



**University of California, Los Angeles  
STARTALK Student Program Curriculum**

Startalk: Persian for Persians at UCLA  
Summer 2008  
Six weeks eight hours a week = 48 hours

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Materials for the Program are being developed in collaboration with Professor Hossein Ziai, head of the UCLA Persian Program

**Brief Description of the Program**

**GOALS:**

**Introduction**

This course targets high school students who are heritage speakers of Persian, i.e., they hear and speak Persian at home. Heritage speakers beginning instruction have heard the language for 16-17 years. They generally can speak it and understand aural input. At the same time, they may be barely literate or completely illiterate in their heritage language, and they usually do not have presentational skills.

These students have unevenly developed skills, and do not benefit from most of what is in an L2 textbook for beginners. In addition, they often do not have a clear idea that they need to study and practice and may think that understanding is sufficient. The course will build on the knowledge these students already have, and will focus on improving reading and writing skills, increasing vocabulary, and developing speaking skills required for more academic/formal discourse. Class materials will be authentic content that is meaningful to them, age appropriate, and intellectually engaging.

Students will be given instruction in speaking, reading, listening, and writing strategies that are particularly appropriate for heritage language learners, including:

- a. Speaking: learning not to code-switch, using Persian only, instead of a combination of Persian and English that they may use at home.
- b. Reading: getting used to sound/letter correlation, recognizing differences

- between Persian and English word order; skimming and scanning the texts, looking for ideas, main statements, and opinions.
- c. Listening: being able to remember what was difficult to understand so that a question can be asked later; learning to draw on background knowledge while listening (activating schemata).
  - d. Writing: learning differences between the composition of Persian and English text. Task-based approach to writing as the main strategy: composing texts in a realistic genre (emails, summaries, letters, and reports).

Language will be viewed not only as means of communication but also as “a resource for creative thought, a framework for understanding the world, a key to new knowledge and human history, and a source of pleasure and inspiration.” (R. Kern, Language Institute 2006-07 Lecture Series: National Standards and Instructional Strategies for Foreign Language Teaching, U Wisconsin.) Students need to be inspired *to enjoy* the language they have been speaking since childhood and *to learn to value* it. The instructor will be explicit in pointing out the value and advantages of knowing more than one language and of being not only bi- or multi-lingual but also bi- or multi-cultural. These advantages will be framed in terms of family ties, intellectual development, and career possibilities.

### **More specific goals of instruction**

Students will work towards the following goals:

#### **Literacy:**

- the ability to read and write on a 1/1+ level;
- increased grammatical accuracy in writing and speaking.

#### **Speaking:**

- Development of oral presentational skills appropriate to a school setting.

#### **Listening:**

- Demonstrate improved listening comprehension, both globally and associated with improved vocabulary and literacy.

#### **Content Knowledge:**

- Demonstrating increased content knowledge about Iranian culture and society.

#### **Vocabulary expansion:**

- using appropriate vocabulary when communicating with people outside one's immediate family;
- communicating with family members about school, their friends and activities (instead of code-switching or using English)
- developing the ability to read school-level texts written for native speakers
- using expanded vocabulary acquired from their readings in areas including family life, immigration, living in two cultures, religion, society, geography, history, and

current events.

**Grammar and Spelling:**

- understanding and acquiring active knowledge of grammar and sentence structure, including Subject Predicate Active sentence/non-phrasal sentence; use of the Genitive Case and use of the direct and indirect object with prepositions in the sentence;
- learning verb conjugation with use of infinitives and verb stems: Simple Past, Simple Present, and Future Tense;
- applying spelling rules (distinction between phonology spelling)

**What Enduring Understandings are Desired?**

Language will be viewed not only as means of communication but also as “a resource for creative thought, a framework for understanding the world, a key to new knowledge and human history, and a source of pleasure and inspiration.” (R. Kern, Language Institute 2006-07 Lecture Series: National Standards and Instructional Strategies for Foreign Language Teaching, U Wisconsin.)

Students will develop an understanding of:

- the importance of register variation and sociolinguistic appropriateness in language use: being careful In language use;
- vocabulary and speaking practices that can be used with people outside immediate family;
- the ability to read texts strategically, identifying themes, structure, and familiar vocabulary (top-down), rather than puzzling over every word (bottom-up);
- the history of their own community and country of origin, the diversity of religions and their impact on culture and history, and the more recent history of Iran, including contemporary Iran, through movies, short stories, and articles.

Students will acquire literacy or improve it, which may be the most important contribution to their ability to maintain and improve Persian since it allows them to develop on their own.

**Essential Questions Guiding Program:**

Has my Persian heritage influenced who I am; if so, how?

What are my goals in studying the language?

How can I benefit from studying the language; what do I want to do with it?

Below we list the national standards that will be addressed in the course and the unit s and topics that correspond to those standards according to the National Standards for Foreign Language Learning (National Standards in Foreign Language Education Project, 1999).

**Standard 1.1**

*Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

Unit 1: About myself and school, interests, future career

Unit 2: Family

**Standard 1.2**

*Students understand and interpret written and spoken language on a variety of topics*

All units.

**Standard 1.3 (pg 45-46)**

*Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics*

Unit 3: Religion and Society

Unit 4: Geography, History, Iranian Cities

These units are later in the term and students will involve acquiring academic vocabulary and conduct research.

**Standard 2.1 (pg 50-51)**

*Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.*

Unit 1 (includes comparison of schooling in Iran and in the U.S.); Unit 2: Family

(includes comparison of Iranian and American cultural, ethical, familial attitudes)

**Standard 2.2 (pg 51- 52)**

*Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.*

Unit 1: About myself and school, interests, future career

Unit 2: Family

Unit 3: Religion and Society

These units in particular will involve comparison of U.S. and Iranian society, culture, and family life.

**Standard 3.1 (p. 54)**

*Students reinforce and further their knowledge of other disciplines through the foreign language.*

Unit 3: Religion and Society

Unit 4: Geography, History, Iranian Cities

**Standard 3.2 (pg 56)**

*Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.*

Unit 2: Family  
Unit 3: Religion and Society  
Unit 4: Geography, History, Iranian Cities

**Standard 4.2** (pg 60 – 41)

*Students hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target cultures and their own.*

Units 1 and 2

**Standard 5.1** (pg. 64 – 65)

*Students use the language both within and beyond the school setting.*

All units: From the beginning, homework will require students to interview family and community members; later on, they will also conduct some research in Persian.

**Standard 5.2** (pg 66 – 67)

*Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.*

Given that the students will acquire or strengthen their literacy in Persian and understanding of Persian culture, they will be better equipped to pursue independent learning

**Technology integration:** Students will use the UCLA e-campus that allows both instructors and students to post assignments, deliver oral reports via WIMBA, communicate with each other via Discussion Board, etc.

**Assessment: tests and quizzes, oral presentations, portfolios**

**Note:** We have not been able to find any existing tests for Persian Heritage Learners.

**Pre-test:** A set of entrance assessment instruments is being created as there is no standardized instrument. It will be based on a similar set of instruments administered to Russian heritage speakers. Assessment will be conducted through:

- a. biographical questionnaires;
- b. written (grammar and reading test);
- c. a short OPI-like test.
- d. Pre-testing will be administered on the first day of class. All assessment instruments will be analyzed by the instructor and the consultant, both of whom are native speakers of Persian. The consultant is a graduate student in Applied Linguistics who has knowledge of testing Instruments.

We will ask questions about their lives eliciting description, narration, presentation of a

sequence of events, argument, and expressing an opinion. From our experience in other languages (Russian, Chinese, Japanese) we expect incoming heritage learners to function at the Intermediate level of proficiency in speaking. The goal is to move them closer to Intermediate-High/Advanced. For that reason we will use Advanced/Superior tasks to engage them.

Applicants will also fill out a short questionnaire at the time of application on schooling in Persian outside the U.S. and schooling in Persian in private/community schools/at home in this country. Students are also asked how much Persian they use every day and who they speak it with. Students are also asked to rate their ability in the four skills. While self-rating is imperfect science, it gives the instructor valuable preliminary information. The minimum requirement for admission is ability to speak some Persian and comprehend it aurally.

### **Performance Tasks:**

- a. interviewing family or community members on a theme and reporting in class on the results of the interview;
- b. writing a summary of the interview;
- c. conducting Internet search for information on an aspect of the theme and reporting on it in class;
- d. conducting group studies of a given topic and writing a report. Each stage of the project will involve greater refinement, use of more sophisticated vocabulary, learning appropriate text structure and rhetorical device, intensive reading and discussion, and group editing. At each step students will receive constructive feedback from their instructor to prepare them for the next step, culminating in an extended oral report and a short written report
- e. watching a video or a movie and giving oral and/or written summaries of its content.

Assessment will focus on performance tasks specified above but also on heritage-specific issues, such as: students' ability to refrain from code-switching, using Persian only, and not a combination of Persian and English that they may use at home; using vocabulary and speaking style appropriate to a setting where only Persian is spoken and also in registers appropriate for classroom use as heritage speakers typically use “home” or “child” language in classroom setting; learning to draw on background knowledge while listening (activating schemata).

### **Quizzes, Tests, Prompts, Work Samples**

- a. students will take a weekly grammar and spelling quiz to demonstrate their achievement;
- b. at the end of each thematic unit (four units total) students will be given a written and oral test (similar to a short OPI interview) or be assigned a short presentation in class. Students' presentations will be recorded and will constitute part of their

portfolio. The portfolio will also include work samples from each week of the class.

**Assessment by Unprompted Evidence:** Students will be observed by the instructor who will keep a journal to record their achievements and areas in need of improving. The Program director will observe classes and will share her impressions with the instructor. Since the Program Director does not know Persian, Prof. Hossein Ziai, head of the UCLA Persian Program will be asked to observe the class twice during the summer. We have also hired a consultant to help with curriculum development and observations.

**Can do Statements from Linguafolio:**

*Please list the specific can-do statements that will characterize end-of-course performance.*

We anticipate that students will be able to make CAN DO statements ranging from the Novice-High through Intermediate low/level for speaking, listening, reading, and writing. Because heritage students vary widely, each student will have an individualized list to fill out. With heritage language learners, it may be counter-productive to ask them fill out the Statements too frequently. We propose that students fill out these statements at the beginning and end of the course. Language acquisition is not linear for L2 learners, but it is even less linear with heritage learners who bring previous naturalistically acquired knowledge to class. Some of what is taught in class may be new material but some of their learning involves re-learning or re-interpretation. However, students can only assess what they have gained after a period of time. It is different in a beginning language class where each day brings new information and students have a clear sense of achievement especially at the very beginning.

**Speaking:**

**Intermediate-Low Level:**

- I can use a series of sentences to describe people, things and events.
- I can describe people using series of sentences.
- I can describe things in a series of sentences.
- I can describe events in a series of sentences.
- I can give a short presentation about things I know.
- I can do a short presentation on a current event.
- I can do a short presentation on an academic topic.
- I can do a short presentation on a famous person or cultural landmark.

**Intermediate-Mid Level:**

- I can ask and answer questions with some detail about routine personal information.
- I can share preferences on a variety of topics, giving reasons for my preferences.
- I can share details about my family and friends
- I can give and seek personal views and opinions in an information discussion.
- I can exchange personal views and opinions on topics of current interest.

I can start, maintain and end a conversation using a variety of strategies.  
I can initiate a conversation with someone on a familiar topic.  
I can ask for more information, details, and explanations in the course of a conversation with someone.  
I can politely bring a conversation to a close.  
I can discuss topics from other disciplines.

**Listening:**

**Intermediate-Mid Level:**

I can understand the main idea and some details of oral presentations on familiar topics.  
I can comprehend and introduction and supporting details about recording artists with whom I am familiar.  
I can comprehend the main idea and some supporting details of a short lecture  
I can understand the main idea and some details of a short discussion or interview on a familiar topic.  
I can comprehend an interview of an individual.  
I can comprehend the points of view represented by various individuals.  
I can follow the main idea and a few details of a conversation, even when the topic changes.  
I can follow the conversation when there is a change in topic or theme.  
I can follow the conversation when individuals talk about events in past, present and future.

**Intermediate-High Level:**

I can identify main ideas and many details of topics presented on TV, radio, short films, and computer generated media.

**Reading:**

**Novice High Level:**

I can comprehend information from advertisements, brochures, lists, menus, and schedules.  
I can comprehend personal notes, emails, and postcards.  
I can read parts of the newspaper related to my interest and identify the main ideas.  
I can locate and comprehend Internet sites related to my interest and identify the main content.

**Intermediate-Low Level:**

I can understand messages such as an email or letter in which the writer tells or asks me about topics of interest.  
I can find and use familiar information for practical purposes.  
I can read a movie review and comprehend the plot in order to decide whether or not to see it.  
I can understand short literary selections with support.  
I can sequence and illustrate the content.  
I can use a graphic organizer to organize, summarize and analyze the content

I can comprehend online information to support my research and studies.

**Writing:**

**Novice-High Level:**

I can write phrases and simple sentences to describe aspects of my everyday life.

I can write about my family and friends.

I can write about school.

I can write about myself.

I can write about my family.

I can write short notes.

I can write postcards.

I can write messages.

I can jot down short notes.

**Intermediate-Low Level:**

I can use a series of sentences to describe people, things and events.

I can describe people in a series of sentences.

I can describe things in a series of sentences.

I can describe events in a series of sentences.

I can describe my family and growing up in a series of sentences.

I can express my opinion about friends, family and school.

I can express my opinion about a cultural topic.

I can write questions to obtain and clarify information.

I can ask questions in a letter or email about other people.

I can ask questions about events.

I can ask questions about places.

**Intermediate-Mid Level:**

I can write a series of sentences about familiar topics.

I can write a short report.

I can write a letter.

I can write and email.

I can describe, tell about, and explain with some detail things that I know about or have experienced and how I feel about it.

I can tell and retell simple stories in written form.

I can write about a childhood experience and how I felt about it.

I can provide some details when writing about personal preferences and experiences.

I can describe a meaningful experience.

**Intermediate-High Level:**

I can write about present, past, and future events.

I can write a series of paragraphs.

I can write summaries.

I can write compositions.

**Required Resources:** The materials for the course are being developed and are based on the successful heritage language oriented textbook *Russian for Russians* (by O. Kagan et al.) published by Slavica Publishers, Indiana University, in 2001, and used widely at American universities. While some materials exist for the Persian course (namely grammar and alphabet) thematic units are being developed. See "Sub-themes and Thematic Units" below. There will also be assigned reading from websites (see list below). Finally, students will view Persian-language films.

**Instructional Strategies:**

1. To accomplish the instructional goals, students will be given real-life tasks that build on familiar background knowledge at first and introduce new information as students explore 'information gaps' tasks. For example, students can be asked to:
  - a. interview family or community members on a theme;
  - b. report in class on the results of the interview;
  - c. write a summary of the interview;
  - d. conduct Internet search and report on it in class;
  - e. conduct group studies of a given topic and write a report. Each stage of the project will involve greater refinement, use of more sophisticated vocabulary, the development of writing skills, including the use of appropriate text structure and rhetorical devices, intensive reading and discussion, and group editing. At each step students will receive constructive feedback from their instructor to prepare them for the next step, culminating in an oral or written report
2. Students will be taught to become more competent at Learner Self-Management by receiving strategic error correction, feedback on where they need improvement, and instruction in those areas.
3. Students are given specific instruction, which includes practice in class and as homework, in speaking, reading, listening, and writing strategies that are particularly appropriate for heritage language learners. These strategies include:
  - a. Speaking: Trying not to code-switch, using Persian only, and not a combination of Persian and English that they may use at home. They will receive instruction in vocabulary and speaking style appropriate to a setting where only Persian is spoken and also in registers appropriate for classroom use as heritage speakers typically use "home" or "child" language in classroom setting. Such language use may have humorous or irritating effect on native speakers.
  - b. Reading: recognizing differences between Persian and English word-order; instruction and practice in skimming and scanning the texts, looking for ideas, main statements, opinions, to learn how to read texts that have unfamiliar vocabulary. While these learners may be illiterate, they have global comprehension/knowledge of the language so they can start reading texts much earlier in the instruction than L2 learners.
  - c. Listening: students will receive instruction and be given practice in strategies such

as remembering what was difficult to understand so that a question can be asked later; learning to draw on background knowledge while listening (activating schemata).

- c. Writing: differences between the composition, including organization and the use of rhetorical devices, of Persian and English texts. Task-based approach to writing as the main strategy: composing texts in a realistic genre, including emails, letters, and short reports on academic topics (see the themes of the units)

4. Error correction will be made appropriate to mistakes. Mistakes made during free communication are corrected later. Correction can be overt or done through re-phrasing.

5. The teacher and students negotiate and adjust instructional needs. Instruction is differentiated to be appropriate to students' background knowledge and needs at all times. Students are actively involved at all stages of instruction.

6. Students are taught learning strategies, such as the importance of practicing new grammar and vocabulary, rather than just "be familiar" with new structures and new information.

7. Students get heritage-learner specific instruction in sub-skills, including:

- a. Phonology and intonation. Heritage learners typically need less training in phonetics than do L2 learners, but they may need some work on intonation.
- b. Vocabulary. Heritage learners do not need elementary vocabulary that is generally presented in beginning L2 textbooks (introductions, simple conversations about oneself including place of residence, occupation, likes and dislikes, etc.). The instructor will assess their vocabulary capabilities at all times.
- c. Grammar. While they may be able to understand and actively use many grammatical constructions, they would typically be unfamiliar with the grammatical structure. The instructor will clarify and explain rather than introduce grammatical concepts. Deductive approaches to grammar may be appropriate.

8. Heritage language learners benefit from differentiated instruction because of their varying history. For example, some may be literate while others need to learn the alphabet; some may have a fairly extended vocabulary while others comprehend the language better than they speak it (see the Persian Survey for self-assessment). The instructor will analyze her students' proficiencies on the basis of the biographical questionnaires and the pre-test administered on the first day of class. She will then adjust the level of the class. She will also differentiate instruction throughout the course.

Differentiation will be practiced based on frequent monitoring of students' written and oral production. For example, students at the lower levels of proficiency will read the same materials but will require more scaffolding. Students who are more advanced will be given less scaffolding and will be assigned additional reading in areas that interest them. They could also start doing some small-scale research early in the course.

## **What do they already know that will help them learn new information?**

Heritage language learners are familiar with the language as a result of home and sometimes community exposure. Their aural comprehension is generally their strongest skill. They are typically familiar with informal registers and have a fairly large lexicon that focuses on everyday encounters at home. They are also familiar with the target culture as it is practiced at home and in the community. In addition, many of the students have studied foreign languages, and all of them learned English after/while speaking their heritage language at home (data from the NHLRC Survey of heritage language learners demonstrate that over 60% of heritage language learners only spoke the home language until the age of five). These students are quite sophisticated linguistically even though they are unlikely to realize it.

### **Sub-themes/thematic units**

#### **Unit 1: About myself and school, interests, future career**

Expanding their vocabulary about themselves, school subjects, names of professions,  
Comparison: Schooling in Iran and schooling in US.

#### **Unit 2: Family**

Growing up in Iran, Persians in the US: personal accounts, immigration  
Comparison: Growing up in the two cultures

#### **Unit 3: Religion and Society**

Various religions in Iran, common societal values, traditions,  
Difference between Iranian and American cultural and ethical and familial attitudes

#### **Unit 4: Geography, History, Iranian Cities**

Of particular importance are the Iranian revolution, the Iran and Iraq war, and immigration.

### **Links to relevant web sites:**

UCLA e-campus (course website)

[www.Persianbbc.com](http://www.Persianbbc.com)

[www.Persianhube.com](http://www.Persianhube.com)

[www.bia2.com](http://www.bia2.com)

[www.youtube.com](http://www.youtube.com)

[www.Persiandictionary.com](http://www.Persiandictionary.com)

<http://fa.wikipedia.org/wiki/>

### **Tentative Daily Instructional Plan:**

The class will meet for three hours twice a week and for two hours on Friday. Class time will be dedicated to students' active practice. We assume that these students, as is typical of heritage learners and as is evidenced by the Survey of Heritage Language Learners conducted by the National Heritage Language Resource center, have listening proficiency at the Advanced level, speaking between Intermediate and Advanced, and reading and writing at the Novice/Intermediate levels. Assuming that these predictions bear out, we plan the following sample activities that will allow us to meet the goals we have set for the class. Below we identify some sample activities for each goal. However, the choice of activities will depend on the cohort's proficiencies that may differ widely.

**Literacy:**

- *the ability to read and write on a I/I+ level;*
- *increased grammatical accuracy in writing and speaking*

Students will work with texts at all times, assuring that they see grammar and vocabulary in context and improve their reading and writing ability. Short texts will be used for reading in class. Grammar and vocabulary will be practiced, and students will be taught reading strategies such as top-down and bottom up approaches to text.

Sample activities:

1. Skim the text and determine what the main theme is.
  2. Read the text again looking for specific information, details, opinions.
  3. Re-read the text paying attention to how certain things are expressed.
  4. Give an oral summary\* of the text. Pay attention to the differences between the written and the oral text.
- \* The teacher will model how one can talk about a text and how the written text and the oral narration differ.
5. Students will write dictations where they will be asked to insert missing words to a text read by the instructor or recorded.

**Speaking:**

- *Development of oral presentational skills appropriate to a school setting.*

As we stated above, heritage language learners bring informal register and informal vocabulary to class. The class will work on formal register and appropriate vocabulary for communication with adults outside of their immediate family.

Sample activities:

1. Students will be asked to brainstorm what they would say to a close relative, a distant

relative, a grown-up they do not know well, etc.

2. Role plays will be introduced where students have to imagine what they would say in various situations.

3. Excerpts from Iranian movies will be used to model of formal vs. informal speech.

Students will be asked to *notice* how various characters talk to each other and explain why they use certain expressions and whether these expressions are marked and in what ways.

As American high school students, these learners can use English in the presentational mode, but typically they are unable to use it in Persian. To learn Persian for presentation, they will have assignments to give short reports to a group of students or to the whole class. These reports would concern students' activities, news items from newspapers or the Internet, opinions of movies they have watched, etc.

#### Sample activities:

1. Paraphrase in a different register (from formal to informal or from informal to formal) .

2. Prepare a one-minute presentation summarizing your opinion of the movie the class watched as homework.

3. Ask your classmates questions, answer, and discuss in a formal style appropriate to academic interaction.

4. Interview family members and report the results in class. This assignment provides a good context for presentation and serves as an information gap activity where the whole class can get involved in discussion. . The instructor will ensure that everyone would participate is by instructing students that audience participation is graded as well.

5. At the end of the course, students will be assigned to give a five or ten-minute long report on a topic of their choice within the scope of the four units. The full class will participate by asking questions and providing comments

6. The instructor is planning to produce a puppet show based on a well-known Persian tale. This is a different kind of a presentational mode that engages students in a traditional cultural environment.

7. Each student will be asked to memorize a poem. Same rationale as in # 6 above.

#### **Listening:**

- *Demonstrate improved listening comprehension, both globally and associated with improved vocabulary and literacy.*

While heritage learners' listening comprehension is typically their highest developed ability, they may miss certain things because of a lack of cultural knowledge or formal vocabulary and register. Students will be introduced to listening segments of various genres.

#### Sample activities:

1. Listen to the news item or a story and determine what it is about.

2. Listen again and identify the key words and ideas.

3. Summarize the story orally or in writing.
4. Re-tell the story.
5. Express your opinion.
6. Watch a video or a movie\*, prepare to answer specific questions or summarize.

\* While HLLs generally are capable of watching a whole movie, they tend to misunderstand or not understand completely because of limited cultural knowledge. Watching movies and discussing them thus helps both, developing listening comprehension and expanding cultural background knowledge.

### **Content Knowledge:**

- *Demonstrating increased content knowledge about Iranian culture and society.*

All units are based on the premise that students need to develop their understanding of Persian culture. In class, Persian and American customs, attitudes and values will be compared to elicit students' opinion. After the units on history, geography and religion have been introduced, students will be graded in a content-based manner, on both content and language. Quizzes will be given to check students' knowledge of information as well as their understanding of the language.

### **Vocabulary expansion:**

- *using appropriate vocabulary when communicating with people outside one's immediate family;*
- *communicating with family members about school, their friends and activities (instead of code-switching or using English)*
- *developing the ability to read school-level texts written for native speakers*
- *using expanded vocabulary acquired from their readings in areas including family life, immigration, living in two cultures, religion, society, geography, history, and current events.*

### Sample activities:

1. Provide associations;
2. Choose the word that does not belong in a row of other words;
3. Find synonyms and antonyms;
4. Provide adjectives that are appropriate for nouns;
5. Brainstorm key words for a topic;
6. Think what you would be able to say in English on a certain topic and try to express similar ideas in Persian.
7. Translate from and into Persian, without giving word for word translation, but by giving the meaning of each sentence.
8. Read a text in English and talk about it or express your opinion in Persian.

### **Grammar and Spelling:**

- *understanding and acquiring active knowledge of grammar and sentence*

- structure, including Subject Predicate Active sentence/non-phrasal sentence; use of the Genitive Case and use of the direct and indirect object with prepositions in the sentence;*
- *learning verb conjugation with use of infinitives and verb stems: Simple Past, Simple Present, and Future Tense;*
  - *applying spelling rules (distinction between phonology and spelling)*

Increasing grammatical accuracy is a long-term goal. In the six weeks we hope that students will become aware of the structure of Persian, and will internalize some correct grammar usage. A variety of exercises, from drills to mechanical drills to drills in context to creative assignments, will be provided. Mistakes will be corrected rigorously during drills, but not in the creative assignments.

A degree of fossilization can be expected in heritage learners. It may take them more time to acquire a new rule than it does L2 learners. For that reason HLLs need many kinds of practice and also very overt pointing out of grammar rules. They often benefit if differences between their home language and more formal language are pointed out.

Sample assignments to strengthen grammar knowledge include:

1. Focusing on forms;
2. Contextualizing form use;
3. Identifying grammatical forms in texts;
4. Asking students to explain why a certain form is appropriate in a given context;
5. Identifying syntactical relationships in texts;
6. Working on connectors to produce more sophisticated language;
7. Writing assignments where a certain grammatical form can be practiced. For example, asking students to write a narration sequencing actions to practice past tense or describe a series of pictures in the present tense.
8. Translating from Persian and into Persian can help consolidate grammar knowledge through comparison of Persian and English grammar. Written and oral translations can be used.

Writing and spelling rules will be taught throughout the course with certain elements emphasized in each class session.

Sample activities:

1. Introducing rules that students may recognize but not know actively;
2. Asking students to deduce grammar and spelling rules from examples;
3. Cloze exercises;
4. Dictations;
5. Short essay writing in class;
6. Peer editing;
7. Games and competitions {the "spelling bee" approach}.