

**In the name of Allah
The beneficent, the merciful**

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Goals:

The Knowledge of second and foreign language didactics along with the development of science and technology has grown rapidly in the recent decades. Persian language as one of the most significant factors in our national solidarity and communication enhancement is regarded as the key element of historical and cultural pillars of Iran's civilization and plays an important role in different educational, social, cultural and national aspects.

With regard to the specialization of second and foreign language didactics as well as the importance of second language teaching and consequently specialization of teaching Persian to non-speakers on one hand, and considering the significance of Persian language for national solidarity and enhancement of communication with other nations on the other, we have established the journal of "Teaching Persian Language to Non-Persian speakers". This journal is affiliated with the Persian Language Center of Imam Khomeini International University and aims to enhance and develop the scientific boundaries of Persian Language didactics as a second language, as well as techniques of teaching Persian to speakers of other languages.

With such a mission at hand, this journal is published every season as a quarterly and focuses on the scientific achievements, new ideas and studies of scholars and researchers in this area.

Journal Policy:

The fundamental policy of this journal is based on supporting original papers and studies that are in line with the following categories deal with the scope of 'language didactics of teaching Persian language to non-Persian speakers':

- Approaches and methods of teaching Persian language to non-Persian speakers
- Strategies of teaching language skills and sub-skills to non-Persian speakers
- Psychology of learning: learning the skills and sub-skills of language among non-Persian speakers
- Curriculum development and syllabus design and their evaluation
- Teaching language for academic or other special purposes
- Persian E-learning
- Application of modern instruments and technology
- Managing multilingual and multicultural classes
- Ethics in teaching Persian language
- Sociocultural aspects of teaching Persian Language
- Measurement, evaluation and testing
- Future studies of Persian language trends
- Persian didactics and other interdisciplinary studies (applied linguistics, Persian literature, etc.)

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Manuscript Style

The manuscript style is indexed in the journal's website available at jtpsol.journals.ikiu.ac.ir. Those interested can both visit the website and observe or receive the manuscript style.

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Guest editorial

In the Name of Allah, the Compassionate, the Merciful

There is an urgent need for Persian proficiency tests in Iran and in the world. However, standardized proficiency tests have not yet been developed for this language. There are two main types of proficiency tests. Proficiency tests for academic purposes are used to determine the level of proficiency in the language which is used in specific domains such as humanities or experimental sciences. General proficiency tests do not deal with language for specific purposes and thus measure proficiency in the target language in general. Compared to other language tests, the design and implementation of proficiency tests is more difficult since there is not an easy definition for the concept of “language proficiency”. Despite this fact, proficiency in Persian language could be defined as the learners’ competence in Persian language independent of specific courses or curricula. Such a definition makes the measurement of Persian proficiency all the more complicated, since the term "competence" refers to various linguistic and social abilities associated with language skills and identification, comprehension and production of linguistic elements in a variety of written and spoken discourses. A Persian proficiency test could draw on the linguistic knowledge of Persian-speaking people and may measure knowledge of language forms, knowledge of denotative, connotative, and sociocultural senses, capacity to use language for communication, and creativity in the use of Persian .

For a particular language, there may be an abundance of proficiency tests which usually vary in terms of structure and form. In English, there are various proficiency tests such as IELTS, TOEFL, and Michigan Test which measure the ability of nonnative English speakers to communicate in English. In French, there are DELF, DALF, TEF, and TCF tests. Based on these tests, language proficiency certificates are issued which indicate the level of ability and fluency in the language.

In the Internet, a search for proficiency tests of world languages would return a long list of tests for many languages. For Persian language, two proficiency tests could be spotted in the list, one developed by Georgetown University and the other by Ankara University. In a Persian Wikipedia essay, the author reprimanded that Iranians have developed a proficiency test for the English language called TOLLIMO, but unfortunately, have not done so for Persian language yet. Though several Persian placement tests have been developed in Persian language learning centers, there is a dire need for standardized measurement of Persian language proficiency. One or possibly more proficiency tests could be developed for Persian language. Various rival organizations within the country should set aside their differences and cooperatively develop Persian proficiency tests. The availability of such tests in the country could have a very direct positive washback effect upon Persian language teaching/learning methods and Persian language education context. It will also promote Persian language didactics.

Amirreza Vakilifard

Editor-in-Chief