

عنوان مقاله:

A Postcolonial Perspective towards Prefaces of Iranian English Language Textbooks: The Cases of Graded, Right Path to English, and Prospect/Vision Series

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خلاصه مقاله:

Since the establishment of the Islamic Republic of Iran, there have been three packages used in the state-controlled schools of the country, namely, Graded, Right Path to English, and Prospect/Vision series. These textbooks all include prefaces to indicate the general philosophy of language teaching and education, and how the agents (learners and teachers) have to play roles in the system. This article aims to have a postcolonial reading of the Islamic post-revolutionary English language textbooks published in Iran. To this aim, the prefaces are critically content-analyzed and explained taking into consideration the key concepts of postcolonialism. After developing the table of themes in relation to postcolonial issues, the findings indicate that the resistance prevalent in the prefaces is particularly hybrid, anxious, and unstable of the Iranian type due to the socio-politico-cultural background of the country. This resistance, thus, is a tragic attempt for developing a firm background for developing language learners' knowledge

کلمات کلیدی:

postcolonialism, Graded, Right Path to English, Prospect, Vision, resistance, Bhabha

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