

Introduction

We are committed to learning the language of the people among whom we are to minister. We need to be able to communicate on a day-to-day basis in order to live in our adopted country. We want to understand and participate as fully as possible in our second culture. Most importantly, we want to be able to communicate the good news in such a way that our listeners will be able to understand and respond. To accomplish this, the first ministry assignment of each CS worker is a formal program of language study.

William Carey wrote to his son...

“With regard to the...language, let this occupy your most precious time and your most anxious solicitude. Do not be content with acquiring the language superficially, but make it your own, root and branch. To become fluent in it, you must listen attentively, with prying curiosity, into the forms of speech, the construction and the accents of the natives.”

Language-Learning Environment

Current research in second-language acquisition (SLA) shows that the kind of spontaneous communicative ability we want is acquired largely at the subconscious level. Though we still don't fully understand how the brain processes and learns a new language, we know that it does it effectively when provided with the right kind of input. We have tried to design a language-study program and activities which provide a multifaceted, “stimulus-rich environment.” We also want your learning activities to be as community-based as possible.

Learning Styles

A variety of personality and learning styles affect language acquisition. These vary widely from individual to individual and from situation to situation. You will do well to recognize and take advantage of your own learning style. You also need to understand the role your personality plays in your learning style, either facilitating or hindering certain language-learning activities. Your coach has access to some tools to help you learn your personal learning style. Your language study will include a variety of language input, a variety of opportunities to use what you learn, and a variety of personal study activities. You will begin to recognize your own areas of strength. Adjust your activities to play to your strengths. Of course, there will still be some areas where you need to strengthen your weaknesses or do things you don't particularly enjoy.

Self-Directed Learning

Language learning is a lifetime undertaking that is most effective when it is self-directed. While we want to offer you as much help as we can in the beginning, one important goal of the language program is to see you become increasingly self-directed. In order to get you off to a good start, this program will provide much pre-prepared material in Stage 1. Stage 2 requires increased self-direction. Stage 3 will expect you to be able to plan and implement your own language study.

Language-Proficiency Goals

All language learners are required to reach a proficiency level of 2.5 in order to satisfactorily complete full-time language study. Language study continues part-time during the first term, and thereafter if necessary, until a 3.0 level (minimum professional proficiency) is attained. Language *Proficiency Levels* are explained in General Resources.

Textbook

You will work through **Teach Yourself Turkish** during Stages 1 and 2, and the **Advanced Grammar Notes** in the early sections of Stage 3. This grammar is a **secondary** thread in the language program. In Stage 1, the limited time you should spend is clearly outlined. In Stage 2, you should make sure that you never spend more than half of your lesson time working from your textbook, and you will usually spend less than that. You may find it helpful to only use the book in a couple of your lessons each week, rather than every day. This guideline is to help keep you involved in productive speech. You want to be communicating things out of your own mind, rather than getting overly bogged down in a book and working only with already-produced forms.

Overview and General Time Frame

Given average ability, and full-time study of 25-30 hours a week, the average person will finish the language program in two years. The program takes into account vacations and quarterly exits (so that you are not “falling behind” every time you take an exit). Every three months a review week is also built into the program. Illness and a formal class (should you decide to take one) will extend the period of language study. You will be in full-time study during Stages 1 - 3 (25 - 30 hours per week), and part-time study during Stage 4 (5-15 hours per week depending on the nature of your ministry assignment).

PROGRAM	STRUCTURE	ESTIMATED TIME	GOAL
Stage 1 (full-time)	12 one-week sections	3 months	Level 1.0
Stage 2 (full-time)	12 two-week sections	7 months	Level 2.0
Stage 3 (full-time)	12 one-month sections	14 months	Level 2.5
Stage 4 (part-time)	Individualized (monthly plan)	24 months	Level 3.0

Class-Track Option

There is no question that a language program tailored completely to your learning style, language aptitude and pacing will serve you better than a one-size-fits-all class. However, there are various reasons why some learners find it difficult to make good progress in a program that requires as much self-direction, discipline and motivation as this program does. Sometimes the issue is largely because of the habits and perceptions about learning that we've acquired over our many years of formal schooling; this can generally be overcome. But if you continue to find yourself struggling with the program itself, taking a class two or three days a week at TÖMER or ACTÖM may be the combination you need. You would get some structure, formal teaching and outside accountability, while still having individualized lessons with a helper the other two or three days each week.

You need to go through at least Stage 1 of the program; classes do not give enough opportunity to get the pronunciation practice you need in the beginning, and they also tend to “dump” too much grammar too quickly in the initial weeks. Also, you need the opportunity to get adjusted to the program and experiment with ways to make it work for you before suggesting such a major change. Some of the activities of the program can be accomplished in a class and/or its homework; many others, especially those geared to developing ministry vocabulary and skills in Stage 3, still need to be done in addition to class work. Talk with your coach if you feel you need to pursue this option. Be aware that moving into this track will probably extend the duration of your full-time language study beyond the “average” two-year time frame.

Graduation and Ministry-Team Assignment

Your language coach will recommend that you be given the final proficiency assessment when he/she thinks you are ready. The oral part of the final assessment will be evaluated independently by two members of the language committee. If you have not yet reached a proficiency level of 2.5, another assessment will be evaluated after at least three more months of full-time study.

You will not be assigned to a ministry team until you have completed the full-time language-study program and scored a proficiency rating of 2.5 on the final assessment. *For couples:* an assignment will not be made until *both of you* meet these criteria. Because assignment is dependent on both husband and wife graduating, every effort should be made to enable both of you to finish the program within a relatively similar period of time.

Part-Time Language Study (Stage 4)

You will continue under your coach in part-time language study until the end of your first (4-year) term. This will give you continued opportunity to improve your ability to communicate well. In some cases, this may allow progress well beyond the required 3.0. After you have reached a 2.5, your ministry assignment will only be part time for the first term. This will allow you to continue learning the language and be in ministry at the same time.

In conjunction with other pre-furlough evaluations, you will be given a language assessment to determine if you are at or above 3.0. If you are, your formal language study will be considered complete. If you are not, you will continue in part-time language study with a coach upon return from furlough. Evaluations will then be made at regular intervals (minimum of 6 months apart) to determine completion of formal study.

Responsibility and Accountability

Ultimately, **you** are the one responsible for learning Turkish. Unless you speak good Turkish, you will not be able to do the job you came here to do. Field leadership, your language coach, language helpers, the language program, and language policies are all resources to facilitate your learning. You should take the initiative if there are questions or if help is needed in any way. We will do all we can to assist and encourage you. However, the motivation and hard work required to learn Turkish must come from **you**, and that by God’s grace.

Progress Checks

You will be in regular contact with your language coach. This is done through written study reports, sample tapes, phone calls, and personal visits - perhaps to your lessons. You should set up a time to meet with your coach each time a report is due. That means that in Stage 1 you will meet weekly, in Stage 2 you will meet bi-weekly, and sometime in Stage 3 you will probably switch to monthly meetings. It is the responsibility of the learner to go to the coach for these meetings. During Stage 1, however, because you are still settling in, your coach will come to you.

Oral and written assessments will be administered by your coach about every three months. You can also assess your progress according to the Proficiency Levels described in General Resources.

Language-Coach Authority

You should respond appropriately to input from your language coach. Your language coach is there to support you by answering questions, giving training, helping provide resources, and keeping eyes and ears open as you go through your activities. There may be times when the coach sees a problem or needs to call a play. They have the responsibility and authority to do so. (If at any point you have a problem with your coach that you cannot resolve, speak to the head of the language committee about it.)

Time Management

Full-time language study requires 25-30 hours per week (the ideal goal being 30 hours) of formal study divided more-or-less evenly between:

1. Formal study with helper(s) (10 hours required)
2. Private study, evaluation and planning (8-10 hours)
3. Communicative interaction with native speakers (7-10 hours)

When a helper fails to show up, you are responsible for filling that time with effective language study; sometimes you may want to make up the lost lesson at another time that week. In addition, you need to cultivate a lifestyle that immerses you in Turkish language and culture far beyond the required hours. It is assumed that you will gradually spend more and more hours with Turks, although you cannot count more than ten of them towards formal study hours.

Other Ministry Opportunities

Learning Turkish is an important work assignment, preparing you for effective ministry. You should have no other work responsibilities, allowing you to be fully devoted to language and culture studies. For this reason, other job or ministry involvements will *not* be allowed in Stages 1 and 2. During Stage 3 of the Language Program, up to 10 hours per week of other ministry involvement will be permitted, subject to approval by the language coach.

Your study schedule must allow for at least one day off from language study every week. By this we mean one full, twenty-four-hour day, not two half-days. This does not mean a break from speaking Turkish, just from formal study.

Your study schedule also will include a full week off from language study every three months. This allows you to renew your tourist visa, if necessary. It also programs in a much-needed break as a part of the study program. This week-long break is not discretionary vacation time (although it can be tacked onto your vacation weeks) - it must be taken every three months and cannot be saved up. During language study, you are allowed an additional two weeks of personal vacation per year.

Financial note: If you use the week-long break to renew your visa, as most people do, your personal work fund will pay for your travel to and from another country and for up to one week's break outside the country. You can charge the trip to your work fund up to the amount it would cost you and your family to go to and from Cyprus. The excess cost of going to a country other than Cyprus is a personal expense. Or, if you combine an exit trip with sightseeing in Turkey, the sightseeing in Turkey would be a personal expense. Also, if you do not need to exit the country to renew your visa, you are free to use this week to travel or do whatever you want, but of course this will be a personal expense. Ask the field treasurer for more details.

Families (especially those with preschoolers)

On fields where people must attend a formal language school, it is a "given" that schooling/child-care arrangements need to be made. The necessity of such arrangements may seem less obvious since we do not have a school here in Turkey, but it is just as important that mothers are able to do full-time language study.

To make this possible, moms, we will help you find a maid and babysitter. The most likely scenario is that you will work in your salon (living room) with your language helper while the babysitter supervises the child(ren) in the other rooms of your home. It's natural to expect a period of adjustment - your children may or may not be used to being cared for by others, and you've almost certainly never had a maid! One person may fill both roles (maid and babysitter), or you might have a different person for each.

The advantages make the adjustments well worth it. Having a maid and babysitter gives you a built-in conversation partner. And the hours your children spend with the babysitter will give them great exposure to Turkish, too! While you may find it awkward having someone "underfoot", and your maid may not clean exactly the way you would, you will have several extra hours a week freed up for language study. Many women keep their maids long after language study to have extra hours available for ministry.

Sometimes, a husband and wife can juggle the childcare responsibilities between them, to lessen the number of hours of outside help needed. While this has definite drawbacks because you have fewer hours to work with to fit in your language study, it's something you can discuss with your language coach.

Couples with children: Throughout your program of study, carefully consider and regularly (re)evaluate your progress and the number of hours you are putting into language study. In order to assist one another in getting each other's hours in, you may need to modify/coordinate options regarding maids, babysitters; wives doing part of their study somewhere other than at home, husbands sharing household, kitchen and/or child-care responsibilities, etc.

Turkish Input

Turkish Speakers Who Can Help

There are three main groups of people who will help you learn language. Part of your study-time management is learning to maximize your time with each type of person.

- X *Language helpers* whom you hire for scheduled language-study time: These are primarily business relationships, but can move beyond that.
- X *Regular contacts* with whom you spend a fair amount of time practicing and communicating: These are primarily social relationships. You really only need two or three such people to have an effective language-learning situation. Relationships require time and effort to cultivate, so there is a limit how many you can maintain.
- X *Occasional contacts* with whom interaction is infrequent or very specific in nature: Such people will be part of your daily life as you shop, do business at government offices, etc. This is where you will learn and practice polite, formal interaction.

People mean relationships; this is especially true in Turkish culture. People are not merely tools for your language program. You need to spend the time necessary to establish each relationship at its appropriate level and to meet reciprocal social obligations that each relationship might incur. Get early feedback from others as to the appropriateness of relationships and obligations.

Language-Helper Job Description

1. New helpers are hired for a limited period of time on a trial basis.
2. A helper must be dependable, diligent and creative. He/she must be a high school graduate who speaks clear, standard Turkish.
3. Neighbors, friends or Turkish believers should not be hired as helpers because, if their work turns out to be unsatisfactory, it can be quite problematic to “unhire” them. Notices put up in local shops, bus stops or university campuses are good sources for hiring helpers.
4. The language helper must come to understand and work with our language-learning philosophy (very different from the rote-memory method they have in school!). Any attempts by the helper to overly control the learning agenda or impose other methods will quickly result in their losing the job.
5. We have found from past experience that it is better if your helper does not know English. If they do know some English, they should not use it with you. If a helper will not comply with this, a new helper will be found.

“Lesson Language”

You need to learn the words, phrases and sentences you will use repeatedly to get the kind of language input and feedback that you need. Learning this *Lesson Language* (in General Resources) in Turkish very early on helps you avoid resorting to English. You need short phrases and one-word cues that help you manage your lessons in Turkish. You also need phrases and vocabulary you can use when you are practicing Turkish in the community.

Language Helper Orientation and Turkish PILAT Techniques

Like the *Lesson Language*, these two sections in General Resources are designed to help you interact with your helper in Turkish right from the beginning. *Orientation* has an excerpt about language learning from Thomson’s *Kick-Starting* (in English and Turkish) for both you and your helper to read. It will give your helper a better understanding of how you want to

learn. The *PILAT Techniques* have been translated into Turkish to enable your helper to know exactly what you want to do to set up various learning activities.

Mother-Tongue Environments

It is becoming increasingly easy to live in Turkey knowing little or no Turkish, and without really living in Turkish culture. Cable TV, supermarkets, fast-food restaurants, international churches, a large number of expatriates, and plenty of Turks who speak English make it possible for people to live here for years without ever learning the language. Computers, e-mail, and desk work can unnecessarily consume your time, isolating you from Turkish people. These are all serious dangers for language learners. You need to make up your mind from the start to avoid such pitfalls.

There are three main places where you need to function in a language other than Turkish:

1. Most field-wide team activities are conducted in English; you can and should participate.
2. Church and prayer meetings are in English.
3. Your home will probably continue to function in your mother tongue.

Have a plan for immersing yourself in Turkish and limiting mother-tongue usage, such as:

- X Decide to limit your English-speaking times to specific occasions (such as prayer meetings, church, etc). Sunday afternoons and evenings, however, are good times to visit with Turks.
- X Be careful how much time you spend with other foreigners. It will both keep you in English and distance you from the Turkish community.
- X Avoid building relationships with Turks who want to learn or practice English.
- X Right from the beginning, use what Turkish you know. Don't ask, "Do you speak English?"
- X Use as much Turkish as you can with your co-workers. Don't be shy; we've all been where you are! (
- X Subscribing to cable TV during language study is likely to adversely affect your language progress.
- X Use Turkish TV as a source of listening practice and cultural insights. Focus on Turkish- produced programs rather than translated ones.
- X Encourage everyone in your family, adults and children, to use Turkish outside the home.

Perspectives on Learning

Pronunciation

In a national's mind, your language ability will be largely judged according to your pronunciation! Does this impress on you the need to work hard at this? We hope so. You need to spend a lot of time in the beginning, both hearing and saying things accurately, while your pronunciation "habits" are still forming. After a few months, as you gradually begin to understand more, most of your brain energy will go toward comprehension, letting the way you pronounce things become somewhat automatic. While it is still possible (and necessary) to work on pronunciation on an ongoing basis throughout language study, make sure you hit it hard in the early weeks and months.

Error Correction

Errors should be viewed as part of the process of learning. Language learners pass through a number of “interlanguages” which their minds “invent” as they process the language data. These interlanguages and the associated errors do not seem to negatively affect language learning any more than baby talk keeps children from learning their mother tongue. Relax and allow yourself to make many errors, especially when you are practicing in the community. Too much focus on errors can be demotivating. Error correction needs to be done selectively, working on a few errors at a time, and on those that most hinder communication.

Language Competencies

The language program targets several "competencies" you will need to develop:

- X Grammatical competence - knowing how to use language forms correctly
- X Communicative competence - being able to say what you want and to understand others
- X Socio-linguistic competence - knowing social rules of interaction, relationships and appropriateness
- X Strategic competence - knowing ways to solve communication breakdowns

1) Grammatical Competence

Grammatical competence should not be the primary focus of your language study. It should **especially not** be the focus of time spent with language helpers. You should not expect a language helper to provide grammatical explanations of Turkish, even if you feel they are necessary. Just imagine if the average person in your hometown were suddenly asked to teach a grammar class on their native language. Most people couldn't do it! We all make great native speakers but most of us would be poor grammar teachers. So, ask native speakers *what to say* in a given situation, and ask for *feedback* on how well you are communicating, but **don't ask for grammar explanations**. This is simply because in some cases, oversimplified explanations can be very misleading; in others, you may even receive incorrect information. Your language coach is a good resource for grammatical explanations.

There are a number of Turkish grammar books available for the purpose of getting grammar explanations when you need them. You have the **DLI Supplementary Grammar Notes** to use along with your **Teach Yourself Turkish** text if you want additional explanation. You also have Lewis' **Teach Yourself Turkish** that is required in Stage 3. The exhaustive **Turkish Grammar**, by *G.L. Lewis* (in the Language Library) is an excellent English resource. **Türkisch Für Sie** is a good grammar book in German. There are a number of other basic textbooks available which you might find helpful. Two examples are **Colloquial Turkish**, by *Arın Bayraktaro lu* (not the one by Mardin), and the Hugo Series book **Turkish in Three Months** (in spite of its unrealistic title!!!). Another good resource grammar book is by *Underhill*, which can be found in the Language Library.

Your previous language-learning experiences probably focused primarily (or solely) on grammatical competence. However, you don't really need a grammarian's understanding of Turkish beyond a basic framework that helps you use the tools of language learning. It is useful to at least recognize some grammatical terms when you are using reference books, but you will not be tested on such knowledge. We are more interested in how you communicate in Turkish.

2) *Communicative Competence*

The classic way of designing language-study programs was to build it around grammatical structures, such as past tense, present continuous tense, adjectives, etc. A better way is to build language learning around the communicative functions of language, and then to learn about the grammar forms you actually used for those functions. A “function” is the use of language for a specific need, such as shopping for vegetables, riding in a taxi, making an appointment, etc.

A “topic” is a common subject like weather, body parts, learner language, etc. Topics are a good way for your mind to organize vocabulary that you need in order to talk about common subjects when they come up during a conversation. One important reason ICCT or PILAT training was required was to equip you to you effectively plan most of your language study around functions and topics. (see *Functions and Topics* in General Resources for ideas pertaining to Stage 1)

3) *Socio-linguistic Competence*

As you are learning to perform functions and discuss topics, be alert to social appropriateness issues. There are often different language options to choose from, depending on the situation and the people involved. For example, apologizing is a function with a range of language options from very serious (“I can’t tell you how sorry I am that ...”) to very casual (“Oops!”), or to a close friend (“Sorry!”) as opposed to a stranger (“Excuse me!”). Some topics will be considered to be too personal or not appropriate to talk about under certain circumstances or in certain company; you need to learn this kind of information.

Another example of learning the language in a cultural context is recognizing that Turks in general are not as loud as Americans, and modifying your language and behavior accordingly. You need to learn to speak more quietly if you are naturally a loud person. Learn to speak up if you are a very quiet person. As a general rule, speak quietly in public and act modestly.

4) *Strategic Competence*

There are many times when communication breaks down, so you need to find strategies to deal with such breakdowns. Sometimes you might be unable to get your meaning across to the person, and have no choice but to apologize and say that’s all the Turkish you know right now. Other times, when it’s important that the person understand, you can try different vocabulary or grammatical forms or even gestures to communicate. Or perhaps from the response you get, you feel that you’ve inadvertently blundered or caused offense. If the situation appears humorous, you need to learn to feel comfortable laughing at yourself (even when you don’t know why!) and making light of the situation. If the person seems awkward, confused or hurt, you need to learn ways to ease the situation by either apologizing or otherwise graciously extricating yourself from it.

From Another Perspective...

Language Skills

The four language skills are: listening, speaking, reading, and writing. We give priority to listening and speaking for the first three months. (This does not mean you are not to write down or read things you are learning; rather, it refers to timing and the emphasis given.) Reading and writing are equally important, and become an increasingly large part of your language activities as you move through the program.

Standard Phrases

Every language has standard phrases that make up a large part of daily conversation. These include such things as mandatory polite phrases, idioms, and “fill-in-the-blank” pattern sentences. Ultimately, language is creative and you must learn to create and use language you’ve never heard before. However, even native speakers use standard phrases and patterns for much of their conversation. In your early months of language learning, you will rely very heavily on such standard phrases and memorized patterns. In Stages 1 and 2, you will be learning many social expressions (see *Social Expressions*, in General Resources); Turkish has far more of these than English, and many of them have standard responses as well. *Basic Texts* (also in General Resources) has a variety of standard phrases, although much of the content is more like a mini “phrase book”, giving suggestions of basic things you might want to say. (Many of the texts can also be used profitably for substitution drills.)

Pattern Sentences

Learning pattern sentences, which can be taken from your grammar text or from other resources, is *key* to learning a language. After you have memorized a pattern sentence, you can replace any part of the sentence with different words, thus creating your own sentences. Initial learning and practice can be done through drills and exercises; ongoing learning continues as you begin freely substituting according to the situation and what you want to communicate. See *Pattern Sentences* (in General Resources), which also gives examples from chapter 1 of *Teach Yourself Turkish* to give you a model to follow when making up your own pattern sentences.

Drills & Exercises

There is an important place for drills and exercises in developing accuracy. For our purposes, we are using PILAT’s definitions: A *drill* is a self-contained activity (i.e., you drill only what has been set up) with the purpose of developing accuracy in a specific area (especially useful for developing pronunciation, intonation and fluency skills). An *exercise* is distinguished from a drill by its open-endedness. While you start out with a prepared set of language forms, you move on to generate new ones. The purpose of an exercise is to practice using language in appropriate situations and/or to develop the ability to adapt or expand patterns for your actual and new communication purposes. Exercises give the brain organized opportunities to process what is being learned.

Three Key Aspects of Learning:

1. *Comprehensible Input* - You need to find and make opportunities to hear Turkish that is at a level that you can understand.
2. *Extemporaneous Speaking* - You also need to do lots of extemporaneous speaking (“out of your own head”, rather than just drills and memorized or pre-practiced sentences). Thomson’s two booklets (*Kick-Starting Your Language Learning*, for Stage 1, and *Language Learning in the Real World*, for Stages 2 and 3) have lots of ideas for accomplishing this.

3. *Learning the Culture* - Many of the language-learning activities are designed to help you explore the culture itself, and how language is used within it. Again, Thomson's booklets have a lot of information about developing "culture topics" (called *ethnographic interviewing* in his booklets). Also look at the *Stages 2 and 3 Guidelines*, and at *Culture Topics* (in General Resources) for more on this.

Reading in English

We also want to increase our knowledge about Turkey and topics related to our ministry here by reading English books. You will read one book in English every quarter from the required *Reading Program* (see p. 15 of this Introduction). Toward the end of the program, books in Turkish may be read instead if you wish. Any books not on the list must be approved by the language coach.

Tape Recorders

You will need your own tape recorder for use during lessons and when out in the community. You also need a dual cassette recorder at home for making copies of tapes for your coach, as well as practice tapes for use during your personal study time. The ability to use an external microphone is an asset to your learning because of the better sound quality it provides.

Language-Learning Kit

TalkinTurkey ***Turkish Language Program*** - This manual contains 5 sections; it *is* the program. It gives the overview, structure and information about implementing all the other resources you have at your disposal. Refer back to it constantly! It also has all your activity summary charts and report forms. The first section is this introduction to the whole program, and the next four sections are the four stages of the program you will follow during your first four years in Turkey (estimated at two years of full-time study, and two years of part-time study).

**Note: This Language Program manual is prepared for you, not for your helper. You need to consider this a confidential document. The fact that you have been given such a program and are accountable to complete it can raise suspicions in the minds of your helpers and friends.*

TalkinTurkey ***General Resources*** - This is the separate large manual in which you will find helps and resources for use throughout the four stages of language study. The program will direct you as to when you should use the various helps, although you are certainly not limited to these directives. *Feel free to open and use this manual with your language helpers and friends.*

TalkinTurkey ***Spiritual Resources*** - This is the smaller separate manual that includes many spiritual tools you will use in the language program; some are part of the actual program and some are “extras”. Most of these are used in Stage 3, although you might find some of them helpful (such as *Terminology*) sooner than that.

**Note: Please use caution and discretion regarding who sees this manual or sections out of it; talk with your coach for more specifics about this.*

Greg Thomson’s booklets – This is a separate ring-bound “book” containing two booklets by Greg Thomson: *Kick-starting Your Language Learning* for Stage 1, and *Language Learning in the Real World for Non-Beginners* for Stages 2 and 3. We recommend you read these booklets as early as possible in the relevant stage of language learning, and then reread all or parts of them again as you move through the sections of that stage; the booklets are full of great ideas!

Note: Greg Thomson’s booklets are brimming with ideas, but we have a couple of recommendations for applying his work to our study here, so that you won’t feel overwhelmed:

- 1) Take any statements he makes about how much (vocabulary, grammar forms, etc) to be learning in any given time period with a grain of salt; his expectations are too high for most (all?) of us here.
- 2) He puts a very high value on learning to recognize a LOT of grammar before you start speaking. We don’t take that approach in our program, feeling it is too extreme, and probably too difficult since Turkish is so different from English.

CD – You have received a CD as part of your learning kit. Everything in the TalkinTurkey Language Program, General Resources, and Spiritual Resources folders is in hard-copy form in one of the three manuals described above by the same name. You may find it easier to fill in and e-mail your report forms (found at the end of each stage in the *Language Program* folder), rather than photocopying them to give to your coach; talk with your coach if you are interested in this option.

There are three categories of materials on the CD that are **not** in your hard copy:

- 1) *Extra PILAT materials*: -- **PILAT** is *Program In Language Acquisition Techniques*, a two-week language-learning course in Colorado put on by MTI (M-- Training International, www.mti.org) that teaches an abundance of great learning ideas. We are using their materials with permission (see *PILAT Techniques* in General Resources), although in our program the techniques are presented in the order in which you will begin using them (rather than their original format; MTI's 2001 version of the PILAT Techniques is found on the CD-ROM (folder: *Extra PILAT Materials*; file: *Official PILAT Techniques 2001*.)

Note: Also in the *Extra PILAT Materials* folder on the CD (not in hard copy) is a file called **PILAT Projects**. The *Projects* file gives many hands-on ideas with detailed directions for implementing the various techniques. Take a look at the file, and if you think it suits your learning style, print what you need/want.

- 2) *Coach materials*, including information about preparing this language kit: -- Feel free to browse, realizing the content is more directed to the coach than to the learner.
- 3) *Three-Month Program*: -- For people coming in support ministries, or perhaps those wanting to do some “survival” language learning during a short-term stay, there are instructions as to which files, particularly in General Resources, pertain to the initial “Stage 1” phase of language learning.

Picture Dictionary - This is essential for learning vocabulary in the beginning, and also for describing what is going on in the pictures as you learn more grammatical forms. You will also find it useful with increasingly complex language activities throughout the program.

Hece Kitabı (schoolchild's syllable book) - This is for help in the early weeks with basic pronunciation. The book helps you focus on reading by syllables rather than individual letters. It also breaks down your pronunciation into manageable mouthfuls! After working on the first page (vowel-consonant combinations) of *Pronunciation Helps* (in General Resources), practice repeatedly with this syllable book before you move on to multi-syllable words.

Teach Yourself Turkish, by Pollard and Pollard - This **text** is the basis for the grammar thread of the program during Stages 1 and 2. The book is **not** your language program. It is only one thread in the cord of language study that you should be braiding. The set comes with two **cassette tapes**, which have the “Survival Guide” words that you will listen to your first week here, as well as the dialogues found at the beginning and end of each of the 16 lessons.

LAMP (Language Acquisition Made Practical), by Brewster and Brewster - This is a resource book for ideas about culture topics and how to practically use your language out in the community. It also gives detailed directions and ideas for developing, practicing and taping drills. Look in the book’s expanded Table of Contents to find what you need.

Teach Yourself Turkish, by Lewis - This is a supplementary grammar book to use for reference as much or as little as you wish during Stages 1 and 2. At the beginning of Stage 3, you will work through it as a review of all the grammar you have learned.

DLI Basic Grammar Supplement - You will periodically be instructed in the program to look at certain lessons in this supplement where the Pollard’s *Teach Yourself Turkish* explanation is inadequate. In addition, this is another source for explanations and examples, if you are looking for more detail than is found in *TYT*. There is an “index” in the back to locate the particular grammar point you are looking for. This index is also cross-referenced to other grammar books.

Stage 3 Required Reading Books - You may be given the four required reading books for Stage 3, along with the English version for two of them. If not, they should be available from the Language Learners’ Library.

Extra Resources: Language Learners’ Library - There are many books, audio tapes and video tapes available to be checked out from the language library. Check with your language coach as to the current location of the library.

Quarterly Reading Program of Books in English

Each language student is to read, on average, one book every quarter (three-month period) during his/her first two years in the country. For some quarters, a particular book is required; for other quarters, there is a choice.

Quarter 1

Culture Shock - Turkey (A. Bayraktaro lu)

Quarter 2

Modern Turkey (G. Lewis)

The Emergence of Modern Turkey (B. Lewis)

Turkey: A Short History, 3rd ed. 1998 (R. H. Davison)

The Turks (D. Hotham)

[Note: After six months in the country, each student will also read/reread Culture Shock by Myron Loss.]

Quarter 3

Turkish Culture for Americans (H. Dindi et al.)

Quarters 4 and 5

Atatürk, The Rebirth of a Nation (Lord Kinross)

Quarter 6

Portrait of a Turkish Family (rfan Orga)

Quarter 7

A Village in Anatolia (M. Makal)

Tradition and Change in a Turkish Town (P. Magnarella)

Quarter 8

Turkey and the Middle East (P. Robins)

Turkey Unveiled (H. Pope)

Visible Islam in Modern Turkey (Özdemir and Frank)

Two other excellent books are Everyday Life in Ottoman Turkey (R. Lewis) and The Ottomans (A. Wheatcroft), especially the former.

While in the period of culture and language study, the student should also read Turkish folktales (especially Keloğlan, Nasrettin Hoca and Köroğlu) as these are an important part of the national cultural heritage of the Turks. Remember, your reading for cultural learning and understanding is just as important as your language study. Your familiarity with Turkish history and culture will give you significant openings for conversation and ministry, so take advantage of the time set apart for these learning activities.