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**A COMPARATIVE STUDY ON OBJECTIVES AND COMPONENTS OF
READING SKILL IN NATIONAL CURRICULUM OF IRAN AND AMERICA
(NEW JERSEY) AT HIGH SCHOOL**

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ABSTRACT

This study aims to provide a preliminary of the codification of the objectives and components of teaching reading within the National Language curriculum in upper secondary in correlation with elementary and lower secondary curriculums. The data includes the Persian Language curriculum in Iranian upper secondary schools (version 2007) and American core curriculum for Language Arts (in New Jersey, 2004) collected through library study and note taking from Iran and foreign documents. The data have been analyzed qualitatively (through grounded theory method) at the secondary level. In the present research, objectives and components of teaching reading within the curriculums of mentioned countries are analyzed and surveyed based on Autonomous and Ideological approaches to literacy; suggesting that objectives and components of American curriculum for teaching reading are formularized and influenced by Ideological approach, whereas Iranian reading curriculum owns the features of Autonomous Approach (consciously or unconsciously) and features related to Ideological approach are negligible in Iran. After discussing characteristics of curriculums in America (New Jersey), influenced by the Ideological approach to literacy, the merits and demerits of objectives and components of Iranian curriculum for teaching reading and some proposals to refine have been cited.

Key Words: Reading Skill, National Language Curriculum, Objectives and Components of Education, Upper Secondary School

1. Introduction

English language arts education incorporates the teaching and learning of reading, writing, speaking and listening. Integration of language arts occurs in multiple ways. First, curriculum, instruction, and assessment reflect the integration of listening, speaking, reading, and writing. The language arts are not perceived as individual content areas, but as one unified subject in which each of the four areas supports the others and enhances thinking and learning. Secondly, there is the integration of the teaching and learning of content and process within the curriculum. The common human experiences and the ideas, conflicts, and themes embodied in literature and all oral, written, and visual texts provide a context for the teaching of the processes, skills, and strategies of listening, speaking, reading, and writing. Finally, literacy educators believe the knowledge, skills, and strategies of language arts are integrated throughout the curriculum, enabling students to solve problems and think critically and creatively in all subject areas. All of the above-mentioned importance of language arts will be more noticeable in the national language curriculum of nations which provides pupils with an introduction to the core knowledge that they need to be educated citizens. It aims to embody rigor and high standards and create coherence in what is taught in schools, ensure that all children are taught the essential knowledge in the key subject disciplines and go beyond that core, to allow teachers greater freedom to use their professionalism and expertise to help all children realize their potential. One of the world's

national languages is Persian that Iranian students are required to recognize the features and systematic body of the language methodically and scientifically in order to boost the ability to write and create masterpieces. To achieve this goal, subsequent to planning and compilation of Persian books in the lower secondary course (in 2007), revision and modification of them (in summer 2008), the planning and compilation of Persian books council in the modern pedagogical system for upper secondary course formed and this led into setting out "Persian language and literature syllabus" in 9 chapters. The third chapter explains the objectives and educating the course; also, it puts up the objectives in 3 scopes; recognition, versatility, and sentimental domains. Persian language and literature books structures display that reading skill is slightly concerned because Authorities and experts of Iranian national curriculum in Literature group think of reading as a skill that is taught once and for all in the first few years of school and it is a simple process. Seen this way, readers decode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language. This understanding of reading is not acceptable. Within the framework of this curriculum, reading is something that is taken for granted, as there is no obvious definition for it and also its sub-skills are not introduced. The lack of a conceptual framework for this language arts leads to ambiguous and inconsistent educational objectives for different grades at this educational level. Within the framework of "a guide to Farsi curriculum for secondary level", reading skill is not instructed in proportionate with context. Also, it is not instructed critically, and if formally considered, there is no operational definition for it. Also, reading instruction is not planned based on the information and communication technology. Gaining the highest ranks in literacy in International Competitions- the United States obtained 9th grade in (such as PIRLS, 2001)-, having a comprehensive national language curriculum of New Jersey in terms of quantity and quality and availability of its Language Curriculum have been some of the reasons to choose America's curriculum as a sample in order to improve the Persian syllabus in high schools and expand the teachers' and planners' views on the objectives and training components in Iranian language syllabus.

The present study follows the following objectives:

- To study the objectives and training components in national language Reading syllabus in American high schools;
- To study the objectives and training components in national language Reading syllabus in Iranian high schools;
- To study the objectives and training components in national language Reading syllabus in Iranian high schools;
- To develop planners' and teachers' point views on language learning components and objectives

And To examine the hypothesis under question, these research questions were proposed:

- What are the objectives and training components in national language Reading syllabus in Iranian high schools?
- What are objectives and training components in national language Reading syllabus in American high schools?
- What are the similarities and dissimilarities between the objectives and education components in national language Reading syllabus in American and Iranian high schools?

- What are the potential advantages and disadvantages of the objectives and training components in national language Reading syllabus in American and Iranian high schools?
- Regarding the experiences, what propositions and schemes can be introduced to improve Reading skill in Persian syllabus?

2. Literature Review

Naturally, some articles with a similar topic, but at different school grade, about research keywords (curriculum, language arts, upper secondary), content analysis's on upper secondary Persian language and literature books and some comparative studies separately focused on curriculums and literacy (in Iran and overseas) have been done before. To mention some of them, in a study by Ghaderi Doust (2016) entitled "A Comparative Study on Objectives and Components of Writing Skill in National Curriculum of Iran and America (New Jersey) at High School" the author has studied the objectives and components of teaching writing within the National Language curriculum of Iran in upper secondary. Danaye Tousi and Kiamanesh (2009) in an article named "The Underlying Theoretical Approaches to describing Literacy based on the curriculums in Iran, Indonesia, Senegal, Singapore, England, Canada, and the United States have expressed that The key angle to planning curriculums by priority is description of literacy and then fixing the best method in educating literacy regarding the facilities of countries. Planning curriculums from literacy and specify the manner of conveying it to society members. "Comparative Analysis on National curriculums in Primary Education in Iran and U.S.A" is studied in an article by Ghasempour Moghadam, Zandi and Bakhshesh (2008) to deliberate national language curriculums at primary stage in Iran and four states of America: California, Arizona, Virginia and Wisconsin. Also, Ghasempour Moghadam (2008) in another research entitled "the study of philosophic, psychological and linguistic principles of Persian curriculum in elementary level" studies the philosophic, psychological and linguistic Principles of Persian curriculum, perspectives, approaches, and policies in Primary Persian Curriculum. Dastoori (2009) has done a similar study entitled "comparative study of teaching creative writing (composition) in national curriculum of Iran, America & England at the primary stage. The author of this study aims to present standard methods to enhance the Iranian students' composition ability based on the mentioned foreign countries' curriculum. Kermani (1998) in "survey contents of Persian books(1,2) of first course in High Schools based on planning and psychological doctrines from teachers' and students' standpoints in first course of high school in Tabriz¹" deliberates teachers' and students' perception of contents of Persian books(1,2) in 1998-1999 and puts some suggestions and provisory guidelines. There is another one, "National Curriculum in Primary Education in Iran and England" by Sepehri (1996). Finally, Salsabili (2000) in "presenting a guide schema in applying policies in planning curriculum systems in modern high school course" reports that specifying, consciously incorporating and applying fit curriculums are grounded on theatrically, philosophically, culturally, socially and values-based exploring cornerstones of pedagogical department is the essential process of planning curriculums impressing other processes (formalizing and paleography of curriculums).

The planning of curriculums would greatly be a partial process without "conceptualizing" this main phase and structuring it. Similar research dealt with this subject in other countries includes the one by Stotsky (2013) entitled "An English Language Arts Curriculum Framework for American Public Schools". In This curriculum framework, she provides standards designed to

¹ Tabriz is a city located in the west part of Iran

guide reading and English teachers in the development of a coherent English language arts curriculum from Pre-K to 12. It is based on two premises: that learning in the English language arts should be cumulative and that the reading of increasingly challenging literary and non-literary works as well as the writing of increasingly extensive research papers are the basis for developing the independent thinking needed for self-government. "Media Literacy and English Language arts" by Hammett and Barrell (2002) and "All unilateralism of content in language arts" written by Ediger (2000) are other samples in this field. The second article points to analyzing the digital forms of multifold literacy, manipulating and modifying them to provide English learners with a new insight and the author writes all students require experiencing opulent and well-fixed Language Arts Curriculums. Last but not least, in "A curriculum study of gifted student learning in the language arts" Joyce (2002) admits that language art curriculum for high ability learners must enjoy constant and secure measures and be formed according to their necessities in comprehension (by questioning and responding).

2.1 Theoretical Framework of the Research

At first glance, "literacy" would seem to be a term that everyone understands. But at the same time, literacy as a concept has proved to be both complex and dynamic, continuing to be interpreted and defined in a multiplicity of ways. People's notions of what it means to be literate or illiterate are influenced by academic research, institutional agendas, national context, cultural values and personal experiences. In the academic community, theories of literacy have evolved from those focused solely on changes in individuals to more complex views encompassing the broader social contexts (the "literate environment" and the "literate society") that encourage and enable literacy activities and practices to occur. As a result of these and other developments, understandings in the international policy community have expanded too: from viewing literacy as a simple process of acquiring basic cognitive skills, to using these skills in ways that contribute to socio-economic development, to developing the capacity for social awareness and critical reflection as a basis for personal and social change (United Nations, 2005).

Within the field of literacy research we deal with two major types of studies; on the one hand, there are large-scale survey studies which provide data upon which it is possible to make generalizations and on the other hand there are smaller, qualitative studies which focus context-bound aspects of literacy- learning and development. All in all, they are covering literacy and learning, cognitive approaches to literacy, social practice approaches as well as literacy as text. Both types of studies serve their purpose; however, there is a need to bridge the gap between practice and research. We also need to create conditions for critical and emancipator perspectives (Ercikan, & Roth, 2006; Johnson & Onwuegbuzie, 2004). In other words, we need both the quantitative and the qualitative studies in reading research in order to be able to view literacy from two quite different perspectives, namely according to the autonomous model of literacy and the ideological model of literacy (Street, 1995).

According to Street, autonomous models of literacy are based on essay-text forms of literacy rooted in Western academic circles and represent a culturally specific model that is masked in claims of universalism. In this autonomous model, school-based concepts of literacy are held as a standard definition of literate competence across contexts. Street argues that universalistic conceptions of literacy put forward in autonomous models do not "lift those who learn it out of their socially embedded context", but rather can suppress students under the ideology and social control of the teacher's class. By positioning students as subjugated teamers, critical analysis of

their social and political context is prevented. Thus, if literacy is represented as a context-neutral skill, then it fulfills the political purposes of those in power to maintain a position of superiority by marginalizing other forms of literate knowledge. By reducing literacy to a “neutral” set of reading and writing skills, literacy is defined apart from social context and becomes, then, a “content to be taught through authority structures whereby pupils learned the proper roles and identities they were to carry into the wider world”. This is a particularly relevant definition of literacy in today’s conservative political climate.

According to Street, literacy is ideological and situated within the larger ideology of language as social practice. In Street’s ideological model, literacy is conceptualized as a critical social practice that makes explicit underlying assumptions and power relations inherent in conceptions of literacy as a social process. In other words, literacy is more than acquiring content but, in addition, locates reading and writing in the social and linguistic practices that give them meaning. Thus, cognitive processes of reading and writing are not ignored but are “encapsulated within cultural wholes and within structures of power”. An explicitly ideological model of literacy emphasizes the value of ethnography to describe the lives of the people “on the ground” and the ways in which macro social and political processes are enacted in people daily lives (Larson, 1996).

In the following table the characteristics of ideological and autonomous approach to literacy are going to be highlighted in details and this data will be a basis for analyzing the theoretic approach to teaching reading skill in national language writing syllabus in the Iranian and American curriculum to find out which of the literacy approaches are the cited curriculums based on.

Table.1- Characteristics of Ideological and Autonomous approaches to literacy

	Characteristics of the Ideological Approach	Characteristics of Autonomous Approach to Literacy
1	Focuses on encoding and decoding of texts rather than communications	Focuses on communications
2	Recognizes literacy as a professional and global skill (without any orientation and regarding the social context). It equates it in all contexts in any society	Recognizes literacy as a context-based skill. It differentiates literacy among various cultures and societies.
3	Does not concentrate upon critical literacy	concentrates upon critical literacy
4	Just emphasizes on schooling	Is concerned with the potential of knowledge output
5	Does not emphasizes on Learning via different technologies	Emphasizes on learning via different technologies
6	accounts literacy as a linear, one-dimensional and particular matter	Centers multimedia literacy(written, electronic, speech) as well as multidimensional literacy
7	Deals with learning skills	Deals with social activities
8	accounts literacy as a set of limited skills	accounts literacy as an unsteady set of activities
9	Emphasizes on differences between literates and illiterates	Does not emphasizes on differences between literates and illiterates
10	accounts literacy as an input-based matter so focuses on education inputs and time assigned for education	accounts literacy as an output-based matter and focuses on education efficiency
11	Is not interested in regular assessments	Is interested in regular assessments to avoid mistakes and by rote learning

2.2 Discussion and Results

2.2.1 Specifying the objectives and elements in educating language arts in National Curriculum in Upper Secondary schools; New Jersey (2004)

New Jersey curriculums have been formalized as a document, named *a joint curriculum*. It includes a preface and content standards for 9 subjects including dramatic and visual arts, generic hygiene, physical education, language arts literacy, math, science, social studies, world languages, technology literacy, and professional education, living, family, and customer skills. In National language curriculum in this state, as a part of the joint curriculum, content standards for language arts education (reading, writing, listening, speaking, observation and media literacy) from Kindergarten to twelfth grade have been expounded. They include linguistic experiences challenging students to socially, intellectually, and sensationally develop. The purpose to determine such standards is to promote students' abilities in accessing to the significance of all subjects. If students learn to read, write, speak and listen and critically, strategically, and creatively observe and employ them for themselves individually and collectively, they may enjoy the necessary literacy skills for discovering meanings and purposes in their lifetimes. It should be stated that standards for 9th -12th grades revised and modified in January 2008.

The study explains the objectives and elements regarding writing skill and points to the targets in educating this skill. Then the characteristics of this skill are argued. The objectives and elements in content standards framework discussed in details are introduced into National Language Curriculum for 9th -12th grades. Education content standards in reading skill in this course would be explained as follows:

Reading:

- Reading Comprehension of Texts

This phase deals with exploring and applying the organized structures to comprehend texts (e.g. logical order, comparison/contrast, cause/effect, chronological texts, sequential texts and procedural texts). Training of these sub-skills is to be totalized in the syllabuses of eight grades.

- Defining the Phonemes

It exhibits the complex interaction between phonetic symbols of all phonemes (such as blends, digraphs, and diphthongs). It is supposed to accomplish such sub skills at the end of three years of education.

- Decoding and Lexical Recognition

It involves distinguishing between homophones to characterize their meanings (for example *sight, cite, site*) as well as applying spelling rules and patterns to support the decoding and defining words. The process also requires that the students use structural and textual analysis to decode the new terms in texts. It is aimed to individually read based on the knowledge of word structure and methods (Training of these sub-skills is to be totalized in the syllabuses of eight grades).

- Reading Fluency

The process is scheduled to read certain materials respective to students' levels. Reading accurately and quickly is highlighted through the instruction. The skill involves using precise rhythm, intonation, pronunciation and reading various texts accompanying with comprehension drills and fluently readings essential to master the skill.

- Reading via techniques

Exploring, utilizing, evaluating individual skills in reading according to their previous high performances in comprehending different texts are essential techniques. These techniques concentrate on visual methods (pre-, while, and post- reading) to understand texts as well as images and figures corresponding to texts to memorize and handle the comprehension.

- Developing vocabulary and concepts

In order to define the words presented, the etymology of words and their derived words is represented. Additionally, students are provided with some illustrations of literary and historic texts. The knowledge of etymology is applied to understand definitions of new words. The process requires students to use the words in a text in other contexts.

- Comprehension and Responding Skills

Deciding, describing, evaluating, and integrating major points of a text into other texts; comprehending literary texts and theories on literature reviews; evaluating and contrasting the Old Literature and Modern Literature; analyzing the reflection of literary texts, social and historical circumstances in a unique era; discrimination of literary glossary, such as rhetorical device, logical fallacy, jargon, etc. and their influence on syntax; annotating how figures of speech triggers feelings and comprehension; analyzing and evaluating the effectiveness of style of and figurative language in works (e.g. irony and paradox); understanding the valuable and extra information; deciding on employing proper sources and current publicity devices; differentiating personal perspectives from realities underpinning comprehensive and authorized data; discussing relative subjects and views; analyzing the effect of employed words on an author's tone and his developing theme and objectives by choosing appropriate words; introducing texts in a routine context such as job and universities applications, forms and contracts; reading, understanding and applying the information in manuals and handbooks; realizing that their national literary heritage is embraced by specific literary movements and that their national literature comprises a part of the universal literature.

- Query and Research

Selecting proper Virtual Media to examine the quality of received information; gathering and bundling materials respective to their issues; expanding the ability to critically selecting texts in order to support researchable topics; using different resources and books on a special subject or a special writer's books to develop an argument; concluding a text and offering views; critically studying and analyzing various materials as books, periodicals, journals, and handbooks about a particular subject or books written by an individual writer, also reading to discover type and style in order to state the scope of a book. The process involves criticizing published materials in magazines and their attractiveness to different addressees as well as considering to what extent they might be exciting.

2.2.2 Analysis of reading skill in New Jersey Curriculum for high schools

According to New Jersey Core Curriculum Content Standards, the preliminary idea of reading is to read fluently and independently as well as understanding materials so that learners and readers can employ them through their lives. Consequently, all students should know and be able to apply subjects including phonemes, letters, and words in written context in order to be independent and fluent readers. They should be able to understand different texts. To begin the process of reading instructions requires students to learn about sounds, letters, words, and their interactions. It is necessary to gain knowledge of interrelationship of sounds and letters and to follow the contributions of English texts. A standardized and direct instruction underlining the phonetic

analysis enables most students to share their knowledge by the speech sounds and to be independent and fluent readers. Regarding these, we can conclude that the objective in teaching reading skills does not merely devote to improving encoding experiences. As to the curriculum, the students get opportunities to read books which they select for enjoyment and texts to serve their purposes. The readable materials (fictions and non-fictions) provide students with experiences to flourish mentally, sensationally, and socially because these materials familiarize students with global matters, cultures, varied opinions and general aspects of humans' lives.

The process of reading necessitates producing personal and critical reactions to the texts and bridging the gap between their personal experiences and the presented texts. The students should apply the strategies on literal, inferential, and critical perception before, during, and after reading to consider and develop the meaning. Teaching reading skills lay great emphasis on researching capability, discerning, analyzing, and merging the main points in different texts, as well as analyzing and comparing the old and modern literary texts. These all are features of "critical literacy". According to New Jersey Core Curriculum Content Standards, other components in reading skills refer to abilities to employ proper images and figures of various texts to memorize materials and to direct comprehension. More precisely, the students are taught to employ all types of symbolic systems (e.g. visual and written symbols, so forth) to communicate and convey meaning.

To read fluently, students should employ the definitions of words, syntax, structures of sentences and the interrelation of symbols and sounds, also to gain an idea, they should find out these interchangeable clues. Similarly, they should realize what they hear and see, as well as writings would boost their reading experiences regarding quality and content. Reading instructions relate to the employment of visual techniques (pre-, while, and post- reading). Respective to New Jersey Core Curriculum Content Standards the aforementioned points signify that the process of reading comprises a set of mental activities and it would not be a one-dimensional phenomenon.

In addition to mentioned aspects, the students' familiarity with the daily texts (texts, applications, formal and academic letters), their capabilities to consider and analyze the effect of employed words on an author's tone are regarded in the curriculum. Also, they should know how word choice can develop theme and objectives of a text. It demonstrates that reading instructions in New Jersey Core Curriculum are provided in conformity with lingual context and addressees. In other words, it is suggested to employ a specific technique to read a special type or text (scientific, journals, fictions ...) regarding its value; i.e. teaching reading is based on contexts (lingual and situational contexts). Finally, the readable texts, regarding form and content, and due to achieving high grades, follow different objectives. The design of the objectives exhibits detailed consideration for mental power enhancement due to their getting older.

The results and table on features of both ideological and autonomous approaches display instructions on the lingual skill of reading in New Jersey Core Curriculum is planned to harmonize with the framework of an ideological approach to literacy.

2.2.3 The objectives and components of Language Arts in National Language Curriculum in Iranian High Schools (1997; revised, 2008)

High School Persian Language and literature curriculum is framed as an experimental one and in 6 parts. "The need to plan a curriculum" is posed in the first part and advantages of new curriculum and planning phases are introduced. In this part to create a consensus among planners' council and audience as well as executors, certain words and terms are defined. Also planning approach to

language and literature curriculums, teaching the Persian Language, teaching literature, emerging teaching methods with assessment systems are discussed in "approaches" formats. The second part refers to "targets" explaining final goals and learning objectives. In this part, objectives are categorized in two extents- language and literature- and three aspects- cognitive, proficiency, and sentimental. The third part proceeds to introduce the "content" and observes the curriculum planning principles to discuss the details and headings in two extents. "Methods and learning teaching methodologies are studied in the fourth section." "Assessment" in two levels (macro-curriculum; minute- classroom) is pointed. At last, teachers' professional qualifications are mentioned.

Cognitive scope- knowledge- is one of the related scopes to language and literature objectives. According to Bloome, Englehart, Frust, Hill, and Krathwohl (1956) classification, this scope consists of six phases- knowledge, understanding, employing, analyzing, merging, and evaluating. The second scope, sentimental (perspective), comes into certain sections as receiving (considering), responding, and valuation, values organizing, and manifesting values through students' conducts. The final scope called as psyche-dynamic (proficiency) contains general body movements, delicate and coordinated movements, non-lingual, and lingual gestures.

2.2.4 Analysis of reading skill in Iran Curriculum for High Schools

With a study of the guideline for curriculum for Persian course, one can conclude that reading is a natural and imperative task since there is no defined depiction in this framework. Similarly, the sub-skills of reading are not presented. Before specifying its conceptive framework and educational indicators, the aforesaid curriculum designers do directly express the objectives of instructions on reading skills. The lack of specified curriculum design eventuated in the general and ambiguous presentation of educational objectives. Also, the design will not follow a coordinated and coherent fashion, as well as it would not be in symmetry with students' mental capabilities and their developmental levels.

Generally, the instructions on reading in the guideline for Iran Higher School Persian Curriculum do not follow specified plans and objectives. These plans will not balance learning to read with reading to learn. Conversely, applying the skill is taught with the intention of acquiring knowledge through special texts. These plans do not underline the conceptual framework of written materials as well as the perception of elementary and secondary ideas considered in the texts.

The reading speed and other techniques vary according to objectives, textual types, and the text difficulty levels, so teaching to require a favorable plan regarding the contexts albeit, this opinion is not viewed in the process of designing the Higher School Persian Curriculum.

In the developed countries with respect to the process of literacy, teaching to read is fulfilled through teaching critical reading since the very elementary schools. To reach this point, the students will be taught to regard the way authors discuss the issues to impress the readers as well as the page layout and the writing techniques while they are reading texts. They will learn to compare texts in the respect of style, content, language and introduced information. Also, they must regard the authenticity and accuracy of texts. But as the objectives of reading specified in the guideline for Persian Curriculum demonstrate, Iranian students are supposed to learn critical reading neither in Elementary schools nor in Higher Schools. Also, queries, the etymology of words, and deep reading comprehension are not so substantial components in the curriculum.

Similarly, teaching to read is not scheduled with the aid of Information and Communications Technologies in Higher School Curriculum. For example, the students will not learn to look up words as well as their definitions, pronunciation(s), and the etymology of them in the Cyber

Dictionaries or search the internet to find the required information and evaluate the query quality. The planners do not leave enough space for literal criticism and analysis.

Table2. - The objectives and key components of teaching lingual skills in the National Language Higher Schools Curriculums

Country	Skill	Components	Objectives
The U.S.A.	reading	Reading Comprehension of Texts Defining the phonemes Decoding and Lexical Recognition Reading Fluency Reading via techniques Developing vocabulary and concepts Comprehension and Responding Skills Query and Research	Defining and applying the organized structures, Familiarizing with interrelationships of phonetic symbols, Distinguishing between spellings of homophones, decoding the words by employing the dictation rules, Emphasizing the correct reading as well as using rhythm and intonation and exact pronunciation, Employing the personal reading skills and visual devices (such as images to understand texts), Using the knowledge on etymology to understand new words and applying them in different contexts, Gaining the power to compare and analyze different texts as well as distinguishing the rhetorical devices(also called figures of speech) and understanding different texts, Gaining the power to use different resources and gathering data, criticizing and analyzing the matters provided.
Iran		-----	To avoid mistakes and rote learning, the evaluations are regarded.

2.2.5 The Advantages and Disadvantages of teaching reading in the guideline for Iran Persian Language Curriculum- Higher School

Teaching to read words commences with audible recognition of words in Elementary levels. Albeit, possessing skills in the subsequent phase, i.e. speech comprehension-the main goal in reading- occurs through purposeful reading and by comprehension techniques to understand the texts, as well as by critical reading. Not to mention that developing skills in both phases of reading

entails providing formal education. The only advantage of teaching this skill in the National Language Curriculum in Iran is regarding both educational indicators, the visual recognition of words and comprehension of texts in all educational terms. But in the respect of teaching the skill of reading, above-mentioned curriculum suffer from several disadvantages, such as:

Reading is viewed as a natural and imperative task in this framework since there is no defined depiction of this skill and the sub-skills of reading are not presented. The designers directly mention the objectives in teaching reading while ignoring the fact that the key aspect of courses programming in any field is presenting a definition on the field at the outset and then determining the best educational techniques with applying the existing facilities in that country (Liddicoat, 2007). This leads to design the general objectives in teaching reading lacking a special program.

None the sub- indicators of both teachings to recognize the words (knowledge on rules of handwriting, phonemics, and word formation) and texts comprehension (purposely and critical reading, as well as using comprehension techniques to understand texts) will not be explicitly introduced.

In recognition objectives mentioned in the curriculum, the instructions to visually recognize the words and texts comprehension and their sub- indicators are unrealized.

The instructions to visually recognize the words and texts comprehension follow a general and indefinite schedule. In other words, the sub- indicators of either educational indicator are not definitely offered in educational grades. Consequently, teaching the skill of reading will not effectively conform to students' mental capabilities.

In the domain of texts comprehension, teaching the following items are not definitely expressed:

In the respect of purposely reading, a sub- indicator of texts comprehension, the ability to adjust the speed of reading to aims and various audiences is merely considered. The designers ignore the reading at glances vs. scaling reading. The texts comprehension techniques and critically reading are not introduced. The multiple evaluations are carried out to avoid certain mistakes, while the instructions in the etymology of new words and employing the new terms and vocabulary in different contexts are not performed.

3. Conclusion

With respect to above- mentioned matters, we can conclude that in the framework of Higher School Farsi Curriculum, teaching reading is not balanced against the contexts. Also, the designers have overlooked the critical learning to read. If they are nominally introduced, there will be no functional definition or practical strategies to teach these skills. On the other hand, teaching reading is not scheduled with the aid of Information and Communications Technologies. Lastly, teaching to apply reading skills is intended to understand and produce printed texts not to comprehend and offer electronic and multipurpose texts (texts offered by writing-communicating devices vs. audile-visual methods).

Regarding the disadvantages in Secondary School Farsi Curriculum, the following are presented to revise the Curriculum:

- To design certain indicators for teaching skills of reading,
- To design appropriate objectives according to educational indicators,
- To design objectives based on contexts,
- To consider the features of critical reading in the process of establishing the educational objectives of reading,
- To schedule teaching reading via the Information and Communications Technologies,

- To modify the Persian teachers training programs according to changes in the related Curriculum,
- Not to mention that adopting these suggestions necessitate more considerations from officials as well as empowering programmers, designers, and authors to act.
- Also, more budgets should be allocated to teach this lingual skill.

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