

SPELLING INVENTORY FARSI-DARI

AN ASSESSMENT INSTRUMENT TO MEASURE LITERAL COMPETENCES IN L1 FARSI-DARI

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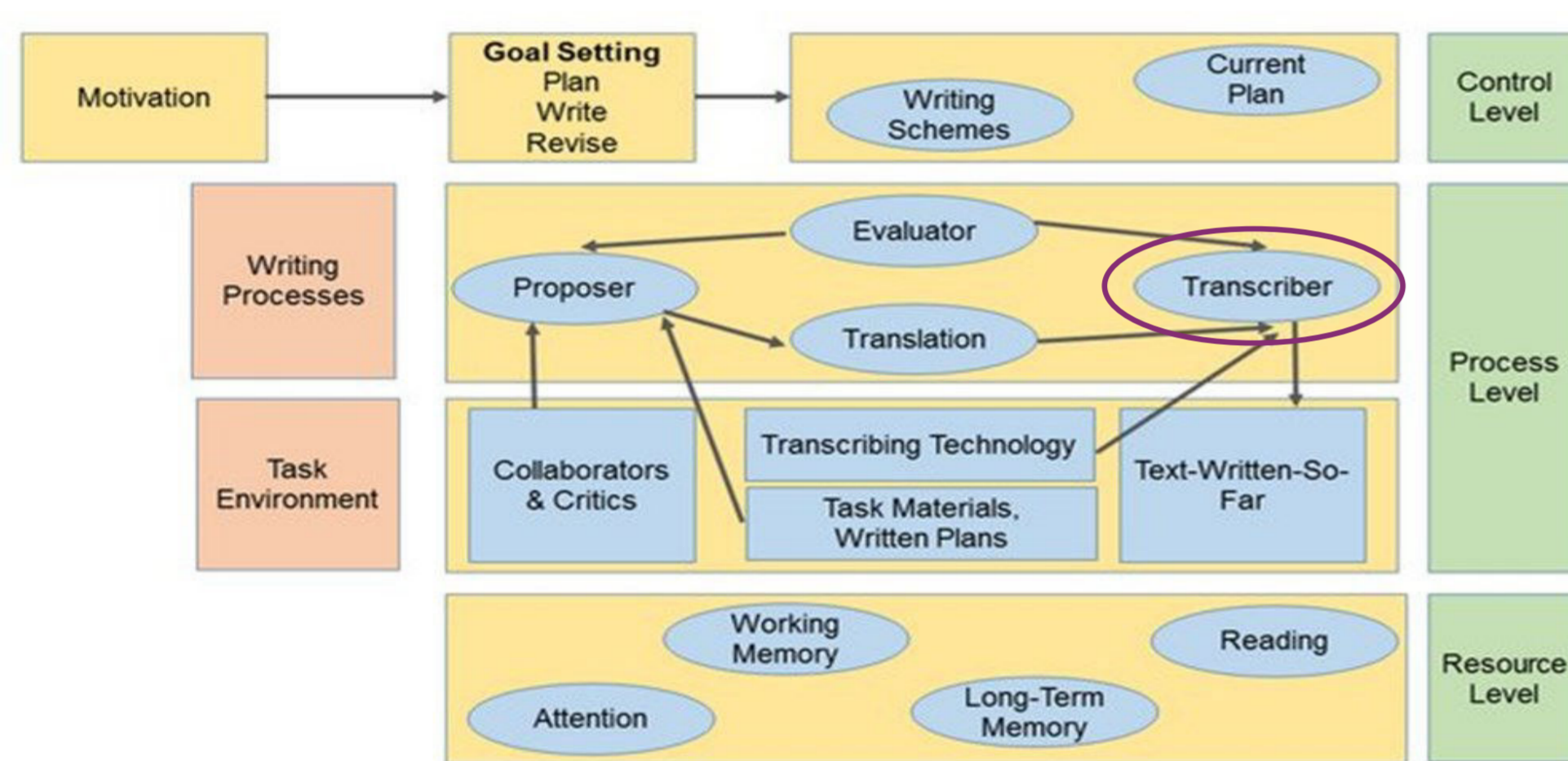
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INTRODUCTION

Acquiring a foreign writing system hold many challenges for learners in the context of second language acquisition (SLA). This is particularly relevant for learners in literacy courses for German as a second language (GSL) who do not know their own writing system or know it only insufficiently. In order to enable learner group-specific support in GSL-courses, target group-specific diagnostics are necessary to facilitate learners' acquisition of writing in GSL. However, this requires a diagnostic tool that measures learners' writing skills in L1 in small steps. The Spelling Inventory Farsi-Dari is such an instrument for Farsi-Dari speaking second language learners in literacy courses.

It measures knowledge about (partial) regularities of the Farsi-Dari writing system, rules for transparent correspondence rules, about morphemes and single phenomena such as the silent و(wau) using a word-level dictation task.

THEORETICAL BACKGROUND



Hayes (2012) and Bredmore et al. (2019) model of writing.

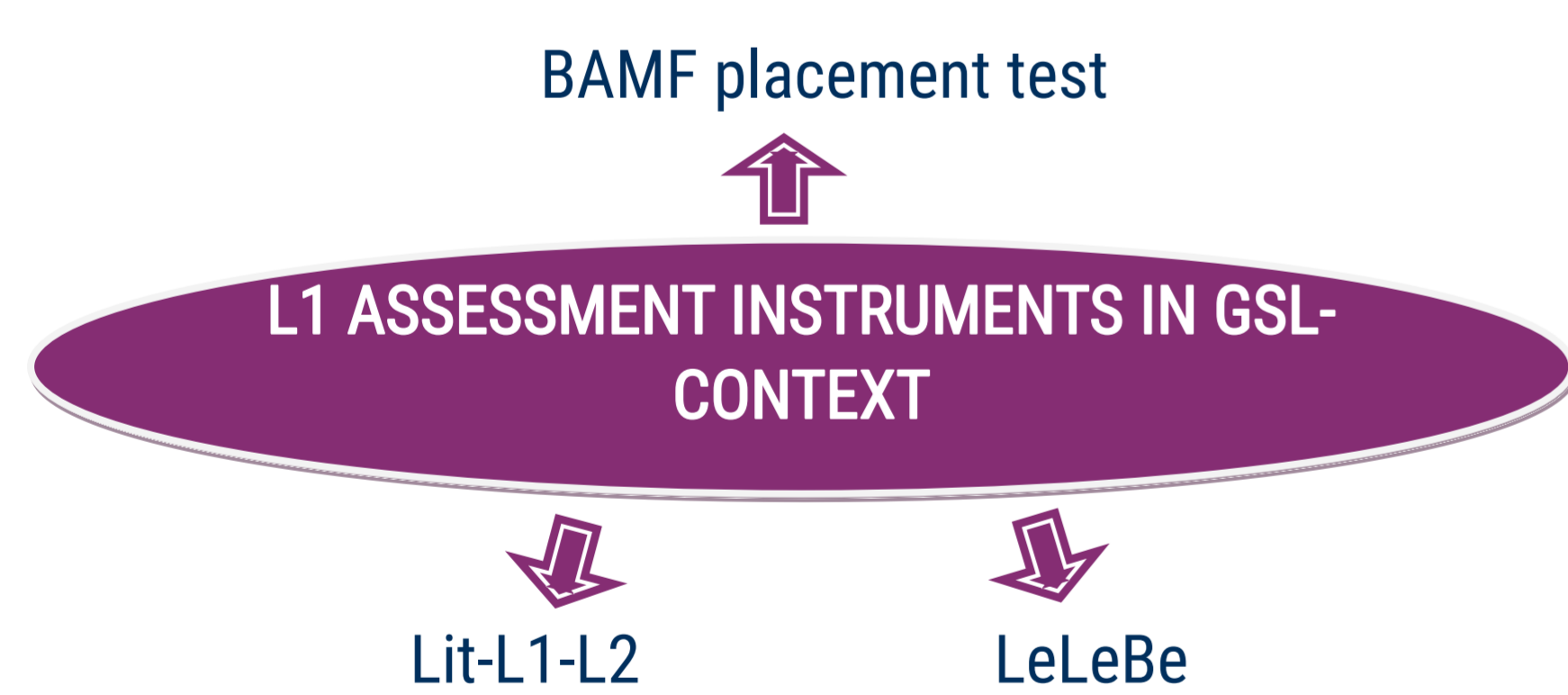
Transcriber according to Hayes (2012):

Graphomotor skills

- learning the letters,
- GPC and
- control and automation of writing movements

Higher-level processes of writing– Text generation skills

- semantic knowledge,
- word retrieval,
- grammatical knowledge, etc.



SPELLING INVENTORY FARSI-DARI

WHICH KNOWLEDGE DO FARSI-DARI-SPEAKING GSL-LEARNERS HAVE ABOUT THEIR L1 WRITING SYSTEM AND HOW CAN THIS KNOWLEDGE BE OF USE IN A MULTILITERACY CLASSROOM?

The Spelling Inventory Farsi-Dari is a stage-based diagnostic instrument, which incorporates the main features of the Farsi-Dari writing system. It was developed on the basis of the English-language version (Bear et al. 2020), which provides an objective and resource-oriented assessment of GSL learners' knowledge of the Farsi-Dari writing system. The focus is on:

- knowledge of (partial) regularities of the Farsi-Dari writing system,
- knowledge of transparent correspondence rules,
- knowledge of syllables, morphemes and individual phenomena such as the realisation of long vowels and phonological reduction,
- orthographic correct writing (e.g. with loan words such as 'حکیم', 'hakim') vs. 'هکیم', 'hakim')

The features follow the progression of a natural acquisition process (different shades of blue). First, simple correspondence rules between letters and sounds are acquired, followed by more abstract relations between letter sequences and their pronunciation up to more sophisticated meaning-motivated relations between units of the written and spoken language (Do Manh et al. 2021). The items were selected from the cross-variety everyday vocabulary, although these are only prototypical examples of the respective written language features. In this way, the individual levels of knowledge, related to written language L1 conventions, become visible. The 30 target words were presented auditorily three times - twice in isolation, once in sentence context - and then written down by 34 subjects (m= 8, f=26).

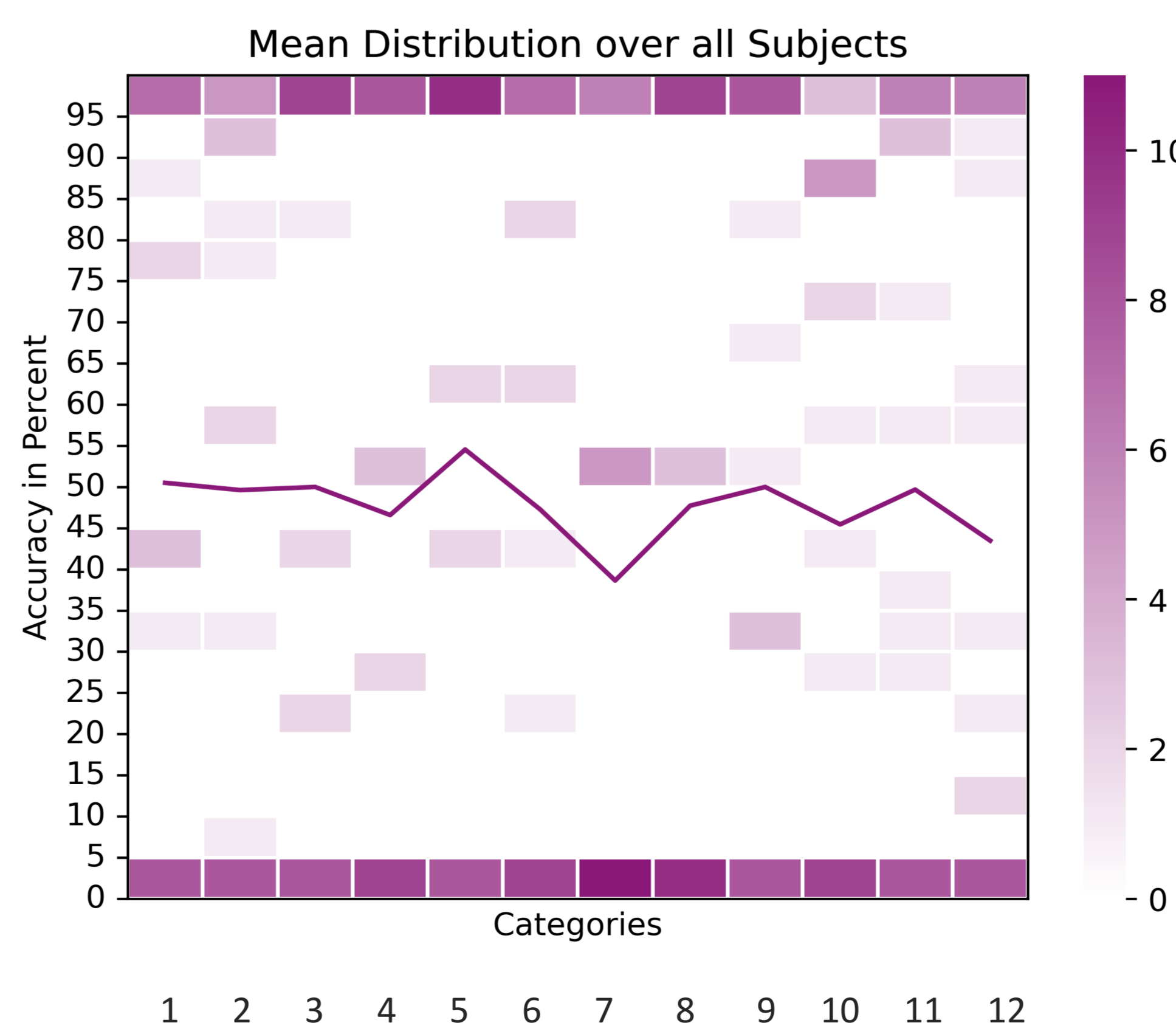
The results can be used to draw methodical and didactical conclusions under consideration of the contrastive SLA approach.

	Translation	Transliteration	target item	emergent				letter name- alphabetic			within word patterns			Affixes			Feature Points	correctly written words		
				basic graphical representation characters	connected characters	isolated characters (initial or medial or position)	Ligature	late	early	middle	late	early	middle	late	early/middle	middle			late	
1	Face/surface	Roi	روی															1	1	
2	Tulip	Laala	لاله															2	2	
3	Water	Aab	آب															2	2	
4	goodness	Niki	نیکی															2	2	
5	Sleep	khaab	خواب															1	1	
6	to read	khaand an	خواندن															1	1	
7	small garden	Baaghch a	باغچه															3	3	
8	Appel	Seb	سیب															3	3	
...																				
23	Talent	Zakaaw at	ذکات															3	3	
24	Hagel	Zhaala	زله															1	1	
25	Birds	gaan	پرندگان															1	1	
26	Teacher	Moalem	معلم															2	2	
27	Inhabitant	Sharwa ndan	شهروندان															3	3	
28	Bell	Rang	زنگ															2	2	
29	Sage	Hakim	حکیم															1	1	
30	Growth	Roshd	رشد															1	1	
				Total					/9	/12	/5	/4	/5	/5	/2		/2	/6	/7	57 / 30

RESULTS & EVALUATION

The Spelling Inventory Farsi-Dari can map the large heterogeneity regarding L1 writing knowledge in GSL literacy courses, as illiterates are more easily recognized, which makes the involvement of third parties and the implementation of complex interviews obsolete. On the other hand, the results suggest that also very extensive knowledge about the L1 writing system can be identified (e.g., in the case of second language learners), which allows for a knowledge transfer of L1 writing phenomena into L2 German (see purple marker) and thus a more specific support in L2 writing acquisition can take place.

- basic graphical representation characters
- connected characters
- isolated characters
- ligature
- long vowels
- final obstruent devoicing
- phonological reduction
- inflectional affixes
- nominalization suffix
- emphatic/homophonic graphemes
- feature points
- correctly written words



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