



Presenting a Task-based Framework for Developing Reading Course Materials in Teaching Persian to Speakers of Other Languages within Nunan's Model

Naser Rashidi¹

Corresponding Author, Lecturer, Department of Languages and Linguistics, Shiraz University, Shiaraz, Iran.

Samira Ansarian²

Shiraz University, Shiaraz, Iran.

Extended Abstract:

The content of educational materials in language teaching plays an important role in the learning process. Accordingly, educational content should be developed based on effective and efficient frameworks. From the past to the present, various frameworks for foreign language teaching materials development have been proposed, and their effectiveness has been investigated in various studies (Prabho, 1987, Nunan, 2004, Elis, 2004). Meanwhile, the task-based framework, which is relatively new, has received more attention due to real opportunities for language learning. On the other hand, researchers have concluded that material development as an academic discipline is critical both theoretically and practically. It is essential that the developers of materials, prepare educational materials based on research, principles, and observations. In recent years, instructors and curriculum developers have become more inclined to use a task-based approach, because task-based teaching facilitates the learning process. In this regard, studies have been conducted to examine the theoretical foundations employed in the development of Persian language teaching contents to speakers of other languages .

A study has been conducted based on developing materials including books and syllabus design in teaching Persian to speakers of other languages (Sahraei,2012). This study shows that as the content of these materials is developed based on the personal experience of the authors, they have their style and context. The literature reviewed for the present study shows that in teaching Persian to speakers of other languages, regarding material development based on

Received on: 16/12/2021

Accepted on: 03/03/2022

¹. Email: naser.rashidi@shirazu.ac.ir

². Email: samiraansarian767@gmail.com

DOI: 10.30479/jtpsol.2022.16636.1570

pp.285-310

a task-based approach, there is a lack of research studies. The main purpose of this research was to offer a task-based framework for developing reading course materials in Persian language teaching texts based on Nunan's (2004) framework, the reading skills strategies adapted from Lai (1997) by Nunan (2004), and the roles provided by Thomson and Rubin (1982) for the successful learners and teachers. Nunan (2004) considers the components of the task as goals, inputs, and procedures. These components are supported by the role of the teacher and learner and the settings in which the task is performed. The study made an effort to integrate Nunan's (2004) task-based framework and Lai's (1997) reading skills strategies and the roles suggested by Thomson and Rubin (1982) to offer a framework for developing reading course materials. After integrating the intended frameworks, tasks were prepared to examine the application of this framework in the preparation of content for reading skills and comprehension. In this study, real sources were used to prepare these texts. Brado (2006) argues that real sources for producing authentic texts are unlimited. Newspapers, magazines, television programs, movies, songs, and literary texts are the most common instances of these texts. One of the most useful and widely used resources is Internet. In this study, texts were selected that were written or translated by native speakers. These texts were supposed to increase the general knowledge of the readers or entertain them. Texts that were at the level of learners and could be matched with the intended strategies were selected. Lai (1997) believes that if the text matches the strategies and goals of reading skills, it significantly increases the speed of reading and comprehension. Considering the role of the teacher and learner in the materials helps to educate active, autonomous, and reflective learners. The data employed for developing the tasks in this study were at the advanced language level. Efforts were made to choose texts relevant to the learners' language level and appropriate for adult learners and in line with reading skills strategies and goals. The texts were selected according to the strategies and goals of reading skills by searching various internet sites that contained various scientific and educational articles. According to Clark and Silberstein (1977), if the goal is to strengthen the learner's skills in finding the main idea of the text and the intended strategy of scanning, texts should be selected whose first sentence contains the main idea of the whole paragraph and supports the details of the text. The strategies used in this study were the strategies proposed by Lai (1997) for reading skills. The level of the chosen texts was determined by one of the teachers and authors of Persian language teaching textbooks at Dekhoda International Institute. These texts were reviewed by her. They were also given to advanced-level learners to determine their readability. After confirming the appropriateness of the texts for this level of language learners, the proposed framework for developing reading tasks out of the texts was implemented. The results indicated that if these

approaches are integrated, richer texts could be provided that might improve the reading comprehension of language learners and train independent language learners.

Keywords: Task-based, Curriculum materials development, Reading, Task

1. Introduction

Choosing a type of syllabi in language teaching is very important and necessary. Experience has shown that neglecting syllabi and how to design it means not paying serious attention to the content, learning goals, behavioral goals, teaching method, and evaluation method of language learning programs (Sahraei, 2012). In language teaching, based on the role of the learner in syllabus design, two types of the syllabus were first proposed by Wilkins: 1) Synthetic syllabus 2) Analytic syllabus. All perspectives and approaches have been developed based on the analytic syllabus of language teaching, among which we can mention the task-based approach. In task-based teaching, the content of the syllabus is a set of complex and purposeful tasks that learners want or need to do in the language they are learning. In this type of syllabus, the task includes activities that are not allocated to teaching and learning a language. For example, physics tasks are in the language the learner is learning, to improve learners' language ability. (Krahnke, 1987; Wilkins, 1976).

There are several different definitions for a task. Long (1985) considers a task to be something we do for free, without reward, or to get rewards and privileges for ourselves and others; for example, painting fences, filling out a form, buying a pair of shoes, borrowing a book from the library, booking a plane ticket. Skehan (1996) believes that a task is an activity in which there is a connection with the real world. Completion of the task is of paramount importance and the evaluation of its implementation process is based on its output or impact.

According to Nunan (1989), task is a classwork that engages learners in some parts like understanding, manipulating, producing, or interacting with the target language, while focus is on meaning rather than form. It must be completed and be used alone as a communication action.

To Ellis (2009), task-based approach to teaching is flexible enough and there are many ways to implement it. Long (1988) considers a task-based syllabus to be more successful in teaching and learning a second language than other syllabi. Literature on tasks suggests that, in recent years, research studies on tasks have been considered as a basis for syllabus design (Nunan, 2004; Ellis, 2004; Willis & Willis, 2007).

In addition, Language experts such as Prabho (1987) and Willis (1996) have provided classifications for tasks. Prabho (1987) refers to tasks as 1) information gap activities such as comparing images, 2) reasoning gap activities, such as preparing a timetable for the class, and 3) opinion gap activities, such as discussing a social issue. Willis (1996) divides tasks into six categories: 1. listing, 2. ordering and 3. sorting, 4. comparing, problem solving, 5. sharing personal experience, and 6. employing creativity).

Although, the task-based approach is a relatively new approach in the field of language teaching, the ways of applying it in developing language skills materials, especially reading and comprehension skills, are not yet well defined. Linguists and language teaching experts have done a lot of research and have proposed various ideas and theories for this approach (Willis & Willis, 2007; Ellis, 2004 and Nunan, 2004), however, its application in the development of language teaching materials, especially reading and comprehension skills, has not been well determined. This language skill is very important and a main part of the second language teaching is done through reading skills materials. In fact, one of the effective methods of language teaching and learning is to develop educational materials for reading skills (Sahraei & Maidan, 2012).

Based on the results obtained from the review of literature of the present study, there isn't any study to investigate Nunan (2004) task-based approach to develop reading and comprehension skills materials in teaching Persian to non-Persian speakers so far, and as mentioned earlier, this approach distincts from other approaches as considering the role of the teacher and the learner. Nunan (2004) maintains that considering the role of learners in tasks causes the learner to take responsibility for his / her own learning and be independent.

Since the task-based approach is consistent with the perspective and philosophy of learner-based approach, it is necessary to consider the learner role, followed by the role of the teacher, which is considered in Nunan's (2004) framework. Furthermore, the present study integrates this approach with strategies presented by Lai (1997) for reading skills, and roles introduced by Thomson and Rubin (1982) for the teacher and learner to offer an integrated framework for developing useful materials and training independent language learners with critical thinking. The objective of this study was to investigate the possibility of preparing an integrated framework using Nunan's (2004) framework and its applicability in developing reading skill tasks in Persian language.

1.2. Research questions

Is it possible to provide an integrated framework within Nunan's (2004) task-based model for improving non-Persian language learners' reading skills?

Is the proposed integrated task-based framework applicable to Persian reading comprehension tasks?

2. Literature Review

In this section, some of previous studies have been reviewed. These studies can be divided into two categories. The first category deals with the effect of using task-based approach on the quality of language learning, and the second category is allocated to the application of this approach in language teaching. In the following, these two categories will be discussed.

In the first category, studies conducted by Mir Dehghan, Davari Ardakani and Abdollahi Parsa (2013), Saeedi and Kalantari (2009), Bagheri Massoudzadeh, Rostami Abu Saeedi and Afraz (2017); in the second category, studies done by Sahraei and Meidani (2011), Molinet (2013), Esmaeil-poor (2007), and Sahraei (2012) are included.

Mir Dehghan et al (2013) used task-based approach and Anderson's reading model for the middle-level to upper-level Persian language Islamic sciences to investigate students' comprehension of Islamic passages. The results of descriptive and inferential statistical analysis indicated the positive effect of the task-based approach and Anderson's reading model on the reading comprehension of the experimental group. One of the conclusions can be drawn from this study is that integrating this approach with other models related to reading skills can be useful. Accordingly, in the present study, this approach was integrated with other models mentioned in the previous sections.

Saeedi and Kalantari (2009) and Bagheri et al (2017) examined the effectiveness of this approach on language learners' reading skills. The results of these studies and the comparison of the experimental and control groups showed that the task-based method and participatory activities have the potential to improve comprehensive reading skills. Bagheri Masoudzadeh and others (2017) suggested that the findings of interviews with professors also showed that they have a positive view of the implementation of the task-based method.

By reviewing the studies in the first category, it is concluded that using this approach in language teaching allows learners to gain a better understanding of what they are learning and to apply what they have learned in the real world. Integrating the task-based approach not only has a positive effect on foreign language learning, but can also be useful for creating more real and practical texts.

But these studies did not provide a clear framework for developing reading comprehension skills materials using a task-based approach. So, in the present study, an effort was made to present a framework for this language skill.

In the second category, first, Molinet's (2013) study is discussed. Molinet (2013) has developed a framework for applying this approach in teaching English reading comprehension skills to develop the learner personality. In addition to task-based frameworks developed by Nunan (1999), Willis (1996), Willis and Willis (2007) and the principles of language teaching based on the communicative approach, the researcher used a framework based on the materialistic and dialectical-theoretical philosophy that links medical studies in English to educational goals in Cuba.

The researcher believes that materialistic-dialectical concepts and principles can be used as a guide in practical activities and enable the understanding and organization of comprehension goals in teaching English as a foreign language

in medical studies of second-year students. Sociological bases are also related to materialistic-dialectical philosophy, which are summarized as a social phenomenon in the field of education and because of their impact on the development of society, communication systems between agent and representative, the social role of school and university, the role of professors and social personality development process of learners on and off-campus are crucial. Each individual, as the main axis of development of society based on historical conditions, transforms himself/herself and society.

Molinet (2013), considering the theoretical basis of 1. philosophy, 2. sociology, 3. psychology and 4. education and emphasizing the importance of the role of teacher and learner in the process of language teaching and learning, has provided a framework within which the training nature of the teaching process helps to develop the learner personality. The principles that Molinet (2013) considered, can be aligned with the roles that Thomson and Rubin (1982) have introduced to successful learners, as well as the strategies that Lai (1997) has presented for reading skills. These principles, roles and strategies have been determined according to the theoretical foundations of language, sociology, psychology, philosophy, and approaches to language teaching. Moreover, Lai's (1997) strategies have been obtained according to the same principles, results of observations and studies conducted in second language teaching.

Since, the tasks can be designed in such a way that the communication skills of the learner are included in all stages of the task, the present study has tried to investigate more strategies in providing reading skills tasks to strengthen learners' reading, comprehension and communication skills in doing tasks.

The second study in this category is Sahraei and Meidani's (2011). They have focused on reading skills by integrating task-based frameworks presented by Willis and Willis (2007) and Jane Willis (2008). Sahraei and Meidani (2011) have pointed out that an important part of the work of teaching a second language is done through reading materials and one of the effective ways of teaching and learning the language is to develop reading skills materials.

Considering the results of this research, it can be concluded that integrating the task-based language teaching approach with other models allocated for teaching reading skills, useful materials can be provided for language learners.

In studies to examine the application of the task-based approach to learners' language skills learning, none of them have addressed the components used in Nunan's (2004) framework and how to use it in combination with other models. In addition to examining the components of Nunan's (2004) framework, the present study integrates it with other models.

Another study related to second category is Esmaeil-poor's (2007). She has stated that reading skills materials and the vast majority of textbooks in Persian language teaching were based on a structural curriculum that is not used anymore as the main curriculum in developing content for many years. So, the

need for more studies to offer new models for developing textbooks for Persian language learners cannot be ignored.

On the other hand, Sahraei (2012) in his article entitled " The prospect of teaching Persian to non-Iranians from the viewpoint of syllabus design " has also examined the process of developing Persian language textbooks for non-Iranians. Sahraei (2012) states that until 2012, 203 Persian language textbooks have been written, the first of which dates back to 1334 (Let's learn Persian). Reflection on the content of these books reveals the fact that in most cases these books have been written based on the personal experience of the authors and have their own style and context. For example, in the Secretariat of the Council for the Development of Persian Language and Literature alone, over 20 volumes of books have been presented in the form of several collections, the examination of which shows that these books were not written based on a specific approach.

This is also true for the various works of the Iranian Language Center and Qom Center for Islamic Sciences, which have published at least 40 and 35 volumes of Persian language textbooks, respectively. He further acknowledges that because these books have been developed based on the personal experience of these authors, in most cases it is not possible to determine their theoretical linguistic and psychological basis.

At the end of this section, it can be concluded that in addition to the importance of reading and comprehension skills in language teaching, it is necessary to choose an appropriate approach in developing reading comprehension materials for teaching and learning. This approach not only plays an important role in training the personality of language learners but also facilitates the learning process.

Theoretical Review:

It has not been a long time since the researchers and practitioners have considered the development of course materials as academic disciplines and as the sub-branch of the applied linguistics field. For the definition of materials, it has been stated that "materials refer to anything that can be effective and useful in facilitating the learning process, including textbooks, videos, graded texts, flashcards, games, websites and mobile phones." (Tomlinson, 2011: 143). Nowadays, researchers have concluded that materials development as an academic discipline is very important both theoretically and practically. It is very important that the developers of materials prepare educational materials based on research, principles and observations. In recent years, instructors and curriculum developers have become more inclined to use the task-based approach, because task-based teaching facilitates the learning process.

Research on the task-based syllabus began extensively with Prabho (1987). Prabho's project (1987) was a broad and completely different project from the

traditional form of foreign language teaching implemented in India. The main theme of this project was to create real opportunities for learning a second language and to avoid artificial situations. In this project, three types of tasks have been presented: information gap, reasoning gap, opinion gap.

Nunan (2004) has divided the task into two different types: 1) Pedagogical task 2) Real-world / real-life task. To him, a pedagogical task is a communication activity that is done to achieve a goal in the classroom. The basic purpose of the pedagogical task is the world around us. In other words, it is a real-world exercise. But real-world task means interactive communication with the real world outside the classroom. Airline ticket booking, job interviews, and dating are examples of these tasks. The basic purpose of this type of task is not only to communicate but also to achieve a goal while focusing on the practical meaning.

Pattison (1987) categorizes tasks and activities into seven types: question and answer, conversation and role-playing, matching activities, communication strategies, images and picture stories, riddle and problem, discussion, and decision. Richards (2001) has also proposed a classification for tasks: jigsaw, information gap task, problem-solving task, decision making task, opinion exchange task (2001).

Willis and Willis (2007) have introduced three stages for task development: 1) pre-task stage 2) task stage 3) post-task stage. The pre-task stage is dedicated to introducing and getting acquainted with the subject. In the task stage, the task, report, and planning are done. The post-task stage focuses on analysis and practice. One of the earliest classifications for reading skills was provided by Grelett (1981). But Lai (1997) introduces another classification that is newer and more comprehensive than Grelett's (1981) classification. This classification includes strategies for reading skills. These strategies, along with their description and explanation, are presented in Table 1. In this table, first, the type of strategy is mentioned and then in the opposite column, an explanation is given about it.

Table 1. Reading Strategies Adapted from Lai (1997) by Nunan (2004) pp.62-63

strategy	comment
1- Having a purpose	It is important for students to have a clear purpose and to keep in mind what they want to gain from the text.
2- Previewing	Conducting a quick survey of the text to identify the topic, the main idea, and the organization of the text.
3- Skimming	Looking quickly through the text to get a general idea of what it is about.
4- Scanning	Looking quickly through a text in order to

-
- | | |
|---------------------------------------|---|
| | locate specific information. |
| 5- Clustering | Reading clusters of words as a unit. |
| 6- Avoiding bad habits | Avoiding habits such as reading word by word. |
| 7- Predicting | Anticipating what is to come. |
| 8- Reading actively | Asking questions and then reading for answers. |
| 9- Inferring | Identifying ideas that are not explicitly stated. |
| 10- Identifying genres | Identifying the overall organizational pattern of a text. |
| 11- Identifying paragraph | Identifying the organizational structure of a paragraph, for example, whether it follows an inductive or deductive pattern. |
| 12- Identifying sentence structure | Identifying the subject and main verb in complex sentences. |
| 13- Noticing cohesive devices | Assigning correct referents to proforms, and identifying the function of conjunctions. |
| 14- Inferring unknown vocabulary | Using context as well as parts of words (e.g. prefixes, suffixes and stems) to work out the meaning of unknown words. |
| 15- Identifying figurative language | Understanding the use of figurative language and metaphors. |
| 16- Using background knowledge | Using what one already knows to understand new ideas. |
| 17- Identifying style and its purpose | Understanding the writer's purpose in using different stylistic devices such as a series of short or long sentences. |
| | Reading critically, and assessing the truth value of textual information. |
-

18- Evaluating

Tracking ideas that are developed across the text through techniques such as highlighting and note-taking.

19- Integrating information

Looking back over a text and summarizing it.

20- Reviewing

Understanding the text fully and then presenting it to others.

21- Reading to present

Lai (1997) argues that by matching texts, strategies, and reading purposes, it would be possible for second language readers to significantly increase both their reading speed, and their comprehension. These strategies have been used to provide a proposed framework for reading skills.

The present study uses Nunan's (2004) framework, the reading skills strategies adapted from Lai (1997) by Nunan (2004), and the roles provided by Thomson and Rubin (1982) for the successful learners and teachers. Nunan (2004) considers the components of the task as goals, inputs, and procedures, all of which are supported by the role of the teacher and learner and the settings in which the task is performed.

These components are explained in details in the following sections:

A) Goals: " Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. In addition, there is not always a simple one-to-one relationship between goals and tasks " (Nunan 41: 2004). Language teaching can be for specific purposes or for use in everyday life, both of which can be used to teach all skills seamlessly or to teach specific skills. For example, a reading skills program can be aimed at equipping learners with skills to do many of the reading tasks that occur in everyday life, from researching a television program to reading the sports section of an evening newspaper. Clark and Silberstein (1977) argue that the criterion of "real" data should be extended to the task at hand. Real tasks should be done for the same purpose that learners do when faced with them in the real world. For example, reading tasks should have the same purpose as in real life such as: obtaining a series of information from a specific text (scanning), extracting the general idea of the author (skimming), a full understanding of the text of a book, reading a text with a critical view and evaluating its information. These are all examples of real ways to do reading tasks in a language classroom.

B) Input: Input refers to the spoken, written, and visual data that learners deal with as they complete the task. This data can be generated by the teacher,

textbook, or other resources or by the learners themselves. The following list, adopted from Hover (1986), shows some of these sources: Letters (formal and informal), newspaper abstracts, story images, telecommunications accounts, notes, photographs, driver's license, missing persons, declaration forms, social security forms, business cards, etc. These can be used as the resources for communication tasks. Nunan (2004) suggests that the sources mentioned by Hover are often used in the development of listening and speaking materials.

C) Procedures: There is a procedure that determines the way learners do their task and also includes instructions for solving the task, such as asking a question or looking at a chart.

D) Settings: Settings refer to the classroom conditions on which a task is developed. It is important to know whether a task is done completely or partially outside the classroom. Concerning "settings" in task-based learning, a distinction must be made between "mode" and "environment." Learning mode refers to the student doing a task individually or in groups. If the task is done individually, the question is whether the learner does the task independently and with the guidance of the teacher or does it entirely on his / her own. If the learner does the task in a group, is it mainly for the whole class or for small groups, or as a two-person task? "Environment" refers to where learning takes place. This place can be a traditional classroom at a school or language learning center, a public classroom, a workplace, self-access centers, or multimedia language learning centers.

E) Learner and teacher role: A role refers to the part where learners and teachers are expected to play in a task, such as social relationships and individual vision. Learners' abilities, needs, and interests are important. Breen and Candlin (1987) believe that in teacher-centered approach, the participant and the observer are the facilitators in the communication process. Nunan (2004) believes that teacher and learner roles are two sides of the same coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role. Thomson and Rubin (1982) have developed roles for successful learners and teachers based on psycholinguistics, sociolinguistics, Sapir-Whorf hypothesis, non-defensive learning, learner-centered learning, approaches taken from different sciences (multiple), socio-emotional filtering, identification, and integration of cultures, psychodynamic control, creative construction, individual learning styles, humanities classes, learner needs, pragmatics, the non-standard language with a simplified structure. Nunan's (2004) classification of these roles appears in Table 2. This table shows what role teachers should choose and act in line with the learners' roles and strategies.

Table 2. The Role of Teacher and Learner Adapted from Rubin and Thomson (1982) by Nunan (2004) pp.66-67

Good language learners	Implications for teachers
... find their own way	Help learners to discover ways of learning that work best for them, for example how they best learn vocabulary items.
... organize information about language	Develop ways for learners to organize what they have learned, through making notes and charts, grouping items and displaying them for easy reference.
... are creative	Encourage learners to experiment with different ways of creating and using language, for example with new ways of using words, playing with different arrangements of sounds and structures, inventing imaginative texts and playing language games.
... make their own opportunities	Facilitate active learning by getting students to interact with fellow learners and with you, asking questions, listening regularly to the language, reading different kinds of texts and practising writing.
... learn to live with uncertainty	Require learners to work things out for uncertainty themselves using resources such as dictionaries.
... use mnemonics	Help learners find quick ways of recalling what they have learned, for example through rhymes, word associations, word classes, particular contexts of occurrence, experiences and personal memories.
... make errors work	Teach learners to live with errors and help them learn from their errors.
... use their linguistic knowledge	Where appropriate, help learners make comparisons with what they know about language from their mother tongue as well as

	building on what they have already learned in the new language.
... let the context help them	Help learners realize the relationships that exist between words, sounds and structures, developing their capacity to guess and infer meaning from the surrounding context and from their background knowledge.
... learn to make intelligent guesses	Develop learners' capacity to work out meanings and to guess on the basis of probabilities of occurrence.
... learn formalized routines	Encourage learners to memorize routines, whole phrases and idioms.
... learn production techniques	Help learners not to be so concerned techniques with accuracy that they do not develop the capacity to be fluent.
.. use different styles of speech and writing	Develop learners' ability to speech and writing differentiate between styles of speech, both productively and receptively.

These roles help to train successful language learners with critical and independent thinking.

Lai (1977) has provided strategies to improve and strengthen reading and comprehension skills as shown in Table 1. In this research, these strategies have been used to provide reading and comprehension tasks.

3. Research Methodology

3.1. Corpus of the Study

In this study, two criteria were used to create the corpus of the study: the authenticity or naturalness of the sources and the level of readability of the collected texts for advanced level learners. In addition, the texts were selected according to the strategies and goals of reading and comprehension skills. To determine the coding reliability, the researchers examined the selected texts in two different times. These two times were two weeks apart and in both times the results of the data codification were the same.

3.2. Data Collection

In the following, it is necessary to provide explanations about the criteria for data collection. Nunan's (2004) definition of the authenticity of the sources and input of the task is the use of spoken and audio materials that have been prepared for communication purposes (2004). These materials provide learners with optimal opportunities for language learning. Thomson and Rubin (1982) assert that the actual material is written by native speakers to inform or entertain the native readers of the target language, and not to teach the language.

In this study, real sources were used to prepare these texts. Brado (2006) argues that real sources for producing real texts are unlimited, but the most common of these are newspapers, magazines, television programs, movies, songs, and literary texts. One of the most useful and widely used of these resources is the internet. Brado (2006) states that although newspapers and other print materials are updated rapidly, the internet is constantly being updated.

To him, from a practical point of view, the internet is the reality of today's modern world, which is used by many learners and teachers. The Internet is easier to access and a wide range of different content can be accessed through it.

In this study, texts were selected that were written or translated by native speakers to increase the general knowledge of the reader or entertainment. The sources of these texts were various articles taken from the internet and news sites. From the content of these sites, texts that were at the level of learners and could be matched with the intended strategies were selected. As previously mentioned, Lai (1997) believes that matching the text with the strategies and goals of reading skills significantly increases the speed of reading and comprehension. Therefore, in this study, an attempt was made to choose texts according to the strategies and goals of reading. For example, if the intended strategy was an inference, a text was selected based on that strategy that contained hidden ideas that the learners would identify and infer. These data were selected for the learners at the advanced language level.

These learners were learning Persian at the advanced level at Dekhoda International Institute in Tehran. It is assumed that the age of the learners is between twenty and thirty years. Their language level was determined based on a Persian language test at Dekhoda Institute and placed at an advanced level.

The level of the selected texts was determined by one of the teachers and authors of Persian language teaching textbooks at Dekhoda International Institute. In addition to being reviewed by her, these texts were also given to advanced level learners to determine the readability of the texts. After confirming the appropriateness of the texts for this level of language learners, the proposed framework for developing reading tasks was implemented on the texts.

3.2. Data Analysis

The data needed for the tasks in this project were at the advanced language level. Efforts were made to select texts that were both relevant to the learners' language level and appropriate for adult learners and in line with reading skills strategies and goals. The following criteria have been met in selecting the texts:

- The texts do not have many unknown words.
- The texts do not have long and complicated sentences and is not very easy.
- Topics are the ones the learners have some detailed information about.
- Topics are not boring for the learners.
- The texts should have a coherent structure and the ideas should be orderly arranged in it.

In this research, simplification, deletion of words or phrases, and their manipulation have been avoided to maintain the accuracy and authenticity of the tasks. Of the texts that were too long, only a few paragraphs were selected so that their content and message would not change and the size of the texts would not be too short or too long.

The texts were selected according to the strategies and goals of reading skills by searching various internet sites that the researcher was familiar with and contained various scientific and educational articles. According to Clark and Silberstein (1977), if the goal is to strengthen the learner's skills in finding the main idea of the text and the intended strategy, namely scanning, texts should be selected whose first line sentence contains the main idea of the whole paragraph and supports the details of the text. Clark and Silberstein (1977) maintain that the teacher must find the appropriate text based on the strategy and goal. Therefore, the choice of topics was based on the intended strategies and goals of comprehension. The strategies used in this study are the strategies proposed by Lai (1997) for reading skills. There was no need for a large number of texts. The purpose of this study in designing tasks was only to investigate the application and adaptation of the proposed framework in Persian language texts. The texts were selected in such a way that more Lai's (1997) strategies were embedded in the tasks so that the adaptation of the proposed framework with Persian language texts was examined.

Since this article was written in English, the researchers had to translate the sample of the designed tasks into English. However, in Persian version of this article, the tasks are in Persian.

Seven texts were selected from the articles in the intended sites based on the criteria mentioned above. The lessons of this research included reading skill tasks which consisted of three parts. At the beginning of each lesson, the topic and strategies were identified and then a description of the strategies was provided. The first part was pre-task, the second part task, and the third part was post-task. Each lesson began with pre-reading tasks that were designed based on

the strategies and the title was highlighted in bold font. In the first part, according to the strategies, questions were prepared to familiarize the learners with the subject of the lesson and the presented strategies.

In this section, which included pre-reading tasks, the strategies were designed so that the learner was encouraged to read to search for specific information in the text and become familiar with the topic of the lesson and the strategies introduced at the beginning of each lesson.

The reading and comprehension skills tasks were designed based on the proposed framework with the components of strategy, goal, input, procedure, settings, teacher and learner roles in line with the roles provided by Thomson and Rubin (1982) for the teacher and the learner. Lai's (1997) strategies and Thomson and Rubin's (1982) roles were embedded in the tasks.

In each section, the components of the intended framework were embedded; For example, according to the "settings" component, which included mode and environment, it was determined that the task was completed in groups or individually, in the classroom or an environment outside the classroom. The learner and the teacher roles were also embedded in the tasks in line with the roles introduced by Thomson and Rubin (1982). For example, the learner learns to make intelligent guesses, and in contrast, the teacher reinforces this skill by working on tasks that involve guessing based on probability of occurrence.

In the second part, after a relative familiarity with the subject of the lesson and according to the presented strategies and framework, the main body of the task, which included completing the task and the main text, was presented. In this section, different types of tasks such as sorting, problem-solving, exchange of ideas, creative tasks, telling personal experiences, and telling stories were prepared. The tasks in this section were within the framework of the strategies presented at the beginning of the lesson and other components of the proposed framework and the roles of Thomson and Rubin (1982).

The third part of these procedures, which was the final part of the task, included the tasks that can be done in-home or in an environment outside the classroom. For further practice, tasks related to the topic were set for language learners to complete outside the class. These tasks help the learner to follow the topic of the lesson more carefully and patiently and to study and do the tasks in a different environment and in a more effective way.

These tasks were designed to examine the adaptation of the proposed framework and its application in the development of reading and comprehension skills tasks. Tables were provided at the end to determine the degree of adaptability of the framework and tasks. In each lesson, the text, strategy, and goal were matched and were shown in the tables.

Other components of the framework such as input, settings, procedure, teacher, and learner role were also specified in the tables. The tables indicated the matching of the components of the proposed integrated framework in the tasks.

Each table consisted of two columns and eight rows. In the first row of the first column were the components of the framework and in the first row of the second column was the description of the components. In the next rows, were the components of the proposed framework along with their descriptions in the opposite column.

4. Results

The proposed integrated model with the focus on Nunan's (2004) framework:

Table 3. Proposed Model for Developing of Reading Materials with the Focus on Nunan's Framework (2004)

feature	comment
Strategy	Lai's (1997) strategies for classifying reading skills tasks, such as scanning for finding specific text information
Goal	The goal is matched with the strategy and the text which would be the general general goal of the task.
Input	Linguistic or non-linguistic information contained in the task, such as pictures or written texts
Procedure	Instructions for solving the task
Settings	Terms of completion. It has two options of environment and mode; mode: group work vs. individual work and environment: task in class vs. task at home.
Teacher role	The role of the teacher in task based on Thomson and Rubin (1982)
Learner role	The learner role in task based on Thomson and Rubin (1982)

In the following, one of the tasks prepared is presented and then the application of the proposed model within the presented task is indicated.

1. Task

Topic: Judgment

3) Those who judge themselves have strong self-confidence.

A) True b) False

4) Judgment about others leads to blame and slander of others.

A) True b) False

5) We need to know that the spiritual growth and inner peace of everyone require getting rid of judgment.

A) True b) False

6) Judgement of others doesn't lead to blaming and slander of others.

A) True b) False

Part two

In groups of two, work together to find the meaning of each word in the right column. Share your answers with the other groups in the class.

Reconciliation full of confusion

Dirty Attitude

Rage pacificat

Turbulent viewpoint

Unclean bad mood

Read the first and second paragraphs of the text, then in groups of three answer the questions together. To answer each question, you need to have a logical inference based on the details of the text. Explain your answer by referring to the text.

Why does someone who judges herself/himself or others have low self-confidence?

How does not judging bring inner peace? Which part of the text approves of your idea?

Divide into groups of two and answer this question together. Share your answer with other groups.

"Occasionally close your eyes and see judgment like blackbirds coming out of your mind alone and leaving your mind." Which figures of speech are used? Explain your answer.

1) simile 2) metaphor 3) personification 4) exaggeration

Part three

Talk to each other:

Do you agree with the author of the text? Why?

What do you think about judging?

2-4- Assessing the application of the task with the proposed framework

Table 4. The compatibility of the task with the proposed framework

Task components	Comment
Strategy	Reading actively- inferring- identifying figurative language- evaluating
Goal	Strengthen the ability to infer and identify ideas that are not explicitly expressed-
Input	understand and identify figurative language reading the text critically
Procedure	It is based on instructions provided for solving tasks
Settings	1) mode: in groups of two and three people 2) Environment: classroom
Teacher role	Help learners to identify relationships between words, sounds, and structures and strengthen the skill of guessing and inferring the meanings of words using context and background knowledge - Facilitate the active learning process by involving learners in interactions with other language learners in the classroom and with the teacher
Learner role	Creating opportunities for himself/herself -use of context

5. Discussion

The task-based approach is consistent with the perspective and philosophy of learner-based teaching. This considers the learner role, which would be followed by the role of the teacher, both of which have been considered in Nunan's (2004) framework. The roles that Thomson and Rubin (1982) assigned to the learner were based on the theoretical basis of psycholinguistics, sociolinguistics, Sapir-Whorf hypothesis, pragmatics, etc. These roles help to develop successful and independent language learners with critical thinking. In the proposed integrated framework focusing on Nunan's (2004) framework, these roles were incorporated into the tasks as much as possible. The choice of these roles

depends on the texts that the developer chooses to develop reading comprehension tasks.

Lai's (1997) strategies and Thomson & Rubin's (1982) roles in developing comprehension skills tasks can enhance learners' language, communication, and social skills. These tasks are designed to improve language learners' interactions with each other and with the teacher and include skills such as guessing, using context and inference, and other strategies and roles that have already been mentioned.

When language learners are confronted with unfamiliar words, they should be aware of lexical structures such as words and phrases. As Clark and Silberstein (1997) stated, language learners need to learn that in some cases they do not need to know the meaning of all the words and phrases in the text to understand it because guessing the meaning of a word through the context in which the word is located is perhaps one of the most important vocabulary skills.

These tasks have been presented to indicate the application of the proposed integrated framework in Persian language texts. In task design, the strategies are identified at the beginning of each lesson so that the learner is aware of the strategy he or she uses for reading and comprehension skills and can use these strategies outside the classroom to understand the texts he or she encounters. These strategies, which are in line with the goals of the task, help the learner to learn how to extract the specific information they need from the texts they want, such as newspapers, articles, magazines, etc., or to get a general idea of a text, or to review the text critically. Tables are provided at the end of each lesson to examine the relevance and application of the proposed integrated framework in reading and comprehension skills tasks. These tables show what strategies and plans have been used in the tasks and also show the matching of the text, strategy, and purpose.

The roles for the learner and the teacher by Thomson and Rubin (1982) bring the teacher and learner together. Where the learner uses the skill of guessing, the teacher reinforces working with meanings and guessing based on the probability of occurrence by the learner. The variety of tasks and the use of reading and comprehension skills strategies and the selection of Thomson and Rubin's (1982) roles depend on the selected texts. To use more strategies and roles in developing tasks, then, texts should be selected from which various strategies and roles can be obtained. In this study, an effort was made to select texts following the strategies and goals of reading and comprehension skills because according to Lai (1997), matching text, strategies, and goals of reading skills, significantly increase the speed of reading and comprehension.

The goal component in these tasks is determined based on strategies. The goals of the task should be as real as the task itself. It means that a text is read with the same goal as read in real life; for example, to get specific information from the

text. This point has been considered in the development of tasks. The input component in any task is written information, which in some cases also includes visual information. Input in each task is real data extracted from various articles. The procedure of doing a task is specified in all tasks mentioned before.

The settings component is another component of the task in this framework, which includes two aspects of mode and environment. Learning mode means doing tasks individually or in groups by the learner, and the environment is where learning takes place (Nunan, 2004). The tasks are often done in groups of two or three or individually. In a task with individual mode, the learner does the task either completely independently and with self-reliance on or with the guidance of the teacher. The environment in these tasks is the classroom or any other environment outside the classroom.

From an educational perspective, the results of this research are in line with the results of Sahraei and Meidani (2011). They have argued that there are some principles reinforced in the task-based language teaching as below:

- Emphasis on learning to communicate through interaction with the target language
- Content selection based on needs analysis
- Using real texts in a learning situation
- Providing opportunities for language learners, not to focus on the language but to focus on the learning process
- Increasing the personal experiences of language learners as important people who contribute to classroom learning
- Linking language learning in the classroom with the language used outside the classroom

In this research, tasks are designed in a way that reinforces the mentioned principles and procedures. This is because, firstly, Nunan's (2004) framework has two components: teacher and learner roles, which help to give learners an active role in the learning process, to help increase their personal experiences; and secondly, give them opportunities to focus on the learning process. When learners use reading strategies, they find that they can control their reading skills, experience and gain the confidence needed to improve their reading skills (Anisaa and Sahul Hameed, 2016). In the present study, these strategies are identified at the beginning of each lesson.

The task-based approach along with participatory activities, can improve learners' comprehension skills (Bagheri Masoudzadeh et al. 2019). The present study tried to introduce more strategies to strengthen learners' reading and comprehension skills and to consider learner communication skills in doing tasks.

The principles that Molinet (2013) considered can be aligned with the roles that Thomson and Rubin (1982) have introduced to successful learners, as well as the

strategies that Lai (1997) has presented for reading skills. These roles have been determined based on sociolinguistics, psychology, philosophy, and approaches to language teaching. Lai's (1997) strategies have been obtained according to the same principles and results of observations and studies conducted in second language teaching. Therefore, according to Molinet (2013), these theoretical foundations make it possible for language learners to be seen as an element for the development of society and to be prepared for transforming it. In the present study, the integration of reading and comprehension skills strategies of Lai (1997) and Thomson and Rubin's (1982) roles in the task-based framework of Nunan (2004), which are based on psycholinguistics and sociolinguistics, as well as another applicable theoretical basis in language teaching, can help train independent language learners with critical thinking ability who can control and monitor their learning.

6. Conclusion and Implications

In this study, the components of the presented model consist of Nunan's (2004) task-based framework, strategies of Lai (1997), and roles that Thomson and Rubin (1982) suggested for the teacher and learner. The roles introduced by Thomson and Rubin (1982) are included in the component of the teacher and learner's roles of Nunan's (2004) task-based model. The main conclusion of this study is that if Nunan's task-based model is used in combination with the proposed models, more practical texts can be provided for the learner to develop communication and social skills, as well as language skills.

According to the authors, due to the roles and strategies used in this model, it can also develop critical thinking characteristics in language learners.

Research implications can be categorized as follows:

Developers of Persian language textbooks can use this integrated model, which is designed with a focus on the task-based approach, to provide more effective tasks for the learner. And as a result of using such model, learner will become self-reliant in the learning process.

Researchers are suggested to provide other integrated frameworks with a focus on Nunan's (2004) task-based framework for developing speaking, listening, or writing skills materials for teaching Persian to speakers of other languages. It is also suggested that the effectiveness of the integrated model on reading and comprehension skills of Persian language learners, as well as on the motivation and self-confidence of them to be examined.

Teachers can review and criticize textbooks to determine if they have been developed using such models. They can also use this model in their teaching and evaluate the results of it on learners' learning.

The limitation of this study was the lack of direct access to non-Persian language learners and their classes. In addition, Persian language teachers of Dehkhoda Institution were not allowed to talk to the researcher. Therefore, using their knowledge and opinions were not possible. The researcher was only allowed to work with one of the teachers who was also involved in writing Persian language textbooks.

References

- Anisaa, S., & sahu Hameed, M.A. (2016). Developing the reading skills in English of students of college-level – A task-based approach. *International journal of students of Applied Engineering Research*, 11 (4), 2522-2524. Retrieved from: [HTTP://www.ripublication.com](http://www.ripublication.com)
- Bagheri Masoudzadeh, A., Rostami Abousaeedi, A., Afraz, Sh. (2020). The effect of task-based language teaching (TBLT) on Iranian EFL learners' reading comprehension ability (teachers' perception in focus). *Journal of foreign language research*, 9(4), 1105-1130.
- Brado, S.A (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*. 6 (2), 59-69.
- Clarke, M. & Silberstein, S. (1977). Toward a realization of psycholinguistic principles in the ESL reading class. *Language Learning*, 27 (1), 135-154.
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19 (3), 221-246.
- Ellis, R. (2004). *Task-based language learning and teaching: Task-based language learning and teaching*. Oxford: Oxford University Press.
- Esmail-poor, Z. (2007). Presenting and embedding a task-based model for developing materials in Persian language teaching texts. (Master's thesis, Shiraz University). [In Persian]
- Grellet, F. (1981). *Developing reading skills*. Cambridge: Cambridge University Press.
- Hover, D. (1986). *Think twice*. Cambridge: Cambridge University Press.
- Kalantari, R. & Saeidi, M. (2009). The Effect of task-based language teaching on EFL learners' reading comprehension. *Journal of Educational Sciences*, 2(6), 175-187.
- Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching*. Prentice-Hall Regents: Englewood Cliffs.
- Lai, J. (1997). *Reading strategies a study guide*. Hong Kong: Chinese University of Hong Kong.
- Long, M. (1988). Instructed interlanguage development. In L. Beebe (Ed.), *Issues in second language acquisition: Multiple perspectives* (pp. 115-141). NY: Newbury House
- Long, M. (1985). A role for instruction in second language acquisition task-based language. In K. Hylten Sam & M. Pienemann (Eds.). *Modeling and assessing second language acquisition* (pp. 77-100). Clevedon: Multilingual Matters.
- Mirdehghan, M., Davari ardakani, N. & Abdollahi Parsa, T. (2013). The effect of task-based method and Anderson's reading model in comprehension of Islamic passages.

- Journal of Teaching Persian to Speakers of Other Languages, 2(5), 117-142. [In Persian]
- Molinet, J.C. (2013). A task-based framework proposal for teaching reading comprehension at the medical school (Master's thesis, university of Marta Abreu, Santa Clara, Kuba).
- Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.
- Nunan, D. (2004). Task-based Language teaching. Cambridge: Cambridge University Press.
- Pattison, P. (1987). Developing communication skills. Cambridge: Cambridge University Press.
- Prabhu, N.S. (1987). Second language pedagogy. Oxford: Oxford University Press.
- Richards, J. C. (2001). Curriculum development in language teaching. Cambridge: Cambridge university press.
- Rubin, J. & Thomson, I. (1982). How to be a more successful language learner. Boston MA: Heinle.
- Sahraei, R. & Meidani, F. (2011). Task-based curriculum: A new approach to strengthen the Persian learners'. Literary Text Research, 15(47), 161-10. [In Persian]
- Sahraei, R. M. (2012). The prospect of teaching Persian to non-Iranians from the viewpoint of syllabus design. Journal of Researches in Linguistics, 4(1), 97-113. [In Persian]
- Skehan, P. (1996). A framework for the implementation of task-based instruction. Applied Linguistics, 17, 38-62.
- Tomlinson, B. (2011). Materials development in language teaching. Cambridge: Cambridge University Press.
- Wilkins, D. (1976). Notional syllabuses. Oxford: Oxford University Press.
- Willis, J. (1996). A framework for task-based learning. HarLow: Longman.
- Willis, J. (2008). Criteria for identifying tasks for TBL. Retrieved August 5, 2017 from <http://www.bbc.co.uk/worldservice/>
- Willis, D. & Willis, J. (2007). Doing task-based teaching. New York: Oxford University Press.
- Young Journalist club (2017, September 5). let's not judge soon! <http://www.yjc.ir/fa/news/4787504/>



ارائه‌ی الگویی تکلیف محور بر اساس چارچوب نونان (۲۰۰۴) جهت تهیه‌ی مواد درسی مهارت خواندن و درک مطلب در آموزش زبان فارسی به غیر فارسی زبانان (پژوهشی)

ناصر رشیدی^۱

نویسنده‌ی مسئول، استاد آموزش زبان انگلیسی، دانشگاه شیراز

سمیرا انصاریان^۲

دانش آموخته‌ی کارشناسی ارشد آموزش زبان انگلیسی، دانشگاه شیراز

چکیده

هدف اصلی این پژوهش، پیشنهاد الگویی تکلیف محور جهت تهیه و تدوین مواد درسی مهارت خواندن و درک مطلب در آموزش زبان فارسی به غیر فارسی زبانان بود. مبنای این الگو، چارچوب تکلیف محور نونان (۲۰۰۴)، راهبردهای مهارت خواندن و درک مطلب لای (۱۹۹۷) و نقش‌های تامسون و روبین (۱۹۸۲) برای زبان آموز و معلم بود که می‌تواند چارچوب مناسبی برای تهیه‌ی تکالیف مهارت خواندن در متون زبان فارسی باشد. چارچوب نونان (۲۰۰۴) به دلیل در نظر داشتن نقش معلم و فراگیر در فرایند تهیه و انجام تکلیف از چارچوب‌های دیگر متمایز است. نونان (۲۰۰۴) معتقد است که نقش معلم و فراگیر مانند دو روی سکه است، هر زمان که به فراگیر نقش فعال‌تری در کلاس داده شود معلم باید منطبق با آن نقش متفاوتی ایفا کند. در این پژوهش تلاش شد تا این نقش‌ها و راهبردها در تکالیف تعبیه شوند زیرا در نظر داشتن نقش معلم و فراگیر در تهیه‌ی تکالیف به پرورش فراگیری فعال، مستقل و منتقدکمک می‌کند. همچنین وجود عناصر هدف، درونداد، روش و شرایط در این چارچوب باعث می‌شود که فراگیر هر چه بیشتر در محیطی شبیه به دنیای واقعی کاربرد زبان قرار گیرد. در این تحقیق، الگویی تکلیف محور با محوریت چارچوب تکلیف محور نونان (۲۰۰۴) جهت تهیه‌ی تکالیف مهارت خواندن و درک مطلب در آموزش زبان فارسی به غیر فارسی زبانان ارائه و سپس بر مبنای آن هفت درس تهیه شد. در این تحقیق متون، مطابق با راهبردهای مورد نظر، انتخاب و اهداف نیز با راهبردها منطبق شدند. زیرا بر اساس لای (۱۹۹۷) تطبیق راهبردها، متن و اهداف می‌تواند سرعت مطالعه و درک مطلب فراگیران را به طور چشم‌گیری افزایش دهد. متونی انتخاب شدند که توسط سخنوران بومی، برای افزایش دانش عمومی خواننده یا

تاریخ پذیرش نهایی مقاله: ۱۴۰۰/۱۲/۱۲

تاریخ دریافت مقاله: ۱۴۰۰/۰۹/۲۵

۱. رایانامه: naser.rashidi@shirazu.ac.ir

۲. رایانامه: samiraansarian767@gmail.com

شناسه دیجیتال: 10.30479/jtpsol.2022.16636.1570

صص: ۲۸۵-۳۱۰

سرگرمی نوشته یا ترجمه شده و در سطح زبان آموزان بودند و با راهبردهای مورد نظر مطابقت داشتند. سطح متون انتخابی توسط یکی از مدرسین و مؤلفان کتابهای درسی آموزش زبان فارسی در مؤسسه‌ی بین‌المللی دهخدا تعیین شد. این متون علاوه بر بازبینی توسط وی، در اختیار زبان آموزان سطح پیشرفته نیز قرار گرفت تا میزان خوانایی متون مشخص شود. پس از تأیید مناسب بودن متون برای این سطح از زبان آموزان، چارچوب پیشنهادی برای تهیه و تدوین تکالیف مهارت خواندن، در متون، پیاده‌سازی شد. نتایج نشان داد که با ادغام این رویکردها می‌توان متون غنی‌تری برای بهبود مهارت خواندن و درک مطلب زبان آموزان و همچنین پرورش زبان آموزانی مستقل ارائه کرد.

کلیدواژه‌ها: تکلیف محور، تهیه و تدوین مواد درسی، خواندن، تکلیف