



Applying Adverbs in Complete and Comprehensive Sentences of Three French, English, and Persian Languages Accordingly

Milad Mahdavi pour

Master of French Language Teaching, Faculty of Foreign Languages, Central Branch of Islamic Azad University of Tehran

mahdavi pourmilad@gmail.com

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Abstract

The world is evolving every day, every hour. It does not stop for a moment, and the people of the world owe this rapid progress to communication. The main source of this communication and its important tool is language. French has always been considered by teachers as a widespread and effective language in the world, but structural difficulties, especially in the field of grammar, have created challenges in the process of teaching French. This study seeks to decipher the reasons behind the difficulty of teaching French grammar, especially adverbs, to non-French language learners (here, English and Persian). The present research study is based on a structural comparison of the three languages (French, English and Persian). In this study, the obvious differences between these three languages, especially Persian compared to the other two languages will be analyzed in the following sections of this study. In fact, these are conceptual differences that make it difficult to study a foreign language course, and the teaching course will be enjoyable by carefully examining these differences that are rooted in the culture of each country. In other words, the depth of language differences determines the severity of the difficulty of teaching French to non-French speakers.

Keywords: Grammar Teaching, Adverb, FLE (French as a Foreign Language), Non-French Language Learners.

1- Introduction

How a language is taught always plays an important role in learning that language. One of the languages that is very important and effective for people around the world to learn is learning French. Today we are witnessing many changes in the educational system. Because we do not take into account the need of people to learn a foreign language. There are currently many requests from developing countries to learn French. Given that today language teaching is based

on efficient technologies, as a result, it tries to harmonize itself with different truths. Therefore, French is taught quite accurately and professionally in large multilingual countries. Even French is widely used to discover and recognize other sciences. This research shows us how teaching French grammar, especially grammar teaching on campus, is focused on three components: understanding, learning and teaching. In fact, knowing exactly each of these components is very important for any teacher. Because there are many methods for teaching French, but how to use each of these concepts is very important to learn students with different practical aspects and theory. In addition, the teacher has a very important role in teaching correct and practical grammar to be effective in raising the quality level of education and knowledge of students [1-3].

This part of the study focuses on presenting research that has already been carried out in this field. Then, the strategies, methods, experiences and theories of those who have worked in the field of teaching French as a foreign language will be examined. Isabel Boudoin, Jean-François Boutin, and Jean-Claude Hocquet carried out a study entitled "Teaching/Learning French Grammar at the Elementary Level: Theories of Future Teachers", aimed to describe current and past manifestations of teaching / learning (E/A) of the grammar that has been done by primary school teachers and undergraduate students in preschool and elementary education. They examined whether learning remained influenced by memories of teaching grammar in elementary school or destroyed by contemporary university education. 34 teachers and 148 students responded to a questionnaire on how to teach E/A grammar in the present and the past. According to the results, the memoirs are still in mind to learn all the topics of the past, but teaching current and new concepts about grammar E / A is influenced by tradition and modernity. University education seems to have changed these concepts. In fact, freshmen are more traditional than third- / fourth-year students. However, teachers had more traditional views than third / fourth year students [4-6].

The method of this study is based on a questionnaire, and its aim is to measure five variables related to the representation of French grammar E/A: 1) the type of attitude towards grammar and writing. 2) Self-image in relation to grammar and writing. 3) Knowledge of new grammar methods. 4) Two selected questions from the second part of the questionnaire, 5) School memories related to grammar teaching. Natalia Youssef, an FLE (French for French as a foreign language) teacher in Damascus, in her book "The Position of Grammar in FLE Teaching / Learning (especially in FOS)" took the lead in research on grammar teaching methods in the language department. French literature as well as research on FLE textbooks taught at the University of Damascus, she noticed a particular weakness in grammar teaching in Syrian universities by holding a grammar test on the Subjonctif and after discussing with French-Syrian doctoral students, she proposed a new approach to education, then applied it to the subjonctif [7].

Danila Dinko in his book "Teaching Different Grammar: Why and How?" suggested that reflections be made on the teaching methods used by the grammar teacher in the first year in order to benefit students conceptually and methodologically alike. He considered the new parameters of grammar teaching in a directional approach to define new ways to solve these problems, after highlighting the main problems in grammar teaching in terms of the structure of grammatical and metalanguage content used: Oral language grammar that expresses grammatical concepts on communicational issues is a reflective grammar based on implicit

analysis of language performance rules, a reference grammar for FLE teaching / learning suitable for Romanian learners [8]. Maria Ignacia Dorunzoro and Stella discuss the role of grammar in teaching foreign language and its role in foreign language reading and comprehension courses in their article entitled: The Role of Grammar in Foreign Language Teaching and Learning Courses, this ability is considered separately from other skills when teaching. They have discussed the importance of grammar, which, in general, has not been described either in textbooks or in theoretical studies. The involvement of different experts allows authors to consider specific features of a given grammar and provide a definition for it. Then, they analyzed the results of research conducted with university experts with the aim of providing social representations of valid tools for combining grammatical elements needed in reading. Then, they completed their work with considerations about possible educational intervention [9].

Andrew Atkins, in his study entitled "Educational Grammar" and "Learning a Second Language" concluded that most current researchers support full knowledge of grammar as a means of facilitating second language learning. He intends to present his thoughts and understanding of what grammatical awareness really is and where it comes from. Research and reform in language teaching has meant that in the last hundred years, many methods have been considered in language classes at specific times. The main difference between these selection methods seems to be related to the role and importance given to teaching or learning grammar.

He during his study discussed contemporary methods of teaching grammar based on studies conducted on second language learning and the differences between these methods and traditional methods. Atkins in a part of his study provided general information about "traditional" methods, then provided notes on Krashen theories about language learning in a comprehensible way, and finally knowledge of grammar and other related fields. He decided to present his theories, not for purely temporal reasons, but because they help each other respond to the perceived weakness of the previous approach [10]. Fangwan Wang in his book, "The Necessity of Language Learning", states that mastering grammar is the basis of mastering a language.

Grammar education is also an essential part of language education. However, many foreign language teachers don't pay enough attention to grammar teaching with the communication approach that exists in China. From the point of view of linguistic theory, this study examines in particular the status of grammar in language learning, the characteristics of foreign language learning, the theoretical foundations of the communication approach and the practical effect of "ignoring grammar teaching to change the teaching position for a comprehensive understanding of the need for grammar teaching. Stephen Krashen during his study "Grammar Training: avoiding annoying?" analyzed the quality of grammar education in New Zealand. According to Krashen's research, the relationship between formal grammar teaching and writing ability is thought-provoking: and there is no relationship between grammar study and writing [11].

In the last few decades, a significant change has developed in the attitudes of people interested in the study of language. This change results from a different way of in this looking p language- the structural what a comparison of traditional and structural grammar reveals about their respective adequacies, specifically as each is applied to a description of English. I may say, at the outset that in my opinion the traditional grammar often fails to satisfactorily explain the

linguistic facts, whereas structural grammar does not fail in this way precisely because it deals with them.

I think, however, that their fundamental difference emerges from the following statement—that structuralists, unlike traditionalists, are interested in making only what have been called "vulnerable. Statements about grammar. It is primarily in this respect that structural linguistics has a right to being called a science. By "vulnerable" statements is meant simply statements whose claim to being true can be either verified or disproved. In order that statements may have this property of vulnerability, their terms and predicates must be open to everyone's inspection. This is a way of saying that structural statements are made only about observable, formal features of a language. Traditional grammar does not so restrict itself. Its departures from the above principle may be grouped under several heads—what might be called fallacies. There is first the semantic fallacy. This is exhibited in statements like "A noun is the name of a person, place, or thing," or "An interrogative sentence is one that asks a question." Such statements are unsatisfactory for several reasons. In the first place, items like fire, happiness, charity may be adduced [12].

Furthermore, it is well proven that one can become a great writer with little learning of grammar, and those who care often about their ability to write: "I wanted to write and I did not know even a little English. I bought English grammar and found it boring, I felt that novels teach language better than grammar books. In this study, we intend to become more familiar with the difficulties we face in teaching French in three languages: Persian, English and French, especially the subject of adverbs in full sentences, and also by mentioning different examples from all three languages, this Understand the issue better.

2- Theoretical Framework

2-1- The History of French Language Teaching

The traditional method or the grammatical translation method has been used since the eighteenth century and in the first half of the nineteenth century. As its name suggests, it has been studied based on reading and translating texts in foreign languages. Grammar is known as the most important thing and reading texts as the second factor. Thus, literary language has become more common than everyday language.

The mother tongue was used in the classroom and the teachers played a big role: it was the only teacher who spoke, it was one-way interaction. The concept of "learn by heart" was preferred for learning vocabulary. This method became obsolete in the mid-nineteenth century due to the rigor of this method and the poor results obtained. [13-14]

2-1-1- Direct Method

The direct method emerged from the 1870s until the beginning of the twentieth century. This method was based on three principles:

- Vocabulary learning was done without translating into the source language. The teacher showed pictures or objects during the FLE course in Strasbourg;
- Oral language was mostly used;
- Grammar was taught by the teacher not through explicit rules, but through practice and arranged questions and answers;
- The direct method forbade any use of students' mother tongue, which was often accompanied by problems in the course [15].

2-1-2- Active Methodology

Active methodology was considered between 1920 and 1960, which is also called eclectic, hybrid or even oral, which is a compromise between old traditional techniques and simple methodology. Conversation in the mother tongue was allowed again in the classroom and writing was used as a teaching aid.

Pronunciation was taught through imitation. Images were also used to prevent a word from being translated into the mother tongue. The student's motivation to learn was so important that grammar was taught according to his needs over time [16].

- **Structure-Global Audio-Visual (SGAV) Methodology**

France sought to restore its international influence, especially in terms of language, after World War II and decolonization. The SGAV method appeared in the mid-1950s. This method was based on the triangular position of the position of communication, conversation and image. When we learn a language, our learning is done through hearing and sight. Thus, concepts related to grammar and linguistics are understood in a particular situation through external stimuli.

SGAV thus made it possible to learn and communicate quickly with the natives, but it was not possible to understand it through the media. This method required a significant cost (recording, language labs, etc.) and a long training period (2.3 years). [17-18]

2-1-3- Communicative approach

This method was developed as a reaction to SGAV during the 1970s to mid-1990s. New audience arrived: adult immigrants. Therefore, it became very important to combine research results to meet the needs of new audiences.

The goal of this approach is to adapt to each person's language needs. We use target language codes to adopt the appropriate method. Thus, adult French students were more motivated to take a practical approach: they need French for professional reasons. Therefore, the communication approach responds to the urgent general need as well. [19]

2-1-4- Action-oriented Approach

The action-oriented approach first emerged in the mid-1990s. The purpose of this approach was to emphasize the tasks to be performed in a global project. There is interaction to develop acceptor skills. The learner is the actor of his own learning. All individual capacities are considered: knowledge, human skills, life skills and learning skills. If speech behavior is considered as a language activity, it is also part of social action.

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2-1-5- Conceptual Approach

Here, the word "concept" means "mental image or part of the analysis of reality." Obviously, the concept is variable for groups of people who do not have the same definition of speed, frequency, localization, shape, or quantity. Therefore, a concept is also translated differently in different languages: classification, gender, number, inflection, etc. are effective. The use of a concept simultaneously depends on its meaning and depends on its role in expression, that is, in effective communication. Therefore, concepts are related to grammatical forms: they are semantic-grammatical and abstract categories in which man organizes his reality according to them. For example, the word "genre" in French refers to a concept, but in English it means "meaning". Spatial localization is another concept that may be expressed in French: here, there,

outside, inside, west, Paris, and so on.? Distinguishes between two types of concepts: general concepts; they are grammatical representations, in other words grammatical categories of meaning that imply, for example: space, duration, capacity ...), and specific concepts; which depends on the dictionary. [22]

2-1-6- Applied Approach

The term "Function, Performance" refers to "the operations that language performs and makes it possible to implement it in practice involving others and the world." Thus, performance here does not mean the role that one word can play grammatically relative to another word in the sentence (subject performance, complement ...), but what we are trying to achieve. This is the purpose of the conversation, which is why we talk about the subject's need for expression and the reason for expressing themselves in a given situation. For example: performance can be the share of information, order, recommendation, civility, invitation, approval, disagreement,... and so on.

In fact, such functions are considered as a group of communicative functions. They show how we use language, how we treat others through it (English reference "use"). Thus, a conceptual-applied approach is based on the description of "social functions performed by verbal actions and their conceptual content." In other words: this is an approach that is part of a pragmatic perspective. The communicative approach is considered as a conceptual-applied or applied approach that invests in "French teaching in an applied way", which today is not only for specialized audiences but for all audiences whose goal is "fixed learning" with specific purposes and they seek to achieve those goals.

2-1-7- Interactive Approach

The term "interaction" is a concept that tends to replace two widely used concepts, first; It is the act of communication that has a significant relationship with the actions that are created in any communication and the second is the act of speech that is applied in teaching and learning the language. The concept of interaction by insisting on at least the dual dimension of any linguistic action adds a certain inner dynamism to these two concepts. Therefore, in the transactional approach, "the proposed learning model (...) focuses neither on the teacher nor on the student, but on the relationship that is established between the participants." In other words: this is an approach that refers to the concept of "relationship" as the constituent of any relationship. The communicative approach is an interactive approach that promotes "grammatical learning through interaction and discussion between students about language rules".

2-1-8- Cognitive Approach

The term "cognitive" refers to conscious cognition. Cognitive psychology "is the knowledge that a person already has, the main determinant of what one can learn; it is an implicit learning situation (daily experience) or explicit (school practice)." In fact, cognitive theory is based on two main aspects: the nature of the personality that guides behaviors and the design of achievements based on the concept of organizing environmental indicators. Therefore, "speech behavior" according to this theory will not be "Sequential movements of the lips and larynx" "flow of speech". It is basically a communicative activity aimed at conveying a message or getting something through verbal production. The universal nature of behavior is also determined by the type of relationship one maintains with one's environment [23-25]. Therefore, a cognitive approach assumes that "all learning involves cognitive processes and the learner must exercise reflective control over what he has learned"; The Chomsky School of Language adheres to such a vision of language activity by adopting the inherent power of language. The communicative approach is a cognitive approach, as long as cognitive psychology incorporates learner participation into the heart of learning", In this sense, thought

plays a key role in discovering the rules that enable new propositions to be made. And long-term memory integrates new information with previous knowledge [26].

2-1-9- Communicative Approach

After clarifying the meaning of the various revision terms, it is time to consider the communicative method. It should be noted that given that there are various names of approach, which covers its performance variation. Furthermore, the term "approach", derived from the "English approach", can reinforce the ambiguous feature of this method. In fact, in recent years, the term "communicative approach" has been used to refer to a wide variety of teaching methods and approaches. Therefore, educational experts cautiously prefer the name "way" to "method", because this method is not as solid and uniform as the formed method, but has a transient, diverse and open feature. [27]

2-2- Teaching French as a Foreign Language

In the university environment, grammar teaching with three components; Understanding, learning and teaching is considered as an important issue for any teacher who, beyond the many models for describing language, discusses the use of these models in a way that learners benefit the most both in theory and in practice. Furthermore, the teacher should make learners aware that grammar can have a significant impact on a person's relationship with the world, beyond the simple assignment of rules, concepts and forms: Therefore, it is important to examine how a language works not only to use it, but also to understand how this discovery changes one's encounter with oneself in relation to the world and the other. Given the initial educational perspective of future FLE teachers, we begin with the simple observation that grammar which is taught to them during the course (undergraduate) did not give them the skills and teaching tools necessary for actual teaching in the classroom. And this is very formal at first, due to the heterogeneity of students' language levels and the impossibility of promotion, due to lack of time and motivation, and then due to the occasional explanation and teaching of grammar.

2-2-1- Task-Based Learning (TBL)¹ in Grammar Teaching

Grammar is a combination of knowledge, process and skill simultaneously. The three poles of the educational triangle (knowledge, teacher and learner) interact with the three dimensions in teaching / learning, so that the teacher must focus on how to organize the process of transferring code (knowledge) for teaching the language of instruction. Given the principle that the user and the learner are social actors who must perform their tasks in a specific area of action in certain contexts and environments, the action-oriented approach considers grammar teaching from a task-oriented perspective. Education supports the understood without being openly expressed of language performance skills through verbal and spontaneous interaction. This means defining new parameters that the teacher must consider and we try to draw them for use in grammar teaching courses in university.

2-3- New Grammar Approach

In FLE teaching/learning methods, grammar is considered as a tool for acquiring oral expression, reading comprehension, and written expression skills in the service of teaching skills: grammar for comprehension or writing. These two approaches are complementary but inverse: from text to sentence. Grammar is not considered as an end in itself, but a tool that language learners can use to better understand a foreign language. Conversely, grammar becomes an end in itself in a grammar course for the education of future FLE teacher, as it is

¹ Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in your lessons. Sometimes called 'Task-Based Language Teaching', TBL lessons students solve a task that involves an authentic use of language, rather than completing simple language questions about grammar or vocabulary.

the subject of metalinguistic reflections. As far as we are concerned, we have used a variety of approaches to teaching new grammar, the approach of Jean-Louis Chase and Jacques David who speak from an "explicit perspective or grammar", on the other hand, various methods are considered when teaching a linguistic truth [28-35].

2-4- Grammar

Children learn grammar informally as they get older, first in their own family, then outside the family. Children use all grammar rules long before they go to school, and in informal situations. There are several types of approaches, three of which are discussed below:

1. Point of view on oral and written performance: We have made a logical grammar of linguistics. We understand language by its mechanical nature. We separate it, we reassemble it. Meaning matters little. This is why we often make sentences.
2. Semantic perspective: In the text, we construct semantic grammar as a communicative tool. Texts are our suggested tool for understanding this perspective.
3. Point of view on written knowledge: we make a written structure from grammar. Outside of any activity, it is important to tell the child which perspective is being asked so that it does not confuse meaning and structure.

2-4-1- Why Teach Grammar?

While this discipline is not even taught in the classroom in many countries, especially the United Kingdom, Why teach grammar? Since the spelling rules of the French language are numerous and complex: it is important;

- Allow the child to reflect on their language, which is an integral part of their being.
- Just look at a text or sentence like an object to understand rather than learn grammar to encourage him to know his language like a linguist, and more generally:
- To encourage him to adopt and develop a scientific attitude;
- Creating a critical mind;
- Development of his abstract skills;

French grammar is divided into various and broad parts, including: nouns, adjectives, verbs, adverbs, prepositions, and other elements that we can't name here. This study focuses on grammar, especially adverbs. In the following section, adverbs are categorized, and the complexity and variety of this small section of French grammar are discussed [36-40].

2-5- Adverb

Adverb is an immutable word that we use with another verb, adjective or adverb to change its meaning: he speaks well. He is a very poor man. He writes very fast. Constraint can be an issue in itself. Adverb, in many cases, is equivalent to the genitive case, which specifies the meaning of the word added to it in terms of nature, time, place, and so on. The adverb next to the verb plays the same role as the adjective in relation to the noun. As the etymology of verbs shows, this is a kind of object adjective. Compare sentences:

- He paints delicately, he is a delicate painter.
- He sings well, he is a good singer.

Adverbs can change some prepositions semantically, consider the common roots of prepositions and adverbs as described; long before nightfall, he is on top of the house, he works all week, after you left, almost all of his actions (...) were much more than likely. Right in front

of this white wall, right next to her husband, the queen is much above average and small, place one object exactly on top of the other, a little higher than the other. The adverb can also change some of the relations (relative issues) in the relative clauses: Just call me when the bell rings, he falls asleep during the performance and does not wake up for a long time after it has finished. After we put them in it. They laughed at their parents' naivety. The author (...) wrote his book in such a way that it was written long after the death of our generation. The adverb is attached to a noun that is intended as an adjective (he is very young, he was mostly a hero, etc.) or as an abstract noun in verbal expressions (he is very scared, I am very cold, etc.). An adverbial phrase is a combination of words that is equivalent to an adverb: beyond, it, there, in vain, immediately, and so on.

3-Field Study

The quality of teaching a language depends on several factors, one of which is knowledge of the structural features of each language (mother tongue and foreign language). Grammar plays a very important role in the teaching process as an integral part of language teaching. It is necessary to conduct a comparative study between the three languages of French, Persian and English to analyze the role of adverbs: only a structural comparison of adverbs in these three languages shows us the reason for the difficulty of teaching French grammar [40-50].

Table 1- The place of adverbs in English

Description	English	French
Adverbs of frequency (always, often, never, seldom, usually). They are placed before the verb, if the latter has a simple form. If be is the main verb and there is no auxiliary, we put the adverb of frequency after.	He often goes to the swimming pool.	Il va souvent à la piscine.
	She has never been to France.	elle n'a jamais été en France.
	We are always at home on Tuesday	nous sommes toujours à la maison le mardi.

Description	English	French
The expressions of frequency (every day, once a week ...) are placed at the end of the sentence or in all beginning of sentence:	I go to the cinema once a week .	Je vais au cinéma une fois par semaine.
	She speaks English every day .	Elle parle anglais tous les jours.
	He calls his mum three times a day .	Il appelle sa maman trois fois par jour.
	Once a month , I visit my family.	Une fois par mois, je rends visite à ma famille.
	I visit him twice a week	Je lui rends visite deux fois par semaine.
	He meets her several times a month .	Il la voit plusieurs fois par mois.

Table 2- Adverbs of manner

Description	English	French
They are placed after the main verb, or before it to put importance on the adverb.	He speaks Spanish very well.	Il parle très bien espagnol
	He really likes his car.	Il aime vraiment sa voiture.

Some adverbs are always placed before the verb: well, badly, fast, hard, late

The team well played. False

The team played well. Correct

He badly plays guitar. False

He plays guitar badly. Correct

Note: hard and fast are irregular adverbs - we don't say hardly nor fastly.

• **Adverbs of degree**

They stand immediately in front of the adjective or adverb that they modify: He is too slow.

He has almost finished.

She is very tired.

Warning: enough is placed after the word it modifies.

English	French
She worked hard enough.	Elle a travaillé dur.

(We don't say: she worked hard enough)

Table 3- The adverbs of place and time (here, there, yesterday, today ...)

Description	English	French
They can be put at the beginning (rare) or more generally at the end of the sentence:	Here , you can make a lot of friends.	Ici, tu peux te faire beaucoup d'amis
	He went to the gym yesterday.	Il est allé à la salle de sport hier.

Table 4 -The place of adverbs in Persian

Description	French	Persian
They are placed after the subject and the verb, in the complete sentences:	Je n'ai pas rencontré ma sœur hier.	خواهرم را دیروز ملاقات نکردم.
	Peut-être il sera venu demain.	او شاید فردا بیاید.
If the subject pays attention to the adverb of manner, the adverb comes at the head of the sentence:	Peut-être il ira le demain.	شاید او فردا بیاید.
in auxiliary sentences, the adverb is always placed between the subject and the pronominal verbs.	Il a dit qu'il n'était pas en train de travailler.	او گفت مشغول کار نبوده است.
If in a sentence there is a personal pronoun like (غیره) (من را، تو را، ایشان را و)، the adverb is placed at the end of the sentence:	Monsieur Hensen toujours conduit sa voiture. (Without pronoun).	آقای هنسن همیشه اتومبیلش را می راند.
	Monsieur Hensen toujours le conduit. (with pronoun)	آقای هنسن همیشه آنرا می راند.
	Je n'ai pas vu soren. (Without pronoun)	من سورن را ندیدم .
	Je ne l'ai pas vu. (with pronoun)	من او را ندیدم.

Description	French	Persian
If in a sentence, there are several adverbs, they are placed one after the other	Liss toujours certainement allait au bureau.	لیس مطمئنا همیشه به اداره می رفته است

- The main law: the general structure of a sentence in Persian is: the subject, the adjective, direct object complement, indirect object complement, the adverb.

4 - The Result of Comparing the Place of Adverbs

The analysis of adverbs shows us that the grammatical complexity of the French language by comparing from two other languages is more extensive, it has many of the exception which makes difficult the process of teaching French grammar to non-French speakers. In this study, we tried to practice the action-oriented approach by comparing the three languages French, English and Persian to arrive at the reason for the difficulty of teaching French grammar. This analysis shows us that the French grammar is put in the first place of point of view of the complexity and in the second place, the Persian language and in the end the English language. We have to add that, language teaching for more similar languages is easier, and French and English languages which came from Latin are closer than Persian language, therefore, teaching French language to English teachers is easier; than that of Persian and these differences are the reason for the difficulty of teaching grammar to Persian teachers. The presentation of a comparison between the different languages allows the teachers to know the differences and the similarities of the languages and that gives them a way to better understand the truth of these languages and in the end it offers them a way to learn the other languages; than their mother tongues.

5 - Conclusion

In the conclusion of this study, it is through a better understanding of the issues related to grammar teaching and its approaches that teachers are able to make informed decisions when preparing for a language learning experience in their social or cultural context. Taking students' cultural understanding into account is crucial for successful and effective second language acquisition. Teachers need to understand which approach is best for their group of students. As teachers, our responsibility is to ensure that all students have the opportunity to have access to independent communication skills in speaking and writing.

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