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## Material Development in the 'Persian Prime' Elementary Series Based on the Persian Reference Framework

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### ABSTRACT

The present study aims to develop Persian teachers' perception of content selection procedure within Persian teaching book series of "Persian Prime" (2024) via an analytic study based on the series' action-oriented approach and the grammar, vocabulary and function selection within its A1 and A2 levels, from the Persian Reference Framework (PRF). The numerical research results illustrate that among 73 grammatical domains determined in PRF corresponding to the elementary level, 26 grammar points have been taught directly in A1 and A2 level textbooks, while others are used indirectly within their texts and activities. Among 131 vocabulary domains in PRF in A level, 30 domains have been selected and taught directly within the vocabulary sections, and 70 are presented in different parts of the lessons. Moreover, among 53 functions corresponding to this level, 12 functions are taught directly, in the interaction part and other sub-functions are taught in form of dialogue, listening, writing and speaking exercises in them.

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## 1. Introduction

Issues related to teaching and learning of Persian as a second or foreign language have gained great importance considering its global attractions. The growth of private centers, free institutes, and cultural associations in teaching Persian (Mirdehghan Farashah, et. al, 2020), together with the existence of Persian language and Iranian studies courses in world universities, as well as the increase of users interested in learning Persian, sheds light on the importance of paying attention to teacher education in the field of teaching Persian to speakers other languages (TPSOL).

One of the requirements of training teachers in this field, and as an influential factor in successful Persian learning, is familiarizing teachers with the material development in Persian. In doing so, the comprehensive approach presented in 12 volume educational book series of “Persian Prime” (2024) for teaching Persian to adult speakers of other languages has been analyzed within the present research. Due to paper limitations, the analysis is illustrated for the elementary level (A1 and A2) of the book series; including their “textbook & workbooks” and “teacher’s books”. The aforementioned instruction has been analyzed mainly on the basis of demonstrating the content selection process of grammar, vocabulary and functional domains in Persian Prime from PRF, together with considering the target learners’ needs, situation, and goals in developing the series.

This article is aimed to present a comprehensive guide that provides a practical way of using the PRF standardized contents for different educational levels to achieve desired goals in developing Persian language teaching materials for non-Persian speakers in a thorough way. The matter is considered within the material development of Persian Prime book series and its consideration of adult Persian learners’ needs, learning situations, and program goals, which is mainly presented by its action-oriented approach.

The current study seeks to answer the following questions:

- 1) How is the content selection procedure from PRF performed in Persian Prime A1-A2 level books, for selecting grammar, vocabulary and functional points?
- 2) How is the action-oriented approach used in these levels?

In achieving the research goals in the paper, following a brief background on Persian Prime book series and PRF, the curriculum in the aforementioned levels of the series, including the needs and situational analysis considered within it, together with the program goals and its dominant action-oriented approach are discussed. Subsequently the syllabus of Persian Prime A1-A2 levels has been analyzed in conjunction with a numerical study of its content selection process from PRF and the methodology in linking process of the selected grammar, vocabularies and functions in it. The matter is followed by a discussion and wrap up section with tips for curriculum developers and teachers within the conclusion.

## 2- BACKGROUND: about “PERSIAN PRIME”

The 12-volume series of “Persian PRIME” (2024) is an attractive and consolidated collection for teaching the four main skills of Persian language to adult non-Persian speakers. This series, as a

part of a comprehensive program in the field of TPSOL, is developed in 6 main levels of A1, A2, B1, B2, C1 and C2 levels.

PRIME book series has been prepared with the aim of teaching Persian language with general purposes for adult Persian learners interested in effective and practical use of this language, on the basis of Persian Reference Framework (PRF) tips. The series is developed along with a comprehensive content variety, Persian practicing situations, integrated skills and a wide range of speaking activities, that guides Persian learners from the elementary level (1 and 2) to the intermediate level (1 and 2) and then to the advanced level (1 and 2).

The collection includes a textbook and workbook, a teacher's book, and audio materials for each level. For ease of access for Persian learners, the workbook is included in continuance of the textbook within all educational levels. Each level of this collection includes around 350-500 words with each lesson introducing 6 to 10 new words.

In addition, the evaluated items in Standard Persian language Proficiency Test (SAMFA) is taken under consideration throughout the textbooks and workbooks, and is applied in conjunction with designed quizzes and tests in the teacher's book for the learners' achievement tests (see §3). In general, the collection provides the feasibility of the evaluation process of Persian learners.

In this collection, while focusing on communication skills, the communicative approach and language learning outputs (in the form of planned micro learning objectives in each lesson) have been used.

PRIME series is prepared in continuation of the practical method used in previous 9-volume collection entitled PARFA (2018) with essential updates to it. Using the evaluation results on PARFA collection by users and teachers and surveys of it from various Iranian and International Persian teaching centers that had used it since 2019, which showed the effectiveness of the approach and the structure of the books and appropriateness of the levels of vocabulary, grammar and functions (Mirdehghan Farashah, 2021, p. 165), PRIME book series has been written with fundamental required changes to previous series. The matter is seen within the "standard leveling", "content", "texts", "images", "audio data recordings" and "page layouts", along with attractive and up-to-date global design for international audiences in the PRIME collection.

In Persian Prime series, "grammar", "vocabulary", "language skills" (reading, writing, listening, speaking) and "functions" are presented based on a model taken from the "Persian language teaching Reference Framework" (PRF; Mirdehghan Farashah, et. al., 2016; Mirdehghan Farashah, 2020); as a localized version of "Common European Framework of Reference" (CEFR, 2001, 2020) for Persian.

PRF considers three "elementary", "intermediate", and "advanced" main levels and sorts Persian grammatical, vocabularies, and functional contents within them for TPSOL. This procedure in PRF is provided on the basis of "English Profile" (2011) and "Core Inventory for General English" (2011) projects, which have similarly provided the concept of grammar, vocabularies and functions in

English language (Mirdehghan Farashah, 2021; Mirdehghan Farashah and Yousefi, 2020; Mirdehghan Farashah, et. al., 2016).

Mirdehghan Farashah (2021) notes that the existence of a standard framework for Persian, as the basis of performance in various fields of language teaching, can organize the efforts of the experts in it. In other words, a codified framework in TPSOL is a roadmap for its users, which can regulate Persian teaching and learning activities and create a coordination among them regardless of time and place.

PRF, approved by the International scientific cooperation center of Iranian ministry of science, lights up the standardized content of the three main domains in Persian, including grammar, vocabulary and function and demonstrates their leveling manner in elementary, intermediate, and advanced levels (Mirdehghan Farashah, 2021). Its numerical research results determines 278 lexical, 119 grammatical, and 184 functional fields in Persian, categorized in three main educational levels. It claims that based on the graded body of the contents explained therein, the research outcomes could help the users, including: teachers, authors, course designers, examiners, and planners to easily select their content from the holistic standardized content of PRF for various applied fields, according to their aims as well as needs and interests of their language learners and to make comprehensive choices for their specific group of learners (ibid. 158).

It should be noted that selecting appropriate content from these 3 domains of PRF, is highly significant which can affect the success of a language teaching program. The procedure of this selection from the 3 domains and for the 3 main educational levels of PRF is a necessary and challenging matter in Persian. Considering this necessity and importance, the present research is aimed to illustrate this usage process of PRF in material development in Persian for the elementary level of Persian Prime series, which can have a great impact on TPSOL teacher education.

### **3- Needs and situational considerations of persian learners**

Due to the importance of analyzing the needs and learning situation of adult Persian learners prior to designing the course material, the qualitative analysis procedure results used in developing Persian Prime books is presented here in regard to “needs” and “situational” considerations of Persian learning as a foreign language.

#### **3-1- Needs**

- Teaching four main skills of Persian along with vocabulary, grammar, and language functions
- Teaching the fifth skill, i.e. Culture, indirectly in the textbooks (and correspondingly in teacher's book in the form of “teaching cultural points”)
- Proficiency level of the user: elementary level in PRF
- Content selection of grammar, vocabulary and functions: from the elementary level of PRF
- Compilation: based on the needs of adult age group of Persian learners
- Content arrangement: to let Persian learners gradually get to know vocabularies, grammar

points and frequently needed functions to solve their daily needs by using them. Over time, more complex structures and functions, specific to Iranian culture, to be presented.

- Linguistic and textual content: creative, attractive and harmonious
- Focus: speaking skills and language use to improve communicative ability of Persian learners
- Main content organization: language functions (still, grammar and vocabulary are also seen as important units in determining the content and sequence)
- Accuracy and fluency activities: both taken under consideration within the books
- Course books aims: increasing Persian learners' mastery of Persian, and putting them in contact with beneficial concepts leading to language learning
- Considering both written and spoken forms of Persian
- Considering different learning styles

### 3-2- Situation:

#### **For learners:**

- Age group: adult Persian learners (over 15 years old)
- Learning Persian with general purposes
- Content and visual attractiveness
- Appropriate timing planning
- Preparing dynamic and active learners via using all situations to communicate
- Activities: pair, group and class activities; designed to teach: vocabulary, grammar, use in context, reading, listening, conversation, interaction and writing
- Instructions with simple structure to perform activities (with additional explanations for the teacher in the teacher's book)

#### **For teachers (in teacher's book):**

- Containing all necessary details for teaching different parts of book chapters, lessons and activities, guiding teachers systematically through the process.
- Compiled in a way that even teachers without Persian teaching experience can also easily teach the language successfully to their learners by using the practical tips and teaching methods of each part of the book
- Explaining class management procedure during various group, class and individual activities in detail for each activity
- The way to model each activity
- Achievement and progressive evaluation: a set of quizzes and tests for each level to help teachers to evaluate the mastery of their Persian learners on the content presented in the course:

- 6 written quizzes (one quiz for each chapter):

- 6 oral quizzes (one quiz for each chapter):
- 1 written test (for each level)
- 1 oral test (for each level)
- Written quizzes and tests, with: 4 to 5 questions, including: listening comprehension, reading comprehension, functional expression, and vocabulary and grammar questions
- Oral quizzes and tests, with: 2 sets of activities for group A and group B of learners, to evaluate Persian learners in 5 categories: grammar, vocabulary, pronunciation, fluency and communication
- Classroom evaluations via quizzes: to show which skill(s) learners have been successful and which skill(s) need more attention and practice
- Final tests at the end of each level: to give Persian learners the feeling that they have succeeded in completing a stage
- Summary of Chapters: Grammar, Vocabulary and Function
- Workbook Answers
- Scripts of Audio Data

**For learning/teaching situation:**

- Timing schedule: 120-144 hours for a complete level (including both its A1 and A2 levels)
  - in 72 sessions: 60 teaching sessions and 12 evaluation sessions- 144 hours
  - in 60 sessions: 60 teaching sessions and reduced evaluation sessions from 12 to 2 (mid-term and end-semester evaluation)- 120 hours
  - each lesson to be taught in one class session (90 minutes class)
  - the schedule is a suggestion and the institution/teacher can make adjustments in it according to the progress of the program.
- Textbook structure: Each chapter, beginning with a “Warm up” section (to introduce the general topics of the chapter and make learners interested in the subjects) and ending with a “Review and Practice” section (including a quick review of the lesson points and role play activities, in creating more connection between the language and real world). The lessons in all chapters having a similar structure as follows:
  - Lesson 1: vocabulary, language usage in context, grammar, speaking
  - Lesson 2: interactions, listening, writing, speaking
  - Lesson 3: vocabulary, conversation, grammar, speaking
  - Lesson 4: reading, listening, writing and speaking
- Other parts of each lesson of textbook:
  - Vocabulary: Teaching vocabularies related to the subject of the lesson (8 words or more), in the first and third lessons along with attractive pictures
  - Usage in the context: Representation of new words and using grammar points in different types of texts, such as short texts, advertisements and emails

- Conversation: Representation of new words and reviewing grammatical points of the lesson, as in the language usage part
- Grammar: Presentation and practice of the grammatical point given in the previous part; i.e., the use of language (lesson 1) or conversation (lesson 3), without mentioning the written rule
- Interaction: Emphasizing and presenting the lesson function in the form of dialogue (lesson 2)
- Workbook structure:
  - Each workbook contains 6 Chapters, each with 4 Lessons
  - Added in continuation of the textbook, it can be used for extra practices in class or as homework
  - Each lesson, along with added vocabularies, allows Persian learners to practice grammar, function and reading more
- Persian Prime professional resources are available on Amazon website for all interested learners of Persian language around the world

#### 4- GOALS

Goals are essential in deciding why a course is being taught and what the learners need to get from it (Nation and Macalister, 2010, p. 6). The goals in compiling Persian Prime series, taking into account the age group of language learners and their level of language ability (elementary) are seen as follows:

- Development of basic language skills to improve the communication ability of Persian learners
- Considering fluency, accuracy, functional language and skills improvement
- Learning how to effectively speak, listen, read, write and exchange written, creative and innovative information and ideas in Persian
- Ability to communicate in Persian according to elementary level
- Interact with others
- Use basic language skills and sub-skills in communicating
- Be independent language learners

Notable is that the goals in Persian Prime follow a set of practical, transparent and measurable outcomes mapped to the CEFR and PRF, known as ‘Can do’ statements, which are explained in more detail in following section.

#### 5- APPROACH

The dominant approach in Persian Prime is action-oriented approach following CEFR (2001) and emphasizes on activities and learning on the basis of experiments and actions. The action-oriented approach is rooted in a constructivist paradigm and takes task-based learning to a level where the class and the outside world are integrated in genuine communicative practices (CEFR, 2001). CEFR (ibid., p. 9) suggests action-oriented approach in the language learning process, wherein the learners

are considered as “social-agents” in a classroom, which is a social learning environment. The approach promotes the organization of learning through realistic, unifying situations, which span several lessons and lead up to a final collaborative task. These situations are usually developed through steps which involve communicative activities inspired by CEFR descriptors (ibid.). The action-oriented approach in language teaching focuses on engaging learners in real-life tasks and situations to develop their language skills.

Accordingly, learning in Persian Prime is made through practicing actions that are authentic and related to the real world, with a focus on practical communicative skills throughout the book series and within all levels. Furthermore, the communicative methodology is combined in it with framework of language learning outcomes (goals); i.e. ‘illustrative descriptors’ of CEFR.

CEFR (2001, 2020) provides concepts scaled to different levels in its ‘illustrative descriptors’ as ‘can do’ statements; i.e. what the learner ‘can do’. The CEFR checklists descriptors used for continuous teacher-assessment or self-assessment say not only what the learners can do but also how well they can do it (ibid, p. 39). Such learner training or awareness raising has been called *évaluation formative* (ibid, p. 186). A variety of techniques may be used for this awareness training. These self-assessment statements cover the skill in question, and the learner has to decide whether or not s/he can do the activity described in each statement (ibid, p. 227).

Due to the similarities between descriptors among languages, the development and scaling of descriptions of language proficiency considered in CEFR (2001) are localized and reflected in PRF and in Persian Prime, to give learners the language and confidence they need to communicate accurately and fluently in Persian.

In doing so Persian Prime uses the ‘can do’ statements as learning outcomes and a key organizing principle with a specific focus on speaking ability at the end of every lesson. As clear and assessable outcomes the ‘can do’ statements, linked to the CEFR and PRF, help teachers and their students measure the progress being made.

The learning outcomes of Persian Prime A1-A2, including 6 units in each textbook with four lessons per each with 24 lessons in book, is presented below, together with the title of each unit, in the form of 24 ‘can do’ statements per book:

In A1 level textbook and workbook, “Learners can ...”:

**Table 1. Learning outcomes in A1 level in Persian Prime**

Unit Number	Unit Title	Learning outcomes
Unit (1)	New Friends	Lesson 1. Introduce themselves and others Lesson 2. Greet Lesson 3. Introduce people to each other Lesson 4. Talk about famous people
Unit (2)	Where are you from?	Lesson 1. Ask about different objects Lesson 2. Tell other people's phone numbers and e-mails



		Lesson 3. Ask the nationality of others Lesson 4. Talk about classmates and professors
Unit (3)	Family	Lesson 1. Talk about colors and clothes and where things are Lesson 2. Ask ownership/ express ownership Lesson 3. Talk about family members Lesson 4. Talk about family and friends
Unit (4)	Daily Life	Lesson 1. Talk about daily tasks Lesson 2. Ask the time Lesson 3. Ask date of birth Lesson 4. Talk about traveling in different seasons
Unit (5)	Free Time	Lesson 1. Talk about hobbies Lesson 2. Ask for prices Lesson 3. Talk about the use of vehicles Lesson 4. Talk about weekend activities
Unit (6)	Home	Lesson 1. Compare types of houses Lesson 2. Express surprise Lesson 3. Talk about housework Lesson 4. Describe a house

In A2 level Textbook and workbook, “Learners can ...”:

**Table 2. Learning outcomes in A2 level in Persian Pime**

Unit Number	Unit Title	Learning outcomes
Unit (1)	Jobs and Places	Lesson 1. Ask people's jobs and places of work Lesson 2. Express likes and dislikes for jobs Lesson 3. Ask and give addresses Lesson 4. Introduce different places of the city
Unit (2)	Edibles	Lesson 1. Talk about different types of food Lesson 2. Order food Lesson 3. Talk about different types of food Lesson 4. Talk about favorite foods
Unit (3)	Weather	Lesson 1. Talk about the weather Lesson 2. Postpone the call to another time Lesson 3. Use motion verbs in conversation Lesson 4. Talk about traveling in different seasons
Unit (4)	Health	Lesson 1. Talk about body parts Lesson 2. Talk about illness and being able to empathize with others Lesson 3. Talk about different types of medicines and treatment Lesson 4. Talk about ways to live a healthy life
Unit (5)	We Can	Lesson 1. Talk about their abilities Lesson 2. Have polite request and accept or reject it

		Lesson 3. Talk about different sports Lesson 4. Talk about sports and health
Unit (6)	A celebration, an experience	Lesson 1. Talk about the weekend Lesson 2. Able to react to good and bad news Lesson 3. Talk about planning a party Lesson 4. Talk about attending a party

Based on the focus on practical learning outcomes in Persian Prime, learners and teachers can measure success after each lesson to find out if they can use what they have learned.

#### 6. Methodology: linking of selected grammar, vocabulary and functions from PRF

To make an outline of the methodology of the Persian Prime books, it has to be noted that the book series use a systematic approach to select grammar, vocabulary, and functions, ensuring they align with learners' needs and proficiency levels. The key criteria underlying its methodology has been: alignment with PRF levels; i.e. the content is carefully mapped to the PRF levels. This ensures that grammar, vocabulary, and functions are introduced progressively, matching the learners' language development stage.<sup>1</sup>

In this regard, PRF demonstrates 278 *lexical* domains, 119 *grammatical* domains, and 184 *functional* domains of the Persian language and levels them into the three educational levels (Mirdehghan Farashah, et. al., 2016; Mirdehghan Farashah, 2021; Mirdehghan Farashah, et. al, 2025).<sup>2</sup>

Accordingly, in designing the material in each educational level, the syllabus of Persian Prime selects and links the chosen grammar, vocabulary and functions of PRF in its compilation.

Noteworthy is that within the book series, similar to Richards (2012), certain grammar, vocabulary, and functions are prioritized and taught *directly*, while others are introduced *indirectly* within texts and activities. This approach is based on several key principles:

- Essential grammar points, high-frequency vocabulary, and core functions that form the foundation of language use are taught directly.
- More complex or less frequently used elements are introduced indirectly within texts and activities to allow learners encounter them in context.

<sup>1</sup> Other than that the series considers, *frequency* in choosing high-frequent words (vocabulary) and relevant to everyday communication. The matter is reflected together with embedding *grammar and vocabulary* within meaningful tasks and activities. This approach helps learners to practice language in context, enhancing their ability to use Persian effectively in various situations.

<sup>2</sup> The criteria for selecting each domain in developing coursebooks can be simplified as below:

- Grammar: The PRF outlines the grammatical structures that learners typically master at each level. For example, at level A, learners might focus on present continuous tense and its negative form, while at C, they would handle subjunctive past and its negative form.

- Vocabulary: The PRF categorizes words and phrases according to their level. It provides detailed information on the vocabulary that learners are expected to know and use at each level. For instance, A includes basic everyday words, while C covers more specialized and nuanced vocabulary.

- Functions: Language functions, such as making requests, giving advice, or expressing opinions, are also mapped to PRF levels. It identifies which functions learners should be able to perform at each stage, ensuring that they can use the language effectively in various contexts.

- By prioritizing key elements for direct instruction and introducing others through context, the textbooks manage cognitive load effectively.
- Indirectly teaching certain elements within texts and activities supports the integration of language skills. Learners practice reading, listening, speaking, and writing while encountering new grammar points, vocabulary, and functions.
- Grammar, vocabulary, and functions introduced indirectly are often revisited and reinforced through various activities and tasks.

By combining direct and indirect instruction, the book series provide a comprehensive and effective approach to Persian language teaching, ensuring that learners develop both introductory information and practical communication skills. In line with the purpose of this section, in order to familiarize the readers with the content selection procedure from PRF, the items selected and used in the compilation of Persian Prime are illustrated in each part as *directly* or *indirectly* taught items; which, in addition to textbook, might have been used in workbook or teacher's book.

Due to the paper restrictions, the selection procedure from PRF is demonstrated here for the elementary level (A1 and A2).

#### 6-1- Grammar Selection of Persian Prime A1-A2 from PRF

This section analyses the selected content for the grammar domain used in the compilation of Persian Prime A1-A2, compared to the PRF.

PRF presents the graded grammatical contents for elementary, intermediate, and advanced levels (cf., pp. 202-208; also see Mirdehghan Farashah, 2021).

There are 73 grammar points corresponding to the elementary level, within which the selection is made in the developing process. The selected points are taught *directly* in the grammar section in textbook, or as extra grammatical points *indirectly* within texts and activities due to the need (the explanation of some of which may even be in later units).

##### 6-1-1- Directly noted grammatical points

- A1 level:

**Table 3. Directly noted grammatical points in A1 level**

Unit Number	Grammatical Points
Unit (1)	1- discrete personal pronoun; 2- Present tense of /budan/ "to be"
Unit (2)	1- demonstrative pronoun /in/ "this", /ân/ "that", 2- Present continuous form of /dâstan/ "to have"; 3- continuous personal pronoun
Unit (3)	1- prepositions of place; 2- number + singular noun; 3- plural and its signs (/hâ/ and /ân/)
Unit (4)	1- present continuous; 2- ordinal quantitative adjective /ĕandom/ and /ĕandomin/
Unit (5)	1- adverbs of frequency, 2- adverbs of time /pas az/ "after", /qabl az/ and /piš az/ "before"
Unit (6)	1- comparative and superlative adjective, 2- co-base sentence /ham ... ham/ "and ... and", /na ... na/ "neither... nor", /yâ ... yâ/ "either ... or"

- A2 level:

**Table 4. Directly noted grammatical points in A2 level**

Unit Number	Grammatical Points
Unit (1)	1- interrogative words, 2- imperative verb
Unit (2)	1- frequency words, 2- prepositions and simple conjunctions
Unit (3)	1- unfinished present continuous, 2- objective continuous pronoun
Unit (4)	1- present subjunctive form of /tavānestan/ “can”, 2- present subjunctive form of /xāstan/ “to want”
Unit (5)	1- present subjunctive form of /bāyad/ “must”, /nabāyad/ “must not”, 2- present subjunctive form of /ke/ “to”, /tā/ “until”
Unit (6)	1- simple present, 2- continuous complementary pronoun

### 6-1-2- Indirectly noted grammatical points

- A1 level:

**Table 5. Indirectly noted grammatical points in A1 level**

Unit Number	Grammatical Points
Unit (1)	simple verb, verb identifier, singular noun, main numerical adjective, discrete personal pronoun, sentence word order, verb agreement with subject, declarative sentence, yes/no interrogative sentence, interrogative sentence with interrogative word, kasre-e-ezafe (a kind of genitive marker in Persian)
Unit (2)	relative adjective, adverb of place
Unit (3)	plural noun, plural and its signs, property /māle/and /barāye/ “property, for”, unit of noun counting, unit of counting /tā/ “up to”, question of number
Unit (4)	complex verb, present root, interrogative adjective, ordinal quantitative adjective
Unit (5)	special adverb, common adverbs
Unit (6)	descriptive compounds (noun + adjective), singular adjective with plural noun following it, absolute adjective

- A2 level:

**Table 6. Indirectly noted grammatical points in A2 level**

Unit Number	Grammatical Points
Unit (1)	imperative form of /budan/ “to be”, imperative form of /dāstan/ “to have”, interrogative pronoun, imperative sentence, interrogative sentence with interrogative word, compound noun, reviewing present root
Unit (2)	high-frequency simple preposition, conjunctive conjunctions, sentence conjunction
Unit (3)	reviewing imperative form of /dāstan/ “to have”, reviewing present root, reviewing discrete and continuous personal pronouns

Unit (4)	compound verbs, reviewing simple verb, prefix verb
Unit (5)	auxiliary verb /tavânestan/ “to be able to”, reviewing present subjunctive
Unit (6)	simple past, past root, reviewing continuous pronouns, spoken forms of continuous pronouns

Noteworthy is that the grammar tips of “speech form” and “conjunctive composition” are used in almost all units.

## 6-2- Vocabulary Selection of Persian Prime A1-A2 from PRF

Among the 131 vocabularies corresponding to this level, the selection is made, from which 30 domains have been selected to be taught *directly* in the vocabulary section of the textbook. Additionally, 70 domains are selected to be indirectly taught.

### 6-2-1 Directly vocabularies noted

- A1 level:

**Table 7. Directly noted vocabularies in A1 level**

Unit Number	Vocabulary domains
Unit (1)	1- nouns, 2- numbers, 3- titles, 4- common jobs
Unit (2)	1- my things, 2- nationality
Unit (3)	1- clothes, 2- colors, 3- family members
Unit (4)	1- days of the week, 2- daily tasks, 3- seasons and months of the year
Unit (5)	1- entertainments, 2- vehicles
Unit (6)	1- home appliances, 2- house work

- A2 level:

**Table 8. Directly noted vocabularies in A2 level**

Unit Number	Vocabulary domains
Unit (1)	1- jobs, 2- different places in the neighborhood
Unit (2)	1- the food pyramid, 2- types of food
Unit (3)	1- climate, 2- motion verbs, 3- temperature
Unit (4)	1- body organs, 2- diseases, 3- medicines
Unit (5)	1- abilities, 2- sports
Unit (6)	1- weekend works, 2- holding a celebration

### 6-2-2- Indirectly noted vocabularies

- A1 level:

**Table 9. Indirectly noted vocabularies in A1 level**

Unit Number	Vocabulary domains
Unit (1)	greeting, personal introduction, name, gender, work/profession
Unit (2)	age, job, nationality, neighboring countries, adverbs of place

Unit (3)	marital status, family members, relationships and kinship, main clothes, clothes, for men, clothes for woman, clothes for different seasons, main colors, sub-colors, prepositions of place, gerund
Unit (4)	daily affairs, calendar, time, times of day, climate and environment, ceremonies and national and religious rituals
Unit (5)	free time activities, adverbs of time, travel by car (passenger-road terminal), travel by train (train station), travel by plane (airport), holidays, means of public transportation
Unit (6)	various room accessories (bed, wardrobe, library ...), types of houses and buildings (apartments, villas, towers ...), home appliances (sofa, carpet ...), electrical appliances, audio and video, kitchen appliances, urban public institutions

- A2 level:

**Table 10. Indirectly noted vocabularies in A2 level**

Unit Number	Vocabulary domains
Unit (1)	work place, jobs
Unit (2)	foodstuffs, common foods, drinks, fruits, vegetables, meat types, animals, dairy, spices, meals, sea foods, traditional Iranian foods, international foods, readymade foods, food ordering
Unit (3)	climate and environment, meteorological forecast, reviewing seasons, historical places
Unit (4)	jobs in the treatment sector, body parts, exercise
Unit (5)	group sports, individual sports, ball sports, gerunds
Unit (6)	gerunds, weekends, events

Noteworthy is that among the vocabulary tips of PRF, the “informal slang words” are used in almost all units.

### 6-3- Function Selection of Persian Prime A1-A2 levels from PRF

Among the 53 functions corresponding to this level, 12 functions are taught *directly* in the interaction part of the textbook, in addition to which 50 sub-functions are taught in the form of dialogue, listening, writing and speaking exercises.

#### 6-3-1- Directly functions noted

- A1 level

**Table 11. Directly noted functions in A1 level**

Unit Number	Functions
Unit (1)	greeting
Unit (2)	asking phone number/asking email
Unit (3)	asking ownership/expressing ownership
Unit (4)	asking the time
Unit (5)	asking price/paying
Unit (6)	expressing surprise

- A2 level

**Table 12. Directly noted functions in A2 level**

Unit Number	Functions
Unit (1)	to like/hate
Unit (2)	ordering food (giving and taking)
Unit (3)	request to talk on the phone/ postpone the call to another time
Unit (4)	expression of illness/sympathy
Unit (5)	polite request/accept request/reject request
Unit (6)	reaction to good news/ reaction to bad news

**6-3-2- Indirectly noted functions/sub-functions**

- A1 level

**Table 13. Indirectly noted functions in A1 level**

Unit Number	Functions
Unit (1)	expressing happiness, formal greetings (hello and goodbye), informal greeting, presenting personal information, starting a conversation, introducing oneself and others, meeting people for the first time, how to complete the personal information form, how to complete the university registration form and ..., welcoming others, thanking and responding to others' thanks
Unit (2)	expression of number and amount, showing respect to others, understanding and using numbers, talking about your nationality and others
Unit (3)	talking about: family/ clothes/ colors/ place of things
Unit (4)	expressing liking or disliking (something/someone), asking telephone number, asking and stating the time and date of the day, description of daily activities, date of birthday
Unit (5)	use of public transportation system, talking about personal habits, asking flight/train/bus/etc. information, talking about activities outside the home, talking about leisure and entertainment
Unit (6)	comparison and contrast, asking price and shopping, description of objects (expression of size, weight, etc.), types of houses

- A2 level

**Table 14. Indirectly noted functions in A2 level**

Unit Number	Functions
Unit (1)	expressing interest (in something or someone), asking and giving address, asking questions (in general), talking about job and career
Unit (2)	counting units, favorite foods
Unit (3)	answering telephone, talking about weather and temperature, motion verbs in practice
Unit (4)	expressing pain and disease symptoms
Unit (5)	responding to requests (accept or reject), request/demand, apologizing, asking for help

Unit (6)	talking about weekend, making to do lists, congratulating
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Worth mentioning is that the functions of “responding to compliments” and “common compliments” are used in almost all units.

## 7- DISCUSSION & CONCLUSION

The present study illustrates the way PRF is employed in developing the content of the elementary level books of Persian Prime. In answering the first research question in analyzing this content selection procedure, the methodology and linking of selected grammar, vocabulary and functions from PRF has been discussed here. The results are presented within 6 tables indicating the *directly* and *indirectly* selected grammar, vocabulary and functions for A1 and A2 level books (§6). In general, the matter displays that:

- Among 73 grammar points: 26 are taught directly in grammar sections (13 per each book), others indirectly within texts and activities.
- Among 131 vocabulary domains of the level: 30 domains (16 in A1 and 14 in A2 levels) are selected and taught directly in new words sections and 70 domains indirectly (40 in A1 and 30 in A2, including repeated words) in different parts of the lessons,
- Among 53 functional domains of the level: 12 functions are selected and taught directly (6 in each level) in the interaction part of the textbook, and 50 sub-functions (33 in A1 and 17 in A2 levels) are taught indirectly in the form of dialogue, listening, writing and speaking exercises.

In answering the second research question, indicating the action-oriented approach used in Persian Prime A1-A2 levels, it was seen that the goals in Persian Prime series follow a set of practical and measurable outcomes. The outcomes are mapped to the CEFR, and are known as ‘can do’ statements. These ‘can do’ statements are based on its action-oriented approach and help Persian teachers and their students measure the progress being made in learning Persian. The ‘can do’ statements are key organizing principles with a specific focus on speaking ability that are specified at the end of every lesson. The learning outcomes in A1 and A2 levels are illustrated in §5. In general, the matter demonstrates 48 ‘can do’ statements, as their action-orientation assessable outcomes.

Analyzing the material selection process of the elementary level of Persian Prime book series shows how the selected content from the standardized Persian reference framework (PRF) is used in the book series, together with considering the learning situation and Persian learner’s needs and program goals. Via the holistic and multi-year program of the compilation of the book series, the analysis provides a practical guide for Persian teachers that can be used as a guideline for interested educators in the field. Accordingly, the following practical applications of the present research can be noted for curriculum developers and teachers. The tips can help teachers’ create a more effective and cohesive language learning experience:

- 1) Curriculum Design



- Level-Specific Objectives: Use the PRF levels (A to C) to set clear, level-specific learning objectives. This helps in creating a structured curriculum that progressively builds language skills.
- Skill Integration: Design activities that integrate listening, speaking, reading, and writing skills appropriate to each PRF level.

## 2) Materials Development

- Targeted Content: Develop or select teaching materials that align with the PRF levels. This ensures that the content is appropriate for the learners' proficiency levels.
- Authentic Resources: Incorporate authentic materials (e.g., news articles, podcasts) that match the learners' PRF level to enhance real-world language use.

## 3) Assessment and Evaluation

- Standardized Testing: Create assessments based on PRF levels to evaluate learners' proficiency accurately. This can include quizzes and tests<sup>1</sup>.

## 4) Teaching Strategies

- Differentiated Instruction: Tailor teaching methods to meet the diverse needs of learners at different PRF levels. For instance, use more visual aids and repetition for lower levels, and more discussion-based activities for higher levels.
- Task-Based Learning: Implement task-based learning activities that align with can-do statements. This approach helps learners apply language skills in practical contexts.

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<sup>1</sup> See §3-2.

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