

## ***STAGE 1 - OVERVIEW***

**Proficiency Level Goal:** 1.0 on FSI Scale, Intermediate-Mid on ACTFL Scale

**Estimated Time:** First three months in Turkey

**Program:** Twelve one-week sections (week 13: exit)

- Section 1 - Learn and use some Turkish your first days here (no formal lessons).
- Sections 2-5 - Hire one language helper.  
Have 1 or 2 lessons per week.  
Total language study hours = 5-10 hours per week
- Sections 6, 7 - Transition to full-time study, depending on how quickly you get settled  
Hire a second helper
- Sections 8-12 - Begin full-time study if you haven't already.  
Have 4 or 5 lessons per week.  
Total language study hours = 25-30 hours per week  
Week 12 - review

### **Objectives:**

- ◆ Review and put into practice many of the **PILAT** language acquisition techniques.
- ◆ Read Thompson's **Kick-Starting Your Language Learning** booklet.
- ◆ Learn the Turkish needed to perform routine daily activities, including shopping, using public transportation, banking, paying bills, traveling (for visa renewal), etc.
- ◆ Learn to have some limited interaction with Turks.
- ◆ Complete the first four lessons of **Teach Yourself Turkish** (by Pollard and Pollard).

### **Learning Activities:**

**Lessons:** 10 hours/week (either 4 or 5 lessons per week)

- Give most of your lesson time to immediately useful language and vocabulary.
- Work **hard** on pronunciation, stress and intonation (20 minutes per lesson).
- Use the time with your helper to get things you can't get elsewhere.
- Simply listening and understanding with little or no production is very useful at this stage (see comments about TPR on page 4).
- Record tapes to use during personal study time (listening and drilling).
- Don't waste lesson time getting grammar explanations or long cultural explanations you can't understand.
- Once you begin full-time study, use a couple of lessons each month to go do something with your helper.

***Personal Practice Time:***

- Review what you worked on in your lesson.
- Practice with tape recorder(s) to listen, drill, record and evaluate.
- Prepare visual aids for lesson and practice. Use picture and props as cues rather than using notes.
- Spend a little time actively listening to radio or TV (trying to recognize words).
- Prepare for communication time with acquaintances (community time).
- Outline your goals and strategy for future lessons and practice times.

***Community time:*** Communicating with a small group of acquaintances -

- First few weeks: Go shopping in your area, taking every opportunity to introduce yourself and “show off” what you can say. Do as much of your household setup as you can on your own.
- Later weeks: You will make a few acquaintances. Work toward developing relationships with those people who have time to spend with you. Having one or two growing friendships is a crucial element in language learning.

**Strategies for 3 Key Areas:**

*Comprehension:*

- Use visual aids extensively (pictures, objects or actions) to help understand simple sentences.

*Speaking:*

- Memorize and use some basic phrases.
- Use visual aids to discuss ordinary concrete experiences.
- Negotiate meaning with cooperative native speakers.
- Speak Turkish with Turks! Don't get in the habit of getting by in your mother tongue.

*Culture:*

- Read a book in English about Turkish culture.
- Learn to relate to 1 or 2 neighbors or business people in addition to your helpers.

## Stage 1 Guidelines

***Don't wait...get started!***

**Section 1:** *This is your first full week here.* (For ease of reporting, sections start on Mondays, so you may actually have more than a week for this, depending on which day of the week you arrived in Turkey. For example, if you arrive on a Wednesday, you actually have a week and a half to work on Section 1.)

**Here's what to do this week:**

- Turn to **Section 1** in *Section Activities for Stage 1* (in General Resources) and start working on the activities outlined for you. This will get you started with some basic vocabulary, and get you out into the community right away.
- Read **Language Kit: Description of Program Resources** (p. 12 of the *Introduction* in the Program Manual) to find out about all the books you have received.
- Read the rest of the **Introduction** to the Language Program.
- Read the **Overview** and **Guidelines** for Stage 1 (Stage 1, pp.1-8).
- Read **Teach Yourself Turkish** (TYT), pp.1-13, and listen to the *Survival Guide* words on the cassette tape that go with TYT pp.14 - 17.
- Begin reading Thomson's **Kickstarting your Language Learning**.

**Sections 2-5: Part-time Language Study** (for the next month or so)

By your second week in the country, we will hire a language helper to come to you once or twice a week for the next four weeks. We will sit down with you and them and explain to them their role in helping you learn Turkish. You will be spending only 5-10 hours a week for the first six weeks you are here to give you a headstart in language as you find an apartment and set it up. Divide your total hours more or less equally between lesson(s), personal study and community time. During this time, review and begin using some techniques you learned at ICCT or PILAT. Practice the vocabulary you worked on in Section 1 with your new helper to make sure you are learning them correctly and with the proper pronunciation. Use lots of visual aids and real objects. Start to use your tape recorder as it will become a regular companion the next two years! Finish reading Thomson's *Kickstarting* book. Photocopy your report forms and use them to keep track of your study hours and activities.

**Transition to Full-time Study**

Your coach will help you decide when to begin full-time language study (25-30 hours a week), usually about your sixth week here. The timing of this of course will depend on how settled you are into your house (hopefully by Week 8 at the latest, unless there are extenuating circumstances). Once the major purchases have been made, many items for your house (for example, pictures for your walls) can be bought a few at a time over the next weeks, even months; this also gives you opportunities to practice your language. Your coach will hire a second language helper and you will begin full-time language study of 25-30 hours a week. You will spend 10 hours a week with your helpers, either two hours a day for five days, or 2½ hours a day for four day a week.

*Note:* The activities for Sections 6-8 remain the same whether you are putting in full- or part-time hours. The difference lies in how many hours of practice you have, and how much new material you can process. Also, once you start full-time study, you do not need to do *every* different activity *every* day. (The exception to this is ***pronunciation***, which should **definitely** be done **every** time you have a lesson.) Just make sure that over the course of the week, you spend adequate time on each of the activities. The report forms that you turn in to your coach will help you see whether you are doing this. If you have difficulty, ask your coach for help.

### **Time Frame**

Stage 1 has 12 one-week sections. This does not necessarily mean that you will complete all the activities in each section in one calendar week. Many factors come into play, including your language aptitude, your family situation (e.g. several small children), your health when you first come, how long it takes to find a house, maid, babysitter, language helpers, etc.

We needed to include some kind of time frame to give you an idea of the rate you might progress at, and how long to spend on the various activities, but each person and situation is unique. Don't let yourself get caught up in worrying about whether you are "ahead" or "behind" the schedule or other learners (including your spouse!). Your coach will help you work out a reasonable pace, especially in the beginning.

### **Language Helpers**

Plan on having two helpers, each coming two or three times (depending whether you're having 4 or 5 lessons) a week. While it is sometimes easier to work with (or find) just one helper, the learning advantages of having two make it definitely worth it. It is always good to have two different people correct and give input. Some comprehension activities ideally require more than one native speaker. You will want to schedule some lessons where both helpers come.

### **Lesson Time Management**

Plan your lesson in several segments of 20 minutes or less. This will ensure variety and keep the lesson from getting bogged down. Use the last 20 minutes to summarize what you've worked on and to prepare tapes for private practice time if you haven't done it as you went along during your lesson.

**Pronunciation** - in the beginning, the **most** important aspect of speaking!

\*Emphasize syllables rather than single sounds.

\*Emphasize word and sentence stress.

\*Learn the intonation pattern (the up- and down-ness) of the whole sentence.

Three things that make pronunciation easier to get right:

1. Keep the length of vowels **short**.

## 2. Get the **syllables** right:

- Practice saying words syllable by syllable. Be sure to divide your words correctly:

*Rule of thumb: A syllable always starts with only one consonant. Additional consonants belong at the end of the previous syllable. (exceptions -- some foreign/borrowed words)*

- If one consonant - consonants always come at the beginning of the syllable (e.g., ye-mek)
- If two consonants - split between the consonants (e.g., git-mek)
- If three consonants - the end of a syllable has two consonants; the new syllable always has only one consonant (e.g., art-mak)

Use a pencil to mark syllable divisions under each word as you read. This is how Turkish children learn in school to read multi-syllable words fluently. To practice, buy a newspaper - it's cheap; you don't need to understand the meaning.

yemek gitmek artmak    Amerikalıyım    Türkçe öğreniyorum

3. Put the word **stress** in the right place. All syllables should be the same length and have the same "force". Native English speakers take note: English has alternating stressed and unstressed syllables, with the unstressed ones all being pronounced as a "schwa". A "schwa" is the name of the indistinguishable vowel sound that is heard in the underlined syllable in each of these words: maneuver, vanilla, commitment, petroleum, terrible, animal, professional, tomato. Turkish *does not* do this!

Another hint, concerning **double consonants**: These are tricky, but they need not be difficult! In English, the pronunciation does not change when there is a double consonant (as opposed to a single one) in the middle of a word. However, double consonants **are** pronounced separately in English if they are in different words. We need to put this "double" pronunciation into Turkish words that have double letters in the middle. You don't exactly say them as two separate letters, but when you say them properly, there's a little stop after the first one that puts a "hiccup" into the word. Here are a few examples of double consonants in English, where the effect is similar:

kk -        like in 'sick cow', not like in 'sick owl'  
 tt -        like in 'hot tea', not like in 'haughty'  
 pp -        like in 'lamp post'  
 ll -        like in 'full life'  
 nn -        like in 'in need'

**For variety in pronunciation practice**, use all the resources you can, including the *hece kitabı* (schoolchild's syllable book), the *Pronunciation Helps* and *2000 Common Words* in General Resources, and the Turkish Baby Names book (that you will buy in Section 4). And of course, you will always be trying to say the new things you are learning as accurately as you can.

### **Limit New Input**

Don't fry your brain; it can only process so much at a time!

Use only 10% of your time getting new input. (That's not very much!)

Use the rest of the time processing and using what you get.

Remember PILAT's recommended guideline (**GLUE**):

10% **G**et new material

40% **L**earn it well

40% **U**se it with people

10% **E**valuate

### **Fluency**

Fluency is the flow and speed of your speech. You want to come out of language study being able to speak comfortably without agonizing pauses as you formulate your thoughts. In order to succeed at this, you need to work toward this goal from the very beginning. That means that - right from "day one" - you should be attempting to spit out sentences (especially if you have memorized, are thoroughly familiar with, or are reading the material) as quickly as your helper can. You will obviously be slower in the beginning; this is an ability that develops with time and practice. However, if you get bogged down at first, you will tend to indefinitely stay slower than you need to/ought to. Strive to find a good balance between working hard at this, yet setting realistic expectations. Your coach can give you good input on how you're doing in this area.

### **Tape, Tape, Tape** - Wear out your tape recorder!

Here are some key ways to use your tape recorder in language learning:

1. Pronunciation practice is an obvious use. Have your helper say sounds/syllables/words and leave a pause after each word, then say them again. You can use the pause to repeat and compare.
2. Record yourself repeating after your helper, so that you can listen to both of you and compare.
3. You will also want to record descriptions and conversations with your helper.
4. You may want to dub things onto different tapes (for example: one tape for pronunciation, one for the helper's descriptions of cultural items, etc.). You can have your tape recorder recording your whole lesson time and, if there is a valuable description, conversation or cultural tip, record it later onto another tape.
5. It can also be useful to use two tape recorders during your study time, one playing the study tape you made during your lesson and a second one recording your responses and interaction with the study tape.
6. Prepare drills to do in your personal study time. Have your helper record new sentences and vocabulary, *without* pauses just for listening practice, as well as *with* pauses for you to repeat what was said.
7. Thomson's **Kick-Starting Your Language Learning** has some good ideas (Chapter 2.2.1, pp 13f). Scattered throughout the **LAMP** book are ideas and detailed directions for developing, practicing and taping drills. Look for the word "drill" in the expanded Table of Contents (pages ix – xv).

### Lesson Language

You should quickly learn Turkish words and phrases, which we are calling "*Lesson Language*" (in General Resources). You do not have to memorize them all at first. Find and point to the word or phrase you are looking for (and add any new ones that you find useful), rather than saying it in English. Even if your helper knows some English, don't give in to the temptation to use English; this will be slower at first (and often frustrating!), but well worth it in the long run. You will gradually learn to say these things, and you will avoid the habit of using English to "run" your lessons.

### Needs Notebook (PILAT calls this a Project/Activities Notebook or PAN)

Get a small pocket notebook and keep it with you at all times. Develop the habit of noticing and writing down things you need to do, wish you could say, or wish you had understood. Also, note cultural innuendos or activities you don't understand to remind you to talk about them with your helper. This notebook should become a rich source of ideas for your language-learning activities.

### Dictionaries

Your pocket dictionary will soon become insufficient. For English-Turkish we recommend Longman-Metro's *Büyük İngilizce-Türkçe-Türkçe Sözlük*. (If you want something smaller, buy Hitit Publications' *Büyük Sözlük*.) For Turkish-English we suggest Redhouse Yayınevi's *Ça daî Türkçe- İngilizce Sözlü ü*.

**Listening** Simply listening is very important in Stage 1.

#### TPR – "Tune In, Process, Respond" --

TPR actually stands for a theory of language learning called "Total Physical Response". Thompson explains it better as "Tune In, Process, Respond". His booklet, **Kick-Starting Your Language Learning**, has good information about TPR comprehension activities (Chapter 2.1.1-4, pp 9f). While we don't really agree with delaying production as long as Thomson suggests, delaying it until you've had a chance to tune in, process and respond (in some physical way) to new material - when possible - is a very good practice.

**Active listening** -- Paying close attention and trying to understand, with the help of visual clues and objects. This helps your brain process language forms and meanings. It includes:

- < Comprehension-only activities with helpers
- < Listening to conversations without participating
- < Watching and listening attentively to TV

**Passive listening** -- Paying only slight attention to Turkish going on in the background. This helps you 'pick up' the accent by exposure to the sounds, intonation and stress. It includes:

- < Talk-radio playing in the background
- < TV on in the background
- < New Testament cassette tapes playing in the background (in the Language Library)

**How to Learn (or Memorize) Phrases and Sentences** (see *Basic Texts* in General Resources for ideas for texts)

- < *Listen* (this is also a good time to be recording)
- < *Mimic*
- < *Produce* in a context (real situation or role-play)

**Vocabulary**

Have a notebook with you in all your lessons to write down anything you want to be remembering or learning. Come up with a strategy for vocabulary building. Thompson gives ideas in **Kickstarting** (Chapter 4 – 4.1.6, pp 27f). There are a variety of approaches, including topical grouping, picture dictionaries, homemade vocabulary picture cards, filling-in-the-blanks in pattern sentences, etc. Right from the beginning you need to be developing a system that will work for you to keep track of all the new material you are learning. If you need help in this area, ask your coach, so you don't get overwhelmed or bogged down. In Stage 2, it will be recommended that you start a topical notebook; if you wish, you can begin on a basic level now. See *Topical Notebooks* in General Resources.

**Stretching Usefulness**

After you learn a new sentence pattern, learn to transform it into the other two forms listed below:

- |   |           |   |                  |
|---|-----------|---|------------------|
| X | Statement | - | He is going.     |
| X | Question  | - | Is he going?     |
| X | Negative  | - | He is not going. |

Note: There is also a fourth form, the negative question: *Isn't he going?* Don't worry too much about it at this point.)

**Dictation**

Learning to write what you hear is a *very* important skill. Developing this skill will help you hear Turkish sounds correctly, which in turn will benefit your speaking; you can't *produce* sounds correctly if you can't even *hear* them. (For example, Turks have a hard time distinguishing between *look* and *Luke*. They tend to pronounce them the same, because their ear is not perceiving the difference in vowel sounds, even though the two words are clearly different to us.) Practicing dictation will also enable you to transcribe things you want from lesson tapes, so you don't need to waste valuable lesson time having your helper write everything, and you will also be able to accurately note what you hear when you are out practicing in the community.

You will begin this in the fourth week, and continue for as many weeks or months as it takes to do it well and easily. After you write down what your helper has said or written, have them check it for accuracy. Take particular note if there are sounds you are regularly missing or mixing up with a similar sound, and devise a drill or exercise to work on them.

**Oral Reading**

This is another *extremely* important skill (especially given the nature of our role here),



and it *does* take practice to do it well. You should begin in the fifth week, and continue throughout your time of language study. The length and “difficulty level” of what you read will progress as your overall language proficiency increases. Pay close attention to the “music” of the sentence as a whole. When you begin reading longer sentences, take note of where the natural breaks fall, as well as where it’s “OK” to take a breath if you can’t get the whole sentence out! It’s helpful to periodically tape yourself repeating after your helper, so that you can listen to both of you and see how close you sound.

### **Projects**

Every week in Stage 1, you are expected to do a community “project”. Most of these are designed to make you get out into the Turkish community and learn to feel at home here; some are designed for you to be learning something about the culture and language with your helper first, then taking it out into the community to practice. In Stages 2 and 3, there will be an increasing focus on developing these “culture topics”; this is an extremely important thread of the program.

### **Visual Aids and Real Objects**

Use lots of visuals to facilitate understanding and ‘thinking in Turkish.’

\*WARNING: If you use written English as cues, you will tend to ‘think in English’ and ‘translate.’ This will retard your fluency.

### **Tools**

- *Tape recorder* - Record everything! People should come to expect to see the tape recorder whenever they see you.
- *Pictures* - see Thomson’s *Kickstarting* (Chapter 2.1.5). Use picture dictionaries, children’s picture books, and magazines to describe, learn vocabulary and tell simple stories. Your descriptions will become increasingly more complex as you move into Stages 2 and 3. Take lots of pictures with your camera. Pictures that include two people and two objects (or more) are a rich source of ideas for conversation. Use these photos with your helper and friends to describe and discuss.
- *VCR* - Record small segments of Turkish TV programs for repeated active listening or mimicking.

### **Teach Yourself Turkish**

You will begin to use the *Teach Yourself Turkish* book in Section 3; more details are given in the relevant sections. After Chapter 1, which is spread over three sections, you will spend about two weeks on each chapter through the rest of Stage 1. (You will continue at this pace, finishing the book by the end of Stage 2.) An outline of the functions and grammatical forms introduced in each chapter is found in General Resources (*TYT Chapter Overviews*).

Chapter 1: Sections 3, 4, 5

Chapter 2: Sections 6, 7

Chapter 3: Sections 8, 9

Chapter 4: Sections 10, 11

### **Review Week**

At the end of Stage 1 you will have one week to review and consolidate in your mind all that you have learned over these past three months before you move on to Stage 2.

### **Lesson Tapes for your Coach**

Every week you will give your coach a tape of one of your lessons. It should be a typical lesson, where you have turned on the tape recorder and just let it record. (Don't forget to turn the tape over or put in a new one as necessary.) Your coach will listen to the tape and be able to give you valuable feedback.

### **Reports and Interaction**

You will meet weekly with your coach. Make photocopies of the 3-page report found on the following pages [For the vocabulary to do this, see Section 1 of *Section Activities (Stage 1)* in General Resources.] Fill in a report and give it to your coach each week, along with a lesson tape. (*Note:* Don't leave these reports forms lying around, and don't fill them out in the presence of your helper.) Don't worry if your Monday dates don't match the beginning of a new section. You can fill in the form with a slash (e.g. Section 4/5) if you're working on two different sections in a given week.

## Stage 1 - Weekly Study Report

**Student:** \_\_\_\_\_ **Helper(s):** \_\_\_\_\_ and \_\_\_\_\_

**Section #** \_\_\_\_\_, beginning on **Monday**, \_\_\_\_\_ **Weekly Total:** \_\_\_\_\_ **hours**

<b>Scheduled Lessons</b> (10 hours)	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>
<i>(check if done during lessons)</i>							
Pronunciation	___	___	___	___	___	___	___
Needs Notebook (begins in Section 3)	___	___	___	___	___	___	___
Comprehension	___	___	___	___	___	___	___
Dictation (begins in Section 4)	___	___	___	___	___	___	___
Oral Reading (begins in Section 5)	___	___	___	___	___	___	___
Lesson Language	___	___	___	___	___	___	___
Social Expressions	___	___	___	___	___	___	___
New (PILAT) techniques	___	___	___	___	___	___	___
Ongoing (PILAT) techniques	___	___	___	___	___	___	___
TYT (begins in Section 3) Lesson #__	___	___	___	___	___	___	___

**TOTAL LESSON HOURS:** \_\_\_\_\_

<b>Personal Study</b> (8-10 hours)							
<i>(check if done during study)</i>							
Study & Review	___	___	___	___	___	___	___
Planning for lesson	___	___	___	___	___	___	___
Practice with tapes	___	___	___	___	___	___	___
Study with a book	___	___	___	___	___	___	___
Active listening	___	___	___	___	___	___	___
Other _____	___	___	___	___	___	___	___

**TOTAL STUDY HOURS:** \_\_\_\_\_

**Stage 1 Study Report, continued**

**Community Time** (7-10 hours)

Time you spent with these people:

List by name or identity:

**Mon Tue Wed Thu Fri Sat Sun**

_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

**TOTAL COMMUNITY HOURS:** \_\_\_\_\_

**Other Activities** (not included in the 25-30 hours)

Passive Listening \_\_\_\_\_

Reading Program: I am reading the following book: \_\_\_\_\_

I finished the book: yes \_\_\_ no, not yet

**How much did you use your Needs Notebook this week?**

Percent of the time I had it with me \_\_\_\_\_

Number of entries made

Number of entries looked up or discussed during this week's lessons

**What social expressions did you learn?**

**What other resources did you use this week?**

**In what area did you make your greatest gains this week?**

**What area is your greatest learning need at this time?**

**What will you do to meet that need?**

**What is your plan for next week?** (on back of page)

- I have read Thomson's Kick-Starting Your Language Learning*
- I have given my coach a tape of one of my lessons*

**STAGE 1 Study Report, continued**

Section 1: read Introduction, including Language Kit  
 read Stage 1 Overview and Guidelines  
 read TYT pp 1 – 13  
 listen to TYT tape that goes with pp 14 – 17  
 do Section 1 activities (in General Resources)

Section 2: PILAT Techniques  
 Pronunciation  
 Lesson Language

Section 4: Dictation

*Note:* Once you are introduced to these activities, continue working on them throughout Stage 1 (some through the whole program).

Section 5: Oral Reading  
 Social Expressions

Section 6: Pattern Cards

<u>TYT</u>	<u>SECTION</u>	<u>PILAT Technique</u>	<u>Page</u>	<u>Suggested Purposes</u>
--	1	--	--	--
--	2	Listen and Respond	7	Comprehension (and pronunciation)
ch. 1	3	Single Sound Drill <i>(moved to Section 4)</i>	8	Pronunciation
		Substitution Drill	9	Sentence patterns and fluency
		Number Dictation	10	Comprehension and fluency
		Needs Notebook	11	Culture and communication
	4	Ask me a Question	12	Functional sentences
		Sentence Transformation Exercise	13	Pattern sentences
		Record and Compare	14	Pronunciation
	5	Sound Contrast Drill	15	Pronunciation
		Opposites and Sets	16	Vocabulary
ch. 2	6	Item-Currency Comprehension	18	Comprehension and fluency
		Monologues	19	Functional sentences
		Play it Again	20	Pronunciation, intonation and stress
	7	Item Description	21	Vocabulary
ch. 3	8	Item Activity	21	Vocabulary
		Role-Play	23	Fluency and culture
	9	Activity plus Question & Answer	24	Comprehension and question words
ch. 4	10	Expansion Drill/Exercise	26	Sentence patterns and fluency
	11	--	--	--
--	12	<i>REVIEW and CONSOLIDATION *</i>		

\* *Note:* In Stages 2 and 3, the Review and Consolidation is *after* Section 12, not part of it