

# **Consciousness Raising in Grammar Tasks of Iranian Intermediate Level Persian Language Teaching Course Books**

<sup>1</sup>Saman Ebadi, <sup>2</sup>Shokoufeh Vakili Latif

Associate professor of applied linguistics, English Language and Literature Department, Razi University

PhD. In applied linguistics, English Language and Literature Department, Razi University

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## **Abstract**

Considering the theoretical shift caused by the anti-grammar movement of 1980 (Celce-Murcia, 1991) and the increase in the number of learners of Persian as a second language, this study investigated the realization of the consciousness-raising approach of grammar teaching in the intermediate level Persian Language Teaching course books in Iran. In so doing, this study focused on half of the intermediate level Persian Language Teaching course books and analyzed three of their common grammatical structures through the framework of Nitta and Gardner (2005). Results indicated that Iranian intermediate level Persian Language Teaching course books mainly use the Presentation-Practice trend aims at increasing learners' grammatical accuracy. They have mainly left the inductive approach at the cost of the deductive approach of grammar teaching and do not rely on the consciousness-raising tasks. This grants a privilege to the idea that language learning simply means increasing learners' metalinguistic knowledge and disregarding their critical thinking. Given that, Iranian teachers and material developers should let contextualized and purposeful grammar tasks find their way in Persian instruction.

**Keywords:** Consciousness-raising tasks, Grammar tasks, Iranian intermediate level Persian language teaching course books, Practice, Presentation, Production.

## **Introduction**

The necessity and approach of grammar teaching have always been among the controversial issues in foreign/second language teaching. Proponents of fossilization and fine-tuning theories believe that paying particular attention to grammar leads to the growth of learners' linguistic knowledge and the production of well-constructed sentences facilitating meaning transmission (Thornbury, 1999). However, opponents of grammar teaching believe that a distinction should be made between grammar tasks that lead to the formation of language habits and tasks that aim to create language awareness (Ellis, 1993). They support the theoretical shift caused by an "anti-grammar movement" (Celce-Murcia, 1991) based on which the former task type should be left out in favor of the latter, which results in raising learners' awareness of grammar rules (Van den Broek, Oolbakkink-Marchand, van Kemenade, Meijer & Unsworth, 2019).

Chand Sherma (2002) argues that consciousness-raising could be approached by creating a formal framework for communication. In achieving this goal, the descriptive method, in general, and the

functional method of grammar teaching could be effective. It could be effective because grammar teaching is based on the practical applications (Abello, 2016) of different grammatical categories. The practical method of teaching grammar considers language as mainly a set of social relations (Searle, 2014) and tries to make learners understand why in some communication situations, specific language structures seem more accurate to meet the speakers' communication needs (Thue Vold, 2020). Furthermore, this contextualized and meaningful awareness of the grammar is more adapted to the learners' psychological conditions because not all the learners prefer the practice method of learning grammar (Ellis, 1993). Therefore, language teachers need to deliberately integrate grammar consciousness into their existing teaching practices through analyzing the conformity between learners' needs and their curriculum (Creswell & Poth, 2018).

The recent growth of the number of learners of Persian as a second language in Iran has led to the examination of the grammar of the Persian Language Teaching (PLT) course books at the intermediate level (e.g., Dabirmoghaddam & Sedighifar 2012, Motavallian Naeini & Ostovar Abarghuyi, 2012; Rezaei & Kuravand, 2014). However, to the researchers' best knowledge, no study has ever investigated their inclination toward or away from raising learners' consciousness. Given that consciousness-raising directly influences learners' deeper and more successful language learning (Lazonder & Harmsen, 2016), the present study aims to determine to what extent, if any, intermediate level PLT course books in Iran close fit with the consciousness-raising approach of grammar teaching. Following Ellis (1993), this study uses the phrase "consciousness-raising" to create a conscious, deep, and practical knowledge of grammatical categories. "Consciousness-raising tasks," therefore, refer to the tasks that put learners in different practical situations and oblige them to adopt appropriate structures through challenging their mental archives (Van den Broek, Oolbekkink-Marchand, van Kemenade, Meijer & Unsworth, 2019). In achieving its goal, this study focused on the grammar tasks of the three most common PLT course books, namely "Farsi Shirin Ast" by Brookshaw and Shabani-Jadidi (2010), "Farsi Biamozim" by Zolfaghari, Ghaffari, and Bakhtiari (2009), and "Zaban Farsi" by Moghadam (2012) which constitute half of the PLT coursebook population in Iran. Their grammar tasks were examined using Nitta and Gardner's (2005) framework of consciousness-raising tasks. In sum, the present study is guided by this question:

Do intermediate PLT course books in Iran follow the consciousness-raising approach of grammar teaching?

## **Literature Review**

Researchers have approached the issue of teaching Persian grammar to non-native learners of this language from different perspectives common to all of them is exploring some predetermined structures. Dabirmoghaddam and Sedighifar (2012), for example, compared the effectiveness of two common approaches of teaching Persian conditional sentences, namely, task-based and form-focused. This study conducted on 30 Arabic-speaking students of Imam Khomeini International University shows that students who learned conditional sentences using the task-based approach got better grades, denoting this method's superiority. Silakhori and Abbasi (2012) focused on

teaching Persian conditional sentences to Arabic-speaking students of Shahed University of Tehran through the mental space theory. Having administered the pre-test, the researchers randomly divided the participants into experimental and control groups. The two groups were then taught Persian conditional sentences with and without being familiar with mental space theory. Based on the mental space theory, learning and cognitive development occur through small mental spaces and units, which in turn include cognitive elements forming through thinking and discussion. This study's post-test results showed that learners of the experimental group who were familiarized with the concepts of the constructors of mental spaces and probability of occurrence as two different linguistic concepts outperformed the control group. Vakilifard, Kulivandi and Fatemimanesh (2013) have raised the issue of teaching Persian tenses and argue that determining tenses frequency can significantly facilitate learning. Kamyabi Gol and Tabeshfar (2019) stated that no significant factor could influence learning such grammatical structures as Persian relative clauses because both native and non-native speakers of Persian could learn them at relatively same speed. Aghaei, Mirdehghan, and Sahraei (2021) went beyond that by arguing that learning Persian grammar involves going through a number of developmental stages similar to those of other languages as English because it requires learners' movement away from the unstable and random usage of correct forms to the internalization stage wherein learners process and produces correct forms independently.

The research conducted by Rezaei and Kuravand (2014) evaluates Persian grammar teaching from a broad perspective. The researchers investigated the four PLT coursebooks' grammar within the communicative method of grammar teaching proposed by Chand Sharma (2002). Based on the results, using the structural approach and structural simplicity are the strengths of these books. On the contrary, they suffer from such weaknesses as ignoring the communicative and task-oriented approaches of grammar teaching, lacking meaningful tasks, and encouraging a superficial use of the mind in presenting grammar.

Using the error analysis approach, Motavallian Naeini and Ostovar Abarghuyi (2012) found that among the eighteen error categories detected in the writings of non-native learners of Persian, non-conformity of the verb and the subject and wrong prepositions have the highest frequency which emerges from learners' constantly changing input and interlanguage, respectively. Sahraei and Eatemad Al Eslami (2013) reported on the errors of fifty-seven foreign learners of the Persian language through the Lister Varanta (1997) model and their types of feedback. According to their study, the most common type of feedback used for these learners is non-explicit elicitation. The least frequent feedback is peer feedback, to which learners usually respond through self-correction.

This review of the related literature shows that although researchers have especially focused on the grammar of the intermediate level PLT course books, no study has determined whether these coursebooks have employed consciousness-raising principles in grammar teaching. Aiming to fill this gap, this study will shed some light on these PLT course books' grammar teaching trends, which could limit or guarantee their coverage of the consciousness-raising principles.

### **Theoretical Foundation: Consciousness Raising Tasks (Nitta & Gardner, 2005)**

Considering the degree to which grammar tasks can develop learners' consciousness of grammatical structures, Ellis (1993) divides them into three groups: consciousness raising tasks, interpretive exercises, and focused communication tasks. As the most obvious and important group of awareness tasks, the first category creates the highest amount of mental awareness in learners. In the second and third types of tasks, however, the awareness feature is gradually decreased. Ellis' (1993) classification was later used by Nitta and Gardner (2005). In their new framework, Nitta and Gardner (2005) put the consciousness-raising, interpretive, and focused communication tasks of Ellis (1993) into traditional grammar tasks or *Awareness Tasks*. They also, put the grammar practice tasks of Ur (1998) and grammar exercises into the category of *Continues Practice Tasks*. In what follows, components of Nitta and Gardner's (2005) framework are explained and exemplified.

Table 1. *Nitta and Gardner's (2005) Framework of the Form-Focused Tasks*

<b>Awareness Tasks</b>	<b>Continuous Practice Tasks</b>
Consciousness Rising Tasks	Grammar Exercises
Interpretation Tasks	Grammar Practice Tasks
Focused Communication Tasks	

### **Consciousness Raising Tasks**

Ellis (1997) states that Consciousness-Raising Tasks involve providing learners with some information and applying or analyzing it in a practical way to clearly understand the linguistic rules. They usually do not require objective language production and constant repetition because they do not primarily seek to facilitate learners' immediate use of grammar.

*Look at the following examples:*

**A. Rouh Allah's father was killed by gunshot.**

**B. Rouh Allah's father died.**

**Compare sentences A and B and say what has been omitted from sentence A? What kind of change is it?**

Extract 1: Farsi Biamozim, student book, p, 104.

### **Interpretative Tasks**

As a second category of awareness training, Interpretive Tasks make learners interpret the information they are provided. Ellis (1997) considers this type of exercise as one of the tasks used to improve the absorbed data. In this case, learners should be helped to identify different grammatical categories and interpret them according to the type of meaning they create in their interaction.

Consider the following example.

**Photographer: I and my father saw the photographer yesterday. I and my father went to the studio yesterday.**

**Now, make sentences with the following words:**

**Taylor:** .....

**Baker:** .....

**Dentist:** .....

**Blacksmith:** .....

**Carpet merchant:** .....

Extract 2: Farsi Biamozim, workbook, volume three, p, 44.

### **Focused Communication Tasks**

Focused Communication Tasks engage learners in a controlled interaction which leads to the practice of the grammatical structures. Focused Communication Tasks are similar to Interpretive Tasks in that both of them draw learners' attention to problematic grammatical structures. The difference between them, however, is that in this type of exercise, learners pay attention to the grammar during interaction and communication and try to produce objective structures.

**Write a conversation about your city like what you had about Gilan province. In your conversation, compare the two cities using comparative adjectives.**

Exert 3: Farsi Shirin Ast, p, 41.

### **Grammar Exercises**

While Focused Communication Tasks are intended to familiarize learners with grammatical structures, *Grammar Exercises* attempt to consolidate the lessons learned. They require effort to produce grammatical structures in a controlled manner and do not involve learners' feelings and emotions.

**Combine these sentences using and/or.**

**It is raining/snowing. ....it is raining and snowing.**

**1. Please ask questions/answer questions. ....**

**2. He plays volleyball/basketball. ....**

Exert 4. Persian language, workbook, second volume, p.110

## **Grammar Practice Tasks**

As the last category of Nitta and Gardner (2005), Grammar Practice Tasks try to create communication and interactive situations and thus lead to improving the learner's grammar skills.

In an example of Grammar Practice Tasks, a few questions are written on several sheets of paper and each sheet is given to a student. He must answer the question and return it to the original person who explains the questions and the answers he / she received to the class. In this task, any specific grammatical structure such as present continuous can be targeted (Ur, 1988).

Note, no example of this task type was found in the investigated course books.

## **Materials and Method**

This study aimed to identify the grammar teaching approach of the Iranian intermediate-level PLT collections. Initially, a general search was made of the available intermediate level PLT course books which Iran's Academy approved of Persian Language and Literature, and a number was assigned to each of them. In the next step, out of the six available course books, three were randomly selected. At this stage, a simple random sampling method was used, which shows the general and prevailing trends in a given population. In addition, it lacks bias and gives each member of the population an equal and independent chance to be selected and placed in the sample (Cochran, 1999). Random sampling, at this stage, led to the selection of the three most famous Iranian PLT course books. "Farsi Biamozim or Let's Learn Persian" publishes books for elementary, middle and advanced levels and teaches the formal and contemporary forms of Persian language. The introductory coursebook "Farsi Shirin Ast or Persian Is Sweet" is published by the Routledge Institute and is used for undergraduate learners of the Persian language. It teaches contemporary formal Persian and argues that Persian language learners should finally be able to use the language in formal and academic situations. "Zaban Farsi or Persian Language", as the third sample of this study, is published by the Cultural Council for the Development of the Persian Language under the supervision of the Ministry of Culture and Islamic Guidance. The first volume of this book contains the basic points of using the Persian language, the second volume is more dedicated to introducing the capital of Iran. Finally, its third and fourth volumes try to introduce modern Iran and its culture to Persian language learners.

Having chosen the above course books, the researchers determined their common intermediate-level grammatical structures. They used random sampling to choose three of them for further analysis, which resulted in the selection of plural forms of words, simple past tense, and comparative and superlative adjectives. The grammatical structures were analyzed using Nitta and Gardner (2005) framework, which shows the degree to which grammar tasks are in line with the consciousness-raising principles. Regarding the accuracy and reliability of the classification of the tasks in question, it should be noted that the classification was done twice by the first and second researchers, respectively and no main differences were found between their classification.

Table 2 presents more information about the investigated course books.

Table 2. *PLT Course Books*

Coursebooks	Authors	Year of publication	Publisher
<i>Farsi Biamozim</i> (Lets Learn Persian)	Zolfaghari, Ghaffari & Bakhtiari	2009	Madreseh
<i>Farsi Shirin Ast</i> (Persian Is Sweet)	Brookshaw & Shabani-Jadidi	2010	Routledge
<i>Zaban Farsi</i> (Persian Language)	Moghadam	2012	Cultural Council for the Development of the Persian Language

## Data Analysis and Results

According to Nitta and Gardner (2205), identifying the possible consciousness-raising orientation of course books requires determining their grammar teaching trends, which clarifies whether they rely on a deductive or an inductive teaching method in their Presentation stage to pave the way for following the consciousness-raising approach. It also shows to what extent they use the consciousness-raising approach in their Practice and Production stages. Analyzing the Presentation stage of the grammar teaching trend of a coursebook shows whether it tends to develop the learners` consciousness. Moreover, the nature of the Practice and Production stages' tasks shows how it gets close or moves away from consciousness-raising principles.

### Grammar Teaching Trends in the PLT Course Books

Analysis of the grammar part of the investigated course books showed that they employ different grammar teaching trends. "Farsi Shirin Ast" and "Zaban Farsi " follow the Presentation-Practice trend features rule provision and practicing rules (Walter, 2015). For example, teaching the simple past verb in "Zaban Farsi" can be referred to; the first step is the explicit presentation of the rules of forming this verb (the following picture).

■ Simple Past		■ گذشته‌ی ساده ← کتاب کار	
گذشته‌ی ساده = ستاک گذشته + شناسیه‌های گذشته			
م - ی - ه - یم - ید - ند شناسه‌های گذشته‌اند.			
م - ی - د - یم - ید - ند شناسه‌های حالند.			
I went	/raftam/	م - رفتم	} رفت +
You went	/rafti/	ی - رفتی	
He went	/raft/	ه - رفت	
We went	/raftim/	یم - رفتیم	
You went	/raftid/	ید - رفتید	
They went	/raftand/	ند - رفتند	

Zaban Farsi, Page 82.

"Zaban Farsi" then engages learners in the following Grammar Exercises (table1) to practice simple past grammar in a mechanical and controlled way and increase their grammatical accuracy.

► Exercise 2. Change into the simple past:

۱. ما از دانشگاه به خوابگاه ..... (آمدن)
۲. بچه‌ها با ما صبحانه ..... (خوردن)
۳. شما دیروز زیاد ..... (خوابیدن)
۴. دانشجویان در کلاس حاضر ..... (بودن)
۵. پدرها خیلی کم ..... (خندیدن)
۶. ما دیشب با هم در خانه ..... (درس خواندن)

Zaban Farsi, Page 82.

👂 کدام یک گذشته‌ی ساده است؟

- ①      ②      ③      ④      ⑤      ⑥

The simple past describes an action or state occurred in the past; it may have occurred once or repeatedly.

من فقط یک روز آنجا رفتم. شما هر روز آنجا رفتید.

Zaban Farsi, Page 83.



As can be noticed, the remedial task on page 82 is followed by declaring the function of the simple past verb and providing an example of it on page 83. That is, the Practice stage is not followed by the production tasks to move students away from being "learners" of the target language to the "users" of the language (Thompson, 2005).

"Farsi Biamozim," on the contrary, follows the Presentation-Practice-Production trend. After presenting simple past grammar and letting students practice it in different Grammar Exercises (e.g., completion, matching, and tense changing), "Farsi Biamozim" asks learners to talk about their past experience of visiting Golestan museum, and in this way, it gives learners the opportunity of using the simple past verb in a real and interactive way. Ur (2018) states that the Presentation-Practice-Production is a useful teaching sequence. Its practice part includes various meaningful tasks that provide learners with the opportunity of meaning-making and paying attention to forms. In the same way, Baker and Westrup (2003) maintain that the Production stage should make learners functionally use the recently learned grammar. Therefore, the Presentation-Practice-Production trend of "Farsi Biamozim" showed that it could be more concerned about developing learners' consciousness of grammar than the Presentation-Practice trend of "Zaban Farsi" and "Farsi Shirin Ast." However, it is noteworthy that "Farsi Biamozim" has ignored one of the main criticisms against the Presentation-Practice-Production method as it considers the process of learning grammar as a linear and step-by-step process, and therefore, does not review the previous grammar items in subsequent units. Willis and Willis (1996), among researchers who have highlighted the shortcomings of the Presentation-Practice-Production method, state that the comprehensive and diverse nature of language can never be captured as a simple linear description.


### **Inductive or Deductive Teaching in The Presentation Stage**

It was mentioned earlier that the inductive or deductive nature of the tasks in the Presentation stage determines whether the course books intentionally set the scene for developing consciousness. Therefore, as another part of our analysis, we focused on the Presentation tasks in each coursebook.

Analysis of the Presentation stage of "Farsi Biamozim" showed that it uses the inductive method of grammar teaching, unlike the other coursebooks. For example, before teaching the superlative adjectives, it allows learners to see this structure in the initial reading of lesson four, "the best football team of Asia." In this reading, learners see such structures as "the most famous" and "the fastest" Iranian football players. In this Presentation stage, learners listen to the reading passage and answer the questions such as "Which team do you think will win the match between Iran and China?" and "What is your idea about the football team of Iran?" while they haven't been presented the rules of making superlative adjectives. In this way, "Farsi Biamozim" makes learners pick up superlative adjectives in the text and infer their regulations. In other words, it promotes exploratory learning through a focus on both meaning and forms (Hulstijin, 2005; Hyland, 2012). "Farsi Shirin Ast" and "Zaban Farsi," on the contrary, directly introduce the superlative and comparative forms of adjectives and, then, use them in short readings. As an example, the following pictures taken from "Farsi Shirin Ast" can be referred to.

هو بسیار سرد است. The weather is very cold.	قید	very	بسیار
هو خیلی گرم است. The weather is very hot.	صفت / قید	very; many	خیلی
غذای آن رستوران خیلی بد بود. The food at that restaurant was very bad.	صفت / قید	bad	بد
هوای اینجا بدتر از آنجاست. The weather here is worse than there.	صفت تفضیلی	worse	بدتر
بدترین روز زندگیم روزی بود که پدرم فوت کرد. The worst day of my life was the day my father passed away.	صفت عالی	worst	بدترین
شما خیلی خوب رانندگی می کنید. You drive very well.	صفت / قید	well; good	خوب
نمره او بهتر از نمره من بود. His grade was better than mine.	صفت تفضیلی	better	بهتر
تو بهترین دوست من هستی. You are my best friend.	صفت عالی	best	بهترین

Farsi Shirin Ast, Page 29.

 **گفتگو**

**استاد جدید**

بابک: صبح بخیر. من بابک هستم. اینجا مهندسی می خوانم. شما چه می خوانید؟  
 پروین: صبح شما هم بخیر. من پروین پارسا هستم و اینجا دانشجو نیستم.  
 بابک: خوشا به حالتان! اینجا دانشگاه بسیار بدی است و بدترین اساتید را دارد.  
 پروین: خیلی ممنون! من استاد جدید این دانشگاه هستم!  
 بابک: خیلی معذرت می خواهم. ولی اینجا بهترین اساتیدهای جدید را دارد.

Farsi Shirin Ast, Page 30.

The above pictures show that "Farsi Shirin Ast" approaches the comparative and superlative adjectives through a deductive (or rule-based) method that features the explicit explanation of grammatical items.

Table 3 summarizes the main features of the PLT course books in relation to grammar teaching.

Table 3. Grammar Teaching Trends of the PLT Course Books

Coursebooks	Grammar Teaching Method	Presentation stage
<i>Farsi Biamozim</i>	Presentation-practice production	Exercise (inductive)
<i>Farsi Shirin Ast</i>	Presentation-practice	Explanation (deductive)
<i>Zaban Farsi</i>	Presentation-practice	Explanation (deductive)

## Consciousness Raising in The Practice and Production Stages

The way that the PLT course books set the scene for grammar teaching (table 3) creates an expectation of different types of tasks they employ in their subsequent grammar teaching stages.

### Practice Stage Tasks

Although practice tasks generally seek to consolidate what learners have already learned, their creative usage could facilitate consciousness-raising (Nitta & Gardner, 2005). Based on our results, "Farsi Biamozim" mainly employs Grammar Exercise in its Practice stage. For example, it captures the Practice stage of teaching the singular and plural forms of nouns in the following table in the first column of which the singular forms of the nouns *son*, *mother*, and *father* are presented. For completing this column, learners can simply look at the plural forms in the next column or refer to the previous page's reading task. The second column of the table, which contains two smaller boxes, +*Haa*, +*Aan/Gaan* show the plural form of nouns. It requires learners to identify each singular noun's appropriate plural suffix and write its plural form in the provided space. This task as a Grammar Exercise not only aims to consolidate what learners have already learned about plural and singular forms but also put the learners at the center of the learning process (Widodo, 2006) and triggers learners' critical thinking (Jonassen & Kwon, 2001; Wu et al., 2014) in that it contains new singular and plural forms too. For some words, learners could find only the singular or plural form in the reading and learn their alternative forms in this table.

جمع		مفرد
+ان / گان	+ها	
		پسر
	درخت ها	
پسران		
	قایق ها	
		مادر
دختران		
		پدر

*Farsi Biamozim*. Second volume. Page 12.

"Farsi Shirin Ast" uses a kind of translation activity to engage learners in the Practice stage. In what follows, there is an example from page thirty-two which targets the comparative and superlative adjectives. In this task, learners are asked to translate English phrases into Persian. Such activity, which is not among the categories of Nitta and Gardner's (2005) model, has been regarded as a means to allow learners to think comparatively (Atkinson, 1987) and to learn advanced grammatical forms easier (Ellis, 2008). On the other hand, it has been criticized for causing interference errors (Long & Robinson, 1998).

**Translate the following phrases into Persian.**

1. The best father
2. Newer professors
3. More students
4. My best cousin

As an example of the tasks of the Practice stage in "Zaban Farsi," one can refer to lesson eight in which after presenting a few reading comprehension questions (What time did Ahmad wake up yesterday? Where did he go after waking up? Who had a Persian lesson?), learners are asked to answer the same questions about themselves (the following picture). This task is among the Focused Communication Tasks (table 1) because it engages learners in interactive discourse and encourages their thinking about language, which are the important components of consciousness-raising instruction (Walsh, 2011).

- Exercise 2. Explain what you did yesterday. Use the text as a general guide but make the necessary changes.

### Production Stage Tasks

As mentioned earlier, the only coursebook in our study which used the Production stage was "Farsi Biamozim," whose production tasks encourage learners to go beyond practicing grammatical structures and produce language creatively. For example, in lesson two, after explaining the features of and the amusement tools in a park, learners are asked to describe the other features of their ideal park. Thus, they are required to think of grammar as more than a means of making well-formed sentences. Carless (2009) maintains that the Production stage greatly influences grammar instruction. It clearly shows what structures learners are expected to use in their discourses, which makes the assessment of the learners' work straightforward.

Table 4 below shows the frequency of different task types in each teaching stage the focused grammatical structures.

Table 4. *Distribution of Different Grammar Tasks in PLT Course Books*

Task Types	Presentation						Practice						Production						
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
Farsi Biamozim		7		4		5			3	6		3			5				2
Farsi Shirin Ast		5				6	1					6							
Zaban Farsi		5							1			7							
<b>Total No</b>		17		4		11	1		3	7		16							2
<b>Percent</b>		53.1		12.5		34.3	3.7		11.1	25.9		59.9			72				28

**Key:** Consciousness Raising Tasks, Interpretation Tasks, Focused Communication Tasks, Grammar Exercises, Grammar Practice Tasks, other (e.g., translation tasks).

Table 4 showed that grammar teaching's main burden is on the tasks that are neither Consciousness-Raising Tasks nor Grammar Practice Tasks in the Presentation stage. In the Presentation stage, the most important grammar task used is the Interpretative task, which belongs to "Farsi Biamozim." In the Practice stage, translation tasks (column 6) are mainly used by "Farsi Shirin Ast" and "Zaban Farsi," respectively. In the language production stage, "Farsi Biamozim" has mainly used Focused Communication Task as the third category of awareness exercises.

Table 5 below shows the overall distribution of Awareness Tasks versus Continuous Practice Exercises, which constitutes the first three and the last two categories of Nitta and Gardner's (2005) framework.

Table 5. *Distribution of Consciousness Raising and Grammar Practice Tasks*

	Consciousness Raising Tasks	Continuous Practice Exercises	Other
<b>Farsi Biamozim</b>	<b>42.8%</b>	<b>25.57%</b>	<b>31.63%</b>
<b>Farsi Shirin Ast</b>	<b>38.88%</b>	<b>0%</b>	<b>61.12%</b>
<b>Zaban Farsi</b>	<b>38.46%</b>	<b>7.69%</b>	<b>53.85%</b>

As table 5 shows, PLT course books use Consciousness-Raising Tasks and Continuous Practice Exercises to varying degrees. It seems that "Farsi Biamozim" is more concerned with creating mental awareness in learners than the two other coursebooks. Interpretative and Focused Communication Tasks as the second and third types of Awareness Tasks are the most important manifestations of Awareness Tasks in the whole set of books under review.

### Conclusion

Considering the importance of consciousness-raising in grammar teaching and the increasing number of Persian learners as a second language which has led to the examination of the Iranian intermediate level PLT course books, this study aimed to investigate whether Iranian intermediate level PLT course books follow the consciousness-raising principles in grammar teaching. According to the results, these coursebooks mainly use the Presentation-Practice trend and focus on developing a high grammatical accuracy level. Also, these course books prefer the deductive method to the inductive method to meet the traditional expectation of learners about grammar teaching (Van den Broek, Oolbekkink-Marchand, van Kemenade, Meijer & Unsworth, 2019). Although this rule-based approach results in faster grammar instruction and more accurate explanations on the side of teachers, instructors should be avoid the extensive reliance on deductive grammar teaching, which promotes the naïve idea that language learning simply means the accurate production of a set of grammatical rules and that mental engagement of learners in instructional materials is not necessary. Pudelek (2016) maintains that combining inductive and

deductive teaching approaches in which both teachers and learners discover the rules could benefit the learners most.

This study also shows that used Communication Tasks are the primary manifestation of the effort to raise learners' consciousness. In relation to the investigated coursebooks after that, interpretative tasks have the highest frequency. In addition, "Farsi Biamozim" which intentionally set the scene for developing learners' consciousness in the Presentation stage, uses a combination of consciousness-raising Tasks and Continuous Practice Exercises to achieve this goal in its Practice and Production stages. However, the other coursebooks don't prioritize consciousness-raising and, in their Practice stage, mainly rely on the tasks that are neither Consciousness-Raising Tasks nor Continuous Practice Exercises. This is against the advice of researchers who point to the benefits of Consciousness-Raising Tasks and Continuous Practice Exercises for the full coverage of both analytical and holistic learning styles, providing learners to different linguistic situations, and evolving their analytical power through making them interpret, analyze, formulate, reason and make appropriate decisions in learning processes (Wright, Boun & Garcia, 2015). Schmidt (1990) recommends that teachers ignore the books which merely seek to develop learners' grammatical or more precisely non-linguistic knowledge. They don't follow the communicative language teaching method, which diminishes the role of grammar and highlights the strong version of task-based learning (Klapper, 2003) based on which the correct forms of grammatical structures are not the cornerstones of language learning.

This study highlights using the Consciousness-Raising Tasks within the Presentation-Practice-Production sequence, which guarantees to consolidate learning materials to meet learners' linguistic needs who use the practice and/or the discovery method of language learning (Alnofaie, 2013). Considering the dominant learning style among their learners, teachers can make necessary modifications in their grammar teaching through emphasizing more or less on each stage of the Production-Practice-Production sequence or using supplementary materials (Thue Vold, 2020) to ensure that it is more adapted to the learners' needs.

This study is inspired by discussions of Consciousness-Raising Tasks' potentials and attempts to provide an overview of the common grammar teaching trends in Iranian intermediate level PLT course books. Discussions around different types of grammar tasks and their features in this study can make a motivation to examine the degree of consistency between these tasks and the purposes the PLT course books aim to achieve. Suppose the course books are intended to allow learners to develop their critical thinking. In that case, they should give a central role to forming new grammar tasks that help learners analyze the language of new texts to increase language awareness (Wood & Miller, 2014).

Although this study suffers from the shortcoming of covering a limited number of grammatical structures and has not tried to decide on the overall quality of the investigated course books, it hopes to make material designers and teachers more sensitive to the nature and potentials of the grammar tasks they employ. Further research could target a broader range of grammatical structures in PLT course books and determine to what extent their grammar teaching approach helps learners engage in learning and using grammar. In addition, comparing the effectiveness of

different PLT course books with similar sequences (Presentation-Practice-Production or Presentation-Practice) can lead to the recognition of more important factors in grammar teaching.

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