

Teaching to Speakers of Local Dialects through Task-Based Syllabus: Requirements, Limitations and Applications (The Case Study of Teaching Persian to Speakers of Lari Dialect)

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ABSTRACT

Today, tasks have been widely preferred in second language classrooms. Task-based syllabus yields a set of the target tasks that learners will need to do in the everyday life outside of the classroom (e.g. filling in a form for hotel reservation). The current study aims at studying the points which are to be considered in designing the task for teaching Persian grammar to Lari speakers (a dialect spoken in the southernmost of Iran and other Gulf countries by about one million people); furthermore, it examines the impact of such syllabus on applicants. The study was conducted based on quasi-experimental method. Two groups (experimental and control) were chosen through purposive selection, the first of which received the syllabus based on task-based to learn Persian (it is of great significance to note that the tasks are design according to the similarities and differences between Persian and Lari in the areas of Verbal and Nominal phrases) and the other received their regular syllabus in schools. Having implemented the pretest, treatment (for 24 sessions, each of which for an hour) and posttest, it was revealed that the experimental group outperformed in the posttest. The descriptive and inferential statistics (through SPSS) represented that the treatment was effective in enhancing the Persian grammar literacy of Lari speakers. Consequently, the researcher-made model of influential factors proved that tasks made grammar forms salient to the learner; namely this was achieved through communicative activities. In addition, the tasks promoted awareness in Lari speakers and their attention was drawn to the nature of the Persian structure and engaged Lari speakers in meaning-focused interaction. In fact, tasks required learners to communicate with each other about the grammar structures of Persian.