TEACHING NON-ROMANIZED LANGUAGES THROUGH A ROMANIZED SCRIPT

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Abstract: In a world where non-Romanized foreign languages like Arabic, Chinese and Russian have started gaining popularity for economic and professional reasons, the necessity to look at effective teaching methods and approaches rises. Educators are acknowledging the new non-traditional means of facilitating and speeding language learning to accommodate the needs of the learners who live in a fast-paced marketplace and seek fast results. With pinyin, the Chinese Romanized script, as a point of reference due to its tried and tested effectiveness in the Chinese as a foreign language classroom, it is argued that the same concept applies to other non-Latinized languages. Data from foreign language classes in Lebanon and relevant research will be collected to prove the expediting feature of the Romanized script in the foreign language learning. Its use has already started to seep into the non-Romanized foreign language classroom. The importance of such a study lies in its contribution to the field of foreign language teaching. Through the somewhat untraditional and informal nonstandard Latinized scripts that are specific to each language, learners can learn to speak and communicate earlier and faster with the acquisition of vocabulary and pronunciation that are enhanced through reading, which in turn is made possible before the complete acquisition of the foreign language.

Keywords: Teaching, foreign language, Romanized script, non-Romanized language
Word Count: 5651

Introduction

Language enthusiasts who are always seeking to pick up a new language and explore its culture, heritage individuals who want to reconnect with their original linguistic roots, career-driven employees who wish to add a critical need language to their qualifications, and students looking to use their humanities credits on foreign language electives are but some of the population samples interested in quick and easy ways to speak a foreign language (FL). The teaching of foreign languages has always drawn the attention of educators, linguists and researchers from all fields who are intrigued by languages, whether native or foreign. And in this highly technological age we live in, the helpful tools available for learning and teaching a language are numerous. Computer-Assisted Language Learning (CALL), a discipline on its own, is playing a major role in almost all native and FL learning programs across the world. Nowadays, it has become so integrated in education that no class is complete without it.

With the rising use of smartphones, tablets and other internet-accessible gadgets, both FL teachers and learners are adapting or perhaps improving their methods to make use of the online resources available to them. However, technological devices can act as double-edged weapons. Though they may increase learners' interest and supply them with FL material and interface as well as provide teachers with enough resources for their classrooms and teaching aids, they could also be misleading, misinformative, or distracting (Golonka, Bowles et al. 2014). Despite this dichotomy, their effectiveness cannot be denied. Users should therefore be cautious, thorough, and intelligent in separating the helpful from the harmful. Among the helpful CALL (computer-assisted language learning) material are audiovisual tools that allow users to listen to and interact with the target language. However, the main problem with CALL is that it mostly focuses on English (Golonka, Bowles et al. 2014). While material on learning Arabic, Russian and Chinese is readily available, it is not as extensive or as systematic as the English CALL. When it comes to FL teaching, technology has proven effective, especially in the many language practice applications on smartphones, tablets, laptops or desktops with an active internet connection, automatic speech recognition (ASR) and pronunciation programs, grammar checkers, electronic dictionaries, chat forums, blogs, social networks, and many other operational tools.

Now that the learning of foreign languages has incorporated technology-based instruments and aids, even the textbooks have been modernized to fit the updated teaching trends and methods. Assignments and activities involve internet research, blogging, chatting on forums, etc. Most, if not all, learners these days are prolific internet users with more than one account on social media, so including the internet in the study of a language connects their learning to daily-occurring virtual and real dynamics they can easily relate to. This makes learning more accessible.

In *Arabic For Dummies*, the author Amine Bouchentouf introduces the Arabic alphabet in the first chapter with a proper transliteration of the sound.

Languages that share their alphabet with English, or rather other Roman languages, are easier to learn for those who are familiar with or speak a Roman language. The closer a foreign language is to the native language or a second language that a learner is familiar with, the quicker he can learn it because he can associate more with it. The similarities allow for him to grasp it more easily. Studies have shown that rote memorization is frustrating and sometimes debilitating to the learner. There is a common myth that those learning a foreign language must never rely on their native language, but that is easier said than done. People do it unconsciously anyway. It is instinctive and automatic to compare between the two languages. (Roberts, Kreuz 2015) Many languages share many similarities, sometimes words that sound the same which have the same meaning. For instance, ***camisa*** in Spanish and ***chemise*** in French sound very similar and have the same meaning, ***shirt***. Though similar-sounding words may not always have the same meaning, this does not override the fact that many cognates between roman-based languages are accurately comparable. Heeding these similarities and even noticeable differences could give the learner an advantage, especially in transferring similar patterns from one language to another (Roberts, Kreuz 2015).

Yet what of languages that have different roots? If I am an American and want to learn Arabic or Chinese, it is assumed that it is more challenging but not impossible. Some may even master a language with a completely dissimilar alphabet or script from their native language. But it requires more time, effort, motivation, and immersion. Learning Arabic is not without its problems. There are outdated textbooks that have just started to adapt to technological demands, the dilemmatic choice between the colloquial and the Modern Standard Arabic (MSA) and the learners' confusion about diglossia, the austere curricula in language programs that could be boring or demotivating to students, and strict adherence to governmental language policies. (Wahba, Taha et al. 2014) Despite all these obstacles, the focus of this paper is on the linguistic difficulties that learners struggle with in their learning process, especially when learning a language with a completely unfamiliar alphabet or script.

The difficulty of learning a language depends on the amount of time it takes to master it or become proficient in it. They range from low level difficulty languages like Spanish, Italian, Swedish, Dutch and Portuguese, midlevel difficulty languages like German, Swahili, and Indonesian, high level difficulty languages like Urdu, Russian, and Burmese, and extra difficult languages like Arabic, Japanese, Korean and Chinese (Roberts, Kreuz 2015). The time of learning to reach proficiency varies between 24 weeks with the first group of languages and 88 weeks, or an equivalent of two years, with the last and most difficult group. (Roberts, Kreuz 2015)

A testimony of how difficult it is to teach Arabic to non-Arabs is given by a Pakistani engineer who tried to teach the Koran to his fellow inmates after he was captured in 1972 when in war with Bangladesh. During his two-year imprisonment, Syed Khairulbashar took it upon himself to teach the other prisoners Arabic, but it proved difficult for the learners to read without understanding the language, a trend that is shared by millions of Muslims around the world. That is where the idea of inventing a new Arabic alphabet to simplify learning Arabic to non-Arabs was born. He called this novel script the Easy Recite Arabic (ERA). However, that personal quest became his life's work, and he admitted that after more than 30 years of working on it, it is still not done. The difficulty lay in color coding the different pronunciations of the Arabic letters, sounds, and expressions of Koranic verses.

With the road ahead seeming so lengthy and tedious, AFL (Arabic as a Foreign Language) or any other non-Roman language learner wonders if he/she could in some way make it shorter and less bumpy. Using a Romanized script as a classroom resource to represent a non-Roman language has been shown to help cut down learning time, especially in the early stages when acquiring an unfamiliar alphabet takes weeks and sometimes months to grasp. This resource helps learners skip this early stage and delve directly into vocabulary acquisition and reading.

Methods

By looking at the literature on pinyin, the Romanized Chinese script that has become the standardized writing format since the eighties for the teaching of Chinese to both natives and foreigners, we shall establish that a more familiar script to the learner, especially to speakers of English as a first or second language, hastens the learning of a language with an unfamiliar script. A comparison between traditional classes that begin the lessons with the alphabet or script and trendier classes that use a Romanized chat variety to facilitate pronunciation and reading is done after data from both classes are presented. The methodology is qualitative, as it focuses on content analysis, observation, and interviews.

Content analysis

This method is commonly used in qualitative data analysis. It is an objective descriptive instrument of concepts, patterns, and categories that emerge from the research. Selection and collection of the most appropriate data must be based on careful thought and on the degree of credibility of the source of the data and the data itself. (Elo, Kääriäinen et al. 2014) In this study content analysis shall be applied to written text, observation notes, and interviews. The data is semi-structured and mostly open-ended for the interview questions. Texts from Chinese as a Foreign Language (CFL) classrooms as well as texts from Arabic as a Foreign Language (AFL) classrooms and Russian as a Foreign Language (RFL) classrooms were randomly selected to observe the main trends in teaching a foreign language and compose a general view of the main focus, material, and methods. Several institutions in Lebanon that offered courses in AFL, CFL, and RFL readily shared their textbooks and handouts with the researcher for study. The researcher selected the first lesson as a sample from each of the classes observed. They are included in the Appendix section in the mentioned order: AFL=Appendix A, CFL=Appendix B, and RFL=Appendix C.

Observation

AFL, CFL, and RFL classes were observed in order to understand the teacher-student rapport, to evaluate the teaching methods that interested or bored the students, and to compare the different types of classes given in a country like Lebanon. The observations complemented the concrete material. They are significant to any qualitative research because they add depth. Observers tend to remember important details during or after an observation, make noteworthy claims and incorporate data learned from a multitude of sources (Taylor, Bogdan et al. 2015). Observation as a research and feedback tool should not be disregarded. It is a basic component in qualitative research and in language teaching classrooms in particular. Finding the most suitable teaching method in a certain context or setting and noticing problems that arise in the classroom and impede learning can only be done through systematic observation, which allows the observer to keep a visual, audio, audiovisual or written record of classroom proceedings, a record he/she can review and study at any time (Allwright 2014)

Questionnaire

Interviews are the last instrument in the data collection methods. They are part of the content analysis strategy. The interviews were carried out in person (pre-interviews) and online through a questionnaire on www.surveymonkey.com (https://www.surveymonkey.com/r/JPKNYWX). Online questionnaires have several advantages including their low cost since the researcher is saving money on printing, time because s/he does not have to travel distances and ask people face-to-face and the fact that most online questionnaires are designed to be short and quickly filled, ease of navigation and use for both researcher and respondent, higher response rate than distributed printed questionnaires due to lack of spatial boundaries and the mentioned easiness. (Flick 2015) Qualitative interviews are usually semi-structured allowing for flexibility in adapting the follow-up questions according to the respondents' answers. (Brinkmann 2014) In order to answer the main research question on the effectiveness of the use of a Romanized script to teach a non-Roman language, the right questions must be asked in order to better understand the phenomenon under study. To do that, pre-interview questions helped the researcher polish and structure the main questions (Elo, Kääriäinen et al. 2014). The questionnaire addressed both learners and teachers in each of the three classroom languages. A sample of the questionnaire questions is included in Appendix D.

The pre-interviews gave way to final survey questions which were posted online on the surveymonkey website (see Appendix D). Both teachers and students answered them after they were posted at the beginning of January 2018. They were asked to fill the questionnaire by email and on whatsapp (chat application) through a link that opened directly on their laptops or phones. It was composed of seven questions that were divided into two parts: demographic information and points that revolved around teaching foreign languages and the effectiveness of the use of a familiar Romanized script on the promptness of teaching and retention. It took approximately one to two minutes to fill in, and it was designed in a clear and easy format so that respondents complete it with minimal hassle.

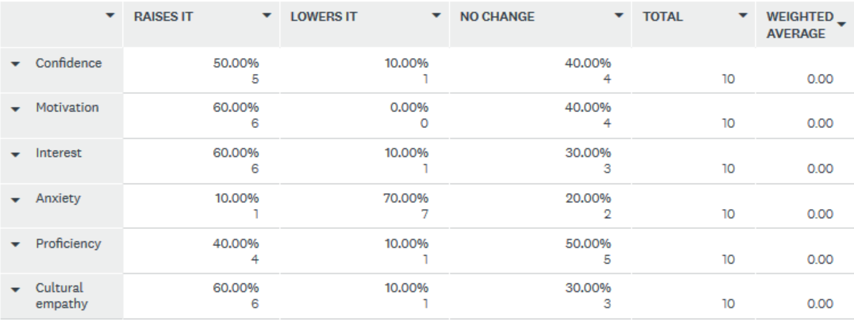
Results

The results from the data collected show a strong correlation between using a familiar script to teach a foreign language with a non-familiar alphabet and quicker retention. From the content analysis, it is obvious that only one class did not use a single letter of the target language alphabet, and that is the AFL class. The lesson was given in French, meaning the teacher explained the terms in French and wrote the handouts and prompts in French (See Appendix A) because the students all came from a French background. The Arabic was written in Arabizi, the Romanized Arabic script, and the students were asked to answer the questions or do the exercises by using Arabizi. For the CFL class, the textbook lessons are structured in the way presented in Appendix B. The utterances are typed in Chinese characters, pinyin, the Romanized Chinese script, and English equivalents and prompts. In more advanced lessons, pinyin is used less and less until only characters appear on the page. As for the RFL class, the tables organized by the observer were divided between English, Russian, and Pronunciation (see Appendix C). The three were offered simultaneously in the first lesson. The Cyrillic alphabet was used but it was not stressed; more emphasis was placed on the pronunciation rather than the alphabet.

It was evident from the observations that the teachers did not stress the alphabet as much as they did pronunciation and accurateness. They were more interested in teaching basic words and their meanings starting with greetings and polite responses to those greetings. Because of that, all three teachers used audio recordings of dialogues that included topics on everyday issues like going to the market, asking about the other person's health and family, or inquiring about directions. In the AFL class, the teacher wrote on the board in Arabizi to facilitate pronunciation for the students and also to make it easier for them to follow in the handouts, which were also typed in Arabizi. In the CFL class, the teacher used PowerPoint slides with each slide depicting a picture of the word to be learned in the lesson, its English equivalent, the Chinese character representing it, and the pinyin pronunciation.

The students had to repeat the word out loud in Chinese after the teacher, sometimes several times, until they uttered it in the right intonation. Most lessons were focused on pronunciation and the four main tones that make up the basis of Chinese sounds. After two or three lessons, the students were able to say simple words that are essential in all greetings, face-to-face conversations or online communication. The exercises in those lessons were filled by the students using pinyin, which they were taught in the first lesson.

The questionnaire yielded the following results: 70% were female respondents and 30% were male, 70% were between the ages of 33 and 42, 70% had completed graduate school, 70% spoke three languages, and more than half of the respondents admitted that a Romanized representation of the target language is effective in enhancing listening and speaking, vocabulary acquisition, pronunciation, and cultural knowledge. Moreover, 50% rated the effects of technology on language and culture learning as effective and 40% as highly effective. As for the effect of working with a Romanized script on students' confidence, motivation, interest, anxiety, proficiency, and cultural empathy, the results are presented in Table 1:



	RAISES IT	LOWERS IT	NO CHANGE	TOTAL	WEIGHTED AVERAGE
Confidence	50.00% 5	10.00% 1	40.00% 4	10	0.00
Motivation	60.00% 6	0.00% 0	40.00% 4	10	0.00
Interest	60.00% 6	10.00% 1	30.00% 3	10	0.00
Anxiety	10.00% 1	70.00% 7	20.00% 2	10	0.00
Proficiency	40.00% 4	10.00% 1	50.00% 5	10	0.00
Cultural empathy	60.00% 6	10.00% 1	30.00% 3	10	0.00

Table 1

Discussion

The findings from the content analysis and observations show that the three foreign language classes use a Romanized script to teach the language to new students, two of them alongside the target alphabet. What this indicates is that the method has been successful in the early learning classes, and that is why it is being used methodically. The observed AFL classroom, which used only French and Arabizi (See Appendix A) without introducing the Arabic alphabet, was efficient and accessible to the learners. The questionnaire confirms the positive respondents' attitudes towards learning a language with an unfamiliar alphabet using a more familiar Romanized one. This and other AFL classes have started to teach the dialect through Arabizi. Arabic teaching apps available on android and iphone stores also employ Arabizi. In the CFL class, pinyin was used next to the English translation and Chinese characters; pinyin was established as the standard script for the teaching of both foreigners and Chinese more than three decades ago.

Numerous studies to test its effectiveness on pronunciation, reading, and vocabulary have already been carried out (Chung 2002, Yongbing 2005, Tan, Xu et al. 2013, Bassetti 2007, Chung 2007, Dan Lin, Catherine McBride-Chang et al. 2010), and it is due to these studies and many others across the years that it was standardized in Chinese language textbooks. In the observed classroom, the textbook used shows the extensive use of pinyin (See Appendix B) and the PowerPoint slides and board notes included English and pinyin, as well as Chinese characters. This proves that the methods used to teach Chinese to foreign and Chinese learners in China has been adopted all over the world, and the confidence, motivation, interest, and cultural empathy of more than half the learners who answered the questionnaire and who admitted that the Romanized script boosted those components were in line with the literature review findings. A staggering 70% answered that the script lowered their anxiety and led to more efficient learning. This is not something to be taken lightly as classroom or learning anxiety can be a barrier to proper learning and lifelong retention (Zhao 2009, Elkhafaifi 2005, Abou El-Goukh 2014). As for RFL classes (see Appendix C), the researcher noted that the lessons which employed the Cyrillic alongside its Romanized representation and English translation led to faster learning of the sounds and words. Those beginners who had no previous knowledge of Russian were able to compare between the familiar Romanized script and the unfamiliar Cyrillic script, and with time learn the Cyrillic script naturally. (Hayes-Harb, Hacking 2015)

To better gauge the effectiveness of this 'speedy' method of teaching, a comparison with the traditional one that uses the target language alphabet has to be made. Gunna Funder Hansen (2010) conducted a study on Arabic word recognition for foreign learners. She cites many researchers of the Arabic language, especially reading and decoding Arabic script, but the most relevant to this study is Khaldieh (1996) who highlights Arabic phonology and script as the main hurdle for American learners. Out of the 36 students at four different proficiency levels participating in his study, the ones who struggled the most with differentiating between graphic and phonological distractors were the beginners. The more proficient or advanced learners made fewer mistakes, but compared to native speakers, he surmised that they acquired the Arabic alphabet (writing system) and sounds (phonological system) at a much slower pace. Hansen believes that text direction has no direct correlation to the difficulty of reading Arabic; “letter architecture” (p. 571), however, is of utmost importance. Arabic represents a complex script, and acquiring it requires time, effort, training, and practice.

Hansen (2010) conducts her own study on 71 AFL university students from American and European origins by administering three tests: Test A measures the reading effect of semantically unfamiliar graphemes and phonemes; Test B tests the role of vowels in reading comprehension and speed; and Test C assesses their knowledge of native speakers’ morphological structures that are used to decode pseudowords and vowel patterns from words with missing vowels. The cumulative results from these tests show that the Arabic alphabet stands in the way of fast and accurate word recognition for all level learners. Even the most advanced learners could not reach native-like reading speed and correctness. Beginning learners especially struggled with vowel formation and all the additional graphemes that native speakers and high-level learners were able to surpass. On the other hand, Roman-alphabet pseudowords with Arabic sounds were read much more quickly than Arabic-alphabet pseudowords by all the learners. This indicates that the graphemic, orthographic, and phonological systems of the Arabic script indeed impeded the AFL learner’s progress in the reading and decoding process and made them commit many errors.

Conclusion

The use of Romanized script to teach a language with an unfamiliar alphabet to the learner is not new. Pinyin was created by the Chinese people when the teaching of the language became popular between the 16th and 19th centuries. It was when missionaries or western scholars wrote textbooks, word glossaries, and other instructional material on teaching CFL (Xing 2006). The Chinese have devoted their teaching of the Chinese language through pinyin for decades. Attempts to use pinyin have been ongoing in earnest since 1956 and shortly after, it became an official standardized script in Chinese books for both natives and Chinese as a Foreign Language (CFL) learners (Bassetti 2007, Celebi 2006, T. Chen 2014, Chung 2003, Lee, Kalyuga 2011, Yongbing 2005, M. J. Chen, Chak-Kau Yuen 1991). It was and has been used as a tool to encourage students to learn and write Chinese words more expediently and to familiarize them with the Chinese sounds and accents before moving on to the more challenging task of writing the Chinese ideograms. Employed in a systematic manner as a learning resource by both teachers and students, pinyin can act as a shock-absorber for the CFL learner in traditional or modern Chinese language classrooms. In Lebanon, pinyin is used in the same way in the CFL classroom and was found to be effective in expediting their learning of basic sounds and words.

Similarly, the AFL and RFL classrooms, which have recently started to use a Romanized version of Arabic and Russian respectively, particularly due to the scripts’ expansion on CMC (Computer-Mediated Communication) platforms, have found this script to be effective in teaching a language with an alphabet that is unfamiliar to the learner. The observations, analysis of lessons, and questionnaire employed to collect and examine data confirm the findings in the literature review. Teachers of AFL, CFL, and RFL across the globe who still have not resorted to the ‘easier’ script can now introduce it in their classes, as it has been noted that it can boost learners’ motivation, interest and confidence and lower anxiety and feelings of unease and insecurity that are usually associated with speaking a foreign language incorrectly or imperfectly, especially in the early learning phases. It can also enhance listening and speaking, vocabulary acquisition, and pronunciation inside and outside the classroom and allow the learners to practice communicating online with native language users.

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Appendix

Appendix A
AFL COURSE

Séance 1

I. Apprenons comment saluer et répondre au salut en dialecte libanais.

A- Ecoutez le document 1 puis reliez chaque expression à sa réponse.

Mar7aba	•	Masa el nour
Saba7o	•	2ahla w sahla
Masa el 5ēr	•	Sabā7 el nour
Sabā7 el 5ēr	•	Hala

II. Apprenons le salut en contexte.

A. Ecoutez le document 2 puis écrivez les mots que vous connaissez.

………

……………………………………………………………………………………………………

B. Employez les mots écrits dans des phrases à l'oral.

C. Lisez la transcription du document :

Mounira: Sabā7 el 5ēr ya Karim.
Karim: Ahla w sahla. Sabā7 el nour ya Mounira.
Mounira: Kifak ya Karim?
Karim: ktīr mnī7 7amdella. Enté kīfik?
Mounira: ana kamen mnī7a.
Karim: kīf es-so77a?
Mounira: 7amdella, chou fi a5bār?
Karim: mafi chi jdid.
Mounira: chou a5bār ech-cheghel?
Karim: mnī7, kel chi tamēm.

D. Repérez les phrases interrogatives dans le document.

……
………

E. Par quels mots commencent les phrases interrogatives relevées ?

………

F. Que signifie chacun des interrogatifs relevés ?

………

N.B : L'interrogatif « chou » est invariable. Cependant « Kīf » varie selon la personne. il s'accorde en genre et en nombre avec la personne à qui on s'adresse.

III. Rappelons-nous les pronoms personnels d'agent (sujet) :

	Pronoms			
	Singulier		**Pluriel**	
Personne	**Masculin**	**Féminin**	**Masculin**	**Féminin**
1ère	Ana	Ana	Ne7na	Ne7na
2ème	Enta	Enté	Ento	Ento
3ème	Houwwé	Hiyyé	Henné	Henné

IV. Apprenons les pronoms suffixes :

A. Observons :

1. Lisez les phrases suivantes :
    - a. Enta esmak Samir ?
    - b. Henné men Fransa bas ref2ātoun men Lebnēn.
    - c. Ne7na men 3allim bel madrasé. Moudīrna esmo Jamil.
    - d. Mar7aba, kīfkoun ento?
    - e. Hiyyé esma Jana, ana esmé Nada.
    - f. Enté chou esmik? Houwwé esmo Karim.

2. D'après les phrases ci-dessus, complétez par le pronom suffixe qui manque. (essayez de ne pas les regarder)
    - a. Enta esm… Samir ?
    - b. Henné men Fransa bas ref2āt…. men Lebnēn.
    - c. Ne7na men 3allim bel madrasé. Moudīr…. esmo Jamil.
    - d. Mar7aba, kīf….. ento?
    - e. Hiyyé esm…… Jana, ana esm….. Nada.
    - f. Enté chou esm….? Houwwé esm…. Karim.

B. Récapitulons :

Pronom d’agent	Pronom suffixe
Ana	
Ne7na	
Enta	
Enté	
Ento	
Houwwé	
Hiyyé	
Henné	

C. Déduisons :

Ana	Kīf…..
Ne7na	Kīf…..
Enta	Kīf…..
Enté	Kīf…..
Ento	Kīf…..
Houwwé	Kīf…..
Hiyyé	Kīf…..
Henné	Kīf…..

V.Passons à la pratique :

A. Quelques mots et expressions utiles.

Fi	Chwey
Mafi	5alas
Chi	W
Machi	Bas
Kel chi	Kamen
Ktīr	Halla2
A5bār	Lyom
So77a	Nchalla
Chou	Nochkour alla
A5bār	Rawē2/rey2a

B. Question- réponse.

Questions	Réponses possibles
Kīfak, kīfik,…	• Mnī7, mnī7a, mnē7. • Ktīr mnī7,… • El 7amdella, nochkour alla,… • Kel chi tamēm. • Machi jdīd ? • Mēché el 7āl. • Ya3né
Kīf es-so77a ?	
Kīf el 7āl ?	
Chou a5bār+pronom suffixe ?	
Chou fi mafi	

C. Répondez aux questions suivantes :

a. Kīfkoun ?

b. Chou fi mafi ?

c. Chou a5bārak/ik ?

d. Kīf el 7āl ?

e. Kīf es-so77a ?

D. Créez une conversation entre deux dames, Samira et Leila.

………

……

VI. Un peu de tout :

« 2ahwit 2ahla w sahla ! »

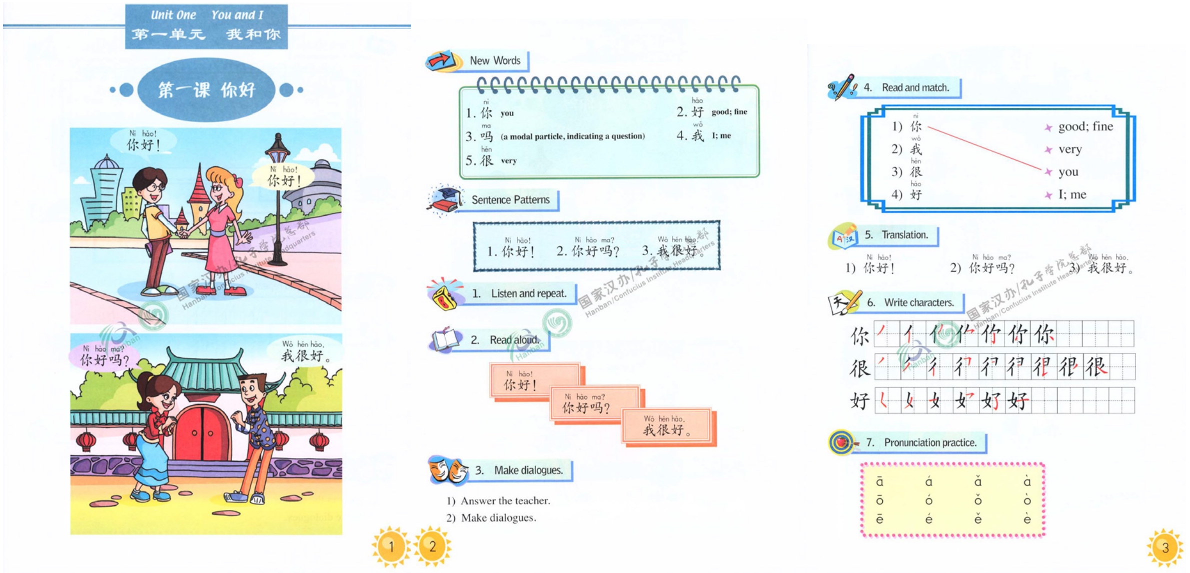
On utilise souvent l'expression « 2ahwit 2ahla w sahla » quand le café vient d'être préparé et que quelqu'un arrive sans l'avoir planifié. On l'invite alors au café en disant et voilà « 2ahwit 2ahla w sahla » !

VII. Prenons congé :

Tout comme le salut, la prise de congé en dialecte libanais se fait de différentes manières. Voici quelques mots, expressions, questions et réponses utiles afin de le faire.

Questions	Réponses
Baddak chi ?	La2, salēmtak/ la2, alla ma3ak.
Bel2ezen	Eznak ma3ak
Ya3tik el3āfieh	Alla y3afīk
Ma3 es-salēmé	Alla ysalmak
Bye	Bye
B5ātrak	Alla ma3ak/b5ātrak
5allina nchoufak	Akid, men3ādé
3īda/3idia/3īdouwa	Akid men3ādé/ men kel bedd
Sallim	Wosil

Appendix B
CFL COURSE



Unit One You and I
第一单元 我和你

第一课 你好

Nǐ hǎo!
你好！

Nǐ hǎo!
你好！

Nǐ hǎo ma?
你好吗？

Wǒ hěn hǎo.
我很好。

New Words

1. 你 (nǐ) you	2. 好 (hǎo) good; fine
3. 吗 (ma) (a modal particle, indicating a question)	4. 我 (wǒ) I; me
5. 很 (hěn) very	

Sentence Patterns

1. 你好！(Nǐ hǎo!) 2. 你好吗？(Nǐ hǎo ma?) 3. 我很好。(Wǒ hěn hǎo.)

1. Listen and repeat.

2. Read aloud.

Nǐ hǎo!
你好！

Nǐ hǎo ma?
你好吗？

Wǒ hěn hǎo.
我很好。

3. Make dialogues.

1) Answer the teacher.
2) Make dialogues.

1 2

4. Read and match.

1) 你 (nǐ)	good; fine
2) 我 (wǒ)	very
3) 很 (hěn)	you
4) 好 (hǎo)	I; me

5. Translation.

1) 你好！(Nǐ hǎo!) 2) 你好吗？(Nǐ hǎo ma?) 3) 我很好。(Wǒ hěn hǎo.)

6. Write characters.

你
很
好

7. Pronunciation practice.

ā	á	ǎ	à
ō	ó	ǒ	ò
ē	é	ě	è

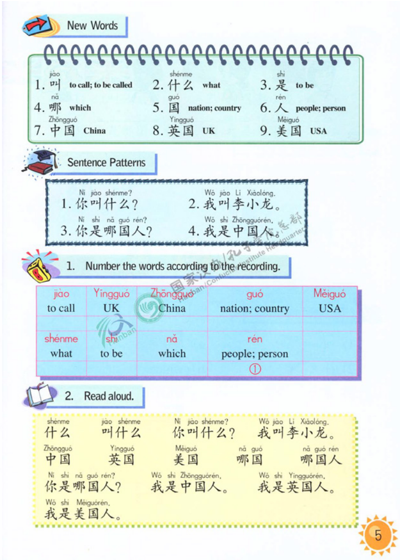
3

国家汉办/孔子学院总部 Hanban/Confucius Institute Headquarters

第二课 你叫什么

Nǐ jiào shénme?
你叫什么？
Wǒ jiào Lǐ Xiǎolóng.
我叫李小龙。
Nǐ shì nǎ guó rén?
你是哪国人？
Wǒ shì Zhōngguórén.
我是中国人。

4



New Words

1. 叫 jiào to call; to be called	2. 什么 shénme what	3. 是 shì to be
4. 哪 nǎ which	5. 国 guó nation; country	6. 人 rén people; person
7. 中国 Zhōngguó China	8. 英国 Yīngguó UK	9. 美国 Měiguó USA

Sentence Patterns

1. 你叫什么？ (Nǐ jiào shénme?) 2. 我叫李小龙。 (Wǒ jiào Lǐ Xiǎolóng.)
3. 你是哪国人？ (Nǐ shì nǎ guó rén?) 4. 我是中国人。 (Wǒ shì Zhōngguórén.)

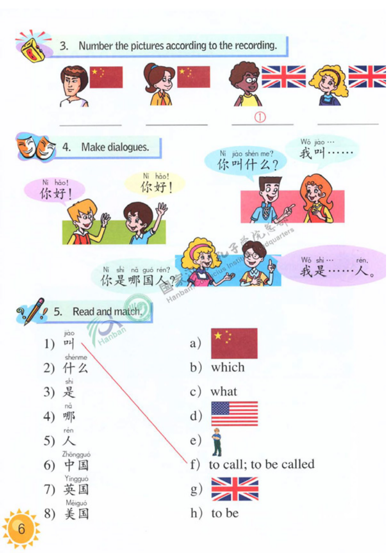
1. Number the words according to the recording.

jiào to call	Yīngguó UK	Zhōngguó China	guó nation; country	Měiguó USA
shénme what	shì to be	nǎ which	rén people; person	
			①	

2. Read aloud.

shénme 什么　jiào shénme 叫什么　Nǐ jiào shénme? 你叫什么？　Wǒ jiào Lǐ Xiǎolóng. 我叫李小龙。
Zhōngguó 中国　Yīngguó 英国　Měiguó 美国　nǎ guó 哪国　nǎ guó rén 哪国人
Nǐ shì nǎ guó rén? 你是哪国人？　Wǒ shì Zhōngguórén. 我是中国人。　Wǒ shì Yīngguórén. 我是英国人。
Wǒ shì Měiguórén. 我是美国人。

5



3. Number the pictures according to the recording.

①

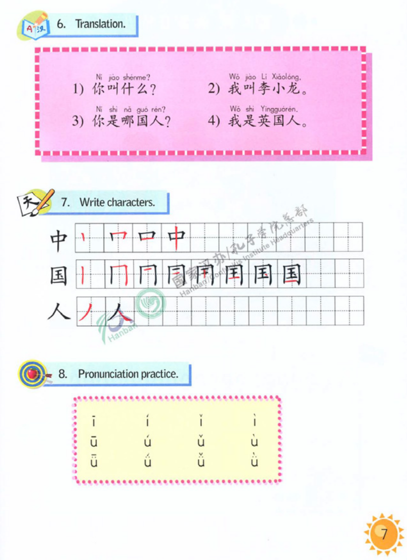
4. Make dialogues.

Nǐ hǎo! 你好！
Nǐ hǎo! 你好！
Nǐ jiào shén me? 你叫什么？
Wǒ jiào … 我叫……
Nǐ shì nǎ guó rén? 你是哪国人？
Wǒ shì … rén. 我是……人。

5. Read and match.

1) 叫 jiào	a) 🟥
2) 什么 shénme	b) which
3) 是 shì	c) what
4) 哪 nǎ	d)
5) 人 rén	e)
6) 中国 Zhōngguó	f) to call; to be called
7) 英国 Yīngguó	g)
8) 美国 Měiguó	h) to be

6



6. Translation.

1) 你叫什么？ (Nǐ jiào shénme?)　2) 我叫李小龙。 (Wǒ jiào Lǐ Xiǎolóng.)
3) 你是哪国人？ (Nǐ shì nǎ guó rén?)　4) 我是英国人。 (Wǒ shì Yīngguórén.)

7. Write characters.

中 丨 ㄇ 口 中
国 丨 冂 冂 冂 同 囯 国 国
人 丿 人

8. Pronunciation practice.

ī	í	ǐ	ì
ū	ú	ǔ	ù
ǖ	ǘ	ǚ	ǜ

7

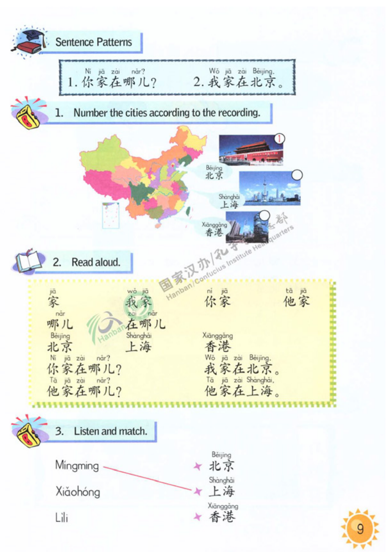
第三课 你家在哪儿

Nǐ jiā zài nǎr?
你家在哪儿？
Wǒ jiā zài Běijīng.
我家在北京。

New Words

1. 家 jiā home	2. 在 zài to be (in/at/on)
3. 哪儿 nǎr where	4. 北京 Běijīng Beijing
5. 上海 Shànghǎi Shanghai	6. 香港 Xiānggǎng Hong Kong
7. 他 tā he; him	

8



Sentence Patterns

1. 你家在哪儿？ (Nǐ jiā zài nǎr?)　2. 我家在北京。 (Wǒ jiā zài Běijīng.)

1. Number the cities according to the recording.

1
Běijīng 北京
Shànghǎi 上海
Xiānggǎng 香港

2. Read aloud.

jiā 家　wǒ jiā 我家　nǐ jiā 你家　tā jiā 他家
nǎr 哪儿　zài nǎr 在哪儿
Běijīng 北京　Shànghǎi 上海　Xiānggǎng 香港
Nǐ jiā zài nǎr? 你家在哪儿？　Wǒ jiā zài Běijīng. 我家在北京。
Tā jiā zài nǎr? 他家在哪儿？　Tā jiā zài Shànghǎi. 他家在上海。

3. Listen and match.

Míngming	Běijīng 北京
Xiǎohóng	Shànghǎi 上海
Lìli	Xiānggǎng 香港

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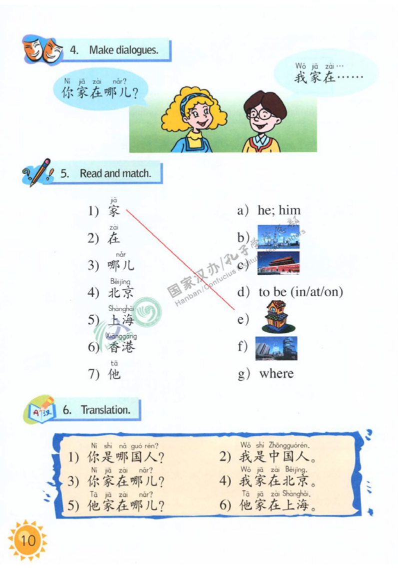


4. Make dialogues.

Nǐ jiā zài nǎr? 你家在哪儿？
Wǒ jiā zài … 我家在……

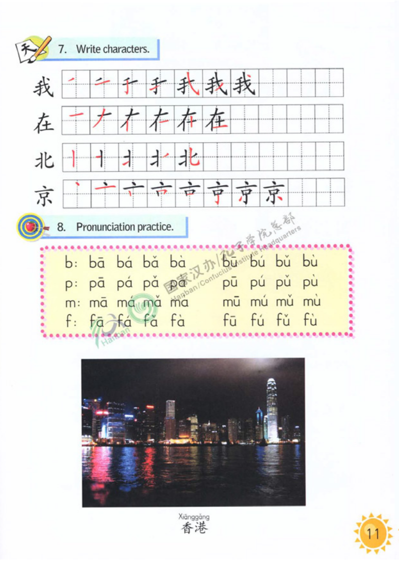
5. Read and match.

1) 家 jiā	a) he; him
2) 在 zài	b)
3) 哪儿 nǎr	c)
4) 北京 Běijīng	d) to be (in/at/on)
5) 上海 Shànghǎi	e)
6) 香港 Xiānggǎng	f)
7) 他 tā	g) where

6. Translation.

1) 你是哪国人？ (Nǐ shì nǎ guó rén?)　2) 我是中国人。 (Wǒ shì Zhōngguórén.)
3) 你家在哪儿？ (Nǐ jiā zài nǎr?)　4) 我家在北京。 (Wǒ jiā zài Běijīng.)
5) 他家在哪儿？ (Tā jiā zài nǎr?)　6) 他家在上海。 (Tā jiā zài Shànghǎi.)

10



7. Write characters.

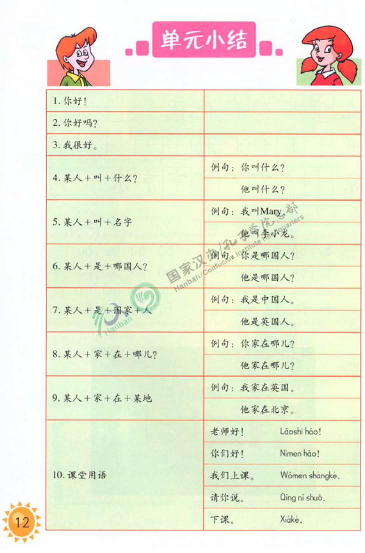
我 ノ 二 千 手 手 我 我
在 一 ナ 才 木 存 在
北 丨 十 扌 北 北
京 丶 亠 亡 亡 古 亨 亨 京

8. Pronunciation practice.

b: bā bá bǎ bà　bū bú bǔ bù
p: pā pá pǎ pà　pū pú pǔ pù
m: mā má mǎ mà　mū mú mǔ mù
f: fā fá fǎ fà　fū fú fǔ fù

Xiānggǎng
香港

11



单元小结

1. 你好！	
2. 你好吗？	
3. 我很好。	
4. 某人＋叫＋什么？	例句：你叫什么？ 他叫什么？
5. 某人＋叫＋名字	例句：我叫Mary。 他叫李小龙。
6. 某人＋是＋哪国人？	例句：你是哪国人？ 他是哪国人？
7. 某人＋是＋国家＋人	例句：我是中国人。 他是英国人。
8. 某人＋家＋在＋哪儿？	例句：你家在哪儿？ 他家在哪儿？
9. 某人＋家＋在＋某地	例句：我家在英国。 他家在北京。
10. 课堂用语	老师好！ Lǎoshī hǎo! 你们好！ Nǐmen hǎo! 我们上课。 Wǒmen shàngkè. 请你说。 Qǐng nǐ shuō. 下课。 Xiàkè.

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Appendix C
RFL COURSE

ПРИВЕТ!
КАК ДЕЛА?
Lesson 1

-Basic Russian for beginners-

LESSON 1: HELLO, HOW ARE YOU?

In this lesson you will learn:
- how to say hello to a friend.
- basic rules of the verb “to be” in the Present tense.
- basic rules about the gender of nouns.

1. USEFUL PHRASE IN RUSSIAN

Listen and repeat the following sentence:

http://www.russianforfree.com/resources/audio_course/sentences/L01 - privyet kak dyeLa.mp3

- HI, HOW ARE YOU? - ПРИВЕТ, КАК ДЕЛА?

(pri-vyet, kak dye-La?) La is pronounced like لا

Привет is an informal greeting equivalent of our “hi”. It is used when meeting friends.

Как дела? is the short form of “как твои дела?” (literally “how (are) your things?”). It’s an informal question used with friends.

2. RUSSIAN VOCABULARY

Read, listen and repeat the basic vocabulary of this lesson:

In every lesson you’ll find a short list with new words. You don’t need to memorize them now, because later in the lesson you are going to listen to dialogues which contain this new vocabulary. At the end of this course you’ll have learnt more than 200 Russian words, which is enough to have a basic conversation. Listen carefully to the pronunciation and repeat each word.

http://www.russianforfree.com/resources/audio_course/vocabulary/L01 - Vocabulary.mp3

ENGLISH	RUSSIAN	PRONUNCIATION
Hi	Привет	pri-vyet
Russian (masculine)	Русский	rus-kij
Russian (feminine)	Русская	rus-kaya
Yes	Да	Da
No	Нет	Nyet
I	Я	Ya
You	Ты	Ty

3. DIALOGUES IN RUSSIAN

These dialogues will help you memorize this lesson’s vocabulary:

As you can see, you’ll find plenty of dialogues in the course. If you want to learn Russian, you have to listen to Russian. It’s as simple as that. We have developed original dialogues, which are entertaining and easy to understand. Each lesson uses the vocabulary from the previous ones, so you’ll be learning little by little, lesson after lesson. We hope you enjoy this method.

DIALOGUE 1:

http://www.russianforfree.com/resources/audio_course/dialogues/L01 - Dialogue 01.mp3

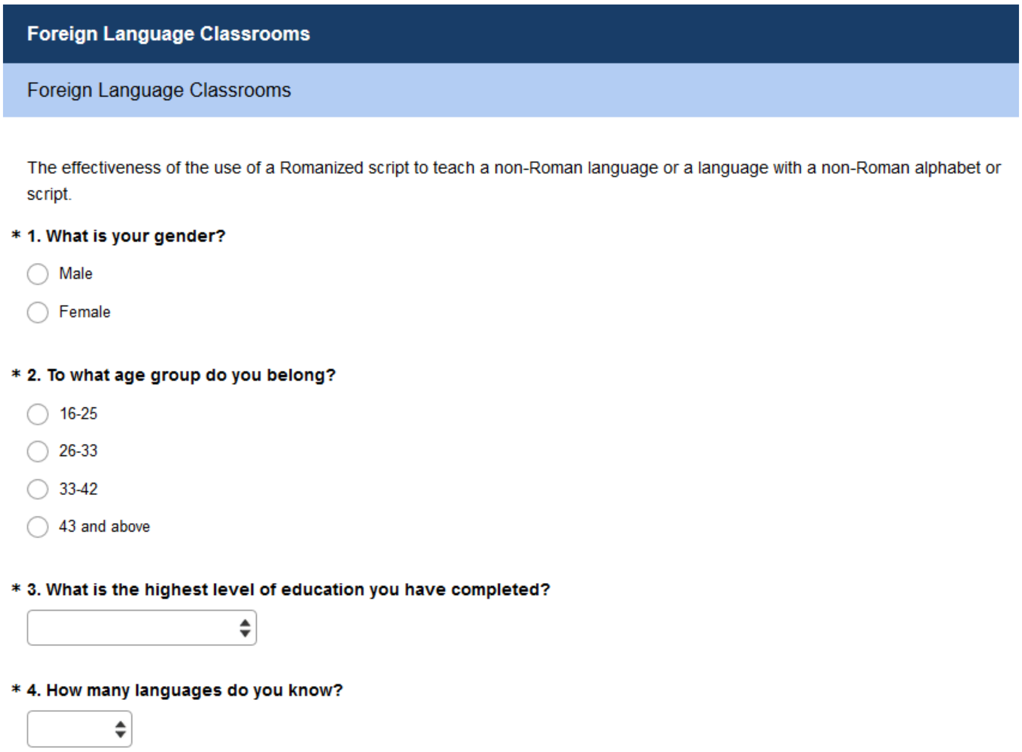
ENGLISH	RUSSIAN	PRONUNCIATION
Hi!	Привет!	pri-vyet
Hi! How are you?	Привет! Как дела?	pri-vyet. kak dye-La?

I (am) Elena, and you?	Я - Елена, а ты?	Ya ye-lye-na, a ty?
And I (am) Michael.	А я Майкл.	a ya maj-kl.
(Are) you Russian?	Ты русский?	ty rus-kij
No, and you?	Нет, а ты?	nyet a ty?
Yes, I (am) Russian.	Да, я русская.	da ya rus-ka-ya

DIALOGUE 2:
http://www.russianforfree.com/resources/audio_course/dialogues/L01 - Dialogue 02.mp3

ENGLISH	**RUSSIAN**	**PRONUNCIATION**
(Are) you Russian?	Ты русская?	Ty rus-ka-ya?
Yes, I (am) Russian.	Да, я русская.	Da, ya rus-ka-ya.
And you? (Are) you Russian?	А ты? Ты русский?	A ty? Ty rus-kij?
No, I (am) American.	Нет, я американец.	Nyet, ya a-mye-ri-ka-nyets.

Appendix D
QUESTIONNAIRE



Foreign Language Classrooms

Foreign Language Classrooms

The effectiveness of the use of a Romanized script to teach a non-Roman language or a language with a non-Roman alphabet or script.

*** 1. What is your gender?**

○ Male

○ Female

*** 2. To what age group do you belong?**

○ 16-25

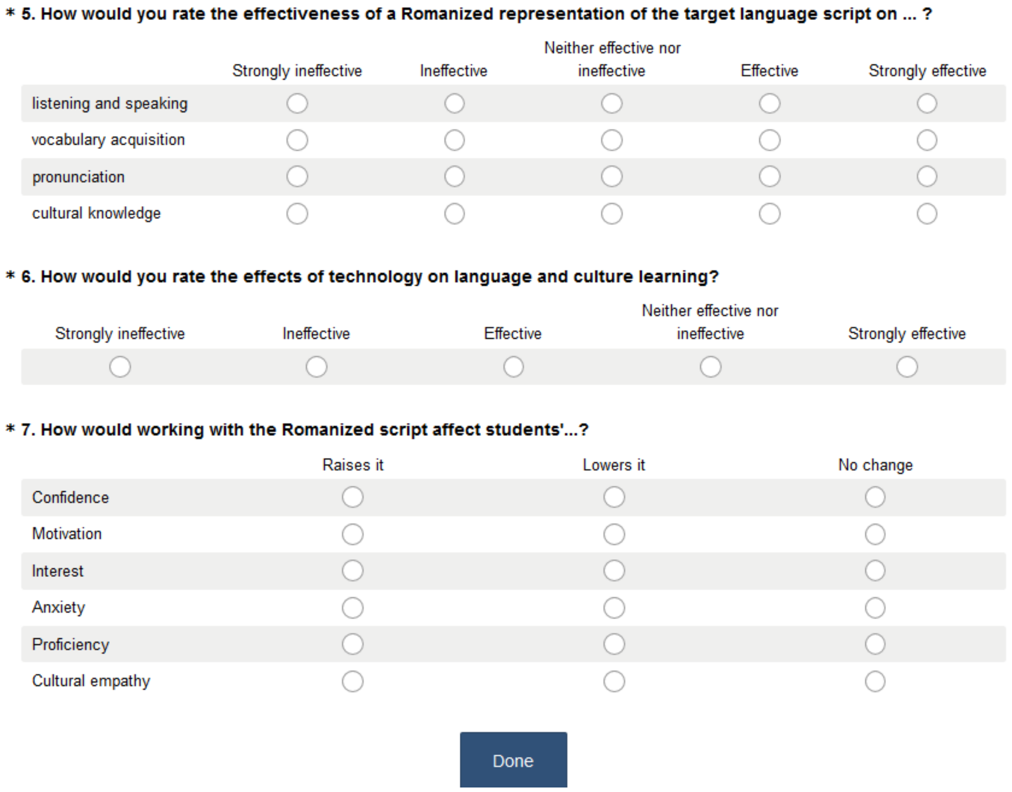
○ 26-33

○ 33-42

○ 43 and above

*** 3. What is the highest level of education you have completed?**

*** 4. How many languages do you know?**



*** 5. How would you rate the effectiveness of a Romanized representation of the target language script on ... ?**

	Strongly ineffective	Ineffective	Neither effective nor ineffective	Effective	Strongly effective
listening and speaking	○	○	○	○	○
vocabulary acquisition	○	○	○	○	○
pronunciation	○	○	○	○	○
cultural knowledge	○	○	○	○	○

*** 6. How would you rate the effects of technology on language and culture learning?**

Strongly ineffective	Ineffective	Effective	Neither effective nor ineffective	Strongly effective
○	○	○	○	○

*** 7. How would working with the Romanized script affect students'...?**

	Raises it	Lowers it	No change
Confidence	○	○	○
Motivation	○	○	○
Interest	○	○	○
Anxiety	○	○	○
Proficiency	○	○	○
Cultural empathy	○	○	○