

## STAGE 4

**Proficiency Goal:** 3.0 on FSI, Superior on ACTFL

**Estimated Time:** remainder of first 4-year term (about 2 years)

**Hours:** part-time (5-15 formal hours/week)

Your main concern is to be sure that you are exposed to the language in a major way, on an ongoing basis, in real life. This has a lot to do with the choices you make in relation to your lifestyle. Choose living and work situations that expose you to contact with Turks rather than insulating you from it.

### Study Hours

The number of hours required during this stage of part-time study will be determined by the nature of your ministry assignment. Your coach, in conjunction with the language committee, will establish the specific requirement.

One lesson per week with a helper will probably provide enough feedback; the remaining hours will be taken up with personal study and reading. The more hours of formal study you are doing, the higher the likelihood that you might wish to spend more time with a helper, depending on language strengths and weaknesses; work together with your coach to come up with a plan that will maximize your study time.

The 5-15 hours per week of language study during Stage 4 does *not* include any community time. It is assumed that you are moving into ‘official’ ministry, and are having plenty of interaction with people. The time you spend with them, while not counting toward your study hours, will continue to develop your language proficiency.

### Culture Topics

Use the real communication needs and ministry opportunities you have to work on language. Keep looking for better words to use, better ways to say things, more effective ways to persuade, etc.

### Grammar

Continue recording yourself as you use the language in communication, and go over the tapes with a language helper. These can either be recorded portions of real events or short ‘oral essays’ that you record specifically for this purpose. Almost anybody can serve as a helper at this point. If you find that you are having trouble with a particular aspect of the language, you can devise a communication activity that will allow you to use the problem construction or vocabulary items repeatedly. Evaluate taped segments of your own speech, using techniques suggested in Thomson’s *Language Learning in the Real World*.

### **Reading**

You can benefit considerably from reading. To a large extent, you also become a good writer as a result of massive comprehensible input that you receive as a reader. It will also increase your vocabulary. When you have difficulty understanding portions of written material that you are reading, these can provide the basis for discussions with a friend or helper. Plan a reading program that exposes you to the Christian books and materials available, as well as to a variety of Turkish writing. Reading out loud is a good way to develop public-reading skill, which is very necessary in ministry.

### **Writing**

Get into the habit of regularly writing short pieces in Turkish. It is much easier to get all of the grammatical details correct when you are writing than when you are speaking, since you have all the time you need to think and you can easily go back and make corrections. So write journal entries, short stories, descriptive essays, instructive essays, teaching illustrations, etc., and go over them with a helper to get help with things you found difficult to express and to discover errors you may be unaware of.

### **Storytelling**

Work to improve your storytelling and describing abilities. These are important ministry tools to sharpen, especially in our type of work.

### **Equipping**

Continue to work on any areas that equip you for the ministry (and tent-making role) you are currently involved in, as well as preparing in advance for opportunities you anticipate in the future. Systematically working through the remaining twelve of the Basic Discipleship Lessons, either on your own or with someone, is a good idea.

### **Accountability**

Turn in monthly reports with tapes and writing samples to your language coach. You should meet with your coach at least quarterly, perhaps as often as monthly, to evaluate your goals and your progress.

### **Completion of Stage 4**

Formal proficiency assessment will be done by the language committee as part of your pre-furlough evaluation, upon recommendation by the language coach. Those assessed at 3.0 or higher are finished with formal language study. Those not reaching 3.0 will continue with part-time study during their next term until they reach 3.0.

## Stage 4 - Monthly Study Report

Student: \_\_\_\_\_ Total Number of Hours this Month: \_\_\_\_\_

Helper: \_\_\_\_\_

Dates, starting Monday... , and total study hours (including lesson time) each week:

Week 1 \_\_\_\_\_ Hours \_\_\_\_\_ Week 2 \_\_\_\_\_ Hours \_\_\_\_\_

Week 3 \_\_\_\_\_ Hours \_\_\_\_\_ Week 4 \_\_\_\_\_ Hours \_\_\_\_\_

Number of hours spent in **lessons with a helper**:

Week 1 \_\_\_\_\_ Week 2 \_\_\_\_\_ Week 3 \_\_\_\_\_ Week 4 \_\_\_\_\_

**“Contact hours”** you spent visiting (***NOT*** counted towards study hours above):

Week 1 \_\_\_\_\_ Week 2 \_\_\_\_\_ Week 3 \_\_\_\_\_ Week 4 \_\_\_\_\_

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*Use the back of the paper for the following if more space is necessary:*

**Projects** you have worked on:

Books you are **reading**, including books of the Bible: (indicate the ones that you finished)

Topics you have **written** about:

**Stories** you have been telling:

Other ways you are **equipping** yourself for ministry (lessons, verses, etc.):

Areas in which you feel you are making **progress**:

*(continued on back)*

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Areas that **need improvement**:

Grammar **weaknesses** you have noticed (through tapes or essays, etc.):

Communication **activities** you are using to deal with those weaknesses:

Areas in which you want **help** or ideas: