ED 474 691   FL 027 620

AUTHOR   Majdzadeh, Mojgan
TITLE   Disconnection between Language and Culture: A Case Study of
                Iranian English Textbooks.
PUB DATE   2002-00-00
NOTE   26p.
PUB TYPE   Reports - Research (143)
EDRS PRICE   EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS   Communicative Competence (Languages); *Cultural Awareness;
                *English (Second Language); Foreign Countries; Grade 8;
                *Language Proficiency; Second Language Learning; Secondary
                Education; *Textbook Content; Textbooks
IDENTIFIERS   *Iran; National Identity

ABSTRACT

            This paper asserts that lack of cultural knowledge related to
English among Iranian students who pursue advanced education abroad affects
their English language proficiency. It examines whether the disconnection
between the English language and the culture of that language embodied in
Iranian English textbooks hinders students' knowledge and use of the English
language. It investigates why, after 7 years of studying English in public
schools, students still feel the need to attend private language classes to
increase their English language skills for academic and/or job related
purposes domestically or abroad. Data come from content analysis of 21
lessons within 8th and 9th grade public school textbooks and 24 lessons from
the same level textbooks in a private language school. Results indicate that
the English textbooks used in Iranian public and private schools are very
well organized for learning the structure of the language, though they do not
include enough conversational exercises and activities. Textbooks are written
with great respect for the Iranian national character, which is the Islamic
tradition. The paper concludes that the objectives of learning English cannot
be reached without providing ESL materials to meet the criteria of teaching a
second and/or foreign language. (Contains 21 references.) (SM)

Disconnection Between Language and Culture: A Case
Study of Iranian English Textbooks.

by Mojgan Majdzadeh

BEST COPY AVAILABLE

Disconnection between language and culture:
A case study of Iranian English textbooks

This paper argues how the lack of cultural knowledge of English among Iranian students who pursue their advanced education abroad affects their performance using the English language. Most ESL (English as a Second Language) teachers agree that one cannot teach English without teaching culture (Buchanan, 1990). In this paper, I briefly examine whether the disconnection between the English language and the culture of that language embodied in the Iranian English textbooks hinders students' knowledge and their use of the English language.

Specifically, I study why, after seven years of studying English in public schools, students still feel the need to attend private language schools in order to increase their English language skills for academic and/or job related purposes in the country or abroad.

Dr. Moein, the Minister of Culture and Higher Education of the Islamic Republic of Iran, (1998) in his speech at the World conference on higher education in Paris stated;

On the threshold of the 21st century, Iran gives high priority to international scientific cooperation and information exchange," "We think that in higher education, policy making attempts should be made to prepare the theoretical grounds for *human rights to development* as well as the appropriate mechanisms for its realization. I believe it is necessary for me to elucidate that the development of higher education is a necessary prelude to sustained development and serves as a comprehensive framework making social justice, mutual respect, democracy and human rights attainable and eventually facilitates the establishment of sustainable peace.

Mr. Khatami, President of the Islamic Republic of Iran, in his speech at the United Nations General Assembly, also proposed that the world community declare the year 2001 as the year of dialogue between civilizations.

Regarding the importance of international scientific cooperation and information exchange, and declaring the year 2001 as the year of dialogue between civilizations, conveys the importance of learning the English language in order to maintain global communication and international exchange of information. The reason is that English is being taught as the second language in Iran, and exchanging scientific information requires mastering of one of the live world languages (English in Iran) for a better educational and scientific communication. The question is how do Iranian officials intend to alter the educational system for the purpose of a better method of teaching English as the second language in order to prepare the people and society for increased world communication? Referring to the aforementioned quote from Dr. Moein, the Minister of Culture and Higher Education, how do the Iranian officials provide students with the ways to benefit from the second language education in Iran?

Kohls (1979) defines language as a series of words, their rules, as well as thoughts and feelings, which make the language meaningful. He also defines culture as the total way of life of particular groups of people. Culture includes everything that a group thinks, says, does, and makes--its customs, language, material, and shared system of attitudes and beliefs. Kohls also believes that culture is learned and transmitted from generation to generation, and has a great impact upon language, "If we dismiss culture, the language is incomplete."

Haviland (1993) believes that people communicate what is meaningful to them, and culture defines what is or is not meaningful; "our use of language affects, and is affected by our culture." Haviland also suggests that culture consists of abstract values, beliefs, and perceptions of the world, which lie behind, and are reflected in people's

behavior. He also believes that members of a society share these values, beliefs, and customs, when acted upon, they produce behavior considered acceptable within that society.

According to Haviland and many other researchers and ESL educators, one cannot teach ESL without teaching the culture of the language. Students need to learn the language as well as the culture of the language in order to communicate and behave naturally and efficiently while using the language in the social and educational environment of the new culture. From the above definitions, we can conclude that many authors agree that language is an aspect of the culture.

According to all definitions and viewpoints stated above, we can conclude that language is a series of words and rules spoken by people. Culture includes what a group of people thinks, says, and does. These definitions show how the relationship between what people think, say, and do are related.

Literacy requires more than learning skills; it requires early and continued transmission of specific information (Hirsch, 1987). Sapir (1929) who acknowledges the close relationship between language and culture maintains that they are inextricably related so that you cannot understand or appreciate one without knowledge of the other. If a teacher provides students with the model and opportunity to talk, his/her role has been fulfilled, and the students may then learn a second language if they desire (Chastain, 1971).

Chomsky (1968) believes that the relationship between knowledge and performance continues to be one of the fundamental concerns of cognitive psychologists studying such topics as problem solving, language, decision-making, and even teaching. He states that

ESL students need to know how to speak the English language in a natural way and this implies an understanding of the second language culture as well as the language itself.

Wardhaugh (1993) believes that there should be some kind of relationship between the sounds, words, and syntax of a language, and the way in which speakers of that language experience the world and behave in it. Wardhaugh also says that it would appear that the only problem is deciding the nature of the relationship and finding suitable ways to demonstrate it.

According to Cummins (1997), no learner is a blank slate. Cummins explains that in order to make any input more comprehensible, a teacher needs to activate students' prior knowledge through brainstorming as a whole class or in small groups or pairs. Knowing the second language culture stimulates students to use the target (second) language, permits teachers to get to know their students better as individuals with unique personalities, and creates a context in the classroom where students' cultural knowledge is expressed, shared and validated, thereby motivating students to participate.

An experiential view is based upon the assumption that everything that happens to students, influences their lives. Therefore, the curriculum must be considered broadly, not only in terms of what can be planned for students in schools and even outside them, but also in terms of all the unanticipated consequences of each new situation that individuals encounter (Posner, 1995). ESL teachers must provide students with opportunities to have a voice and be heard in terms of learning goals shared with another distant group whose voices are equally valued (Sakash, Schiel, Trinidad, 1997).

Cultural Understanding to Have Better Communication

Educators of ESL students believe that people with different cultural backgrounds must be understood in their classroom setting (Jaramillo, 1972). It means, teachers need to understand their students with different cultures from different countries. Misunderstandings between teachers and students and among students are one of the main problems in ESL classrooms. Misunderstanding leads to conflicts and/or miscommunication. Beebe (1988) identified "sociocultural transfer" as one of the major problems that prevents second language learners from communicating effectively in the target language. Another problem is that native and non-native speakers understand topics differently. For example, if a movie-videotape is played in a silent sequence for native and non-native students, they comprehend it differently; different comprehension results primarily from the different cultural backgrounds of the students who watch the videotape. Consequently, ESL teachers must be aware of their students' cultural differences, and they must take these differences into consideration when preparing lesson plans to teach students from different nationalities with different cultural values (Jaramillo, 1972).

Tuffs & Tudor (1990) compared the ability of one group of native speakers (British adult students) and three groups of non-native speakers (senior and graduate students) to infer the story line and content of videotape, viewed silently. The goal was to assess how well four groups were able to make effective use of the visual elements present in the video material as a support for comprehension, and as a basis for making successful inferences as to how the story developed. The results indicated that the native speaker group, with an average of 16.4 idea units correctly identified, were clearly much more

effective at interpreting the visual information and inferring the story line than the three non-native speaker groups. More interestingly, the Belgian group was able to perceive and derive meaning from the visual clues present in the video to a greater extent than the other groups. One possible explanation for this is the cultural and geographical proximity of Belgium to Britain, and the fact that Belgium receives two BBC television channels. They also concluded that background cultural knowledge is an important factor in the comprehension of video material set in a different culture from that of the viewer. The above article emphasizes the role culture plays in learning a language. Besides, we can infer that the non-native speakers of Belgium have a better understanding of the videotape because of the geographical proximity of the two countries, and also because of the influence of the British educational system in Belgium.

Cultural Understanding to Ease Academic and Social Life

Wimberley, McCloud, & Flinn (1992) studied 169 Indonesians pursuing graduate degrees in the United States under the Agency for International Development (AID) and the Midwest Universities Consortium for International Activities (MUCI) Indonesia Higher Agricultural Education Project between 1969-1983. The purpose of this study was to empirically examine several factors that may influence or predict the success of international graduate students in the United States. In this study, two dependent variables - U. S. GPA and completion of the highest degree planned were examined. The independent variables were - U. S. graduate grade point average, degree completion, Indonesian undergraduate grade point average, TOEFL score, semesters of English at Indonesian university, presence of dependents (family members), total number of dependents, Indonesian student population of university attended, and effectiveness of

biology doctoral programs at university attended. Wimberley, McCloud, & Flinn concluded that the presence of the student's family in the United States positively affects both indicators of success. Undergraduate GPA and TOEFL scores are positively related to graduate GPA. TOEFL scores also predict success for Indonesians who speak no Western languages except English. The authors also mentioned the limitations of the study because of the small sample size. At the beginning of the study, Wimberley, McCloud, & Flinn mentioned about the success of the international graduate students, which they believed depended upon different issues, including pre-admission characteristics and their experiences after arrival in the United States. The 'cultural shock' of living and studying in a different country affects the international graduate student's social and academic performance. The international students face the reality that they are *not* like the others. The international students find class management and teaching different. The professors at the U. S. Universities might also assess the international students negatively because the students study and interact differently. Wimberley, McCloud, & Flinn also note that steps need to be taken to ease the difficulties international students may encounter when their families join them. The article also suggests that it may be very helpful for the international students to be informed about American/English culture, as well as the language before arriving in another country. The authors also believe that students should be prepared for a different lifestyle, learn how to adjust to a new culture, and experience new things.

Dilin (1994) studied the concept of deep-structured sociocultural transfers and their impact on second language learning. Twenty Chinese students were interviewed, and given a questionnaire to determine their responses to compliments in English. During the

subsequent interview, responses to compliments in English were noted without the subjects' knowledge. In the questionnaire, they were asked about whether they knew the common surface sociocultural differences. They were also questioned regarding their level of understanding of the deep sociocultural differences, which caused the surface changes, and/or if the students sometimes unconsciously transferred their native sociocultural values into their English usage. She concluded that the surface-structure transfer in students' speech may cause more deep-structured transfer in their use of the language and suggests that there might be a gap between learning the second language sociocultural values and acquiring them.

The above studies indicate that acquisition of the English language requires a very good understanding of students and their needs in learning the language. These studies directly or indirectly mention ESL students' problems regarding language performance, which should be eased through teaching students the cultural of the English language. The review of these studies indicate that researchers and educators are eager to learn more about how teaching and learning sociocultural values will help students learn and use English.

Background of Language Education in Iran

The structure of the educational system in Iran is divided into five cycles, namely, pre-school, primary, middle (guidance), secondary, and post-secondary. In the three-year middle school cycle, students study a second language (English) for three hours weekly in each year (appendix A). Students also study English between three to four hours weekly in secondary school (Appendix B). It is also a requirement for Iranian students at the universities to study a foreign language (mainly English); it is called "General

English". Most students also take courses called "ESP", which is English for Specific Purposes, in order to learn about the English terminology in their field of study.

The objectives of the textbooks include new vocabulary, reading (mainly short daily dialogues), speak out (drills), grammar exercises, and a few pronunciation practices. There are very few signs to indicate the objectives of learning communicative skill in learning the English language, or the implications of understanding the cultural issues of the language. There are also fewer signs of informative readings regarding the population, geography of the English speaking countries, or even lifestyles of the English speaking populations. Even though students learn the English language, in the textbook of ninth grade, students study about Germany rather than an English speaking country. They learn about a German boy (with a German name) while studying the English language. The textbook includes some other readings such as short stories about Sir Isaac Newton and James Watt. Though, there is no indication of teaching the culture or customs of the English language, which should be part of language education.

Diverse students, with limited knowledge of how to use English figures of speech and language symbols, employ their culturally bound symbols and figures of speech, which causes miscommunication in the target language (Suleiman & Moore, 1995). According to many second language studies, teachers and educators in the field of language teaching attempt to provide students with the education and knowledge of the English language and culture, so that students can overcome their communication boundaries of using figures of speech. For example, in some cultures, students do not look directly at their teachers. This is especially true of male students in some cultures not to having direct eye contact with their female teachers, e.g. Iran, or Saudi Arabia.

The findings reported in this paper are based upon content analysis of twenty-one lessons of eighth (thirteen lessons) and ninth (eight lessons) grade textbooks in public school, and twenty-four lessons of the same level textbooks in a private language school, the Iran Language Institute (ILI). These textbooks are designed to teach students language structure, comprehension, and usage of the English language. These textbooks were chosen according the availability of them at the time of this study. According to the content of the textbooks, the private and public books are at the same levels.

Textbooks in Public Schools

A group of experienced teachers and university professors write all the textbooks, though the state and the Ministry of Education decide what subject matters will or will not be part of the language textbooks. The textbook writers are linguists, translators, publishers, and university professors educated in the country and abroad. The state officials in the Ministry of Education select a team of textbook writers according to their experience in teaching English and education, and their sincerity to the government and the state ideology. All public schools use these textbooks nationwide. The tests are designed in each province separately, and all the students are tested at the same time.

Since, at the time of this study, I did not have access to all grade textbooks I studied the ones that I received. According to the availability of the textbooks, I studied Book Eight and Nine which are used for eight and ninth graders in public schools in Iran. Both of these textbooks indicate that the students study a great deal of structure and grammar of the English language. Each lesson consists of a short dialogue, a short reading, comprehension questions, grammar practices, structural drills, vocabularies, and, to some extent, pronunciation practices.

In eighth grade textbooks, dialogues are mainly about basic daily conversation. Readings from lesson one to nine are about the daily life of a family, or a couple of friends. The rest of the book contains short readings about traveling to different cities of Iran, shopping, or going to the football (soccer) stadium. Throughout the whole textbook, students read about different people with Persian names in Persian costumes. The language textbook illustrates the culture and tradition of the Islamic Republic of Iran (such as: schools with Iranian flags, calligraphy of Allah in people's homes and schools, and families watching Iranian television).

The ninth grade textbook consists of different sections including: new words, reading, speak out and write it down, language function, pronunciation practices, and vocabulary. The readings in the ninth grade textbook have a little more variety, though it deals a little with English informative subjects. There are a few places that you read about different people with English names, but the use of Iranian names is more prevalent. Lesson one in the textbook illustrates a part of the world map, showing only Iran and Germany; the reading of the lesson talks about a German boy. Lesson three is about Isaac Newton, but it does not discuss his contribution to science or mathematics. The story is about how Newton forgot small things in the household. The reading of lesson six is about James Watt, who developed the steam engine. This is the only part of the book that conveys one of the objectives of the ESL curriculum, *the exchange of scientific information*. It is also worth noting that in lesson six the book illustrates a Scottish man and woman in their traditional costumes. The rest of the book's illustrations and contexts indicate an adaptation of subject-matter content to Iranian cultural and religious contexts.

Textbooks in Private Language Schools

For this part of my paper, I studied two textbooks from a private language school, The Iran Language Institute (ILI). With the content of "Book Three and Four" in ILI and "Book Eight and Nine" in public schools, I can assume that the textbooks I chose from public schools and private schools are very closely at the same level. The existence of many private-language schools, and their high rates of registration, indicate that private language schools are highly popular among Iranian students. I taught in one of these language schools (The National Institute of English Language) for more than seven years, and repeatedly heard students say that the English knowledge they learned in the private English language school was more applicable to their needs. This issue raises another topic for research, which is not part of my study at the present time.

Books three and four of <u>A Course in English,</u> consists of a variety of vocabulary, expression, dialogues, reading, comprehension, drills, pronunciation, intonation practices, and grammar. Readings contain different topics and appear very informative about the use and usage of the English language (grammar and expressions), while explaining different aspects of the language, culture (to some extent), and general and scientific information.

Book three topics include traveling, artists (Charlie Chaplain), science (Our Wonderful Eyes), sports (soccer), letter writing, and visiting a travel agency or doctor. In book four, students get information about nature, sea life, health, geography, science (the importance of sight in the life of human beings, animals, insects, and space science), visiting a bank, exercising, and a couple of related topics. Interestingly, the issue, which distinguishes the textbooks used in the private language school from the ones in public

schools, is the use of original English writings in the textbook, and hence the way English is written and is used by native speakers. The variety of daily vocabulary, expressions, and appropriate usage of the language in science, sports, and the like make the textbooks more interesting and applicable. The students not only learn the vocabulary, structure, and the grammar of the language, but they also learn how to use the appropriate way to express themselves and use proper structure in different social contexts.

I categorized the findings of the content of the textbooks into the following table:

Textbooks	Public school	The Iran Language Institute (ILI)
Vocabulary	Yes	Yes
Grammar/Structure	Yes	Yes
Reading	Yes	Yes
Comprehension	Yes	Yes
Writing	No	Yes
Conversation	No	Yes
Pronunciation	Yes	Yes

Data Analysis

The data collected from the textbooks used in public schools and ILI indicate the importance of learning vocabulary, comprehension, and enormously the structure and grammar of the English language. The emphasis on writing is obvious in the textbooks; however, writing practices rarely go beyond grammar exercises.

It is interesting that the textbooks used in public schools and ILI is that the subject-matter content in public school textbooks is written by a selected group of the Iranian experienced language teachers and university professors and approved by the Ministry of Education. While subject-matter content in ILI textbooks is mainly derived from different original English textbooks, and approved by the Ministry of Education. The students in

ILI can learn more about the usage of the English language because they learn the way English is used among English speakers. The majority of ESL teachers agree that ESL students need to learn the language, and use it the way native speakers use it. The ILI materials provide Iranian students with texts from which they learn English structure, grammar, vocabulary, and practice their spoken language through different conversational activities such as structured and unstructured conversations.

The public-school curriculum and textbooks give students a few opportunities to write creatively and the chances for free or instructive conversations are much less. Despite the fact that the students learn the grammar and structure of the language constructively, they hardly practice writing papers, essays, or reviews, and are never given the opportunity to talk and practice the spoken language.

In spite of the fact that the public school and ILI textbooks have different sources of collecting materials, the performance of the second language learning is not significant. Learning the cultural aspects of the English language offers students the opportunity to learn the language appropriately in different social contexts, which is missing in the Iranian English textbooks.

The Study Findings

From the collected data, I can conclude that the English textbooks used in Iranian public and private schools are very well organized for learning the structure of the language; however, they do not include enough conversational exercises and activities. Despite the fact that the public school and ILI textbooks have different sources of collecting materials, the result of the second language learning is not significantly different. That means the students cannot perform the spoken language in different social

and professional situations very well. The majority of the students cannot either participate in a daily conversation or maintain the conversation.

Activities on conversation and other activities, which include the culture of the language, can aid ESL students in learning the new language and culture, as well as theirs, such as we may ask a student to explain simple things such as holidays. Jaramillo (1972) believes that whether ESL teachers are teaching at home or abroad, understanding cultural differences is as important as having an excellent curriculum, knowing appropriate techniques, or having adequate and well-prepared materials in the classroom.

In textbooks used at public schools, you can find there is no inclination to teach the culture of the English language, but you can find evidence that the content of the textbooks emphasize Iranian culture (such as people's clothing, Farsi and Arabic alphabet, and the calligraphy of Allah as decorative item at home or at school). In ILI textbooks, you can also notice no sign of teaching either English or Iranian culture; of course, that is very obvious since the textbooks mainly talk about very general issues such as sports, science, animals, et cetera.

The findings in this paper confirm the issue of disconnection between the English language and the culture of the language in the textbooks used in public school and ILI in Iran.

Conclusions

From this study, I can conclude that the textbooks in Iran are written with great respect to the issue of the Iranian national character, which is the Islamic tradition. Ayatollah Khomeini, in the textbook introduction of seventh graders stated, "In the past, there was no need for learning a foreign language, but there is a need for that these days.

English Language is one of the necessary tools of communication. Since the export of the revolution will only come to pass with the export of Islamic culture, we, the people must educate the rest of the world with Islamic thoughts. And this can only happen through communicating with the deprived population of the world," (my translation). For the protection of the national culture, textbooks are written in such a way that the English language preserves the existing culture of the country. In this regard, Mallinson (1960) says,

"….Every definition of the purpose of education has implicit or concealed in it some philosophy that aims at producing, not the 'natural man' so dear to Rousseau, but rather the kind of man that a particular society at a given period in its history wishes him to be. Every effort will be made through education to secure a community of purpose and experience, to foster a common identity of ideas, desires and ambitious so that all are united. consciously or unconsciously, in one common aim: the preservation of the existing culture pattern, which implies the gradual discarding of outmoded ideas and their replacement, cautiously but surely, by newer ones in strict accord with the inevitability of human change and progress."

Based on my study and my expertise as an ESL educator, I can conclude that the objectives of learning English cannot be reached without providing ESL materials to meet the criteria of teaching a second and/or foreign language. Understanding the importance of teaching the language with respect to its culture, every English language educator can expect to read English textbooks including English materials, which covers the structural and cultural aspects of the language. Though the emphasis of the Iranian national identity instead of introducing the English culture may limit the Iranian students to learn the English language naturally and efficiently. Therefore, Iranian students cannot use the language the way an English speaker uses English. There is nothing wrong with emphasizing the national identity of a country, but I think it would make more sense to

include a few lessons regarding the Western habits and culture to satisfy ESL objectives.

Besides, learning a language the way is used by people of that language can help the

Iranian students to learn how to communicate efficiently to exchange international

information and other goals of the government. This issue also refers to Ayatollah

Khomeini's statement in the introduction of ninth graders' textbook, "In the past, there

was no need for learning a foreign language. But there is a need for that these days.

Today, we can be in Iran and advertise our religion and movements in all parts of the

world, " (my translation). This indicates that one of the main objectives of learning the

English language in Iran is to promote the Iranian and Islamic ideology among students

in and out of the country. Consequently, it seems very important to learn English more

practically to better use the language in promoting the country's objectives.

References

Birjandi, P.; Norowzi, M.; Mahmoudi, Gh. (1991). <u>Right path to English three (Ed.)</u>.
Tehran: Iran publishing company.

Birjandi, P.; Sohaili, A.; P.; Norowzi, M.; Mahmoudi, Gh. (1997). <u>English book one</u>.
Tehran: Iran publishing company.

Buchanan, L. (1990). Some effects of culture in the ESL classroom and their implications
for teaching. <u>MinneTESOL Journal, v.8</u>, 73-87.

Chastain, K. (1971). <u>The development of modern language skills: theory to practice</u>.
Philadelphia: The Center for Curriculum Development, Inc.

Chomsky, N. (1968). <u>Language and mind</u>. New York: Harcourt Brace Jovanovich.

Cummins, J. (1997). <u>Accelerating academic language learning: getting back to the real
basics in teaching ESL students</u>. Paper presented at the SDR's 2nd Annual
Midwest Regional Conference, Chicago, IL.

Dilin, L. (1994). <u>Deep sociocultural transfer and its effects on second language speakers'
communication</u>. Paper presented at the annual Meeting of the Teachers of
English to Speakers of Other Languages, Baltimore, MD.

Haviland, W. A. (1993). <u>Cultural anthropology</u>. Orlando: Harcourt Brace Jovanovich.

Hirsch, E. D., Jr. (1987). <u>Cultural literacy</u>. Boston: Houghton Mifflin.

Jaramillo, M. L. (1972). Cultural differences in the ESOL classroom. <u>TESOL Quarterly,
v.7</u>, 51-60.

Kohls, R. L. (1979). <u>Survival kit for overseas living</u>. Chicago: International Press.

Mallinson, V. (1960). <u>The study of comparative education</u>. University of Reading.

Moein, M. (1998). Higher Education in the Twenty-first Century. Paper presented at the

    UNESCO World Conference on Higher Education. Paris, France.

Posner, G. J. (1995). Analyzing the curriculum (2nd ed). New York: McGraw Hill.

The Iran Language Institute (1998). Book Four : A course in English. Tehran, Iran:

    Offset Printing House

The Iran Language Institute (1997). Book Three: A course in English. Tehran, Iran:

    Offset Printing House

Sakash, K; Schiel, J.; Trinidad, J. (1997). Integrating music, dance and drama into

    ESL instruction. Paper presented at the SDR's 2nd Annual Midwest Regional

    Conference, Chicago, IL.

Sapir, E. (1929b). The status of linguistics as a science. Language, 5:207 – 14.

Tuffs, R. & Tudor, I. (1990). What the eye doesn't see: Cross-cultural problems in the

    comprehension of video material. RELC Journal, v21, 29-44.

Wardhaugh, R. (1993). An introduction to sociolinguistics (2nd ed). Cambridge:

    Blackwell.

Wimberley, D. W., McCloud, D. G., & Flinn, W. (1992). Focus on international students

    in the United States: Predicting success of Indonesian graduate students in the

    United States. Comparative Education Review, v.36, No. 4, pp. 487-508.

Appendix A

Table 2: The subjects of the 3-year Guidance Cycle.

3-year schedule by number of hours per week Ⅴ Ⅴ Ⅴ Ⅴ Ⅴ Ⅴ				
no	SUBJECTS	1st	2nd	3rd
1	Arabic Language	2	2	2
2	Art	1	1	1
3	Foreign Language	3	3	3
4	History and Geography	3	3	3
5	Mathematics	5	5	5
6	Natural Sciences	5	5	5
7	Persian Language and Literature	5	5	5
8	Quran	2	2	2
9	Religion and Ethics	3	3	3
10	Social Studies	1	1	1
11	Sports	2	2	2
12	Vocation and Technical Studies	4	4	4
	TOTAL	36	36	36

Table 3: The Subjects of Academic Secondary Education
(**Mathematics and Physics Branch**)

4-year schedule by number of hours per week* in each grade ∀ ∀					
no	SUBJECTS	1st	2nd	3rd	4th
1	Algebra	3	3	3	4***
2	Arabic Language	2	2	2	-
3	Biology and Hygiene	2	-	-	-
4	Chemistry	2	3	3	4
5	Foreign Language	3	3	4	4
6	Geography	-	2	-	-
7	Geometry	2	2	3	3
8	History	-	-	2	-
9	Lab Work	2	1	2	2
10	Mechanics	-	-	-	2
11	Modern Mathematics	2	2	2	4
12	Persian Composition**	-	-	-	-
13	Persian Language and Literature	4	4	5	5
14	Physics	3	3	3	4
15	Religion and Ethics	3	3	3	3
16	Social Studies	2	-	-	-
17	Sports	2	2	2	2
18	Trigonometry	-	2	2	-
	TOTAL ****	32	32	36	36

*   The schedule is six hours per day.
**   Taught along with Persian Language and Literature.
***   Taught along with Analysis.
**** First and second year grade students work one day per week outside schools.

Table 4: The subjects of Academic Secondary Education
(Experimental Science Branch)

4-year schedule by number of hours per week in each grade ∀ ∀					
no	SUBJECTS	1st	2nd	3rd	4th
1	Algebra	3	2	3**	-
2	Arabic Language	2	2	2	-
3	Biology and Hygiene	2	4	4	6
4	Chemistry	2	3	3	4
5	Foreign Language	3	3	4	3
6	Geography	-	2	-	-
7	Geology	-	-	2	2
8	Geometry	2	2***	1	-
9	History	-	-	2	-
10	Lab Work	2	2	2	3
11	Mathematics	-	-	-	4
12	Modern Mathematics	2	-	-	-
13	Persian Composition*	-	-	-	-
14	Persian Language and Literature	4	4	5	5
15	Physics	3	3	.3	4
16	Religion and Ethics	3	3	3	3
17	Social Sciences	2	-	-	-
18	Sports	2	2	2	2
	TOTAL ****	32	32	36	36

* Taught along with Persian Language and Literature.
** Taught along with Trigonometry.
*** Taught along with Trigonometry.
**** First and second year grade students work one day per week outside schools.

Table 5 : The subjects of Academic Secondary Education
(Literature and Culture Branch)

4-year schedule by number of hours per week in each grade ∀∀					
no	SUBJECTS	1st	2nd	3rd	4th
1	Arabic Language	4	4	4	4
2	Economy	2	-	-	-
3	Foreign Language	3	3	4	3
4	Geography	2	4	2	2
5	History	-	2	2	4
6	History of Literature	-	2	2	3
7	Logic	-	-	-	1
8	Mathematics	3	-	-	-
9	Natural Sciences	4	-	-	-
10	Persian Composition	*	1	2	2
11	Persian Language and Literature	4	6	6	5
12	Persian Language Grammar	-	1	2	1
13	Philosophy	-	-	-	3
14	Psychology	-	-	3	-
15	Religion and Ethics	3	3	3	3
16	Social Sciences	4	-	-	-
17	Sociology	-	2	2	-
18	Sports	2	2	2	2
19	Statistics	-	1	-	-
	TOTAL **	31	31	34	35

*   Taught along with Persian Language and Literature.
**   First and second year grade students work one day per week outside schools.

Table 6: The subjects of Academic Secondary Education
(Socio-economic Branch)

4-year schedule by number of hours per week in each grade ∀∀					
no	SUBJECTS	1st	2nd	3rd	4th
1	Arabic Language	4	2	2	-
2	Commercial Affairs	-	-	2	-
3	Economic Development	-	-	-	2
4	Economy	2	2	2	-
5	Foreign Language	3	3	4	3
6	Geography	2	4	2	4
7	History	-	2	2	4
8	Islamic Economy	-	-	-	3
9	Logic	-	-	-	1
10	Mathematics	3	3	-	-
11	Natural Sciences	4	-	-	-
12	Persian Composition *	-	-	-	-
13	Persian Language and Literature	4	4	5	5
14	Philosophy	-	-	-	3
15	Psychology	-	-	3	-
16	Religion and Ethics	3	3	3	3
17	Social Sciences	4	4	2	2
18	Sociology	-	-	-	3
19	Sports	2	2	2	2
20	Statistics	-	2	3	-
	TOTAL **	31	31	32	35

*   Taught along with Persian Language and Literature.
** First and second year grade students work one day per week outside schools.

U.S. Department of Education

Office of Educational Research and Improvement (OERI)

National Library of Education (NLE)

Educational Resources Information Center (ERIC)

ERIC REPRODUCTION RELEASE

I. Document Identification:

Title: Disconnection between language and culture: A Case study of Iranian English textbooks.

Author: MOJGAN MAJDZADEH

Corporate Source:

Publication Date: March 2002

II. Reproduction Release:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please check one of the following three options and sign the release form.

_____ Level 1 - Permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.

_____ Level 2A - Permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

_____ Level 2B - Permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no option is marked, documents will be processed at Level 1.

Sign Here: "I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of

educators in response to discrete inquiries."

Signature: *M. Majdz...* Position: teacher

Printed Name: MOJGAN MAJDZADEH Organization: CPS / Loyola University
at Chicago

Address: 5415 N. Sheridan Rd., #2509 Telephone No: 773-561 9262

Chicago, IL 60640 Date: 12-04-02

mmajdm@luc.edu

III. Document Availability Information (from Non-ERIC Source):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price per copy: Quantity price:

IV. Referral of ERIC to Copyright/Reproduction Rights Holder:

If the right to grant this reproduction release is held by someone other than the addressee, please complete the following:

Name:

Address:

V. Attach this form to the document being submitted and send both to:

Velma Mitchell, Acquisitions Coordinator

ERIC Clearinghouse on Rural Education and Small Schools

P.O. Box 1348

1031 Quarrier Street