Dari PTP Guidelines for Speaking Skills

Speaking skills in this guideline are defined by the level of the individual’s ability to give oral descriptions on various subjects and to present ideas, opinions, and concepts orally to listeners.

Novice: this level is characterized by the ability to give oral description/presentation on the topics related to his/her person and items in the vicinity using isolated words, phrases, and simple sentences to an audience of listeners.

Novice 1

- The speaker is able to present rehearsed and short structured statements.
- Speech is halting except for short memorized expressions.

**Learner Sample:**

سلام! شما چطور هستید؟ من خوب هستم. نام من ستفنی است. من از امریکا هستم. من دو خواهر و یک برادر دارم. من محصل هستم. من در دیس میخوانم. من یک کتاب، دو قلم و سه کتابچه دارم. من یک موتور هم دارم.

Hello. How are you? I'm fine. My name is Stephanie. I'm from America. I have two sisters and one brother. I'm a student. I study Dari. I have one book, two pens and three notebooks. I also have one car.

- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Errors of structures are quite frequent. (see Appendix)
- Vocabulary is limited to basic objects, numbers, and activities, but the complete mastery of those words is rare.

**Numbers:**

1 - یک, 2 - دو

**Kinship terms:**

- مادر - mother;
- پدر - father;
- خواهر - sister;
- برادر - brother;
- زن/ همسر - husband;
- وکنش - wife.

**Nouns:**

- دانشمند - student;
- دکتر - doctor;
- کارکر - worker;
- معلم - teacher;
- کتاب - book;
- قلم - Pen;
- کتابچه - notebook.

**Adjectives:**

- متصوف - busy;
- طرفدار - healthy;
- قوی - strong;
- غمنگی - glad;
- ناچیز - sick;
- خوشحال - happy;
- عصبانی - sad.

- Pronunciation is comprehensible when produced in isolated words and simple sentences. However, still there is not clearly distinguished pronunciations between some of the consonants which are not exist in English (i.e. [q], [ʁ] & [g]). Both in monolog and dialog a heavy accent makes understanding difficult and often requires repetition.
- Word stress, intonation, and tone are quite flawed.
- Utterances with relatively complex structure are disjointed.
- There is not consistency in usage of formal and informal registers.
Hello. Hello. What is your name? My name is John. Where are you from? I America… (I’m from the America). Are you a student? Yes, I a student is (yes, I’m a student.) How many brothers and sisters do you have? Two brothers and one sister… (I have two brothers and one sister). What State do you live in?... Please repeat… What State do you live in? Yes... I get it… I’m State of Virginia. (I live in the State of Virginia).

Learner sample:

My name is Mike, I am a student of Dari at IU. Every day at 6am, I weak up, I work out, take a shower, wear my clothes and go to university. After university, I come back to my house, eat food, do my homework, watch TV, and at 11pm I sleep.

In Afghanistan, the first day of the hamal month of the solar year is a big holiday. This holiday is Nawruz. On this day, people wear new clothes, go to picnics and cooking… no, excuse me: they cook various foods; make seven different kinds of fruit.
Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures - usually consisting of perfective / imperfective aspects of verbs and transitive / intransitive verbs - but with a number of error types. (see Appendix)

Pronunciation, stress, pitch, and accent are still poor and heavily influenced by learners’ L1.

Range of vocabulary is limited to the following high frequency words; basic objects, common verbs, adjectives, and adverbs. The speaker is not comfortable in usage of numbers, especially compound numerals.

Learner samples:

1. Everyday life: 
   مه هر روز صحیح ساعت شش و ورزش میکنیم باز جانب را میشویم.

2. Family (immediate and extended): 
   پدرکلائیم داکتر است، اون در شفاخانه کار میکند.

3. Leisure activities, hobbies, likes and dislikes: 
   مه دیروز در رستوران قابلی پلو خوردم (جذور)

4. Autobiography: 
   مه جان هستم، مه از میشگن هستم. سه سال میشود (که) در پوهنتون اندیانا هستم. مه در سال 2007 اینجا آمدم. اینجا محساس هستم در صنف دری (اینجا در صنف دری) میخواهم (که) 

5. Biographies and telling short stories: 
   پارسال (وقتیکه) سال نو بود (شد) ما بیشه گل سرخ بیشه

Some utterances are not appropriately linked together because cohesive devices are missing or confused (as: که: that, which, whom ). Mostly used cohesive devices include: 

- and; 
- but.

Some evidence of knowledge of the register and aspect (formal / informal, perfective / imperfective) emerges.

The speaker can cope with a limited number of straightforward follow-up questions when asked clearly and slowly.

- شما در خانه تلفن دارید؟ Do you have a home phone? 
- تمبر تلفن نان چند است؟ What is your cell phone number? 
- امروز در پوهنتون یک محلف است، ما باید آنجا برویم. There is a reception at the university today, we have to go there. 
- اگر سپا بیاران نباید، ما در کنار دیگر میله خواهیم کرد. If it doesn't rain tomorrow, we will go to a picnic on the bank river tomorrow.
**Intermediate:** this level is characterized by the speaker’s ability to:
- give straightforward description/presentation on a familiar topic
- take follow-up questions which are given in clear slow speech

**Intermediate 1**

- The speaker is able to give simple oral descriptions on a familiar topic within his/her field of interest, to provide brief explanations for opinions, and to develop a short argument.
- Speech is frequently hesitant.

**Learner Sample:**

من سال گذشته به افغانستان رفته بودم. در آنجا من میله گل سرخ (را) دیدم، میله گل سرخ هر سال از ماه اول حمل می‌پاشند. این جشن یک فرهنگ های (یکی از عنوان‌های) مردم آسیای مرکزی می‌باشد. افغانان در این روز گل‌کاری کرده و به میله می‌روند، به‌دست می‌آیند و آن‌ها می‌کنند. معمولاً میله گل سرخ در ولایت ولایت (برگزار می‌شود). همچنین این جشن در تمام ولایات افغانستان می‌باشد (برگزار می‌شود). در افغانستان در سال‌های بسیار (به‌دست) سه روز رخ می‌بیند.

همچنین افغانان در سال نو هفت میوه بر می‌کنند، آنها پس از روز پیش (پیش از) سال نو هفت نوع میوه (را) در آب جوشتر می‌کنند.

- Range of both morphological and syntactic structures is limited. The structures produced in basic constructions are mostly correct and the common forms of verb tenses and aspects emerge but with frequent errors in formation and selection (see Appendix).

**Learner Sample:**

ساحه پوشهون اندیانا من در پوشهون اندیانا محصل هستم، این پوشهون سیباک کلی است، این پوشهون دو پارک تفریحی، سی‌توسَیر تَعَمیم های باند کلین، لیلی هایی که گاهی و دختران، کناره‌های مجهز و رستوران‌های مختلف دارد. صنف ما در بالین‌های موقتیت دارد، بالین‌های جدید تکمیل ۸ ساله است. هر منزل آن تقریباً ۵۰ اتاق درسی دارد، صنف ۵۰ در منزل سوم، اتاق ۱۰۳ می‌باشد. در صنف ما ۱۲ جوک، دو میز و یک کمپیوتری فرار دارد.

در طرف شمال صنف ما یک دیوار و در طرف جنوب تخته است، در شرق صنف ما دو روزه و در غرب آن دو دانه کلیکین است.

- Range of vocabulary may extend beyond the high frequency words but vocabulary of moderate size makes the speaker hesitant and produce unnecessary circumlocution.
- Pronunciation and some suprasegmentals become intelligible enough to get the meaning across. However, the speaker still has difficulty in producing several sounds correctly.
- Some basic cohesive devices are used to link utterances together (که - that, which ;)
- Some evidence of knowledge of both registers (formal and informal) emerges.
- The speaker can take various follow-up questions but only when asked in slow speech.

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Intermediate 2

- The speaker is able to give simple oral descriptions, to provide brief explanations for opinions, and to develop arguments on a various topics within his/her field of interest.
- Speech is sometimes hesitant with some unnatural rephrasing and searching for words.
- Range of both morphological and syntactic structures is still limited. The learner has a good grasp of basic structures; however, errors are still evident in complex constructions (see Appendix).

Learner Sample:

امروز صبح من اخبار را در کمپیوتر خواندم. در خبر نوشته شده بود که خلوتی شوره یک زن گوش می‌شد. ولی آن زن را به شوره می‌خواهم. من احساس ایجاد شده بود. اما عسکری‌ها امریکایی او را با خاطر توا تهیه کرده بودند.

به نظر من در افغانستان، مردم با خاطر بی سوادی و فهمیدن کم می‌رسد. اگر این افسانه کمی قدرت داشته باشد، سواد و فهمیدن با آگاهی کمی افزایش یافته و احساس از خوشبختی و حالت به بدختنی نجات دهند.

همندان من سیار خوشحال شدم که دولت امریکا آن زن را اینجا آورد که او را تداوی کند.

- Range of vocabulary may extend beyond the high frequency words but is still limited. However, the number of such vocabularies are still limited.
- The speaker shows noticeable improvement in areas of pronunciation, intonation and pitch. However, mispronunciations still occur in extended utterances.
- The speaker is able to link short utterances together using appropriate cohesive devices. However, the number of such devices is still limited.
- Evidence of knowledge of both registers depending on context emerges.
- The speaker can take various follow-up questions with fewer requests for repetition.
- The speaker confuses usage of past perfective and imperfective tenses.

Advanced: this level is characterized by the speaker’s ability to
- give a clear and detailed presentation on a wide range of topics
- take a series of follow-up questions with fluency

Advanced 1

- The speaker is able to give clear and detailed descriptions, and to make systematically developed arguments with main points and relevant supporting details.

Learner Sample:

نام رحمی است، نوری تخلص می‌کنیم. من متلود سال ۱۳۵۹ می‌باشم و به دو شهر زیبایی کابل بنیا آمد و تقریباً ۱۸ سال همراه فامیلی در شهر کابل زندگی می‌کردم، بعداً بر اثر جنگ‌های داخلی به کشور پاکستان رفتم (مهاجر شدم).

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• Speech is effortless and smooth but still at non-native speed.
• Range of both morphological and syntactic structure is larger but not complete. Linguistic structure is generally controlled but indicates some weakness. (See Appendix).
• Range of vocabulary is large but still limited in low-frequency words, and the speaker often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
• Evidence of knowledge of both registers in a variety of contexts emerges but not with complete control of them, and the speaker may miss some cultural and local references.
• The speaker can pronounce most individual sounds correctly but not with complete control of stress, intonation, and pitch.
• The speaker can produce cohesive utterances, but overall speech is not entirely coherent.
• The following cohesive devices may emerge: همانطور چه یاد آور شدم — as I mentioned; چون ﺑﻌﺎض ﮔﻨھ ﮐﮫ — as far you know …
• The speakers can take a series of questions asked in a normal speed.

Advanced 2

• The speaker is able to give clear, elaborate descriptions and well-structured presentations of complex subjects.
• Near native-like fluency is characterized by an effortless and smooth pace.

Learner Sample:

کمبوژ معلمین شدیداً محسوس می‌باشند. و همچنان برای تجرب عمیق به ابراز‌های تمرکز می‌باشد تا از طرف معلمین مسکنی و مجرد در عمل برای مقلدن تجارب نشان داده شود.

شارگدن ایانشهر قلات از مسئولین وزارت معارف می‌خواهد که مشکل کمبوژ معلمین شان توجه جدی نمایند، چون در حالی حاضر سطح تعليمی معارف ولايت زابل نهایت پایین می‌باشد.

• Range of both morphological and syntactic structure is extensive. Linguistic structure is well controlled (see Appendix).
• Range of vocabulary is broad, including some low-frequency words and the speaker can distinguish nuances of close synonyms, and collocation knowledge is mostly correct.
• There are no noticeable mispronunciations, and pitch and intonation do not contain non-native features.
• Knowledge of both formal and informal registers is almost complete. The speaker shows deep understanding of cultural and local references.
• The speaker links utterances together using appropriate cohesive devices, and the number of such devices is large. Overall speech is coherent.
• The speaker can respond to a series of questions at various speeds with fluency and spontaneity.