

about the revision process, and a 5-page “To the Students” part, which gives Farsi instructions on how to make much of the contents and exercises. Although there are several pair and group discussion activities in the book, the new edition clearly focuses on reading skills and grammar points, and the Pronunciation section is no longer included as a lesson component. All in all, the inclusion of a variety of activities and tasks in the latest edition of the Pre-University Book is a significant step toward communicative language teaching not to mention the relative focus on the learning “process” in the pair works.

C Conclusion

This paper is the abridged version of the detailed, methodical analysis of the high school English course books from 1318 to 1389 (1939-2010). The analysis revealed that *Graded English Series* developed in the early 1340s (around 1964) is the

most systematic, principled series ever developed. The 6 Teacher’s Manuals for the 6 course books, the books’ lay outs, the lessons organizational pattern, and the grading and sequencing of the contents are all the plus points that distinguishes this

quality series from its counterparts in the history. The evaluation of each of the series with regard to the general trend at the time of the series production shows that Graded English was the most up-to-date series that fairly kept pace with the methodological shifts and advancements in the ELT world.

The *Right Path to English* currently used in the Iranian high schools aims to improve the reading skills and grammar knowledge of the students, and has been fairly successful in achieving this aim. It seems that Books 1-3 need to undergo the same revisions made to the Pre-University book, which has taken into account the learning process as well as the end product. Having said that, the dual impact of the EFL methodology in the country and the University Entrance Exam on each other is more like a catch-22 situation, which makes the course books revision a real challenge to meet.

Note on the texts and references

The following course books were used and analyzed in this study with the cooperation of Professor Lotfollah Yarmohammadi from Shiraz University and the SAMT Library Staff:

1. The 1318-1323 Series: Books 1-6;
2. The 1343-57 Series: The Graded English: Books 1-6
3. The 1361-69 Series: Books 1-4
4. The 1370-82 Series: Books 1-3 and the Pre-University Book
5. The Series in use: 1388-90: Books 1-3 and the Pre-University Book



though claimed in the Guide to be designed to target all language skills, is obviously concerned with improving students' reading comprehension. However, if teachers ideally follow the steps as specified in the Guide, they are likely to succeed in improving the students' language skills. The problem is that the Guide is not at the disposal of all teachers. The teacher's manual was available at the Department of Education, Districts Head Offices.

Few revisions have been made to the high school English course books since 2003 (1382) to date (2011) except for the Pre-University. Section 3 below is a brief account of the series currently used in the Iranian high schools.

Section 3: The Series in use: 1388-1390

Book One reprinted in 2008 (1387) is the revised version of the 1990 edition (1369-70), which, according to the authors, has undergone revisions based on the teachers' and experts' feedback during 1991-2008 (1370-1387). There is a bold typed note on the first page confirming that the book's content will remain unchanged until the end of the academic year of 2009-2010 (1388-89). **Book Two** is the 2009 reprint of the last edition in 1997 (1376-77), and will remain unchanged until the end of the academic year of 2010-2011 (1389-90). As to **Book Three** reprinted in 2009 (1388), there is no mention of the last revision year, but this one will also remain unchanged until the end of the academic year of 2910-2011.

The same **A-to-I** sections explained in

the "To Colleagues" introduction page of Book One (2003/1382) appear throughout the series. The lessons' length ranges from 10 to 13 pages with the same black-and-white drawings. All the three books start with a Review Lesson, but the number of lessons varies, i.e., Books One, Two, and Three include 9, 7, and 6 lessons respectively, with a final Review Exercises at the end of each. The topics are also the same as the 1380-82 series edition.

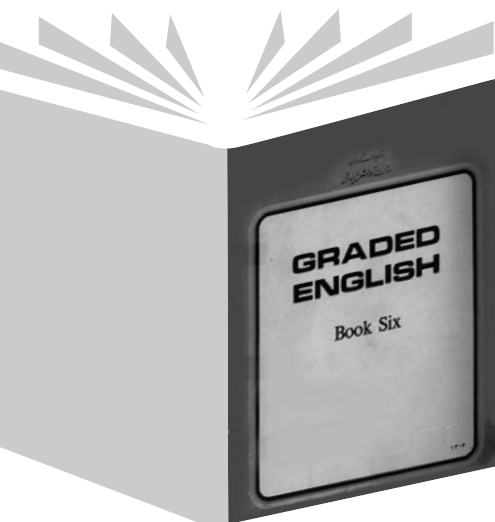
What is interesting in the present series is the dramatic change in the approach and methodology underlying the **Pre-University** book. This A4 size colorful course book, which is accompanied by a Teacher's Guide is the new edition after the revisions made to the 2003 (1382) copy. The two editions are compared in the following table:

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The *Right Path to English* currently used in the Iranian high schools aims to improve the reading skills and grammar knowledge of the students, and has been fairly successful in achieving this aim

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Moving toward a communicative approach, the new edition includes more tasks and more engaging reading activities compared to the previous edition. There is a short "To Colleagues" introduction



defined for this volume which is designed in black and white with few illustrations in comparison with Books One, Two, and Three. No workbook is provided for students' further practice. It is developed on the basis of the Reading Method. There are no sections presented in dialog forms except for the "Language Functions." Thus, the traces of the SLT approach have almost faded away in that no specific situations are provided for the contextualization of the topics in the word study or in the presentation of new structures.

The book contains 8 lessons divided into Book One and Book Two each with 4 lessons to be taught in one semester. The lessons include a minimum of 12 and a

maximum of 18 pages. Several exercises and drills follow the structure part in which two related grammatical points are introduced (e.g., conditional Type 3 and wish sentences). The exercises mainly include transformation, substitution, fill-in-the-blanks, supplying the correct form of words in sentences, controlled and semi-controlled writing, cloze passages, a variety of exercises on vocabulary and word formation, and supplying the correct parts of speech in sentences.

Once again, despite the variety of the exercises, they may hardly improve the students' communicative competence, because they are limited to usage. This may be due to focus on 'reading comprehension' rather than communicative skill as argued in the Teacher's Guide. It is reasoned that students need to improve their reading skills, because they will be exposed to a great deal of reading materials in the university. The Pre-University English,

Pre-University (2003/1382)	Pre-University (2009/1388)
(1) Word Study: oral practice as warm up (2) Reading: no guide for the teacher as to how to handle this part. (3) Comprehension qs.: oral qs., True/False items, MC qs., essay type (4) Vocab. Drill (5) Word formation (usage of different parts of speech) (6) Word definitions (supplying the word in a definition statement) (7) Cloze passage (8) Structure and drills (9) Write it down: re-writing sentences with the new structure (10) Language Functions (11) Pronunciation	(1) Before you read: picture + short introduction to the topic (2) warm up qs and activities, oral pair work; (3) Long reading text; (4) After you read; comprehension checks: T/F, MC, individual check/class exchange; essay type qs, discussion qs; (5) Sentence Functions: grammar; pair work/check; (6) Reading Skills: Farsi instructions on how to improve the different reading skills; follow up activities; (7) Vocabulary Review: MC; (8) Focus on Grammar: Examples + confirmation qs on the grammar point (usage of the grammar point); grammar practice: matching, fill-in-the-blanks, sentence writing; pair work/check; (9) Grammar Digest: review of grammar points; (10) Glossary at the end of the book: students should provide the Farsi meanings;

Qs = questions , T/F = True/False exercises, MC= multiple choice items

compared to Book One in 1343 (1964) and 1367 (1988). Book One in 1380 (2001) contains more narrative styles than scientific style. The exercises mainly include transformation, substitution, fill-in-the-blanks, supplying correct form of words in sentences, and semi-controlled writing. Exercises seem to enjoy more variety than they did in older versions of Book one in the past.

In **Book Two**, the lessons contain a minimum of 9 and a maximum of 16 pages. A comparison of the number of lessons, the size of each lesson, and the number of new words in Book Two with the older versions of this textbook in the past shows that the focus has shifted from introducing a variety of readings with few exercises to including fewer lessons with more practice on the reading passage and doing as many exercises as possible on the structural points.

The exercises mainly include transformation, substitution, fill-in-the-blanks, supplying correct form of words in sentences, and semi-controlled writing. Exercises seem to enjoy more variety than they did in older versions of Book Two. But despite this variety, the exercises are far from communicative and are limited to disintegrated forms. The problem is, regarding the overall aim of the series, students should develop both written and oral proficiency to perform successfully in international communication. However, as far as the washback effect of the University Entrance Examination is concerned, one would evaluate this book in particular,

and the whole series in general, as being partially successful in improving some of the reading comprehension skills and the grammar knowledge.

The same is more or less true for **Book Three**. The lessons contain a minimum of 12 and a maximum of 18 pages. A general look at the book content reveals shift to the inclusion of fewer lessons with more practice on the reading passage and doing as many exercises as possible on the structural points. A closer investigation, however, shows that mastering structural patterns and vocabulary has outweighed mastering the reading skills. The exercises mainly include transformation, substitution, fill-in-the-blanks, supplying correct form of words in sentences, and semi-controlled writing.

The argument still holds true that despite the variety of the exercises, they may hardly improve the students' communicative competence, since they are limited to disintegrated forms of language usage. However, this book in particular, and the whole series in general, may be successful in building fundamentals of grammar and reading comprehension in students. Doing well in class quizzes and final examinations, students are supposedly prepared for learning advanced grammar and doing more elaborate practices on reading comprehension in the Pre-University Program.

The **Pre-University book** does not have any counterpart in any of the periods in the history of formal teaching of English in Iran. The same aim and objectives are

Part G: Pronunciation. This part aims to make students familiar with the correct pronunciation of words and sentences. A variety of techniques (e.g., games, repetitions, etc.) should be used to reinforce learning. It is not necessary for students to know the meaning of unfamiliar words in this section.

Part H: Review Vocabulary. Further exercises on the vocabulary of the lesson are provided. They mostly include fill-in-the-blanks exercises.

Part I: Vocabulary. The glossary includes all the new words of the lesson in alphabetical order.

While the English book for the Pre-University program follows the same design for presentation, it differs with Books 1-3 in the methodology based on which it has been developed. This single volume is divided into two parts, namely Book One and Book Two, each with four lessons, to be taught in two successive semesters in the same academic year. Except for the “Language Functions” part, there is no trace of SLT approach in the design and selection of materials in this book. It follows the Reading Method with the same type of syllabus and relevant activities.

The overall aim and objectives of the series are as follows:

Overall Aim: To present Islamic and

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A close investigation of the high school English series during 1982-1990 shows that they were generally developed on the basis of the Reading Method (RM) prevalent during the 1920s and 1930s

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Iranian culture to the world;

Specific Aims: Ss will be able to read short passages in English, and will develop conversational skills;

Objectives: Students should be able to read short passages in English without using LI; they should be able to use language functions in English; they should be able to pronounce words correctly, and become familiar with the phonetic alphabet.

The lessons in **Book One** contain a minimum of 9 and a maximum of 14 pages. This range shows a considerable increase in the variety of activities both in the reading section and in the grammar part. Also, while the number of the lessons has considerably decreased in comparison to Book One in 1343 (1964)(26 lessons), the number of the new vocabulary included in this book (405 words & expressions) is much greater than Book One in the year 1343 (1964)(250 words) and Book One in 1367 (1988)(212 words). Another point of difference lies in the variety of topics

Level was defined in the New System with the purpose of preparing the university applicants for the Nation-Wide University Entrance Exam.

The three English books for Grades 1-3 (accompanied by a Teacher's Guide) were developed on the basis of the tenets of both Reading Method and Situational Language Teaching. That is, the word lists and the structural patterns are gradually added to the reading passages introduced in each lesson, and follow-up exercises on both reading comprehension and grammar are provided. The word list preceding the passage in every lesson is introduced in situations—mostly by illustrations and concrete examples—to facilitate understanding. The same words would later be used in a reading passage on a certain topic.

More specifically, each lesson in Books 1-3 is divided into 8 sections as follows (Book One: "To the Teacher", 1380):

Part A: New Words. This part serves as a warm-up to the reading passage. The teacher is supposed to teach this part with the use of realia, gestures, simple explanations, and simple synonyms. Students should work out the words without reference to Persian equivalents, and practice the usage of the words through oral interactions.


Parts B & C: Reading passage & Comprehension questions. Students should understand the passage in English. The objective is not "translation," but to

“The Graded English Series served the Iranian high schools until the Islamic Revolution in 1979, and was completely removed from the system by 1982. Part Three below is a brief review of the Post-Revolution English Series.”

enable students to read English texts and elicit the meaning without reference to their mother tongue. The grammatical points and structural patterns included in the passage are not going to be taught in this section.

Parts D & E: Speak Out, Write It Down. The grammatical points and structural patterns used in the lesson are briefly explained and practiced in these two sections. The explanations come under the title "To the Teacher." Therefore, students are not supposed to memorize this section and/or practice models beyond the scope of the book.

Part F: Language Functions. In this part, functions such as making requests, asking people's jobs, shopping, etc. are introduced in situations. The statements must not be translated or analyzed in terms of structural patterns. The objective is to enable the students to perform daily conversations on the same topics in their own words. Role-plays are one of the best techniques to be used in this section.



some of the reading texts in which the new words are neither bold typed nor identified in any other way for ease of recognition.

One can hardly find a general organizational pattern throughout Book 3, because the lessons differ in the order of presentation and the practices and exercises relevant to each lesson, and also in the number of pages they cover (from 4 to 7 pages). The minimum number of pages belongs to Lesson Nine (2 pages), which introduces a reading passage on air pollution and 6 commentaries on the “agreement of the verb with its subject” with no follow-up activities. There are no comprehension questions on the main reading texts of Lessons One, Two, Three, Six, and Seven. The “Enjoy It” part is included only in the first Review (after Lesson Three) and in Lesson Five, and the “Word Game” part is introduced only in Lessons Four and Eight.

Book 4 follows the same methodology as in Books One, Two, and Three. However, it differs from them in that it does not contain any dialogs either at the beginning of each lesson or as the main reading text. In addition, although the focus of the book seems to be mainly on reading comprehension, few, if any, activities are provided to improve different skills of reading ability. The exercises and the Reviews test students’ grammar and word recognition. Reading comprehension exercises are limited to few comprehension questions in multiple choice (MC) and essay type forms. It is not clear why there are no comprehension checks after

the passages in lessons 2, 3, 6, 7, 8, and the rationale for including such long texts without follow-up comprehension activities is open to question. Whether the reading passages were included only for the sake of contextual clues for vocabulary teaching or for homework or silent reading in class is an issue that can be discussed in light of the teacher’s own techniques to achieve the objectives of the book at the time.

The exercises in all the four books include only language exercises in the form of MC items, fill-in-the-blanks, supplying the correct form of the verbs, and the like.

No Teacher’s Guide/Manual is available for Books 1-4.

All in all, the two-fold aim is not completely achieved in this series. There is no room for discussing the compatibility of the methodology with the then practiced teaching methods worldwide under the cover term “alternative methods” during 1970s-1990s. This is partly due to the fact that the need for reading skills to keep pace with the world ever-improving technology could somewhat justify the use of the dated methodology in the series; in other words, here is where the end justifies the means.

Section 2: 1370-1382 (1991-2003)

With the second Reform to the high school education referred to as the New System, Grade 4 was eliminated from the curriculum, and the high school system included 3 levels by the completion of which the students would graduate from high school. Instead, a Pre-University

comprehensive enough to help even the less experienced teachers with classroom management, lesson presentation and practice, error correction, and the like.

The Graded English Series served the Iranian high schools until the Islamic Revolution in 1979, and was completely removed from the system by 1982. Part Three below is a brief review of the Post-Revolution English Series.

Part Three: The Post-Revolution High School English Series: 1982-2010 (1361-1389)

Section 1: 1982-1990 (1361-1369)

The Post-Revolution system of education underwent frequent reforms. In the first reform right after the Revolution, the educational system followed more or less the Pre-Revolution trend in the public schools in the three phases of elementary school (5 years), junior high school (3 years) and high school (4 years). In this system, teaching English would start from the first grade of junior high school and continued to the fourth year of high school. Early after the Revolution, the English course was removed from the syllabus of Grade 1 of junior high school, and formal teaching of English would start from Grade 2 of junior high school and continued to Grade 4 of high school. Later in the second Reform, English was put back into the Grade 1 of Junior high school syllabus. Since the junior high school English is not the focus on this study, only the high school books will be reviewed from 1982

to 2010 (1361-1389).

A close investigation of the high school English series during 1982-1990 shows that they were generally developed on the basis of the Reading Method (RM) prevalent during the 1920s and 1930s.

The overall aim of the series is so stated: (1) To introduce the Islamic Revolution and the Islamic culture to the world through English as the international language, and (2) To achieve scientific, economic, and industrial independence which necessitates ability to use original references mostly produced in English. The series also aims to enable learners to “communicate and talk with the people of different countries” (Introduction page) and to improve their world knowledge by using English references.

As far as reading ability is concerned, the series is almost in line with the second objective. However, focus on conversational skill, which was clearly stated as the first aim of the book, is ignored. Only one lesson in Book One—Lesson Two—is presented in the form of a conversation among three people, which has not much to do with daily natural talk. The lesson focuses on teaching ‘tag questions’, and thus, authenticity and naturalness are totally absent in the conversation at the expense of presenting the structural pattern. But Book Two includes more dialogs and conversations, though far from natural daily talks. Book Three follows the same RM, and there are instances of mismatch between the students’ proficiency level in Grade 3 and

ask the students to make them negative or write the question form in order to check their dictation as well as their mastery of structural patterns.

5. Attention to stress, intonation patterns and pronunciation is emphasized.

6. Since it is not possible to manage the class all in English, it is advised that some grammatical points be explained in students' first language whenever necessary. However, the more the teachers avoid using students' native language, the more successful they will be in helping students to communicate in the foreign language.

7. Teachers' dedication and interest in their profession is emphasized.

8. Teachers are recommended to:

- (a) inform the students about the importance of learning a foreign language;
- (b) use the blackboard only for drawing in the first two weeks of the course; later they may also use the board to write the summary of the lesson at the end of each session.
- (c) pay attention to and emphasize the mechanics of writing;
- (d) encourage pair and group activities;
- (e) use songs and games;
- (f) use practice and repetition;
- (g) budget their time; also, if they have to divide the lesson into different parts for the following session(s), they had better make divisions at the right points so as not to leave a point unfinished;
- (h) review the previous lesson(s);

(i) involve all students in reading and doing exercises;

(j) use warm up activities and brain storming;

(k) teach grammar inductively;

(l) encourage generalizations on the part of the students and have them give examples and explanations of their own;

(m) use pictures and realia and ask students to provide for pictures and real objects;

(n) avoid dull repetition;

(o) encourage peer correction, and

(p) make students familiar with other cultures.

Regarding the concept of culture, it is emphasized that in the first three books, only Iranian culture and traditions be introduced, so as not to make learning the new language at the beginning stages more difficult with introducing unfamiliar concepts related to other cultures. The Teacher's Manual for all the 6 books are



The history of formal teaching of English in Iran dates from 1939 (1318) when the high school English series was published and put to use in high school classes. The series included 6 books for the 6 years of the compulsory high school education at the time





Methodology (from 1954 to 1965) that the authors used in writing the book(s); and

3. The procedures that should be followed in teaching the whole book in general and teaching each lesson in particular. Details on this part are presented in the Preface.

While emphasizing the importance of using the Teacher's Manual, the Preface highlights the teacher's role as more significant than that of the Manual in managing the course. As an example, the main 8 points introduced in the Preface to Book One are as follows:

1. Structures are graded from simple to difficult and are introduced through simple and common words and sentences.
2. New words and new structures are introduced in separate lessons; i.e., any lesson that presents a new grammatical point does not include new vocabulary, and no new structure is presented when the lesson introduces new words.
3. Emphasis is put on sentence composition, rather than on practicing isolated words. About 200-250 new words are introduced in Book One, which are to be taught through the composition and combination of 30 daily sentences and expressions.
4. Three methods to improve students' dictation are exemplified as follows:

Method A

Procedure. (1) Students (Ss) read the previous lesson in class [It is not specified

whether it is silent reading or read aloud].

(2) Teacher reminds Ss to pay attention to the new words printed in red.

(3) Teacher pronounces the new words and spells them out. Ss then repeat after the teacher.

(4) Teacher gives time to Ss to repeat and spell the words.

(5) Books closed. The teacher says the same words and Ss write them down.

(6) Teacher asks Ss to check out their dictation, correct their misspellings, and copy the correct forms of the words for a couple of times in their notebooks.

Method B

Procedure. (1) Teacher makes sentences with the new words of the previous lesson(s)

and uses them in the form of a short narrative.

(2) Teacher writes the sentences (text) on the board and underlines the new words.

(3) Teacher erases the underlined words from the board and asks Ss to recall and write them in their notebooks.

NOTE 1: The teacher may also group the words under different categories, such as classroom objects, parts of the body, verbs, adjectives, etc. to facilitate word recognition and memorization.

NOTE 2: Teachers are warned against giving students texts with mistakes for correction as dictation practice.

Method C

Teacher may present sentences and

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The Graded English series includes 6 books each containing a clear set of aims and objectives, clear syllabus, defined activities, and procedures with a step-by-step explanation in the teacher's manual provided for each book and available to teachers for free

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dictation, to name a few. Such a close attention to the students' individuality and emphasis on building up a good rapport with them in a relatively long Foreword (about 10 pages) is an indication of the educators and materials developers' concern for the affective variables and the key roles they would play in the process of teaching and learning a foreign language.

As to the contents grading and sequencing, the books do not seem to have followed a systematic procedure. Lesson 1 in Book One, for instance, would start with an English poem neither preceded by warm up activities or vocabulary practice nor followed by any comprehension checks or language exercises. The lessons in a book would vary in difficulty level, and it is a challenge to find any logic behind the sequencing of the topics and grading of the texts.

While the text books design, syllabus, and procedures followed the DM and RM approaches during 1939-1963 (1318-1342) in Iran, the general trend in the

English speaking world was toward Situational Language Teaching (SLT) and Audio-Lingual Method (ALM). Therefore, the need for a revolution in the English language methodology led to fundamental revisions to the high school English course books in the mid 1960s (around 1343) discussed in Part Two below.

Part Two: The Graded English Series: 1964-1978 (1343-1357)

The Iranian high school English course books during 1964-1978 (1343-1357) were claimed to have followed the general trend of the time (1960s to early 1970s), specifically the SLT. They were developed in a way that the students would gain a powerful basic knowledge of English necessary for future proficiency. The reading texts were selected based on the learned vocabulary. The lessons and grammar points followed a principled sequencing and grading, and that is why this revised English series is referred to as "Graded English."

The Graded English series includes 6 books each containing a clear set of aims and objectives, clear syllabus, defined activities, and procedures with a step-by-step explanation in the teacher's manual provided for each book and available to teachers for free. The Manual provides further information including:

1. An overview of the whole book including structural patterns, new words, etc.;
2. List of references in Linguistics and

Abstract

This paper is an overview of the high school English course books in Iran from 1939 to 2010. What motivated this study was the need for (a) acknowledging the efforts put into the practice of materials development in the country since the recognition of formal teaching of English in the Iranian high schools in 1938, and (b) doing a comparative study of the ELT methodology and materials development trends in Iran and across the world in the past 70 years. The detailed content analysis and review is already reported in a manual which will be published and made available for public use in the Iranian market in 2011. Having said that, this brief overview provides an immediate picture of the methodology used in the English course books before and after the Islamic Revolution in Iran for the interested audience and ELT practitioners, TEFL students, and materials developers in the country.

Key Words: materials development, High school English course books, tasks, classroom activities.

History of the High School English Course Books in Iran Part One: Beginning of Formal Teaching of English: 1939-1970

The history of formal teaching of English in Iran dates from 1939 (1318) when the high school English series was published and put to use in high school classes. The series included 6 books for the 6 years of the compulsory high school education at the time. The series developers were Iranian and English speaking educators who launched and implemented this joint project under the sponsorship of the then Ministry of Culture (Vezarat-e Farhang). The series followed the Direct Method (DM) and Reading Method (RM) with a wide variety of topics introduced in each book. The 6-book series did not follow the same design and procedure in all the

lessons. That is, one lesson would introduce a short literary piece on a single page with no follow up exercises, while another lesson would be devoted to grammar exercises only, either related or unrelated to the preceding and the following lessons. The topics ranged from Persian Literature and literary figures to World Literature and writers, to geography, history, politics, social topics, biographies, science, art, and several others. An English-Persian glossary was also provided at the end of the books.

The 1939 series was not accompanied by any work books or teacher's manual, but the "Foreword to Teachers" provided comprehensive guidelines on classroom management, students-teacher relationship, the importance and necessity of adopting a humanitarian approach to language teaching and learning, taking account of learner factors, error correction, and



History of High School English Course Books in Iran: *

1318-1389 (1939-2010)

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چکیده

مقاله حاضر بررسی محتوایی- تاریخی کتاب‌های زبان انگلیسی دبیرستان‌های ایران از سال ۱۳۱۸ تاکنون (۱۳۹۰) است. آن چه انجام این پژوهش را برانگیخت، ضرورت قدردانی و شناخت تلاش‌های دست‌اندرکاران تهیه و تدوین مطالب درسی انگلیسی از آغاز تصویب و اجرای آموزش رسمی زبان انگلیسی در کشور در سال ۱۳۱۷-۱۸، و همچنین، نیاز به یک بررسی مقایسه‌ای از روش‌شناسی و روند آموزش زبان در ایران و دیگر کشورها در این ۷۰ سال بود. نقد و بررسی دقیق و جزئیات مربوط به هر دوره در کتابی به تفصیل آمده که هم‌اکنون در مرحله اصلاحات کلی و آماده‌سازی ضمائم است و به‌زودی به خوانندگان عرضه خواهد شد. امید است این مقاله که تنها خلاصه‌ای از آن بررسی مفصل است، بتواند تصویری اجمالی از سیر تحول محتوایی کتاب‌های انگلیسی دبیرستان قبل و بعد از انقلاب شکوهمند اسلامی ایران در اختیار علاقه‌مندان، دست‌اندرکاران آموزش زبان انگلیسی، دانشجویان آموزش زبان انگلیسی، و مؤلفان و پدیدآورندگان مطالب درسی قرار دهد.

کلیدواژه‌ها: برنامه درسی، کتاب‌های درسی، فعالیت‌های کلاس درس.

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