

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

## **Journal of Teaching Persian to Speakers of Other Languages**

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## **Goals:**

In recent years and in line with advancements in science and technology, the field of second and foreign language teaching research has witnessed substantial growth. As a national unity element, communication tool, and the backbone of Iranian history and culture, Persian language plays a significant role in Iranian education, society, cultur, and national security.

With the increasing specialization of second and foreign language teaching research in general and Persian language teaching research in particular and considering the significance of Persian language for national unity and enhancement of communication with neighbouring countries, an urgent need was felt for the publication of “Teaching Persian to Speakers of Other Languages”. This journal is affiliated with the Persian Language Teaching Center of Imam Khomeini International University and aims to encourage scientific research on Teacing Persian as a Foreign or Second Language (TPFL/TPSL) and to promote the field implementation of the findings.

Therefore, as the sole academic journal in the field of TPFL/TPSL, this bi-quarterly publication is pleased to consider the original works of researchers and scholars in the field.

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## **Journal Policy:**

The fundamental policy of this journal is to publish original articles which are drawn from field studies of TPFL/TPSL.

- Approaches and methods of teaching Persian to speakers of other languages
- Teaching language skills and sub-skills
- Psycholinguistics of skills and sub-skills acquisition
- Design, development, production, and evaluation of learning and supplementary materialsa
- Teaching Persian for academic or specific purposes
- Teaching Persian in virtual environment
- Application of emerging tools and technologies
- Managing multilingual and multicultural classes
- Ethics in teaching Persian language
- Sociocultural aspects of teaching Persian Language
- Measurement, evaluation and testing
- Future directions in Persian language teaching research
- and other interdisciplinary studies (applied linguistics, literature, etc.)

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## Manuscript Style Manual

The journal's style manual could be downloaded from the journal's website at [jtpsol.journals.ikiu.ac.ir](https://jtpsol.journals.ikiu.ac.ir).

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## ▪ **Message from the Editor-in-Chief**

In recent years, there has been increased enrollment of foreign students at the universities of the country. Researchers and instructors of Persian language teaching centers in the universities are seeking to integrate Farsi language acquisition and content learning to arrive at an effective instructional approach which would facilitate the acquisition of Persian as a second language and the learning of content in subject areas such as humanities, social sciences, engineering, and medicine.

Diverse and important cognitive influences of this instructional approach in relation to language acquisition and content learning processes have not been explored in our country. In this approach, language is used for learning as well as communication, and it is the content which determines language learning targets. In a typical lesson based on this approach, the following components are integrated:

- content: improvement of knowledge, skills, and comprehension of the specific elements of a given curriculum

- communication: using language to learn and learning to use language

- cognition: the development of thinking skills which relate concept formation (abstract) to comprehension and language

- culture: exposure to alternative perspectives and common understanding which would deepen awareness of self and others.

It seems that cognitive processes which are implied in the acquisition of content-specific information could affect the use of Persian as a second language in instructional activities. However, the theoretical frameworks of this approach to teaching Persian language which seeks to integrate content and language learning have not been put to test in language classes. For the past fifty years, language and content have been addressed separately in Persian language teaching centers. Thus, there is little knowledge about the interplay of these elements of content based language learning. Therefore, it is recommended that fundamental research be conducted on the methods of implementation of this approach and the framework of the lessons in the Persian language teaching centers. As such, this journal welcomes manuscripts which report such studies.

Amirreza Vakilifard

Editor-in-Chief