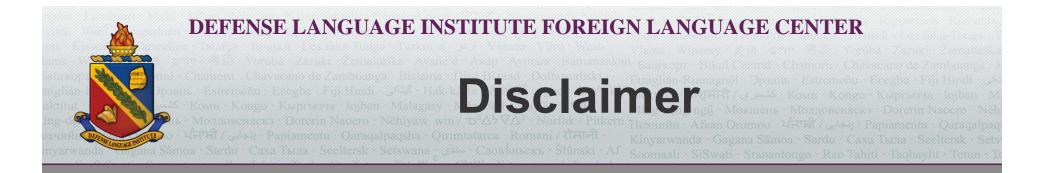
# Teaching Colloquial / Oral Language in Classroom Dr. Farooq Babrakzai



## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

nyanda Afaan Oromoo प्रमुखी / المعالية Papiamentu Qaraqalpaqsha Quunitatarca Romani (रामानी) Kinyarwanda Gagana Sāmoa Sandu Caxa Tatna Seeliersk Setswan nyarwanda Gagana Sāmoa Sardu Caxa Tatna Seeliersk Setswana ويتي Cnoshinsce Shinski Af Soomaali SiSwati Sranantongo Reo Tahiti Taqbaylir Tetan Tok P omaali SiSwati Sranantongo Reo Tahiti Taqbaylit Tetan Tok Pisin GWY Xitsonga chiTumbuka Yamypr Uyghur / المجارية Tshivenda Wollof isiXhosa Zeeuws isi mypr Uyghur / المجارية Tshivenda Wollof isiXhosa Zeeuws isiZulu बाह्या गान्नी क्राइट्या क्रांड



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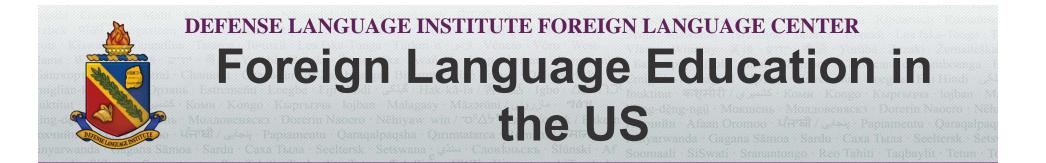
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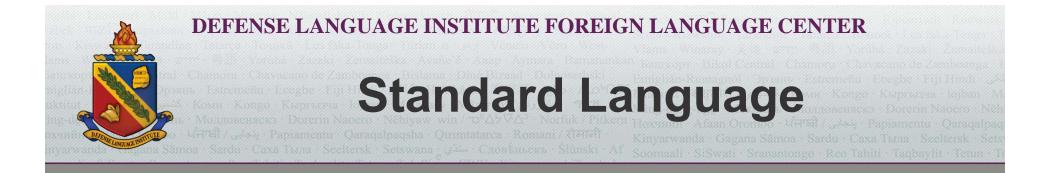
- Current FL teaching practices
- Models of diglossia in cryptologic languages
- Language and Culture
- Creating teaching materials in colloquial languages
- Teaching colloquial languages



- The US national security needs have changes since 9/11.
- Cryptologic linguists face radically different language and cultural situations in the field. [See # 3 & 4 in references]
- Native speakers and insurgents do not speak in the language of media, textbooks, or classroom.



- Foreign languages are taught in the framework of English as a Second Language [ESL].
- It follows the conventions of standard American English, American approach to education, and urban American cultural thinking [Critical Thinking], not critical understanding of others.



- Standard language is shaped by mass education, literary practices, publications, technology, media, mobility, etc.
- Its writing conventions and grammar rules are standardized
- The dictionaries have clear and concise meanings of words



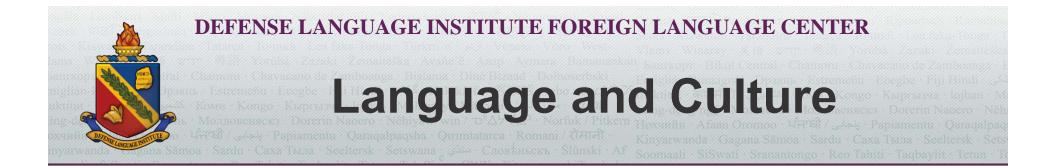
- Earlier and current models of language teaching are based on the classical languages: Arabic, Greek, Latin, Persian, Sanskrit.
- Classical language is a dialect-neutral register.
- No one used classical languages at home, streets, and market place.
- People spoke in local dialects



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER Models of Diglossia in Cryptologic Lanuages

Arabic and Persian are used in diglossic context: a standard, high [H] variety and a low [L], common variety. The H variety is for literary & academic works, official relationships, respect, and keeping social distance.

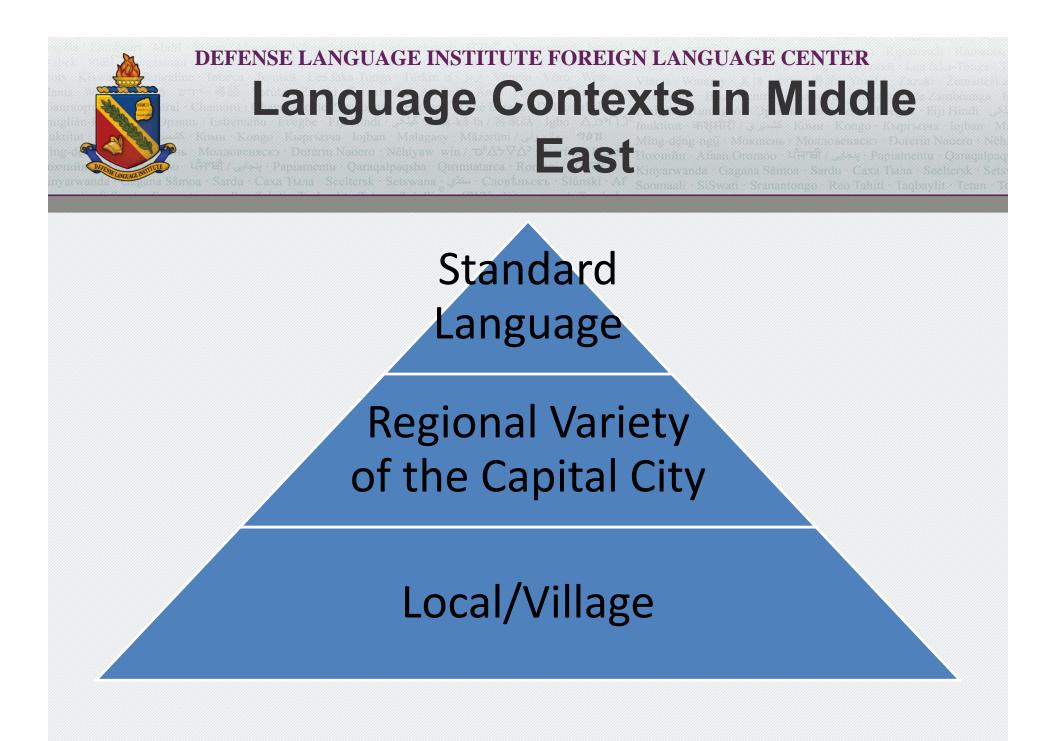
Colloquial is the language of the family and home, street, market, in-group, intimacy, and friendship.



Culture is directly related to colloquial language in which nearly all communications take place.

Essential cultural communication:

euphemisms, humor, cursing, social media, texting, etc. all take place in colloquial and local language.



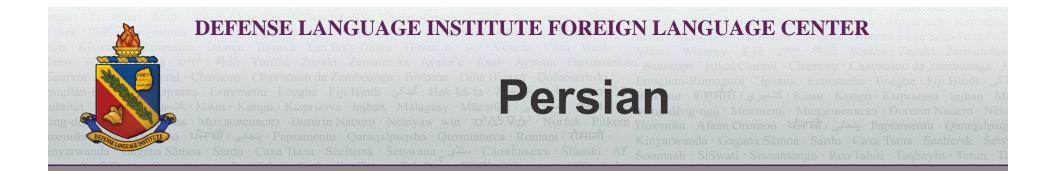


## MSA

## ↑ Gulf Arabic

1 The Arabic of the capital, Muscat

↑ Arabic dialect of a village in Oman



## Standard Persian – Literary, Academic

## ↑ Colloquial Persian of Teheran, [standard model]

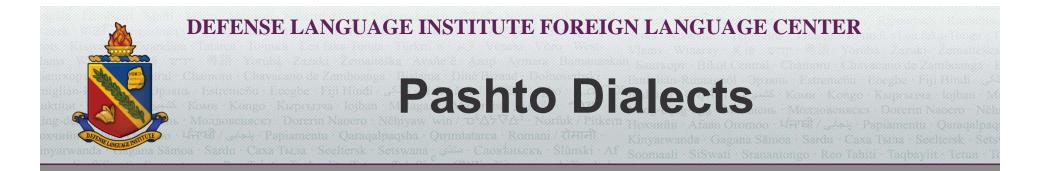
## † Dialects of Isfahan, Mashhad, Bakhtiari [tribal]



## Standard Dari

<sup>↑</sup> Colloquial Dari of Kabul, the capital

† Local dialects of Panjsher, Badakhshan, Herat,...



Pashto does not have a long literary tradition. There are four regional standards / broad varieties of Pashto:

- Kandahar
- Central
- Nangarhar-Peshawar
- Tribal dialects of the mountainous region of Khost and Waziristan [oral]



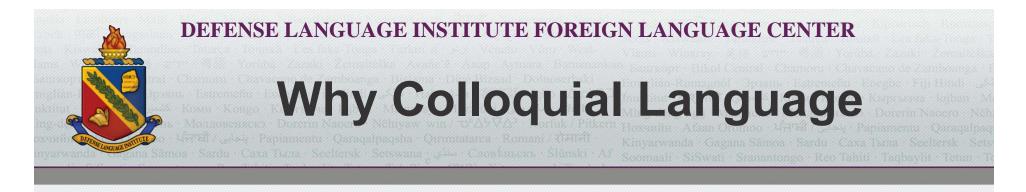
### DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER Standard Pashto and Khost

Pashto

Standard Pashto

- *lās* [hand]
- *lāsuna* [hands]
- mor [mother]
- *xar* [donkey]
- pašto
- *zmā* [my]
- *stā* [your]
- rāza [come!]

- Khost / Waziri Pashto
- lus
- lusina
- mer
- xār
- paxte/pašte
- imu
- itu
- ārtsa



- Real native language
- Close to the people, their thinking, outlook on life events
- All insurgent groups and militants communicate in colloquial / local dialects



 "Palestinians process MSA as a second language, similar to their processing of Hebrew, rather than as a first language."



- Group 1 first studied MSA for a year and then studied Gulf Arabic [GA]
- Group 2 studied GA for a year and then MSA
- Group 2 had higher motivation, higher retention, more material covered than Group 1



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\_anguage and Culture [5]

Low Context [American]

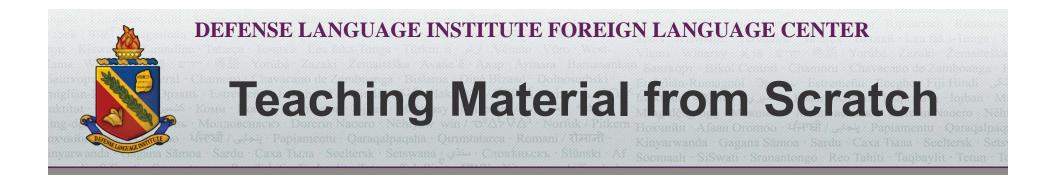
- Meaning is given in the linguistic code, texts, dictionaries
- Literate culture, speaking is influenced by literacy
- Linear, logical, analytic, critical, straight

#### High Context [Mid-East]

- Meaning is created in interpersonal contexts of communication
- There is a high residue of traits of oral cultures
- Repetition, ambiguity, emotions, imagery, circular



- Collect extensive samples from native speakers in TLs
- Personal narratives, processes, professions, instructions, current events, vocabulary lists / mind maps style, etc.
- Stories, historical events, religious views, etc.



- Develop teaching materials on sound system, word structure, vocabulary, grammar of the language
- Integrate the local culture in the language and communication style



- Arabic: colloquial  $\rightarrow$  MSA
- Persian: colloquial  $\rightarrow$  regional colloquial
- Persian: standard  $\rightarrow$  colloquial
- Pashto: standard → Waziri [a six-week add-on course for those with 2+/2 in listening and speaking in standard Pashto]



#### DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

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