

STAGE 2 - OVERVIEW

Proficiency Level Goal: 2.0 on the FSI Scale / Advanced on the ACTFL scale

Estimated Time: 7 months @ full-time language study (25-30 hours/week)

Program: 12 two-week sections (weeks 13 and 26: exits)

Objectives:

- X Base at least half of your study-program activities on functional uses of language.
- X Become self-directed in language study.
- X Use your Needs Notebook as a daily source of lesson ideas.
- X Develop two culture topics each week (total of 48).
- X Learn advanced **PILAT** techniques, and work on previously learned techniques at a more advanced level.
- X Complete the **Teach Yourself Turkish** text (lessons 5-16).
- X Read from chapter 1 to chapter 3.1.5 of Thomson's **Language Learning in the Real World for Non-Beginners** pp.1 – 39). And reread it a few months later; ideas that didn't "grab" you the first time around might be just what you need at a later point in your progress! Highlight and write in it to be able to come back to ideas that appeal to you.
- X Learn to participate in normal conversations with Turks.

Lesson Activities:

Lesson Time: 10 hours/week (either 4 or 5 lessons per week)

- Needs Notebook
- Pronunciation and Intonation
- Culture topics
- *Teach Yourself Turkish*
- Describing
- Pattern Sentences
- Reading, writing and practicing dictation skill
- Reading/writing feedback

Personal Practice/Study Time: 8-10 hours/week

- Review what you worked on in your lesson.
- Practice with tape recorders to listen, drill, record and evaluate yourself.
- Prepare for next lesson and community practice, including preparation of pictures and props as cues.
- Active listening

- Outline your goals and strategy for future lessons and practice times.

Communicating with a small group of acquaintances: 7-10 hours/week

- Practice the Turkish you are learning.
- Explore social dimensions of the language.
- Explore cultural topics/themes.
- Build casual relationships with several people who have time to spend with you.
- Develop friendships with a few people.

Lifestyle

- Cultivate a lifestyle that immerses you in Turkish environments.
- Spend time listening to radio or TV.
- Skim newspapers and magazines.

Strategies for this stage:

Comprehension:

- Continue to make good use of pictures, objects or actions to assure understanding.
- Make use of context, which becomes increasingly helpful as an aid to comprehension.
- Increase your awareness and understanding of common topics and current events.
- Work at negotiating meaning with helpful native speakers.
- Regularly tape two Turks speaking to one another.

Speaking:

- Continue to practice with a small circle of interested people in familiar situations.
- Do structured language-learning activities with your helper.
- Increase the amount of unstructured social visiting, with some preparation done beforehand with your helper.
- Increase your ability to speak with strangers and in unfamiliar situations.

Culture:

- Continue reading books about Turkey and Turkish culture in English.
- Begin asking questions that elicit simple explanations of culture as part of your community practice.

Stage 2 Guidelines

Culture topics

Communicative functions of language and related topics are the core of the language program. You should spend two or three days each week working on such culture topics. Your pre-field language acquisition program (ICCT or PILAT) has shown you how to be self-directed in this area. Stage 2 of this language program encourages you to become increasingly so.

Stage 2 requires that you develop at least 48 function-oriented culture topics. You will do four culture topics during each two-week block. **At least one culture topic** per section must be done out in the community rather than just with the helper (though the helper may give you some language you need to do it in the community.) You will find *Culture Topic Ideas* in General Resources, and Chapter 2 of the *LAMP* book has great ideas and questions to get you going. You are free to choose whichever topics and in whatever order best meets your personal needs. We recommend that you do them in accordance with your current level of ability; some topics are more complex than others. Also, certain ones can be easily related to specific grammar forms you are learning. You will want to revisit certain topics at a later time when you can expand and develop them even further due to your advancing language ability.

A good culture topic starts in your lesson but moves you out into the community. In the lesson you will learn vocabulary, language forms, social rules, and guidelines that you need to understand or communicate. You will receive more input and practicing opportunities out in the community. For example, if your culture topic is weddings, you will learn the vocabulary for a wedding (bride, groom, cake, witnesses, gifts, etc) as well as the cultural information (what kind of gift to take, how to give it, who sits where, what will be served, etc). You will learn the appropriate social expressions to say to the various people at the wedding (the bride and groom, the families, etc.). You will then practice all these with your helper, back and forth many times, having them describe things to you, with you retelling them back. (Make sure you're making good use of your tape recorder during this process - see below.) After all this, you should be able to give a short monologue on weddings that is coming from your own thoughts, not a memorized recitation. Then you can talk with your friends in the community about what you've been learning, gathering information and adding to your knowledge of Turkish weddings. At first, your monologues may be only a few sentences long, but each telling will be a bit different. And they will increase in length and complexity as your language improves. For example, you might change the grammar forms each time you tell it to practice your tenses or whatever grammar form you are presently learning. Therefore, the culture topic becomes a way to learn all the various aspects of language in a cultural setting.

Use your Tape Recorder!

Here is an excerpt from Thomson's booklet (*Language Learning in the Real World*, p. 27), that gives excellent guidelines for learning new information from your helper at the same time as you are developing your language proficiency:

A typical pattern will be to have your helper talk to you in your session, and record what he says on tape. You will then listen to the tape on your own time,

noting parts you do not understand or have questions about. Then you will go over the tape bit by bit with the helper in a subsequent session, discussing what he said and getting your questions answered. By that time you will be thoroughly familiar with the taped material and can listen to it again on your time, repeatedly, with full or nearly full comprehension. A final step would be to attempt to retell the material in your own words. You could do this first with your helper in the language session, and record your effort. Then together with your helper, listen to your recording, and get him to give you pointers on ways you might better have expressed yourself. Finally, retell the material in your own words to various friends during social visits. This is the basic pattern - tape the helper, listen to the tape privately, go over the tape with the helper, listen to the tape privately, retell the material in your own words to several people.

There are two ways you can expand this process by adding in a few extra steps:

1) After you have taped your helper, listened to the tape on your own, and gone over it with your helper, *have him tell you the information again*. (And tape it, of course!) This time, your helper will undoubtedly express himself differently, and add more information or details. Then you can go off and listen to it on your own, starting the cycle over.

2) Another place to profitably expand this activity is at the point of your own retelling. After you have recorded yourself and gone over it with your helper for pointers, retell it into the tape recorder - you will have improved in your ability to express yourself! Go over it with your helper again.

Either or both of these expansions can be repeated as many times as you find profitable, gaining both knowledge and fluency.

Grammar Forms:

The textbook **Teach Yourself Turkish** will assure that you are introduced to most of the commonly used grammar forms during this section. You will cover chapters 5 - 16, thereby finishing the book. Your goal is not to “master” every grammar form before moving on to the next lesson. The goal is to be introduced to most of the basic language forms. If you can recognize a grammar form when you hear it and use it in some way, however limited in context or function, you have a basis for recognizing and assimilating it when you need it for your culture topics and community practice. The *DLI Basic Grammar Supplement* and *Teach Yourself Turkish* by Lewis can provide a more thorough explanation of each form along with several examples to use in developing pattern sentences.

Note: In chapters 12 and 13 of TYT, you will be introduced to the *-dik* forms. This is an extremely important form to master because it is used so extensively in Turkish. You will find it helpful to look at several DLI lessons (in the *DLI Basic Grammar Supplement*) as you deal with the many different facets of this form, to get a more thorough coverage than is offered in TYT: Lessons 48, 50, 51, 56, 59, 61, 63, 65, 66, 70 and 73. Lesson 73 also has a comparison of the *-di i* and *-mesi* forms (TYT p. 142, 197)

DLI Lesson 39 has a list of the common “exceptions to the rule” when forming the *present -r* tense (simple present/aorist).

DLI Lessons 54, 56 and 58 also give a helpful comparison of the forms used for different

time relationships (before, after, while, etc).

Pattern Sentences:

Every time you encounter a new grammar form, whether it be from the book or in a culture topic, you should work with it using pattern sentences (see *Pattern Sentences* in General Resources). A good pattern sentence is one which helps you clearly understand the language form and which also gives you a sentence you can adapt for use in a variety of situations. You have already been using some PILAT techniques that help you do this: *Substitution Drill*, *Expansion Drill*, and *Sentence Transformation Exercise*. In addition to continuing with these, you will be learning two more in Stage 2: *Single-Sentence Pattern Drill*, and *Complex-Sentence Pattern Exercise*.

Other PILAT Techniques

You will continue using most of the techniques you were using during Stage 1. For example, a Stage 2 *Monologue* could be your personal testimony. Look over the PILAT descriptions/instructions again, because many have ideas and instructions for working at more advanced levels. You will also be learning several new techniques during the first half of Stage 2. Of course, you are always free to try them out sooner than the section in which they are introduced.

Social Expressions

You will continue working through the list of social expressions. Many will not be new to you at this point, but by learning two *new* ones each week, you will easily finish them all by the end of Stage 2.

Proverbs and Idioms

You will learn a new Turkish proverb (atasözü) or idiom (deyim) every week. Use ones that you can use daily and when responding to people (e.g. *Damlaya damlaya göl olur*, and *ki lisan iki insan*). You can use the list (*Proverbs*) in General Resources and/or buy a *Türkçe Atasözü/Deyim* book at your local bookstore. Make sure you ask your helper to explain the appropriate times to use them.

Dictation

Accurately writing the Turkish you hear is a skill that once learned, is learned! If you are able to write things down “letter-perfect”, you can set this activity aside. You will still want to have your helper dictate something periodically, however, to make sure that you are maintaining your skill in this area.

Oral Reading

This remains an important activity throughout language study; take a bit of time during each lesson to read orally. Have your helper read first, with you repeating. Read phrase-by-phrase at first, so that you can mentally compare your reading with your helper’s. Gradually lengthen the amount you can read, according to how much you can say in one ‘mouthful’, and how much you can compare in your head. Remember, you are aiming for accuracy and fluency in several areas: individual sounds, pronunciation of individual words, proper

phrasing (i.e., putting words together that belong together; not pausing in the wrong places, knowing where you can take a breath, etc.), the intonation of the entire sentence, and the (hopefully increasing) speed at which you can get it all out!

It is also extremely helpful to read out loud to yourself. A large part of reading well is just practice; you don't always need your helper's feedback, so you can also make it a regular part of your personal study time. PILAT's *Record and Compare* and *Play It Again* are helpful in developing this skill.

Describing

You should be describing everything you can, in accordance with your ever-improving abilities. Work with your helper in 15-minute segments at least three times a week. Often this can be done in conjunction with what you're learning in your culture topics. Several PILAT techniques are useful: *Item Description*, *Event Description*, *Series*, and *Concept Exploration*.

Talk to Yourself!

It is greatly beneficial to talk *to yourself* when you're learning a language! As you've realized, it's often hard to even get the words out when you're struggling to express yourself to your friends and neighbors. So 'practice' when you're by yourself. Inside of 'thinking' your personal study time, say it all out loud! While you're working around the house or running errands, tell yourself in Turkish what you're doing. This fits nicely with PILAT's *Series Technique*.

A good guideline to help in this area: Constantly ask yourself, "Could I be speaking out loud in Turkish to myself right now?" (as opposed to *thinking* it in Turkish or *saying or thinking* it in English). If the answer is yes: DO IT! It will probably feel strange at first (, but it will greatly improve your Turkish.

Reading and Writing

In Stage 2, you will be developing your basic reading and writing skills. Some activities that contribute to this are:

Reading

- newspaper headlines
- short newspaper or magazine articles(paragraph-length)
- children's stories, Bible stories, folktales

Writing

- short pieces in Turkish on any subject using newly learned grammar forms
- dictation
- transcribing
- specific assignments like letters, 'dilekçe' (official request note), "greeting card"
notes, etc.

Topical Notebook

Elicit, tape, learn and finally write down Turkish you need for discussing topical subjects. Start compiling a set of topical reference pages where you collect vocabulary (nouns, verbs, adjectives to describe nouns, adverbs to describe verbs...), set phrases, idioms, and other language forms that are useful when discussing a specific topic. These should all be in Turkish, not necessarily even with translations. See General Resources for topical notebook ideas and sample pages.

Other Notebooks and Journals

You should include notebooks as part of your planning and evaluation strategy, according to your learning style and what you find useful. In addition, you have your Needs Notebook, Turkish writing notebook (2 paragraph-length items per week, on any subject), and your Topical Notebook. Some of you might also want to keep a diary (in your mother tongue) of your thoughts and attitudes about the learning experience.

Turkish-Turkish Dictionary

Sometime during this section you should begin using a Turkish-Turkish dictionary. Good Turkish dictionaries give sample sentences for words and map the range of word meanings. Using a Turkish dictionary will also help you avoid translating in your mind and will expose you to sentence structures and other vocabulary related to the word you look up. You will want to buy the *Türk Dil Kurumu*'s two-volume *Türkçe Sözlük*.

Community Time

As well as studying with your language helper and on your own, you are expected to spend at least 7 to 10 hours with the people in your neighborhood or *çevre*, putting into practice what you are learning. It is often very easy to spend time drinking tea with people, saying the same memorized Turkish phrases over and over. However, it is a much better use of your time with people if you take what you are learning and apply that specific grammar form, vocabulary, or cultural topic with the people you are visiting. In other words, before you go out or have someone in, you should spend some time thinking about and/or preparing what you want to talk about part of the time you will be together, what questions you want to ask, and the forms that you want to try to be using. This will take some time, but in the long run, it will improve your Turkish immensely.

Also, try to spend as much time with as many different people as possible. Over a period of time, people get used to our Turkish and we get used to theirs. Just think about how a mother is often the only one who understands what her two-year-old is saying! (It is *always* beneficial to you to hear an ever-expanding group of people speak. Speaking with a variety of people also gives you an expanding pool of people willing to correct you. Not everyone will be willing to correct you, for a variety of reasons. But since one of the most basic learning requirements is just practice, practice, practice, it is not necessary to be corrected all the time. A few able and willing friends are sufficient; often you must ask them firmly and repeatedly at first to correct your Turkish, or else out of politeness they will not (especially if you are older than they are).

It is also best to spend most of your time with people one-on-one or in small groups. Large groups can be excellent for cultural learning and forming friendships. They also give

practice in following native speakers talking to one another (considerably more difficult than a on-on-one conversation with a national, as you've no doubt experienced!). However, because people speak so quickly and are often all talking at once, at this stage comprehension can be impossible and opportunities to speak nonexistent.

English Reading Program

You will continue with the quarterly reading program, and read two books in English. See page 15 of the Introduction.

Review Weeks and Assessments

Every three months, you should take a week to review and consolidate what you have learned. Some suggestions would be to review your culture topics, PILAT techniques, social expressions, vocabulary from your topical notebook, any grammar forms you are having trouble with, etc. Go over your writing assignments and take note of any mistakes that your helper has repeatedly corrected. You might want to practice some dictation if you have not been doing it regularly in your lessons. Use this week to complete any requirements left undone before you move on to the next section. If you feel caught up and don't need this week to review, feel free to move on to the next section. There will be a written and oral assessment every three months by your coach or someone from the language committee to help you track your progress.

Class-Track Option

If you feel that you need part of your language learning to be in a classroom setting, you may attend a TÖMER or ACTÖM class at any point after the beginning of Stage 2. With the approval of your coach, you may go to a class that meets two or three days a week, and have lessons with your helper the other two or three days of the week. You can cut down your culture topics from four per section to two per section; the amount of writing and other activities will depend on what activities and assignments you do in conjunction with your class. You and your coach will work together to tailor the program to insure that you are learning and doing what you need to.

Generally the TÖMER classes offered in the summer months are 'intensive', meaning they meet five days a week for a month, rather than two or three days a week for two months to cover the same amount of material. Don't plan on taking more than one of these classes in a row, because you need individualized work with a helper and more speaking opportunities than are afforded by even the best of classes.

Rather than moving completely into the class-track, you are also free to take a class or two at any point to solidify your grasp of the grammar, or even to just have a change of pace for a short period of time. Also, you are not "stuck" in the class-track if you try it and feel it is not as beneficial as you had hoped. However, you are not free to be flipping back and forth. Talk with your coach about the pros and cons according to your needs and learning styles. And remember to have realistic expectations: moving into the class-track may extend the duration of your full-time language study.

Tapes, Reports and Interaction

Continue to tape a lesson for your coach during each section. Hand in the three-page report (the originals to be photocopied are on the next pages), and meet every other week with your language coach. Try to get your tape to your coach *before* you meet so that he/she can be ready to give you feedback when you get together.

STAGE 2 -- SAMPLE LESSON PLAN

First Hour

Needs Notebook	10-15 min.
Helper checks reading/writing	10-15 min.
Drills & exercises (including pronunciation & intonation)	10-15 min.
Describing (3x per week)	10-15 min.

Second Hour

Culture topics (3 days per week)	
Elicit & clarify	20-30 min.
Identify pattern sentences	10 min.
Practice pattern sentences	15 min.
Prepare study tape	10 min.

or...

TYT (2 days per week)	
Dialog or grammar notes	20-30 min.
Identify pattern sentences	10 min.
Practice & expand patterns	10-15 min.
Prepare study tape	10 min.

SAMPLE PERSONAL STUDY TIME

Activity	Per day	Per week
Review last lesson	15-20 minutes	1-1½ hours
Practice with tape	20-30 minutes	2 hours
Reading/writing/transcribing	15-20 minutes	1-2 hours
Active listening	15-20 minutes	1-1½ hours
Prepare for next lesson	20-30 minutes	2 hours
Prepare for community practice	15-20 minutes	1 hour

Stage 2 - Bi-weekly Study Report

Student: _____

Week #1 total hours: _____

Section # _____, beginning on **Monday**, _____

Week #2 total hours: _____

Helpers: _____ and _____

Lessons (10 hours/week)

Week #1 - number of hours _____

Week #2 - number of hours _____

(check if done during lessons)

	Week 1	Week 2
Pronunciation/Intonation	_____	_____
Oral Reading	_____	_____
Needs Notebook	_____	_____
Cultural Questioning	_____	_____
TYT - Lesson(s)_____	_____	_____
Describing	_____	_____
Pattern Sentences	_____	_____
PILAT techniques_____	_____	_____
Reading/writing feedback	_____	_____
Other_____	_____	_____

Personal Study (8-10 hours/week)

Week #1 - number of hours _____

Week #2 - number of hours _____

(check if done during study)

	Week 1	Week 2
Review previous lessons	_____	_____
Practice with tape	_____	_____
Study with book	_____	_____
Preparation for lesson	_____	_____
Preparation for community	_____	_____
Active listening	_____	_____
Reading	_____	_____
Writing	_____	_____

Community Time (7-10 hours/week)

Week #1 - number of hours _____

Week #2 - number of hours _____

List people by name/identity, with approx. amount of time spent with them over the two-week period:

STAGE 2 Study Report, continued

Additional activities: (not counted toward required hours)

Passive Listening: Week #1 – number of hours _____
 Week #2 – number of hours _____

(English) Reading Program: reading the following book:

What have you done to involve yourself in the community?

What were the four culture topics that you worked on this section?

1. _____
2. _____
3. _____
4. _____

- I have read pages 1-39 in Thomson's Language Learning in the Real World.*
- I have turned in a taped sample of an average lesson from this period, along with a story or monologue.*
- I have attached (a copy of) the four paragraph-length journal entries I did this period.*

What other resources did you use during this section?

In what area did you make your greatest gains during this section?

What area is your greatest learning need at this time and what will you do to meet that need?

STAGE 2 Study Report, continued

Stage 2 - Activities throughout ALL sections:

Oral Reading: every lesson, also during study time
Describing: 15-minute segments at least 3 times a week
Writing: 2 paragraph-length entries per week

Proverbs/Idioms: a new one every week
Dictation: as necessary
English reading: quarterly books **Social Expression:** 2 new per week

Stage 2 - Specific Activities: Read Stage 2 Overview and Thomson’s *Language Learning for Non-Beginners* (p.1-37) in **Section 1**, and reread Thomson’s book (pages 1-37) in **Section 7**.

Section	TYT	PILAT Technique	Page	Reading	Additional Writing	Storytelling			
1	ch. 5	Series	30						
		True/False Comprehension	32						
		Concept Exploration	33						
2	ch. 6	Single Sentence Pattern Drill	34						
		Event Description	35						
3	ch. 7	Dumb-Smart Questions	36						
4	ch. 8	Ask a Set of Questions	38						
5	ch. 9	Dialog Track with Variations	39						
6	ch.10	Complex Sentence Pattern Exercise	42						
REVIEW and CONSOLIDATION									
7	ch.11	Games and Activities	43				newspaper headlines Kucak Bible story booklets	dilekçe (with helper)	
		Bilingual Reading	45						
8	ch.12	<i>continue developing and practicing these techniques</i>		newspaper headlines Kucak Bible story booklets	“greeting card” notes for various occasions				
9	ch.13			newspaper/magazine articles * (* paragraph-length, twice a week)	short personal letter				
10	ch.14			newspaper/magazine articles * simple short stories (twice a week)	childhood experience				
11	ch.15			newspaper/magazine articles * simple short stories (twice a week)	an experience in Turkey	simple Bible story			
12	ch.16			newspaper/magazine articles * folktales (twice a week)	6-8 sentence personal testimony (autobiographical, not evangelistic)	Nasrettin Hoca folktale			
REVIEW and CONSOLIDATION									