

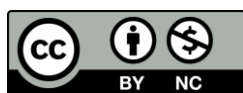
Comparative research in teaching grammar in Persian and French textbooks (Case study: The first to third grade)

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Article Info	Abstract
Original Article Main Object: Interdisciplinary Scope: Iran and France Received: 27 January 2023 Revised: 22 February 2023 Accepted: 05 March 2023 Published online: 11 April 2023 Keywords: comparative studies, French grammar, Persian grammar, teaching language, text book.	Teaching the standard language and skills related to it commence in first years of primary school in every educational program and it will be progressed during the next years. "Grammar" is an important factor in learning a language and due to this importance, current article analyses the ways of teaching grammar in Iranian and French text books with a comparative approach (the first to the third grade of primary school). Accumulating the content is based on library studies and research method is descriptive and analytical. According to the results of this article, French textbooks took more heed of teaching grammatical points within an appropriate "context" and variety of examples. Moreover, French textbooks used appealing stories and different suitable exercises for teaching grammar. These advantages made students to profit more from grammatical lessons which help them to communicate better in speaking and writing. On the other hand, Iranian textbooks attempted to simplify and shorten grammar rules. Also, the exercises are shorter and few. It seems that the brevity in grammatical content of Iranian textbooks in these grades restricted the ability of making sentences. Therefore, it is advisable that the authors enhance the communicative approach in textbooks. The index of this paper will demonstrate the broadness and variety of grammatical points in each textbook.

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Extended Abstract

The native speakers of a language acquiesce their mother tongue among their family in early childhood. Nonetheless, the role of schools and textbooks in teaching language skills to native speakers is vital because they aid them to acknowledge the rules of their language. Accordingly, Teaching the standard language and skills related to it commence in first years of primary school in every educational program and it will be progressed during the next years. The chief purpose of language is being capable to communicate appropriately. "Grammar" is an important factor in learning a language and as a language component it will establish a reasonable base for communicative skills (writing and speaking). Due to this importance, current article analyses the ways of teaching grammar in Iranian and French text books (the first to the third grade of primary school) with a comparative approach. First, the content of each book was analyzed. Secondly, this article compared the approach of books and their methods for teaching Persian and French grammar rules. This paper studies these grades due to the fact that in the first to third grade of primary school, reading and writing skills are principal educational purposes and the elementary competences for these skills are crucial for establishing a proper foundation for education in next years. Accumulating the content of this paper is based on library studies and research method is descriptive and analytical. According to the results of this article, French textbooks took more heed of teaching grammatical points within an appropriate "context" and they presented variety of examples. Moreover, French textbooks used appealing stories for teaching grammar. In addition, they offered variety of exercises to the students of primary schools which facilitate the process of learning and using the grammatical points properly. By analyzing the French textbooks, it is found that they attempted to publish the books by utilizing discovery learning approach. Although in some cases (for instance teaching feminine and masculine of each word) the books explained grammatical rules directly, but the major approach is eliciting the rules from students and giving them the opportunity to uncover the grammatical points. These advantages made students to profit more from grammatical lessons which help them to communicate better in speaking and writing. On the other hand, Iranian textbooks attempted to simplify and shorten grammar rules and the majority of concentration is on reading and writing. Therefore, the books essayed to expose students with grammatical points by providing different texts. Also, comparing to French textbooks the amount of exercises in Iranian textbooks are shorter and few. It seems that the brevity in grammatical content in these grades have restricted the ability of making sentences. By up-leveling the Iranian students the quantity of grammar points will be expanded, so teaching the grammar will be taken more seriously in high school. It is

recommended that Iranian textbooks provide the grammatical lessons in contexts. On that account, when the students are exposed to a new lesson through a context, the usage of a content will be comprehensible for them. For instance, by indicating new grammatical lesson in interesting short stories, the students will be exposed to new lesson indirectly. As a result, they will remember and apply new grammatical lessons properly. Into the bargain, it is advisable that the authors enhance the communicative approach in Iranian textbooks and pay more attention to Persian grammar from primary school. Therefore, the students will learn the grammatical rules gradually and the rules would be more persistent in their mind. The appendix of this paper compared the details about the approach and methods deployed by the books and it will demonstrate the broadness and variety of grammatical points in each textbook.

Conflict of interest

The authors declared no conflicts of interest.

Authors' contributions

All authors contributed to the original idea, study design.

Ethical considerations

The author has completely considered ethical issues, including informed consent, plagiarism, data fabrication, misconduct, and/or falsification, double publication and/or redundancy, submission, etc.

Data availability

The dataset generated and analyzed during the current study is available from the corresponding author on reasonable request.

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