57, is *What did Hamad buy?*

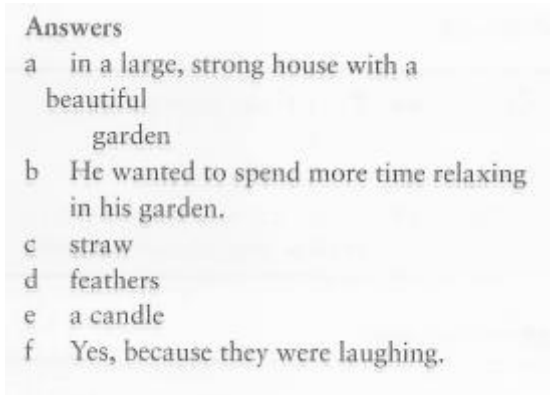
As "Hamad" one of the sons, the answer to the two questions should be the same. However, in the Teacher's Book, the answer is different. On page 93, the answer to the first question is stated as follows: "3- [...] **and Hamad bought nothing**"

Answers

- 1 He sold gold, animal skin, silks and salt.
- 2 He gave each of them a piece of land.
- 3 Majid bought straw, Ali bought feathers, and Hamad bought nothing.

While the answer to the same question, which is stated in the activity book on page 57, is different. The Teacher's Book states the following answer on page 93:

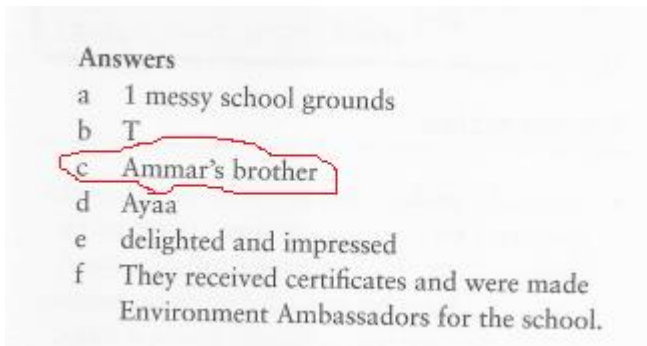
Hamad bought "**a candle**".



Thus, the two similar questions have different answers in the Teacher's Book. This leads to a possible impact on students' answers in future assessments and may lead to confusion. This paper recommends that the answer should be "a candle" for both questions.

2- In unit seven of the student's book on pages 86-87, there is a story entitled "**Together for a Better School.**" Students have to read the story and answer some questions in the activity book on page 119. One of the questions is "**Who brought the lawn mower?**"

According to the events of the story, the answer should be "**Fahad's brother**". However, the key answer stated in the Teacher's Book, on page 171, is "**Ammar's brother.**" Thus, the Teacher's Book mentions an incorrect answer. Accordingly, I recommend that the answer for this item in the Teacher's Book should be revised and changed to "**Fahad's brother**" instead of the wrong answer.



3- On page 107 of the Teacher's book, an error is identified in the answer key pertaining to item (e) of exercise (5) as found on page 63 of the Activity Book. Precisely, the Teacher's Book mistakenly states that the correct answer for item (e) in exercise (5) is

the word "lived," whereas the accurate answer is the word "who." Accordingly, it is imperative to rectify the key answer for this specific item

2-3- Arrangement:

In terms of the arrangement or layout error, one issue is pointed out in the Activity Book. On page 9 of the activity book of this course, I find out that in exercise 3 students are asked to complete a table with adjective opposites in the box. However, there is no table or space for a table to do this exercise in the activity book. I think there is a printing or arrangement mistakes on this page. I assume that a table should be attached to this dill to be filled with the adjective opposites.

2-4-- General Observations

Throughout the inspection of this course, I find out some items and facts that need to be reviewed. These items and facts have no grammatical or stylistic mistakes but they can lead to confusion in the students' mind or they cannot give an actual fact. I have two points in this regard:

2-4-1- In both editions, the first and the revised, the course contains a lesson entitled "The Car of the Year". In the first edition, the article mentions that the car of the year, The Panther 3.0D, does 12 Kilometers to litre. In the revised edition, the article does some modifications to the features of the car that the car has a hybrid engine which means that the car does more Kilometers to litre than a car with an ordinary engine. However, the article doesn't give an actual number of kilometers. Throughout my quick research, I find out that the actual number that goes with the preferred features of the hybrid-engine car should be 16-18 kilometers litre. Thus, I suppose that the article in unit one, lesson 3, should be corrected to contain the following sentence "it does 16 Kilometers to the litre" instead of "it does 12 Kilometers to the litre" to give more realistic facts.

2-4-2- The revised edition of the course contains six stories. The main character of the first story, "The Lucky Customer 50", is Kareem while the main character in the second story, "The Champion", is Karam. Although most students can recognize the two names easily, some students find difficulty. Thus, I suppose that the name of the main character in one of the stories is substituted by a distinctive new name.

3. Conclusion

In conclusion, the 2023 revised edition of the English for Iraq, 3rd Intermediate Course, developed by Garnet Education, represents a commendable effort to enhance English language proficiency among Iraqi students. This comprehensive language

course, part of a series aimed at enriching the learning experience, incorporates a mixed functional/structural syllabus organized into theme-based sections. While the course integrates various pedagogical elements, this evaluation has identified specific areas requiring attention for further improvement

Notable mistakes include spelling mistakes, answer key inaccuracies, arrangement errors, and general observations. Spelling errors, such as the misspelling of "hedgehog," were identified in specific exercises, urging correction for accuracy. Answer key discrepancies, particularly in the Teacher's Book, were highlighted in relation to story-related questions, potentially leading to student confusion during assessments. Additionally, an arrangement error was noted in the absence of a designated space for an exercise in the Activity Book. General observations underscored potential sources of confusion, such as discrepancies in character names and factual inaccuracies in lesson content.

Moreover, recommendations were provided for each identified issue, emphasizing the need for meticulous correction to uphold the educational integrity of the course. It is proposed that attention be given to rectifying spelling mistakes, aligning answer keys, addressing layout errors, and ensuring factual accuracy in lesson content.

By offering these constructive critiques and recommendations, this evaluation aims to contribute to the ongoing refinement of the English for Iraq, 3rd Intermediate Course, fostering an optimal learning experience and aligning with the pedagogical goals outlined by the Iraqi Ministry of Education. Continuous improvement in response to these notes will undoubtedly contribute to the course's effectiveness in elevating English language proficiency among Iraqi students.