The Need to Develop Authentic Materials in Teaching Grammar Communicatively for Iranian High School Students: (Theoretical perspectives). [In English]

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ABSTRACT

Teaching and learning grammar in Iranian high schools based on the communicative approach of the newly published textbooks tend to lead students to apply the grammatical pattern in sentence patterns not to apply them in communication. That is, the grammatical materials used in the newly published textbooks have been used for the specific purpose of providing grammar practice. In a research done on authenticity of Iranian English high school textbooks by F. Zarrabi (2015) the feedback received from the teachers' and the students' responses, such textbooks lack the authenticity of natural English in terms of content and presentation. The materials are not generally presented from the easy to hard order and they are mainly void of cultural and communicative points. Therefore, the study is primarily aimed at discussing the effects of using authentic material in teaching grammar communicatively and examining the need for English language teachers and course designers to develop authentic materials for grammar instruction communicatively for Iranian EFL students. The results of the study indicate that the need for English language teachers to use authentic materials in teaching grammar to give the opportunity to the students to expose to the real use of language.

Key words: Authentic Materials, Authentic Textbooks, Teaching Grammar, Teaching Communicatively

Introduction

Today, the importance of learning English is not covered by anyone and its importance increases by spreading communication between societies. Iranian students study English for nearly seven years (3 years in secondary school, 3 years in high school and 1 year in Pre-university). The question is: "Why the students of our country schools after spending six years attending schools and spending more than a few hundred hours of training are still not able to use the language correctly. Although, the education system sought to change the English books in junior and senior high schools based on Fundamental Reform Document of Education (FRDE) through the Supreme Council of Education and the Supreme Council of the Cultural Revolution, as well as the presentation of a national curriculum (2012) to replace the previous books of English with new books aimed at teaching four language skills and familiarizing learners with the knowledge of communication skills in the framework of general orientations to solve the aforementioned problems by stating that, teaching foreign languages is a suitable platform for understanding, receiving, communicating cultural events, and transferring human knowledge gains and achievements orally, and in written formats for various purposes within the framework of the standard Islamic system (The Diploma of the National Curriculum, 1391),the problem still continues-that is, the education they receive neither enables the students to attain full competence in using the English language nor helps them to interact with confidence. Iqbal, et al (2017) asserted that the learners of English language do need to learn the basic grammatical rules of English language as well as the practice of good communication skills in the language if they want to be competent in learning second language learning. According to Ellis (2003) if second language learners do not make focus on the learning of grammatical rules, they will never be able to express their ideas and thoughts practically and accurately. The learners have to focus on the reading and listening skills to understand what other people have to say. Perhaps grammatical knowledge of any language is more significant for a foreign language learner than to a native of the language. Therefore, it is necessary for second language learners to learn the grammar of the English language in order to be able to attain full competence in using the English language and interact with confidence. In a studied done by Moghaddam, Davari, and Kheirabadi (2017) on the role of Grammar in communicative approach in the newly English textbooks of senior high school, Findings indicate that English language teachers did not have a proper conception of the communicative approach and the grammar position in this approach, and thus the teaching of grammar in new books was in conflict with the communicative approach. Therefore, grammar training became one of

the most controversial topics in the teaching of English language as a result of the emergence of new educational approaches in Today's educational system.

Nowadays, the authenticity of textbooks is a significant issue within communicative language teaching (CLT) where emphasis was placed on ensuring that the classroom contained natural language behavior, with classroom materials and textbooks should be relevant to the learners through the process of needs analysis. By authentic texts, it means that they are original and genuine instances of language use as opposed to exemplars devised especially for language teaching purposes. According to Eun (2010) in grammar instruction using authentic materials, grammar instruction is no longer tedious, but interesting and dynamic when authentic materials are used to grammar teaching. All of the activities within the classroom, using authentic materials and giving learners particular tasks to execute to complete the same tasks. In a research done on authenticity of Iranian English high school textbooks by F. Zarrabi (2015) the feedback received from the teachers' and the students' responses, the home-made textbooks lack the authenticity of natural English in terms of content and presentation. They are short in the variety and attractiveness in the passages. The materials are not generally presented from the easy to hard order and they are mainly void of cultural and communicative points.

In a research done by Amalsaleh (2004) on the representation of social factors in the three Iranian high school English textbooks, the results demonstrated that a deferential representation of social factors which portrayed female as performers belonging to a home context and having limited job opportunities in the society. In particular, the Iranian English textbooks tended to shape normative views of gender in which a middle-class urban male was considered the norm. Therefore, he proved that the books generally lack the principles of CLT approach. Finally, according to Yarmohammadi (2002) the Iranian high school textbooks are not authentic; English and Persian names are used interchangeably and oral skills are ignored.

Given the controversial issue of the teaching of English grammar in communicative approaches, specifically in communicative approach (Swann, 2002; Richards 2006), the view of the change in the educational approach to the formal system of teaching English in Iran and the publication of new books in the first and second grade, and the explicit emphasis on the orientation of the communication approach on the one hand, and the inauthenticity of the newly Iranian English textbooks, this article specifically examines the need for English language teachers and course designers to develop authentic

materials for Grammar instruction communicatively for Iranian high school students.

Literature Review
The authenticity of textbooks and materials

Abodllahi (2011) asserted that the authenticity of textbooks is a significant issue. By authentic texts, it means that they are genuine instances of language use as opposed to exemplars devised especially for language teaching purposes. Johnson & Johnson (2005) maintained that the question of authenticity emerged as an important issue within communicative language teaching (CLT) and in relation to notional/functional syllabuses, where emphasis was placed on ensuring that the classroom contained natural language behavior, with content identified as relevant to the learner through the process of needs analysis. Furthermore, a text should present the learners with language exposure similar to that enjoyed by native speakers.

Hutchinson and Torres (1994) identify three roles of textbooks in educational development: first as a vehicle for teacher and learner training; second, they provide support and relief from the burden of looking for materials; and third they give a complete image of what the change will look like. Evaluation of textbooks is also considered to function as a kind of educational judgment. Hutchinson and Waters (1987) believe that evaluation is a matter of judging the content of textbooks and the fitness of something for a particular purpose.

Lestari (2019) maintained that materials play an influential role in teaching and learning programs. Therefore, language teachers should determine materials that suit their students. This fact is supported by some researchers. Cunningsworth, (2001), summarizes the role of materials and particularly course books in language teaching as follows:

First, a textbook is as a resource for presentation materials. Second, it is as a source of activities for learner practice and communicative interaction. Third, it is a reference source for learners on grammar, vocabulary, pronunciation. Fourth, it is a source of stimulation and ideas for classroom activities, and a syllabus (that reflects the learning objectives determined). Fifth, it is a support for less experienced teachers who have yet to gain confidence (Richards, 2001).

Richards (2001) acknowledges that materials are important for both teachers and students. The materials determine the content of the lessons, the skills being taught, and the kinds of language practice that students are to participate in. Similarly, Allwright (1997:1) states that "materials should teach students to learn, that they should be the resources for ideas, and activities for instruction or learning and that they should give teachers rationales for what

they do." According to Richards (2001:252), "for learners, materials provide the major source of contact they have with the language apart from the teacher." That is why materials and the other elements, such as curriculum, teaching methods, and evaluation should be designed for learners and their needs in the real life.

Amalsaleh (2004) examined the representation of social factors in the three Iranian high school English textbooks by following Van Leeuwen's model (1996) and found that the textbooks generally lack the principles of CLT Approach because they demonstrated a deferential representation of social factors that tended to portray female as performers belonging to a home context and having limited job opportunities in the society. On the contrary, the Iranian English textbooks tended to shape normative views of gender and class relations in which a middle-class urban male was considered the norm.

Berardo provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability (Berardo, 2006). Suitability of content indicates that the text should interest the students as well as be appropriate to their needs and abilities. Bacon and Finneman add that the texts should be culturally relevant to the experience of the students (Bacon and Finneman 1990). In this vein, Lee states that "a careful and wise selection of materials focused on learners is a must if we want a positive response from them" (Lee, 1995). Exploitability refers to how the text can be used to develop the students 'competence and how the text can be exploited for teaching purposes.

Materials developers should be careful about cultural factors between their desirable approaches and the cultural norms of their target learners but should still apply of such challenging approaches if they believe from their experience and research that they will ultimately benefit the users of their materials. It is critical that the rationale for "new" approaches should be explained to the instructors and the learners and that they should be given time to reflect on the value of such approaches (Bao, 2015). Authentic materials develop more well-known currently in EFL classrooms. Many authors have declared that authentic materials have a positive influence on learner motivation in the foreign language classroom. Martinez (2002) has suggested authentic materials as the supplies which are organized for native speakers and not planned to be utilized for teaching purposes. scholars maintain that the use of authentic materials support students to bridge the gap between classroom understanding and their capacity to take part in real-world events. with regard this approach. Newmann and Wehlage (1993) argue that the more there is a connection to the real world students live in, the more a lesson gains authenticity.

Many students think that learning English grammar is difficult. However, as we know, many teachers create a non-threatening, imaginative and useful activity in the English curriculum for grammar instruction Al-Mekhlafi and Nagaratnam (2011). In their journal about difficulties in teaching and learning grammar in EFL context, they reported a study undertaken to find the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in teacher's perception. The study is limited to EFL teachers teaching English in Omani Basic Education schools and the use of questionnaire as the research instruments. This study was mainly quantitative in design. It is aimed at investigating whether there are significant differences in teacher's perception of difficulties in relation to their gender, qualification, teaching experiences and the level they teach in school, thus providing insights into their own and their students' difficulties. They conclude that both teachers and students face serious difficulties with regard to EFL grammar instruction, students facing them to a greater extent than teachers. It is, therefore necessary to plan mediating or supplementary tasks to help learners tide over the difficulties in studying English grammar.

The subject of authenticity reemerged in the 1970's as the argument between Chomsky (1965) and Hymes (1972) managed to a comprehension that communicative competence involved much more than knowledge of language constructions and contextualized communication started to take precedence over form. The word authentic materials have been modified in different techniques throughout the literature. Authentic materials are not always created for the purpose of language teaching (Nunan 1989, as cited in Adams, 1995).

The purpose of using authentic materials

Authentic materials created to fulfil some social purposes in the language community in which it was produced (Guariento and Morley 2001). They claim that the purpose of using authentic materials is to prepare students for their social lives. In other words, the authentic materials are used in order to close the language gap between classroom knowledge and real life (p: 347). Maria Spelleri (2002) believed that the language and materials used in textbooks are only authentic in a classroom environment whereas the requirement of real life English is different from the language of textbooks and this difference has not yet been closed by the use of textbooks because, as we all know, learners have to deal with the language of brochures, office work, application forms and so on (p: 16). The author also asserts that the role of the teacher is crucial, it means that it is the teacher's responsibility to filter materials through selection of the learning objectives. It is the teacher's responsibility to identify the items

and their adaptability as well (p: 17). He maintains that there are two criteria for selecting authentic materials. Especially one of these criteria is important. The materials need to give new information to help the student. For example, the following example might be a good one;

Small booklet about poisonous animals in the place where the student lives. At the same time, the material needs to reflect an economic reality. The second criterion is how those materials are adaptable so they should not contain complicated words. The materials need to have either some pictures or clear separation of text like bullets or numbers.

The Role of Authentic Materials in Teaching Grammar

Teaching and learning grammar in Iranian high schools based on the communicative approach of the newly published textbooks tend to lead students to apply the grammatical pattern in sentence patterns not to apply them in communication because of the aforementioned problems such as inauthenticity, lack of target language cultures and etc. According to Moghaddam (2013) most of materials and activities in text books used for teaching and learning grammar is to ask students to do the exercises. As a result, it is difficult for students to understand and use grammar for either written or communicative purposes in real communication.

Mestari & Malabar (2016) believed that all the participants agreed that authentic materials tend to be motivating and interesting for the students as well as more up-to-date and recent than the textbook It also helps students to prepare for the 'real' communication as it provide students with more natural input and language that has not been modified, it guides students towards the language the language they need for particular context and build students' interests and motivation in the class.

In grammar class all participants' teachers usually bring in materials that they take from newspaper, book stories or video which they assign students to analyze the structure of particular form of grammar. For example, the use of passive voice in all text or they ask students to do mini research finding examples of passive voice in any source especially the authentic ones. Or they prepare a short text taken from online English article and ask students to choose and classify the words on text based on the part of speech.

The impression of consuming authentic material in language teaching is reinforced among references and many professionals in the field of language pedagogy. Based on the theoretical views of Miller (2005) and Thanajaro (2000), have exposed the use of authentic materials which lead to aural

language development. In addition, Akbari and Razavi (2016) studied the use of authentic materials at high school level in Iran according to communicative language principles, focusing on both reading and listening skills. They found that the teachers that English teachers have a positive attitude to giving authentic materials in the classroom. In similar vein, the study of Ahmed (2017) showed that authentic and culturally appropriate materials play a vital role in teaching a foreign/second language.

Widyastuti, (2017) has mentioned that the authentic material and automaticity theory not only generates a friendly and fun situation in teaching reading but supports students to study intelligibly so they are able to comprehend the text, structure, vocabulary simply, read fluently and they also can communicate in English. By the way, the authentic material can create the teaching learning process fun and remove boring because the subjects and materials can be found in internet so it will be more visually and collaborative. Miller (2003) worked on the developing listening skills with authentic materials. According to Guo (2012) conducted using authentic materials for extensive reading to promote English proficiency. The researcher discovered a strong relationship between extensive reading and vocabulary development. In the same way, Al Azri, Al-Rashdi (2014) claimed that the use of authentic materials is viewed a useful means to motivate learners, stimulate their interest and demonstrate them to the real language they will face in the real world. Alqahtani (2014) has considered the consequence of YouTube videos as a teaching instrument to improve Saudi EFL students on their listening comprehension skills.

Jeannette McGregor is a lecturer in the field of English Language Teaching Department at Macquarie University, Sydney, Australia. McGregor (2007) believes that textbooks make sense if they exist in a cultural context because they are the cultural forms of beliefs and social practices. She, hence, believes that the class activities and materials need to be organized by the teacher according to students' needs and their cultural variety. When we learn a language, the real assumption in that 'we are learning culture'. For example, English speaking people might believe that bargaining is very difficult in a country where bargaining is quite acceptable and a part of the social life. Little and Singleton (1988) of Trinity College Dublin accept that there has been a rapid increase in the use of authenticity in second language learning classes when the primary focus is on communicative language learning. Both scholars suggest that the rise of authentic texts is associated with the development of communicative approaches to language teaching. The same authors continue their argument by saying that the chief concern is to provide input materials

from literary culture. It is also thought by the same authors that learners find such materials more interesting than course books prepared by the teachers. There are broad varieties of materials such as a computer, video, DVD player and even different materials from all around the world in public libraries for writing, speaking, listening and reading tasks. As Sacha Anthony Berardo (September, 2006) thinks the sources of authentic materials are infinite and unlimited. Print and visual publications like magazines, newspapers, TV programs, movies and especially the Internet are the useful for instructors (p: 62).

Advantages of using Authentic Materials

According to Jane Crawford (1995) in her article, 'The Role of Materials in the Language Classroom, language is functional and must be contextualized. He believes without knowing who the participants are or their social distance from the event referred to it would be impossible to understand the real meaning of any interaction. Hence, he asserts that the teacher is responsible for the balance achieved between input and reapplication (p: 28). The second point is language development which requires learner engagement with the purpose of use of the language. The study of grammatical structure shows us how to use language forms in a meaningful context. The teacher's role is again to decide whether those materials are suitable for learners or not and can be used as a reference by students in the future (p: 29). Martinez (2000) summarized several benefits of using authentic materials.

1.   By utilizing authentic material, students are become aware of real world discourse, as in videos of interview with famous people where intermediate students listen for general idea.

2.   Using authentic materials in the classroom leads to creating real world atmosphere where the learner will not encounter the artificial language of the classroom but the real world and language how it is really used.

3.   Keep students informed about what is happening in the world, so they have an intrinsic educational value.

4.   As language change is replicated in the materials so that students and teachers can retain abreast of such changes.

5.   Reading texts are ideal to teach/practice mini-skill such as scanning, eg students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening. E.g. essentially students listen to news reports and they are asked to classify the name of countries, famous people etc.

6. Different authentic material such as books, articles, newspaper and soon contain a wide variety of text type and language styles not easily found in conventional teaching materials. Thus it can help students extend their vocabulary and help memorize them in a number of meaningful recycling.

7. Authentic material can encourage learning for pleasure because they are likely to contain topic of interest to learners, especially if students are given the chance to have a say about the topics of kinds of authentic material to be used in class.

8. Authentic material drawn from periodicals are always up to date and constantly being updated. As result, learners will keep high motivation and interesting in language teaching through these meaningful interactions with the material.

Ruddock as cited in Saraph (2011) gives an example about when to use authentic texts in teaching the grammatical structure of Japanese. Ruddock says authentic texts are only use when students reach intermediate level in the teaching of grammar. Because it is considered that authentic texts are difficult for beginners.

Disadvantages of Authentic Material Use

On the other hand, there are some significant disadvantages of using authentic materials in comparison with textbooks. Additionally, Richard (2001) believed that using authentic materials is a heavy burden for teachers because teachers have to spend a big deal of time to set the materials fit to learning objectives; include activities, assignments and assessment. Morley (2001) remind us that the simplest authentic texts should be carefully selected by the teachers, otherwise the use of authentic materials makes especially lower level students confused and demotivated by the complexity of language and performance conditions, hence, the selected material should maintain sense of learner's response and it should engage the learner's interest. Ruddock (2000) gives an example about when to use authentic texts in teaching the grammatical structure of Japanese. Because authentic texts are considered difficult for beginners, hence, the author says authentic texts are only used when students reach intermediate level in the teaching of grammar.

Criteria of the Selection Authentic Materials for Teaching Grammar

According to Berardo (2006), there exist some criteria that the teacher should pay attention to while selecting an appropriate material, particularly authentic materials in teaching grammar. They are *suitability* of content, *exploitability*, and *readability*. **Suitability** of content relates to students' needs and interest, as well as the **compatibility** between materials and course objective. **Exploitability** deals with the idea whether the selection material fits

to teaching purpose, in this case teaching grammar. Additionally, **_exploitability_** also refers to the consideration of the usage of the materials to teach grammar. The other criterion is **_readability_**. It associates with the appropriateness of materials and students' ability. It is regarding to the easiness and difficulty of the vocabulary used in selected authentic materials. What is more, **_readability_** discusses if the materials make the students interested in reading more about the topic.

Mestari & Malabar (2016) believed regarding to the criteria of the selection materials, the teachers responded that they selected the materials under some conditions. The first is students' needs and interests. The second is the students' level, whether they are in intermediate or advanced level. The third is course objective. The fourth is language level, both vocabulary and grammar level. And the last is the richness of the material.

Authentic materials development theories focusing on grammar teaching

Foppoli (2006) asserted that the main difference between authentic vs. graded materials is that in the graded materials, such materials are usually only concerned with a particular structure. For example, if the tense being presented is, say, "The Past Tense", every single speaker in the dialogs or even the texts given to the students are in that tense-that is, it seems that as if there were no other tenses in the whole world. In reality, he believed that when talking about the past, native speakers may use a wider variety of tenses. For example, sometimes even the present tense:

_"Last night something very funny happened to me. I was walking down the street and suddenly a man comes and looks at me in the face and says: boy, you ARE ugly". So in graded materials, we will never find these types of situations that resemble real-life conversations, while authentic materials do. In spite of this, graded materials are very useful only if we want to raise the students' awareness of certain structures or patterns that may be important for them to learn. Authentic materials, on the other hand, are real in the sense that they are not created for students as the target audience but for native speakers. According to him, the obvious advantage of authentic materials is that we present students with actual everyday language, just as it appears in real life. Conversely, the main disadvantage of these materials of course, is that sometimes they are not teacher-friendly, and we may need to spend several hours reading different sources or watching different videos until we finally find what we need in order to use in our class. As a result, we can even tell our class to go over some authentic texts, videos etc. and find similar

constructions. And sometimes it would be beneficial to apply a combination of both approaches. It is up to us to decide what could be the best for our classroom.

Tomlinson (1998) maintained that there are several points that should be taken into account by every materials developer and course designer, especially when it comes to grammar instruction because, learners have difficulties learning complex grammatical concepts. Tomlinson (1998); McDonough and Shaw (2003) suggested that the other point which is very important when developing materials for teaching grammar is that materials should achieve impact on students and maximize learning process by promoting intellectual, aesthetic and emotional involvement. They believed that when materials are relevant and interesting to students, they can have impact on students. Therefore, different topics and activities, variety of skills, different text types or technology, use of colors and photographs, different stories and tasks that challenge the students are likely to have an impact on them and make the grammar learning easier.

Ellis (1990) and Tomlinson (1998) suggested that Materials should provide opportunities for outcome feedback not rely too much on a controlled practice of grammar in the classroom, because these exercises have little effect on the long term accuracy. Therefore, according to them, it is important for English language teachers or course designers not just to practice the language in the classroom, but to give a purpose for the practice, such as creating a purpose for them to use the language (e.g. requesting something, inviting someone, persuading someone, etc.).

Materials should be linked to the previously learnt points in order to reinforce what was learned before to help the acquisition of the grammar items (Tomlinson, 2011). This can be important to take into account when designing materials for grammar teaching, because one grammar point needs to be recycled three, four times before it stays in the long term memory. As Cunningsworth (1995) agreed that if students meet the grammar points more time in different contexts, consequently it lets them to develop an understanding of the different meanings and use. All the above points can help students to acquire the grammar eventually. As can be seen in my own adaptation the unit is aiming to achieve the above listed points, because when learning grammar according to accelerated learning principles they are important.

Students learn faster when they feel more relaxed and comfortable (Matines, 2002; Nunan, 1999; Tomlinson, 1998). According to them the first step is to create a supportive learning environment with low stress level, so the

students can deal with high challenges, such as discovering the grammar. As Sheldon (1988); Cunningsworth (1984); Nunan, (1991) and Khaniya (2006) maintained that the use of white space, pictures and interesting texts can also contribute to create a supportive learning environment, which make it easy for students to acquire the grammar faster.

According to Richards (2001) the materials should be flexible and based on different styles and strategies-that is, they should not favor one type of learner over another, because no one learns in the same way.

Lightbown (1985) pointed out materials should take into account that the positive effects of grammar instructions may be delayed most of the time, because he believed that learning is a long and gradual process. This is why after introducing a grammar point, it should not be expected that students have mastered it. Additionally, he asserted that at the same time materials should provide the learners with opportunities to use the target language, so they can try to apply the grammar and experiment with the new point. That is why learners' attention should be drawn to the linguistic features of the input. There seems to be an agreement amongst many researchers that helping learners to pay attention to linguistic features of authentic input can help them to acquire some of those features. This does not happen immediately, but there is an increased likelihood of acquisitions if relevant input provided in the future.

Communicative Approach to teaching Grammar

Finocchiaro and Brumfit (1983) describe the CLT syllabus as follows:

- Meaning (function) is emphasized
- Contextualization is important
- Language learning is learning to communicate
- Language is created through repeated trials and errors
- Fluency is primary whereas accuracy is secondary

Ellis (1990) comments that in the teaching of grammar for communicative competence, teachers should focus on communicative framework based on tasks of communicative activities. Grammar activities should be compatible with contextualized practice in which rules are presented in meaningful contexts. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations, language texts, and visual stimuli that are interesting and meaningful to students. Additionally, these activities should be centered on the students' own lives, their opinions and their experiences of real life situations to learn English. (Ehreworth, 2003). Besides, a teacher must provide communicative practice for students to achieve non - linguistic goals

such as: (asking for permission to do something, getting someone to do something, giving excuses or asking for help) (Musumeci, 1997).

Thornbury (1999) asserted that there existed a misconception about teaching grammar communicatively because some researchers believed that such approach did not include any grammar but had an exclusive focus on meaning while others thought that it included a strong grammar basis. To overcome this misconception, post-communicative approaches researchers such as Larsen-Freeman (1991) asserted that teaching communicative grammar means helping students internalize rules and patterns not in isolation but to serve social functions in contexts, either inductively or deductively by taking account of students' need, objectives, educational level, learning styles, error correction techniques, effective communicative activities and authentic tasks. It has been posited that if learners are given ample opportunities to engage in communicative tasks they will be able to control the linguistic forms through meaningful interaction (R. Ellis.1994).

Classroom Activities in CLT

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology.

The principles on which the first generation of CLT materials are still relevant to language teaching today according to Saber Hosseinzadeh (2015), so in this part we will briefly review the main activity types that can be done for grammar instruction based on the principles of CLT;

- **Task-completion activities**: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

- **Information-gathering activities**: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

- **Opinion-sharing activities**: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

- **Information-transfer activities**: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

- **Reasoning-gap activities**: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.
- **Role plays**: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Conclusion

This study discovers the need for English language teachers and course designers to use authentic materials for grammar instruction in Iranian high school students because of the aforementioned problems in order to give the opportunity to the students to expose to the real use of language and to make their work more relevant to the learners with whom they are in day–to-day contact. The results also revealed that all teachers know textbooks are a resource for staying in touch with the language, but what is undisputable is that the textbooks should be adapted or supplemented with authentic materials in order to be in line with students' needs. Therefore, authentic materials should be chosen in agreement with the criteria of suitability of content, exploitability and readability. Also the teachers should think about students' needs and interests, the level of students, course objective, language level, and the richness of the material. To use authentic materials in classroom activities, particularly grammar subject, teachers are demanded to be more creative to design some classroom activities that suitable with the students' level and needs, as well as the course objectives. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in EFL teaching.

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