



Interagency Language Roundtable (ILR) Meeting September 22, 2023

Innovating Language Education: Developing Research-Based Dari and Pashto Textbooks for Adult Learners Across Proficiency Levels

Language Mentors International

Funded by: The International Research & Studies, U.S. Department of Education
(2020-2023)

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Founder/Education Consultant



CURRENT FEDERALLY AWARDED GRANTS

- Characteristics of Language Immersion STARTALK Student Programs (2020-2023)
- Developing Dari and Pashto Textbooks for Novice/ILR 0+-Advanced/ILR 2 Adult Learners (2020-2023)

Dari: An Introductory Course

دری: دوره مقدماتی

Learner's Edition
برای شاگرد



Farid Saydee, Ph.D., Mohammad Z. Atmar & Tony Cordaro

Language Mentors International

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The Textbook Projects

Agenda

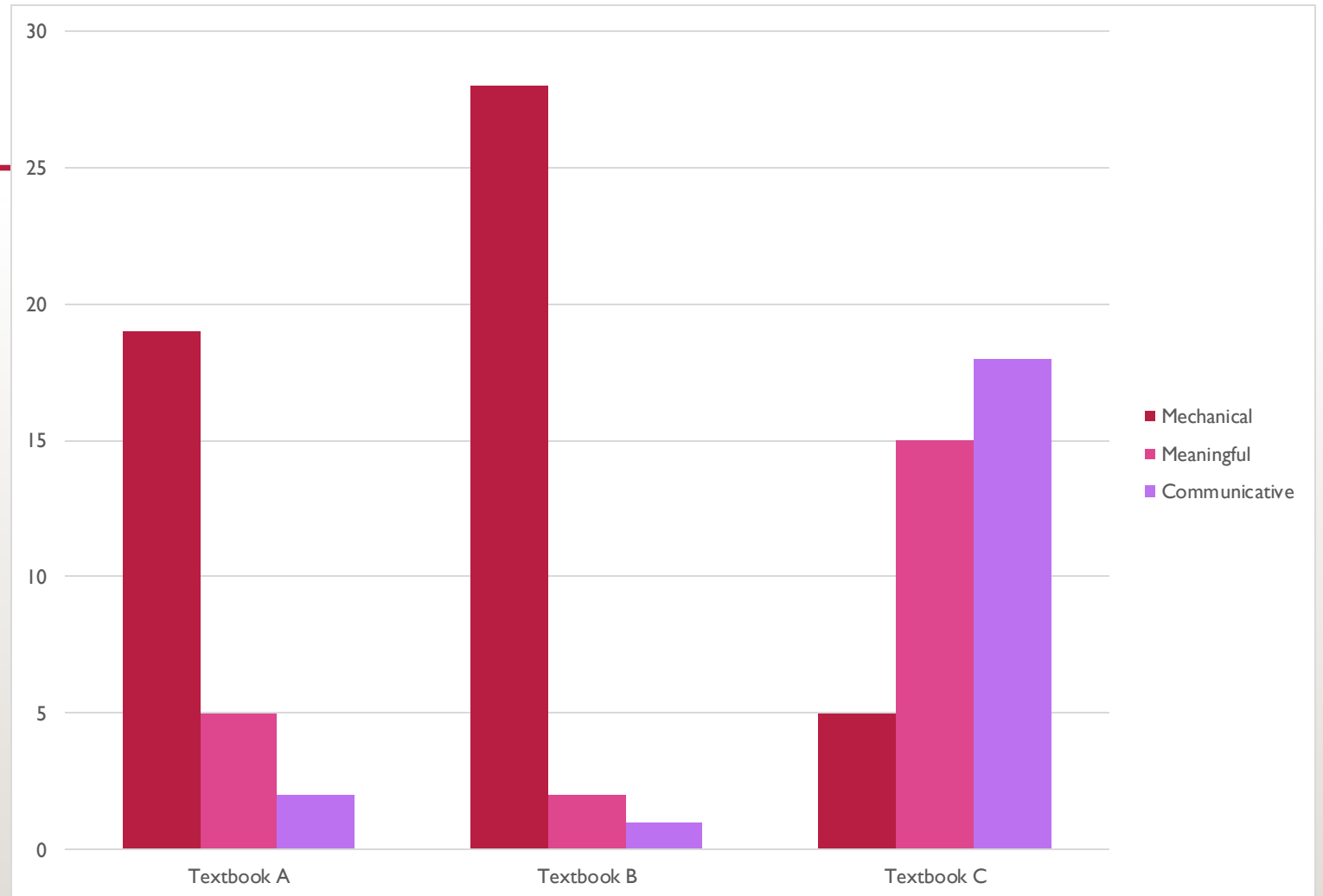
- Introduction
- Project Purpose – The Need
- Evaluation Plan
- Layout and Instructional Methods
- Interactive E-book sample Lesson

Introduction

- About the Dari & Pashto Languages
- About the Project
 - Three Dari textbooks at the novice (ILR 0+) – advanced (ILR 2) levels
 - Three Pashto textbooks at the novice (ILR 0+) – advanced (ILR 2) levels
 - A teacher guide for each textbook
 - PDF and e-book formats



Project Purpose – The Need





DARI & PASHTO TEXTBOOK SERIES

- Set of 3 Dari and 3 Pashto textbooks
Novice/ILR 0+ to Advanced/ILR 2 Adult Learners
- Accompanying teacher guide for each level
- Available in both PDF and e-book formats (through Kotobee Reader)

FLEXIBILITY: DESIGNED FOR USE IN VARIOUS LEARNING CONTEXTS

synchronous • asynchronous

virtual • hybrid • in-person

private tutor • independent study* •
conventional classroom



DEVELOPMENT

Funded by: International Research & Studies - U.S. Department of Education (2020-2023)



- Research and Literature Review
- ACTFL World Readiness Standards and Intercultural Communication Proficiency Benchmarks
- ACTFL proficiency guidelines and ILR proficiency scale
- Bloom's Taxonomy (higher-order thinking)
- Backwards Design
- Fenrich's Model of Instructional Development

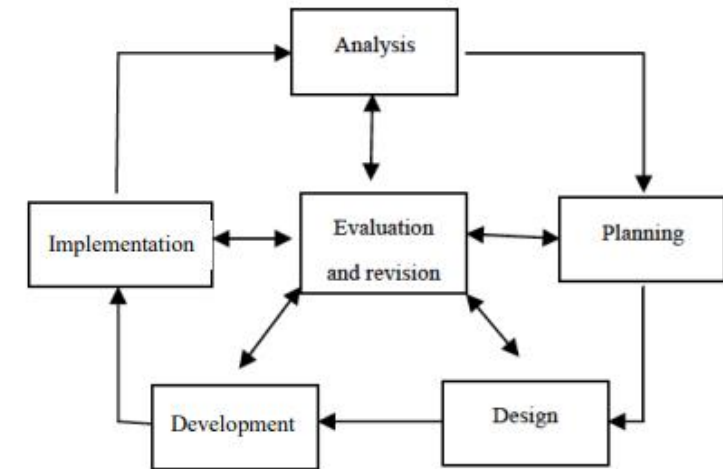
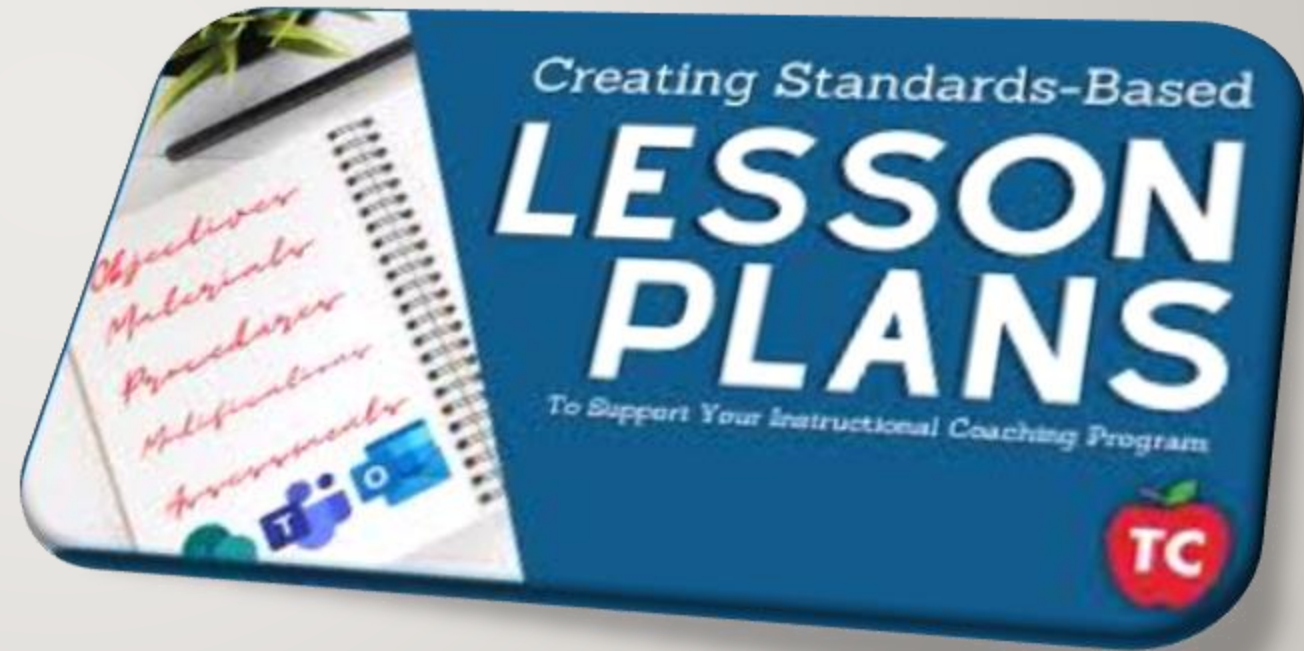


Figure 1. Cycle model of instructional development (Fenrich, 1997, p. 56)

CONTENT AND INSTRUCTIONAL METHODS

- Content structure: 7 chapters, two lessons per chapter
- Thematic
- Task-based learning
- Implicit and explicit grammar instruction
- Form- and meaning-focused activities
- Authentic and modified materials
- Rich cultural immersion experience
- Digital literacy
- Diglossia: transition between colloquial and standard registers



COURSE MAP (CHAPTERS 1-3)

Chapter	Themes	Functions	Structure	Skills and Learning Strategies	Critical Thinking Strategies
Chapter 1 Alphabet and Survival Phrases	<ul style="list-style-type: none"> - Alphabet - Classroom items & survival phrases 	<ul style="list-style-type: none"> - Producing simple and memorized words and phrases - General literacy - Classroom participation 	<ul style="list-style-type: none"> - Abjad system (letters + diacritics) - Independent, initial, medial, and final letter forms - Phonetic distinctions 	<ul style="list-style-type: none"> - Reading and listening comprehension - Handwriting - Typing with Dari keyboard layout 	<ul style="list-style-type: none"> - Remembering information - Understanding letters and useful phrases - Applying information
Chapter 2 Meeting and Greeting	<ul style="list-style-type: none"> - Greetings & introductions - Countries & nationalities - ID cards & travel documents - Hospitality 	<ul style="list-style-type: none"> - Meeting and greeting someone using memorized words and phrases - Understanding the importance of hospitality and appropriately demonstrating it when interacting with Afghans - Recognizing and showing respect when addressing Dari speakers - Sharing contact information - Understanding and filling out basic travel documents 	<ul style="list-style-type: none"> - Simple Present Tense: the verb to be - SOV sentence structure - Personal pronouns - Use of singular in predicate - Numbers - <i>Ezāfa</i> construct - Possessives - Prepositions - Forming questions & short answers 	<ul style="list-style-type: none"> - Listening and reading comprehension - Comparing and contrasting diglossic variation - Pronunciation & intonation - Scanning text for information - Anticipating cultural differences 	<ul style="list-style-type: none"> - Understanding and applying information - Comparing and contrasting - Creating
Chapter 3 Family and Occupations	<ul style="list-style-type: none"> - The nuclear family - Home life - Extended family relations - Work and occupations 	<ul style="list-style-type: none"> - Introducing family members using culturally appropriate words and phrases - Describing immediate and extended family - Describing your home life 	<ul style="list-style-type: none"> - Simple Present Tense - Imperatives - Conjunctions 'that' and 'and' - Direct object marker - Adverb of time - Compound verbs - Prepositions - Gendered nouns 	<ul style="list-style-type: none"> - Listening and reading comprehension - Diglossic variation, pronunciation, intonation, - Pronunciation & intonation - Scanning text for information 	<ul style="list-style-type: none"> - Understanding and applying information - Comparing and contrasting - Creating - Evaluating

TYPICAL LESSON COMPONENTS

Essential Questions

Focus of the Lesson

Exchanges (text and audio dialogues)

Language and Culture Notes

Vocabulary Preparation (audio & transliteration)

Multiple Learning Activities

Direct Instruction

Form-focused Activities

Critical and Higher-Order Thinking Tasks

Theme-related Proverb

Can-Do Statements/Self Assessment

Review of the Chapter



DIGLOSSIA: TERMS AND FRAMEWORK



~~SPOKEN~~
VS.
~~WRITTE~~
~~N~~
STANDARD
VS.
COLLOQUIAL



WRITTEN COLLOQUIAL DARI: CHALLENGES

- variation
- lack of consensus
- learner considerations

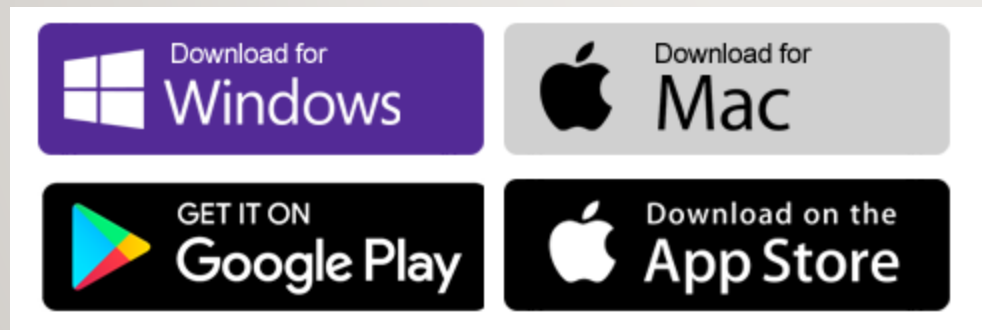


WRITTEN COLLOQUIAL DARI: CHALLENGES

- Phonetic representation
- Error vs. variant
- LI interference



SAMPLE INTERACTIVE LESSON WITH



You can access the materials through the LMI website:

[Products \(languagementors.org\)](https://languagementors.org)

CURRENT STATUS OF THE PROJECTS

- The projects are scheduled for completion by Spring 2024, and the final products will be available on both the LMI and DoEd websites.

NEXT PROJECTS

- 1. Developing Iraqi Arabic Textbooks for Novice/ILR 0+-Advanced/ILR 2 Adult Learners**
- 2. Developing Levantine Arabic Textbooks for Novice/ILR 0+-Advanced/ILR 2 Adult Learners**

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QUESTIONS OR COMMENTS?



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Pathway to Innovative Teaching & Research