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***Attitudes, Challenges, and Practices of Elementary School Teachers  
in Monolingual and Arab Zones (Case Study of Tehran and  
Khuzestan Province in 1399- 1400)***

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**Abstract**

The purpose of present study is to investigate and compare elementary school teachers' awareness of national curriculum in Tehran and Khuzestan and to investigate their opinions about national curriculum content, the effects of Persian instructional resources in Arab zones on education, and elementary school teachers' issues and challenges respect to it and their classroom practices. Data are gathered by researcher-made and research-derived questionnaires. The sample included 160 teachers from first grade of elementary school in Tehran and Khuzestan. Comparison of the mean scores of the questions about the curriculum information in teachers in Tehran and Khuzestan showed that although teachers in Tehran and Khuzestan do not have enough information and knowledge about the national curriculum document and its content, but comparing the two groups shows that teachers in Tehran are more familiar with the national curriculum document and its content than teachers in Khuzestan province. The results of comparing teachers' opinions on the content of the National Curriculum Document were also presented in detail. Khuzestan primary school teachers assessed the effect of Persian language content on education as unfavorable and inefficient. They considered the Persian

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language skill level of teachers and students to be insufficient for knowledge transfer and teaching. They found the effect of Persian language on education and problems in Khuzestan teachers above average. Moreover, according to teachers of Khuzestan, Persian language book are not only effective, but they also increase instructional problems and they do various practices in class in order to solve these problems.

**Keywords:** : *national curriculum, curriculum development, education system of elementary school, elementary school teacher.*

### ***Extended Abstract***

#### **1. Introduction**

Curriculum knowledge is one of a set of Knowledges, attitudes and Skills that are important to meet individual, local, regional, national, and global educational needs, and Curriculum knowledge is, in essence, education master plan for different levels of education. (Moafi and Mehr Mohammadi, 2014). Over the past thirty years, the directors of the education system have made great efforts to improve and reform the country's education system, but they still face serious problems, which do not meet the changes in the environment and the needs of society (Fundamental Transformation Document, 2011). Many primary schools in rural areas have lower than standard Performance and efficiency in teaching Persian to non-Persian children. Such problems and other issues have caused the managers of the education system, especially educational planners, to think about changing and reforming the structures, goals and methods of education (Taghipour Zahir, 2008). In the national curriculum of Iran (Zou-elm, 2007), the important goals of teaching Persian language in primary school are paying attention to Persian language, Identify Persian language as an important tool for learning and using it in all lessons, and using it to express thoughts and exchange ideas in the environment, and to communicate with people through Persian texts of Iranian-Islamic civilization . Article 15 of the Constitution of the Islamic Republic of Iran also considers the official language as the key to understanding the Iranian-Islamic scientific and literary resources and one of the pillars of the national and cultural identity of Iranians (Neisari et al., 2015: 38). Many non-Persian language schools have difficulty implementing curriculum changes due to a lack of resources and skills to learn the language . In many rural

schools, the primary school teachers are not fluent enough in Persian. As a result, teaching Persian language as a second language to students in these areas will be somewhat impossible. Therefore, the curriculum should also address issues related to bilingualism, deprivations, and differences between students in rural and border areas. The results of this study and the differences in attitudes and challenges of teachers in bilingual and monolingual areas are very important for educational administrators. If these differences in attitudes and the challenges of bilingual areas are taken into account, some of the educational problems in bilingual areas seem to be solvable. Therefore, considering the importance of national curriculum implementers' awareness in implementing the principles of the national curriculum, the purpose of this study is to answer these questions :

To what extent are teachers of Persian-language primary schools (Tehran province) and Arabic-language schools (Khuzestan province) familiar with the national curriculum document, and what are the differences between their views on the content of the national curriculum document? Also, in this article, the effect of Persian language textbooks in Arab regions on students' learning has been measured, as well as, the problems and challenges of teachers in teaching have been studied with statistical analysis and the types of classroom activities of teachers in these areas have been assessed in the form of a continuous questionnaire.

## **2. Literature Review**

According to Schulman (1986), curriculum knowledge means teachers' complete and extensive knowledge of school lessons and their understanding of the current curriculum. In fact, curriculum knowledge includes the teacher's knowledge of the materials, teaching, and teaching methods. Moafi and Mehr Mohammadi (2004) consider four dimensions of design, production and compilation, implementation and evaluation for the curriculum subsystem. Various sources list various features for curriculum planning. Curriculum planning is a process-oriented concept, meaning that the beginning stage has a growing and ending movement. Curriculum design and implementation is a collaborative effort, so a variety of professionals must be involved in its design. Curriculum planning is ongoing, meaning it needs constant improvement, and no reform is the end of it. Looking at the curriculum design activities in the world and the different perspectives and philosophies in this field, more than 26 curriculum designs have been registered, in order to meet the needs of teachers, students, society and

parents. Despite the numerous curricula, it can be said that the best thing to do is to use an integrated curriculum that fits the value system and the needs of students, teachers and Iran (Neisari et al., 2005). Among these projects. Qurrchian and Tansaz (1995) have introduced six projects: Curriculum design based on common ground, Curriculum design in an interdisciplinary way, in a problem-oriented and social-oriented manner, in a thematic and disciplinary manner, In a student-centered manner And curriculum design in an integrated manner (quoted by Neisari et al., 2015). Sharifi (2013 examined the elementary school curriculum in Iran. Taghipourta klor (2001) examines the prevailing approach of primary school teachers and finds that the behaviorist perspective is the dominant perspective that most teachers use according to the elements of the curriculum. Musapour et al. (2003) have concluded in an article that since 1909, religious educational goals have always been present in the educational programs of the elementary school of modern education in Iran, and although there has been a growing trend, nevertheless It needs to be reformed and changed, Shabani (2006) confirms this view.

### **3. Methodology**

The purpose of this study is to investigate the familiarity of primary school teachers with the nature of the national curriculum document in monolingual and bilingual areas and their views on the content of the national curriculum document. This article also examines the impact of Persian language teaching resources in Arab regions on the teaching method and problems and challenges of teachers in Arab regions in this regard and examines the class activities of teachers in the first grades of elementary school in bilingual areas .The main data collection tool is a questionnaire, part of which is researcher-made (based on the contents of the national curriculum) and the other part is adapted from the Al-Abrawi (2018) and Wang (2006) questionnaires. It consists of 5 main questions and 48 items. The validity of the assessment tool was measured from the perspective of 12 experienced researchers and after applying their opinions, it was corrected and finally approved. The questionnaire was prepared based on 5 and 6 Likert scale. The statistical population includes 160 teachers from two provinces of Tehran (Tehran: including 40 male and 40 female teachers) and Khuzestan province (Bostan and Susangerd counties: including 55 male and 25 female teachers) in the academic year 1300-1400 were selected by random sampling method. Data were analyzed Descriptive based on frequency, percentage, mean and standard deviation indices and

inferential analysis of data was summarized based on the test of comparing the mean scores of respondents in two independent groups of Tehran teachers and Khuzestan teachers (independent t-test) in some Questions as well as the comparison test of the mean of a sample (single sample T) for Khuzestan teachers were performed in some other questions. The Levin equation of variance test was also used to check the default required for these tests.

#### **4. Results**

Considering the indicators that the teachers of Khuzestan (compared to the teachers of Tehran) did not have a positive attitude towards it, it is necessary for the managers of the educational system to provide and implement strategies for the full implementation of this document by developing special programs in different regions of Iran, especially in bilingual areas. This makes the implementation of the document in all areas seem favorable to teachers. In general, the effect of Persian language on education and problems in Khuzestan teachers is above average. Examining the challenges related to Persian language curriculum content in bilingual areas, it is concluded that in order to implement the policies and macro indicators set out in the curriculum document, it is necessary to have a curriculum in bilingual areas with special content as well as methods. Run differently. This will reduce the educational challenges in these areas and also take important steps towards the full implementation of the curriculum document.

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