

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

Journal of Teaching Persian to Speakers of Other Languages

Vol. 11, No. 2 (Tome 24) October 2022
Special Issue on CALL, Linguistics and Language

Concessionnaire: Imam Khomeini International University

License Number for Publishing Articles in English: 3/18/256393

Lithography and Print: Qazvin **ISSN:** 5394-2322 **Online ISSN:** 2676-3354
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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, culture, 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 Teaching 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.

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 materials
 - 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.)
-

Manuscript Style Manual:

The journal's style manual could be downloaded from the journal's website : jtpsol.journals.ikiu.ac.ir at jtpsol.journals.ikiu.ac.ir.

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Computer-Assisted Language Learning (CALL) in Persian and Other Languages

Computer-Assisted Language Learning (CALL) has become a popular tool in diverse educational settings, ranging from primary education to higher education in many developed and developing countries worldwide. As a result, many researchers have shown a keen interest in this particular field and have conducted and published numerous studies. The main purpose of this special issue on CALL in Persian and other languages is to provide a comprehensive collection of specific articles in this area for interested individuals and to shed light on this distinct field.

While we believe that this special issue has achieved its goal to some extent, we acknowledge that we could have provided a more extensive collection with a more pronounced focus on the Persian language. Of the fifteen articles received for consideration, seven pertained to Persian language teaching and learning, while eight focused on the English language. Thus, this issue serves as a clarion call for Persian scholars to pay greater attention to the significance of technology in teaching and learning. Unfortunately, only one article focused on the Persian language received acceptance from the reviewers and the guest editor.

The published articles in this special issue can be broadly classified into two sections: theoretical and empirical. In the theoretical section, the first article by *Jamaleddin et al.* presents a systematic analysis of CALL research in Iran to provide an overview of the current state of technology in language teaching and learning in Iran, specifically in the context of the Persian language. *Dabir's* article offers an insightful overview of the current state of remote language education and learning during the COVID-19 pandemic in Iran and other countries, examining various aspects of online education to enable language teachers and decision-makers to gain a better understanding of the current situation and develop quality and planned online education for language learners.

In the empirical section, *Nami's* article focuses on flipped classrooms and the use of webquests to address language learners' writing challenges. *Behboodzadeh and Mazdayasna* explore flipped classrooms from the perspective of language learners in the context of higher education. *Mohammadi* discusses the critical role of parents in guiding and mediating language learners' learning and evaluates the use of digital games as an emerging tool in CALL. In the sixth article, *Attar*

Sharghi et al. investigate the impact of technology on English language learners' writing ability and attitude. Finally, *Rahimi* discusses the importance of motivation in language learning using Massive Open Online Courses (MOOCs) and offers insightful recommendations for enhancing language learners' success.

Overall, this special issue provides a valuable insight into the use of technology in language teaching and learning in both theoretical and practical contexts. It highlights the urgent need for further research and development in this area, particularly in the Persian language. In conclusion, the present special issue underscores the increasing importance of CALL in language education and highlights the need for more research and development in this promising field.

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