

## ”eLearning”

# IT- Learning Media for others tongue

## Triangle projects

### Subject Design

With the development of the information society and the expanded function of the Internet and its role in conducting distance learning for an audience that is dispersed geographically, it is suggested that the internet be used to teach mother tongue.

Because the primary Mothers tongue-speaking population is dispersed across world's horn, especially in Sweden, expanding the teaching of the Mothers tongue is a necessity

### Goal

One of the goals of the UN's educational and cultural organization is to expand education which can serve as a pillar for strengthening the health and material well being of developing countries while also helping to introduce democratic ideas. Education can change the social balance and also prevent economic loss.

Today, one of the best and most effective way to teach a language is through the IT-Media. Therefore, it is suggested that a Mothers tongue learning media website with the primary function of teaching the Mothers tongue be designed.

### Usefulness

- Making the learning of Mothers tongue available to all those who love the language.
- Responding to geographic dispersion through the Internet.
- Establishing cultural ties between Mothers tongue-speaking immigrants with their motherlands.
- Expanding knowledge toward democratic structures, social freedom and multicultural in Mothers tongue-speaking societies.
- Providing services to homemakers who seek to learn Mothers tongue at a reasonable price.
- Establishing cultural ties between the Swedish culture and the culture of Mothers tongue-speaking regions by showing details about supporting organizations on the site's home page.
- Providing complete coverage for people from Scandinavian countries and Europe for learning the language through the IT.
- Making Internet learning media functional in developing and undeveloped countries.

**The Administering Organization (Triangle):**

- NGO in motherlands ;
- Mothers tongue teachers and NGO, Immigrant organisations, in Sweden.
- NGO and Government institutions in Sweden

*For example Farsi- Learning Media:*

*The Institute for Research on the History of Children's Literature in Iran.*

*Parisian mothers tongue teachers and the Iranian Research cultural Centre in Gothenburg, Sweden (IKFC; Iranska Kulturforskningens Center) in Sweden.*

*The Swedish national Agency for Education and Educational institute in Sweden (ex. Folkuniversitet, ABF, FiA ...)*

**To whom**

The vast spectrum of those interested in learning the Mothers tongue is both children and young adults, in Mothers tongue -speaking societies and other nations.

**Project Timeline and Implementation Stages**

This project will be implemented in three one-year stages over a three-year period.

**First Stage (Year One):**

- Setting up the technical and educational office in Gothenburg and Motherlands for the planning of educational texts and technical planning.
- Compiling and composing the first section's educational texts (for children).
- Producing Audio texts and educational films and animations (for children).
- The site's graphic design.

**Second Stage (Year Two):**

- Setting up a test version of the site in the first quarter of the year and addressing shortcomings.
- Setting up the official site in the beginning of the second quarter of the second year.
- Finishing educational texts (for young adults).
- Producing audio texts and producing educational films and animations (for young adults).

**Third Stage (Year Three):**

- Finishing including (wordlists) and educational games for children.
- Finishing educational text books including thesaurus ((wordlists) and entertainment programs for young adults.

**The Location for Implementing the Work:**

Gothenburg – Sweden and homelands

**The Location Where Computers are installed:**

Gothenburg – Sweden or homeland (depending on costs and conditions).

**Supervision and Evaluation Group**

- Triangle partner

**Project Risks**

Because those implementing the project design are experienced in the subject of instructional Mothers tongue and other texts, the risks for writing the project material is low. The risks for implementing the project are also not high because the high-risk project tools have been identified.

**Marketing the Project:**

Organizations, universities, scientific centres and individuals who can pay for the costs of instruction can subscribe to the project. Also CDs and instructional books that will be produced through this work will pay for part of the costs. Advertising related to arts and culture will also serve as a source of income. After paying for costs, the project would be self-sufficient as guaranteed by those conducting the project.

**Details of Mothers tongue site**

*For example: Details of Farsi- Learning Media*

The Farsi-learning site will be made up of four primary sections.

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Besöksadress: Hjällbo: Skolspåret 43,

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Angered: **ABF-huset, Vån 3, Angered Centrum**

Tfn/Fax: 031 43 47 51

Mobil: 0707 856649 (Davoud), 0707 367813 (Abdi)

[ikfc@eucn.org](mailto:ikfc@eucn.org)

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- Directory, map and listing of site features.
- The learning and education section, which is designed for teachers, coaches and young adults interested in the Farsi language.
- Language learning section for children.
- Language learning section for young adults.

### • The Directory, Map and Special Features Section

- About the Farsi-learning site.
- In this section the site, its features and details about financial support and organizational details will be introduced.
- Search with details.
- How to use this site.
- News and latest developments in two sections for children and young adults.
- Links
- Contact us

### The Educators, Assistants and Farsi-lovers Section

#### • The history of the Farsi language

In this section a short history about the Farsi language and its historical evolution is given.

#### • The history of the alphabet books development

The development of alphabet books from a historical and illustrated perspective from the Constitutional Era onward is discussed.

#### • Farsi-language teaching centres in Farsi-speaking areas and other locations in the world.

In this section, the primary centres that teach the Farsi language in Farsi-speaking areas and other locations in the world and their special features will be identified.

#### • Introducing the great Farsi-language teacher

The great Farsi language teachers in the Farsi-language regions are introduced.

#### • Farsi script and the history of its evolution

The historical evolution of the Farsi language's appearance and its various forms are discussed.

#### • Colloquial Language

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Some of the most distinguished characteristics of colloquial language in populous regions like Tehran, Kabul and Dushanbeh are presented.

## Branches and dialects of the Farsi language

The branches and dialects of the Farsi language are surveyed.

## Teaching Farsi to Children

### Teaching the Alphabet

Teaching the alphabet by different methods would be presented.

### Tongue Twisters

Popular tongue twisters and modern versions, including play on words.

### Learning Basic-Level Farsi

Basic-level Farsi is taught to children.

### Learning Intermediate-Level Farsi

Intermediate-level Farsi is taught to children.

### Learning for Iranian Children Living Abroad

Teaching Farsi to children whose mother tongue is Farsi, but don't know the language. This would be done by using the languages of the host country, which are English and Swedish.

### Thesaurus

An elementary Farsi-to-Farsi thesaurus would be available to users.

### Poems and Stories

To help enhance their literacy and creativity, children's poems and stories would be presented.

### Self-Testing

Children and adolescents would test their knowledge about Farsi through the exams available in this part. The exams would be updated regularly.

## Grammar

Grammar would be taught using very simple language. In this part, the children would be engaged with literature that is lively and interesting so that they can have fun while learning.

### Weekly Words

Every week, the meaning and concept of a new group of words would be presented

### Proverbs and Riddles

The proverbs and riddles appropriate for children would be presented.

### Geographical Dispersion of Farsi-Speaking Peoples

To show children where Farsi-speaking people live, general information about the various regions would be introduced through maps and photographs.

### Correspondence

Writing letters in Farsi is one of the most difficult duties for children—and even young adults. In this part, some the methods for writing letters along with some examples would be presented.

## ✚ *Current Errors in the Farsi Language*

Like other languages, Farsi has some errors. It is necessary that children become familiar with the most important ones.

## ✚ *Farsi Literary Works*

Here, some of our language's masterpieces (including letters, historical and other texts) are presented to children.

## ✚ *Instructional Videotapes*

Some examples of these videotapes include conversations between adults and children in three colloquial models: Iranian, Afghani and Tajik.

## ✚ *Archive*

The documents in the archive would be organized chronologically.

## ✚ *Learning Chat Room*

Children could chat with each other in Farsi.

## ✚ *Children's Rights*

Here, children can learn more about the children's rights and the history and evolution of children's lives and their societal status.

## ✚ *Book Fair*

In this part, age-appropriate quality children's books are introduced

## **Teaching Farsi to Young Adults**

### ■ Learning Basic-Level Farsi

Basic-level Farsi is taught to young adults.

### ■ Learning Intermediate-Level Farsi

Intermediate-level Farsi is taught to young adults.

### ■ Learning Advanced-Level Farsi-

Advanced-level Farsi will be taught to young adults who have mastered basic and intermediate Farsi.

### ■ Teaching Farsi to Iranian Young Adults Living Abroad

Teaching Farsi to young adults whose mother tongue is Farsi, but don't know the language. This would be done by using the languages of the host country, which are English and Swedish.

### ■ Thesaurus

An elementary Farsi-to-Farsi thesaurus would be available to users.

## ■ Poems and stories

Poems and stories are presented to help young adults learn Farsi.

## ■ Self-Testing

Young adults would test their knowledge about Farsi through the exams available in this part. The exams would be updated regularly.

## ■ Grammar

Basic through advanced grammar would be taught.

## ■ Weekly Words

Every week, the meaning and concept of a new group of words would be presented.

## ■ Geographical Dispersion of Farsi-Speaking Peoples

General information about the geography and culture of the Farsi-language regions would be introduced.

## ■ Correspondence

In this part some the methods for writing letters would be presented along with some examples.

## ■ *Current Errors in the Farsi Language*

Like other languages, Farsi has some errors. They are introduced here.

## ■ Farsi Literary Works

Here, some of our language's masterpieces (including letters, historical and other texts) are presented to children.

## ■ Instructional Videotapes

Some examples of these videotapes include conversations in three colloquial models: Iranian, Afghani and Tajik.

## ■ *Archive*

The documents in the archive would be organized chronologically.

## ■ Learning Chat Room

Users could chat with each other in Farsi to improve their conversation skills.

## ■ *Book Fair*

Here, quality Farsi educational books, thesauruses, books on the history of the Farsi language as well as other books are introduced.

## **Suggestions for the Design and Implementation of the Farsi Learning Media Site**

The Farsi learning media Website includes four parts:

### ◆ Learning Support

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Updates and expands the site from the educational and scientific perspective.

### ◆ Technical Support

Provides technical support for the site and computers (Z and H: how can the site provide technical support for computers that are some place else?)

### ◆ Graphics and Execution of the Website

Over all design of the site and updating graphics.

### ◆ Website Office and Organization

Here is where the educational and technical aspects of the site are developed and implemented and questions are responded to.

## Personnel

◆ Educational Section (writers, editors, translators)	10 Persons
◆ Consultants (educational, technical and artistic)	5 persons
◆ Technical.	4 Persons
◆ Artistic.	4 Persons
◆ Administrative	3 Persons

## Equipment

- Ⓜ Headquarters and the offices of the websites.
- Ⓜ Offices equipment.
- Ⓜ Hardware.
- Ⓜ Software.

For more information, please call 0707 85 66 49 or email to: [davoud.navaian@gbgsd.se](mailto:davoud.navaian@gbgsd.se)

Best Regards