Language Curriculum Analysis of French Literature in Iranian Universities at BA

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Abstract

This article attempts to realize the dominant approach in developing the academic curriculum of language degree and French literature in Iran. It concentrates on analyzing the content of the curriculum approved by the Ministry of Science, Research and Technology in Iran and the University of Tehran. It was concluded that the first curriculum opts an approach of broad areas by considering the isolated components of language learning. It encompasses the literature of each century. Yet, Tehran University has sought to review the curriculum of Bachelor degree in 2011. With regard to the course of the general French, curriculum decisions are influenced by the corporation, specifically by French companies (under the influence of the action-oriented perspectives in language teaching). In these courses, the approach is based on the general areas. The courses in French literature are based on learning objects and are part of a multidisciplinary approach.

Keywords: curriculum, Iranian universities, Iranian students, language licensing and French literature, FLE

1. Introduction

During the 80s and late 90s, the tendency toward teaching function has been increased among the professions, from the fact that the performance of the students were not related to the immediate needs to obtain better information resources at the time. These needs are mainly written and are open to criticism further in this article.

The idea of teaching without "content" is considered pointless and intolerable. Desire has arisen in the recent educational ideology, which was already highly influenced by the notion of "expertise" as a method of defining of learning objectives, using this terminology of contemporary American behaviorists which first attempt to shape the representation of content to learn.

For most teachers, this way of bringing them the satisfaction of identifying objects (knowledge, skills) by saving a definition in terms of "knowledge" poses a number of drawbacks because the ideas are created by a proficient teaching. It is a paradoxical harsh criticism and even some claim that freedom would create the absence of knowledge to learn, the absence of official instructions, as if the educational freedom lay in the privilege of self-defining what we want to acquire, not in the design and implementation of tools for students to learn. During the 90s the concept of "info-documentary curriculum" was introduced. Indeed, official instruction, which was missing as a reference in the documentary pedagogyn (Note 1), were in other disciplines of the official translation of a thought. Furthermore, a formalization that covers all learning in one discipline, their hierarchy, their organization according to the levels and sectors which are according to social needs (some content disappearing, others replacing) are required. This is what creates the concept of curriculum. It comes from the science of Anglo-Saxon education and suggests the official instructions or the impulsive feelings of the authorities that produce them.

This article will attempt to realize the dominant approach in developing the academic curriculum of French language degree and French literature in Iran. It then focuses on analyzing the content of the curriculum approved by the Ministry of Science, Research and Technology in Iran and the University of Tehran. So we will seek to provide answers to the following questions:

1) How is the language of French literature of B.A. from the perspective of its developed components (objectives, content, teaching approaches adapted skills assessments)?

2) How is the development of skills?

2. Definitions of the Concept of Curriculum

According to the definition of Jean-Claude Forquin (1998) and from sociological angle, we can define the curriculum as:

"The syllabus or training program organized as part of an educational institution or more precisely as a coherent set of contents and learning situations implemented in a specific sequence."

This definition reflects the practical information and documentation to be acquired by students. In other words, content knowledge and learning situations in which these contents and practices can be acquired. This definition justify that all of the concentrations must be on the objects of learning which are reflected in the action of the whole community of experts who are organizing them, so that learning objects are effectively implemented in teaching practices.

The term curriculum, which covers a wide range of definitions, is a keyword in contemporary educational action. The conditions in which academic or institutional settings can be deployed, especially when the focus is on open contracts, and the "political documentary" in the fullest sense of the term, currently, also where recruitments significantly reduced and discredit the pedagogical function, experts face trouble about how to practically bring them to life, where resistors is certainly legitimate. Yet, it would be better to demand training in curriculum development, even if it is impossible to permanently affect all the classes.

A definition of the curriculum has been opted from Dictionary of Educational Sciences:

"Curriculum: Training intentions Statement including 1) the definition of the target audience, 2) the goals, 3) objectives ('Statement (s) of intent describing the expected outcome after an action'), 4) content, 5) a description of the evaluation system, 6) planning (the action programming process in order to achieve a goal), 7) the expected effects on changing attitudes and behaviors of individuals in training (Kerr, 1968, pp. 13-38)."

"Affirmation of principle through which a society (or social group) and values are identified. It provides guidelines to an educational system and ways to tell the discourse on education (Hameline, 1979, p. 97)."

It seems that by this definition, the three levels of teaching, policy making and practical approach have been taken into account. On one hand, it lists the components of this rationalization process, but this list is not sufficiently clear: if the main point of these three parameters is in this definition, other elements so important such as resources or chosen methodology come after. Secondly, from the perspective of critics, this list ignores the systemic nature to provide all parameters in which they interact without the related function relative to others. This makes sense in time and in space. Therefore, the meaning of the curriculum cannot be limited to a list of statements of educational goals as it defines both the process and the production together. In fact, it includes a project and a strategic plan which represents a reasonable field as it comes from the conceptualization of putting an idea into a concrete form especially in form of structural achievement, which is based on a whole series of reflections, and effective experiences and decisions (Martinez, 2011).

3. Curriculum Typology

Since in our analysis we use "curriculum", we present a typology of this terminology in the following paragraphs.

3.1 Formal Curriculum

The formal curriculum is a world of texts and representation of rules that assigns goals for public education, programs to be implemented in different degrees or levels of various studies, recommended or imposed methods, which means more or less formal education and all the gates, circular and other documents that assist and govern pedagogical action.

Clearly, the formal or prescribed curriculum represents the declared aims of the educational system. So the curriculum, as formulated explicitly in the legal or official documents, includes educational pathways provided in diverse levels and branches, the length of the cycles and bifurcations, disciplines or programs and their allocated time, the nature of prescribed courses and exercises and their changes (Danvers, 2002, p. 68, quoted by Camara et al., 2009).

3.2 Implemented Curriculum

This type of curriculum is implemented by users: the exercises controlled by school inspectors rarely limit teachers or trainers in this implementation.

Various factors explain this reaction; certain of these factors are intentionally, some of them unintentionally: personal beliefs of the learning efficiency, extra-curricular interests of the students (and sometimes teachers or

trainers) estimating appropriateness of content to their learning capabilities, users resistance to innovation in teaching because they are used to the previous practice, fear of failure and lack of the necessary resources or difficulty of access.

3.3 Taught Curriculum

In most educational systems the purposes of the educational institution and the intentions underlying the curricula are quite admirable. The shortcoming is often the gap between intentions, achievements and interpretations. The real curriculum or taught designates this distance (Perrenoud, 2005, quoted by Camara et al., 2009). The taught curriculum is, therefore, a compromise with reality, it encompasses both what the teacher has done and what the learner has acquired, so it meets the expected success as well.

The real curriculum or taught in this case refers to the part of the official curriculum effectively learned by learners. The results obtained in evaluation tests allow to draw conclusions about this. Although evaluation tests provide a valid vision, if they represent the content to be acquired by learners.

3.4 Hidden Curriculum

The hidden, implicit or latent curriculum includes experience, education or training actions which are intentional or unintentional, observable or hidden: these situations or unexpected events demonstrate special interest of learners which influences attitudes and beliefs.

The hidden curriculum is why most of learning will not accomplish the schools program, at least not explicitly. There is a profound list of concepts constructed by sociology and philosophy of education to account for unintended effects, actions, and human institutions. To the extent that social systems often produce perverse effects (Boudon), the hidden curriculum is exchange of concepts which claim to reveal the backstage "school teaches something else or more than what it had announced" (Perrenoud, 2006, quoted by Camara et al., 2009).

Perception of literature depends on the factors which interfere with the formal curriculum and taught curriculum. The review also shows that between what is prescribed by the program and what could be implemented, there is always something hidden that influences all levels of the curriculum. Alterations in the teaching and learning realities inevitably influence the efficiency of teaching and evaluation practices. In this perspective the performance of teachers in terms of "improvement" is conditioned by a clear vision of the objectives, a clear understanding of the objectives, concepts and strategies recommended by the program.

4. Studies on Curriculum outside Iran

In this section we present the summaries of some curricular research already performed outside of Iran.

4.1 Studies on the Curriculum in Europe

First, we discover the conditions under which the concept of the university curriculum in Europe has been developed. There are many examples that might help us discuss the topic. At the level of reconsidering, the curriculum is a good approach that leads us to question the goals followed from our educational designs. In this part, we do not intend to backtrack to early theories in the field. The three books of Aristotle's Rhetoric were dedicated to learning of oratory among the ancient Greeks, a form of curriculum conceptualization. According to Ariel Lewy (quoted by Beacco, 2003), the Abbe Fleury is considered to be the first teacher who attempted to find a scientific approach to the curriculum. Later, in the early twentieth century when public instructions are structured, the contributions to education through the work of sociologists such as Durkheim traced the path we follow today.

The question of the curriculum will be considered as the view of the praxeological traffic on three levels: teaching, language policy and practical approaches. The European curriculum has a dual purpose; between the choices of decision-makers in the education system, scientific discourse that has advanced much in recent times and encompasses a vast field of language learning, mutual understanding between disciplines, ICT and effective practices in different countries from Europe.

4.1.1 Studies in France

Studies carried out in France consist of a model from a wide diversity and control. A further description of this dual role is given by the European Language Reference Framework in the eighth chapter. In this part, the problem of curriculum was addressed by Daniel Coste; he has developed his ideas into six pages and summary. On the one hand, taking into account different dimensions of inputs from related science research (sociology, psycholinguistics, etc.) and practicing during the last thirty years, he advocated a "multidimensional" universal approach.

Galisson (1980), Stern (1983), of Hainaut (1983), Leblanc (1984), considered the curriculum as a social actor. According to them, for a thoughtful and flexible teaching, the objective can be summarized in taking into account the whole individual. We must develop a decent curriculum goal, to do so, the particular culture must be considered with clear and achievable "diversified curriculum scenarios".

This teaching is naturally attached to the enhancement of approaches and means, for example in the way of learning, in cognitive or emotional aspects, or in the treatment of cultural particularities (Lin-Zucker et al., 2010).

On the other hand, the chapter on curriculum fits to the current drive in a set of texts and previous tools or following the CEFR (Coste, Moore, & Zarate, 1997; Beacco, 2003; Beacco & Byram, 2003; Beacco et al., 2010; Portfolios, 2001; platform, 2009, etc.) all go in the same direction: A unifying design-though the CEFR doesn't accept it because it is adapted to a European policy of reconciliation in culture and languages.

A target is clear: "the political importance of developing a specific policy, now and future, in area such as modification strategies and intensifying language learning in order to promote multilingualism in pan-European context" (CEFR, 2003, p. 11). We can clearly see distinctive issues (Martinez et al., 2008). More broadly, the current outlook is borrowed from a mainstream that exceeds many European policy and obviously the globalization. Certain traits characterize it, including a quantitative approach to teaching, a culture assessment, a methodology related to a so-called action-learning design and its goals.

A constructive trait is spotted on a large scale and the level of "withdraw" is the main indicator of quality. In other words, there is hardly more demand about the indirect effects of language education, in any case, we do consider aspects of the contribution of foreign languages separated from formation of a whole person, as those who are often the easiest to measure. For obvious reasons on the "field", this model tends to reduce differences and standardizes the profiles (Miled, 2003, pp. 35-38).

4.1.2 Studies on the Curriculum in England

The history of curriculum in England, has its origins due to various reasons. The static curriculum design refers to several dates that do not allow us to trace the scientific and social developments. The development of educational spaces takes its magnitude in pragmatism, professionalization of learning standard productivity. The terms are recurring responsibility and efficiency. So curricular research takes the direction of the future of specific national educational cultures (Kelly, 2004, p. 50).

According to Ariel Lewy (1985-1991, quoted by Martinez, 2012), in his major work entitled The International Encyclopedia of Curriculum, academic curriculums were studied in the conceptual framework. In this work, a study focusing on the history, anthropology and society was carried out by addressing this issue, "humans have created curricula, i.e., work programs and study courses since the dawn of time". And according Goodlad "These curricula are specific circumcision rituals in programs prescribed to entire schools of nations". In this example, he devotes considerable space to the curriculum in education, stating that this "praxis" would advance without a social scientific theory of the educational program by doing this in a real Praxeology.

Specialists of didactics always believe that educational programming is a fundamental approach in teaching and it is of great importance in their field. In this sophisticated approach, the scientific nature is very important. By that we mean a movement and a continual exchange between the developed theories and practices in the field of education; theories fueling social practices which, in turn, practices may enrich and manage theories or may reject them.

4.1.3 Studies on the Curriculum in the US

The approach taken in this section is about the history of curriculum developed in several articles of the Dictionary Audigier (2006, pp. 16-17). It is in the following of the work done by the Anglo-Saxon in the middle of last century where the central design of the curriculum in education has been conceived. With plenty of bibliographic sources that refer to specific theories in this matter, tracing this history is related to certain inputs which would lead us to design a curriculum according to world standards.

In the United States, in 1900s, John Dewey, developed the concept of education based on the individual and gave the university an "agency of democracy" in the context of progressive education. The basic idea revolves around a few basic questions, made linearly:

1) Which university educational goals should it seek to arrive?

2) Which educational experiences needed to achieve these goals?

3) How could the educational experiences be organized?

4) How can we evaluate the success of these goals (Tyler, 1949; Taba, 1962)?

In this sense, it is the methodological approach that encourages us to deepen this trend, to explain the logic of the curriculum and the effectiveness of the basic design. Yet throughout the practice of curriculum, the essential elements have remained the same including needs analysis, identification of objectives, theoretical frameworks, the development of theories and development of the educational environment, means to have, learning activities, teaching approach and the learning environment and methods of evaluation (Nunan, 1988).

Education systems, which follow the models and theories, are influenced by the political and economic powers. In the United States, it is the same; educational systems have taken this support for political regimes, movements of capital and managers or teacher trainers.

These movements have an impact on education in the world as in Asia after 1945 and the current European Union and also during the Cold War as a result of cultural resistance and Africa following the African independence. During these universals movements, national curricula occurred.

Holmes and McLean studied the curriculum by taking into account the main theories of the essentialist curriculum (from the standpoint of Plato), Comenius (encyclopedic), Lenin (polytechniciste), Dewey (pragmatist) and ended with a theory of "and if we did not change anything?" (Non-curriculum reform). The curriculum can be engaged in all major ways of looking at the world (Holmes & Mc Lean, 1989, p. 123).

4.2 Studies on the Curriculum in Iran

In Iran, there are lots of research on the curriculum because there is an academic discipline to graduate in the departments of Educational Sciences of Iran, which dates back to twenty years ago (Mirzamohammdi, 2002).

Regarding studies related to our study, we can point Mehrmohammadi's research (1993), which compares the system of curriculum development in Iran and in European countries. It offers a comparative approach to address the shortcomings of the curriculum system in Iran.

The doctoral thesis of Arefi in 2004 at the Tarbiat Modares University is rich in this regard. She analyzed the curricula of educational management, one of the sectors of Education Sciences and the three cycles. Arefi adopted a quantitative approach in his research and believes that the curriculum of the master degree for educational management does not meet the practical needs of students as different individuals. Development of creative and systemic thinking, social phenomena and changing labor market are neglected in this study. In the master of this discipline, lack of problem-solving approach is clearly felt. And finally doctoral courses based on practical approaches are not sufficient.

The article by Mohammad Hassan Mirzamohammdi (2007) provides information on the comparative study of the doctoral curriculum planning in Iran and American Universities: Florida, Miami, Minnesuta and Texas. It concludes that in the doctorate curriculum in Iran shortcomings are as follows:

- The framework of curriculum is being taught rather than research-based;

- The curriculum does not focus on the interests and individual differences of students;

- The exam of doctoral hardly prepares students to move from one educational phase to a phase of research and is based on the stored information.

It suggests the optional features such as "Curriculum Planning history", "comparative curriculum planning", "planning the curriculum theories" and "computer".

5. Place of the University Curriculum in Language Teaching

Perhaps, the teaching was close to the political and ideological when it tackles the issue of the curriculum. The status of observable and analyzable scientific object is not simplified. The construction of the object was immediately interdisciplinary. Also, most serious studies involve a team of different domains.

Now, to realize the status and role of the research on the curriculum, the UNESCO database lists more than 3700 references about development of curricula. We must look closely. In fact, the examination takes many forms and academic works, in France, at least, it allocates 4% of journal articles dealing with curricular issues, against 19.5% for the CTBT (Martez, Narcy Narcy-Combes, & Combes, 2011, p. 74). The bulk of the studies consists of project reports including feasibility studies, progress reports, and final report or *post-hoc* studies, means, time-shifted. Trends, which are creating geographical or conceptual configurations, are developing. For example, in Europe, Korea, as in Japan, or Vietnam, exists a great deal of linguistic diversification (Lee, Kim, & Kim,

2003) and evaluation at university and high school (Kim, Kang, & Lee, 2006) and in Africa, where the French is spoken as the Second Language and coexistence languages are implemented (Martinez, 2002; Miled, 2002, 2006; Maurer, 2007; Asgedom, Abebe, & Kelemu, 2003) (Rey, 2010).

It is inevitable that the educational curriculum does not begin, end or limit to school. Admittedly, a multilingual and multicultural competence might be formed before school and parallel to education including experience and family education, history and contacts between generations, travel, expatriation, emigration, and more generally belonging to a multilingual and multicultural environment or moving from one environment to another, and also through reading and the relationship to the media.

This is predictable that school cannot always be taken into account. So it would be sensible to consider the school curriculum as part of a broader curriculum, also partly serving to give students the first multilingual and multicultural differential repertoire and increased awareness, knowledge, confidence and skills they possess about the capabilities and resources available to them (Council of Europe, 1997).

In this regard, the assessment and evaluation of knowledge and skills should be able to consider all the circumstances and experiences where such knowledge and skills are being established. The project of a Portfolio (European Language Portfolio) enabling an individual to record and present different aspects of language biography goes in this direction. This shows that, not only obtaining of official certifications or approvals in learning a particular language but also it saves more informal experiences of contact with other languages and cultures (Council of Europe, 1997).

6. Qualitative Analysis of the Academic Curriculum of the at BA Degree of French Literature in Iran

The reason for choosing the curriculum from BA is that the period turned out important in constructing the scientific basis for students. In this period, students are more empowered through acquired skills and experience, to choose to continue their careers in their own way (to continue their education, enter the job market, choose other paths, etc.).

The university system in Iran since the establishment of *Dar-al-Fonoun* has undergone several changes. According to Arefi (2004), expanding the frontiers of science, increasing the situation of our country in the region and in international circles, increasing the general knowledge and the development of research are currently at the center of academic concerns; i.e., the production of science, development and application seem crucial. In this part, we will analyze the mentioned concerns, the curriculum of the language and French literature MA.

Before going into the analysis of the content of university curricula in Iran, it will be suitable to present some key concepts related to the terminology on which we rely.

A curriculum will be developed on the basis of two decision levels: the overall level controls the basic principles of teaching/learning system and the particular level controls techniques and components of a curriculum. At the general level, the curriculum will be influenced by three resources: learning objects (content), learners and society. The following diagram summarizes the decision levels and their sub-components.
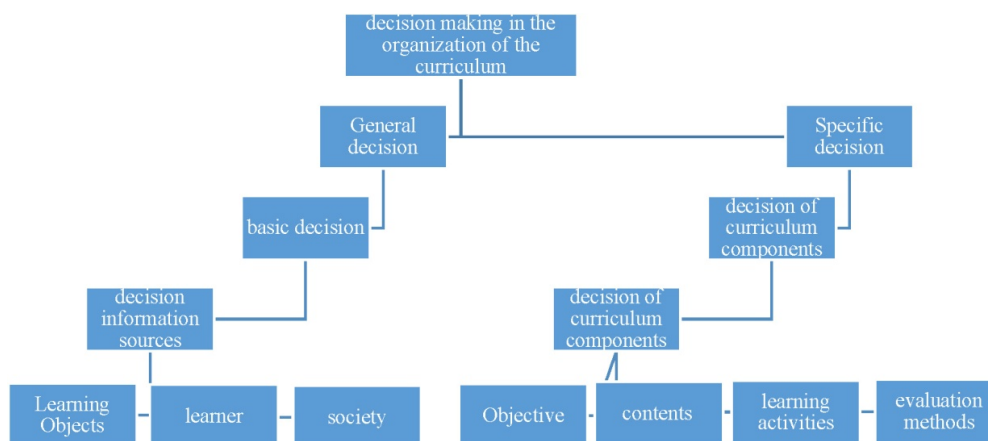

Figure 1. Curriculum decision levels

In order to provide more details in the above Figure, we must mention that the most complete models of the curriculum at the second level consist of nine components: objectives, content, learning activities, teaching strategies, resources and teaching materials, evaluation, classification, space and time (Mehrmohammadi, 1999).

Zhang (2012) mentions three components of curricular decision: the first relates to the referred purposes, the second related to pragmatic considerations (time, human and material resources), and the third related to the various agents involved in the curriculum and in their interaction modes. Comparing these components with those mentioned above and according to Zhang, we can assume reflection on the curriculum is on the second level decision.

In another article, Mehrmohammadi (1990) identifies four types of curricula influenced by learning objects as follows:

- The separate disciplines: as the title suggests, the disciplines are considered separately. Geography, history and economics form the curriculum of Social Sciences. In this type of curriculum, there is little effort made to link the disciplines.

- The multidisciplinarity: this curriculum will be formed when several disciplines are harmonized and then studied; they, however, will be taught separately. For example, in the curriculum of French studies, subjects are taught separately, although they include all the studies on France. In this type of curriculum, learners find more uniqueness in the content taught.

- The interdisciplinarity: in this type of curriculum, a subject that may be related to several disciplines is chosen and taught. Compared to the previous approach, here, the learner will find more opportunity to synthesize the presented content. The study of language learning, for example, is common in language subject, psychology, psycholinguistics, educational sciences, neuroscience, from various viewpoints.

- The broad areas: the distinction between educational objects is not clearly defined. For example, dictation, reading and writing are taught alongside the school as part of the literature so that students acquire the necessary skills in the mother tongue. The shortcoming of this kind of curriculum is that the presentation of the content is limited to the essentials.

There are also different approaches to curriculum development:

- Curriculum as Cognitive Development, whose objectives are learning and creating learning opportunities for learners to improve their skills and mental abilities. This model is based on problem solving, and the teacher acts as facilitator. This creates the problem situation and gradually asking questions, leads learners to problem solving. Given the level of the learners, the problems become more complex over time. Such an approach can be categorized in the family of information processing models.

- Curriculum as Academic Rationalism: for advocates of this approach, the primary role of the educational system is to develop logical ability of learners in the subjects which are most "important". They believe that the education system is not the place to teach everything. With the time constraints, we must focus on the most "important" subjects. The objective of this approach is to develop logical ability of learners through the confrontation of his logic with the phenomena representing the most valuable contributions of human logic. In this approach the logical-mathematical intelligence is growing more than other intelligences.

- Curriculum as of self-refreshing: this approach emphasizes on the priority of learning in curriculum development. The teacher will therefore create the curriculum in collaboration with learners and not on predetermined objectives. This design of the curriculum is based on the humanistic point of view and considers the learner as an individual capable of performing a route by taking into account their motivations and objectives. In this approach, the teacher considers the characteristics of each learner and distinguishes it from others. In language teaching, this design is close to separated instruction. In this type of curriculum the instance is rather on the development of intrapersonal intelligence. This approach can be categorized in the family of personal models.

- Curriculum as Social Adaptation: this approach is based on the priority of the needs of learner's society. The learner is expected to adapt to the conditions of society.

6.1 French Language Curriculum Licensing and Literature Based in Tehran University

The curriculum of Tehran University was approved by the board of education programs of that university June 8, 2011 and is being implemented since 23 September 2011. Here the study plan of Tehran University:

Table 1. Study design language license and French literature at Tehran University

Semester 1		Semester 2	
Name of the course	Credits	Name of the course	Credits
Preparatory French courses	16	Speaking 1	4
		Reading and Writing	4
		Grammar 1	4
		Phonetics	2
Semester 3		**Semester 4**	
Name of the course	Credits	Name of the course	Credits
Speaking 2	4	Narration	2
Writing	4	Grammar 3	4
Grammar 2	4	storytelling workshop	2
Reading comprehension	4	Vocabulary	2
		Francophone writers	2
Principals of translation	2		
		History of French Literature	2
		Translation of Islamic Texts	2
Semester 5		**Semester 6**	
Name of the course	Credits	Name of the course	Credits
Conversation	2	Literary criticism	2
Writing and report	2	The French novel in the nineteenth century	3
The novel and the French prose the seventeenth and eighteenth centuries	3	The French theater in the nineteenth century	2
		French poetry in the nineteenth century	2
French poetry of the seventeenth and eighteenth centuries	2		
		General linguistics	2
The French theater in the seventeenth and eighteenth centuries	3	Reading workshop	2
Comment of literary texts	3	optional extra course	2
optional extra course	2	optional extra course	2
optional extra course	2		
Semester 7		**Semester 8**	
Name of the course	Credits	Name of the course	Credits
The French novel in the twentieth century	4	Speaking Interaction	4
		Research Methodology	2
The French theater in the twentieth century	4		

		Extreme contemporary French literature	2
French poetry in the twentieth century	2		
Argumentative essay	2	Introduction to Comparative Literature	2
Reading and translation of journalistic texts	2	literary language	2
Optional extra course	2		
Optional extra course	2		

In the table above, are figured optional extras without mentioning names. The following table presents details of these courses.

Table 2. Optional courses at University of Tehran

Names of the optional extra courses
prose and poetry translation
Reading simple texts
Reading of Islamic texts
Persian translation of various French texts
French translation of various Persian texts
Prose
Evaluation of language skills
Presentation
Proverbs and expressions
Correspondence
Essay

The following table shows that during the general French aim to develop a particular skill among students.

Table 3. Skills development

Basic course				main course	Electives
Speaking 1	Speaking 2	storytelling workshop	Conversation	oral Interaction	Presentation
Reading and Writing	Writing	Narration	Writing and report	Argumentative Essay	Correspondence
Grammar 1	Grammar 2	Grammar 3	-	-	Evaluation of language skills

To analyze the progress of the content in the oral competence, we categorize them in the following tables:

Table 4. Syllabus "speaking 1"

Oral Production 1		
objective:		
Become familiar with the everyday expressions		
Development of Oral Proficiency		
Development of competence to participate in a simple discussion		
Listening	Oral Production	Oral Interaction

general understanding	Monologue	Participate in a conversation
Understanding interaction between native speakers	Make public announcements	Participate in informal discussions
Understood as an auditor	Contact an audience	Participate in formal discussions and meetings
Understand announcements		Cooperate to help
Understand instructions		Obtain goods and services
		Exchange information
		Interview and be interviewed

Table 5. Course notes "Speaking 2"

Oral Production 2		
Objectives: Development of competence to speak French		
Speaking comprehension	Speaking	Oral Interaction
general understanding	Monologue	Understand
intonation recognition	Tell	Respond to feelings
direct factual information	To describe	Participate in an informal discussion
short stories	Argue	Participate in a formal discussion
Include radio	Make public announcements	Cooperate to help
Understand announcements and oral instructions	Contact an audience	Obtain goods and services
Understanding interaction between native speakers		Exchange information
Understood as an auditor		Interview and be interviewed

Table 6. Syllabus "workshop tale"

Storytelling workshop
Objectives: Development of competence and verbally tell stories and describe real or fictional events
Getting to the morphology of the tale
Telling a story or a short story
The main components of the tales and new
Work on pronunciation, intonation and rhythm of speech
Exploration of the narrative of many voices

Table 7. Syllabus "conversation"

Conversation
Objectives: Development of the competence of listening and active participation in a discussion
Expressing feelings: surprise, happiness, sadness, interest, indifference
Include radio
To issue or request a personal perspective / express convictions
Express agreement or disagreement
Explain why something is a problem
Talk to find a solution to a problem
Back part of what someone has said
Briefly comment on other people's point of view
Invite others to give their views

Driving a prepared interview
Provide concrete information (in an interview)
Initiate, maintain and end a conversation
Use adequate expression to speak
Invite to join a conversation
Summarize and take stock in conversation
Facilitate the continuation of the conversation
Rephrase the words of the interlocutor
Ask someone to clarify or develop

Table 8. Syllabus "Oral Interaction"

Oral Interaction
Objectives: Participation Development of competence for discussion
Development of competence to argue and convince
Take part in a conversation
Actively participate in an informal discussion: comment, issue a point of view clearly, make and respond to hypotheses, express and expose their opinions, defend their opinions, respond to others' arguments
Actively participate in a formal discussion: express, justify and defend opinion, arguing with accuracy on complex topics
Invite others to say what they thinks
Managing a negotiation (conflict situation)
Explain a problem and highlight that the speaker must make a concession
Expose problems and getting compensation
Pass on detailed information
Make clear and detailed description of a process
Synthesize

Table 9. Syllabus "Presentation"

Presentation
Objectives: Development of this skill a presentation
Teaching techniques to make a presentation
Discuss on various topics in the class (social, cultural, literary, etc.)
Presentation presentations by the students in the class

In the analysis we have done, we realized that the inventory of curriculum of the courses of general French is copied source of learning contents of the ELF in relation to the six levels of the European Council, for FFL teachers. The first course of oral proficiency is A2 level and last level B2. The core courses comprise 52 credits at a rate of 832 hours plus 16 credits, that is to say 256 hours of preparatory course for the French zero beginners and false beginners. It is undeniable that inventories provide freedom to choose content to teachers, it is necessary anyway there is a perfect cooperation between them so that the contents do not overlap and there is real progress in terms of content.

By analyzing the course, we can realize that the time given to one level skills (comprehension and expression) is very limited. To acquire the level A2, 18 hours (12 credits) and for Level B1, 24 hours (16 credits) are envisioned. For level A2, this time limit may justify the fact that students have already acquired the A2 level or are being taught through the French preparatory course (16 credit at the rate of 256 hours) based on FLE manuals available on the market. From the fourth semester, students are expected to be in the process of acquiring the

level B2. From this semester until the end of the bachelor studies, 42 hours (28 credits, considering 8 credits optional extras (Note 2)) are devoted to the acquisition of the B2 level. We can conclude from all these that the optimal level couldn't be acquired, because students have accumulated knowledge and overloaded because of the limited time spent on each level. Hardly progressed in learning French, they must change their status of foreign language learner and be engaged in the learning of French literature.

In the course of "phonetic" and "lexicology", the level is not determined. Especially as the curriculum of both courses are developed with a theoretical approach, without thinking about the practical aspects of the language. The recommended approach in the course of "phonetic" falls under the articulation method. By the approaches adopted in the general French, that is to say, the action-oriented approach, it was necessary to focus on the Verbo-tonal method that considers phonics as part of the language. Sophie Aubin in a very interesting article studied the history of phonics instruction in language teaching. According to her, it surpassed the phonetic time and is currently in post-aural time, so it is possible to separate the profile of a musical teaching. The music education of the language is theoretically so great way out of the impasse of phonics instruction repeatedly criticized. This music would commit to a free and new way.

Based on the opinion of Porquier (2000, p. 87), we tried to analyze the internal consistency of courses that are considered prerequisites for the following courses, each related to the others.

"Progress, in terms of the order and content of the route chosen by the teacher within a course (Manual), a train or even a series of exercises class teaching practice, is central in language teaching."

It goes without saying that the syllabus of the courses within the curriculum will determine the progression of the contents. In this regard, the coherence of related courses seem more difficult especially when teaching is not based on a specific manual in which the order of subjects is determined. It's the same for most of the university courses in French, thus teachers develop their lesson plan based on the syllabus. In didactic terms, we can say they adopt an eclectic approach. A course may be consistent, yet the lack of consistency between related courses will be felt because professors have little detailed information on the progress of other courses.

In order to achieve a level as we see in the politics of the designed methods, all skills (linguistic and communicative) must move in parallel. But in the curriculum that we analyzed, we see the development of isolated skills regardless of other skills that will advance simultaneously. The components of language are seen as isolated units. Although each course is designed to develop a skill, lack of inter-course cohesion is clearly felt.

In addition, know-how and speech acts are sometimes confused in the curriculums. Certain skills or speech acts are repeated in the curriculum, which will give the learner the impression of not making progress and learn repetitive things. When these cases overlap, teachers go to another curriculum, hidden curriculum, through the manipulation of the established one.

The courses in French literature are based on learning objects and are part of a multidisciplinary approach, because literature is made in the history of each century of literature, novels, theater and poetry. The curriculum of these courses meet the stated objective. 50 credits, which means 800 hours are considered to be achieved. Regarding the objective of the course of the general French, we can say it is an exaggeration, because awareness of the Persian culture and literature demand in-depth knowledge and not familiarization with the French and with the acquired level B2 is goal is far from being realized.

Regarding the course of the French general, decisions are influenced by society and the approach is the general areas. As we have just explained that the drawback of this kind of curriculum is the presentation of the content which is limited to the essentials. The limits of the powers and the lack of comprehensive knowledge of Bachelor graduates could be derived from this approach.

We know the perspective recommended by the CEFR is action-oriented. The first chapter of this book (2000, p. 10) entitled "The Common European Framework in its political and educational context", explains its goal:

- To equip all Europeans for the challenges of intensified international mobility and closer cooperation with each other and this not only in education, culture and science but also in trade and industry;

- Promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication;

- Maintain and develop the richness and diversity of cultural life in Europe through greater mutual knowledge of national and regional languages, including less widely taught;

- Meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries; this is the effort of a lifetime that

should be encouraged, specifically organized and financed at all levels of education by the competent individuals;

- Avoid the dangers that could result from the marginalization of those who lack the capacity to communicate in an interactive Europe.

However, the company in question is not the Iranian society, but from a multilingual and multicultural Europe. The curriculum must conform to the realities and needs of society. It must also be comprehensive in order to help students develop their skills and play an effective role in their lives. According to Arefi (2004), China, the makers of the curriculum review have reduced the number of classes in order to enhance the skills and adaptability in the labor market. They planned the development of technology in the curriculum. South Korea and North Korea have referred in their curriculum development to think, to speak, to verify phenomena and analyze values in order to achieve a more conscious decision. From these examples we realize that the curriculum of a country must be in harmony with its objectives in all its dimensions.

We wonder if the Iranian universities follow the same objectives as in multilingual and multicultural Europe. If this is not the case, why the reality of classes (the number of students, the dominance of lectures in literary system during the heterogeneity of courses, etc. (Note 3)), the culture of learning, the company's needs and even objectives already are not taken into account. This fact is mentioned by Hafezian (2009) stressing that the methods, background and tools in place of teaching and learning a foreign language is measured by the objectives of education. It poses essential questions we try to answer in this thesis:

- What are the objectives of participating students in French courses at university?

- What are the objectives of the universities that organize French courses?

- Are there any connections between the goals of the law partners?

- Is there some concrete links between the subjects to be taught, the number of students and the labor market in Iran?

Reconciling these two levels of decision, decision influenced by the learning objects for course literature and decision influenced by society, is possible only when the teaching strategies and assessment methods focus on the learner and seeks its actualization. If we act differently in this process, this crucial achievement would disappear for the benefit of both decisions.

7. Conclusion

For a final conclusion, we can say that students are human capital (Note 4). All of their skills, talents, qualifications and experiences determine their ability to work or to produce for itself or others, these factors are to be developed in educational systems: The BA period is a good opportunity to familiarize students with specialized skills, in MA and Ph.D., these skills should be deepen. Given the characteristics of the present time when we are facing globalization and the explosion of information, access to the accumulated knowledge hardly ensures student success. The curriculum must be planned so that they are able to adapt to both global contexts and keep their national identity.

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Notes

Note 1. Documentary pedagogy or teaching "build knowledge through documents", has several objectives: the learner autonomy, the development of critical thinking to learn to validate the information and use of tools of main resources.

Note 2. Among the optional options, a total of 8 credits aimed at the development of the French and the others are for literature courses.

Note 3. In Iran, French courses at university often consist of very heterogeneous: the zero beginners, false beginners and intermediates who learned French in institutional settings (exolingual middle) and those who have a good command language and experience in Francophone countries (endolingual middle).

Note 4. The concept of "human capital" was developed for the first time in 1961 by the American economist Theodore Schultz, who said the following: "While it is clear that individuals acquire skills and useful knowledge it is not so clear that these skills and knowledge are a form of capital [and] that this capital is in substantial part the product of a deliberate investment". Starting in 1965, Gary Becker explores the concept and popularizes, winning in 1992 the Nobel Prize in Economics for his development of the theory of human capital. Of management researchers as Flamholtz and Lacey, from 1980 or later Lepak Snell and then contribute to the dissemination of the theory and its practical use.

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