



## A Comparative Content Analysis of the Iranian and Canadian 7<sup>th</sup> Grade Math Textbook

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### ABSTRACT

The purpose of this research was the comparative content analysis of the Iranian and the Canadian 7<sup>th</sup> grade math textbook. The current research was carried-out by the method of the content analysis and the based on the William Romey's technique. The statistical society of the current research consisted of the Iranian and Canadian 7<sup>th</sup> grade math textbook. The statistical sample is, as possible as, the equal number of the books' pages based upon the common subjects who were selected in four sections of Integers, Rational numbers, Algebraic expression and Area. The results of analyzing the content of the common subjects of the math textbooks suggest that the content of the Canadian textbook is inactive. The pictures and charts of the Iranian textbook are inactive, but the pictures and charts of the Canadian textbook are active. In the section of questions, both textbooks have been compiled inactive. In this direction, the research-based rate of the Iranian textbook always tends towards the upper bound of the optimum limits (0.4 to 1.5); i.e.1.5 and the research-based rate of the Canadian textbook tends towards the lower bound of this limit.

**KEY WORDS:** Math textbook, Content analysis, Iran, Canada.

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### INTRODUCTION

Many countries of the world have the common aims regarding some problems. And they need the cooperation and intellectual collaboration in order to achieve these aims. For example, development of the borders of the science and generalization and improvement of the quality of the instruction of protecting the environment are from amongst the aims which most world's countries want to accomplish them probably. (Mohsenpour, 2008, p 23). As a result, the necessity of the global outlook in the educational and curricular planning is felt. On the other hand, we live in the time when the changes and transformations are swift and unusual. Requirement to perceive the mathematics and being able to use it in the daily living and work place which was not significant up to such an extent has been become important increasingly. In this changing world, those who perceive the math and can do it have in hand many valuable opportunities.

The skill to carry out the mathematics will open the doors for the fruitful future. (Karimi fardinpour, 2006, p 49). According to kuku (1995), the mathematics has been linked to the sciences, technology and economical development. Very likely, the importance of learning the math in the international statements which have known the year of 2000 as the global year of the mathematics has been reflected as well (Atweh and Clarkson, 2002, p 3). While the quality of the math education is not ideal so much in our country, school drop – out in the recent years, specially math lesson has encouraged the educational planners and those who are interested in the education and upbringing to study and criticize the efficiency of the educational system and contents of the lessons because schooling instruction is regarded as the most important part of the education in the country (Rouzdar, 2007, p 16).

Therefore, the necessity of conducting the comparative studies in the math education in Iran with other countries is felt. That is why that without the comparative look at the status of the math education in Iran, it is natural that the public belief is based on that the whole world has a plan similar to the available plan in Iran, while the comparative studies show the dimensions of the similarity or the

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state of uniqueness the available plans in Iran. Because the schooling math curriculum in Iran has been compiled in the time when the native and global components affecting the curriculum have been different with the present time. Within two recent decades, the extensive native, regional and global changes have raised the new requirements towards the math education (Gouya, 2000, p 5). Therefore, prerequisite for the protection of the scientific identity in the 21 century is the effective participation in the scientific activity in the international scale. Such a cooperation and participation will be possible deservedly when we have a clear picture from what is going on in other countries of the world while in forming from our own conditions and the scientific capacities (Gholamazad, 2007, p 32).

Since 1980 decade which the globalization idea was formed, education has comprised a very important part of the globalization process (Razeghi, 2008, p 1990). In fact, globalization in the scope of the educational problems has not been perceived correctly because the teachers have not seen are relationship between the globalization and their own daily teaching (Jolly, 2009, p 4). In the global education, the new models of the instruction replace with the traditional and ancient models of the instruction which are not compatible with the existing conditions and the resulting progresses (Hajihoseinnezhad et al, 2008, p 793). Today, no one can deny the globalization. One of the appropriate tools in this field is education. Relying on the exact and fundamental curriculum planning, education can overcome these challenges (Karam, 2008, p 853). Curriculum planning, as the heart of the educational activities, is one of the most important elements which require the change and transformation being proportional to the new conditions (Ayati, 2008, p 125).

Internationalization of the curricula means the attempt in order to give an international popularity to the curricula of the educational organizations and institutes (Galligan, 2008, p 2). The math curriculum has been comprised of the diversified educational sections which experience its reform and promotion in the beginning of the third millennium. Therefore, we must prepare the youths for a global economy, knowledge based society and enriched by information society (Wong, Han & Yeelee, Ying, 2011, p 27).

As a result, it can be said that the math curriculum, also, like other curricula gets involved in the globalization. At this time, the most rate of the loss of admitting the globalization of the curricula focuses on the education in the developing countries. The curriculum planners and decision-makers in the developing countries attempt to change the curricula towards the curricula of the advanced countries by reviewing the results of the international tests, including TIMSS.

Darvishpour and Mirghayoum (1991) dealt with the study of the rate of the application of the basic concepts in the sciences lessons such as physics and chemistry in a research. The results showed that math textbooks in the elementary and middle school levels are poor from the dimension of the usage of the conceptual backgrounds. In a research, Soleymannpour (1999) has dealt with the descriptive-inferential analysis of the content of textbooks in the elementary level. Upon the isolation of the lesson in each grades also showed that the harmony of the components of the discipline-based curriculum has been observed more in some lessons compared to other lessons. Through the comparison of the problems of the integers from the math textbooks of china and USA, Yeping (2000) showed that two textbooks are different in the dimension of the prerequisites of the problem-solving and the USA textbook has been benefitted from more diversity in this dimension.

Through the comparative analysis of the math curricula of Korea and England, Hwang (2004) showed in a research that, in the curriculum of the England, the presented content provides the flexible learning opportunities for the students, but in the math curriculum of the Korea, all students benefit from the equal education without paying attention to the individual capabilities.

In a research by content analysis of the math textbook of the schools of Taiwan, Hong Kong and china, Tzng hsu (2008) showed that the form and methods of presenting the algebraic concepts in order to reach the educational goals in the domain of algebra were different in the 3 countries, while they put emphasis on the understanding and application.

In a study, around the content analysis of the assignment of the middle school math lesson, Hamburg (2009) showed that the desired assignments have not been taken in to consideration evenly in the categories, including the thinking skills.

Also, Mahmoudian (2009) showed within a survey that the text of the book has been compiled actively, but it analyzes been presented inactively.

Therefore, one of the important tasks of the math curriculum planners can be that they detect well the relationship between the culture and the math education (Khakbaz et al, 2008, p 116).

Thus, the problem of the current research is comparing of the rate of the active-based rate of the Iranian and the Canadian 7<sup>th</sup> grade math textbook based on the William Romey's technique. In this direction, the current research intends to reply to following questions:

1- Is there a difference between the rate of the being active of the available text in the content of the Iranian and Canadian math textbook?

2- Is there a difference between the rate of being active of the available figures and charts in the content of the Iranian and Canadian math textbook?

3- In there a difference between the rate of the being active of the available questions in the content of the Iranian and Canadian math textbook?

4- Is there a difference between the rate of the involvement within the final chapter's questions in the content of the Iranian and Canadian math textbook?

### METHODOLOGY

The current research was carried out by the method of content analysis. Holey (1969) defines the content analysis as an objective and systematic technique in order to perceive the available messages in a text. Berberlson (1979) has defined the content analysis as a regular researching method in order to describe objectively the content of the books and texts of the curriculum.

Content analysis is perhaps fastest growing technique in quantitative research (Neuendorf, 2002, p 1). Also, content analysis classifies textual, material, reducing it to more relevant, manageable bites of data (Weber, 1990, p 5). One of the qualitative methods of content analysis is the analyzing the textbooks based on the technique of William Romey.

Romey believes that the contents of the textbooks must raise the subjects by the exploratory method (Hasanmoradi, 2009, p 139). The major steps of the content analysis are as follows: Specification of objective, sampling, coding & categorization, classification of categories, objective evaluation of categories (Soleymanpour, 2005, p113).

After sampling, the content divides in to three parts of text, chart and figure and question and, then, the involvement coefficients of each part are to be estimated and, then, the mental involvement coefficients. Compare together respectively with the text, shapes and charts and the sample questions selecting from two textbooks in terms of the active-based being.

**Statistical society:** Population includes the Iranian and the Canadian (Newfoundland state) 7<sup>th</sup> grade math textbook.

**Statistical sample & Sampling:** It is required to mention that, Contrary to Iran, there is not a unique textbook in Canada for the whole country. As a result, in order to analyze the content, selection of the sample by the random method is the best way to raise the validity and reliability. Difference between volume, subjects and content of the book of these two countries complicates the statistical sample because various subjects necessitate the various methods of the presentation. Finally, it was decided that the equal number of the book pages is selected based on the common or similar subjects as possible as (Esfijani, 2008, p 14). In this direction, four common subjects; i.e. integers, rational numbers, algebraic expression and area were selected from two textbooks which include of the %45 of Iranian and %50 Canadian textbook volumes.

**Tool of the data collection:** In order to collect the required data, the textbooks of two countries were surveyed and studied. The Romey method was used to collect the data. Thus, through determining the sample, the separate techniques, considered to determine the involvement coefficient of the text, figures and charts, questions and activities are used (Maroufi & Yousefzadeh, 2009, p 193).

**Analysis and interpretation of data:** In this method, the involvement coefficient or index of the learners with the content is used to analyze the data. In order to specify the involvement coefficient of learners to content, it is necessary that the active categories divide by the inactive categories

(Soleymanpour, 2005, p 118). In the content analysis based on the Remy technique, 0 index represents the lack of the mental involvement of the learner and 1 index represents the participation of the thin king involvement of the learner. Naturally, the higher numerical indexes suggest the rate of invitation to more research and lower numerical indexes suggest the rate of invitation to less research (Maroufi & Yousefzadeh, 2009, p 200). But, according to the Romey's opinion, a textbook is active when its involvement coefficient is from 0.4 to 1.5. In other words, each book which is to be presented active must, at least, 30 % and, maximum, 70% of the scientific materials and subjects and, otherwise, the content of the book will be inactive (Sloeymanpour, 2005, p 119).

**Findings**

In this research, text, pictures and charts and the questions of four common parts, including integers, rational numbers, algebraic expression and area were analyzed. After the estimation of the involvement coefficient, the rate of the being active of the text, pictures and the questions of two textbooks were compared together.

**The first question:** Is there a difference between the rate of the being active of the available text in the content of the Iranian and Canadian math textbook?

From the separate analysis of the text considering the common subjects, the involvement coefficients of every part of two textbooks were obtained as following:

**Table No 1: Comparison of the involvement coefficient with the sample textbooks**

Subject	integers	Rational numbers	Algebraic expression	area
Iran	1.24	1.31	1.15	1.77
Canada	0.4	0.23	0.26	0.5

Comparison of the involvement coefficients obtained from the section of the integers of two countries' textbooks shows that the text of two countries' textbooks is both active in this discussion in the section of integers, text of the Iranian textbook is active, but the text of the Canadian textbook is inactive. In the part of the algebraic expressions, the text of the Iranian textbook is active, but the text of the Canadian textbook is inactive. Finally, in the part of the area, Iranian textbook has been compiled inactive, but Canadian textbook has been compiled active.

After the separate survey and comparison of the text, the sample texts, also, were compared together in terms of the involvement coefficient considering the common subjects. In the content analysis of the textbook's text, Iranian math was analyzed 0.45, that is, 454 units were studied and analyzed actually which after the classification of each of the units in the desired categories, 199 units were related to the a, b, c, and categories and 254 units were also related to the e, f, g, and h categories. Therefore, the involvement coefficient of the sample text was calculated in such a way:

$$\text{Involvement coefficient of the text of the sample Section of Iranian book} = \frac{e+f+g+h}{a+b+c+d} = \frac{254}{199} = 1/27$$

But, in the content analysis of text of the Canadian textbook, the statistical sample included 50% of the number of the textbook's pages which 876 units or expressions were analyzed in this statistical sample which after the classification of the units in the specified categories, 649 units were placed in the inactive categories; that is, a, b, d and, also, 204 units were located in the active category; that is, h. As a result, the involvement coefficient of the sample text was estimated as following:

$$\text{Involvement coefficient with the text of sample Part of the Canadian book} = \frac{e+f+g+h}{a+b+c+d} = \frac{204}{649} = 0/31$$

**Table No 2: The comparative table of the frequency distribution and the percent of the Iran and Canada**

category		a	b	c	d	e	f	g	h	i	j	Total
Iran	frequency	58	90	26	25	161	41	46	6	1	0	454
	Percent	13%	20%	6%	5/5%	35%	9%	10%	1%	0/5%	0	100%
Canada	frequency	209	280	64	96	90	106%	8	0	23	0	876
	percent	24%	32%	7%	11%	10%	12%	1%	0	3%	0	100%

As it is observed in the table No 2, the most quantity (Maximum quantity) of the frequency of the text's categories from the Iranian textbook belongs to e, that is, the questions whose replies require the analysis of data, and the most quantity of the frequency of the categories of the text from the Canadian book has been related to the b category; that is, the results. Therefore, the active categories have been used in more the text of the Iranian textbook used more in the text of the Canadian textbook.

**The second question:** Is there a difference between the rate of being active of the available figures and charts in the content of the Iranian and Canadian math textbook?

In order to reply to this question, the available figures and charts in two textbooks of the Iranian and Canadian 7<sup>th</sup> grade math were analyzed in four common subjects namely: Integers, rational numbers, algebraic expression and area.

**Table No 3: Comparison of the involvement coefficients with charts and figures of two Iranian and Canadian textbooks**

Subject	Integers	Rational numbers	Algebraic expression	Area
Iran	0/66	2/33	1/25	4
Canada	0/50	0/80	1	1/25

Comparison of the involvement coefficients of the diagrams and pictures obtained from the section of the integers of the textbooks suggests the being active of the pictures of both textbooks. In the section of the rational numbers, Iranian textbook's pictures is inactive, but Canadian textbook's pictures is active; In the section of the algebraic expressions, the pictures of both textbooks are active and, finally, In the section of the area, Iranian textbook's pictures have been compiled inactively, but the Canadian textbook's pictures have been compiled actively.

After the separate survey and comparison of the pictures and diagrams, the total of pictures selected from two textbook, which were analyzed considering the subjects, was compared together in terms of the involvement coefficient. In the analysis of the pictures and charts of the Iranian math textbook, 40 pictures were analyzed and studied totally which 15 pictures were located in the a category and 24 pictures were placed in the b category after the classification of each of the pictures in the specified categories. No pictures were placed in the c category, but one picture was placed in the d category. On the basis of the obtained data, the involvement coefficient with figures and shapes was estimated in such a manner:

$$\text{Involvement coefficient with pictures and sample selected from Iranian textbook} = \frac{b}{a} = \frac{24}{15} = 1 / 6$$

Also, in the analysis of the pictures and charts of the Canadian textbook, from 40 selected pictures, 20 pictures were placed in the, a category, 17 pictures were located in b category, 2 pictures were placed in c category and one picture was located in d category. Therefore, on the basis of the obtained data, the involvement coefficient with figures and pictures was estimated in such a way:

$$\text{Involvement coefficient with the sample Pict \& charts selected from the Canadian textbook} = \frac{b}{a} = \frac{17}{20} = 0 / 85$$

**Table No 4: The comparative table of the distribution of the frequency and the percent of the categories be longing to the Iranian and Canadian sample pictures**

Category		a	b	c	d	Total
Iran	frequency	15	24	0	1	40
	percent	37/5%	60%	0	2/5%	100%
Canada	frequency	20	17	2	1	40
	percent	50%	42/5%	5%	2/5%	100%

As seen is the table No 4, the most quantity of the frequency of the categories of the pictures from the Iranian book belong to the category b; that is, the pictures which require the mental activity of the learner and the most quantity of the frequency belongs to the category a; that is, the pictures which

describe target directly; therefore, pictures of the Iranian textbook ask for higher activity from the learners' ability. But, pictures of the Canadian textbook conform to the mental ability of learners.

**The third question:** In there a difference between the rate of the being active of the available questions in the content of the Iranian and Canadian math lesson?

In order to reply to this question, questions of the textbook of the Iranian and the Canadian 7<sup>th</sup> grade math lesson were analyzed in four common subjects of: Integers, rational numbers, algebraic expression and area.

**Table No 5: Comparison of the involvement coefficients with the questions of two Iranian and Canadian textbooks**

Subject	Integers	Rational number	Algebraic expression	Area
Iran	2/3	4	9	$\frac{10}{0} = \infty$
Canada	9	9	9	$\frac{10}{0} = \infty$

Comparison of the involvement coefficients shows that the questions of all sections have been compiled inactively. In fact, the questions seek for much mental activity from the learners because the nature of the math lesson is in such a manner that, in the category a, i.e. a; that is, the questions whose responses can be obtained directly from the text and, also, in the category of b; that is, the questions which ask for the conceptual definition from the learners are less observed.

After the separate survey and comparison of the questions, these selected sample questions were also compared together in terms of the involvement coefficient. In the content analysis of the Iranian textbook's questions, from 40 questions which were selected randomly, 6 questions were placed in category a, we had no question in category b, 15 questions were placed in the category C and 19 questions were located in the category d. Thus, on the basis of the obtained data, involvement coefficient with the questions of the sample section from the Iranian textbook was estimated as following:

$$\text{Involvement coefficient of the sample pictures from the Iranian textbook} = \frac{c + d}{a + b} = \frac{34}{6} = 5/7$$

In the content analysis of the questions of the Canadian textbook, from 40 questions which were selected randomly, 3 questions were located in the category a, we had no question in the b category, 16 questions were placed in the category c and 21 questions in the category d. As a result, on the basis of the obtained data, involvement coefficient with the questions of the sample section from the Canadian textbook was calculated in such a way:

$$\text{Involvement coefficient of the sample section from the Canadian textbook} = \frac{c + d}{a + b} = \frac{37}{3} = 12/3$$

**Table No 6: The comparative table of the frequency distribution and percent of the categories belonging to the Iranian and Canadian Sample questions**

Category		a	b	c	d	Total
Iran	frequency	6	0	15	19	40
	percent	15%	0	37/5%	47/5%	100%
Canada	frequency	3	0	16	21	40
	percent	7/5%	0	40%	52/5%	100%

In the analysis of the questions of the math lesson, because of the abstractive nature of this lesson, it can be said considering the results that, in two categories of a; that is, the questions whose responses can be obtained directly from the text and, also, in the category of b; that is, the question s which ask for the conceptual definition from the learners are less observed. As it is observed in the table No 6, the best quantity of the frequency of the categories related to the questions from the Iranian and Canadian textbooks belongs to the category d; i.e. the questions asking the learner to solve a

problem. Thus, the questions of the two textbooks are not very different from each other and both of them locate in the inactive limits.

**The fourth question:** Is there a difference between the rate of the involvement within the final chapter's questions in the content of the Iranian and Canadian math textbook?

In order to answer this question, the questions of from the two countries' math textbooks were studied and analyzed.

**Table No 7: The comparison of the involvement coefficients with the questions of the reviewing exercises of the Iranian and Canadian textbooks**

Subject	Question of reviewing
Iran	$\frac{10}{0} = \infty$
Canada	$\frac{9}{1} = 9$

Comparison of the involvement coefficients calculated from the section of the reviewing exercises from both Iranian and Canadian textbooks shows that both of the involvement coefficients are not located in the desirable and active limits.

**Table No 8: Frequency distribution and percent of the categories belonging to the questions of the part of the reviewing exercises from Iranian and Canadian textbooks**

Category		A	b	c	d	Total
Iran	frequency	0	0	7	3	10
	percent	0	0	70%	30%	100%
Canada	frequency	1	0	5	4	10
	percent	10%	0	50%	40%	100%

As it is seen in the table No 8, the most quantity of the frequency of the categories in the section of the questions of the periodical practices from the Iranian and Canadian textbooks be longs to the category c; that is, questions whose answers require these searching of the learner in the new situation.

## DISCUSSION AND CONCLUSION

With regard to table No 2, the comparison of the involvement coefficients of the sample text of two math textbooks shows that the text of the Iranian textbook is active and the quantity of these involvement coefficients is 1.27. But, the text of the Canadian textbook is inactive and its involvement coefficient with the text is 0.31. Therefore, the involvement coefficient of the text of the Iranian textbooks upwards to the upper extreme and the involvement coefficient of the text of the Canadian textbook tends downward to the lower extreme of this desirable limit. Also, comparison of two involvement coefficients obtained from the pictures and charts of the sample section of two textbooks, considering the table No 4, shows that the Iranian textbook in the section of pictures and charts with the involvement coefficient of 1.6 asks for an activity higher than the ability of learners. Instead, the involvement coefficient of the selected pictures and charts of the Canadian textbook is equal to 0.85 in the desirable limit and is proportional to the mental ability of learners. In the analysis of the questions of the math lesson, because of the abstractive nature of this lesson, it can be said, considering the results obtained from table No 6, that in two categories of a; that is, the questions whose answers can be obtained directly from the text and, also in the category b; i.e. the questions which want the conceptual definition from the learners are less any questions to be observed. In fact, Iranian textbook with the involvement coefficient of 5.7 in the section of the questions and Canadian textbook with the involvement coefficient of 12.3 in the section of the questions is not very different from each other and both of them are in the inactive limits.

The comparison of the involvement coefficients calculated from the part of their periodical exercises of both Iranian and Canadian textbooks showed that none of them was not located in the

active limits and the questions always invite the learner to find the reply in the new situations. The involvement coefficient obtained from the table No 8, reveals that the involvement index of the questions of the section of the periodical practices, that is  $\infty$  for Iran and 9 for Canada, is unacceptable too and it is not located in the active limits.

The results of the current research conform to the finding of the research of Darvishpour & Mirghayumnia (1999). In the research of Darvishpour & Mirghayumnia, it has been raised and stated that the math textbooks in the primary school and middle school levels are poor in terms of the application of the conceptual backgrounds of the sciences. Also, they are in conformity with the result of the research of Soleymanpour (1999). Because the rate of the research-based in analyze text and pictures is in the fluctuation. Yeping's research (2000) has been in same conformity with the current research's results, because the comparison of two Chinese and American textbooks showed that two textbooks were different from each other regarding the presentation of the prerequisites of the problem solving and the rate of the diversity. While two Iranian and Canadian textbooks have been different from each other regarding the rate of the active orientation and presentation of the active categories. The results of the Hwang's research (2004) conform to the results of the current research too, because the Korean and English math curricula were different regarding the presentation of the flexible learning opportunities. While activity-based of two Iranian and Canadian textbooks is different and the Canadian textbook has benefitted from more flexibility. Tznghsu's research (2008) is in the same conformity with the current research, because the forms and methods of the presentation of the studied subjects have been different in 3 Taiwanese, Hong Kong and Chinese textbooks. And this difference is seen in the active based rate of two Iranian and Canadian textbooks.

The results of the research Hamburg (2009) are in conformity of the results of the present research, because the rate of the being active of the text and pictures is of the fluctuation and has not been taken into consideration evenly. On the other hand, the findings resulting from this research conform to the results of Mahmoudian (2009). The research of Mahmoudian showed that the text of the new written math textbook has been compiled actively, but some questions have been compiled inactively. The results of the current research reveal too that the text of the Iranian 7<sup>th</sup> grade textbook is active, but the questions have been compiled inactively and require be revising. Since the text of the Iranian textbook is oriented activity, but the obtained involvement index tends towards the extreme upward of the desirable limits (0.4 to 1.5) and this that the number of the active categories is more than the inactive categories. Therefore, it is suggested that this point takes in to consideration, because the involvement coefficient close to 1.5 and / or higher, suggests that it asks for much activity from the learners. Also, with regard to this subject that the text of the Canadian textbook is not active-based and the acquired involvement index texts towards the extreme down ward of the desirable limit (0.4 to 1.5), and the textbook, based upon this, does not challenge to learner, but the great number of the categories applied in the text of the textbook disturbs the proportionality the active or inactive categories and causes that the involvement coefficient be comes less than 0.4.

As a result, it is suggested that the inactive categories are to be reduced in the text of the Canadian textbook as possible as. Regarding the pictures of the Iranian textbook which have been compiled and designed inactively, it is also suggested that a number of the pictures which require the lateral information are to be decreased in the enough number and, again, an appropriate number of the pictures which describe the target directly and exactly are to be increased. Regarding the questions of two textbooks, the involvement coefficients are very greater than 1.5. And this means that most questions are classified in the active categories. In this direction, it is suggested that the basic concepts of math present in the textbooks and then the learners are asked in the section of the questions regarding them. Therefore, the questions in two textbooks require to be revised. In the teaching of the discussions of the math textbook in Iran, the educational aid tool is to be used slightly. While the teaching of each discussion is accompanied by the educational aid tool allocating to that discussion in the Canadian textbook and since the importance of the educational aid tool is not covered up for anybody, it is suggested that the particular importance is put on the educational-aid tool to teach the math in Iran. The tool allows the learners to think of it and reason better with the aid of it. The usage of the calculator and computer is very limited in the Iranian textbook, but in the Canadian textbook, the

particular exercises have been considered for the skills of applying the computer and the calculator. As we know, today the paper calculations have become very limited, and the electronic tools are able to perform the calculations in the very great volume. As a result, the individuals must equip with this sort of the skills in order to live in the society and it is suggested that the possibility of the application of the calculator and computer in the math lesson of the middle school education is to be provided. The numbers and items which have been applied in the problems of the Iranian math textbook, it is sometimes seen that they are confusing and decimal and are not round; while there not exists the possibility of using the calculator as well. It is suggested, as possible as, that the round items are applied in the problems, not being led to desperation of the learners.

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