The Effect of Typological Awareness on Learning Persian for Italian Learners

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ABSTRACT
One of the main problems of second language learners is learning grammar. In this research, We have tried to facilitate learning Persian grammar for Italian learners learning Persian by using the achievements of linguistics typology. For this purpose, similarities and differences between Persian and Italian are determined using typological word order. For the next step, without pointing out typological similarities and differences of Persian and Italian, the grammatical points were taught to the participants and then they were tested (pre-test).the test was in three parts. In the first part, sentences were presented in Italian and the participants were asked to choose the correct equivalent among four choices. In the second part, the participants were asked to translate Italian sentences into Persian. In the third part of the test, the participants were asked to translate a designed Italian text into Persian. Finally, after a certain period of time, the grammatical points were taught to the participants considering typological differences and similarities between Persian and Italian. Finally, the test (post-test) was performed. Data analysis showed that the participants' mean scores in the post-test were higher than their mean scores in the pre-test. In addition, the analysis of inferential statistic shows that the difference is considerable which means that the independent variable, awareness of typological features of Persian and Italian, has an impact on dependent variable which is participants' scores. Therefore, being aware of these features (similarities and differences) could help the Italian language learners to get a better score.

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[*] Teaching persian to non-persian speakers at Saadi foundation, Allameh tabatabarr university AZFA center, Alzahra university and the Italian embassy Having 3 articles in the field of linguistics and semiotics.

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1. Introduction

Even though it is possible to learn Persian without a formal education, one should keep this point in mind that teaching is an important tool that can help policy makers and sponsors to promote Persian language and achieve their goals. Currently, there is significant consensus between politicians, culture aficionados, and pedagogical services. This consensus is rooted in these three reasons:

1. The necessity for preservation, improvement, and expansion of Iranian culture in which Persian language is the main parameter

2. The necessity of creating a positive background for cultural interactions with other countries.

3. The necessity for creating larger opportunities for improving industrial and commercial areas.

4. The necessity for preserving national unity within the country where an important element is the language unity.

According to aforementioned reasons, it seems essential that we pay more attention to teaching Persian so that we can promote it, and use it as the most important solution to achieve our national aims (Zandi 2006). Linguistics has always been a reliable source in forming new approaches to language, creating resources for textbooks and teaching methodology. Typology, as a sub-branch of linguistics. Word order typology, or in other words, the behavior of language typology has been founded on a limited set of linguistic elements. Comrie (1989) states that even though these elements are independent of each other, there is a statistical correlation between them. The research in this area of contrastive linguistics shows that similarities can be a parameter in creating errors in learning. In other words, if students are learning a language that is very different from their mothers' tongues or a language that is not very similar to their original language, there is less chance for errors to appear. However, if there are not very close similarities, as is the case between Persian and Italian, these similarities lead to errors. There has been a great deal of progress in the field of typological approach to language, and the present research by using typological word order, the characteristics of word order between Persian and Italian were discovered. In the second stage,

the similarities between Persian and Italian were determined. Then, at one phase without pointing out typological similarities and differences of Persian and Italian, the grammatical points were taught to the participants. After that, in the second phase the grammatical points were taught to the students. Finally, the results of the tests for these two groups were compared with each other. The main research question her is to what extent, the utilitarian and functional use of language, which are related to the syntax, can facilitate learning Persian for Italian native speakers, and help them improve.

2. Research Background

Theoretical framework:

Language typology is a science which systematically studies the variety between languages (Comrie, 2001: 25). Comrie also adds "this definition includes this assumption within itself that there are some general principles governing languages, and I believe in this assumption too (ibid, 21). Typology is rooted in biology and psychology and in the terms used for it include: "typology of language", "linguistic typology", and "typology" (Dabirmoghadam 2013: 1).

Typology of language contains different linguistic areas including word-formation, phonology, and syntax. Phonological typology has been started from Prague linguistic school. Syntactic typology is also rooted by Prague linguistic school and was formulated by Greenberg at the second half of 20th century. In the recent decades, the syntactic aspects of language such as grammatical relationships have formed the basis of language typology (Alborzi 2002). In general, in contemporary typology, the intermediary comparison of the specific structures such as making causative, passive and possession to achieve linguistic generalization have been at the center of research (Dabirmoghadam, 2013: 1). The results of this field in linguistic studies have been used in various topics including "translation studies in linguistics", "pedagogical linguistics", "computational linguistics", and "comparative studies" (Caffrell et al 2004, 4-5).

Word order is an important typological parameter in linguistic variety, which exists at the level of sentence (for instance the order of subject, verb, and object), and at the level of

syntactic group (for example noun group or particle group). Greenberg (1996) who is an influential figure in this area based on his knowledge of 30 world languages, created 45 linguistic universals. Among these, there were 28 universals which were related to "word order" (Dabirmoghadam, 2013:23). There are two approaches to word order: studying the order of constituents and studying the correspondence of word order with linguistic universals. Linguists have categorized languages based on the arrangement of subject, object, and verb into three groups: the first group, are the verb-ending languages are again classified into three categories: SOV, OSV, and languages in which have free order of subject and object. SOV languages have the largest geographical variety (Dryer, 2007:61). The second group are the verb-initial languages which are divided into two groups: VSO and VOS. The third group are the languages in which the verb comes between subject and object. In these languages, the subject comes before the verb, and the object comes after. Vennemann (1974) has divided Greenberg's word order into the dependent-head languages and the head-dependent languages. After the head-dependent concept was criticized, Dryer (1992: 89) replaced it with branching direction theory, according which, the structures which are correlated with verb are non-phrasal categories, whereas structures which are correlated with object are phrasal categories. In other words, both X and Y in VO languages will have the order of XY in comparison with OV languages, in which X is a non-phrasal and Y is a phrasal category (Dryer 1992: 109). For instance, since languages with OV structure tend to use postpositional, and VO languages are prepositional, it can be said that the pair of preposition and noun phrase is a correlation pair. In this pair, the preposition is verb patterner, and the noun phrase accompanying it is verb patterner, and the noun phrase with the preposition are object patterners (ibid, 82). In this way, Dryer creates 23 correlation pairs, and presents each one in a separate table. Dabirmoghadam uses 24 parameters to determine the typology of Persian language. The writers of this research, following Dabirmoghadam, have used 24 parameters to analyze the typological similarities and differences between Persian and Italian. These parameters are:

1) order of preposition and noun, 2) order of noun and relative clause , 3) order of noun and genitive, 4) order of adjective and standard in comparative construction, 5) order of verb and adopositional phrase, 6) order of verb and adverb of manner, 7) order of corpula and predicate, 8) order of "want" and subordinate verb, 9) order of noun and adjective, 10) order of demonstrative and noun, 11) order of intensifier and adjective, 12) order of content verb and auxiliary, 13) order of question article and sentence 14) order of adverbial subordinator and clause 15) order of article and noun, 16) order of verb and subject 17) order of numeral and noun 18) order of tense-aspect affix and verb stem, 19) order of noun and possessive, 20) order of verb and auxiliary verb 'able', 21) order of complementizer and sentence, 22) not-Obligatory-initial-wh or obligatory-initial-wh, 23) order of object and verb, 24) order of verb stem and negative affix.

Literature Review for Typological Studies

From the studies in the typology of language in Persian languages, one can point out to the work of Samare (1990), Marashi (1970), Tabaian (1986), Mahmoudof (1974), Framar(1981), Karimi (1989), and Darzi (1996). All of these studies have been for Persian language. Vahedi langroudi (2003), Safai Asl (2015), and Kheirkhah (2015) have used these 24 parameters to consecutively study worder in Azerbaijani, Lori, Boyerahmad, and Semnani languages.

 There are several researches in the area of teaching Persian grammar to non-Persian speaking learners. Some of these researches will be reviewed here.

Shokoohi Aliabadi (2012), in her study "describing and teaching Persian relative clauses for curriculum", believes that relative clauses in Persian language is an important of syntax and plays a major role in teaching Persian to non-Persian speakers. In her research, Shokoohi studies the relative clauses and teaching this grammatical feature in a homework-based curriculum. In order to do this, she chose female high-school students, who were all in the same level. Her research was done in three phases. During the first phase of research, she taught the students about relative clauses in a structuralist curriculum. Then she pretested them to assess their knowledge. For the next phase, she divided

the students into two groups of 15 people, one of them was a control group and the other one became test group. She held another instructional session for the test group, but this time in a homework-based format. For the control group, she held a teaching session which was based on a structural program. Finally, she tested them both, and the results showed that the students' performance in the test group was better than the control group for relative clauses.

Zamani Behbahani has conducted a study named "A Comparative Analysis of Syntactic and Semantic Construct of Persian and Arabic: An Approach in Teaching Persian to Non-Persian speaking learner. In this research he has a typological approach to the comparative analysis of Persian and Arabic in syntax and semantics. He has based his work on a typological model of almost sixty syntactic and semantic parameters. These parameters include a wide range of grammatical points. Also, it has highlighted the differences between written and oral characteristics of each language. The results of this study show that the languages used in the model behave in accordance with each other in 60% of the times and stand in opposition in 40% of the times.

Alborzi Varaki (2020) in a study named convergence and divergence of prepositional verbs in Persian and German languages, comparatively analyzes the prepositional verbs in contemporary Persian and German. Then, he determines the similarities and differences between the structure of prepositional verbs in two languages.

Molham-Alshaer et al (2019) have studied the differences between the typology of Persian and Arabic by using word order typology. After determining the similarities and differences in word order typology in Persian and Arabic, taught the grammatical points of Persian language into 11 educated Arabs who were studying different majors, and were learning Persian. They taught them by explaining the word order similarities and differences between the two languages. Then they did a post-test. Then they concluded that the more Arab language learners were familiar with the typological similarities and differences of Persian and Arabic, the easier it became for them to learn Persian.

Therefore, the present research aims to facilitate the process of learning for Italians who are learning Persian by teaching them the typological word orders. The secondary aim of this research is doing the same for Persian native speakers who want to learn Italian. In other words, the aim of this research is facilitating learning Persian for Italians, and facilitating learning Italian for Persians.

3. Research Methodology

In the present research, first we the typological features of word order in Persian and Italian were determined. Then, the typological similarities and differences of these two languages were extracted by using comparative analysis framework. For the next stage, the grammatical points were taught to the language learners without highlighting the typological similarities and differences between the two languages. Then they were pretested. Later, after a while, the grammatical points were taught to the language's learners, however this time the typological similarities and difference were highlighted in the lesson. Then the students were pretested. We aimed to use all the facilities that exist in all teaching methodologies, because the aim of this research is finding out whether using a branch of linguistics and mixing it with a pedagogical area can be useful in learning a language (Persian in this research). For example, whenever it was necessary, the researchers used Italian to explain a grammatical point. The statistical population for this research included 10 people with the average age of 45 who were all male and educated. Four of these language learners, including the head of the consular office of Italian embassy, were working in the Italian embassy who took private lessons (pre-Covid-19 days) from one of the authors, and were interested in learning Persian due to the requirements of their job and their presence in Iran. The in-person classes were either held in their office or their homes. After the pandemic or the end of their tour and leaving Iran, their classes were continued online through Skype or WhatsApp. Six other students who were living in Italy had started learning Persian due to various reasons. For example, five of these people had married and Iranian girl and one of them had lived in Iran, and was personally interested in learning Persian. Their classes were held online by Skype or WhatsApp. The criteria for selection were being a native Italian speaker,

and the tests were pre-intermediate and intermediate.

The tests that were designed for assessment were based on the similarities, differences, and typological characteristics between Italian and Persian. In this research, we tried to include the typological parameters that are similar or different in the answers to the test, and we eliminated any parameter that existed only in one language. These tests had three sections. In the first section, some sentences from Italian were presented and the test-takers were asked to find their correct equivalent among the four choices. In the second part, the test-takers were asked to translate Italian sentences into Persian. In the third and final section of the test, test-takers were asked to translate a designed Italian text into Persian. The tests were online, and face to face so that the writers of this research can have access to reliable results. The tests were held in a way that first there were multiple-choice questions, then for each parameter separate sentences were suggested. Then, a text which had the required parameters for translation into Persian was prepared. The pre-test and post-test were the same. The time span between the two tests was 10 days, and after the tests, the results were analyzed.

Here are some of the questions: Multiple-choice questions

1.A chi dovrebbe dare la lettera?

1) Whom should give the letter to him?

2) To whom should he give the letter to?

3) Who should give the letter?

4) The letter should be given to him?

2. Guido e il suo amico prendono l'aere

1) The plane gets on Guido.

2) Guido and his friend get on the plane.

3) Guido and his friend gets on the plane.

4) Guido and his friend the plane get on.

1.Quest' anno hai deciso di scambiare la tua casa.

2. la sorella gli ha preso la macchina.

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At the end, it should be noted that at the time of this research, some of the test-takers were not available due to Covid-19, and they could only be contacted virtually to go through the different stages of research. This interrupted our research created additional problems with the research.

4. Results and Analysis

Data

In describing the typological aspect of the word order in Persian, after applying the 24 typological parameters of Dryer to Persian, it was determined that in this language, compared to other Indo-European, there exists 12 parameters of OV parameters, 15 parameters of weak verb ending, and 10 parameters of VO, and 17 parameters of strong VO Thus since Persian language has the highest number of common parameters (17 parameters) with VO languages, it can be concluded that in comparison with Indo-European languages, it has a strong VO tendency. Additionally, in describing the typology of word order in Persian it was determined that standard Persian in comparison with other universal languages (languages in Dryer's linguistic corpus), has 19 strong VO parameters. Therefore, based on the results above, it can be concluded that in comparison with world languages, Persian has a stronger tendency for VO.

After applying the 23 parameters of Dryer's word order (1992) to Italian language, it became evident that Italian, in comparison with other Indo-European languages, has 10 parameters of strong OV, 19 parameters of weak OV, seven parameters of weak VO, and 22 parameters of strong VO. Thus, since, Italian has the most common parameters (22 parameters) with language with strong VO, it can be concluded that Italian has a strong tendency towards strong VO. Also, in describing the typology of word orders in Italian, compared to other world languages, it became evident that this language has 23 parameters of strong VO. Thus, according to the above results, it can be said that Italian in comparison with other languages, has strong tendency towards strong VO, and this is what Dabirmoghadam and Shoraka have expressed too.

According to the typological analysis of word order in Italian and Persian, it can be said that in these languages, there is a strong tendency towards strong VO, however this tendency is not always the same. In other words, Italian has a stronger tendency towards VO than standard Persian, because it has more common features with strong VO languages. It can be argued that since standard Persian and Italian have strong tendencies toward strong VO, it is expected that there exists some similarities and differences between their word order. As it was said earlier, in order to typologically analyze the word order of Persian and Italian, 24 common parameters were used. From the 24 common parameters, six of them have significant differences. This different is in a way that that parameter no.5 which is the order of verb and adpositional phrase, in Persian verb comes after the preposition. In Italian, the verb comes before the preposition. The different parameters between Persian and Italian have been depicted in table no.1

Table No.1: Different parameters between Persian and Italian

parameter	Order type	language	example
1	Parameter NO.5: order of verb and adopositional phrase	Italian: verb before adopositional phrase Persian: verb after adopositional phrase	Italian: cascare per terra. Persian:روی زمین افتادن falling to the ground
2	Parameter NO.6: order of verb and adverb of manner	Italian: verb before adverb of manner Persian: verb after adverb of manner	Italian: Lui ha corso piano. Persian: او آهسته دوید he ran slowly
3	Parameter NO.7 order of corpula and predicate	Italian: corpula before the predicate Persian: corpula after the predicate	Italian: Paolo era un ragazzo molto attivo persian: پائولو پسری بسیار فعال بود Paul was a very active boy
4	Parameter NO.15: order of article and noun	Italian: article before the noun Persian: article after the noun	Italian: Ma e` un maialino piccolo Persian: اما خوک کوچولویی است But it is a little pig

| 5 | Parameter NO.19: order of noun and possessive | Italian: possessive before the noun

Persian: possessive after the noun | Italian:

Forse anche tu hai la mia malattia

Persian:

شاید تو هم بیماری مرا را داری

Maybe you have my illness too |
| 6 | Parameter NO.23: order of object and verb | Italian: object after the verb

Persian: object before the verb | Italian:

Userete le mie monete d'argento

Persian:

سکه های نقره‌ای مرا استفاده خواهید کرد

You will use my silver coins |

From the 24 parameters, 12 of them were common between Persian and Italian. For instance, in parameter no.2, the order of noun and relative clause, in Persian and Italian, noun comes before relative clause. The common parameters between Persian and Italian can be seen in table no.2.

Table no.2: Similar parameters between Persian and Italian

parameter	Order type	language	example
1	Parameter NO.2: order of noun and relative clause	Italian: noun before relative clause Persian: noun before relative clause	Italian: Quest 'e` un' invenzione che non c'e` in natura Persian: این اختراعی است که در طبیعت وجود ندارد It is an invention that there isn't in the nature
2	Parameter NO.3: order of noun and genitive	Italian: Genitive before noun Persian: Genitive before noun	Italian: Sulla punta del naso Persian: روی نوک بینی On the tip of the nose
3	Parameter NO.8: order of "want" and	Italian: subordinate verb after	Italian: Vorrei proprio capire come funziona

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	subordinate verb	"want" Persian: subordinate verb after "want"	Persian: می‌خواهم واقعا بفهمم چطور کار می‌کند I really want to know how it works
4	Parameter NO.10: order of demonstrative and noun	Italian: Demonstrative before noun Persian: Demonstrative before noun	Italian: Quel ragazzo finira` in galera! Persian: آن پسر به زندان راهی خواهد شد. That boy will go to the jail
5	Parameter NO.11: order of intensifier and adjective	Italian: intensifier before adjective Persian: intensifier before adjective .	Italian: Allora perche` sei tanto triste? Persian: پس چرا اینقدر غمگین هستی؟ Then why are you sad?
6	Parameter NO.14: order of adverbial subordinator and clause	Italian: of adverbial subordinator before clause Persian: of adverbial subordinator and clause	Italian: Oggi I negozi sono chiusi, quindi non possiamo fare la spesa. Persian: امروز مغازه‌ها تعطیل هستند، بنابراین نمی‌توانیم خریدکنیم. Todat the shops are closed then we can go shopping
7	Parameter NO.16: order of verb and subject	Italian: subject before verb Persian: subject before verb	Italian: Io sono stato zitto. Persian: من ساکت بودم I was silent
8	Parameter NO.17: order of numeral and noun	Italian: Numeral before noun Persian: Numeral before noun	Italian: Stamattina essendo terminati <u>sei giorni</u> di sospensione… Persian: امروز صبح از آنجاییکه <u>شش روز</u> تعلیق تمام شدند This morning since the six day suspension ended

9	Parameter NO.18: order of tense-aspect affix and verb stem	Italian: tense-aspect before verb stem Persian: tense-aspect before verb stem	Italian: Renzo sta scrivendo una mail Persian:.رنتزو دارد یک ایمیل می‌نویسد Renzo is writing an email
10	Parameter NO.21: order of complementizer and sentence	Italian: complementizer before sentence Persian: complementizer before sentence	Italian: Queste sono cose che possono capire i ragazzi, Persian: اینها چیزهایی هستند که بچه‌ها می‌توانند بفهمند These are things that children can undrestand
11	Parameter NO.22: not-Obligatory-initial-wh or obligatory-initial-wh	Italian: wh-guestions in its place Persian: wh-guestions in its place	Italian: Dove va tutte le notti? Persian: هر شب کجا می‌رود؟where does he go every night?
12	Parameter NO.24: order of verb stem and negative affix.	Italian: Negative affix before verb stem Persian: Negative affix before verb stem	ایتالیایی: Non voglio dormire Persian:نمی‌خواهم بخوابم I don't want to sleep

As we have seen, from the 24 common parameters between Persian and Italian, there are twelve common parameters and six different parameters. So far, we have talked about 17 parameters, for the remaining 7 parameters, both Persian and Italian merely have one side of that. Thus, it can be said that in the remaining six parameters there is both similarity and difference. For example, in parameter no.1, the order of noun and preposition, the preposition comes both before and after the noun, however, in Italian the preposition only comes before noun. Therefore, since in Persian preposition comes before noun, it becomes similar to Italian, however, since the preposition can come after noun too, it becomes different from Italian. The parameters which are both similar and different between Persian and Italian can be seen in table no. 3.

Table no.3

parameter	Order type	language	example
1	Parameter NO.1: order of preposition and	Italian: preposition before noun	Italian: Se spara anche ai cani che

			abbaiano
	noun	Persian: Preposition before and after noun	Persiano: اگر به سگ‌هایی هم که پارس می‌کنند، شلیک‌کند.. If he shoots barking dogs
2	Parameter NO.4: order of adjective and standard in comparative construction	Italian: adjective before comparative construction Persian: adjective before and after comparative construction	Italian: Il tamburino e` piu` contento… Persian: طبل نواز خوشحال‌تر(از.......) است یا طبل نواز (از....)خوشحال‌تر است...... The drummer id happier than…
3	Parameter NO.9: order of noun and adjective	Italian: noun sometimes before and sometimes after adjective Persian: noun before adjective	Italian: Una corda assai lunga persian: یک طناب بسیار بلند A very long rope
4	Parameter NO.12: order of content verb and auxiliary	ایتالیایی: ادات زمان-نمود در ایتالیایی به شکل صرفی وجود دارد فارسی: ادات زمان-نمود در فارسی به صورت فعل کمکی و صرفی هم پیش و هم پس از فعل Italia Persian:	Italian: La guerra terminera` prima di Natale. Persian: جنگ قبل از کریسمس پایان خواهد یافت The war will end before Christmas
5	Parameter NO.13: order of question article and sentence	Italian: question article before sentence and other methods Persian: question article before sentence	Italian: a . A che ore ora partono I tuoi amici? Persian: چه ساعتی دوستان شما می‌روند(ادات در ابتدای جمله) What time do your friend leave?

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6	Parameter NO.20: order of verb and auxiliary verb 'able'	Italian: auxiliary verb 'able' before main verb and without conjugation Persian: auxiliary verb 'able' before main verb and with conjugation	Italian: Non sono cose che possono capire i ragazzi, queste. Persian: اینها چیزهایی نیستند که بچهها بتوانند بفهمند.

Test Results

In the present research, which is based on typological word order, the differences and similarities between Persian and Italian were highlighted. Data analysis showed that from the 24 common parameters between Persian and Italian, there are differences between 7 parameters, and there exists similarity between 11 parameters. The remaining 6 parameters showed both similarity and difference.

According to the information above, a study group of 10 Italian native speakers were tested in a pre-test and post-test. These language learners were tested both before and after the test. After that, they learned about these typological similarities and differences, and they were tested again, and finally the post-test was held, the result of which can be seen in table 4.

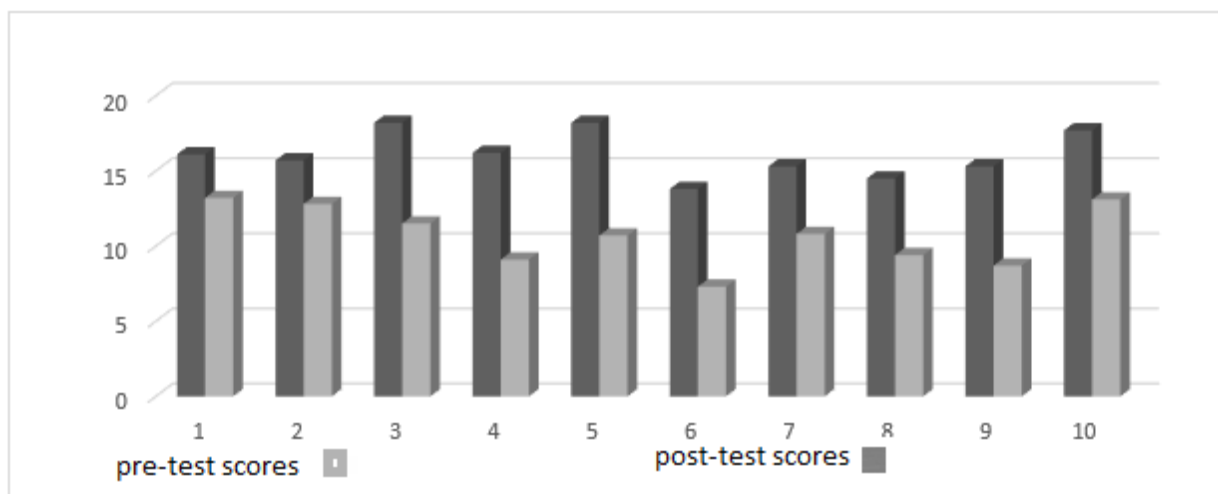Table NO.4: results of pre-test and post-test

Post-test scores (out of 20)	Pre-test scores (out of 20)	Control group
۱۶/۱	۱۳/۲	۱
۱۵/۷	۱۲/۸	۲
۱۸/۲	۱۱/۵	۳
۱۶/۲	۹/۱	۴
۱۸/۲	۱۰/۷	۵
۱۳/۸	۷/۳	۶
۱۵/۳	۱۰/۸	۷
۱۴/۵	۹/۴	۸
۱۵/۳	۸/۷	۹
۱۷/۷	۱۳/۱	۱۰

According to the results of pretest which is shown in the above table, the average number

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for language learners was 10.66, however, after teaching the typological order to the students, their scores reached 16.10. These results showed an improvement in the score of language learners after learning the similarities and differences between Persian and Italian.

In order to show the results of each student, their pre-test and post-test scores have been visualized.

Graph No.1: comparison of group control's post-test results

Graph 1 shows that all test subjects gained higher scores in the post-test. The difference between the average score of pre-test and post-test shows that they had better results in the post-text.

However, it is not possible to determine whether the score difference of test subjects in both tests have been significant or not, secondly, according to the recorded scores for test subjects, it is not clear whether the independent variable, i.e. the typological similarities and differences between Persian and Italian, has influenced the dependent variable, i.e. scores of subjects. In order to address these issues, we used statistical methods to determine the significant difference the average scores of the test subjects, and the effect

of typological features on test scores. In order to do this, we used SPSS and Shapiro-Wilk test, to determine whether the pretest and post-test confirm data. The p-value for 11 for both tests showed number 0.436 and 0.556. Since the criteria for decision making in both tests of Shapiro-Wilk was greater than 0.05, it became clear that the results show normal distribution. Since the results are normal, in order to show the significance of the result, a t-test was used, the result of which can be seen in table 5.

Table 5. Dependent T-Test

			Confidence Interval 95%				
			Dependent T-Test				
Pre-test and Post-test	Standard Deviation	Standard Error of the Mean	Upper Limit	Lower Limit	T statistics	amount	Decision Signifcance
	۱/۶۸۸۷	۵۳۴۰/.	-۶/۴۴۸۰	-۴/۳۲۲۰	-۱۰/۱۸۷	۱۰	۰/۰۰۰

As the analysis of t-test in the previous table shows, the criteria for the average results show number 000.0, which means P=0 and this number of less 0.05. Thus, it can be said that between those average numbers for both tests, which is pre-test and post-test, there is a significant difference. Also, the t-test shows that since the maximum number is -10.187, and the minimum number is -6.488. The average number of post-test from the average of pre-test is higher statistically. Therefore, according to the results from the statistical analysis of the average between two tests, one can conclude that, independent variable,i.e. typological elements, influences the dependent variable, i.e. the scores on test scores. In fact, the test subjects when they have been aware of the typological differences and similarities between Persian and Italian have gained higher scores.

5. Conclusion

According to analysis of typology of word order in Persian and English, it became evident that these languages in comparison with the other languages of Eurasia have a higher OV tendency, but this tendency is not the same. In fact, the tendency of Italian towards the OV is higher than standard Persian. Since Italian has more parameters with OV languages. Thus, as it is expected, there is a lot of similarity between these Persian and Italian because of their strong OV. On the other hand, since Italian has more common features with OV languages, there are some differences between these two languages. Moreover, the features of both languages simultaneously show both the difference and the similarity.

In another part of this research, according to the analysis of the average of the scores, we got two score, 10.66 and 16.10 for pretest and post-test. This shows the higher average in the post-test. Statistical analysis shows that there is a significant difference between pretest and post-test. The above points confirm that the independent variable, which is being aware of typological parameters of word order in Persian and Italian, has influenced the dependent variable which is the scores of the test subjects. In other words, the test subjects gained higher scores after they learnt about the typological similarities and differences between the two

languages. Therefore, it can be concluded that the higher the awareness of the students of the similarities and differences of these typological word orders, the easier it gets for them to learn Persian, and in particular grammar. Therefore, the results of the present research which is an effort to build a bridge between typology of language and language teaching, show that it is possible to use the result of typology in improving and facilitating learning language.

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