Traditional Grammar Deficiencies in Comprehensive Persian Grammar (Descriptive Linguistics)

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Abstract: *This is the first time that a comprehensive survey of Persian grammar evolution has been done. From the hundreds of Persian grammar books, this book was selected. this book were the pioneer to be the founder of innovative Persian grammar theories in their time and were the most influential on their addressees and till now they are still used in educational academic institutes for research and in Persian grammar research in Iran. The book by HomayounFarrokh is in 1142 pages. The research method in this study was based on descriptive and library and note taking method.The traditional grammar changes were studied and its ability to provide a scientific inclusive, comprehensive and economic theory was analyzes.The findings in this article can be used to provide a scientific, inclusive and comprehensive grammar book in which can lead to simpler and less voluminous books which are user-friendly and can reach grammar with more simplicity and in shorter period of time.*

Keywords: *Comprehensive Persian Grammar,Grammar, Descriptive Linguistics, Sentence,Traditional Grammar.*

I.   Introduction

This is a good sample to research and study in descriptive linguistics as basic study for researchers and M.S. and Ph.D. studentto description and discuss about traditional grammars and their deficiencies. This is a good sample method to studyof traditional grammar in linguisticssame like the basic descriptive study with a sample of Persian grammar.

What is Grammar?

A Grammar is the art of using words properly. Priestly was not the only one working on prescriptive grammars moving ahead into the 19th century, there is a shift into a more scientific view of language and grammar. Then, in 1916, Ferdinand de Saussure's Course in General Linguisticsradically altered the field.

His work gave way to structuralism, which de-emphasized meaning. Instead, structuralisms largely examined the relationships that form language, i.e. distributional grammar.

Despite the efforts of Saussure and many other modern linguists to reject Prescriptive grammar, it is still the predominant form of pedagogical grammar. While the last century has seen great strides in the scientific views of language (from Chomsky's Generative Grammar to Neurolinguistics), the grammar—firmly rooted in the 1st century B.C.E.—persists as the most well-known and most often taught form of grammar.

The history of grammar shows that change is slow and that there are not too many new ways of looking at things. Recent Knowledge has made significant improvements in understanding language, culture, and the brain.

While linguists are usually the first to admit that prescriptive grammar is problematic and scientifically unsound, they are not alone in criticizing it. In the last few decades scholars with pedagogical interests in grammar and the teaching of language have come forward, many looking to do away with prescriptive grammar and all its faults. But are they throwing the bucket out with the water? In an attempt to rid themselves of pedagogical grammar, many scholars are rejecting the whole business of grammar in the classroom.(Saadatinia, 2012a)

II.   Concept Of Traditional And Contmporary Grammars

Grammar: Grammar can be described as the organization of, and the relationship between, all the elements that constitute a language as it functions. There are many different theories of grammar, and a number of different approaches to its teaching and learning. (VahidianKamyar, 7).

2.1. Traditional Grammar: Grammarians try to teach the correct way of language use and usage to the learners and help them avoid forms that are in contrast with grammar criteria and in order to prevent language corruption, they don't consider speech. Therefore a grammarian looks for prescribing principles which direct

and encourage language users to use the language in a correct way. Grammarians neglect language changes because they consider a fixed and permanent form for a language which is unchangeable. They determine certain linguistic principles – which they consider as true- and are always to ornament and protect them against usages opposed to their grammatical patterns. Accordingly, a grammarian considers words and phrases used in old texts and literary works as criteria. Thus a traditional grammarian focuses on written language and doesn't take the spoken form into consideration. (Saadatinia,2012b)

2.2. Contemporary Grammar: Contemporary grammar focuses on speech and is trying to describe the linguistic knowledge of the speakers of a language by limited number of rules and analyze language as a coherent and systematic system. This is the language that human learns unconsciously at home and from others as one's native language and can use it with no problem. Thus a contemporary grammarian's job is to describe speech and not to be heedless to any linguistic item and doesn't deny it. Since language is subject to change, the written form is a blocked form of language and traditional grammar patterns can't be used in contemporary grammar so it focuses on speech. Contemporary grammar studies language as it is and is descriptive science and tries to show the language as it is shown. (Saadatinia, 2012c)

2.3. Comprehensive Persian Grammar (Dastoor-e JameZabane Farsi) by HomayounFarrokh: This book encompasses seven volumes. Although this book is one of the well-known contemporary books on Persian language grammar, it discussed syntax only in the seventh volume. He explains at the beginning that there are some rules in Persian language syntax that determines the relationship of a word with sentence structure and shows that which one should come after another, what is their relation to each other, what they are called, what their function is and if they cause any changes in their form and structure. Then he explains the Persian language syntax forms and starts with addend and augends .(HomayounFarrokh, 892-893)

III. Significance Of The Study

In Iran, many works have already been undertaken on Persian and particularly Persian grammar. Nevertheless, as will be briefed and justified below there was a need for research to be devoted to the topic tackled in the present article.

Firstly, although a large number of works have already been undertaken on Persian, most of them have not tackled the issue practically. Some (hadi, 1993; Sadri, 1988; Tavousi, 1988) have only marginally reported the difficulties inherited in teaching Persian grammar.

Some other researchers have tackled the problems with traditional Persian grammars particularly in text books but have not discussed nor have they identified the roots of the problems (Sadeghi, 2002; Abbasi, 1984). Researchers like Haghbin (1992), VahidianKamyar (2003), Soltani (2004) and Cheshti (1975) have focused on the morphological aspects of the language. Some like Farshidvar (1973), Mirahmadi (2004), Pahlavan (2004) and Seyyedi (2008) have tackled parts of Persian grammar within the framework of linguistic theories but have not put forward a comprehensive scheme to improve the quality of Persian grammar.

Traditional Persian grammars have not proved practical despite different changes they have undergone throughout history, and teachers and students keep complaining about their drawbacks (Abbasi, 1984). According to AbbasiMoghaddam (2007) traditional grammars are not capable of putting forward a suitable and practical framework for teaching of grammar. Tavousi (1988) also reiterated that students consider the methodology used in traditional grammars to be ineffective. To them in such grammar books many of the concepts are difficult to understand and that is why they are unsatisfied with such grammars.

It appears from the above introduction that there is an urgent needs to carry out a detailed research on the shortcomings of traditional Persian grammars and accordingly propose, wherever possible, solutions that can ease teaching of grammar to language learners. No work has already endeavored to trace the development of Persian grammar to date, none of them have concentrated on the analysis of sentence, nor have they focused on the practicality of the issue. An analysis of the above issues is the main contribution of the present article.

IV. Statement Of The Problem

In the university, some instructors espouse the need to further instill their students with grammar, often going so far as to say that "students didn't get enough in high school and another place." On the other hand, just as many instructors argue that grammar instruction is useless.

I want to look at grammar instruction as it is taught, or should I say, whenit is taught. It needs to be understood from the start that in spite of all the research on the problems of grammar instruction, grammar is still being taught—for various reasons. What is needed, then, is a new approach.

If grammar is going to be taught, it needs to be maximally effective. It is hypothesized by some (myself included) that grammar instruction is more effective when rooted in the framework provided by Cognitive Grammar than when based on Traditional Grammar. If grammar is going to be taught, it needs to be maximally

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I am aware of the fact that grammar instruction has long been deemed both ineffective and harmful for learners, particularly when substituted for writing instruction—or when it is confused as writing instruction itself! While I do have an opinion as to the merit of the studies that are the foundation of anti-grammar sentiment, it is not my goal here to become involved in a polemic.

V.   Objectives Of The Study

Persian traditional grammar has endeavored to deal with sentence within the framework of a comprehensive grammatical theory. Further, linguistics exerted impacts on the viewpoints of Persian traditional grammarians.The broad objective of this article is to discuss types and extent of such impacts on a Persian grammar book written as primary, basic source.

Persian traditional grammar has endeavored to deal with sentence within the framework of a comprehensive grammatical theory. Further, linguistics exerted impacts on the viewpoints of Persian traditional grammarians. The broad objective of this article is to discuss types and extent of such impacts traditional grammar deficiencies on Comprehensive Persian Grammar by HomayounFarrokh.

VI. Methodology Of Study

This research could be done "Using library". In order to verify I choose to adapt the "library method". In this process, words were exhaustively verified. Therefore the research method in this study was based on descriptive and library and note taking method.(Saadatinia,2005)

VII.   Knowledge, Ideas And Concepts

Traditional grammar deficiencies:

By the comparison of the aims and characteristics of traditional and contemporary grammar, some critics and inconveniences can be detected. These problems can be classified as follows:

7.1. Prescriptive: One of the basic problems of traditional grammar is that it brings up cases of correct and incorrect forms. Instead of describing the coherent and systematic aspect of language and discovering the domineering rules, they bring examples from classical readings often from poetic works to prescribe principles and rules for using the correct form of language.

7.2. Constant language change negligence: Another problem of traditional grammar is that they look at language as fixed and unchanged matter and it is often thought that if a comprehensive grammar is designed, it can be valid as a comprehensive grammar forever. But this conception is against the function and nature of language because language as a social character is always - along with other social characters such as society, religion, politics, economy, knowledge, technology, culture and civilization - changing. Because of these changes Persian language has undergone the three forms of ancient, middle and new; or the Indian, Persian, English, French and German have the same root but today they are different and separate languages.

7.3. The imposition of other languages' grammatical category on a language: The other problem of the traditional grammar is that based on the grammar of other languages they consider predetermined special patterns and models for all languages so that they create a pattern to enable them to write grammar for a language. Traditional grammar doesn't consider that any language has its own nature and characteristics and their comparison is of no use because it often leads astray and incorrect results.

7.4. Mixing form (word construction) and meaning: Usually in math, chemistry and other sciences of this kind, there is a symbol in the system which reflects the value and concept, but this is not always true about languages and the relation between form or word structure and meaning is not so stable. For example in Persian a word can be a noun, verb, adjective, etc. in different categories whereas a traditional grammar often remains unaware of this that for every linguistic form an exact meaning is imagined.

7.5. Inconsistency of real tense with grammatical tense: Another problem with traditional grammar is determining the exact tense for the roots of verbs. For example in definition of the simple past is said "a structure which indicates an action in the past".But as a matter of fact, we see that this tense doesn't merely indicate the past, but it also indicates an action in future. This obvious contradiction is not considered in traditional grammar and no answer is taken into account for it.

7.6. Interference of grammar issues with other sciences: Traditional grammar discusses the issues of meaning and locution when explaining about grammar issues. As in the topics of epenthesis such as narrowing, locution, metaphorical, etc. in Persian language grammar . Maybe the reason is that in the past because of the limitation of amount of sciences, scientists were able to be familiar with several sciences at the same time and subconsciously they intermingled different sciences together and this later remained as a tradition in language grammar.

7.7. Disconformity in grammar gender and existence gender: Some language use particular linguistic symbols to show the gender of words. But we should be aware that in such languages gender doesn't necessarily reflect the gender of existence. For example in Arabic language in which there is gender, some words which refer to masculine object reference are used in feminine grammar frame. And vice versa there are words whose object reference is feminine but they are appeared with masculine symbols. Therefore they are called feminine metaphoric expressions or verbal feminine. On the other hand the words like: Sun. Moon, earth, sky and so on do not have a single gender in languages that distinguish gender. For example in Arabic, Persian and German languages sun is feminine but in French it is masculine. So it seems that we cannot present a comprehensive and perspicuous definition but traditional grammar insists on presenting it.

7.8. Validity and authenticity of written language: Another belief which can be criticized in traditional grammar is that this kind of grammar only relies on written texts and ignores the differences between spoken and written language.

7.9. Inconsistency between numbers in grammatical reference: A traditional grammarian defines singular and plural as 'when a noun refers to only one person or thing it singular and we can add the plural ending to make it into plural form'. But in the sentence 'one should be honest', the word one is superficially singular but it encompasses a class of men and women and even all the people. On the other hand something is maybe singular in one language but it is plural in another language. For example the words scissors, pants and glasses are plural in English language but they are singular in Persian and they also don't have plural ending. So a clear definition can't be presented for the number issue either, but again the traditional grammar insists on it.

7.10. Mixing diachronic and synchronic grammar: Since language is not static and it is subject to change and have its own characteristics in every level of particular period and separate itself from other periods, every language can be studied both diachronically and synchronically. In the diachronic grammar deals with the changes in a language from the beginning to the present but in synchronic grammar the focus is on the spoken aspect of language in the present time. But in traditional grammar these two methods are intermingled and therefore they cannot present a clear image of the function of today's language. For example in today's modern Persian there is not optative sentence and only the Arabic interjectional sentences and some other simple structures are used to refer the optative meaning. However in the traditional grammar it is still explained about the optative endings which are related to Old Persian.

7.11. Interference of different issues in traditional grammar: Linguistics is the science of discussing different aspects of language and studies the separately, carefully and fruitfully. Linguistics is divided into phonetics, phonology, semantics or semiology and language teaching. Each one includes a wide area of study itself and one can spend all his or her life studying on one subject. But in traditional grammar books all of these topics are discussed although they are not related to grammar. For example, in a traditional grammar book you can find issues on phonology, alphabets, etymology, conjugation, syntax and semantics whereas each is considered as a branch of language study and possess its own particular techniques and characteristics.

7.12. Refocillating language and grammar: A traditional grammarian doesn't consider language as a system and grammar as device to describe that system, but he bestows the language a soul and body and considers a humanistic identity for language. He doesn't know language as a social entity, but he knows language as human being who cab be threatened, can defend, can be dependent or independent, etc. After explaining all these, it's time to discuss about the deficiencies of traditional grammar in these eleven books of Persian language grammar separately and pave the way to study the hypothesis in this study: if they are comprehensive and economical, is they experienced appropriate developmental process, etc. (Saadatinia, 2013)

VIII. Hypothesis

The hypothesis is that "Traditional Persian grammar suffers from the drawbacks of traditional grammars deficiencies".

IX.   Data Collection

First and foremost I'd like to provide a comprehensive description of reference which is studied in this research in order to have a thorough understanding of its contents in an all-inclusive and general view and to has a review of what is written in this book to get an appropriate and helpful mental preparation.

Survey of traditional grammar deficiencies in Persian Language Grammar by HomayounFarrokh:

First of all the author explicitly points out his consideration on written skill. To mention his endeavor it is enough to say that he brought 7000 lines of poems by 256 poets in his book and in general cases he relied on them (Homayoun Farrokh,1-2)

The validity if written language: From the beginning the author certifies that the written form of language is so much significant for him that he spent lots of years to collect data and examples from written texts especially from the Persian poems. "In the rejection of each of these steps (expression and discourse) there may be mistakes and in order to correct the mistakes they may put some rules. In the interpretation of a word or expression which is used for a meaning may not be proper i.e. it doesn't reflect the intended meaning." (HomayounFarrokh, IV).

Prescriptivity: The author knows himself as the invigilator of language. He is not trying to describe the language as it, but he tries to exploit rules which prevents making mistakes in using the language. This viewpoint reflects the philosophy of traditional grammar.

HomayounFarrokh in another place in his introduction after bringing some examples from the spoken language concludes that: "It is one of the obvious mistakes that we all make in speaking and it is often seen in the texts of contemporary authors" (HomayounFarrokh, VI).

Mixing diachronic and synchronic grammar: From the contents above we can understand that the author doesn't know the spoken and speech as the origin of language and his grammar doesn't orient toward description of diachronic grammar and he doesn't bear the natural evolution of language even in the writings of contemporary writers and he considers them as disobediences from the unchangeable self-made rules of language." There is enough Persian grammar books from which school students, translators, journal editors, book authors, university professors of Iranian universities can lean Persian language and did based on the grammar in these books. If they had read these books, the condition the press wouldn't have been so bad because there are so many bad mistakes in them that you cannot find their rules in any available grammar books and you need to refer to the detailed grammar based on reasons and examples and evident and long explanations." (HomayounFarrokh, X).

Prescriptivity: the author accuses a great number of language users and Persian language speakers that they are not familiar with the grammar of their native language and if they want they can learn by referring to grammar books. Thus, the author's concentration is on prescribing grammar rather than describing the system and syntax, which we call traditional prescriptive grammar. "If somebody claimed that grammar is easy, you can laugh at him because in no language grammar is easy and do not be satisfied with what you may learn (but do not learn) at school." (HomayounFarrokh, XI).

Interference of different issues of linguistics in traditional grammar: it seems that the author of the book got involved in misunderstanding between acquisition of one's mother tongue or native language and learning a second language. All the speakers of any languages learn their mother tongue through a natural process which finally leads to the learning of grammar of that language too. Here grammar should describe the language spoken by its speakers and on the contrary of the author's view it is not the duty of grammar to teach the correct or incorrect rules because the speaker has automatically learned anything need in the process of language learning. "After all, no need to say that, language should be straightforward because the ultimate goal of language is to express one's purpose and grammar is welcome until it facilitates this process. Language, religion and any other foundations are made by human to remove their needs and to live better. If they make problems and make his life harder he will be loser and the ultimate goal is not achieved." (HomayounFarrokh, XIII).

Prescriptivity: we can easily conclude from the statements of a grammarian that grammar is not to describe what happens or the function of language, but it is to make the language work better and to be more effective and if we do not have a grammar the language is functioning appropriately and once we made the grammar, the language is supposed to obey the rules. "Firdausi, the great sage and philosopherof tenth century, kept most of the correct and common Persian words in his great immortal masterpiece **"Shahnameh"** and he even maintained and expressed the rules of language in his poems, but nobody made an attempt to extract and collect and classify them." (HomayounFarrokh, 1).

Prescriptivity: there are linguistic correct and incorrect rules and grammar is produced to present the correct words, meaningand pronunciation.

The validity of written language: The written form of *Shahnameh* which is poetic can be a good model for describing language grammar.

Mixing the diachronic and synchronic grammar: The book which was compiled 11 centuries ago preserved the rules of language until today to describe the contemporary spoken language .

Neglecting the constant evolution of language: Persian language hasn't experienced any changes because this book can still present us with appropriate model of grammar to study after this ling period .

Interference of different issues of linguistics in traditional grammar: HomayounFarrokh has an interesting view about word loan. He says "prevalence of Arabic language leads to belittling the Iranians." (HomayounFarrokh, 2).

Refocillating language and grammar: in fact, the author considers the process of word exchange-which is a common process of word building in any language- as an abhorrent dead and considers loan words as the invasion of an enemy. He thinks of languages as living things which follow political and other regulations. This grammarian is trying to emphasize his views and states that "although Arabic language has come to be the guest in Persian language for more than thirteen centuries and lots of Arabic words are stayed in Persian and with the religious and political influence, Persian Language hasn't lost its fundamentals and personality and isn't seen any notable influences in the reality of language and word expression in conjugation of verbs." (HomayounFarrokh, 7).

Refocillating language and grammar: in fact, linguistic agrees with grammarian in that the borrowed words are used to coin words in a language and the phonological, grammatical and semantic aspects of language doesn't damaged. What seems important is sort of his view about languages. It seems that he considers each language as human and he believes humanistic relations between them because he used phrases like: to be the *guest*, *stay* and *personality*, etc. to describe languages." There are lots of Arabic words in Persian and even replaced many lost Persian words. The nature of being alien and being loan words are still obvious both from the view of word structure and spelling and pronunciation. That is, neither the words became completely Persian, nor the Persian words changed and both are separate from each other as we cannot transplant an apple tree to a palm tree." (HomayounFarrokh, 7).

Interference of different issues of linguistics in traditional grammar: whatever the reason for the use of loan words, their nature and their influence on language is, it is not related to the grammar and syntax and is not related to this topic. Meanwhile, we know that loan words are subject to change in phonological, syntactic and meaning systems based on the characteristics of receiver language. "Centuries ago before us European nations wrote grammar books for themselves and have got experience and their divisions and classifications were complete. We considered French and English grammar as models of style and classification rather than the exact translation. We got the plan and basis from only to some extent." (HomayounFarrokh, 14).

The imposition of other languages' grammatical category on a language: HomayounFarrokh confesses that he didn't consider the Persian language and grammar as an independent phenomenon, but he got a default frame and pattern from French and English which itself damages the study of any language and its grammar because getting clichés from other languages make us fall away from realities governing grammar of the language under study and it will cause to the threat of neglecting the particular rules of that language." In none of the rules and structures and exceptions we didn't impose our opinion to others instead of looking for reasons and excuses we brought sayings and statements from great poets and writers."(HomayounFarrokh, 14).

The validity of written language: the author claims that his grammar is not prescriptive and to certify his claim he says that he brought lots of examples from poets and writers. But lots of examples are not enough and he didn't take into account that he didn't pay enough attention to the spoken form of language." For the Iranian government and people it is very important to keep their language safe against literal and linguistics influence from languages outside the country (foreign languages). To the end, the most compulsory thing is the Persian language grammar because without having a comprehensive and correct grammar and being away from Iran their language has changed." (HomayounFarrokh, 23-24).

Prescriptivity: therefore we can conclude from theauthor's view that if grammar is codified, the linguistic communication will be easier for the speakers of that language.

Neglecting the constant evolution of language: is seems that HomayounFarrokh thought that having a codified grammar cab prevent a language to be changed however it is obvious that language are always changing

gradually and this gradual change in the language is generally accepted as a principle of linguistic." Although mass nouns are abundant in the world, but there aren't distinct individuals. That is, kinds of it exist in the mind without referring to individuals." (HomayounFarrokh, 45).

Interference of different issues of linguistics in traditional grammar: the author tries to describe the mass noun by the help of semantics heedless that semantics is different from grammar. HomayounFarrokh added that: "when a person hears the word for example 'horse' he imagines lots of individuals of that kind of animal with similar shape, physique, attributes. But there are thousands of similar things such as water, fire, flour, milk, wood, oil, petrol, salt that when a person hears them, they don't form lots of numbers of that entity in the mind of the hearer. In this case an entity is imagined in the mind regardless to the amount of it in the nature. For example, a drop of water, pool water, seeing water and ocean water are water and attributing number to this mass noun makes no sense." (HomayounFarrokh, 45).

Interference of different issues of linguistics in traditional grammar: asit is clear the writer is trying to introduce the set of nouns with the help of semantics and got away from grammar. "Collective nouns are those nouns that superficially they are singular but semantically they are collective and refer to more than one person or thing." (HomayounFarrokh, 46).

Inconsistency between numbers in grammatical reference: the author seems to be completely negligent that if we accept his definition, we gathered two different contradictory impossible facts. Therefore his numeration system is suffering from contradiction." The words fruit, the vegetable seeds, apple, pomegranate, quince, cherry, watermelon, and other fruits are sometimes mass nouns and sometimes species nouns because a watermelon, a sour pomegranate, an egg, an apple, and four ripe fruits are always species nouns, but sometimes they are mass nouns as in some fruit, some pomegranate, a kilo of grapes, some vegetable seeds. Of course each form has its special meaning sometimes we mean a number of and sometimes we mean an amount of something."(HomayounFarrokh, 46).

Mixing form (word construction) and meaning: it seems that the author himself is not sure about some cases that he proposes this classification full of contradictions. He doesn't know that his classification is not correct and his method of describing grammar is incorrect and his viewpoint needs a complete change.
"Declension or conjugational changes in nouns is not very common in Persian Language because in Persian there is not dual plural as in Arabic language and there aren't kinds of making plural. In Persian language a noun can be changed into plural by adding the endings [ĀN] /ān/ and [HĀ] /hā/." (HomayounFarrokh, 252).

Inconsistency between number in grammatical reference: the author introduces the numeration system as dual (singular and plural) and he introduces the plural symbols as those added to the singular whereas in page 46 as it was said before there are some nouns in Persian that do not have the plural symbols but they have the plural concept and this is in contradiction with his numeration theory.
"Masculinity and femininity are not because of a change in form but it is because of a difference in the word. The total conjugation possibilities of noun can be as follows: 1. Gender distinction of masculinity and femininity, 2. Number and determining if there if one or more than one, 3. Diminutive (endings showing little attribute), and 4. Grade or level." (HomayounFarrokh, 252).

Disconformity in grammar gender and existence gender: we should not interfere the declension issue with grammar issue because we encounter with the interference of different issues of linguistics in grammar. As it was said before in deficiencies of traditional grammar and introduction in this chapter, it is not logical for the author to enter into the discussion of gender in language because it is impossible to find gender endings trying to find a classification and gender system is wasting time because we cannot explain the contradictory issues and put forward a acceptable explanation.

Gender: gender means to distinguish masculine from feminine in words. As it was said before it is not because of change in the words or to increase or decrease the number of the letters, but it is because of the difference in the structure and basis of the words. This happens in few words and only in a few nouns.
"The words referring to masculine or feminine are two different words for example words like father, mother, brother, sister, boy, etc. in other words man or woman or male or female are used after noun in descriptive manner like: Indian man, Indian woman, Arab man or Arab woman, etc." (HomayounFarrokh, 253).

Interference of different issues of linguistics in traditional grammar: as the author tries to express this matter that in spoken Persian there is no gender distinction expression and the discussion of masculinity and femininity is related to semantics and it is got logical to bring it in grammar.

In another part of the book the author insists on his view about the numeration system in Persian language: "in Persian language there is no dual plural (as in Arabic) and the meaning of the word or noun is plural when it refers to more than one whether there are two or more than two. Persian plural is of two kinds, one with endings [ĀN] /ān/ and [HĀ] /hā/." (HomayounFarrokh, 257).

Inconsistency between number in grammatical reference: as we see, although he points out some words without plural endings but meaning plural, (see page 46)" once again he didn't pay attention to his contradictory statement.

"Tense refers to the time in which an action happened or is going to happen. […] there are three main tenses: *present*, *past* and *future*. But the verb tenses are as they are explained below. In Persian future tense is used both for future and present and there are other ways of referring to the present tense." (HomayounFarrokh, 479).

Disconformity of real tense and the grammatical tense: HomayounFarrokh confesses the obvious contradiction in classifying the verb tenses in grammar at the beginning of his description on verbs. But he didn't try to correct or at least to omit them. He says that verbs can happen in three tenses: past, present and future and then he adds that the present verb can also be used for future. This disaffirms his previous explanation. This grammarian even claims that traditional grammar also failed to present an appropriate interpretation on verb tenses for other languages.

"In Persian language there is not an independent and particular structure and form for the present tense as in other languages like Arabic language."(HomayounFarrokh, 505).

Disconformity of real tense and the grammatical tense: therefore traditional grammar could present an appropriate classification neither in Persian nor in Arabic language because it seems impossible.

"The optative form is made by adding [A] /ā/ before the letter of ending at the end of the verb. The verb is in the form of imperative." (HomayounFarrokh, 505).

Mixing the diachronic and synchronic grammar: the construction of wish and optative sentences –as the author mentioned- is not common in Modern Persian spoken and is related to the Persian historical grammar.

"The forged verbs are those verbs that didn't exist in the Old Persian and are made by poets when they were in shortage of rhyme. They added an ending based on Persian language rule to one of the words (such as a verb or adjective) or an Arabic word or from any other languages." (HomayounFarrokh, 582-583).

Mixing the diachronic and synchronic grammar: the abovementioned issue is one way related to the formation of loan words and from the other way it is related to the method of appearing the verbs which do not have verbal root and both are characteristics of Persian historical grammar . Because these are used in modern Persian and Persian language speakers use it with no problem. "Some words are portmanteau adverbs with nouns and adjectives." (HomayounFarrokh, 611).

Mixing form (word construction) and meaning: since in traditional grammar they fell into the habit of considering only one form for the every linguistic feature, they act hastily when they encounter words having different usages. In this case the words are either nouns or adjectives which function as adverbs in sentences. So they should not be basically called adverbs let alone name them portmanteau adverbs.

"Possessive endings are for living things with wisdom or any object which is considered with wisdom." (HomayounFarrokh, 611).

Interference of grammar issues with other sciences: other issues about to law are not related to grammar.

X. Testing Of Hypotthesis

I compared HomayounFarrokh grammar book to another Persian grammar books and I found interesting results that they are following:

List of Grammar Books Used:

1. Comprehensive Persian Grammar (HomayounFarrokh, Abdolrahim, 1958).This is a comprehensive grammar completed in 42 whole years in 7 Volumes. It is the most comprehensive grammar book available for Persian.

2. Record Grammar In structure and syntax of Parsi Language (Mashkoor,Mohamadjavad, 1959).This grammar book consists of six parts including morphology, simple and compound prepositions, simple and compound conjunctions, syntax, affixes, borrowed terms from Arabic.
3. Persian Language Grammar(Khayyampour, Abdolrasol, 1968).The author is a forerunner in the field of writing grammar books. The drawbacks of traditional grammars are apparent in the composition of this grammar book.
4. Persian Language Grammar (NatelKhanlari,Parviz, 1984).This grammar book has been under the impact of historical linguistics due to the familiarity of its author with Old and Middle versions of Persian.
5. Persian Language Grammar (Shari'at, Mohamadjavad, 1985).This is one of the earliest grammar books in which no description was included pertaining to morphology. The book only discussed the syntactic aspect of the language.
6. Persian Language Grammar (Gharib, Abdolazim, et al., 1991).is is one of the most famous Persian grammar books and has been taught at universities for decades. It is used as an invaluable source in studies on traditional grammars of Persian.
7. Persian Language Grammar-Five professors (KhatibRahbar, Khalil, 1992). The author of this grammar focused more on morphology and parts-of-speech including prepositions and conjunctions.
8. Persian Language Grammar (Soltani-ye Gerd-e Faramarzi, Ali 1992).This grammar book is famous for its focus on simplicity and targets the readers with general knowledge on the issue, especially high school students.
9. The Today, s Joint Grammar (Farshidvar, Khosro, 1993).In this grammar book the author has endeavored to bridge traditional grammar and linguistics but has not been successful in this process.
10. Persian Language Grammar (Anvari, Hasan, 1995).In this book a lot of effort has been put to remove the shortcomings of traditional Persian grammars. This book is in two volumes.Persian Language Grammar by Anvari, (The first volume), 1995.
11. Persian Language Grammar by Anvari, (The second volume), 1995.
12. Persian Language Grammar (1) (VahidianKamyar, Taghi; and GholaamHosinOmraani, 1992). In this grammar, traditional grammar was tried to be described using structural linguistics. Nevertheless, the author was not much successful since he kept his discussions at the general level and no detailed account of the topic under discussion was provided.

Note: In case different editions of the book have already been published the latest edition will be used as the basic criterion and source for analysis.

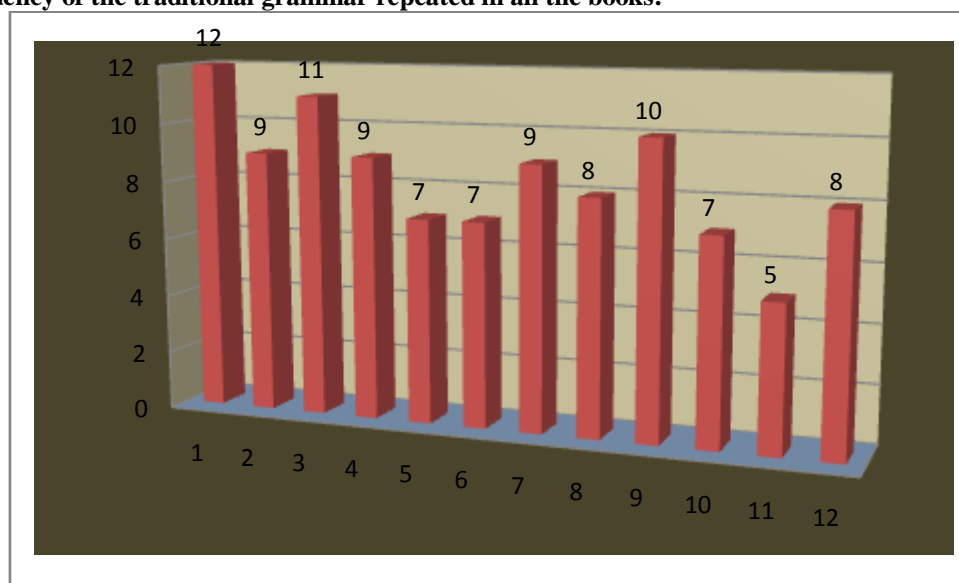**The frequency of the traditional grammar repeated in all the books:**

Figure 1. The traditional grammar deficiencies frequencies were found in all the books.
*A:*The 12traditional grammar deficiencies frequency which have been observed in all books.
B: Persian language grammar books based on their chronological publish in this dissertation.

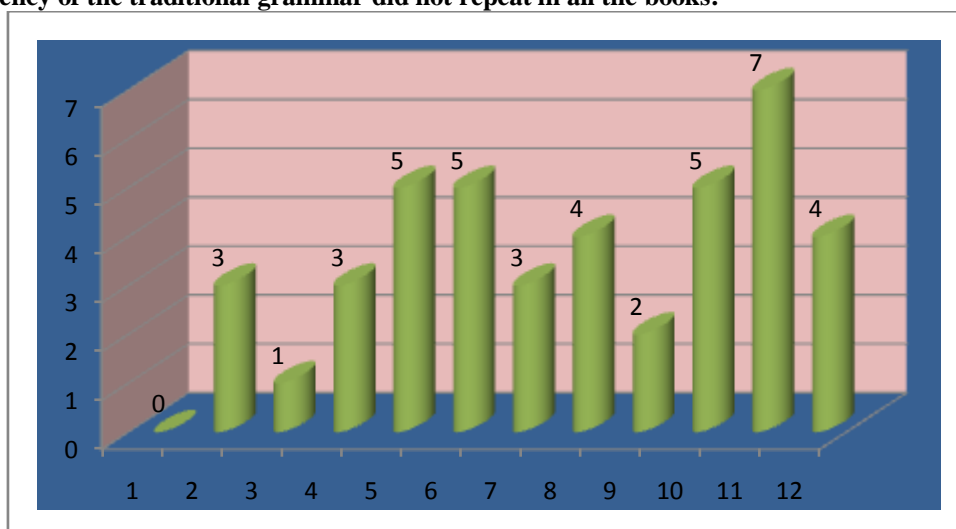**The frequency of the traditional grammar did not repeat in all the books:**

Figure 2 . The traditional grammar deficiencies frequencies were not found in all the books.
A: The frequency of the traditional grammar not repeated in any of the books:
B: Persian language grammar books are classified based on their chronological publish in this dissertation (see figure 1description).

XI.   Analysis
When we consider the frequency of deficiencies in these selected books, we reach to several significant results such as:

First of all, the book by HomayounFarrokh contains all kinds of deficiencies considered in this dissertation and is the book with most number of deficiencies related to the damages of traditional grammar. In this book all the twelve kinds of problems are available. After that Khayyam pour's book possesses the second level in which eleven cases of the discussed problems are found. The third one is the Persian grammar book by Farshidvard in which ten cases are detected. In the fourth level there are three books by Mashkoor, Natel and KhatibRahbar each one containing nine cases.

The books by SoltaniGerd-e Faramarzi and VahidianKamyar possess the fifth lever because each consists of eight cases. The sixth level is devoted to Shari□ at, Gharib, et al. and Anvari's first volume each one containing seven cases and Anvari's second book with least cases of problems of traditional grammar has got the seventh level.

XII.   Conclusion
All of the traditional grammar deficiencies found in HomayounFarrokh grammar included:
1-Prescriptive 2- Constant language change negligence3- The imposition of other languages' grammatical category on a language4- Mixing form (word construction) and meaning 5- Inconsistency of real tense with grammatical tense6- Interference of grammar issues with other sciences 7-Disconformity in grammar gender and existence gender 8- Validity and authenticity of written language9- Inconsistency between numbers in grammatical reference10- Mixing diachronic and synchronic grammar11- Interference of different issues in traditional grammar12- Refocillating language and grammar.

So this book is a good sample for one Traditional Persian grammar because it is showing and suffers from all of the drawbacks of the traditional grammar deficiencies.

XIII.   Suggestions
Therefore, to prevent the prescriptively of suggestions with the aim of improvement in the theory of Persian grammar we focus on the existing facilities and recommend the easiest strategies for achieving them with lowest expenses and resistance. The most important thing that we can propose is the omission of some of the deficiencies or pitfalls of traditional grammar:
1. Discarding attempt to present a theory about grammatical time because until now none of the grammatical theories could provide harmony between real time and grammatical time.
2. Discarding attempt to present a theory about the numeration system because none of the grammatical theories so far could provide an appropriate, exclusive and comprehensive description based on either traditional grammar or linguistics.

3. Discarding attempt to present a theory about grammatical gender because none of the grammatical theory based on either traditional or linguistics could provide harmony between biological gender and real and grammatical gender.
4. Separating the issues on diachronic from synchronic grammar can decrease the content of grammar books and as a result it will be easier to learn the grammar to the learners and takes less time to transfer the grammatical data.
5. Diachronic grammar should be omitted from schools and should only be devoted to the students of Persian literature. Because most of the students from the schools go to engineering, medicine, paramedics courses.
6. In order to answer to the concern of the traditional grammarians that believe the tie between this generation and classical texts will be cut and the people will not be able to read and understand the poems and classical works, we can suggest that in the introduction of every poem or classical prose works put the characteristics of diachronic grammar and explain in detail for the people who have interest in reading those works. In this way we save time and money for millions of students who have to read diachronic grammar which may get reluctant by reading those unfamiliar issues only because there are few people that are maybe interested in reading them.
7. It seems that if we could put the diachronic grammar aside, gradually the written form will also become of secondary importance because after that we should describe the contemporary grammar. This will need time. Moreover, because of lacking focus on classical texts gradually it will lose itsprescriptively and also the constant change will be more tangible and gets a position in diachronic grammar.
8. Preparing introduction for grammar books and talking about the fundamental theory and the method of language description makes the reader able to understand the concepts and definitions.

XIV.   Implication Of The Study
The present research has a number of possible pedagogical implications some of which are mentioned below:
1. Based on the deficiencies and pitfalls identified and criticized in this study about the traditional grammar we can conclude that from now on we should try to write grammar books with few problems and deficiencies.
2. Based on the simple and applicable suggestions proposed in this research we can provide books with a coherent theory which can lead to an exact description of Persian grammar.
3. With eliminating the pitfalls of traditional grammar and fulfilling of proposed suggestions we can provide Persian grammar book which is inclusive and comprehensive.
4. Based on the findings in this research we can bring appropriate changes in providing books Persian grammar with educational purposes for elementary, secondary and also university students.
5. Considering the suggestions and eliminating the deficiencies in this research, we can provide smaller Persian grammar books which make it easier to convey concepts and interpretations.
6. Based on the analyses made on this grammar book, the problems and differences of its theory are revealed. Therefore, linguists can try to remove these problems instead of criticizing each other and can make an attempt to present strategies with consultation and collaboration with each other.
7. Based on the findings in this research we can provide Persian grammar books with less voluminosity and present a simpler and more comprehensive grammar books.
8. The findings in this research can be helpful to present a better, simpler and more effective grammar which can be used by other languages (especially those are belonging to the Persian language family such as Tajiki in Tajikistan, Dari in Afghanistan, Pashtu, Urdu and Hindi).
9. The findings in this article can be used to provide a scientific, inclusive and comprehensive grammar book which can lead to simpler and less voluminous books which are user-friendly and can reach grammar with more simplicity and in shorter period of time.

XV.   Epiloge
The Homayonfarrokh grammar book has experienced a great deal of evolutions, however, that couldn't give out a scientific inclusive comprehensive grammar but, with a little change and attention we can remarkably promote its quality and educational effectiveness.

Although on the one hand we need more time to reach the ultimate goal of presenting an effective comprehensive and applicable theory of grammar, on the other hand, it seems that we should wait for the traditional grammarians to discard their interpretations and concepts of traditional grammar b the passage of time. Moreover, we should wait for newer theories of linguistics to describe grammar which are generally applicable in educational settings and finally we may reach to a harmony among traditional grammarians and linguists in the educational and applicable description of grammar.

If the deficiencies of traditional grammar are removed and if we follow the suggestions in this research, we can provide a simpler and more practical theory of educationally oriented which is more applicable. The

findings of this study can also be used for other languages such as Tajik and Dari and even to survey any traditional grammar related to any languages. Its general patterns can be used study the traditional grammar of those languages to find out their deficiencies and remove them and present appropriate suggestions with the help of the findings of this research.

What is axiomatic is that this study can be used a launch for further studies in future in lager scales and deeper considerations on grammar and linguistics and related fields.

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